

# NORTH DAKOTA STUDIES

A PROGRAM OF THE STATE HISTORICAL SOCIETY OF NORTH DAKOTA • SPRING 2017



## SPEAKING OF HISTORY

By Barbara Handy-Marchello, PhD.

*In recent years, historians have applied the fundamental definition of history – the study of change over time – to a great variety of topics, events, people, and things. As a result, our knowledge of how change (or progress) came about in human economic, political, and social relationships has expanded vastly. Such studies can focus on the great sweeps of human history or local North Dakota history.*

*Teachers benefit from these historical investigations when they find a bit of history that generates curiosity and interest among their students.*

Take for instance, when the soldiers came home from World War I . . .

NORTH DAKOTA  
STUDIES

**W**orld War I, also known as the World War or the Great War, ended on November 11, 1918. The nations and their people were greatly relieved, but the long war left a legacy of destruction that would take more than a generation to repair.

Millions of men on both sides of the war died; many more went home with debilitating wounds. British soldiers returned home angry with a government that they believed could have provided better support. Russian soldiers returned home to a nation engulfed in a civil war over the new communist government. France, where most of the fighting had taken place, was in shambles.

The United States enlisted 4,739,991 men in the Armed Forces for the war effort. More than 116,000 American men died in the war. Slowly, the survivors returned to the United States by ship and were then sent to military bases where they were discharged. Months passed before all U.S. soldiers had returned to their homes.

Many soldiers returned to hometown parades and welcoming speeches. They felt the warmth of the nation's gratitude. But, very soon, some soldiers found that Americans wanted to "move on," forget about the war and look to a prosperous future. Not so in North Dakota.

When the North Dakota legislature met in early 1919, a major agenda item was compensation for North Dakota's war veterans. The Nonpartisan League (NPL) controlled both houses of the legislature that year, and **Governor Lynn Frazier** had the support of the League. Though the League had been suspected of opposing the war, and some League leaders were accused of holding pro-German sympathies, members of the League had always supported the soldiers who enlisted or were drafted into military service. In 1919, the League-led legislature passed legislation, known as the **Returned Soldiers' Fund**, which compensated North Dakota residents who served in the armed forces. The bonuses were paid for with a half-mill levy on all assessed property in the state. No other state did as much.

All of North Dakota's World War veterans received \$25 for every month in military



**Sims, North Dakota welcomed veterans home from the war with a community celebration. Other communities held similar events. SHSND 0032-MO-20-00001**

service. Therefore, a soldier who was in the Army for 16 months received \$400 in cash from the state of North Dakota. The **Red Cross**, which had been active in providing medical support to the Army during the war, now supported North Dakota veterans with voluntary donations. In 1920, the Red Cross spent \$29,000 to help meet the needs of veterans.

In addition, soldiers were encouraged to take advantage of the state's plan to help residents buy a home or farm with 20 percent down and easy payments over a period of 10 to 15 years. Applicants had to form a Home Builders Association of at least 10 members. The association would purchase a piece of land that could be platted into 10 or more lots for homes. The plan was based on the assumption that the advantages of purchasing land that had not yet been developed and buying house-building materials at bulk rates for all 10 homes would lower the cost of a new home. Veterans could also spend their bonuses to pay down an existing home or farm mortgage.

By 1922, this plan, which had more to do with the goals of the Nonpartisan League than the needs of veterans, was underfunded and poorly managed. Some houses were built, but owners complained that they had been misled about the price they would have to pay.

State government employed some veterans. The doormen in the legislative chambers were veterans including **Ben**

**Mooney** who had recently lost an arm in the Battle of Cantigny. He could no longer farm, but the position he had in the legislature helped him out until he was elected judge in Grant County.

## MEMORIALIZING THE WAR

**A**fter the war, many North Dakota communities built monuments to honor those who served and died in the Great War. In some communities, bronze plaques forever record the names of local men who served in the war. Other towns built community halls, county courthouses, and other structures dedicated to the memory of local men who served in the war. The memorials were reminders of the horrific war and its implicit promise to be the last great war in history.

The war memorial in Minot, now located in Rosehill Cemetery, was erected through the efforts of the **Minot Girls Military Squad**. The Girls Military Squad, organized shortly after the declaration of war, drilled with rifles and wore matching khaki uniforms. The Squad helped out at patriotic rallies, parades, and armed forces registration events. The nine-foot tall, white marble monument was dedicated in May 1918. Eleven men from the area had already died in service. According to researcher Susan Wefald, this memorial is among the earliest of the World War memorials.

Many other former soldiers found jobs in the state highway department, the land office, the office of the adjutant general, the penitentiary, and the newly created Bank of North Dakota.

By contrast, other states' efforts to repay veterans for their service failed to meet the standard set in North Dakota. Colorado offered veterans jobs building highways with pick-and-ax hand tools at a wage of \$1 per day. Some states offered a bonus of \$15 per month of service. Some state legislatures rejected compensation bills or sent them to the voters for approval. No other state came close to the generosity North Dakota showed its veterans.

Throughout the nation, millions of Americans were out of work. Veterans who had been out of the workforce for a couple of years had few resources in finding work. Disabled veterans missing an arm, a leg, or an eye faced job discrimination; few employers believed that individuals with disabilities could perform any kind of work. Wounded



**North Dakota government did more for veterans than the governments of any other state. These veterans, including two who fought in the Civil War, worked at various jobs in state government. SHSND A7084-0001**

veterans were seen on the streets of America's cities with signs that read: **"Help me, I'm a Disabled Veteran."** However, those who believed that veterans deserved a better future than begging on the streets went to work to solve the problem.

The federal government finally responded with programs that addressed the job and health needs of veterans. Federally funded educational programs for veterans were offered at North Dakota Agricultural College (NDSU) and the University of North Dakota. Students studied agriculture, pharmacy, engineering, architecture, and other subjects. Veterans could also enroll in federal programs in several local schools such as the one in Emmons County where 20 veterans participated in a training program.

Federally employed doctors evaluated wounded veterans for the extent of their disabilities. Each veteran with a certificate of disability received \$8 per month for every 10 percent disability. Therefore, a veteran determined to be 100 percent disabled received \$80 per month as long as the disability lasted. The compensation increased for veterans with wives and children.

Some of these programs were instigated by veterans' organizations. The **American Legion** was organized in Paris by members of the American Expeditionary Force shortly after the war ended. North Dakota

veterans soon established chapters of the organization in their hometowns. By September 1919, 55 North Dakota towns had chapters of the American Legion. Most chapters were named for men who died in the war. However, the Golden Valley chapter was named for **Sabra Regina Hardy**, a North Dakota nurse who died while serving in the Army in France. Nationally, the Legion lobbied Congress to do more for veterans which resulted in the formation of the **U.S. Veterans Bureau** in August 1921.

The need to support veterans continued for many years. In 1921, the American Legion adopted a program begun by YMCA worker Moina Michael to sell **poppies** to raise money for veterans. Thousands of North Dakotans purchased artificial poppies and displayed them on their coat lapels during the annual campaign during the decades following the war.



**The American Legion sold poppies like this one, an enduring symbol of World War I, to raise money for veterans' programs. This poppy, now preserved in the State Museum, once graced the purchaser's jacket lapel as a reminder of the sacrifices of our nation's soldiers. SHSND 1991.165.3**



**This nine-foot tall marble memorial stands in Rosehill Cemetery in Minot to honor the men and women who served and died in the World War. SHSND AHP**

Veterans who had been disabled by war wounds organized self-help groups in many communities. Some were able to take advantage of educational programs and others, such as Ben Mooney, found work at the state capitol. At the national level, veterans organized to bring the power of their numbers to bear on federal legislation. Veterans wounded in the World War organized The Disabled American Veterans in Ohio in September 1920 and then invited local groups to join with them in their campaign for better treatment of disabled veterans.

Nurses returning from war also formed organizations to meet their needs. Many North Dakota women veterans of the war joined **Women's Overseas Service League** or the **National Organization of World War Nurses**. These organizations not only commemorated women's service, but helped them obtain disability payments (lower than men's) and back pay.

Soldiers returned to their families and farms in 1919, but found farming was no longer profitable.



Sarah Sand was one of the many North Dakota women who volunteered to serve as a nurse in a front line hospital in France. Though not enlisted in the Army, she served under Army orders. This card identified her as an Army nurse. SHSND 10205 Box 8

## MARSHAL FOCH VISITS BISMARCK

On November 27, 1921, **General Ferdinand Foch**, Marshal of France and commander-in-chief of allied armies, toured the United States, visiting many cities to thank veterans and farmers for their contributions to the war. He arrived in Bismarck where American Indians from Standing Rock and Fort Berthold Reservations came to see the great war leader. Foch knew that American Indians had fought and died in France and he was honored to meet them. Among the special visitors was the mother of Albert Grass, a young Lakota of a prominent family who had died in the war. Though it is doubtful that Foch personally knew Albert Grass, he honored the sacrifice of the elderly woman with a silent hand clasp.

Before the 2,000 people crowded into the city auditorium, **Red Tomahawk** of Standing Rock smoked the pipe of peace with Foch and gave him the new name of Charging Thunder, saying, "when the thunder storms roll across the prairie from the west, we will think of you." The peace pipe was decorated with red feathers. Red Tomahawk said, "Let these feathers, the color of blood, remind you that our young men shed their blood with yours over the water."



Red Tomahawk of the Standing Rock Reservation greeted Marshal Foch of France in Bismarck on November 27, 1921. Through translators, the two men discussed the war and Red Tomahawk presented Foch with a ceremonial peace pipe and a new name. SHSND E0173-0001

During the war, farmers were encouraged to plant all of their land to crops and prices rose with the war needs of nations for agricultural commodities. With good prices, farmers invested in more land, driving up the price of land. They also bought automobiles, tractors, and threshing machines. They borrowed to pay for all of these new things, and by the end of the war, farmers were heavily in debt. In 1920, 71 percent of farms were mortgaged; before the war, only 50 percent of farms were mortgaged.

By 1919, wartime prices on commodities such as wheat and beef had begun to fall and would soon fall below pre-war prices. West of the Red River Valley, drought had gripped the land since 1917. Ranchers had to cull their cattle herds as hay became scarce and impossibly high in price, but they sold their cattle in a declining market. Between the fall of 1920 and the fall of 1921, the price of cattle fell by 48 percent. As commodity prices fell, so did the value of land. Many farmers lost their land and many banks failed as the farm economy collapsed. More and more farmland was rented to tenants as owners were forced to sell out.

The transition from the war economy to a peacetime economy left North Dakota farmers, many of them veterans, struggling to stay on their farms. The wounds caused by the World War to the state and its people would not be erased for decades to come.



### About the Author

Barbara Handy-Marchello, Ph.D., is a historian and researcher who regularly contributes to various North

Dakota Studies initiatives. She was the lead researcher/writer for the recently launched *North Dakota: People Living on the Land*—a new grade 8 curriculum. Handy-Marchello also contributes to the SHSND blog at [history.nd.gov](http://history.nd.gov).

*Speaking of History* will appear in future newsletter issues and focus on a variety of topics related to North Dakota history, geography, and culture.

**Front cover:** This painting by F. E. Schoonover was published in *Ladies' Home Journal* in January 1919. It shows **General John Pershing**, leader of the American Expeditionary Forces, as the liberator of the French village

of St. Mihiel. The village, located near the German border, was held by Germans from 1914 to September 1918 when Pershing's troops routed the German army.  
*Used with permission.*



## IN FLANDERS FIELDS

In Flanders fields the poppies blow  
Between the crosses, row on row,  
That mark our place, and in the sky,  
The larks, still bravely singing, fly,  
Scarce heard amid the guns below.

We are the dead; short days ago  
We lived, felt dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders fields.

Take up our quarrel with the foe!  
To you from failing hands we throw  
The torch: be ours to hold it high!  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

For a long time after the war, people remembered the sacrifices of the soldiers when they read the beautiful poem, "*In Flanders Fields.*" The poem was written by **John McCrae**, a Canadian medical officer, at the close of 17 days of constant battle in May 1915. He had just read a funeral service for friend and former student, Alexis Helmer. Despite his grief and exhaustion, McCrae looked about and saw the poppies blowing in the fields near the graves and wrote the brief poem which he later threw away. Another officer retrieved it. It was first published a few months later, and often republished during the war. For many years, school children memorized the poem as part of their lessons on the First World War.



## NDSTUDIES.GOV/GR4

**NOW ONLINE!** The North Dakota Studies program is pleased to announce that *American Indians of North Dakota*; *Frontier Era of North Dakota*; and *Early Settlement of North Dakota* are now available at an interactive, mobile-optimized website: [ndstudies.gov/gr4](http://ndstudies.gov/gr4).

These Grade 4 units are based on the highly popular series of print-based textbooks used in most North Dakota classrooms. *American Indians of North Dakota* provides a study of the history and culture of the Mandan, Hidatsa, Arikara, Chippewa, and Great Sioux Nation. *Frontier Era of North Dakota* introduces readers to the Lewis and Clark Expedition, fur trade on the Red and Missouri Rivers, and early frontier army history. Finally, *Early Settlement of North Dakota* focuses on the Red River cart, steamboats, and the railroad. Bonanza farms, cattle ranching in the Badlands, and pioneer life between 1870 and 1915 are also discussed.

*Geology, Geography, and Climate* is currently being converted to a web-version, and will be available in the summer of 2017. As funding becomes available, all six Grade 4 textbooks will eventually be converted to the new, web-based format. The Grade 4 units will complement the newly released *North Dakota: People Living on the Land* at [ndstudies.gov/gr8](http://ndstudies.gov/gr8).

These new, web-based units are also ideal reading for other grade levels or any lifelong learner. The North Dakota Studies program is committed to making these resources available to all.

## NDSTUDIES.GOV/GR4

# the NORTH STAR DAKOTAN

**Issue No. 1**  
1780-1850



Native Peoples  
First Encounters  
The Fur Trade

**Issue No. 2**  
1861-1889



The Civil War  
Homesteading  
Conflict On The Frontier

**Issue No. 3**  
1889-1915



North Dakota Politics  
Child Labor  
Woman Suffrage

**Issue No. 4**  
1915-1941



World War I  
The Nonpartisan League  
Works Progress Act

**Issue No. 5**  
1942-1971



World War II  
Garrison Dam  
Industrial Agriculture

**Issue No. 6**  
1972-Present



Energy Development  
Agriculture  
Flood of 1997

## Issue No. 6 – NOW ONLINE

**Issue No. 6 of *The North Star Dakotan*** covers the years 1972 to the present. It offers many articles on a variety of topics for you to think about and discuss. Some of these topics are constantly changing (oil, for instance) and some have been very controversial (abortion rights). You can find references to some of the current articles (girls' basketball or agriculture) in earlier issues of *The North Star Dakotan*. Continuity and change are the themes of our state's history.

The beginning of this period, 1972, was in the middle of a long stretch of economic stability, if not prosperity. North Dakota was not a very rich state, but not very poor, either. The unemployment rate was usually quite low, but then we had few industrial jobs, which are subject to international and national economic trends. The farm economy had its ups and downs, but state residents and government knew what to expect and how to manage needs within that economic framework.

The end point of this issue, 2015, takes readers through the upsurge and the subsequent slump in oil production. Today, North Dakota has a far more diverse economy with a great deal more industrial activity than it had in 1972.

This edition of *The North Star Dakotan* contains a few articles that might divide people into opposing sides. Immigration, the events in Medina in 1983, and even energy development and the future of coal-fired power plants can heat up a discussion among friends. Perhaps the most controversial topic in North Dakota's recent history is the issue of legal abortion and whether a woman has a right to an abortion.

Though the authors try to present a topic from all sides, it is impossible to please everyone. We expect that we have ruffled a few feathers with our presentation on some of these topics.

### *The North Star Dakotan* Issue No. 6, 1972–Present

You'll Want to Catch These News Stories:

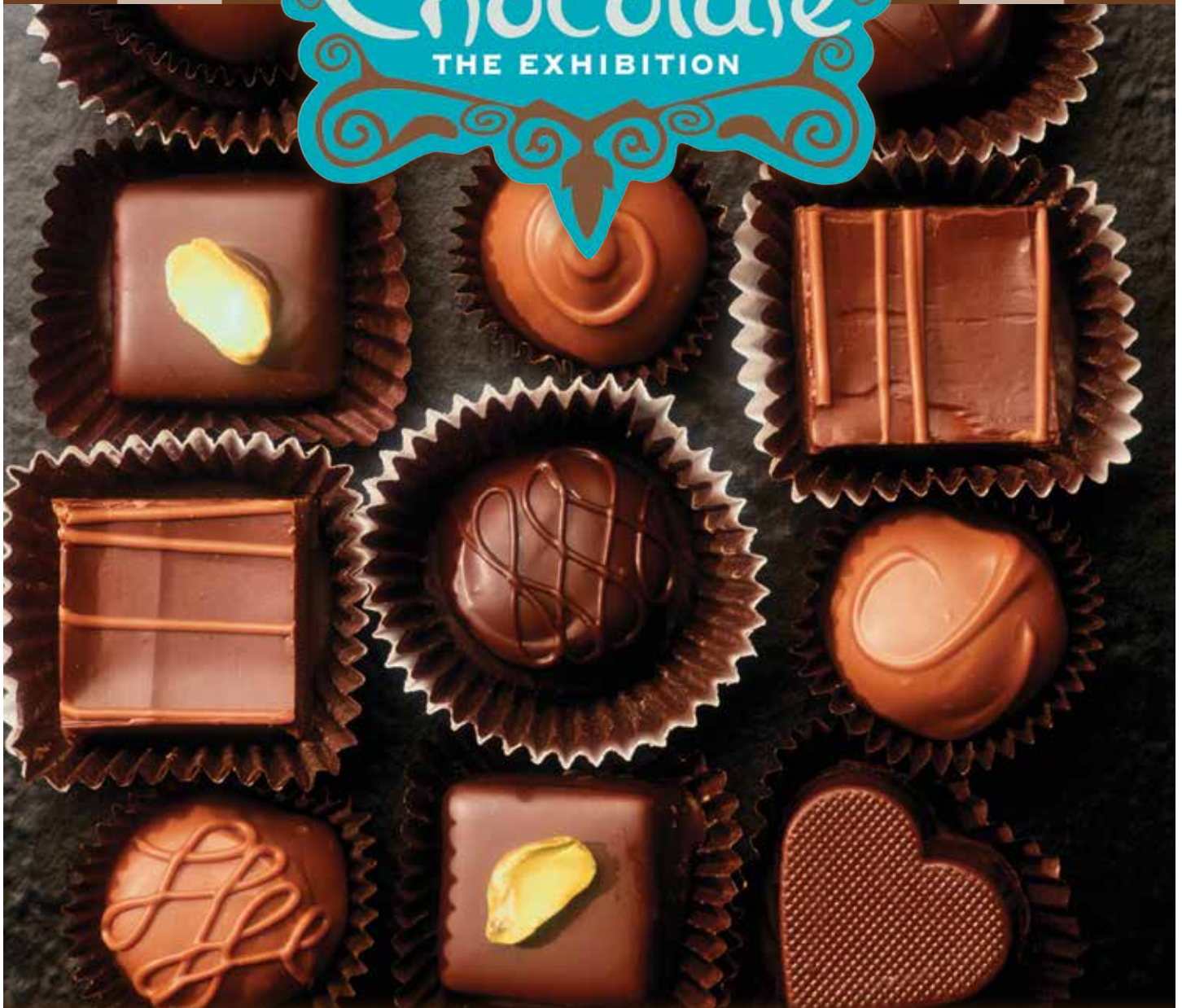
- The Modern ND Family Farm
- Title IX Changes Sports in North Dakota
- North Dakota State Parks at 50
- Coal Reclamation and Gasification
- Pride of Dakota – An Economic Gem
- The Medina Shootout – 1983
- The ARC Lawsuit
- Powwows
- State and Tribal Relations
- Oil in North Dakota
- Preserving the Lakota Language
- AND MUCH MORE

CHECK IT OUT at  
[ndstudies.gov/content/north-star-dakotan-0](http://ndstudies.gov/content/north-star-dakotan-0)

Nevertheless, we believe that it is better to irritate readers than to slide an issue out of sight where it is impossible to discuss it. We hope you approach these articles with an open mind, do further research if you are interested, and adopt a position after you have the information necessary to support your ideas. That, dear readers, is what a newspaper can do for you.

# Chocolate

THE EXHIBITION



**Indulge Yourself** in a national traveling exhibit about the rich history of chocolate.  
May 27-Sept. 6, 2017 | ND Heritage Center & State Museum | [statemuseum.nd.gov](http://statemuseum.nd.gov)

The Field  
Museum



Chocolate and its national tour were developed by The Field Museum, Chicago. This exhibition was supported, in part, by the National Science Foundation.





## North Dakota Teacher Resource Coalition Summer Institute for K-12 Teachers

# “Cultural Perspectives on Environmental Change”

**June 20-22, 2017**  
**Turtle Mountains**

Again in its annual summer institute for K-12 teachers, the North Dakota Teacher Resource Coalition (NDTRC) is happy to announce plans for this summer’s event to be based at the Anishinabe Cultural Center on Belcourt Lake near Belcourt, North Dakota. This course explores how current events and cultural and environmental changes impact and change our sense of place and community.

Through a range of disciplines – history, geography, forestry, technology, and art – participants will explore and translate these topics into practical teaching and learning activities. The workshop will be held for two days at the Anishinabe Cultural Center in the Turtle Mountains north of Belcourt and one day at the International Peace Garden.

Sponsors include Knife River Indian Villages National Historic Site, North Dakota Council on the Arts, North Dakota State Forest Service, North Dakota State Water Commission, North Dakota Geographic Alliance, North Dakota State University, and the State Historical Society of North Dakota including North Dakota Studies.

This professional development opportunity is for 2 credits at the University of North Dakota, North Dakota State University or Minot State University.

**Questions?** Please contact a NDTRC partner listed below, or Erik Holland at [eholland@nd.gov](mailto:eholland@nd.gov)



**Governing North Dakota, 2015–2017** is a first-rate resource for middle and high school students wanting to learn more about North Dakota government. The 2015–2017 edition features a full-color layout and more than 200 maps, graphics, and photographs to enhance the presentation of our local and state governments.

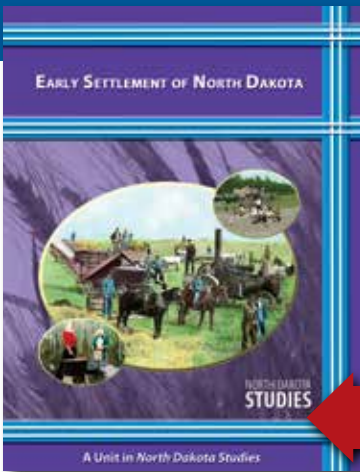
**Governing North Dakota, 2015–2017** makes an ideal textbook for courses in American Government, Civics, or North Dakota Studies – and provides valuable information on the relationship and functions of federal, state, and local governments.

**Governing North Dakota, 2015–2017** is also a perfect resource for students preparing to take the proficiency in civics exam.

**\$3.00**

**SPECIAL OFFER:**  
**Governing North Dakota, 2015-2017**

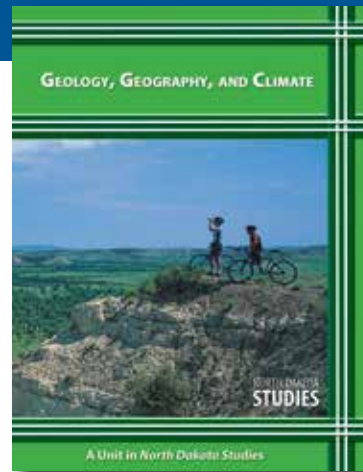
# 4TH GRADE NORTH DAKOTA STUDIES



## Early Settlement of North Dakota

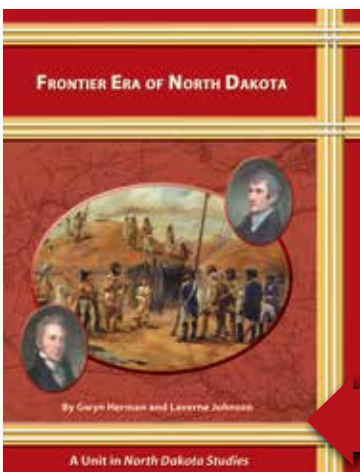
Students study about the Red River cart, steamboats, and the railroad. Bonanza farms, cattle ranching in the Badlands, and pioneer life between 1870 and 1915 are also discussed.

**NOW ONLINE AT:**  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## Geology, Geography, and Climate

Students are introduced to North Dakota's geological past, the three major geographical regions, as well as the weather and climate of the state.



## Frontier Era of North Dakota

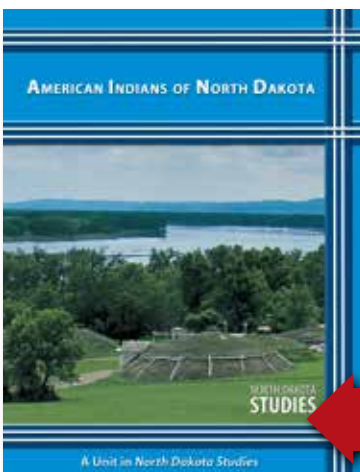
Students learn about the Lewis and Clark Expedition, fur trade on the Red and Missouri Rivers, and early frontier army history.

**NOW ONLINE AT:**  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## Citizenship

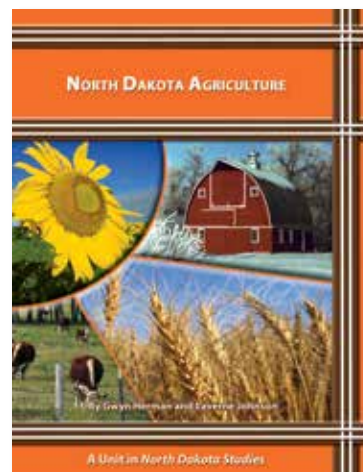
Students learn about national, state, and local governments. Students also learn about rights and responsibilities of young citizens, voting, state symbols, and Theodore Roosevelt Roughrider Award recipients.



## American Indians of North Dakota

Students study the history and culture of the Mandan, Hidatsa, Arikara, Chippewa, and the Great Sioux Nation.

**NOW ONLINE AT:**  
[ndstudies.gov/gr4](http://ndstudies.gov/gr4)



## North Dakota Agriculture

Students learn about the historical background of agriculture, the Mandan as the first farmers, homesteading and early ranching, as well as modern production agriculture and the role it plays in today's state economy.

## 4th Grade North Dakota Studies:

Student Text	\$15.00 each
Teacher Resource Guide	\$50.00 each (Print Version)
Teacher Resource Guide	\$15.00 each (CD Version)

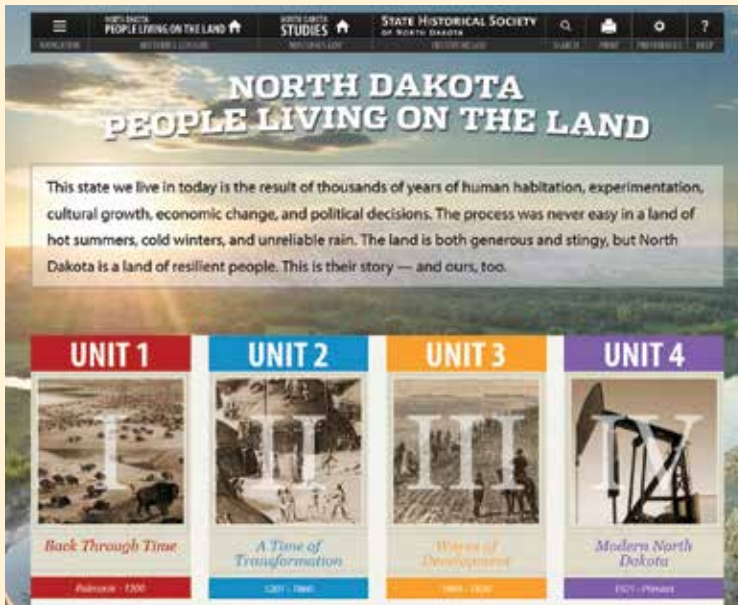
### North Dakota Studies Course Requirement

Each North Dakota public and nonpublic elementary and middle school shall provide to students instruction in North Dakota Studies, with an emphasis on the geography, history, and agriculture of the state, in the fourth and eighth grades. (NDCC 15.1-21-01) In addition, each North Dakota public and nonpublic high school shall make available to each student at least once every two years one-half unit of North Dakota Studies. (NDCC 15.1-21-02)

To help meet these course requirements, the North Dakota Studies program at the SHSND offers a host of print and online curriculum resources for students and teachers.

# 8TH GRADE NORTH DAKOTA STUDIES

# HIGH SCHOOL NORTH DAKOTA STUDIES



## North Dakota: People Living on the Land

**North Dakota: People Living on the Land** includes more than 90 topics on the history of North Dakota and is complemented with documents, photographs, maps, and films. The topics range from the formation of soil to the recent oil boom; from the quarrying of flint to Bobcat manufacturing. The course is written for grade 8 students, but adult readers, too, will find much interesting information, some of it never before published.

### North Dakota: People Living on the Land

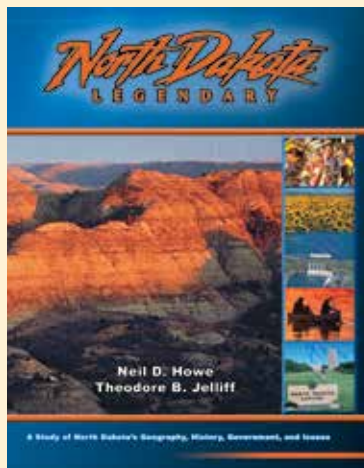
Cost: No cost to users

Access: [ndstudies.gov/gr8](http://ndstudies.gov/gr8)

## North Dakota Legendary

**North Dakota Legendary** is an attractive and affordable 8th grade textbook designed to be a comprehensive discussion of North Dakota's geography, history, government, and current issues. **North Dakota Legendary** is divided into four units of study—geology and geography, history, government, and current issues.

Note: Due to changes in elected officials and other current events, some of the information in Unit 4 has become outdated.

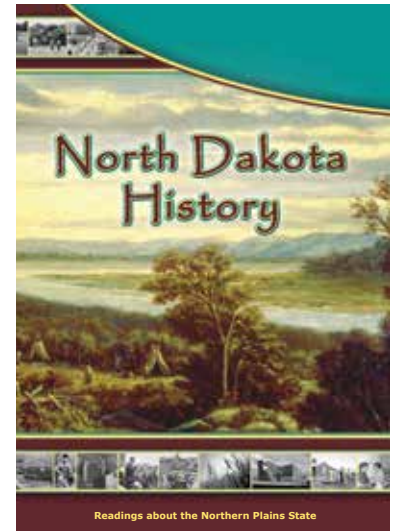


### North Dakota Legendary:

**Student Text** \$45.00 each  
**Teacher Resource Guide** \$15.00 each (CD Version)  
 (Limited number of copies remaining)

## North Dakota History

**North Dakota History: Readings about the Northern Prairie State** has been developed for the high school student and is designed to promote and encourage a better understanding of the state's rich history. The textbook is designed to be an investigative discussion of the prehistory and history of North Dakota. Teachers may choose to cover the entire text, or just one or two units, depending on the needs and time constraints of the individual classroom.



### North Dakota History:

**Student Text** \$45.00 each  
**Teacher Resource Guide** \$65.00 each  
 (Print and CD Combo)



## Energy: Powered By North Dakota

This online curriculum offers free, interactive tools on the state's energy sector and natural resources, including energy videos, animations, photos, maps, and more.

The two levels of content are geared for both grade 4 and grade 8 students and covers science and social studies content. A 34-page, print-based companion guide is also available as a complement to the website.

### Energy: Powered by North Dakota

Cost: No cost to users  
 Access: [ndstudies.gov/energy/level1/index.html](http://ndstudies.gov/energy/level1/index.html)



**STATE  
HISTORICAL  
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60th ANNUAL  
**KNOW YOUR STATE**  
April 24, 2017  
**Bismarck State College Campus**

*Sponsored by the North Dakota Masonic Foundation  
and hosted by Bismarck State College*

**N**orth Dakota is a great state with a variety of geographic features, political agendas, abundant agricultural products, a growing energy base, great educational opportunities, and a rich cultural heritage.

The **Know Your State** contest has been designed with the intent to encourage North Dakota students to gain a greater understanding and interest in North Dakota—and through this knowledge become a better educated citizen, voter, and leader for the state.

For more information about the **Know Your State** contest, contact Jennifer Shaff, Bismarck State College, [jennifer.shaff@bismarckstate.edu](mailto:jennifer.shaff@bismarckstate.edu), 701-224-2617.

**NORTH DAKOTA  
STUDIES**  
[www.ndstudies.gov](http://www.ndstudies.gov)

**North Dakota Studies** is published by the State Historical Society of North Dakota, 612 East Boulevard Avenue, Bismarck, ND 58505, Neil D. Howe, Program Coordinator, [nhowe@nd.gov](mailto:nhowe@nd.gov), 701.205.7802.

**North Dakota Studies** is distributed to students, teachers, schools, and libraries throughout North Dakota.

North Dakota Studies is a program of the SHSND and offers curriculum and other resources for teachers, students, and lifelong learners.