

ABSTRACT

A social graduate of Western Reserve University, Dan Pursuit spent a couple of years in public welfare, then moved into the juvenile correction field following service in the U.S. Navy. He was a probation officer, then a referee in the Juvenile Court in Cleveland, Ohio. He and his wife moved to California in 1945, just as the newly established Delinquency Control Institute (DCI) was being established at the University of Southern California. He joined that staff, two years later becoming the director, a post he held for twelve years, then joining the staff of the Ford-financed Youth Studies Center, a part of the School of Public Administration, to which the DCI also was administratively responsible. After ten years, Mr. Pursuit returned to the DCI as assistant director, remaining until his 1981 retirement. This interview describes the history and accomplishments of the DCI, and the development and course of the Youth Studies Center which actually was funded because of the DCI work. Following retirement from DCI, Mr. Pursuit remained active with the program and alumni of the DCI, and spoke widely –nationally and internationally—on the subjects of brainstorming and suggestion systems program. He co-authored and edited several books on delinquency control.

Dan Pursuit
Interviewed by John Milner
July 26, 1995
In the Arlien Johnson Social Work Library, USC

MILNER: Dan, Welcome to USC. Dan, will you tell me what brought you into the field of social work?

PURSUIT: I majored in sociology and minored in psychology, so I was always interested in working with people in a healthy relationship. After I finished college with a Bachelor's degree, my first job was in 1933 in the middle of the Depression. My first job was in public welfare. I was a public welfare worker. I had this job for about nine months and I had a wonderful supervisor, who had a Master's in social work. She suggested that if I were interested in a long term career that I might go on to the school of social work at Western Reserve University. I proceeded to inquire, and fortunately was admitted total program in 1934. I finished the two-year program in 1936. It was one of those programs where you could work part-time in a field agency, while going to school, and earn some money. This was a very nice relationship. Fortunately, my fieldwork placement was as a probation officer in the juvenile court. That was my first interest in corrections.

I enjoyed that job as a probation officer. I thought that was a wonderful way to deal with a variety of community problems and help youngsters and families. I held that job for about six or seven years. The judge and I always got along very well, Judge Harry Eastman. He appointed me Boys Referee, like the junior judge hearing cases. They were minor kinds of delinquent cases and that sort of thing. I really enjoyed this for two years. Then World War II came along

and I applied for a commission in the U.S. Navy and, fortunately, I got commissioned as a Lieutenant Junior Grade. I served three and a half years in the Naval service. I had an interesting opportunity to work in a related field survey. At that time the training programs in the U.S. Navy were segregated programs so blacks were educated in separate programs from the whites. Remember those days? The commanding officer asked for volunteers to see who would be interested in working in a Negro Naval Personnel training program at the Hampton Institute. This was the famous Hampton Institute in Virginia. I had just been married about a year before then: I volunteered. Thinking that was a great opportunity for me to use my social work skills. Fortunately they worked great. I had three and a half years of Naval service on shore in two different places. I worked primarily in providing supervision and training to Negro Naval personnel. Some of those original trainees became the first U.S. Naval black officers. I felt good about that. It was a very interesting combination of experiences.

MILNER: That was when you were stationed at what place on land?

PURSUIT: In Hampton, Virginia and then up to York Town, Virginia. That was an interesting area of the country to go to see some of the interesting early developmental areas of the nation.

MILNER: Has social work been a part of the Navy as it has been in the Army?

PURSUIT: I am not so sure whether it ever developed as extensively as in the Army. I never followed that up subsequently. Probably it has made some advance, I'm sure.

MILNER: After you were out of the Navy, what happened?

PURSUIT: You mean after the Navy experience? My wife and I always wanted to come to California. She had her older brother here, who is a dentist in Filmore, California. He owned some orange property and was raising oranges in addition to being a good dentist. We came out here on Thanksgiving 1945. Then we stayed with him on the ranch for a number of weeks. I began to look around for a job. I knew Norris Class, who was a professor of social work. I knew Norrie from Cleveland, Ohio. He worked in an adjoining social agency, a county agency, and the juvenile court. I looked him up. He excitedly told me about a brand new program they had been planning called the Delinquency Control Institute. I immediately got excited about that. I thought it was a wonderful extension to my juvenile court and probation experiences. So Norrie said that they wanted to have me join them. I talked to Dean Olsen and he checked my background out very carefully, as he would as a good public administrator, and found out I had a satisfactory background. He hired me on February 1, 1946. I was the first employee of the then-funded Delinquency Control Institute.

MILNER: Was the board already established for that program?

PURSUIT: The Delinquency Control Institute originated in the creative minds of John Pfiffner, a School of Public Administration professor and Herman Lester, commander in the Los Angeles Police Department. They are two wonderful people who were very caring individuals, who believed strongly in all of the human relations values and management. They got together in 1944 and Lester

felt that the police department, during those war years, was experiencing quite an increase in delinquency and other kinds of problems related to children and families. They thought there ought to be a special program for police juvenile officers. So they agreed and they got together and said the first thing we ought to do is to plan for some kind of a committee to plan such a program. They looked at a lot of different people and came up with a list of twenty-four people who began to meet on a weekly basis. Frances Feldman and Dean Arlien Johnson, of the School of Social Work, were two members of that committee. Immediately we were having social work input into the program, which was very important. I will mention later how many other individuals like John Milner become involved in the teaching aspects of the program. They met every week for two years. It is an amazing story and Pfiffner did a wonderful job of capturing their ideas on the chalkboard and focusing on what every good juvenile officer ought to know. Then they went over all of these ideas and planned an intensive detailed sixteen weeks. That program was all set. It looked good to them on paper and everybody was pleased with it.

Pfiffner and Lester took it in to the president of the university and he liked the concept. He had been a psychologist, so he was very much interested. Mary Wardling was associated with the program and she said, now all you've got to do is get a broader state-wide approval of juvenile and criminal justice oriented agencies to be sure that we have general agreement around the state, not just locally. Most of the planning committee were local people, but some came from state justice agencies, social workers with the probation department, and a whole

series of organizations. I have a list of those people here. I will give this to you rather than going over the detailed names now. They had a conference on the USC campus, and they endorse the program. It was an excellent way to proceed.

Then they decided the next thing was to get some money for the program. Lester was surprised; he thought the university was going to support it. Of course, Pfiffner probably knew better than that. They went back to some of the members of the planning committee and they primarily, through Sheriff Biscailuz, who was a very wonderful helper on this program; they were able to contact a very keen insurance executive named Wilbur Keith. He was on the board of the Hollywood Turf Club Associated Charities. They agreed to give us \$110,000. It was a big step forward. Then we got another \$10,000 from the Columbia Foundation in San Francisco. The California Youth Authority gave us \$5,000. With that nest egg of \$125,000 we felt we had enough funding for a three-year program.

MILNER: Wasn't the Ford Foundation there?

PURSUIT: That came in much later in another related program. I think that it might be interesting at this point if I spell out the objectives. Does that make sense? The objectives of the DCI were a result of this wonderful planning with this committee. They all agreed that the police juvenile officers were in a very very important role for the entire criminal justice system. Keep in mind that they are out there twenty-four hours a day. They are the first ones in the entire system to reach youngsters with problems, families with deep concerns and

problems and all kinds of human relations concerns. They figured that the police juvenile officers were a very significant group to reach and provide this special program for. If they did a good job of that so that they would deliver quality services, they might have an impact on preventing some long-term criminal careers, some offenders. So they set the following objectives:

1. To provide adequate training in delinquency control for law enforcement agencies,
2. To provide in particular for California law enforcement agencies the following:
 - a. 60 better trained juvenile officers each year.
 - b. Heads of juvenile bureaus and local enforcement agencies.
 - c. Leaders and instructors familiar with the best delinquency control practices.
3. To offer an integrated curriculum of the best police principles, practices, and procedures, appropriately supplemented pertinent knowledge in related fields.
4. To quicken and stimulate law enforcement agencies through intimate contact with practitioners and academic leaders.
5. To provide, through fieldwork, observation and practice of technique and delinquency control.
6. To carry on research and inquiry into the problems of delinquency control so that the Institutes, curriculum could keep pace with knowledge in the field.

7. To make the information developed by the Institute available through law enforcement agencies anywhere.

It was a good set up of objectives. Then the next problem was that they had the money. They had hired me so the next procedure was to develop some teaching syllabi. That was my first job. They wanted to develop at least four different teaching syllabi and so I worked closely with Norrie Class in the School of Social Work who supervised one or two graduate students. They had to bring data that was important to prepare a teaching syllabus called social treatment aspects of delinquency control. Then I worked closely with John Pfiffner with a student in public administration to develop another syllabus on administrative aspects. I worked closely with the School of Education on educational aspects and then the other one was sociology. We were able to complete these teaching syllabi so that we were able to start our first class in September of 1946. That was a big step forward. It was our first sixteen-week program. The first class had a total of twelve officers. It wasn't as many as we hoped for. We hoped for at least twenty officers.

MILNER: They were all in California.

PURSUIT: All of them were from California and the early classes were from California. We immediately learned that you couldn't offer sixteen week program very long and we expected to have three of them a year. This was because the police departments and sheriffs, departments just weren't able to release officers for that long a period of time. We dropped down to twelve weeks. Then

continuously it dropped down so that now the program consists of six weeks, two six-week programs. I will get into that later.

Norrie Class was one of our instructors. That was in the beginning, with the very first class in 1946. The first director of the program was Robert Bowling who was the Director of the Juvenile Division from the Los Angeles Police Department. He was a very bright police officer who did an excellent job of leadership that first year. The second year we had Donald Ember, who was a Lieutenant in the Sheriff's Department. Then the third year Dean Emery Olsen decided that maybe I was ready to take over and he appointed me the director.

I remained the director until 1958 when I went with another program called the Youth Studies Center. So we continued to work very closely and I think that at this point I would like to mention the tremendous contributions of the School of Social Work. In addition to Norrie Class being involved from early on in teaching John Milner began to teach for us early on. That must have been in the third or fourth year, that early period. Carl Schafer later did some teaching for us. Harleigh Trecker, do you remember him? Frances Feldman often came in to speak because she had been a member of the original planning committee and was then a district director in the L.A. County Bureau of Public Assistance. That was a very important contribution for faculty from the School of Social Work. We had that input, which I thought was particularly important. We particularly appreciated the contributions that John Milner made teaching a course on growth and change relating to the development of children from infancy all the way through adolescence. It gave the officers a much broader understanding of what

is happening is different stages. They felt that was very important in dealing with them. It was a great variety of problems. They also said that it was a tremendous help learning about their own children. That was a very valuable contribution that John made. Norrie Class focused on multiple causation theory and social treatment aspects so that the officers began to see that there were community resources out there to help them before automatically thinking about referring them to juvenile court. This is what they tended to do. One of the things that we were trying to do was to get them much more treatment-oriented early on, rather than just automatically thinking of getting them into juvenile detention facilities. Having been in the juvenile program myself, I realized that the police could divert a lot of these families to treatment resources rather than by law enforcement.

As I mentioned, the other classes continued to be small for a couple of years and gradually increased to about twenty students. That was good, because they had dropped down to about twelve. We had two ongoing problems beside the teaching problem as the director. We had to keep looking around for money because we had to support our program. The university, of course, gave us a building to operate in. We had to raise our money to refund the program and we had to be constantly recruiting. It took a number of years to get the word out to police officers, to police chiefs, and sheriff's departments nationwide, which we continually did. It began to pay-off and the classes gradually increased to about twenty. This as a good size group for discussion purposes. We kept looking for money and developed an organization early that joined us, again with

the help of Willard Keith. Back in 1950 Willard Keith got a group of insurance executives together, go Mayor Bowron and Chief William Parker together and we met in the California Club at a luncheon to discuss getting these other related insurance companies involved in our program. It was a wonderful meeting, with Mayor Bowron speaking in favor of our program and Chief Parker strongly endorsing it. He was sending students all the time to it. He was a great booster all the way through. Sheriff Biscailuz was, too. As a result of that, Farmer's Insurance Group and then later, again with Willard Keith's help, the Hollywood Turf Club joined us in 1950. Believe it or not, they are still contributors to the program.

Then John Tyler, who was the co-founder of Farmer's Insurance Group, bought us a building in 1970 on the edge of campus. It is now called the John Ellis Tyler Building. He bought that for about \$4000,000. He gave it to the university for the DCE, a part of the School of Public Administration. In 1993 John Tyler, in his will, gave us one million dollars. That was a wonderful contribution. That went into the endowment program and the income from that is in our annual budget now.

Would you like to know more? Since those days we have had a total of fifteen directors. The current director is Dr. Donald Fuller. He had been director for a number of years, then left and recently came back to join us. He was on the faculty in the School of Public Administration. He is particularly a good director because he used to be the administrator of the juvenile court in Denver, Colorado. He worked closely with the police and all the community agencies. It

was an ideal way of typing the police into the broader concept of community organization. One of the things that I always tried to emphasize to the students was that they had to be more active in the community coordinating councils and the social welfare agencies of various kinds around the country. That was very valuable. One of our women students' from Inglewood became the first president of the Coordinating Council, which showed that some of this has paid off. We also got a great deal of help financially when Bob Barry, a former FBI Agent, joined our staff back in 1977. He was able to contact a lot of his former FBI associates who had become directors of security for major corporations. They in turn talked to their top executives and were able to get us scholarship grants. That was a big step forward. He got a tremendous help from the R.J. Reynolds Company. They gave us some big contributions, over \$50,000. I think one year it was as high as \$90,000. The budget ran around \$250,000 in recent years.

Funding still continues to be a problem. It will always continue to be because there is no way the police departments can afford to pay tuition anymore. Tuition on campus is pretty high for six weeks. That is what they get for six units of university credit. During the 1970's we had large classes because we got some considerable help from the Law Enforcement Assistance Administration. That was a big help. The courses were constantly adapted to changing forces through out the country. We would add special discussions about related problems and one of the big advances we made was to develop a special one-week program on child abuse. We did two one-week programs on child abuse in addition to two six-week programs each year on the much broader

range of problems. Now, with the emphasis on community policing it is tremendously important and the courses are now emphasizing much more the administrative aspects, especially aiming to getting more involved with community leadership at the local level, to get them concerned about improving and controlling crime prevention in areas.

There are some interesting things happening in that respect. The current classes get a copy of our textbook and we are very proud of the fact that we produced three major books. The most important was the first book in the world on Police Work With Juveniles, which was the title. I wrote it with John Kenny, who was a faculty member in Public Administration. He also worked as a police officer with the California Youth Authority. He had that great background. He was very good. Our first edition came out in 1954. We revised it every year for five years. The eighth edition came out this year. It is amazing. We added Bob Barry and Donald Fuller to the authors.

I dropped off these last two years as an active writer since I officially retired from the DCI in 1981. I continued my input on the advisory committee of the DCI alumni Association. That is a great thing. We have a very active DCI Alumni Association. They keep us tied in to the major agencies in town and keep looking for additional funding sources. The students in the current classes also get a very thick notebook with all kinds of articles by leaders throughout the nation so they can use the textbook and these articles to take back to their local police departments and add that to their training programs. This is of continuing value. As far as the future is concerned, we see a continuing need for the DCI.

Whatever happens, there is going to be a continuing changing structure of social values, community problems of all kinds, and we have to relate the police to these and give them some clues as to how to deal more effectively and professionally with all of these families and kids with problems.

Let me point out a number of very interesting things that we are proud of. Ed Davis, the former Chief of Police in Los Angeles, was in our third class, so we are very proud of him because he became a state senator. Ed wrote a book while he was a young sergeant, but the credit went to Chief Harper. It was related to developing an in-service training program and they used the Crawford Slip Technique. You can identify all the different problems in any organization and then get some solutions from within the department. Ed did that and then came up with this book. It is wonderful. Jay Schroab is currently the director of the State Department of the Alcohol Beverage Control. He used to be chief in Inglewood. His father is a former chief of police and his sister was also a police officer and DCI graduate. Douglas Drummond is a Long Beach graduate who is City Councilman in Long Beach. He is a very bright guy and working towards his doctorate in criminal justice. We have graduated attorneys and some of the students have become faculty members in community colleges. The major donors are Hollywood Turf Club Association of Charities, Farmer's Insurance Group, Automobile Club of Southern California, which still gives us money; also, World Book, which was a wonderful addition. Through getting them involved, I was able to deal with the chief executive officer who later became a member of the board of the School Foundation for Foot Care (?). He's continued to get

money from that source, up to \$30,000 a year—An interesting example of how you start one organization and a key individual goes to another organization and follows up and gives more money. He is a wonderful human being. He formerly was a school superintendent. He immediately saw the value of the DCI leaders working with the schools. General Mills is another donor brought on by Bob Barry and R. J. Reynolds Company.

I think the R J. Reynolds company is an interesting example of how you can get a good major donor and how you can lose him. Dr. Coop, a former leader in health (formerly U.S. Surgeon General) came to the USC campus some years ago and gave a speech saying some negative things about the tobacco industry. When they heard about this back in the R.J. Reynolds organization, they immediately sent a letter to us saying "We are terribly sorry, but our funding for your program has decreased." It is an interesting example of getting a good supporter and then losing them. You keep looking and you keep looking and then you finally keep going. Somehow I am still amazed that we kept alive for fifty years. Seven of our students have been authors of police books. Police administration books. One book was particularly unique because it was written by Fred Ferguson, who is one of my favorite graduates. He wrote a chapter on police administration from the point of view of the police chief. Then his close friend and the college professor of Long Beach State Criminal Justice Program wrote a chapter from the academic point of view. These were run opposite pages. It was a fascinating book because they were very bright and insightful leaders. We got honors from the FBI, which recognized the DCI as one of the

outstanding training programs. The Juvenile Court Judges Association gave us national recognition for leadership in the field. My former juvenile court judge, Harry Eastman, started that organization many many years ago. In 1952 Jack Kenny and I got involved with some state funding to conduct a state-wide study of juvenile traffic court proceedings. There was great variation in the ways they were dealing with juvenile traffic court offenders--some of them dealing with them at the municipal court level. Well, anyway, intensive study we came up with a conclusion that juveniles ought to be handled in the juvenile court structure and that there ought to be designed a juvenile traffic order as part of the juvenile court proceedings. This was done as part of the state legislation in California. That was the major result of one of the things that we did.

Then John Milner and Norrie Class joined us on two different years in going to the state of Hawaii where we would have an intensive one-week program with about one hundred and fifty, maybe up to two hundred people from throughout the juvenile justice system. It was a wonderful experience of relating to them and to get that kind of support and that came about because the juvenile court administrator came to DCI a couple of years before that and was convinced that it was a great program. He was head of the Probation Association and said he could get us some funding. So that is the way that came about. Then they got money from another foundation. So those are some of the things we are mighty proud of. It has been a wonderful experience to be related to it all of those years. We see no reason why it shouldn't keep going and we have increased the level of the classroom quality almost to a Master's degree level and

that is what the School of Public Administration would like us to do. I think that will be emphasized. Do you have any questions? I have some materials here that I will leave you.

MILNER: I remember that initially the officers who were sent to school had lesser rank and they went back with new knowledge. The chiefs got a little jealous and started coming to school themselves.

PURSUIT: Yes, and so did the higher ranking officers, and some sheriffs came. Right now we have about 5,200 graduates worldwide. Just about every state has been represented; 47 nations have sent us students--two from Russia. I visited Russia four years ago and was instrumental in getting someone else from the Moscow Police Department to attend. Then recently, last year, I had a student for Croatia and one from Israel. It is amazing how acknowledged the program is. The International Association of Chiefs and Policemen are very helpful in spreading the word. We still get requests from all over the world to attend and we are very proud of that. I know Frances Feldman is thrilled with the continuing progress in contributions.

MILNER: We have all felt that. We are really proud.

PURSUIT: One of the things I have been disappointed in is that I always have the feeling that somewhere in Hollywood there was someone who was worth multi-millions of dollars who would have a deep conviction that this is a great program and we can build a program around his or her name and they would contribute five-million-dollars or whatever for the program. I came close. I asked Steve McQueen on a program with me, on the Advisory Board, with the Youth

Study Center. Steve kept telling me to see his manager. Of course, that is the old run-around. We never got a dime, obviously. He was a delinquent as a kid. He gave money to the Boys Republic in Chino. I am glad of that. Then the creator of one of the major television programs turned us down too. We keep looking. We tried to get money from Oprah Winfrey. There wasn't much interest there. Through our advisory committee we keep looking and we keep asking our good contributors of other sources. We never give up hope. There is somebody out there, one or two people who sooner or later, in my opinion, will make a major multi-million contribution.

MILNER: Now, you said you were going to mention something about the Ford Foundation.

PURSUIT: Yes, briefly I will mention that the Ford Foundation was very very pleased with the model of planning, a social science joint effort with practitioners in the field. Some of the people in Ford knew Henry Reining. In 1958, they talked to him and said they were considering making major contributions to two private universities, one on the East Coast and one on the West Coast. They were thinking of Syracuse University and USC. They particularly liked the concept of the joint social science planning. They had actually read our Police Work With Juveniles and liked that as an emphasis to get the teamwork relationship. They did make a major contribution to establish a new child study center to carry out research and demonstration projects. That continued on from 1959, and I stayed with that program until 1969 when I went back to the DCI as associate director. That was a major program because it resulted in well-over four-million-dollars

coming into the university and our being able to employ such leaders as Lamar Empey, who became head of the sociology department; Malcomb Klein, who has been a great researcher for many years on campus; Kim Nelson, who was dean of the School of Public Administration; Al Feldman, who headed community relations and community organization, and so on and so forth. Those people produced books in their own specializations. Malcomb Klein has become an expert on juvenile gangs throughout the entire country. He has done a great deal of community research at the Social Science Research Center on campus. So it is interesting how it started small, but with a wonderful model. I suggested to the people in School of Public Administration that perhaps maybe if we want to think about expanding the program at the Master's level of public administration it might not be a bad idea. This way we could reinvigorate it in the joint planning among the various schools and leaders concerned with criminal justice to see what other kinds of programs we might develop at the masters level for people to take a real leadership role and become top criminal justice leaders and planners for the entire nation and states.

MILNER: That is very important. Can you remember the name of the man who came from Toro?

PURSUIT: The vice president was Mr. Brown who had experience in the private educational system and particularly liked the concept that the model had represented.

MILNER: He was a very sensitive person. I remember him coming in and talking a lot. Then you published more than the books you mentioned. You did one on interviewing methods of group interviews, didn't you?

PURSUIT: Beside the Police Work With Juveniles and the Administration of Juvenile Justice, they had introductions. There was a book that I edited with John Guiletti, professor of public administration. That was the one we called Police Programs For Preventing Crime and Delinquency. It was the first program focusing on the preventive role of the police and we researched all the periodicals around the country, listing the kinds of unique programs the police were doing and then put those into the book and many of those programs are still pertinent today. The police are so overwhelmed with their control needs that they can't allocate enough men to prevention. Of course, getting back to community policing, it is really part of the prevention program. You work with community groups. That continues to be the big thing in the future I think.

MILNER: Didn't you do something on the technique of brainstorming?

PURSUIT: Yes, I was very much interested. Back in the Fifties I got involved in creative thinking and how that applies to this whole field. That was tremendously valuable to me as I taught all of the students how to come up with more creative answers to their own problems in the police department and in their own community, working with different agencies in the community and councils. To the brainstorming concept of getting people together to think up and create a solution to the problems. That really paid off. Fred Ferguson, the one I mentioned, wrote this other book on police administration with a fellow professor.

He used it extensively as the chief of police in Covina and then later on in another county.

MILNER: We are talking about brainstorming?

PURSUIT: The brainstorming is a very basic and simple idea of how to capture the creativity and creative input from everybody in an organization. It can be adapted through community groups to any kind of an organization. It builds up a team spirit of lifting out beyond the simple kind of solutions to the problems and wedging out to other kinds of far-fetched ideas that might be more creatively adapted to the program. Some of the students really tried to work more closely with social agencies and make referrals and be much more involved in diversion. That is why I was particularly proud of our graduates who got involved in community court and councils.

Do you remember the day, John, when we had about 98 Community Coordinating Councils in Los Angeles County, where the Department of Community Services had a staff to encourage the development? I was very happy with that program. That was a wonderful way to relate to the Auto Club and to Farmer's Insurance Group because I was promoting their concern for community safety, traffic safety, juvenile traffic concerns, etc. Farmer's Insurance liked that. One of the reasons we...I brainstormed for Farmer's Insurance executives. They enjoyed that. It was amazing that they came up with some interesting ideas they hadn't thought of. One of the ideas was to have a representative in major grocery stores or other kinds of retail establishments

selling Farmer's Insurance. They tried it for awhile and it didn't materialize. That is still being expanded now by some other organizations.

MILNER: Didn't you do a book on brainstorming?

PURSUIT: I never did a book on it. I kept active and remained in that field. I worked with suggestion system programs. I always felt that every organization ought to have a suggestion system program and that is certainly related. I still believe that with creative leadership. Pfiffner and Lester were always behind that. Any organization can find ways to expand their output and save money in the process by generating input from the staff. A lot of people don't realize how creative they are until they are in that creative environment. As a result of that, I met Alex Osborne, who was a psychologist and was the author of the book on imagination. He is a wonderful human being. He had been a psychologist, then he became a top executive with the great advertising agencies. He is the tutor of brainstorming. I got to know him by going to New York, in an experience of contacting them for some funding. They couldn't get me any money so they asked me to sit in on a brainstorming session with them. That was a fascinating experience. I called Alex Osborne and he thought it was great. I kept in touch with him and told him what I was doing. He invited me back to their annual conference where they draw 200 people from all over the nation and other nations of the world on creative thinking. He mentioned my contribution with the police in his revised book on creativity. That was a wonderful experience. It broadened by scope of activities. Because of the Hawaii experience through the

DCI, I had a chance to be a consultant to the Guam police department for two weeks.

MILNER: “Yes, I was there for lectures.”

PURSUIT: That was a very interesting experience. Norrie and I both went, and were there for the summer.

MILNER: These were offspring of the DCI. Your program really covered a lot.

PURSUIT: It branched out in so many different ways. The enthusiastic graduates then helped us expand in their own area. That was very satisfying.

MILNER: Then you retired officially?

PURSUIT: I officially retired on June 30, 1981. Since then I have continued my interest in the DCI with the Alumni Association. I come in for regular meetings and keep looking for money and contacts and so on. I probably will continue until I pass on—the same as you keep active with your School of Social Work. It keeps us young. We are both in our mid 80s and hope to stay alive many years yet.

MILNER: That is right. I hope so. I wish that for you certainly. You told me that you had changed your name. Your last name was not Pursuit initially.

PURSUIT: It is an interesting change. When we were kids, this was about in seventh or eight grade—I had three sisters—my name at that time was Pesut. It was difficult to pronounce. My father was born in Serbia. My mother was born in Hungary. We envied our cousin who used the name Pesuit. We thought that was much more pleasant and you could pronounce it easier. We just went to school and changed our names. Our folks never changed. Then later on, my

juvenile court judge always called me Pursuit, so one night I officially changed it—in 1947--to Pursuit.

MILNER: I was always interested in that. I used you as an example of a real “go getter.”

PURSUIT: I was a great team man. I think the DCI has been successful because we built a team concept of everybody working together and giving credit to a lot of people.

MILNER: I think a great deal of your leadership has helped.

PURSUIT: The program was so good and had such a great design that I made up my mind that I would never let it die in my lifetime if I could possibly avoid it. It somehow has been lucky. Somebody up there likes us.

MILNER: Is there anything else you would like to add?

PURSUIT: No, I think I just about got across all of my working philosophy. We love society and we want to keep working toward its betterment. Thank you for inviting me, John.

MILNER: Oh, thank you so much for doing this. You are a major contributor to our archives.