I find that it is possible to get replies in about two minutes per picture. The replies were obtained on the following standardized test questions including sequence of alternate questions. I always used three alternate questions in sequence - because I find that this is less abrupt than if I give instructions with one single sentence. Here follow the verbatim instructions.

a.) Here's a picture. You may look at it and then tell me (write) a story about it -- a story for which this picture might serve as an illustration. What's happened here? Who is that individual? What is that individual thinking and feeling -- very briefly and quickly (the latter said mildly with gentle firmness).

b.) What's the beginning of that story? Very briefly and quickly, what lead up to it? How did it begin?

c.) What will be the end of the story? What will be the outcome? What will happen at the end -- very briefly and quickly.

In a short inspection technique where time is of the essence, I find the instruction - propaganda in terms of "very briefly and quickly" is very helpful if it is not too harshly used. The subject gets a feeling that he can do it fast and yet well -- through sheer repetition of the instruction propaganda by the experimenter on the a, b, and c, and if necessary, several times under each. I find from past experience that this will speed up the production of even slow reacting individuals. Besides, experience with free association techniques suggests that the less time subject has to logically organize his feelings the greater the value of the free association material (even though there are certain advantages to giving more leeway to the subject -- this, however, would not be in terms of short inspection technique).

3.) In addition to the five pictures in question, I used the blank picture technique too where subject is given one of the Murray pictures turned to the blank side and instructed as follows. "There is no picture here but I want you to make one up. What do you see there -- make up a story around the picture you are trying to see. What's happening there, etc.." Then the same as under b.) and c.) in the rest of the short inspection technique. This technique is mentioned by Murray in his <u>Explorations in Personality</u> on page 407.

I also suggest as an auxiliary part of the short inspection technique the use of Picture M-18 or F-19. Here the technique briefly mentioned by Murray on page 406 in the same book. The instructions here are as in the book. "This is a married couple. The husband has come under the influence of another man and became a chronic alcoholic. Without asking any further questions, if you came upon this scene in real life what would you do?" As to what you can get through this particular part of the short inspection technique, see Murray's discussion on page 407, third paragraph from the top.

4.) In general, I find that in using short inspection techniques of this sort the themes themselves combine into some kind of unity theme (CF discussion by Murray in OP cit.). That is, the unity themes without any involved terminological or other "systematic" consideration usually lend themselves to simple translation into eclectic interpretations of personality needs.

Computing the optimism-pessimism ratio, I feel is helpful, in addition to the unity themes. For fairly large scale out of short inspection technique, this is quite sufficient in my estimation.

If one has the time, one may, in addition, try to write or verify the level of aggression and anxiety the need for dependence and wanting to give help, the need for understanding and achievement, the need for so-called harm avoidance.

Apart from that, the following ratios may be considered always providing there is time and that the material lend themselves to such use: ambitendency (ambivalence), endocathection, ego ideal (aspiration).

Murray and his associates might disagree with this but I find that if used in connection with other validating interview and test data, the short inspection in terms of the five cards in question and on the basis of a unity themes and optimism-pessimism ratios alone are almost enough. From actual, if limited experience, I find that determination of the ratios in terms of all the other needs and mechanisms of behavior is rather tenuous and excessively time-consuming considering what you get out of it. As I see it, the unity them and optimism-pessim ratio combined takes care of this problem by and large.

When and if, however, there is interest in intensive follow-up of some cases, it may be interesting to submit such material

I also suggest as an auxiliary part of the short inspection technique the use of pictures B-18 or B-19. Here the subjects briefly mentioned by Murray on page 530 in the same book. The instructions here are as in the book. "This is a masked people. The masked lady under the influence of another man and become a chronic alcoholic. Without asking any further questions, if you come upon this scene in real life what would you do?" As to what you can get through this particular part of the short inspection technique, see Murray's discussion on page 537, which proceeds from the top.

4.) In general, I find that in using short inspection techniques of this sort the shorter discussion contains into some kind of unity theme (Of discussion by Murray in OP cit.). That is, the unity theme without any involved psychological or other "systematic" consideration usually land themselves to simple translation into defensive interpretations of personality needs.

Computing the optimum-pessimum ratio, I feel is helpful, in addition to the unity theme. For fairly large scale out of short inspection technique, this is quite sufficient in my estimation.

If one has the time, one may, in addition, try to state or verify the level of aspiration and anxiety he need for independence and wanting to give help, the need for understanding and achievement, the need for co-ordinate been evidence.

Apart from that, the following ratios may be considered always providing there is time and that the material lend themselves to such use: ambivalency (ambivalence), sublimation, ego ideal (aspiration).

Murray and his associates might disagree with this but I find that if used in connection with other validating interview and test data, the short inspection in terms of the five cards in question and on the basis of a unity theme and optimum-pessimum ratios alone are almost enough. From ethical, if limited experience, I find that determination of the ratios in terms of all the other cards and mechanisms of behavior in relation tension and emotionally time-consuming consideration that you get out of it. As I see it, the unity theme and optimum-pessimum ratio combined takes care of this problem by and large.

Then and if, however, there is interest in intensive follow-up of some cases, it may be interesting to submit such material

for purposes of intensive interpretation to one of Murray's staff (perhaps Dr. Wyatt if not Murray himself) or Dr. Henry at the University of Chicago. This would correspond to what we do at S. L. in the use of short inspection Rorschach. Every entering class of about 100 to 120 freshmans will be given the short inspection Rorschach. Then, indicated in exceptional cases, perhaps one out of ten, the Rorschach interpreter may work out an intensive analysis.

DR. EUGENE LERNER

EL/fm

for purposes of intensive interpretation to one of Hawaii's staff (perhaps Dr. Pratt if not terribly biased) or Dr. Barr at the University of Oregon. This would correspond to what we do at S. L. in the use of short inspection Rorschachs. Ordinary classes of about 100 to 120 freshmen will be given the short inspection Rorschach. Then, indicated in unusual cases, perhaps one out of ten, the Rorschach interpreter may work out an intensive analysis.

Dr. ROBERT LEIGHTON

RL/jm

Name, Classification (Ath., Rel., Social)

Members - No. of members
Names
Age
Sex
Religion
Occupation
Location - camp
Place of origin

Officers
Names
Address
Short bibliography

Purposes

Structure & Law & Function

Activities
Place & time of meeting

History
When organized
By whom " {Spontaneous / Administrative
Development.

(RBS notes)

Dances

How do they dance?

By blocks

By squads

By clubs – before or after.

Definition

Any group of people who meet together or meet regularly.

Library - Mrs. Tred Otta (sociologist)

Types of people who come

Types of books read

George —
→ Frank History
→ YBA
Golden Palace

Seth —
Engineering
Leadership
Women's Clubs
Family

Oz —
Spiritual
associations

Tom —
Cecchi
Corp Congress
Camouflage

Jonathan
History
Corp → Uncle
→ Seiner Kai
Corp III politics

Scott
lieutenant
Corp I politics

Fred —
→ Clubs Statistics Survey
→ Kitchens
→ Book - State Politics
Outline of Chapters p. 44

Contact:

supplies work Geo. Clida # 11 Rec hall

men's Rec. G. Kobayashi " "

---

women's Rec. Maki Ichiyasu # 6 "

Red Cross # 30 Rec Hall

Kurisaki — needle work.

Skip Sato — Y.M.B.A.

Mary Sonoda — Y.W.C.A.

Mr. Evans Sec. — Y.M.C.A.

Issei Drama Guild — Noguchi.

Kamaina — Mr. James.

Red Cross

Boy Scouts

To be expanded by Mrs. Spicer?

File

Feb. 4, 1943

Dr. Leighton —

I have attempted several times to contact you to thank you for the use of the office but so far have been unsuccessful in catching up with you.

Here is a brief history of the C.E.C. which Dick and I worked up a few weeks ago. We thought you might be able to use it as bedroom literature in case you suffer from insomnia at Window Rock.

Hope you have a pleasant "vacation". Dick and I will keep the "home fires burning" while you're gone.

T. T.

(Tomie Tsuchiyama)

Contact Office Space

Job Study

10-7-42

Junior Social Science Analysist under general supervision of the Project Director and direction of Coordinator of Sociological Research to study social structure of the Japanese community of 20,000 people in special reference to the family side of the society.

Under the direction of the Coordinator of Sociological Research to assume responsibility for the study of girls' clubs and associations; to study the welfare of mothers and families; to study women's organizations and to analyze all other factors which influence in an important way the lives of Japanese women evacuees; to assist the training of field research workers and analyze and assist the analysis of data compiled by the research workers. (RBS)

BUREAU OF SOCIOLOGICAL RESEARCH
PRESS BULLENTIN AND PERSONAL JOURNAL
WEEKLY SUMMARY ENDING MARCH 18, 1943

MARCH 18, 1943

FRIDAY:

The net garnishing plant at Unit III will open on Monday, March 15, according to words received officially from W. Bilicke, representative of the contractors, the Camouflage committee, and the Fair Practice Chairman yesterday afternoon. Several plans for the disposition of the trust fund were discussed by the Committee Council, it was reported but no decisions were reached.

Arrangements are being made for new transportation regulations for Unit III residents who desire to visit patients in the hospital according to the memorandum issued by the administration to the dispatcher.

Nine sugar beet growers from Unit III left Wednesday evening with a group from Units I and II to make a tour of the beet farms in Utah and Idaho. The party is also scheduled to go to Chinook, Montana.

Because of lack of time and to alleviate a clerical help shortage, the Junior and Senior students of Poston III High School worked yesterday and today in 310 Mess doing clerical work, filling out papers on recent registration.

SATURDAY:

The cooperations of the parents in emphasing the importance of good speech on the school grounds by the children was asked by the Principal of the school, Chester A. Potts at the P.T.A. Council meeting Thursday afternoon. It was further stated that more respect be given to the teachers and better behavior be shown at social gatherings.

A number of cases of Infantile Paralysis have reported and one death has already occured in Unit III according to the Public Health Department. Recognizing the great importance of this problem, the local block managers are taking steps to obtain insect control supplies. However, elimination of the threat of the health of the citizens of Poston will be impossible without the full aid of the public.

SUNDAY:

Exceptions to the ruling of no ironing in the barracks have been made on certain conditions. Permits will be issued under the following conditions: 1. Permanent permits will be issued for those who are caring for invalid needing constant care and those afflicted with Chronic ailments and are able to produce a medical certificate. 2. Temporary

permits will be issued for quarantine and pregnant cases.

TUESDAY:

Contractors began the surfacing with gravel of all roads withing unit III on Monday morning, Administrator Morris Burge announced in a statement to the Chronicle. The work, which is planned for all three units, is under U.S. Army supervision.

Flower arranagement classes have been scheduled to begin this coming week under the instructorship of Mrs. Takeda.

Honoring assistant supervisor Sam Fujita, who is leaving for Granada Center soon, the blocks heads of Poston III roughed it out for two days and a night at the Colorado River.

Camouflage opened today in Unit III. With Rokm III leading in the number of workers, the project is progressing satisfactorily.

Defining city in certain terms periodically

July — 1. Econ.
2. Polit.
3. Family
4. Cultural

Politically —
I have been roots, not just Boston
J.A.C.L. — Evac. attitude - L.A. = anti-race
Christians against, Buddhist with
Yamato Damashi — Kibei + bachelors (?)

Young Democrats — weak in S. Cal.

These inner become crystallized in terms of Boston institutions, with the stake
and have become tied up, or will be, with objectives of
Boston life
Strategy of the Yamato Damashi party
Assume Japa. victory in Pacific
Educate nisei for this
Plan return of selves to Japan
Demonstrate spirit in relocation camps
Utilize Spanish ambassador + intimate viewer

Reaction against Yamato Damashi (moderate nisei)
Forge unity on middle of road
Keep influence over nisei
Recognize cultural roots of people
Must be a good Japanese to be a good American

Young Americans
No tie with Yamato Damashi
Anti - everything tinged with Y. D.
Completely unsympathetic with old culture

Family Survey 10/42

TEMPORARY OUTLINE OF THE STUDY OF THE FAMILY LIFE AT POSTON,

ITS BEHAVIORS AND ITS READJUSTMENT.

I. What is the lack of privacy and the communal mode of eating doing to the family? And in respect to this what are the individuals saying, and what are they doing about it?

II. What is the structure of the family unit here at Poston?
   A. The single family.
   B. The double family.
   C. The bachelors and single women.
   D. The families with in-laws and relatives.

III. Relationship of the family to the apartment
   to the barrack
   to the block
   to the dining hall
   to the common latrines
   to the washrooms

IV. Transition and readjustment of the families from a life of self sufficiency and self support to the community way of living--
   A. Rural community to Poston.
   B. Urban community to Poston.

V. Trend of child behavior as a result of communal living.

VI. Effects of community life at Poston upon married life.
   A. Husband and wife relationships.
   B. The newlywed situation.

VII. Differences in behaviors and reaction of families of differing classes.
   A. well-to-do.
   B. average business type.
   C. wage earners.

VIII. Trend of behaviors in dining halls.
   A. Family style--its shortcomings.
   B. Cafeteria style--its shortcomings.

IX. Influence of close contact of the isseis and the nisseis upon the latter's development.
   A. Speech
   B. Thought
   C. Mannerism

X. What is the lack of outside Caucasian contact doing to the Japanese family?

XI. What do individuals think about the future behaviors of the family when thrust into the outside world?

XII. What of the mixed families and their readjustments?

XIII. What of juvenile delinquincy and the relationship to the family?

XIV. What of the adolescents and the relationship to the family?

XV. How are associations and friendships formed?

(J.F.)

XVI. What of the divorce situation?

XVII. The under-privileged families
A. Families on relief prior to evacuation.
B. " with fathers or husbands interned.
C. Large families with only the father or husband employed at 12-16 per.

Some major problems:

1. The increase of J influence in Boston life. The effects of isolation. Ways & means of hindering the segregation of the culture & the reversion of the culture to ~~[illegible]~~ minority type. & the contacts with outside

2. The development of democracy in Boston life. Obstructions & aids. Internal factors

Jan 19, 1943
(GY)

George Yamaguchi?

OUTLINE OF THE STUDY OF BUDDHISM IN POSTON.

I. Organization:

1-Buddhist Temple --Blkl 45-14½A
2-Young Budd hist Association.
a-Junior YBA

3-Vacation School: Sei-ren-kai

4-Sunday School

5-Adult Worship

6-Advisor and Board of Trustees

7-Office Worker and their responsibilites.

II. Purpose:

1-Issei and Nissei point of view.

III. Ceremonial Calendar:

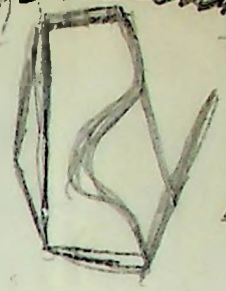
1-Obtained by the Buddhist Temple.
a-types of services and meetings.

IV. Number of Buddhist:
1-Camp 1
2-Camp 2 and 3. It's influence in camp life.
3-Sects and their influence.
4-Increase and decrease. relation of issei and Nissei.

V. Americanization of Buddhism:
1-Consolidation of the three sects.
2-Rev. Goldwater's effort in this field.

VI. Adaptation of Buddhism to Poston.
1-Review of condition proir to evacuation.
2-Bring up examples.
3-Future improvement.

2 Concepts 2. 8 problems 3. Techniques



I. Problems—

1. White-Afra relations
2. Dessi-nissi relations
3. Cultural reversion
4. Work without incentive
5. Family control
6. Self-government

Objectives:

1. A bi-ennial report on the state of Poston

2. Familiarizing ourselves thoroly with our data

3. Training students in analysis and synthesis of data

4. Formulating problems and approaches for next bi-ennium

Schedule:

1. Preliminary statement of purposes by coordinator

2. Morning sessions appointment of committees of two to collate and summarize data on general discussion
   a. Family
   b. Exonomics
   c. Politcis
   d. Associations
   e. Education
   f. General attitudes
   g. General social structure

3. Afternoons:
   Devoted to analysis of data (collation)

4. Evenings:
   Recreation and bull sessions

~~10xdayxxdnxxkedxtxxxx~~

5. Mornings:
   Sessions of 2-3 hours devoted to presentation of data and discussion. daily

10 days devoted to preparation of biennial report

5 days devoted to mapping of programs, discussion of biennial report and techniques and field procedures

TO DO

1. Critical evaluations of present projects

2. Formulate new projects

3. Secure persons to carry on new projects, preferab: older workers.

4. Begin seminars immediately in anthropology and sociology for staff.

~~5. Get up back socio-journal~~

6. Get in touch with census and other sources of information, such as Press, etc.

7. New Projects
   a. Statistical summaries of population groupings . Data on age groups, occupations, religions, place of origin, sex, education, etc.
   b. Origins map of the community by quads and blocks
   c. Family survey---- sizes, classification, for purpose of locating families of various types for observation and interview

8. Summary of impressions to date

9. Prepare introductory statements for training seminar on community and society, social structure etc. Methods of observation, purposes to be served by study of community, etc.

10. Outline of work for Miss Fujii

Immediate Program

Notes on ~~[illegible]~~ of Research Bureau

1. The first need at the moment seems to be the training of staff for research work. They must be made aware immediately of things to look for. This means first, it seems to me, a little classroom work in the form of discussions of concepts, such as social structure, social sanctions, kin group, etc., etc.

   I would suggest that we acquire a place to meet and have Mr. Yatsushiro, Mr. Okamoto, and Miss Imoto if possible come together with Dr. Leighton and myself for an hour to discuss the concepts ruling the research, This meeting might be arranged for this coming Friday. Then perhaps we might arrange for Monday, Wed., and Friday meetings regularly.

2. A second need of the Bureau is the acquisition of a readily available statisitic l summary of Poston. This can not be ~~completed~~ immediately, but should be worked on immediately and the information filed carefully in our office. By a statistical summary I mean data on age groups, place of origin, sex, education, occupations, income level, religions, etc. , in other words quantitative descriptions of the social groupings. This is indispensable for purposes of sampling in our social study. We should know first what statistical data is available, what has already been collected. This requires a survey of the Census Bureau findings, etc. In the second place we must make this data easy of reference for ourselves, in other words incorporate it into our files. It will be a tool which will facilitate all future work on the structure and sentiments of the community.

3. We must develop a system of map representation of findings and learn to handle it immediately. Each of us must become acquainted as quickly as possible with the community as a whole. This means making and keeping before each of us maps of various distributions -- maps with distribution of place of originof people, for example. This might be a first map project to begin work on, the staff as a whole accumulating data for it.

4. Community calendar - record of significant events in connection with community equilibrium, its breakdowns & its build-ups.

December 28, 1942

Dr. A. H. Leighton
Bureau of Sociological Research
The Colorado River War Relocation Center
Poston, Arizona

Dear Sir:

I hereby tender my resignation from the Bureau of Sociological Research as of today, being in disagreement with the basic policies of said bureau, to-wit:

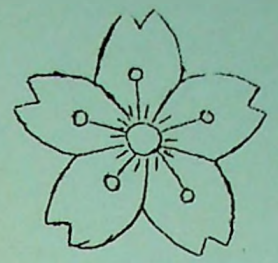
> "Individual members of the Bureau . . . will not express individual opinions on any subject as their opinion is based on data in bureau."
>
> "In giving statements, the Bureau must attempt to avoid getting into controversies, or apparently taking sides. Above all, it must refrain from any attempt to propagandize or maintain the correctness of its own side."
>
> "Each is engaged in studies which throw him into intimate contact with the other residents and with members of the administration. The closeness of these contacts results frequently in the collection of highly confidential material. The success of the research in many fields, as for instance in that on families depends on the maintenance of such relations . . . The best way to issue this is to see that no member of the staff gives out information on his own initiative as an individual."

I, as an evacuee at a Relocation Center, feel it my duty to use all available informations and the experiences for the benefit of other evacuees. Nothing should prevent freedom of his action with respect to welfare of the community at large. Furthermore any highly confidential material obtained in the course of said research should be retained within each respective research worker, and neither to be used nor divulged by said worker.

Your kind consideration upon my request will be appreciated. I am,

Very truly yours,

cc: Dr. Spicer



You are cordially invited
to attend the
Sumo Tournament
(Japanese Wrestling)
at the Sumo Ring
West of Adobe Project

October 24, 1942 2:00 P.M.

Sumo Department
Poston Unit 1


POSTON
SUMO
DEPT.
OCT.
24
1942

MEMORANDUM TO: Dr. E. H. Spicer

FROM: W. Wade Head, Project Director

SUBJECT: CENTRAL FILE

DATE: October 1, 1942

Dr. Leighton has submitted a plan which was discussed and approved in the meeting of September 28, 1942 with:

Miss Findley	Mr. G. Nagano
Mr. Evans	Miss Phyllis Kinoshita
Mr. Gelvin	Dr. Pressman
Miss Cushman	Mr. Knutson
Mr. Kushida	Miss Tsuchiyama
Mr. Kaneko	Dr. Powell
Mr. Crawford	Dr. Leighton

The outline of this plan is given in the attached memorandum, "Suggestions for Central File in Poston". It is my desire to set up the machinery which will begin putting this plan into effect. For this purpose, I appoint you to a committee on the Central File, the membership of which will be composed of the following persons:

Mr. Kennedy, Chairman	Dr. Pressman
Mr. Evans	Dr. Powell
Mr. Burge	Miss Cushman
Mr. Crawford	Dr. Leighton
Mr. Gelvin	Mr. Empie
Miss Findley	Mr. Knutson
Miss Brereton	

Under this committee, I am placing the present department of Census. The committee will be empowered to select an evacuee member of the Census department to act as Director of the Central File and he shall immediately set about drawing up a detailed plan, in accordance with the attached outline, for organization and location. This plan will be based on a careful study of needs of the various departments that will use the file. When the director has his plan completed, he will submit it to the committee and when they have passed on it the plan will be sent to me for final approval.

It will be the duty and function of the committee to lay down the policies for the management of the Central File but all executive work, personnel, organization and actual planning in terms of those policies will be in the hands of the Director of the Central File. The chairman of the committee will be available to the Director of the Central File for general support in carrying out the plans, but the chairman will not assume responsibility for supervising the files.

W. Wade Head

W. WADE HEAD
Project Director

September 19, 1942

MEMORANDUM TO: Dr. Spicer

SUBJECT: Suggestions Central Filing System

FROM: A. H. Leighton, Coordinator, Bureau of Sociological Research

The attached is a preliminary draft for a central file. Please make suggestions for alteration and modification, particularly as the plan affects your department and return it to me. When I have received comments from all divisions concerned, I shall prepare a second draft to be presented at a staff meeting.

A. H. Leighton, Coordinator
Bureau of Sociological Research

SUGGESTIONS FOR A CENTRAL FILE IN BOSTON

CASE FILE

In a Case File, there is a separate jacket for every individual in the community. In this jacket is placed all available information concerning this individual from various sources.

The Case File should be centrally located so as to be accessible to the departments which use it most.

Within the jacket for each individual, data derived from the various departments would be separated. Each department would have a front sheet of a different color (say blue for Employment, red for Housing, etc.). To this front sheet would be clipped all the information that come from the department concerned. In this manner, each department could secure all facts relative to its field on active cases.

The file would be serviced by a staff of clerks who would on demand select material from the files or abstract figures. They would maintain a library loan system and keep track of sections of the file that were temporarily borrowed. It would also be their duty to keep the file up to date and to maintain card catalogues of cross reference.

The complete individual jacket would be open to inspection only by certain specified persons. For the rest, the staff of the file office would handle the files. It would, however, be possible for the various departments to have the file clerks get the section of data pertaining to that department out of the files for their current needs. For example, the Employment Department could secure employment cards, the Housing Department could secure its own housing records, and so on. Under no circumstances could a complete individual jacket be removed from the file office and the sections within the jacket (Housing, Employment, Welfare, etc.) would be allowed to go only to the office of the department specifically concerned. That is to say that out of jacket on evacuee A, the Housing Department could only remove the housing section and the Employment Department could only secure the employment section, etc.

SURVEY STAFF AROUND THE FILE

Survey staff could be made up from the personnel of the present Census and Housing staff. Their function would be to carry out surveys on request from any department, to serve as a clearing house and guide for those who wish to make surveys and to keep developing the file to meet the community needs. They would also maintain and operate a punch card machine if one can be secured.

RELATIONS OF THE CENTRAL FILE WITH OTHER DEPARTMENTS

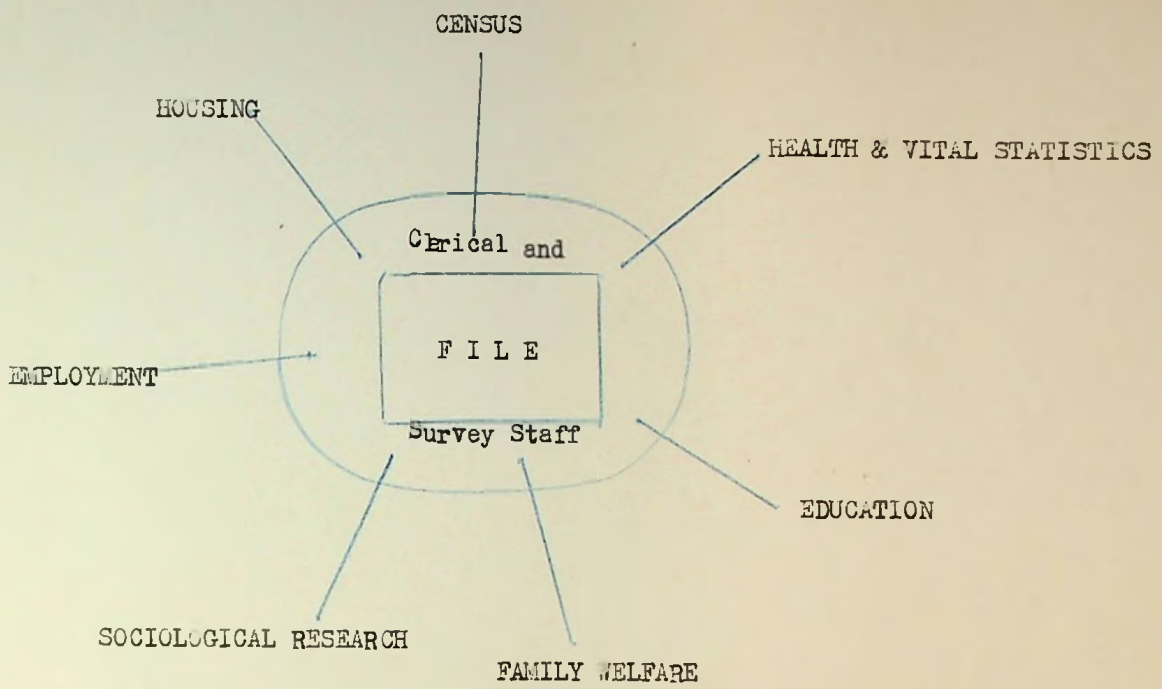
The Census office could become a small division attached directly to the Central File. Housing and Community Services could probably fit close together in some office near to the Central File where they could readilly utilize the filing services without having to keep records of their own. They would also serve as collecting agents for new data for the files. For health records, it would doubtless be best to allow the hospital to keep the records of all patients actually in the hospital but forward to the Central File the records as soon as the patient is discharged. In the Educational field, it would seem wiser to allow the schools to keep their own records but they should forward periodically, duplicates to the Central File. Employment could use the files in the same manner as Housing and Family Welfare.

There should be one complete Central File unit for each of the three communities of Boston.

If the general outlines of this or a similar filing plan is approved by the heads of the various divisions concerned, the next step will be to select locations and then select a person capable of directing all three Central Files and this will no doubt be a full-time job. For efficiency and harmony, it would be best to have the filing and surveying department function as an organization entirely separate from the various departments it serves. It is thought that the present Mails and Files department would continue to function independently of the central file, using the government filing system, but would forward to the central file copies of letters that contained data concerning individual citizens of the community.

copy to: Mr. Haas
Miss Findley
Dr. Pressman
Dr. Powell
Dr. Cary
Dr. Spicer
Miss Tsuchiyama
Mr. Kaneko
Mr. Kennedy
Mr. Kushida
Mr. Crawford
Mr. Burge
Mr. Evans
Mr. Brereton
Mr. Knutson
Mr. Fister

(738)


CENSUS
HOUSING
HEALTH & VITAL STATISTICS
Clerical and
F I L E
EMPLOYMENT
Survey Staff
EDUCATION
SOCIOLOGICAL RESEARCH
FAMILY WELFARE

(Dr. Spicer has full data)

June 10th, 1943
morning

THE T.A.T. INTERVIEW

I.

A. Man looking at window -- night time looking at moon -- man romantic -- thinking about his girlfriend.

B. Perhaps he was sitting down on bed and moon became shiny -- he was lonesome, finally went to window to look at moon.

C. Perhaps at table writing a letter to his girlfriend -- how much he loves her -- how he was interested in the moon.

II.

A. Well, it is one of those fantastic comics -- 2 brave men or scientists going on expedition to see wilderness -- about to see something they never saw before -- something that perhaps the unknown thing they were looking for.

B. It's a comic scientists heard about something in that wild place and therefore the search.

C. They find something like old Egyptian mummy -- in life they fight and overcome that and perhaps disturbance by mummies will be settled.

III.

A. He's sleeping after trying to make a model plane -- he can't understand instruction for model plane -- tired and finally sleeping.

B. Very much interested in making model planes -- he saw some friends make model planes so he wanted to make some.

C. He thought how simple it was but when started to make it, he realized how difficult -- he trys his best and realizes the fact that it is easy to think and say but hard to do.

IV.

A. Adventure by Tarzan fighting with enemies and trying to outflank them by surprise.

B. He heard some village was attacked by unknown enemy and residents appealed for his help.

C. He will conquer these enemies and make peace.

V.

A. Some town in Europe, perhaps Holland -- the girl looking down river to see when fiancé is coming back.

B. This girl and the boy how much they were in love, then one day he goes away to make some money so he can get married to her -- it is a long time so she goes out to bridge where he is suppose to come back and watch every day to wait for him.

C. This fellow never came back and she became the mother of his son, then for some reason she must get married -- since a long time -- after married, this fellow comes back and he try to get her back to him but after a while in a discussion he will understand what she went through and the happiness she has and this fellow then leaves town hoping for their happiness.

VI.

(Blank space - subject creating his own picture)

A. Young son on train and mother by window saying goodbye to him -- lot of people -- some crying -- some trying to smile.

B. Young son has been very radical -- never obeyed parents, trouble-maker in the house -- called to military service -- after certain period of training he is leaving for abroad.

C. During war he realizes how bad he was to parents -- wanted to write letters to parents how bad he was, to apologize and promise he will be the nicest boy -- just before his company will make attack on enemy -- and he dies in attack.

VII.

(M-18 -- what would he do if he came up this scene in real life?)

Try to wake him up and if he is a friend of yours, try to see if he is alive or not -- if he is in any trouble.

In case of sickness try to do everything before calling doctor and will have bull session with him about present war situation and race discrimination toward Japanese in West Coast -- talking about niseis' future -- discussion would be whether niseis should go to army before they give niseis real freedom and citizenship rights -- perhaps I will suggest that all niseis should obey government regardless how they treat you and after war we can decide what each individual can decide what is the best thing to do.

SUMMARY AND DISCUSSION:

Sequence of pictures used same as in other short inspection techniques used by me here in Poston: Numbers 4, 6, M-13, M-16, F-12 -- old series. Subject preferred to dictate, to speak replies requesting that examiner take them down rather than his writing them out.

Without computing actual indices, this T.A.T. performance, I believe, speaks for itself. It clearly reflects a realistically optimistic and courageous attitude towards tough life problems. The need for understanding and the tackling a problem is very clear-cut. The need to help fellow human beings in trouble is equally evident. The themes represent a healthy combination of realistic facetiously comic or humorous and romantic -- spiritual approaches. The approach shows nice balance between realistic caution, sympathetic understanding and imaginative initiative in coping with reality. There is a nice balance between pre-occupation with inner feelings and hence, individualized attitudes on the one hand and a readiness for outgoing constructive and practical attack on problems, in the sense of thinking and feeling in order to "do something about it" -- instead of merely moping for the sake of moping.

The material obtained on the TAT test beautifully fits what came out in the interview jointly conducted by Dr. Spicer and myself.

(See Dr. Spicer's report on the interviews itself.)

COLORADO RIVER WAR RELOCATION PROJECT
Poston, Arizona
June 10, 1943

MEMORANDUM TO: Dr. A. H. Leighton

FROM: Dr. Eugene Lerner

1.) Just to repeat a description of the short inspection technique or version of the Murray T.A.T. which I have used here and which I would recommend for use here subject to further experience with it in the field.

Basically, I used five pictures: numbers 4, 6, M-13, M-16, and F-12.

My reasons for selecting these particular five pictures for short battery are as follows. Number 4 is a picture that is half way between very clear-cut and ambiguous. I find that starting a series with a too ambiguous picture is not advisable because it can block the subject at the beginning when test rapport is not yet as well established as later on. Number 6 is comparatively ambiguous and yet not too much so. M-13 and M-16 are clearly structured. M-13 can frequently be identified as female by female subjects and so can Number 4. This means that in the case of female subjects versus male subjects there is a comparatively balanced opportunity for male and female identification with individuals portrayed in the pictures. F-12, I feel has enough suggestive contextual similarity to some of the problems of the local community and its residents as is also number 4. Finally, I feel that the human figures portrayed or indicated in these pictures are comparatively most flexible from the point of view of peculiarities in general body shape and physiognomy.

2.) When possible, subjects could write out their answers unless they prefer to dictate it to the examiner. In the case of disturbed individuals or hospital patients, the examiner should take down what the subject says. In the case of normal subjects, they can write it out unless writing or written expression is a problem for whatever reason.

The distribution of people in terms of readiness for oral versus written self-expression is a factor to be considered obviously.