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Social Work

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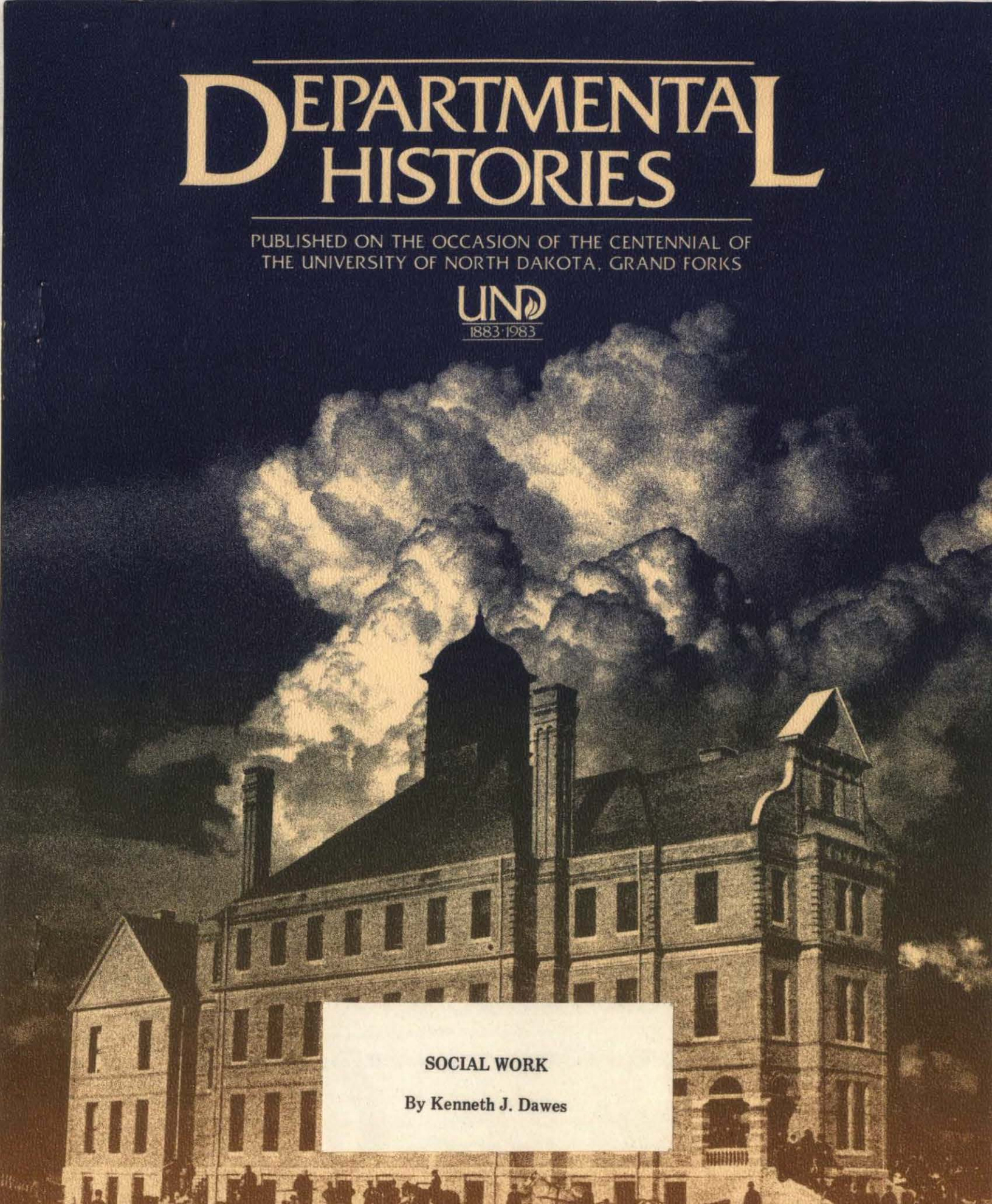
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SOCIAL WORK

By **Kenneth J. Dawes**



HISTORY OF THE DEPARTMENT OF SOCIAL WORK
1967-1982

By
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PREFACE

This history of the Department of Social Work primarily focuses on the post-1967 period. That year the Department separated from Sociology and was granted departmental status. In order to provide continuity, selected portions of the pre-1967 history are included. For a more complete analysis of the earlier history of the Department see History of the Departments of Sociology, Anthropology and Social Work: 1895-1967 by this author.

The material in this history was mainly gleaned from the University Bulletins, departmental annual reports and the papers of John Gillette, T. Wilson Cape, Leah Brunk and Arleigh Lincoln--all located in the Orin G. Libby Manuscript Collection in the Chester Fritz Library.

Kenneth J. Dawes
March 1, 1982

HISTORY OF THE DEPARTMENT OF SOCIAL WORK

Social work education at the University of North Dakota has a long and rich history. A course titled "Sociology" was first taught in 1895 by Webster Merrifield, president of the University.(1) It addressed such issues as "penology, charities, marriage, and divorce." A "Social Problems" course which was introduced in 1902 provided a "critical study of American social conditions, with special regard to such existing dangers and evils, as pauperism, crime, immigration, and the concentration of urban populations." The first formal social work course was added in 1905--"Social Pathology." This course dealt with "poverty, criminality, and the defective classes" and was directed toward social reform. "Charity and Philanthropy" was introduced in 1910 and has been taught continuously since that date although it is now known as "Social Work in a Modern Society." A year later courses were added in "Juvenile Delinquency and Probation Work" and "Neighborhood Activities."

These initial social work courses were primarily taught by Dr. John Gillette. Gillette, who held doctorates in sociology and philosophy, joined the department in 1907. He was to become nationally and internationally known as the "Father of Rural Sociology." Less well known were his interests in social work and social reform. As a "progressive" he was involved in child labor legislation, reform of the public welfare and criminal justice systems, and general community development. As an example, Gillette, in cooperation with Franklin McVey, members of the University YMCA and the Sociology Club established University Settlement House in Grand Forks in 1914. This facility was modeled after Hull House in Chicago and provided services to needy families through the 1930's.(2)

McVey, the president of the University between 1909 and 1917, was a pioneer in social work education in his own right and taught social work related courses at the University of Minnesota as early as 1896. Although an economist by training, he spent eleven years as president of the Board of Directors of the Associated Charities of Minneapolis and served on the executive committee of the National Conference of Charities and Corrections.(3) Considered one of the pioneers in social

(1) See the appropriate years of the General Catalog of the University of North Dakota (University Bulletin) for course descriptions.

(2) Geiger, Louis G., University of Northern Plains: A History of the University of North Dakota, 1883-1958 (Grand Forks: UND Press, 1958), 255.

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

work and social work education nationally,(4) McVey taught courses concerning "social justice" while at UND.(5)

The University Catalog first mentions the discipline of social work in 1911. Completion of a detailed program of studies culminated in a Bachelor of Arts degree, presumably in social work (see Appendix 1). The curriculum indicated concentrations in three areas of social work--with "the dependent classes, the defective classes and the delinquent classes." Persons preparing for work with the "dependent classes" anticipated employment in poverty related or financial assistance agencies such as poor farms, Associated Charities or the Mothers Pension program. Those working with the "defective classes" anticipated work in institutions such as the School for the Feeble-Minded at Grafton or the State Hospital for the Insane at Jamestown. Those indicating a preference for working with the delinquent classes were prepared to work at the State Reform School, the recently developed juvenile court or the State Penitentiary. The curriculum stipulated a core of courses required of all social work majors followed by specific courses related to each of the three concentrations. Freshmen and sophomores were required to take a broad based liberal arts course of studies in order to prepare for the social work sequence.

In 1918 the social work curriculum was modified and listed under the title "Course for Community Service." This title reflected the growing influence of the Red Cross and their Bureau of Civilian Relief in North Dakota. Gillette provided some of the training for the Red Cross workers who were stationed throughout the region. The 1918 University Catalog reads:

As a consequence of the World War, the need for community service is more appreciated. Red Cross chapters which will engage in community work have been formed in nearly every locality and either paid or voluntary workers are in demand. Highly specialized workers for all localities are out of the question and the Red Cross organization is requesting state universities to make a grouping of courses which will serve as a guide to students who desire to fit themselves for home service work. It is apparent that such emphasis in a college course will serve to produce valuable leaders in neighborhood affairs and to act as a good foundation for later specialization for social work in professional institutions.(6)

Instead of preparing students for work with specific client groups, the orientation was now toward a generic education. The core of courses reflected the Red Cross community betterment influence and included "Hygiene and Sanitation," "Dietaries," "Home Nursing," "Playgrounds,"

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

(5) Geiger, op cit, 211.

(6) University of North Dakota, University Catalog, 1918.

and "Child Study." The traditional courses in "Charity and Philanthropy," "Criminology," "Urban Social Problems," "Rural Sociology," and "Social Problems" remained an integral part of the curriculum.

The Department of Sociology in the 1920's reflected the national trend away from social reform toward an emphasis on scientific methodology. During this time period several courses were added in research methodology and statistics. There was also an increasing recognition that social work education required specialized courses taught by specialized faculty. Above all, it required the offering of field work experience supervised by qualified persons. Although Gillette and his faculty felt confident in teaching the pre-professional courses, they balked at teaching courses in casework methods or supervising students in the field. The concept of an internship program was not dropped, however, and repeated correspondence by Gillette throughout the 1920's indicates a continuing interest in establishing a professional social work education program at UND. Gillette wrote to Margaret MacGunigal in January of 1930 requesting field placements for students with the North Dakota Children's Bureau.(7) Although this was to be an early version of a block placement, distances and a lack of funds defeated the plan. Thus, Gillette was forced to recommend to students that they go elsewhere for professional training.

We do not specifically train for social work. What we do is organize into a course of study, what we call a major in social work, the subjects which would be preparatory to and lay a foundation for specialized training in the field. Specialized training would have to be secured by a short stay in some professional school for social work where appropriate field work could be received. We think our work would go far towards preparing one for social work but it would not give the field training and some of the highly specialized information which certain kinds of social workers need.(8)

The Great Depression had a tremendous impact on North Dakota and provided the necessary impetus for the establishment of a formal social work education program in the state. Although North Dakota felt hard economic times in the 1920's, the 1930's were disastrous. A third of the people in the state were receiving welfare assistance. There was a need for trained workers to serve the rapidly developing social welfare system. As early as 1932 Gillette was considering field placements with the poor relief department of the city, with the police department, and the juvenile commissioner. The need for a program was great. In 1932 Gillette wrote--

(7) Gillette to Margaret MacGunigal (January, 1930) John M. Gillette papers, Orin G. Libby Manuscript Collection, Chester Fritz Library, University of North Dakota. Hereafter cited as G.P.

(8) Ibid.

If this is any index, we are likely to have quite a number of young women heading into social work. We have two or three now doing graduate work in that field and several others in the institution doing undergraduate work.(9)

Apparently there was a shortage of men in the field since Margaret MacGunigal, director of the Children's Bureau, replied to Gillette--

The field should not be confined to women--it is quite important that young men also be induced to consider the administration of public welfare as a profession worthy of their time and thought.(10)

In 1933 Gillette attempted to establish a field placement with the Juvenile Court. Again, he indicated--

We do not pretend to train for social work at this institution. What we do is to publish together the various courses and various departments and schools of the University which might be useful to give foundation information to future social workers. These courses are suggested and not required. We give no certificates or diplomas at the completion of major work in that field. I merely serve as an advisor relative to such courses.(11)

Gillette went on to request a field placement with the agency and delineated the respective responsibilities of the University and the agency.

Students who have pursued some considerable work in these organized courses bearing on social work should be eligible for field work if any is to be conducted. I take it for granted that such students will be normal in mind and of an approved character. Considering their fitness for such practice work, I could not judge except in a very general way. If you choose to take them on, in that capacity, you would have to do so on your own judgement because you are responsible in your field of work and cannot be responsible for someone else's judgement.(12)

(9) Gillette to Margaret MacGunigal (December, 1932), G.P. Note: The graduate program was primarily in sociology and not social work at this time.

(10) Margaret MacGunigal (January, 1933), G.P.

(11) Gillette to Agnes Rex (January, 1933), G.P.

(12) Ibid.

1934 saw the actual beginning of a full fledged social work education program. It was at this time that two professional social workers joined the faculty on a part-time basis, Pearl Salsberry and Louis Serene. Miss Pearl Salsberry, director of social services for the Federal Emergency Relief Administration (FERA) taught several institutes throughout the state. In the summer of 1934 Miss Salsberry taught a course in "Elementary Social Case Work" at UND. This was the first "methods" course taught in the department and was repeated in the fall of 1934, winter of 1935 and fall of 1935.

In the summer of 1935 a course in "Advanced Social Case Work" was given to a group of selected students. The University of North Dakota extension division offered a course in "Elementary Social Case Work" in the spring of 1935 which met at Bismarck. Approximately 300 students enrolled in these courses which were "equivalent to those given in training schools for social work."(13) Miss Salsberry made the weekly 500 mile trip between Bismarck and Grand Forks for two years. Over 200 students were trained by Miss Salsberry during her two and one-half years of association with UND.

Louis Serene, director of the Grand Forks County Welfare Board, taught a course in Social Work Administration and also supervised students in their field placement with his agency. A special arrangement was made with the University of Minnesota so that students could transfer out of the UND program to the University of Minnesota graduate program without repeating courses. A similar arrangement was made with the University of Chicago. In addition, the FERA provided money for stipends for staff to attend these courses.

With the end of the FERA in 1936, Miss Salsberry and Mr. Serene resigned their positions with the University. Miss Salsberry moved to the Hawaiian Islands where she spent three years as Director of Case Work Services. Later she returned to teach at the University of Chicago. Mr. Serene accepted a position as Secretary of the Council of Social Agencies at Troy, New York. Still later, he held a similar position in Winnipeg, Canada. The teaching of the social work courses reverted to Gillette, Cape and Wilcox--all sociologists. Wilcox, who joined the faculty in 1934, also held membership in the American Association of Social Workers and is believed to be the first full-time faculty member identifying primarily with the profession of social work.

Gillette increasingly relied on Dr. Theodore Wilson Cape to supervise the social work sequence. Dr. Cape, a sociologist by training, was deeply concerned about social welfare, social reform and social work education. He joined the faculty in 1929 and was the prime mover behind the developing social work program. He provided the leadership and drive that culminated in an accredited graduate and undergraduate program. He shepherded the program through the difficult years of 1936 and early 1937 when federal money was non-existent and state monies were extremely limited. A new cooperative venture was on the horizon, however.

(13) Federal Emergency Relief Administration, Relief in Review in North Dakota (Bismarck: September 15, 1936), 42.

In the fall of 1937, the Public Welfare Board of North Dakota made a \$10,000 grant to the University of North Dakota to fund the hiring of two faculty members to teach courses in social work. Margaret Reeves was named assistant professor in the Department of Sociology. A graduate of the University of South Dakota, she held a Master's degree from Radcliffe and had studied social service administration at the University of Chicago. In 1935 she served as vice-president of the National Conference of Social Workers. A previous Red Cross director in four states, she had also served as a faculty member at the University of Chicago. Unfortunately, she resigned soon after her appointment due to ill health.(14) Eventually she served on the staff of the Child Welfare League of America.

Reeves was replaced by Leah Brunk who was a graduate of both the Universities of Chicago and Kansas. Brunk was joined by Mrs. Maud G. Barnes who had graduated from the University of North Dakota, later attended the Graduate School of Social Services at the University of Minnesota and had worked for Children's Services of St. Paul for six years.(15) Both instructors were thus professionally and experientially qualified to teach the social work courses. The need for trained workers was great. A letter to Gillette on December 24, 1936 from Dr. Cape reads--"We could easily place some 15 to 25 graduates each year and this would probably mean 50 to 75 students in social work."(16) R. Clyde White, professor of social services administration at the University of Chicago, was hired to review the program in 1938 and made several far-reaching recommendations. He was favorably impressed with the developing program and commented that a wholesome working relationship had been established with the Grand Forks County Welfare Board and that the Board "is coming to realize the value of this teaching in relation to their own program."(17) He went on to recommend that a separate Department of Social Service Administration be established at UND.

The curriculum in social work should be taken out of the Department of Sociology and placed in a Department of Social Service Administration which seems logically to belong in the graduate school . . . all of the courses in professional social service education, except perhaps one or two introductory courses, should be transferred to this new department for the academic year 1938-39.(18)

(14) Social Work Club, UND, "History of Social Work at the University," The North Dakota Social Worker (June, 1945), 7.

(15) Ibid.

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

(17) Cited in Cape, Julia C., "History of Education for Social Work in North Dakota," (undated and mimeographed), Appendix B.

(18) Ibid.

He also recommended that a pre-professional undergraduate curriculum be established but that this adhere to the recommendations of the American Association of Schools of Social Work and that "great rigidity" be avoided in prescribing this course of studies. White did not see the curriculum in social work as "graduate study in the ordinary usage of that phrase."

It is professional education after the Baccalaureate degree just as medicine or law would be if similar admission requirements were set up. The Dean of the Graduate School should realize this fully, and not be concerned at all about conferring a degree. If the University wants to give a certificate as evidence of completing the professional curriculum I see no objections . . . get good persons on the faculty, even though you may have to pay two what should be adequate for three. Professional education in any line comes relatively high priced. You should place professional competence in teaching ability above M.A. and Ph.D. degrees in choosing them.(19)

White's report, which was largely implemented, is reflected in the 1939 catalog. The University of North Dakota now offered a graduate program in social work as well as a pre-social work baccalaureate degree. A Division of Social Work was established within the Department of Sociology with Dr. Cape named as director.

The pre-professional social work curriculum was to provide the academic base for the special training that was offered in one semester of graduate work. Graduate courses included "Social Casework," "Public Welfare Administration," "Child Welfare," "Social Casework Practice," and "Medical Information for Social Workers." The program was geared to the public welfare practitioner and primary emphasis was placed on preparing the student for work in North Dakota's rural, generalist public agencies.

There were additional changes in the program between 1935 and 1939. In 1935 a major in social work required 42 credit hours including 25 in sociology. In 1936 the requirement was raised to 45 credit hours including 28 in sociology. The 1939 catalog, although it did not list the actual number of hours required, revealed that many of the previous undergraduate social work courses had been renumbered as graduate courses. In addition, provision was made for a "social work certificate" which was granted after successful completion of the approved one year program. Students could either opt for an undergraduate degree (pre-professional social work curriculum) or a graduate degree (Master of Arts in Social Work). The graduate courses were only open to those graduate students who "have had an adequate pre-professional course of study or who have had experience in social work." The number of graduate students was limited to the number of available field practice agencies (see Appendix II).

(19) Ibid.

A suggested program in social work and law was added that same year. This enabled a student to obtain both a Bachelor's degree in Social Work and a Graduate degree in Law within a six year time period. Social work courses were primarily taken during the junior year and summer school while law courses were taken during the senior year and two years of graduate school.(20)

Unfortunately, the Public Welfare Board withdrew its financial support for the program in 1938 and it looked as if the program would be terminated. However, through reallocation of University resources the program was continued. Miss Brunk resigned to accept a position as instructor at Utah State College in Logan, Utah. Mrs. Barnes continued on a part-time basis. The bulk of the coursework was again taught by the regular sociology faculty.

The American Association of Schools of Social Work (AASSW) was the major accrediting agency for social work education in 1937. That organization was largely composed of the larger, private graduate programs in social work. In 1937, the AASSW announced a policy that commencing in 1939 all professional social work education programs must be on the graduate level and must consist of two years of post-baccalaureate training.(21) The University of North Dakota, with a one year graduate program, could not meet this criteria. The same was true for many colleges and universities in the midwest and southwest. In addition, the members of the AASSW were oriented toward practice in private agencies and largely prepared their students for work in psychoanalytic-like intervention. The need at UND and other schools throughout the midwest was for professional social work training to prepare persons to work in the public welfare sector. As a result, a protest movement developed which eventually culminated in the formation of the National Association of Schools of Social Administration (NASSA) in 1942.(22) The University of North Dakota was a charter member of the association and Dr. Cape was an influential leader in the movement. In 1947 he was elected president of the association, a position he held for two years.

(20) On April 23, 1943, Cape wrote to J. Edgar Hoover regarding the criteria to be utilized in establishing a training course in "police work." Apparently Cape was interested in establishing such a program within the division of social work. Hoover replied that he anticipated that some day local departments would hire college graduates; however, he did not provide any encouragement to develop such a program at UND. Cape to J. Edgar Hoover (April 23, 1943), Theodore Cape papers, Orin G. Libby Collection, op cit.

(21) Hollis, Earnest V. and Alice L. Taylor Social Work Education in the United States (New York: Columbia University Press, 1951), 29.

(22) See Cape, Julia C. op cit for a detailed discussion of this movement.

Between 1942 and 1946 the two associations went their individual ways. Thus, there were two accrediting agencies for social work education during this period. The program at UND was fully accredited by NASSA. In 1946, a joint Council on Social Work Education was funded in an effort to bring the two organizations together. Eventually, the present Council on Social Work Education grew out of these discussions. A compromise decision was made to accredit professional schools on a two year graduate program basis and to promote undergraduate pre-professional training on the baccalaureate level. UND gradually conformed to this model and in 1957 the graduate program in social work was dropped.

Esther Freeman, director of the Grand Forks County Welfare Board and a graduate of the University of Washington, joined the faculty in 1940 and supervised field practice until 1944. She resigned to resume full-time employment with the Public Welfare Board. During that same year Dr. Lloyd Wilcox, who had been with the program since 1934, resigned to become chairman of the Social Services Department at Westminster College at Salt Lake City, Utah. Arleigh Lincoln, a senior member of the American Association of Social Workers and the holder of a Master's degree in Social Work from the University of Oklahoma, was hired to replace Wilcox. Lincoln had extensive experience in the practice of social work. The next year Kermit T. Wiltse joined the staff. Mr. Wiltse, a graduate of the University of North Dakota, held a Master's degree from Chicago. After three years of service at the University of North Dakota he entered the University of Pittsburg to work toward his doctorate. Eventually, he became Associate Dean of the School of Social Work at the University of California at Berkeley. Wiltse was replaced by J. Walter Cobb, a group worker, who held a Master's degree from the University of Southern California and had previously worked for the American Red Cross.

The social work program at UND was very active in the 1945 to 1950 period. A publication of the department in June of 1945 indicates--"At the present time approximately 10% of the graduating seniors of the University have taken social work training."⁽²³⁾ Sigma Upsilon Nu was organized that same year as an honorary society for students in social work. UND was the only university in the nation to have such a chapter and efforts were made to form a national organization. The name was derived from the first three letters of the word "synergoi" which means to work together. A social work club was also formed that year with an initial membership of 50 students.⁽²⁴⁾ The students made two field trips in 1945, one to Larimore to visit the County Hospital and the other to Grafton to visit the State School. A number of students volunteered to assist at the Crippled Children's Clinic which was held in Grand Forks. The students also put out a 16 page booklet titled The North Dakota Social Worker which described the program and events of the social work program at the University of North Dakota.

(23) Social Work Club, op cit, 7.

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

This publication was printed annually through 1951. In 1946, the students presented a weekly radio program over KFJM concerning the field of social work. In 1948, the students published an edition of North Dakota Welfare--News & Views, a monthly publication of the North Dakota Public Welfare Board. This, too, was an annual event through 1950. Students periodically submitted papers for publication in that journal.

In 1946, the University co-sponsored an in-service training program with the North Dakota Public Welfare Board. The week long institute was held on the campus of the University of North Dakota during the month of August. Outstanding experts from throughout the nation were brought in for these training sessions. Participants were housed in University dormitories with a charge of \$1.00 for the first night and 50¢ for each additional night. The total registration fee was \$5.00. Similar workshops, planned and directed by Dr. Cape, were held in 1947 and 1948.

Tragically, Dr. Cape died in 1948 at the age of 55. He was the glue that held the social work education program together. Although not possessing professional social work training, his dedication to the field and to the provision of adequate social services to the citizens of North Dakota was well known and recognized. An article in North Dakota Welfare reporting on his death stated--

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.(25)

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

With Cape's death and the death of John Gillette one year later, responsibility for the Division was turned over to Professor Arleigh Lincoln. The new chairman of the Department of Sociology, Dr. Munch, gave Lincoln much freedom in developing and administering the social work program; consequently, the division became an autonomous unit within the Department of Sociology. Cobb and Lincoln taught the social work courses. When Cobb resigned in 1953 he was replaced by Ole Omlid, a graduate of the UND Master's program. Omlid also held a Master's degree in Social Work from the University of Denver. In 1956 Ed Nuetzman replaced Lincoln who accepted the position of Dean of the Kent School of Social Work at the University of Kentucky. Nuetzman, another UND graduate, held a Master's degree from the University of Denver. Omlid, who was director of the division, resigned in 1956 to take a position in Ohio and later with the Public Welfare Board of North Dakota; he was replaced by Ernest Norman, another graduate of UND. Norman, like his two predecessors, held a Master's degree from the University of Denver. For five years (1957-1962) there were no major faculty changes. Norman and Nuetzman comprised the faculty of the Division of Social Work.

The post-Cape years were a time of reassessment and readjustment. The graduate program in social work was gradually phased out and in 1957 was discontinued. The emphasis was on a quality, pre-professional social work education program. Working relationships with the Public Welfare Board remained strong. Many graduates joined that agency and became the backbone of what came to be recognized as one of the finest public welfare programs in the nation. An average of 12 students graduated each year. Efforts were made to develop field practice for all undergraduate students but generally these efforts were unsuccessful.

The University Catalog in 1953 indicated that several occupational therapy courses were offered under the auspices of the Division. By 1955, a separate department of occupational therapy was authorized and the occupational therapy courses in the social work section were transferred to that department.

By the close of the 1950's, an average of 78 majors were enrolled in the undergraduate program. The Social Work Club and Sigma Upsilon Nu were reactivated in 1958 following a period of relative inactivity. The division was gaining increased visibility on campus as a strong and viable undergraduate program separate from coursework in sociology. This visibility was enhanced by the sponsorship of the Broadway play "My Name is Legion" on campus. Depicting the life of Clifford Beers and the mental health movement, the play was jointly sponsored by the Social Work Department and the National Association of Mental Health.

The 1960's was an era of change. Continuing efforts were made to gain separate status for the division and to develop an integrated four year curriculum. During much of this time the faculty consisted of Ernest Norman, director of the division, and Charles Kirkpatrick, instructor. Nuetzman resigned in 1962 to take a position with the Children's Bureau in Washington, D.C. Kirkpatrick, who served on the faculty for five

years, was a graduate of the Master's program at Ohio State University. His major interest was in groupwork. When Kirkpatrick resigned in 1968 to take a position with the Southern Regional Education Board of Atlanta, Georgia, he was replaced by Larry Danduran who served on the faculty for one year before enrolling in doctoral studies at Ohio University.

Despite the fact that the graduate program in social work had been phased out in 1957, there was a continuing interest in developing a fully accredited graduate program in social work. Consequently, the Legislative and Research Committee of the North Dakota Conference on Social Welfare considered the feasibility of such a program in 1960. It was decided that an extensive study was not warranted. The time was not right. However, in 1965 the Task Force on Manpower, Training and Research of the Division of Mental Health re-opened the question of a graduate School of Social Work for the state. A feasibility study was funded by the North Dakota Conference of Social Welfare the next year. This 1966 study was done by Sandra Gairrett, a UND student. Mrs. Gairrett conducted a survey of social work practitioners and administrators throughout the state and found some support for the establishment of a graduate school. Although 43 of the 72 respondents indicated that such a school was feasible, many expressed concerns regarding the availability of concurrent field placements and the number of job openings that would be available for graduates in future years. The need for B.A. workers was found to be as strong as the need for MSW's; therefore, a recommendation was made that North Dakota concentrate its energies on a bachelor's program rather than developing a graduate program.

Ernest Norman, in an address before the North Dakota Conference of Social Welfare that same year, called for the support of social workers and social work agencies in conducting a more detailed graduate school feasibility study. The Task Force on Manpower, Training and Research of the North Dakota Conference of Social Welfare also recognized the need for a feasibility study and in 1966 the Upper Great Plains Committee on Social Work Education was formed. This was a consortium of 12 schools located in North and South Dakota and Minnesota indicating an interest in establishing a graduate program in the region. The committee was comprised of persons representing higher education, social work agencies and professional associations from throughout the three states. As a result of this effort, a feasibility study was conducted by Dr. Ralph Pumphy of the George Warren Brown School of Social Work. Dr. Pumphy visited the various campuses and agencies throughout the region and concluded that a graduate school was feasible provided it was of a unique design and innovative in character. His plan called for a rural emphasis with special attention directed to the Indian population. The school was not to be located totally on any one campus but rather training centers would be established on several campuses throughout the region. Field practice placements would also be dispersed.(26)

(26) Pumphy, Ralph E., "A School of Social Work for the Upper Great Plains," unpublished mimeo report (June-August, 1967).

Although the plan was accepted in principle, consensus was soon lost when actual sites and host institutions were considered. The plan called for an administrative headquarters at UND with satellite training centers. Although the committee continued to meet for several years, a graduate school did not materialize. The idea was not discarded, however, and in 1970 and 1974 further feasibility studies were conducted in North Dakota. In the mid-1970's negotiations were entered into with the University of Minnesota to develop a joint program with UND. The plan called for students to take their basic course work at UND and then a residency on the University of Minnesota campus for approximately nine months. One of the field placements would take place in a rural North Dakota setting and one in Minneapolis in an urban setting.

Faculty of the two schools would offer courses in the Grand Forks, Bismarck and possibly Minot areas. This idea failed to materialize due to a change in directors of the social work program at the University of Minnesota. Less extensive talks were also initiated with the Universities of Nebraska and Iowa regarding the development of a joint program. The University of North Dakota, recognizing a commitment to a graduate school of social work, listed the establishment of such a school in its long range plan for the 1980's.(27)

Throughout the 1960's, the Department of Social Work offered a number of conferences and workshops to the public. In 1960, the department initiated the First Annual Conference on Juvenile Delinquency. Ninety people were in attendance that year. Similar conferences were held through 1967 addressing such subjects as "The Battered Child," "Protective Services," and "Institutional Care." The department also co-sponsored a Conference on Aging in 1962 and 1963.

The 1960's also saw a continued emphasis on curriculum development, modification and enhancement. One of the recurring themes was the need for and a strengthening of a field practice component for all graduates. This was made possible by the cooperation of social welfare agencies and unpaid agency supervisors. Another theme was the strengthening of a sound liberal arts base undergirding the program. This resulted in the elimination of certain specialized courses in order to develop a more generic model. The transition from a graduate, highly professional, almost vocational program was now complete.

An analysis of graduates of the social work program during the 1960's indicated that 62% of the graduates were female and 38% male. Forty-two percent of the graduates found employment with North Dakota social welfare agencies, whereas 34% were employed in other states. Twenty-five percent enrolled in graduate schools of social work within a few years of their graduation from UND. Still others pursued graduate work in related fields such as counseling, law and the ministry. Approximately twenty-five to thirty-five social work majors graduated each year.

(27) President's Planning Council, UND-Toward the Second Century (January 8, 1980), 24.

The late 1960's and early 1970's were a time of tremendous growth within the department. This growth was paralleled by the growth of social work education and social services nationally. In 1967, the undergraduate social work program was given departmental status at UND. It was now separated from its host for so many years--sociology. Recognizing the growth in the department, a third part-time faculty position was added. Mrs. Janice Fisch was appointed. However, she resigned at the end of one semester to join her husband, a law professor, who had accepted a position at another school. That same year the department moved from Merrifield Hall to Budge Hall. For the first time, the department had adequate office space even though in a deteriorating building that was laughingly referred to as a "Tenament House." Enrollments were high and the annual report indicated that students might have to be turned away from classrooms unless larger facilities were assigned to the department.

Efforts were also made to secure funds from the Public Welfare Board to match the half-time position that was available through appropriated funds. This additional half-time, grant supported position would permit intensive supervision of students in public welfare agencies. This arrangement, unfortunately, did not materialize. However, the University did enter into a cooperative venture with the Public Welfare Board whereby field placements were made available to students during the summer months. The students, who were paid for their services, were assigned throughout the state.

In 1967, the Bureau of Social Research and Community Consultation was developed. Made up of several social work and sociology professors, the group focused on aging services and the development of a senior citizens center in Grand Forks. The faculty and students were also involved in many other community activities including developing a directory of services and establishing a campus mental health association.

A number of changes in faculty occurred in 1968-69. Mr. Kirkpatrick resigned to take a position with the Southern Regional Education Board of Atlanta, Georgia. His position was filled by Mr. Larry Danduran who resigned after only one year in order to pursue doctoral studies at Ohio State University. The third member of the faculty was Myrna Haga, a graduate of the George Warren Brown School of Social Work at George Washington University in St. Louis.

In 1969-70, Mr. Robert Klinkhammer joined the faculty. The holder of a Bachelor's degree in Social Work from the University of North Dakota, he also held a Master's degree in Social Work from the University of Washington. When Mrs. Haga resigned that year to move to Washington, D.C., Gary Jacobson was hired as her replacement. Jacobson, an employee of the Grand Forks County Social Service Board held a Master's degree in Social Work from the University of California. Richard DuBord, a graduate of St. Louis University was also hired. His position was funded through a 707 grant from Social & Rehabilitation Services of the Department of Health, Education and Welfare. This curriculum development grant in the amount of \$28,080 marked the

beginning of a period of extensive involvement in federal grants. Mr. Norman generally wrote the proposals and served as grant director.(28)

The faculty now consisted of three persons funded through University monies--Norman, Klinkhammer and Jacobson--and one faculty member supported by grant funds--DuBord. The faculty received consultation regarding the curriculum from two experts in the field of undergraduate social work education--Dr. Kermit Wiltse and Mr. Herbert Bisno. Both visited the campus and made recommendations regarding the program. Dr. Wiltse was a former member of the UND Department of Social Work and held the position of Associate Dean of the School of Social Work at the University of California.

The next year (1970-71) saw Mr. Norman on sabbatical leave at the University of California at Berkeley. His position was filled by two part-time instructors--Ruth Wickney and Rita Auer. One of the highlights of the year was notification by the Council on Social Work Education that the department was approved for constituent membership for a three-year period. Major changes were made in the curriculum and the field practice component now required sixteen hours of supervised work per week in an agency.

When Mr. Norman returned in 1972 to assume the reins as director, efforts were made to secure additional, non-University funding. The effort paid off in 1972 with the approval of the Formula grant. This provided \$144,000 in Social Service Board staff development money to be used for curriculum development during the 1974-75 biennium. Kathy Lerberg was added as an administrative assistant to the faculty.

Effective July 1, 1972, the department was transferred from the College of Arts & Sciences to the newly formed College of Human Resources Development (HRD). A Bachelor of Science in Social Work (B.S.S.W.) degree was offered through HRD while the Bachelor of Arts (B.A.) degree was available through Arts & Sciences. The department was visited by a site team from the Council on Social Work Education in order to determine whether the program should receive initial accreditation.

The department was informed in 1973 that they had received full accreditation from CSWE. The department was the only accredited social work program in North Dakota. Mrs. Haga rejoined the faculty that year, also. Mrs. Sue Radis, a graduate of Bryn Mawr, was appointed to the social work faculty. Her graduate school concentration was in the area of community organization and she assumed teaching leadership in that area. Mrs. Radis replaced Mr. DuBord who had resigned to take a position at Moorhead State University. Vicki Rosow replaced Mrs. Lerberg who moved from the area. The faculty was now comprised of six faculty members--four University supported and two grant supported.

(28) For a listing of all grants awarded during this period see Appendix III.

A number of mini-courses were added that same year and institutes were sponsored throughout the state. It was also in that year that the first block placement was offered. A student was placed at Fitzsimons Army Medical Center in Denver, Colorado, full-time for an entire semester. The department secured video-taping equipment and was one of the first schools in the area to widely use this type of aid in teaching social work methods.

Throughout this period the relationship between the Department and the Social Service Board was close. Many of the graduates of the program continued to find employment with that agency and the Social Service Board provided summer field placement stipends for students. Students were thus able to gain both credit and employment during the summer months. The inception of the Formula grant further reflected this cooperative relationship. The Department of Social Work developed a number of institutes and workshops for Social Service Board employees during this time period.

1974-75 was a year of continued growth. Dr. Kenneth J. Dawes and Mrs. Leola Furman joined the faculty. Both were supported by Formula grant funds. Mr. Norman's efforts in grantsmanship were paying off since proposals were approved for a 707 grant, the Formula grant, a Child & Family Services grant and a Rehabilitation Planning grant. That year also saw the addition of a second secretary to the staff--Bonnie Espelien. She joined Donna Thompson who had been secretary in the department since 1969. Mini-courses continued to be offered and concentrations were added in the areas of Rehabilitation Services, Child & Family Services, Prevention & Offender Rehabilitation Services, Community Nutrition and Child Care Specialist. The department was now offering opportunities for special emphasis on the undergraduate level; this was reminiscent of the curriculum listed in the 1911 catalog. Workshops were held throughout the state regarding management, foster care and evaluation. Mrs. Haga was especially involved in presenting in-service training for social service personnel in the area of foster care.

Mr. David Perry, holding a Master's degree in Rehabilitation Counseling from Florida State University, joined the faculty in 1975-76. The addition of his position, funded through a Rehabilitation Services grant, permitted the offering of courses in the area of rehabilitation. Mrs. Rosow terminated her employment that year; her husband completed his legal studies and they moved to Michigan where she secured her Master's degree in Social Work. Doug Gourneau, a Native American enrolled on the Turtle Mountain Indian Reservation and a recent graduate of the UND program, assumed her position. Faculty members were busy in community affairs. Mrs. Radis was instrumental in establishing a Rape Crisis Center in Grand Forks and Mrs. Furman was involved in the development of a survival group for older students. Dr. Dawes completed a departmental evaluation study and several workshops were held throughout the state. Mr. Klinkhammer specialized in the development of a methods sequence.

Whereas the emphasis in the 1960's was on curriculum development the emphasis was now on assessing competency and the student's level of

preparation for the field of practice. This was especially relevant since the National Association of Social Workers in 1970 had identified the Bachelor's degree in Social Work as the first professional degree. Thus, a degree in social work from an accredited program was perceived as a license to practice at the beginning level of direct service--not as pre-professional training.

In 1977, Mr. Jacobson resigned to take a position at Moorhead State University. His position as Field Experience Coordinator was assumed by Mrs. Furman. Mrs. Jackie Williams, a graduate of the University of Alabama with a Master's in Social Work assumed the vacant position. During this year, additional space in Sayre Hall was allocated to the department while some of the original area was remodeled. This was necessary to meet the needs of the growing program. A 426 grant was secured which enabled the sponsoring of a workshop on supervision as well as one on judicial process. These were supervised by Professor Haga. That same year saw the addition of a concentration in aging services and continued partial funding of the program through a Title XX Formula grant. Grants were also received from Rehabilitation Services, Child & Family Services and a short term training grant.

Mrs. Radis resigned from the faculty in 1978 to take a position at Pennsylvania State University. She was succeeded by Dr. Peter Hettinga, a recent graduate of the University of Minnesota and a native of Canada. Mr. Gourneau also resigned that year and enrolled in the graduate social work program at the University of Minnesota. He was replaced by another recent graduate of UND--Kathy Pietron. Linkage programs were established with Dickinson and Mayville State Colleges. A number of workshops were presented throughout the state and a ten year follow-up study of graduates was completed. A highlight of the year was notification that the department had been awarded accreditation by the Council on Social Work Education for a full five year term--the maximum allowable.

The following year, 1978-79, saw Mrs. Haga on developmental leave in order to secure a doctorate from the University of Minnesota. Several grants were approved although signs were now pointing to a diminishment in federal support due to cutbacks by Congress and changes in regulations. That year saw the stepping down of Professor Norman as chairman of the Department of Social Work. He had held the position since 1962 and resigned in order to devote full time to teaching and research efforts. Dr. Dawes was appointed chairman on May 15, 1979.

The Formula grant was terminated on June 30, 1980. Within a short period of time three faculty positions were lost. Dr. Hettinga resigned in August of 1979 to take a position at the University of Nebraska. Mrs. Williams and Mrs. Pietron resigned effective June 30, 1980, because of a lack of funds. Mrs. Williams accepted a position with Catholic Social Services of Omaha, Nebraska, and Mrs. Pietron with the Grand Forks County Social Service Board. The University did allocate funds to support Dr. Dawes' position and to make the departmental secretarial position a full one year position. Plans were made for the University to allocate an additional position when appropriated funds were available. Grant funds continued to be received through the

Child Welfare and Rehabilitation grants. To take up the slack due to the cutbacks, the remaining faculty assumed larger teaching and advisement loads in order to continue to serve the students and the University.

In 1981 the department was informed that they would be moved from Sayre Hall to Old Biology. The facility would be remodeled to the specifications of the department and would include an interviewing lab. The Student Social Work Association established the Henriette Lund Scholarship for a student in social work. Minors in Rehabilitation Studies and Alcoholism Studies were added to the curriculum. Both minors were housed within the Department of Social Work. Mr. Perry's position was funded through a University appropriation when grant monies were no longer available. The department now consisted of six full-time, University appropriated positions. An additional linkage arrangement was developed with Lake Region Junior College of Devils Lake. A number of curriculum changes were made including the addition of a third Methods course. The Consortium on Gerontology, a cooperative educational venture between North Dakota's colleges and universities, was established within the department. In addition, a number of research studies and training contracts were entered into with the Social Service Board. These included the production of video tapes, conducting needs assessment surveys and publishing directories. The faculty were also busy with research efforts ranging from measuring how students learn to assessing progress in developing social services.

The Department of Social Work celebrates its 43rd birthday in 1982. In actuality, the roots of the program go back much further than 1939--all the way back to 1911 when the first social work curriculum was designed and 1905 when the first social work course was offered. During this seventy-seven year period, the department has grown from a few sociology students interested in social reform to a professional social work program graduating 40 to 50 students each year. These students have become the backbone of the human service agencies located throughout the state and region. Many of these students have gone on to earn masters and doctorates and several now teach in undergraduate and graduate programs throughout the United States. Others have distinguished themselves in human service administration, clinical practice and research.

Some changes are obvious over the years. Initially a very high percentage of the graduates were male; in 1982, 90% of the graduates are female. In 1911 the program was pre-professional; in 1982 it is professional. Graduates are now prepared for generic practice rather than specialized practice as was common in some former years.

What hasn't changed is the dedication and enthusiasm of the students and the faculty. The Department of Social Work and its students have become a major component of the undergraduate program at the University of North Dakota. Through their efforts and services the citizens of the state have been enriched.

Appendix I Course for Social Workers

This is a four years' course in the College of Liberal Arts leading to the degree of Bachelor of Arts.

Purpose

Recognizing that the employment of unskilled persons in various lines of social services 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 exemplifies a clear pedagogical principle in attempting to systematize the efforts of those who have determined to enter upon careers of social or institutional service and who desire to include in their college course a study of the principles involved in their future fields of work. It is recognized that accessible field work, the social laboratory, is limited and it will therefore be the only 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 needs of the growing towns and cities of a developing commonwealth. The problems of administering charity, of treating delinquency 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 of preparing themselves for their important duties. The various courses included are already given in the different colleges and departments of the University, but their grouping makes them more available and serviceable for specific purposes.

Curriculum

The curriculum is arranged to cover preparation for three lines of work especially, (1) with dependent classes, (2) with delinquent classes, (3) with defective classes. A four years' course is outlined below. Should the demand for a short course arise, one covering two years will be offered.

In the first two years the subjects for all lines of social work are the same, and are as follows, figures in parentheses indicating the amount of credit each course carries:

Freshman year: English 1 and 2, Advanced rhetoric (8); History 1 and 2, English and American history (8); Economics 1, Elements of Economics, and Economics 3, Industrial history of the United States (8); Foreign language (8); Physical Training (1½), Library science (1).

Sophomore year: Sociology 3, Elements of sociology (4); Sociology 4, Social problems (4); Chemistry (8); Philosophy 1, Psychology (4); History 4, Modern history (4); Foreign language (8); Physical training (1½).

In the Junior and Senior years the following subjects are required:

(a) Common to all lines of social work.

Biology (8); Sociology 10, Charity and philanthropy (2); Sociology 12, Criminology and prison reform (2); Sociology 15, Social prevention and conservation (1); Sociology 16, Juvenile delinquency and probation work (2); Hygiene and sanitation (2); Playground and organized recreation (1); Child study (3); Social legislation (2); Foods and sanitation (4); Library science (1); Thesis (2).

(b) For organized charity and neighborhood work.

Household economics 1 and 2, (4); Sociology 13 and 14, Social statistics (4); Economics 33 and 34, Municipal problems (4); Principles of nursing (5); Economics 7, Labor legislation (4); Sociology 17, Neighborhood activities (1).

(c) For penological and correctional work.

Sociology 13 and 14, Social statistics (4); Household economics 1 and 2 (4); Economics 33 and 34, Municipal problems (4); Economics 7, Labor legislation (4); Sociology 17, Neighborhood activities (1).

(d) For work among the insane and feeble-minded.

Manual training prerequisite to entrance.

Philosophy 4, Abnormal psychology (4); Hospital economics (7); Principles of nursing (10).

(e) For work among deaf and dumb, and blind.

Manual training prerequisite to entrance.

Hospital economics (7); Principles of nursing (10).

Social Work Curriculum
1911 University Catalog

Appendix II: Social Work Curriculum--1948 University Catalog
 UNIVERSITY OF NORTH DAKOTA SOCIAL WORK CURRICULUM
 Member of National Association of Schools of Social Administration
 Leading to B.A. with Major in Social Work and M.A. with Major in Social Work

PREPROFESSIONAL
 Freshman Year

	First Semester	Second Semester
Freshman Rhetoric	3	3
Science or Mathematics	4	3
History of the United States . .	3	3
or		
European History 500 A.D. to Now	3	3
Foreign Language	3	3
American Government	3	3
Introduction to Sociology		3
Military Science	1½	1½
Physical Education	1	1
Suggested Electives: Accounting, Public Speaking	1	1

Sophomore Year

Introduction to Literature	2	2
Science or Mathematics	4	4
Social Problems	3	or 3
Principles of Economics	3	
Economic Problems		3
General Psychology	4	or 4
Criminology		2
Intro. to Statistics in Soc.	3	or 3
Military Science (men)	1½	1½
Physical Education	1	1
Suggested Electives: Home Economics, Industrial and Social History, Health and Nursing.		

Junior Year

Child Welfare	2	
The Family and Family Relation- ships		3
Social Psychology		3
Social Work	3	
Public Welfare		3
Hygiene and Sanitation		3
Suggested Electives: Population Problems, Urban Sociol- ogy, Rural Sociology, Home Economics, Public Finance		

and Taxation, Municipal Government, Commercial Cor-
 respondence, Physical and Cultural Anthropology

PROFESSIONAL
 Senior and Graduate

	First Semester		Second Semester
Social Legislation			3
Mental Hygiene and Abnormal Psychology			3
Social Case Work	3	or	3
Field Practice in Social Case Work	3	or	3
Community Organization	3		
Advanced Social Case Work			3
Child Welfare Case Work	3		
Field Practice in Advanced Social Case Work			3
Public Welfare Administration . . .	3	or	3
Field Practice in Child Welfare Case Work	3	or	3
Medical Information for Social Workers	2		
Social Work Statistics			3
Social Security	3		
Social Group Work			3
Psychiatry for Social Workers . . .	2		
Suggested Electives: International Relations, Child Psy- chology, Clinical Psychology, Mental Tests, Criminal Law, Persons.			

Graduate students may select their minor from graduate
 courses in Psychology, Education, Political Science,
 Law, Medicine, Economics and Sociology.

Faculty:

T. W. Cape, Professor
 A. L. Lincoln, Associate Professor
 K. T. Wiltse, Instructor
 Gordon W. Hewes, Instructor
 Paul M. Gustafson, Instructor
 Maude M. Barnes, Instructor
 Dr. A. H. Lawton, Dean, Medical School, UND,
 Lecturer, Med. Info. for Soc. Workers.

Appendix III

Grants Received 1969 Through 1981 by Department of Social Work

	69-79	70-71	71-72	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-80	80-81	81-82	Total
SRS 707	28,080	23,574	28,849	43,553	28,842	8,224								161,122
Formula Grant					35,194	72,806	111,273	122,699	122,955	130,846	144,340			740,113
Rehabilitation						18,022	37,113	29,672	20,739	21,777	27,134	26,013	14,441	194,911
Child & Family							20,182	9,657	13,058	7,779	17,556	17,807	6,442	92,481
Short Term Foster Care							7,519	4,076	3,204					14,799
Foster Care Survey												9,964		9,964
Consortium on Gerontology												71,853	56,890	128,743
TOTALS	28,080	23,574	28,849	43,553	64,036	99,052	176,087	166,104	159,956	160,402	189,030	125,637	77,773	1,342,133

Appendix IV

- Auer, Rita, Part-time Instructor in Social Work; B.A., University of North Dakota; M.S.W., Arizona State University; (1970-71).
- Barnes, Mrs. Maud Griffith, Instructor in Sociology; B.A., University of 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).
- Brunk, Leah H., Assistant Professor of Sociology; 1939; B.S.A. (Chicago); B.A. (Chicago); (1939-1940).
- Cape, Thomas Wilson, Professor of Sociology and Acting Head of Department; 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).
- Danduran, Larry, Assistant Professor in Social Work; M.S.W., Catholic University of America; Ph.B. in Sociology, University of North Dakota; (1968-1969).
- Dawes, Kenneth J., Associate Professor and Chairperson of Social Work; Ph.B., University of North Dakota; M.S., Columbia University; Ph.D., University of Minnesota; (1974 to Present).
- DuBord, Richard, Instructor in Social Work; A.B., St. Francis College; M.S.W., St. Louis University; (1970-1973).
- Fisch, Janice, Instructor in Social Work; B.A., Oberlin College; M.S.W., Smith College School of Social Work; (1967).

- 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; (1940-1943).
- Furman, Leola E., Assistant Professor of Social Work; B.S., Augsburg College; M.A., University of Chicago; (1974 to Present).
- Gourneau, Douglas, Administrative Officer I in Social Work; B.S.S.W., University of North Dakota; (1976-1978).
- Haga, Myrna P., Assistant Professor of Social Work; Ph.B., University of North Dakota; M.S.W., Washington University; (1968-1970); (1973 to Present).
- Heald, Lillian, Instructor in Social Work; (1962-1963).
- Hettinga, Peter, Assistant Professor of Social Work; B.S.W., University of Calgary; M.S.W., University of Calgary; Ph.D., University of Minnesota; (1978-1979).
- Jacobson, Gary L., Associate Professor of Social Work and Field Experience Coordinator; B.A., Yankton College; M.S.W., University of California; A.C.S.W.; (1969-1977).
- Kirkpatrick, Charles S., Assistant Professor of Social Work (1963); 1965; M.S.W., Ohio State University; Certified Social Worker; (1963-1968).
- Klinkhammer, Robert, Associate Professor of Social Work; B.A., University of North Dakota; M.S.W., University of Washington; (1969 to Present).
- Lerberg, Cathy, Assistant Instructor in Social Work; B.A., University of North Dakota; (1972-1974).
- 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; (1944-1955).
- Norman, Ernest J., Professor of Social Work and Former Chairperson of Department; M.P.H., University of California-Berkeley; M.S.W., University of Denver; Ph.B., University of North Dakota; (1957 to Present).
- Nuetzman, M. Edwin, Assistant Professor of Social Work and Director, Division of Social Work (1956); Ph.B., University of North Dakota; M.Soc.Work, University of Denver; (1956-1962).

- Omlid, Ole T., Assistant Professor and Director, Division of Social Work (1954); B.A. and M.A., University of North Dakota; B.A., Wesley College; M.Soc.Work, Denver University; (1954-1957).
- Perry, David, Instructor in Social Work; B.A., University of Montana; M.S., Florida State University; (1975 to Present).
- Pietron, Kathy, Instructional Assistant in Social Work; B.S.S.W., University of North Dakota; (1978-1980).
- Radis, Susan T., Instructor in Social Work; B.S. in Rehabilitation Education, Pennsylvania State University; M.S.S., Bryn Mawr College; (1973-1978).
- 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).
- Rosow, Vicki L., Assistant Professor in Social Work; B.S., Mankato State University; (1974-1976).
- 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).
- Wickney, Ruth, Part-time Associate Professor of Social Work; A.B. in Sociology, St. Olaf College; M.S.W., Washington University, George Warren Brown School of Social Work; (1970-1971).
- 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).

Williams, Jackie A., Assistant Professor of Social Work; B.S.W., University of Alabama; M.S.W., University of Alabama; (1977-1980).

Wiltse, Kermit T., Instructor in Sociology and Social Work; B.A., North Dakota; M.S., 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).

