

Norris E. Class

Interviewed by John Milner
April 9 and April 11, 1981

During a visit to his home in Wichita, Kansas to which he had "retired" after long service on the School of Social Work faculty and to the Los Angeles community, Professor Emeritus Class and Professor Emeritus Milner recorded two sessions in which Professor Class reminisced about his involvement, particularly, in delinquency control and regulatory administration. Professor Class at this time was still active and in demand nationally and internationally with respect both to regulation in child welfare and delinquency control.

April 9, 1981

Class:

Oregon had no graduate school of social work, so I went to the neighboring state of Washington and the School of Social Work to seek employees for the Oregon Child Welfare Services. Dr. Johnson was dean of the School of Social Work; I therefore had a number of contacts with her with respect to getting students, and explaining and going over our personnel needs. As a matter of fact, during the several years, I hired quite a few University of Washington graduates.

Milner:

Arlie Johnson had previously been dean at that school?

Class:

Yes, that is right; moreover she was a resident of Portland and I think rather interested in the development of the child welfare services, which really was attempting to provide rural child welfare with professional staff.

In 1940 or around then, she was offered and accepted the position of dean of the School of Social Work at the University of Southern California. I was sure pleased one day when I received a letter inquiring whether I might be interested in joining her at Los Angeles when she would go down there and reorganize the School of Social Work which had been developed some time before under Dr. Bogardus. So with that, on a September morning in 1941, rather overcast, I arrived at the campus of the University of

Southern California. The School of Social Work office was, as I recall it, on the second floor of Bovard. It had about the equivalent of one real large room that was partitioned into the dean's office, a reception section, and two offices for the four full-time faculty and the two part-time people who would be with the school in 1941.

The four of us were Ruby Inlow - who was there before 1941, before I arrived, and had come rather recently also as part of the reorganization of the school; Betty [Elizabeth] Payne; Harleigh Trecker; and myself. It was a rather small group at the table in the Dean's room for our weekly faculty meeting. There were two persons who ought to be mentioned who were a part of the "old school of social work". One of the two, who was part-time with the School, who had been at the former school, was a Dr. Mongold, who was a most interesting individual. He had really been a pioneer in child welfare; he had authored one of the early books on child welfare principles and had been pretty much a social activist. As a matter of fact, I believe at that time he was a contributing editor to the *New Republic*, which was an outstanding liberal magazine of the day.

There were a couple of other people who ought to be mentioned in respect to the early group. We got a great deal of support from Eleanor McCreery. She had apparently taught in the "old school of social work." Shortly after I arrived in 1941, the Dean took a leave of absence, not very long, in order to do a special job for the Association of the Schools of Social Work, as it was called in that day. Eleanor came on to take on a number of activities in the Dean's absence, I got well acquainted with her. Eleanor was really a continuing source of support, not only for informing me as to the community and in respect to the goals that she felt the School [of Social Work] might do, but also in terms of her basic humanity . . . her feel for people. I worked very closely with her she was assigned the next desk to mine. She was there in a friendship that continued until she died many years later.

Now in addition to Eleanor, one person who was in top management, Vice President Dr. Raubenheimer, was the person that I like to recall and I have the most fond memories of him. He was so supportive of the School [of Social Work], so encouraging. I always

felt that in those day when finances were even harder then they apparently are now, you could depend on him, that he would represent the School in respect to the Board of Trustees or the President Dr. Von KleinSmid.

My assignments the first year, and pretty much for several years to come, was to teach public policy, public welfare, and child welfare. For the first year, Arlien and I both had sections of public assistance, but we argued a great deal over certain basic policies. Finally Arlien said that I should teach it all and she devoted all of her energies to the teaching of community organization. Certainly at that time, I assumed that she would be regarded as the leading theoretician in community organization.

I also had, as we all had, a responsibility for fieldwork. The two agencies that I worked the closest and most intensively with were the Bureau of Public Assistance. There were several paid supervisors at the public assistance office, one that I worked with was Alice Mertz, who was certainly a loyal supporter of the School and went far beyond the call of duty with respect to making the school a success in terms of refining field work practice, which was one of the organization goals.

The other field agency was corrections. Ruby Inlow took me almost by the hand one afternoon up to the Probation Department, where I met Carl Holton, who greeted me and certainly indicated great interest in the reorganization of the School.

Milner:

He was the chief probation officer?

Class:

Yes. He was really a national figure in probation and parole. After a most cordial welcome, he referred me to a Will Turnblatt, who was an administrative assistant, who was equally supportive and accepting of me - in fact so accepting, that I became well acquainted with the family and I was named godfather of their first daughter.

Milner:

Who was Mr. Turnblatt?

Class:

Mr. Turnblatt was an administrative assistant to Mr. Holton and would handle, you might say, agency/School relations. One could not want for more cooperation. The actual development of the program of fieldwork training, however, was assigned to Pat Palace. Pat was a delight; he was enthusiasm writ large. He was talented; he had been, before his entry into the field of probation, a singer with a name band - Al Pierce, if I recall correctly. He, like Mr. Turnblatt, was most helpful in really attempting to develop a new look at probation service. Out of that context came future development in probation and corrections as far as the School was concerned.

In 1943, the United States Children's Bureau asked Dr. Johnson if I might have leave for a limited period of time to do a national survey on the relationship of social welfare and police departments in respect to training of police officers who would encounter juvenile delinquents. As a result of the study and recommendations I made, and a national advisory committee that was appointed, came the Delinquency Control Institute, (DCI), of the University of Southern California. The development of that institute was most interesting. An interdepartmental committee was headed up by Dr. John Pfiffner of the School of Public Administration. He was a rather strange person in some ways, as far as I was concerned, but no one questioned either his ability, his integrity, or his industry. He somehow or other got the Sheriff or his designated deputy, and the Chief of police to name two or more of their officers; the state attorney general who attended when he could, and when he couldn't, he sent [his] representatives. The dean of the Law School, Kingsley [also] participated and was very active; he played an active role in the actual formulation of the [Delinquency Control] Institute.

One thing that might be interesting to many of the organization people was the matter of food. The secretary of the School of Public Administration - her mother was a wonderful maker of apple pie. The committee met literally over a year and a half period of time and

every time we met, her mother baked two or three magnificent apple pies, so much so that even if they were late, the members would phone in and make sure that a piece of pie and coffee was reserved.

Out of that planning came the Delinquency Control Institute financed in part by the Hollywood Turf Club race track fund. I am told that when there was a slight delay in our submitting the plan to the Hollywood race track charity board and we were afraid that we would be too late, one of the representatives of the Hollywood racetrack fund said, "You don't need to worry about your application being slightly late, as far as we're concerned. This is one of the best applications we have for Los Angeles"

Milner:

Who was the director of the DCI?

Class:

The first director, Bob Bowling, who was an inspector for the police department, was appointed. He was given a leave of absence for one year in order to get it started. During that year he was to recruit a person for the Directors' position and that person was Dan Pursuit, an individual in the Probation Department in Cleveland who had decided, after he had been in the Navy assigned out here that when the war was over he would not return to that Department. He is still with the DCI after about almost 40 years. I saw him the other day, he was just as enthusiastic about the plans for the Institute as he was the first year he was the director.

Milner:

Dan has a social work background?

Class:

Yes, he had a Masters degree in Social Work and had been, if I recall correctly, sort of administrative director of the probation staff for the Probation Department of Cleveland, which was one of the most progressive in the country at that time.

Now, there was a further development of our work with the field of probation that led from the DCI at a later date. A representative of the Ford Foundation came to the campus and apparently he had learned about the achievements of the Delinquency Control Institute. He indicated an interest in having the University develop a new study center - or at least that is what it was called after it was organized. Again, the committee for the center was headed by Dr. Phiffner If I recall correctly, with Henry Reining, who was then dean of the School of Public Administration, Dan Pursuit, several others including Dean Kingsley, and I represented the School of Social Work on the planning committee. Out of that came a proposal that we develop research and demonstration projects in the field of youth problems. The Ford Foundation funded that for a number of years; they may still be giving some money, but for a number of years they gave considerable sums of money. Some rather outstanding studies were done.

I remember I participated in one. In some ways, as far as I know, it was one of the most valuable studies in really getting feedback in respect to probation service in America. The nature of the study was this: we took a sample of 250 youth who were or had recently been on probation in Los Angeles County. They were interviewed on tape for up to 2 – 2 1/2 hours in respect to two or three basic questions: What did they think was good about the probation service they had gotten? Secondly, what was poor about it? Thirdly, what recommendation would they make to the state, to the nation about probation service? There were lots of questions at first about whether parents would permit their children to be interviewed. That was imaginary. Social work researchers found out that of the 250, we got one refusal for the children to be interviewed in their own homes.

Then we went to the probation officers of these same kids and asked the same questions. What did they think they had done that was good? What did they wish they had done? What would they propose in terms of future approaches to this particular type of child?

Then we went to top management and, finally, to the judges. I was selected to interview the judges. When we formulated the study, everybody assumed that it would be easy, but when we got to this study some of the others in the applied social sciences: sociology, psychology, etc., they all gave good reasons why they shouldn't be the ones to go and ask the judges what they thought about the thing. I kind of welcomed it; I felt confident from my casework skills, and it proved to be one of the most interesting and valuable experiences that I had. I would just like to note one thing, so often we fear that when we interview people, especially on tape, that there will be resistance. One judge I interviewed was an outstanding judge; he was a graduate, I think, of Stanford Law School, and had been on the bench for 30 years; and he was highly respected. After I had finished the interview with him, he said, "Is the tape off?" I said yes, and he said, "I would like to say this: I have been on the bench 30 years, most of the time in respect to crime and delinquency, and this is the first time that anybody, any sociologist, any expert in the field of corrections, has ever come to me as a judge and asked me what I thought about this whole process of delinquency control."

As time went by, we did other activities in respect to corrections; we did quite a few pieces of research, particularly in respect to how children who went to Forestry Camp worked out. I was the reader for one of the master's thesis, which made a most valuable study on the administrative aspects of the Forestry Camps.

Another publication that I would like to mention with respect to the field of Corrections was done by Jane Bolen, one of our doctoral students who had experience in probation; she did her dissertation on the history of the California Youth Authority public policy with respect to youthful offenders.

Other contributions that came out of this early identification with the field of corrections, not only of myself, but also of John Milner, were evidenced in the fact that he and I, along with Dan Pursuit, participated in two workshops on delinquency in Honolulu. Not only were the police included, but also the Probation Department. The entire law enforcement field, you might say, came to them - from the outer islands, too. We were

there for two weeks. We repeated the training session, which was one week, so that half the staff from the outer islands could come in and then the others could come the next week. It was really a terrific experience. John became the consultant to the entire law enforcement field. The chief of police of Honolulu came down and gave me a lei when I left on the Lorelei. He saw John off at the airport and indicated that he wanted John to come back. He said this very significant statement in my opinion: the next time [ohn would come back, the training should not only be directed to the police officers who were in attendance, but he would hope that some sessions would be possible for the wives of the police officers because it was important that the family as a whole got the concepts that John was presenting, and not just the officers themselves.

Later, both John and I went to the University of Arizona, as it was called at that time, but later named Arizona State University, to participate in workshops that were given for law enforcement and probation staff in Arizona. This was under Dr. Sidney Smith, who was a professor of psychology at the University of Arizona. Later Sidney went to the Menninger Foundation and is now living and practicing in San Diego; he is probably the nation's leading forensic psychologist. You will recall that I believe, it was Norton who shot at President Ford two or three years ago; Sidney was the one the federal government requested to examine her regarding the nature of her mental condition.

Milner:

Now, what do you remember about the social agencies in Los Angeles when you first came?

Class:

When I arrived in 1941, I must say I was a little disappointed. My first experience after graduate school was in Cleveland. As a result of the Cleveland Welfare Federation, which was one of the best in the country or at least reputed to be so, a lot of the agencies had fully-trained two-year professional staff. Not only private agencies, but also public. Before I went to Oregon, I had been supervisor of foster care for adolescent boys at the Cleveland Child Welfare Board. The agency as a whole had a

staff of about 50 workers. I would think that 45 – 47 were fully trained workers in the public agency, that in the year 1935, was somewhat outstanding for the country.

When I arrived in Los Angeles, the private agencies had made some headway, but the public – not even the children’s agencies, nor public assistance, had any such achievement. This was one of the goals of Dr. Johnson. ‘SC did not have the money to pay for fully-trained, two-year plus experienced supervisors in the agencies; therefore, the staff that she had, would be utilized in part to work with the agencies to build and to raise the standards of supervision. Although it was only part of our responsibilities, it was almost full-time. Betty Payne certainly worked day in and day out with the medical social work agencies; Ruby Inlow with the family agencies; and John and myself with the children’s agencies. We used various means. Not only did we participate in studies and research activities, I remember that I went out to a Pasadena group care agency and met for a series of five or six nights monthly with the Board [of Directors], attempting to reorganize the program.

Milner:

Can you remember what agency that was?

Class:

Not at the moment, something like . . . Rosemary Cottage.

Milner:

Rosemary Cottage?

Class:

Rosemary Cottage. That was really one of the most interesting staff evaluation projects that I ever participated in. Some of the Board members came to the first session had considerable reservations about their need to engage in any change. After all their program wasn’t so much under criticism because of any community complaint but because the leadership felt that a better service could be offered.

I also became an advisor to the Probation Department with respect to the Forestry Camps. I visited quite a few Forestry Camps with Pat Palace, occasionally with Mr. Zook, who was the Chief Probation officer after Mr. Holton left, and occasionally with the Assistant Probation officer, . . . I can't remember his name right now.

I think one of the most important contributions that the School made to upgrade staff supervision were the workshops, particularly the ones John Milner and I were engaged in. We went all over the state, sort of as a team, meeting with regional county public welfare workers that had a child-care responsibility. In the morning I might meet with the group and we would focus on licensing of foster homes; day care would come much later. In the afternoon, John would meet with them on placement problems. If we stayed over, then the next day we would have a seminar on problems, particularly foster childcare.

Milner:

Weren't you the first chairman of the first Child Welfare League of America regional conference here in California? Can you remember when that was?

Class:

Yes, I'm not sure, but I think it was 1943 or '44. I had the help of the entire faculty with that. I still look back upon that as very exciting moment in program planning; with the help particularly of John [Milner], we introduced some new topics.

Milner:

It was a little later than '43 or '44, because I was still in the Army at that time. It was probably around '49 or '50.

Class:

I remember it so distinctly. I was not so authoritative in planning the program and it was proposed that we have the old "chestnuts," the old topics. I wasn't interested in them, so I met with John, Ruby, and some of the others. I remember one topic that John

suggested was that we have something on art, the place of teaching art to children in foster care. We had . . . do you remember, John, who that person was?

Milner:

No I don't.

Class:

I think her name was Cornelia Plank. We got the schedule and there was not much support for it. We scheduled that as a special session at 8:30 in the morning, Saturday morning, the last morning of the conference. We were told that if we had ten out for a discussion of art for dependent children, we would be lucky. Actually, we didn't have enough room, we had to bring in extra chairs for the meeting.

Another meeting that we included was books for dependent children and the use of the library, about which the worker might advise foster parents. That too was a tremendous success. The pattern that we developed at that time tended to be used perhaps too long, but they repeated the pattern because it had been successful.

Milner:

That was held at the Huntington Hotel in Pasadena.

Class:

Yes, I was not driving at that time, and I went out on a Big Red Car and got off at Oak Knoll and walked to the morning sessions.

Milner:

And it went well.

Class:

Moving on to other contributions: I feel very good about our development of the doctoral program. Arlien feeling that we had achieved the first goal of developing a generic

curriculum and we had really strengthened the fieldwork-training program, was very interested in evaluating the field with respect to doctoral studies. To me, the process was an interesting achievement. It certainly took a long period of time to really develop the content. In my opinion, what was outstanding about the initiation of the program under Dr. Johnson's direction was this. Other schools - not too many but a few - had developed a doctoral program. Now this is in contrast to the two or three early ones, like Chicago; the later ones tended to make the doctoral program as all research. Students would use courses in the social sciences and they would teach a person to do the research, but they did not develop doctoral-level content for DSWs, Arlien changed that.

In respect to my own participation, Arlien had been interested in my lifelong interest in the licensing and regulation of out-of-home care. Every state public welfare had licensing responsibilities; there were no exceptions. But not one school in the country was giving a course in licensing and regulatory administration. Arlien, when she had been at the University of Chicago, had taken a course under a Dr. Ernest Coyne, who was really the pioneer in regulatory administration in this country. He was either professor or dean at the University of Chicago Law School and is still regarded as the founder of regulatory or public administrative law in this country. She was concerned, as I was, that there was no training in this field of regulatory activity. With great frequency, the foster home licensing responsibility was pretty much presented in the image of placement, which it is not.

When we organized the first curriculum for the doctoral program, even though we had a very negative budget, Arlien put in the budget money to hire an expert in the field of administrative law. That was Dr. Carl Christol, who taught administrative law and constitutional law in the Political Science Department. Dr. Christol had an unusual background for this field; not only was he a most intellectually able person - he had his doctorate in political science from Yale, and also had a law degree and was a member of the court. He had taught very successfully both administrative law and constitutional law. He agreed to participate. He and I developed a course and a teaching document;

he participated three or four times, I think, in this course called "Licensing as a Public Welfare Responsibility." As far as I know, it was the first graduate course in a school of social work in licensing in this country. Since that date, very few schools have really presented formal content on licensing; although next to public assistance, it tends to be a major responsibility of state departments of public welfare. Dr. Christol taught it jointly with me and was most interested - I kept a continuing relationship with him and I hope to see him even on this trip here. I have seen him a number of times and he often expressed to me how much he got out of it, both in terms of general information but also, due to certain facts in his own life. It was useful to him in a personal way.

One interesting incident in that course on licensing and regulatory administration: Chauncey Alexander was in the course. He had finished his doctoral studies and was then Director or Assistant Director of the Heart Association; he was coming back in the late afternoon for this course. "Heart Sunday," the day they tried to raise money for the Heart Association, they got resistance in the city of San Marino. I think it was the zoning group or regulatory agency that refused to give them a permit to solicit on Sunday. So Chauncey retained Dr. Christol as legal counsel to file a certain type of writ to be permitted to solicit. They won the decision; Dr. Christol pled the First Amendment, that the Heart Association had freedom of speech to go up and knock at the door and ask people for a contribution. He convinced the judge of that, and so that was a practical application of health and welfare administration in Los Angeles.

Milner:

I never heard that story. You were here during the 1960s, I wonder if you can recall some of the events on campus at that time.

Class:

I sure can. Perhaps the thing that is mostly in my mind, is the day the Watts Riot started. The day following the initial period of the Watts Riot, John Milner, Alice Overton, and I were scheduled to give an institute on protective care. The only way to

get to the room where the institute was held, was through a line-up of state militia who were on the campus. Once we convened, there was general agreement that the people in the institute needed more protection than maybe the children who we were concerned with.

Milner:

These people really came from almost every state in the United States.

Class:

Yes, this was a rather large national conference that was financed by the Children's Bureau. The Children's Bureau attempted to get someone from every state, although I don't think there were quite 50, but around 40. There were many interesting discussions at that meeting; even then there was great difference in respect to almost the number-one problem in child welfare today, and that is how to really rescue a child who is battered or really hurt by his parents.

Another memory that comes with the Watts Riot and the campus, was that as we came on to the campus that Sunday morning after the Watts Riots, there were many stores of a small nature on Jefferson [Boulevard]. Practically every store window on Jefferson had been smashed; paint had been splashed on the buildings and so forth. Some houses on Jefferson also had been vandalized. Coming out of Watts, coming on to Jefferson, and [continuing north] beyond [the campus] to Adams, many of the mob came right across the campus, but as far as I could see not a single pane of glass had been broken in any building on the campus. Regardless of the explanation, it must have reflected at the moment that somehow the attack had been selective and that for some reason 'SC had escaped. In discussion afterward, some said it was due to the fact that the 'SC football team had many great notables among black football players. They said that if you went to Watts the day before the riots and asked any high school athlete where he was going to go to school, he would say 'SC in order to follow in the tradition that other black football stars had set.

One memory that I cherish a great deal in respect to the 60s, was when we moved into Cambodia during the Vietnam War and there was some slight lull and then there was an upsurge and the students became very, very active again in their protesting and their demonstrating. A committee went to the entire faculty and said that they thought that Commencement, which was about to take place, ought to be canceled. Two things: the money that would be spent on the gowns should be donated to protest the Vietnam War; and two, on that day all the students and their relatives should march in protest. When the group came to me and we discussed it, I said that I didn't agree that would be the best way to deal with the commencement event. In the first place, many of the group were minority members, and their parents, wives, and families had made great sacrifices and Commencement would truly be a great event, a thrilling event for them, and it would be too bad to deprive them of that.

Secondly, marching took place on other days if they wished to express their feelings that way, and that really there was no compulsion that they rent the gowns. They didn't have to, if they wished to express their protest against authority. I said, if they agreed to come, I had been selected as the person who gave a short speech afterwards: after the main graduation we went to a separate place for the handing out of the school's diplomas. I offered to speak on the topic "Peace in our Time," I did and I feel very good about that paper. Shortly, I am going to present some of my papers and especially my writings in the field of licensing. I think of that as one of the three papers or speeches that I gave which I feel very good about. Before the Commencement, we had mimeographed that paper "Peace in our Time" and afterward at the reception anyone who asked for it could have a copy of it. Almost every student came to Commencement and the relatives, the entire faculty as usual shook hands. When they came to me they were told they could have a copy. I think an overwhelming number asked for it, and I feel that it was really a very exciting moment for all those relatives. I, perhaps smugly so, received a standing ovation for the speech.

Milner:

How many years did you teach on the faculty?

Class:

I taught full-time 32 years, including three sabbaticals, one of which I spent at the University of Chicago on public welfare and regulatory administration; twice in Europe, both times in England. One time I did a comparative study of regulatory administration in England and the United States with respect to day care. The other, time I attended an international welfare conference in Rome and then returned by way of England to do further study on day care regulation.

April 11, 1981

Milner:

Norris, I wonder, before we discuss more serious matters, how you got into social work?

Norris:

My entry into social work was extremely fortuitous. I graduated in 1928, just months before the 1929 Wall Street collapse and the Great Depression. I had majored in American history with a social science minor. I also had a teaching certificate as required by most states then. In 1926 when I started to take the courses in education, I was assured that as a male teacher there would be no question of getting jobs - all you had to do was name the locale where you wanted to teach. Although in 1928 the Depression to come was not at hand, it was already casting a lengthy shadow. No high school teaching offers that I would consider came about.

One day I went to a nearby town where I had heard that the School Board would meet on a certain date to consider the hiring of a single high school teacher. The Board meeting was to start at 1:00, I arrived at 12:30, and there was one other applicant [who was] also there. The chairman of the Board very politely asked us if they could spend a little time briefly considering the applications of several persons who had applied to be the school janitor. At 5:00 PM, four hours later, the janitor still had not been selected. The president of the School Board with great apologies said it would be necessary for us to come back the next week at 1:00 PM.

I went home and reported my experience at dinner. The dinner table afterwards served as the family policy planning session. My father at first was very angry at what I had reported and was also greatly distressed. After he cooled down a bit, he said, "Well if this is really the situation about getting a job, I [Norris] had better get some more education to beat the rest of the others who might be applying." My older brother, who was part of the family circle at that time, was a public accountant with a firm that audited all the agencies in what was called the Cleveland Welfare Federation; today it would be [equivalent to] the United Way. He told me about social work, which I had never considered before. While he did not know the details, he had been informed that it was very possible for an applicant to get what he called a "work scholarship." He gave me the name of the Executive Director of the Cleveland Humane Society, a child protection/placement agency. I went in to see him, literally, the next day. I seemed to impress him rather favorably; he referred me to the Western Reserve University School of Applied Social Sciences. Within three weeks, my application at Western Reserve had been accepted. The first of August, a month before university courses started, I started at the Humane Society. Three days after I started I made what I call a "get acquainted" visit with a mother whose three children were in placement. She, in a post-partum psychosis, had killed a lovely little neighbor girl, saying that she was so beautiful and so dear she wanted her to get to heaven quickly. Thus started my first experience in child protection and placement.

Milner:

An amazing beginning. You stayed in Cleveland about how long?

Class:

After I started work, I stayed about eight years.

Milner:

Where was your next position?

Class:

I was director of the Child Welfare Services for the State of Oregon, which included teaching courses in child welfare policy relating to both dependent children and delinquent children.

Milner:

Then you came directly to USC?

Class:

Yes, when I was director of child Welfare Services, federal funds were available for the hiring of what was called Rural Child Welfare Workers, I hired a number of workers from the University of Washington, School of Social Work, where Dr. Johnson was the dean.

Milner:

So that was your first connection with the University of Southern California?

Class:

Yes.

Milner:

Very good. Norris, in addition to teaching regular courses in the School of Social Work, you participated, as did I, in a program called the Delinquency Control Institute that was established on our campus. I wonder if you would make comments about the formative period as you recall the way this program developed. I know you have already spoken of this, and to bring out more details means that you have to think back a half century to do this, but I appreciate it.

Class:

I shall try; in my own mind it's still very vivid. The Delinquency Control Institute was a development of World War II, 1941 – 1945. Millions of fathers of children and youth were in the service. For the first time in the history of the nation, millions of mothers left

the home and went to work in war industries. Women, but not mothers, had gone to work in factories since the early 1800s when America embraced the Industrial Revolution. The Puritan/Calvinistic doctrine that women's place was in the home was not seriously challenged in this country until a century later with the coming of World War II. Not only did mothers escape from the home, but also the limiting role of being a maternal domestic. The high wages compared to previous prevailing wages for women, constituted an important additional economic factor for women to work outside the home. As a result of fathers being away and mothers being out of the home, child delinquency increased, for these two reasons. One, of course, was the lack of parental supervision; the phrase "latchkey children" entered the English language. Another and perhaps more significant factor was that the children picked up the anxiety of the times and expressed it negatively in the form of deviant behavior.

Milner:

The Delinquency Control Institute was a manifestation of this delinquency problem. I wonder how did you specifically and conclusively get involved in the founding of the DCI?

Class:

Well in terms of nitty-gritty participation I would think the following items should be noted

...

Milner:

Although there will be others that will have to be left out because of time and perhaps they are too technical.

Class:

First, I was the School's fieldwork representative to the Probation Department. Later, as time went by, I was asked to serve as an advisor to the training/planning of the Probation Committee.

Later I gave credit courses such as “The Multiple Causation of Delinquency” and “Introduction to the Social Treatment of Delinquents,” right in the Probation Office in order to expedite fuller staff attendance. Often the classes had enrollments of over 50 staff persons. Probation officers such as Will Turnblatt, Mort Saunders, Pat Palace, Moody Kilgore, were most supportive of the course teachings. The memory of these courses and the support they received is a most positive remembrance.

A second precipitating factor was the fortuity of being invited to a conference in New York City sponsored by the Children’s Bureau and the International Police Chiefs Association on ways and means by which police departments and social agencies could cooperate in dealing with the wartime delinquency problem. In fact, the problem of juvenile delinquency in the form of malicious or at least serious mischievous attacks on GIs in railroad stations and amusement parks and coercive begging, was of such proportions that the military was demanding that something be done about it.

At the conference there was a request that the United States Children’s Bureau conduct a national survey of the relationship between police departments and social service agencies in dealing with the problem of delinquent children on the streets of every large urban city in the country. Later, when the Children’s Bureau implemented the project of a field survey of the cooperation between police and welfare, I was selected to conduct the field visits. This survey included visits among other cities, inquiry and observation at Houston, Phoenix, Vancouver, Washington. Later, when the DCI was established, these regions at early dates sent police officers to attend DCI. In effect, the field study served as an advance recruitment project.

These two factors no doubt account for my being designated as one of the two representatives from the School of Social Work to serve on what was called an interdepartmental/intercommunity agency committee establishing some type of police training in order to work with juvenile delinquents.

Milner:

Norris, would you give some highlights as you saw this interdepartmental committee that both planned and implemented a series of early courses in police training?

Class:

Yes. The committee as such was fairly large, perhaps 15 or more. As a working group it was perhaps larger than the average, but it certainly was an effective working group. It was chaired by a Dr. Pfiffner of the School of Public Administration. In the final analysis, the achievement of a police training program for staff working with juvenile offenders has survived well, more than 50-odd years. It became internationally famous, it received millions in philanthropic contributions; and expanded in other areas of educational and consultative service to police departments.

If it belongs to any one person, that person was Pfiffner. He was committed, industrious far, far beyond the call of duty, patient, and generated a sense of trust and fairness that was truly remarkable. I should add, however, that he had one secret weapon that resulted in compelling attendance. That secret was that his secretary - her name was Miss Coady - had a mother who probably baked the most glorious apple pie in the world, certainly the most wonderful I have ever tasted. Large slices, warm with cheddar cheese, were served at every meeting of the committee, probably more than 30 sessions. At the start of the meeting, some members might not be present, but practically everyone was present at the end when the pie was served.

Next to Pfiffner, the faculty who in my opinion contributed greatly was Bob Kingsley of the Law School. He provided a logical and penetrating analysis of every point that was raised. The firm foundation of the DCI in the early years and the later years certainly derived to a large extent from Bob's consideration of every proposal that was made. He was not a person to be rushed into the acceptance of anything quickly.

Frances Feldman was the second faculty member of the School of Social Work on the committee. As ever, she brought an enthusiasm and innovative thinking to the discussion which was not always present in some of the other members of the group.

Community agency representatives included persons from the LA Police Department. Two persons should certainly be named, a Mr. Lester, I don't recall his first name. He was I believe an inspector in the Police Department and Bob Bowling, a brilliant law enforcement officer who later, I think, became chief advisor to the Turkish government for the security of the nation. The LA Sheriff's Department had one or more representatives, and the LA County Probation Department, the California Youth Authority and the State Attorney General's office - that person was Bob Kennedy.

Bob was not always able to attend the meetings because he was up in Sacramento, but he was extremely interested and he played a significant role in securing funding for the project from the Hollywood Turf Club racetrack charities fund. When the Hollywood racetrack fund was approached for funding that year, it was discovered that the closing date for that year was right at hand. One of the university professors anxiously telephoned Kennedy regarding the situation. Kennedy was reported to have said, "Forget the worry," he would call someone on the racetrack funding committee. In a short while he called back noting that the funding group would gladly extend the time; he added that as far as the Hollywood Racetrack charity fund was concerned, this DCI proposal was the best public relations proposal that the race track fund had ever received.

Shortly, the money was received from the race track fund and the DCI was started in earnest. I taught one of the courses that had been developed by the planning group. It was termed, "A Introduction to the Treatment of the Individual Delinquent," I continued to teach that introductory course for the next 13 years.

Milner:

Who was the first director of the DCI program?

Class:

Well, the first director was an acting director; they couldn't find the person who could assume the position full-time. Bob Bowling, this able police officer, agreed to get a leave for at least a year and he took over. He gave it a most vigorous administration as he did everything that he took responsibility for.

Milner:

Then Dan Pursuit was employed as the full-time director?

Class:

Yes. They employed Dan Pursuit, I played an important part in his employment. I knew Dan in Cleveland when I was at the Child Welfare Board following my experience with the Humane Society. Dan worked for the Probation Office, I think he was chief or assistant chief of the Probation office. He was in the Navy during the war; when he was mustered out, he was stationed here or in San Diego. When he was mustered out, he came to me saying he would like to remain, and did I know of any job. It was just at that time that they were looking for somebody who really knew the field of juvenile delinquency treatment and prevention. I told Dan to apply and see Pfiffner, and Pfiffner was greatly impressed with him, and within a matter of days he was appointed.

Milner:

He proved to be a very good administrator.

Class:

He surely did prove to be a good administrator. The achievement of expansion, of getting recruits from all over the world. In my introductory class I had students from Hong Kong, from Frankfurt, Germany, from England, as well as sooner or later from practically every state in the Union. But his great achievement was raising money. It was Dan who aided and abetted by the University of Southern California funding group, whatever they are called were the money-raisers. Dan, I think, also got Sears, one of

the insurance companies, and others to contribute, including a building that is still in use here.

Milner:

And he gained quite a lot of money from the Ford Foundation, didn't he?

Class:

In respect to the Ford Foundation, that was due to the fact the DCI became nationally or internationally known. The Ford Foundation came literally knocking at the door of the University and said, would you like to develop further programs with respect to dealing with youth problems? They gave millions to start the Youth Study Center and that then coalesced with the DCI

Milner:

Yes, I've always said that Dan Pursuit's name made him succeed so well at raising money because he really pursued the money givers.

Class:

He sure did.

Milner:

And with great success. At one point there was an extension of the program where courses were taught at Arizona State University and in Hawaii. Would you like to comment on that?

Class:

Yes. Now they weren't really an extension of USC, but because the teaching of police at USC had become nationally known, staff of the DCI was asked to go to Hawaii twice. The Mack and Ernie Foundation, the largest foundation in Hawaii at that time, had John Milner, Dan Pursuit, and myself over for two weeks. The first week, literally half of all the probation officers, juvenile police and correctional personnel came. The next week,

we taught the identical course and the other half from the islands came. I would think that in all my teaching experience, it was the most exciting, from the enthusiastic reception we received.

The chief of police of Honolulu, a Mr. Dan Loo, a Chinese Baptist person, came and sat through the entire first week. The next week I saw him on a Tuesday morning and I said to him, "You're not sitting through it again, are you?" He said "No, I unfortunately missed Tuesday last week and I wanted to have my notes complete.

Dan Loo not only supported it, but when John Milner left on the plane, he went down to the airport to see John off and gave him a lei and said he wanted to be sure that John came back in a short period of time. When John did come back with the material he had for the police officers; he - Dan Loo, wanted to make sure that the wives of the police officers be permitted to sit in, so that the police officers and the wives could talk about it together in relation to the behavior of the children.

Milner:

Interesting, I had forgotten that. Another loyal Hawaiian supporter was Judge Corbett, the judge of the juvenile court.

Class:

He too supported the program and made possible things that would not have been [normally] possible in terms of resources and support through his chief probation officer. One of the wonderful things that was involved in being paid for by the Mack and Ernie Foundation was that they told this chief probation officer, who was chairman of the planning committee, that the three of us - Pursuit, Milner and myself - were to be taken to a different restaurant every night for the two weeks we were there. I tend to be a person who does not gain weight; for the first time in my life I gained 5 pounds.

Milner:

It was that Hawaiian pineapple. How many times were the police classes held in Arizona?

Class:

Dr. Sidney Smith, who is now in charge of a program of research in forensic psychology, was chairman of the Psychology Department at Arizona State. He heard about the DCI, came over and heard even further about it, and then he set up through the Arizona state legislature money to have a model almost replicated the program every summer. One of the stipulations, however, and he insisted that it was a contract with the university, was that Pursuit, Milner, and myself had to teach. I went over eight summers, which was the total number of times the entire course was presented.

Milner:

Can you remember the names of any of the other teachers who taught on the USC campus?

Class:

I may be able to. A Sociology professor by the name of Neumeyer, taught the sociology of delinquency. He presented material well, but he taught it in a pedantic manner. A lot of the police officers are natural students of sociology; they see more of the real social life than all of us put together ever see; they were kind of excited about the course. They said "If he would just give it a light touch..."

At this moment I don't recall other faculty, but there were several. Probably one of the most dynamic professors ever around the university campus a person at the time of the early phase of DCI was teaching public speaking and then later moved into the School of Public Administration, was John Gerletti. A rather short person, stocky, you might say he was built for aggression, with a terrific voice. He taught speech to these officers and how to conduct community meetings, and so forth. The final effort he would make each semester was to give the group who was conducting the annual meeting, training

on how to conduct that. Some of those annual dinners of the DCI were conducted completely by the students; they were the finest example of organized meetings that I had ever observed.

Milner:

So the police really were helped to learn something about public relations, interpretation of their programs?

Class:

The police, I think, were very appreciative of what Milner and I gave them. It opened new doors to their work and gave more meaning to their work. In terms of their upward propulsion in the police department, there was no question that Gerletti helped them like nobody else because they performed in a superior fashion, I was told, when they had to be examined by an oral board. They handled this with much aplomb, in a way that others did not.

Milner:

I remember you saying once that the first students that were sent from various parts of the United States and other countries were largely the underlings in the police department. Then they went back to their jobs with considerable knowledge and then the chiefs of police wanted to come because they felt they lacked knowledge.

Class:

Yes; juvenile divisions were not popular with top management of police departments at the start. Some of these guys who were natural psychologists, had an understanding of delinquent kids that no psychiatric social worker ever had. They would stay in the department even though it was very low on the totem pole. The juvenile divisions in many cities were called the "ice cream cone division," meaning that the police officers bought the kid an ice cream in order to calm him to tell what happened. I don't know how many police officers that attended the DCI told me about their promotion within a two-year period, including one who was a sergeant in the Sheriff's office, who within two

years had been promoted to captain. Later, when I met him on the street one day, he said “ The reason I am captain is that I learned how to take examinations and conduct myself in hearings”

Milner:

There is no question that the program has made great contributions over many parts of the world. I appreciate very much, Mr. Class: your talking with me about it helps me to recall wonderful experiences.

Class:

It was a memorable experience for me.

Milner:

Thank you.