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8-15-42

SUBJECT: RESEARCH DEPARTMENT POLICIES

1. All confidential material must be safely guarded. All non-confidential material must be prevented from falling into the hands of persons who might misuse it for personal gain or to harm others.
2. The files are our own and no other divisions or branch and nobody in the administration has authority over them.
3. No data relative to subversive activities will be kept in our files.
4. Individual members of the Bureau of Sociological Research will refrain from divulging any of the material that they collect or that they learn from other workers. They will not express individual opinions on any subject if their opinion is based on data in the Bureau.
5. From time to time the Bureau will give out statements of opinion and fact, but these must come only from the coordinator or some one acting in his place. As rule those statements will be carefully discussed by the entire group and a general agreement reached. No names will be attached to the statements other than that of the Bureau.
6. All requests for information should be referred to the Coordinator.
7. In giving statements, the Bureau must attempt to avoid getting involved in controversy, or apparently taking sides. Above all, it must refrain from any attempt to propagandize or maintain the correctness of its own stand.
8. It must avoid becoming a competitor with any group or persons in any issue whatever. It must not take pride in the acceptance of its suggestions. The point for attention is whether or not in the long run the suggestions turn out to be correct, not whether or not they are accepted.

(AHL)

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9-19-42

SUBJECT: RESEARCH DEPARTMENT POLICIES

Confidential Information and the Administration:

In cases where confidential information of a specific nature which would be important for the administration to know comes to the Bureau, an effort will be made to persuade the person or persons who contributed the information to inform the administration in some expedient manner. In no cases will any member of the Bureau pass on the information to the administration directly or indirectly.

(AHL)

Violations of Law and Order:

Since a social act, whether by individuals or gangs, is important in Sociological Research, we desire to collect information on these matters. However, it is essential for the welfare of the department as a whole that none of the field workers get the reputation in the community for being "investigators"; therefore, all field workers will refrain from making open inquiries into Law and Order violation where their modifications might be misunderstood but will content themselves by recording whatever information happens to come their way.

(AHL)

anxiously looked on - (AHL) file 322 box 2

10-23
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SUBJECT: BUREAU POLICIES

10/1/42

The Bureau of Sociological Research is set up for the purpose of (1) making a scientific record of the development of the Colorado River War Relocation Authority Project at Poston and (2) assisting in the running and planning of the project through recommendations based on sociological research.

(1) The Scientific Record. Because the relocation of Japanese is a large scale experiment in resettlement and community building, an objective record of what takes place will be useful in the planning of other resettlement projects, such as those which will be necessary in the social adjustments of the post war period. The Bureau is making as careful and complete a record as possible of the development of Poston with a view to the usefulness of that record to social scientists generally. Its staff is carrying out studies of the family and its adjustments to the relocation conditions, of work groups and their relations with the administration, of the institutions of self-government such as the community council, of the religious and recreational groups and their functions in the community life. The Bureau is carrying out periodic surveys of social conditions, of the social organization, and of the attitudes of individuals, thus recording systematically the changes which the community is going through. The staff are studying the reactions of individuals and groups to programs and policies established in the project with a view to determining the causes for successful programs.

While carrying on these studies the staff of the Bureau is at the same time engaged in the training of Japanese research workers through the medium of lecture courses, seminars, and supervised field work.

(2) Practical Applications. The data which is gathered in the course of making the systematic record of community development is analyzed from time to time in relation to the problems of the administration and the community. Recommendations for the betterment of the community and its smoother functioning will be made as a result of such analyses.

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Sociological
Research

SUGGESTIONS FOR AN OUTLINE FOR THE STUDY OF
EVENTS IN A COMMUNITY

- a.) Complete description of event as it is anticipated--with especial reference to the effects it is expected to have.
- b.) Place observers at as many strategic points as possible bearing in mind:
 - 1.) Geographic distribution.
 - 2.) Different cultural groups--city people, country people, etc.
 - 3.) Different age and sex groups.
 - 4.) Different social and religious organizations.
 - 5.) Different occupations.
- c.) Careful notes on what people do with emphasis on group to which the various people belong.
- d.) Careful notes on what feelings and attitudes people express--again with recognition of groups.
- e.) Repeat c.) and d.) on the day following event and on other subsequent days if desirable.
- f.) Careful notes on the observer's own actions and feelings at these various times with special reference to the things which influenced him most.
- g.) Survey all data, analyze and tabulate each report.
- h.) Present results in as graphic a manner as possible.
- i.) Compare real event with a.)
- j.) Make general analysis and summary. What effect did event have on community?
- k.) Draw tentative conclusions.

10/42

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PROPOSED STUDY

QUESTIONNAIRES ON SURVEY OF THE SPAN
OF FRIENDS AND ACTIVITIES

- (1) Whom do you visit on evenings, on Sundays?
- (2) With whom do you exchange household articles? --Specify?
- (3) With whom do you share fruits, cookies, and other articles received by parcel post from the outside or purchased in large quantities locally?
- (4) With whom do you stop to chat after lunch or supper?
- (5) With whom do you sit at meal times?
- (6) How do families select their friends? By proximity, by interest, by class, associated in words, recreational activities?
- (7) Do families tend to strike up new friendships within the block or drop old friends in other blocks and if so, why? How does the lack of transportation and the walking distance affect old friendships?
- (8) Is the block becoming a social unit in itself?
- (9) What tendencies are shown in the associations of children under ten years of age? Of adolescents, of the younger married set, of middle age adults, of the older adults? How about the boy and girl relationships and associations?

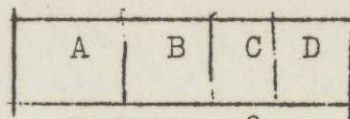
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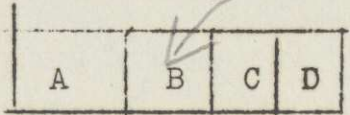
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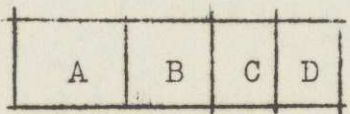
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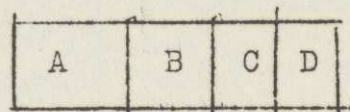
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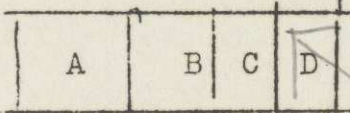
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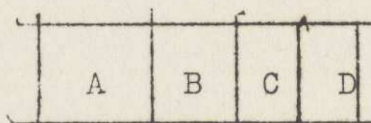
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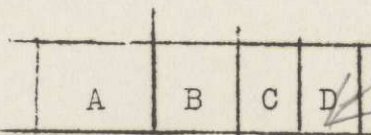
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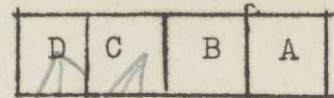
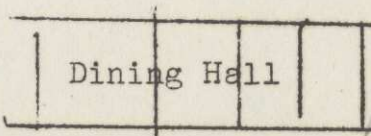
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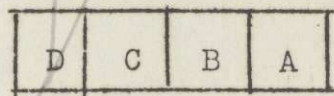
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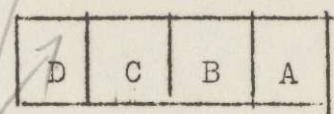
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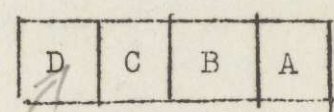
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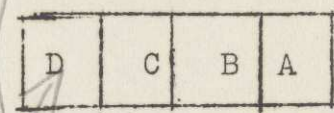
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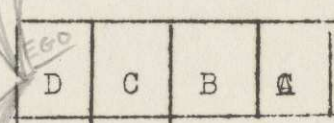
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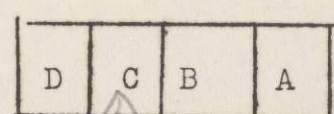
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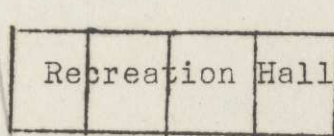
Building 3



Building 2



Building 1



Men's
Latrine

Women's
Latrine

Laundry

TYPICAL BLOCK
PLAN

STREET

PERSONALITY STUDY

ORDER OF HEARINGS

1. Front sheet
2. Kinship
3. General appearance
4. Biography
5. Subsistence
6. Fitness
7. Play
8. Social Relationships
9. SEX and family formation
10. Familial history
11. Affect
12. Cognition
13. emotion
14. Leading sentiments
15. Equilibrium chart
16. Life chart

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PSYCHOBIOLOGICAL
PERSONALITY STUDY

1 semester course - 2 hours per week in class and 4 hours per week in laboratory.

The term, psychobiology, is here used in the sense in which it has long been the core of Dr. Adolf Meyer's teaching. It stresses the study of man as a whole, as an individual in action, and it avoids selecting psychological or physiological aspects and attempting to understand them out of their context in the complete individual human being.

The material for the laboratory will be the personalities of the individual students. Each will carry out a study of himself and two other people he knows.

The course will be conducted by Dr. Alexander H. Leighton. Qualifications are as follows:

A.B. Princeton 32; B.A. Cambridge, England 34; M.D. Johns Hopkins 36; House Officer med. Johns Hopkins Hospital 36-37; House Officer psychiatry, Johns Hopkins Hospital 37-39; Fellow Social Science Research Council 39-40; Asst. Res. psychiatry Johns Hopkins Hospital 41; Res. psychiatry Johns Hopkins Hospital 41-; Consultant U. S. Office of Indian Affairs July 41. Member Phi Beta Kappa, Alpha Omega Alpha, Sigma Xi, Maryland Neuro-psychiatric Society.

Teaching experience includes teaching Psychobiology and psychiatry since 1937 to 2nd, 3rd and 4th year students at Johns Hopkins Medical School and one semester in the School of Hygiene and Public Health, Johns Hopkins University.

Recent publications include:

1. Elements of Psychotherapy in Navaho Religion by Alexander H. Leighton and Dorothea C. Leighton, Reprinted from PSYCHIATRY: Journal of the Biology and Pathology of Interpersonal Relations, Vol. 4, No. 4, November 1941.

2. Some Types of Unsusiness and Fear in a Navaho Indian Community by Alexander H. Leighton and Dorothea C. Leighton, Reprinted from AMERICAN ANTHROPOLOGIST, Vol. 44, No. 2, April-June, 1942.

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SEMINAR IN SOCIAL FOUNDATIONS

February--June 1943

Note: (a) You are asked to react to the following statements.
If you agree with a statement write "A" in the blank;
If you disagree, write in a "D", if you are doubtful
write in a "?"

(b) If you disagree write, in the space provided, your
view of the question or issue implied in the state-
ment.

(c) If you are doubtful, state why you are doubtful

1. Fundamentally man is the same the world over-- you can't change human
nature. ()

A---14

D---9

?---4

2. The evidence available supports the proposition that some races are
definitely superior to others.

A---6

d---19

?---0

3. One of the factors that is weakening American life is inter-marriage
among the races. ()

A---0

D---24

?---0

4. Since man has an instinct for fighting, it is folly to think of
Abolishing war. ()

A---3

D---21

?---1

5. The Oriental and Caucasian races are so definitely opposite that
it is hopeless to expect that one group can ever assimilate re-
presentatives of the other group.

A---3

D---21

?---1

6. Scientists are able to divide man into five distinct races.

A---4

D---9

?---11

7. Because the mass of people are unable to think it is necessary for well-intentioned leaders to decide important questions for them.

A----1

d----22

?----2

8. The size of the human head is a good indication of the intelligence of the individual.

A---0

d---25

?----0

9. Since anthropologists have found all manner of customs practiced by people over the earth, there is no way of knowing which custom is better than another.

A--12

d---12

?---3

10. In spite of certain superficial changes in man's outlook, the eternal verities remain the same yesterday, today and forever.

A---18

D--3

?---4

11. America's progress is due to the fact that each man was free to pursue his own ends.

A---12

d---8

?---4

12. In spite of appearances to the contrary, there is a power that is working through the affairs of man toward ultimate perfection.

A---17

d---0

?---8

13. A great issue that faces us today is that of choosing between freedom and security.

A--11

d---10

/---8

14. The basic economic issue that must be faced following the war is: capitalism versus totalitarianism.

A--10

d00-- 9

?---6

15. Religion is so important that it ought to be taught in our public schools.

A--12

D---7

?---6

16. The prime incentive to industry among all peoples is the drive to accumulate private property.

A--12

D---9

?---4

17. If away could be found in which to distribute the products of our farms and factories more evenly among the people, this would be true progress.

A---16

D---3

?---4

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RESEARCH IN SOCIAL ANTHROPOLOGY

1 semester course - 2 hours per week in class,
field work.

This course consists in ~~the~~ field study of the
social life of the Japanese Relocation Center, field
assignments, analysis and synthesis of field data,
seminars, discussions.

The course will be conducted by Dr. Alexander
H. Leighton, ~~Dr. Tami Teuchiyanu,~~ and Dr. Edward
H. Spicer.

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INTRODUCTION TO ANTHROPOLOGY

1 semester course - 3 hours per week.

A survey of the varieties of culture in the world and of the approaches of anthropologists to the study of culture.

The course will be conducted by ~~Dr. Tamie Tsuchiyama~~ and Dr. Edward M. Spicer. ~~Their~~ qualifications are as follows: HWS

~~Dr. Tamie Tsuchiyama - A.B. University of California, 1938; Graduate work in anthropology, University of California, 1938-1942. Member Phi Beta Kappa, Sigma Xi, Psi Chi.~~

Dr. Edward M. Spicer - A. B. University of Arizona, 1932; A.M. University of Arizona, 1933; Ph. D. University of Chicago, 1939; Research Assistant University of Chicago 1936-1938; Instructor of Social Anthropology Dillard University 1938-1939; Instructor in Anthropology University of Arizona 1939-1941; John Simon Guggenheim Fellow in Ethnology 1941-1942. Member of Sigma Xi.