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Sociology, Anthropology-Archaeology and Social Work

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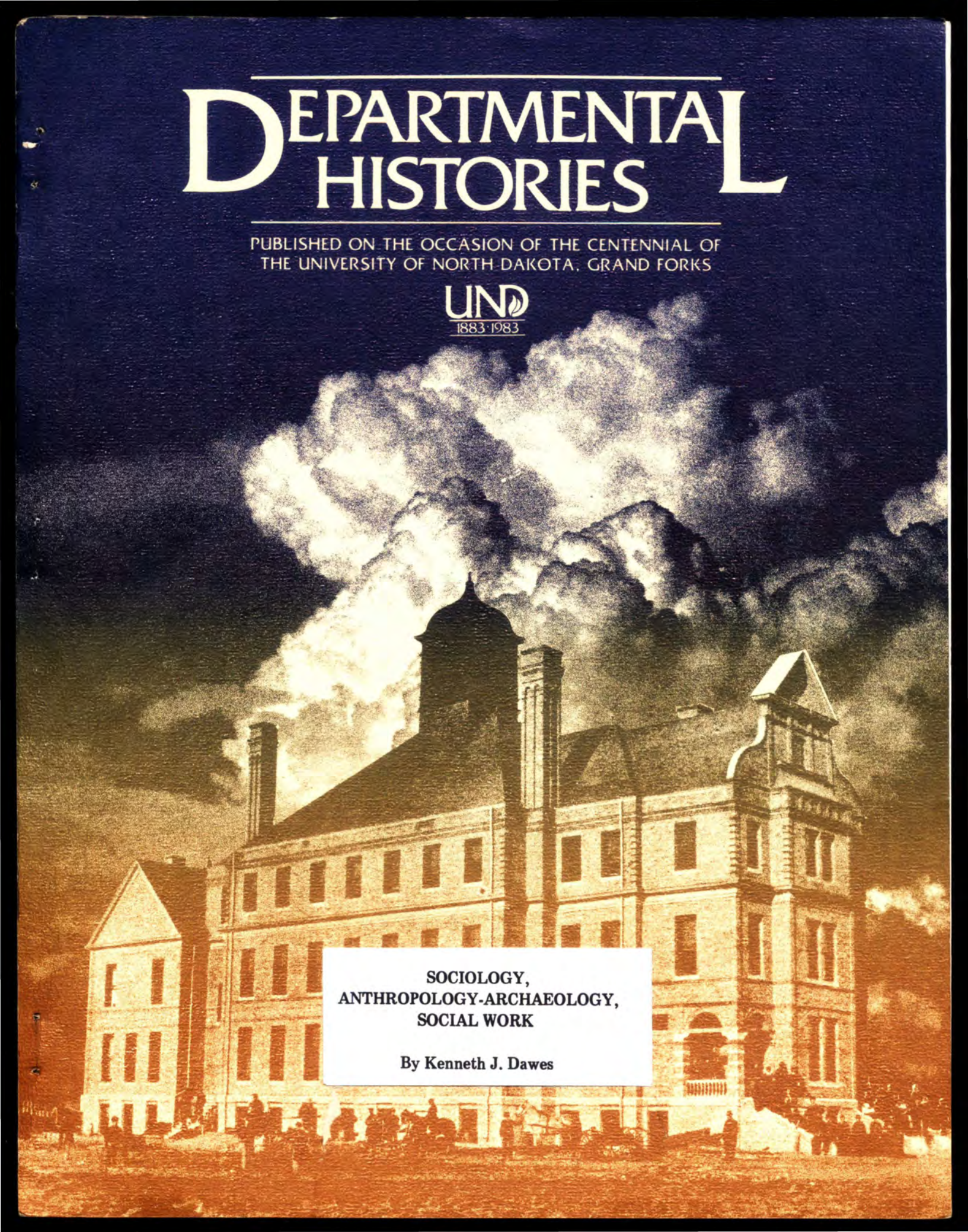
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DEPARTMENTAL HISTORIES

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**SOCIOLOGY,
ANTHROPOLOGY-ARCHAEOLOGY,
SOCIAL WORK**

By Kenneth J. Dawes

HISTORY OF THE DEPARTMENTS OF
SOCIOLOGY, ANTHROPOLOGY-ARCHAEOLOGY, SOCIAL WORK
1895-1967

By
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PREFACE

The Departments of Sociology, Anthropology-Archeology and Social Work share a common heritage. From 1895 through 1967 they were components of the Department of Sociology. The Department of Social Work was designated as an independent department in 1967. In 1973 Anthropology-Archeology was given separate departmental status. Rather than write three departmental histories, each focusing partially on this shared time period, we have opted for a single comprehensive history. Histories of the departments covering the period 1967 through 1982 have also been written. In a sense, then, this is part one of a two part history of each department.

There are a number of formats that might have been utilized in writing this history. I have chosen to tell the story, as much as possible, in the words of those who were the department--the faculty. We are especially fortunate that faculty members such as Gillette, Cape, Lincoln and Brunk contributed many of their UND papers to the University Archives. I have liberally quoted from those papers and, for the most part, have resisted generalizations and interpretations. Hopefully, the joy and trauma of those times will become more real when presented in the words of these outstanding faculty members.

The Department of Sociology and its offspring have a rich and colorful heritage. The department has had its ups and downs, its moments of greatness and its moments of crisis. This document is dedicated to those faculty who guided the department through the good and bad times, who saw in sociology something more than an academic subject and thus enriched the lives of generations of North Dakotans.

HISTORY OF THE DEPARTMENTS OF
SOCIOLOGY, SOCIAL WORK & ANTHROPOLOGY
The Pre-Gillette Era (1895-1906)

A history of the Department of Sociology and its offspring--the Departments of Anthropology and Social Work--must in large part be a biography of John Gillette. Gillette served as chairman of the department from 1907 through 1949 and during an illustrious academic and scholastic career garnered many honors including presidency of the American Sociological Association and the title "Father of Rural Sociology."(1) But the history of the Department of Sociology does not begin with John Gillette but rather some twelve years previous.

In 1895 the president of the University, Webster Merrifield, taught a course titled "Sociology." Merrifield, a graduate of Yale University and formerly professor of Greek and Latin, established the Department of Political and Social Science in 1892. The first course description read:

Sociology--Beginnings of Society: The Origin of Civilization and the Development of Social Institutions, such as the family, property, government, etc.; together with the discussion of practical topics in modern society such as penology, charities, marriage, divorce, education, communistic and socialistic theories, etc. Small and Vincent's An Introduction to the Study of Society is used as a guide with collateral reading of Spencer, Giddings, Ward and others.(2)

The four credit hour course was taught by Merrifield who had been introduced to sociology by William Graham Sumner of Yale University. Merrifield received his Bachelor's degree from Yale in 1877 and his Master's degree in 1892. In 1880 he was elected to a tutorship at Yale, a position he held for three years. Sumner initiated the first formal course in Sociology in America (circa 1875); thus, Merrifield was one of the first persons in America to be exposed to the formal study of Sociology.(3)

Merrifield continued to serve as president of the University and instructor in political and social sciences through 1904. During that time period courses in anthropology (1896), socialism (1897), ethnology (1902) and social problems (1902) were added. Thus, by the turn of the century courses in the subject

(1) For an analysis of the theoretical orientation and contribution of John Gillette see Wisniewski, Lawrence J. "Theoretical Analysis of the Theories of J. M. Gillette on Social Change." (Unpublished M.A. Thesis, University of North Dakota) 1968. For an analysis of Gillette's role as a rural sociologist and social reformer see Tweton, D. Jerome "John Gillette: The Rural Sociologist as Reformer," North Dakota Quarterly 3, (Summer, 1981) 5-25.

(2) University of North Dakota, General Catalogue, 1895.

(3) Martindale, Don, Nature and Types of Sociological Theory (Cambridge: Houghton-Mifflin, 1960) 211. Note: Sumner, like Merrifield, taught in a department of Political and Social Science.

areas of sociology, anthropology and social work were taught--courses that were some of the earliest in America. The course descriptions in the General Catalogue read as follows:

"Anthropology--Beginnings of Society: The Origin of Civilization and the Development of Social Institutions, such as the family, property, government, etc. Tylor's Anthropology is used as a text." (1896)

"Socialism--Ely's Socialism and Social Reforms is used as a text with collateral reading in Marx, Schaeffle, Rae, the Fabian Essays and current socialist literature." (1897)

"Ethnology--a comparative study of the human species, its divisions into races, nations and tribes, the respective physical, mental and moral characteristics, with special regard to manners and customs of uncivilized and partially civilized peoples. Text: Keanes, Ethnology, lectures, discussions, papers by members of the class and written tests." (1902)

"Social Problems--a critical study of American social conditions, with special regard to such existing dangers and evils, as pauperism, crime, immigration, the concentration of urban populations, etc. Text: Wright's, Outline of Practical Sociology and Henderson's Dependent, Defective and Delinquent Classes." (1902)

Merrifield was joined in the Department of Political and Social Science in 1899 by William L. Nuessle. Although it is not known whether Nuessle, one of the first graduates of UND, taught any of the sociology/anthropology courses, he did go on to carve a very distinguished career in North Dakota history. After receiving his law degree from UND in 1901, he practiced as a lawyer and eventually was named a district court judge and ultimately a justice of the North Dakota Supreme Court. Throughout his law and judicial career he was closely involved in social welfare issues and concerns.(4)

Upon Nuessle's resigning to practice law in 1901, Andrew E. Morrison, another recent graduate, was appointed as the second instructor in the department. Morrison, like Merrifield, held split administrative-teaching responsibilities since he served as registrar of the University from 1901 to 1906. In 1902, Dr. Samuel Peterson was appointed to Morrison's teaching position and was named assistant professor of political and social science. Peterson, who was the first faculty member within the department to hold a Ph.D. (Yale), also held a law degree and taught in the Law School.

In 1905, President Merrifield bowed out of his teaching duties and appointed James E. Boyle as assistant professor in charge of the Department of Political and Social Science. Boyle, who held a Ph.D. from Wisconsin, was primarily interested in economics. Nevertheless, under his direction an additional sociology course was added--Social Pathology--a course "for mature students in charities, criminology and penology." This was the first graduate course within the department and was offered "by appointment" only. A forerunner of social

(4) For instance, he served as President of the North Dakota Conference of Social Work in 1921.

welfare courses, it covered such topics as "poverty, criminality and the defective classes."(5)

Boyle was apparently interested in social service work since he presented a faculty lecture in 1905 titled "University Settlement Work." A concern for social welfare and the progressive movement was pronounced on campus even among non-social scientists. Professor A. A. Bruce of the Law School gave a University address concerning Jane Addams that same year.(6) Bruce, who was to become a good friend of Gillette, was a pioneer in the social reform movement. A lawyer by training, he had worked with Jane Addams in the juvenile court movement in Illinois prior to accepting an appointment at the University of North Dakota. He helped draft the first Juvenile Court Act in the United States--the Illinois Law--and later was instrumental in the passage of a similar statute for North Dakota.(7) Although he eventually went on to become a Chief Justice of the North Dakota Supreme Court, his concern for social welfare was obvious throughout his life. Perhaps this is explained by his own early history. He was born in Nanda Drug, a mountain fort near Madras, India in 1866. His Scottish father was a general in the British Army serving in India. Tragically, both his parents died when he was a child and he arrived in America at 15 years of age.(8) His concern about children and later about criminal justice caused a natural affiliation between Gillette and Bruce. Although Bruce was not on the faculty of the Department of Social Science, his influence on social reform was strongly felt.

(5) University of North Dakota, op cit, 1905.

(6) Ibid.

(7) Allen, Theodora, "Development of Protective Services for Children in North Dakota" (Unpublished Master's Thesis, University of Chicago, 1944) 147-148.

(8) "Hon. Andrew A. Bruce," Bar Briefs, December 12, 1935, 166.

The Gillette Era--The Social Reform Years (1907-1917)

The twenty-fifth anniversary of the University of North Dakota (1907) also marked the arrival of John Morris Gillette. One of the first holders of a Ph.D. degree in Sociology, he was to guide the department for 42 years. Gillette was not a young man when he accepted the position at UND--he was already 41 years of age--but he possessed a sense of energy and intellectual curiosity that resulted in a constant outpouring of academic research and publications throughout his entire academic career.(9) This was to result in state, national and international fame--a fame which also reflected upon the University of North Dakota and the Department of Sociology.

Gillette was almost a prototype of the turn-of-the-century sociologist. Early sociologists shared several characteristics--rural midwest backgrounds, protestant religious beliefs and a zeal for social reform.(10) These were also characteristics of Gillette.

Gillette was a product of the Kansas prairie. His love and pride for the area is revealed by the title of the book he was writing at the time of his death--an autobiography titled Eighty Years a Plainsman.(11) He had his religious roots also. After spending some time as a rural school teacher near Pittsburg, Kansas, he received a Bachelor's degree in 1892 from Park College. Gillette indicated that the school had a limited focus--it turned out either "Presbyterian ministers or missionaries."(12) He then attended Princeton Theological Seminary and in 1895 received a Master's degree from Princeton University. That same year he was ordained as a minister and assumed the pastorate of two rural churches near Topeka, Kansas. Shortly thereafter he accepted a call to a Presbyterian Church in the frontier town of Dodge City. He later recalled that although Dodge City's wildness was wearing off, Boot Hill Cemetery was still conspicuous. "Kansas was strictly dry country but the saloons and gambling dens were very evident. The church started an anti-saloon campaign and Dr. Gillette apparently pitched in with several sermons the gamblers didn't like. An attorney was retained by the church group and many of the places were forced to close. It was then that the lives of Dr. Gillette and an elder in the church were threatened."(13)

(9) See Tweton op cit, 15-25 and Wisniewski op cit, 101-116 for comprehensive bibliographies.

(10) Hinkle, Roscoe C. and Hinkle, Giesela J., The Development of Modern Sociology (New York: Random House, 1954), 3-4.

(11) Unpublished monograph, John M. Gillette papers, Orin G. Libby Manuscript Collection, Chester Fritz Library, University of North Dakota. Hereafter cited as G.P.

(12) Grand Forks Herald, November 17, 1940.

(13) Ibid.

Gillette left the pastorate and enrolled at the University of Chicago. It was not due to the Dodge City threats, for Gillette was not one to run from controversy. Rather it was an indication of Gillette's widening intellectual interests. Although he received his Doctor of Philosophy degree in 1898, one degree was not sufficient. After briefly teaching at a Bible college in Springfield, Massachusetts he again enrolled at the University of Chicago, this time in the infant department of sociology. In 1901 he received his doctorate in that field; thus, he held two earned doctorates, one in philosophy and one in sociology.(14)

His mentor at the University of Chicago was Albion Small. They became close associates and Gillette frequently corresponded with Small even after arriving in North Dakota. Small and Gillette had much in common: ordination in the ministry (as was Sumner), devotion to social reform and a zeal for sociology. Small taught the second sociology course in America (circa 1885) and founded the first graduate department at the University of Chicago.(15) It is an interesting coincidence that Merrifield taught the first sociology course at UND; he was a student of Sumner's--the first person to teach a course in sociology in America. Gillette, Small's student, was one of the first recipients of a Ph.D. in Sociology from the first graduate program in America. Thus, the Sociology Department at UND is grounded in the very earliest roots of the sociology movement in America.

Early sociology in the Mid-west, which identified closely with the social reform movement, was devoted to bettering social conditions. Gillette was a social reformer to the core. He served on a wide variety of committees including the National Child Labor Committee and was even named chairman of the North Dakota Men's League for Women's Suffrage. James Reinhardt, a colleague and friend, wrote of Gillette--"from his point of view, any sociological effort worth a candle should be aimed at enhancing human welfare . . . he had a robust indifference to 'orthodox' sociological boundaries."(16)

Why Gillette, who left the University of Chicago holding one of the first doctorates in Sociology, accepted a position at Valley City State College teaching social science is not known. He was certainly respected by his instructors and, it is assumed, had a number of job offerings. John Dewey, his former professor of philosophy and education, wrote of Gillette in 1902:

Mr. J. M. Gillette was a student in my classes during the year 1900-01 at the end of which time he obtained the degree of Doctor of Philosophy. Mr. Gillette is a man of strong and vigorous personality, thoroughly reliable character and of great industry and enthusiasm in his work. In addition to an extensive scholarship in his particular lines, he possesses decided executive ability. I have no hesitation in

(14) Reinhardt, James M., "The Sociology of John M. Gillette," Sociology and Social Research (March-April, 1950) 244.

(15) Martindale, op cit, 190.

(16) Reinhardt, op cit, 251.

commending him for a responsible position as an administrator or as a teacher of sociology and philosophy.(17)

His mentor, Albion Small, wrote the same year:

I am happy to state that in my acquaintance with Dr. J. M. Gillette as a graduate student at the University of Chicago, I have found him to be a man of decided strength of mind and originality and vigor of thought. He has wide acquaintance with various departments of investigation, besides that of Sociology concerning which I particularly speak. In my judgement he has the requisites for educational work or for administration of a high order.(18)

Gillette taught at the State Normal School in Valley City from 1903 to 1907. President Merrifield invited Gillette to give a convocation address at the University of North Dakota in 1907. Merrifield then offered him a position at the University of North Dakota as "Professor of Sociology and Instructor in History." He was to receive an annual salary of \$1,750 and was also promised that if the enrollment was sufficient, he would soon head up a separate Department of Sociology--

. . . the work in Sociology has been offered for some years and the courses in that subject have been among the most popular. . . . in the neighborhood of 100 students, mostly young men, are taking work in the combined departments of Economics and Sociology. I anticipate that the Department of Sociology will . . . be . . . one of the most popular departments in the institution. The subject is one which naturally appeals to young men.(19)

Merrifield wasn't entirely sold on Gillette and was concerned about his religious views. Gillette, in adopting an eagerness for sociology, lost his enthusiasm for organized religion. Merrifield wrote--

I notice that you have the degree of Bachelor of Divinity as well as that of Doctor of Philosophy. May I ask whether you maintain an active membership with any church and, if so, with what denomination? We do not insist upon the matter of church membership although personally I am always glad to have our men actively connected with some religious denomination. I should be unwilling to bring any man to the University who was not heartily in sympathy with Christianity and with general church work. It is, of course, immaterial to us with what church our men are connected. It is only fair to you to say that since I last wrote you it has been intimated to me that you are not in active sympathy with general church work. I shall be glad to have a definite expression from you in regard to this matter.(20)

(17) John Dewey--letter of reference, May 27, 1902, G.P.

(18) Albion Small--letter of reference, May 24, 1902, G.P.

(19) Webster Merrifield to Gillette, May 2, 1907, G.P.

(20) Ibid.

Gillette replied that he was "in hearty accord with the fundamental principles of christianity . . . and cooperate with the great ethical and social work of the church." Merrifield responded indicating that he appreciated Gillette's "frank and manly statement" and offered Gillette the position of "Assistant Professor of Sociology and Instructor in History for the ensuing year at a salary of \$1,500."(21) Gillette was promised future salary increases of \$1,750 for the second year, \$2,000 for the third year and by the end of the fifth year \$2,250. Although Merrifield made the offer, doubt still lingered--

While your views are not altogether my views in matters economic and social, I have no hesitancy whatever in making the offer which I do herewith. If in some matters you entertain views which probably would not be acceptable to the general public in this state, I have entire confidence that your abundant good sense will keep you from exploiting these views to the detriment of the University.(22)

Merrifield must have had a sense of the future for this issue and other controversial issues were to periodically arise during Gillette's forty-two years at UND. He was in the eye of the storm on more than one occasion and was to become one of the University of North Dakota's most colorful and controversial faculty members.

Gillette did not immediately accept the offer but wrote to Merrifield a few days later in a letter that reveals much about Gillette's personality and self-image.

. . . I want to thank you first for the honor of the offer . . . It is agreeable to me saving one particular, namely the subordination in two departments. I have had the impression, which seems to be confirmed by looking over our recent correspondence . . . that Sociology was to stand by itself and that the title 'Assistant Professor of Sociology' meant Professor 'in charge.' I think my preparation for the work is too thorough, my position in the state after four years work here too well known, my position here too useful, and happy and my dignity and the opinion of my friends among educators too precious to admit to the double subordination.(23)

He suggested the title "Assistant Professor (in charge) of Sociology." Merrifield wired back his agreement and on May 16th a proud Gillette wrote Albion Small--". . . I have just received a call to the University of North Dakota to take charge of the work in Sociology . . . the differentiation of Sociology has practically been made for me and I am to try my hand at developing and organizing a new department."(24)

Gillette took seriously the prospect of establishing a separate department. A few months after arriving at UND Gillette wrote to the Board of Trustees of the

(21) Webster Merrifield to Gillette, May 10, 1907, G.P.

(22) Ibid.

(23) Gillette to Webster Merrifield, May 13, 1907, G.P.

(24) Gillette to Albion Small, May 16, 1907, G.P.

University requesting a separate Department of Sociology as well as the resources to make such a department possible--

In my humble opinion no range of study promises to do more to develop and to conserve the best elements of organized society than the scientific study of society. To obtain a fair knowledge of the nature of human society much attention must be devoted to the developmental side given in anthropology and ethnology. Hence, to begin with I have made requests for things which will enable us to do intelligent and up-to-date work in those lines.

. . . I want to make the work of this department as practical and fruitful as possible for the people in the institutions of this region. I should like to develop a sociology of North Dakota. To do this it is necessary to gather material bearing on local conditions and problems. With the desire to make this department not only of theoretical but of practical importance in the building up of this growing and promising commonwealth, I have asked for means to obtain the necessary data.(25)

Gillette went on to request that money be made available to purchase such equipment as instruments for anthropological measurements, ethnological charts, anthropological casts and masks, sociological materials and an office desk and furniture. The total request for \$250 was apparently granted and in 1908 a separate Department of Sociology was established with John M. Gillette as the sole faculty member. In one year's time he had gone from assistant professor to full professor and had founded one of the earliest departments of sociology in the United States. Much of this was due to his close relationship with Professor Orin G. Libby of the History Department.(26) Libby and Gillette had similar interests and would be both pilloried and praised during their long tenure at UND.

Ten sociology courses were taught that first year including two of the first graduate courses offered by the institution. To the existing courses ("Sociology," "Ethnology," "Social Problems" and "Social Pathology"), were added "Applied Sociology," ("to demonstrate as a scientific fact that human society is improveable"), "Educational Sociology," ("for those preparing to teach"), "North Dakota Sociology" and "Social Psychology."(27) Three of those courses were to be taught every year, without interruption, through 1967--"General Sociology," "Social Psychology" and "Social Problems." (See Appendix I). The course in Anthropology was dropped and would not be revived until 1925.

(25) Gillette to Board of Trustees of University of North Dakota, October 7, 1907, G.P.

(26) Geiger, Louis G., University of Northern Plains: A History of the University of North Dakota, 1883-1958 (Grand Forks: UND Press, 1958), p. 169.

(27) University of North Dakota, op cit, 1907-08, 91-95.

One of Gillette's first endeavors was to establish a sociology club. Although it was only listed in the University Bulletin on one occasion (1908), it was probably in existence for several years. The report of the club for 1907 indicated:

In connection with the work in Sociology there exists a sociology club, open for membership to those interested in sociological matters. It meets once a month and discusses both practical problems and scientific questions relative to society. It is open to both sexes and in its first year has a membership of about forty. To demonstrate its practical nature it sent out for signatures to sixty cities of the state petitions to Congress to have the 'Badlands' set aside for forestation purposes. These were forwarded to our representatives in Congress. (28)

Geiger, in his history of the University, indicates that the sociology club "claimed credit for persuading Theodore Roosevelt to make the Badlands into the Dakota National Forest in 1908." The club was also involved in establishing the University Settlement House in 1914. This house was the result of the efforts of Gillette, Franklin McVey, the University YMCA and the Sociology Club. It was modeled after Hull House in Chicago and provided a variety of services to "eighty needy families." (29) It was in existence until the 1930's.

In 1909, Gillette sent the first of what would prove to be many letters and memos concerning his salary. Writing to president-elect Frank McVey he stated "I respectfully ask that my salary for next year be increased to the maximum salary for full professors in this institution, whatever the maximum salary may be for that year." He went on to substantiate what he called his "righteous claims" to that amount by pointing out that he held two doctoral degrees plus a Master's in Theology and that he had recently been called to the presidency of Lindenwood College in St. Charles, Missouri. He indicated that when he had started two years previous in 1907 he taught two courses in sociology and had five students but now taught four courses with 52 students. He also mentioned his extensive involvement in community and state activities such as serving as president of the North Dakota Child Labor Committee, and the fact that he had either published or had accepted for publication three articles and one book during the past year. (30) He ended his letter by pointing out "It seems to me only a matter of justice that I should receive something like equitable compensation." (31) Apparently Gillette was successful, since in numerous letters to friends and associates he later indicated that he was the highest paid full professor at UND.

(28) Ibid, 95.

(29) Geiger, op cit, 255.

(30) One of the papers was titled "Education for Social Services," an indication of his early interest in social work education. The book, Vocational Education, was published in 1910 and eventually sold 2,000 copies.

(31) Gillette to president-elect Franklin McVey, May 17, 1909, G.P.

That letter was addressed to the in-coming president of the University, Dr. Franklin McVey. McVey, a native of Ohio was 39 years of age. Another probable student of Sumner's, he received his Ph.D. from Yale in 1895. In 1896 he accepted a position at the University of Minnesota as instructor of economics. A progressive, he was involved in tax reform, social reform and social services. For eleven years he served as president of the Board of Directors of the Associated Charities of Minneapolis and was, for a few years, its full-time executive director.(32) He served on the executive committee of the National Conference of Charities and Corrections and was a pioneer in the development of courses for social workers.(33)

The strong social science triumvirate of Boyle, Gillette and Libby measured up to McVey's own professional interests and perception of the ideal professor. Each was a productive scholar, "an effective and exacting teacher, something of a publicist, and a willing servant of the state's welfare." McVey even taught a course in social justice from time to time. Thus, Gillette found a kindred spirit in the new president--a colleague who was part of the social reform movement and emphasized scholarship and service.(34) The years of McVey's presidency were to be Gillette's most productive years.

In 1910 the total number of sociological offerings jumped to fourteen. Added to the curriculum were "Elements of Sociology," "Rural Sociology," "Charity and Philanthropy," "Criminology" and two seminars in "Social Theory."(35) The basic sociological course offerings were now set and would remain essentially the same until the 1930's.

There were major changes in 1911, however. For the first time, the Catalogue detailed a program leading to a Bachelor of Arts degree in Social Work:

Recognizing that the employment of unskilled persons in various lines of social service work is becoming more and more limited, and that the positions requiring special training are steadily increasing, the University undertakes to meet the need for this training by offering courses covering the several lines of service which will equip those taking them to enter upon either paid or voluntary work . . . In organizing these courses the University gives recognition also to the demand of a growing number of students for such training . . . it is recognized that accessible field work, the social laboratory, is limited and it will therefore be the policy to urge students to do further preparatory work in the larger centers of population. In thus training social workers, the University is also attempting to meet the

(32) "Dr. McVey to Head University." Survey, 22 (April 24, 1909) 140.

(33) Bruno, Frank J., Trends in Social Work (New York: Columbia University Press, 1948) 136.

(34) Geiger, op cit, 211.

(35) University of North Dakota, op cit, 1909-1910, 144-148.

needs of the growing towns and cities of the developing commonwealth. The problems of administering charity, of treating dependency in children, of securing better jails and lockups are becoming increasingly important in the state. By means of this course, voluntary or paid agents of these communities have a means to prepare themselves for their important duties.(36)

The curriculum provided concentrations in three areas of social work--with the "dependent classes, the defective classes and the delinquent classes." For each concentration specific courses were recommended.

All of the specialized courses, as well as the core courses in social work, were offered during the junior and senior years. During the freshman and sophomore year the student was expected to take a broad based, liberal arts program of study. In keeping with the social service focus, the department added courses in "Social Prevention and Conservation," "Juvenile Delinquency and Probation Work" and "Neighborhood Activities" in 1911. These were the first courses expressly designed for social work students rather than sociology majors.(37)

Gillette was busy in community affairs and was especially involved in child labor, poverty and suffrage issues; thus he enacted in the community what he expounded in the classroom. But he wasn't totally happy in Grand Forks despite his salary, his growing prestige and his community efforts. In 1911 he wrote to Albion Small complaining about the weather and wondering whether there might not be an opening for a sociological instructor in a "more easterly and southerly institution." He indicated--"We are a long distance from . . . the centers of civilization and are more or less penalized thereby. This is a fierce climate to live in year after year, with from six to eight months of winter, three months of which are very intense." The letter was written in February and Gillette, reflecting his growing interest in statistics, stated "The month which has closed averaged 2.7 degrees below zero in temperature and the first 16 days averaged 11 degrees below." Despite this depressing message Gillette noted that the subject of sociology was having a "healthy growth," in the school with an enrollment of fifty students or one-tenth of the 500 students at UND. He went on to praise McVey--"The head of the institution is responsive to every suggestion of improvement in my department and holds out hope of assistance in teaching before long." He also pointed out that he had been working with the state legislature to create a "Bureau of Social Investigation" to which he would be named director if a small appropriation was forthcoming.(38)

Although the curriculum listed some 17 courses by 1911, most courses were not taught each semester. For instance, during the fall semester of 1911 the courses in "Ethnology," "Social Psychology," "Rural Sociology" and "Elements of

(36) University of North Dakota, *op cit*, 1910-1911, 107-109.

(37) *Ibid*, 108-109.

(38) Gillette to Albion Small, February 2, 1911, G.P.

Sociology" were taught. The second semester Gillette taught "Criminology," "Charities," "Social Problems," "Rural Sociology" and "General Sociology." During the summer session, he taught "Sociology of Education," "Social Psychology," "Ethnology" and "Rural Sociology." Enrollment in many of these classes was very small. For instance, during the first semester only seven students were registered in "Ethnology," nine in "Social Psychology," six in "Rural Sociology" and 25 in "Elements of Sociology." During that same year Gillette gave 18 lectures and addresses away from the University including speeches at the North Dakota State Teachers Association meeting, the Minnesota State Conference of Charities and Corrections, and the American Sociological Society. (39)

In 1912 Gillette began his personal crusade to do away with poor farms. During the previous two years he had been involved in investigating North Dakota's poor farms and had, in fact, travelled throughout the state at his own expense in order to visit the existing facilities. He also visited 20 jails and lockups. The findings were published in the Quarterly Journal of the University of North Dakota in an article titled "Poor-Relief and Jails in North Dakota." This report was to have an impact on state and national levels. Gillette called for a central research bureau to study the problem of "pauperism, conditions in jails and the cost of supporting the defective classes." He recommended the classification and inspection of jails and the abandonment of state poor farms. To take their place he advocated an effective "outdoor relief" system. He also asked that a state board of charities be established in order to supervise local and state charitable institutions. Although few of these recommendations were immediately accepted, in due time most were incorporated into the law. (40)

Gillette expressed a concern at that time which was to be repeated many times in the future.

It is one of the traditional conditions which still persists in educational institution that are supposed to foster research that departments which use mechanical instruments to carry on experiment are given thousands of dollars while departments whose field of research lies in the world outside are denied any investigative funds or given a mere pittance. (41)

Gillette advocated changes in the poor relief system and was especially concerned about the increasing costs for poor relief. Between 1906 and 1911 "the expenditure for that purpose grew 2.7 times as fast as the population." (42) Gillette's efforts resulted in major revisions of the North Dakota poor laws.

(39) Annual Report for Department of Sociology, May 31, 1911. Hereafter cited as Annual Report.

(40) Gillette, John M. "Poor-Relief and Jails in North Dakota." The Quarterly Journal of the University of North Dakota, 3 (January, 1913), 100.

(41) Ibid, 100.

(42) Gillette to Governor L. B. Hanna, December 14, 1912, G.P.

After many requests, Gillette was given assistance in teaching. A graduate student, George Davies, joined the faculty in 1913 and taught courses in "Social Psychology," "Charities," "Sociology of Education" and "Criminology." In 1914, Davies received the first Ph.D. from the University of North Dakota, a degree in sociology and history.(43) Davies was to teach in the Department of Sociology until 1928. Although he became well-known for his work in statistics and empirical research, he was also cut from the same social reform mold as Gillette. Their relationship was close both personally and professionally.(44)

Gillette experienced one of his most productive years in 1913. He delivered 25 addresses throughout the state, submitted another book for publication (Constructive Rural Sociology), published two articles, was named state correspondent for the National Conference of Charities and Corrections, and was increasingly perceived as a leader in the sociology movement across America.(45) An article was published in Survey titled "Teaching Sociology in North Dakota."(46) This described Gillette's efforts especially as they related to research concerning the insane, the poor and the delinquent. The general secretary of the National Conference of Charities and Corrections wrote Gillette that year stating--"I congratulate you on your success in setting a new high mark for the work of the Department of Sociology. It is much gratifying that universities are becoming increasingly powerful in social progress."(47)

It was also a good year inasmuch as Gillette's calls for adequate equipment had apparently been met. He wrote--"The Department of Sociology is getting fairly well equipped with maps, charts, and ethnological casts and instruments. Small additions from time-to-time will be sufficient to extend equipment as needed."(48)

The major accomplishment of that year was the writing and publication of the book Constructive Rural Sociology. This book and its successor, Rural Sociology, were to eventually earn Gillette the title "Father of Rural Sociology." During his lifetime the two editions of the first book (1913, 1916) sold 20,500 copies. This was not Gillette's best seller since the book Current Social Problems would sell over 24,000 copies, but it was his best known work.(49) Years later, because of his work in rural sociology, he was inducted into the International Institute of Sociology in Paris by Dr. Renae Werms. At that time

(43) Geiger, op cit, 212.

(44) Ibid, 347.

(45) Annual Report, June 18, 1913.

(46) Johnson, Alexander, "Teaching Sociology in North Dakota," Survey (May 31, 1913) 304-305.

(47) Alexander Johnson to Gillette, April 18, 1913, G.P.

(48) Annual Report op cit.

(49) "Circulation of Books by J. M. Gillette," June, 1945, G.P.

Wermes stated: "Dr. Gillette of the University of North Dakota has done more for the rural life of France than any living person."(50)

Thirty-three years later (1946) Gillette was asked to defend his work by Professor Ray Wakely of Iowa State College. Wakely was researching the development of rural sociology in America and put several difficult questions to Gillette. Gillette responded, half in jest: "In a way it looks as if you have asked me to defend myself 'against aspersions,' against what those of other schools of thought allege about my pretensions to being a god to goodness rural sociologist . . . I will jot down a few things which seem to me to be objective facts." One allegation was that Rural Sociology (1922) was "narrow, partial, predominantly a population rural sociology and old fashioned." These were offensive words to Gillette and he defended his book in characteristic fashion: "About being narrow and partial, I think my work is the most societally cosmic work in the field." Gillette also explained that Constructive Rural Sociology preceded any other "rural sociology publication by four years" and "not only met a good reception but chapters of it were reproduced by semi-popular periodicals."(51)

If Gillette's book was "societally cosmic" so were his interests. In 1913 he studied the weather and its effect on social relationships.

One of the things sociology, in common with other sciences, would like to see accomplished is the full exploration and charting of climatic and meteorological conditions in order that their effects on man as an individual and . . . on collective life might be established.

He was interested in the effects of weather on criminality, children's conduct, agriculture and commerce. He also called for the development of weather bureaus throughout the state so that the effects of weather could be more adequately studied.(52) This was a life-long interest and in 1945 Gillette wrote "North Dakota Weather and the Rural Economy," a lengthy monograph.(53) George A. Lundberg, a former student of Gillette, in a review of the book praised the "author's indefatigable enthusiasm, industry and skill in assembling and analyzing scientific data." It is "a fascinating study of the relation of physical environment to social life."(54)

Gillette's interest in the weather did not preclude interest in social reform issues. However, his progressive ideas of 1913 might be considered regressive today. Referring to the institutionalization of the mentally retarded he stated--

(50) Grand Forks Herald, op cit.

(51) Gillette to Ray E. Wakely, March 29, 1946, G.P.

(52) Gillette to Howard E. Simpson, June 2, 1913, G.P.

(53) "North Dakota Weather and the Rural Economy," North Dakota History, 12 (January-April, 1945) 5-95.

(54) As quoted in Reinhardt, op cit, 248-249.

"I would say that our state institution for feeble-minded can take care of probably not more than one-fourth or one-fifth of the feeble-minded children in the state who really should be in such an institution." Gillette was in agreement with the eugenics movement of that time and advocated that the mentally retarded child be placed in a humane institution. He was also concerned that financial assistance to the poor would result in dependency and that "uncontrolled charity makes paupers."(55)

Gillette's increasing reputation brought many job offers. In 1914 he received an invitation to replace Professor Elwood as chair of the department at the University of Missouri. Gillette, writing to his friend Professor George Vincent of the University of Minnesota, was obviously ambivalent about taking the position. Although a change in climate seemed attractive to Gillette, he was also obviously pleased with his position at UND despite his letters to the contrary--"Here we have a growing department, comparatively as strong as others in the institution. I have an assistant, teach about 10 hours a week and have leisure time for investigative and literary work."(56) He wrote to Albion Small to explain his reasons for turning down the position: "I receive the maximum salary here paid professors, the first in the institution to do so."(57) It appears that Gillette stressed his poverty when seeking salary increases but recognized his good standing when considering new positions.

Gillette actively sought outside funds to support scholarships in sociology. Writing to a potential donor he stated--"Hardly any line of University education touches the lives of men and the training of an intelligent citizenship more than sociology . . . our leaders must know (sociology) if they are to be true and just leaders." Gillette stressed that his courses stimulated his students to be concerned about the conditions of country life ("Rural Sociology"), the problems of the city ("Municipal Sociology") and the alcoholism problem ("Social Effects of Liquor and Narcotics Problem").(58)

Gillette was proud of the fact that a course in alcoholism and narcotics had been established at the University as early as 1913 and in writing to an old friend from Kansas reminisced about their joint experiences in Dodge City--"I know you have kept up the old fighting instincts that you manifested in Dodge City when the saloons had to get out. That was a great experience which I often look back to with interest . . . I have a course on the effects of alcoholism . . . one of the very few given in universities in this country."(59)

These pre-war years were somewhat troubled times at the University relative to the issue of academic freedom. Terminations and resignations had occurred due to perceived faculty involvement in politics and reform. This concern was not

(55) Gillette to William A. McKeever, October 23, 1913, G.P.

(56) Gillette to George E. Vincent, April 21, 1914, G.P.

(57) Gillette to Albion W. Small, May 30, 1914, G.P.

(58) Gillette to M. F. Murphy, November 7, 1914, G.P.

(59) Gillette to S. J. Crumbine, November 15, 1914, G.P.

isolated to North Dakota but rather a national problem. In 1914, John Dewey and A. O. Lovejoy wrote Gillette asking for his involvement in a fledgling organization--the "National Association of University Professors." Dewey explained that an organizing committee had met and was inviting involvement "of a limited number of members of the profession, known to the committee to be especially qualified representatives of their specialties and of the work of the local institutions." (60) Gillette attended the founding meeting in 1915 in New York City and was the UND faculty's official delegate. North Dakota established a charter chapter of the organization--"The only one in the northwest west of Minneapolis and . . . larger than AAUP chapters of many older and more mature institutions." Gillette, along with Boyle, were charter members of the organization. (61)

Gillette was writing a book a year since 1914 saw the publication of Family and Society and 1915 Sociology. This coupled with Vocational Education and Constructive Rural Sociology placed him in the ranks of nationally known authors. However, the latest two books were not adopted as readily as the book in rural sociology. Only 1,000 volumes of Family and Society and 2,000 volumes of Sociology were sold. (62) Interestingly, Gillette's Sociology was translated into Chinese and used in China. He was also busy giving papers and presented three papers at the American Sociological Society meeting that year. He guest lectured at Indiana University, Utah State and the University of Utah. He also had time to serve as vice-president of the Grand Forks Associated Charities and as alderman on the city council. (63)

Davies, apparently emulating Gillette, was busy writing papers on alcoholism, arithmetical ability and the influences of environment. Just as Gillette studied jails and poverty firsthand, so Davies decided to study the prison problems of the state. His approach was slightly different, however. Whereas Gillette gathered statistics and developed charts, Davies pioneered in participant observation--he had himself admitted briefly to the North Dakota State Penitentiary. In his subsequent article he described the routine of prison life--"The tragedies of wasted careers, of broken homes, of grieving relatives; yes, and of the law's crude mishandling of human nature." (64) He even experienced the problems of bedbugs--

There was an electric bulb close to the ceiling, but this could not be used now because the lights had been turned off for the night, so I was obliged to undress by the faint light reflected by the corridor. I lay down on the narrow straw mattress, placed my head on a high and rather solid straw pillow, and drew over me the clean and ample

(60) John Dewey and A. O. Lovejoy to Gillette, November 17, 1914, G.P.

(61) Geiger, op cit, 280.

(62) "Circulation of Books" by J. M. Gillette, G.P. (no date listed).

(63) Annual Report, June 1, 1914.

(64) Davies, George R. "Some Prison Problems in North Dakota," Quarterly Journal of the University of North Dakota, 5 (January, 1915) 121.

covers . . . Within the building the silence was but slightly broken by occasional sounds that came muffled through the brick walls that reflected down the corridor: the snoring of sound sleepers, the muttering of a man talking in his sleep, a curse from a neighboring sleepless inmate, or the slippers tread of a guard as he made his hourly rounds . . . I think I had not slept many minutes before I awakened with a feeling of discomfort. Holding my arm at random across the pillow, I noticed that a dark stain developed; I had crushed one of numerous bedfellows for whom bars were no obstacle. To relay briefly what was to me a very long story, I found that what I had hoped would be an illuminating experience of prison life had degenerated into an exceedingly sordid tussle.(65)

Apparently this experience in participant observation did not deter Davies from other efforts. Determined to find out whether the bloodhounds could actually do their job, he and a trusty volunteered to play the role of the hare in a game of hare and the hounds. The dogs were successful and Davies attested to their effectiveness--"Needless to say, if we had been criminals attempting to escape, we should not have got very far on that occasion."(66)

Davies' article was published in the Quarterly Journal, a volume which also recorded an article by Gillette, Davies and the dean of the medical school, H. E. French titled "Insanity in North Dakota." It was a study of the frequency of insanity, projections for the future, an exposition of conditions effecting the growth of insanity and a suggested program for ameliorating the problem.(67) One of Gillette's recommendations was for a state public welfare association--a recommendation which bore fruit in 1920 with the establishment of the North Dakota Conference of Social Welfare. Gillette was to be a charter member and future president.

The courses in social reform, social services and community change grew increasingly popular. Along with the more traditional sociology courses, there were courses in "Community Building," "Social Effects of Liquor and Narcotics Problems," "Urban Social Problems," "Family and Family Relations," "Neighborhood Activities," and "Juvenile Delinquency and Prevention Work."

The 1915 Registrar's report gives insight into Gillette's teaching style and grading procedures. A report published that year lists the names of students who received grades of "A" or "B" in University courses. For instance, in "Social Problems," with an enrollment of 26 students, only one student received an "A" and seven students received a "B". The other 18 students received grades of "C" or lower. Basically the same pattern held true except for the small courses such as "Family" where all four students received grades of either

(65) Ibid, 123-124.

(66) Ibid, 129.

(67) Gillette, John M., Harley E. French and George R. Davies, "Insanity in North Dakota," Quarterly Journal of the University of North Dakota 5, (January, 1915) 139-164.

"A" or "B". Many of the courses were very small--only two students enrolled in "Statistics" and two in "Theories of Society."(68)

Gillette continued to expect and request the most up-to-date equipment and materials despite his isolated location. When he learned of the availability of stereoptican slides dealing with mental retardation or archaeological sites he was quick to request the materials. He also used the anthropological equipment with students and not always with a great deal of finesse. In 1915 Gillette wrote to one of his students who was apparently experiencing some problems in his class:

You have been an intellectual puzzle to me during the whole year. You seem to have ability and yet you never seem to think. According to my analysis you have a purely conventional mind, one unable to respond to a new point of view, one that automatically reiterates the racial experience of thousands of generations whenever a new question is put. Needless to say that such a response is not that of intellectual development . . . To get persons out of this hereditary complacency I have adopted the method of shocks and close-questioning in classwork. It usually serves to arouse the activity of the gray matter of the brain but with you it has not greatly succeeded . . . so far as I can tell none of this has had very visible effects on you save to get from you an almost purely mechanical reaction . . . In my humble opinion what you need to do is get acquainted with facts and learn to relate them to each other and to the universe on some intelligible basis. You have stated that you think you are getting benefits out of sociology. Perhaps you are making headway towards an intellectual grasp of things which will show up more strongly later. Would it not be wise therefore to concentrate your energies on the subjects which are difficult with the view of making a mastery of certain fields? Your anthropological head measurements indicate that you have a large brain; your regular features indicate that it has quality. What you need to do is make a resolve to think your way through your studies.(69)

Just as Gillette was direct and blunt with his students so were Gillette's peers direct with him. W. I. Thomas of the University of Chicago wrote Gillette in 1915 regarding a paper he wrote on rural communities. After complimenting Gillette on the content of the article he stated--

In the first place your style is poor. It is powerful but uncouth, and you are not on good terms (good conventional terms) with the English language. I've gone over the paper minutely from this standpoint, and you will see what I mean, though you will of course follow your judgement in restoring your own wordings when you wish. This set of papers is going to be an extended affair and to have

(68) "Scholastic Standing of College Students," Registrar's Report for 1915, University of North Dakota, 63-64.

(69) Gillette to Miss Leine, March 22, 1915, G.P.

distinguished names connected with it, and frankly, if your paper went in in its present shape, it would not compare favorably in form with many of the others.(70)

Gillette's work was now nationally known and this reflected favorably on his department and the University. He served on the executive or advisory committees of three national organizations including the American Sociological Society. He made the point that if all of his articles were printed in book form that they would "amount to over 2,000 pages."(71) Gillette's reputation was recognized by E. A. Ross, one of the founding fathers in sociology--"Professor John Gillette, Professor of Sociology at the University of North Dakota, is among the 15 strongest sociological men in the country, perhaps among the 10 strongest . . . He is an active, stirring man with a powerful mind and with any quantity of initiative."(72)

Gillette was queried in 1916 by Professor A. J. Todd of the University of Minnesota regarding his teaching methods relative to sociology. Gillette's response provides insight into his philosophy and teaching technique. He indicated that one of his most effective teaching devices involved--

Rigid questioning of students in class . . . Personally I find nothing equals a thorough going process of questioning students while they are on their feet to enable them to discover their strengths and their weaknesses in a given subject. I never permit a student to take a seat until I have ascertained whether or not he knows the subject and he is usually satisfied that either he does or does not by the time the process is over.(73)

He required student reports and semester papers and questioned the lecture method--

I believe the exclusive use of the lecture method is a pitfall even for advanced classes where reasonably good texts are available; although the personality of the instructor in lecturing adds something to the efficiency of instruction, lecturing results in a great loss of time because with a good text a student is able to grasp in a few moments what it will take a lecturer an hour to develop if the student is permitted or expected to take full notes. I, consequently, believe that a good text should be made the basis of the work to be supplemented by requisite lectures and talks.(74)

(70) W. I. Thomas to Gillette, May 10, 1915, G.P.

(71) Gillette to William H. Greenleaf, January, 9, 1915, G.P.

(72) E. A. Ross to R. T. Ely, June 9, 1915, G.P.

(73) Gillette to A. J. Todd, December 19, 1916, G.P.

(74) Ibid.

In 1916, a new political movement came on the scene which was to have a far reaching impact on Gillette and, indirectly, the Sociology Department. The Non-Partisan League, essentially a farmer's organization, found an early adherent in John Gillette. In 1916 Gillette was asked to run as the party's candidate for the Superintendent of Public Instruction office.(75) Gillette, in 1919, wrote an article on the Non-Partisan League which was published in Survey and is still considered one of the most comprehensive yet objective articles on the subject.(76)

Gillette, with his agrarian roots and socialistic tendencies found a philosophical home within the party. This was to cause him problems including a near dismissal; it was also to result in his being offered the presidency of the University of North Dakota--an honor that he turned down.

In 1917 Gillette injected himself into yet another issue which was to re-occur periodically throughout the years--the overlapping of the professional missions of the University of North Dakota and the then Agricultural College at Fargo. A previous report to the Board of Regents--the Craighead Report--warned of the dangers of duplication of coursework between the two institutions. The report recommended that all courses of a professional or liberal arts nature be taught at the University of North Dakota and those concerning agriculture and industrial courses be taught at the Agricultural College. The report was not well received by advocates for the Agricultural College and the matter was appealed to the North Dakota Supreme Court. Gillette wrote to his friend, Justice Birdzell, a former University of North Dakota law instructor and then Justice of the Supreme Court, to present his point of view: "Educationally, a situation has arisen in this state for a burdensome overlapping of courses and educational work . . . If this situation becomes intensified, the burden will become the heavier and the state will have to support two universities."

Gillette felt that the Commission's recommendations for a division of labor were fair and praised them as they related to the mission of the Agricultural College. As a rural sociologist, he saw much value in the school and its promotion of agriculture and rural life: "If the agricultural college does not train farmers, promote farming and agricultural life, and do these things far more devotedly and profoundly than this or other separate agricultural colleges have done, where is the friendship for the farmer that such institutions profess and are supposed to envince?"(77) Obviously, Gillette's point of view did not prevail. But this was a minor issue compared to the dominant concern of that day--World War I and America's role in that war.

(75) Incidentally, Gillette used the potential candidacy for the Superintendent of Public Instruction office to bargain for a higher potential salary at the University of Kansas where he was offered a position. Again, it was a question of salary. Although he would have been named chair of the department when Professor Blackmar retired, he would have received \$500 less a year than what he was making in North Dakota.

(76) Gillette, John M., "The North Dakota Harvest of the Non-Partisan League," Survey, 46 (March 1, 1919) 753-760.

(77) Gillette to Luther E. Birdzell, February 25, 1917, G.P.

Gillette did become involved in the war effort and was appointed by Governor Frazier to serve on the North Dakota Council of Defense. Gillette accepted although with some misgivings. A more telling letter was written to Albion Small.

What appears to me to be the greatest assistance social scientists can offer now is to use their influence toward fighting autocracy within the nation as well as without. I do not grow enthusiastic over imposing democracy on over-the-sea nations while we are allowing the industrial and commercial leeches to make colossal fortunes out of the necessities of war and to remorselessly extract the last farthing from the unprotected masses of our own nation. I never conceived such shameless greed as my fellow countrymen have exhibited and now persist in exhibiting. Our biggest job will be to help our nation organize itself against the enemies in our midst, many of whom are sacrilegiously shouting "a war for democracy." I appreciate what the United States has contributed to the democratization of the world and the establishment of representative constitutional government, of complete religious toleration through separation of state and church, and of a society freed from the strangling effects of ironclad classes and castes . . . but I likewise realize that in some respects our national democracy is the most undemocratic and the most autocratic of all great national societies."(78)

Now, instead of social reform, Gillette turned his attention to ameliorative relief work. He aided the Red Cross in establishing home services and conducting local institutes for the training of social workers. He was even offered a position with the Red Cross to direct their training program in the Upper Midwest. Gillette had priced himself out of the market, however--"In reply I will say that I think we shall have to look for someone who can perform this service for the Red Cross at a lower salary. You understand of course that this decision does not imply that you have not put the figure where it ought to be for you."(79)

Gillette's report for 1918 indicated continued growth for the Department of Sociology. A third faculty member, Luella Hall, joined the staff on a one-fourth basis that year. She was with the department for four years (1918-1922) and conducted research into the "defective classes."(80) Hall's appointment was somewhat unusual in those days since sociology departments tended to be male oriented. Gillette, however, was in the forefront of the Women's Rights Movement and even served as president of the state chapter of the National Men's League for Women's Suffrage. In supporting the proposed suffrage amendment to the Constitution he wrote to a congressman--

(78) Gillette to Albion W. Small, June, 1917, G.P.

(79) J. C. Gillin to Gillette, August 10, 1918, G.P.

(80) Hall, Luella, "The Education of Delinquents and Defectives," Quarterly Journal of the University of North Dakota, 11 (July, 1921) 308-324.

I'm not able to regard the amendment as a revolutionary measure but merely the culmination of a gradual evolutionary process . . . It is a matter of justice to those who have human attributes in common with man. I am satisfied the measure can do no injury but I am quite certain that in matters of social and domestic interests the vote of women can do much good.(81)

In an article published in the Quarterly Journal titled "Woman and Her Future," he traced the evolution of women to their present status (1918). He advocated voting rights for women and, in one of his rare expressions of humor in print, stated: "When that half of the world which demands its rights is women, it is time for mere man to make compromises or take to the cyclone cellar."(82) Utilizing his anthropological knowledge he cited evidence "that the head of woman has grown smaller relative to man since pre-historic and even Egyptian times."(83) However, he added--"She has all the essential attributes and powers of human intelligence. Her whole educational career demonstrates that she is equal in intelligence and in staying powers."(84)

World War I and its inheritance--the post war "Red Scare"--was a turning point for Gillette. It was a time of intellectual crisis--a crisis which resulted in a turning away from social reform and a focus on scientific method. The progressive movement and its component, the social reform movement, was based on a belief in the perfectability of man. A war between the leading civilizations of the world was shattering and confusing to Gillette. He wrote to Professor Albion Small in June of 1917:

If ever the pillars of society seem falling down and the foundations of civilization crumbling under our feet the occasion is the present. The dissolution of structures and the disorganization of fundamental interests resembles the general chaos which accompanies some great terrestrial upheaval. Most of us are stunned if not completely bewildered. For what is there to hope for when the expected refuses to happen? How can one be otherwise than resignedly pessimistic when the utmost efforts of humanity and nations are being exercised to destroy life, impair the physical stock, breed poverty, and stimulate crime? Have we any assurance that what we do may not promote the process of disorganization? Is it not the best we can do to salvage the wreckage rather than build for the time after the great war?(85)

(81) Gillette to Sen. Porter J. McCumber, June 17, 1918, G.P.

(82) Gillette, "Woman and Her Future," Quarterly Journal of the University of North Dakota 8, (January, 1918) 142.

(83) Ibid, 143.

(84) Ibid, 148.

(85) Gillette to Albion W. Small, June, 1917, G.P.

Gillette's dreams for a perfectable world order were dashed. Much of his social reform zeal was dampened following the great war and Gillette's intellectual concerns turned more and more to statistical reports and social problems rather than to philanthropy and social action. Part of this may be explained by his age--fifty-one. It is also explained by the national trend in sociology toward greater emphasis and scientific method. But it is also a likely result of despair and disillusionment at Great Britain and Germany--leaders in progressive social legislation--engaging in a bloody and senseless war. Gillette didn't know it but he too, in a very few months, was to become embroiled in a senseless conflict on campus--a battle that would almost cost him his job and sully his reputation.

The Gillette Era--The Scientific Years (1918-1949)

Gillette in his 1918 report to Thomas Kane, the newly appointed President of the University, indicated that despite the war sociology enrollment (314) was stable. Although 1918 was not a productive year for Gillette in terms of publications, he did continue his investigative work in rural sociology. Dr. Davies researched social-economic trends in North Dakota and for a few years taught a course under that title. Gillette was busy in community affairs and served as a member of the National Child Labor Committee, the National War Prison Labor Committee, on a number of committees of the American Sociological Society, as president and member of the Grand Forks City Council, as president of the City Board of Health, as chairman of the City Council Poor Relief Committee, as vice-president of the Public Welfare Society of the City, as chairman of the Extension Committee of the University Council, and as chairman of the Grand Forks County Civilian Relief Committee. Dr. Davies and Miss Hall were similarly occupied. Gillette was proud of his faculty and wrote: "In ability, training, scientific spirit and esprit-de-corps of staff there is little to be desired." Gillette requested money to do investigative work for a "reflectroscope" for the department. This was probably an early form of the overhead projector and Gillette predicted that with such a device that he could "increase class efficiency by 50%." He also requested money to build cases to house ethnological material. (86)

Gillette, unwittingly, made one further comment which was to cause him more than a little embarrassment. It was the type of comment that would have been inconsequential to McVey but was goading to Kane. Gillette's relationship with Merrifield had been good and with McVey it was outstanding. In McVey he had found a colleague. But McVey and Kane were almost polar opposites--McVey was a reform minded economist while Kane was a teacher of classical Latin. While Gillette and McVey shared much in common there was little to link Kane and Gillette. Gillette had become a power on campus; thus, it was perhaps inevitable that tension would erupt.

Gillette delivered his 1918 annual report to President Kane some four days before Kane's inauguration. A paragraph within the report read:

"Efficiency of instruction: Measured by number of failures and conditions of students, the quality of the teaching work is good. I do not hold that thoroughness of work is to be rated in terms of the large number of students flunked but believe the teacher, if a good teacher, will show a small mortality rate." (87)

These words were to haunt Gillette four days later.

President Kane, during his installation address on June 19, 1918, explained his philosophy of administration and education. He appeared to emphasize student rights and indicated that faculty would henceforth earn their pay--

(86) Annual Report, June 19, 1918.

(87) *Ibid*, 4.

Let us note that any man who fails to give the same energy and interest to his work in the University that would be necessary for success in banking, or business, or farming, is practically certain, in the long run, to be regarded as not measuring up to the requirements of the University of North Dakota. . . . One thing I especially want to exhort my colleagues to remember and that is that the University is a means and not an end. The University is here for the students and for the state.(88)

This could be and was interpreted as a slam at the integrity of the existing faculty. To say the least, this was a peculiar way to start a new administration. But there was more to come; Kane zeroed in on Gillette although not by name.

To speak in some detail, I may say that I have been associated with a good many professors who assume that it was evidence of strength in their department to fail a noticeably larger number of their students. I want to emphasize the fact that the failure of students in a department represents a divided responsibility. I wonder if we could find a physician or surgeon in any hospital in the state who based his claim to skill in his profession on the number of patients who died in his hospital. I wonder if the automobile school, at Fargo, emphasizes in any of its advertisements for students, the number of students trained there who, at the end of their course of training, are not able to run an automobile. I accept, at once, that a teacher cannot make a scholar out of a student who will not apply himself, but with students who have completed a course of training in standard high schools, the presumption is that we ought to be able to have them succeed in their work at the University, if we do our job wisely enough.(89)

Perhaps this statement was prompted in reaction to Gillette's annual report and his comments about "mortality rates." The next comments by Kane left no doubt that Gillette was his target. The issue involved Gillette's actions on the University Discipline Committee on which he served. The case in question involved members of a fraternity who had become inebriated and caused a well publicized incident. Charges, besides that of drunkenness, involved raiding a women's dormitory and making a general spectacle of themselves. After hearing testimony from the police and witnesses, the committee recommended certain disciplinary action to the President. Kane, in his inaugural address, made reference to this disciplinary action and stated:

In advance, I may say that I feel it is important for the University and all of its methods of procedure to aim to serve as a model for the students; that is to say, the students, like all the rest of us, take on a great deal of their education indirectly . . . in the atmosphere of the University. In the case of the discipline referred to, I called in a representative of the students concerned, that I might personally

(88) Kane, Thomas, "The Installation Address of the President of the University of North Dakota," School and Society, 8 (August 3, 1918) 125-126.

(89) Ibid, 126.

know their point of view in the matter. I was dumbfounded to find that the committee had recommended the most severe penalty that could be devised . . . without ever having a conference with any student involved and without giving anyone, on whom sentence was being passed, the slightest chance to be heard. I am using this in way of illustration and not for judgement. I should like to add further, without thought of criticism, that one of the members of this committee was at the head of our Department of Sociology. It raises a question in my mind whether we are practicing social justice or whether we are just preaching social justice.(90)

Whether Kane meant to attack Gillette publicly or whether, in his naivete, he felt this was an appropriate remark for an inaugural address is not known; regardless, it was taken as a public affront to the faculty and Gillette. Gillette's friends rose to his defense. E. H. Cooley of the Extension Division wrote--

. . . by your conduct and attitude in the matter you have gained a great deal. You have proved yourself to be the big, generous spirit that we all so dearly love, and you have gained the admiration of others who have not the privilege of knowing you as well as do the faculty.(91)

To add insult to injury, Kane's inaugural address with the offending language was published in a national journal, School and Society.(92) Thus, the issue was given great visibility. Gillette felt he had to defend his national reputation and he responded with a lengthy letter to the editor that was published in a subsequent edition of the same journal. He laid out his case in detail but not in the attacking or scathing manner of which he was capable. (93) The matter did not end there; it was only the end of the first round.

There was continuing tension between Gillette and Kane over the next few years. This tension was not limited to Gillette but engulfed the majority of the faculty. During this time period the conservative Republican forces, the Independent Voters Association (IVA) and the liberal Non-Partisan League (NPL) were struggling for control of the state legislature. McVey, who had experienced a similar strain during his tenure wisely refrained from affiliating with either group. Kane did not exercise the same discretion and was quickly identified with the conservative Republican faction. Because Gillette had sympathy for the NPL and was perceived by some as a socialist he was a ready target for the conservatives. This conflict was but a local skirmish in the national crusade known as the "Red Scare." The end result was that both parties to the conflict used political pressure. At one point Gillette and his faculty cohorts attempted to have Kane ousted. Kane, winning that round also,

(90) Ibid, 127.

(91) E. H. Cooley to Gillette, June 25, 1918, G.P.

(92) Op cit, 121-131.

(93) Gillette, John M. "Letter to the editor," School and Society 8, (September 14, 1918) 320-322.

attempted to have Gillette and his group of dissenters ousted. That didn't work. Eventually an informal armistice occurred with both the Gillette faction and the Kane faction co-habiting the campus.(94)

Gillette wrote to former President McVey in 1920 to describe the ordeal he had been through--

. . . the scholastic year is closed for me. We had a heck of a time here in February and it looked like a southern race riot or the assembling of Kentucky klansmen to mete out vengeance. The fort was stormed during two or three days by the young saviors of our beloved country who are now devoting themselves to promoting liberty and liberality of thought in moss-backed institutions of learning. The presidential office was handed over to the students and the Grand Forks Herald and we were run along new and original lines. A little band of faculty members who were trying to get the Board of Administration to free us from the hand of the oppressor was made to feel in devious and public ways that they were undesirable citizens. One felt that he took his life in his hands whenever he passed through the halls of excited students and that the brickbat or the noose might be his lot at any time. It was some hot old time let me tell you. Of course, the Board bungled and was afraid of its job. But, nevertheless, had two of the deans acted the man and not reversed themselves, the job would have been finished to our liking.(95)

Gillette was not entirely negative about the incident and recognized that some good things happened . . .

I really think it did the chief some good, however. He is more alert and busy on University matters than formerly and the business manager tells me that the finances are looked after much better than formerly. Personally, I have nothing to complain about as the chief has not hazed or outlawed me in any way so far. Still, one would feel a relief should he receive a call elsewhere. Probably the greatest lack is in matters of discipline. Evidence indicates that the easy way it taken, a way that will appeal to false student support, in order that the position will be strengthened.(96)

Gillette weathered the storm. Other faculty members did not. This unhappy time in the history of the University of North Dakota is related in Upton Sinclair's The Goose Step--A Study of American Education.(97) The thesis of Sinclair's book is that "our educational system is not a public service, but an

(94) See Geiger, op cit 300-318 for a full account of this tension.

(95) Gillette to McVey, June 13, 1920, G.P.

(96) Ibid.

(97) Sinclair, Upton, The Goose Step - A Study of American Education (Pasadena:1924).

instrument of special privilege; its purpose is not to further the welfare of mankind, but merely to keep American capitalist."(98) He chronicled the experiences of many universities and colleges during the "Red Scare" hysteria of the early 1920's. In the University of North Dakota section titled "The University of Wheat," Sinclair revealed the strain between President Kane and the faculty. He attributed the conflict to underlying tensions between the Independent Voters Association and the Non-Partisan League. Although Gillette was contacted by Sinclair for firsthand information, he avoided direct involvement. Gillette suggested that Sinclair contact another UND professor who had recently resigned and would be willing to be quoted--"He can give you some hair-raising accounts, if he is so minded, and I think he will consent if he can do so with safety." Gillette did provide a little background information but stated--"No man feels free here who is dealing with social or public issues and necessarily his teaching is restrained. The situation is so bitter that he has no freedom of speech or action as a citizen, that is without endangering his position or the life of his family." Although Gillette obviously wanted to bare his soul, he requested that Sinclair keep the information he had related as confidential: "If we were economically independent we could tell the truth, but we do not dare. So I ask that my name not be used in connection with the above statements."(99) Apparently Sinclair took this and other comments to heart for at the end of his article he wrote: "Finally, in justice to liberal professors, I think I should state that no person now at the University has furnished me information about it. Several were asked to do so, and declined."(100)

Gillette, unlike some of his colleagues, survived the episode. It was a bitter lesson and coupled with the dismaying experience of the First World War gnawed away at his perception of the perfectability of man. But still another blow was to be struck--the controversy about evolution.

Was the teaching of evolution theory appropriate in higher education? Gillette believed in and taught evolution. It was basic to his beliefs and the foundation of his theory of society. He was not so concerned with physical evolution as social evolution.(101) In the early 1920's there was much opposition to the general concept and Gillette was again under attack. Writing to a colleague for leads on a job he wrote:

Another point of attack is on modern science, that is, evolutionary teaching. The Lutherans are very conservative and deadly opposed to this; other sects to a considerable degree. We have used Chapin's Social Evolution here for years and this has brought a considerable element against us. Political motives and religious zeal are so closely

(98) Ibid, 18.

(99) Gillette to Upton Sinclair, October 11, 1922, G.P.

(100) Sinclair, op cit, 209.

(101) See Wisniewski, op cit, 59-66.

mixed that each tends to work under cover of the other. I do not know that I should be removed but I am in danger along with everyone else, and much desire to leave before there is any compulsion.(102)

Interestingly, Gillette felt that he had the support of President Kane in this effort. But because of his own vulnerability, Kane was not in an effective position to defend Gillette and the other faculty members. Gillette at this time was being considered for chairman of the Department of Sociology at the University of Nebraska; again, he chose to remain in North Dakota despite the controversy.

The report that Gillette was teaching evolution theory caused a conflict with R. A. Nestos, conservative, Republican Lutheran Governor of the State. Governor Nestos addressed the University faculty and expressed his opposition to this theory. Gillette wrote to Nestos and tried to defend his position but the Governor was not swayed. He replied to Gillette:

I feel that a good many professors and instructors think that they have a right to assume an antagonistic attitude toward religion and toward the church . . . their instruction and their attitude in talking to the student body becomes distinctly anti-religious and . . . easily undermines the faith of the student in the church and religion of his parents . . . students who have graduated from your classes claim that while they believe in a personal God before entering the University, that when they had finished your classes, they no longer believed in such a being.(103)

Gillette responded that the charge came as a surprise to him since he did not believe that his attitude was "anti-religious" or "anti-Christian" and he made it a practice to "avoid attacking or reflecting upon the religious beliefs of my students." Commenting on a problem that is not unique to Gillette or that era, he stated: "Some students . . . may have confused their interpretations of my teachings with what I have really taught. All teachers are public characters and so are liable to misinterpretation and misrepresentation . . ."

Gillette further explained his personal, religious beliefs as they related to the teaching of evolution and especially social evolution:

. . . there is nothing which so exalts and enriches the idea of God as the conception of the creation of the universe and of man by a process of gradual unfolding; for it represents the infinite personality as being at all times at work in his universe and, as a consequence, as being in vital and personal touch with all affairs and in the lives of men. Further, it illumines in a wonderful manner the conception of man's further development, for by viewing the depths from which man has been digged, it shows almost infinite possibilities for his future growth.(104)

(102) Gillette to F. Stuart Chapin, October 7, 1922, G.P.

(103) Governor R. A. Nestos to Gillette, April 3, 1922, G.P.

(104) Gillette to Governor R. A. Nestos, April 15, 1922, G.P.

The evolution issue gradually passed and Gillette survived. Gillette also felt the ire of those who did not agree with his public pronouncements on public issues. Gillette supported the involvement of the United States in the League of Nations--again hoping for a better human order. But these views were not shared by all North Dakotans:

Having read your discourse on the League of Nations . . . I must take it for granted that you are a paid propagandist . . . With your learning you ought to be able to see . . . that it is not to the interest of the American nation or it's people. A man that attacks Senators who oppose this League of Nations . . . must be a man who favors a King on the throne and is opposed to representative government. What we the people of North Dakota, expect of you professors at the State University is service in the line where we have placed you, and not on the platform as paid propagandists.(105)

Although Gillette must have felt a sense of satisfaction in surviving these assaults, it also took its toll. He increasingly turned to statistical surveys and away from social change. Despite the tension within the University and the community, Gillette was intellectually busy. He published ten articles and eight book reviews in 1921 and in 1922 published Rural Sociology, his best known book and a standard in the field for the next 20 years. Dr. Davies, while on a leave of absence, served as an Assistant Professor of Economics at Princeton University. Davies published three articles as well as a book titled Economic Statistics. Gillette requested an additional position for a professor to teach the introductory course in sociology which was now required for most freshmen enrolled in the College of Liberal Arts. Although three sections were being offered, Gillette felt that four were needed. He also saw a need to offer two additional courses in statistics and requested that funds be made available to purchase "two computing machines." He pointed out--"They are quite as essential to the training of students in this line of work as are typewriters in business training or lathes in machine shops."(106)

Gillette was committed to the establishment of a Bureau of Social Statistics at the University of North Dakota. As a result of his efforts, the Children's Code Commission of 1922 advocated, along with several other recommendations, that such a facility be established. Of the twenty-five laws that were recommended for passage, twenty were approved.(107) Unfortunately, the Bureau of Research Bill failed. Gracious in defeat, Gillette agreed to provide whatever resources were available to develop child welfare and social welfare courses at UND.(108)

(105) Tollef Syverson to Gillette, March 14, 1919, G.P.

(106) Annual Report, June 30, 1922, 3.

(107) See Dawes, Kenneth J. "The North Dakota Children's Code Commission of 1922," North Dakota History, 48 (Spring, 1981) 12-23.

(108) Gillette to C. L. Young, October 27, 1922, G.P.

Whereas previous research by Dr. Davies revealed a penchant for participant observation and case studies, by 1922 he was converted to statistical surveys. He published a book on sociological statistics and also a text titled Economics and Statistics. Gillette was proud that Davies was the first person to receive a Ph.D. from UND and that he received it under his tutelage. In 1922 he wrote concerning Davies--

In my estimation he is one of the most likely men in our country in . . . applying statistical methods to social phenomena and thereby helping to place sociology on a statistical and . . . a more scientifically exact foundation. He is a persistent and indefatigable worker and I think has a rare ability in this direction.(109)

Obviously, the department was also making a transition--a transition from an emphasis on social reform to that of scientific methodology. Courses in both statistics and social research were taught in 1922. A few years later courses in graphics and advanced statistics would be added. This transition was also evident in the publication that year of Gillette's Rural Sociology. Comparing it to his earlier book, Constructive Rural Sociology, he stated it is "as entirely independent of the other as the same mind is capable of realizing." He felt the book contained "more original research on the part of its author than any other rural sociology." Whereas his earlier work, although it included statistical data, seemed to stress community building and enhancement, the second book focused on a statistical description of rural life.(110) This interest in statistics was to be characteristic of the remainder of Gillette's academic life. Former students recall that Gillette was seldom seen in the classroom or outside without his faithful slide rule.

The department continued to grow throughout 1924. Courses such as "Introduction to Sociology" were offered in four sections with a total enrollment of 175. Other popular courses were "Rural Sociology," "Municipal Social Problems," "Criminology" and "Statistics." A graduate assistant was hired to teach part of the introductory course. Davies continued his work in economic statistics and business economics; Gillette published an interesting article titled the "Economic and Social Background of the University of North Dakota"(111) as well as articles concerning agrarian political movements and the socialization of rural residents. 1924 was an exciting year for Gillette. His book, Rural Sociology, had been adopted by over 100 universities and colleges throughout the nation while Sociology had been translated into the Japanese language. Based on his work in rural sociology, Gillette was made an advisory member of the International Sociological Society. He also served on the executive committee and the Board of Editors of the American Sociological Society.(112)

(109) Gillette to E. C. Hayes, October 27, 1922, G.P.

(110) Gillette to Ray E. Wakely, March 29, 1946, G.P.

(111) Gillette, "Economic and Social Background of the University of North Dakota," Quarterly Journal of the University of North Dakota, 13 (October, 1922) 21-45.

(112) Annual Report, June 30, 1924.

Dr. Gillette was successful in his request for an additional instructor and in 1924 James M. Reinhardt joined the faculty. Reinhardt was the third person to receive a Ph.D. from UND (1929) and was to become not only a professional colleague but a close friend to Gillette. They were to co-author two texts, one of which became Gillette's best seller, Current Social Problems.(113)

Gillette once wrote to Reinhardt, apparently in response to an offer from Reinhardt to write an article about Gillette's career--"Let me say, Jim, that I do think more of you, I think, than of anyone other than my own family members . . . you constantly make me feel a fatherly pride in all your rapid and splendid achievements and advancements."(114)

That year also saw the reappearance of a former course--"Anthropology" which had last been offered in 1907. The course was taught by Gillette and was described as a study in the origin and development of man as well as the classification and distribution of races. Present racial problems were also discussed.(115) A course in immigration, taught by Dr. Davies, was also added. During that same year Gillette actively sought advice as to whether the University should establish a formal program of studies in social work and child welfare.(116)

A prominent graduate of the program during this era was George Lundberg (B.A., 1920). Lundberg was to become a dominant and major figure in sociology and in 1942 was elected president of the American Sociological Association. A student of Gillette's and Davies', he went on to do graduate work at the University of Minnesota. Following completion of that work Lundberg sought a position at the University of Washington and asked Gillette to write a letter of reference. Gillette responded--

I think highly of him and believe he would make a valuable man in the Department of Sociology. He has good capacity; is a first rate student; has developed greatly as a result of his studies and experience so that I think of him as a first class man. I should be glad to have him here if we had the money to attract him. I would feel that we would be getting one who would be able to meet the best test of both scholarship and teaching.(117)

Lundberg received the position at the University of Washington and wrote Gillette to thank him for his efforts. "I was elected to the position at the University of Washington at \$2,200 soon afterwards and I realize that I am

(113) Gillette, John M. and James M. Reinhardt, Current Social Problems, ed. by Kimball Young (New York: American Book Company) 1933.

(114) Gillette to Reinhardt, January 20, 1935, G.P.

(115) University of North Dakota, op cit, 1925, p. 208.

(116) Gillette to Henriette Lund, January 15, 1924, G.P.

(117) Gillette to Howard B. Woolston, February 16, 1924, G.P.

largely indebted to you for success in landing this position."(118) Lundberg may also have been indebted to Gillette and Davies for his life-long fascination with empiricism and scientific methodology--an emerging subject dear to those professors in the early 1920's.

In 1926, at age 60, Gillette was still a vital force. He was elected first vice-president of the American Sociological Society, saw another book translated into a foreign language (Rural Sociology into Japanese) and published four papers. Davies continued his work in statistics and saw his book Economic Statistics also translated into Japanese. In addition, he published two articles. The department was growing and a 25% increase in students was noted. Again there was a request for money to do field work--"The field is our laboratory and just as necessary to our scientific advance as is the physical laboratory for the physical sciences. I am made ashamed many times every year because we are doing no such work." Gillette, in his annual report, pointed out that the Chief Justice of the North Dakota Supreme Court had requested the Sociology Department to do a "criminological survey" but was not able to do so because of a lack of funds. He also requested a new "statistical apparatus" that would "compute a coefficient of correlation."(119)

If custom had been followed, Gillette's election to the position of first vice-president of the American Sociological Society should automatically have led to his election to the presidency. But custom wasn't followed. It was just power politics in Gillette's view. But that was fitting since power politics was involved in Gillette's election to the first vice-presidency. Gillette wrote in 1926 to President Kane--

I was elected first vice-president in New York at the last annual meeting. The plan of nomination had been changed the previous year . . . the old method was that a nominating committee nominated a president, first vice-president and second vice-president. The nomination was equivalent to election. The change was that such committee should nominate at least two persons for each place. Under the previous plan, Professor Wilcox of Cornell had been made second vice-president and following custom, would have gone to the first vice and then to the presidency. Under the new plan he was derailed and I was chosen as first vice-president. Naturally, I consider the honor all the more because of the way it came about . . .(120)

Gillette gave a slightly different version of the story to his colleague, Professor Bernard of the University of Minnesota.

Considering the nomination of second vice-president of our association in Chicago . . . it would appear that the steps taken to revise our procedure so that the membership will have at least two nominees for every elective position to vote upon after this were entirely warranted. I never knew before that Wilcox regarded himself or was regarded by sociologists as a sociologist. It looks like you are right

(118) George Lundberg to Gillette, May 24, 1924, G.P.

(119) Annual Report, June 30, 1926.

(120) Gillette to Thomas F. Kane, September 24, 1926, G.P.

in your surmise that a certain rather pompous gentleman thinks that wisdom resides in the east. At any rate, he saw a star in that direction and bowed down to worship it. Of all the people in the world, we might expect the most democracy and fair-mindedness in sociology but when it comes to the scratch I have noticed that they worship position about as much as anyone and cannot see achievement unless it is labeled and identified with positions . . . if privileged, I shall enjoy seeing the circus at election time next year.(121)

Gillette did attend and was elected over Wilcox to the position of first vice-president. 1927 should have seen his elevation to the presidency if precedent had been followed. Instead, W. I. Thomas received the nod. The incumbent president, a former instructor at the University of Chicago, wrote to Gillette--

I feel very shabby about being jumped ahead out of my turn. I had no anticipation that things would happen in that way. Last year I read a paper at the meeting and thought that was all. Giddings had, indeed, said sometime before that he intended to nominate me to the second vice-presidency. At the next meeting I learned that Barnes and some others had been making propoganda for me and that there was some resentment. I then told Giddings I had no wish to bring on a fight and would not accept. He said the society wanted me, in words in that line, and I said alright. I regret that we came into any collision at all. I thank you all so very much for your offer to cooperate and will certainly call on you.(122)

Gillette seemed to take his defeat philosophically and when he was approached to run for the presidency the next year he indicated--"I have no objection to being nominated and to take a sporting chance along with any others who may be nominated. It is all in the game of life, and as we take other matters . . . gracefully, we should be able to preserve the same attitude in these concerns."(123) Despite this seeming attitude of indifference, there was a touch of bitterness. In referring to Thomas' election he wrote to a colleague--

I appreciate Professor Thomas' scholarship because he certainly is a splendid scholar. He is also a very fine man to meet and I have had work with him at the University of Chicago . . . of course there are certain records in the past which would be against him if the matter ever became public and would injure the society a great deal, but I am sure the question will not be raised and that we will proceed very happily during the year and the next session.(124)

Gillette left no record of these mysterious allegations.

(121) Gillette to L. L. Bernard, February 28, 1925, G.P.

(122) W. I. Thomas to Gillette, January 7, 1927, G.P.

(123) Gillette to J. E. Cutler, January 21, 1927, G.P.

(124) Ibid.

Despite Gillette's protestations that he wasn't all that interested in the presidency, he was elated when the honor was conferred upon him in December of 1927. Writing to his sister he stated--

The American Sociological Society elected me president for the current year. I came near being elected last year so they finished the job this time. It is the highest honor my colleagues can confer on me and so naturally I feel pretty good over it. So do my folks and my friends here. My wife had a good turkey dinner prepared for me when I got off the train, although it was pretty late.(125)

This honor was followed by still another. In 1928 he was awarded an honorary doctor of law degree from his alma mater, Park College.

The problem of teaching evolution at the University was still evident in 1927. Carl Fussler of the Physics Department wrote to Gillette and other influential faculty members stating--"There seems to be no question but that the anti-evolution fog will descend upon us in North Dakota during the coming session of the legislature."(126) Fussler was attempting to determine whether the faculty members should make a concerted defense. This concern was evidenced by a proposed bill that "would forbid the teaching of man's descent from the lower animal and would penalize the instructor for so teaching." Gillette was concerned about the proposed ban on teaching evolution; he was even more concerned that the principle of separation of church and state might be violated. Along with the anti-evolutionary bill was proposed legislation which required the dismissal of public schools for eighty minutes a week in order to teach religious instruction.

This ought to be opposed as quite as dangerous as the other measure. One of our greatest contributions as a nation to the history of the world has been the entire separation between church and state. This proposal is an entering wedge to restore the old system of things where religious teaching is to be supported by public taxation and ultimately the authority of the police force to be used to make the children religious.(127)

He suggested that the Academy of Science oppose both measures and oppose them strenuously. "Unless we are a complete set of nincompoops, which I sometimes think University professors are, we will organize all the influences we can to meet such issues."(128) Unfortunately, Gillette does not indicate what

(125) Gillette to C. H. Case, January 3, 1928, G.P.

(126) Karl H. Fussler to Gillette, December 9, 1926, G.P.

(127) Gillette to Karl H. Fussler, December 18, 1926, G.P.

(128) Ibid.

actions were taken to counter this latest threat to his department and discipline. (129)

Professor Davies left the University of North Dakota in 1928 and was replaced by Dr. Jacob Perlman, a Ph.D. from the University of Wisconsin, who had primary research interest in the field of statistics. Reinhardt continued to teach within the department and a new faculty member was added--John Johansen who held a Master's degree from the University of Nebraska. Enrollment in sociology courses increased dramatically. Gillette, in attempting to secure still additional faculty, indicated in his annual report that:

The enrollment of students in the University during the second semester of the academic year 1927-28 was 1,535 and the collegiate all time instructional staff was 120. The total number of credit hours with this number of students, at 16 per student, is 24,560 or an average of 204.7 per instructor. The total credit hours of the four teachers of the Department of Sociology was 1,512 or an average of 378 per instructor. The sociology staff carried a teaching load 84.6% greater than that of the average University teacher; that is, almost double the load. Sociology teachers constituted 3.3% of the University teaching staff but did 6.2% of the work of teaching. (130)

Despite the heavy teaching load and a national office, Gillette continued publishing--seven articles in 1928 alone. He also completed nine book reviews and revised Rural Sociology. Davies, before he left, was busy writing a book on social statistics and writing articles within that area. Reinhardt's work was primarily in the area of juvenile delinquency and the court system; he published five articles that year along with seven book reviews and co-authored with Davies a book titled Principles of Sociology. Gillette was teaching four solid courses per semester with enrollments of 35 in "Child Welfare," 27 in "Rural Sociology," 38 in "Social Problems" and 8 in a "Seminar." Davies taught three sections of "Economics and Statistics," one section of "Social Statistics" and the course "The Business Cycle." Reinhardt taught two sections of "Criminology," three sections of "Introduction to Sociology" and one section of "Social Psychology." Johansen taught four sections of "Introduction to Sociology" and one section of "Charity and Philanthropy." Thus, all faculty were carrying heavy teaching loads while at the same time publishing widely. (131)

Gillette also made a plea for an increase in salary from \$4,000 to \$5,000 a year. "I rest the request on my achievements and position in the field of scholarship." He indicated that in his tenure at the University of North Dakota he had published seven books, two of which were in their second edition, 81 articles and monographs and 51 book reviews. Gillette defended his request for

(129) In 1927 Gillette was asked to write a history of the Sociology Department at the University of North Dakota by L. L. Bernard who was writing a history of sociology in America. Correspondence indicates that Gillette forwarded material but copies are not available in the file nor was material included in Bernard's book.

(130) Annual Report, June 30, 1928.

(131) Ibid.

\$5,000 and pointed out that the athletic director at the University of North Dakota received \$6,000 per year.(132) Gillette was now 62 years of age and perhaps believed that his active academic life was coming to a close. However, he was to devote 20 more years to active scholarship and service to the University.

In the fall of 1928, Professor Thomas Wilson Cape joined the faculty. A graduate of the University of Wisconsin, Cape replaced Reinhardt who moved on to the University of Nebraska to carve out a distinguished career in criminology. Cape was to have the second longest tenure in the department after Gillette; he served twenty consecutive years. He held B.A., M.A. and Ph.D. degrees from Wisconsin and had previously taught at Westminster College in Utah. Cape's major area of responsibility while with the University of North Dakota was in the soon to be developed social work program. Gillette was very interested in establishing a social work program at UND and indicated that there were a number of students enrolled at the school who planned to enter the field. The biggest drawback was a lack of field or internship placements. Gillette realized that a full-blown major in social work would not be possible without the field placements; however, the University did have existing courses that could, at least partially, prepare students for those social service jobs that were available. Writing to President Kane in 1929 he stated--

My attitude is merely one of being willing to have it known that we have courses lying about in various schools and departments in this institution, which if the students knew about and pursued them, would give a pretty good preparation for the work they want to do. I think it would be a mistake to advertise that we have a school of social work because we have not. But we do have enough courses and subjects offered here to give a fair equipment. Any publicity that is given should represent just what we are able to do and no more.(133)

The end result was an agreement to advertise those courses that were available and appropriate to a pre-professional social work education. However, the actual inception of a program offering a major in social work was still five years away.

The registrar's 1929 Report to the President provides insight into the course loads as well as teaching characteristics of the sociology faculty. Each instructor carried an average teaching load of 324 student credit hours per semester. The document also listed the mean (average) grades awarded to students by faculty members and departments. The mean for the University was 81. The Sociology Department was slightly lower than the University mean with an average grade of 80.2. This was slightly higher than the average grade for a freshman but significantly lower than such departments as architecture, medicine and philosophy. The average grade awarded by each faculty member was listed in descending order. In other words, the person at the top of the list awarded the highest grades at the University and the person at the

(132) Ibid.

(133) Gillette to Thomas F. Kane, April 4, 1929, G.P.

bottom the lowest. The University mean was again 81. Interestingly, Gillette was the 17th highest grader. He was the only sociology faculty member to be above the mean. Cape was listed as 98th (79), Johansen 118th (78) and Perlman 122nd (77). Since there were only 131 faculty members, the sociology faculty, with the exception of Gillette, were perceived as "hard graders." This grading difference was probably due to Gillette teaching senior level and graduate courses exclusively.(134)

1930 was not only the beginning of a new decade but also a new orientation in the department. The name was changed to the Department of Sociology and Anthropology and offerings in anthropology were increased. Gillette now taught courses in both physical and cultural anthropology. An increasing emphasis was being placed on statistics and research. An additional course in tabulation and graphics was added and a statistical laboratory was being organized.

The 1931 University Catalog included a "suggested curriculum in social work." Although the description included a disclaimer to the effect that the program does not claim to "train specifically and professionally for social work" it did indicate that the completion of such courses as listed in the curriculum would be of "considerable assistance to those who enter social work as a vocation and especially to those who become volunteer workers." Students were advised that the field at present was restricted but that jobs were gradually opening up. It also advised that "those who desire to do some field work while they are studying at the University may be able to arrange for a modicum of such work with the social agencies of Grand Forks or with the State Children's Bureau at Bismarck." There were three concentrations: family relief work, child welfare work and work with abnormal classes.(135)

A continued growth in the department was anticipated and optimism was high; what was not anticipated were the disastrous effects of the Great Depression on North Dakota and its almost lethal blow to the University of North Dakota. Although the Great Depression is generally dated from 1929 with the stock market crash, it began in North Dakota in the early 1920's with bank foreclosures and "crops that were neither very good nor prices very high."(136) North Dakota was hit by a one-two punch. The first blow came in the 1920's with the poor crops and the economic instability of farming; the second blow came in the 1930's with the drought and the national economic collapse. North Dakota was probably more seriously effected by the Great Depression than any other state in the nation. One of the major effects was the loss of tax revenues to the state; this resulted in severe cutbacks in funding for state programs including the salaries of professors at the University of North Dakota.

The cutbacks in tax revenues were due to a decrease in total income for the state--from 315 million in 1929 to 111 million in 1932.(137) Consequently, salaries were bound to fall. With those cutbacks there were many personal

(134) Registrar's Report to the President, 1929, 189-192.

(135) University of North Dakota, op cit, 228.

(136) Robinson, Elwyn B., History of North Dakota (Lincoln: University of Nebraska Press, 1966) 374.

(137) Geiger, op cit, 367.

hardships as well as controversies. In May of 1932, President Kane asked the faculty to sign a "petition endorsing everything the University administration had done in making faculty adjustments to meet economics needs." Why Kane wanted this petition is not known. Gillette refused to sign it and explained his reasoning in a letter to the State Board of Administration. "I could not sign intelligently or wisely because I am without reliable and complete information about the whole University situation." To do so would "represent an unethical act." Gillette was gun shy, probably for good cause, considering his previous run-ins with the administration--"My experience has taught me to fight shy of controversies in my institution. I would not sign a controversial document of any sort involving this institution."(138)

The conflict between Kane and Gillette was outwardly amicable. Gillette, in the same letter, reported--"My attitude toward this administration has been steadily more friendly and supporting since we disposed of the trouble of some ten years ago. I have not by word or act done anything that has not indicated the hardest goodwill toward it."(139) Governor Schafer in responding to Gillette's letter to the Board of Administration indicated: "I am wholly in sympathy with your views on this matter." Gillette, who that year was honored at a banquet for his 25 years of service to the University, was apparently in the good graces of Governor Schafer, a member of the IVA faction and also a former student. Schafer indicated--"I am sorry, indeed, that it was not possible for me to attend the recent celebration in your honor at the University. I would have greatly appreciated the opportunity to have publicly expressed my appreciation of your eminent services to the University and the state."(140) Gillette was also honored in December at a convocation held in celebration of the University's 50th Anniversary. Along with two other faculty members, he was inducted into Phi Beta Kappa.

Gillette wrote to the chairman of the Board of Administration that same year repeating a concern he had voiced many times in the past.

First, we would not be in the pickle we are now . . . (if) we had not acted foolishly in the past. We have several times the number of higher educational institutions that a state of this population or any likely population for the next century should have, with resulting duplication of courses and effort. Had we had one university and not more than two normal schools, at most, we could have carried the load now with only a slight reduction of salaries, a reasonable sentiment for economy might require.(141)

He called for action by the Board of Administration to eliminate the duplication and close down several schools. He felt the time was ripe for such a move.

(138) Gillette to State Board of Administration, 1932, G.P.

(139) Ibid.

(140) Gov. George F. Schafer to Gillette, May 14, 1932, G.P.

(141) Gillette to Nelson Sauvain, April 30, 1932, G.P.

The very idea of five teachers colleges and two schools of education in a little frontier population is absurd. There is no justification whatever for it. Now is the time to prune the tree. We also have two universities. An agricultural college is supposed to be an agricultural institution. By its charter and aim it is that. That is its only justification for existence, in all reason. That was the motive of the state in founding it and the national government in endowing it with land. It has assumed function after function until it has more schools than the state university. It has steadily duplicated commerce, education, engineering, etc. There is every reason why the board should step in now and properly coordinate the work of the institutions at Fargo and Grand Forks . . . If it is not done, then someday the state will literally uproot the whole higher educational system.(142)

In June of 1932, the citizens of North Dakota passed an initiated measure mandating the reduction of all salaries of state employees by 20% and limiting the maximum salary for professors like Gillette to \$2,500. Gillette's salary was almost as low as it was when he was hired twenty-five years earlier. Gillette, in a letter to F. Stuart Chapin of the University of Minnesota, discussed the effects of the salary decreases and his perception of the underlying causes.

I am for democracy in government, but we are getting rather too heavy a dose of it here. We have faced 21 initiated measures this year so far . . . But things are desperate with our farmers and I have a good deal of sympathy insofar as they are responsible for these measures. But it is pretty certain that the measures originated with the big landholders and corporations.(143)

Obviously, Gillette had retained his populist views and felt a continuing distrust of big business. The temptation was to join the growing radical movement which called for revolution and the establishment of a socialistic government. Writing to an associate about his views on the political situation he stated--

My opinions and feelings are more or less mixed. I am cognizant of a deep seated change going on in our society and I am prepared to expect somewhat radical experiments in the field of governmental control. It may be that we will have to go the whole length of revolutionizing our system . . . It may be that capitalism is dead and that some other "ism" or system is to take its place. I suppose I have been . . . what Marx would call a 'middleclass theorist' and have expected to patch up the system and keep it going. I confess that I do not know whether or not capitalism is finished. I do have doubts that it can be patched up so as to . . . meet a thoroughly democratic scheme of things. I am not fond of thinking of going through a revolution myself. I think I know what revolutions do to

(142) Ibid.

(143) Gillette to F. Stuart Chapin, November 19, 1932, G.P.

people and how uncertain life and family affairs are. Perhaps it could not be much more uncertain than they have been during the last two or three years but still one does feel that one knows where one is more or less vaguely now. We do not know where we would land in case of a revolution.(144)

Gillette went on to indicate that he thought his friend had "gone clear to the left." He didn't disagree with this viewpoint but indicated--"I am more inclined to temporize than you are and not commit myself to the final big plunge into the unknown until after I have taken the plunge." Gillette was not ready to make the "big jump yet" and explained that it "is possibly due to my age and the conservatism which goes with age."(145) Gillette was now 67 years of age.

In 1933, during the legislative hearings on the University budget, President Kane resigned. It was a difficult time for the University. The budget request of over a million dollars was trimmed to \$518,000. Positions were cut, journals were abolished and equipment purchases were non-existent. The president's salary decreased from \$8,000 to \$3,000 per year. Salaries of full professors such as Gillette decreased from \$3,650 to \$1,920.

It is a compliment to Gillette that he was offered the presidency at this crisis point. It also indicates his campus support and the support of the Non-Partisan League. Gillette, in describing the situation to his former colleague Professor Shank, indicated his true feelings about Kane.

Our president was forced to resign not long ago, to take effect at the end of the year. He is Kane who was fired from the presidency of the University of Washington about 1914, later was president of Olivet College and was located on us since 1918. He had been a great affliction but now he goes. It may surprise you to learn that I was offered the job of presidenting by the governor (Langer) but I hope you will not be surprised that I did not accept. There is a great factional jangle in the institution, fomented largely by Kane to strengthen his own position, I think, and since I was not in it and of it the faculty and town believe I could heal the breach. Petitions signed by all the deans went to the governor to have me appointed. So he put it up to me. Then when I refused it, he wanted me to designate the man. I have been trying to help in that and think successfully. But I may be fooled, however. Anyway, I have had a devil of a time with mess for two weeks.(146)

Gillette was successful in having his man appointed--John C. West, the Superintendent of Schools for Grand Forks. West was a personal friend and a former student. West was to be president throughout the remainder of Gillette's years at UND. Their relationship was to be amiable and close and recalled the years with McVey.

(144) Gillette to Thomas R. Anile, November 7, 1933, G.P.

(145) Ibid.

(146) Gillette to Burgess Shank, April 8, 1933, G.P.

Professors Gillette and Cape were the mainstay of the department during this troubled period. Dr. Perlman, who had joined the faculty in 1928, had primary expertise in statistics and research. He took temporary leave in 1932 to join the Bureau of Labor Statistics and the Brookings Institute in Washington, D.C. Dr. Arthur Mangus replaced Perlman but he too was called to service with the United States government as a statistician in 1934. Dr. Lloyd Wilcox was hired to replace Mangus. Wilcox held a Ph.D. from the University of Wisconsin and was a senior member of the American Association of Social Workers. The first faculty member to identify himself as a professional social worker, Wilcox was with the department for ten years and joined Cape in developing the social work major.

The faculty was heavily committed to consultation and community service during those depression years. Gillette was named president of the North Dakota State Conference of Social Work and took an active role in lobbying for needed improvements and changes in the system including the establishment of the Public Welfare Board. He also conducted a number of rural research studies for the Federal Emergency Relief Administration including surveys of rural schools in nine counties, the relief load in eight counties, changes in the characteristics of the rural relief population and an analysis of the farm relief load. Dr. Cape compiled research data concerning financial support for institutions of higher education. He also edited the newsletter for the North Dakota Higher Education Association--a legislative lobbying group advocating higher salaries for faculty. Mr. Wilcox studied the buying habits of citizens of Grand Forks and Fargo, and the effect of those habits on the new sales tax. He also completed a demographic study of the characteristics of Sioux Indians at Fort Totten.(147)

Increasingly Gillette removed himself from the social reform movement, especially as it related to the teaching of social work courses. Social issues were not ignored, however. In 1937 he wrote to Governor Langer indicating his opposition to military training on the University campus. He asked that military training be made optional and voiced his own philosophy about the matter. "Let me say that I think placing military training in all of our higher education institutions has done more to promote militarism and more to militarize the minds of the oncoming leaders than did the great war." He explained that training men in the military sciences also meant training them to glorify war and to promote the military organization. He felt that this resulted in a self-fulfilling prophecy which ultimately ended in the conduct of war.(148)

Cape and Gillette, both sociologists by training, had a lifelong interest in social work; it was the Great Depression that provided the impetus to develop a formal and comprehensive training program in this specialized area.

Although a major in social work was first offered in 1931, it was in 1934 that the program gained the needed staff and resources. That year two part-time faculty members were hired to teach several social work methods courses. Pearl Salsberry, state director of social services for the Federal Emergency Relief Administration in Bismarck was hired as a visiting professor of "social service

(147) Gillette to L. L. Bernard, March 6, 1936, G.P.

(148) Gillette to Governor William L. Langer, February 11, 1937, G.P.

work." She faithfully drove once a week to Grand Forks to teach her courses on casework. She also conducted short institutes throughout the state. Louis Serene, newly appointed director of the Grand Forks County Welfare Board, was also named to the faculty on a part-time basis. Although both were professionally qualified in social work, neither held graduate degrees in sociology. Salsberry taught courses in casework and Serene supervised the field practice.(149) North Dakota now had a social work training program. There were others in the state who were also interested in developing social work education, however.

In 1934 Dean Bek indicated to President West that there was considerable demand for social service education in the state and that the "agricultural college seems to have taken cognizance of this situation and through the office of Miss Finlayson is endeavoring to corner this service."(150) This must have galled Gillette in light of his antipathy to the expanding role of that school.

The first casework classes were taught during the summer of 1934. They were limited to 20 students since the maximum size of the classes was dictated by the availability of supervised field placements. During the summer of 1935 Miss Salsberry taught an extension course in Bismarck and Saturday classes on the Grand Forks campus. She made the 500 mile round trip weekly. Over two hundred students were trained during her two and a half years of association with UND. She also engineered a cooperative venture with the University of Minnesota permitting transfer of UND credits to their graduate program in social work.(151)

Gillette delegated the responsibility for developing and supervising the social work program to Dr. Cape--

He has the details in hand better than I. He has been steering social work here and sees the situation and need more accurately. He has carried the load and deserves the commission. My interest is in promoting scientific sociology, only secondarily in applied sociology. My interest in social work is second hand and relatively remote.(152)

In the same letter to President West, Gillette indicated plans to establish an enlarged program in social work at UND--

"The more I think about the situation here, the better I like your proposition to earmark \$10,000 a year for the social work program. That would have the great advantage of starting social work on such a grand scale that no other institution could think of competing with

(149) Cape, Julia, History of Education for Social Work in North Dakota, undated manuscript, 2-3.

(150) William G. Bek to President J. C. West, January 27, 1934, G.P.

(151) Gillette to Margaret Gillette, August 8, 1934, G.P.

(152) Gillette to President J. C. West, May 20, 1937, G.P.

us. But to start and keep on a small scale or a low scale, is to invite competition."(153)

Based on an average faculty salary of \$2,000 per year, the \$10,000 would permit the hiring of several new faculty members in social work. This was especially needed since the services of Miss Salsberry and Mr. Serene were lost in 1936. The social work courses were then taught by the regular staff of Gillette, Cape and Wilcox. Cape felt strongly that there was a need for social work education in the state and advised Gillette that the University could easily place 15 to 25 graduates each year in social work positions.(154)

The permanent program came into being in 1937. An article in Survey for December of that year stated--

North Dakota has established new training facilities for social work to fill its need for trained workers. Both experienced workers and recruits may enroll in the new graduate courses in social work which has been established in the Department of Sociology at the University of North Dakota with the financial help of the State Welfare Board.(155)

While the Public Welfare Board provided the \$10,000, the program was designed with the advice of the American Association of Schools of Social Work and the consultation of R. Clyde White of the University of Chicago. Two sequences were projected--one for pre-professional training (B.A.) and one for professional training (M.A.). A major in social work in 1936 required 42 credit hours, 25 of which were to be in sociology. The following year the requirement was increased to 45 credit hours with 28 in sociology.(156) Dr. White recommended that a separate division of social work be established.

Two new faculty positions were added. One person was to teach the academic classes and the other to supervise field practice. Miss Leah Brunk, a graduate of the University of Chicago, was named assistant professor and taught the courses in casework. Mrs. Maude Barnes who had attended the graduate school of social services at the University of Minnesota, was named field instructor. Courses in public welfare were added to the curriculum, thus indicating the emphasis of the new program.(157)

The 1939 University Catalog denoted four major changes in the social work offerings. First, a separate Division of Social Work was listed with Dr. Cape as its director. Second, a statement announced the establishment of a graduate

(153) Ibid.

(154) T. W. Cape to Gillette, December 24, 1936, G.P.

(155) "New School," Survey (December, 1937), 391-392.

(156) Cape, op cit, 3.

(157) Ibid, 3-4.

program in social work which was "open to graduate students who have had an adequate pre-professional course of study or who have had experience in social work." Third, the previous undergraduate courses in social work were now listed with graduate numbers and new courses were added. The curriculum consisted of courses in "Social Casework," "Advanced Social Casework," "Child Welfare Casework," "Field Practice in Social Casework," "Field Practice in Child Welfare Casework," "Public Welfare Administration," "Community Organization," "County Welfare Organization," "Social Security," "Social Work Statistics" and "Medical Information for Social Workers." Fourth, the curriculum was based on a strong liberal arts base with professional social work courses offered during the junior, senior and graduate years.

A combined program in social work and law was also listed. This enabled a student to obtain a Bachelor's degree in Social Work and a graduate degree in law. The bulk of the social work courses were taken during the junior year. During the senior year the student enrolled full-time in the Law School and also took 6 hours of social work courses. During the fifth and sixth years the student was enrolled in the law school during the fall and winter semesters and in social work during the summer semester.(158)

1939 also saw the loss of the Public Welfare Board grant funds and the absorption of the program into the regular University budget. Although it initially appeared that the program would be liquidated, the University, through a reallocation of funds, was able to continue this academic service.

The University Extension Division, as part of its outreach, offered social work courses at Minot and other locations. There were problems with the University administration and policies, however. The workers in the field wanted graduate credit; the Extension Division indicated it could only approve undergraduate credit since the matter had not been approved by the Faculty Council. The instructor, Leah Brunk wrote--

I have spent hours every day trying to get somewhere with this--but if anyone ever says that a welfare office has red tape and moves slowly, I will just have to smile. Why, welfare offices work at high speed compared to a school.(159)

There were also problems with low enrollment in these extension courses. Only two persons enrolled in elementary casework and six in advanced casework, both graduate courses. The two Saturday classes had enrollments of five and six. The Minot class only had ten. Consequently, there was question whether the outreach program was viable. Miss Brunk began to wonder whether a graduate program in social work made sense and felt that an undergraduate program was a better solution.(160) Consequently, the graduate courses were

(158) University of North Dakota op cit, 1939.

(159) Leah Brunk to Marion Wold, October 26, 1938, Leah Brunk papers, Orin G. Libby Manuscript Collection, Chester Fritz Library, University of North Dakota.

(160) Leah Brunk to E. A. Willson, March 15, 1939, Ibid.

de-emphasized during the war years and the undergraduate major strengthened. Cape indicated that "Graduate work will be resumed in the department as a demand for better qualified workers in this field is expressed by the employing agencies of the state." The undergraduate program was strong. Cape reported in 1944--"In recent years approximately 10% of our (University) seniors have majored in the field of social work. During the war years there have been some 200 to 400 students enrolled in the department per semester."(161) Not only was social work a major discipline on campus, it attracted the great bulk of the sociology majors.

The graduate program in social work at the University of North Dakota was affected by national developments in social work education. A basic conflict between the large, established private schools of social work emphasizing two years of graduate education and the land grant colleges teaching social work on the undergraduate and graduate levels was felt in North Dakota. The University of North Dakota identified with the land grant schools and in 1942 became a charter member of the National Association of Schools of Social Administration (NASSA). Dr. Cape soon became a leader in that movement and in 1947 was elected president of the association. The conflict between the National Association of Schools of Social Administration (NASSA) and the American Association of Schools of Social Work (AASSW) eventually resulted in the establishment of the Council on Social Work Education. Dr. Cape played a prominent part in that development.(162) The establishment of an accreditation standard requiring two years of graduate education for a Master's Degree in Social Work and the low enrollment in UND's Master's program eventually resulted in the dropping of the UND graduate program in Social Work in 1957 (195). The issue was not dead, however, and the possibility of establishing a graduate program in social work would periodically arise in future years.

When Dr. Wilcox resigned in 1944, Arleigh Lincoln joined the faculty. Lincoln held a Master's degree in Social Work from the University of Oklahoma and had extensive experience in public welfare work. In 1945, Kermit Wiltse joined the faculty of the Division of Social Work. He was a graduate of the University of North Dakota, held a Master's degree in Social Work and had considerable experience in the field. Following three years service on the UND faculty, he obtained his doctorate from the University of Pittsburgh and eventually became Associate Dean of the School of Social Work at the University of California. J. Walter Cobb, a graduate of the University of Southern California, replaced Wiltse and taught on the faculty for five years (1948-1952).

In 1946, Sigma Upsilon Nu, an honorary fraternity in social work, was established. The name was derived from the first letters of the Greek word "synergoi" which means "working together." UND was the first social work department to establish an honorary fraternity (1946). In later years the name was changed to Phi Alpha in order to affiliate with a national fraternity. A social work club was also established that year.(163)

(161) T. W. Cape to Gillette, September 12, 1944, G.P.

(162) Please see Cape, *op cit* for a detailed description of this issue and consequent solution as it related to UND.

(163) Division of Social Work, The North Dakota Social Worker (June, 1951) 10-11.

Just as Social Work was spreading its wings and gradually separating from Sociology, Anthropology was growing and establishing its own curriculum. In 1947, a course titled "People and Cultures of the Great Plains" was taught for the first time along with "Field Session in Archeology." These courses along with "Physical Anthropology" and "Cultural Anthropology" constituted the anthropology offerings.(164) Gordon W. Hewes, a graduate of the University of California, joined the faculty in 1947. Since his training was exclusively in anthropology, he was the first faculty member to specialize in that area. He served on the faculty from 1946 through 1949 and in addition to the anthropology courses taught "Urban Sociology" and "Population."

1948 and 1949 brought an era to an end. Within a short period of time professors Cape and Gillette died. Cape, who was 55 at the time of his death, died in 1948. He was in Bismarck arranging a summer institute for social workers. A colleague wrote of Cape--

The recent death of Dr. T. W. Cape was a deep shock and a great loss to the thousands of his friends and associates in the field of education and social welfare. His ability and devotion to his work won him deserving recognition in his own community and in the nation.

Dr. Cape was a man gifted in the art of teaching, possessing that rare ability of quickening the student's interest in the immediate field of inquiry. A humanitarian at heart, the field of sociology appealed to him as an area of activity in which he made a lasting contribution to the welfare of the common man. He brought to his work a keen mind and a retentive memory. His approach was always that of the social liberal who must challenge every movement and institution to demonstrate its effectiveness in terms of human betterment . . . he resisted successfully the temptation to think of man in the mass and forget man the individual. To the end, he was the friend of the individual and champion of the rights and privileges of the individual . . . seldom free from physical discomforts and never in robust health, he won by sheer power of mind and will where others of stronger body would have surrendered.(165)

Almost a year later Gillette died. He had only been sick a few hours when he died at the age of 83. During the previous year he had been honored by the University of North Dakota in two ways--he was given an honorary doctorate of humanities degree and was made "Professor Emeritus of Sociology and Head of Department." He was eulogized by his colleague, friend and co-author James Reinhardt.

His pen was never magniloquent but it was never slumberous and never cold. Always he wrote with a painstaking resolution of a responsible scholar.

(164) University of North Dakota, op cit, 1946.

(165) "T. Wilson Cape," North Dakota Welfare: News and Views (July, 1948) 9.

He was a great admirer of William James, and I think it was partly because he, like James, had a profound respect for the opinions of 'ordinary' people. Once after he had been talking to a woodcutter, he said to me "these 'ordinary people' wrestle with verities; we 'experts' manipulate variables." He could learn from his students too. Students fresh from farm and village always delighted him. I have seen his face light up with a sort of vigilant expectancy when some admiring student offered a contrary observation. This easy give and take was the very heart of the Gillette teaching technique. He never allowed his classroom manner to harden into scientific doctrine or his doubts to become 'neat, expandable clarities'. He never fell under the dominance of his own vocabulary as so often happens as academicians lose their zest and acquire academic prestige. This, I believe, is one reason why his graduate seminars were always a source of infectious satisfaction.

As may be guessed from what I have said, there was a certain tender greatness about the man, discerned imperfectly at best by those who never sat in his classroom and never knew him surrounded by his family and intimate friends. He recognized no 'chosen people' and no 'pagans,' and he avoided identity with any sort of group that might set him apart from the whole 'run' of mankind.

He loved nature, and the changing seasons were for him a source of endless delight. Wild ducks circled Lake Julia on a gray September dawn, the return of life to the little strip of woodland that skirted his home in Grand Forks, the north wind on his face in the dead of the North Dakota winter were for him a part of man's great adventure on this globe. He belonged to the earth. He felt a kinship with the myriad forms of life that inhabited it, and he loved it.(166)

Gillette, during his long lifetime published eight books, several of which went into second and third editions, 68 articles, 64 book reviews and had 20 talks published in proceedings of conferences.(167) During that same time period he was an influential social reformer, a leader in the field of sociology and an active participant in University, community and state affairs. He was not only the "Father of Rural Sociology" but the "Father of the UND Department of Sociology."

(166) Reinhardt, James M., "Obituary of John Gillette," found in minutes of North Dakota Conference of Social Welfare, no date or citation given.

(167) Tweton, op cit, 18-25.

The Post Gillette Era (1944-1967)

The deaths of Drs. Cape and Gillette left the department in the hands of Arleigh Lincoln, an associate professor holding major teaching responsibility in social work. The remaining faculty members were Hewes who taught anthropology, Cobb who taught social work and Gustafson who taught sociology. Hewes and Gustafson soon left the faculty (1949) leaving only Lincoln and Cobb to provide continuity. A series of temporary appointments were made (Dixon, Gorden and Gorden) in order to keep the department afloat.

In 1951 a new team was formed under the leadership of Dr. Peter Munch. Munch was named professor of sociology and head of the department. Munch, a graduate of the University of Oslo, held a national and international reputation in the field of sociology and was known for his work in sociological theory, social change and cultural change. He was joined that same year by Robert Campbell who held a Ph.D. from the University of Wisconsin, the latest in a long series of Wisconsin graduates on the faculty. Munch and Campbell, along with Lincoln and Cobb, constituted the faculty of the Department of Sociology and Anthropology and its sub-unit--the Division of Social Work. In addition, Dr. Duane Sommersness was appointed as a special lecturer in "Psychiatry for Social Workers" and Dr. John Graham in "Medical Information for Social Workers."

The guard had changed and with it went much of the sociology curriculum. The influence of Munch and Campbell is clearly seen in the course offerings for 1952 and 1953. Several courses that bore the imprint of Gillette were eliminated--"Social Ethics," "Tabulation and Graphics," "Social Economic Conditions in North Dakota," "Social Movements" and "The Sociology of Conflict and War." Added to the curriculum were "History of Social Thought," "Intergroup Relations," "Social Reform Movements," "Readings in Cultural Anthropology" and "Special Problems."(168) 1953 saw the addition of two more courses--"Juvenile Delinquency" and "Seminar in Sociology."(169)

Major changes were made in 1955 when ten additional courses were added--"Social Control," "Sociology of Religion," "Sociology of Childhood and Youth," etc. Eliminated were "Statistical Correlation," "Population Problems" and "Rural Sociology." For the first time in almost 50 years "Rural Sociology" was not taught at the University of North Dakota, the place of its origin. The curriculum now had a distinctly modern appearance and reflected faculty interests and current issues in sociology. Gone were many of the statistics courses developed by Davies, Perlman and Gillette. They were replaced by courses dealing with current social problems.(170)

Interestingly, Munch was able to accomplish something that Gillette throughout his 42 years at UND was not able to accomplish--the establishment of a Social

(168) University of North Dakota, *op cit*, 152.

(169) *Ibid*, 1953.

(170) *Ibid*, 1955.

Science Research Institute. This was "the first organized effort in the University's history to draw the faculties of the social sciences and history into a cooperative body for the activation of research and the attraction of funds to support it."(171) Unfortunately, the Institute never achieved the prestige or the accomplishments predicted for it by both Gillette and Munch. The catalog of 1954 indicates that the institute was formed in August of 1954 to "stimulate, sponsor, and direct research in the social sciences, especially relating to North Dakota and the Great Plains." It was directed by Munch and included such members as Campbell (Sociology), Kaloupek (Political Science), Kazack (Geography), Kelly (Economics), Koenker (Economics), Talbot (Political Science), Vondracek (History), Wilkins (History) and Wills (Geography).(172)

In 1956, anthropology began its rapid development on campus. This would eventually lead to the establishment of a separate department in 1973. Although the first course in anthropology was taught in 1896, ethnology in 1902 and physical and cultural anthropology in 1930, it was not until 1956 that a wide range of courses was first offered. In that year "Archeology of North America," "Archeology of Central and South America" and "Indians of Latin America" were first taught. Two years later, "History of Anthropological Theory" was added. And still another two years later, "People and Cultures of Eurasia" was added. The Bulletin for 1962 indicates additional anthropology courses such as "Primitive Technology," "Archeology of the Great Plains," "Primitive Religion," "Modern Indian Problems," "Language, Culture and Society" and "Cross Cultural Analysis."(173) Thus, by 1962 there was a widening cleavage within the department between these faculty primarily identifying with the discipline of anthropology and those identifying with sociology. It was a repeat of the 1938 experience when social work faculty separated themselves from the main line sociology curriculum.

Increasingly, the Division of Social Work became independent of the Department of Sociology. Although the initial split was in 1938 when Dr. Cape was made chairman of the division, Dr. Gillette exercised a close supervisory interest in the program. Professor Munch, as head of the department delegated responsibility for administering the division to Lincoln; thus, Arleigh Lincoln was able to chart an independent course. For all practical purposes, the Division of Social Work operated autonomously within the Department of Sociology after 1950. The Division reported directly to the Dean of the College of Arts and Sciences and independent budgets were developed.

Unlike the experience with sociology offerings, Lincoln proposed or initiated few changes in the social work curriculum as developed by Cape. Essentially the curriculum remained unchanged until Lincoln resigned in 1955. Ole Omlid, who joined the faculty in 1954 and held one of the few graduate degrees in social work from UND, was named chairman of the division. Omlid held a second Master's degree in Social Work (University of Denver) and had extensive work

(171) Geiger, op cit, 436.

(172) University of North Dakota, op cit, 1954, 27.

(173) University of North Dakota, op cit, 1962.

experience in the field. Ed Nuetzman, another UND graduate, joined the faculty as Lincoln's replacement. He also held a Master's degree in Social Work from the University of Denver. When Omlid resigned in 1957, Nuetzman was named director. Ernest Norman was hired in 1957 to assume Omlid's vacant position. Norman, a graduate of the University of North Dakota held a Master's degree in Social Work from the University of Denver, the third member of the faculty in a row to do so. Norman and Nuetzman constituted the social work faculty from 1957 through 1962. At that time Nuetzman resigned and Norman was named director of the division, a position he held until 1979 when he stepped down as chairman of the Department of Social Work to return to full-time teaching. Neutzman's vacant position was filled by Charles Kirkpatrick who held a Master's degree in Social Work from Ohio State. Thus, after Cape all social work courses were taught by persons who were specifically trained in social work and held Master's degrees in the profession.

Beginning in 1956 the "old curriculum" in social work was gradually disassembled and a new curriculum emerged. This was necessitated by the discontinuance of the Master's degree program in 1957 and accreditation pressures. Courses such as "Field Practice in Child Welfare" and "Child Welfare Casework" were dropped by 1958 as was "Advanced Field Practice." Added in 1962 was a course titled "Perspectives on Social Welfare." The next biennium saw the addition of "Aspects of Aging" and, in the last year that social work was a part of the Sociology Department (1966) courses in "Social Welfare" and "Social Welfare Issues" were added.

In 1967, the inevitable division between social work and sociology was formalized in the establishment of a separate Department of Social Work. Just as the transition had been a gradual one, so was the actual designation of separate department status. The annual report for 1967 states--

The status of the program (social work) has been changed from a divisional to a departmental level. Although it has been tabled by the Board of Higher Education, the University administration has permitted us to move to departmental level. Departmental status is necessary for our proposed curriculum changes. Although we appreciate the support of the University in regard to this change, it is also hoped that the Board will see fit to do likewise.(174)

Similar changes were underway in sociology and anthropology. Munch resigned from his position as chairman of Sociology and Anthropology and was replaced by Robert B. Campbell in 1958. Max Burchard joined the faculty in 1960 and in 1961, when Campbell resigned, assumed the chairmanship. Burchard held that position for two years and then was succeeded by Lawrence Moyer. When Moyer resigned in 1965, Arthur P. Jacoby was named chairman of the department. Jacoby held a Ph.D. in Sociology from the University at Rochester and was to hold the position for several years.

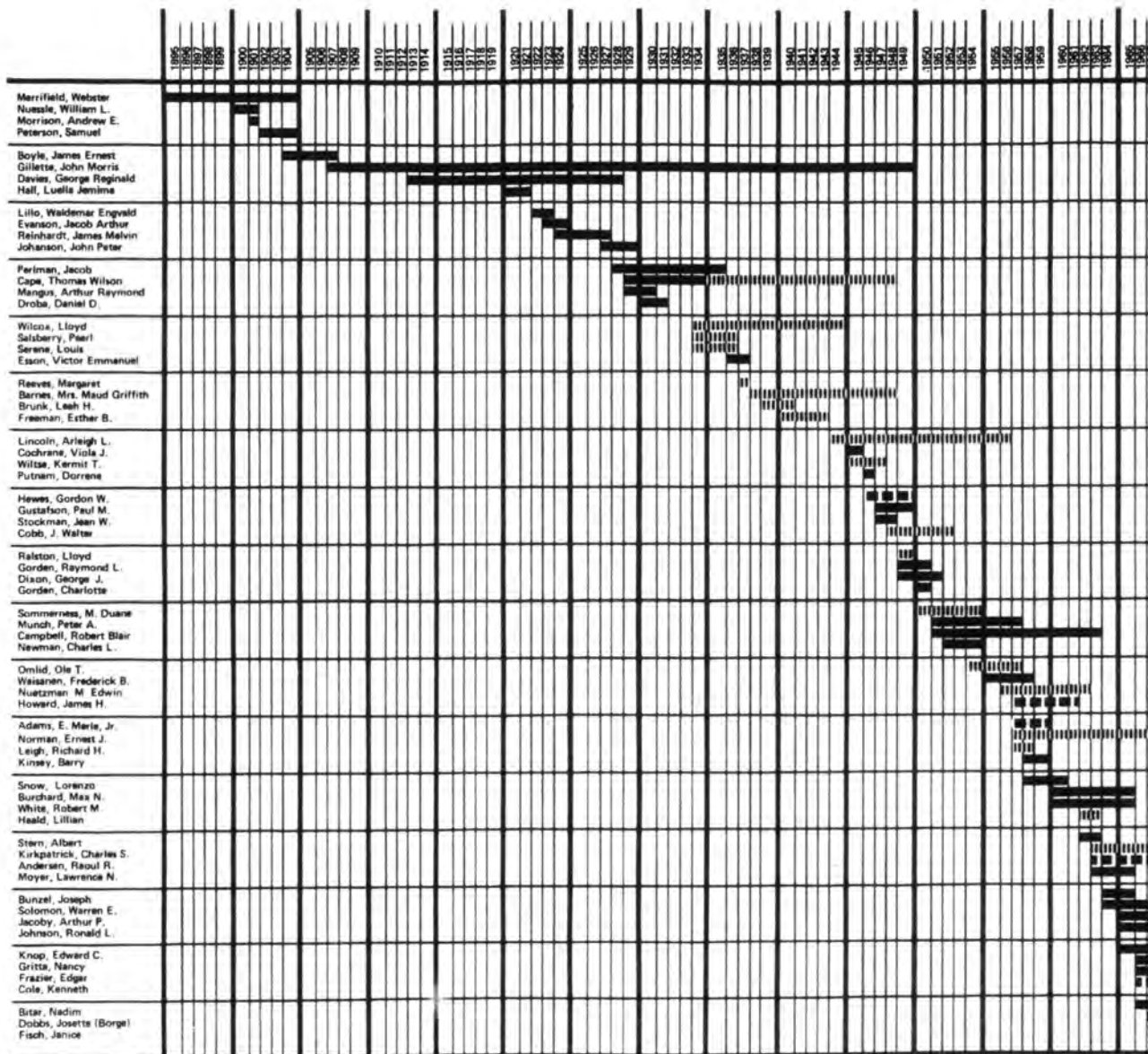
During this same time period, when the chairmanship of the department was changing rapidly, there were a number of faculty changes. Robert White, a sociologist, served on the faculty from 1960 to 1965. White, like Omlid, had

(174) Annual Report, Division of Social Work, 1967.

received his Master's degree at the University of North Dakota. Raoul Andersen and Lawrence Moyer joined the faculty in 1963. Moyer, a graduate of Ohio State resigned in 1965. Anderson, who held doctoral training in both sociology and anthropology from the University of Missouri, left in 1967. The department's inability to retain Andersen together with the great difficulty experienced in recruiting faculty trained in cultural anthropology set the stage for a split between sociology and an increasingly archaeologically oriented anthropology staff.

Thus, 1965 and 1966 saw the arrival of four new faculty members--Kenneth Cole, Ronald Johnson, Ed Knop and Warren Solomon. These faculty were all to resign within a relatively short period of time. Thus, the history of the Sociology Department between the death of Gillette and 1967 was characterized by frequent changes in the chairmanship and rapid changeover of faculty. It was also a time of tremendous changes in the curriculum. 1962 saw the addition of 11 courses, 1964 three courses and 1966 ten courses. Courses such as "Formal Organizations" were added along with a series of graduate seminars. Several of the original Gillette initiated courses remained, however. "Introduction to Sociology" was taught continuously from 1895 through 1967. The following courses were taught continuously from their point of introduction through 1967--"Social Problems" (1903), "Social Psychology" (1908), "Criminology" (1910) and "The Family" (1912).

In summary, the origins of the Sociology Department can be traced back to 1895 when the first course in sociology was taught on campus. This was one of the earliest sociology courses taught at any University in the United States. The Department of Sociology was established in 1907 and out of that department grew two major branches. In 1967 one of those branches evolved into the Department of Social Work. In 1973 a second branch, Anthropology, was given separate departmental status. The main trunk, Sociology, evolved from a social problems--social reform philosophy into a social research-theoretical orientation. During the seventy-one years of a sociological presence on campus, thousands of students have been exposed to sociology, social work and anthropology--archaeology. The city, state and nation have benefited from the studies performed and the community service rendered by the faculty and the students. Many of these students and faculty have gone on to carve out distinguished careers in teaching, public service and research. So may it be in the years ahead!



UNIVERSITY OF NORTH DAKOTA
SOCIOLOGY, ANTHROPOLOGY/ARCHAEOLOGY
AND SOCIAL WORK FACULTY 1895 - 1967

Sociology
 Anthropology/Archaeology
 Social Work

Appendix III

Faculty

The following is a listing of faculty members associated with the departments of Sociology, Anthropology and Social Work since the first class was taught in sociology in 1895. It includes verbatim faculty listings from the University Bulletin for the Department of Political and Social Sciences (1895-1907), Department of Sociology (1907-1935), Department of Sociology and Anthropology (1935-1967) and Division of Social Work (1939-1967). Only those faculty members actually listed in the Bulletin are included; thus part-time and temporary replacements are generally not listed. The dates of original appointment are generally accurate; termination dates are approximate. Extent of listings varies from Bulletin to Bulletin although the earlier Bulletins were generally more complete than the recent Bulletins.

Adams, E. Merle, Jr., Assistant Professor of Sociology (1957); A.B., Doane College; M.A., Harvard University (1957-1959).

Andersen, Raoul R., Assistant Professor of Sociology and Anthropology (1963), 1965; M.A., Emory University (1963-1967).

Barnes, Mrs. Maud Griffith, Instructor in Sociology; B.A. (North Dakota); Graduate School of Social Service, University of Minnesota, 1931-32; Senior member, American Association of Social Workers; with Children's Service, St. Paul, Minnesota, 1932-38; Juvenile Commissioner, First Judicial District, North Dakota, 1940--; Instructor in Sociology, University of North Dakota (1938-1948).

Bitar, Nadim, Associate Professor of Sociology and Anthropology (1966), B.A. Wayne State University; M.A. Wayne State University; Ph.D. La Sorleonne, University of Paris; Post-doctoral University of Michigan (1966-1967).

Boyle, James Ernest, Instructor in Economics, Sociology and History; 1904. Assistant Professor of Political and Social Science; 1906. Professor of Economics and Political Science; 1907-16. On leave of absence, second semester 1913-14. B.A. (Nebraska) 1900. M.A. (Kansas) 1901. Ph.D. (Wisconsin) 1904. Professor Rural Economics, Cornell University, 1917-38; (1904-1907).

Brunk, Leah H., Assistant Professor of Sociology; 1939. B.S.A. (Chicago). B.A. (Chicago), (1939-1940).

Bunzel, Joseph, Associate Professor of Sociology (1964); (1964-1965).

Burchard, Max N., Associate Professor of Sociology and Chairman of Department (1960), 1961; Ph.D., University of Nebraska (1960-1965).

Campbell, Robert Blair, Professor of Sociology and Chairman of Department (1961); B.S., Indiana State Teachers College; B.A., Southern Illinois University; M.S. and Ph.D., University of Wisconsin, (1951-1963).

- Cape, Thomas Wilson, Professor of Sociology and Acting Head of Department (1948); B.A., M.A. and Ph.D., Wisconsin. Professor of Economics and Sociology, Westminster College, Salt Lake City, 1925-28; Assistant Professor of Sociology, University of North Dakota, 1928-34; Associate Professor of Sociology, 1934-38; Supervisor, Merit Examinations, 1938-40; Professor of Sociology and Director of Social Service Work, 1939--; Professor of Sociology, Director of Social Service Department, and Acting Head of Department, 1947-- , (1929-1948).
- Cobb, J. Walter, Instructor in Sociology; B.A., University of Wyoming; M.A., University of S. California; Field Director, Military and Naval Welfare Service, American National Red Cross, 1943-45; Social Group Worker, Church Welfare Bureau, Los Angeles, 1947-48; Pre-Doctoral Study in Sociology, University of Southern California; Visiting Instructor, University of Redlands, California, summer of 1948; Instructor in Sociology, University of North Dakota, 1948-- , (1948-1952).
- Cochrane, Viola J., Assistant in Sociology and Anthropology, (1945).
- Cole, Kenneth, Instructor of Sociology and Anthropology (1966); B.A. University of Missouri; M.A. University of Missouri (1966-1968).
- Davies, George Reginald, Professor of Sociology; B.A. (Des Moines College), M.A. (Des Moines College), Ph.D. (North Dakota); Instructor, Principal and Superintendent, public schools, nine years; Teaching Fellow in History and Sociology, 1912-1913, Instructor in History and Sociology, 1913-1914; Assistant Professor of History and Sociology, 1914-18, Associate Professor of History and Sociology, 1918-21, Professor of Sociology, University of North Dakota, 1921, (1913-1928).
- Dixon, George J., Instructor in Sociology; B.A. and M.A., Montana State University; Graduate work, University of Nebraska; Instructor in Sociology, University of North Dakota, (1949-1951).
- Dobbs, Josette (Borge), Assistant Professor of Sociology (1967); M.S.W. School of Social Work, Paris, France; Ph.D. Boston University (1967-1968).
- Droba, Daniel D., M.A., (Chicago); Ph.D., Ohio State; Instructor in Sociology, (1930-1931).
- Esson, Victor Emmanuel, Instructor in Sociology, Instructor in Special Methods in Social Studies; B.A., (Wisconsin); M.S., (North Dakota); two years teaching in Wisconsin, seven years in North Dakota, three summer sessions at State Teachers' College, North Dakota; Instructor in Grand Forks High School, 1932--; Instructor in Special Methods in Social Studies, 1932--; Instructor in Sociology, University of North Dakota, 1936--; (1936-1937).
- Evanson, Jacob Arthur, Graduate Assistant in Sociology, 1924; B.A. (North Dakota), (1923-1924).
- Fisch, Janice, Instructor in Social Work; B.A., Oberlin College; M.S.W., Smith College School of Social Work; (1967).

- Frazier, Edgar, Instructor of Sociology and Anthropology (1966); B.A. Ohio State University; M.A. Indiana University (1966-1969).
- Freeman, Esther, B., Instructor in Sociology; B.A., (University of Minnesota); Graduate School of Social Work, University of Washington, five quarters; Senior member, American Association of Social Workers; Juvenile Commissioner, Third Judicial District, North Dakota, 1936-38; Case Work Supervisor, Grand Forks County Welfare Office, 1935-36; Supervisor, Field Practice in Social Work, University of North Dakota, (1940-43).
- Gillette, John Morris, Professor Emeritus of Sociology and Anthropology and Head of Department; A.B., Park College, Graduate, Princeton Theological Seminary; A.M., Princeton; Ph.D., Chicago Theological Seminary; Ph.D., Chicago; LL.D., Park College; Lecturer, Librarian, Bible Normal College, Springfield, Massachusetts, 1898; Principal, Chadron Academy, Nebraska, 1899-1900; President, Academy for Young Women, Jacksonville, Illinois, 1901-03; Professor, History and Sociology, State Normal School, Valley City, North Dakota, 1903-07; Assistant Professor of Sociology and Instructor in History, University of North Dakota, 1907-08; Professor of Sociology, 1908-44; Research Professor of Sociology and Anthropology, and Head of Department, 1944-48; Professor Emeritus of Sociology and Head of Department, 1948-- , (1907-1949).
- Gorden, Charlotte, Special Instructor in Sociology; Ph.B. and M.A., University of Chicago; Special Instructor in Sociology, University of North Dakota, (1950).
- Gorden, Raymond L., Instructor in Sociology; M.A., University of Chicago; Instructor in Sociology, University of North Dakota, (1949-1950).
- Gritta, Nancy, Instructor of Sociology (1966); A.B. Indiana University; M.A. Indiana University (1966-1968).
- Gustafson, Paul M., Instructor in Sociology; B.S. and M.A., Northwestern University; Instructor in Sociology, University of North Dakota, (1947-1949).
- Hall, Luella Jemima, Assistant in History and Sociology; 1918, 1919; Instructor in Sociology; 1920, 1921; B.A., (North Dakota) 1917; M.A., (North Dakota) 1919; Teacher in North Dakota village schools, four years, (1920-1921).
- Heald, Lillian, Instructor in Social Work; (1962-1963).
- Hewes, Gordon W., Assistant Professor of Sociology and Anthropology; B.A., (California); Ph.D., (California); Teaching Assistant in Anthropology, University of California, 1939-41; Geographer, U.S. Board on Geographical Names, Washington, D.C., 1943-44; Research Analyst, Office of Strategic Services, 1942-45; Instructor, ASTP, University of Pennsylvania, 1946; Assistant Professor of Sociology and Anthropology, University of North Dakota, (1946-1949).
- Howard, James H., Assistant Professor of Sociology and Anthropology (1957); B.A. and M.A., University of Nebraska; Ph.D., University of Michigan, (1957-1961).

- Jacoby, Arthur P., Associate Professor of Sociology and Chairman of Department (1965); Ph.D., University of Rochester, (1965 to present).
- Johanson, John Peter, -1927, Instructor in Sociology; A.B., Nebraska, Wesleyan; A.M., (Nebraska), (1927-1929).
- Johnson, Ronald L., Assistant Professor of Sociology (1965); Ph.D., University of Wisconsin, (1965-1970).
- Kinsey, Barry, (1958-1959).
- Kirkpatrick, Charles S., Assistant Professor of Social Work (1963); 1965; M.S.W., Ohio State University; Certified Social Worker, (1963-1968).
- Knop, Edward C., Assistant Professor of Sociology (1965); 1966; M.A., University of Arizona, (1965-1967).
- Leigh, Richard H., Instructor in Social Work (1957); B.S.Med., University of North Dakota; M.D., University of Illinois, (1957-1958).
- Lillo, Waldemar Engvald, Graduate Assistant in Sociology; second semester, 1922-23; B.A., (North Dakota) 1918; M.A., (North Dakota) 1923; Ph.D., (North Dakota) 1935, (1922-1923).
- Lincoln, Arleigh L., Professor of Social Work, Director of Division of Social Work and Supervisor of Case Work, (1944); B.A., Northwestern Oklahoma State College; M.Soc. Work, University of Oklahoma; L.H.D., Wesley College, (1944-1956).
- Mangus, Arthur Raymond, Instructor in Sociology; A.B., (Illinois Wesleyan); A.M., (University of Chicago); Instructor in Sociology, University of North Dakota, (1929-1930).
- Merrifield, Webster, Professor of Greek and Latin Languages and Literatures, and Secretary of the Faculty, and Librarian; 1885 to 1890; President and Professor of Greek and Latin, 1891; (appointed President March 12, 1891); President and Professor of Political and Social Science, 1892 to 1909; (Retired June 17, 1909); Instructor, Yale University, 1879 to 1883; B.A., (Yale) 1877; M.A., (Yale) 1892; (1895-1904).
- Morrison, Andrew E., Registrar, and Instructor in Civics and Economics, 1901; Registrar, 1902 to 1906; Secretary of the Board of Trustees, 1901 to 1906; B.A., (North Dakota) 1900; Manager of Imperial Machinery Company, Minneapolis, 1906-44; Assistant county or city engineer, Crookston, MN; 1898 and 1899, (1901).
- Moyer, Lawrence N., Assistant Professor of Sociology (1963); Ph.D., Ohio State University, (1963-1965).
- Munch, Peter A., Professor of Sociology, Head of Department, and Director of the Social Science Research Institute (1951); Ph.D., University of Oslo, (1951-1957).

- Newman, Charles L., Instructor in Sociology and Social Work (1952); B.A. and M.P.A., New York University, (1952-1954).
- Norman, Ernest J., Associate Professor of Social Work and Director of Division (1957), 1963; M.S.W., University of Denver; Certified Social Worker (1957 to present).
- Nuessle, William L., Instructor in Civics and Economics, and in Agency, Personal Property, and Pleading, 1900 to 1902; B.A., (North Dakota) 1899; LL.B., (North Dakota) 1901; Practicing lawyer, 1902 to 1913; then district judge; then Justice, Supreme Court of North Dakota, 1928 to 1944, (1900-1901).
- Nuetzman, M. Edwin, Assistant Professor of Social Work and Acting Director, Division of Social Work (1956); Ph.B., University of North Dakota; M.Soc.Wk., University of Denver, (1956-1962).
- Omlid, Ole T., Assistant Professor of Social Work (1954); B.A. and M.A., University of North Dakota; B.A., Wesley College; M.Soc.Work, Denver University, (1954-1957).
- Perlman, Jacob, Associate Professor of Sociology; B.A., (Wisconsin); Ph.D., (Wisconsin); Statistician, New York State Department of Labor, 1919-21; Assistant in Economics, 1921-23; Instructor in Economics, University of Wisconsin, 1923-26; Assistant Professor, School of Commerce, and Research Associate, Institute for Research in Land Economics and Public Utilities, Northwestern University, 1926-27; Research Fellowship, Social Science Research Council, New York City, 1927-28; Associate Professor of Sociology, University of North Dakota, 1928-- , (1928-1935).
- Peterson, Samuel, Assistant Professor of Political and Social Science, and in College of Law, 1902 to 1904; Ph.D., (Yale) 1897; D.C.L., (Yale) 1898, (1902-1904).
- Putnam, Dorrene, Assistant in Sociology and Anthropology, (1946).
- Ralston, Lloyd, M.D., Medical Lecturer in Social Work, (1949).
- Reeves, Margaret, Assistant Professor of Sociology; Graduate of University of South Dakota; M.A., Radcliffe College; Red Cross field director for four states; New Mexico child welfare bureau director; field worker for the Russell Sage foundation; faculty member of University of Chicago; Vice-President of the National Conference of Social Workers, 1935; served on committees at the White House Conference on Child Health and Protection, 1930; member of the organization committee for the First International Conference on Mental Hygiene; (1937).
- Reinhardt, James Melvin, Instructor in Sociology; Ph.B., (Berea College); B.A., (Berea); Instructor in classes in Americanization, U.S. Army, 1917-18; Head of Department of History and Social Science, Chicora College, 1923-24; Instructor in Sociology, University of North Dakota, (1924-1927).

- Salsberry, Pearl, Visiting Professor of Social Service Work; B.A., (Ohio State University); Instructor at University of Minnesota, ten years, Social Service Work for F.E.R.A., Bismarck, North Dakota; Visiting Professor of Social Service Work, University of North Dakota, (1934-1936).
- Serene, Louis, Visiting Professor of Social Service Work; B.S., (Minnesota); Field Work, Family Welfare Association, Minneapolis, Minnesota, 1932-33; Social Service Work, F.E.R.A., Bismarck, North Dakota; Visiting Professor of Social Service Work, University of North Dakota, (1934-36).
- Snow, Lorenzo, (1958-1960).
- Solomon, Warren E., Assistant Professor of Sociology (1964); M.A., University of Michigan, (1964-1968).
- Sommerness, M. Duane, Associate Professor of Psychiatry, School of Medicine (1950); B.A., Luther College; B.S. in Med., University of North Dakota; M.D., Temple University, (1950-1954).
- Stern, Albert, Ph.D., New School of Social Research (1962-1963).
- Stockman, Jean W., Assistant in Sociology and Anthropology, (1947-1948).
- Waisanen, Frederick B., Assistant Professor of Sociology (1955); B.A., Northern Michigan College; M.A. and Ph.D., University of Iowa, (1955-1958).
- White, Robert M., Assistant Professor of Sociology (1960), 1962; M.A., University of North Dakota, (1960-1965).
- Wilcox, Lloyd, Associate Professor of Sociology; B.S., (Ohio State University); M.A., (Ohio State University); Ph.D., (University of Wisconsin); Instructor, Sociology and Statistics, Ohio State University, 1923-25 and 1929-30; Assistant in Sociology, University of Wisconsin, 1931-33; Instructor in Sociology, Economics, Money and Banking, Bureau of Economics and Sociology Extension Division, University of Wisconsin, 1933-34; Senior Member, American Association of Social Workers; Assistant Professor of Sociology, University of North Dakota, 1934-40; Associate Professor of Sociology, 1940-- , (1934-1944).
- Wiltse, Kermit T., Instructor in Sociology and Social Work; B.A., (North Dakota); M.A., (Chicago); child welfare worker, Child Welfare Division, Public Welfare Board of North Dakota, 1937-39; case supervisor, Cass County Welfare Board, Fargo, North Dakota, 1940-42; senior member, American Association of Social Workers; Instructor in Sociology and Social Work, University of North Dakota, 1945, (1945-1947).