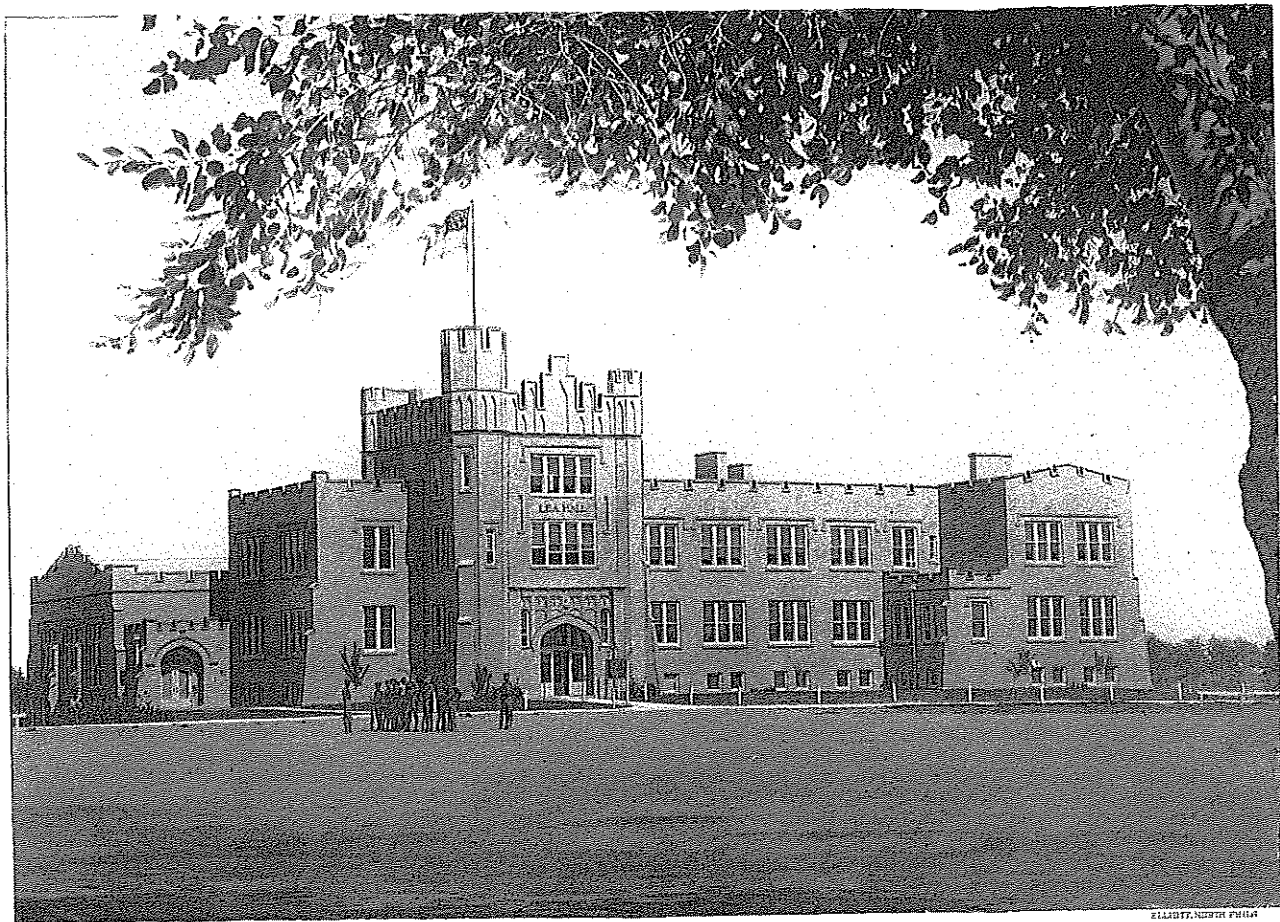


N. M. M. I.



NEW MEXICO
MILITARY
INSTITUTE

ROSWELL

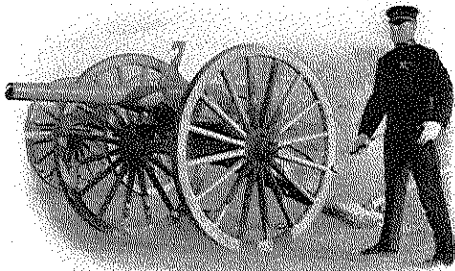


ELLIS, NORTH PHILA

LEA HALL

CIRCULAR OF INFORMATION, 1915-1916

THE NEW MEXICO MILITARY INSTITUTE

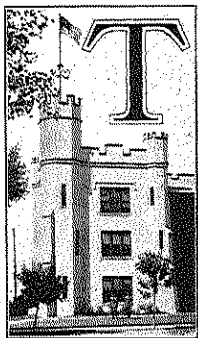


SEVENTEENTH YEAR

1914-1915

ROSWELL, NEW MEXICO





THE NEW MEXICO MILITARY INSTITUTE

is strictly a military boarding school. It is owned and supported by the State of New Mexico and furnishes thoro military and academic training at a very low cost.

The object of the Institute is not simply to prepare students for college or for business, but to prepare them for manhood. Its chief aim is the formation of character, the cultivation of sound principles of truth and honor, the symmetrical development of mind and body.

The atmosphere is one of equality; the environment a continual reminder that worth and merit, virtue and integrity, courage, and kindred attributes of a noble manhood are the essentials of success.

The New Mexico Military Institute is situated on a mesa overlooking the town of Roswell, in the beautiful Pecos Valley—the garden spot of the arid West. The location is ideal, affording the most healthful environment of any military school in the Union. The elevation is 3700 feet above sea level, and as a rule there are but few cloudy days during the winter months. The air is always light and pure, cool and invigorating, tho not cold enough to prevent open-air drills and field sports.

The attention of prospective patrons is respectfully invited to the following special advantages offered by this institution:

Military System An enforced regularity in food, sleep, and exercise promotes muscular development and physical health, gives a manly, erect and soldierly carriage, and creates habits of promptitude, order, discipline, and subordination. All outside distinctions being removed, each youth is cast upon his individual responsibility, and the virtues of self-reliance and force of character are inculcated.

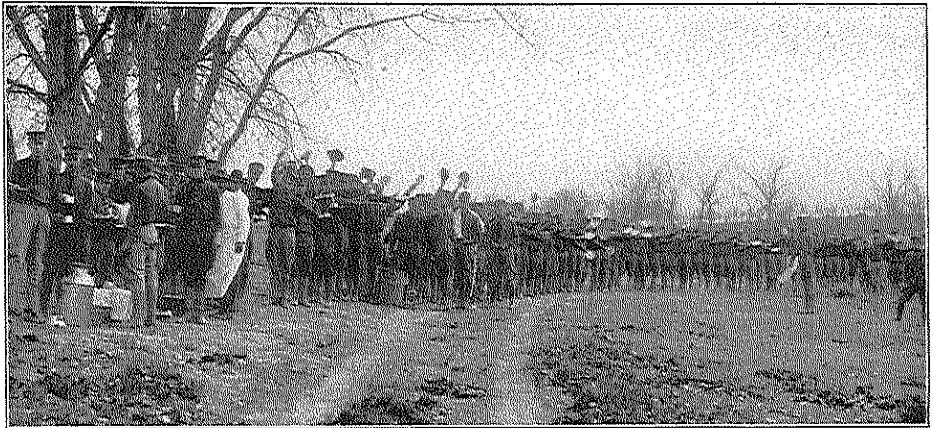
Academic Curriculum In addition to a careful study of the usual academic subjects, especially practical courses are offered in architectural drawing surveying, electrical engineering, Spanish, and business.

System of Instruction The classes are divided into sections and are accurately graded. By such means each student secures a share of the instructor's personal attention.

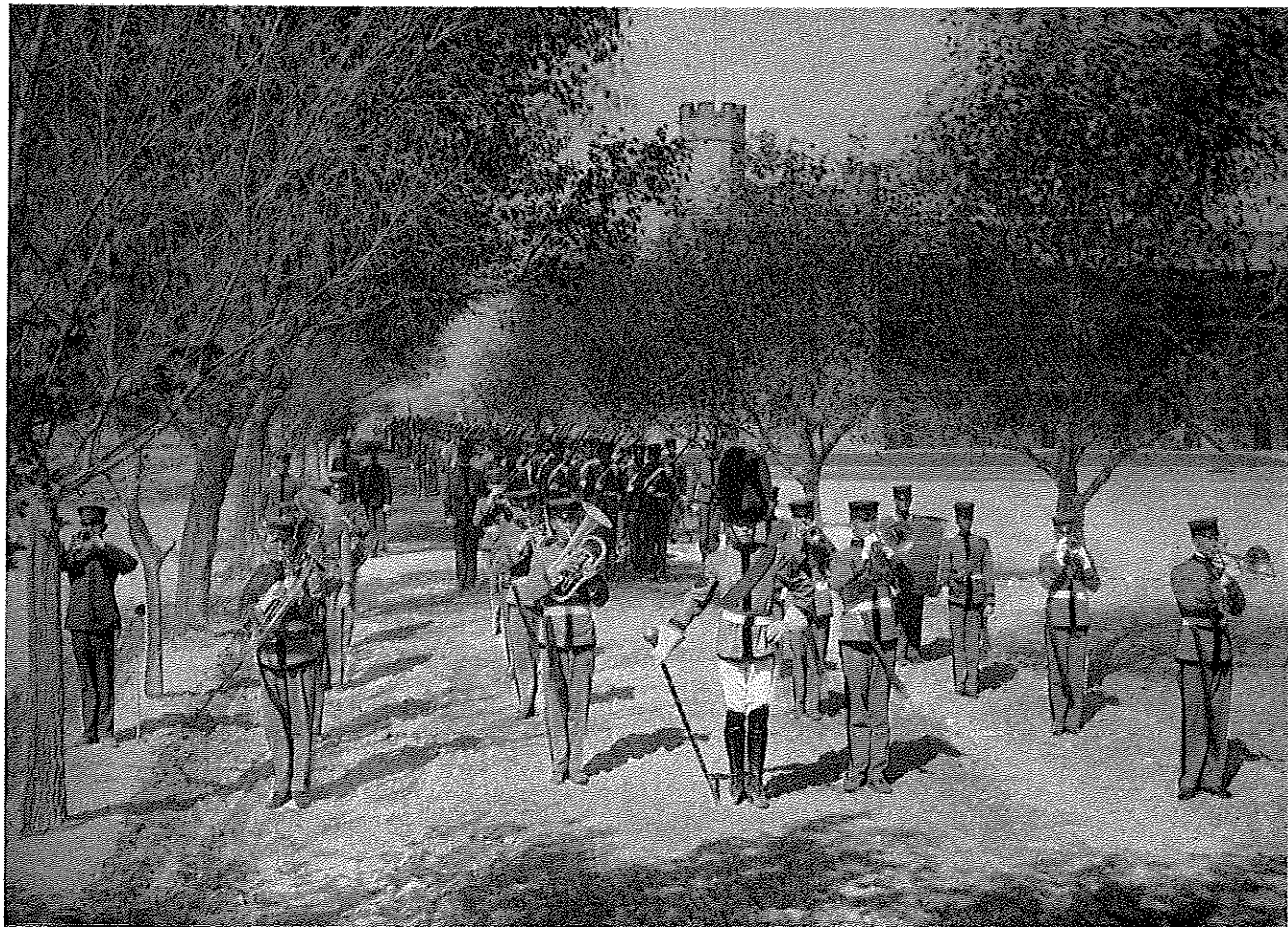
Economy The Institute is maintained at the least possible cost to the individual. There are but few extras of any kind to be paid by the cadet, and uniforms and books are furnished by the school at actual cost. The first year is of necessity the most costly, as the full outfit must be provided when a cadet enters. This outfit lasts a number of years when properly cared for.

Pleasant, Hygienic Location The Institute being situated on high ground, the natural drainage is as nearly perfect as possible, and the school has an entirely independent sanitary, water, and sewerage system. There is little rain or snow during the session; outdoor drill and athletic sports are enjoyed thruout the winter. Roswell is located in the choicest section of the Southwest. It is a beautiful residential town; the surrounding country is dotted with shade trees, fruit orchards, and stock farms. The water is supplied from springs and great artesian wells which, gushing from a depth of over two hundred feet, are free from surface infection.

Training Altho the New Mexico Military Institute offers all the studies which lead to entrance into the best universities, and in addition two years of college work, its chief object is to prepare boys for the great battle of life, and the responsibilities of American citizenship.



IT IS THE AIM OF THE INSTITUTE TO RETURN TO SOCIETY INTELLIGENT, HONEST, ABLE-BODIED, AND PROGRESSIVE CITIZENS.



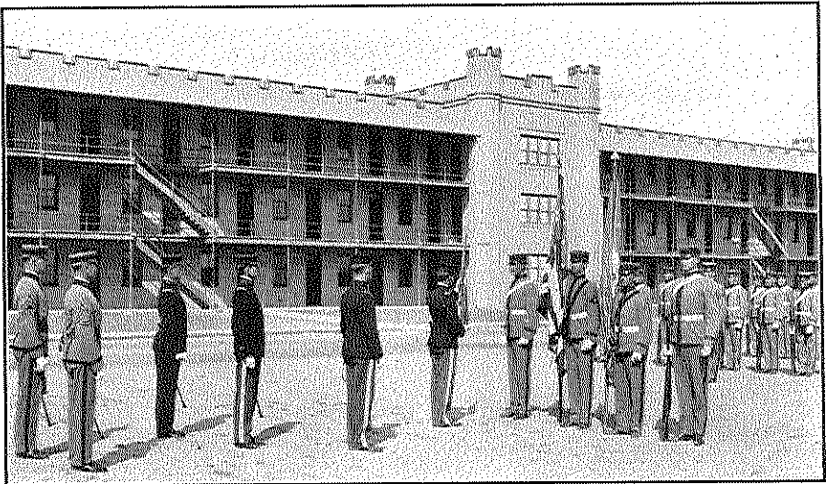
CALENDAR

1915

September 7.....New Cadets admitted
September 9.....Eighteenth year begins
November 25.....Thanksgiving recess (one day)
December 1-7.....First term examinations
December 25.....Christmas recess (two days)

1916

February 22.....Washington's Birthday exercises
February 23-26.....Second term examinations
May 8-19.....Final examinations for graduating class
May 15-19.....Third term examinations for lower grades
May 21-24.....Commencement exercises





Hagerman Barracks

BOARD OF REGENTS

EX-OFFICIO

HIS EXCELLENCY, HONORABLE WILLIAM C. McDONALD
Governor of New Mexico

HONORABLE ALVAN N. WHITE
Superintendent of Public Instruction

APPOINTED BY THE GOVERNOR

EDWARD A. CAHOON

JOSEPH E. RHEA

JOHN W. POE

WILLIAM A. FINLAY

J. PHELPS WHITE

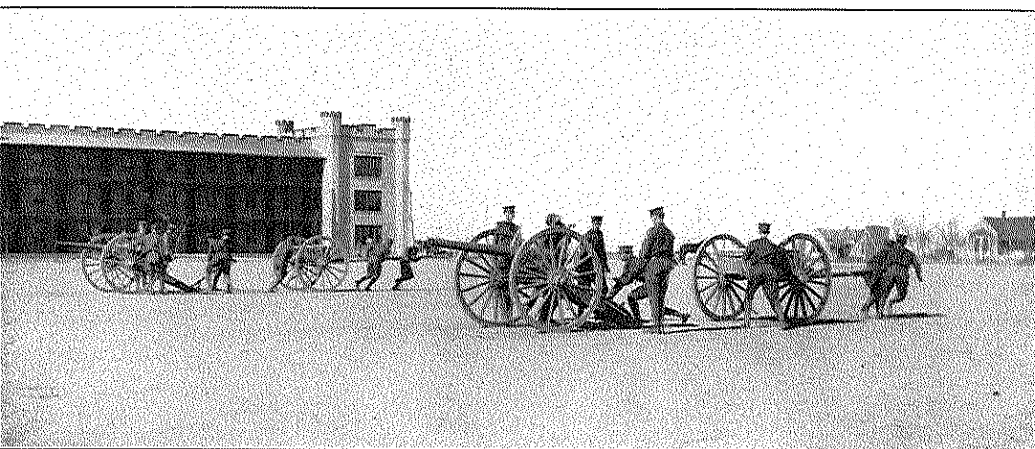
OFFICERS OF THE BOARD

E. A. CAHOON, President

J. E. RHEA, Vice-president

J. P. WHITE, Treasurer

J. W. POE, Secretary



ACADEMIC STAFF

1914-1915

COLONEL JAMES W. WILLSON, Superintendent
(Three years Commandant of Cadets; fourteen years Superintendent New
Mexico Military Institute)
Economics

LIEUTENANT-COLONEL WARREN S. BARLOW
United States Military Academy
Military Science and Tactics and French

MAJOR D. CECIL PEARSON, Principal
Virginia Military Institute, University of Chicago
Mathematics

MAJOR J. ROSS THOMAS, C.E.
Virginia Military Institute
Mechanical and Architectural Drawing and Mathematics

MAJOR JOHN McCLURE, A.B.
Washington and Lee University, Graduate Student University of Chicago
Chemistry

MAJOR LESLIE R. FORNEY, B.S., Commandant of Cadets
"The Citadel"
Physics

MAJOR F. P. SPENCER, A.B.
Kentucky Wesleyan College, Georgia Military College
English and Latin

CAPTAIN J. C. TROUTMAN, A.B., A.M.
Harvard University
History

CAPTAIN H. A. INGALLS, M.D.
First Lieutenant, Medical Reserve Corps, U. S. Army
Military Hygiene and Sanitation

CAPTAIN CHARLES M. RADEMACHER, S.B.
University of Chicago
German and Geology

ACADEMIC STAFF—Continued

CAPTAIN JOHN J. McLURE, S.B.

“The Citadel”

Surveying and English

CAPTAIN G. V. CLAYTON

New Mexico Military Institute

Spanish

CAPTAIN G. L. ERWIN

Stenography and Typewriting

CAPTAIN C. H. PARKER

New Mexico Military Institute

Mathematics and History

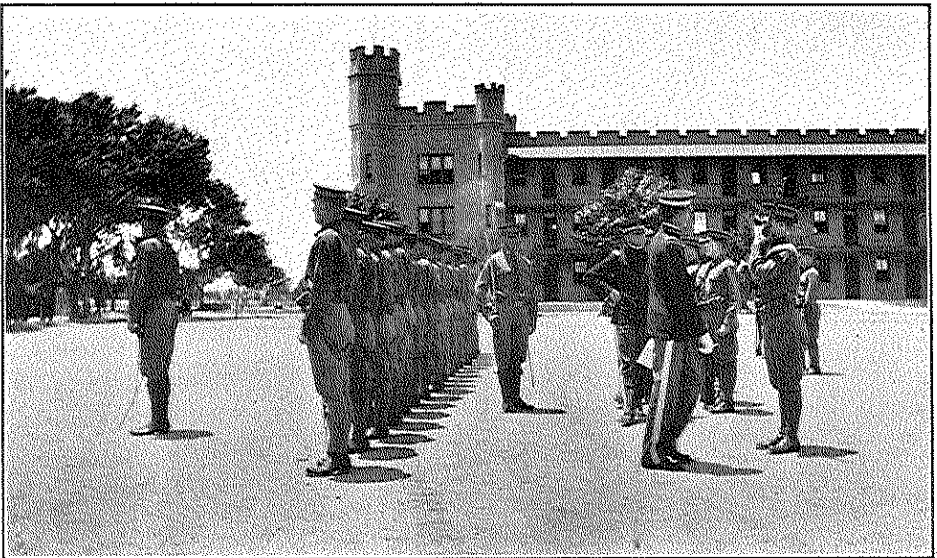
CAPTAIN H. P. SAUNDERS, JR.,

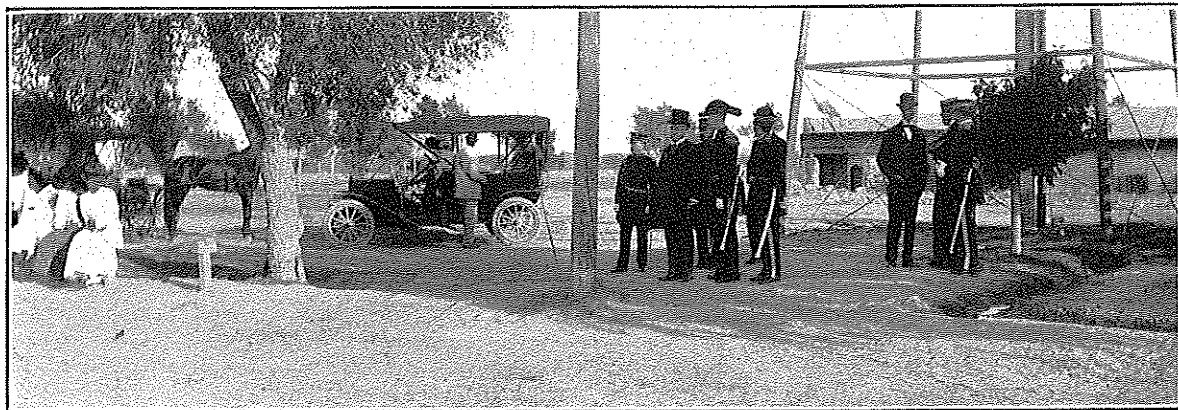
New Mexico Military Institute and University of Chicago

English

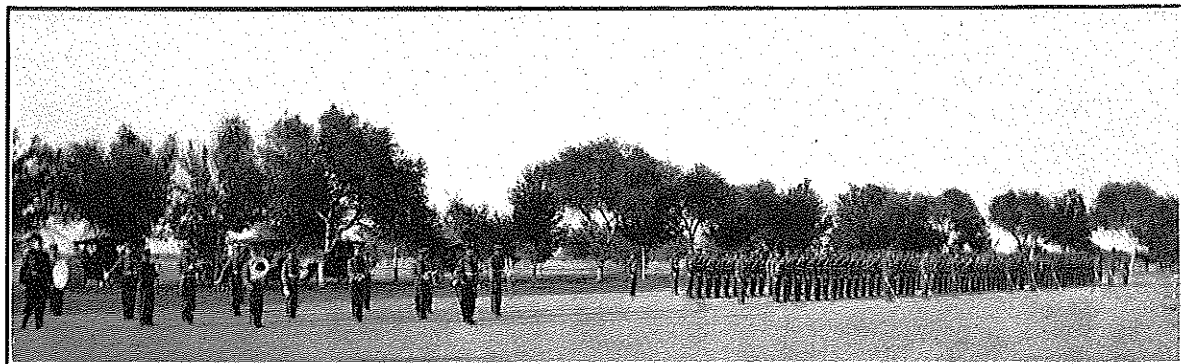
CAPTAIN AUSTIN D. CRILE, Chaplain

Lecturer in Biblical History





Governor Mills and Staff Preparing to Review the Battalion



Battalion Review

MILITARY STAFF

1914-1915

Inspector

BRIGADIER-GENERAL HARRY T. HERRING

Adjutant-General of New Mexico

Superintendent

COLONEL JAMES W. WILLSON

On the Staff of the Governor of New Mexico

Superintendent of Military Instruction

LIEUTENANT-COLONEL WARREN S. BARLOW

Captain in the U. S. Army, Retired, Detailed by War Department

Commandant of Cadets

MAJOR LESLIE R. FORNEY

On the Staff of the Governor of New Mexico

Instructor Artillery Drill

CAPTAIN CHAS. DEBREMONT

New Mexico National Guard

Quartermaster

CAPTAIN F. WARREN THOMPSON

New Mexico National Guard

Post Surgeon

CAPTAIN H. A. INGALLS, M.D.

First Lieutenant Medical Reserve Corps, United States Army

Physical Director and Athletic Coach

CAPTAIN CHARLES M. RADEMACHER

Tactical Officer

CAPTAIN G. V. CLAYTON

Post Adjutant

CAPTAIN G. L. ERWIN

Tactical Officer

CAPTAIN H. P. SAUNDERS, JR.

Band Master and Musical Director

CAPTAIN JOHN FLETCHER



BATTALION ORGANIZATION

1914-1915

LIEUTENANT-COLONEL W. S. BARLOW

(Captain U. S. A., Retired)

Detailed by the Secretary of War as Instructor of Military
Science and Tactics

Staff

W. S. Murray.....First Lieutenant and Adjutant
F. R. Drew.....First Lieutenant and Quartermaster
R. A. Smith.....Sergeant Major

Band

J. B. Connolly.....Sergeant and Drum Major
J. C. Connolly.....Sergeant
I. D. Talbot.....Chief Trumpeter
J. E. Cowden.....Corporal Drummer
J. J. Schauer.....Corporal
Ted Hunt.....Corporal

COMPANY A

COMPANY B

COMPANY C

Captains

C. K. Leeper

H. R. Crile

F. L. Drew

H. C. Trigg

First Lieutenants

D. O. Murphy

H. F. Cohn

G. P. Kraker

Second Lieutenants

C. P. Duson

H. J. Davis

L. G. Whitlow

First Sergeants

J. V. Doss

J. S. Lusk

W. T. Stalnaker

Color Sergeants

C. B. Vance

J. K. Walton

Sergeants

L. Carvalho

G. S. Reed

C. A. Courchesne

S. J. Klotz

W. F. Lomax

R. Whitlow

Corporals

R. M. Wiley

J. G. Hussey

G. L. Warder

W. H. Middleton

A. L. Webb

R. L. Dunlap

C. E. Sanborn

J. M. Yates

W. B. Crow

Geo. Cleveland

O. W. Elliott

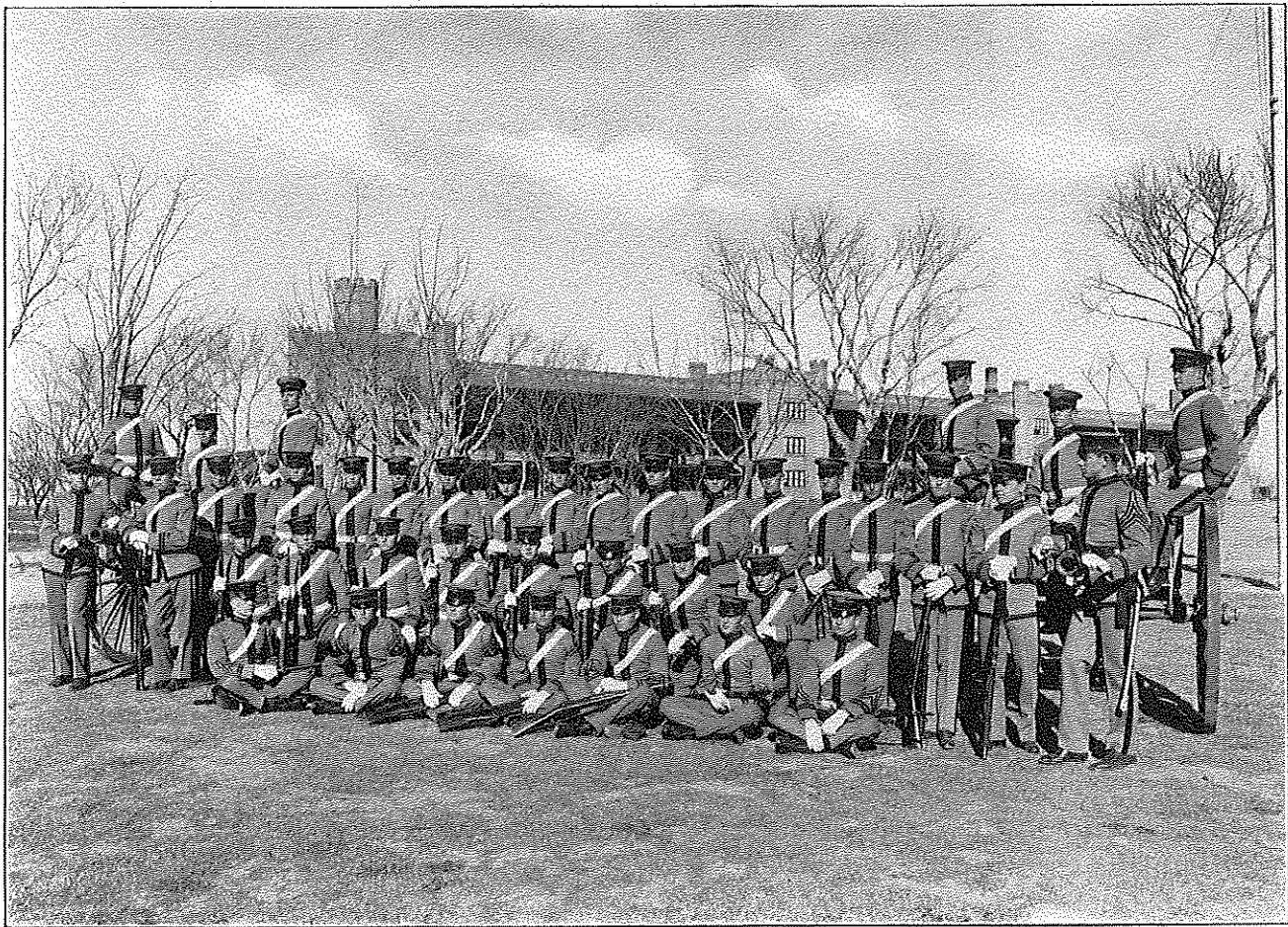
K. D. Ames

E. L. Moore

A. L. Exline

A. W. Hedgcoxe

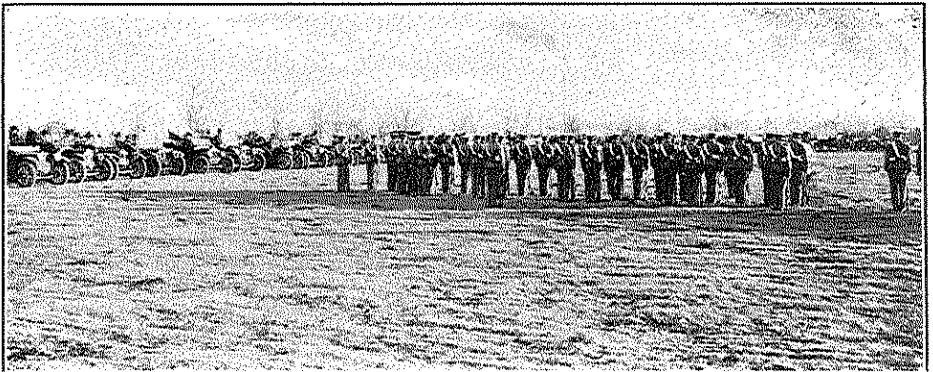
O. P. Seligman

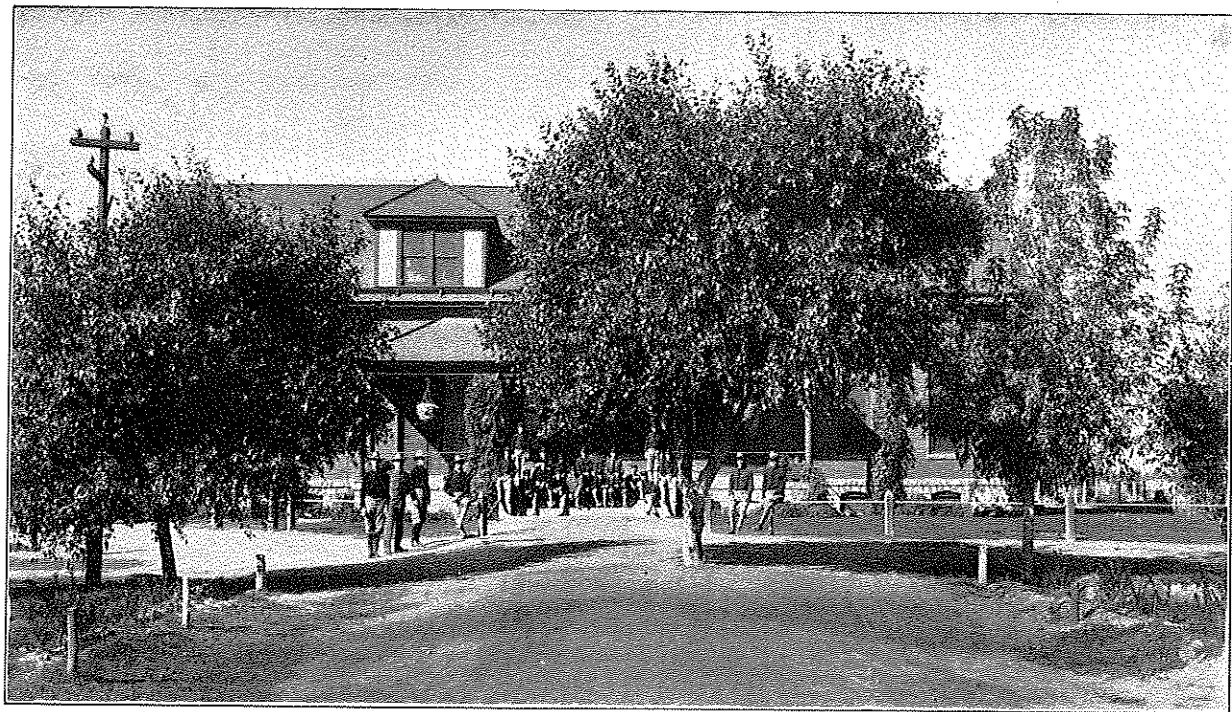


NEW MEXICO MILITARY INSTITUTE

ROUTINE OF DUTY

ROUTINE OF DUTY	Monday Tuesday Wednesday Thursday Friday	Saturday	Sunday
Reveille	6:20	6:20	7:00
Breakfast Call	6:55	6:55	7:25
Sick Call	7:30	7:30	8:00
Study Call	7:55		
Guard Mount		8:10	
Battalion Inspection		9:00	
Room Inspection		10:00	
Church Call			9:55
Dinner Call	12:30	12:30	12:55
Study Call	1:30		
Drill Call	4:40		
Supper Call	5:50	5:50	5:35
Call to Quarters		6:55	6:55
Study Call	6:55	6:55	
Tattoo	9:00	9:00	9:00
Call to Quarters	9:10	9:10	9:10
Taps	9:30	9:30	9:30





The Mess Hall

THE NEW MEXICO MILITARY INSTITUTE

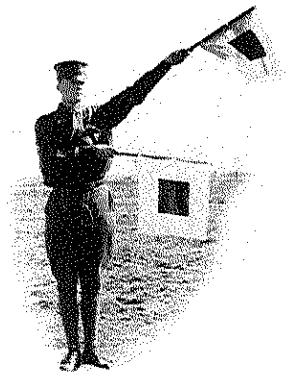
ROSWELL, NEW MEXICO

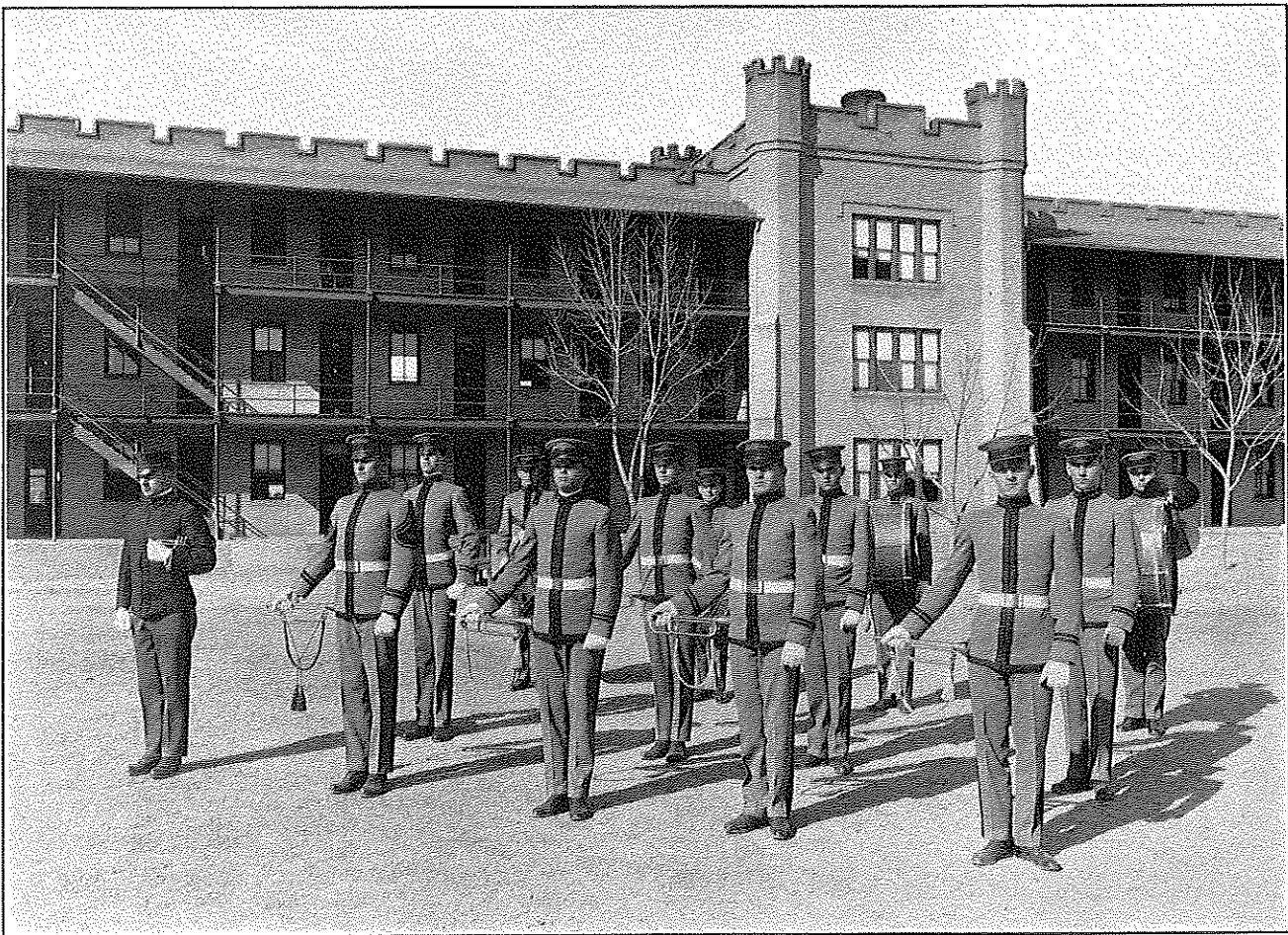
Historical The New Mexico Military Institute was established by an act of the legislative assembly of the Territory of New Mexico, passed in 1893, providing for a military school at Roswell, Chaves County. In 1895 Mr. J. J. Hagerman donated forty acres of ground for a building site, and the legislative assembly of that year authorized a bond issue for the erection of suitable buildings and a tax levy for the maintenance of the school. In March, 1898, the buildings were completed and the school was opened for students in September, 1898.

The school proved a success from the very first. The original buildings were soon found to be inadequate to furnish dormitory room for all those wishing to enter. New buildings were added from year to year, until, at present, the plant consists of eleven structures, well arranged and dotted over the forty-acre campus. Of these buildings, Hagerman Barracks, Lea Hall, and the Mess Hall are handsome brick structures. A unit system and special style of architecture has been adopted by the regents. Hereafter all buildings are to conform to that general plan, both in regard to architectural design and to location.

Both Hagerman Barracks and Lea Hall are handsome structures, built of buff pressed brick, and conforming to the Tudor-Gothic style of architecture, a style that is to be followed in all buildings hereafter erected on the campus.

By an act of Congress, approved June 21, 1898, the New Mexico Military Institute was granted 50,000 acres of public land for the purpose of permanent improvements. From the sale and rental of a portion of the land, as well as from the proceeds of bonds secured by these lands, the erection of buildings has been made possible. The Enabling Act, which provided for the admission of New Mexico as a State, approved by Congress June 20, 1910, granted 100,000 acres of





public land to the New Mexico Military Institute. This land will soon be located and either leased or sold; the income will be used for the erection of new buildings. It is, therefore, expected the plant will be greatly enlarged within the next few years.

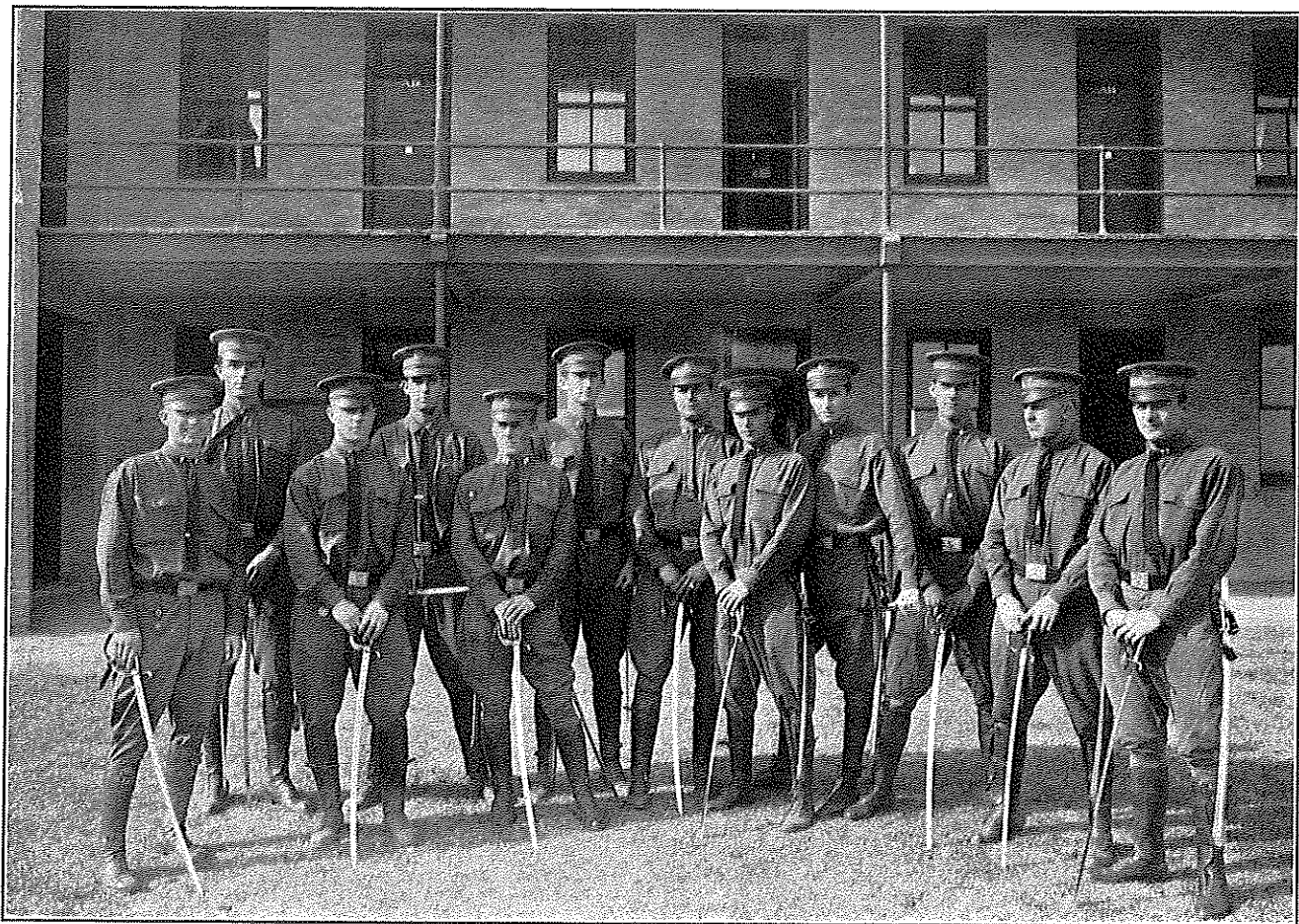
Each legislative assembly since 1895, when the first tax levy for the Institute was made, has increased the annual appropriation, thus insuring the permanence and financial security of the school.

The Institute was organized and is maintained, at the least possible cost to the student, as a high-class military training school for boys and young men. It is governed by a board of regents appointed by the governor, of which board the governor and superintendent of public instruction are ex-officio members. The thought of personal profit has never entered into the plan. The entire income from tuition fees and from all other sources is devoted to the maintenance and improvement of the Institute.

Grounds The enclosed grounds consist of forty acres of level mesa land situated a short distance north of Spring River. The campus is covered with grass and beautified and shaded by numerous trees. The parade grounds and athletic fields are as level as a floor.



Dinner in the Field



Cadet Officers, 1914



Buildings The total amount expended for buildings, furniture, and fixtures somewhat exceeds \$250,000. The principal buildings are of brick, all lighted by electricity, heated by steam, and provided with hot and cold water on each floor. These buildings are supplied with lavatories and baths, modern water closets, and a complete system of water works and sewerage.

Mess Hall The subsistence department is well provided for in a large and handsome brick building, used exclusively for mess and kitchen purposes. The building is modern in every respect, and is the most complete structure of its kind in the Southwest. It is built of brick and contains a large, well-lighted, airy dining-room (84 x 36 feet) and a kitchen equipped with all modern conveniences. There is a basement under the whole building, divided into apartments for baking, store-rooms, coal bins, and furnace rooms.

Table Special pains are taken to give plenty of good, wholesome food, clean, comfortable quarters, and as good a living as can be found at any school of this kind in the world. With but few exceptions the officers and instructors are required to live at the Institute and take their meals in the mess hall with the cadets.

Hospital

For the care of the sick, a comfortable and thoroly equipped cadet hospital is maintained and held in readiness at all times. This building consists of five large rooms, modern baths, toilet and lavatory, and two verandas. It is connected with the main sewer, but is so located that should there be cases of infectious diseases it can be entirely isolated from the other buildings. A surgeon is employed by the session to attend sick call every morning and to look after the health of the cadets. A nurse resides at the hospital, where all sick cadets are carefully attended.

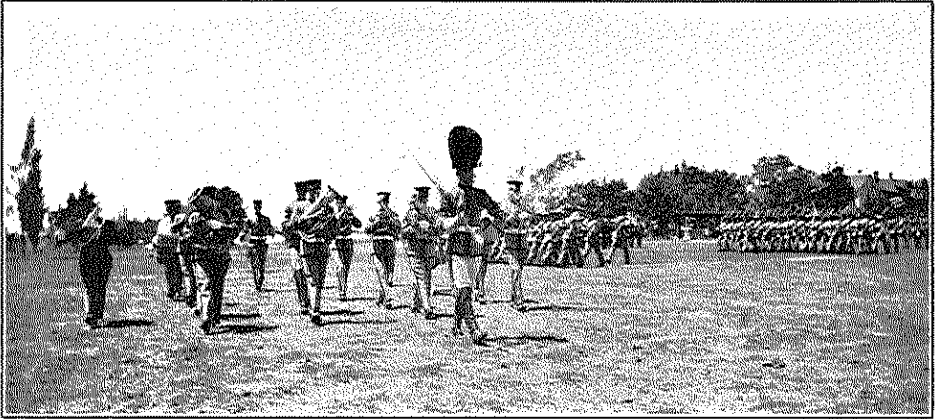
The Library

The library, which at present contains about twenty-five hundred volumes, occupies a large, well-lighted room on the third floor of Lea Hall. Its contents have been chosen with the purpose of securing the best books, not only of the standard authors, but of more recent writers as well. The fields of English and American literature, science, history, and biography, as well as of fiction, are well represented, and new books are frequently added. In addition to much material which is available as supplementary reading in the various courses of the academic department, the library is well equipped with encyclopædias, dictionaries, atlases, and similar works.

The library is opened daily, and cadets are allowed to take books from it to their rooms.

In addition to a number of daily newspapers, which are on file in the reading room on the first floor of Lea Hall, the library subscribes to the following list of periodicals:

- | | |
|----------------------------|--------------------------------|
| The American Boy | McClure's |
| The American Magazine | Motor |
| The American City | Nation |
| The Army and Navy Register | National Geographic |
| Cartoons | North American Review |
| Century | Outlook |
| Cosmopolitan | Pan American Bulletin (English |
| Craftsman | and Spanish) |
| Current Opinion | Pearson's |
| Educational Review | Physical Culture |
| English Journal | Popular Mechanics |
| Everybody's | Recreation |
| Harper's Monthly | Review of Reviews |
| Harper's Weekly | Saturday Evening Post |
| Illustrated London News | Scientific American |
| Independent | School Review |
| Judge | School Science and Mathematics |
| Life | Scribner's |
| Lippincott's | Technical World |
| Literary Digest | World's Work |
| Mentor | Youth's Companion |



Hagerman Barracks

During the year of 1908 there was erected on the northern portion of the campus a sixty-six-room barracks building.

In 1913 a thirty-six-room addition was completed. This is the first of a number of buildings which have been arranged for and which the regents expect to erect within a few years.

While Hagerman Barracks as now completed is but three sections of the north half of the building planned, it is a complete building within itself and is a model barracks. It has a frontage of 460 feet, a depth of forty feet, and is three stories high, with basement, furnace, etc. The style of architecture is the Tudor-Gothic, peculiarly adapted to buildings of this kind. It is built of the best quality of Kansas buff pressed brick and is practically fireproof throughout. All of the rooms open on wide verandas.

Lea Hall

Lea Hall, replacing the old hall which was destroyed by fire in August, 1909, is one of the largest and best arranged academic buildings in the West. It is three stories high, with basement under the entire building. In this building is a large assembly hall, a library, two laboratories, and twenty lecture rooms. In the construction of this building much attention was given to the installation of a modern system of ventilation, which insures pure fresh air in the class rooms at all times.

Laboratories

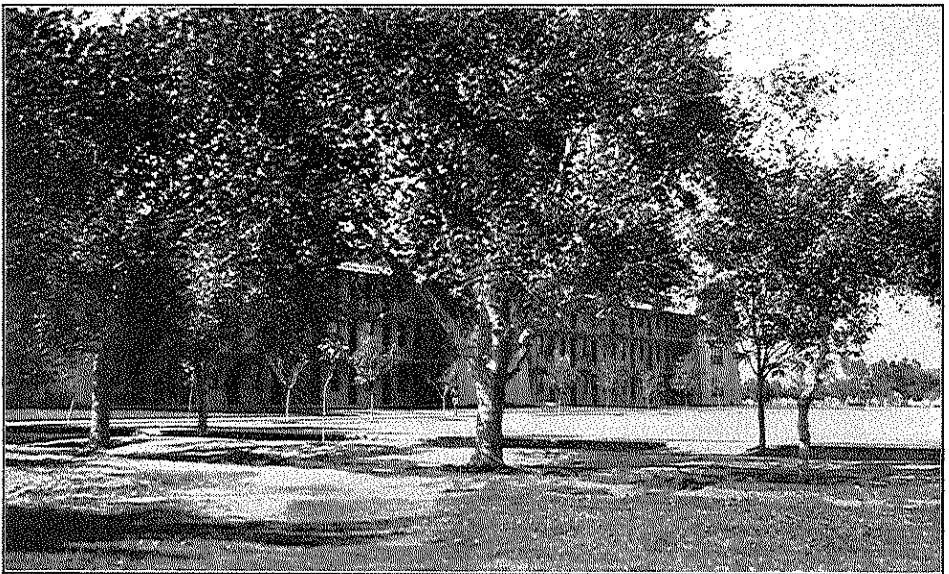
The chemical and physical laboratories are established in the basement of Lea Hall. Large, well lighted rooms have been fitted up for these departments and the facilities for practical work greatly improved. A considerable supply of chemicals and improved

apparatus has been installed, thus making the subjects of chemistry and physics far more practical and interesting.

Class Rooms Lea Hall, which is used exclusively for academic purposes, supplies an abundance of class-room space to take care of three hundred students. All the rooms are well lighted and thoroly ventilated. The arrangement and construction of this building is considered ideal for class and laboratory work.

Cadet Quarters The furnishings of the cadets' bedrooms are substantial and well adapted to their needs. Each student has a first-class single bedstead and mattress and an individual study table provided with a student electric lamp. Each room is provided with two lockers, and two chairs. There are no large dormitories where several dozen sleep and live together. There are ninety-three bedrooms in Hagerman Barracks, fourteen in the Cottage Barracks, and five in the Hospital.

Location and Climate The New Mexico Military Institute is situated on Military Heights in the northern part of the city of Roswell, the county seat of Chaves County. The school buildings stand on a mesa 3700 feet above sea-level and 30 feet above the city.



Roswell Roswell, with a population of over 8,000, lies in the beautiful and fertile Pecos Valley, which is famous as a health resort. The altitude is great enough to secure pure, invigorating air and not high enough to cause heart and nervous troubles. Many people come here every year to escape the rigor of northern, and the dampness of southern, climates.

Pure Air The climate is almost perfect; the air is pure and dry; the nights and mornings are cool and bracing; the days are warm and bright. Very little snow or rain falls during the school year and very few days are cloudy. The cadets play out of doors the year round; they find but little use for overcoats except in the evenings.

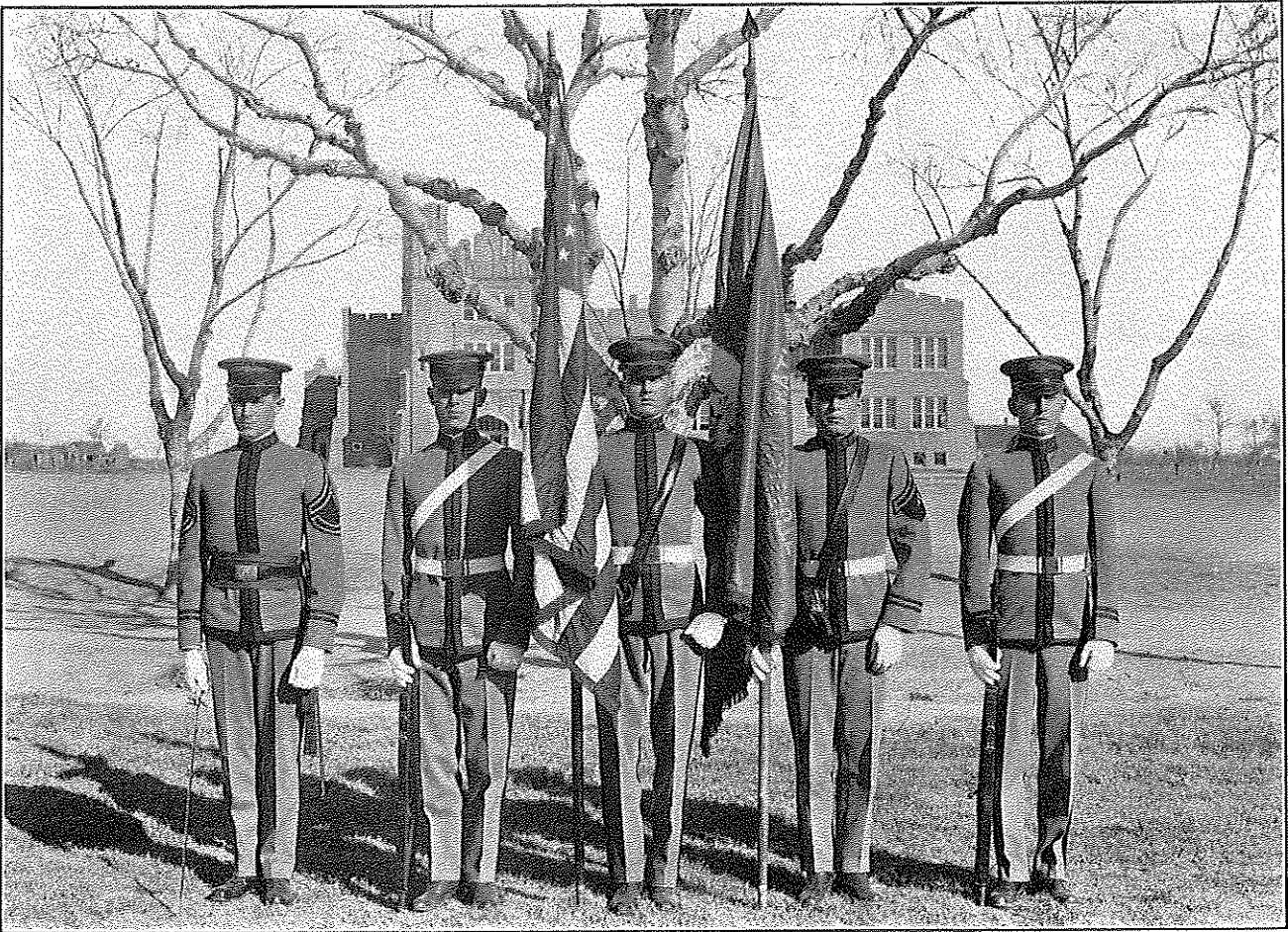
Sunshine Every Day It is rarely necessary to omit military exercises on account of the condition of the weather, a fact that gives this school an advantage over all military academies located in northern states or in southern regions of low elevation.

Fruit and Vegetables The Pecos Valley is the garden spot of New Mexico. Watermelons, cantaloupes, apples, and other fruits are raised in great abundance. The chief occupation of the region is stock raising, for which the country is well adapted. Thousands of tons of alfalfa are raised each year. The farmers irrigate by means of springs and artesian wells, and thus are independent of the rain supply.

Cultured, Law-Abiding People The people of Roswell have come from all parts of the United States. They are cultured, industrious, and law-abiding. There is far less disorder in this town than in the smaller towns located near the great cities of the East. The leading church denominations are represented here and cadets are invited to attend. The town maintains excellent graded schools.

Railroad Connection Roswell is on the line of the Pecos Valley & Northeastern Railroad, a part of the Santa Fé system, which connects with the Texas & Pacific at Pecos, Texas, and the Fort Worth & Denver Railroad at Amarillo, Texas. The city is also reached by a daily automobile line which connects with the Rock Island Railway at Carrizozo, New Mexico.

Medical Examination All cadets upon entrance are carefully examined by the surgeon of the Institute. It is, therefore, practically impossible for latent diseases to escape prompt attention, or for boys suffering from serious diseases to gain admission.



ACADEMIC DEPARTMENT

*Requirements and Description of
Courses of Study*

SESSION - 1915-1916

ACADEMIC DEPARTMENT

The work of the Academic Department is separated into two distinct courses of study—the College Preparatory, covering a period of four school years; the Junior College, covering a period of two additional school years. A school year comprises thirty-six weeks. The length of a recitation period in the College Preparatory courses is forty-five minutes, in the Junior College courses, sixty minutes. The number of periods a week devoted to each subject is indicated in the “Curriculum by Years.”

ADMISSION REQUIREMENTS

College Preparatory Candidates for admission to the first year of the College Preparatory courses—sixth class—must present certificates showing that they have finished the usual grammar school studies. Applicants who are unable to present such certificates must pass satisfactory examinations in arithmetic, English grammar, English composition, geography, and the history of the United States.

A candidate for advanced standing must present a certificate of work done, signed by the principal of the school in which the studies have been pursued. Such certificates must be from an approved high school and must give full information as to quality and amount of work done in each subject. Blanks for this purpose may be had on application.

Junior College Candidates for admission to the first year of the Junior College—second class—must present fifteen units of credit by examination or by certificate from an approved high school. Of these fifteen units the following are required:

English	4 units
Algebra	1 unit
Plane Geometry	1 unit
History (one must be either Ancient or Modern)	2 units
Foreign Language	2 units
Science	1 unit

In addition to the eleven units above, four units are to be elected from the following:

Mathematics	2 units
History	2 units
Foreign Language	4 units

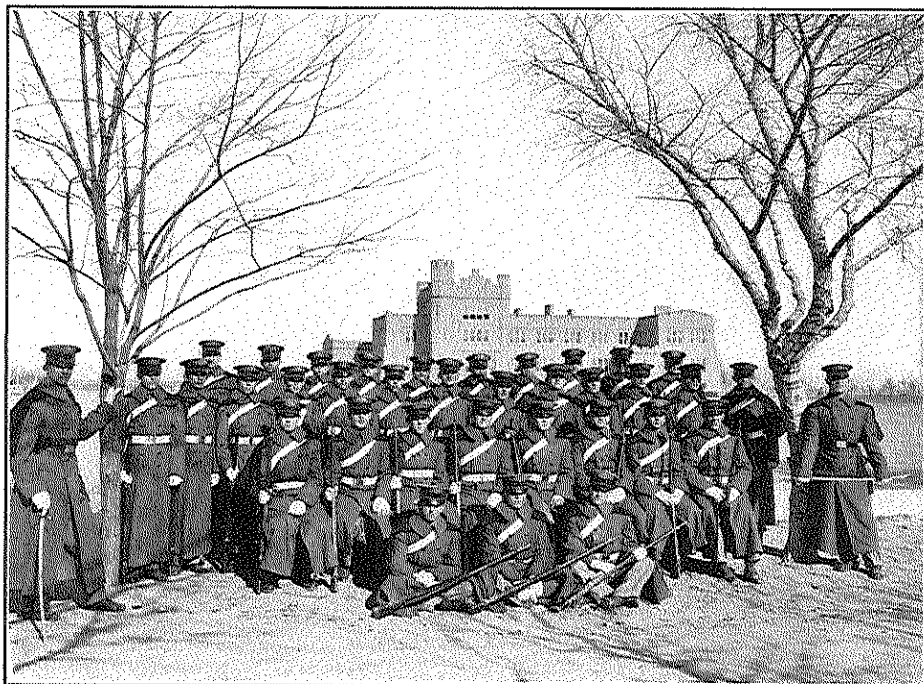
NEW MEXICO MILITARY INSTITUTE

Science	3 units
Mechanical Drawing	1 unit
Economics	1/2 unit

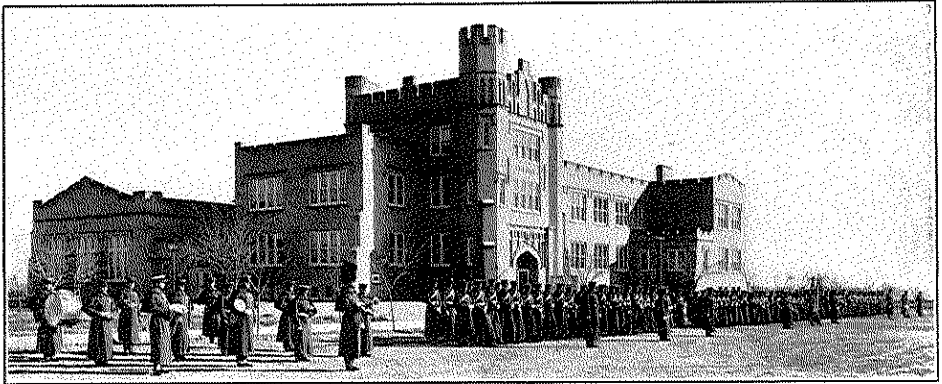
A unit of credit is defined as the amount of work done in one subject during a school year of not less than thirty-six weeks, five recitations a week of not less than forty minutes each. Two periods of manual training or laboratory work are equivalent to one period of classroom work.

General averages are determined by daily recitations, and by **Examinations and Reports** written tests given at such times as the instructor may deem advisable. Monthly reports, together with written comments from the instructors, are issued and sent to parents and guardians. At the end of every two weeks, for the information and encouragement of the cadets, the averages and class standings are published on the bulletin board. The number of demerits indicates the conduct of the cadet.

Class standings and graduating honors will be determined not alone by scholarship. Credit will be given for moral character, social influence and leadership, proficiency in military drill, and athletic skill and prowess.



Company in Winter Uniform



Cadet Battalion in Front of Lea Hall

Promotion Three units of credit must be secured before advancement be made to the next higher class. No credit will be given in a subject when the average falls below seventy per cent. Such a course will be declared deficient and must be pursued a second time unless a satisfactory examination be passed before the opening of the following school year.

While the passing average is fixed at seventy per cent., recommendations for admission to college or university will not be given in a subject unless an average of eighty per cent. or higher be made.

A certificate of completion of the College Preparatory courses will be issued when the requirements for admission to the Junior College have been met.

Requirements for Graduation To be graduated, a cadet must have at least twenty-three units of credit; fifteen of which must be selected from the College Preparatory courses and eight from the Junior College courses. The amount of work required each year is indicated in the "Curriculum by Years."

No cadet will be allowed to take more than the required number of subjects without special permission from the superintendent. In case such permission be given and a grade below eighty per cent. received, the extra subject must then be dropped.

Diplomas

When the required twenty-three units of credit have been secured by a cadet, a diploma, signed by the Governor of New Mexico, the regents and faculty of the Institute, is granted. This diploma is the stamp of approval of the Institute, not alone for scholarship, but also for those other essential qualifications which make the gentleman and the good citizen.

Each cadet receiving a diploma as a graduate of the Institute is required to pay the actual cost of having the same engraved on parchment.

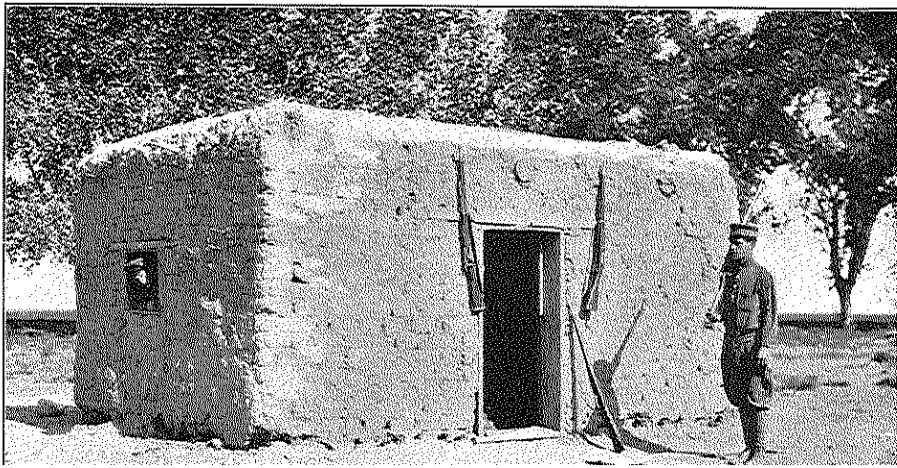
Note

Altho two units of mathematics and two units of a foreign language are as a rule required for graduation, an exception may be made upon the recommendation of the faculty and with the approval of the parent, and two units of either the natural or social sciences may be substituted.

Officers

The faculty is composed of sixteen men, all of whom are graduates of the best Northern and Eastern colleges and who are experienced teachers. A number of officers live in the buildings with the cadets and keep a watchful care over them at all times; they assist in the preparation of studies, in literary societies, and athletic sports, and do everything in their power to promote the general good of the cadets.

The Institute has a surgeon regularly employed to look after the health of the cadets and to prescribe for their needs. In this work he is assisted by an experienced nurse who resides in the cadet hospital and devotes her entire time, in case of illness, to those placed under her care. The physician is employed by the year and is responsible for the health of the school. The physical examination at the beginning of the session is made with great care and thoroughness.



ACADEMIC DEPARTMENT
CURRICULUM BY YEARS
COLLEGE PREPARATORY COURSES

SIXTH CLASS—FIRST YEAR

Required	Periods	Elective	Periods
English I	5	(Two to be elected)	
General Science	3	Ancient History	5
Algebra I	5	Civics	5
	—	Latin	5
	13	Spanish	5
		French	5
		German	5

FIFTH CLASS—SECOND YEAR

Required	Periods	Elective	Periods
English II	5	(Two to be elected)	
Plane Geometry	5	Modern History	5
	—	Latin	5
	10	Spanish	5
		French	5
		German	5
		Modern Geography (1st half) ..	5
		Physiology (2d half)	5
		Mechanical Drawing	5

FOURTH CLASS—THIRD YEAR

Required	Periods	Elective	Periods
English III	5	(Three to be elected)	
		English History	5
		Algebra II (1st half)	5
		Solid Geometry (2d half)	5
		Arithmetic	5
		Physics I	7
		Chemistry I	7
		Latin	5
		Spanish	5
		French	5
		German	5
		Mechanical Drawing	5

NEW MEXICO MILITARY INSTITUTE

THIRD CLASS—FOURTH YEAR

Required	Periods	Elective	Periods
English IV	5	(Three to be elected)	
Military Science	2	American History	5
		Trigonometry (1st half).....	5
		Algebra III (2d half).....	5
		Chemistry I	7
		Physics I	7
		Latin	5
		Spanish	5
		French	5
		German	5
		Physiography (1st half).....	5
		Astronomy (2d half).....	5
		Economics	5

JUNIOR COLLEGE COURSES

SECOND CLASS—FIFTH YEAR

FIRST CLASS—SIXTH YEAR

Subjects	Periods	Subjects	Periods
Course in Mathematics, Vol. I..	5	Course in Mathematics, Vol. II.	5
International Law	2	International Law	2
English V	3	English VI	2
Chemistry (advanced)	8	Chemistry (advanced)	8
Physics II	8	Mechanics	5
Architectural Drawing	6	Architectural Drawing	6
Surveying	10	Descriptive Geometry	3
History of Spanish America...	2	Economics	5
European History	3	Electrical Engineering	10
Electrical Engineering	10		
Geology	3		
Spanish IV	3		

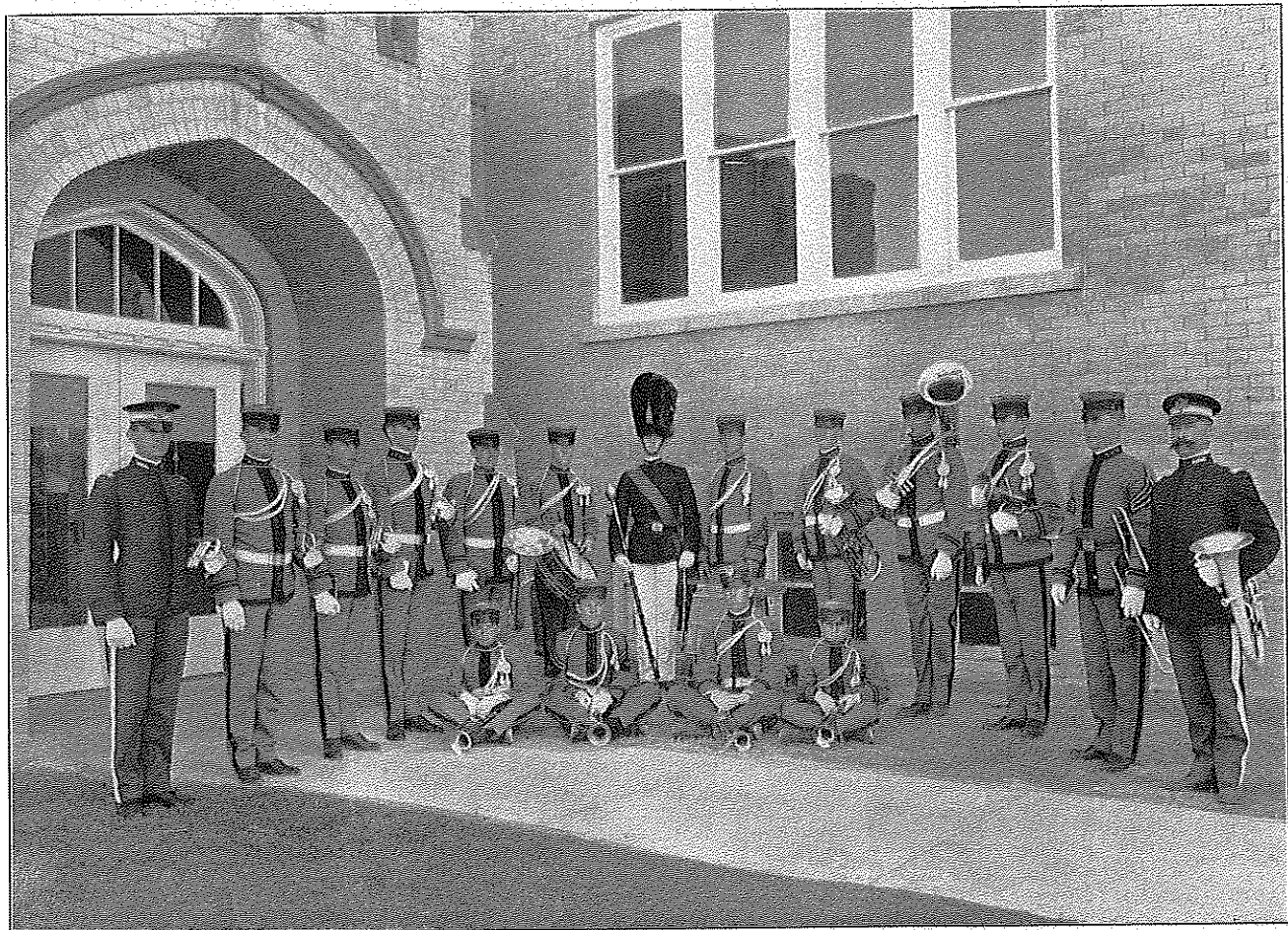
NOTE:—Altho Latin I, French I, German I, and Spanish I are offered in the sixth class, only one of these languages may be elected. It is advisable to study one language for at least a year before another language be taken. When a language is elected, it must be pursued at least two years before credit will be given, unless two units of some foreign language have already been secured.

All subjects in the Junior College are elective except International Law, which must be taken in one of the two years.

No cadet of the Junior College will be allowed to take more work than the equivalent of four hours of recitation a day. At least one hour and a half will be required in the preparation of each recitation. The maximum amount of work on the minimum number of subjects will constitute the system of instruction in the Junior College.

Students of the Junior College who do not desire recommendation to a university may elect any of the subjects in the College Preparatory courses.

The library and laboratories will be open thruout the day to the students of the Junior College. Every facility and encouragement will be given to the ambitious student who wishes to do work in addition to that required.



DESCRIPTION OF COURSES

ENGLISH

The courses offered in English are intended to train the student to think rapidly and to express his thoughts in correct, forceful English; to aid him in acquiring a comprehensive vocabulary; to develop in him a commanding personality when speaking in public; and, finally, to arouse in him an appreciation of good literature.

The work done for the first four years is based on the recommendations of the National Conference on Uniform Entrance Requirements in English. It fulfils all the requirements.

SIXTH CLASS—ENGLISH I

Texts: Scott and Denney's *Elementary English Composition*, Kittredge and Farley's *Advanced English Grammar*, Chew's *Practical High School Speller*.

Readings: Coleridge's *The Ancient Mariner*, Lowell's *The Vision of Sir Launfal*, Hawthorne's *Twice Told Tales*, Stevenson's *Treasure Island*, and Shakespere's *Merchant of Venice*.

Constant drill in the correct use of words: enunciation, pronunciation, definition, and spelling. The work also includes the application, in written and oral composition, of the principles outlined in the texts. Much time is devoted to letter writing, special attention being given to mechanical arrangement and the fundamental principles of punctuation. Each week one theme of not less than two hundred words is required to be written out of class. At least one short declamation and one brief talk from notes is required from each student monthly. Penmanship.

FIFTH CLASS—ENGLISH II

Texts: Scott and Denney's *The New Composition-Rhetoric*, Kittredge and Farley's *Advanced English Grammar*.

Readings: Selection from Irving's *Sketch Book*, Shakespere's *Julius Caesar*, Scott's *Ivanhoe*, Homer's *Iliad*, Parkman's *Oregon Trail*.

Review of English Grammar. Oral and written composition. Emphasis on the sentence as the unit of thought. Paragraphing and punctuation. Frequent short themes, based on the student's personal experience or subjects suggested in the texts, are written in class. Written abstracts of the classics assigned for reading are required. Much attention is given in this class to developing in the student facility in public speaking.

FOURTH CLASS—ENGLISH III

Text: Tappan's *Short History of England's and America's Literature*.

For study: Tennyson's *Idylls of the King*, Burke's *Speech on Conciliation with America*, Shakespere's *Macbeth*, Macaulay's *Life of Johnson*.

A brief history of English and American literature. An outline of the development of the English language is given and a study is made of the life and influence of the representative authors of the various periods. In connection with this work the students read from the writings of these authors. Debating and public speaking is also given much consideration. Abstracts of nine parallel books are required.

THIRD CLASS—ENGLISH IV

Principles of Literature. The aim of this course is to give the student a systematic, careful, and appreciative study of those works that are admitted to be masterpieces, and that are the culmination of what is best in our literature. The work involves a critical study of the drama, epic and lyric poetry, the essay, oration, novel, and short story. Heydrick's *How to Study Literature* is the text.

Rhetoric. One half of this year is devoted to advanced composition and rhetoric.

JUNIOR COLLEGE

The Junior College course is a logical continuation of the student's earlier training and is equivalent to the work done in the corresponding classes of any standard college.

SECOND CLASS—ENGLISH V

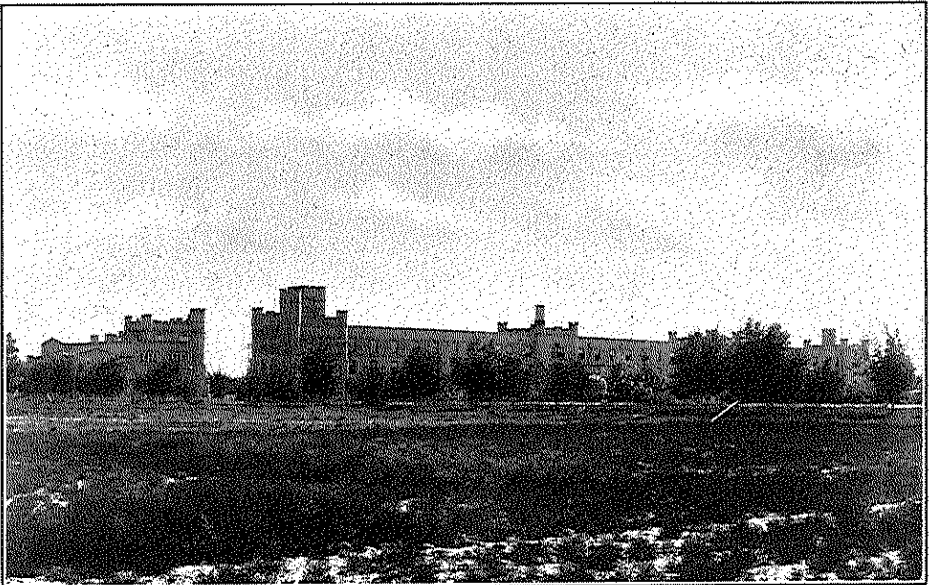
The object of the work required in the second class is to train the student to think accurately and logically and to express his thoughts in correct and clear written English. The first two terms are devoted to a study of Linn's *Essential of English Composition*, together with Spencer's *Practical English Punctuation*. Weekly themes of five hundred words are required. Linn's *Illustrative Examples of English Composition* is used as a text during the third term. One-thousand word bi-weekly themes are required. All written work is carefully corrected and returned to the student for revision.

FIRST CLASS—ENGLISH VI

Owing to the fact that many of our graduates enter directly into civil life, the course in the first class is given with a twofold purpose: one, to secure credit for advanced standing in colleges; the other, to give the student a practical knowledge of commercial English. During the first half year a number of Shakespere's plays are studied and outlined according to Kent's *Shakespere Note Book*. During the last half year a practical course is given in Commercial English, involving the routine correspondence of the merchant and the more technical work of the professional man. This course is essentially practical. It is intended to teach the essential elements of English as employed by the man of affairs in America, rather than the polished diction of professional writers.

MATHEMATICS

Six years of mathematics are offered, of which the first two years are required. Instruction is given by a combination of laboratory, recitation, and examination methods. A constant effort is made to train the student in habits of logical reasoning, clear thinking, and originality in working problems.



COLLEGE PREPARATORY**SIXTH CLASS—ALGEBRA I**

The first part of Hawkes, Luby, and Touton's *Complete School Algebra* is finished. Especial emphasis is placed on the solution of the simple equation and on the application of factoring to the solution of the quadratic and higher equations. Considerable practice is given in translating the simple equation into verbal language.

FIFTH CLASS—PLANE GEOMETRY

Wentworth and Smith's *Plane Geometry* is used as a text. Constant practice is had in constructions with the ruler and compass, in the algebraic solution of geometric exercises, and in the practical application of the standard theorems.

FOURTH CLASS—ALGEBRA II (Intermediate)

Algebra, tho elective in this year, is required of those desiring certification for admission to colleges requiring mathematics in the first year, and is strongly recommended to all. The second part of Hawkes, Luby, and Touton's *Complete School Algebra* is used as a text.

ADVANCED ARITHMETIC

Advanced Arithmetic is offered the first half of this year to those who do not intend to enter college. An effort is made to make this course as practical as possible. Real problems from the business world are used to supplement the text.

SOLID GEOMETRY

In the second half year solid geometry is offered, Wentworth and Smith being used as a text. Tho the proof of standard theorems is not neglected in this course, great stress is placed upon the practical application in finding the area of surfaces and the volumes of solids.

THIRD CLASS—TRIGONOMETRY AND ADVANCED ALGEBRA

Durell's *Plane and Spherical Trigonometry* is offered, covering the first twenty-four weeks of school. Many field problems, done with chain and transit, are used in connection with the text in order to awaken active interest and to illustrate the application of trigonometry to plane surveying.

During the remaining twelve weeks, Taylor's *College Algebra* is studied. In this course a strong effort is made to prepare the student for his future work in mathematics.

JUNIOR COLLEGE

SECOND CLASS

Woods and Bailey's *Course in Mathematics*, Vol. I.

FIRST CLASS

Woods and Bailey's *Course in Mathematics*, Vol. II.

These two courses in mathematics comprise the amount of material generally given in distinct courses under the various names of algebra, analytic geometry, differential and integral calculus, and differential equations.

Prerequisites: Trigonometry and advanced algebra.

HISTORY

COLLEGE PREPARATORY

The work in history consists of four courses of one year each, in ancient, mediæval and modern, English, and American history, as recommended by the Committee of Seven of the American Historical Association. Students in the College Preparatory Department are required to do two years of work in this subject; either ancient or mediæval and modern history must be elected as one of the courses by which this requirement shall be met. In addition to the history, civics is offered in the sixth class as an elective, as is also a half course in economics in the third class.

The purpose in view in the history courses is to trace the political, social, and economic growth of the great historic nations, not merely for the cultural value of the facts with which the pupil becomes familiar, but in the belief that the student may best and most fully understand his present environment thru a study of its historic development, and that such a study may be made a valuable training for intelligent citizenship.

SIXTH CLASS—ANCIENT HISTORY

After a rapid preliminary survey of the eastern nations, the rest of the year is devoted to the history of Greece, Rome, and western Europe to 800 A. D. Myer's *Ancient History* (revised edition) or West's *Ancient World* (revised edition) will be the text used.

CIVICS

In this course a comprehensive study is made of the American Government—national, state, and local—both in regard to its constitutional framework and its actual operation. Guitteau's *Government and Politics in the United States* is the text.



FIFTH CLASS—MEDIEVAL AND MODERN HISTORY

Beginning at the year 800 A. D., the student makes a careful study of the great movements and institutions of the later mediæval period: the Renaissance, the Reformation, the French Revolution, and the nineteenth century. Either West's *Modern History* (revised edition) or Davis' *Mediæval and Modern History* will be used as a text.

FOURTH CLASS—ENGLISH HISTORY

The year is spent in a thoro study of the history of England, with special emphasis on the constitutional and economic problems involved, and some attention to the growth of the British Empire. Cheyney's *Short History of England* is the text.

THIRD CLASS—AMERICAN HISTORY

The year is given to a careful study of the history of the United States. The course of events before 1750 is covered rapidly in order that later periods, particularly that following the Civil War, may receive proper attention. The course is based on Muzzey's *American History* as a text.

ECONOMICS

Economics is offered, covering the first half year. In this course an attempt is made to give the student a theoretical and practical knowledge of the nature of wealth, its production and distribution, with some reference to our current national economic problems. The text is Bullock's *Introduction to the Study of Economics*.

HISTORY

JUNIOR COLLEGE COURSE

SECOND CLASS—EUROPEAN HISTORY

In this course the student will make a general survey of European history from the time of the Germanic invasions. The mediæval period will be covered as rapidly as possible in order that relatively greater emphasis may be laid on modern history, particularly that of the eighteenth and nineteenth centuries.

The work will be of an advanced nature and is recommended only to those who have shown an especial aptitude for history, and who can devote a large amount of time to the course. The Robinson-Beard series of texts will serve as a basis for the classroom work, but will be supplemented by a large amount of collateral reading, frequent quizzes, and occasional lectures.

HISTORY OF SPANISH-AMERICA

This course, which meets two periods a week thruout the year, is supplementary to Spanish IV, and is open only to those taking that course. A careful study will be made of the history of the Spanish-American republics, their economic resources, and their commercial relations, especially with the United States.

LATIN

The general aim of the course is to acquire a reasonable familiarity with several Latin authors in their own language; to give the student the ability to read the language with accuracy; and to show the close connection between English and Latin, both in vocabulary and syntax. Composition is studied thruout the course.

SIXTH CLASS—LATIN I

Collar and Daniel's *First-Year Latin* is used as a text. Particular stress is laid on the complete mastery of forms, ability to translate easy sentences from English into Latin and from Latin into English, on accurate pronunciation, and on familiarity with the general rules of syntax.

FIFTH CLASS—LATIN II

Bennett's *Latin Lessons*, comprising a systematic review of the first-year Latin, is used as a text. Collar's *Gate to Cæsar* is read with the view of bridging over the wide chasm between first-year Latin and Cæsar, thereby rendering the difficulties of the original text not beyond the ability of the student. Latin composition and Cæsar are studied for the remainder of the

year. The military aspects of Cæsar's narrative make this year's work peculiarly attractive to the cadet. Emphasis is placed on the ability to render Latin into idiomatic English.

FOURTH CLASS—LATIN III

Cicero's orations, four periods a week, and Latin prose composition, one period a week, take up the entire year. The particular aim of this course is to develop in the student an increasing ability to understand Latin prose in the original. Attention is therefore directed as much to the thought of the orations as to the syntax.

THIRD CLASS—LATIN IV

Virgil's *Æneid*, four recitations a week, and Latin prose composition, one recitation a week, thruout the year. In addition to drill in the text, careful study is made of the Augustan age. Familiarity with Greek and Roman mythology is required, as well as the ability to read Latin verse correctly and intelligently. The work in Latin prose is more advanced than that in the preceding year.

SPANISH

It is probable that from a commercial point of view, no foreign language is of such importance to the people of the United States today as is Spanish. To secure the trade of the great Spanish-America, it is essential that we know its language. In few sections of our own country are the opportunities to secure a working knowledge of Spanish as good as in the Southwest, where a large per cent. of the population speaks this language.

In view of these facts, it has been considered important to make the course in Spanish especially strong. The work offered is planned to meet the needs of two classes of students: those who desire to make use of the language for practical purposes and those who propose to offer it for entrance to college.

SPANISH I

De Tornos's *Combined Spanish Methods* and Harrison's *Elementary Spanish Reader* are used as texts. Ten written compositions, using the stories in Harrison as subjects, and five written compositions on original subjects, are required. Thruout the year much stress is laid on accurate pronunciation and the acquisition of a vocabulary.

SPANISH II

De Tornos's *Combined Spanish Methods* is used as a text. Written compositions are required on the following stories read in class: *El Pajaro*

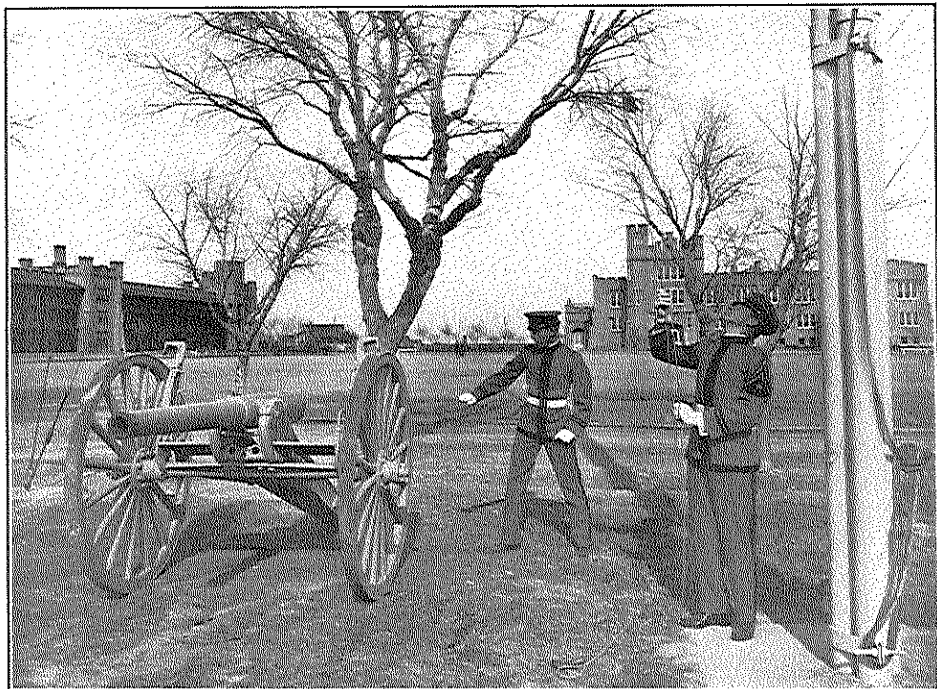
Verde, La Muerte De La Emperatriz De La China, La Ciencia y El Corazon, Rip-Rip, El Talisman, Una Corrida, De Torros, Los Consejos De Un Padre, La Florecita Azul, La Confession De Un Crimen, El Pajaro En La Nieve, and ten written compositions on original subjects. A careful study of Spanish idioms is made, and Spanish newspapers are read in class. All conversation in class is in Spanish.

SPANISH III

De Tornos's *Combined Spanish Methods* is reviewed and the following stories are read in class: *Dona Perfecta, La Vida De Vasco Nunez De Balboa, Don Quijote,* and *Rudimentos De La Historia De America.* There is a more detailed study of Spanish idioms, considerable written composition and letter writing, and all conversation in class is in Spanish.

SPANISH IV—THREE PERIODS A WEEK THRUOUT THE YEAR

This course is offered in connection with the History of Spanish-America, and F. Garcia Calderon's *Latin America—Its Rise and Progress—* is translated in class. The Spanish edition of the Pan American Bulletin, as well as a number of Spanish newspapers, are used in this course. Considerable practice is had in the use of Spanish in the commercial world.



Leaving the College

FRENCH AND GERMAN

Three years of French and three years of German are offered. Either language may be elected in any year the student prefers, but the faculty reserves the right to allow only those members of the two lower classes to elect these subjects who have shown an especial aptitude for language. It is advisable that at least one year of Latin be taken before either French or German be attempted.

These courses are arranged to meet the entrance requirements of the leading colleges, and, at the same time, to give a practical knowledge of the language. Thruout the work in these subjects especial emphasis is placed upon accurate pronunciation, the acquisition of a reading vocabulary, and the essentials of grammar.

FRENCH I

Chardenal's *Complete French Course*, Part I, is used as a text. Several French fables are read and daily oral and written exercises are required. As far as possible all conversation in class is in French.

FRENCH II

Chardenal's *Complete French Course* is finished and in addition *Le Voyage de M. Perrichon* and *L'Abbe Constantine* are read in class. A careful study of French idioms is made and all conversation in class is in French.

FRENCH III

Those who expect to offer French for entrance to college are required to take this course. A considerable amount of the work consists of written composition and a careful study of some of the best French literature as outlined in de Rougemont's *Manual de Literature Francaise*.

GERMAN I

Bacon's *New German Course* and *Im Vaterland* are used as text. *Altes und Neues* and *Gluck Auf* are read in class. The grammatical principles underlying the language are dealt with constantly, and a considerable amount of oral and written composition is required.

GERMAN II

Bacon's *New German Course* is completed and the following stories are read in class: *Immensee*, *Germelshausen*, *Märchen*, and *Kleine Geschichten*. A great amount of oral and written work is done during this year's work. Much stress is placed upon grammatical constructions.

GERMAN III

This year's work is required of those who expect to offer German for college entrance requirements. The more difficult points in grammar are taken up and considerable oral and written composition is required. The following works are read in class: *Das edle Blut*, *Der zerbrochene Krug*, *Geschichten aus der Tone*, *Das kalte Herz*, and *Kreuz und Quer durch Deutsche Lande*.

CHEMISTRY**COLLEGE PREPARATORY COURSE****CHEMISTRY I—GENERAL INORGANIC CHEMISTRY**

(Seven Periods a Week Thruout the Year)

This course furnishes the foundation for all subsequent work in chemistry. The fundamental facts and theories of the science are taught by means of laboratory work, lectures, and recitations from a text. The course gives a thoro understanding of chemical nomenclature, symbols, valence, and the theory of chemical equations; acids, bases and salts; the metallic and non-metallic elements and their compounds.

Text: McPherson and Henderson's *Inorganic Chemistry*.

McPherson and Henderson's *Exercises in Chemistry*.

Laboratory Fee: \$10.

JUNIOR COLLEGE COURSES**CHEMISTRY II—QUALITATIVE CHEMICAL ANALYSIS**

(Six Hours a Week for Twenty-four Weeks)

This course is entirely laboratory work, and deals with the recognition of metals, acid radicals, separation of metals, and blow-pipe analysis.

Prerequisite: Chemistry I.

Text: Stieglitz's *Qualitative Chemical Analysis*—Part III.

Laboratory Fee: \$7.50.

CHEMISTRY III—THEORETICAL QUALITATIVE CHEMICAL ANALYSIS

(Two Hours a Week Thruout the Year)

This is a lecture course which deals with the theories involved in chemical reactions and is taken in conjunction with Chemistry II.

Text: Stieglitz's *Qualitative Chemical Analysis*—Parts I and II.



Section in Chemical Laboratory

CHEMISTRY IV—QUANTITATIVE CHEMICAL ANALYSIS
(Six Hours a Week for Twenty-four Weeks)

This is a laboratory course and involves a great many chemical problems. The work as outlined in Talbot's *Quantitative Chemical Analysis* is closely followed.

Prerequisite: Chemistry I and II.

Laboratory Fee: \$7.50.

CHEMISTRY V—SPECIAL METHODS IN QUANTITATIVE CHEMICAL ANALYSIS
(Time Required Is According to the Course Taken)

This is an advanced course and takes up a few of the special forms of technical work, such as, water analysis, food analysis, including flour and butter. The course will be opened only to those students whose work has been entirely satisfactory in Chemistry IV.

Prerequisite: Chemistry IV.

Laboratory Fee: \$5.

CHEMISTRY VI—INORGANIC CHEMICAL PREPARATIONS
(Three Hours a Week for Twelve Weeks)

This is a laboratory course which consists in the preparation of a number of the most important inorganic compounds and gives the student a greater insight into the manufacture of chemicals.

Prerequisite: Chemistry I.

Text: Blockmann's Guide to Preparation Work in Inorganic Chemistry.

Laboratory Fee: \$5.

CHEMISTRY VII—ASSAYING

This course will be given only to a limited number of students who especially desire such work.

Prerequisite: Chemistry II.

Text: Ricketts and Miller's Notes on Assaying.

Laboratory Fee: \$2.50.

NOTE—The chemical laboratories will be open to all students, except those in Chemistry I, from eight o'clock in the morning until four o'clock in the afternoon. Any student who desires to complete Chemistry II and Chemistry IV in the same year may do so by putting in the required extra time in the afternoons.

The fixed fee charged for each course is to cover the cost of chemicals, gas, etc. Each student will have his own desk, provided with lock and key, and will be charged extra for all apparatus broken. The breakage will range from one to three dollars, depending on the skill and care of the student.

PHYSICS

COLLEGE PREPARATORY

PHYSICS I

This is an elementary course in physics, making a thoro study of the principles of the subject as outlined in the text book. *A First Course in Physics*, by Millikan and Gale. Numerous demonstrations are performed before the class by the instructor, and many practical problems are solved by the pupils. This class meets three periods a week thruout the year.

PHYSICS II

This is a laboratory course running concurrently with Physics I, and is closely correlated with it. The laboratory manual of Cavanagh-Wescott-Twining is used. Each pupil is required to perform at least forty experiments, an accurate record of which he keeps in his manual. Four periods a week thruout the year are devoted to this course. Physics I and II make up a complete year's work in elementary physics.

JUNIOR COLLEGE COURSES

PHYSICS III

The first twelve weeks of the year are devoted to the study of the text book and laboratory manual, *Mechanics, Molecular Physics and Heat*, by Millikan. Twenty-three experiments are performed. Eight periods a week are given to this course and are divided equally between the lecture room and the laboratory.

Prerequisite: Physics I and II, and Trigonometry.

PHYSICS IV

The second twelve weeks of the year are devoted to the study of the text book and laboratory manual *Electricity, Sound and Light*, by Millikan and Mills. Twenty-eight experiments are performed. Eight periods a week are given to this course, the time being divided equally between the lecture room and the laboratory.

Prerequisite: Physics III.

PHYSICS V

The last term is devoted exclusively to a course of lectures, accompanied by demonstrations, upon the subjects not covered in Physics III and Physics IV, and whose presentation requires qualitative rather than quantitative



experiment. Such subjects are, for example, static electricity, electric radiation, the discharge of electricity through gases, the radiation, absorption, polarization, and interference of light; optics, and acoustics.

Prerequisite: Physics IV.

MECHANICAL DRAWING

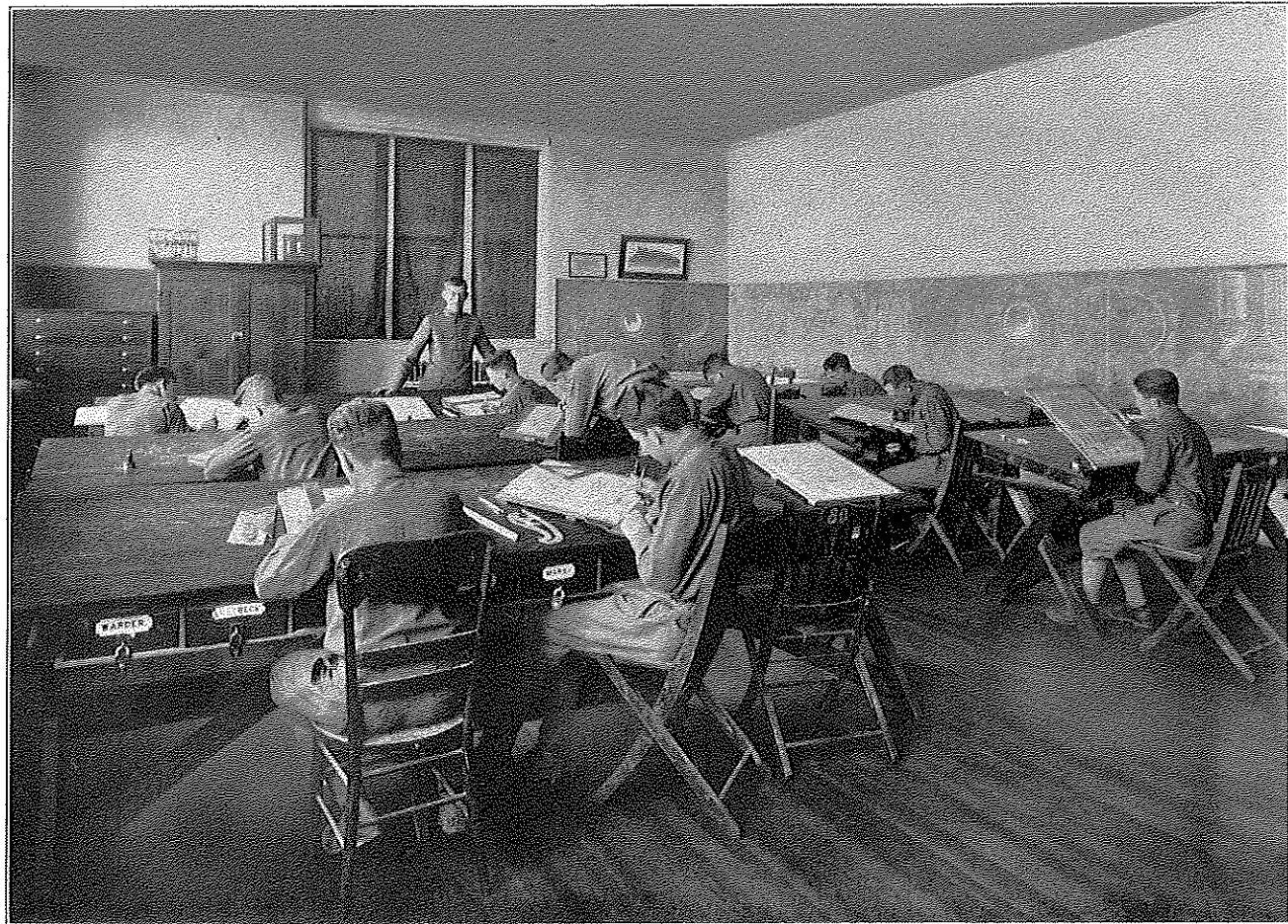
COLLEGE PREPARATORY

Throught the entire course drawing is treated, not only as a mechanical art, but primarily as a language—a method of expression. It is intended as a training—first, in comprehending the idea to be transmitted; second, in expressing it in such a way that it cannot be misunderstood.

DRAWING I

Theory of the use of the instruments and simple problems to illustrate. Problems become more difficult, including section lining, spherical and cylindrical shading, irregular curve work, and so on until the student is sufficiently familiar with conventional representations to copy a fairly complicated model of an assembled piece of machinery.

As soon as the student is familiar with the use of the instrument, he is taught to represent his own ideas. The simplest drawings of familiar objects are made and dimensioned.



Class in Mechanical Drawing

DRAWING II

Orthographic projections, general principles and applications to screw threads and nuts. This is followed by a thoro course in free-hand sketching, dimensioning, and drawing from the object.

Instruction in the methods of the Patent Office and a drawing made in accordance with its rules.

Intersections and developments—first accurately drawn and then cut out and fitted together.

Most of the drawings are traced and blue-printed. Greatest emphasis is given thruout the course to neat, accurate, and legible lettering and dimensioning.

ARCHITECTURAL DRAWING JUNIOR COLLEGE COURSES

These courses in architectural drawing are not intended to be preparatory to a college course in the same subject, but to teach the important and fundamental principles in planning and construction in such a way as to give the cadet a practical grasp of such aspects of it as he is apt to meet in business or commercial life.

DRAWING III

Carpenter's work. General principles of construction. Framing. Estimating board measure, shingles, and flooring. Different kind of joints. Details of doors, windows, cornices, porches, and roofs. Principle of stair building and design.

Masonry: Re-inforced concrete and brickwork.

Plastering: Methods of work and estimating quantities.

Prerequisite: Drawing I and II.

DRAWING IV

Specifications: Properties of timber and requisite of acceptable material.

Standard Sizes: Advantages and defects of various types of doors, windows, and cornices.

Specifications of brickwork, concrete, and masonry.

Plumbing: Short description of principal types of traps, fixtures, and standard sizes of pipes and fittings.

Graphical Statics: Basic principles of truss design.

Designing: The Plan-requirements. Preliminary sketches. The section and the development of the elevation from plan and section.



Section of Physical Laboratory

PRACTICAL ELECTRICAL ENGINEERING

This course is planned to give a working knowledge of electrical engineering. It is not only conducted by an experienced and competent engineer, but is under the supervision of the chief of engineers of the Roswell Gas and Electric Light Company.

In addition to a well equipped laboratory, the cadets taking this course will have access to the entire plant of the Roswell Gas and Electric Light Company. Here they will meet and solve the problems that are constantly introduced in the working of such a plant.

Prerequisites: Physics I, Mechanical Drawing I, Trigonometry.

Laboratory Fee: \$10.

Outline of course of study follows:

1. Elementary Electricity—(a) theory of electricity; (b) static electricity; (c) electric currents; (d) batteries; (e) magnets; (f) magnetic effect of the electric current; (g) conductivity and resistance; (h) electric units.
2. Electrical Measurements—(a) galvanometers; (b) measurements of potential of current, of resistance; (c) Ohm's Law.
3. Electromagnetic Induction—(a) electromagnets; (b) induction coils; (c) dynamos, D. C.; (d) motors, D. C.; (e) auxiliary apparatus for dynamos and motors.
4. Storage Batteries—(a) types; (b) care and operation; (d) commercial applications.
5. Alternating Currents—(a) elements of graphic representation, of instantaneous and average values of alternating currents; (b) one- two- and three-phase currents.
6. Alternating Current Machinery—(a) alternators; (b) alternating current motors; (c) transformers; (d) motor-generators.
7. Electric Power Stations—(a) water, steam, and gas plants; (b) switch boards; (c) switchboard instruments.
8. Electric Meters—(a) voltmeters; (b) ammeters; (c) watt-meters; (d) power-factor meters; (e) frequency meters; (f) ground detectors; (g) synchrosopes.
9. Transmission of Lighting and Power—(a) transmission by alternating currents as compared to direct currents; (b) line calculations; (c) line constructions.
10. Electric Lighting—(a) types of electric lamps; (b) illumination; (c) photometry.

11. Electric Wiring—(a) interior wiring; (b) low potential systems; (c) high potential systems; (d) bell wiring; (e) electric gas lighting.

12. Practical Applied Electricity—(a) the telephone; (b) the telegraph; (c) electroplating; (d) electric heating and welding; (e) x-Rays; (f) wireless telegraphy; (g) wireless telephone.

13. Electric Railways—(a) current supply; (b) over-head line construction; (c) third-rail construction; (d) underground feed construction; (e) track and roadbed; (f) motors, A. C. and D. C.; (g) controllers.

GEOLOGY

FIFTH CLASS

Modern Geography, by Salisbury, Barrows, and Tower.

This course covers the first half year and deals briefly with the physiographic processes and features of the earth, greatest emphasis being laid on the relation of earth, air, and water to man's activities and interests. The chief topics dealt with are soils, minerals, waterways, waterpower, harbors, and the distribution and development of industries and cities.

Physiology and Hygiene.

The second half of this year is devoted to the study of physiology and hygiene. In connection with this work a course is given in military hygiene, covering personal, general, and military hygiene, as well as first aid to the sick and injured. The knowledge thus imparted is of great importance to all cadets in the future conduct of their mode of living, diet, regulation of baths, and exercises, as well as knowing just what to do in case of sudden illness or injury to their families or friends.

THIRD CLASS

Physiography—Briefer Course, by Salisbury.

The first half year is devoted to physiography, and gives a detailed study of the physiographic processes, together with a careful study of the atmosphere as it effects the wind system and climate of the earth. Also a brief study of the most common rocks and minerals is made.

Introduction to Astronomy, by Moulton.

This course covers the second half year's work and is given in connection with physiography. It is planned as an introduction to historical geology and surveying. Prerequisite—Trigonometry.

SECOND CLASS

Salisbury's *Elements of Geology*.

The second class makes a more comprehensive study of rocks and min-

erals. The members of the class take a number of field trips. They interpret topographic maps and make a careful study of historical geology.

SURVEYING

This course is planned to make the student thoroly capable of using the field instruments with due speed and accuracy, to familiarize him with the office work, and to acquaint him with the principles underlying plane surveying.

The first half-year's work comprises: (1) field problems with chain; (2) adjustment of level; (3) field problems in differential, profile, topographic, and grade leveling; (4) adjustment of compass and traversing land with compass; (5) adjustment of transit; (6) flats and the computation of the area of irregularly shaped fields.

The second half-year's work comprises: (1) study and methods of public land surveying as authorized by the General Land Office; (2) use and adjustment of "Solar"; (3) field work with plane-table, together with topographic maps; (4) railroad curves, profile maps, and earth-work computations.

Explanations in class precede the field work. Individual field books are kept, which contain field notes of all field problems. From these books each student makes up his plats, maps, and computations.

Text: Wentworth's *Surveying and Tables*.

Pence and Ketchum's *Surveying Manual*.

Reference Texts: Johnson and Smith's *Theory and Practice of Surveying*.

Raymond's *Plane Surveying*.

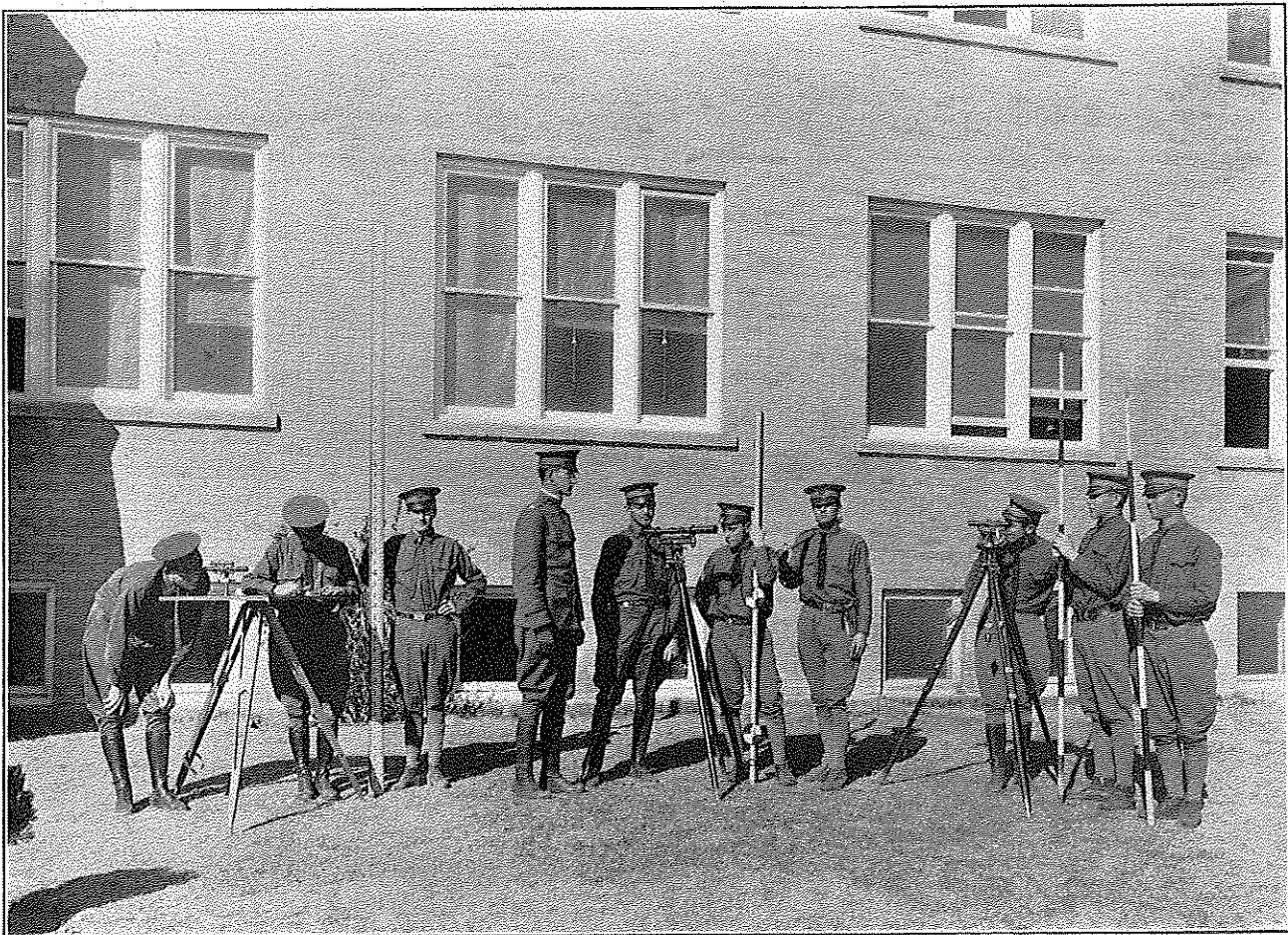
Carhart's *Plane Surveying*.

Prerequisites: Trigonometry, Mechanical Drawing, and Astronomy.

GENERAL SCIENCE

This course in general science is required of all members of the sixth class. Rowell's *Introduction to General Science* is used as a text, and a laboratory notebook is required to be carefully kept. About fifty different volumes are used for reference and each cadet is required to carefully perform his assignments.

The object of this course is an introduction to all the natural sciences; the individual is made sufficiently familiar with each so that he can elect that science in which he is most interested and for which he shows the greatest aptitude.



Ready for the Field

MILITARY SCIENCE AND INTERNATIONAL LAW

Military Tactics

This course covers practical exercises in the school of the soldier, the company, and the battalion, including drills in extended order, advance- and rear-guard duty, outpost duty, and practical instruction in military field engineering; also reviews, parades, and ceremonies; Butts' Manual (a series of exercises with the rifle for developing the body); and guard duty and military signalling. This work is under the direction of an officer of the United States Army, detailed by the War Department for this duty upon the request of the authorities of the Institute.

Military Science

A thoro classroom course is given in drill regulations, guard manual, army papers, field service regulations, firing regulations, and international law.

Strict discipline is enforced on the drill ground, and the drills and ceremonies are conducted on the same principles as in the regular army, and bear favorable comparison with the same.



BUSINESS COURSE

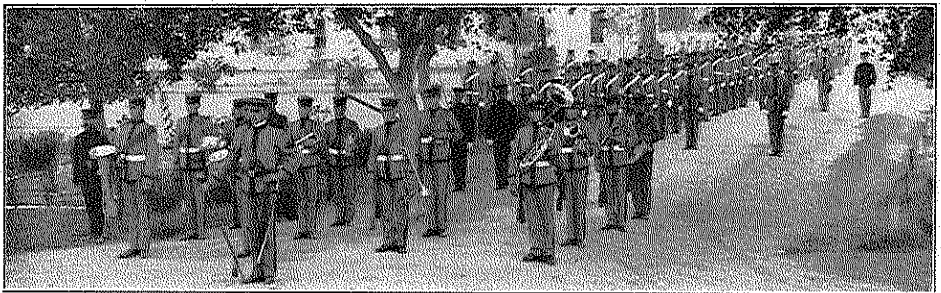
To satisfy the wish of many of our patrons, it has been deemed advisable to offer a practical commercial education as a means of preparation to students who desire to enter business life. A business department has been thoroly organized and the following branches are taught:

Bookkeeping This is a comprehensive course, beginning with a simple treatment of the theory of accounts, and affords much practical work in actual business transactions according to the most approved business methods. Students who have finished the course satisfactorily are well-trained bookkeepers and are qualified to enter an office and do the work in a practical and systematic manner.

Letter Writing The mechanical arrangement of the parts of a letter receives careful attention, and the language and style are subjects of frequent practice.

Stenography and Typewriting The instruction in stenography is thoro and comprehensive, and sufficient class drill in speed practice is given to enable the student at the completion of the course to do the work ordinarily expected of a stenographer. Lessons in typewriting, under the direction of an instructor, are given twice a week. By paying five dollars for the use of a machine, students are granted the privilege of practicing one or two hours daily.

No special students for bookkeeping and other commercial studies are admitted; nor are students in the lower classes permitted to take these advanced subjects before completing the studies that lead up to them.



ACADEMIC DEPARTMENT

HONORS AND SCHOLARSHIPS

Commission in National Guard of New Mexico As provided by House Bill 169, Section 5: "The two cadets who, upon graduation, shall receive first and second honors are entitled to commissions as second lieutenants in the National Guard of New Mexico."

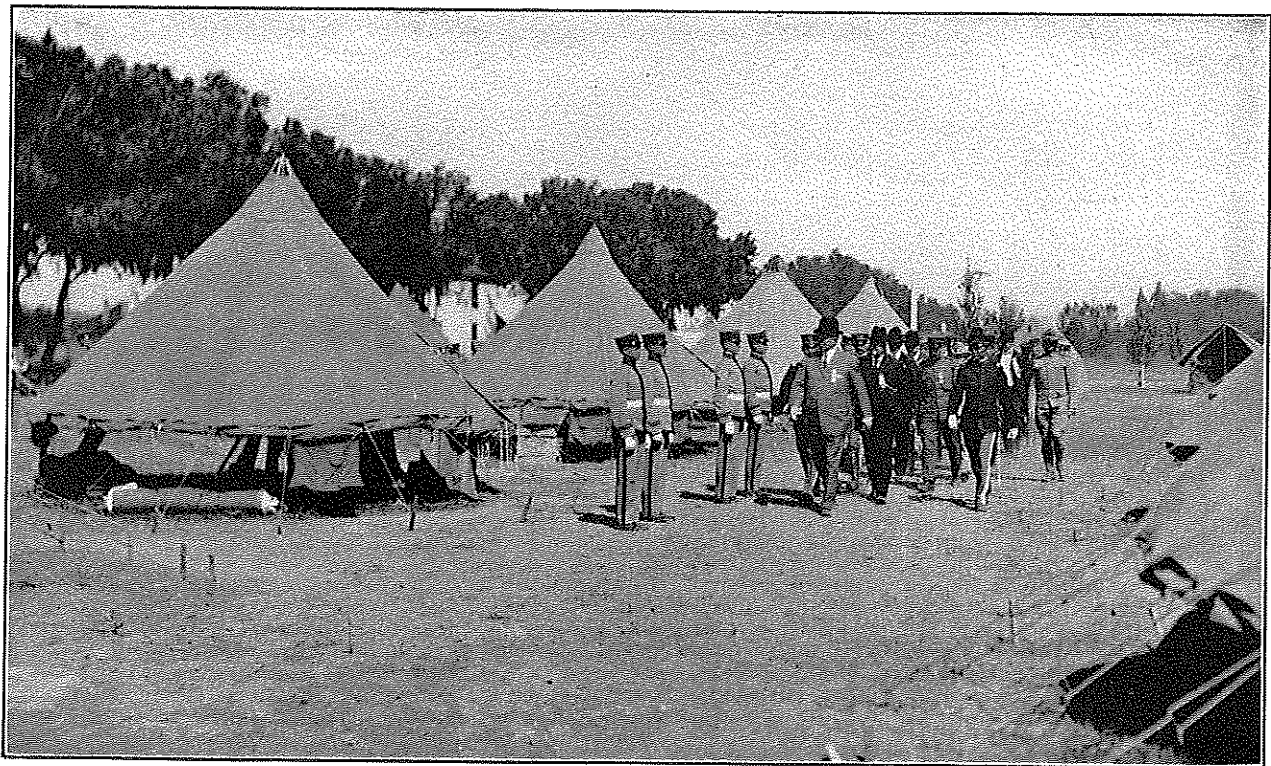
N. M. M. I. Scholarships At the close of each school year the New Mexico Military Institute awards four scholarships, which entitle the holders thereof to a credit of fifty dollars on the regular fees for the ensuing year. Every member of each of the four classes in the College Preparatory Department is eligible for one of these scholarships. The winner will be determined not alone by his standing in the academic department, but by his promise of future usefulness in all other departments of the Institute.

Washington and Lee University Scholarship The Washington and Lee University places at the disposal of the Institute a fifty-dollar tuition scholarship. In rating the contestants for this scholarship, the University prefers that they be graded on: 1st, moral character; 2d, scholarship; 3d, social influence and leadership; and 4th, athletic skill and prowess.

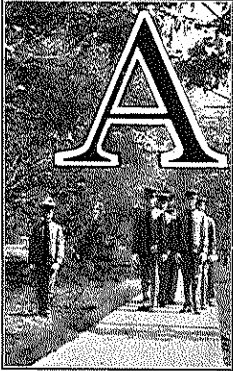
Certificate of Excellence At the end of each school year the Institute issues a Certificate of Excellence to those cadets who attain an average of ninety per cent. or higher in each subject equivalent to one unit of credit, and also a Certificate of Excellence to those who receive one hundred per cent. in department. For half subjects, half certificates will be issued.

Honor Graduates On graduation, every cadet who has the required number of Certificates of Excellence is entitled to special graduation honors. Honor graduates will be designated according to the following scale:

One who has been a cadet for three years must have at least 14 certificates;
One who has been a cadet for four years must have at least 17 certificates;
One who has been a cadet for five years must have at least 20 certificates;
One who has been a cadet for six years must have at least 23 certificates.



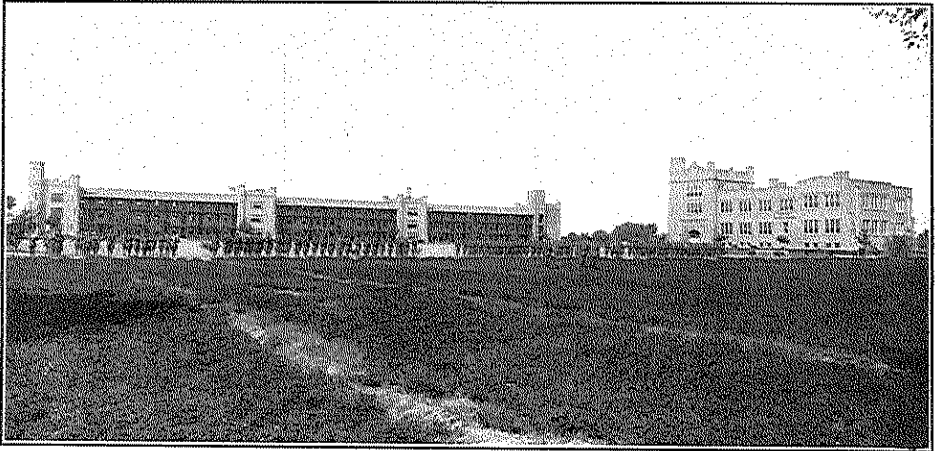
NEW MEXICO MILITARY INSTITUTE MILITARY SYSTEM



GREAT educator has said: "Under a system of military education it would seem that there must be a loss in time and energy available for the usual academic work. Experience has proven that the very opposite is true. It is seen that the time devoted to military instruction and exercise is more than compensated for by the increased mental activity and vigor of the student. His attention is sharpened and his intellect quickened. He is more alert and can acquire more in a given time. It is not every youth who is studious by nature and who acquires knowledge for the love of acquiring. To accomplish the best results the young student should be placed in surroundings favorable to

industry; he should breathe a busy atmosphere. In the public school, left to himself to regulate his hours of study, and exposed to the innumerable temptations of society and good fellowship, the student unconsciously or heedlessly loses valuable time. In a military school it is otherwise. Life is as regular as clockwork. Not only recitation and drill, but also recreation, study, and even sleep have their allotted hours. In this way the pupil learns methods and acquires good mental habits. There is no other system by which are instilled so thoroly order, patience, punctuality, cheerful obedience, respect for one's superiors and a sense of duty, honor and manliness."

Governments, corporations, and individuals are unanimous in expressing a preference for young men who have received such training, and under present political and industrial conditions there is a stronger demand for such training than ever before in the country's history. The far-reaching effects of the present national policy are likely to have no parallel. For this reason the New Mexico Military Institute lays especial stress on military training and a perfect mastery of the Spanish language, designing to fit young men for that particular form of civil life upon which it seems probable that large numbers will shortly enter—men who know thoroly the two languages of the western hemisphere, able to become soldiers within a few



hours, trained to systematic habits and business methods, educated sufficiently well to manage any form of business entrusted to them, and morally reliable, as well as intellectually and physically competent.

Discipline The discipline and training of military life is a valuable thing in itself. Not only does it inculcate the virtues of obedience, punctuality, and respect for superiors, but the exercise and drill attendant upon it make the body strong and the mind healthy, eager, and alert to acquire knowledge. Instead of being a disadvantage to study, it is a decided advantage. The military department of the Institute has been brought to a high state of excellence, and its good results are shown in the manly bearing and particularly gratifying appearance of the cadets in their military exercises.

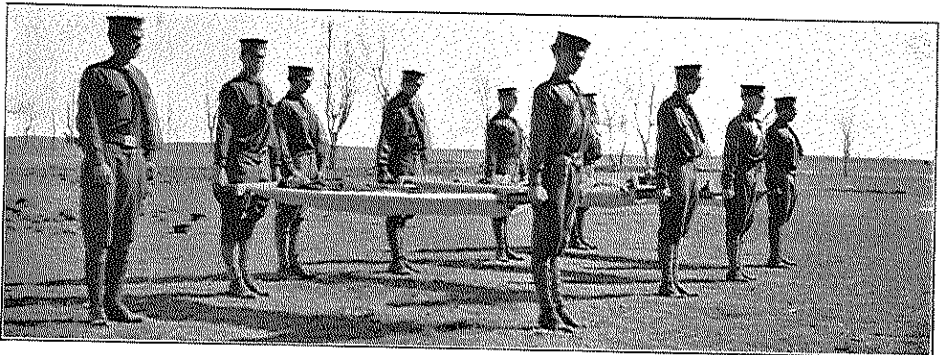
Organization For the purpose of discipline and practical military instruction the battalion is divided into three companies and a band. The commandant of cadets is charged with the command of the battalion and is responsible for the discipline. He is assisted in matters of internal discipline by the officers of the Institute in general and by the officer of the day. All cadet officers serve in turn as officer of the day.

Cadet Band A cadet band of sixteen pieces is one of the most attractive features of the military department. An experienced and accomplished bandmaster is employed by the session, and no extra charge is made for instruction in band music. The band furnishes music for

battalion parade, guard mount, inspection, and for practice in Butts's *Manual*. The band is a means of a great deal of pleasure to the cadets, as well as being an absolute necessity in forwarding the interests of the military exercises.

Cadet Officers The cadet officers are chosen from those cadets who have been most exemplary in conduct, most soldierly in bearing, and most diligent in academic work. The opportunity for promotion creates that *esprit de corps* and general sentiment that condemns at once any act on the part of one of its members calculated to reflect discredit upon the command at large. Feeling that he has the confidence and support of the officers of the Institute, and having been placed on his honor to discharge the duties of his position properly, a cadet officer becomes an efficient aid to the maintenance of discipline; he feels his responsibility and grows self-reliant and manly.

Neatness Neatness of person and quarters is attained by frequent and strict inspections. The personal appearance of cadets is inspected at morning breakfast call, at drill formation, and by the army officer at battalion inspection. The cadets' clothes must be brushed and free from spots, their linen clean, their shoes polished, and in every way they must present a neat and soldierly appearance. Quarters are also inspected daily by an officer of the Institute, and a rigid inspection is made by the commandant every Saturday and Sunday.



Litter Drill

**Assists
Academic
Work**

The military work in nowise interferes with the regular academic work; on the contrary, it is a great help; it expedites the moving of classes and insures prompt and regular attendance both in the class room and in the evening study hall.

**NEW MEXICO MILITARY INSTITUTE
DISTINGUISHED INSTITUTION**

TELEGRAMS

WASHINGTON, D. C., June 19, 1909.

GOVERNOR GEORGE CURRY,
Santa Fé, New Mexico.

By soldierly spirit, zeal and *esprit de corps* on part of Faculty and Cadets, the New Mexico Military Institute has won the distinction of being classified as a "Distinguished Institution" this year.

I extend sincere congratulations to you, which please transmit to the officials of the Institute.

J. FRANKLIN BELL,
Maj. General, Chief of Staff, U. S. Army.

SANTA FE, N. M., June 19, 1909.

Mr. E. A. CAHOON,
President Board of Regents.

Please extend to the faculty my sincere appreciation of the excellent work which has brought about the above result.

GEORGE CURRY,
Gov. of New Mexico.

HIGH RATING CONTINUED

In 1909 the New Mexico Military Institute was designated by the War Department as a "Distinguished Institution." Since that date the school has annually received the highest honors awarded by the United States Government to a school of its class.

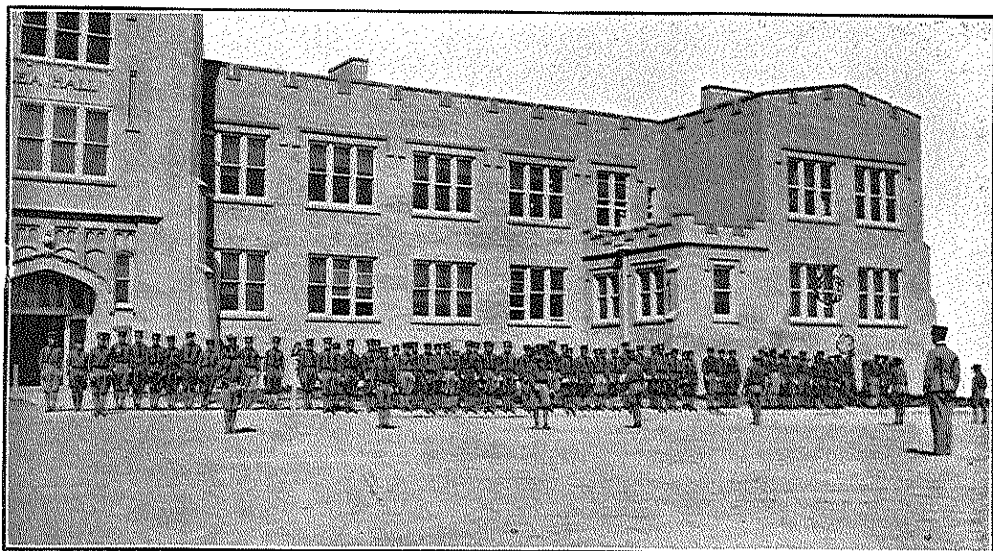
THE NEW MEXICO MILITARY INSTITUTE

ROSWELL, NEW MEXICO

INSTRUCTORS OFFICERS OF NATIONAL GUARD

By House Bill No. 169, of the 34th Legislative Assembly, approved March 20, 1901, it is provided:

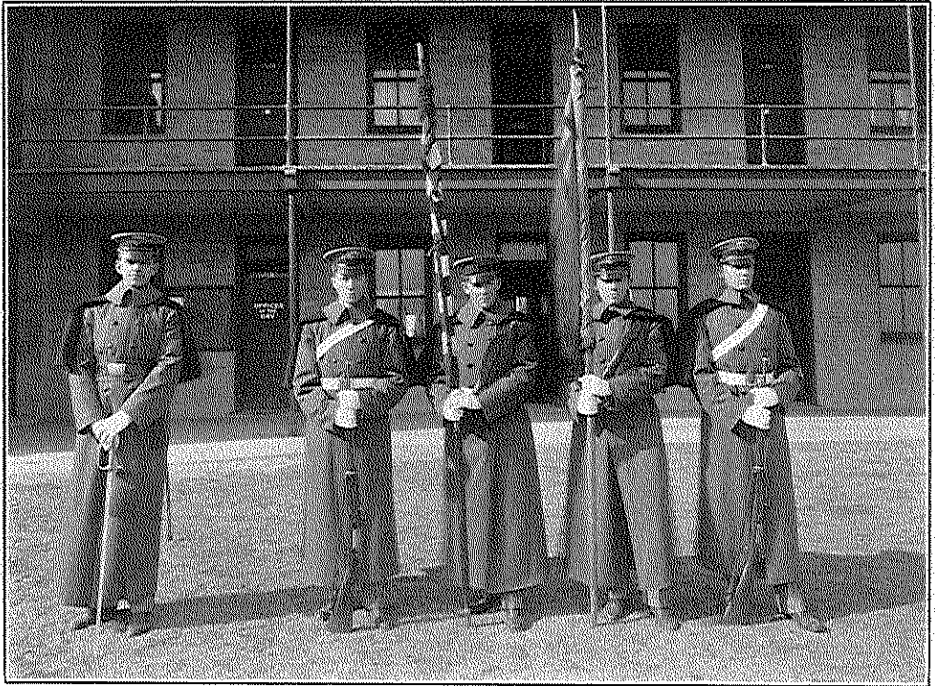
“SECTION 1. That for the better government and enforcement of discipline in the New Mexico Military Institute, located at Roswell, the Superintendent, Commandant of Cadets and Instructors in said Institute shall be commissioned as Aides-de-Camp on the staff of the Governor and Commander-in-Chief, in addition to the number of Aides-de-Camp otherwise provided by law; the Superintendent to have the rank of Colonel; the Commandant of Cadets to have the rank of Captain; who shall hold office as such during the time they are employed in such capacity in said Institute and no longer, and they will be allowed to wear the uniform of their rank while on duty at the Institute, and upon all public occasions when the National Guard is under arms, or the staff of the Governor and Commander-in-Chief shall be ordered out.



Cadets Forming for Class

"SECTION 2. The Superintendent of the Military Institute shall have power to divide the students of the Institute into companies and battalions and to appoint company and battalion officers, who shall hold their offices at the pleasure of the Superintendent. Commissions shall be issued by the Superintendent to company and battalion officers, to be known as Cadet Commissions, which shall be signed by the Superintendent and Commandant of Cadets, and a record kept of the same by the Commandant, showing the date of all such commissions, and the expiration of same and for what cause. The Superintendent shall have the power to prescribe the number and rank of duties of cadets and non-commissioned officers, conforming so far as practicable to the laws governing the National Guard of the Territory.

"SECTION 4. The Governor and Commander-in-Chief shall cause the Adjutant-General to make an annual inspection of the discipline, course of study, and general management of the Military Institute, a report of which inspection shall appear in the annual report of the Adjutant-General."



SCHOOL ACTIVITIES

ATHLETICS

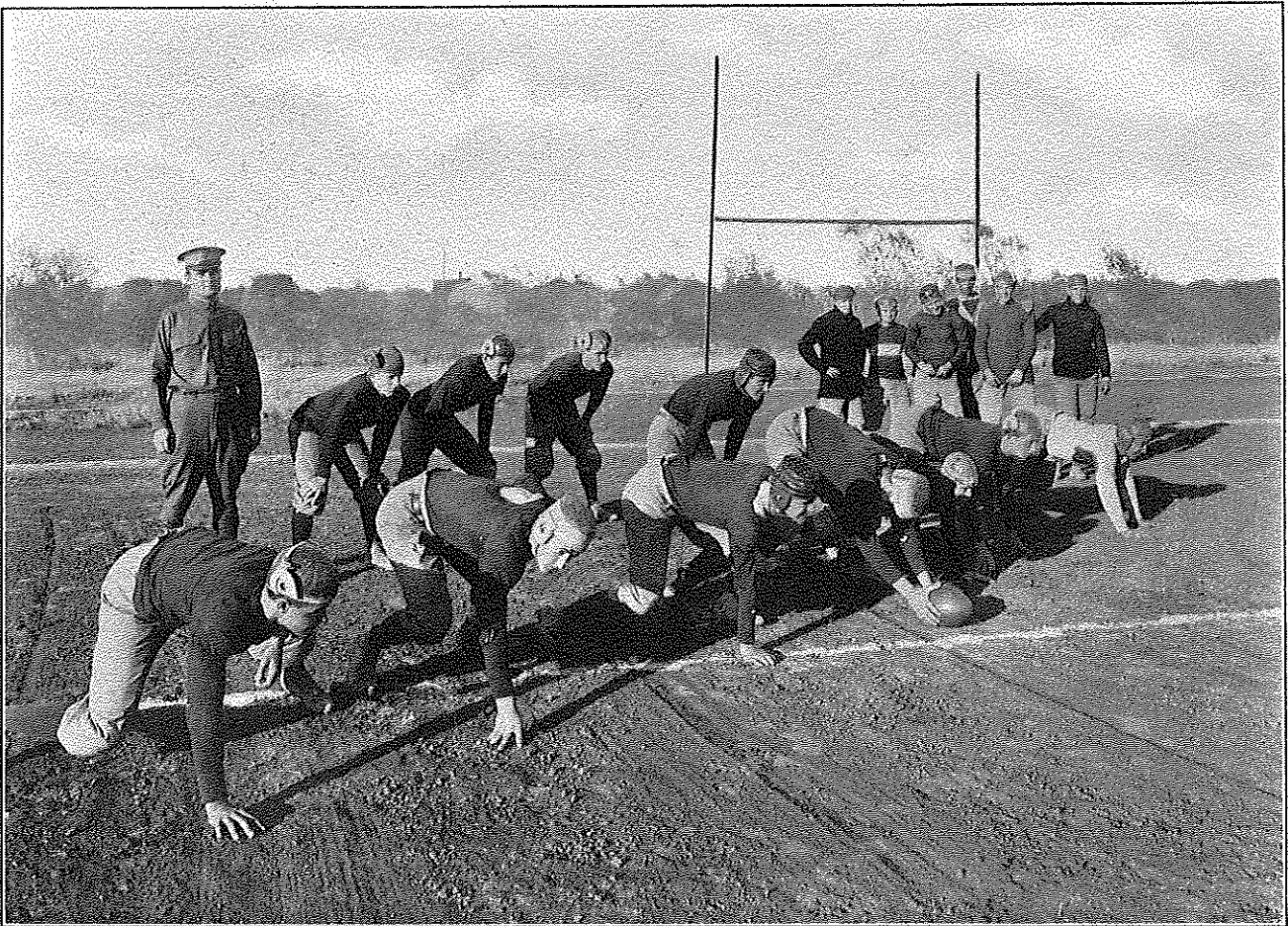
The athletic system fostered at the Institute is not the creation of teams wherein only the best may compete, but rather one whereby each individual receives the necessary attention. While teams are organized which compete with outside schools in all branches of athletics, still, close attention is given each year, by competent instructors, to the development of the individual along lines which seem best suited to the strength, health, and inclinations of the boy.

The question of athletics is very much simplified for the cadets at the New Mexico Military Institute by the excellence of the climate. There are but few days in the year when the cadets cannot practice some branch of athletics outdoors, without any danger or discomfort whatever. Track and tennis, two very popular sports, are carried on nearly every day thruout the winter months. It is this natural advantage, together with the system in force, that produces a hardy youth—strong in mind, in body, and in spirit.

Football This branch of athletics is one of the most popular at the Institute. Every fall four or five teams are organized, each composed of boys of like size and proficiency. It is thru this system that the first team is brought to such a high standard—a standard which has enabled the school to compete successfully with all the universities and colleges in this section.

Baseball When the big teams of the country are training in their southern quarters and the college teams are practicing in indoor cages, the cadets are well along in the baseball season. Organized practice begins in February. This popular sport draws well; and the cadets are always represented by a strong team, having in the last two years lost but one game out of twenty-six played. On the coldest days of December and January, indoor ball—played outdoors, however—is indulged in quite extensively.

Track Track athletics is encouraged at all times. Large squads are seen each spring training for all kinds of field and track events; such as, running, jumping, hurdling and weight throwing. Inter-class and company competition is always keen and enthusiastically entered into by all cadets. It is thru this field sport that the athletic department attempts to get every cadet interested. Everyone can run and jump and handle the lighter weights. Some few are reluctant at first but soon get the spirit, and before long are, not only enthusiastic and more proficient, but interested in all outdoor sports.



Tennis

Five large courts are fitted out for tennis, and each afternoon the courts are filled. Players are usually awaiting their turn for a game. In the spring, elimination contests are held, and the winners are allowed to represent the school in the city and high school meets.

Swimming

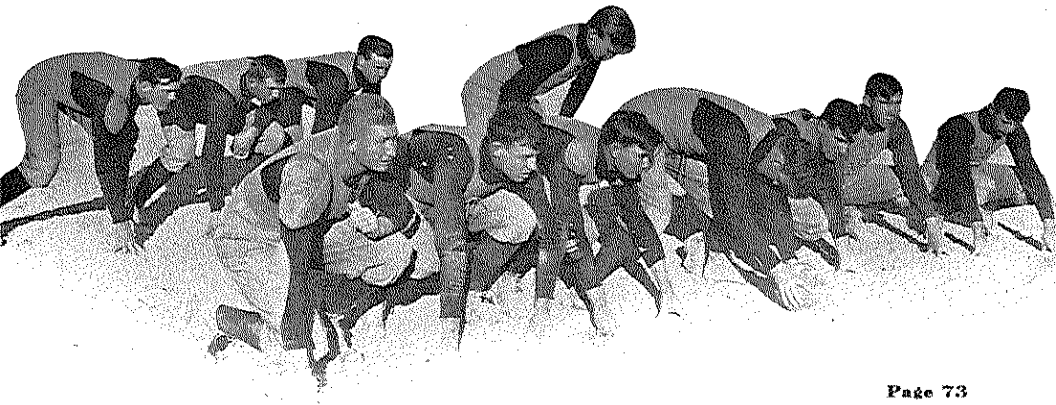
This branch of athletics comes closer to being compulsory than any other. All cadets, unable to swim, are organized into small classes and given daily drill during the warm weather. The more common strokes are taught to beginners, and drill in the art of life-saving is given. Those able to swim need no coaxing whatever, as evidenced by the number which gathers daily for a plunge. The tank (40 by 80 feet) is unusually large and affords ample room for all.

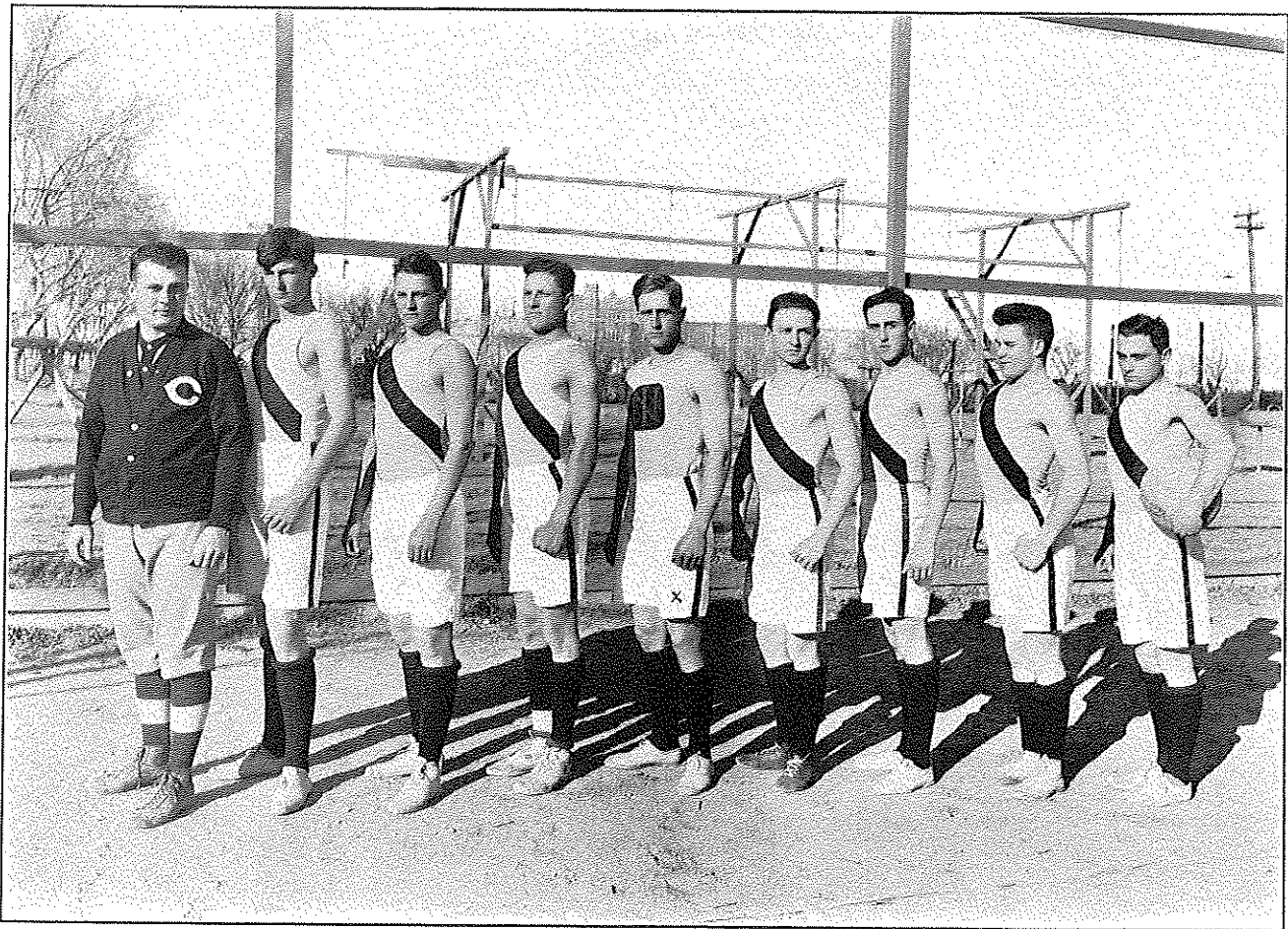
Basketball

Each year a basketball team is organized, but the season is relatively short, due to the warmth of the winter months and the desire of the cadets for outdoor work. The team, however, always plays good ball and, when games are held, a large and enthusiastic crowd is present. While in numbers competing, it ranks as one of the lowest of the five major sports; in the creation of battalion spirit and unity, it ranks as one of the greatest.

Other Sports

Besides the five above named sports, many others are indulged in. Each has its adherents, and, no matter how small the numbers, each is properly supervised and encouraged. "Something for Everyone," during the recreation hours, has long been the established motto. Golfing, boxing, wrestling, work on the rings and bars, cross country running, hunting, and fishing, are a few of the ways by which every cadet is reached. The last two are favorite Saturday sports, the region around Roswell being especially fine along these lines.





**Beta Sigma
Scientific
Society**

The Beta Sigma Scientific Society was organized in 1910. Its membership is limited to those cadets of the two upper classes who show an aptitude for, and are especially interested in, scientific subjects. At its regular meetings, held every Tuesday evening throughout the year, current scientific subjects of interest are discussed. These subjects are not selected at random, but are assigned several weeks in advance by the instructor in charge, who also assists in preparing lectures on them.

**Monday
Morning
Assembly**

A different class period is set aside every Monday morning for a general assembly, at which all cadets and officers are required to be present. These assemblies are usually conducted by the cadets themselves. They hold debates, declamatory and oratorical contests, or entertain with songs and vaudeville amusements. The school offers prizes on these occasions as encouragement to the cadets to appear before an audience.

Bronco

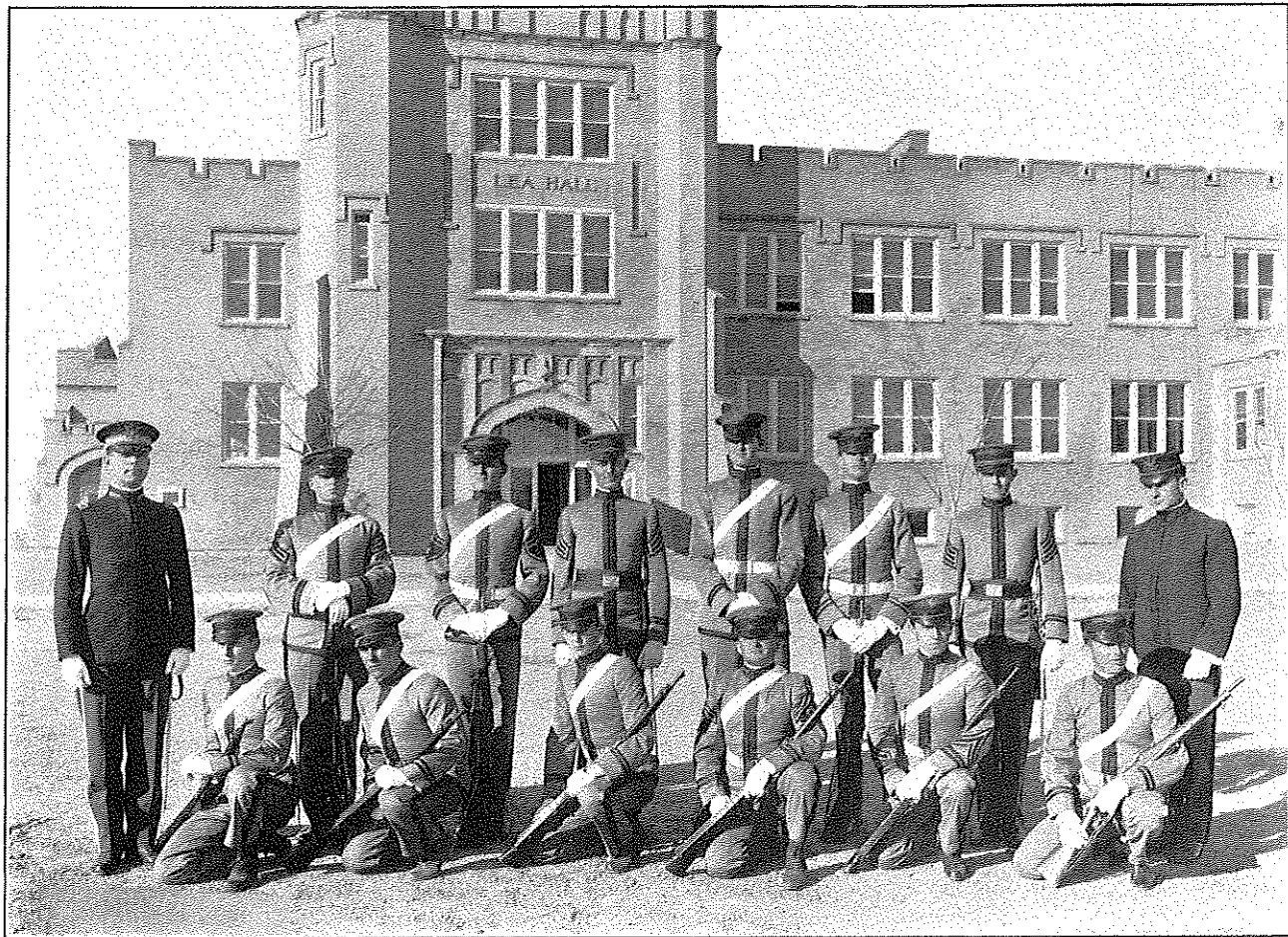
The BRONCO is the school annual. It is edited and managed by the cadets, the active work being done by a board of editors selected from the members of the first class. The book contains photographs, drawings, and brief sketches depicting cadet life. It constitutes a record of the current year. All the work is done by the cadets, assisted only by suggestions and criticisms from faculty advisers.

Maverick

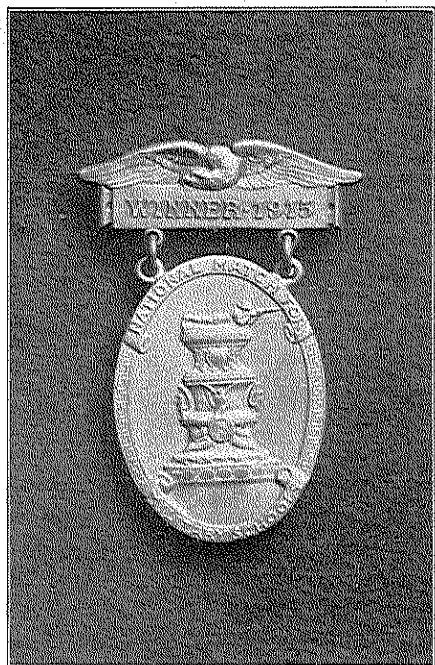
The MAVERICK is published six times during the school year, and is, as far as possible, the news record of the session. It also has a personal and semi-humorous element, with the object of giving a spice and interest that the bare statement of barracks' news can never have. It is under the management of the same board that publishes the BRONCO.

Rifle Team

For the past three years the New Mexico Military Institute has been a member of the National Rifle Association. Annual contests are held, extending through a series of matches between military schools, for a trophy offered by the United States Government. "To make the rifle team" is a distinction coveted by all cadets. As a result of this desire, routine gallery and range rifle practice is pursued with peculiar enthusiasm. The Institute team made a creditable record in the first two series of matches, and with characteristic resolution, developed marksmen who this year won the national trophy.



Winners National Rifle Association Trophy—1915



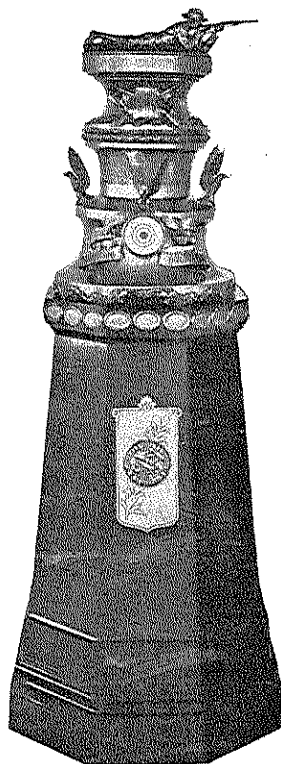
National Rifle Association Medal



Captain Jason W. James Rifle Team Medal

Awarded to

J. H. McCUTCHEN, JR.
 J. V. DOSS
 W. F. LOMAX
 D. L. CLARK
 C. P. DUSON
 R. C. HILL
 G. R. WILLSON
 L. I. TALBOT
 R. B. LETCHER
 F. L. DREW



Awarded to

J. H. McCUTCHEN, JR.
 J. V. DOSS
 W. F. LOMAX
 D. L. CLARK
 C. P. DUSON
 R. C. HILL
 G. R. WILLSON
 L. I. TALBOT
 R. B. LETCHER
 S. J. KLOTZ
 F. L. DREW
 J. G. HUSSEY



Rifle Team

Dancing Club Any cadet is eligible to membership in the dancing club on payment of monthly dues. At least once a month dances are given by the cadets in the gymnasium. During Christmas week and during commencement special dances are given. These dances are always very enjoyable affairs and serve to educate the cadet in those little details so necessary to a soldier and a gentleman. Invitations to these dances are highly prized by the residents of Roswell. Some of the most enjoyable hours of cadet life are spent at these social meetings.

Societies Fraternities, secret-societies, and similar organizations are not allowed in the school life of the New Mexico Military Institute. The atmosphere is one of equality, and no institution antagonistic to that condition is tolerated. The members of the faculty supervise the work of the various school organizations.

The cadets of the Institute maintain two literary and one scientific society. Membership to these societies is open to the entire school. Their object is to give training in parliamentary law and public speaking, and to encourage independent study along literary and scientific lines.

Murray Literary Society The Murray Literary Society was founded in 1909, being a reorganization of the old New Mexico Military Institute Literary Society. Any cadet of the Institute who does proficient work in his academic studies is eligible for membership. The regular meetings are held every Monday evening of the school session.

**W. O. Morton
Oratorical
Medal**

Mr. W. O. Morton, of Los Angeles, California, for the purpose of arousing and sustaining the proper interest in public speaking, in 1911 founded the W. O. Morton Oratorical Medal. One of these medals is awarded each year.

All contests are open to the entire school. The W. O. Morton medals, which, in reality, are diamond studded watch fobs, are unusually attractive on account of their intrinsic value.

WINNERS OF THE W. O. MORTON ORATORICAL MEDALS

- 1911—Ray A. Murray, California.
- 1912—Miguel A. Otero, New Mexico.
- 1913—A. C. Voorhees, New Mexico.
- 1914—D. O. Murphy, Missouri.

**Murray
Oratorical
Metal**

Mr. Ray A. Murray, an alumnus of the Institute and the first winner of a W. O. Morton Oratorical Medal, founded the Murray Literary Society while a cadet in this school. Since leaving the Institute, Mr. Murray has achieved quite

a reputation as an orator, and, as a sign of his appreciation of the training he received in public speaking while a cadet, awards a gold medal every session to the best speaker in the society which bears his name.

WINNERS OF MURRAY MEDALS

- 1912—A. C. Voorhees, Class '13, New Mexico.
- 1913—C. P. Stevens, Class '13, New Mexico.
- 1914—R. M. Wiley, Class '17, New Mexico.

**Saunders
Literary
Society**

The increasing interest in literary societies has necessitated the organizing of the H. P. Saunders, Jr., Literary Society. This society is conducted on the same general principles as the Murray, and a similar medal is offered.





EXPENSES

Make all drafts payable to the New Mexico Military Institute.

Board, lodging, laundry, fuel, and light for school year.....	\$275.00
Tuition	75.00
Personal deposit for uniforms, books, extra clothing, etc.....	100.00
<hr/>	
Total for session (not including spending money).....	\$450.00
New Mexico cadets (tuition free), total for session.....	\$375.00

EXPLANATION OF CHARGES.

The annual charge for board and tuition, including the use of arms, laundry (twenty pieces a week), room, light, heat, medical attention, instruction in military science and tactics, is \$350.00—payable, \$200.00 September 1st, and \$150.00 January 15th.

New Mexico cadets pay \$200.00 September 1st, and \$75.00 January 15th.

The personal deposit of \$100.00 is for the purpose of covering the estimated cost of uniforms, books, hospital fee, athletic fee, etc. This \$100.00, which is paid in addition to fees for board and tuition, is for the purpose of defraying incidental expenses. This money is deposited to the personal credit of the cadet, in a separate account from the school funds, and an itemized statement, showing the condition of the account, is mailed to parents each month. When exhausted, additional deposit is required to defray personal expenditures.

SCHEDULE OF PAYMENTS.

Payable September 1, 1915, board, tuition, etc.	\$200.00
Payable September 1, 1915, personal account.....	100.00

Total deposit required on entrance.....	\$300.00
Payable January 15, 1916, board, tuition, etc.....	150.00

Total for session.....\$450.00
 New Mexico cadets pay \$75.00 January 15, 1916, making a total of \$375.00 for session.

The following is a partial list of the charges which may be made against the personal account:

FIXED CHARGES	}	Hospital Fee	\$10.00
		Athletic Fee	5.00
		Library Fee	2.00
		Clothes Pressing Fee.....	3.00
ESTIMATED CHARGES	}	Gray Uniform	\$17.50
		Gray Cap	2.00
		Drab Cap	2.00
		Two Drab Shirts	7.00
		Two Pair Khaki Breeches.....	5.00
		Regulation Overcoat	15 to 20.00
		Books, according to Course Pursued.....	5 to 12.00
Spending Money, per Week.....	50c. to 1.00		
OPTIONAL CHARGES	}	Chemistry Laboratory Fee	\$10.00
		Stenography	10.00
		Bookkeeping	10.00
		Typewriting	5.00
		Material Used in Mechanical Drawing.....	10.00
		Graduation Fee	3.00

The hospital fee of ten dollars is for maintenance of the cadet hospital. This insures the cadets careful attention by a competent nurse, who lives in the hospital and, under the direction of the surgeon, looks after all cases of ordinary sickness. In case, however, it becomes necessary to employ a special nurse, or to call a consulting physician, the cost will be charged to the parents. In case a patient is removed to an outside hospital, charges are to be borne by the parent. Personal prescriptions are also charged.

A fee of five dollars is charged for the use of the typewriter for the year, and ten dollars each for instruction in bookkeeping and stenography.

Wilful damage to school property is charged to the perpetrators, if known; otherwise it is assessed upon the whole school.

All bills not paid promptly are subject to sight draft without notice.

It will be understood that engagements with parents or guardians are for the school year, or balance of the year, unless otherwise specified and agreed to.

In case of a cadet's withdrawal on account of unwillingness to comply with the regulations or to do the required work, or of his dismissal, it carries with it, as in all first-class schools, the forfeiture of the term bill that is paid or past due. This forfeiture by no means compensates for the harm done the school by the admission and removal of an unworthy boy.

When a removal is due to serious sickness or disability from causes arising after a cadet enters, one-half of the pro rata amount will be refunded, except that this does not apply to an absence of less than a month, nor to absence within the last two months of the school year.

Requisites Each cadet should bring from home or buy in Roswell the following articles: 4 sheets for single bed, 3 pillow cases, 1 pillow, 1 pair heavy blankets, 1 comforter, 2 clothes bags, 6 handkerchiefs, 4 soft colored shirts without collars, 3 suits underclothing, 6 pairs socks, 4 bath towels, 6 towels, 1 bath robe, 1 pair bed-room slippers, 1 small rug, 1 brush and comb, 1 tooth brush, 1 clothes brush, 2 nightshirts, 1 blacking brush and blacking, 4 pairs cuffs, 1 pair heavy black shoes, 1 pair heavy tan shoes, 1 pair of tennis or athletic shoes.

The following list of articles must conform to the regulations and are obtained at the Institute: 6 white standing collars, 1 gray blouse, 1 pair gray trousers, 2 caps, 2 army shirts, 1 military overcoat, 2 pairs khaki trousers, 1 pair canvas leggins, 2 pairs white gloves, and 3 sets white belts.

All articles must be marked with owner's name. Articles to be laundered must be marked plainly with indelible ink. Full name of owner must be written; initials or abbreviations will not suffice. No unmarked clothes will be received for laundry.





In the Library—A Quiet Half Hour

**Spending
Money**

No cadet should be allowed a large amount of spending money. It is best to send spending money to boys in the form of a regular allowance, or deposit with us a certain amount and direct us to pay to your son a definite amount each week. When this system is adopted, cadets receive their money at stated intervals from the adjutant. In this way an accurate account is kept and all deposits accounted for. No money will be given a cadet unless a deposit be made for that purpose, and none advanced in excess of what parents order.

Shoes, wearing apparel, and necessaries should be sent from home, or the money for them sent to the superintendent in form of a check or a post-office order made payable to the boy, and he should be required in every case to send home a receipted bill for the articles. But articles will not be bought for students until the money is sent for them. Parents are advised to pay no bills made by cadets in town without their authority, and merchants are warned to give no credit to cadets without such authority. Neither the school nor its officers can undertake to collect bills for the merchants or pay them for the students.



THE NEW MEXICO MILITARY INSTITUTE

ROSWELL, NEW MEXICO

AGE AND CONDITIONS OF ADMISSION

A candidate for admission must be at least fifteen years of age, of good moral character, free from physical blemish, and prepared for the ninth grade or first year high school.

An application must be accompanied by a certificate from the principal of the last school attended, showing that the applicant left school in good and honorable standing, together with a statement of work completed.

Religious and Moral Training

The Institute is the property of the State and built and maintained by the people. It is in no sense a sectarian school, for in matters of religious belief the best people differ very widely, and the Institute belongs to the whole people. Each Sunday morning at ten o'clock Captain A. D. Crile conducts services in the auditorium. Only protestants are required to attend these exercises.

The general moral welfare of the cadet is carefully looked after, and the virtues of truthfulness, manliness, honor, and temperance, impressed upon his mind.

REMARKS

The Institute is at present limited to 180 cadets; applicants are often refused admission on account of limited quarters. It is of importance that applications be forwarded to the superintendent early in the summer.

All cadets are required to live at the Institute and remain entirely under the authority of the officers.

Cadets are required to report for duty promptly at the opening of the session. No deduction will be made for absence during the first month of the school year.

All cadets are required to obey orders and conform to the regulations of the Institute.

Any pupil found guilty of drinking or of visiting saloons will be dismissed.

Anyone detected in the abuse of others by hazing will be severely punished or expelled, according to the nature of the offence.

The contraction of debts for any purpose is forbidden, and parents are requested to pay no unauthorized accounts, if sent to them by dealers.

Officers and cadets are required to wear the prescribed school uniform at all times during the session. Cadets are not allowed to keep citizen's clothing in their rooms.

No society is permitted to exist in the school that is not organized and conducted by or with the approval of the superintendent and under such restrictions as he may require.

NEW MEXICO MILITARY INSTITUTE

All mail and express matter must be addressed in care of the Institute and be delivered from the school office.

Penalty duty is required for carelessness in conduct and for transgressions of the rules of the Institute, and is under the personal supervision of the commandant of cadets.

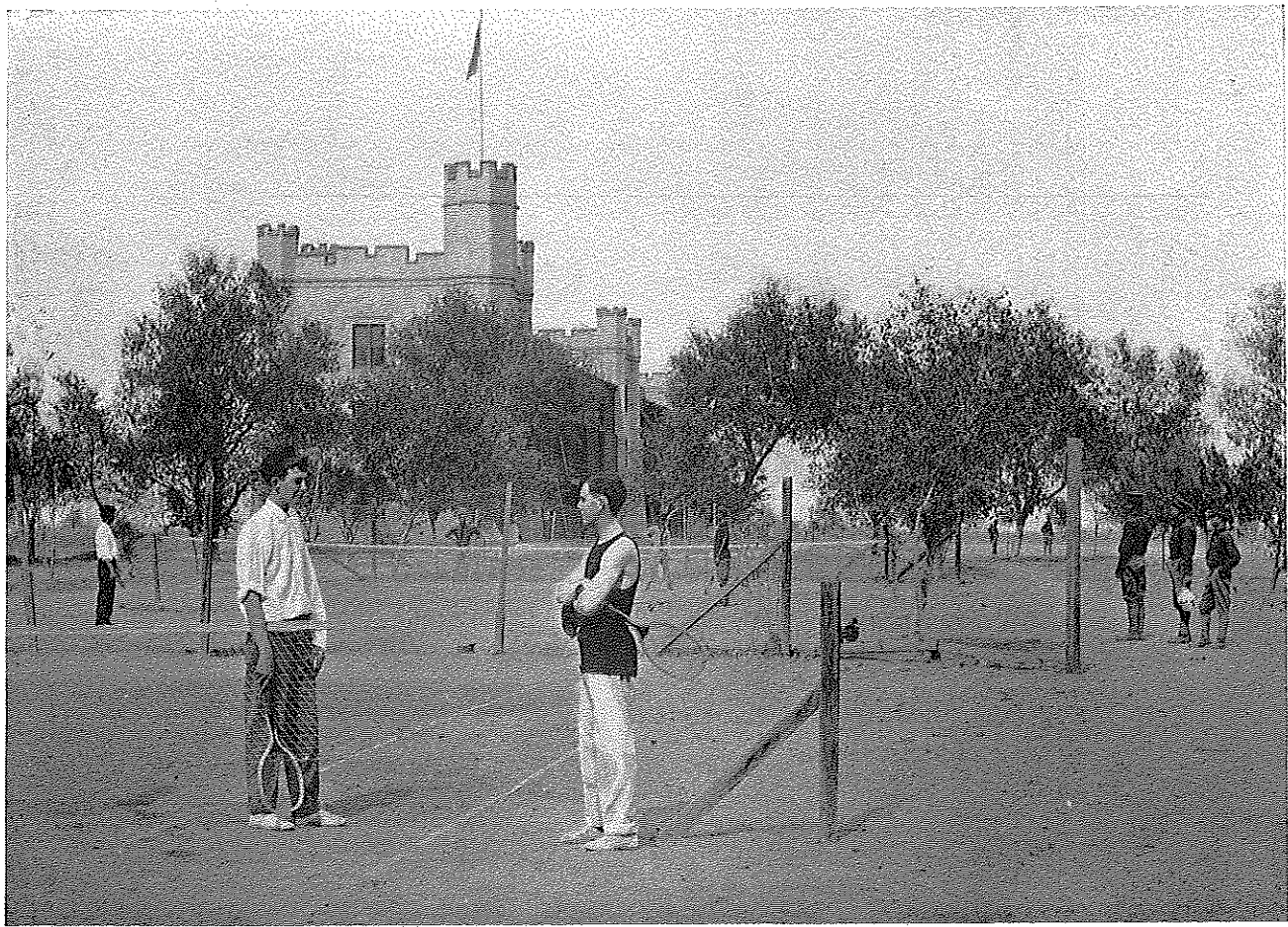
Saturday afternoon, between the hours of one and five-thirty, is the only time designated for the cadets to leave the grounds and visit Roswell. In order to leave at any other time they must secure written permission from the superintendent.

The Institute is open for inspection at all times, but it is not best for parents to visit their sons too often.

All cadets are accepted on the condition that they be placed under the care of the officers of the Institute, and parents are especially requested not to interfere with the discipline of the school. It is necessary that all cadets be treated exactly alike, whether their parents live in Roswell or at a distance, and it only causes trouble when parents ask special favors for their sons.



Assembly Hall



ROLL OF CADETS, 1913-1914

(Arranged by Class Standing)

FIRST CLASS—Graduated May, 1914

1	Hanley, John Lawrence.....	New Mexico
2	Haslet, Elmer Resides.....	Missouri
3	Lusk, Audie Edward.....	New Mexico
4	Peterson, Paul Culver.....	New Mexico
5	Duson, Walter Webb, Jr.....	Texas
6	Goldenberg, Henry Alexander.....	New Mexico
7	Townsend, Frederick William, Jr.....	New Mexico
8	Wiseley, Charles Earnest.....	New Mexico
9	Mills, James Stewart.....	Wisconsin
10	McKee, William Havelly.....	New Mexico
11	Parrish, Owen Stanford.....	New Mexico
12	Baker, Arthur Phelps.....	Illinois
13	Davis, Samuel Briscoe.....	Texas
14	Grimes, Carl Allen.....	Texas
15	McClure, Thomas Mero.....	New Mexico
16	Lutz, Henry Charles.....	New Mexico
17	DePuy, Harold Edgar.....	Michigan
18	Garlington, Lea Frank.....	Colorado
19	Hersey, Ralph Blanchard.....	Colorado
20	Hinkle, Rolla Robert.....	New Mexico
21	Cooper, Duncan Crosby.....	Texas
22	Edgerton, George Goodwin.....	Minnesota
23	Church, Joshua Price, Jr.....	New Mexico

SECOND CLASS

1	Kraker, George Pat.....	New Mexico
2	Murphy, Dempster Ostrander.....	Missouri
3	Drew, Francis Leo.....	Oklahoma
4	Leeper, Carroll Kimball.....	Wyoming
5	Murray, William Stephen.....	New Mexico
6	Crile, Herman R.....	New Mexico
7	Trigg, Hugh C.....	New Mexico
8	Connolly, Joe.....	New Mexico
9	Cohn, Harold F.....	New Mexico
10	Key, Richard Carrington.....	Texas

* Atkinson, L.S. Jr.

11	Whitlow, Leo Gates.....	Oklahoma
12	Drew, Floyd Richard.....	Oklahoma
13	Duson, Curley Pharr.....	Texas
14	Walton, Joseph Knode.....	New Mexico
15	Vance, Brooks.....	Mississippi
16	Connolly, John Boyle.....	New Mexico
17	Hobart, Frederick A.....	Texas
18	Davis, Hubert Jonett.....	Georgia
19	Lomax, William Francis.....	New Mexico
20	Almon, George Coleman.....	Colorado
21	Davis, Raymond W.....	New Mexico
22	McLaughlin, John T.....	New Mexico
23	Rettig, Charles I.....	Colorado

THIRD CLASS

1	Doss, James V.....	Texas
2	Smith, Russell Allan.....	New Mexico
3	Stalnaker, Will Tatham.....	Illinois
4	Everett, Evar Raymond.....	Colorado
5	Vance, John David.....	Mississippi
6	Courchesne, Charles Albert.....	Texas
7	Clark, Edward Elon.....	Kansas
8	Lusk, Joseph Samuel.....	New Mexico
9	Dunlap, Richard Lafayette.....	California
10	Webb, Mack.....	Texas
11	Reed, George Shannon.....	Texas
12	Almon, Edward Berton.....	Colorado
13	Hill, Roy Clarence.....	New Mexico
14	Weightman, John Alden.....	Kansas
15	Mueller, Ernest Schaab.....	Illinois
16	Thode, William Henry Bango.....	New Mexico
17	Lord, William DeForest.....	New Mexico
18	Willson, George Ryce.....	Kansas
19	Biehn, Victor Emerson.....	Ohio
20	McKinney, Jack Coburn.....	Texas
21	Morris, Curtis Owen.....	New Mexico
22	Carvalho, Louis.....	New Jersey
23	Hamilton, James C.....	Pennsylvania
24	McCutchen, John H., Jr.....	New Mexico

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25	Garst, Frank.....	New Mexico
26	Bartley, Reuel.....	New Mexico
27	Sims, Irvin D.....	Oklahoma
28	Thomas, Sam J., Jr.....	Colorado
29	Coleman, Ralph M.....	Texas

FOURTH CLASS

1	Whitlow, Ralph.....	Oklahoma
2	Yates, John Musgrove.....	Wyoming
3	Paine, Louis Burr.....	Texas
4	Schuette, Wm., Jr.....	New York
5	Webb, Albert Loomis.....	Texas
6	Ames, Kirk Delano.....	New Mexico
7	Marsh, Archie Bruce.....	New Mexico
8	Vorenberg, Harry.....	New Mexico
9	Middleton, Howard.....	Ohio
10	Haines, Ben S.....	New Mexico
11	Hughes, Vincent Bell.....	Texas
12	Hussey, Julius Gordon.....	Nevada
13	Sanborn, Clyde E.....	Iowa
14	Hunt, Ted.....	New Mexico
15	Wiley, Robert Mason.....	New Mexico
16	Exline, Albert Lobdell.....	Texas
17	Warder, George L.....	New Mexico
18	Warren, Harry M.....	Texas
19	Yearwood, Albert Boyce.....	Texas
20	Brossy, Louis Robert.....	Michigan
21	Charlesworth, Darwin.....	Arkansas
22	Vorenberg, Saul.....	New Mexico
23	Cleveland, George.....	Texas
24	Moore, Ernest Lloyd.....	New Mexico
25	Paine, William Miller, Jr.....	Texas
26	Crow, William Bryan.....	Texas
27	Huning, Adolph.....	California
28	Crockett, Dan.....	New Mexico
29	Johnson, Karl William.....	New Mexico
30	Lucas, Floyd F.....	Montana
31	Talbot, Igancio.....	New Mexico
32	Runyan, John F.....	New Mexico

33	Fitzhugh, Douglas King.....	New Mexico
34	Berlier, Lawrence White.....	California
35	Hopkins, George Dewey.....	New Mexico
36	Hull, John Robert.....	Michigan
37	Cowden, Ben L.....	Texas
38	Rolph, J. Norton.....	Illinois
39	Price, Walter H.....	California
40	Dulin, Kenneth Coates.....	California
41	Kitz, George Louis.....	Illinois
42	Propst, Maurice Edward.....	Louisiana
43	Thomas, Chester Hollister.....	Kansas
44	Robbins, Merton.....	Colorado

FIFTH CLASS

1	Klotz, Samuel Jacob.....	Pennsylvania
2	Elliott, Oliver Walker.....	Texas
3	Seligman, Otis Perry.....	New Mexico
4	Utley, Theodore Henry.....	New Mexico
5	Owens, Robert Francher.....	New Mexico
6	Camp, Joe Andrew.....	Oklahoma
7	Strickland, Lyman Dolan.....	New Mexico
8	Read, William H.....	Texas
9	Heberlein, Karl B.....	California
10	Ames, John Griffith.....	Illinois
11	Carwile, Edward Allen.....	California
12	Hale, Ira Donald.....	Colorado
13	Dunn, John Leonard.....	Texas
14	Tierney, Frank Martin.....	New Mexico
15	Novinger, Simon Edward.....	Arizona
16	White, Elza, Jr.....	New Mexico
17	Caviggio, Fred.....	New Mexico
18	Duson, William Herbert.....	Texas
19	Archuleta, Fidel A.....	Colorado
20	Curry, David H.....	Utah
21	Cowden, J. Eugene.....	Texas
22	Clark, Dan. L.....	New Mexico
23	Hedgcoxe, Weaver.....	New Mexico
24	Schauer, Joe John.....	New Mexico
25	Slaughter, George Morgan.....	New Mexico

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26	Hubbell, Lawrence Charles.....	New Mexico
27	Scallon, Gerald M.....	New Mexico
28	Brueggemann, Arno Lawrence.....	Colorado
29	Lohman, Elmer.....	New Mexico
30	McGrew, Robert L.....	Pennsylvania
31	Ward, Edwin Wilson.....	New Mexico
32	Carter, Eugene S.....	Iowa
33	Sears, Harold H.....	California
34	Thompson, Harold.....	Colorado

REGISTER OF CADETS, 1914-1915

FIRST CLASS

✓	Clayton, Cubia Varine.....	New Mexico	<i>✓ designator</i>
✓	Cohn, Harold F.....	New Mexico	<i>✓ designator</i>
✓	Crile, Herman Revere.....	New Mexico	
✓	Connolly, James Joseph.....	New Mexico	
✓	Connolly, John Boyle.....	New Mexico	
✓	Davis, Herbert Jonette.....	Georgia	
✓	Drew, Francis Leo.....	Oklahoma	
✓	Drew, Floyd Richard.....	Oklahoma	
✓	Duson, Curley Pharr.....	Texas	
✓	Hobart, Frederick Abel.....	Texas	
✓	Kraker, George Patton.....	New Mexico	
✓	Leeper, Carroll Kimball.....	Wyoming	
✓	Lomax, William Francis.....	New Mexico	
✓	Murray, William Stephen.....	New Mexico	
✓	Murphy, Dempster Ostrander.....	Missouri	
✓	Puckett, Jowell William.....	Texas	
✓	Preisler, Edward Hugo.....	Missouri	
✓	Rimassa, John McCain.....	Texas	
✓	Trigg, Hugh C.....	New Mexico	
✓	Vance, C. B., Jr.....	Mississippi	
✓	Vidal, Steven P.....	New Mexico	
✓	Walton, Joe Knode.....	New Mexico	
✓	Whitlow, Leo Gates.....	Oklahoma	

SECOND CLASS

✓	Ambrose, Kenneth Ellsworth.....	Oklahoma
✓	Carvalho, Louis.....	New Jersey

✓ Clark, George Andrew.....	Texas
✓ Courchesne, Charles Albert.....	Texas
✓ Cornish, Cabell.....	Oklahoma
✓ Crow, William Bryan.....	Texas
✓ Doss, James Valentine.....	Texas
✓ Dunlap, Richard Lafayette.....	California
✓ Gray, Samuel Frederick.....	New Mexico
✓ Gordon, Bart J.....	New Mexico
✓ Hill, Roy Clarence.....	New Mexico
✓ Letcher, Ranson.....	Utah
✓ Lillybeck, Fred.....	New Mexico
✓ Lusk, Joseph Samuel.....	New Mexico
✓ Montgomery, Roy Dillow.....	Texas
✓ Mueller, Ernest Schaab.....	Illinois
✓ Morris, Curtis Owen.....	New Mexico
✓ McKinney, Jack Coburn.....	Texas
✓ McKinney, John H., Jr.....	New Mexico
✓ Reed, George Shannon.....	Texas
✓ Reed, George William.....	Texas
✓ Robinson, John Graham.....	Texas
✓ Sample, William Dodge.....	California
✓ Smith, Russell Allan.....	New Mexico
✓ Stalnaker, Will Tatham.....	Illinois
✓ Thode, William Henry Bango.....	New Mexico
✓ Willson, George Ryce.....	Kansas

THIRD CLASS

✓ Ames, Kirk Delano.....	New Mexico
✓ Bartley, Reuel.....	New Mexico
✓ Berlier, Lawrence White.....	California
✓ Boellner, Arden.....	New Mexico
✓ Brossy, Louis Robert.....	Illinois
✓ Camp, Joe Andrew, Jr.....	Oklahoma
✓ Cleveland, George.....	Texas
✓ Exline, Albert Lobdell.....	Texas
✓ Fitzhugh, Douglas King.....	Texas
✓ Graham, Spencer R.....	New Mexico
✓ Haines, Benjamin Smith.....	New Mexico
✓ Harrington, John Patrick.....	Nevada

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✓Hughes, Vincent Bell.....	Texas
✓Hull, John Robert.....	Michigan
✓Huning, Adolph.....	California
✓Hunt, Ted.....	New Mexico
✓Hussey, Julius Gordon.....	Nevada
✓Johnson, Karl William.....	New Mexico
✓Marsh, Archie Bruce.....	New Mexico
✓Merchant, Lawrence Bluford.....	New Mexico
✓Middleton, W. H.....	Ohio
✓Moore, Ernest Lloyd.....	New Mexico
✓O'Brien, Roy Elsmere.....	New Mexico
✓Paine, Louis Burr.....	Texas
✓Paine, William Miller.....	Texas
✓Price, Walter H.....	California
✓Randles, Bertram.....	Ohio
✓Runyan, John F.....	New Mexico
✓Rolph, J. Norton.....	Michigan
✓Sanborn, Clyde E.....	Iowa
✓Talbot, Lee Ignacio.....	Texas
✓Vorenberg, Harry.....	New Mexico
✓Vorenberg, Saul.....	New Mexico
✓Warder, George Luther.....	New Mexico
✓Webb, Albert Loomis.....	Texas
✓Whitlow, Ralph.....	Oklahoma
✓Wilcox, Joe A.....	New Mexico
✓Wiley, Robert M.....	New Mexico
✓Yates, John Musgrave.....	Wyoming

FOURTH CLASS

✓Ames, John Griffith.....	Illinois
✓Archuleta, Fidel A.....	Colorado
✓Barnard, J. F.....	Nebraska
✓Boone, Reuben I.....	New Mexico
✓Bunting, H. D.....	New Mexico
✓Burnan, Scott Ara.....	New Mexico
✓Carwile, Edward Allen.....	California
✓Caviggio, Fred.....	New Mexico
✓Clark, Daniel Leslie.....	New Mexico
✓Covington, Edward B.....	California

✓Crockett, Dan.....	New Mexico
✓Culver, George A.....	New Mexico
✓Curry, David H.....	Nevada
✓Cowden, J. Eugene.....	Texas
✓Dunn, John L.....	Texas
✓Duson, William Herbert.....	Texas
✓Elliott, Oliver Walker.....	Texas
✓Glasco, Cleworth Emerson.....	Colorado
✓Graham, George A.....	New Mexico
✓Heberlein, Karl Bismarck.....	California
✓Hedgecoxe, Al. Weaver.....	New Mexico
✓Hubbell, Lawrence Charles.....	New Mexico
✓Klotz, Samuel Jacob.....	New Mexico
✓Leshner, George William.....	Michigan
✓Ligon, Robert Edwin.....	Texas
✓Lyle, Thomas Herndon.....	Tennessee
✓Novinger, Simon E.....	Arizona
✓Owens, Robert Francher.....	New Mexico
✓Pfungsten, Albert Thornton.....	New Mexico
✓Phillips, George Albert.....	Arizona
✓Rascoe, Ernest Albert.....	Arizona
✓Randolph, John Daniel.....	New Mexico
✓Richards, Thomas Shenod.....	Texas
✓Richards, W. L.....	Texas
✓Ricks, Lawrence Morris.....	Colorado
✓Roberts, Hubert L.....	Oklahoma
✓Sample, Rolfe Saunders.....	California
✓Seligman, Otis Perry.....	New Mexico
✓Schauer, Joe J.....	New Mexico
✓Shanks, George Howard.....	New Mexico
✓Smith, Sidney Lawrence.....	Illinois
✓Strickland, Lyman Dolan.....	New Mexico
✓Shipp, John Daymon.....	New Mexico
✓Slaughter, George Morgan.....	New Mexico
✓Tierney, Frank Mark.....	New Mexico
✓Warner, M. Mason.....	Illinois
✓White, Elza, Jr.....	New Mexico

NEW MEXICO MILITARY INSTITUTE

FIFTH CLASS

✓Blake, Harry D.....	Utah
✓Bunting, Will.....	New Mexico
✓Caldwell, Walter.....	New Mexico
✓Crawford, Fred.....	Texas
✓Delzell, Maurice Carlton.....	Colorado
✓Follett, Leslie Chase.....	Texas
✓Georgé, Franklin Cecil.....	California
✓Heacock, William O'Connor.....	New Mexico
✓Hicks, Grant Lewis Randolph.....	North Dakota
✓Hixenbaugh, John S.....	New Mexico
✓Johnson, Frank M.....	New Mexico
✓Kentera, Krsto L.....	Arizona
✓Kniskern, John Pollock.....	Illinois
✓Lindsey, Wm., Jr.....	California
✓Lippold, Ben Ayres.....	Texas
✓Mathers, George Benjamin.....	Texas
✓Mayne, Arthur.....	Arizona
✓McBride, Garvey George.....	Colorado
✓McGregor, Malcolm.....	Texas
✓Paltenghe, Garfield.....	New Mexico
✓Putney, Robert Earl.....	New Mexico
✓Prude, James William.....	New Mexico
✓Stahmann, Dean Frederick.....	Texas
✓Strickland, George Olan.....	New Mexico
✓Teutsch, Lyle E.....	New Mexico
✓Tuttle, Joslin Pratt.....	Texas
✓Updike, Furman H.....	Colorado
✓White, King.....	Ohio



HONORS IN SCHOLARSHIP

SESSION 1913-14

COLLEGIATE DEPARTMENT

First Honor and Scholarship

George Pat Kraker

Russell Allan Smith

Second Honor and Scholarship

Ralph Whitlow

The following is a list of those who have attained distinction in one or more studies; having an average of 90 or better in each subject:

FIRST CLASS

- A. D. Baker.....Chemistry and Geology
 S. B. Davis.....College Algebra and Analytic Geometry
 Jack Duson.....Surveying, Chemistry, Commercial Geography
 L. F. Garlington.....College Algebra and Analytic Geometry
 H. Goldenberg.....Chemistry, Commercial Geography, and Tactics
 J. L. Hanley,
 College Algebra, Analytic Geometry, Surveying, English, Spanish, Tactics
 E. R. Haslett,
 English, Spanish, Commercial Geography, French, Tactics, Bookkeeping
 A. E. Lusk...Surveying, College Algebra, Analytic Geometry, and Tactics
 H. Lutz.....College Algebra and Analytic Geometry
 J. S. Mills,
 College Algebra, Analytic Geometry, Surveying, Drawing, and Tactics
 T. M. McClure.....French and Tactics
 W. H. McKee.....French and Drawing
 O. S. Parrish.....Surveying
 P. C. Peterson.....Surveying, Spanish, Geology, and Tactics
 F. W. Townsend.....Surveying, Spanish, and Tactics
 C. E. Wiseley.....Drawing

SECOND CLASS

- G. C. Almon.....Algebra I
 H. F. Cohn.....Spanish and Tactics
 J. B. Connolly.....Tactics
 J. C. Connolly.....Spanish and Chemistry
 H. Crile.....Chemistry and Tactics

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H. J. Davis.....	Algebra I and Tactics
Drew, L. F.....	Solid Geometry, Trigonometry, Spanish, and Tactics
Drew, F. R.....	Drawing and Tactics
C. P. Duson.....	Tactics
R. C. Key.....	Spanish and Tactics
G. P. Kraker.....	Trigonometry, Physics, Chemistry, German, and Tactics
C. K. Leeper.....	Trigonometry, Spanish, Physics, History, and Tactics
D. O. Murphy.....	English, Physics, and Tactics
W. S. Murray.....	English, Spanish, History, Drawing, and Tactics
H. C. Trigg.....	English, Spanish, History, and Tactics
B. Vance.....	Tactics
J. K. Walton.....	Spanish and Tactics
L. G. Whitlow.....	Chemistry and Tactics

THIRD CLASS

E. B. Almon.....	English
E. E. Clark.....	English
C. A. Courchesne.....	Drawing
J. V. Doss.....	Plane Geometry, English, and French
E. R. Everett.....	Algebra II, Spanish, German
J. C. Hamilton.....	French
J. S. Lusk.....	Geometry, English, Spanish, General Science, and History
R. A. Smith.....	Geometry, Algebra II, English, Spanish, Physics, History
W. T. Stalnaker.....	Geometry, English, Spanish, and Chemistry
W. H. B. Thode.....	Spanish
D. Vance.....	Drawing
M. Webb.....	Drawing

FOURTH CLASS

K. D. Ames.....	Geometry, General Science, and History
L. R. Brossy.....	English
D. Charlesworth.....	Drawing
B. S. Haines.....	Geometry and Drawing
Ted Hunt.....	Spanish
J. G. Hussey.....	English and General Science
A. B. Marsh.....	Geometry, English, and General Science
H. Middleton.....	English, Spanish, General Science, and History
L. B. Paine.....	English, Spanish, General Science, and Latin
Wm. Schuette.....	General Science, and German

I. Talbot.....	Spanish
H. Vorenberg.....	Geometry and English
G. L. Warder.....	English
H. M. Warren.....	Drawing
A. L. Webb.....	English, Spanish, General Science, and History
R. Whitlow.....	English, Spanish, General Science and History
R. M. Wiley.....	English and History
J. M. Yates.....	Geometry, English, and General Science
A. B. Yearwood.....	Spanish

PREPARATORY DEPARTMENT

FIFTH CLASS

J. A. Camp.....	Algebra and Arithmetic
O. W. Elliott.....	Algebra and Arithmetic
K. B. Heberlein.....	Arithmetic, History, and Physiography
S. J. Klotz.....	English, History and Physiography
R. F. Owens.....	Arithmetic and Physiography
Otis Seligman.....	Arithmetic, English, and History
L. D. Strickland.....	Arithmetic
F. M. Tierney.....	Arithmetic
F. H. Utley.....	Algebra, Arithmetic, English, History, and Physiography

The following cadets have attained a general average of 90 or more in all studies for the session, and are distinguished by general average:

J. L. Hanley	E. R. Haslett	R. A. Smith
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The following cadets are declared distinguished by general average—rank as listed:

J. L. Hanley	C. K. Leeper	Otis Seligman
E. R. Haslett	W. S. Murray	F. H. Utley
J. V. Doss	W. T. Stalnaker	J. Duson
G. P. Kraker	S. J. Klotz	H. Goldenberg
R. A. Smith	H. Crile	F. W. Townsend
R. Whitlow	H. C. Trigg	C. E. Wiseley
D. O. Murphy	L. B. Paine	E. R. Everett
J. M. Yates	Wm. Schuette	K. D. Ames
A. E. Lusk	A. L. Webb	A. B. Marsh
P. C. Peterson	O. W. Elliott	H. Vorenberg
F. L. Drew		

HONORS IN DEPARTMENT

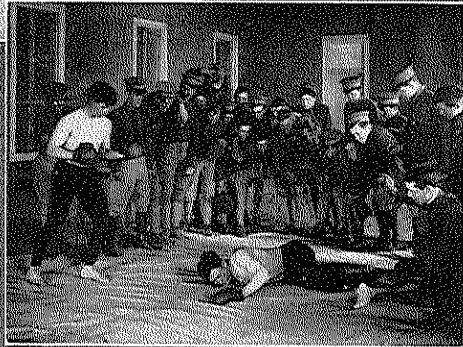
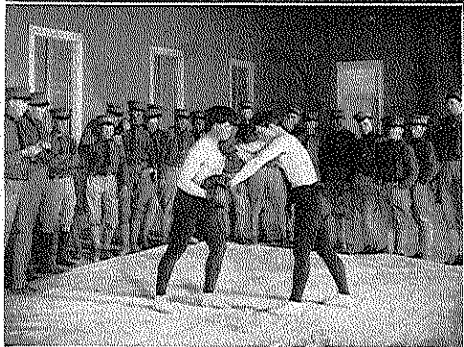
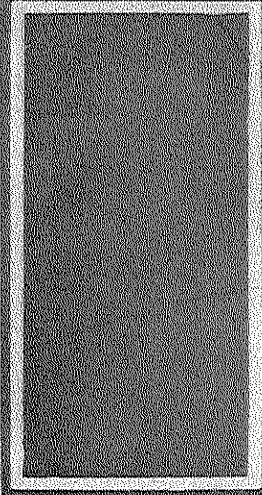
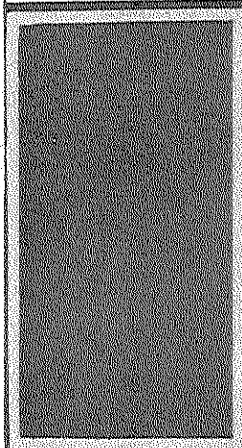
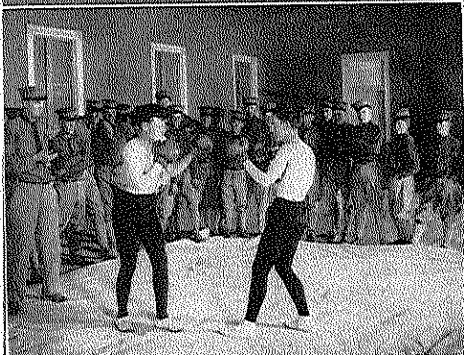
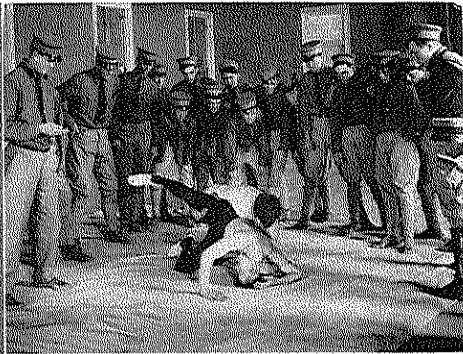
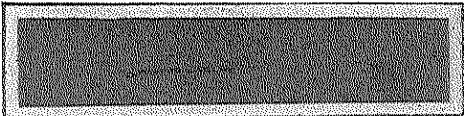
The following is a list of those who received no demerits for the session of 1913-14:

FIRST CLASS	SECOND CLASS	
A. D. Baker	H. Cohn	L. B. Paine
H. Goldenberg	J. C. Connolly	W. M. Paine
J. L. Hanley	G. P. Kraker	C. E. Sanborn
E. R. Everett	D. O. Murphy	W. Schuette
A. E. Lusk		R. Whitlow
O. S. Parrish	THIRD CLASS	J. M. Yates
P. C. Peterson	J. V. Doss	A. B. Yearwood
F. W. Townsend	D. Vance	FIFTH CLASS
C. E. Wiseley	FOURTH CLASS	O. W. Elliott
	A. L. Exline	S. J. Klotz
	J. G. Hussey	O. Seligman

GRADUATES OF THE NEW MEXICO MILITARY INSTITUTE

Names of graduates marked (*) were most distinguished in their respective classes. Names of graduates who are deceased are printed in italics.

NAME AND STATE	DATE OF GRADUATION	REMARKS
*Lloyd T. Buell, N. M.	1902	Mining Engineer, New York
Earl Patterson, N. M.	1902	Reclamation Engineer, Selden, N. M.
Geo. W. Read, N. M.	1902	Capt. Philippine Constabulary, Rtd.
E. R. Bowie, N. M.	1903	Mining Engineer, Bowie, Colo.
Fritz Brueggemann, N. M.	1903	Asst. Prof. N. M. M. I., Com. Mer.
*B. M. Thomas, N. M.	1903	Forestry Service, Law Student
B. H. Totzek, N. M.	1903	Publisher, San Francisco
L. M. Brownell, Minn.	1904	Asst. Prof. N. M. M. I., For. Ser.
J. W. Chaves, N. M.	1904	State Legislator, Wool Com. Bus.
F. R. Crandall, N. M.	1904	Traveling Salesman, Phoenix, Ariz.
*H. H. Howell, N. M.	1904	Civil Engineer, California
D. E. Pruitt, N. M.	1904	Real Estate Bus., San Diego, Cal.
A. A. Ririe, N. M.	1904	Civil Engineer, Government Service
R. N. Smith, Mo.	1904	Lumber Business, Long Beach, Cal.



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*T. H. Wren, Ark.	1904	Lawyer; County Judge, Oklahoma
O. E. Brownell, Minn.	1905	Asst. City Engineer, Duluth, Minn.
*R. H. Crews, N. M.	1905	Lawyer, Albuquerque, N. M.
*C. E. Kunz, N. M.	1905	Asst. Prof. N. M. M. I., Coal Bus.
H. M. Dow, N. M.	1905	Lawyer, Roswell, N. M.
S. R. Smith, Mo.	1905	Lumber Bus., Long Beach, Cal.
M. B. Paden, N. M.	1905	Railroad Business, Rock Island
H. M. Shaw, N. M.	1905	Electrical Engineer
L. E. Morse, N. M.	1905	First Lieut., Philippine Constabulary
J. A. Young, N. M.	1905	Lawyer; Member Legislature, N. M.
C. R. Dwire, N. M.	1905	U. S. Forestry Service, N. M.
E. A. Lohman, N. M.	1905	Com'd't N. M. M. I., Lieut. U. S. A.
W. Bell, N. M.	1905	Merchant, Trinidad, Colo.
*R. H. Ludlum, N. M.	1906	Asst. Bank Cashier, Raton, N. M.
*N. Weltmer, N. M.	1906	Mining Engineer, Miami, Ariz.
S. J. North, N. M.	1906	Lawyer, San Diego, Cal.
R. L. Smith, N. M.	1906	Farmer, Bakersfield, Cal.
C. E. Render, N. M.	1906	Oil Business, Tulsa, Okla.
B. S. Marcus, N. M.	1906	Advertising Business, Denver, Colo.
E. L. Head, N. M.	1906	Supt. of Mines, Arizona
W. M. Belt, Texas	1907	Electrical Engineer, Los Angeles
J. E. Doyle, Texas	1907	U. S. Reclamation Service, Engineer
W. Coppinger, Texas	1907	Stockman, Carlsbad, Tex.
N. A. Gammon, N. M.	1907	Merchant
*R. C. Garrett, N. M.	1907	First Lieut. U. S. Coast Artillery
J. M. Harland, N. M.	1907	Contractor, Albuquerque, N. M.
D. W. Hamilton, N. M.	1907	Grad. U. S. N. A., Ensign U. S. N.
A. D. Kennard, Texas	1907	Graduate U. of T.; died 1913
*A. C. Miller, Ohio	1907	Died 1909
Jaffa Miller, N. M.	1907	Sheep Raiser
H. L. Pollard, N. M.	1907	Merchant and Ranchman, N. M.
J. A. Stewart, N. M.	1907	Mercantile Business, Las Vegas
J. Taliaferrio, N. M.	1907	Ranchman, Arizona
H. L. Heil, Texas	1907	Insurance Business, California
*L. E. Armijo, N. M.	1908	Lawyer, Cap. N. M. N. G.
N. T. Armijo, N. M.	1908	Capitalist, Albuquerque, N. M.
H. H. Cake, Ariz.	1908	Contractor, Los Angeles, Cal.
H. B. Cooley, N. M.	1908	Banking Business, Roswell, N. M.

R. B. Crowell, Okla.	1908	Grain Business, Oklahoma
O. B. Freeman, Texas	1908	Lawyer, Dallas, Texas
G. H. Frost, N. M.	1908	Lieut., N. M. N. G., Railroad Bus.
J. L. Hill, N. M.	1908	Oil Business, Clayton, N. M.
J. L. Hubbell, N. M.	1908	Sheep Rancher, N. M.
J. J. Lee, Texas	1908	Stock Business, N. M.
E. J. Montoya, N. M.	1908	Deputy County Treas., Sheep Bus.
<i>M. G. Paden</i> , N. M.	1908	Physician; died 1913
*W. Parsons, N. M.	1908	Assistant County Clerk
*W. B. Dunn, Texas	1909	Banker, Ranchman, Mobeetic, Texas
W. A. Gilmore, Texas	1909	Gen'l Mgr., Cot. O. Co., Kerens, Tex.
W. B. Lewis, N. M.	1909	Civil Engineer, California
J. G. Lucas, N. M.	1909	Ranchman
J. F. McMurray, Okla.	1909	Insurance Bus., Okla. City, Okla.
E. L. Overholser, Mo.	1909	Fellowship Student, U. of Mo.
H. E. Robertson, N. M.	1909	Mechanical Engineer, Texas
M. P. Scanlon, N. M.	1909	Railroad Business, A. T. & S. F.
T. R. Stains, N. M.	1909	Ast. Prf. N.M.M.I., Law St., U. of C.
G. R. Wells, Texas	1909	Physician, Los Angeles, Cal.
R. C. Dow, N. M.	1909	Lawyer, Member Legislature, N. M.
*G. O. McCrohan, Jr., Texas	1909	Lawyer, Shamrock, Texas
T. S. Sutherland, N. M.	1909	Gov. Indian Ser., Mescalara, N. M.
C. A. Rowley, Ariz.	1909	Mining Engineer, Gila Bend, Ariz.
R. B. Baldock, Colo.	1910	Mining Engineer, Colo.
*E. P. Coleman, Miss.	1910	Cotton Com. Business, Mississippi
E. A. Dunn, Texas	1910	Hardware Business, Mobeetic, Texas
S. W. Hill, N. M.	1910	Ranchman, New Mexico
J. E. Matchin, N. M.	1910	Merchant, Indian Service
John C. Rowley, Jr., Ariz. . .	1910	Railroad Business, Southern Pacific
W. F. Woodruff, N. M.	1910	Law Student, University of Ala.
P. R. Bird, N. M.	1910	Land Business, Denton, Texas
M. S. Clancy, N. M.	1910	Government Service, Santa Fé, N. M.
Gordon Fowler, Ariz.	1910	Mining Business, Morenci, Ariz.
H. E. Kilbourn, Texas	1910	Real Estate Business, El Paso, Tex.
Guy Mayes, N. M.	1910	Coal and Grain Business, Roswell
W. G. Walz, Jr., Texas	1910	Merchant, El Paso, Tex.
Fritz Muller, Jr., N. M.	1910	Dentist, Kansas
W. P. Allen, Okla.	1910	Banker, McAlester, Okla

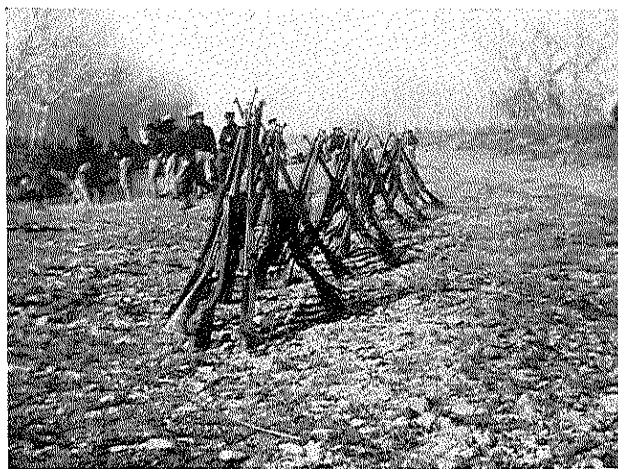
NEW MEXICO MILITARY INSTITUTE

*T. A. Stancliff, N. M.	1910	Oil and Land Business, N. M.
*C. A. Coleman, Miss.	1911	Lawyer
*J. W. Chisum, N. M.	1911	Automobile Business
O. W. Chisum, N. M.	1911	Electric Light Business
E. N. Conway, N. M.	1911	Dairy Business, Rex, Ore.
B. R. Thomas, Texas.	1911	Electrical Engineer
R. A. Murray, Cal.	1911	University of California, Banker
G. C. Garrett, N. M.	1911	Sheep Rancher, New Mexico
H. C. McDonald, Pa.	1911	Iron Business, Pittsburgh
M. L. Shadboldt, N. Y.	1911	Newspaper Business
S. B. Colquitt, Texas.	1911	Second Lieut. 23d Inf., U. S. A.
L. V. Gallegos, N. M.	1911	Teacher, New Mexico
M. P. Short, Miss.	1911	Second Lieut. 22d Inf., U. S. A.
P. W. Riggins, Cal.	1911	Riggins Investment Co., Waco, Tex.
J. E. Bunting, N. M.	1911	Sheep Rancher
R. T. Miller, N. M.	1911	Sheep Rancher, Pocatello, Idaho
H. A. Martin, N. M.	1911	Student, University of Michigan
R. C. Gise, N. M.	1911	Mercantile Business, Omaha
W. T. Morton, Cal.	1911	Investment Business, California
E. A. Roberts, N. M.	1911	Automobile Business
J. K. Creamer, N. M.	1912	Lieutenant, Philippine Constabulary
J. C. Knollin, Ill.	1912	Student, University of Wisconsin
H. T. Merrill, Texas.	1912	Lieutenant, Philippine Constabulary
*J. J. McCollister, Texas.	1912	Lieutenant, Philippine Constabulary
Tom McMurray, Okla.	1912	Coal Business, Oklahoma
M. O. Otero, N. M.	1912	Law Student, W. & L. U.
J. P. Pryor, Cal.	1912	Banker, El Paso, Tex.
Theo. Roybal, N. M.	1912	Merchant
H. P. Saunders, Jr., N. M.	1912	Student, U. of C., Asst. Prof. N. M. M. D.
*J. F. Scanlon, N. M.	1912	Railroad Business, A. T. & S. F.
David Thompson, N. M.	1912	Mercantile Business, Dawson, N. M.
C. J. Wagner, Jr., N. M.	1912	Contractor, Memphis, Tenn.
C. M. Yater, Jr., N. M.	1912	Land Business
A. L. Bergere, N. M.	1913	Student, Columbia University
J. L. Brault, N. M.	1913	Merchant, Albuquerque, N. M.
*E. T. Carothers, Texas	1913	Banker, Texas
G. V. Clayton, N. M.	1913	Assistant Professor, N. M. M. I.
T. C. Closson, N. M.	1913	Automobile Business

E. L. Cooper, Texas	1913	Lumber Business
*Marshall Crutcher, N. M. . .	1913	Civil Engineer, Oregon
R. D. Daugherty, N. M. . . .	1913	Merchant
S. S. Dickson, N. M.	1913	Banking Business
H. H. Edler, Mo.	1913	Sergeant, Colorado N. G.
T. O. Edwards, Cal.	1913	Student, University of California
J. S. Harrison, Texas	1913	Stock Raiser
Quayle Howell, Colo.	1913	Merchant
W. R. Jennings, N. M.	1913	Student, W. & L. U.
C. W. Johnson, Jr. Texas . . .	1913	Life Insurance Business
O. L. Jones, N. M.	1913	Merchant
A. C. Kinsley, Colo.	1913	Stud., S. of Mines; Sgt., Colo. N. G.
A. J. Luna, N. M.	1913	Law Student, W. & L. U.
C. H. Parker, Mich.	1913	Asst. Prof., N. M. M. I.
W. H. W. Reinburg, N. M. . .	1913	Cadet, U. S. M. A.
W. Remsberg, N. M.	1913	Merchant
J. R. Smith, Minn.	1913	Student, University of Minnesota
R. L. P. Smith, Minn.	1913	Student, University of Minnesota
C. P. Stevens, N. M.	1913	Government Surveyor
C. A. Stewart, N. M.	1913	Stockman
F. J. Voorhees, N. M.	1913	Justice of the Peace
A. P. Baker, Illinois	1914	University Student
J. P. Church, N. M.	1914	Assistant Civil Engineer
D. C. Cooper, Texas	1914	Banker
S. B. Davis, Texas	1914	University Student
H. E. DePuy, Michigan	1914	University Student
W. W. Duson, Jr., Texas . . .	1914	University Student
G. G. Edgerton, Minnesota . .	1914	University Student
L. F. Garlington, N. M. . . .	1914	Stockman
Henry Goldenburg, N. M. . .	1914	Merchant
C. A. Grimes, Texas	1914	Reclamation Service
*J. L. Hanley, N. M.	1914	University Student
*E. R. Haslett, Missouri	1914	University Student
R. B. Hersey, Colorado	1914	University Student
R. R. Hinkle, N. M.	1914	University Student
*A. E. Lusk, N. M.	1914	University Student
H. C. Lutz, N. M.	1914	Stockman
J. S. Mills, Wisconsin	1914	University Student

NEW MEXICO MILITARY INSTITUTE

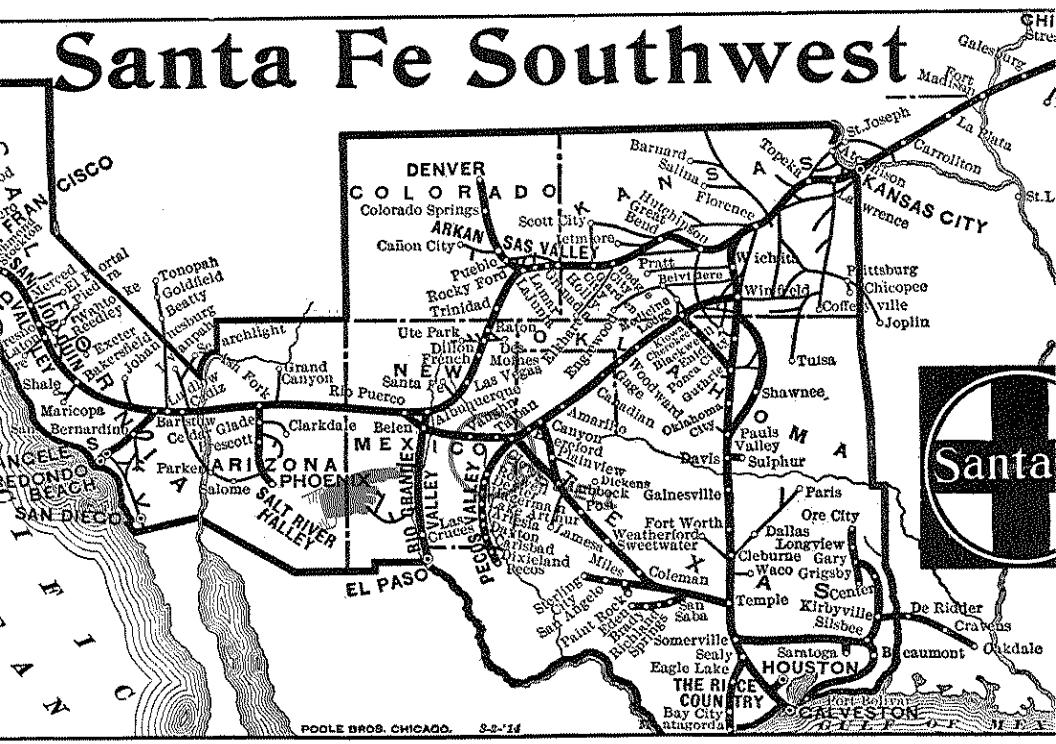
Tom Mero McClure, N. M. .	1914	Surveyor
W. H. McKee, N. M.	1914	University Student
*O. S. Parrish, N. M.	1914	Railroad Business
*P. C. Peterson, N. M.	1914	University Student
*F. W. Townsend, N. M.	1914	Surveyor
C. E. Wiseley, N. M.	1914	Ranchman



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J. BRINKER.

Assistant General Passenger Agent

AMARILLO, TEXAS

WHY

The New Mexico Military Institute is Great—

AN UNSOLICITED INTERVIEW PUBLISHED IN THE ROSWELL MORNING NEWS, DECEMBER 17, 1912.

Mr. A. R. Hamilton, a large coal operator and capitalist of Pittsburgh, Pa., who has been here the past two weeks, visiting his brothers, W. G. and J. C. Hamilton, and his son James, who is a cadet at the New Mexico Military Institute, has nothing but good words for this school.

"In my opinion the New Mexico Military Institute embraces practically all the attributes of an ideal preparatory school, with the one exception of a liberal endowment which it richly deserves, and which I hope will soon come into its possession through the medium of gifts from appreciative individuals and appropriations from a loyal and liberal legislature," said the visitor yesterday.

"I feel I am reasonably competent to pass an opinion on the school after having made an inspection of its facilities for the past two weeks.

"As president of the General Alumni Association of the University of Pittsburgh, chairman of the Athletic committee, and chairman of the Student Employment Bureau, I have kept in close touch in recent years not only with our own student body of twenty-seven hundred, but with the leading preparatory schools of Pennsylvania and other leading eastern states. After looking the latter over carefully I chose the New Mexico Military Institute for my boy because I believed it comprised all the merit of the best eastern schools in its academic and military training, but in addition, and to me the deciding factor, it offered climatic advantage not obtainable in other schools of equal rank in the entire United States.

"The one great advance made in the theory of education in the present generation is the sane value educators are beginning to place upon physical development, maintenance, and control. Compared to twenty years ago, less stress in proportion is laid upon the purely mental side of instruction. Educators have learned the great lesson of the relationship between physical exercise and bodily health and the equally important relationship between bodily health and mental efficiency. They aim to give the boy of to-day by orderly, regular exercise and organized games the stimulation to thrive and grow and keep himself in hand, which his ancestor learned as an urchin in the woods when he roamed foot-loose as an Indian and could run like a hare, climb

like a monkey, dig like a beaver and swim like a duck, and I may add, which furnished him with a constitution to achieve, as a man, the gruelling task of pioneering.

"While it is apparent to all of us that our ancestors needed along with their steadfast purposes and brave hearts, rugged health to withstand the shock of the struggle, we have come to learn that although the environment has changed, the same measure of health is as necessary to-day if the man who plans to do is to withstand the frightful stress of the mental concentration which we put into our daily tasks.

"As a boy must work to develop physically and be healthy, and as he has not the same broad facilities for taking outdoor exercises as did his prototype of fifty years ago, his only hope for this phase of his education lies in the department of physical training in the school; and of all schools, the military type, experts agree, is the best, because it embraces physical training as part of the daily routine and adds it as part of the great sum total of its cardinal virtues, obedience, promptness, regular hours and mental and physical control. It is not a thing apart—no mere incident. It balances upon a plane of equality with any other part of the course.

"The New Mexico Military Institute excels because it can give its cadets all that the best eastern military schools embrace in all the above points, and then goes them all one better when it offers its daily physical work through the entire winter, outdoors in fresh, rare air and glorious sunshine. Outdoors, there is the keynote. No work indoors, no matter how regular or how intelligently directed, can compare with it.

"In addition the institute is well managed by a firm, level-headed, even tempered, broad-minded, cultured gentleman who knows boys, and who can enforce strict discipline without harshness, and who would rather get results by inspiring a sense of honor than to compel by punishment. His hands are held up in his task by a corps of cordial, earnest, well equipped instructors and aides.

"After looking it all over, I am disposed to say that the school is a corker, and I am glad my boy has been fortunate enough to enroll in it."