

February 24, 1943

Dr. Monroe Deutsch
Vice-President and Provost
Administration Building

Dear Dr. Deutsch:

I am enclosing a copy of a memorandum regarding my conversation with Mr. Pomeroy, and also a copy of the letter I have received from Dean Lipman. I am very much concerned about this whole situation, and am quite determined that no personal considerations, such as my friendship with Dean Lipman, should stand in the way of carrying the thing further.

Unfortunately, Dr. Woods will be out of town until next Tuesday, and I feel that this is not a matter for the Extension Division, but for the Graduate School to settle. However, it seems to me best to carry the thing to Dr. Woods and see what sort of possibilities there are there.

As you know, this is the first time that I have been willing to take any stand on questions involving the Japanese or Japanese-Americans, for I have felt that any positive stand would be likely to prejudice the study of Evacuation and Resettlement. It seems to me, however, that it is my duty as a professor to attempt to protect the rights of my students. This particular situation is in no way connected with the Evacuation and Resettlement study, except for the fact that the students in question are members of my staff.

I shall certainly appreciate any further advice that you can give me. I feel that the situation is completely hopeless as far as both Dean Lipman and Dr. Pomeroy are concerned.

Very sincerely yours,

Dorothy Swaine Thomas
Professor of Rural Sociology

Enclosures - 2.

DST:mw

Notes on Meeting with Mr. Pomeroy
February 24, 1943.

Dean Lipman's letter, copy attached, dated February 20, arrived in the campus mail this morning, February 24. I immediately made an appointment to see Mr. Pomeroy, and this was arranged for 11.30 a.m.

Dean Lipman had already communicated with Mr. Pomeroy, and Mr. Pomeroy's first statement after greeting me was, "Mrs. Thomas, the answer is 'no'." His objections to my proposal were based on two points. In the first place, there is a technical difficulty to registration in absentia. The policy of registration in absentia was apparently pursued by the University some years ago, led to many difficulties, and was discarded. Mr. Pomeroy is loath to establish a new precedent in this respect. I asked whether the objection would be overcome if the Japanese American students could be physically present and register in person since it is possible that this could be arranged with Army authorities, although it would be expensive and inconvenient. Mr. Pomeroy seemed distressed and made no answer, but brought up his second objection. He said he was opposed in principle to the registration of Japanese Americans in the University at present. He said that they had been excluded from this area and, therefore, were excluded from the University of California. He said further that he feared repercussions if the names of any Japanese Americans should appear in the directory of officers and students.

I expressed my dissatisfaction with both of the points that Mr. Pomeroy brought up. I asked him whether it was true that we

gave credit to students who were working in the field. He admitted that this was true, but ^{he} that if he permitted my three students to register, it would open the way to hundreds of other Japanese American graduate students to register in the University. I pointed out that this was highly improbable, since, as far as I knew, no ~~other~~ professor, except myself, was at present in the position to give graduate training to and maintain the standards of the Graduate School for Japanese American students. Mr. Pomeroy then asked what would happen if some other professor later were in the same position. I replied that in that case I could see no reason why other students of other professors should not be allowed to register, but that that question obviously could not be answered until further applications were made. I expressed ~~my~~ objections very positively to Mr. Pomeroy's second point on the ground that I saw no reason for discriminating against persons with Japanese names.

I asked Mr. Pomeroy whether it would be acceptable to him to have a three-cornered conference with President Sproul if President Sproul were interested in the matter. Mr. Pomeroy, of course, agreed. He suggested, however, that I take up the matter of getting the students credit through the Extension Division. I pointed out that the Extension Division has no provision for credit for graduate work. He then asked why the students would not be satisfied with undergraduate credit. I replied that this would do no good since they are fully qualified to begin their graduate work, and have in fact already had one semester of graduate training

without credit. He suggested then that I tell them that they could probably get some credit for the work they were doing by examination at the end of the war. I pointed out that it would be very undesirable for an individual professor to make a promise of that sort, and that I could give them no assurance that the promise would be fulfilled. I indicated that as their major professor I wanted to plan a long-time graduate program and that this was just a beginning, ~~irrespective of the particular group of students considered.~~ I indicated further that in both undergraduate and graduate work, the question of morale was an important one, and that I should like to assure them that the University was behind them in this program of graduate work, although it was completely understood that no standards would in any way be relaxed, and that the graduate program would require physical residence for a considerable period after the end of the war.

Mr. Pomeroy and I were unable to reach any agreement in the matter, except that my next two steps should be, first, to approach Dr. Woods about possible extension credit and, second, if I felt it desirable, to try to interest President Sproul in the matter.

March 6, 1943

Dr. Monroe E. Deutsch,
Vice-President and Provost,
Administration Building.

Dear Dr. Deutsch,

I am enclosing a letter from Dean Lipman, dated March 3 and received March 6, in reply to my letter of February 24.

In this letter, Dean Lipman discusses the "other much more serious grounds" mentioned in his letter of February 20, for denying my request to register three Japanese American students in absentia for graduate work. He raises the questions of (a) whether it is possible for students in the social sciences to study problems of which they are a part, and (b) whether competent guidance can be given to students carrying on research in the field. Dean Lipman answers both of these questions negatively.

In regard to the question of bias, it seems to me that Dean Lipman misses one of the main points of social science research, namely, that competent social scientists have given a large part of their attention to the matter of observer reliability. Detection of bias and devising means of overcoming bias are technical problems that are not new to us. We train our students in methods of objective recording. We devise means of evaluating bias where it cannot be overcome. We check and cross check. We do not, of-course, achieve perfection, but we do know how to allow for imperfections in our data and in our tools of analysis. And, further, we consider that "bias", or the matter of how given people view a given situation is in itself an important part of the data of the social sciences.

Dean Lipman overlooks another important point about the nature of bias, i.e., that, irrespective of the observers, it varies with the topic under consideration. In the Evacuation and Resettlement Study, bias has had to be guarded against in analyses of pressure groups, of anti-administration riots, of the issues involved in strikes. We have found, however, that it plays a minor role in analyses such as the following, which have been made by our Japanese American assistants: forms of collective behavior; structure of the family; types of private enterprise; the development of cooperatives; food, clothing, and shelter; communications; educational organization; and a long list of other topics on which we have had reports.

Dean Lipman's argument implies that no social scientist can make an unbiased study of a social group of which he is a member. Swedes studying Swedes, Jews studying Jews, women studying women are presumably ruled out because of "bias". We, of-course, would never claim that a Swede is the only person who should study Swedes; The approach of the scientist from another culture is vitally important, but the study of the Swedes by outsiders alone, without the cooperative efforts of

Swedes would probably bias the results in terms of the "outsider's" cultural equipment. We have found, on the Evacuation and Resettlement Study, that the outsider-insider bias is by no means always in the expected direction. I have had some trouble in devising means of overcoming the strong anti-Japanese bias of two of my Japanese American assistants. I have also had to guard against the tendency of one of my Caucasian American assistants to develop what might be called the "evacuee attitude." Bias has unquestionably been one of our big problems, but we have been constantly aware of it, and have a considerable body of data on its manifestations. In fact, one of the most interesting chapters in our methodological volume will be the one, now in preparation, called "An Analysis of Bias in Participant Observation."

The preceding paragraphs have, I believe, shown that we have the factor of bias well under control, both for our "outsiders", i.e. our Caucasian American assistants, and for our "insiders", i.e. our Japanese American assistants. The point at issue, then, is whether, as is now the case, only the former are to be permitted to register and receive graduate credit for the work they are doing. That the latter are not permitted registration or credit is plainly an unreasonable discrimination.

In regard to the type of field training received by my assistants, I should like to call your attention to an important discrepancy between my letter of February 16 to Dean Lipman, and Dean Lipman's reference to my letter in his reply of March 3. I said "Training has been carried through both by personal contact and seminar sessions in the Relocation Centers by myself and by constant supervision by a Research Assistant resident in the Relocation Center." In referring to this Dean Lipman says "It is not enough that they [the students] be visited occasionally by a research assistant." As Dean Lipman knows, I give practically full time to the direction of the study, in consultation with Professor Lowie and others of our senior staff, ~~xxxxxxx~~ My Caucasian American assistants fulfill dual roles of trainee and trainer. They are supervised, and, in turn supervise others. This is the procedure I follow, in advanced graduate instruction, not only in the field but on the campus, and it is, I believe, good educational technique.

I know you will understand that I am quite disturbed at the implications of Dean Lipman's letter, for both the students and the study itself are now under attack.

Regarding the students, I have an appointment to see Dr. Woods on Tuesday, March 9. I shall then explore the possibility of credit through the Extension Division. The outlook is not promising, since the deadline for late registration is March 15.

Very sincerely yours,

Dorothy Swaine Thomas

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March 24, 1943

Dr. Monroe E. Deutsch
Provost and Vice President
Administration Building

Dear Dr. Deutsch:

I am enclosing a copy of Dean Lipman's reply to my letter of March 15, 1943. The issues raised in this letter are, I believe, serious ones, so serious that, if you and the President can find the time, I believe we should have a conference on the matter.

In the first place, Dean Lipman takes the stand, without sufficient information, that the work outlined in my letter cannot be objective. He goes on to say that the analyses I described "do not lend themselves to statistical study." As a matter of fact, some of them do, but the question is beside the point. This stand that Dean Lipman is taking, i.e. that research must involve statistics in order to be "objective," shows a complete lack of knowledge of the scope and methods of research in the social sciences. It is true that some of us (including myself) prefer quantification when quantification is appropriate and possible. But all of us recognize that a very small portion indeed of social science data lends itself to quantification. Most of the distinguished research in sociology (including that of W.I. Thomas, and indeed of the whole Chicago "school"), all in history, most of that in political science, at least half in economics, the overwhelming bulk of anthropological research (including that of Franz Boas, Robert Lowie, etc.), and a large part of psychology and geography, would have to be excluded as non-objective because it does not lend itself to statistical study.

I believe you will appreciate the seriousness of this point of view in consideration of the fact that Dean Lipman is in charge of the Institute of Social Sciences in this University. If he really intends to be consistent, we certainly face a very difficult problem in the Institute.

In the second place, Dean Lipman raises the question of whether students who are paid for their work can receive graduate credit for this work. As far as I know, this issue has never been raised before. Most research assistants in this University are "paid" for their work, but, if the work shows sufficient independence, I know of no case in which the pecuniary award is considered a substitute for academic credit. Many students, also, submit the results of their labor in connection with jobs outside the university (e.g. with government agencies) for theses at both the Master's and

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Doctor's level.

I am not replying to Dean Lipman's letter, since each reply so far has brought up a series of new issues, and I am appalled at the ramifications of what once seemed to be a very simple matter. I enclose a summary of the arguments, for your convenience in reviewing the situation. You have, I believe, the complete file of letters.

Sincerely yours,

Dorothy Swaine Thomas
Professor of Rural Sociology

Enclosure

SUMMARY OF CORRESPONDENCE BETWEEN D.S. THOMAS AND
DEAN G.B. LIPMAN RE GRADUATE CREDIT FOR THREE
JAPANESE AMERICAN STUDENTS

On February 16, I asked Dean Lipman for permission to register three Japanese American students in absentia for four units of credit each in Agricultural Economics 203. I pointed out (a) that the students had had honor records as undergraduates, (b) that they had already had one semester's intensive training by me and "constant supervision by a research assistant resident in the Relocation Center" and (c) that the Library had agreed to send them books on interlibrary loan. I noted also that credit for exactly the same type of field work, as that performed by the Japanese Americans, was given, without any questions raised, to our Caucasian assistants on the same project.

On February 20, Dean Lipman replied that registration in absentia involved "the establishment of a precedent and the breaking of policy" and referred the matter to Mr. Pomeroy, Registrar. He added, however, that "there are other much more serious grounds" for denying my request.

On February 24, I saw Mr. Pomeroy and he denied the request for registration in absentia.

On the same day, I informed Dean Lipman of Mr. Pomeroy's stand and suggested possible ways out of the dilemma, but asked that he first clarify the "other much more serious grounds for denying my request."

On March 3, Dean Lipman replied that these grounds were suspicion of bias on the part of the students. "I should personally regard data collected by students who start out with a bias in favor

of their own people, or who might well do so, as being of questionable value." He added that the students should be under the constant supervision of the professor anyway and that "it is not enough that they be visited occasionally by a research assistant," and that "research assistants are not eligible to direct other students."

In replying, on March 15, I pointed out that competent social scientists had devoted a great deal of attention to the matter of bias, were well aware of its nature and manifestations and had devised tools for evaluating and overcoming it. I added that irrespective of observers, bias varied with the situation being observed, and pointed out that bias was not always manifest by observers in the direction expected on a priori grounds. I called Dean Lipman's attention to an important discrepancy in his reference to the type of supervision the students were getting and my original statement covering this supervision. I added that I used the same technique on and off campus, and that it was an approved technique for advanced graduate instruction.

Dean Lipman, in his reply of March 22, said that he was not convinced about the objectivity of the work my students were doing and noted that the topics I had enumerated earlier "do not lend themselves to statistical study." He said further that, since they were paid for their work, no discrimination was involved, that the privilege I asked for was not given to other students, and specifically is not given to men in the Army and Navy, "some of whom could ~~con-~~^{centrately} make such observations in the field just as well as the Japanese students are doing."

July 9, 1945

Dr. Monroe E. Deutsch
Acting President
University of California

Dear Dr. Deutsch:

On Friday, Dr. Edward Spicer, Head of the Community Analysis Division of the War Relocation Authority had a conference with Mr. Wilcox and myself relative to the disposition of a complete set of the Authority's records and documentary materials.

There will be only two complete sets of these unique materials; although a third set, which will be about 75% complete, will be assembled. One of the complete sets goes to the National archives. There remains the question of whether the other 100% complete set should come to the Bancroft Library and the University Library on the Berkeley campus or whether it should go to U.C.L.A. If we get the complete set, U.C.L.A. will presumably get the 75% set -- and vice versa. Since both U.C.L.A. and Berkeley have asked for the complete set, some administrative decision should be made, and I respectfully request that you decide the case on its merits and write to Mr. Dillon Myer so that he will know how to proceed.

You will understand, I am sure, that I am most anxious to have the complete set available in Berkeley. I have been refinanced for two years from July 1, 1945 by the Rockefeller Foundation, and by University Funds to bring to completion the comprehensive study of Evacuation and Relocation on which I and my colleagues have been working since Pearl Harbor. That these records will be of great value to us goes without saying. That their deposit elsewhere than in Berkeley would hamper our work is equally obvious.

There are, however, other reasons than the convenience of my colleagues and myself that seem to make Berkeley rather than Los Angeles the proper depository for these materials:

- (1) Other important source materials bearing on the Japanese evacuation have already been given or promised to the Berkeley libraries. These include
 - (a) The original data collected in four Assembly Centers and four Relocation Projects by myself and my staff. These documents now fill some six complete filing cabinets. They will be carefully indexed and turned over, by an agreement already made, to the Bancroft Library.
 - (b) Documents and records obtained by my colleagues from the Department of Justice, the War Department, the Western Defense Command, the Census Bureau, the Joint Immigration Commission and other public and private agencies covering many phases of the evacuation. These, when released by the agencies concerned, will likewise be deposited in either the Bancroft Library or the Documents Division of the University Library at

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Berkeley.

- (c) Lieutenant Commander Alexander Leighton's complete files on the Poston Relocation Center which were collected by a large staff during 1942-43 and which have been utilized only to a small extent in his recently published book "The Governing of Men". These files have been loaned to me with the understanding that they will eventually be given to the Bancroft Library. An agreement to this effect has already been drawn up between Commander Leighton and the Bancroft Library.
- (d) Governor Warren's series of maps on the location of Japanese holdings at the outbreak of the war. As you know, these maps have an historical importance, in that they were used as one of the chief arguments for evacuation. They have been left with us in trust for the duration of the war. An agreement has been drawn up to the effect that they are to be deposited, at the end of the war, in the Bancroft Library.

(2) Several University Departments in Berkeley are planning extensive post-war studies of the Japanese Minority. Those which have defined their problems, tentatively, include Agricultural Economics, Economics, Anthropology, and Political Science. If, as is hoped, a Sociology Department is established, it is clear that this Department, too, will have a strong interest in minority problems.

(3) Both Berkeley and Stanford are planning extensive programs of Far Eastern studies. Emphasis will necessarily be placed on Japan. Information on the Japanese in America will be helpful to their programs.

In view of these three facts, namely a very extensive body of original material already in our libraries or promised to them, various plans for following up the comprehensive study my colleagues and I are now bringing to completion, and plans for Japanese studies both at Berkeley and Stanford, the selection of Berkeley as the depository of the War Relocation Authority's complete set of documents is strongly indicated. I have every hope that U.C.L.A. will recognize our priority in this matter and I trust that you will mediate as far as possible in bringing this about. If you are in agreement with me, would you be willing to write Mr. Dillon Myer and ask him to deposit the complete set of WRA documents in the Berkeley Library?

Very sincerely yours,

Dorothy Swaine Thomas
Professor of Rural Sociology

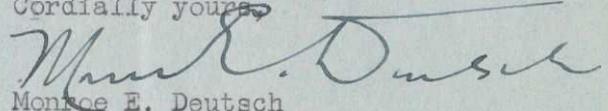
August 3, 1945

Dr. Dorothy S. Thomas
338 Giannini Hall
Campus

Dear Professor Thomas:

Thank you cordially for your letter of July 9. I have written Dr. Spicer a very strong recommendation that the material with reference to W.R.A. be placed in the library here at Berkeley. Your letter has been most helpful.

Cordially yours,


Monroe E. Deutsch
Acting President

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