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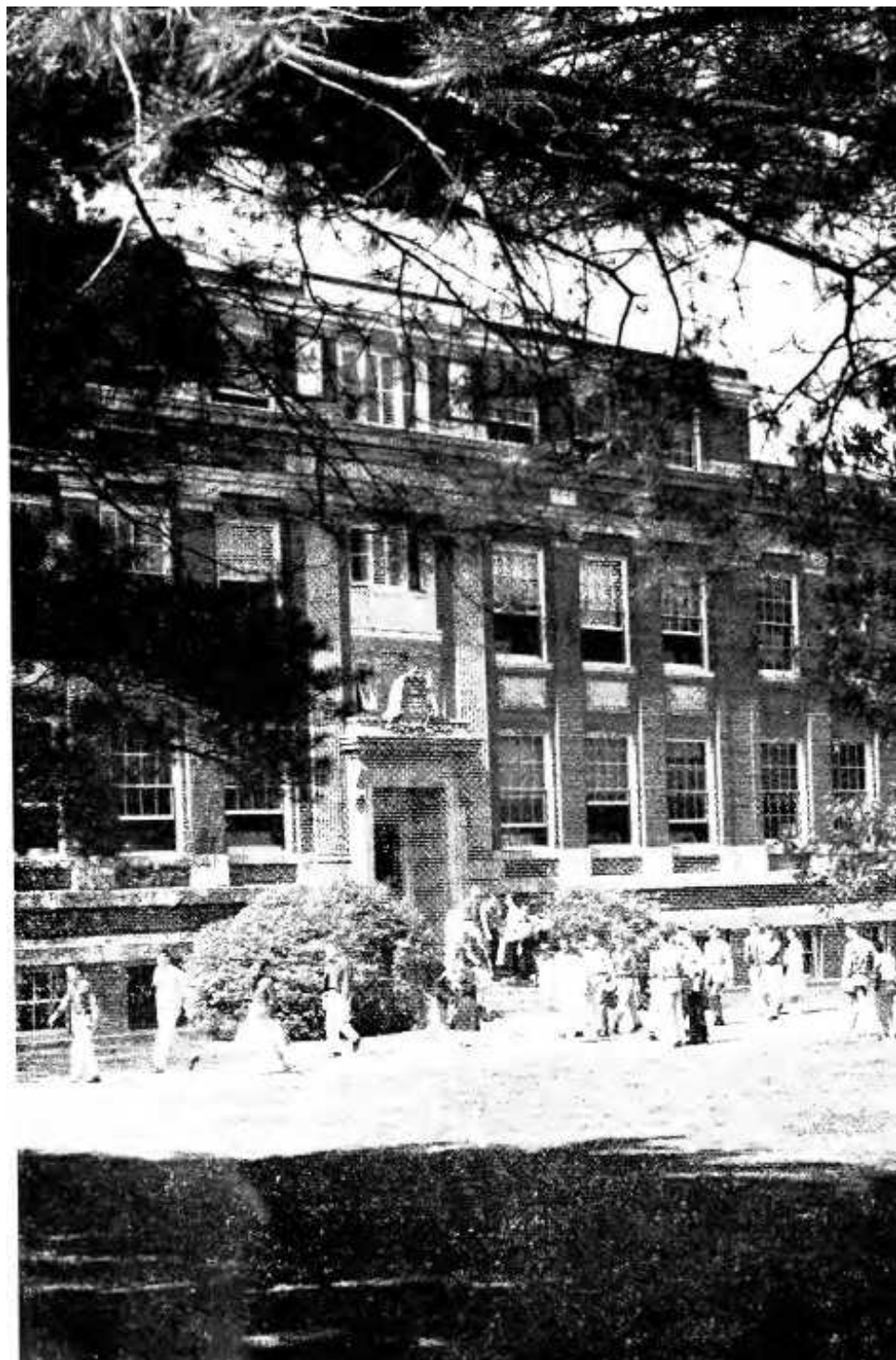
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General Information
about the
University of New Hampshire

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Introduction

OF all New England's colleges and universities, few are as ideally located as the University of New Hampshire. Durham is a small town at the tidehead of the Oyster River, centered midway between metropolitan Boston and the White Mountains of New Hampshire. To the south, one and one-half hours away, are the cultural opportunities which an urban area can offer: the theater, symphony, opera, museums. To the north, an equal distance in time, mountain climbing, skiing, and scenery. And twenty minutes to the east, the beaches and rocky coasts of New Hampshire and Maine. Thus, Durham, one of northern New England's earliest settlements, lies at the center of the nation's most historic region.

In a region long noted for higher education, the University of New Hampshire has brought a new dimension, that of public higher education. Founded first in 1866 at Dartmouth College in Hanover, the New Hampshire College of Agriculture and Mechanic Arts moved to Durham in 1892 to take up a separate existence as one of the nation's growing body of land-grant colleges. Thirty-one years later the institution became the state university and was renamed the University of New Hampshire, composed of the colleges of Agriculture, Liberal Arts, and Technology. In 1962 the Whittemore School of Business and Economics was established.

Throughout its history the University has sought to combine the philosophy of the land-grant movement with that of liberal education. The College's first professor was a chemist; its first president in the Durham location, a classicist; its most renowned faculty member, a pioneer in the study of rare earths, including uranium. Today students in the College of Agriculture take as much as two-thirds of their work in the arts and basic sciences, while students in technology combine study in the social sciences and humanities with professional training.

Undergraduates at the University are a cosmopolitan group. Approximately three-fourths of the students come from within the state and are, for the most part, from the top two-fifths of their high-school graduating classes. The remainder of the students, who usually must meet somewhat higher standards, come from a majority of the states and some 35 foreign nations.

The Programs of Study

THE University of New Hampshire offers three broad areas of study — agriculture, business and economics, liberal arts, and technology. The work of the University is so divided that when the student decides on the general field of study he wants to pursue, he is guided into a program which will meet his needs.

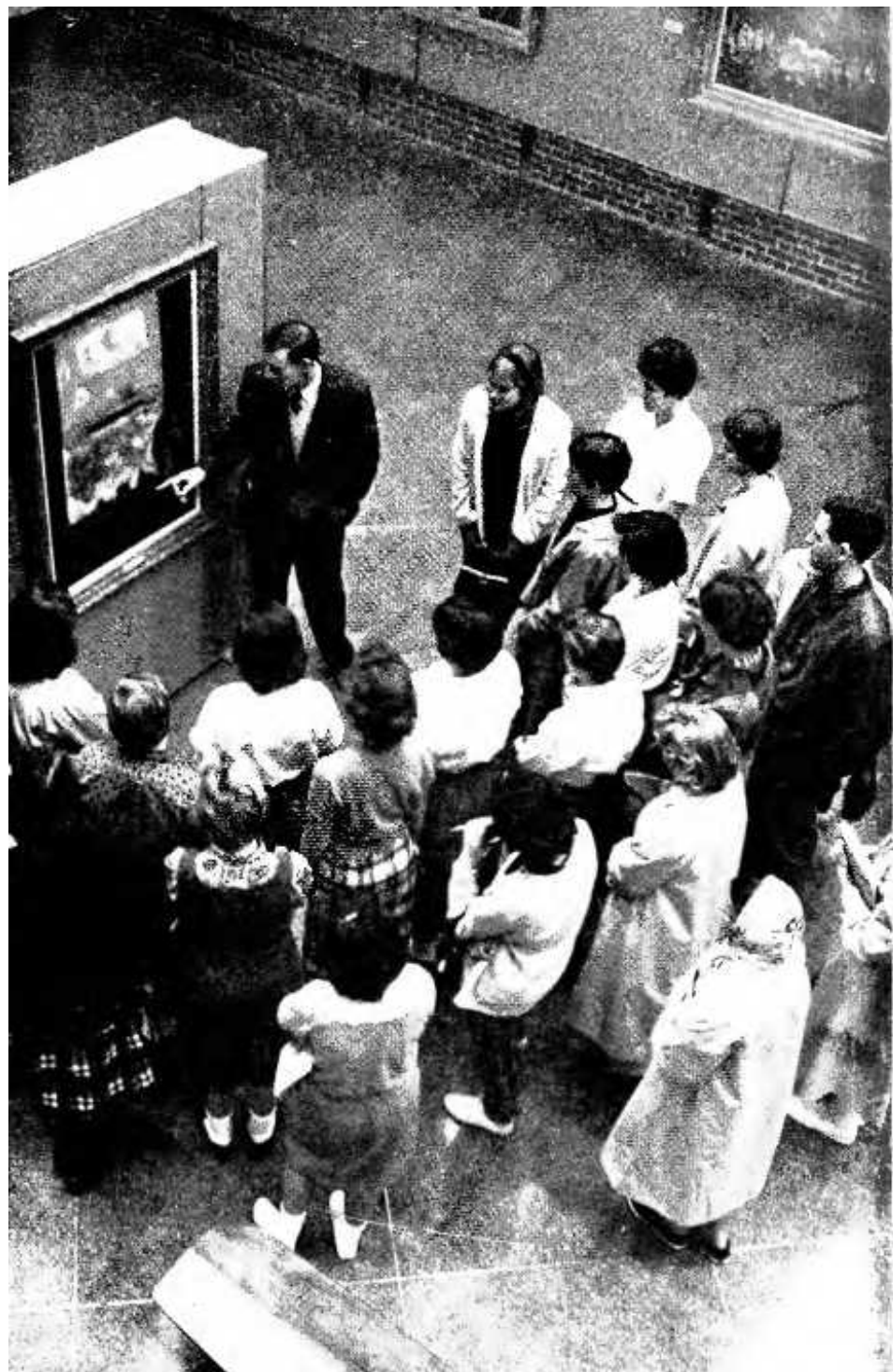
The student may devote his four years to a single college or he may cross college lines and take courses in several areas. This is possible because, as a university, the University of New Hampshire makes all its academic programs available to meet the requirements of every student.

Freshmen are assigned to one of the four colleges and schools within the University, but they need not make the final choice of their whole program until the sophomore year. Entering freshmen are given a series of tests which furnish information to enable the faculty to help them choose the curriculum for which they are best suited. Faculty advisers and the counseling staff also use these tests to help the students solve their educational and personal problems.

Certain courses are taken by all students. English is required in the freshman year. Women students are required to take physical education for four semesters. Men students, except those who have been in the military service, are required to take physical education for two semesters and military training during their first four semesters.

The University has maintained a healthy teacher-student ratio despite rising enrollments. In 1916, a faculty of 55 members served a student population of 666. This very favorable 1:11 ratio has increased only slightly in the intervening years. Today's resident faculty of 308 members provides one teacher for every 13 students.

Of the resident faculty, all except 47 members have reached professorial rank. Doctoral degrees have been earned by 55 percent of the faculty, and many have national and international reputations in their respective fields.



The College of Agriculture

The objectives of the College of Agriculture are to give students a fundamental education in the biological, physical, and social sciences and to provide specific technical training according to student interest in Agriculture, Agricultural Engineering, Forestry, or Home Economics.

Agriculture is broader than the production of food and fiber. It includes, in addition to production, the processing, distributing, and marketing of agricultural products and the servicing of production. A wide range of career opportunities is provided for adequately prepared college graduates. Governmental agencies, both advisory and regulatory, offer other career opportunities for graduates of agricultural colleges.

Many graduates of the College of Agriculture continue their education beyond the Bachelor's degree and obtain advanced degrees to qualify for specialized positions in teaching, research, extension, industry, or civil service. The program of study for a student who plans to enter graduate school will differ from that of a student who intends to accept a position immediately after completing the Bachelor's degree. The intent of the college is to help the student select a career and to prepare him or her for competence and leadership in that career.

Upon admission to the College of Agriculture the student will declare what degree he or she seeks. The following degrees and curricula are available:

Bachelor of Science in Agriculture

Agricultural Business and Marketing
Agricultural Science
Agricultural Technology

Bachelor of Science in Agricultural Engineering

Agricultural Engineering

Bachelor of Science in Forestry

Forestry
Forest Game Management

Bachelor of Science in Home Economics

General Home Economics
Clothing and Textiles
Foods, Nutrition and Industrial Management
Home Economics Education

The student may select a curriculum and an area of specialization at the time of registration as a freshman or wait until the sophomore year to make these decisions. The student is

assigned an adviser from one of the areas of specialization as follows: Biochemistry, Agricultural Economics, Agricultural Engineering, Agronomy, Animal Science, Botany, Dairy Science, Entomology, Forestry, Home Economics, Horticulture, Mechanized Agriculture, Poultry Science, Pre-Veterinary, or Teacher Preparation in Agriculture.

The College of Agriculture, through its various departments, offers the superior student the opportunity to participate in an Honors Program. Participation in the Honors Program is by invitation of a faculty member with the approval of the department concerned and the Dean of the College. It is limited to those students entering the sophomore year with at least a 3.0 average.

For a Bachelor of Science degree in Agriculture, Forestry, or Home Economics, each candidate must complete 136 semester credits; for a Bachelor of Science degree in Agricultural Engineering, 144 semester credits are required.

Thompson School of Agriculture

The Thompson School of Agriculture, a unit of the College of Agriculture, offers a two-year program of study on the technician level. Any high school graduate of good character, with reasonably good grades and a real interest in agriculture, may be admitted. Two years of class work on campus plus two summers of supervised agricultural placement are required for graduation.

Instruction is designed to prepare students for careers in the broad field of agriculture including: production; conservation; agricultural manufacturing, processing, distribution, and marketing; forest technician; research technician; and in numerous other areas where a good background in the plant and animal sciences is desirable. The Thompson offers major fields of study in General Agriculture; Agricultural Business; Animal Science, with areas of specialization in Animal, Dairy, and Poultry Husbandry; Horticulture; Forest Technology; and Soil and Water Conservation Technology.

Applicants desiring admission to Forest Technology and Soil and Water Conservation Technology must submit two units in college preparatory mathematics. Applicants for admission to the other major fields of study will find biology, chemistry, and mathematics helpful prerequisites for their courses in the plant and animal sciences. It is recommended that each prospective applicant take the College Board Scholastic Aptitude Test during his senior year in high school.