A CENTURY OF PROGRESS:
A PHOTOGRAPHIC EXHIBIT
OF WOMEN'S HISTORY
AT THE
UNIVERSITY OF NEW HAMPSHIRE

Women's participation in higher education in New Hampshire dates from the middle of the 19th century when daughters of upper middle class and middle class families began to attend private women's colleges in the New England area. For women who wanted to be teachers local teachers colleges became available in the same era. Access to educational opportunity for women of more modest means in the state came with the passage of the Morrill Act of 1862, a federal law establishing agricultural colleges for the sons and daughters of farmers and industrial workers. Women from all walks of life were going on to college by the end of the 1800's.

This exhibit celebrates the pioneering lives and experiences of female college students, teaching faculty and staff, focusing on the history of the University of New Hampshire. The images record what women have done collectively at the university to create a realm of opportunity and advancement over the last “century of progress.” Fifteen thematic panels illustrate women’s initiatives, struggles and accomplishments from the late 19th century to the new millennium. Their stories demonstrate how this college, which initially perceived education primarily as a male domain, became a university that welcomes the presence, participation and influence of women.

CONTRIBUTORS
The UNH Alumni Association and the Departments of History, Education, Women's Studies, Family Studies, Cooperative Extension, Whittemore School of Business and Economics, the Affirmative Action Office, Intercollegiate Athletics, the President’s Commission on the Status of Women, the classes of 1940, 1941, 1955, and 1960, members of the class of 1965 and anonymous donors.

Sponsor
The Photographic Exhibit of the Women’s History Project is sponsored by The Center for the Humanities at the University of New Hampshire.

This Photographic Exhibit is a gift to the University from the Class of 1950.
A CENTURY OF PROGRESS:
A PHOTOGRAPHIC EXHIBIT OF WOMEN’S HISTORY
AT THE UNIVERSITY OF NEW HAMPSHIRE

June 10, 2000

On the occasion of the fiftieth Reunion of the class of 1950

Credits

The Women’s History Project was initiated by Phyllis K. Abell and the Class of 1950 of the University of New Hampshire.

The group who created the photographic exhibit are:

Phyllis Killam Abell, Ed.D., ’50, director
Kimberly Swick Slover, M.A., co-director, editor
Sharon Farrell Casalfield, B.S., graduate student in history
Monica St. Pierre, ’02, undergraduate intern
Hatty Startup, M.A., M.Phil., curator and consultant

Stage 2 Contributors:

Lauren Shar, editor
Kurt Leaws, graduate student in history

With much appreciation to:

- The Freedom Library, most especially archives Mafalda Woodard and other staff, who were sources of information about the past history of the University of New Hampshire and made available many photographs and records. The majority of the historical photographs are from the archives.
- The staff of UNH Printing Services, particularly Julie Pardus-Oakes for graphic design.
- Steve Beal and Dorothy Smith of Small Projects Construction.
- The staff of the Media Services, particularly Gary Samson, Lisa Nugent, Douglas Prince, Ron Bergeron of the photography department, who kindly assisted in creating, finding and transmitting nearly all the photographic images for the exhibit.
- Lucy E. Salzer, Associate Professor of History, whose endorsement paved the way for the exhibit.
- Anna Downey for her work on the Women’s Studies program.
- Allegra Andreoli and Crystal La Riviere for their papers on women’s history at UNH and for Nicole Moore for assistance with the history of athletics.
- Valerie Cunningham of the Portsmouth Black Heritage Trail for assistance with African American history.
- Jane Stapleton, who graciously supplied records of the President’s Commission on the Status of Women.
- Elaine Cameron, who created the Women in Science poster exhibit in 1999.
- Faith Northrup at Plymouth State College, who was of great assistance and shared materials on the history of that institution.
- Cindy Cohan, former coordinator of the President’s Commission on the Status of Women, for the poster exhibit of important New Hampshire women which inspired this exhibit.
- We are immensely grateful to all those persons we have interviewed and those who have supplied information for the many facets of this undertaking, both informally and through written documents.

REFERENCES

New Hampshire’s only state university has changed dramatically since its origin in the late 1800s. In 2000, 61 percent of the students, one-third of the faculty, and a growing number of senior administrators — including the president — are women. The emergence of women leaders is occurring at many other colleges: women with the required skills, experience and education are competing more aggressively with men for the best-paying, highest-ranking positions in academic administration. These women have taken many different paths to power. President Leitzel and Marilyn Hoskin, dean of the College of Liberal Arts, began their academic careers as assistant professors, attained tenure, and went on to become a department chair before joining the administration. The tenure process poses distinct difficulties for women faculty, who typically bear the greatest responsibility for children. Some universities, including UNH, allow some interruptions of the tenure cycle to accommodate the needs of families.

Both President Leitzel and Dean Hoskin believe the presence of women in leadership positions offers the University greater diversity and affirms individual women’s highest aspirations. “It’s tremendously important to women to have a sense that there are no barriers in the way of them achieving their goals. If they saw that there were no women in Thompson Hall, they might assume this is a not a place where women can advance, and they’d go somewhere else,” says Dean Hoskin.

Vice President of Student Affairs Leila Moore and Vice President of Finance and Administration Candace Corvey previously served in a variety of positions and academic areas, building wide-ranging skills required for their present positions. Vice President Moore says the challenging issues she faces in Student Affairs, such as substance abuse and sexism, force her to draw on all she has learned to create new, more effective approaches. Yet she believes she has to work harder than her male colleagues to establish her credibility when she enters traditionally male territories such as finance and budgeting.

As the first woman to head the Department of Finance and Administration, Vice President Corvey’s competitive edge is her strong educational background and experience in business and human resources. Her greatest asset, she believes, is that she’s a generalist who moves easily between qualitative and quantitative modes of thinking. “Once you establish yourself and your reputation, the stereotypes fall away,” she explains.

Despite progress for women, inequities still exist. Women staff hold the majority of low-paying jobs on campus, including more than 90 percent of secretarial and clerical positions. Women make up only 31 percent of the faculty. The successes of today’s women leaders are built on the struggles of the many women pioneers who preceded them in the last “century of progress.” The University of New Hampshire’s women graduates, current students, and those who will follow in their footsteps carry their legacy into the next century. Their successes represent the evolution of a more equitable, diverse university community, as well as a sense of the promise and potential of women in the world at large in the new millennium.
The addition of new courses and the creation of new departments such as Home Economics at New Hampshire College provided a better infrastructure more supportive of women’s participation in state higher education at the beginning of the 20th century. Part of what made for a more welcoming environment was that the new generation of women students also included women who worked at the college as staff and faculty.

Gifts to the new institution by Alice Hamilton Smith were significant for the era and demonstrated how women’s presence and active contributions were a part of the visible expansion of the campus at Durham.

Women’s social life at college was experienced through house parties, clubs, and outings such as canoe trips and dances. The “aggie” image of the school was enhanced by the foundation of the Extension Service in 1914-1915. Women students worked on war gardens and then participated in war preparedness. Sarah Petree, class of 1908, and an instructor in French and English, served in the armed forces.

With the passing of the 19th amendment in 1920 which guaranteed the right to vote to all women, the local branch of the National College Equal Suffrage League disbanded. Acting from a suffrage platform, women on campus created a visible presence through many social and student government groups. Women assumed positions as faculty members and became more visible in the academic community of the college.

New social realms of community activity, which included fund-raising and special events, outings and clubs was created by women students in the teens and twenties. The Girls Council supervised women students and enforced dorm rules providing women with leadership and mentoring roles. Clubs also offered opportunities on campus for fun and entertainment. The Women’s League included alumni and faculty spouses, who organized fund-raisers for scholarships for women students. The League advocated for and created a rest room for commuting students at Thompson Hall, furnishing it with a piano.

The community of women on campus extended to the housemothers of women’s dorms and to the staff of the library. Faculty staff modeled visible trends toward female independence and professionalism. Middle-class women from the 19th century onward had worked to professionalize library work. While New Hampshire College did not have a library school, many of its librarians were experienced professional women who had come from town or school libraries or from other colleges with library programs.
After the American colonies won independence and political leaders began to discuss building the new republic, men and women identified education as the means of creating a new kind of citizen. The duties of citizenship at this point were not shared by "unpropertied males", native Americans, African-Americans or women. The nation’s mothers were identified as being in a natural position to instruct their sons in political duty. But Judith Sargent Murray, an early pioneer of women’s education, from Gloucester, Massachusetts, stated the case for equal scholastic training for women: “We can only reason from what we know and if an opportunity of acquiring knowledge hath been denied us, the inferiority of our sex cannot fairly be deduced from thence.”

Keene was the site of one of New Hampshire’s earliest female academies, founded by Catherine Fiske in 1811. The Young Ladies Seminary in Keene offered academic subjects as well as more typical domestic instruction and educated the daughters of Newport resident, Sarah Josepha Hale, founding editor of “Godey’s Ladies Book.”

Education opened other doors. It offered teaching as a new avenue of employment for working women in the state. The first teachers seminary opened in Plymouth in 1837. Women in New Hampshire served as teachers and superintendents in the state’s one-room schoolhouses. After 1885, women superintendents were permitted to vote at town meetings, a forum in which they advocated for public education and women’s suffrage.

In 1866, the New Hampshire College of Agriculture and Mechanic Arts opened in Hanover after the passage of the Morrill Bill in 1862. The Morrill Act, signed into law by President Lincoln, funded state colleges from the sale of land, hence the name “land grant colleges.”

The new state college, New Hampshire College, began to attract male students but did not admit women until 1891. In the intervening years, Benjamin Thompson’s gift of land in Durham was accepted by the state and a new partnership began to take shape. This collaboration between the new state college and the terms of Thompson’s will, made possible the opening of “an agricultural school, to be located on my farm in said Durham, wherein shall be thoroughly taught the theory and practice of that most useful and honorable calling.”

In 1891, Lucy Swallow wrote the new dean, Charles Holmes Pettee, in Hanover, asking if she might take “a course in Chemistry at the College of Agriculture”. Courses were also available in Engineering, Agriculture and Electrical Engineering. Her request prompted a special trustees meeting in Concord that December when it was “resolved that women be admitted to special courses of instruction in the college under such resolutions as may be prescribed by the faculty.” By the following year, eleven women, including Delia Brown, were participating in courses at Hanover. The growth in numbers led to the addition in 1892 of a general studies course deemed suitable for female students because it waived requirements for drafting and surveying.

The 1890s at New Hampshire College

In 1866, the New Hampshire College of Agriculture and Mechanic Arts opened in Hanover after the passage of the Morrill Bill in 1862. The Morrill Act, signed into law by President Lincoln, funded state colleges from the sale of land, hence the name “land grant colleges.”

The new state college, New Hampshire College, began to attract male students but did not admit women until 1891. In the intervening years, Benjamin Thompson’s gift of land in Durham was accepted by the state and a new partnership began to take shape. This collaboration between the new state college and the terms of Thompson’s will, made possible the opening of “an agricultural school, to be located on my farm in said Durham, wherein shall be thoroughly taught the theory and practice of that most useful and honorable calling.”

In 1891, Lucy Swallow wrote the new dean, Charles Holmes Pettee, in Hanover, asking if she might take “a course in Chemistry at the College of Agriculture”. Courses were also available in Engineering, Agriculture and Electrical Engineering. Her request prompted a special trustees meeting in Concord that December when it was “resolved that women be admitted to special courses of instruction in the college under such resolutions as may be prescribed by the faculty.” By the following year, eleven women, including Delia Brown, were participating in courses at Hanover. The growth in numbers led to the addition in 1892 of a general studies course deemed suitable for female students because it waived requirements for drafting and surveying.
from home economics to the study of families

At the beginning of the 20th century women’s separate “spheres,” as the domesticated moral voice within the home and family, became the focus of a new discipline, home economics, created by Ellen Swallow Richards. She used principles from various disciplines to construct a scientific approach to women’s traditional roles. In addition to becoming wives and mothers, college students prepared to be high school teachers, demonstration agents, cooperative extension agents and institutional administrators.

The origin of the Home Economics Program in 1913 rests with the daughter of Dean Charles Pettee, Sarah Pettee. She urged her father to establish a home economics program at the New Hampshire College of Agriculture and Mechanic Arts.

Ellen Swallow Richards, who was Lucy Swallow’s aunt, was the national founder of the field of home economics and taught at NH College the summer of 1893. Richards applied the principles of chemistry, management, nutrition and economics to prepare women for enhancing the well-being of families. She is also credited with founding the fields of sanitation and nutrition and was one of the first to conceptualize the field of ecology.

Sarah Pettee taught French, English and meteorology at New Hampshire College following her graduation in 1908. She advocated to her father, Dean Charles Pettee, to establish a program for women students.

Helen Bishop Thompson was appointed in 1913 as professor of home economics and the first dean of women. She earned master’s degrees from Kansas State and Columbia University. Previously she was professor at Rhode Island State College.

In 1926 Elizabeth VIRGIL was the first African American to graduate from this institution, majoring in home economics. Because she was unable to find employment in the north, she taught at a school in the south. Later she returned to live in Portsmouth, N.H.

Irma Bowen began teaching clothing and textiles in 1920. By 1947 she had collected some 600 items of clothing from the 18th to the 20th centuries and is known by the Irma Bowen Textiles Collection.

In 1913 as professor of home economics and the first dean of women, she earned master’s degrees from Kansas State and Columbia University. Previously she was professor at Rhode Island State College.

Kristine Baber, appointed chair of the Family Studies Department in 1999, came to UNH in 1984 to teach courses on families. She created a course on Race, Class, Gender and Families, which reflects the diversity in American society today. She was a member of the President’s Commission on the Status of Women from 1985-1987 and has been active in service to the surrounding community.

In 1983 the program’s focus began to change. The proliferation of information about child development and family relations, changes in the available resources at UNH, and women’s evolving perceptions of who they are and what they want to be, all contributed to the transformation of Home Economics into Family and Consumer Studies with a focus since 1988 on the study of families.

The mission of the Family Studies Department supports the well-being of individuals and families through teaching, research and service. Students now concentrate on child studies, teacher certification, family relations and general studies. A new graduate program in the renovated practice house, Craft Cottage, trains students as marriage and family therapists.
**Advocacy brings change**

Through the activism and collaboration between various parts of the University during the previous decade, the following organizations were created to address women’s issues:

- The President’s Commission on the Status of Women, 1972
- The Sexuality Center, 1974
- The Affirmative Action Office, 1974
- The Women’s Studies Program, 1977

Recognizing the need for women’s issues to be addressed represented a clear cultural shift on this campus as well as elsewhere in New England and across the nation.

Other groups to give voice to specific concerns included the Professional and Technical Staff Welfare Committee, which formed in response to a request by President McConnell; this later became the PAT Council, which represented the salaried professional staff. The Operating Staff Council as an hourly staff organization formed in 1975 to represent their interests.

A Black Studies program was initiated, and the number of black students on campus increased. Many groups began to feel that their voices and interests were being recognized, putting in place the organizational structures for more diverse representation.

In 1975, Merrimack Valley College became the University of New Hampshire at Manchester to better serve this region and the city of Manchester. Each of these organizational changes would carry the institution forward into the 21st century.

Initiatives in the forefront of change include steps taken during the 1970s by the newly created President’s Commission on the Status of Women: The Commission

- issued the first annual report on the status of faculty, staff, administration, and students, 1973
- recommended establishing a day care center for University staff and students, 1974
- studied operating staff’s upward mobility, 1976
- founded the women’s studies program, 1977
- revised maternity leave policy, 1978
- issued “Connections,” a newsletter about campus women

Social life on campus dramatically changed in the 1970s. Out of the restrictions of the previous 70 years, equal treatment of women and men was now achieved. The first co-educational dormitories appeared, offering choices of single sex sections or mixed floors of a dormitory. In the single-sex dormitories, unlimited visitation by either sex was permitted. Women students could now drink alcohol on campus. House mothers were replaced by residential assistants (RA’s), who were carefully selected graduate and undergraduate students.

These actions on campus existed side by side with the development of the University’s nursing program, created from a long tradition of women caring for and healing others. In 1942, started in 1942, continued to grow. The words of Donna Gatti (1974), illustrate the conflict between women’s traditional focus on family and on a new world of work in this important field.

“Seems like the relationship between work, family, and social roles is always evolving. Just when I feel like I am getting on top of one developmental phase, I find myself catapulted unprepared into the next life passage. It’s a constant juggling, lack of all trades, master of none. OT is an innate part of my identity at this point and while motherhood is always my first priority, work and career have vied for a close second place...It has afforded the privilege of working closely with people...”

The actions of women and men from all segments of the university created organizations that would continue to advocate for change and the ongoing development of the University of New Hampshire.
Women's collegiate athletics benefited from the feminist movement of the 1960s and 1970s. Title IX, a federal law passed in 1972, forbade gender discrimination in schools receiving federal funds. Before Title IX, there were no women's collegiate championships, but by 1984, there were 30 such national championships. Women's collegiate sports began to expand. Women emerged in the field of athletics.

Title IX came directly to UNH in the 1990s. When Dr. Judith Ray became the director of women's athletics in 1990, she found the quality of the coaches and the student athletes was excellent, but: "women and men were not treated equitably." When the University made a budgetary decision in 1992 to cut both men's and women's teams, Dr. Ray backed a Title IX action that eventually was settled out of court. The process of equalization began. One important result was an equal share of athletic scholarships for women. To honor women athletes, Dr. Ray founded the Hall of Honor, because as she said: "Men had the Hall of Fame where they recognized outstanding accomplishments of male athletics and their coaches or contributors, and there was nothing for women."

When the University combined the men's and women's athletics departments 1996, Dr. Ray became the first department chair of intercollegiate athletics. The transition was difficult at times, and Dr. Ray experienced some resentment. After four years of leading the department into the new millennium, Dr. Ray decided to retire in 2000. Of her years at the University she said: "It's just been a great experience. It's the women that are coaches and athletes who are just exceptional."

Women's participation in athletics was restricted to private women's colleges. Athletic departments for women developed later in coeducational colleges. In 1916, the College hired Elizabeth A. Rollins to start the athletic department for women.

Two years later, Helen Bartlett Wassall became the director of athletics and physical education for women, and eventually an assistant professor. Following the national trend, new programs and opportunities were offered to women in the 1920s. As well as building up her own department, Mrs. Wassall involved herself in promoting other beneficial programs for women at the College. She was the driving force behind the founding of the Girl's Dramatic Club, the forerunner of the Mask and Dagger Society. The May Day Pageant was another of her ideas.

By the end of the 1920s, women's programs suffered some setbacks. The public had grown fearful that competitive athletics fostered "masculine" women, and across the nation, intercollegiate sports for women were dropped in favor of "play days." The college, (now the University of New Hampshire–1923), followed that trend, and eliminated varsity-level sports for women. University men continued to participate in both class teams and varsity programs.

Despite the loss of varsity sports in the 1920s, women continued to participate in non-varsity activities/sports such as hockey, soccer, bowling, basketball, tennis, track, softball, archery, handball, volleyball, tennis, swimming, sailing and skating. This is the 1923 Hockey Team.

When women athletes joined men at the Field House, inconveniences for the women ranged from inadequate locker rooms, to inconvenient practice times, such as 9 p.m.. Several of the women's teams had to practice simultaneously in the gymnasium.

Women's collegiate athletes benefited from the feminist movement of the 1960s and 1970s. Title IX, a federal law passed in 1972, forbade gender discrimination in schools receiving federal funds. Before Title IX, there were no women's collegiate championships, but by 1984, there were 30 such national championships.

When women athletes joined men at the Field House, inconveniences for the women ranged from inadequate locker rooms, to inconvenient practice times, such as 9 p.m.. Several of the women's teams had to practice simultaneously in the gymnasium.
TWO DECADES OF MOMENTUM CLOSE THE CENTURY

The national women’s movement developed in various ways and around the world during the last twenty years of the century. The Equal Rights Amendment to the United States Constitution, passed by Congress, narrowly failed ratification in 1982. Organizations focusing on women’s issues proliferated. Under the auspices of the United Nations women came together to build a global feminist movement. In Beijing, China in 1995, 189 nations agreed to formally identify women’s rights as human rights and to make a commitment to remove barriers to equality and promote peace globally.

At the University of New Hampshire, an Affirmative Action plan was further defined. The more informal process that relied upon white male networks was replaced with a carefully outlined process for hiring faculty and staff. These policies required that minority groups such as white women, African-American women and men, Latin American and Asian Americans, would be included in advertising job openings, seeking candidates and ensuring that all qualified candidates were considered by formally designated search committees. The result was a gradual increase in the hiring of - primarily - white women.

Women assumed positions of responsibility and leadership throughout the institution. The first woman president, Evelyn Handler, was installed in 1980. Besides the traditional all women departments, a single woman headed one academic department out of 35 in the College of Liberal Arts in the early 80’s. Joan Kenvard in English. In 1989, the university appointed Carmen Buford, an African American woman, to be Associate Dean of Student Affairs, which began new movement towards increasing the diversity of the 97% white campus. By the end of the century, women held a number of influential offices: President, Vice-president for Finance and Administration, Dean of Liberal Arts and Vice-President for Student Affairs. Women students were campus leaders as both president and vice-president of the Student Senate and led many campus organizations.

Yet there were campus issues requiring ongoing attention. Violence against women students continued to occur. Nationally one in four women experienced sexual assaults in their lives. The Sexual Harassment and Rape Prevention Program (SHARPP) counseled rape victims and educated the campus about rape. In response to a gang rape in Stoke Hall in 1987, and in response to harassment during a SHARPP educational program for athletes in the Johnson Theatre in 1982, special committees were formed to address these issues and further educate the campus.

During the 1980’s and 90’s, The President’s Commission on the Status of Women, continued to address women’s issues by conducting studies and advocating for change in a number of areas. For example, the Commission:

- Published comprehensive annual reports on the status of women faculty in the 1980’s; expanding in the 1990’s to include students, staff, faculty and administration.
- Published a handbook on hiring practices to open doors for white women and minority women and men in 1980 and a study on retention of women faculty in 1981,1994.
- Supported a “Faculty Equity Study” in 1983; women faculty received pay raises of $1000 for two years.
- Developed a series “Women in Leadership Initiative” workshops in the 1990’s.
- Sponsored workshops to incorporate diversity into college courses from 1995-2000.

Supported by administration, faculty and staff and complemented by student initiatives, the advocacy of the President’s Commission on the Status of Women formed the basis of women moving forward at the University of New Hampshire. The last twenty years of the millennium was a time of gathering momentum in which women’s roles and participation in the university continued to grow and evolve, bringing women at UNH closer to equality.

Joan Kenvard became the first woman to become a full professor at the University of New Hampshire in 1995. She helped the English Department in 1995, then went on to become president of a land grant college at that time in the United States. She was concerned that women be kept to a college within a college as she moved towards the position of president, becoming the first woman in the land-grant college system to become president at the University of New Hampshire.

Suzanne Isham, a information systems specialist, has been with the Office of Sponsored Research since 1982. A member of the Office’s staff since 1985, she was active in the formation of the Task Force and sponsored workshops to incorporate diversity into college courses from 1995-2000. Suzanne Isham, a information systems specialist, has been with the Office of Sponsored Research since 1982. A member of the Office’s staff since 1985, she was active in the formation of the Task Force and sponsored workshops to incorporate diversity into college courses from 1995-2000.

Evelyn Handler, the first woman to be president of the University of New Hampshire, was installed in 1980. A leader in training, she was the only woman to be president of a land grant college at that time in the United States. She was concerned that women be kept to a college within a college as she moved towards the position of president, becoming the first woman in the land-grant college system to become president at the University of New Hampshire.

Bonita Beddows is the first woman to be Associate Dean of Libraries in the College of Life Sciences and Agriculture. She was active in the Task Force on campus diversity, and in forming the Library Diversity Committee to create a Gay and Lesbian student program, winning the Kibbush Tolerance Award in 1994.

Brenda Whitmore, class of 1981, came back to UNH in 1989 and a new a Coordinator late in the Division of Health Education and Counseling. Brenda is a member of the President’s Commission on the Status of Women.

Patricia Beddows (B.S. 1963), the first woman to be Associate Dean of Libraries in the College of Life Sciences and Agriculture, was active in the Task Force on campus diversity, and in forming the Library Diversity Committee to create a Gay and Lesbian student program, winning the Kibbush Tolerance Award in 1994. She was on the job as facilitating mediator and getting people to examine situations together.
Women in the sciences serve essential roles as mentors to women students pursuing science degrees, a group whose numbers have grown in the last 30 years. The University has seen marked increases in its enrollments of women in the College of Engineering and Physical Sciences and the College of Life Sciences and Agriculture.

In many fields women on campus have created their own academic support organizations. One such group is the local chapter of the Association for Women in Science poster exhibition, an opportunity for both faculty and students to display their research on campus.

Women have been present over a period of time in a previously all-male department, where since, no women have been hired in such departments as biochemistry, animal sciences, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Carolyn Black was appointed in 1910 as an instructor of botany. She received an M.A. from Boston University in 1919, which was followed by a teaching fellowship at the same institution.

Joan Ferrini-Mundy, shown here with her children, received her Ph.D. in zoology from the University of Indiana in 1989. She was appointed as professor of mathematics and computer science at the same institution. She initiated an innovative course offered at only a few colleges in the country that combines calculus and computer science.

At New Hampshire College of Agriculture and Mechanic Arts, women faculty began joining the science departments in the early part of the 20th century, particularly in zoology and botany. Over the years, women faculty have been hired in civil and mechanical engineering, physics, molecular biology, natural resources, earth science, mathematics, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Charlotte Natts, Ph.D., now a professor of botany, taught at New Hampshire College of Agriculture and Mechanic Arts from 1921 to 1927. She is a specialist in plant anatomy and especially the morphology, anatomy, and the evolution of primitive flowering plants.

At New Hampshire College of Agriculture and Mechanic Arts, women faculty began joining the science departments in the early part of the 20th century, particularly in zoology and botany. Over the years, women faculty have been hired in civil and mechanical engineering, physics, molecular biology, natural resources, earth science, mathematics, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Women in the sciences serve essential roles as mentors to women students pursuing science degrees, a group whose numbers have grown in the last 30 years. The University has seen marked increases in its enrollments of women in the College of Engineering and Physical Sciences and the College of Life Sciences and Agriculture.

In many fields women on campus have created their own academic support organizations. One such group is the local chapter of the Association for Women in Science poster exhibition, an opportunity for both faculty and students to display their research on campus.

Women have been present over a period of time in a previously all-male department, where since, no women have been hired in such departments as biochemistry, animal sciences, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Carolyn Black was appointed in 1910 as an instructor of botany. She received an M.A. from Boston University in 1919, which was followed by a teaching fellowship at the same institution.

Joan Ferrini-Mundy, shown here with her children, received her Ph.D. in zoology from the University of Indiana in 1989. She was appointed as professor of mathematics and computer science at the same institution. She initiated an innovative course offered at only a few colleges in the country that combines calculus and computer science.

At New Hampshire College of Agriculture and Mechanic Arts, women faculty began joining the science departments in the early part of the 20th century, particularly in zoology and botany. Over the years, women faculty have been hired in civil and mechanical engineering, physics, molecular biology, natural resources, earth science, mathematics, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Women in the sciences serve essential roles as mentors to women students pursuing science degrees, a group whose numbers have grown in the last 30 years. The University has seen marked increases in its enrollments of women in the College of Engineering and Physical Sciences and the College of Life Sciences and Agriculture.

In many fields women on campus have created their own academic support organizations. One such group is the local chapter of the Association for Women in Science poster exhibition, an opportunity for both faculty and students to display their research on campus.

Women have been present over a period of time in a previously all-male department, where since, no women have been hired in such departments as biochemistry, animal sciences, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Carolyn Black was appointed in 1910 as an instructor of botany. She received an M.A. from Boston University in 1919, which was followed by a teaching fellowship at the same institution.

Joan Ferrini-Mundy, shown here with her children, received her Ph.D. in zoology from the University of Indiana in 1989. She was appointed as professor of mathematics and computer science at the same institution. She initiated an innovative course offered at only a few colleges in the country that combines calculus and computer science.

At New Hampshire College of Agriculture and Mechanic Arts, women faculty began joining the science departments in the early part of the 20th century, particularly in zoology and botany. Over the years, women faculty have been hired in civil and mechanical engineering, physics, molecular biology, natural resources, earth science, mathematics, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Women in the sciences serve essential roles as mentors to women students pursuing science degrees, a group whose numbers have grown in the last 30 years. The University has seen marked increases in its enrollments of women in the College of Engineering and Physical Sciences and the College of Life Sciences and Agriculture.

In many fields women on campus have created their own academic support organizations. One such group is the local chapter of the Association for Women in Science poster exhibition, an opportunity for both faculty and students to display their research on campus.

Women have been present over a period of time in a previously all-male department, where since, no women have been hired in such departments as biochemistry, animal sciences, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Carolyn Black was appointed in 1910 as an instructor of botany. She received an M.A. from Boston University in 1919, which was followed by a teaching fellowship at the same institution.

Joan Ferrini-Mundy, shown here with her children, received her Ph.D. in zoology from the University of Indiana in 1989. She was appointed as professor of mathematics and computer science at the same institution. She initiated an innovative course offered at only a few colleges in the country that combines calculus and computer science.

At New Hampshire College of Agriculture and Mechanic Arts, women faculty began joining the science departments in the early part of the 20th century, particularly in zoology and botany. Over the years, women faculty have been hired in civil and mechanical engineering, physics, molecular biology, natural resources, earth science, mathematics, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Women in the sciences serve essential roles as mentors to women students pursuing science degrees, a group whose numbers have grown in the last 30 years. The University has seen marked increases in its enrollments of women in the College of Engineering and Physical Sciences and the College of Life Sciences and Agriculture.

In many fields women on campus have created their own academic support organizations. One such group is the local chapter of the Association for Women in Science poster exhibition, an opportunity for both faculty and students to display their research on campus.

Women have been present over a period of time in a previously all-male department, where since, no women have been hired in such departments as biochemistry, animal sciences, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.

Carolyn Black was appointed in 1910 as an instructor of botany. She received an M.A. from Boston University in 1919, which was followed by a teaching fellowship at the same institution.

Joan Ferrini-Mundy, shown here with her children, received her Ph.D. in zoology from the University of Indiana in 1989. She was appointed as professor of mathematics and computer science at the same institution. She initiated an innovative course offered at only a few colleges in the country that combines calculus and computer science.

At New Hampshire College of Agriculture and Mechanic Arts, women faculty began joining the science departments in the early part of the 20th century, particularly in zoology and botany. Over the years, women faculty have been hired in civil and mechanical engineering, physics, molecular biology, natural resources, earth science, mathematics, and physical chemistry. More recently, the numbers of women faculty have increased in such departments as biochemistry, animal sciences, biology, environmental conservation, and zoology.
The national civil rights movement during the 1960s had profound effects on the whole country and changed the lives of many women and men. For both black and white women, there was the dawning awareness that women lacked leadership positions. Activist women were relegated to secretarial and clerical positions within the movement. Decision-making was in the hands of the men and the only way women’s voices were heard was usually through a relationship with a prominent male leader. Access to power was relational, sexual, and had racial connotations. When the power relationship ended, so did any influence. Eventually the women separated and formed their own organizations. Passion and concern for the civil rights of others contributed to the development of the second mostly white feminist movement.

At the University of New Hampshire, the national civil rights movement created similar initiatives. A movement for giving voice to many unheard segments of the campus community resulted in new organizations that included students, faculty and the administration. Women students who were part of the the local chapters of SDS (initiated in 1966) and the Student Political Union, SPU (formed in 1968) reflected on their experiences. Like their national counterparts, they began to recognize differences in the rhetoric of universal equality and their own treatment within these more radical organizations. No longer content to be relegated to the background and to not have their concerns addressed, a number of women on campus formed their own organizations in 1969. Although they represented a minority of women, at one time there were as many as five different organizations, each with a slightly different focus and with different ways of promoting women’s issues:

- Feminist Liberation Front
- Women’s Caucus
- Feminist Liberation
- Women’s Liberation Front
- Women’s Liberation Committee

These organizations educated the campus community about women’s issues and their roles in society. They proposed ways to change the stereotypes held about women and to create equality at the University.

A women’s coalition conducted a sit-in protest against the lack of coverage in the student newspaper, The New Hampshire. On March 20, 1970, there was an edition written by women students devoted solely to women’s issues.

Women in the student body, who had been represented by the Association of Women Students until 1956, and now as the Women’s Rules Committee of the Student Senate pursued an initial agenda in the mid-1960s to change women’s discriminatory social rules. By the 1970s the nightly curfews and being subjected to “bed-checks,” not being able to consume alcohol (for men it was permitted), and no visiting hours for women and men were gradually removed. Within several years the restrictions of the past decades disappeared.

Influenced by their opposition to the Vietnam war, the recent shootings of college students at Kent State and the lengthy struggle with the administration over the Chicago three’s appearance on campus, protests exploded into a student strike in May of 1970. There were sit-ins, teach-ins, marches and building occupation. Feminist student issues were represented in a small way by one issue of a newly created news sheet, Strike Daily.
THE EVOLUTIONARY ECONOMICS OF WOMEN IN THE WHITTEMORE SCHOOL

In the 1960s, women were expected to type, not dictate, business letters. Many business schools in the United States did not accept women. The Whittemore School of Business and Economics did. While women were not actively recruited, they were present when the business school opened its doors in the Fall of 1962.

Of the small number of women students in the beginning, some as Dr. Linda Sprague, professor of Operations Management, recalls, were there for such non-academic reasons as to join boyfriends. In the 1960s, the nation’s business word operated with two tracks: one for women and one for men. With a degree in engineering from Massachusetts Institute of Technology in 1961, Dr. Sprague says, “As we all discovered, we couldn’t get jobs...I took typing tests, and filing tests.”

Secretarial Studies was part of the Whittemore School curriculum until 1966, when it closed. Reflecting on past attitudes Myra Davis, who taught in this program, recalls that secretarial work was “for women at that time in our history.” Faculty regarded secretarial students as “second class citizens.”

Hired at what she felt was an equitable salary in 1969, Dr. Sprague recalls the shock waves within the school when the Manchester Union Leader published the salaries of the faculty, making pay discrepancies between men and women a matter of public record. Dr. Francine Hall, who came to UNH in 1980, goes further: “The only time I felt discriminated against was when I came to the University of New Hampshire,” she says. One reason for her opinion was that men faculty came in at a higher rate of pay. UNH took steps to correct pay discrepancies based on gender in the 1980s.

Although the Whittemore School’s student body is now over 50 percent women, a gender comparison reveals differences among majors. As of May, 2001, 80 women were enrolled as Hospitality majors compared to 53 men. In Economics, there were 36 women and 85 men. Women Business Administration majors number 404 compared to 660 men. Women faculty at the Whittemore School have not enjoyed the same astonishing growth as the student body. There are only 10 full-time female faculty whereas there are only 15 full-time male faculty.

Today, women faculty at the business school cite problems common to working women everywhere: the need for childcare, the pull of familial obligations, and career setbacks due to family demands. With three children under the age of five, Dr. Karen Conway found she needed to reduce her work obligations. For several years the university allowed her to teach one semester and do research the next which was her preferred teaching mode. In 1978, Dr. Karen Conway found she needed to reduce her work obligations. For several years the university allowed her to teach one semester and do research the next which was her preferred teaching mode.

In the 1980s, women were expected to type, not dictate, business letters. Many business schools in the United States did not accept women. The Whittemore School of Business and Economics did. While women were not actively recruited, they were present when the business school opened its doors in the Fall of 1962.

Of the small number of women students in the beginning, some as Dr. Linda Sprague, professor of Operations Management, recalls, were there for such non-academic reasons as to join boyfriends. In the 1960s, the nation’s business world operated with two tracks: one for women and one for men. With a degree in engineering from Massachusetts Institute of Technology in 1961, Dr. Sprague says, “As we all discovered, we couldn’t get jobs...I took typing tests, and filing tests.”

Secretarial Studies was part of the Whittemore School curriculum until 1966, when it closed. Reflecting on past attitudes Myra Davis, who taught in this program, recalls that secretarial work was “for women at that time in our history.” Faculty regarded secretarial students as “second class citizens.”

Hired at what she felt was an equitable salary in 1969, Dr. Sprague recalls the shock waves within the school when the Manchester Union Leader published the salaries of the faculty, making pay discrepancies between men and women a matter of public record. Dr. Francine Hall, who came to UNH in 1980, goes further: “The only time I felt discriminated against was when I came to the University of New Hampshire,” she says. One reason for her opinion was that men faculty came in at a higher rate of pay. UNH took steps to correct pay discrepancies based on gender in the 1980s.

Although the Whittemore School’s student body is now over 50 percent women, a gender comparison reveals differences among majors. As of May, 2001, 80 women were enrolled as Hospitality majors compared to 53 men. In Economics, there were 36 women and 85 men. Women Business Administration majors number 404 compared to 660 men. Women faculty at the Whittemore School have not enjoyed the same astonishing growth as the student body. There are only 10 full-time female faculty whereas there are only 15 full-time male faculty.

Today, women faculty at the business school cite problems common to working women everywhere: the need for childcare, the pull of familial obligations, and career setbacks due to family demands. With three children under the age of five, Dr. Karen Conway found she needed to reduce her work obligations. For several years the university allowed her to teach one semester and do research the next which involved less teaching, but also less pay. Dr. Conway feels that without this arrangement, she would have had to quit. She laughingly says when people think “economics,” they think finance. Economics, according to Dr. Conway, involves many other aspects. One of her projects involves the effects of maternal depression on infant health and her latest paper is “One Approach to Balancing Work and Family.”
The Department of Education was created in 1915 to attract young women to the New Hampshire College of Agriculture and Mechanic Arts and prepare them to teach in New Hampshire schools. The Smith Hughes Act, passed by the U.S. Congress in 1917, designated New Hampshire College as the only state institution authorized to prepare students for teaching in high schools. Based on a liberal education philosophy, the program prepared students to gain proficiency in one subject area and general knowledge in a wide range of other subjects. Students were also required to practice teaching under experienced teachers in public schools. Although the majority of teachers in the public schools were women, few women members were included in the department's faculty in the early years. In 1928, the society continues today, the Department of Education was created. Dr. Naomi Ekdahl was the first woman to join the five-person department, departing in 1939. As the department grew, an all-female faculty continued until 1964, when Deborah Stone, a teacher with 22 years of experience, was hired to direct the newly created Elementary School Program.

It took most of the century in a profession dominated by women for them to be equally represented in department faculty. In 1979 there were seven women among 26 faculty members. Not until 1990 did women constitute half of the faculty. In 1992, Jane Hansen, an internationally known scholar in early literacy, was the only woman to achieve the rank of full professor in the department. In 1993, from a distinguished academic career, Susan Franzosa became the first woman chair in the 85-year history of the Education Department, leading the department until 1999. By 1997, the department had achieved gender equality in all three professorial ranks.

Graduate programs began in the 1920s to prepare educators for high school teaching and public school administration. A major change occurred in 1974, one that became a model for many teacher education programs around the country. Under the new structure, students earn a bachelor’s degree with a major in a specific subject other than education. Students then begin a year of concentrated study in education, which includes an internship in a public school with a cooperating teacher. This leads to a master of education degree.

The knowledge base for education expanded to include Euroamerican women and non-Euroamerican women and men from diverse racial, ethnic, class and sexual orientations, who brought vital new perspectives in preparing students to teach children from increasingly diverse backgrounds. In 1984 the first doctoral program was initiated in Reading and Writing Instruction with a second doctoral program in Education coming in 1992, both of which were headed by women. By the end of the 20th century there were also six master’s degree programs, one chaired by a woman. By 2000 the department of Education constituted the second largest department in the College of Liberal Arts.

The Department of Education was created in 1915 to attract young women to the New Hampshire College of Agriculture and Mechanic Arts and prepare them to teach in New Hampshire schools. The Smith Hughes Act, passed by the U.S. Congress in 1917, designated New Hampshire College as the only state institution authorized to prepare students for teaching in high schools. Based on a liberal education philosophy, the program prepared students to gain proficiency in one subject area and general knowledge in a wide range of other subjects. Students were also required to practice teaching under experienced teachers in public schools. Although the majority of teachers in the public schools were women, few women members were included in the department’s faculty in the early years. In 1928, the society continues today, the Department of Education was created. Dr. Naomi Ekdahl was the first woman to join the five-person department, departing in 1939. As the department grew, an all-female faculty continued until 1964, when Deborah Stone, a teacher with 22 years of experience, was hired to direct the newly created Elementary School Program.

It took most of the century in a profession dominated by women for them to be equally represented in department faculty. In 1979 there were seven women among 26 faculty members. Not until 1990 did women constitute half of the faculty. In 1992, Jane Hansen, an internationally known scholar in early literacy, was the only woman to achieve the rank of full professor in the department. In 1993, from a distinguished academic career, Susan Franzosa became the first woman chair in the 85-year history of the Education Department, leading the department until 1999. By 1997, the department had achieved gender equality in all three professorial ranks.

Graduate programs began in the 1920s to prepare educators for high school teaching and public school administration. A major change occurred in 1974, one that became a model for many teacher education programs around the country. Under the new structure, students earn a bachelor’s degree with a major in a specific subject other than education. Students then begin a year of concentrated study in education, which includes an internship in a public school with a cooperating teacher. This leads to a master of education degree.

The knowledge base for education expanded to include Euroamerican women and non-Euroamerican women and men from diverse racial, ethnic, class and sexual orientations, who brought vital new perspectives in preparing students to teach children from increasingly diverse backgrounds. In 1984 the first doctoral program was initiated in Reading and Writing Instruction with a second doctoral program in Education coming in 1992, both of which were headed by women. By the end of the 20th century there were also six master’s degree programs, one chaired by a woman. By 2000 the department of Education constituted the second largest department in the College of Liberal Arts.

The Department of Education was created in 1915 to attract young women to the New Hampshire College of Agriculture and Mechanic Arts and prepare them to teach in New Hampshire schools. The Smith Hughes Act, passed by the U.S. Congress in 1917, designated New Hampshire College as the only state institution authorized to prepare students for teaching in high schools. Based on a liberal education philosophy, the program prepared students to gain proficiency in one subject area and general knowledge in a wide range of other subjects. Students were also required to practice teaching under experienced teachers in public schools. Although the majority of teachers in the public schools were women, few women members were included in the department’s faculty in the early years. In 1928, the society continues today, the Department of Education was created. Dr. Naomi Ekdahl was the first woman to join the five-person department, departing in 1939. As the department grew, an all-female faculty continued until 1964, when Deborah Stone, a teacher with 22 years of experience, was hired to direct the newly created Elementary School Program.

It took most of the century in a profession dominated by women for them to be equally represented in department faculty. In 1979 there were seven women among 26 faculty members. Not until 1990 did women constitute half of the faculty. In 1992, Jane Hansen, an internationally known scholar in early literacy, was the only woman to achieve the rank of full professor in the department. In 1993, from a distinguished academic career, Susan Franzosa became the first woman chair in the 85-year history of the Education Department, leading the department until 1999. By 1997, the department had achieved gender equality in all three professorial ranks.

Graduate programs began in the 1920s to prepare educators for high school teaching and public school administration. A major change occurred in 1974, one that became a model for many teacher education programs around the country. Under the new structure, students earn a bachelor’s degree with a major in a specific subject other than education. Students then begin a year of concentrated study in education, which includes an internship in a public school with a cooperating teacher. This leads to a master of education degree.

The knowledge base for education expanded to include Euroamerican women and non-Euroamerican women and men from diverse racial, ethnic, class and sexual orientations, who brought vital new perspectives in preparing students to teach children from increasingly diverse backgrounds. In 1984 the first doctoral program was initiated in Reading and Writing Instruction with a second doctoral program in Education coming in 1992, both of which were headed by women. By the end of the 20th century there were also six master’s degree programs, one chaired by a woman. By 2000 the department of Education constituted the second largest department in the College of Liberal Arts.

The Department of Education was created in 1915 to attract young women to the New Hampshire College of Agriculture and Mechanic Arts and prepare them to teach in New Hampshire schools. The Smith Hughes Act, passed by the U.S. Congress in 1917, designated New Hampshire College as the only state institution authorized to prepare students for teaching in high schools. Based on a liberal education philosophy, the program prepared students to gain proficiency in one subject area and general knowledge in a wide range of other subjects. Students were also required to practice teaching under experienced teachers in public schools. Although the majority of teachers in the public schools were women, few women members were included in the department’s faculty in the early years. In 1928, the society continues today, the Department of Education was created. Dr. Naomi Ekdahl was the first woman to join the five-person department, departing in 1939. As the department grew, an all-female faculty continued until 1964, when Deborah Stone, a teacher with 22 years of experience, was hired to direct the newly created Elementary School Program.

It took most of the century in a profession dominated by women for them to be equally represented in department faculty. In 1979 there were seven women among 26 faculty members. Not until 1990 did women constitute half of the faculty. In 1992, Jane Hansen, an internationally known scholar in early literacy, was the only woman to achieve the rank of full professor in the department. In 1993, from a distinguished academic career, Susan Franzosa became the first woman chair in the 85-year history of the Education Department, leading the department until 1999. By 1997, the department had achieved gender equality in all three professorial ranks.

Graduate programs began in the 1920s to prepare educators for high school teaching and public school administration. A major change occurred in 1974, one that became a model for many teacher education programs around the country. Under the new structure, students earn a bachelor’s degree with a major in a specific subject other than education. Students then begin a year of concentrated study in education, which includes an internship in a public school with a cooperating teacher. This leads to a master of education degree.

The knowledge base for education expanded to include Euroamerican women and non-Euroamerican women and men from diverse racial, ethnic, class and sexual orientations, who brought vital new perspectives in preparing students to teach children from increasingly diverse backgrounds. In 1984 the first doctoral program was initiated in Reading and Writing Instruction with a second doctoral program in Education coming in 1992, both of which were headed by women. By the end of the 20th century there were also six master’s degree programs, one chaired by a woman. By 2000 the department of Education constituted the second largest department in the College of Liberal Arts.
COOPERATIVE EXTENSION: SUPPORTING FAMILIES, YOUTH AND COMMUNITIES STATEWIDE

The New Hampshire College of Agriculture and Mechanic Arts established the program that later became the Cooperative Extension when the Hatch Act in 1887 provided federal funding for agricultural experiment stations at land-grant colleges across the country. In 1914, the Smith-Lever Act provided additional matching federal funds to assist in developing agriculture within each state. For this purpose, New Hampshire created the Cooperative Extension. Through collaborative relationships with farmers and their families, extension agents brought useful and practical information directly to the mostly rural population. By 1917, New Hampshire was the first state in the United States with agricultural, home demonstration and 4-H agents in every county. In two years the popular boys and girls clubs went from 186 to 1263 members.

Just as Cooperative Extension’s role in New Hampshire communities has grown and changed over time, women’s roles within the organization have experienced constant evolution. The first women participated as home demonstration agents, educating rural women on everything from gardening, canning, and cooking low-cost nutritional meals, to making furniture and mattresses. Beginning in the 1950s, with shifts in state demographics and in women’s societal roles, women began to take on new roles as extension agents in 4-H, marine resources, forestry and agriculture.

In addition to working with communities, Cooperative Extension has continuously cooperated with state and federal institutions to educate and assist New Hampshire people. For example, during World War II, home demonstration agents worked with the USDA to promote the rationing of household goods, food, rubber, and even chicken and goose feathers, which were sent away for soldier’s sleeping bags. In the 1960s, extension agents began working with the American Heart Association and the American Medical Association to develop programs that addressed growing health concerns.

Throughout its history, Cooperative Extension has responded to the evolving needs of New Hampshire communities – whether they be agricultural, domestic, environmental, forestry, or social concerns. During the 20th century, women have played key roles, ensuring that the Extension always adapts and responds to the communities it serves.

In 1944, Carolyn Gun of North Hampton, who later became a home demonstration agent in Carroll county, received the TIME Scholarship. After completing her degree, she became a home demonstration agent. In 1960, she moved to Merrimack county and became the first non-family member to serve as extension agent in Belknap county. Community home demonstration agencies sponsored the nutrition scholar- ship for use at UNH and later at Keene State College.

In 1992, Sharon Wilson of Durham was the state home demonstration leader for the New Hampshire Cooperative Extension from 1992 to 1993. She stated, “You can’t get blood from a stone, and you can’t force kindness out of it. One of the best women to serve as a state leader, she traveled around the state promoting new ideas and techniques in the field of human resources.

In 1954, Gertrude Corning of North Hampton, who later became a home demonstration agent in Carroll county, received a scholarship named after state home demonstration agent, Anna Pillsworth in New Hampshire. The Scholarship was awarded to help support further education. In 1956, Mary Canale became the first non-family member to serve as extension agent in Belknap county. Community home demonstration groups sponsored the tuition scholar- ship for use at UNH and later at Keene State College.

In 1983, Beverly Boyer of Orange received a Scholarship. She later became a home demonstration agent in Carroll county. In 1985, she returned in 1984 as an extension specialist. In 1983, she was awarded a dual appointment with the Cooperative Extension at the Family, Human Development and Public Service program to help develop new strategies to ensure that the needs of people are met, in conjunction with the U.S. Department of Education, Family, Human Development and Public Service.

The cooperative extension system today includes Extension agents, specialists, educators, and volunteers who work in the areas of family development and support. They help families create healthy environments, find solutions to everyday problems, and learn new roles and responsibilities. They help families make wise decisions about food, health, safety, and well-being. They help families create a better future for their children and their communities.

Throughout its history, Cooperative Extension has responded to the evolving needs of New Hampshire communities – whether they be agricultural, domestic, environmental, forestry, or social concerns. During the 20th century, women have played key roles, ensuring that the Extension always adapts and responds to the communities it serves.
Since the time of Greek philosophers over 2000 years ago, education, history, biology, art, philosophy and other disciplines described our human experiences through the stories and ideas of men and their contributions to society. In the past 30 years a new discipline has emerged: the study of women. Women’s previously untold stories and concerns are the focus; ideas from the other half of society are becoming known. Women’s contributions, past and present, are being critically examined from diverse cultural perspectives and new concepts are being developed, based on women’s lives.

Women’s studies programs were established at colleges and universities across the United States beginning about 1970. The Women’s Studies Program at UNH began as a grass roots effort by a few faculty members and members of the administration who had been reading and thinking about issues that had arisen from the mainstream feminist movement of the 1960s. The newly established President’s Commission on the Status of Women in 1973 issued a call to action about the need for a Women’s studies Program. In 1977, the program was initiated with Josephine Donovan as the first coordinator. The Women’s Studies Program has expanded over the years, evolving from a minor to a major by 1991. Today the program graduates approximately 40 majors each year.

The study of women

Since the time of Greek philosophers over 2000 years ago, education, history, biology, art, philosophy and other disciplines described our human experiences through the stories and ideas of men and their contributions to society. In the past 30 years a new discipline has emerged: the study of women. Women’s previously untold stories and concerns are the focus; ideas from the other half of society are becoming known. Women’s contributions, past and present, are being critically examined from diverse cultural perspectives and new concepts are being developed, based on women’s lives.

Women’s studies programs were established at colleges and universities across the United States beginning about 1970. The Women’s Studies Program at UNH began as a grass roots effort by a few faculty members and members of the administration who had been reading and thinking about issues that had arisen from the mainstream feminist movement of the 1960s. The newly established President’s Commission on the Status of Women in 1973 issued a call to action about the need for a Women’s studies Program. In 1977, the program was initiated with Josephine Donovan as the first coordinator. The Women’s Studies Program has expanded over the years, evolving from a minor to a major by 1991. Today the program graduates approximately 40 majors each year.

THE STUDY OF WOMEN

Since the time of Greek philosophers over 2000 years ago, education, history, biology, art, philosophy and other disciplines described our human experiences through the stories and ideas of men and their contributions to society. In the past 30 years a new discipline has emerged: the study of women. Women’s previously untold stories and concerns are the focus; ideas from the other half of society are becoming known. Women’s contributions, past and present, are being critically examined from diverse cultural perspectives and new concepts are being developed, based on women’s lives.

Women’s studies programs were established at colleges and universities across the United States beginning about 1970. The Women’s Studies Program at UNH began as a grass roots effort by a few faculty members and members of the administration who had been reading and thinking about issues that had arisen from the mainstream feminist movement of the 1960s. The newly established President’s Commission on the Status of Women in 1973 issued a call to action about the need for a Women’s studies Program. In 1977, the program was initiated with Josephine Donovan as the first coordinator. The Women’s Studies Program has expanded over the years, evolving from a minor to a major by 1991. Today the program graduates approximately 40 majors each year.

THE STUDY OF WOMEN

Since the time of Greek philosophers over 2000 years ago, education, history, biology, art, philosophy and other disciplines described our human experiences through the stories and ideas of men and their contributions to society. In the past 30 years a new discipline has emerged: the study of women. Women’s previously untold stories and concerns are the focus; ideas from the other half of society are becoming known. Women’s contributions, past and present, are being critically examined from diverse cultural perspectives and new concepts are being developed, based on women’s lives.

Women’s studies programs were established at colleges and universities across the United States beginning about 1970. The Women’s Studies Program at UNH began as a grass roots effort by a few faculty members and members of the administration who had been reading and thinking about issues that had arisen from the mainstream feminist movement of the 1960s. The newly established President’s Commission on the Status of Women in 1973 issued a call to action about the need for a Women’s studies Program. In 1977, the program was initiated with Josephine Donovan as the first coordinator. The Women’s Studies Program has expanded over the years, evolving from a minor to a major by 1991. Today the program graduates approximately 40 majors each year.

THE STUDY OF WOMEN

Since the time of Greek philosophers over 2000 years ago, education, history, biology, art, philosophy and other disciplines described our human experiences through the stories and ideas of men and their contributions to society. In the past 30 years a new discipline has emerged: the study of women. Women’s previously untold stories and concerns are the focus; ideas from the other half of society are becoming known. Women’s contributions, past and present, are being critically examined from diverse cultural perspectives and new concepts are being developed, based on women’s lives.

Women’s studies programs were established at colleges and universities across the United States beginning about 1970. The Women’s Studies Program at UNH began as a grass roots effort by a few faculty members and members of the administration who had been reading and thinking about issues that had arisen from the mainstream feminist movement of the 1960s. The newly established President’s Commission on the Status of Women in 1973 issued a call to action about the need for a Women’s studies Program. In 1977, the program was initiated with Josephine Donovan as the first coordinator. The Women’s Studies Program has expanded over the years, evolving from a minor to a major by 1991. Today the program graduates approximately 40 majors each year.

THE STUDY OF WOMEN

Since the time of Greek philosophers over 2000 years ago, education, history, biology, art, philosophy and other disciplines described our human experiences through the stories and ideas of men and their contributions to society. In the past 30 years a new discipline has emerged: the study of women. Women’s previously untold stories and concerns are the focus; ideas from the other half of society are becoming known. Women’s contributions, past and present, are being critically examined from diverse cultural perspectives and new concepts are being developed, based on women’s lives.

Women’s studies programs were established at colleges and universities across the United States beginning about 1970. The Women’s Studies Program at UNH began as a grass roots effort by a few faculty members and members of the administration who had been reading and thinking about issues that had arisen from the mainstream feminist movement of the 1960s. The newly established President’s Commission on the Status of Women in 1973 issued a call to action about the need for a Women’s studies Program. In 1977, the program was initiated with Josephine Donovan as the first coordinator. The Women’s Studies Program has expanded over the years, evolving from a minor to a major by 1991. Today the program graduates approximately 40 majors each year.