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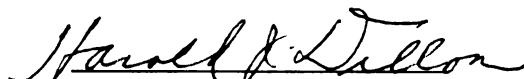
The Effect of Mailed Material on Volunteers
in a Community Service Organization

presented by

Morton Plotnick

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Adult Education


Major professor

Date May 22, 1964



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ABSTRACT

THE EFFECT OF MAILED MATERIAL ON VOLUNTEERS IN A COMMUNITY SERVICE ORGANIZATION

by Morton Plotnick

STATEMENT OF THE PROBLEM

A survey of the research pertaining to the education of volunteers has indicated a need to define more clearly the impact of organizational mailing upon volunteers in community service organizations. The purpose of this study, therefore, was to investigate the effect, educationally and attitudinally, of materials mailed by a community service agency to its volunteers. The general hypothesis for this study was that the community service agency does not effectively educate its volunteer members by the common technique of mass mailing.

METHOD OF STUDY

After developing general and operational hypotheses the author screened organizations to determine which would be best suited for this type of study. The Anti-Defamation League of B'nai B'rith (ADL) proved to be the organization best suited for the needs of this particular study.

The author randomly divided the universe under study, 60 volunteers from B'nai B'rith groups in the Detroit metropolitan area, into experimental and control groups.

Following this the author developed an instrument that would test the hypothesis of this research, after which the author devised an experimental set of educative mailings, using the materials that formed the basis for the questionnaire. The five pieces of experimental mail were sent to

the experimental groups at regular intervals from January, 1962 through April, 1963.

The questionnaire was first administered to all chairmen at the beginning of the ADL program year, 1962-1963, and the experimental mailings were then sent to the experimental group. The author then administered another questionnaire to all chairmen at the end of the program year.

The conclusions drawn from this study were based upon data received from a universe of ADL chairmen in the Detroit metropolitan area. The universe consisted of sixty individuals of which 73.3% responded to both questionnaires.

CONCLUSIONS

The data collected indicated that the effect of mailed materials as measured by the instrument designed for this study was negligible. The data indicated that the total change from the first to second questionnaire of the experimental group showed a change of 20.66%. while the control group showed a change of 24.65%. This reveals a difference of 3.99% between the experimental and control groups.

The author found that the responses of the chairmen on the attitudinal section of the instrument did not alter greatly from the first to second questionnaire. Chairmen generally responded to these items in a manner coinciding with the philosophy of the agency. However, the author did note that responses generally were not in the "strongly agree" or "strongly disagree" columns. There was also a fair degree of variability in these responses suggesting an area of further research on behalf of the agency studied.

In conclusion, the study indicated that mailed materials used by the agency studied did not produce the desired educational gains upon its volunteers.

RECOMMENDATIONS

Based upon the data obtained the author feels that agencies which utilize mailed materials for the purpose of educating its volunteers should concern themselves with these areas. First such agencies must attempt to develop significant, vital, and purposeful programs for their volunteers. Second, mailed materials must be structured so that the information presented is easy to read and personally meaningful to the volunteer. Third, agencies should encourage regular meetings of volunteers and agency staff to discuss the areas in which the agency is involved.

In this manner the agency should be able to retain volunteers longer, broaden their backgrounds, increase the effectiveness of the educational program for volunteers, and provide stimulating vital work for those interested volunteers.

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by

Morton Plotnick

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

COLLEGE OF EDUCATION

1964

6-1594
6-1595

ACKNOWLEDGMENTS

In the course of events leading to the completion of this study many people have contributed their time, effort and support. Dr. Harold Dillon served as major advisor and provided invaluable guidance and counsel. Dr. Jay Artis, Dr. James Costar, and Dr. Max Smith served as doctoral committee members. The writer acknowledges with gratitude his debt to members of the committee, and Dr. Iwao Ishino and others instrumental in the planning and completion of this study.

The nature of this study made the writer dependent upon other professional workers in the community whose cooperation was essential for gathering the required data. Thanks are extended to Sol Littman and Burt Levy of the Michigan Regional Office of the Anti-Defamation League in making available the materials and resources of their office.

To my wife Evelyn, to my daughter Suzanne Lynne, and to my parents I can only express gratitude for their inspiration, understanding, and many hours of help.

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CHAPTER I

STATEMENT OF THE PROBLEM

A survey of the research pertaining to the education of volunteers has indicated a need to define more clearly the impact of organizational mailing upon volunteers in community service agencies. The purpose of this study therefore is to investigate the effect, educationally and attitudinally, of mailed materials sent by a community service organization to its volunteers.

RATIONALE

The significance of this problem can be seen by the increased number of volunteers in our community service organizations. The task of communicating agency policy and program to volunteers is one for which the professional is responsible. In view of the lack of funds and time, this function is maintained, in great part, by the use of mailed materials.

Much of the research in the area of volunteerism clarifies the volunteer's role in organizational life and proceeds to describe him in terms of socio-economic level, organizational involvement, and so on.

However, we have little to demonstrate how effectively professionals can educate the large numbers of volunteers who, by their sheer numbers, tend to shape the structure of these organizations.

Citizen and volunteer participation in both official and unofficial public service in the United States has a history as old as the history of our country.¹ The pioneers in this field saw the needs for service in the

¹Russell H. Kurtz, ed., Social Work Yearbook, (New York: National Association of Social Workers, 1960), p. 157.

community at large and attempted to meet these needs. In a sense, they became the public conscience in areas such as health and welfare. The efforts of these volunteers in the last half of the nineteenth century resulted in the establishment of organized health and welfare agencies.²

It has been said that volunteerism sinks its roots deep in the fiber of western civilization. This is seen in the Judeo-Christian teachings related to charity: "Love Thy Neighbor as Thyself." In the compilation of Jewish law there is a statement of ten principal deeds with which man can earn his reward for good living. Among the ten deeds are: the practice of charity, hospitality to wayfarers, visiting the sick, providing dowries for poor brides, attending the dead to the grave, and acting as peacemaker.³ The church taught that charity was necessary for salvation, and it was generally accepted that the poor were to be instrumental in gaining salvation for the charitable volunteers who unselfishly aided them.

Over the years the volunteerism has grown in numbers, and the scope of his operations has widened tremendously. It has been said that volunteers outnumber professionals two hundred fifty to one.⁵ Clarence Hall estimates that there are some "twenty million volunteers active to some degree in 'humane causes' of all kinds in the United States."⁶ The fact

²Ibid., p. 157.

³Rabbi Sydney L. Markowitz, What You Should Know About Jewish Religion, History, Ethics and Culture, (New York: The Citadel Press, 1955), p. 146.

⁵Kurtz, op. cit., p. 160.

⁶Ibid., p. 160.

is that volunteers today are so numerous that without them such organizations as the Boy Scouts, Girl Scouts, Red Cross and many others would not exist.

Volunteerism has not only grown numerically but has taken on an overwhelming importance in a great multitude of welfare and service organizations. The importance of the volunteer can be seen from statements by the Red Cross, whose staff of some two million is composed of 91% volunteers, "the richest resources of the Red Cross are the men, women, and children who do its work."⁷ Volunteers have filled an important place in the leadership of recreational, service, and informal educational activities;⁸ it is pointed out that "without the talents and energies of these volunteers Red Cross would never be able to reach its highest potentials in the area of service."⁹

In a discussion about the volunteer, Sol Littman, Director of the Michigan Regional Anti-Defamation League of B'nai B'rith stated: "if they (volunteers) were not there we would create them."¹⁰ In addition, Dr. Eveline Burns stated that because of volunteers "our communities are enormously better off as a result of their efforts."¹¹

⁷Anonymous, Placing Volunteers, (Washington, D. C.: The American Red Cross, 1958), p. 4.

⁸Gertrude Wilson, "Social Group Work," Social Work Yearbook, 1943, Vol. 5, (New York: Russell Sage Foundation, 1943), p. 497.

⁹Anonymous, op. cit., p. 4.

¹⁰~~Personal~~ Interview with Sol Littman, June 17, 1963, Detroit.

¹¹Dr. Eveline M. Burns, "A Bigger Role for Volunteers," Council Women, National Council of Jewish Women, New York, June 1957, p. 2.



With the growing legions of lay personnel the various agencies have instituted programs directed towards the improvement of communications with and education of volunteers. These programs are outgrowths of the increased awareness on the behalf of professional social workers that good adult educative procedures are necessary to train volunteers who will effectively complement the professional staff.

A good program of education is essential because of the diverse backgrounds and experience of the volunteers. Hero reported that we can expect differences in organizational participation because of ethnic and religious backgrounds.¹²

However, even within the same education and social categories, individuals of different ethnic and religious backgrounds tend to belong to different organizations. . . . Foreign-born Americans from sophisticated settings in their countries of birth seem to be more active in serious organizational activities in world affairs than most native-born citizens of similar education and occupation.¹³

Volunteers serve in many capacities and function in numerous areas within the agency structure. A great number serve in secretarial and general office duties. A large percentage serve only to collect funds during specific fundraising periods, as in the annual Community Chest. Dr. Burns stated:

More than adding to the volume of services, women volunteers can bring special qualities which are of value: inquiring minds; flexibility--a willingness to shift efforts and acquire new learning when needs change; a capacity to organize and administer; and when unexpected assignments arise, a willingness to say "yes."¹⁴

Citizen participation makes its most valuable contributions in the areas of communications, public relations, as well as fact finding and

¹²Alfred O. Hero, Voluntary Organizations in World Affairs Communication, (Boston: World Peace Foundation, 1960), p. 72.

¹³Ibid., p. 72.

¹⁴Burns, op. cit., p. 2.



community studies.

They (volunteers) are the bona fide bond between social work and the community. They are the cross section of the public on whom the agency can test its won policies and programs. They are the interpreters, the advocates, and at times the stern critics. And they are constant reminders of one simple and wholesome truth that the agency belongs not to itself, but to the whole community.¹⁵

Voluntary organizations experienced both a rapid and high rate of volunteer mortality. National service agencies reported that the annual turnover rate was approximately fifty percent.¹⁶ With this type of turnover it is important that volunteers be trained as quickly as possible as to their role within the agency structure. It is also imperative that agencies utilize and devise selective procedures in order to reduce turnover rates. In addition, proper educative procedures must be introduced as a partial solution to this dilemma.

The task of communicating agency policy and program to volunteers is a responsibility of the professional staff who maintains open channels of communication with all lay personnel. Organizationally, this is usually accomplished via two methods: face to face contact and mailed materials sent to volunteers. Ideally, the professional has regular face to face meetings with the volunteers at which time they discuss program, policy, activity and role of the volunteer, as well as other items relating to the position of the volunteer.

¹⁵To Have and To Hold Volunteers in Community Services, (New York: Advisory Committee on Citizen Participation of Community Chests and Councils of America, 1950), p. 1.

¹⁶Daniel Thursz, Volunteer Group Advisors in A National Social Work Agency, (Washington, D.C.: The Catholic University of America Press, 1960) p. 10.

It is during this time that the professional attempts to develop in the volunteer a sense of leadership and purpose. This volunteer, properly educated and prepared, is then able to fulfill his specific function in the agency, as well as those broader goals, liaison between community and agency. Unfortunately, because of the lack of funds on behalf of the professional staff, depth personal contact with all volunteers is rare.

The communication function is quite often maintained either by volunteers that have been associated with the agency for some length of time or by mailed materials. These volunteers then assume the role of professional to the new recruits and conduct a limited amount of training sessions and perform other duties within this realm. As can be surmised, contact is basically between volunteers and not between volunteers and professionals.

Because of the size of various volunteer organizations and the limited time of the professionals, the greatest amount of contact between the agency and their volunteers is through mailed materials. This material is generally of a factual variety regarding the organization's programs and is duplicated for the consumption of volunteer workers.

Much of the research in the area of volunteerism either clarifies the role of the volunteer in organizational life or describes him in terms of socio-economic level, motivating factors, and a multitude of other variables. For example, David Sills in his book The Volunteers presented a detailed description of how the members of a voluntary organization help

shape the character of the organization and its future.¹⁷ However, no real attempt was made to determine whether or not the association between organization and volunteer had any educational effect on the individual in terms of the agency goals and programs.

The author has found that there is great concern regarding the quality and impact of educational techniques utilized in voluntary organizations. Max F. Millikan, President of the Board of Trustees of the World Peace Foundation stated:

Many practitioners in the field of world affairs communications have been beset by increasingly nagging doubts as to the effectiveness of their efforts to raise the level and quality of citizen participation.¹⁸

Mr. Millikan continued:

Readers should not be surprised that the fund of research findings focused directly on these questions is rather scanty. A series of reviews which restricted its attention to such findings would be of very limited scope. Therefore . . . reviewers have attempted to interpret some studies which consider . . . behavior only indirectly or peripherally. . . . Thus, many of the generalizations . . . are of a tentative nature pending further research and practical experience.¹⁹

In Voluntary Organizations in World Affairs Communications, Hero suggested that regardless of the material utilized with volunteers from service organizations it is imperative to select individuals who will be effective as opinion leaders.²⁰

¹⁷David Sills, The Volunteers, (Glencoe, Illinois: The Free Press, 1957), p. viii.

¹⁸Hero, op. cit., p. i.

¹⁹Ibid., p. iii.

²⁰Ibid., p. 23.

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¹⁸Hero, op. cit., p. i.

¹⁹Ibid., p. iii.

²⁰Ibid., p. 23.

Because leadership functions on so many different levels . . . there can be no typical leader . . . a leader is someone who represents the point of view of others, can guide and influence their thinking, can usually speak for them, and has thus developed a form of power structure. . . . Some leaders are delegated to their positions of leadership and authority, and some wield influence more subtly and informally.²¹

This statement would strongly suggest that effective volunteer participation and development of leadership personnel from this group is dependent on how well the professional translates to the volunteer the role that is expected of him and the selective procedures employed by an agency in obtaining "qualified" volunteers.

The field of social work has long recognized the need for increased research and evaluation of its operations with volunteers. In discussing the situation of volunteers during and after World War I, Ellen Geer states: "The inevitable swing-away from training on the part of volunteers . . . was already . . . being checked by the efforts of groups of professional workers and laymen."²² She continues by stating the "irregularity, inadequate preparation, and temporary identification with an agency are the obvious handicaps to good volunteer service."²³

In 1935, Katharine Rogers Van Slyck recognized the role of the volunteers and the need for their education:

Far sighted social workers . . . realize that it is vital that the lay public be given an understanding of what is being done . . . the contributions volunteers have made as interpreters, board members . . .

²¹Dynamics of Citizen Participation, (New York: National Federation of Settlements and Neighborhood Centers, 1959), p. 14.

²²Ellen Geer, "Volunteers in Social Work," Social Work Year Book, 1933, (New York: Russell Sage Foundation, 1933), p. 546.

²³Ibid., p. 547.

indicate . . . that an even more effective type of service may be expected in the future.

Daniel Thursz, when discussing the views of Charlotte Towle and her book The Learner in Education for the Professions,²⁵ states:

In professional education . . . a student is expected to acquire ideas, habits, attitudes, interests and ways of feeling, thinking and doing, which he did not have before he entered a professional school. The same can be said of the volunteer. . . . He, too, has to be socially educable. It is as important for the group work supervisor to understand the background and motivation of volunteer advisors as it is for the selection committee of a . . . school to scrutinize the education, social, and emotional history of the individual applicant. . . . Charlotte Towle concludes that the real problem of selecting the socially educable student has not yet been solved . . . agencies . . . as well as professional schools, have to make . . . a heavy investment of time, knowledge, and skill before some real headway can be made.²⁶

GENERAL HYPOTHESIS

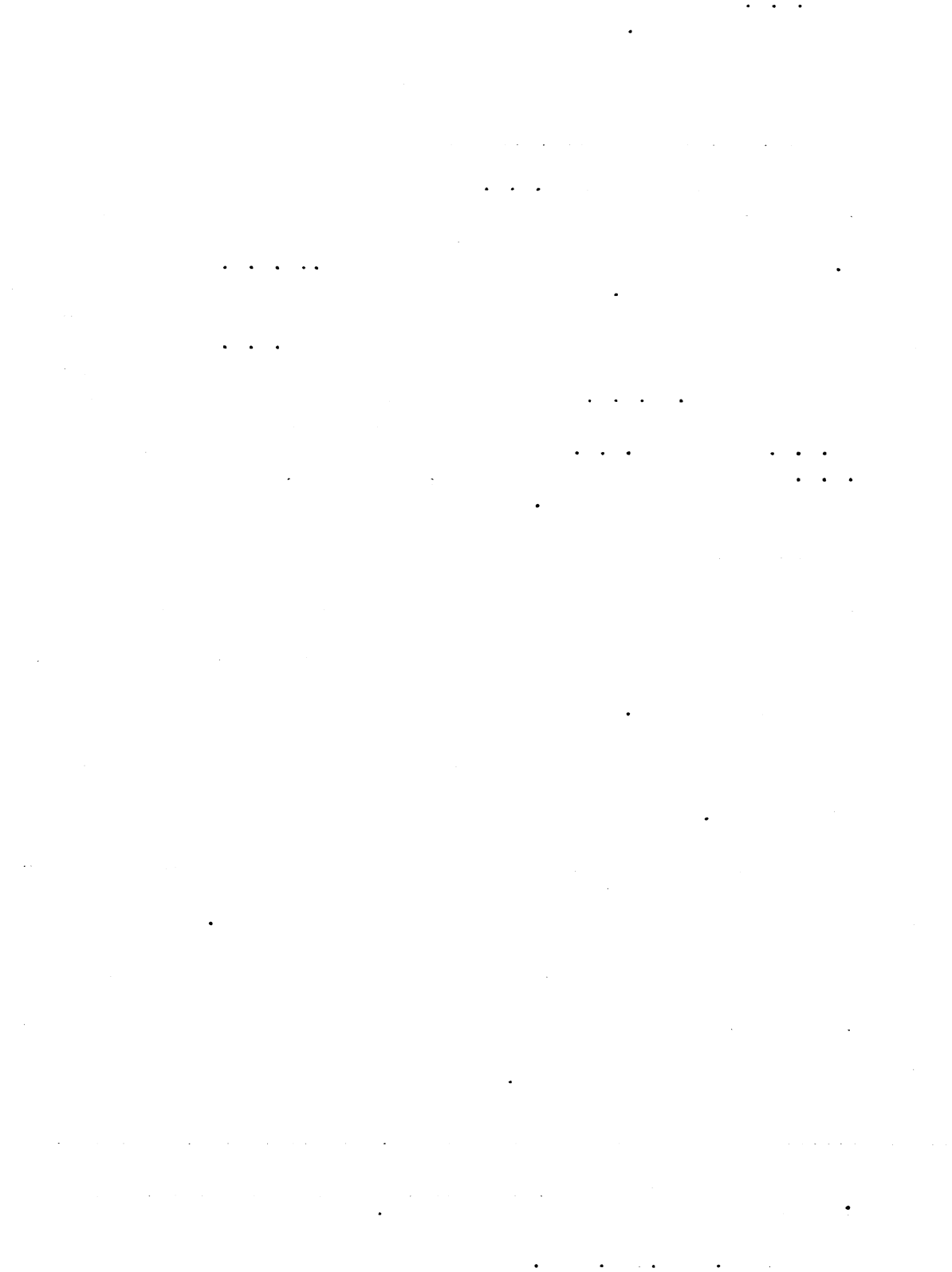
The general hypothesis for this study is that the community service agency does not effectively educate its volunteer members by the common technique of mass mailing.

One term that requires some limitation in regard to its use in this study is "education." For this study the term education will refer to a process which enables an individual to ingest material and correctly answer questions regarding this material at some later date.

The author is well aware that other definitions of education can be utilized, however, for the specific purposes of this study the above definition is considered to be valid.

²⁵Charlotte Towle, The Learner in Education for the Professions, (Chicago: University of Chicago Press, 1954).

²⁶Thursz, op. cit., p. 138.



Furthermore, in this study the author will refer to an experimental system of mailings. The data secured will be limited to the set of experimental mailings used in this study as well as the instrument designed for the gathering of the data.

In developing a research design to test this general hypothesis the author formulated the following operational hypotheses:

1. There is no significant difference between those ADL chairmen that have received mailings via the prevailing system and those who have received mail via the experimental system in terms of ideas transmitted and retained regarding prejudice in education and housing.
2. There is no significant difference between those individuals who have held the position of ADL chairmen for one year or more and those who have been in the position of ADL chairmen for less than one year in terms of
 - a. their concept of what an ADL chairman is;
 - b. their concept of the relationship between the Michigan Regional ADL Director and the ADL lodge and chapter chairmen;
 - c. their ideas regarding training programs.
3. There is no significant difference between the ADL lodge and chapter chairmen and the ADL Director in terms of
 - a. their concept of what an ADL chairman is;
 - b. their concept of the relationship between the Michigan Regional Director and the ADL chairmen.

METHOD OF STUDY

After the formulation of the general hypothesis of this study the author selected an agency suitable for this research. The author selected the Anti-Defamation League of B'nai B'rith because of a number of reasons

which made it well suited to the needs of this investigation.

ADL fits the criteria for a voluntary organization because it comprises a large body of lay volunteers who operate under the guidance of a small number of paid professional staff who occupy key positions. According to Roofff these criteria can be used to define a voluntary organization.²⁷

In addition, the Anti-Defamation League is committed to the combatting of discrimination against all minorities, to fighting the threat of all forms of totalitarianism, and to promoting intercultural understanding and cooperation among all the religious faiths and races in America:

It (ADL) is an organization operating in the field of group relations and civil rights. It is concerned with community relations between Jewish and non-Jewish groups, public relations in behalf of the Jewish community, and education in democratic living.²⁸

In the current national context, this type of organization would tend to attract people strongly committed to its purpose and receptive to any form of educational program directed towards them. One would expect that if any organization is successful in an adult educational program directed towards the volunteers, it would be ADL.

Also, ADL is committed to the intensive use of mailed materials in its educative procedures relating to the ADL lodge and chapter chairmen. Moreover, the willingness of ADL to participate in this study was apparent.

Contact was made with the professional staff in the Michigan Re-

²⁷ Madeline Roofff, Voluntary Societies and Social Policy, (London: Routledge and Kegan Paul Ltd., 1957), p. xiii.

²⁸ Anonymous, ADL Committee Organization, p. 1.

gional Office of the Anti-Defamation League and after some discussion their fullest cooperation was secured.

After considerable discussion with Dr. Harold Dillon and Mr. Sol Littman²⁹ the author decided to develop a questionnaire designed to secure the necessary data for this study. This instrument would be given to each of the ADL chairmen in the universe under consideration, rather than to just a sample group. Authorities have indicated the questionnaires can be satisfactory for the collection of data if a select group is the object of study, as is the case in this piece of research.³⁰

Furthermore, both a pre and post test were administered to all ADL lodge and chapter chairmen. Prior to the September, 1962 orientation meeting of ADL chairmen, the author divided the universe by random selection into an experimental and control group. The experimental group would be sent specially prepared material at selected intervals. The material would cover the areas of prejudice in housing and education. This material was written so that it contained all of the answers to the factual questions on the pre and post test questionnaire.

The primary purpose of this questionnaire was to obtain data regarding the impact of mail to volunteers. The author selected two areas in which respondents would be tested: prejudice in housing and education. The instrument designed to supply information regarding personal data such as sex, age, length of service in ADL, as well as items pertaining to role conceptualization.

²⁹Dr. Harold Dillon is Professor of Adult Education at Michigan State University.

³⁰Mr. Sol Littman is director of the Michigan Regional Office of the Anti-Defamation League of B'nai B'rith.

During the September orientation meeting of the ADL chairmen, the pre-test was administered to all those chairmen present. During May, the post-test was administered and those not in attendance were sent questionnaires, as was the case for the pre-test. It is interesting to note that the men did not have a final meeting as did the women; consequently, all male responses on the post-test were received through the mail.

As can be seen from the outlined procedures, control of the mailed material to both groups was maintained throughout the period of this study. In addition to items regarding the material mailed to the experimental group, the post-test contained items from information sent to all chairmen from December, 1962, to March, 1963.

The response to the pre-and post-questionnaires was such that forty-four persons answered both questionnaires. A return of forty-four individuals, pre and post questionnaires, out of a universe of a possible sixty equaled 73%.

The construction of the instrument and the techniques used to motivate responses to the mailed questionnaire will be described in detail.

I In order to accomplish the above objectives it became necessary to secure sources of information that could be utilized in both the construction of the instrument as well as the experimental mailings. After critical analysis of some of the available materials the author chose to use the following:

1. Anti-Semitism in America³¹

³¹Melvin M. Tumin, Anti-Semitism in America, (New York: Anti-Defamation League of B'nai B'rith).

2. Barriers³²
3. Discrimination in Housing³³
4. Education: 1961 U.S. Commission on Civil Rights Report³⁴
5. Housing: 1961 U.S. Commission on Civil Rights Report³⁵
6. Jews in Suburbia: Tension and Unrest³⁶
7. Some of My Best Friends³⁷

INSTRUMENT CONSTRUCTION AND ADMINISTRATION

The instrument used in this study (see Appendix B) was divided into five distinct segments. The first section of both pre and post tests contains items that are classificatory, such as age, sex, educational background, occupation, length of service and so on.

The second section begins with item 20 and continues through 34. These questions are factual in nature and are intended to indicate differences between the experimental and control group. These items were

³²N.C. Belth, (ed.), Barriers (New York: Anti-Defamation League of B'nai B'rith, 1958).

³³Enice and George Grier, Discrimination in Housing (New York: Anti-Defamation League of B'nai B'rith, 1960).

³⁴U. S. Commission on Civil Rights, Education: 1961 U.S. Commission on Civil Rights Report (Washington, D. C.: U. S. Government Printing Office, 1961).

³⁵U. S. Commission on Civil Rights, Housing: 1961 U. S. Commission on Civil Rights Report (Washington D. C.: U. S. Government Printing Office, 1961).

³⁶Albert I. Gordon, Jews in Suburbia: Tension and Unrest, (New York: Beacon Press, 1959).

³⁷Benjamin R. Epstein and Arnold Forester, Some of My Best Friends, (New York: Farrar, Straus and Cudahy, 1962).

derived from the materials previously mentioned in this chapter. Nine of the items in this section deal with prejudice in education while six are concerned with prejudice in housing.

The establishment of attitudinal items was a difficult task. Items 35 through 50 were inserted to see if there would be any significant change in the respondents reactions to the situations presented in this set of statements.

The first fifty-three items on both the pre-and post-tests were identical. On the post-test two sections were added, one regarding the various types of mailed materials, and the second containing questions drawn from materials mailed to both the experimental and control group.

In the section concerning the various types of mailed materials, the respondents were asked to give a rank order to the materials sent to them of the most interesting, the most factual, and so on.

The last section contained items that were drawn from the ADL Bulletin which is sent to all ADL chairmen. The items were selected from ADL Bulletins sent to the chairmen from December, 1962 through March, 1963.

The questionnaire in its final form underwent countless revisions. before its administration. Initially it was given to both the director and assistant director of the Michigan Regional ADL Office for their critical analysis. After some revision it was submitted to the author's doctoral committee for its comments. It was then reviewed by the author, at which time additional alterations were made.

The author then administered the questionnaire to some colleagues for their evaluation regarding appearance, wording, and instructions for the completion of the various segments of the instrument. A new and final

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The questionnaire in its final form underwent countless revisions before its administration. Initially it was given to both the director and assistant director of the Michigan Regional ADL Office for their critical analysis. After some revision it was submitted to the author's doctoral committee for its comments. It was then reviewed by the author, at which time additional alterations were made.

The author then administered the questionnaire to some colleagues for their evaluation regarding appearance, wording, and instructions for the completion of the various segments of the instrument. A new and final

draft of the instrument was prepared, taking into account all of the comments and recommendations of the author's doctoral committee, ADL professional staff, and colleagues. The final revision was resubmitted to Dr. Dillon and Mr. Sol Littman for their approval.

One of the comments made regarding the potential effectiveness of the instrument was its size. After careful consideration and cognizance that bulk and length would be a handicap in a survey using a questionnaire,³⁸ the author chose to retain the instrument in its lengthy form since most of the respondents would be completing the questionnaire (pre- and post-tests) at a meeting. Aware that time was a factor in the completion of this type of instrument, the author administered the questionnaire to several individuals and found the average elapsed time to be thirty-three minutes. After checking with Mr. Littman regarding the amount of time that would be available for the questionnaire's administration it was decided to retain the instrument as it was.

It should be pointed out that circumstances caused the final men's ADL chairmen's meeting to be cancelled. Therefore, all of the men's post tests had to be sent to the respondents by mail. Consequently, the total number of questionnaires, pre and post tests, male and female, sent to respondents amounted to sixty. As is indicated by the final tabulations mail returns were quite high.

All questionnaires that were mailed were accompanied by a cover letter³⁹ from Mr. Sol Littman stating that this was part of a study being

³⁸ Mildred Parten, Surveys, Polls and Samples: Practical Procedures, (New York: Harper and Bros., 1950), p. 383.

³⁹ See Appendix C for complete text of cover letter.

conducted with the cooperation of the Anti-Defamation League of B'nai B'rith. In addition, a stamped self-addressed envelope was enclosed. The envelopes were all coded so that follow-up techniques could be used with those that had failed to return their questionnaire.

The motivation of prompt responses to a mailed survey is a subject that has been discussed in great detail throughout the literature relating to this area. F. B. Waisanen suggests that response to mailed questionnaires can be increased if respondents are notified by telephone prior to receiving the questionnaire.⁴⁰ In light of this study one day prior to the mailing of the questionnaire the author called each individual that was to receive a questionnaire. The questionnaire then arrived in the respondents' homes two days after the phone call was made. This recommended personal contact technique was possible because of the close geographical proximity of all the respondents.

Follow-up techniques in stimulating response in mail surveys has been discussed at great length in literature. Follow-up is recommended by almost all of the writers in the field:

The results of a follow-up are at variance with findings based on replies to the original mailing, suggesting that the usual responding portion of a mail survey is . . . not representative of the non-returning group. The use of follow-up technique produces a noticeable increase in returns and decreases the possibilities of bias.⁴¹

Other studies have confirmed the advisability of follow-up mail surveys. Bressler and Kephart showed the percentage of mail question-

⁴⁰F. B. Waisanen, "A Note on the Responses to a Mailed Questionnaire," The Public Opinion Quarterly, XVIII (Spring, 1954), 210-12.

⁴¹Frank Stanton, "Notes on the Validity of Mail Questionnaire Returns," Journal of Applied Psychology, 23 (1939), 104.

naire return with no preview or follow-up to be 52%. With just a preview 53% return was noted. When a follow-up was used the percentage increased to 68%. The differences between the 52% and 68% were significant at the .05 level.⁴²

Furthermore, a study completed by Sol Levine and Gerald Gordon gave further evidence regarding the advisability of preview and follow-up in maximizing returns from mailed questionnaires.⁴³

With this in mind the author proceeded to make follow-up phone calls to the non-respondents according to the following schedule. One week after the initial call, all non-respondents were called. After the initial call, all non-respondents were then called twice at intervals of six and eight days respectively. The author found this to be a helpful procedure in maximizing returns.

Due to the fluctuating situation of segregation both in the areas of housing and education in the United States, the author chose to eliminate those individuals who responded after twenty-eight days had elapsed from the initial mailing period. This was done so that all responses could be keyed to a single answer.

In addition, close surveillance was kept on the mass media regarding the possible change in facts regarding segregation in the areas of housing and education. Within the time during which the questionnaires

⁴²Marvin Bressler and William Kephart, "Increasing the Responses to Mail Questionnaires - A Research Study," Public Opinion Quarterly, 1958, Summer, #2, Vol. XXII, p. 127.

⁴³Sol Levine and Gerald Gordon, "Maximizing Returns on Mail Questionnaires," Public Opinion Quarterly, XXII, 1958, Winter, 568-575.

were in the hands of the respondents nothing occurred that would alter the factual responses on the questionnaire.

In mailing the pre-test to those chairmen that had not attended the first ADL meeting it was found that two women refused to return the questionnaires sent to them. Thereafter, questionnaires were not sent to these women who had indicated a negative attitude toward participating in this study. Consequently, the author decided to eliminate these two individuals from consideration in this study.

Furthermore, in the pre-test preview and follow-up the author found that four individuals said they had returned the instrument but in actuality had not. Another four indicated that they were no longer ADL chairmen and did not know who had replaced them. No reasons were given for leaving the ranks of ADL chairmen.

Therefore, this study is composed of a universe of fifty-eight possible respondents (after the elimination of the two women mentioned above). There was a total return of forty-four matched pairs (forty-four pre-test respondents who also completed and returned the post-test) or 76%. If the tabulation included the two women who were eliminated there would be a return of 73.3%. Experts in the field of questionnaire response, such as Mildred Parten, indicate that returns are generally very low, often varying from ten to twenty percent of the population under consideration.⁴⁴ In this study the percentage return is far greater than the standards mentioned above.

⁴⁴Parten, op. cit., p. 383.

METHOD OF ANALYSIS

After all returns were completed, the author prepared all questionnaires and responses for IBM analysis. The results were then key punched and verified using two IBM cards for each questionnaire.

The program used for analysis of the data was Sim's program which is a contingency table analysis. This program is designed for use with the MISTIC computer. Results from runs are punched on IBM cards and this data is then printed with the use of the IBM 407. Runs were made to secure the information necessary for the completion of this study. The results of the various runs, noted in percentage form, will be found in the body of this study.

After some discussion with Frank Sims from the research department at Michigan State University, it was decided that Sim's program would be the best method of reporting the statistical segment of this study.

LIMITATIONS

This study was limited to the ADL lodge and chapter chairmen in the Detroit metropolitan area. This sampling is considered to be representative of ADL chairmen throughout the United States. In addition, the educational procedures utilized by the Michigan Regional Office of ADL are also considered to be equivalent to those procedures used in other areas.

Furthermore, the author will confine the discussion of activities adopted by voluntary organizations to those directly related to the training, education, and supervision of ADL lodge and chapter chairmen in the metropolitan area of Detroit.

The period under consideration for this study in the programming year for the Michigan Regional Anti-Defamation League of B'nai B'rith, September 15, 1962 through May 31, 1963. This program year coincides with the activities and program of B'nai B'rith. Lodge and chapter elections usually occur during the months of May and June, at which time ADL chairmen are either reappointed to their positions or new chairmen are selected by the incoming executive board.

ASSUMPTIONS

Operating with the stated hypotheses the author has made the following assumptions:

1. That all ADL lodge and chapter chairmen in the Detroit metropolitan area received the normal mail sent by the Michigan Regional Office.
2. That all ADL chairmen in the metropolitan area of Detroit were on the mailing list.
3. That all ADL chairmen randomly selected for the experimental group received all the experimental mailings.
4. That all ADL chairmen were exposed to the same types of mass media such as radio, television, and newspapers. In addition all chairmen received the regularly mailed materials sent by local and national ADL offices.
5. That the ADL lodge and chapter chairmen in the metropolitan area of Detroit are representative of all lodge and chapter chairmen in the United States.
6. That the period of time from September 15, 1962 through May 31, 1963, is representative of one year's educational program in terms of population distribution and type of educational mail-

CHAPTER II

B'NAI B'RITH AND THE ANTI-DEFAMATION LEAGUE

In this chapter the author will discuss the agency that was selected to provide the data for this study. The author shall trace the historical development of the parent organization, B'nai B'rith, as well as the development of the Anti-Defamation League. The author will discuss the broad agency objectives, its relationship to B'nai B'rith, the organizational structure and the emphasis on educational programs in both B'nai B'rith and ADL.

B'nai B'rith was founded in 1843,¹ when a group of eleven men met in New York City to establish a society which, while based on the teachings and culture of Judaism, would be free in its deliberations from everything dogmatic and doctrinal. Its objective was to formulate an organization which would unite all Jews in a common purpose. Such a society would not only develop mutual understanding and respect among the various ideological segments of Jewry, but also contributes materially to the intellectual and moral advancement of the Jewish community.²

At the time of B'nai B'rith's founding there were about 25,000 Jews in the United States. Organized Jewish community life was virtually none existent outside the synagogue. It was the hope of the founders that this organization would be a force "uniting Israelites in the work of promoting their highest interests and those of humanity."³

¹Maurice Bisgyer (ed.), This is B'nai B'rith (Washington: Supreme Lodge of B'nai B'rith), p. 27.

²Ibid., p. 28.

³Ibid.

On October 21, 1843, their statement of moral principles was set forth. With the exception of a slight change in the first sentence, the preamble still remains the same.

B'nai B'rith has taken upon itself the mission of uniting Israelites⁴ in the work of promoting their highest interests and those of humanity; of developing and elevating the mental and moral character of the people of our faith; of inculcating the purest principles of philanthropy, honor and patriotism; of supporting science and art; alleviating the want of the poor and needy; visiting and attending the sick; coming to the rescue of victims of persecution; providing for, protecting and assisting the widow and orphan on the broadest principles of humanity.⁵

At first a German name was used, "Bundes-Brueder" (League of Brothers), but the founders had picked an alternate name for their society that became the organization's official name: The Independent Order of B'nai B'rith" (Sons of the Covenant).⁶ The Motto for B'nai B'rith was selected at the same time that the Order decided upon the name. This motto has remained the same since the inception of B'nai B'rith - Benevolence, Brotherly Love, and Harmony.⁷

The activity of the Order during its first quarter-century of existence has been:

In the early 1850's B'nai B'rith opened America's Covenant Hall, the first Jewish community center, and established the first Jewish library in this country.

In 1861, Chicago's Ramah Lodge recruited and equipped a company of Jewish soldiers in response to Abraham Lincoln's appeal for

⁴This section has been changed to read "uniting persons of the Jewish faith in the work" and in the last sentence "assisting the aged, the widow."

⁵Bisgyer, op. cit., p. 28.

⁶Ibid., p. 28.

⁷Ibid., p. 30.

volunteers, thus beginning the Order's war service record, which has grown with every war.

In 1865, B'nai B'rith sent funds to Moses Montefiore for the direct relief of victims of a plague in Palestine--the Order's first of many acts in behalf of foreign relief.

The founding in 1868 by District Grand Lodge No. 2 of the Cleveland Jewish Orphan Home to take care of Civil War Orphans.⁸

As the organization grew, the scope and size of its operations grew. In 1899, the Order founded the National Jewish Hospital at Denver.⁹ In 1900, the Order sent \$25,000 to victims of the Galveston flood, and the B'nai B'rith became involved in many projects ranging from orphanages and hospitals to manual training schools and relief to the needy.

In its seventy years of existence, the organization has grown into an international philanthropic order. The scope and range of activities have increased tremendously. B'nai B'rith has become intrinsically involved in the work of helping displaced refugees. On December 7, 1945, Admiral Forrest P. Sherman bestowed the first Citation for War Service awarded to any civilian organization.¹⁰

B'nai B'rith women, a sister auxiliary organization, also contributed greatly to the programmatic ideals of the B'nai B'rith and cited by the U. S. Treasury for its contributions in the war effort.¹¹

Internationally, B'nai B'rith was cited in 1947 by the Dutch Government for feeding and clothing the poor in the Netherlands. In Paris,

⁸Ibid.

⁹Ibid., p. 34.

¹⁰Ibid., p. 41.

¹¹Ibid.

representatives of Jewish agencies, including B'nai B'rith, conferred on Israel and Human Rights legislation and the Genocide Convention.¹²

B'nai B'rith is structured in the following manner: Local B'nai B'rith lodges and chapters form the base of a pyramid. These local units are usually segments of metropolitan, regional, and district organizations in addition to their national affiliations.

At present time there are 1136 men's lodges in the United States, ninety-four in Canada, forty in Latin America and approximately 200 more in the rest of the free world. The approximate membership figures are as follows:

TABLE 1.--B'nai B'rith Lodge Membership Figures¹²

United States.....	182,000
Canada.....	13,000
Latin America.....	2,800
The rest of the free world.....	16,000
Total	213,800

¹²Letter from Evelyn Greenberg, Research Analyst, B'nai B'rith, Washington, D. C., August 2, 1963.

Currently there are 875 women's chapters in the United States with a membership of approximately 130,000. Overseas there are sixty-five women's groups in some twenty countries, with a membership of 4,000.

The National Grand Lodge of B'nai B'rith sponsors a myriad of educational and service programs, all of which are instituted to meet various needs of the Jewish and non-Jewish community at large.

For ninety years, beginning in 1865,¹³ B'nai B'rith has closely identified itself with the struggle for a free Israel. Its aid has been in

¹³Bisgyer, op. cit., p. 56.

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the form of encouragement as well as financial support mainly in the form of grants for charitable and educational purposes. B'nai B'rith was also active in such activities as Youth Alyiah (settlement of youth displaced during World War II in Israel), planting of forests, and helping in the establishment of numerous settlements in Israel through the purchase of land.

In May, 1949, not quite a year after Israeli Independence, the B'nai B'rith had sent over 600,000 pounds of needed commodities, two million pounds of food and other goods. In less than a year, \$4,000,000 worth of materials was shipped to the State.¹⁴

In May, 1949, Israeli Ambassador Elihu Elath told members of B'nai B'rith:

Israel will never forget the assistance and help rendered to it by B'nai B'rith in both its past struggle for nationhood, in the battle for physical survival, and in its present fight for its own progress¹⁵ and for the welfare of all Jews waiting to come within its borders.

B'nai B'rith sponsors the Hillel Foundations that are found on many campuses in the United States, Canada, England, and Israel. The B'nai B'rith Hillel Foundation program is divided into six main categories: cultural, religious, fellowship, community service, personal guidance, and interfaith activities.¹⁶

Presently, Hillel has seventy-two foundations and 138 counselorships. The foundations and counselorships employ sixty-eight full-time

¹⁴Ibid., p. 58.

¹⁵Ibid.

¹⁶Ibid., p. 76.

directors and sixty-six part-time counselors on the professional level.¹⁷

The B'nai B'rith Vocational Service was instituted in 1938 to guide and advise the youth in realistic career planning.

The bureau provides professionally conducted vocational guidance services as a continuing basis in more than a dozen major centers of Jewish population . . . in a recent year more than 76,000 individuals received direct guidance through the Bureau's local program. . . . In many areas such services are co-sponsored with community supported Jewish Vocational Service agencies B'nai B'rith members and those not belonging to the organization are served.¹⁸

The vocational Service Bureau has also been one of the leading and most respected publishers in the vocational field publishing over 4,500,000 pieces publications and sold on a non-profit basis to public and private institutions in the United States, in Canada, and in twenty other countries.¹⁹

The B'nai B'rith boasts of the largest Jewish Youth organization in the United States. The boys' organization (AZA) formed in 1924, now has a total membership of 17,162 in the United States. The girls' affiliate was organized in 1927 and has a membership of 23,926.

The essences of the youth program is to help Jewish youth of all denominations discover the vigor of Jewish history and contemporary Jewish life. Great stress is given to the education of Jewish youth

¹⁷Ibid., p. 77.

¹⁸Ibid., p. 78.

¹⁹Ibid., p. 80.

in the areas of social welfare and community service, patriotism, citizenship, and Jewish life.

ANTI-DEFAMATION LEAGUE OF B'NAI B'RITH

As the scope and activities of B'nai B'rith grew a need was felt for the creation of an organization that would combat all forms of anti-Semitism. For the five years prior to the establishment of ADL in 1913, Sigmund Livingston was chairman of a B'nai B'rith committee whose role it was to work on the problem of anti-Semitism.

Recognizing that this problem was far too complex to be handled by small units around the country, B'nai B'rith established a national agency dedicated to the defense of the Jewish name against calumny and caricature.²⁰

"The immediate objective of the League," its charter stated: "is to stop, by appeals to reason and conscience... and law, the defamation of the Jewish people. Its ultimate purpose is to secure justice and fair treatment to all citizens alike."²¹ As Look magazine stated in a recent article: "Racism and religious bigotry are deeply rooted in U. S. life, and the will to freedom and equality goes deeper. This is the moral of the . . . story of the Anti-Defamation League, a Jewish human-rights organization that has spent fifty years in the fight against prejudice."²² This past fifty years has witnessed ADL's involvement in many action and educational programs.

²⁰Ibid., p. 69.

²¹Thomas B. Morgan, "The Fight Against Prejudice," Look, June 4, 1963, 68.

²²Ibid., p. 66.

During ADL's formative years, anti-Semitism was neither rampant nor virulent, its manifestations being felt largely in varying forms of social discrimination and stereotyping:

Dime novels stereotyped Jews as heinous swindlers, arsonists and satyrs. Resorts and hotels advertised: "restricted clientele--no Jews, no consumptives and no dogs. The noun "Jew" became a verb and an adjective . . . silent movies . . . presented a steady diet of Rosenstein, the Jew moneylender, and Lowenstein, the Jew fence . . . anarchism, communism, capitalism and birth control were all incorporated in the myth of a Jewish plot.²³

The Anti-Defamation League began its work in 1913 and has been fighting ever since to erase the scars of prejudice and educate men. Anti-Semitism for many years was a disunited campaign of prejudice born of ignorance. It found great unity in America under the formation of the Bund movement and other such societies. After the Armistice of the First World War, ADL found that its task had grown:

America went on the last fling of the "old order." Race riots . . . the Klu Klux Klan . . . membership of over 4,000,000 all form a dismal background for Jew baiting--perhaps best typified by the activities of Henry Ford, who invested millions of tax-deductible dollars in his newspaper, The Dearborn Independent, which published spurious anti-Jewish tracts and revisions of history. . . . It was the first massive anti-Semitic campaign in U. S. history. Ford required his dealers to see to the newspaper's distribution. . . . For seven years, all efforts by the League and other organizations to move the auto tycoon . . . failed [in] 1927 . . . Ford released a letter of apology to the Jewish community . . . and publicly disclaimed anti-Semitism.²⁴

During the Second World War, the Anti-Defamation League was involved in combatting the many false accusations made by the Anti-

²³Ibid., p. 69.

²⁴Ibid., p. 72.

Semitic publications and speakers of the day. ADL also kept tab on one hundred twenty-one anti-Semitic organizations and hundreds of pro-Nazi crackpots. It became a leading source of information for the FBI and other policing agencies.²⁵ It also joined other organizations in fighting Father Coughlin of Royal Oak, Michigan.

After the war, ADL began to reevaluate its role in the American community. It became apparent that anti-Semitism was a part of a greater problem of prejudice and discrimination which affected all individuals within our democracy. The post-war era found ADL in an intensive fight for total equality, not just for the Jew, but for all minorities.

In furthering this new challenge it carried out and made public such reports as the annual survey on anti-Semitism, not only to guide it in its work but to keep the people of the country informed as to the nature of the problem. ADL has found that its educational materials have obtained widespread acceptance in all segments of American life. Its support of the major civil rights issues, both in the courts and in educating the public, has been one of its goals.

ADL also supports and aids individuals in their fight for civil liberties. The Gratz-Stuht-O'Keefe incident is an example. The Omaha Real Estate Board had been written a letter requesting the Board's assistance in eliminating religious discrimination in apartment-house rentals. Within two days the Omaha Real Estate

²⁵Ibid., p. 74.

²⁶Benjamin R. Epstein and Arnold Forster, Some of My Best Friends (New York: Farrar, Straus and Cudahy, 1962), p. 100.

Board met and took an unequivocal and enlightened stand on the matter.²⁶ This is but one instance where the ADL was instrumental in aiding those who were being discriminated. For other examples the author would refer the reader to Some of My Best Friends.²⁷

The Anti-Defamation League is governed by a one hundred-ten-man commission composed of fifty-eight B'nai B'rith members and fifty-two community leaders. These commission members are from all parts of the United States and represent many segments of our population. The ADL has staff offices in twenty-five cities. Its staff includes one hundred-fifty full-time lawyers, social scientists, educators, and public-relations specialists.²⁸

The individual offices are staffed by two or three professionals and volunteers. For example, in the Michigan Regional Office of the ADL there are two full-time staff workers, two secretaries, and volunteer ADL chairmen that number sixty. This does not include the Michigan Regional Board that is composed of church, synagogue, and civic leaders of the Michigan community.

At the local level, ADL has regional boards which guide the regional offices of the organization, govern local policy and adapt national programs to local needs and problems.

The staff structure of the organizations corresponds to the committee structure. There are four divisions under which are grouped together various departments. The community service division maintains regional offices professionally staffed to service the ADL constituency and the local community councils. The operations dovetail; all are interrelated in order to make a total impact on the American community.²⁹

²⁷See the above footnote for complete bibliographical information.

²⁸Morgan, op. cit., p. 68.

²⁹Bisgyer, op. cit., p. 70.

Since its inception, ADL has been involved in many programs that continually vary. Today we can find the Anti-Defamation League deeply involved in the fight against anti-Semitism. This involves defending the status of the Jew as well as the breaking down of barriers that keep or may keep Jews as individuals or as a group from achieving full equality in all segments of life.

The ADL is a leader in the never-ending battle against prejudice and bigotry. It maintains a program dedicated to the advancement of civil rights for all Americans, to the improvement of relations between all religious, national, and ethnic groups in our diverse population. ADL attempts to advance the basic ideas of America's democratic philosophy.³⁰

The Anti-Defamation League fights discrimination in housing, education, public and social accommodation, and employment in the following manner. "ADL fights such discrimination by first establishing the facts . . . and then by remedial action through persuasion, legal measures, or the mobilization of public opinion!"³¹

By the use of intensive fact-finding, sifting out reports of local offices, analysis of the data from various research projects, and surveys in the areas of discrimination, ADL has

Helped eliminate discriminatory questions on admission forms of more than 800 colleges.

Gained the support of trade and industry associations who have agreed not to hold conventions in resorts and hotels which discriminate.

³⁰Anonymous. What's ADL Doing Today?, (New York: Anti-Defamation League of B'nai B'rith), p. 2.

³¹Ibid., p. 5.

Won the cooperation of industry in sponsoring on-the-job human relations programs.

Sparked educational campaigns that led to action by travel agencies, hotel owners, and state officials to ban discriminatory advertising.

Encouraged the formation and engaged in extensive programs with hundreds of human rights committees, public and private, nationally.

Brought discriminatory practices of all types--in housing, employment, education and public accommodation--to the attention of authorities concerned with elimination of such practices.

Most of all, ADL brought the facts about discrimination--and the harm it causes--to the public eye, so that the forces of community action and sentiment were brought into play to help abolish it.³²

As always, ADL is deeply immersed in the fight against anti-Jewish propaganda. In the past, ADL has fought such groups as the Klan, the German-American Bund, and such individuals as Father Coughlin. Today, the Anti-Defamation League finds itself in the arena of fighting this same type of anti-Semitic preaching but from different quarters. The explosive tensions in the middle East has allowed for the sowing of many misconceptions and misinformation regarding Israel and its relationship with the American Jews.

"ADL is bringing to bear its many resources to expose and counteract hostile propaganda . . . to create a positive and constructive picture of Israel as a fortress of democracy in the Middle East."³³ ADL has attempted to bring about a picture of the American Jew as he is, "a loyal, devoted citizen, proud of his land and grateful that as an American he has the means to help his less

³²Ibid., p. 6.

³³Ibid., p. 7.

³⁴Ibid., p. 8.

fortunate fellow-Jews overseas.

One of the most important of all of the areas in which ADL works is that of human relations. Toward the goal of securing a better world for all, ADL works in close cooperation with the schools of America. ADL recognizes that children are not born with, but acquire prejudice. "In this field ADL has a basic goal: to make the schoolroom a genuine instrument for democracy, to gain acceptance of the concept that good human relations are as fundamental in education as the three R's."³⁵

An example of ADL's interest in the school as a primary arena for human relations work is the ADL catalogue of publications, films, recordings, and graphic materials on intergroup relations, Programming for Democracy.³⁶ In the Target Group Index (a listing of the materials that are aimed at reaching a specific group of individuals) the materials listed under schools: Students (Elementary and Secondary); Administrators, Teachers (In-service and pre-service), parents; College; and Youth Group leaders covers eleven pages and is the largest of all indeciis.

This over two hundred page catalogue is constantly under revision in all of the above mentioned areas of publications, and films. ADL makes the catalogue and its materials available to schools for use in the specified areas. The women of B'nai Brith sponsor "Dolls for De-

³⁵Ibid., p. 10.

³⁶Frank N. Trager, Programming for Democracy (New York: Anti-Defamation League of B'nai B'rith, 1951).

mocracy" a program presented in cooperation with the Anti-Defamation League. This program utilizes various personalities in doll form to discuss the varying contributions of all racial, ethnic, and religious groups to the American heritage. This program has been used with great effectiveness in the elementary schools.

Furthermore, the ADL cooperates with American educators in the following ways:

- Consults with Boards of Education to encourage and help create programs of human relations education.

- Prepares classroom and reference materials, books, pamphlets, songs, plays, and recordings for elementary and secondary classrooms.

- Provides materials and consultants for . . . courses and seminars offered by teacher education colleges in sociology, psychology, and education.

- Plans, directs, and services summer workshops, courses and seminars in human relations education.

- Convenes national, state, regional and local conferences of educational leaders to discuss problems and plan programs of human relations education.

- Works with national education associations, state departments of education and the U. S. Office of Education through the medium of national conventions and countless regional and local educational conferences.

- Provides teaching materials and professional services for school administrators and school systems in hundreds of communities in every state and the District of Columbia.³⁷

To further its work in all its areas of endeavor, ADL maintains a publications department that is charged with the development and maintenance of materials. The materials are varied to meet the complex needs of the organization. The most widely distributed of these materials is the ADL Bulletin, ADL's official monthly publication which presents news and features on recent developments in areas of

³⁷ Anonymous, op. cit., p. 10.

concern to ADL and its constituency. Its subscription list of over 125,000 includes many professionals, non-professionals, and various organizations from all facets of American life.

The ADL publication Christian Friends Bulletin is similar to the ADL Bulletin but places a heavy emphasis on facts regarding the Jewish Religion, tradition, customs, and other items of interest to the some 12,000 ministers and priests on its mailing list. For example, a great deal of space has been given to the various prayer and school religion questions presented before the Supreme Court of the United States.

The Anti-Defamation League also publishes other materials:

Interreligious Newsletter--Informational service to 800 Rabbis and Jewish Religious leaders.

Research Reports--Digests of new and significant research on human relations.

Rights--Reports on anti-Jewish discrimination and remedial action.

Facts--Reports on anti-Semitic individuals, organizations and manifestations.

Freedom Pamphlets--This notable series, written by leading authorities covers all major aspects of group relations in the United States.

One Nation Library-- A new series of popularly written pamphlets designed primarily for high school use.³⁸

ADL also maintains publications for use as resource units and program service bulletins, playlets in the area of human relations, field reports on desegregation, as well as many graphic, films, and recordings for general use by educational, religious, service, and civic groups in America.

³⁸Anonymous, op. cit., p. 28.

A great deal of the dissemination of these materials takes place in B'nai B'rith lodges and chapters in the form of either reports by the ADL chairmen or in programs arranged by the respective lodge and chapter chairmen.

STRUCTURE OF THE ANTI-DEFAMATION LEAGUE

In discussing the structure of the Anti-Defamation League the author will begin with an explanation of the local segment of ADL and then continue to describe its role in the national structure.

As an arm of B'nai B'rith, the broad base of ADL constituency is the 370,000 membership of that organization. To the views of these people, ADL is ever responsive; many of them take a direct part in its work. In addition, the organizational structure of ADL has drawn countless others into the work; these too, find opportunity for service and for expression of their views in ADL. ADL's great strength lies in this constituency, for they make of it not merely a national address, or a group of professionals, or a committee of a few leaders, but a representative body of people with roots in every Jewish community from coast to coast. ADL thus speaks for the mass B'nai B'rith membership in its special area of function and for those others associated with it in its work.³⁹

We can see from this statement that the strength of communication lies in the fact that ADL has been able to mobilize countless volunteers in communities throughout the United States. These volunteers are responsible to and maintain contact with the local regional offices.

The ADL volunteers, in most part, volunteer to serve their lodges or chapters in the position of ADL chairmen. The responsibility is one that has a dual role: that of reporting to the lodge

³⁹Robert M. MacIver, Report on the Jewish Community Relations Agencies; Section II Statement of Views of the Anti-Defamation on the "Report on the Jewish Community Relations Agencies (New York: Anti-Defamation League of B'nai B'rith, 1951). p. 1.

or chapter those events and facts arising within the scope and purpose of the Anti-Defamation League as well as maintaining communications from the community to the agency. This latter role requires that individual ADL chairmen keep attuned to the needs of the community, reporting rumors or incidents where prejudice, bigotry, and discrimination play a leading role. With this broad base of individuals reporting back to the regional office, the ADL has a better chance of fulfilling its role to the general community.

In the B'nai B'rith structure, each lodge and chapter in the United States and Canada has various chairmen assigned to the many programs of the B'nai B'rith program. Therefore, each lodge and chapter has one individual that is specifically assigned, appointed, or elected to the position of ADL chairman. Quite often this job is taken on by two individuals.

Elections, usually held in April, May, or June, are held for new executive boards which assume responsibility as of the first of July. These officers are elected for a term of one year and are charged with the administration of the lodge and chapter functions and programming. ADL chairmen are responsible to the lodge and chapter for the passing on of vital information that has been received from the regional, district, or national organizations. The ADL chairmen also present one program a year on subjects relating to ADL.

In the B'nai B'rith structure there are three levels of organization. The primary units are the metropolitan councils that supervise and coordinate the local lodges and chapters. Next are the district organizations which encompass a geographical region and all the

councils contained therein. The national organization is the central organization from which all the others receive their power.

The local ADL chairman becomes a part of this structure since there are council, district, and national ADL chairmen who distribute materials regarding the programming aspect of the ADL committee.

Since the Second World War, ADL has broadened its scope of activities to include active work, legally and educationally, on discrimination and prejudice against all minorities.

ADL fought its new battle in many areas:

Racial Discrimination: . . . ADL enlisted on the side of President Harry S. Truman's Civil Rights Commission, the NAACP, and other organizations in the struggle for Negro Rights. The League's lawyers filed a brief in support of desegregation in the Supreme Court... . League experts helped local school officials, civic groups and police devise a program for peaceful integration . . . in Chattanooga.

Job Discrimination: . . . For the past fifteen years ADL has been helping to sponsor FEP (fair employment practices laws). . . . In California the FEP fight was going badly because groups . . . lacked documentary evidence of actual job discrimination . . . armed with telltale job orders, the ADL representative testified for the FEP bill . . . in 1959 it passed the California legislature. ADL had been the only organization . . . to come up with substantive evidence.

Discrimination in College Admissions: By 1949, for example, many U. S. colleges maintained a quota system--which limited the number of Jewish students. . . . ADL conceived a "Crack the Quota Campaign." The American Council on Education . . . with the League called a conference . . . to discuss discriminatory admissions practices . . . the ADL campaign resulted in a drastic decline in the number of quota colleges. . . . ADL reported that over 1,000 schools have revised application blanks to eliminate one or more questions regarding the racial or religious background of potential students.

Housing Discrimination: In the late forties, the Supreme Court ruled that restrictive covenants were not enforceable in the courts. Voluntary agreements on neighborhood purity were not affected. Since then, the League has worked for state and city ordinances aimed at

outlawing housing discrimination of any kind. Such regulations are now in force in several states and a number of major cities. The League has also been effective in the housing area using persuasion backed up by the threat of exposure in the press.

Separation of Church and State: From its earliest days, ADL took the position that sectarian religious observances in public schools were a violation of the constitutional provision for freedom of religion. . . . In recent years, the League has taken a more active role. In New York, it challenged the practice of beginning each school day with the "Regents prayer." It opposed in Pennsylvania a requirement that the Bible be read without comment in . . . the public; and in Maryland, a requirement that the Lord's Prayer be recited.⁴⁰

Today ADL finds itself busier than it has ever been both on a national and local scale in the areas of education and research. ADL looks to its volunteers to maintain a constant vigilance in such areas as activities of the right wing political groups, organizations that preach hatred and bigotry, as well as other areas in the realm of discrimination and prejudice.

Among national agencies ADL carries on the most extensive and intensive local community operation. It is not only a professional operation; it does not depend upon regional office staff alone to accomplish its objectives on the local scene. The basis of ADL's operation in communities throughout America is its utilization of manpower of B'nai B'rith. . . . As a result thousands of volunteers engage in a variety of activities that encompass every phase of defense and community relations work. For many years now a well-trained and highly experienced core of ADL workers have been making important contributions in a thousand communities throughout the country.⁴¹

⁴⁰Morgan, op. cit., p. 76.

⁴¹MacIver, op. cit., p. 18.

CHAPTER III

THE ANTI-DEFAMATION LEAGUE CHAIRMEN

CHARACTERISTICS OF ADL CHAIRMEN

The problem of selectivity of volunteers is prevalent in many community service organizations. At the present time ADL does not maintain selective procedures with respect to lodge and chapter chairmen. The author would venture to say that very few organizations have adopted selective procedures in securing volunteers. "Faced with the perennial problem of a shortage of qualified volunteers, agencies may find themselves making compromises in order to give coverage to every group which they cover."¹

However, the author felt that it would be helpful to obtain some indication of the background of the individuals that work for ADL. This background information may provide some indication with respect to the test results and to potential in-service training programs that will be indicated in the final chapter.

Although the inclusion of a comprehensive section on background would have made the instrument quite long, questions relating to background had to be sharply curtailed. There is no data regarding social class, mobility, activity in other groups, or income. Nevertheless, the data obtained gives general characteristics of ADL chairmen.

¹Daniel Thursz, Volunteer Group Advisors in A National Social Group Work Agency (Washington, D. C.: The Catholic University Press, 1960), p. 138.

Of the forty-four ADL chairmen that responded to both the pre-and post-questionnaires, 25 (57%) are male while 19 (43%) are female. This is understandable since 82 (55%) of the universe are male and 26 (45%) are female. Therefore, proportionally both male and female groups responded equally.

In tabulating the returns the author found that of the 25 male respondents, 16 (62%) were in the experimental group while only 9 (38%) were part of the control group. Of the 19 female respondents 63% were in the experimental group while 37% were in the control group.

These figures would indicate that the experimental mailings may have had some effect on the chairmen that received them since this group responded proportionally higher than the control group. It should be noted that the experimental group was not told that they were receiving any different mailings than the others. The entire group of chairmen, at least those in attendance at the first ADL meeting in September, were told that the questionnaire was part of a research conducted with the cooperation of ADL. They were not given any indication that there would be a post-test at the end of the year.

From the point of view of tenure, the author found the expected pattern in the men but not the women. The data showed that the men experienced a high turnover rate with a majority of men serving their first year as ADL chairmen while a majority of women were serving their second year as ADL chairmen.

OCCUPATIONAL DATA

All respondents were asked to indicate their occupation in an open-ended question. The replies were grouped together in the follow-

ing categories: professionals and technicians, managerial, business owners, clerical and sales personnel, housewives, and students.

The data secured in this study closely matches the findings of Thursz, who indicated that 73% of the male respondents in his study were professionals and technicians, managerial and business owners.² The author found that 80% of the male respondents in this study fell in the above three categories.

As was expected, the majority of the women ADL chairmen were housewives. Only two of the female respondents were employed, both in secretarial capacities. Table 2 reveals the distribution of occupations in both the male and female respondents.

Table 2.--Occupations of ADL Chairmen

	Male	Female
Professionals and Technicians	40%	0
Managerial	8%	0
Business Owners	32%	0
Clerical	0%	10.53%
Sales	16%	0
Housewife	0%	89.47%
Student	4%	0
Total	100%	100.00%

²Ibid., p. 154.

Table 3 indicates the tenure grouping of both male and female ADL chairmen:

Table 3.--Percentage Comparison of Tenure Groupings and Sex of ADL Chairmen

	Male	Female	Total
First Year as ADL chairman	77%	22%	100%
Second Year as ADL chairman	29%	71%	100%
Three or more years as ADL chairman	60%	40%	100%

Table 3 indicates that there is a greater turnover of men than of women. Furthermore, 68% of the men are in their first year of service as opposed to only 26% of the women; 63% of the women are in their second year of service while only 20% of the men are at this stage of service.

In addition, in the total responding group, 50% were in their first year of service while 38.64% of the group were in their second year of service. 11.36% of the ADL chairmen studied had served three or more years with the organization. It is evident that the difference in rates of turnover would prove fertile ground for further research on behalf of the ADL.

ANALYSIS OF DATA ACCORDING TO SEX

The author proceeded to analyze the data according to the displayed performance of the men and women. Analysis of this data would be beneficial in obtaining an indication of the differential value of the mailed materials on men and women.

The results concerning the responses to the cognitive items, 20 through 34, indicated that the men and women did a comparable job in selecting the correct answers (see Table 4).

Items 66 through 72 (see Table 5) showed no definite trend in terms of correct responses according to sex. Quite the contrary, the author found that there was a varied response to the entire selection of items. The average percent of correct responses on these items was 37.67%. The average percent correct on the first set of cognitive responses, items 20 through 34, was 36.38% on the pre-test and 44.14% on the post-test. We can assume that the amount of factual knowledge gained by the ADL chairmen was not commensurate to the materials sent to them. This evidence would suggest that other methods should be used in the education of ADL chairmen. These methods will be discussed in the last chapter of this paper.

The attitudinal items, 35 through 53, indicated both men and women responded in a similar fashion. Table 6 highlights the results of tabulations for items 35 through 53. The results are given in terms of the mean scores achieved. This enables the reader to quickly assess that the amount of change that has occurred is quite negligible.

Further analysis of the data shows that 5 (20%) of the men were elected to the position of the ADL chairmen. Only 6 (31.68%) of the women were elected. This would indicate that most of the chairmen had some interest in the ADL program. Furthermore, the data indicates that 17 (68%) of the men and 13 (68.42%) of the women volunteered for the position of ADL chairmen.

TABLE 4.--Percentage Correct Responses (Items 20 through 32) on Pre- and Post-Tests According to Sex.

Item	Sex	% of Pre-Test	% of Post-Test	% of Difference
20	Male	4.00	24.00	20.00
	Female	42.11	31.58	10.53
21	Male	76.00	80.00	4.00
	Female	63.16	84.21	21.05
22	Male	80.00	84.00	4.00
	Female	68.42	68.42	0
23	Male	32.00	32.00	0
	Female	21.05	36.84	15.79
24	Male	48.00	56.00	8.00
	Female	36.84	63.16	26.32
25	Male	32.00	16.00	16.00
	Female	15.79	21.05	5.26
26	Male	32.00	48.00	16.00
	Female	36.84	31.58	5.26
27	Male	40.00	28.00	12.00
	Female	15.79	31.58	15.79
28	Male	4.00	20.00	16.00
	Female	0	15.79	15.79
29	Male	25.00	23.81	1.19
	Female	25.00	28.57	3.57
30	Male	80.00	92.00	12.00
	Female	68.42	94.74	26.32
31	Male	68.00	72.00	4.00
	Female	57.89	73.68	15.79
32	Male	4.00	8.00	4.00
	Female	5.26	5.26	0
33	Male	20.00	44.00	24.00
	Female	36.84	36.84	0
34	Male	32.00	36.00	4.00
	Female	15.79	36.84	21.05

TABLE 5.--Percentage Correct Responses (66 through 72) According to Sex.

Item	Male	Female
66	64.00%	42.11%
67	12.00	5.26
68	36.00	63.16
69	44.00	63.16
70	44.00	52.63
71	40.00	26.32
72	16.00	21.05

TABLE 6.--Mean Scores (Items 35 through 53) of Correct Male and Female Responses on Pre and Post Tests

Item	Male	Female
35 Pre test	4.12	4.11
Post test	4.12	4.33
36 Pre test	3.36	3.68
Post test	2.92	4.00
37 Pre test	4.52	4.53
Post test	4.08	4.78
38 Pre test	1.72	1.95
Post test	1.68	1.56
39 Pre test	2.88	3.53
Post test	2.76	4.05
40 Pre test	2.24	2.42
Post test	1.96	2.05
41 Pre test	3.28	2.68
Post test	3.00	2.67
42 Pre test	4.04	4.05
Post test	4.00	4.50
43 Pre test	3.28	3.11
Post test	4.04	3.39

TABLE 6.--Continued

Item		Male	Female
44	Pre test	2.04	2.11
	Post test	2.20	2.33
45	Pre test	1.56	1.42
	Post test	1.76	1.37
46	Pre test	1.84	2.74
	Post test	1.80	2.00
47	Pre test	3.76	4.00
	Post test	3.68	4.26
48	Pre test	3.60	2.89
	Post test	3.32	3.53
49	Pre test	2.40	2.74
	Post test	2.36	2.32
50	Pre test	3.64	4.11
	Post test	4.00	4.05
51	Pre test	4.00	4.37
	Post test	3.84	4.21
52	Pre test	1.64	1.37
	Post test	1.72	1.74
53	Pre test	4.24	4.53
	Post test	4.12	4.42

In response to the question regarding the individuals desire to be retained as ADL chairmen the author found that in the men's pre test 15 (60%) answered affirmatively, only 1 (4%) negatively while 9 (36%) were unsure. The post test revealed some change with 11 (44%) of the men responding positively, 4 (16%) negatively and 10 (40%) in a state of undecision.

The responses for the women showed a much more negative reaction. In the pre test 5 (26.32%) replied in the affirmative, 3 (15.79%) negative and 11 (57.89%) uncertain. The post test indicated 5 (26.32%) still affirmative, 9 (47.37%) negative, and 5 (26.32%) remained uncertain as to their plans.

LENGTH OF SERVICE

In this section the author will discuss the relationship of length of service to many of the items in the questionnaire.

Table 7 shows the distribution of sex and length of service. The majority of male chairmen are in their first year of service while the majority of women are in their second year. We find that in the third year both male and female are fairly equal. This would indicate that women retain the position of ADL chairmen for a two year period. It would be interesting to analyze in depth the rationale for their two year participation in the ADL program.

TABLE 7.--Percentage Distribution by Sex in Terms of Length of Service as ADL Chairmen.

	First Year	Second Year	Three or More Years
Male	68.00%	20.00%	12.00%
Female	26.32%	63.16%	10.53%
Column Totals	50.00%	38.64%	11.36%

As can be seen in the above table, half of the respondents are new to the responsibilities of ADL chairmen. Nearly 40% of the group is serv-

ing in their second year and only 11.36% of the total has proceeded beyond their second year of service. It would be safe to assume that quite often the individual who becomes a chairman in any lodge or chapter is an individual who is interested in both B'nai B'rith and the area which he serves the group as chairman. It should be pointed out that this is not always the case. In many instances appointment is to fill a position with guarantees that it won't require any work.

When length of service was matched against educational background, the data showed that most of the respondents had at least a high school education. The first year ADL chairmen had the broadest educational backgrounds ranging from one individual who had not completed high school to two people who had completed four years of graduate work.

Second year chairmen had from one year of university work to one year of graduate studies. The range for individuals who had served three or more years was even more clustered with the span extending from two years of college to four years of graduate school. This would indicate that individuals with a higher education would tend to remain in the ADL program longer than those with less formal education.

One of the items on the questionnaire requested the ADL chairmen's intentions regarding service in the coming year. The author found that one the pre test 45.45% of the group responded affirmatively, 9.09% negatively, and 45.45% were unsure. This is to be expected since this was at the beginning of the program year.

The post test revealed that 36.36% of the group responded positively, 29.55% negatively, and 34% were still undecided or unsure as to their future plans with respect to ADL.

Seniority could not be considered to be an important factor when evaluating the data regarding length of service against the responses to the cognitive items. The tabulations showed that there was almost equal increase in correct responses from the pre test to the post test by all ADL chairmen regardless of their length of service as ADL chairmen.

This would indicate that although some education does take place it is haphazard and not controlled. The experimental group was sent mailings that answered all items 20 through 33. The author would conclude that if the material was ingested, this group would have scored significantly higher than the control group. This, of course, was not the case. It would be hoped that those individuals who had held the position of ADL chairman for more than one year would have been able to score higher on the cognitive items. The data indicates that this was not the case.

On the last seven items of the post test, items 66 through 72, experienced ADL chairmen did significantly better than the first year chairmen. In addition, the experienced group scored higher on their response to question 68. Their knowledge of the purposes and goals of the ADL program was better. Once again the data indicates that if the chairmen were reading the many types of materials sent to them, the content was not penetrating to any highly measureable degree.

Further investigation gathered from the data showed that most of the ADL chairmen had been associated with B'nai B'rith for a good number of years. Of the total group, 8 (18.18%) were in B'nai B'rith for two or less years; 7 (15.91%) have been members for two to five years; 12 (27.27%) have been in B'nai B'rith for six to ten years while 17 (38.64%) have been members of the organization for more than ten years. These figures were verified by checking the pre test against the post test. The findings were identical.

In reviewing the data for the attitudinal items 35 through 53, the author found that with few exceptions attitudes expressed by the three experience groups were similar both in the pre test responses and the post test. All groups seemed to express the feelings of the ADL program.

It seems that in this particular section the information expressed may well be a response of what is expected rather than what 'I' feel. However, the only way to obtain this type of information would be to administer this type of instrument to these same individuals without any relationship being made to the Anti-Defamation League. Therefore, the conclusion is made that those individuals who are ADL chairmen do understand, in great part, the work and role of the Anti-Defamation League in our democracy. However, these individuals are not really aware of the facts which the organization has regarding the many situations with which it is concerned.

THE ADL CHAIRMAN

The ADL chairman is the liaison between the professional staff of the League and the chairman's lodge or chapter. The chairman looks

to the professional staff to provide assistance and professional guidance in the area of human relations. The professionals, in this case the regional directors, have the responsibility of maintaining close contact with all chairmen and directing ADL functions in areas under their jurisdiction.

The role of the ADL chairman is carefully spelled out in two of the agency's publications: ADL Syllabus and ADL Committee Organization.

The ADL chairman is selected by his lodge or chapter for representation on the metropolitan ADL committee. After his appointment, the ADL chairman is delegated to organize a committee in his lodge or chapter. The size of the committee depends upon the extent of the program which will be carried out in the respective group. By organizing a committee, more members of the lodge or chapter are involved and participating in some segment of ADL's broad program. In addition, this affords more individuals the opportunity of learning about the various facets of the ADL program.

The ADL Syllabus suggests that at least two members of the committee be involved in each of the following areas:

1. Legislation
2. Literature and Programmatic Materials
3. Community Activities
4. Special interest groups--Ministers and Rabbis, Educators, PTA, Librarians, Inter-Faith Groups, Labor, etc.
5. Dolls for Democracy
6. Intergroup Conferences
7. Public Relations

Under guidance of the Chairman, each committee member assigned to the above areas assumes responsibility for that phase of the ADL program. The division of work through such assignments will permit

the greatest possible coverage in carrying out community projects, and programs and promote the totality of the League's efforts. Where ADL Committees are small, you may apportion these divisions of work among the committee you have.³

It is evident from the author's observations that many lodges and chapters do not have the elaborate type of structure that has just been described. More realistically, the author found that lodge and chapter chairmen, by and large, give a short report lasting two to five minutes regarding some recent occurrence involving the ADL or some discussion relating to a program of the League.

In addition, the lodge and chapter chairmen are charged with the following responsibilities relating to their activities with the lodge or chapter:

- a. Become fully informed on ADL matters by reading all communications received from the ADL regional office and your council chairmen.
- b. Arrange in advance for at least one ADL night in your lodge or chapter.
- c. Make a two to five minute ADL report at each meeting.
- d. Bring matters of current interest to the attention of your membership, and encourage action if it is required.
- e. Tell the membership of new ADL materials.
- f. Arrange for the lodge or chapter to subscribe to the ADL Bulletin for the entire membership.
- g. Make sure your lodge or chapter newsletter contains an ADL story each month.
- h. Set up a display at lodge or chapter meetings of ADL materials several times during the year.

The chairmen also have responsibilities as a source of information for the ADL Regional Office. The chairmen are charged with:

³Anonymous. ADL Syllabus. p. 1, and Responsibilities of ADL Chairmen, Anti-Defamation League of B'nai B'rith.

- a. Watching the newspapers for articles on human relations situations in the community.
- b. Reporting questionable speeches in the community when references to minority groups are made.
- c. Watching for advertisements containing discriminatory language.
- d. Reporting the appearance in the community of subversive literature. Sending this literature into the ADL office.
- e. Reporting on radio and TV programs concerned with minority groups.

It should be noted that at the first orientation meeting for chairmen, a meeting which this author attended, time was not allotted for a discussion of the chairmen's responsibilities nor was a list of the responsibilities mailed to the chairmen. It seems that for many of the new chairmen this would have been an excellent procedure.

ADL chairmen are enlisted to fight for legislation on local, state, and national levels regarding discrimination in employment, discrimination in housing, public accommodations, social discrimination, immigration and restrictive covenants.

The action of ADL groups in this type of venture often takes the form of letter writing to various public officials. Often speakers' bureaus are formed to communicate ideas of ADL to the general community.

One point that was stressed at the first orientation meeting for chairmen in the Detroit community was that quite often individual chairmen assume that the regional office has information regarding some discriminatory practice. "Do not assume that our office already has knowledge of these materials (newspaper clippings of events relating to the work of ADL). Often it is assumed that we know about these matters."⁴

⁴Sidney Karbel, Letter of October 13, 1959, addressed to all ADL chairmen.

Furthermore, ADL chairmen are cautioned not to take action into their own hands:

Certain rules for your conduct and activity must be scrupulously observed with respect to this program (discrimination in housing, education, and other legislation). There are limitations placed on your activity by federal statute. The following is therefore extremely important.

1. Do not take any action on behalf of your chapter on any proposed legislation, regardless of your personal opinions until advised of B'nai B'rith's position. Do not substitute your judgment for that of your leaders. The slightest deviation of this rule can result in irreparable harm.
2. When asked to support any proposed legislation, do a thorough and immediate job of widely distributing information on the arguments and need for enactment or defeat of the bill.⁵

Specifically, ADL chairman are told to consult their regional ADL office before making any moves concerning pending legislation. "Before taking any action on any legislative matters, consult your regional office. . . . The Regional office will furnish you with information and literature to present to your committee and lodge and any organization in your community with whom you work."⁶

ADL chairmen are encouraged to become active in and learn about the community betterment organizations, such as civic organizations, intergroup councils, and neighborhood associations interested in communal problems and building good human relations.

ADL Committee Organization provides the chairmen with a number of suggestions for the implementation of the preceding programmatic suggestions. After discussing the areas of literature and programmatic

⁵Anonymous. ADL Committee Organization, p. 3.

⁶Anonymous. ADL Committee Organization, p. 3.

materials, community activities, legislation, committee structure and function, special projects, and public relations the booklet concludes with these general recommendations:

In addition to the general areas of activities contained in this outline, you will receive timely suggestions from your ADL Regional Office. These will reach you by direct mail, from the staff consultant who visits your community, or result from the exchange of experiences and ideas that occur at B'nai B'rith District and Council meetings. We urge that your ADL committee examine these recommendations and select those which your lodge and chapter can best project.

We repeat, that the only effective ADL program is a continuing one. Your selection of projects upon which you embark must be planned in terms of the results which will permit you to introduce, as a natural consequence, other ADL programs.

You have at your disposal the resources of your ADL Regional Office--use them. The professional staff will give you every assistance. They welcome your inquiries. This is a two-way street. Tell them what you are doing. Keep them informed of your activities. Based on this information, they, in turn from their knowledge and experience, will provide counsel and guidance that will help you make the most of your efforts.

Together, we can help make the democratic world of tomorrow, today.

ADL CHAIRMEN AND THE PROFESSIONAL STAFF

Structurally, ADL is divided into twenty-six regional and district offices. These offices are maintained by sixty-three professionals and a complement of sixty-three secretaries and part-time clerical staff. This staff is responsible for the organization of many types of programs as well as working closely with over 1,930 ADL lodge and chapter chairmen.

In order to obtain information regarding the various offices and their activities, the author requested permission from the national office of ADL to send a short questionnaire to all ADL Directors. The

⁷Ibid., p. 7.

questionnaire was designed to obtain the following information:

1. Number of professional personnel, full or part-time, and their academic background.
2. Number of full and part-time secretarial and clerical help.
3. The number of lodge and chapter chairmen with which their particular office worked.

In addition, open end questions regarding the possibility of any research regarding training of ADL lodge and chapter chairmen and a request for their comments concerning ADL chairmen were inserted (see Appendix f).

Responses were quite varied ranging from no response to long letters delineating the numerous facets of an office and its responsibilities to the community and the ADL lodge and chapter chairmen.

Some of the offices are involved in responsibilities external to the area of defamation. For example, one of the offices is "acknowledged as the official community relations arm of the Allied Jewish Community Council . . . and of the organized Jewish Community." With this type of involvement it is not difficult to understand why the professional is limited in terms of his work with ADL chairmen.

Many of the professionals suggested that the ADL chairmanship should be a two year proposition. The professional felt a definite need to have lay personnel associate with the agency for a longer time period. Statements were made which indicated that many of those assigned to the job of ADL chairmen were not qualified for the type of work that ADL requires from its chairmen. One director stated that the ADL volunteer

system needs radical revision and is functioning at only 35 to 40% effectiveness.

Other directors expressed concern over the process of selection of chairmen. The statement was made that the selection of chairmen was both haphazard and usually less than satisfactory. This in turn necessitated a great deal of in-service training and "alas, my time schedule does not permit this."

A statement was also made to the effect that when lodges and chapters select their ADL chairmen, it is done at random and with guarantees that it (the chairmanship) will not require any work.

Many of the directors reported that informational programs are conducted for the chairmen. Many of the chairmen indicated that they would like to have more indoctrination sessions but with the limited time and professional staff this could not be accomplished.

One director stated what he thought to be an effective ADL chairman. The qualities that were listed included such items as the ability to communicate with others, particularly the members of his lodge or chapter. He must be an individual who can and will understand the program of ADL. This person must have the power to effectively relate the programs and problems of ADL to others. Finally, the ADL chairman must be an individual who can persuade and influence others.

The ADL chairman and the professional have a unique working relationship which demands time and energy from both. The professional is in a position to delve into the problems of human relations within any given community. His position enables him to make factual infor-

mation and research available to lay personnel. In addition, he has the responsibility of training volunteers in the delicate task of interpreting agency policy, reporting various community activities that may be of interest to the agency. Moreover, he is concerned with the type of selective process, if any, that goes into obtaining ADL chairmen.

In summary, the author received the impression that the present relationship of ADL chairmen and professional staff was, in part, unsatisfactory to both. The need for more effective means of communication was indicated by many. This and the proper selection of chairmen coupled with time to work with these individuals was evident in many of the replies.

CHAPTER IV
EXPERIMENTAL VERSUS CONTROL GROUP

In the total return for this study 28 (63.48%) of the total group were in the experimental group while the remaining 16 (36.36%) individuals were in the control group.¹

Only 8 (18.18%) of the group had been in B'nai B'rith for less than two years. Seven (15.91%) had been members of B'nai B'rith for two to five years; 12 (27.27%) had been affiliated with B'nai B'rith for six to ten years while 17 (38.64%) were members for eleven or more years.

These figures would indicate that most of the ADL chairmen had been aware of ADL and its work for some time before they became ADL chairmen. Furthermore, those who received the special mailings and responded to both pre and post questionnaires were in B'nai B'rith longer than those of the control group that responded to both pre and post questionnaires.(see Table 8).

In terms of educational background the data indicated that there was no great difference between experimental and control groups. The median educational background for the experimental group was found to be in the cell indicating two years of college education, raw score of 4.2. The control group's educational background also indicated two years of college education with a raw score of 4.0.

¹It should be noted that all data, unless specifically noted, is based on those forty-four individuals who responded to both pre and post questionnaires. The author has no reason to believe that those non-respondents would have altered the data of this study.

TABLE 8.--Percentage Distribution of Experimental and Control Group
According to Length of Association
with B'nai B'rith

	0-2 years	3-5 years	6-10 years	11 or more	total
Experimental Group	17.86%	14.29%	25.00%	42.86%	100%
Control Group	18.75%	18.75%	31.25%	31.25%	100%

TABLE 9.--Educational Background of Experimental and Control Groups.

	H. S. or less	1	2	3	4	5	6	8
Experi- men- tal Group	32.94%	14.29%	21.43%	.0..	14.29%	3.57%	3.57%	10.71%
Control Group	43.75	6.25%	0	18.75%	18.75%	12.50%		
Percentage of Total Group	36.36%	11.36%	13.64%	6.82%	15.91%	6.82%	2.27%	6.82%

In response to the question regarding whether or not they would be interested in becoming ADL chairmen for the next year we find that more individuals gave a negative response. In the pre test 16 (80%) of the experimental group were affirmative while 4 (20%) of the control group answered affirmatively. On the post test only 11 (68.75%) of the experimental group and 5 (31.25%) of the control group was affirmative. During the year only 4 individuals changed their minds regarding the ADL chair-

manship. This evidence does not allow the author to draw any specific conclusions.

However, in the negative responses we find a definite change in attitude. On the pre test only four individuals indicated that they would not want the job next year, twenty were unsure, and two did not answer the question. On the post test the number more than tripled with thirteen opposed to retaining the chairmanship. The number unsure dropped to fifteen. It is suggested from the above remarks that many of the ADL chairmen were not given purposeful meaning as chairmen. This may suggest that they did not receive proper training or adequate incentive to remain ADL chairmen. This data suggests that a more definitive study be conducted into the reasons these individuals indicated that they would leave the organization.

In terms of the chairmen's perception of their role, the author found that those responding to item 14 on the questionnaire dropped from thirty-six on the pre test to thirty-one on the post test; there was no difference between the pre and post questionnaire in either the experimental or control group.

The primary purpose of this study was to find some indication regarding the effectiveness of mailed materials to ADL chairmen. In order to present the data the author will first discuss the cognitive items, 20 through 34 and 66 through 70. Following this, will be a review of the information received from items 35 through 53.

In the analysis of the data concerning the cognitive responses, items 20 through 34, the author found that differences between the experimental and control group were as follows:

TABLE 10.--Responses (Items 20 Through 34) of the Experimental Group Pre and Post Test

Question Number	Correct Pre Test Responses	Correct Post Test Responses	Difference
20	6 ^{2a} (21.43%) ^{2b}	8 (28.57%)	2 (33.33%)
21	21 (75.00%)	23 (82.14%)	2 (9.52%)
22	25 (89.29%)	23 (82.14%)	-2 (9.52%)
23	9 (32.14%)	9 (32.14%)	0 (00.00%)
24	16 (57.14%)	21 (75.00%)	6 (31.25%)
25	7 (25.00%)	5 (17.86%)	-2 (28.27%)
26	9 (32.14%)	11 (39.29%)	2 (22.22%)
27	9 (32.14%)	10 (35.71%)	1 (11.11%)
28	1 (3.57%)	6 (21.43%)	5 (500.0%)
29	4 (20.00%)	6 (26.09%)	2 (50.00%)
30	20 (71.43%)	26 (92.86%)	6 (30.00%)
31	20 (71.43%)	21 (75.00%)	1 (5.00%)
32	2 (7.14%)	3 (10.71%)	1 (50.00%)
33	10 (35.71%)	14 (50.00%)	4 (40.00%)
34	6 (21.43%)	12 (42.86%)	6 (100.0%)
Total	165	198	34

^{2a}Denotes actual responses.

^{2b}Denotes percentage of experimental group responding to specific item.

TABLE 11.--Responses of the Control Group; Pre and Post Test; Items 20 through 34

Question Number	Correct Pre Test Responses	Correct Post Test Responses	Difference
20	3 ^{3a} (18.75%) ^{3b}	4 (25.00%)	1 (33.33%)
21	10 (62.50%)	13 (81.25%)	3 (30.00%)
22	8 (50.00%)	11 (68.75%)	3 (37.50%)
23	3 (18.75%)	6 (37.50%)	3 (100.0%)
24	3 (18.75%)	5 (31.25%)	2 (66.67%)
25	4 (25.00%)	3 (18.75%)	-1 (25.00%)
26	6 (37.50%)	7 (43.75%)	1 (16.67%)
27	4 (25.00%)	3 (18.75%)	-1 (25.00%)

TABLE 11.--Continued

Question Number	Correct Pre Test Responses	Correct Post Test Responses	Difference
28	0 (00.00%)	2 (12.50%)	2 (200.0%)
29	4 (33.33%)	3 (25.00%)	-1 (25.00%)
30	13 (81.25%)	15 (93.75%)	2 (15.38%)
31	8 (50.00%)	11 (68.75%)	3 (37.50%)
32	0 (00.00%)	0 (00.00%)	0 (00.00%)
33	2 (12.50%)	4 (25.00%)	2 (100.0%)
34	5 (31.25%)	4 (25.00%)	-1 (20.00%)
Total	73	91	18 (24.65%)

^{3a}Denotes actual responses.

^{3b}Denotes percentage of control group responding to specific item.

As can be seen from tables 10 and 11 the control group showed a greater percentage of correct responses on the post test than did the experimental group. Since both the experimental and control groups increased their percentages of correct responses on the cognitive items in the post test, the author feels that the following conclusion can be drawn from this data: The experimental mailed materials had little if any effect on the experimental group.

In the pre test the experimental group achieved a score of 165 correct answers out of a possible 420. In percentages the experimental group answered 39.28% correctly on the pre test and 47.14% on the post test.

The control group correctly answered seventy-three items out of a possible 240 for a percentage score of 30.42% on the pre test.

The post test indicated a ~~correct~~ score of ninety-one items correctly answered and a percentage score of 37.92%.

These figures would indicate that the experimental group did proportionately better both on the pre and post test than the control group. However, both increased their correct responses on the post test to an equivalent degree. Once again the conclusion can be drawn from the evidence that there was no apparent effect on the experimental group made by the experimental mailings.

In the last section of the post questionnaire the author placed seven items that were drawn from the mail received by both the experimental and control groups. These items were drawn from materials mailed to all chairmen from December, 1962 through March, 1963. This short section was intended to be a check on items 20 through 34. Although the author is aware that this is by no means comprehensive, it does indicate the differences between the experimental and control groups.

In the last seven items the author found that there was evidence to show that those in the experimental group achieved a somewhat higher percentage of correct responses than those in the control group. Table 12 shows the breakdown of positive responses on items 66 through 72.

TABLE 12.--Percentage Correct Responses (Items 66 through 72) of Experimental and Control Groups

Question	Responses of Experimental Group	Responses of Control Group
66	(60.71%) ^{4a}	(43.75%) ^{4a}
67	(3.57%)	(18.75%)
68	(50.00%)	(43.75%)
69	(64.29%)	(31.25%)
70	(60.71%)	(25.00%)
71	(39.29%)	(25.00%)
72	(68.57%)	(00.00%)

^{4a} Percentages are for the respective group.

With the exception of item 67 where the control group did better than the experimental group, the evidence indicates that the experimental group outscored the control group. Of a total possible 196 correct responses the experimental group achieved 86 (43.90%) while the control group achieved only 30 (26.79%) out of 112 possible correct responses.

The chairmen's concept of their role as ADL chairmen did not significantly change from the beginning to the end of their term of office. On the pre test twenty-one individuals responded positively to the items while there were no negative responses. There was a response of fifteen indicating only a partial understanding of the ADL chairmen's role.

The post test revealed a poorer response with twenty-three individuals showing a good understanding of their role while three indicated a complete lack of understanding and five expressed partial understanding. Significantly, thirteen respondents failed to answer this item and the author would suggest that they had little if any understanding of their role as ADL chairmen. There is no evidence to indicate otherwise.

These findings are substantiated by item 68 in the post test which related to the exact role of the ADL chairmen. Scores on this item indicated that totally twenty-one respondents answered the item correctly while twenty-three either answered incorrectly or failed to respond.

It is far more difficult to discuss the apparent change of attitude, expressed in response to items 35 through 53. The author is well aware of the difficulty in the measurement of attitudes. In this type of instrument it can only be hoped that some indication or trend can be gleaned from the responses in terms of any change in attitudes. In order to determine change, if any, the author refers the reader to Table 13 and Appendix D and E. Appendix D lists the total range of responses on items 35 through 53 of the experimental group and Appendix E lists the responses of the control group on the same items.

In order to assess change and difference on items 35 through 53 in the experimental and control groups the author totaled the column responses and indicated the totals in Table 13. Totals were ascertained by adding both pre and post tests separately. The results indicate that there was very little change in the groups' responses to these attitudinal items.

TABLE 13.--Column Responses (Items 35 through 53) of Experimental and Control Groups on Pre and Post Tests.

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
Experimental Group					
Pre Test	107	111	59	94	171
Post Test	101	117	54	101	147
Control Group					
Pre Test	44	97	26	90	47
Post Test	37	101	24	103	39

Table 13 indicates that there was little change of individuals' responses to the attitudinal questions. The author found that for most items the greatest amount of vacillation was not between agreement and disagreement but between the strongly agree and agree and strongly disagree and disagree.

In totaling the columns of agree and strongly agree for the experimental group the author found them to be equal in both the pre and post test. The totals for the disagree and strongly disagree columns showed a change of seventeen more responses in this area on the pre test.

The totals for the control group indicate a slight change on the agree and strongly agree side from 141 on the pre test to 138 on the post test. The change in the disagree and strongly disagree columns showed a response of 137 on the pre test to 142 on the post test.

The discrepancy in the totals of the experimental group is a result of the fact that there were some respondents who did not answer all items.

The interpretation that can be drawn from this evidence is that there was little if any change in attitude on behalf of the chairman as a result of their association with the Anti-Defamation League or as a result of the organization's educational programs.

Furthermore, the responses to the attitudinal items did not indicate any unanimity of opinion but rather a dichotomy of response. The author would observe that evidence of this dichotomy of opinion

raises the question of whether or not the ADL chairmen are in actual agreement with the philosophy of the Anti-Defamation League. The evidence would indicate that the expressed (at least in response to the items mentioned above) opinions of the chairmen were inconsistent with those of ADL. This indication would tend to encourage further investigation in this area by the Anti-Defamation League.

THE MAILED MATERIALS

In designing this study the author developed a set of materials that was mailed to all ADL chairmen in the experimental group. In the post test a group of items were inserted to give the author some indication of the value of the various publications to the chairmen.

The four major publications of the Michigan Regional Anti-Defamation League are: The ADL Bulletin, Facts, Memos from Sol Littman, and this year the ADL Educational Bulletin Series were sent to all members of the experimental group. The control group was sent all publications listed above with the exception of the ADL Educational Bulletin Series.

Questions were devised asking that the respondents rank order the above publications in terms of; the most factual, the most interesting, the most helpful in reporting to their respective lodges and chapters, most enjoyable and most likely to influence attitudes.⁵

⁵See Appendix B, items 58 through 65.

In addition to the preceding items the respondents were asked to indicate which publication they would choose to receive if it were necessary to eliminate all but one. Also which publication would they choose to receive if they could only receive one. These questions are similar but were inserted as a check of response in this area.

The results indicated that with two exceptions the ADL Bulletin was chosen by over fifty percent of all forty-four respondents to be the most factual, most useful, most interesting, and most enjoyable. The two exceptions were in the areas of "most likely to change attitudes" and "best suited for reporting to their respective lodges and chapters." In these two areas the ADL Bulletin received a response of 47.73% and 48.84% of the total group. Undoubtedly the ADL Bulletin is considered the best publication by the ADL chairmen.

Respondents answered items 61 and 63 in the following manner: 42.50% of the group elected to have Facts eliminated from the list of mailed publications; 30% of the group chose to eliminate the Memo from Sol Littman; 20% chose to eliminate the ADL Educational Bulletin Series; only 7.50% chose to do away with the ADL Bulletin.

On the items where respondents were asked to choose which single publication they wished to receive, the results showed that 59.09% chose the ADL Bulletin; 18.18% chose to receive the Memo From Sol Littman. Both the ADL Educational Bulletin Series and Facts were each chosen by 11.36% of the total.

The experimental group elected to receive the ADL Bulletin by a majority of 53.57%; 17.86% chose the ADL Educational Bulletin Series;

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the Memo From Sol Littman and Facts received 14.29%.

The control group elected to receive the ADL Bulletin by 68.75%; 25.00% chose the Memo From Sol Littman and Facts.

In terms of retention of ADL chairmen, the data do not indicate that the experimental group had a higher percentage of retention than the control group. Table 14 gives the statistical breakdown for the responses to item 13 which asked "Do you want to be ADL chairman next year?"

TABLE 14.--Percentage Responses (Item 13) of Experimental and Control Groups on Pre and Post Tests

	Yes	No	Unsure	Total
Experimental Group				
Pre Test	57.14%	10.71%	32.14%	100%
Post Test	39.29%	28.57%	32.14%	100%
Control Group				
Pre Test	25.00%	6.25%	68.75%	100%
Post Test	31.25%	31.25%	37.50%	100%

In conclusion, the evidence in this chapter indicates that the experimental mail did not have a significant positive educational effect on the ADL chairmen in the experimental group.

CHAPTER V

CONCLUSIONS

SUMMARY

The author undertook this study because of his interest in original research in the effectiveness of mailed materials emanating from a community service organization and sent to the volunteers associated with the agency: mailed materials are often used by an agency as a method of transmitting goals, philosophies, and program information to its respective volunteers.

Specifically, the purpose of this research was to question the recipients of mailings on the information received, and to determine if any change in attitude and absorption of information was evident on the basis of such mailings.

Underlying this research was the assumption that the mailed materials received by volunteers were not as effective as many agencies hoped. Upon detailed investigation of the available literature, the author had concluded that there was a lack of data in the area of the effect of mail on volunteers. The literature was replete with studies and discussions of motivations, characteristics, and socio-economic level of volunteers, yet barren with regards to the effect of mailed materials to volunteers.

It should be noted that the author did not include research from the area of commercially mailed materials as the author could not find research which discussed the singular effect of these materials.

Upon examination of The Guide to Periodical Literature Bibliographic Index, and other sources the author found one article, an unpublished essay by Emanuel Mandel on the effect of mail. In his study, Mr. Mandel concluded that those individuals who received the mail found it to be "a valuable and welcome communicative device."¹ However, Mr. Mandel suggested that the material was read in a length of time that would preclude thoroughness on behalf of the reader.

With regard to volunteers, agencies have become cognizant of the necessity of the volunteer to the successful operations of the agency program. Clarence Hall states that volunteers outnumber professionals 250 to 1, and he estimates that there are approximately twenty million volunteers in the United States.²

Professional social workers recognize that volunteers are a valuable complement to the work of trained personnel. Agencies utilize volunteers as interpreters of their policies, objectives, and program. Furthermore, volunteers permit the agency to maintain constant communication regarding community needs.

Since the professional staff is often hampered by inadequate funds and time, volunteers must frequently be relied upon to maintain communication from the agency to other volunteers.

¹Emanuel Mandel, "Mass Communication in a Decentralized Agency," (Unpublished Master's thesis, Philadelphia: University of Pennsylvania, 1961), p. 25.

²Russell H. Kurtz (ed.), Social Work Yearbook. (New York: National Association of Social Workers, 1960), p. 160.

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The first step then, in conducting this study was the development of general and operational hypotheses. The general hypothesis was that the community service organization does not effectively educate its volunteer members by means of mass mailing.³

In developing a research design to test this general hypothesis the author formulated the following operational hypotheses:

1. There is no significant difference between those ADL chairman that have received mailings via the prevailing system and those who have received mail via the experimental system in terms of ideas transmitted and retained regarding prejudice in education and housing.⁴
2. There is no significant difference between those individuals who have held the position of ADL chairmen for one year or more and those who have been in the position of ADL chairmen for less than one year, in terms of:
 - a. their concept of what an ADL chairman is;
 - b. their concept of the relationship between the Michigan Regional ADL Director and the ADL lodge and chapter chairmen.
 - c. their ideas regarding training programs.
3. There is no significant difference between the ADL lodge and

³For this study the author has defined the term education as the process which enables an individual to ingest materials and correctly respond to questions regarding this material. The author is aware that other definitions for education exist, but for the purposes of this paper the above definition is considered to be valid.

⁴ADL stands for the Anti-Defamation League of B'nai B'rith, the community service agency selected for use in this research. Further explanation of ADL is to be found later in this chapter.

chapter chairmen and the ADL Director in terms of:

- a. their concept of what ADL chairman is;
- b. their concept of the relationship between the Michigan Regional Director and the ADL chairmen.

The next step in conducting this research was to obtain an organization that would be conducive to this type of research. After consideration of a number of organizations, the author found that the Anti-Defamation League of B'nai B'rith best suited the criteria established for this research for two reasons.

One, ADL, an organization vitally concerned with group relations and civil rights, fits the criteria for a volunteer organization as it tends to utilize a large group of volunteers to carry out its programs.

Founded in 1913, ADL is an offspring of the B'ani B'rith, an organization established for fraternal, philanthropic, and community service. With its formation, the ADL began an organized fight against all forms of bigotry and inequalities in American life, resulting in a long history of action and educational programming in treatment of minority groups.

Two, as a part of its programming, ADL is committed to the intensive use of mailed materials in transmitting program information, administrative information, and maintaining contact with many of its volunteers. ADL provides a group of volunteers that are vitally concerned with its goals and ideals. This program, therefore, tends to attract people receptive to its educational aims. In this setting it is assumed that this group would tend to retain the information sent to them.

Following the selection of the ADL as the organization to be studies, the author randomly divided the universe of 60 ADL chairmen to be studied into an experimental and control group. These chairmen are drawn from B'nai B'rith men's (lodges) and women's (chapters) groups from the Detroit metropolitan area. These chairmen serve their respective lodges and chapters as liaison between the ADL and their groups.

The author then designed an instrument (see Appendix B) that was used to obtain the data required for this study and test the hypothesis of this research. The instrument which resulted utilized a number of sources that comprised the basis for materials mailed to the experimental group. Before being used, the instrument was first submitted to the author's doctoral committee, the ADL Director, and a group of the author's colleagues, to determine the appropriateness of the questions as well as time necessary for volunteers to complete the instrument.

Subsequently, the author presented a finalized instrument to the universe studied. The questionnaire was presented to all chairmen at the beginning of the ADL program year (September to October, 1962). Following the first test (~~pre~~ test) the experimental set of mail was sent to members of the experimental group. In May, the same questionnaire (post test) with some additional items, was administered to the universe.⁵

⁵The experimental set of mail was developed to give the experimental group the correct information to items found on the pre and post tests. This mail was sent five times from January through April at regularly scheduled intervals. The experimental set of mail can be found in Appendix A.

The data presented in this paper are drawn from the responses of ADL volunteers who comprised a total universe of sixty individuals. The data in this research are based upon forty-four (73%) respondents out of the universe of sixty who responded to both the pre and post tests.

It should be noted that while a number of chairmen responded to either the pre or post tests, their responses have not been included in the data presented. After checking the questionnaires of these respondents, the author found that the inclusion of their responses would not have altered the findings of this study.

The responses for all questionnaires, pre and post tests, were coded on IBM cards for tabulation by a MISTIC computer. The author utilized Sim's contingency table analysis for data interpretation. Results from the runs made were then printed using the IBM 407. The author then interpreted the resultant cell distributions of the responses for use in this paper.

DATA

This study was conducted on a universe which the author considered to be representative of ADL chairmen throughout the United States. Furthermore, the author considered the September through May program year sufficient to gather the data required for this study as it represented the normal program year for the B'nai B'rith lodges and chapters as well as the Anti-Defamation League of B'nai B'rith.

1. The men and women responded to the cognitive items, 20 through 34 in an equivalent manner. The data indicated that there was very little difference in correct responses

when tabulated according to sex.⁶

2. Items 20 through 34 showed that the experimental group had an increase of correct responses by a score of 20.66%, from pre to post test, the control group increased its score by 24.65%. This was a difference of only 3.99% between the two groups. This difference on the factual items indicated that these in no way measured effect of mail on the volunteers discussed in this study.
3. In terms of attitude, the author found that the responses on items 35 through 53 signified no important change from pre to post tests on behalf of either the experimental and control groups.⁷ All the ADL chairmen generally responded to these items in a manner similar to the philosophy of the agency. The responses were generally in the "agree" or "disagree" columns. This would suggest that chairmen might not be as convinced of the stands that ADL takes as many in the agency have believed.

The author found that, by and large, ADL chairmen had a vague idea of what their role was. Most seemed to know that there, their role was one of reporting incidents of discrimination to the ADL office and keeping their lodges and chapters informed of the work of ADL. The data do not

⁶Items 20 through 34 are factual questions.

⁷Items 35 through 53 are attitudinal items.

indicate any substantial evidence regarding ADL chairmen's perceptions regarding role since this was one item that many chairmen did not answer.

The author concluded that one of the reasons this item was not answered is that the chairmen were not totally aware of the role and possibly their relationship to the ADL staff.

5. With respect to the chairmen's desire to retain the position of ADL chairmen for the coming year, the responses were generally positive on the pre test and negative on the post test. When the data were viewed from the standpoint of sex, 60% of the men were positive in their responses on the pre test. The post test revealed that the desire to remain chairmen dropped to 44% of the respondents.

On the same item 26.32% of the women answered affirmatively on the pre test while 15.79% responded negatively and 57.89% were uncertain. On the post test 26.32% were still affirmative. However, 47.32% responded negatively, while 26.32% remained uncertain.

6. The data revealed the rate of turnover among male chairmen was high, with most of the new chairmen (77%) in their first year of service, while only 22% of the women were in their first year as ADL chairmen. Twenty-nine percent of the men were in their second year of service, while 71% of the women were at this stage.

7. The author found that 65.91% of the ADL chairmen were associated with B'nai B'rith for at least six years. It could thus be assumed that ADL chairmen are drawn from a group of individuals who have had some exposure to the scope and nature of ADL's program and accomplishments.
8. The data related to educational background indicated that 63.64% of the total group had completed at least one or more years of college, while 34.09% had received a high school diploma or its equivalent and only one individual did not have a high school diploma or its equivalent.

Ancillary to this research, but nevertheless of importance was the effectiveness of the materials mailed to the ADL volunteers. Therefore, in designing the post test the author included items that would give some indication of which type of mailed materials appeal most to the volunteers.⁸

The ADL Bulletin was chosen most frequently by the ADL chairmen for most of the items. This publication, a six page glossy type, was sent by the national ADL office and dealt with many of the issues in which ADL was involved.

The experimental group chose the ADL Educational Bulletin Series second in most of the areas listed in the post test. A few of the chairmen indicated they felt that the ADL Educational Bulletin Series was good because it dealt with only a few topics instead of the broad

⁸For list of questions regarding mailed materials see Appendix A, items 58 through 65.

spectrum of ADL activities. This seems to indicate that there is a need for a defined educational program directed towards the volunteers in the agency.

Facts, a publication dealing with issues in a rather lengthy manner, received the lowest percentages of positive responses. This information tended to indicate that these volunteers were more receptive to materials that were relatively simple to read, short, and of current interest.

In conclusion, this study indicates that mailed materials, as measured by the procedures and instrument used, did not produce any important educational change with respect to ADL chairmen.

RECOMMENDATIONS

Based upon the data obtained, the author feels that there are implications for further study by the agency studied, as well as other agencies which utilize mailed materials as an integral part of their educational programs. The implications of this study suggest that an agency should be acutely aware that the materials sent to volunteers may be of minimal consequence, unless these publications are used in a purposefully structured program of education and orientation. Agencies must utilize additional methods when working with their respective volunteers.

Based upon this investigation, the author recommends that agencies dealing with volunteers concern themselves with the following items.

The agencies must focus their efforts toward the development of specific role functions for volunteers. These functions should be

explicitly discussed with volunteers at the beginning of his term of service.

Volunteers should have a great number of opportunities to meet in face to face contact with the agency staff. At this time the professional staff must define the volunteer's role, specific responsibilities, and relationship to the agency and professional staff. In addition, these face to face meetings should be educative with respect to the goals and programs of the respective agency.

Agencies which deal with volunteers should consider the establishment of a permanent professional position with specific responsibility for the education and training of the volunteers. In the case of the ADL chairmen, part-time personnel should be employed with the sole task of developing a vital and effective group of chairmen. The author acknowledges the interest of most professionals in their dealings with volunteers, but unfortunately their time and efforts are divided among many other responsibilities, and consequently, volunteers are not properly serviced.

The part-time staff, working in conjunction with full-time personnel, would be responsible for the development of educational programs that are purposeful and that motivate interest and participation among the chairmen. This program could consist of monthly or bi-monthly meetings of all volunteers to review and discuss a variety of educational materials. This meeting would also be concerned with implementation of activities related to the work of the agency.

A responsibility of this group would also be the contacting of all non-attending chairmen and inform them of the groups' activities.

This procedure provides for the maintenance of open and informed lines of communication between the agency and the chairmen, as well as establishing provisions for weeding out chairmen who are not actively involved in the program.

In conjunction with the periodical meetings, the agency should communicate with volunteers via mailed materials. These materials, in the case of the Anti-Defamation League, should include the ADL Bulletin and material which is part of a pre-determined educational program. It would also be wise to determine a given year's educational program upon consultation with the group of volunteers to be serviced.

The program should deal with one or two of the basic areas with which the agency is concerned (e.g., prejudice in housing and education).

The mailed materials should be developmentally structured, "short, easy to read, and topics that are of interest,"⁹ to those for whom they are written. The mailed materials should be sent in kit form approximately two weeks before a proposed ADL meeting. In this manner, the volunteers would read the materials knowing that they would be discussed at the forthcoming meeting. After this meeting, they would relate the important points to their own group. Thus, the volunteer would have reviewed the materials at least three times and the potential for good retention would be increased.

⁹ Adult Education, Vol. XII, No. 7, (Summer, 1962), p. 199.

The author feels that by using this type of program, agencies would retain volunteers for longer periods of time. Furthermore, volunteers would be able to anticipate new and challenging areas of study each year. Since there would be fewer new volunteers, the agency would be able to effectively use this group in situations which call for responsible action by a well informed group.

Most important, this type of program would: (1) broaden and strengthen the backgrounds of the volunteers, (2) increase the effectiveness of the volunteer program, (3) provide stimulating vital work for those interested volunteers, and (4) result in greater effectiveness of the efforts of the agency.

A P P E N D I X

APPENDIX A
EXPERIMENTAL MAILINGS

ADL EDUCATIONAL BULLETIN SERIES

Vol. 1 No. 1

Today the admissions barriers that confront Jewish applicants to U. S. colleges and universities "are not nearly as high as they once were, but they are still clearly present." Any analysis of anti-Semitism in higher education must include several related items.

Youth sometimes encounter difficulties in gaining admission to college because of their race, creed, color, or national origin. An individual may be affected by one or more of these factors, however, a cause-and-effect relationship between college attendance and on type of barrier separate from the others cannot be shown.

Geographic Factor: A study by the American Council on Education in 1949 revealed that more than half of all students living in urban areas who applied for college lived in the Northeast--the area in which Jews are concentrated. The Jewish student living in the Northeast is competing locally with the heaviest concentration of applicants for the most desirable colleges in the United States. Competitors for admission to these prestige schools come from all over the U.S.--only the most qualified will make it.

The Jewish student seeking admission to a top school near home faces large odds--he is also competing against other Jews.

Culture Plays A Role: Jews traditionally have emphasized the importance of education. Even families that cannot afford it, sacrifice to send their children to college. Of every hundred Jews of college age, 62 attend institutions of higher learning; 27 of every hundred non-Jews do.

The general American encouragement of higher education and the Jew's tradition combine to produce a proportionately greater number of Jewish applicants than of other groups. Facing a quota system, the odds against him become higher.

Active Discrimination Exists: Studies show that the average Jewish applicant has a considerably small chance of acceptance than either Catholic or Protestant in some areas. In New York State for every 100 applications by Christian students to the 14 non-sectarian liberal arts college, there are 33 by Jews. One hundred Christians are accepted for every 26 Jews. Jews make three or four times as many applications as Christians.

The Jewish applicant who is prepared to go outside the Northeast will face the same patterns of acceptance. In addition, many state universities favor local residents and many private institutions impose quotas. Today, the quota system is less virulent because some states have passed fair educational practices legislation. Also, the national attitude is changing.

Discrimination After Admission: Discrimination does not end with admission practices. It may extend to scholarships, grants, loans, social organizations, campus housing and boarding, college employment practices, etc. These areas affect future employment opportunities, equal access to housing and public accommodations, and personal associations. Indeed, the colleges are the microcosms of American Society. Many students are being "educated" to discriminate against their "social inferiors" in later life.

Progress Has Been Made: The end of World War II saw the beginning of a democratic trend in campus life. A more mature student body, including many veterans, was concerned with the implications of discrimination in higher education. They were critical of fraternities and sororities that discriminated. State universities and many private colleges insisted that chapters on their campuses end discrimination. Only two national fraternities still have discriminatory bylaws; there were 10 in 1955 and 25 in 1948.

Many medical schools have dropped discriminatory questions from their application forms. But, despite the clear national need for more doctors, some schools persist in keeping out prospective doctors. Discrimination at the graduate school or professional level hurts both the student and the nation.

Federal aid to higher education is helping to break down patterns of discrimination. The Federal Civil Rights commission has recommended that no money be given to discriminatory institutions.

Junior colleges have multiplied, and improved transportation has brought college closer to Jewish students who "commute" to them. The problem of small town college prejudice can now be avoided by many students.

The patterns of college education are changing, but the end of discrimination is not in sight. The number of high school seniors is expected to double in the next ten years. If a Jewish youth must accept a second or third choice college now, what will he face in 1970 or 1975?

ADL EDUCATIONAL BULLETIN SERIES

Vol. I No. II

Discrimination, as we shall use the term here, means the denial of equal opportunity to individual human beings, not because of their personal shortcomings, but because of their race, color of skin, religious beliefs, or country of origin. Discrimination, operates on the assumption that the individuals in a particular group are unworthy simply because of their membership in the group.

Housing discrimination denies the minority individuals right to use his own honestly earned money to buy or rent the property he desires. As the Federal Civil Rights Commission recently reported to the President, housing is the only major commodity in America to which this restriction still applies. Recently, a federal ruling was approved that made it illegal to discriminate in the sale of federally owned or repossessed housing.

It is interesting to note that although strides are being made in eliminating housing discrimination on a Federal level, a large proportion of the homeowners public supports discrimination by builders and workers. If this were not the case, agents could not continue to discriminate as freely and as frankly as many do. Public opinion polls in various sections of the country have repeatedly shown a substantial proportion of respondents supporting discrimination against Negroes, and with varying degrees, discrimination against other minorities as well.

When discussing polls it should be remembered that figures vary from area to area. They also vary somewhat with the way the questions are phrased; in addition it must be borne in mind that experience in some recent presidential elections have shown that polls are not completely accurate in predicting how people act in a concrete situation.

Even granting these cautions, the findings of the polls indicated a high level of public support for housing discrimination. For example, a recent study in Newark, (1959), showed that approximately two-thirds of white residents said they believed Negroes should not be allowed to enter white neighborhoods. In Minneapolis, 55 percent of the individuals polled favored the right of a property owner to refuse sale or rent because of a person's race, religion, or color.

Although discrimination against Jews in the matter of housing is less marked than it was a decade ago, discrimination is still a source of grave concern to Jews, as it must be to all Americans who are concerned with the goal of equality of opportunity to all.

Information for this bulletin was primarily gathered from the following two sources:

DISCRIMINATION IN HOUSING by Unice and George Grier.
JEWS IN SUBURBIA by Albert I. Gordon.

Our next issue of ADL EDUCATIONAL BULLETIN SERIES will continue our discussion of discrimination in housing.

ADL EDUCATIONAL BULLETIN SERIES

Vol. I No. III

In the last bulletin we discussed the area of discrimination in housing. It was noted that this occurred in many forms and that generally people were not against discriminatory practices in housing. This bulletin will attempt to explore some of the reasons why we have discrimination in housing.

FEAR OF LOSS OF PROPERTY VALUES: For many years it has been assumed that minority, particular Negroes, groups depress the value of property. This opinion, until recently was held by some of the nation's most highly respected housing economists. Yet its basis was not an objective fact but personal opinion.

It came of something of a surprise when, in the early 1950's, a couple of researchers publishing the first scientifically controlled studies of the problem, found the entrance of Negroes into neighborhoods often raised property values.

Even many Negroes believe that they have an adverse influence on values. A recent study in Newark, New Jersey showed that 33 percent of them felt that when Negroes entered an area prices went down. This belief among members of both the Negro and Caucasian public probably stems from the most part from the poor quality of the neighborhoods where Negroes and some other minorities are generally allowed to live. The neighborhoods were usually bad before Negroes came to them. The public impression is reinforced by observation of the effects on prices in some areas when Caucasians rush to dump their houses after the first Negroes move in.

The most important finding of the studies as a whole, however, is that the responsibility for the effect upon prices rests less upon the entering Negroes than upon the Caucasians who lived in the neighborhood when they came. Negroes themselves have no inherent effect on property values.

More and more neighborhoods are beginning to recognize this fact. However, unscrupulous speculators still find it possible to turn the public's ignorance to their own profit in many areas which Negroes have entered. Taking advantage of the Caucasian's fear the speculator buys his property below fair market value. He may even persuade the owner that he is doing him a favor by helping him to get out before prices go even lower.

The buyer then proceeds to exploit a Negro's desperate need for decent housing and resells the home to them at about the price it would have brought from Caucasians, often pocketing a profit of thousands of dollars. He has mulched both the Negro and Caucasian, and in the process has helped to confirm the fallacious belief that Negroes depress

values, a belief that he will turn to further advantage in the next transaction.

Not only is it untrue that prices generally decrease when Negroes enter Caucasian neighborhoods; properties do not inevitably run down either. Much depends on whether the area itself is in good condition in the first place; exploitation of tenants by greedy landlords is another serious factor. Where Negroes are able to own their homes, they usually care for them well.

FEAR OF INUNDATION: There is also a widespread fear that the entry of one minority family to a neighborhood means many more are sure to follow, and minority members will crowd into the neighborhood and replace the former residents. As in the case of property values it is confirmed by actual observation of events in some neighborhoods. But here too, the process is far from universal; and an objective look at the facts discloses that the ultimate control over what happens resides once more in the hand of the majority.

In explaining the role of fear in producing neighborhood change, social scientists often refer to the "self fulfilling prophecy." By assuming that an event is certain to take place, humans sometimes assure that it will take place. When a Negro family enters a neighborhood, the assumption that this inevitably means the neighborhood is taken as evidence of what will inevitably happen in the next. This process gains a momentum and a rationale all its own.

While it is true, that many areas such as Lathrup Village in Michigan have maintained highly restrictive policies, the fact remains that in the past ten years discriminatory barriers in housing have decreased. We can look back and see progress but we must be constantly on guard against the reoccurrence of discriminatory practices in any area. Discriminatory practices are harmful to the minority groups discriminated against and to the majority that does the discriminating. Only a few people benefit from housing discrimination. Everybody else loses, and the total loss on a national scale is incalculable.

Increasingly, more and more American neighborhoods are also proving the essential contribution of panic to rapid neighborhood change and the ability of residents to control it. In many areas, residents have banded together to promote neighborhood stability by resisting panic, while at the same time welcoming recently arrived Negro neighbors and striving with their help to preserve the values which have made the neighborhood a good place to live.

For further reading in the area of housing discrimination you are referred to one of the Freedom Pamphlets, Discrimination in Housing: A Handbook of Fact by Eunice and George Grier. This pamphlet can be obtained at your Michigan Regional ADL Office.

ADL EDUCATIONAL BULLETIN SERIES

Vol.I No. IV

Civil Rights and Education

One of the most glaring inequities in the area of educational opportunity is the situation down South and the equally disturbing but subtle segregation that occurs in the Northern sections of the United States.

The situation in the seventeen states was reported by the Southern School News in its December, 1962 issue to be as follows: Alabama, Mississippi, and South Carolina showed absolutely no progress of desegregation in the elementary and secondary public schools.

Of all Negroes in seventeen southern states, only 7.8% are enrolled in public schools with Caucasian children. This number shows some progress, (the May, 1960 figure was 6%) but there must be a great deal more done in order to ease the inequity of the differentiation in schooling standards between Negroes and Caucasians in the South today.

Secondly, since the Supreme Court decision of May 17, 1954, the three thousand fifty-eight bi-racial school districts in the South have only desegregated nine hundred seventy-two areas. There is still a great deal of work to be done in order to fully desegregate. Of the six thousand two hundred twenty-nine southern school districts, more than half are all Caucasian or all Negro. It is significant to point out that most of the Southern states have begun programs that are supposed to provide for a totally desegregated school system.

Legislatures in 16 states have adopted 379 laws and resolutions to prevent, restrict or control school desegregation. It is obvious that the feeling of these legislatures is quite hostile toward any move that seriously endangers the continuation of public school segregation. In the 1961 U.S. Commission on Civil Rights Report on Education it was pointed out that much of the desegregation in the areas of education is minimal, and while many states have attempted to comply to the Supreme Court ruling, the majority have simply made initial assignment in order to peripherally and superficially adhere to the ruling.

One technique utilized by many states, is transferring of Negro students to formally all Caucasian schools. However, this places the burden of seeking transfer on Negro pupils, often accompanied by expensive pupil placement procedures. These roadblocks have kept to a minimum the number of Negroes in attendance at these schools.

In other parts of the United States segregation by race, color, religion, and national origin is not officially practiced. It exists,

in fact, in many public schools. A federal court decision in the New Rochelle case (January, 1961) required the desegregation of a public school in a Northern city was probably the most significant single event affecting equal protection of the laws in public education, since the Supreme Court decision in the Little Rock Case, 1958.

In New Rochelle the court placed on the school board the obligation of undoing segregation, created prior to 1949, by gerrymandering of school zones. As this principle has been affirmed on appeal, school boards having unracial schools can no longer justify it merely on the basis of residential patterns in combination with a neighborhood school policy. Any existing segregation in any community may be constitutionally suspect.

Information for this discussion on discrimination in education, was obtained from the following sources: Southern School News, December, 1962, and the United States Commission on Civil Rights Report-Education 1961, 1961.

If you are interested in obtaining a copy of the above report, write your congressman.

ADL EDUCATIONAL BULLETIN SERIES

Vol. I No. V

It is in the hope of helping you better understand the nature of prejudice that we present this article by Gordon W. Allport on "Why People Scapegoat." It is hoped that this issue as well as past issues of this series have been used by you when reporting to and working with your lodge and chapter.

Prejudice if not acted out, if kept to oneself, does no great social harm. It merely stultifies the mind that possesses it. But prejudice expressed leads to discrimination. Generally, discrimination is based not on an individual's intrinsic qualities, but on a label branding the individual as a member of a discredited group. It means separating, forcibly, and unjustly from our vocation, our neighborhood, our country, a person against whom we are prejudiced against because he chiefly bears an unsavory label. Scapegoating differs from discrimination chiefly in the amount of aggression shown. It is when conditions are ripe--if frustration, ignorance, and propaganda combine in proper proportions--that discrimination breaks into scapegoating.

These are the motivations behind discrimination and scapegoating.

THWARTING AND DEPRIVATION: People are often deprived of what they want or what they have. Such deprivation frequently results in anxiety and then in aggression. In scapegoating, such aggression is directed not against the source of the thwarting and deprivation, but against any object that happens to be convenient. Sometimes this scapegoat is at least partially to blame. But as a rule the scapegoat is made to pay not only for the deprivations in which he may have played some minor part, but also for frustrations of long standing, most of which have nothing whatever to do with the scapegoat. The cat sharpening her claws on the rug may annoy me, but after a bad day at the office, the kick one directs at the cat is likely to be more vicious than usual.

In times of social crisis our deprivations are multiplied many times: prices are high, so too are taxes; war threatens, we grow fearful. There is no direct action we may take to do away with these deprivations and threats, therefore, we respond to our frustrations by scapegoating the Government, the Negro, Labor, the "Reactionary" or the "Communist" or the Foreigner, or the religion of some other fellow.

GUILT EVASION: Guilt feelings arise from the omission or commission of certain deeds. Such feelings may be relieved by blaming others for one's own sins. This projection of guilt onto others is the classic form of scapegoating. The goat carries our burden of sin. Hitler, the arch-scapegoater, blamed the Jews for precisely those crimes against morality and decency of which he himself was eminently guilty: conspiracy, war-making, demoralizing the social life of the community, sex perversion. It made Hitler feel innocent to heap his sins and those of his countrymen on the heads of an innocent group.

Such guilt projection is common. All of us are prone to this weakness. We never feel so innocent as when we "see" and criticize our own sins in other people.

FEAR AND ANXIETY:

1. Fear is an acute feeling that some specific danger threatens us. It may be reduced or dispelled by a preventive attack on what is considered to be a threat. Often in time of fear, we do not distinguish between real and pseudo-threats.

Our fear of spies and saboteurs in wartime led us to be unduly suspicious of foreigners and of innocent minority groups. For many months all of the Pacific Coast Japanese-Americans were held in internment camps, although few if any at all were really spies.

2. Anxiety is a vaguer anticipation of danger. Like fear, it represents a feeling of insecurity. It can be alleviated

by rationalizations which take the form of verbal scapegoating.

In all times of social strain, like the present, we may not actually intern a minority group. But it helps "explain" our vague anxieties to ourselves if we talk about the disloyalty, conspiracies, or threat of other groups. With all these menaces around us, why shouldn't we feel jittery and anxious? We talk and lie, and lie and talk, about the dangerous groups, hoping thereby to relieve our anxiety--or at least to justify it to ourselves.

In the next issue of the ADL EDUCATIONAL BULLETIN SERIES, we will continue this paper by Gordon Allport and discuss, self-enhancement, conformity, and tabloid thinking.

ADL EDUCATIONAL BULLETIN SERIES

Vol. I No. VI

This bulletin is a continuation of Gordon Allport's paper on "Why People Scapegoat." In the first part of the paper thwarting, deprivation, guilt evasion, fear, and anxiety were discussed. The topics for this bulletin are self-enhancement, conformity, and tabloid thinking.

SELF-ENHANCEMENT:

1. Feelings of inferiority may lead to scapegoating, in order that the individual may convince himself of his own value and strength. The physically weak child, by verbally scapegoating another child affirms his own strength. Or he may bully a still weaker child in compensation for his own feelings of inferiority.
2. The individual who feels insecure may obtain comfort by allying himself with a distinctive "better" and "different" group, and thus bolster his ego.

It is no accident that hate groups take on the insignia of pomp and ritual. Nor is it strange that the mumbo-jumbo of the KKK and of the Columbians, and of similar organizations should attract the insecure, the negligible, the nobodies of society. An inflation in the ego results from joining with others who declare themselves better than some scapegoated group (of darker complexion, foreign born, or different faith).

3. Very important as a factor in scapegoating is the demagogue's desire for power. Scapegoating is a useful tool in his attempt to gain power, for it helps to achieve unity among supporters. He tells them that the group they hate is in fact responsible for their troubles, and that by rallying around him, the leader, they can most effectively defeat their enemy. The demagogue creates a bogey in order to solidify his own leadership.

CONFORMITY: Conformity makes for security. If everyone around us is given to scapegoating, and particularly those we value highly, then only by imitating their actions can we be fully accepted in the group whose approval we desire. Many Germans scapegoated the Jews to establish themselves as acceptable Nazis and thus avoid persecution for themselves. In our own society most people will agree with a bigot rather than contradict him to his face and thus lose caste in the eyes of the bigot.

Conformity may be less deliberate than mentioned in the above case. An individual may conform to the current pattern of prejudice and persecution simply because he habitually imitates the prevailing folkways. He is scarcely aware that he is an imitator.

Children, as we shall see, are especially inclined to take over parental prejudices uncritically. They will unquestioningly accept their parents' assurance that Negroes are people with whom one just doesn't have social contacts.

TABLOID THINKING: Periods of social strain bring out vividly the helplessness every individual feels in the face of world-wide forces. He must seek to simplify the issues in order to make possible some understanding of this social chaos. It is less trouble to think of the "bankers" or the army "brass hats" as responsible for war, than to figure out its complex economic and cultural causes. Simplification of issues provides for economy of energy; if a person feels hostile and aggressive it is more economical for him to attack one single obstacle in his path than to diffuse his attack upon the many true, but not fully understood, causes of his difficulties.

The psychological reason for tabloid thinking is well expressed by Thouless:

The most finely developed mind reaches at some point the limit of the complexity it can grasp. With the majority of men, this limit is reached rather early. Long before it is reached a certain mental idleness steps in, making us tend to accept mental food well below the limits of our digestion.

An issue seems nicely simplified if we blame a group or class of people rather than the complex course of social and historical forces.

It is much easier to blame Democrats or Republicans in Congress for some policy of which we disapprove than to look up the voting records of individuals and find out who is really to blame (undoubtedly a mixture of Republicans and Democrats).

In all cases we have discussed we note that our aggression is "displaced." The group we blame is wholly, or largely innocent. Why is it that aggression is seldom directed against the TRUE cause of the deprivation, fear, guilt???

Among the factors which may prevent the expression of aggression against the true provocator are the following:

1. We may be afraid that the party who is really to blame will retaliate and make it worse for us. When you're really angry at the boss, you cannot confront so powerful a being with your wrath and so may turn on your secretary who is helpless against you.
2. We may be afraid that some other party will punish us for a too direct attack. In some regions of the world, if a white man violates your interests in some way, you would certainly be punished for taking the law into your own hands, but you may store up your wrath and without fear of punishment take it out on some defenseless colored person who has the misfortune of crossing your path.
3. We may have strong internal inhibitions against attacking the provocator. In our society one may not hit a woman even if one has good reason to. One may, however, bottle up one's rage until an unprotected scapegoat appears.
4. Often, of course, the provocator isn't accessible; he cannot be reached because of external rather than internal obstacles. The schoolboy who ate up his pal's candy bar is absent, so the deprived boy becomes irritable and aggressive toward some classmate immediately present.
5. Most important of all, when we are unable to understand the roots of our discomfort, we may turn to a pre-existing prejudice to supply "cause" and receive the wrath. If a marginal worker loses his job, this economic frustration is no easier to bear simply because the worker is ignorant of its causes. Having a pre-existing prejudice against foreigners, or Negroes, this prejudice is allowed to grow into violence because it vaguely related to the complex issue.
6. In her eagerness to defend her son, the mother may accuse the boy down the street. This is done sometime because it is difficult to believe that someone we love and have respect for can be guilty.

ADL QUESTIONNAIRE

1. Sex: Male () Female ()
2. Age:
3. How long have you served as ADL chairman? (check one)
First year () second year (), third year or more ().
4. How long have you been a member of a B'nai B'rith lodge or chapter? (check one) 0-2 years (), 2-5 years (), 5-10 years (), more than 10 years ().
5. Number of years of schooling? (circle the highest year completed)
High School: 1 2 3 4, College: 1 2 3 4, Graduate work: 1 2 3 4
6. If you attended college, what was your area of specialization?
7. Present occupation?
8. How large is your lodge or chapter? _____ members.
approx. number
9. Have you ever served on a lodge or chapter ADL committee before being made ADL chairman? Yes (), No ().
10. Have you ever served on the Council ADL committee? Yes (), NO ().
11. Were you elected to the office of ADL chairman? Yes (), No ().
12. Did you volunteer to be ADL chairman? Yes (), No ().
13. Do you want to be ADL chairman next year? Yes (), No (), Un-sure ().
14. What do you feel your duties and responsibilities as an ADL chairman are? List the four most important. (Use back of this sheet for additional comments.)
15. What should the professional staff in the Michigan Regional ADL office do for you as an ADL lodge or chapter chairman? (Use back of this sheet for additional comments.)

16. Do you feel that ADL lodge and chapter chairman are worthwhile positions for your lodge or chapter? Yes (), No (). Why do you feel the way you do? (Use back of this sheet for additional comments.)
17. Do you have any other lodge, chapter, or council responsibilities or offices? Yes (), No (). If yes, please list them.
18. Is the ADL chairmanship a step to a higher position in your lodge or chapter, or in the Council? Yes (), No (). If yes, to what position or positions?
19. Do you have any lodge, chapter, or Council responsibilities or offices last year? Yes (), No (). If yes, what were they?
20. In a national cross section of over 1100 city and country clubs studied by ADL, what percentage was found to be discriminatory? (check one)

() 0-20 percent	() 61-80 percent
() 21-40 percent	() 81-100 percent
() 41-60 percent	
21. Today the quota system for college admissions has, (check one)

() become more widespread--increased in the past 10 years,	
() has decreased in the past 10 years,	
() has remained the same in the past 10 years.	
22. In the past 10 years, (check one)

() discriminatory barriers in housing have increased.	
() discriminatory barriers in housing have decreased.	
() discriminatory barriers in housing have remained the same.	
23. In a recent (1959) survey of real estate agents in Detroit suburbs, what percentage clearly indicated they did not wish to sell or rent to Jews? (check one)

() 10 percent	() 66 percent
() 33 percent	() 75 percent
() 50 percent	() 90 percent
24. In 1960-61, what percentage of all Negroes enrolled in the public schools of the 17 Southern states attended schools with white students? (check one)

() 0-20 percent	() 61-80 percent
() 21-40 percent	() 81-100 percent
() 41-60 percent	

25. Which of the following city areas is noted for its absence of residential restrictions for Jews? (check one)
- | | |
|------------------------------------|--|
| <input type="checkbox"/> Baltimore | <input type="checkbox"/> Los Angeles |
| <input type="checkbox"/> Chicago | <input type="checkbox"/> San Francisco |
| <input type="checkbox"/> Cleveland | |
26. Which of the following governmental agencies has a policy resolution opposing racial and religious discrimination in the granting of mortgages?
- ☐ Federal Deposit Insurance Corporation
- ☐ Federal Reserve System
- ☐ Home Loan Bank
27. Since the Supreme Court's decision in the school segregation case of May 17, 1954, how many of the 2,837 biracial school districts in the 17 Southern states have taken action to abolish racial segregation? (check one)
- | | |
|------------------------------------|------------------------------------|
| <input type="checkbox"/> 0-400 | <input type="checkbox"/> 1601-2000 |
| <input type="checkbox"/> 401-800 | <input type="checkbox"/> 2001-2400 |
| <input type="checkbox"/> 1201-1600 | <input type="checkbox"/> 2401-2837 |
28. Of 5000 cooperative apartments in Chicago studied by ADL, what percentage are believed to be discriminatory or, under stated policy maintain a strict quota limitation of Jews?
- | | |
|--|---|
| <input type="checkbox"/> 0-20 percent | <input type="checkbox"/> 61-80 percent |
| <input type="checkbox"/> 21-40 percent | <input type="checkbox"/> 81-100 percent |
| <input type="checkbox"/> 41-60 percent | |
29. Which of the following states still maintain complete racial segregation in its schools?
- | | | | |
|-----------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Alabama | <input type="checkbox"/> Kentucky | <input type="checkbox"/> N. Carolina | <input type="checkbox"/> W. Virginia |
| <input type="checkbox"/> Arkansas | <input type="checkbox"/> Louisiana | <input type="checkbox"/> S. Carolina | <input type="checkbox"/> Virginia |
| <input type="checkbox"/> Delaware | <input type="checkbox"/> Maryland | <input type="checkbox"/> Oklahoma | <input type="checkbox"/> Virginia |
| <input type="checkbox"/> Florida | <input type="checkbox"/> Mississippi | <input type="checkbox"/> Tennessee | |
| <input type="checkbox"/> Georgia | <input type="checkbox"/> Missouri | <input type="checkbox"/> Texas | |
30. According to the ADL which of the following communities maintains discrimination and housing restrictions against Jews? (check appropriate number)
- | | |
|---|---|
| <input type="checkbox"/> Bloomfield Hills, Michigan | <input type="checkbox"/> Oak Park, Michigan |
| <input type="checkbox"/> Lathrup Village, Michigan | <input type="checkbox"/> Southfield, Michigan |
31. Fraternities with discriminatory clauses have,
- ☐ increased in the past 10 years,
- ☐ decreased in the past 10 years,
- ☐ remained the same in the past 10 years.
32. In a national Gallup poll conducted in 1959, what percentage of the white Christians polled said that a Jewish family moving in next door would make no difference to them?
- | | |
|--|---|
| <input type="checkbox"/> 0-20 percent | <input type="checkbox"/> 61-80 percent |
| <input type="checkbox"/> 21-40 percent | <input type="checkbox"/> 81-100 percent |
| <input type="checkbox"/> 41-60 percent | |

33. In a study of 14 non-sectarian liberal arts colleges in New York it was concluded that,
 () the average Jewish applicant had a better chance of being admitted than his Catholic or Protestant counterpart.
 () the average Jewish applicant had a poorer chance of being admitted than his Catholic or Protestant counterpart.
 () the average Jewish applicant had an equal chance of being admitted than his Catholic or Protestant counterpart.
34. In a recent study conducted in Newark, New Jersey (1959), what percentage of those polled (only white citizens), felt that Negroes should not be allowed to move into white neighborhoods?
 () 0-20 percent () 61-80 percent
 () 21-40 percent () 81-100 percent
 () 41-60 percent

INSTRUCTIONS: The following is a series of statements which you are to rate according to the scale. Circle the number that BEST describes how you feel about the content of the statement or the action the statement suggests.

35. Join a neighborhood association in order to prevent a Negro lawyer from moving into your block.
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
36. Fraternities and sororities at private colleges have the right to restrict their membership according to race and religion?
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
37. The Grosse Pointe point system is legal?
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
38. Your next door neighbor has the legal right to sell his home to anyone he wishes, regardless of the buyer's race or religion.
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
39. Country clubs have the legal right to restrict membership on the basis of race or religion.
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |

40. A neighbor sells his home to a Negro without first consulting you or the other neighbors.
- | | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| strongly agree | agree | uncertain | disagree | strongly disagree |
41. All Americans have an equal opportunity in securing housing of their choice.
- | | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| strongly agree | agree | uncertain | disagree | strongly disagree |
42. It is morally right to restrict membership in college fraternities and sororities according to race or religion.
- | | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| strongly agree | agree | uncertain | disagree | strongly disagree |
43. Neighborhood associations should be formed in order to maintain a good balance of certain races and religions, in the neighborhood.
- | | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| strongly agree | agree | uncertain | disagree | strongly disagree |
44. Segregation in the Northern United States is largely accomplished by residential concentrations of minority groups.
- | | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| strongly agree | agree | uncertain | disagree | strongly disagree |
45. The United States Supreme Court was legally justified in declaring that all public schools must desegregate.
- | | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| strongly agree | agree | uncertain | disagree | strongly disagree |
46. Jewish sponsored universities, such as Brandeis, should admit an unlimited number of non-Jewish students.
- | | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| strongly agree | agree | uncertain | disagree | strongly disagree |
47. It has been scientifically shown that some races are naturally inferior or superior in intelligence.
- | | | | | |
|----------------|-------|-----------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |
| strongly agree | agree | uncertain | disagree | strongly disagree |

48. When minority groups, Negroes for example, move into an all white neighborhood, property values decline and remain low.
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
49. As a home owner in Grosse Pointe you would be willing to sell your home to a Negro lawyer.
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
50. Fraternities and sororities at State sponsored universities should be allowed to restrict their membership according to race and religion.
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
51. The South should have been left alone to deal with their segregated schools for Negroes and whites.
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
52. The United States Supreme Court was justified in declaring that the South desegregate its schools.
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
53. Home owners in Grosse Pointe are justified in maintaining a selective system, on the basis of race, religion, national background, and so on, when selling their homes.
- | | | | | |
|----------|-------|-----------|----------|----------|
| 1 | 2 | 3 | 4 | 5 |
| strongly | | uncertain | | strongly |
| agree | agree | | disagree | disagree |
54. Have you attended any training sessions for ADL chairmen this past year? Yes (), No (). If yes, how many? _____.
- 55.] Were the training sessions of any value to you? Yes (), No (). If yes, what was their value? _____
-
56. If your answer was no, what could have been done to increase their value to you? _____
-

57. Did you receive the ADL EDUCATIONAL BULLETIN SERIES THIS year?
Yes (), No ().
58. Which of the following materials did you find most informative?
List in rank order #1 being the most; #4 being the least.
() ADL Bulletin () Memos from Sol Littman
() ADL Educational Series () FACTS
59. Which of the following materials did you find most factual?
List in rank order same as #58.
() ADL Bulletin () Memos from Sol Littman
() ADL Educational Bulletin Series () FACTS
60. Which of the following materials did you find most interesting?
List in rank order same as #58.
() ADL Bulletin () Memos from Sol Littman
() ADL Educational Bulletin Series () FACTS
61. If you could only receive one of the following materials, which one would you choose to receive? check only one.
() ADL Bulletin () Memos from Sol Littman
() ADL Educational Bulletin Series () FACTS
62. Which of the following materials was most helpful in reporting to your lodge or chapter? List in rank order same as #58.
() ADL Bulletin () Memos from Sol Littman
() ADL Educational Bulletin Series () FACTS
63. If it were necessary to eliminate one of the following materials, which would you choose to eliminate? Check your #1 and #2 choice.
() ADL Bulletin () Memos from Sol Littman
() ADL Educational Bulletin Series () FACTS
64. Which of the following materials did you find most enjoyable to read? List in rank order same as #58.
() ADL Bulletin () Memos from Sol Littman
() ADL Educational Bulletin Series () FACTS
65. Which of the following materials do you feel would most likely influence your attitudes? List in rank order same as #58.
() ADL Bulletin () Memos from Sol Littman
() ADL Educational Bulletin Series () FACTS

66. In December you received a copy of a report describing discrimination of a Jewish boy at which company. Check one.
- | | |
|---|--|
| <input type="checkbox"/> D. G. Case & Company | <input type="checkbox"/> Ford Motor Company |
| <input type="checkbox"/> John Deere & Company | <input type="checkbox"/> Massey-Ferguson & Company |
67. The massive influx of Algerian Jews into France has: (check one)
- ☐ prompted the increase of outward acts of anti-Semitism
- ☐ decreased the amount of outward acts of anti-Semitism
- ☐ outward acts of anti-Semitism have stayed about the same.
68. What are ADL's five basic programs: List as many as you can of the five.
-
-
69. An ADL study found the following to be true: (check one)
- ☐ Social studies textbooks in the elementary schools are good to use when teaching religion.
- ☐ Social studies textbooks in the elementary schools are neither fair nor satisfactory in their teachings about religion.
- ☐ ADL made no judgment as to whether these textbooks were fair or satisfactory in their teachings about religion.
70. Recently the ADL Bulletin reported that: (choose one)
- ☐ The John Birch Society is increasing in membership and their impact is decisive and out of proportion to their size.
- ☐ The John Birch Society is decreasing in membership and their impact is declining.
- ☐ The John Birch Society is about the same as it was in the past year.
71. In a recent TIME on the work of ADL it was stated that of 1115 social clubs it had surveyed, what percentage practiced discrimination? (check one)
- | | | |
|--|--|---|
| <input type="checkbox"/> 0-20 percent | <input type="checkbox"/> 41-60 percent | <input type="checkbox"/> 81-100 percent |
| <input type="checkbox"/> 21-40 percent | <input type="checkbox"/> 61-80 percent | <input type="checkbox"/> cent |
72. The same article stated that how many clubs that were mostly Jewish dominated bar Christians or impose quotas on Christians.
- | | | |
|--------------------------------|--------------------------------|----------------------------------|
| <input type="checkbox"/> 10-30 | <input type="checkbox"/> 51-70 | <input type="checkbox"/> 91-110 |
| <input type="checkbox"/> 31-50 | <input type="checkbox"/> 71-90 | <input type="checkbox"/> 111-130 |

Thank you very much for your cooperation and help in this project.

APPENDIX C

LETTER TO ADL CHAIRMEN--PRE TEST

October 17, 1963

We are asking you to assist us in a project which concerns all ADL lodge and chapter chairmen. At the first combined ADL lodge and chapter meeting all chairmen answered the enclosed questionnaire.

This questionnaire is part of a study being conducted through Michigan State University, with the cooperation of the Michigan Regional ADL. We feel it is of great value and would appreciate your cooperation in answering this questionnaire at the earliest possible time and returning it in the enclosed self-addressed envelope.

In order to keep this questionnaire anonymous will you please use the following system for placing your ID number in the upper right hand side of the questionnaire's first page.

1. The first initial of your mother's first name.
2. The first initial of your father's first name.
3. The day of your birth (in numbers).
4. The month of your birth (in numbers).

Example:

		Day	Month		
Fay	Irving	19	26	=	ID number FI-19-26

General Instructions:

1. Please answer questions as best you can.
2. Complete questionnaire in one sitting.
3. Do not answer questions 1-19 in great detail.
4. Do not look up any answers when answering the questionnaire.
5. This questionnaire should take about 20-30 minutes to complete.

Once again thank you for your help and prompt attention.

Sincerely,

Sol Littman

APPENDIX D

TABLE 15.--Percentage Responses (Items 35 through 53) of the Experimental Group on the Pre and Post Tests.

	Item	Strongly Agree 1	Agree 2	Uncertain 3	Disagree 4	Strongly Disagree 5
Pre test	35	(3.57%)	(7.14%)	(10.71%)	(32.14%)	(50.00%)
Post test	35		(3.57%)	(7.14%)	(25.00%)	(60.71%)
Pre test	36		(17.86%)	(21.43%)	(25.00%)	(35.71%)
Post test	36		(17.86%)	(10.71%)	(46.43%)	(25.00%)
Pre test	37			(3.57%)	(10.71%)	(85.71%)
Post test	37	(3.57%)	(3.57%)	(7.14%)	(7.14%)	(78.57%)
Pre test	38	(42.86%)	(39.29%)	(10.71%)		(7.14%)
Post test	38	(50.00%)	(6.43%)	(3.57%)		
Pre test	39	(7.14%)	(32.14%)	(28.57%)	(14.29%)	(25.00%)
Post test	39	(7.14%)	(21.43%)	(14.29%)	(39.29%)	(17.86%)
Pre test	40	(28.57%)	(39.29%)	(21.43%)	(3.57%)	(7.14%)
Post test	40	(42.86%)	(39.29%)	(10.71%)	(3.57%)	(3.57%)
Pre test	41	(21.43%)	(32.14%)		(10.71%)	(35.71%)
Post test	41	(32.14%)	(21.43%)	(3.57%)	(10.71%)	(32.14%)
Pre test	42	(3.57%)	(3.57%)	(3.57%)	(46.43%)	(42.86%)
Post test	42		(3.57%)	(7.14%)	(32.14%)	(57.14%)
Pre test	43	(17.86%)	(14.29%)	(21.43%)	(7.14%)	(39.29%)
Post test	43		(10.71%)	(14.29%)	(39.29%)	(35.71%)
Pre test	44	(28.57%)	(50.00%)	(10.71%)	(10.71%)	
Post test	44	(14.29%)	(57.14%)	(21.43%)	(3.57%)	(3.57%)

APPENDIX D

TABLE 15.--Continued

	Item	Strongly Agree 1	Agree 2	Uncertain 3	Disagree 4	Strongly Disagree 5
Pre test	45	(71.43%)	(28.57%)			
Post test	45	(71.43%)	(17.86%)	(10.71%)		
Pre test	46	(42.86%)	(32.14%)	(14.29%)	(7.14%)	(3.57%)
Post test	46	(21.43%)	(71.43%)		(7.14%)	
Pre test	47	(3.57%)	(10.71%)	(10.71%)	(25.00%)	(50.00%)
Post test	47	(10.71%)	(7.14%)	(10.71%)	(21.43%)	(50.00%)
Pre test	48	(3.57%)	(32.14%)	(10.71%)	(32.14%)	(21.43%)
Post test	48	(3.57%)	(14.29%)	(25.00%)	(39.29%)	(17.86%)
Pre test	49	(28.57%)	(35.71%)	(21.43%)	(10.71%)	(3.57%)
Post test	49	(25.00%)	(39.29%)	(25.00%)	(7.14%)	(3.57%)
Pre test	50	(10.71%)		(3.57%)	(42.86%)	(42.86%)
Post test	50	(3.57%)	(3.57%)	(10.71%)	(28.57%)	(53.57%)
Pre test	51	(3.57%)		(10.71%)	(35.71%)	(50.00%)
Post test	51	(7.14%)	(7.14%)	(3.57%)	(28.57%)	(53.57%)
Pre test	52	(71.43%)	(21.43%)	(3.57%)	(3.57%)	
Post test	52	(60.71%)	(32.14%)		(3.57%)	(3.57%)
Pre test	53	(3.57%)		(3.57%)	(17.86%)	(75.00%)
Post test	53	(3.57%)		(7.14%)	(25.00%)	(64.29%)

APPENDIX E

TABLE 16.--Percentage Responses (Items 35 through 53) of the Control Group on the Pre and Post Tests.

	Item	Strongly Agree 1	Agree 2	Uncertain 3	Disagree 4	Strongly Disagree 5
Pre test	35	(6.25%)	(12.50%)	(18.75%)	(12.50%)	(50.00%)
Post test	35		(12.50%)	(6.25%)	(56.25%)	(25.00%)
Pre test	36	(12.50%)	(31.25%)	(6.25%)	(43.75%)	(6.25%)
Post test	36	(6.25%)	(18.75%)	(12.50%)	(56.25%)	(6.25%)
Pre test	37			(12.50%)	(75.00%)	(12.50%)
Post test	37		(18.75%)		(31.25%)	(50.00%)
Pre test	38	(43.75%)	(50.00%)		(6.25%)	
Post test	38	(31.25%)	(62.50%)		(6.25%)	
Pre test	39	(6.25%)	(43.75%)	(12.50%)	(31.25%)	(6.25%)
Post test	39	(6.25%)	(37.50%)	(12.50%)	(31.25%)	(12.50%)
Pre test	40	(12.50%)	(50.00%)	(18.75%)	(12.50%)	(6.25%)
Post test	40	(18.75%)	(50.00%)	(18.75%)	(12.50%)	
Pre test	41	(25.00%)	(25.00%)		(31.25%)	(18.75%)
Post test	41	(25.00%)	(25.00%)		(31.25%)	(18.75%)
Pre test	42	(6.25%)	(12.50%)	(6.25%)	(50.00%)	(25.00%)
Post test	42	(6.25%)	(12.50%)		(56.25%)	(25.00%)
Pre test	43	(12.50%)	(37.50%)	(6.25%)	(31.25%)	(12.50%)
Post test	43	(6.25%)	(25.00%)	(6.25%)	(50.00%)	(12.50%)
Pre test	44	(18.75%)	(68.75%)	(6.25%)		(6.25%)
Post test	44	(81.25%)	(81.25%)	(12.50%)	(6.25%)	

APPENDIX E

TABLE 16.--Continued.

	Item	Strongly Agree 1	Agree 2	Uncertain 3	Disagree 4	Strongly Disagree 5
Pre test	45	(31.25%)	(56.25%)	(6.25%)	(6.25%)	
Post test	45	(37.50%)	(43.75%)	(6.25%)	(12.50%)	
Pre test	46	(18.75%)	(43.75%)		(25.00%)	(12.50%)
Post test	46	(31.25%)	(56.25%)	(12.50%)		
Pre test	47	(6.25%)	(18.75%)	(18.75%)	(31.25%)	(25.00%)
Post test	47		(6.25%)	(12.50%)	(62.50%)	(18.75%)
Pre test	48		(37.50%)	(31.25%)	(12.50%)	(18.75%)
Post test	48	(6.25%)	(25.00%)	(25.00%)	(31.25%)	(12.50%)
Pre test	49	(12.50%)	(37.50%)		(31.25%)	(18.75%)
Post test	49	(6.25%)	(68.75%)	(12.50%)	(12.50%)	
Pre test	50	(12.50%)	(18.75%)		(50.00%)	(18.75%)
Post test	50	(6.25%)	(18.75%)	(6.25%)	(43.75%)	(25.00%)
Pre test	51		(12.50%)	(6.25%)	(56.25%)	(25.00%)
Post test	51		(18.75%)		(68.75%)	(12.50%)
Pre test	52	(43.75%)	(43.75%)	(6.25%)	(6.25%)	
Post test	52	(43.75%)	(37.50%)		(12.50%)	(6.25%)
Pre test	53	(6.25%)	(6.25%)	(6.25%)	(50.00%)	(31.25%)
Post test	53		(12.50%)	(6.25%)	(62.50%)	(18.75%)

APPENDIX F

LETTER TO ADL REGIONAL DIRECTORS

24666 Rensselaer
Oak Park 37, Michigan
August 9, 1963

Dear ADL Regional Director:

I am presently conducting a study in cooperation with Sol Littman and Burt Levy of the Michigan Regional Office in regard to ADL lodge and chapter chairmen.

Israel Moss of the national office suggested that I write you regarding some information necessary for the completion of this study. I would appreciate it if you could answer these questions as quickly as possible and return to the above address no later than August 20, 1963.

1. How many professional staff does your office have? Indicate full or part time.
"What is their academic background--degrees and area of concentration?
2. Amount of secretarial staff? Full or part time?
3. Number of ADL lodge and chapter chairmen that your office worked with last year, 1962-3?

Finally, has your office ever conducted or cooperated in any study regarding the ADL lodge and chapter chairmen? If so, could you please enclose a copy of the report or indicate where it is available?

If you wish, your responses to the above items may be pencilled in on this letter and returned to me. Thank you for your cooperation and interest.

Sincerely,

Morton Plotnick

APPENDIX G

LETTER TO ADL CHAIRMEN--POST TEST

March 28, 1963

We are now in the process of completing our study and hope that you will cooperate by completing this final questionnaire. Many of the ADL chairmen have completed this and we need only yours to conclude this study.

As you may remember this study is being conducted through Michigan State University with the cooperation of the Michigan Regional Anti-Defamation League.

In order to keep this questionnaire completely anonymous, will you please use the following system for placing your ID number in the upper right hand corner of the questionnaire's first page.

1. The first initial of your mother's first name.
2. The first initial of your father's first name.
3. The day of your birth (in numbers).
4. The month of your birth (in numbers).

Example: Day Month
 Fay Irving 19 12 = FI-19-12

General Instructions:

1. Please answer questions as best you can.
2. Complete the questionnaire in one sitting.
3. Do not look up any answers when answering the questionnaire.
4. This questionnaire should take about 20-30 minutes to complete.

We feel that this is of great value and would appreciate your cooperation in answering this and returning it in the self-addressed and self-stamped envelope within the next week.

Once again, thank you for your help and cooperation.

Sincerely,

Sol Littman

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