Women's History at UNH

In the summer of 2000, the class of 1950 celebrated its 50th reunion. To mark the occasion, they initiated The Women's History Project, an effort to document the history of women at UNH. The project was enthusiastically supported and gained sponsorship and contributions from The Center for the Humanities, the UNH Alumni Association, and several individual departments and offices on campus, including the Women's Studies Program. The result was *A Century of Progress: A Photographic Exhibit of Women's History at the University of New Hampshire*, 15 panels detailing women's participation in higher education in New Hampshire. The exhibit was gifted to the University by the class of 1950 and is permanently exhibited on the third floor of the Memorial Union Building on the UNH campus.

(see attached panels)

(copied from Women's Studies web site on 10/21/2013)
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 1880’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.

THIS PHOTOGRAPHIC EXHIBIT IS A GIFT TO THE UNIVERSITY FROM THE CLASS OF 1950.

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

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.
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. Ahl and the Class of 1950 of the University of New Hampshire.

The group who created the photographic exhibit are:

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WITH MUCH APPRECIATION TO:

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- The staff at UHNP Printing Services, particularly Julie Parden-Calkins for graphic design.
- Sean Rache and Timothy Smith of Small Projects Construction.
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REFERENCES

CELEBRATING WOMEN’S LEADERSHIP

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 in many other colleges: women with the required skills, experience and education are competing more aggressively for the best-paying, highest-ranking positions in academe.

These women have taken many different paths to power. President Leitze and Marilyn Haskin, dean of the College of Liberal Arts, began their academic careers as assistant professors, attained tenure, and went on to become 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 Leitze and Dean Haskin 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 Haskin.

Vice President of Student Affairs Leila Moore and Vice President of Finance and Administration Candace Carvey previously served in a variety of positions and academic areas, building the 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 Carvey’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.
MAKING IT ALL WORK

VISTA was formed in 1967 as a social club for women. Shown here about 1969, the group took the name of Alpha, Alpha, Alpha, becoming a Greek-letter society in 1971. It outlived Phi Omega in 1915. Other early sororities were Pi Kappa (1914) and Phi Alpha Phi (1913).

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.

Elizabeth Pittenger DeMerritt was dean of women from 1919 to 1931. Previously, she had been a housemother following the death of her husband, Albert DeMerritt, a surpised advocate for the college. The main administrative building, DeMerritt Hall, is named after her.

The community of women on campus extended to the housemothers of women’s dorms and to the staff of the library. Female staff modeled visible trends toward gender 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.

The Women’s 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 alumnae 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 Women’s College Council and the Girls’ College Council were both established in 1918, and the Girls’ Student Government Council, which also represented women, was established in 1919. The Women’s Student Government Council was eventually a separate organization for women. The Association of Women Students was established in 1924. A SIP was established in 1918. Thus, women’s and men’s student representation was equal.

Until the outbreak of World War I, women’s social life at college was experienced through house parties, clubs, and sororities, 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 1918, 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.

A new social realm 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 alumnae 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.
MAKING ROOM FOR WOMEN

THE 1870S TO 1890S

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 Josephina Hale, founder of "Godey's Lady's 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.

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 “sphere,” 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 Pettie, Sarah Pettie. She urged her father to establish a home economics program at the New Hampshire College of Agriculture and Mechanic Arts.

Helen Bishop-Thompson was appointed in 1933 as professor of home economics and the first dean of women. She earned a master’s degree from Kansas State and a doctorate from Columbia University. Previously she was professor at Drake Island State College.

The department gradually expanded and by 1920 two-thirds of the women students at New Hampshire College were enrolled in this program. Students took such courses as chemistry, physics, and bacteriology. Until 1983 students concentrated in one of the following areas: child development, clothing and textiles, food and nutrition, home management or institutional management and home economics education.

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 in 1967 from 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 1965 Louise Fernald (1931) became chair of the department, joined by Ann Kelley in 1966. Both women developed the nursing curriculum and began teaching students. The Occupational Therapy Program, 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, jack 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 and sometimes making a positive difference in their lives. OT has also allowed me to support my family financially and is also the basis of much of my social network."

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 emerge in the field of athletics

When New Hampshire College came to Durham in 1883, women's participation in athletics was restricted to private women's colleges. Athletic departments for women developed later at 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, Ms. 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.

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.

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.

Title IX came directly to UNH in the 1950s. 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 lobbied 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 athletes and their coaches or contributors, and there was nothing for women."

When the University combined the men's and women's athletics departments in 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."
TWO DECADES OF MOMENTUM CLOSE THE CENTURY

The national women’s movement developed in various ways in this country 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 Americans 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 predominantly 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 15 in the College of Liberal Arts in the early 80’s: Jean Kennard in English. In 1989, the university appointed Carmen Buford, an African American woman, to be Associate Dean of Student Affairs, which began a movement towards increasing the diversity of the 976 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 Program (SHARP) counseled rape victims and educated the campus about rape. In response to a gang rape in Steele Hall in 1987, and in response to harassment during a SHARP educational program for athletes in the Johnson Theater in 1992, special committees were formed to address these issues and further educate the campus.

During the 1980s and 90s, 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.

- 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.

Evelyn Handler, the first woman to be president of the University of New Hampshire, was installed in 1980. A biologist by training, she was the first woman to be president of a land grant college at that time in the United States. She was renowned for her talent in helping students make a college education meaningful for them. She is currently the director of the Study of Earth, Ocean and Space, a position held before the first to become President of Bard College in 1983.

Jean Kennard became the first woman to be a full professor at the University of New Hampshire in 1977. She headed the English department in 1984. She was the first woman to do so. She received many awards during her tenure at UNH, including the Distinguished Teaching Award in 1994 and the University Outstanding Professor Award in 2004. She was elected to the National Crop and Livestock Council and was included in the early faculty to support the Women and Leadership program, and currently is the director of the Study of Earth, Ocean and Space.

Carmen Buford, the first African American to be Associate Dean of Student Affairs, came to UNH in 1989. From the very start, she created the Office of Multicultural Student Affairs in 1991, which later became an umbrella organization for the Black Student Union, Native American Cultural Association, La Raza, the University Asian Coalition, Dr. Buford and psychology professor William Woodrow founded the Black Culture and Power project. She was tenured in 1993, and she retired the following year.

Students held a candle in symbolic need for a safe environment for all people. A yearly event sponsored by UNHAMP TALK Back the Night, the event raised money and awareness of the problems of violence and sexual harassment against women.

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WOMEN SCIENTISTS

There were few women scientists in the 19th century, but one woman stands out, astronomer Maria Mitchell, a Nantucket Quaker. At the age of 28 she discovered a comet that bears her name, an achievement that brought her international friendships and fame. She was elected to the newly formed Association for the Advancement of Science and went on to found the Association for the Advancement of Women in 1873. She was Vassar College's most illustrious faculty member. As a scientist and an unrelenting advocate of women's suffrage she wrote, "I wish we could give to every woman who has a novel theory dear to her soul for the improvement of the world, a chance to work out her theory in real life."

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 on campus, they have created their own academic support organizations. One such group is the local chapter of the Association for Women in Science. Women faculty hold informal meetings every other week to exchange ideas and provide support to each other. Since 1990 the chapter has also sponsored the annual Women in Science poster exhibition, an opportunity for both faculty and students to display their research on campus.
WOMEN ON THE MARCH: ACTIVISM OF THE SIXTIES

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 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 1950, 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 occupations. Feminist student issues were represented in a small way by one issue of a newly created news sheet, Strike Daily.

Women campus activists formed different groups to challenge stereotypes about women's roles and discrimination. These groups, including the Federalists, the Women’s Caucus, and the Women’s Liberation Front, worked to bring attention to the issues of poverty, women’s roles in the workplace,创业, and sponsored various programs about women’s issues.
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 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 95 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 32 full-time male faculty whereas there are only 10 full-time women 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."

Myra Davis came to UNH in 1945 and taught secretarial courses in the College of Liberal Arts. When the Whittemore School opened she moved from UNH to Sargent, serving in that capacity until her retirement in 1957.

Carl Monrad has been Director of Advising and Undergraduate Program at UNH since 1983, replacing longtime director, Joan M. Helly. She was an academic counselor for the Whittemore School from 1964 to 1982. In addition, she worked as executive director of the American Union Building for a number of years from UNH to 1984. She is also in the President's Task Force on Gay, Lesbian, Bisexual and Transgender Issues.


EDUCATING TEACHERS

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 were members of the faculty in the department's early days. In 1927, psychologist Naomi Ekdhall was the first woman to join the five-person department, departing in 1930. 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 1980 did women constitute half of the faculty. In 1993, 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 Franzos was the first woman chair in the 85-year history of the Education Department, leading the department until 1999. By 1997, a 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 Euro-American women and non-Euro-American women and men from diverse racial, ethnic, class and sexual orientations, who brought 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.

Rebecca Ericksen came to UNH in 1985 after 17 years of experience as an elementary school and middle school teacher. She earned a doctorate in Curriculum and Instruction from the University of Massachusetts Amherst. She joined the department in 1982 and initiated a mentoring program, where undergraduate research college students mentor middle school girls.

Finally, in 1988, the department began an internship program that was a key to increasing the diversity of the student body. The program requires all students to take part in a internship in a public school with a cooperating teacher. This leads to a master of education degree.

Susan Franzos was the first woman in the history of education at UNH to chair the Education Department (1973-1988). An experienced teacher of elementary school children, she was a core faculty member in the Women's Studies program and was active in the President's Commission on the Status of Women in the 1980s, writing the first sexual harassment policy and initiating the first Guidelines for Nonverbal Language. In her research and teaching she focused on women's perspectives and cultural literacy. From 1978 to 1979 she chaired the University Committee on and the Committee Against Violence Against Women from 1989 to 1990. She was appointed to the tenure-track position of Assistant Professor of Education in the university in 1978.
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 196 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 later 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.
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 to the administration 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.

Susan Schlabach joined UNH in 1971 and became the first women's studies graduate in the English Department. "My work really was an on-going attempt to understand women and their experiences from a very personal, woman-centered manner. There were a lot of women who couldn't get tenure because they were doing limited work, and it wasn't seen as a woman's ability to do so." She helped to create the Women's Studies Program.

Marcia Melling came to UNH in 1971 as an art historical assistant professor. She became the third coordinator in 1987. She says, "This is a well-established, strong program with a good history, and I hope to be just starting. I'm branching out with an agenda for growth." Her job is to direct the study of women into the next generation. For her personally, teaching women's studies is "to have been able to activism, and teaching the program gives my life a political shape and meaning."

After taking a woman's studies course, a student wrote the following: "My impression of women's lives today is that we have come a long way but still have a long way to go. There are still cities against women in this country and the issues of discrimination and the overall attitude of men. Women need more recognition for the good things they have done. This history needs to be changed, and women need to be incorporated into these texts."

Patricia Schreiber became a member of the English department in 1978 and two years later joined the Women's Studies Core Faculty. In addition to her scholarly work on gender and literary criticism, from 1980-1987, Paty won the editor of the National Women's Studies Journal. Working on many projects, she has worked on Sex Roles, Culture and Power, review, she was the first woman to serve on the newly created President's Commission on the Status of People of Color in 1997 before leaving UNH.

Eunice Spinelli was special collections librarian, from 1987 to 1997, before accepting the position of chairperson of the Women's Studies Program. She has been at UNH since 1977. She received the Women's Studies award in 1986 at the University of New Hampshire. About teaching the program's introductory course, which gives women's experiences at the center of the course, she says, "I always felt that you were doing something significant in one that course because you could actually see students in the community and in the community who were doing something important for them."

These women's studies students were in Washington in a month in 1996 to demonstrate against violence against women in 1996.