

Ed. by the author

**NEW MEXICO
MILITARY
INSTITUTE**

ROSWELL, NEW MEXICO

NEW MEXICO MILITARY INSTITUTE
ROSWELL, NEW MEXICO

Record of
Forty-ninth Year
1941-1942

Announcements
for
1942-1943

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Calendar

Academic Year, 1942-43

1942

September 2 New cadets admitted
September 7 Old cadets return
November 26 (Homecoming Day) Thanksgiving
December 18, 3:00 P. M. Christmas vacation

1943

January 4 Regular duties resumed
May 29-May 31 Commencement

Academic Year, 1943-44

1943

September 1 New cadets admitted
September 6 Old cadets return
November 25 (Homecoming Day) Thanksgiving
December 17, 3:00 P. M. Christmas vacation

1944

January 3 Regular duties resumed
May 27-May 30 Commencement

Advantages

New Mexico Military Institute is a military boarding school, owned and controlled by the State of New Mexico. The institution has for its fundamental purpose the preparation of its students for manhood. Its chief aims, therefore, are the symmetrical development of mind and body, the formation of character, and the cultivation of sound principles of truth and honor. These aims are sought through a three-fold program, a combination of academic, military and physical training, within the framework of the military regime. Most boys have an inherent interest in one of these types of activities. Through this combination program it is possible to foster a well-rounded development; also to use the natural interest in one phase to stimulate effort in the other types of activities.

Academic

The academic work covers a period of five years, three of high school and two of college. Students are accepted for enrolment in either division. Classes are divided for academic purposes into small sections. In this way, each student receives individual attention, and his work can be carefully supervised and graded.

ENROLLMENT

Cadets are enrolled from all parts of the United States, and the association with boys and young men from a different section of the country is a valuable part of the training.

In the High School division, boys are accepted for the Fifth, or Fourth classes. New students are not accepted for the Third class, the senior year of High School. Beginning with 1941-42, nine of the sixteen units required for graduation must have been completed in residence. Upon completion of the requirements of the high school division, a certificate of graduation is awarded. These young men are then eligible for admission to the Junior College division. Some sixty per cent of the students who complete the high school course enter the junior college division, complete the junior college course, and thereby become graduates of New Mexico Military Institute.

In the Junior College division, new cadets are accepted only for the Second Class, the freshman year of college. After a minimum of two years of attendance, young men who complete the requirements become graduates of New Mexico Military Institute.

Studies that lead to entrance to colleges and universities form the basis of the high school program. The offering in the junior college includes liberal arts and science courses for young men who intend to continue their education beyond the junior college, and a commerce course for those who wish to enter business upon graduation from New Mexico Military Institute.

COUNSELORS

Each new cadet is assigned a faculty counselor. The counselor is a member of the teaching staff in the boy's division, the high school or the junior college, and may be one of his teachers. This counselor interests himself in the cadet's grades, activities and general welfare, and helps him to adjust himself to the school life. If requested, the counselor will communicate with the parents and assist in carrying out their wishes regarding the young man's development and progress.

GRADUATION AND RECOGNITION

Both the high school and junior college divisions of New Mexico Military Institute are accredited by the North Central Association of Colleges and Secondary Schools. Graduates of each division are admitted upon certificate to practically all colleges and universities that admit students without examination; junior college graduates receive advanced standing at the leading colleges and universities. Eighty-eight per cent of the cadets who complete the high school course continue their education, either in the junior college of New Mexico Military Institute or some senior college or university. Of the graduates of New Mexico Military Institute, sixty-eight per cent enter a senior college or university. Institute alumni are enrolled in some one hundred colleges and universities located in thirty-five states. Further indication of the quality of Institute training is evidenced by the number who complete the university course and are granted degrees. New Mexico Military Institute keeps an accurate record of the quality of the advanced work done in other institutions by its former students, and is able to give prospective patrons specific information in regard to the records its alumni have made at particular institutions where they may contemplate enrolling their sons.

Military

Upon the basis of annual inspection by a Board of Army Officers, the Institute has since 1909 been designated by the War Department as one of the "Distinguished" or "Honor" military schools of the United States. This recognition and designation make it possible for certain graduates of New Mexico Military Institute to enter the United States Military Academy at West Point, New York, with no examination except the physical.

By means of the military system, respect for proper authority, regard for the rights and privileges of others, self-control, and qualities of leadership are developed. This training has enabled graduates of New Mexico Military Institute to serve their country effectively in time of need, and made it possible for a limited number to follow a military career. However, the main purpose of the training at New Mexico Military Institute is to prepare its graduates for successful living. The small percentage of graduates who have chosen military

careers have found their Institute training of great value, but this is no less true of the majority of the graduates who continue their education in the various colleges and universities of the country, or go directly into business upon graduation.

MILITARY SYSTEM

An enforced regularity in the hours appointed for exercise, meals, and sleep promotes physical health and muscular development, and creates habits of promptitude, order and discipline. The daily physical training gives a manly, erect and soldierly carriage. The military system is essentially democratic; all external distinctions being removed, each cadet is thrown upon his individual responsibility, and the virtues of self-reliance and force of character are inculcated in him.

Through the military duties, the cadets are self-governing to an exceptional degree. The discipline and school activities are administered by the cadets themselves, under the direction of the officers of the Institute. Each boy starts as a New Cadet, with equality of opportunity: the same privileges and responsibilities. His opportunities for accomplishment and reward are limited only by his ability and effort.

RESERVE OFFICERS' TRAINING CORPS

The school maintains under War Department regulations a Senior unit in the Cavalry branch of the Reserve Officers' Training Corps. The senior officer of the United States Army detailed by the War Department holds the office of Professor of Military Science and Tactics, and supervises the military training. The government provides the Institute with horses and complete equipment for all military work. Upon completion of the R.O.T.C. course and graduation from New Mexico Military Institute, cadets who meet the government requirements are entitled to commissions as Second Lieutenants in the Officers' Reserve Corps, United States Army. In recent months, many of these officers have been called to active duty. There are now more Institute men serving their country in the armed forces than there are alumni enrolled in colleges and universities.

The R.O.T.C. course covers a period of four years, and is divided into two parts—the Basic and the Advanced. Each course covers a period of two years. The Basic course is the same as that given in the freshman and sophomore years at a university, and is required. The work of the Advanced course is the same as that of the junior and senior years at universities maintaining R.O.T.C. units of Cavalry. Admission to the advanced course is limited to cadets who have made sufficiently good records to be recommended for further training by the Professor of Military Science and Tactics, and by the Superintendent.

No previous military training is required for admission either to the Institute or the R.O.T.C. course, and young men without such

training are not handicapped in any way. The few entering students who have had previous military training are in exactly the same category as young men without previous training, so far as the general military features of the Institute are concerned. Equitation is a part of the Cavalry R.O.T.C. course, and privilege riding is also enjoyed at the Institute. There is no extra charge for this instruction and privilege.

The military work is divided into two parts, the theoretical and the practical. All cadets receive the practical training and all those eligible the theoretical R.O.T.C. training. The theory learned in the classroom two days a week is applied on the drill field daily. Therefore, boys of a practical type often find their major interest and do their best work in the military department. Where this interest can be developed, it often acts as a spur to application and increased effort in the academic department: for maintenance of academic standards is prerequisite to promotion in the corps of cadets.

Physical

The school is situated on a mesa overlooking the town of Roswell, in the beautiful Pecos Valley. The location is particularly desirable because of the excellence of the environment and the healthfulness of the climate. The altitude is 3,700 feet above sea level; ordinarily, there are but few cloudy days during the winter months, and little rain or snow during the school session. Outdoor drills and athletic sports are enjoyed throughout the winter. The air is pure, cool and invigorating.

Roswell is located in the choicest section of the Southwest. It is a pleasant, residential town; the adjoining country is rich in shade trees and farms. On either side of the valley stretch wide mesas of characteristic Southwestern beauty. The water is supplied from great artesian wells which, flowing from a depth of four hundred feet or more, are free from surface contamination.

Promotion of sound physical development is brought about through a combination of military, physical and athletic training. In addition to the daily drills, all cadets take part in systematic physical exercises and the athletic sports of their choice, all of which are required. Furthermore, there is a definite time for all activities. The daily schedule is so arranged that extra-curricular activities do not interfere with the required academic, military and physical program.

The marked and continuous physical gains made by the cadets may well be ascribed to the favorableness of the climate and environment, the regularity of the regime, the supervised physical activities, and the excellence of the quality of the food, as well as the abundance of the quantity provided.

Objectives and Policies

The system of education at New Mexico Military Institute has been tested by forty-four years of experience with more than six thousand young men, and is based on the following principles which govern the objectives and policies of the institution:

GOVERNING PRINCIPLES

A young man's principal business is to prepare himself for useful manhood. The best method of preparation for his place in the world, whatever that may be, is to learn to do well his present job: that of developing himself to the best of his ability mentally, morally and physically. Since the adolescent years are particularly significant in this development, the course of instruction includes the last three years of high school and the two junior college years.

In learning to solve the problems that arise in school experiences based on this three-fold development he will be gaining experience that will help him to solve the problems that will be his in the future. This experience in solving problems is more valuable both for present needs and future use when it is gained under the guidance of mature persons who have a genuine personal interest in young people, and who have time and opportunity to know them, both individually and in their relations with their fellows.

Development of the intellect alone is not enough to make either an educated or a useful person. Training in personal and mental orderliness is necessary if one is to learn to live an ordered daily life and to develop the self-discipline necessary for satisfying and successful living.

These aims can best be accomplished in a military boarding school, where there is freedom from distractions, and where young men have the opportunity to develop along with others of their own sex who mature at somewhat the same rate. Also, where they have the opportunity to experience the satisfaction that comes from work well done, the reward that follows accomplishment, and the just punishment that follows lack of effort or conformity to proper standards and rules. In short, the maximum development is secured in an environment where cause and effect, reward and punishment, success and failure, are an integral part of the daily life, and are expressed in terms that are known, just, and real; with goals that are both attainable and worth the effort from a young man's point of view.

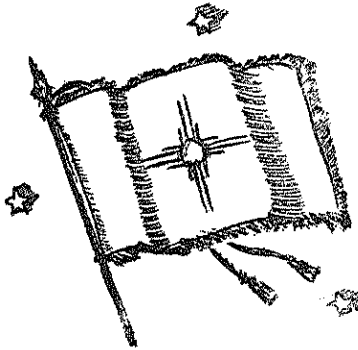
IMMEDIATE OBJECT

The Institute's immediate objective is to furnish young men of high school and junior college age with thorough academic and military training. The school is maintained with the least possible

expense to the individual. There are but few extra charges of any kind to be paid by the cadet. Uniforms and books are furnished by the school at a reasonable price. The clothing purchased is of excellent quality. The most expensive item is the tailored dress uniform, which with care is frequently serviceable for two years. The mackinaw is suitable for civilian use, as are also the uniform trousers.

RELIGIOUS TRAINING

New Mexico Military Institute is owned and controlled by the State of New Mexico. The Institute authorities make every effort to safeguard the moral welfare of the students and to encourage in them the development of the highest ideals of manhood. Each Sunday afternoon the chaplain conducts services in the Institute auditorium which all cadets attend. Upon request of parents, cadets may also attend Sunday morning services at the Roswell churches.





Board of Regents

EX-OFFICIO

HIS EXCELLENCY, THE HONORABLE JOHN E. MILES
Governor of New Mexico

GRACE J. CORRIGAN
State Superintendent of Public Instruction

APPOINTED BY THE GOVERNOR

H. M. Dow

J. C. COMPTON

R. R. HINKLE

MANUEL B. OTERO

ROBERT E. DAUGHTRY

J. C. Compton

OFFICERS OF THE BOARD

H. M. Dow, *President*

R. R. HINKLE, *Secretary-Treasurer*

J. C. COMPTON, *Vice President*

Officers of Administration and Instruction 1941-1942

Administrative Officers

COLONEL D. CECIL PEARSON
Superintendent

LIEUTENANT COLONEL EWING L. LUSK
Principal of the High School

LIEUTENANT COLONEL GEORGE BARRY DUFFIELD
Dean of the Junior College

LIEUTENANT COLONEL ERNEST G. CULLUM
Professor of Military Science and Tactics

LIEUTENANT COLONEL HARWOOD P. SAUNDERS, JR.
Commandant of Cadets

MAJOR GEORGE L. ERWIN
Executive Officer

MISS MODENE D. BATES
Registrar

Academic Staff

LIEUTENANT COLONEL EWING L. LUSK, B.S., M.A.
University of Missouri, University of Colorado
Principal of the High School

LIEUTENANT COLONEL GEORGE BARRY DUFFIELD, A.B., A.M.
Princeton University
Dean of the Junior College

MISS MODENE D. BATES, B.S.
Simmons College
Registrar

MAJOR JOHN McCLURE, A.B., M.S.
Washington and Lee University, University of Chicago
Chemistry

MISS M. MARGARET DECKER, B.A., M.A.
University of Wisconsin
Spanish

Academic Staff

(Continued)

1941-1942

MAJOR MAURICE G. FULTON, Ph.B., M.A.

University of Mississippi
English

MAJOR THOMAS M. KLECKNER, A.B., M.A.

Stanford University
Economics and Public Speaking

MAJOR JAMES R. KELLY, A.B., M.A.

University of North Dakota, University of Chicago
History

MAJOR LEONARD B. PLUMMER, A.B., M.A.*

Southwestern University, University of Texas
German

MAJOR JOHN EARL SMITH, A.B., A.M., Ph.D.

University of Wisconsin, Indiana University
Physics

CAPTAIN TEMPLE V. PRICE, B.S.

Knox College
History

CAPTAIN CHARLES F. WARD, B.A., M.A.

University of Texas
History

CAPTAIN HARRY D. BLAKE, B.S.

New Mexico College of Agriculture and Mechanic Arts
Biology

CAPTAIN PATRICK GRATTON, A.B., M.A.

Western State College of Colorado, University of Colorado
English

CAPTAIN RALPH D. MORRISON, B.A., M.A.

Washington and Lee University
Chemistry

CAPTAIN L. THOMPSON GODFREY, B.A., M.A.

Louisiana State University
Economics and Government

CAPTAIN JOHN C. KOST, JR., A.B., M.A.

Knox College, University of Chicago
Latin

*December 1, 1940—Called to active duty with the U. S. Army.

Academic Staff

(Continued)

1941-1942

CAPTAIN DWIGHT H. H. STARR, A.B., M.A. ✓
North Texas State Teachers College, Columbia University
English

CAPTAIN CLARK E. STORM, B.S. A.M. ✓
University of Illinois, University of Missouri
Mechanical Drawing

CAPTAIN VERNON KNAPP, B.A., M.S. ✓
University of Colorado
Geology

CAPTAIN G. MERTON SAYRE, A.B., M.A.
Milton College, University of Wisconsin
French

CAPTAIN J. BRYAN ELLIS, B.S., M.S. ✓
University of Michigan
Physics

CAPTAIN ALFRED N. CARTER, B.A., B.J., M.A. ✓
University of Texas
English

CAPTAIN CHARLES S. WHITNEY, JR., B.A., M.S. ✓
University of Oklahoma
Mathematics

CAPTAIN ARTHUR G. ELLINGSON, B.A., M.A. ✓
St. Olaf College, University of Wisconsin
French

CAPTAIN CORYTON M. WOODBURY, B.S., C.E.*
Virginia Military Institute
Mathematics

CAPTAIN HOWARD H. ALDEN, B.S., M.A., Ph.D. ✓
Carnegie Institute of Technology, Ohio State University
Mathematics

CAPTAIN VESTER MONTGOMERY, B.S., M.A.
University of Oklahoma
English

MRS. MARJORIE L. ALDEN, A.B., M.A., Ph.D. ✓
Miami University, Ohio State University
Mathematics

*December 15, 1940—Called to active duty with the U. S. Army.

Academic Staff

(Continued)

1941-1942

CAPTAIN CHARLES F. PURDY, B.S.

University of Colorado
Chemistry

CAPTAIN HAROLD T. KELLY, B.S., M.A.

University of North Dakota
Psychology

CAPTAIN HARRY E. WHITE, B.A., M.A.

North Texas State Teachers College, Universidad Nacional de Mexico
Spanish

CAPTAIN L. JAMES ANDERSON, B.S.

University of Colorado
Commerce

CAPTAIN FRANK T. RICE, B.A.

University of New Mexico
Graduate Student, 1936-37, Cornell University
English

CAPTAIN WILLIAM C. ROUDEBUSH, A.B., Ph.D.

Miami University, University of Cincinnati
Mathematics

CAPTAIN PAXTON P. PRICE, B.S. in Library Science

George Peabody College
First Assistant Librarian

CAPTAIN C. NED VAUGHAN, B.A.

Cumberland University
Economics and Government

CAPTAIN WILLIAM L. WALKER, B.S.

Warrensburg State Teachers College of Missouri
Mathematics

CAPTAIN RICHARD L. WHITE, A.B.

Knox College
Assistant in Chemistry

CAPTAIN JOHN E. DEAN, A.B.

Emory and Henry College
Graduate Student, 1935-36, Vanderbilt University
Commerce

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Military Staff

1941-1942

BRIGADIER GENERAL RUSSELL C. CHARLTON
The Adjutant General of New Mexico
Inspector

COLONEL D. CECIL PEARSON
On the Staff of the Governor of New Mexico
Superintendent

LIEUTENANT COLONEL HARWOOD P. SAUNDERS, JR.
New Mexico National Guard, Retired
Commandant

LIEUTENANT COLONEL ERNEST G. CULLUM
Cavalry, Army of the United States
Professor of Military Science and Tactics

CAPTAIN THOMAS B. STAPP
Cavalry, Army of the United States
Assistant to the Professor of Military Science and Tactics

CAPTAIN G. SETH ORELL
Cavalry, Army of the United States
Assistant to the Professor of Military Science and Tactics

CAPTAIN JOSEPH A. POSZ
Cavalry, Army of the United States
Assistant to the Professor of Military Science and Tactics

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Other Officers of Administration

1941-1942

DR. AUSTIN D. CRILE
Chaplain

CAPTAIN JOHN FLETCHER
Bandmaster

MAJOR ROBERT R. BROWN
Dartmouth College
Director of Athletics

MAJOR RICHARD L. BATES
Commissary Officer

CAPTAIN RUSSELL G. BIRD
Accountant

CAPTAIN PAUL HORGAN
Librarian

CAPTAIN FREDERICK E. HUNT
Assistant Bandmaster

DR. IRA J. MARSHALL
Physician

MR. FREDERICK B. HOWDEN, JR.*
Assistant Chaplain and Swimming Coach

CAPTAIN DAVID M. ACKERMAN
Assistant to the Commandant

CAPTAIN GEORGE ALLAN DAVISSON
Assistant to the Commandant

CAPTAIN CARL ROHR
Assistant to the Commissary Officer

LIEUTENANT GRADY M. FURLOW‡
Tactical Officer

LIEUTENANT C. A. HARP, JR.
Tactical Officer

LIEUTENANT C. F. BRADLEY
Tactical Officer

MISS VERA H. UNRUH, R.N.
Infirmarian

MR. ALBERT HUDSON
Grounds and Buildings

*January, 1941—Called to active duty with the U. S. Army.

‡January, 1942—Called to active duty with the U. S. Army.

New Mexico Military Institute

HISTORY

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 land for a building site, and the legislative assembly of that year authorized a bond issue for the erection of suitable buildings, as well as a tax levy for the maintenance of the school. The school was conducted in Roswell for two years, then closed for lack of funds until September, 1898, when it re-opened on the Hill.

By an act of Congress, approved June 21, 1898, New Mexico Military Institute was granted 50,000 acres of public land for the purpose of permanent improvement. 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, May 20, 1910, granted 100,000 acres of public land to New Mexico Military Institute. The income from this land, a large part of which is leased to stockmen, is increasing each year, and is to be used for the erection of new buildings and other permanent improvements.

Each legislative assembly since 1895, when the first tax levy for the Institute was made, has granted an annual appropriation. These appropriations, together with the income from lands, have assured the permanence and financial security of the school.

The Institute is governed by a board of regents appointed by the Governor of New Mexico, of which board he and the State Superintendent of Public Instruction are ex-officio members. The entire income from tuition fees and from all other sources is devoted to the maintenance and improvement of the school.

During the first three years of its history, New Mexico Military Institute was under the supervision of Colonel J. G. Meadors. From 1901, until his death on August 1, 1922, Colonel James W. Willson was its Superintendent, and it is to his far-sighted genius as a director and administrator that the school owes its steady development toward the high position it occupies today. A graduate of Virginia Military Institute, he was acquainted with the best traditions of military education in the East. With modifications and developments suited to a freer environment, he laid the foundation of a Western system. That he was successful is evidenced by the standing accorded the school by the War Department. Under his administration, academic standards were raised, enrolment greatly increased, and a program of buildings, superior both from an aesthetic and utilitarian standpoint, was in-

stituted and largely completed. New buildings have been added from year to year, until at present, the plant consists of nineteen structures effectively grouped upon the seventy-five acres of the central campus.

The third Superintendent was Colonel J. C. Troutman, under whose administration the policies laid down by Colonel Willson were continued and developed. His greatest contribution to the welfare of the Institute was to be found in the enlargement and constant strengthening of the faculty, and in the improvement of academic methods. In spite of, or perhaps because of, the added strictness of requirements, it is interesting to note that there was a concurrent increase in the number of cadets enrolled. Upon Colonel Troutman's resignation in 1926, the Board of Regents was fortunate in securing Colonel D. C. Pearson, who had previously served as Commandant and Principal, to fill the vacancy thus created.

From the founding of the school until the fall of 1920 the cadet corps was organized as a battalion of Infantry. In October, 1920, at the suggestion of the War Department, the school authorities authorized the arrangements necessary for a change from Infantry to Cavalry. Four officers of the Army are assigned to duty at the Institute and the corps is now organized as a provisional Cavalry regiment.

GROUNDS

The central campus consists of seventy-five acres of level mesa land situated on a hill overlooking the main part of Roswell. The campus is covered with grass and is beautified and shaded by numerous trees. Adjacent to the campus proper lies The J. P. White Parade Ground, a tract of one hundred twenty-three acres; the polo field is also located there. North of the central campus lies a tract of fifteen hundred acres, used for Cavalry maneuvers.

BUILDINGS

The Institute has grown rapidly during the past several years, and for the past ten years it has been necessary to reject applications because of lack of room. In the spring of 1940, a \$400,000 building program was inaugurated, and is now largely completed; Headquarters-Library, administration and library; new Lea Hall, high school academic building; and a large auditorium. The construction of two additional sections of barracks, the final part of the program, has had to be postponed because of the war. The total value of buildings and equipment now approximates one million seven hundred fifty thousand dollars. Hagerman Barracks, Old and New Lea Hall, Willson Hall, Luna Memorial Natatorium, the Mess Hall, Hospital, Headquarters-Library, Cahoon Armory, Thomas Memorial, the Auditorium, and the residences of the Superintendent, Executive Officer, Commandant, Principal, and Dean are all handsome brick structures in the Institute's characteristic architectural style, the Tudor-Gothic.

HAGERMAN BARRACKS

In April, 1909, the first two sections of Hagerman Barracks were completed and occupied. These barracks were placed on the northern portion of the campus and contained sixty-five rooms. From time to time, other sections have been added, and eight sections now surround the quadrangle. The growth of the Institute is evidenced in the additions of the barracks structure: the third section containing thirty-four rooms was added in the fall of 1913; a fourth section of thirty-six rooms was occupied in the fall of 1917. In December, 1924, the fifth section of fifty-one rooms, containing the Sally Port, was opened for use; a sixth section of forty-two rooms was occupied in October, 1925. In January, 1932, the seventh and eighth sections, of thirty-three and thirty-nine rooms, were finished and "The Area" was thus enclosed by Hagerman Barracks and by Lea Hall which is situated on the northeast corner of the central campus.

Hagerman Barracks contain accommodations for the entire corps of cadets as well as a number of resident officers. Each cadet room has large opposite windows, and a door opening on the stoop. This arrangement makes the rooms light and pleasant, and insures excellent ventilation. The furnishings are substantial and well suited to their purpose. The barracks are well supplied with tiled shower baths, and each room contains a lavatory. Cadet rooms are completely equipped, except for bedding and rugs. Information concerning the articles to be brought from home will be found on page 86 with caption: "What to Bring from Home." Two cadets are assigned to each room.

LEA HALL

The first Institute building known as Lea Hall was destroyed by fire in 1909. The second Lea Hall was opened in 1910. The third Lea Hall was opened for use in September, 1941. Lea Hall is named for Captain Joseph C. Lea, who was chiefly responsible for the establishment of a military school in Roswell, and who, for several years, was a member of the Board of Regents of New Mexico Military Institute. The third Lea Hall, like its predecessor, is the High School academic building. The old Lea Hall was scheduled to be torn down and to be replaced by two sections of barracks to enclose the "Area." Because of the war, this building has not been possible. Therefore, the old Lea Hall is being used for barracks.

The new Lea Hall is two stories high, with basement under the entire building. It is a companion building to Willson Hall, the junior college academic building. The two classroom buildings face one another across the Headquarters area leading to the Sally Port. Lea Hall contains eighteen classrooms, lecture, laboratory and store-rooms for the Chemistry and Physics departments, and a basement auditorium for moving pictures and group activities. The instruction in physics, chemistry, and biology is not only practical and interesting, but is carried on in accordance with the highest standards.

MESS HALL

The Mess Hall was completed during the fall of 1918. The main dining room, made cheerful through its high ceiling and attractive mahogany paneling, has a seating capacity of more than six hundred. The kitchens are large and are supplied with the most modern equipment, insuring the preparation of food under absolutely sanitary conditions. Special care is taken to give plenty of good, wholesome food. Many of the officers and instructors live at the Institute and take their meals in the mess hall with the cadets.

LUNA MEMORIAL NATATORIUM

Luna Natatorium, erected in 1919 as a memorial to Antonio J. Luna of the class of 1913, who gave his life for his country, was made possible through the generosity of the late Senator Bronson Cutting of Santa Fe. It is a yellow brick, Gothic structure containing offices for the athletic department, weighing room, gallery, showers, dressing rooms and a tiled swimming pool, forty feet wide and eighty feet long, graduated in depth from four to eight feet. The water and the building are artificially heated, and skylights and numerous windows furnish ample sunlight. The cadets enjoy aquatic exercises and sports throughout the school year. Luna Memorial Natatorium and Cahoon Armory and Gymnasium are connected by an archway. These two buildings make the equipment for physical training and athletic activities unusually complete.

HEADQUARTERS

The Headquarters-Library building completed and occupied in April, 1941, is the third administration building. Its predecessor was constructed in 1920 and razed in 1940, to make way for the new Lea Hall. The Headquarters-Library faces the Sally Port of barracks, and these two buildings, together with Lea and Willson Hall, surround the Headquarters "Area." Thus, the buildings surrounding the two adjoining areas—barracks and Headquarters—make readily accessible living, classroom, library and administrative facilities.

The administration building is two stories in height, with five-story tower. The four-faced clock in the tower is the master clock and rings the bells in the various buildings. The Headquarters occupies the east wing of the building, with the library in the west wing. The main floor contains the offices of the Superintendent, the Adjutant, the Registrar, the general business offices, and the reception room. On the second floor are located the offices of the Professor of Military Science and Tactics and the meeting room of the Board of Regents. The cadet military store is located on the ground floor.

LIBRARY

A library is a place where daily culture is kept alive. At the Institute, the Library is designed to be more than a collection of books. Its two main purposes are academic and recreational, and the second

is as vital as the first. Both are served by resources that include not only the general collection of books and periodicals, and a staff of three officers and six cadet assistants, but also by exhibitions of popular and fine arts, phonograph and moving picture programs, and publication of a monthly review of books with criticisms written by cadets themselves.

The physical plant of the Library expresses its plan of action. Comprising the west wing of the Headquarters-Library building, it consists of fourteen rooms on three floors. The basement level is given over to the preparation, cataloging and housing of the book collection, which contains about 20,000 volumes, and filing of unbound periodicals. The first floor is devoted to the general use of the Library—circulation, main reading room containing 1500 reference books, 200 current magazines and bound files of 69 indexed periodicals. The second floor is devoted to the special use of the Library, and includes the Forum, for meetings and programs of all sorts; the Tower Browsing Room, for pleasure reading solely; the Reserved Book Reading Room, where a whole section of cadets may be brought by an instructor, to find materials gathered for research use in a common assignment; Seminars for the English and Social Science departments; an office for the school periodicals; and the Librarian's office. The "public" rooms of the Library are all acoustically treated, and are open daily from after breakfast until taps, excepting the two hours of supervised Night Study Hall.

HOSPITAL

Situated on the western part of the campus, somewhat removed from the other buildings, is a large and well-arranged hospital. It contains offices and examining rooms for the physician, and quarters for two resident nurses and a housekeeper. There are eight single rooms and two large wards with sun porches attached. This building, opened in 1920, is adequate to care for cadets in all ordinary cases of sickness. However, when deemed necessary, a cadet is removed to St. Mary's Hospital, a large, well-equipped and well-managed institution maintained by the Catholic Sisters in Roswell.

The school physician is employed to give daily attention to the health of the cadets and to prescribe for their needs. In this work, he is assisted by two graduate nurses who reside in the cadet hospital and devote their entire time to those placed under their care. The physical examination at the beginning of the season is made with care and thoroughness. It is therefore practically impossible for latent diseases to escape prompt detection, or for boys suffering from disease to gain admission.

WILLSON HALL

Willson Hall is devoted to the academic work of the Junior College. It was completed during the spring of 1928 as a memorial

to Colonel James W. Willson, under whose administration junior college work was inaugurated. It contains, besides modern physical, chemical, biological, and geological laboratories, fifteen lecture and recitation rooms. The general chemical laboratory has been equipped to provide for two hundred students and the advanced laboratory for thirty. There are complete weighing rooms, balance rooms, dark rooms and store rooms.

CAHOON ARMORY AND GYMNASIUM

This building, one of the most imposing on the campus, is named for the late Mr. Edward A. Cahoon of Roswell, in recognition of his important services to the Institute. Mr. Cahoon, who died on December 23, 1934, was a member of the Board of Regents for thirty-nine years and was its president during the greater part of that time.

Cahoon Armory was opened for use at the beginning of the academic year of 1928-1929. It contains a basement armory which furnishes ample storage room for the school's military equipment. The principal room on the main floor, used for a gymnasium, is one hundred eighty-six feet long and one hundred feet wide. There is sufficient space for three basketball games to be played simultaneously. Here are held the indoor athletic classes, mass instruction in boxing, and the cadet dances. In the four-story tower at the north end of the building there are rooms for the accommodation of visiting athletic teams. At the south end, there are dressing rooms and showers for visiting athletic teams, as well as for the Institute's players. There are also two music rooms and a band room.

J. ROSS THOMAS MEMORIAL

The J. Ross Thomas Memorial is named for Major J. Ross Thomas, an instructor for twenty-one years, who was held in particular esteem by all cadets who knew him. This building, dedicated in the fall of 1933, is devoted to cadet and alumni activities. On the main floor are a spacious, comfortable, and attractively decorated lounge, a refreshment room, the Institute post office, and the barber shop. Downstairs are two large recreation rooms. The second floor contains bedrooms, lobby and writing room.

STABLES

In the fall of 1937, new brick stables were completed north of the central campus. These stables provide the Institute with exceptional facilities for the care of horses, forage and equipment for a squadron of Cavalry, either horse or motorized. The unit contains blacksmith shop, saddlery, sick bay and storerooms. It is operated by trained personnel provided by the Regular Army. From the standpoint both of design and suitability the Institute stables are considered the most modern military stables that have been built.

LOCATION

Roswell, with a population of 13,482, according to the 1940 census, lies in the broad upland valley of the Pecos River, one of the garden spots of the Southwest. It is a modern, attractive residence town with beautifully shaded streets; there are two hundred seventy-five blocks of paving. 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 than in the smaller towns located near the great cities of the East. The leading church denominations are represented, and cadets are invited to attend their services. The town maintains excellent schools and supports a Carnegie Library.

CLIMATE

The climate is in many respects ideal. The air is pure and dry; the nights and mornings are cool and bracing; the days are warm and bright. The altitude, 3,700 feet, is conducive to these favorable conditions but not high enough to be detrimental to health. Little snow or rain falls during the school year, and few days are cloudy. Outdoor games are possible the year around. 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 military academies located in less favorable climates.

ENVIRONMENT

One of the chief occupations of the region is stock-raising, for which the country is well adapted. Cotton and alfalfa are grown in great abundance. The fertile soil of the Pecos Valley, in the immediate vicinity of Roswell, produces all kinds of vegetables, watermelons, cantaloupes, apples and other fruits. The farmers irrigate by means of springs and artesian wells and thus are independent of the rain supply.

HOW TO REACH ROSWELL

Roswell may be reached conveniently by train, bus or commercial airline. Direct air transportation is available via Continental Air Lines.

Roswell is located on the Pecos Valley branch of the Santa Fe Railway system; this branch connects with the main southern trans-continental line of the Santa Fe at Clovis, New Mexico. At Amarillo, Texas, the Santa Fe system connects with the Fort Worth & Denver (Colorado & Southern) Railway. Roswell is also reached by an excellent bus line which connects with the main line of the Southern Pacific system at El Paso, Texas, and at Alamogordo, New Mexico. A connection, although inconvenient, is made with the Texas & Pacific Railway at Pecos, Texas. A map showing the relation of Roswell to the principal railway systems will be found in the back of this catalog.

General Requirements for Admission to New Mexico Military Institute

A candidate for admission must be of good moral character, and furnish recommendations, as listed below. The school reserves the right to disapprove applications at its discretion.

PHYSICAL

An applicant for admission must be at least fourteen years of age and not under five feet in height. Where boys are unusually far advanced scholastically, special exceptions in the age and height requirements will be considered. Each applicant must be in good health, and free from physical defect that would interfere with his academic or military work; he must also be free from contagious or infectious disease. Any necessary corrective medical or surgical treatment, as well as dental work and fitting of glasses, should be completed before entrance. Applications are approved subject to physical examination at the school.

ACADEMIC

An applicant for admission to the High School division must be at least fourteen years of age, and prepared for the first year of the Senior High School Course. For admission to the Junior College division, fifteen standard units of credit should be presented. Detailed information concerning the qualifications for entrance to the High School will be found on page 29, while those for the Junior College are given on page 45.

RECOMMENDATIONS

The parent or guardian of each applicant must submit a formal application for the young man's admission; this blank will be sent upon request. Final approval of the application is contingent upon the receipt and approval of the supplementary information listed below:

1. Academic record to date: This must be submitted upon a Certificate of Recommendation blank which will be sent upon receipt of the application, or upon request. In addition to the usual listing of work completed, this blank includes a request for the principal's recommendation, and information concerning the applicant's personal characteristics. This information is considered a part of the academic record, and is required.
2. Three references are required as part of the formal application. Upon receipt of the application, the Institute authorities will communicate with the applicant's references. However, letters of recommendation may be submitted with the application, if desired.

Special Regulations

All cadets are required to live at the Institute and to remain entirely under the authority of the officers. They are required to obey orders and to conform to the regulations of the Institute.

Experience has shown that leaves of absence are detrimental, both to the cadet and to the general discipline of the school. Requests for such furloughs as are absolutely necessary must be made by the parent or guardian directly to the Superintendent.

Cadets are required to report for duty promptly at the opening of the session. No deduction in charges will be made for late entrance.

The school expressly reserves the right to ask for the immediate withdrawal of any boy whose influence in the school is not good, even though there is no specific charge against him.

Anyone detected in the abuse of others by hazing will be severely punished; in extreme cases, expulsion may result.

The contracting 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 on furlough are under the jurisdiction of the Institute. They are required to wear uniform and to conform to such special regulations as may be prescribed.

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

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

Penalty duty is required for carelessness in conduct and for transgressions of the rules of the Institute; it is served under the personal supervision of the Commandant of Cadets. Practically all penalty duty is covered by tours and demerits. Should cases arise involving the repeated necessity for more severe penalties, or for corporal punishment, the offenders will not be permitted to remain in the school. Manifest indifference on the part of a student in adjusting himself to the routine and regulations of the school will also be considered ground for dismissal.

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

No cadet will be allowed to own or have the use or control of an automobile or motorcycle, either at the school or in town. The use by cadets of either public or private conveyances is also subject to school regulations.

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

Cadets who do not spend the Christmas vacation at home, or who do not file with the Superintendent written permission from their parents to visit in the homes of relatives or fellow-cadets, must remain at the Institute under such regulations as may be prescribed by the Institute authorities.

All cadets are required to be inoculated with typhoid, paratyphoid serum. If desired, the serum may be administered during the summer and a certificate presented upon entrance, certifying to the dates of inoculation.

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 parents are earnestly requested not to ask special favors for their sons.



High School

ACADEMIC REQUIREMENTS FOR ADMISSION

Beginning with the academic year of 1937-1938, the Sixth Class—first year of High School—was discontinued. Therefore, a candidate for admission to the second year of the High School course—the Fifth Class—must present a properly attested certificate showing that he has completed the ninth grade, the Junior High School course. A candidate for higher standing must also present a certificate of work done previously, signed by the principal of the school in which the studies have been pursued. New students are not accepted for the Third Class, the senior year of high school.

The certificate covering the work done previously must contain a statement of honorable dismissal, must be from an approved high school, and must give full information as to the quality and amount of work done in each subject. A blank Certificate of Recommendation, on which the record should be submitted, will be sent upon request, and should be filled out and submitted some time prior to the beginning of the school year. Ordinarily, this blank will determine the classification of the candidate. The Institute reserves the right to require supplementary work if it is necessary.

EXAMINATIONS AND REPORTS

Grades are determined by daily recitations and by written tests given at such times as the instructors may deem advisable. Reports are issued each six weeks and are sent to parents and guardians. In January and May, examinations are given on the work of the preceding semester. The conduct of the cadet is indicated by the number of demerits and by the department grade entered on the report.

PROMOTION

Upon the completion of a given number of academic units of credit, promotion to the next higher class is made at the end of each year. No credit will be given in a subject when the average falls below seventy per cent; in the case of a required subject, the course must be repeated. If a student has an insufficient number of credits to secure promotion, he is allowed to proceed with the next higher courses in those subjects in which his work has been satisfactory. No cadet will be allowed to take more than four subjects without special permission. In case such permission is given the extra subject must be dropped if the quality of the work falls below standard.

GRADING SYSTEM

The marking system is based on a percentage scale with 70 as passing, 80 as recommending, and 90 as the honor grade. In order to be recommended for entrance to a college or university, a high school student must earn recommending grades (80% or higher) in ten of sixteen units required for the High School Certificate. An increasing

number of colleges and universities are insisting upon qualitative as well as quantitative qualifications for admission.

REQUIREMENTS FOR GRADUATION

The high school certificate is granted to those students who have completed satisfactorily sixteen acceptable units of high school work. Beginning with 1941-42, nine of the sixteen units required must have been earned in residence. One unit of credit is allowed for the completion of the two-year Basic R.O.T.C. course, Cavalry.

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, with 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 class room work. Periods are fifty minutes in length at New Mexico Military Institute.

The High School division of New Mexico Military Institute is accredited by the North Central Association of Colleges and Secondary Schools. Students who have completed the high school course, have earned "recommending" grades, and have chosen their electives in accordance with university requirements, will be admitted upon certificate to most colleges that admit students without examination.

The High School division offers three or more units of training in each of the five main fields of learning: English, mathematics, physical science, social science and foreign language; and also three units in vocational studies. Ordinarily, this distribution is comprehensive enough to take care of individual differences. In connection with the requirements for graduation, this arrangement provides for sufficient concentration to enable the graduate to continue his studies in related fields, or to take up the duties of a useful citizen.

The sixteen units required for high school graduation must include the following:

English	4 units
Mathematics	
Algebra	1 unit
Plane Geometry	1 unit
History and Social Science, one of which must be United States History	2 units
Foreign Language (both units of the same language; see note following)	2 units
Laboratory Science	
Physics, Chemistry, Botany, Zoology or Biology	1 unit

Note: In cases where the college or university chosen does not require two years of a foreign language for entrance, this requirement may be waived. Under such conditions, two other units from the studies listed must be substituted.

The remaining units necessary to complete the sixteen-unit curriculum are to be chosen from recognized fields of high school study.

Description of Courses in the High School

In addition to the work described below, other courses which the Institute is equipped to offer may be added if there should be sufficient demand for them, while listed courses may be withdrawn on account of lack of demand or for other sufficient reasons. The following courses were offered during the session of 1941-1942:

BIOLOGY

BIOLOGY I *a and b*

BIOLOGY I *a*—First semester. The work of the course covers the first four units of the text and considers the differences between living and non-living things, classification of plants and animals. Birds and insects are studied throughout the course.

Text: Curtis, Caldwell and Sherman's *Everyday Biology*. Workbook to accompany *Everyday Biology* by Curtis and Sherman.

BIOLOGY I *b*—Second semester. The work of the second semester covers the last four units of the text and considers the life function carried on by plants and animals. Diseases of plants and animals are studied throughout the course.

Text: Curtis, Caldwell and Sherman's *Everyday Biology*. Workbook to accompany *Everyday Biology* by Curtis and Sherman.

CHEMISTRY

CHEMISTRY I *a and b*

CHEMISTRY I *a*—First semester. *Recitation*. The work of the first semester deals with some of the most important elements and their compounds, the fundamental laws and theories governing chemical and physical behavior, types of chemical reactions and the classification of compounds. Theories of the atom, molecule, solution, electron and valence are studied.

Text: Brauer's *Chemistry and Its Wonders*.

CHEMISTRY I *a*—Laboratory. About thirty experiments dealing with topics discussed in the class are worked out in the laboratory. Note books are kept on this work and an examination required.

Laboratory manual: *Laboratory Experiments in Chemistry* to accompany *First Principles of Chemistry* by Brownlee and others.

CHEMISTRY I *b*—Second semester. *Recitation*. The work of this semester completes the text. It deals with a number of the elements and their families, chemical calculations, the application of the theory of ionization, equilibrium reactions, atomic structure and

the Periodic Law. Emphasis is placed upon commercial methods of manufacturing some of the most important compounds. The work is organized and presented to show the significance of the growing alliance between chemistry and industry, as well as the effects of modern chemistry on life.

CHEMISTRY I *b*—*Laboratory*. About forty experiments, illustrating the problems outlined in the text are performed in the laboratory during this semester.

Laboratory manual: *Laboratory Experiments in Chemistry* to accompany *First Principles of Chemistry* by Brownlee and others.

Laboratory fee, \$10.00 for both semesters.

NOTE—The chemical laboratories are open to all students during the school day under the direction of the instructor in charge.

The fixed fee charged for each course is to cover the cost of chemicals, gas, etc. Each student has his own desk, provided with lock and key, and is charged in addition for all apparatus broken.

COMMERCE

As a means of preparation for students who desire to enter business, courses in bookkeeping and typewriting are offered. It is unwise to undertake the study of commercial subjects without thorough preliminary academic training, especially in English and mathematics; the commercial courses, therefore, are not open to Fifth Classmen, or to students in higher classes who are not prepared for the work. No special students in bookkeeping or other commercial studies are admitted.

BOOKKEEPING I *a and b*

BOOKKEEPING I *a*—First semester. The theory of debit and credit as used in the journal and ledger is studied in connection with its application to numerous elementary exercises. The use of special journals is explained and illustrated. Practice is given in the preparation of financial statements and the other papers necessary for closing the books at the end of a fiscal period. A model set is illustrated so the students can more readily understand the relation of the various parts of the bookkeeping cycle. Each student is required to complete practice sets numbers one and two (sole proprietorship).

Text: *Twentieth Century Bookkeeping and Accounting*, Eighth Edition, Chapters one to eighteen, inclusive.

BOOKKEEPING I *b*—Second semester. The introduction of supplementary records for certain types of assets, together with the handling of income, expense and controlling accounts, is studied through exercises. Partnership bookkeeping is studied. Transactions

regarding commercial paper are made in practice problems. The student is required to complete practice sets number three (sole proprietorship) and four (partnership).

Text: *Twentieth Century Bookkeeping and Accounting*, Eighteenth Edition, Chapters nineteen to thirty-four, inclusive.

COMMERCIAL ARITHMETIC—Either semester. Practice is given in multiplication, addition, subtraction, and division of whole numbers and fractions with emphasis on short methods of computation. Advanced problems in banking, insurance, business ownership and management, and interest, constitute the major portion of the course. It is recommended that this course either precede or accompany Bookkeeping.

Text: Shorling and Clark's *Mathematics in Life*.

TYPEWRITING I *a and b*

TYPEWRITING I *a*—During the first semester the student is taught the key location of the letters of the alphabet, the characters, and figures. The principal parts of the typewriter and their use are taught. Emphasis is placed on accuracy, rhythm, and the development of an even touch. An introduction is made to the various letter forms. Ten periods per week.

Text: Lessenberry and Jevon's *20th Century Typewriting*, Complete Third Edition.

TYPEWRITING I *b*—The second semester continues the study of the business letter, together with special reports and forms. An increasing emphasis is placed on speed. Each student must pass an accuracy and speed test. Ten periods per week.

Text: Lessenberry and Jevon's *20th Century Typewriting*, Complete Third Edition.

Fee, \$10.00 for both semesters.

ENGLISH

Although the work in high school English is planned primarily to meet the student's needs in securing acquaintance with important pieces of literature and in obtaining proficiency in the use of language, it is based on the Uniform Entrance Requirements in English and is sufficient for entrance to a standard college.

ENGLISH II *a and b* (Prerequisite First Year High School English)

ENGLISH II *a*—First semester. This course is based upon composition, usage, and functional grammar. Much attention is given to sentence structure and the paragraph. Oral and written themes are

required. Three reports are given by each student on books from an approved list of fiction.

Text: Salisbury and Leonard's *Thinking in English, Book Two*.

ENGLISH II *b*—Second semester. *Composition*. The subject matter of the composition is based chiefly on the literature. Frequent drills are given to improve vocabulary, increase sentence variety, and correct common errors in English. Themes are continued.

Literature. The following selections are read in class: *Quentin Durward, The Idylls of The King, and Julius Caesar*, as well as shorter ones from the text. Individual reports are given on three books chosen from an approved list of non-fiction.

Text: Cross, Smith and Stauffer's *Good Reading for High Schools, Book Two, Achievement*, Revised Edition.

ENGLISH III *a and b*

ENGLISH III *a*—First semester. *Composition*. A detailed training in letter writing is given, including business and advertising letters; also personal letters, both formal and informal. Vocabulary building is emphasized. Themes, based upon topics of current interest from *Readers' Digest* are assigned regularly, and accurate expression of students' personal ideas is stressed. Oral expression is studied; voice placement and diction are emphasized in oral reading. The various functions of the parts of a speech are designated, preparatory to the composition and delivery of original speeches.

Texts: Walsh and Walsh's *Plain English Handbook and Readers' Digest*.

ENGLISH III *b*—Second semester. *American Literature*. This course considers the forces forming and coloring American Literature as a distinctive type. It follows the development of the short story from Poe to the present time; traces the American novel from the time of Washington Irving to the present; and reviews American poetry from New England's Colonial period to that of contemporary writers. The use of the library is supervised, and numerous book reports on novels and biographies are required. Through parallel readings in contemporary social and political history of America, the class is enabled better to understand the development of American literature.

Texts: Cross, Smith and Stauffer's *Good Reading for High Schools, Book Three, American Writers*, and *Readers' Digest*

ENGLISH IV *a and b*—In fourth year English, effort is made to provide for the varying interests and abilities of seniors in high school. There is the conventional course in English Literature for the regular college preparatory students. For the slow readers, emphasis is placed on sentence structure and vocabulary building through the use of

shorter themes and more frequent grammatical drills than in the more formal course. For those interested in public speaking, there is a one-semester course in Public Speaking, followed by a one-semester course in English Literature, using the same text as in the other classes, but with less extensive outside reading required. (For description of the Public Speaking, see page 42.

ENGLISH IV *a*—First semester. *Composition.* Frequent oral reports concerning the backgrounds of English literature are required. These reports necessitate the use of the library.

Literature. The backgrounds, important authors, and outstanding works of English literature from the beginning to the Victorian Period are studied. This includes such works as the *Prologue to The Canterbury Tales*, *Macbeth*, parts of Pope's *An Essay on Criticism*, Gray's *Elegy*, and others. Burke's *Speech on Conciliation* is studied carefully. Frequent exercises designed to increase speed and comprehension in reading are given.

Text: Cross, Smith and Stauffer's *Good Reading for High Schools, Book Four, English Writers*, Latest Edition.

ENGLISH IV *b*—Second semester. *Composition.* Emphasis is placed upon correct written and spoken English in this course. The work includes a review of good grammar, proper usage, and correct punctuation. Frequent short themes and four longer ones are required during the last six-weeks' period.

Text: Walsh and Walsh's *Review for Mastery in English and Plain English Handbook*.

Literature. The study of English literature is continued through the Victorian and Modern periods. The following are among the works studied. *Ulysses, Crossing the Bar*, parts of *In Memoriam*, and other poems by Tennyson; *My Last Duchess, Prospice*, and other poems by Browning; poems by Rossetti, Swinburne, and others; short poems by Masfield, Kipling, and other modern poets; samples of the short-story and the essay. Exercises to improve reading ability are continued.

Text: Cross, Smith and Stauffer's *Good Reading for High Schools, Book Four, English Writers*, Latest Edition.

FRENCH

The courses in French are intended to give the student reasonable facility in understanding oral French and in reading simple, modern French prose and verse. To attain these ends, stress is first laid upon the acquisition of a correct pronunciation, after which the energy of the student is directed towards the mastery of the elements of grammar, common irregular verbs, and useful colloquial idioms.

FRENCH I *a and b*—*Elementary French*. (Not offered during 1941-42.)

FRENCH I *a*—First semester. A course in grammar in which emphasis is placed upon conjugations of both regular and irregular verbs. Careful attention is given to the manner in which sentences are formed in French, especially in the use of idiomatic expressions. There are oral and written exercises to give the student practice in speaking and writing French. During this semester, pronunciation is watched carefully. There is also some dictation.

Text: Smith-Robert's *French Book One*.

FRENCH I *b*—Second semester. In the second half of the course, there is a continuation of the work of the first semester, with more intensive drill on conjugations, sentence structure, and idiomatic expressions. The oral and written exercises are continued, and dictation is given more emphasis.

Text: Smith-Robert's *French Book One*.

FRENCH II *a and b*—*Intermediate French*.

FRENCH II *a*—First semester. This course consists of grammar review, sentence structure and cultural essays.

Text: Smith's *French Book Two*, (Language, Literature and Life Series) pages 1-117.

FRENCH II *b*—Second semester. The work of the second half year is a continuation of that of the first semester. Grammar, sentence writing, dictation and cultural readings are continued. In addition, there are efforts at writing French from dictation.

Text: Smith's *French Book Two*, (Language, Literature and Life Series) pages 118-244.

HISTORY AND SOCIAL SCIENCE

Students in the High School are required to complete two years of work in history and social science. United States History must be elected as one of the courses by which this requirement shall be met. In all courses, supplementary reading and map studies are required.

HISTORY I *a and b*—*Ancient and Medieval History*.

HISTORY I *a*—First semester. This is a brief survey of the development of civilization from the earliest cultures to the beginning of the Roman Empire. While some attention is given to the Orient, the main emphasis is on the Near East, Greece and the Roman Republic.

Text: West and West's *Early Progress*, Revised.

HISTORY I *b*—Second semester. This course includes European history from the beginning of the Roman Empire to the Discovery of

America. Social, economic, and political institutions of Medieval times are studied, as well as the formation of the modern nations. Emphasis is placed upon social and economic conditions.

Text: West and West's *Early Progress*, Revised.

HISTORY II *a and b—Modern History.*

HISTORY II *a*—First semester. The first few weeks are devoted to a resumé of earlier history. Important events in Europe are then traced through the Transition to Modern Times; the Protestant Reformation; the age of Louis XIV and Frederick the Great; the French Revolution and the period of reaction to 1849. Supplementary reading, special reports and map exercises are required.

Text: West and West's *Modern Progress*, Revised.

HISTORY II *b*—Second semester. This is a study of England after 1815 and of Continental Europe since 1848, including treatment of Asia, Africa and Latin America, the World War and after. Stress is placed upon a connection between the past and the present, and recent social and political history. Supplementary reading, special reports and map exercises are required.

Text: West and West's *Modern Progress*, Revised.

HISTORY IV *a and b—United States History.*

HISTORY IV *a*—First semester. The European background of American history is first treated and events are then traced through the New World; the English settlement; Colonial America; the American Revolution; the establishment of national government; the nation and the sections; the Jacksonian era; expansion to the Pacific Coast; and the Civil War. Supplementary readings, special reports and map exercises are required.

Text: Muzzey's *A History of Our Country*, Revised.

HISTORY IV *b*—Second semester. The course of events is studied through the aftermath of the War; the rising of the West; America among the World Powers; the progressive movement; the United States in the World War and America since the war. Recent social, political and industrial history is emphasized. Supplementary reading, special reports and map exercises are required.

Text: Muzzey's *A History of Our Country*, Revised.

ECONOMICS—Either semester. This is an elementary course stressing the fundamental laws of economics, from the viewpoint of social welfare. The course traces the nature and problems of our common economic life; emphasis is placed upon levels of living and the means by which human welfare may be advanced.

Text: Goodman and Moore's *Economics in Everyday Life*.

AMERICAN GOVERNMENT—Either semester. The spirit, the form, and the operation of American Government are considered. No effort is made to present a vast array of facts. Rather, improvement in citizenship is sought by establishing correct political ideals and standards of political morality. The student is brought face to face in a practical way with those questions which perplex the voter and thus is prepared for intelligent voting.

Text: Guitteau and Bohlman's *Our Government Today*.

LATIN

The primary purpose of the study of Latin is, of course, to give the student some knowledge of the language of the Romans. Since, however, more than fifty per cent of English words are derived from Latin, the Institute's courses have also the objective of furnishing the student with an increasing ability to understand his native tongue by enlarging his English vocabulary. He should, moreover, acquire from his Latin some comprehension of the general principles of grammar that will aid him in his study of English and modern languages, and some appreciation of the influence exerted on the modern world by the Ancients through their history, life, literature, religion and customs.

LATIN I *a and b*

LATIN I *a*—First semester. The subject matter consists of two noun declensions; adjectives of the first and second declensions, and the formation of their adverbs; the present system, indicative, active and passive, of all conjugations; the present, imperfect, and future tenses of indicative of *sum*; the present active infinitive; simple case uses; present active imperative; vocative case; vocabulary. There is also reading of graded Latin stories as well as completion, translation, and composition sentences.

Text: Ullman and Henry's *Latin for Americans, First Book*.

LATIN I *b*—Second semester. The second half of the course includes completion of the indicative of all conjugations and *sum*; *possum*; the remaining infinitives; indirect statement; participles; ablative absolute; personal, demonstrative, interrogative, relative, intensive, and reflexive pronouns; the other three noun declensions; additional common case uses; third declension adjectives, and the formation of their adverbs; comparison of adjectives and adverbs; numbers; vocabulary. There is continued reading of Latin stories along with translation and composition sentences.

Text: Ullman and Henry's *Latin for Americans, First Book*.

LATIN II *a and b*

LATIN II *a*—First semester. The course in second year Latin begins with review of first year forms and syntax; then comes study

of the subjunctive, the periphrastic conjugations, gerund, gerundive, and supines; periodic prose composition; additional grammatical constructions. Translation into English of simplified versions of Apuleius' *Cupid and Psyche*, Ovid's *Metamorphoses*, and stories from medieval Latin are included.

Text: Carr, Hadzsits, and Wedeck's *A Second Latin Book*.

LATIN II *b*—Second semester. Continued reading of stories from medieval Latin; simplified stories from Sivy's account of the Second Punic War; Caesar's Commentaries; periodic prose composition.

Text: Carr, Hadzsits, and Wedeck's *A Second Latin Book*.

LATIN III *a and b*—(Alternates with Latin IV *a and b*; not offered during 1941-42.)

LATIN III *a*—First semester. The work of this semester consists of the first three Catilinarian orations, with special attention to syntax and to the Roman constitution, political life, and oratory. Daily composition.

Texts: D'Ooge's *Cicero, Select Orations*; Bennett's *New Latin Grammar*; and Bennett's *New Latin Composition, Part II*.

LATIN III *b*—Second semester. Translation of the fourth oration against Catiline, and the following stories in Ovid's *Metamorphoses*: Cadmus, Pyramus and Thisbe, Perseus, Daedalus and Icarus, Midas, and either Niobe or Phaethon. Much emphasis is placed upon the scansion of the hexameter and upon the mythological element in Ovid's stories. Continued composition.

Texts: D'Ooge's *Cicero, Select Orations*; Bennett's *New Latin Composition, Part II*; Bennett's *New Latin Grammar*; and Kelsey and Scudder's *Selections from Ovid*, Revised Edition.

LATIN IV *a and b*—(Alternates with LATIN III *a and b*.)

LATIN IV *a*—The first semester includes the translation of Books I, II, and III (in part) of the *Aeneid*. Special care is taken to master the scansion and reading of Latin hexameter. Much attention is given to mythology for which Gayley's *Classic Myths* is used as a guide.

Text: Pharr's *Vergil's Aeneid*, Books I-VI, Visible Vocabulary Edition.

LATIN IV *b*—Translation of Books III (in part), IV, V (in part), and VI, of *Vergil's Aeneid*. Continued emphasis is placed upon the reading of hexameter and upon composition.

Text: Pharr's *Vergil's Aeneid*, Books I-VI, Visible Vocabulary Edition.

MATHEMATICS

Three years of preparatory mathematics are offered, and two are required. Students are urged to complete at least one year's work in addition to this minimum requirement. *This is particularly important in the case of those who plan to go to college or technical school.*

ALGEBRA II *a and b*—(Prerequisite Elementary Algebra.)

ALGEBRA II *a*—First semester. An intensive review of first year Algebra is given, followed by numerical and literal quadratic equations, exponents and radicals.

Text: Hawkes, Luby and Touton's *Second Year Algebra*, Advanced Edition, to page 167.

ALGEBRA II *b*—Second semester. A continuation of Algebra II *a*. Logarithms, and the use of logarithmic tables of numbers and functions in the solution of right triangles; arithmetic and geometric series, and the binomial theorem for positive integral exponents are studied.

Text: Hawkes, Luby and Touton's *Second Year Algebra*, Advanced Edition, pages 167 to 318.

ALGEBRA II *a and b* are the equivalent of Mathematics A 2, Quadratics and Beyond, as designated by the College Entrance Examination Board.

GEOMETRY I *a and b*—*Plane Geometry*.

GEOMETRY I *a*—First semester. The usual theorems, construction and practical applications of Book I, Morgan, Foberg and Breckenridge's *Plane Geometry* to circles, are studied.

GEOMETRY I *b*—Second semester. This is a continuation of Geometry I *a*, beginning with circles and continuing through the measurements of angles, areas, proportions and similar polygons.

Text: Morgan, Foberg and Breckenridge's *Plane Geometry*, Books II, III, IV, and V.

SOLID GEOMETRY—Either semester. The opening weeks of the course are spent in a study of line and plane relations in space. Detailed attention is then given to each of the important solids. The prism, pyramid, cylinder and cone are studied with special reference to their volumes and practical properties. Main emphasis is placed upon exercises. A thorough survey of spherical geometry occupies the latter part of the semester.

Text: Morgan and Breckenridge's *Solid Geometry*.

PLANE TRIGONOMETRY—Either semester. In this course emphasis is placed on the development of formulas and the solution of triangles. Plane trigonometry is usually completed in about fourteen weeks and

followed by some problems in plane surveying and elementary spherical trigonometry.

Text: William L. Hart's *Plane and Spherical Trigonometry*.

MECHANICAL DRAWING

In this course, drawing is treated primarily as a language—a method of expression—not merely as a mechanical art. 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. Reports on related information are required throughout the year. These include the common materials used in construction; manufacture of papers used in drawing, art and design; welding; vocational opportunities for draftsmen and designers; and typical styles of architecture.

DRAWING I *a and b*

DRAWING I *a*—First semester. The use and practice of instruments, lettering plates, geometrical construction, drawing conventions, orthographic projections, and isometric projections. Drafting room work includes ten regular periods.

Text: French and Svenson's *Mechanical Drawing*.

DRAWING I *b*—Second semester. Oblique projection, freehand sketching, detail and assembly drawings, developments, blueprinting, and elementary architectural drawing.

Text: French and Svenson's *Mechanical Drawing*.

Fee, \$10.00 for both semesters.

PHYSICS

PHYSICS I *a and b*

PHYSICS I *a*—First semester. A course in Mechanics, Molecular Physics, and Heat. Special attention is given to application of the principles to practical problems, such as the steam engine, the internal combustion engine, the automobile, and the airplane. About one hundred fifty demonstrations are made by the instructor; twenty laboratory experiments are performed by the class.

Prerequisites: Algebra I and Geometry I.

Texts: Millikan, Gale and Coyle's *New Elementary Physics*, and Millikan-Gale-Davis's *Exercises in Laboratory Physics*.

PHYSICS I *b*—Second semester. A continuation of Physics I *a*. A course in Magnetism, Electricity, Light and Sound. Applications of theory are made to radio, to telephony and telegraphy, to ignition systems, electric lighting, electrical measurements, optical and musical instruments. Several hundred demonstrations are made by the instructor; twenty laboratory experiments are performed by the class.

Prerequisites: Algebra I, Geometry I, and Physics I *a*.

Texts: Millikan, Gale and Coyle's *New Elementary Physics*, and Millikan-Gale-Davis's *Exercises in Laboratory Physics*.

Laboratory fee, \$5.00 for both semesters.

The fixed fee charged for the course is to cover the cost of supplies, gas, etc. Each student is charged in addition for all apparatus broken.

PUBLIC SPEAKING

PUBLIC SPEAKING—Either semester. This course is designed for the elementary study of acceptable forms of spoken English. The language of ordinary conversation, as well as that of public address, is considered. Particular emphasis is laid upon improving slovenly or incorrect pronunciation. Each student is given as much practice as possible.

Text: Weaver, Barchers, Woolbert's *The New Better Speech*.

SPANISH

Four years of High School Spanish are offered. While the disciplinary and cultural values of language study are duly recognized and emphasized, the practical aspects of the work are not neglected. Many of the class recitations are conducted in Spanish and considerable sight reading is done.

SPANISH I *a and b*

SPANISH I *a*—First semester. The work of this semester consists of vocabulary drill and conjugations, with special emphasis on sentence structure and pronunciation.

Text: Friedman, Arjona, and Carvajal's *Spanish Book One* (Language, Literature and Life Series).

SPANISH I *b*—Second semester. In the second half of this course, emphasis is placed on verbs, vocabulary and idioms. Much practice is given in sentence writing.

Text: Friedman, Arjona, and Carvajal's *Spanish Book One* (Language, Literature and Life Series).

SPANISH II *a and b*

SPANISH II *a*—First semester. The lessons of this course are so arranged that a complete review of the first year's work is accomplished before the study of new material is undertaken. The textbook contains all grammar, drill exercises, and reading material in one volume. Much practice is given in conversation.

Text: Arjona, Friedman, Carvajal's *Spain and America*.

SPANISH II *b*—Second semester. In the second half of the course emphasis is placed upon conversation, and advanced syntax. In order to give the student an insight into live, everyday practical Spanish, the work of the course includes a generous amount of Spanish oral and written composition.

Text: Arjona, Friedman, Carvajal's *Spain and America*.

SPANISH III *a and b*—*Advanced Composition and Reading*. (Alternates with Spanish IV *a and b*.)

SPANISH III *a*—First semester. This course consists of a rapid but comprehensive review of the first two years' work in Spanish grammar. Seymour and Carnahan's *A Short Spanish Review Grammar* is the basic text. All of *Aventuras de Don Quijote*, edited by Alpern and Martel, is read and studied thoroughly. The class is conducted almost entirely in Spanish. Each student reads and reports on a Spanish play as a part of his outside preparation.

SPANISH III *b*—Second semester. In this semester, after reviewing grammar during the first few weeks, a detailed course is given in commercial Spanish, using McHale's *Commercial Spanish* as a text. Much attention is given to original composition and conversation in Spanish.

SPANISH IV *a and b*—(Alternates with Spanish III *a and b*; not offered during 1941-42.)

SPANISH IV *a*—First semester. A reading and conversational course, with grammar review, including oral and written discourses. With the exception of the weekly prose class, all recitations are conducted in Spanish. The work in composition is based upon Seymour and Carnahan's *Alternate Spanish Review Grammar*. The oral and written conversations are based upon the readers and upon magazines and newspapers printed in Spanish. The student reads a Spanish play as a part of his outside preparation.

Texts: Seymour and Carnahan's *Alternate Spanish Review Grammar* and Alarcon's *El Sombrero de Tres Picos*.

SPANISH IV *b*—Second semester. Reading and conversation with grammar review are continued. Another Spanish play is read outside of class. All classes, except the weekly prose recitation, are conducted in Spanish. The use of readers, magazines and newspapers enlarge the student's Spanish vocabulary.

Texts: Seymour and Carnahan's *Alternate Spanish Review Grammar*; Heras' *De La Vida Norteamericana*; Blasco Ibanez' *La Barraca*.

Junior College

ADVANTAGES

The Junior College of New Mexico Military Institute, one of the oldest in the West, was established in 1914. It offers work equivalent to that of freshman and sophomore years in a standard four-year college. These are some of the particular advantages of the junior college:

A well-rounded two-year course with a diploma, affording a "credible stopping place" for the student who does not desire, or finds himself unable to take, a four-year college course.

Two years of distinctly cultural education which tend to become a stimulus for further study, and to assist in determining a professional course.

Two years of commercial study for those who desire it as a foundation for business.

Instruction under the most favorable circumstances, in small classes taught by men interested primarily in teaching younger undergraduates, and willing to bestow a large amount of time and personal attention upon their students.

A gradual rather than an abrupt change from school to college life and methods, which acts as a safeguard to younger students who are unable to apportion their time properly and to take advantage of the best that a large university has to offer.

Moreover, through the reasonable supervision of a military boarding school, the Institute offers its own distinctive advantage:

A schedule of activities, mental and physical, which gives little opportunity for misspending time.

An opportunity to live under an efficient military regime, designed to develop habits of neatness, order, obedience, and responsibility, at the time when most young men are prone to throw self-discipline to the winds.

RECOGNITION

While the primary aim of the Institute is to furnish a well-rounded course for those who desire its diploma, recommended graduates have been granted advanced standing at such institutions as the Universities of California, Oklahoma, Arizona, Colorado, Kansas, Illinois, and Michigan, as well as Chicago, Northwestern, Louisiana State, Washington and Lee, Stanford, and Massachusetts Institute of Technology. The Junior College of New Mexico Military Institute is a member of the American Association of Junior Colleges. It is accredited by the North Central Association of Colleges and Secondary Schools.

ACADEMIC REQUIREMENTS FOR ADMISSION

Candidates for admission to the freshman year of the Junior College—the Second Class—should present fifteen standard units of credit by certificate from an approved high school, or by examination. If the candidate's record falls not more than one unit short of fifteen, he may be admitted as a qualifying student in the Junior College. *Courses completed in the Junior College to fulfill requirements for the High School certificate are credited as High School subjects.* Candidates who have not been graduated from High School will be required to qualify for the High School certificate at New Mexico Military Institute.

In cases where the fifteen units completed do not include the units listed below, the candidate will be required to elect equivalent courses in the Junior College, or remedy the deficiency in the High School of New Mexico Military Institute. *Students who are deficient in specified subjects must make special arrangements in regard to their programs before coming to the Institute.*

Of the fifteen units, the following are specified:

English	4 units
<small>(Where high school graduation has been permitted with but three units, three will be accepted)</small>	
Mathematics	
Algebra	1 unit
Plane Geometry	1 unit
History and Social Science	2 units
**Foreign Language (both units of same language)	2 units
Laboratory Science	
Physics, Chemistry, Botany, Zoology or Biology	1 unit

*(**Foreign Language: Students who have not completed two units in the same foreign language in high school should complete one year of a foreign language in the junior college. Upon application, this requirement may be waived when entrance credit in foreign language is not required by the university, or for the course chosen.)*

In addition to the eleven specified units, four other units are to be submitted, chosen preferably from the following subjects: Mathematics, History and Social Science, Foreign Language, and Physical Science.

Subjects submitted should bear a definite relation to the courses to be chosen in the Junior College. No more than four units in vocational subjects will be accepted.

"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, with 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 class room work."

No candidate should report for matriculation in the Junior College unless his certificate of credit has been approved by the Registrar. Disappointment and unnecessary expense may result from neglect of this precaution.

JUNIOR COLLEGE CURRICULA

English 11 and 12 are required of Second Classmen in all curricula. Theoretical instruction in Military Science and Tactics is required of both Second and First Classmen. Junior College students carry a minimum of fifteen semester hours of academic work per week.

Two hundred fifty-six semester hours of college work are offered, distributed as follows:

Language and Literature (78): English and Public Speaking, eighteen; Foreign Language, French, German and Spanish, sixty.

Mathematics and Science (99): Mathematics, twenty-six; Science, Biology, Chemistry, Geology and Physics, sixty-two; Engineering Drawing and Surveying, eleven.

Social Science (47): History, Government, and Psychology, twenty-four; Economics, Geography and Sociology, twenty-three.

Commerce (32): Accounting, Advertising, Business Law, Business Organization, and Salesmanship.

These courses are described briefly in the pages following.

Experience has shown the necessity of a well-planned sequence of electives, both for those who intend to continue their college work elsewhere and for those who plan to enter business upon graduation from the Institute. The curricula listed below are suggested. Students are permitted to choose the courses which, to them and their advisers, seem most beneficial. Where attendance at a senior college is contemplated, electives should be chosen in accordance with the curricula outlined by the college or university. Faculty advisers assist in the arranging of courses of study, but in the last analysis the responsibility for selection rests with the individual. No technical course is outlined since New Mexico Military Institute is not a technical school.

PRE-PROFESSIONAL COURSES: New Mexico Military Institute does not outline special curricula in pre-professional courses because of the diversity in the requirements of the various colleges and universities. However, students who plan their junior college program in conformity with the requirements of the college or university of their choice find they can spend two profitable years at New Mexico Military Institute in preparation for courses such as engineering, law, medicine, etc.

LIBERAL ARTS

SECOND CLASS (*First Year College*)

English	3 hours
Modern Language (French, German or Spanish)	5 hours
Science (Biology, Chemistry or Physics)	4 hours
And either of the following:	
Mathematics	3 hours
Social Science (History, Economics or Psychology)	3 hours
Total, each semester	15 hours

FIRST CLASS (*Second Year College*)

English	3 hours
And at least 12 hours from the following:	
Modern Language (French, German or Spanish)	5 hours
Social Science (History, Economics, Government, Psychology and Sociology)	3 hours
Geology	4 hours
Mathematics	3 hours
Total, each semester	15-18 hours

SCIENCE

SECOND CLASS (*First Year College*)

English	3 hours
Mathematics	3 hours
Modern Language (French, German or Spanish)	5 hours
Science (Biology, Chemistry or Physics)	4 hours
Total, each semester	15 hours

FIRST CLASS (*Second Year College*)

Science (Biology, Chemistry, Geology or Physics)	4-5 hours
Mathematics	3-4 hours
And at least eight hours from the following:	
Modern Language (French, German or Spanish)	5 hours
Drawing and Descriptive Geometry	4 hours
Government	3 hours
Surveying	3 hours
Total, each semester	15-19 hours

COMMERCE

The following program in Commerce has been arranged for students who plan to go into business upon completion of their junior college course:

SECOND CLASS (*First Year College*)

English 11-12	3 hours
Introductory Accounting (Commerce 9-10)	4 hours
Economics	3 hours
Business Law (Commerce 15-16)	3 hours
Psychology	3 hours
Total, each semester	16 hours

COMMERCE CURRICULA (Continued)

FIRST CLASS (*Second Year College*)

English 13-14 (Public Speaking)	2 hours
Business Organization—Salesmanship—Advertising (Commerce 17-18, 13 and 14)	5 hours
Advanced Accounting (Commerce 21-22)	4 hours
Mathematics	3 hours
Economics or Government	3 hours
Total, each semester	17 hours

ACADEMIC REGULATIONS

Reports are issued each six weeks and are sent to parents and guardians; examinations are given at the conclusion of each half year upon the work of the semester just completed. In these reports the passing grade is D. *However, no student will be recommended for Advanced standing at another institution in any subject in which he fails to obtain a grade of C, nor will any student be promoted from the Second (college freshman) to the First (college sophomore) Class who has not earned at least twenty-six semester hours of credit. No student will be awarded a diploma until he has earned passing grades in the sixty-four semester hours of work required for graduation. Of this number, four hours may be in Military Science and Tactics.*

“A semester hour is defined as one period of class room work in lecture or recitation extending through not less than 50 minutes net, or their equivalent, per week for a period of 18 weeks, two periods of laboratory work being counted as the equivalent of one hour of lecture or recitation.”

The marking system is based on the following scale. A=93 to 100; B=87 to 92; C=80 to 86; D=70 to 79, approximately; X=Condition or Incomplete; F=Failure. The passing grade is D; the recommending grade is C; and the honor grade is A. In studies where the grade earned for the semester is C or better, university transfer credit is recommended.

REQUIREMENTS FOR GRADUATION

The Second Class—freshman year of college—is the highest to which new students are admitted. Two years of attendance in the Junior College of New Mexico Military Institute are required for graduation.

In order to obtain a junior college diploma, a student must complete sixty-four semester hours in the Junior College of New Mexico Military Institute, in addition to the fifteen standard units presented for entrance. When the required work has been completed, a diploma is granted, signed by the Governor of the State of New Mexico, the Regents, the Superintendent and representatives of the Faculty.

Description of Courses in the Junior College

In addition to the work described below, other courses which the Institute is equipped to offer may be added if there should be sufficient demand for them, while listed courses may be withdrawn on account of lack of demand or for other sufficient reasons. The following courses were offered during the session of 1941-1942:

BIOLOGY

BIOLOGY 11-12—*College Zoology*

BIOLOGY 11—First semester. Three lecture hours and four hours of laboratory work. Four hours credit. This course is offered primarily for pre-medical and pre-dental students but is open to anyone who desires credit in college zoology. There are no prerequisites. The course consists of a general survey of the principal phyla of the animal kingdom, considering the classification, structural pattern, life history and biological relations of each group. Laboratory work involves the study and dissection of representatives of the various phyla.

Text: Hegner's *College Zoology*, Fourth Edition, Chapters I-XXI.

Laboratory Guide: Wodsedalek's *General Zoology Laboratory Guide*.

BIOLOGY 12—Second semester. Three lecture hours and four hours of laboratory work. Four hours credit. This course is a continuation of the work of the first semester, dealing chiefly with the chordates. The problems of inheritance, the origin of species, and the interrelationships of the vertebrates are studied. Identification of one hundred birds is required as outside work. Projects are carried on and field trips taken. Laboratory work continues that of the first semester, with special emphasis on the comparative anatomy of the vertebrates.

Prerequisite: Biology 11.

Text: Hegner's *College Zoology*, Fourth Edition, completed.

Laboratory Guide: Wodsedalek's *General Zoology Laboratory Guide*, completed.

CHEMISTRY

CHEMISTRY 11-12—*General Chemistry*

CHEMISTRY 11—First semester. Three lecture hours and one two-hour laboratory period. Four hours credit. This course deals with the states of matter; composition of matter; composition of crystals, molecules and atoms; the structure of the atom; gas laws; types of reactions; nomenclature; solutions and a detailed study of oxygen and hydrogen.

Text: Albert L. Elder's *Textbook of Chemistry*.

CHEMISTRY 11—*Laboratory*. Laboratory experiments illustrate classes of material; kinds of chemical changes; gas laws, weight and volume relations in chemical reactions; oxygen and oxidation; hydrogen and reduction.

Laboratory manual: Briscoe, Hunt and Whitacre's *A Laboratory Manual of General Chemistry*.

CHEMISTRY 12—Second semester. Three lecture hours and one two-hour laboratory period. Four hours credit. This course is a continuation of Chemistry 11. The work of the second semester includes ionization, equilibrium, water, acids, bases and salts; also preparation and properties of non-metals and metals and their principal compounds.

Text: Albert L. Elder's *Textbook of Chemistry*.

CHEMISTRY 12—*Laboratory*. The experiments deal chiefly with freezing points and molecular weights, the halogen elements, sulphur carbon and their compounds. Also, ionization, equilibrium, indicators, hydrolysis and a few organic compounds. A brief course in qualitative analysis is given the last six weeks requiring about twenty hours of laboratory work.

Laboratory manual: Briscoe, Hunt and Whitacre's *A Laboratory Manual of General Chemistry*.

Laboratory fee, \$10.00 for both semesters.

CHEMISTRY 13-14—*General Chemistry*. (To be elected by students who intend to major in engineering or science.)

CHEMISTRY 13—First semester. Three lecture hours and four hours laboratory. Four hours credit. This course deals principally with a few of the more common elements. Stress is applied to calculations involving the gas laws, solutions and chemical equilibria.

Text: Albert L. Elder's *Textbook of Chemistry*.

CHEMISTRY 13—*Laboratory*. Experiments illustrate chemical changes; preparation of acids, bases and salts; molecular weights and equivalent weight determinations. The first twenty-five experiments in the Laboratory Manual are performed.

Laboratory manual: Briscoe, Hunt and Whitacre's *A Laboratory Manual of General Chemistry*, and Departmental Notes.

CHEMISTRY 14—Second semester. Three lecture hours and four hours laboratory. Four hours credit. This course is a continuation of Chemistry 13, and completes the text. Most of the time is spent on atomic structure, equilibria, energy relationships and industrial processing.

Text: Albert L. Elder's *Textbook of Chemistry*.

CHEMISTRY 14—*Laboratory*. The first twelve weeks complete the fifty-three experiments of the Laboratory Manual, with but three omissions. The last six weeks is devoted entirely to preliminary qualitative analysis of the common cations and twenty-seven anions and their characteristic reactions.

Laboratory manual: Briscoe, Hunt and Whitacre's *A Laboratory Manual of General Chemistry*, and Departmental Notes.

Laboratory fee, \$10.00 for both semesters.

CHEMISTRY 21—*Qualitative Chemical Analysis*. First semester. Two lecture hours and six hours laboratory a week for eighteen weeks. Five hours credit. The laboratory work deals with the recognition of metal and acid radical ions, separation of metals on a semi-micro basis, blowpipe analysis and analysis of acid insoluble ores. The classroom work is devoted to the theories involved in chemical reactions and to equation writing, written tests, and problems. The theoretical work in Curtmen's *A Course in Qualitative Analysis* is followed closely.

Prerequisites: Chemistry 13-14, or Chemistry 11-12 with permission of the head of the department.

Prerequisite or corequisite: College Algebra.

Text: Belcher and William's *A Course in Qualitative Analysis*, and Departmental Notes. Reference—Curtmen's *A Course in Qualitative Analysis*.

Laboratory fee, \$7.50.

CHEMISTRY 22—*Quantitative Chemical Analysis*. Second semester. Two lecture hours and six hours laboratory a week for eighteen weeks. Five hours credit. The first half of the semester is given entirely to volumetric analysis and the second half to gravimetric analysis. Particular emphasis is placed on stoichiometrical problems throughout the course. The work as outlined in Pierce and Haensch's *Quantitative Analysis* is followed closely, together with departmental notes. The classroom work deals with the theories and problems involved.

Prerequisites: Chemistry 11-12 or Chemistry 13-14, and Chemistry 21.

Laboratory fee, \$7.50.

CHEMISTRY 24—*Organic Chemistry*. Second semester. Three lecture hours and four hours laboratory a week for eighteen weeks. Five hours credit. In this course there are lectures and recitations treating of the classification of carbon compounds. The characteristic properties and fundamental theories of the principal classes are developed including alcohols, alkylhalides, hydrocarbons, ethers, acids, esters, amines, carbohydrates, alicyclic compounds, and the aromatic

compounds. Much time is devoted to physical and chemical properties of these compounds, synthesis and nomenclature.

Prerequisites: Chemistry 11-12 or Chemistry 13-14, and Chemistry 21.

Text: Conant's *The Chemistry of Organic Compounds*, and Departmental Notes.

CHEMISTRY 24—*Organic Chemistry Laboratory*. A study of the preparation and purification of organic compounds. About thirty-eight selected experiments are performed during the semester, emphasis being placed on quantity and purity of yield.

Text: Adams and Johnson's *Laboratory Experiments in Organic Chemistry*.

Laboratory fee, \$7.50, includes chemicals.

NOTE—The chemical laboratories will be open to all students, except those in Chemistry 11-12, from eight o'clock in the morning until four o'clock in the afternoon.

The fee charged for each course is to cover the cost of chemicals, gas, etc. Each student has his own desk, provided with lock and key, and is charged in addition for all apparatus broken. The breakage charge ranges from \$1.00 to \$3.00, depending upon the skill and care of the student.

COMMERCE

COMMERCE 9-10—*Introductory Accounting*.

COMMERCE 9—First semester. Five hours per week. Four hours credit. This course covers the basic accounting principles as related to individual proprietorships. The theory of debit and credit; recording of entries in the general journal; special journals and posting to both general ledger and subsidiary ledgers are studied. The preparation of trial balances; work sheets; adjusting, closing, and reversing entries; and financial statements is required. Discussions of theory, problems and practice-set materials are used.

Text: Finney's *Principles of Accounting, Introductory*.

COMMERCE 10—Second semester. Five hours per week. Four hours credit. A continuation of Commerce 9, with the major emphasis upon partnership and corporation accounting. Non-profit organizations, cost, manufacturing, branch and department accounting procedure, voucher systems, consolidated statements, and analysis of financial statements are also included. Discussion of theory, problems and practice-set materials are used.

Text: Finney's *Principles of Accounting, Introductory*.

COMMERCE 11-12—*Elementary Accounting*. (Open to First Classmen only.)

COMMERCE 11—First semester. Five hours per week. Four hours credit. This course covers the basic accounting principles as related to individual proprietorships. The theory of debit and credit, recording of entries in the general journal; special journals and posting to both general ledger and subsidiary ledgers are studied. The preparation of trial balances, work sheets; adjusting, closing, and reversing entries; and financial statements, is required. Discussions of theory, problems and practice-set materials are used.

Text: Finney's *Principles of Accounting, Introductory*.

COMMERCE 12—Second semester. Five hours per week. Four hours credit. A continuation of Commerce 11 with major emphasis upon partnership and corporation accounting. Non-profit organizations, cost, manufacturing, branch and department accounting procedure, voucher systems, consolidated statements, and analysis of financial statements are also included. Discussion of theory, problems and practice-set materials are used.

Text: Finney's *Principles of Accounting, Introductory*.

COMMERCE 13—*Salesmanship*. First semester. Three hours per week. Three hours credit. The modern concept of salesmanship furnishes the basis for the course. The underlying theory concerning the progress through the various steps of a sale is given as a fundamental principle. Actual sales demonstrations and analysis of sales canvasses give a practical application to the course.

Text: Fernald's *Salesmanship*, Revised Edition.

COMMERCE 14—*Advertising*. Second semester. Three hours per week. Three hours credit. The way in which advertising is used; how to determine the kind and extent; the chief psychological problems involved; the principal classes of advertising; the psychological and mechanical methods of securing and holding attention; the nature, purpose, and structural principles of advertising copy; retail and department store advertising; radio advertising; letters and follow-up systems; new laws and codes affecting advertising.

Text: Kleppner's *Advertising Procedure*, Revised Edition, 1937.

COMMERCE 15-16—*Business Law*. An endeavor is made to give the student an understanding of those principles of the law which are essential to the intelligent conduct of modern business.

COMMERCE 15—First semester. Three hours per week. Three hours credit. The subject of contracts is studied as the basis of the law of business. The elements of a contract, the competence of parties to a contract, its execution and the consequences of its breach, are examined. Agency and the law of partnership, corporations and

business associations are studied, both as independent branches of the law and in their relationship to the law of contracts. Lectures and discussion of cases supplement the assignment in the text.

Text: Pomeroy's *Business Law*, Second Edition.

COMMERCE 16—Second semester. Three hours per week. Three hours credit. The Uniform Negotiable Instruments Law and its application are made the foundation of the work of half of this semester. Sales, bailments, carriers, insurance, guaranty and suretyship are also studied.

Texts: Pomeroy's *Business Law*, Second Edition; Pomeroy's *Cases on Business Law*, Second Edition.

COMMERCE 17-18—*Business Organization*. Two hours per week each semester. Four hours credit per year. A basic course offering a thorough grounding in the fundamentals of business organization, management, and finance. Each department of business: organization, finance, purchasing, management, advertising, selling, and accounting, is concisely yet comprehensively covered. The student is given the view of business as a whole which should precede specialization in certain departments.

Text: Bonneville and Dewey's *Organizing and Financing Business*.

COMMERCE 21-22—*Advanced Accounting*. (Not offered during 1941-1942.)

COMMERCE 21—First semester. Five hours per week. Four hours credit. Major emphasis is placed on statement preparation, the analysis of financial statements, and corporation stock. Mention is made concerning controlling accounts, agencies and branches, instalment sales, consignments, and joint ventures.

Prerequisite: Commerce 9-10.

Text: Finney's *Principles of Accounting*, Volume I, Intermediate.

COMMERCE 22—Second semester. Five hours per week. Four hours credit. Emphasis is placed on the intricate problems of the partnership, bankruptcy accounting, and the preparation of the statement of application of funds. Consideration is given to receivables and inventories.

Prerequisites: Commerce 9-10, and Commerce 21.

Text: Finney's *Principles of Accounting*, Volume I, Intermediate.

DRAWING AND DESCRIPTIVE GEOMETRY

DRAWING 11—*Elements of Drafting*. First semester. Two lecture hours and six hours of supervised drawing per week. Four hours credit. The work of the course consists of lettering, instrumental practice, geometry of drawing, multi-view projections, dimensioning,

revolutions, sections, detail and assembly drawings, isometric and oblique drawings, fasteners, intersections and developments, graphs, sketching, reproduction of drawings.

Texts: Giesecke, Mitchell and Spencer's *Technical Drawing*, Second Edition, and Giesecke, Mitchell and Spencer's *Technical Drawing Problems*.

Fee, \$5.00.

DRAWING 12—*Descriptive Geometry*. Second semester. Two lecture hours and six hours of supervised drawing per week. Four hours credit. Projections of points and lines, the representation of planes, the fundamental relationships between points, lines and planes, the generation, representation, intersections, developments and uses of surfaces, pictorial drawings and shades, shadows and reflections form the basis of the course. About seventy plates are prepared with several problems on each plate. Plate specifications as outlined by the University of Illinois.

Prerequisites: Drawing 11 and Solid Geometry.

Text: Jordan and Porter's *Descriptive Geometry*.

Fee, \$5.00.

ECONOMICS

ECONOMICS 10—*Economic History of the United States*. Second semester. Three hours per week. Three hours credit. An introductory course treating the economic development of the United States from colonial days to the present time. Extensive collateral reading is required.

Text: Chester W. Wright's *Economic History of the United States*, 1941 Edition.

ECONOMICS 11—*Introductory Economics*. First semester. Three hours per week. Three hours credit. The course includes those principles of economics a knowledge of which is ordinarily considered necessary to good citizenship. Considerable attention is given to such topics as distribution of wealth, taxation and Socialism.

Method: Lectures and assigned readings in current economic topics.

Text: Fairchild, Furniss and Buck's *Economics*, Single Volume Edition.

ECONOMICS 12—*Applied Economics*. Second semester. Three hours per week. Three hours credit. A course designed to apply the subject matter of the first semester to the problems of citizenship.

Students who have not had Economics 11 are required to do sufficient reading to acquaint themselves with the principles involved.

Method: Lectures, discussions and assigned readings in citizenship.

Prerequisite: Economics 11.

Text: Bye and Hewatt's *Applied Economics*, Third Revised Edition.

ECONOMICS 13—*Principles of Economics*. (Open to First Classmen only.) First semester. Three hours per week. Three hours credit. The first semester's work includes a study of basic principles of economics such as value, price, production, consumption, factors of production and the business cycle, with their practical application to current economic problems. A term paper on some current economic problem is required.

Text: Fairchild, Furniss and Buck's *Economics*, Single Volume Edition.

ECONOMICS 14—*Applied Economics*. (Open to First Classmen only.) Second semester. Three hours per week. Three hours credit. A course designed to apply the principles of economics to current American and world economic and social problems.

Prerequisite: Economics 13.

Text: Bye and Hewatt's *Applied Economics*, Third Revised Edition.

ECONOMICS 21—*Labor Problems*. First semester. Three hours per week. Three hours credit. A survey of industrial relations from the standpoint of both employer and employed. Among the topics treated are Security of Labor, the Labor Market, Labor Management, Labor Unions, The American Federation of Labor, and Labor and the Law.

Prerequisite: Economics 11-12, or Economics 13-14.

Text: Daugherty's *Labor Problems in American Industry*, Revised Edition.

ECONOMICS 22—*Marketing*. Second semester. Three hours per week. Three hours credit. A practical course designed for the more advanced students who intend to enter business. The course includes a detailed survey of all the marketing agencies and their functions, and a study of all the systems of distribution of goods now in use.

Prerequisites: Economics 11-12, or Economics 13-14.

Text: Converse's *Essentials of Distribution*, 1936 Edition.

ENGLISH

ENGLISH 11-12—*Composition and Rhetoric*. (Assignments to appropriate sections is made on the basis of preparation and needs as re-

vealed by various tests and exercises in the opening weeks of the session.)

ENGLISH 11—First semester. Three hours per week. Three hours credit. This course seeks to develop ability to read with intelligence, to establish habits of correct writing, to foster the ability to think coherently, and to express the result of that thinking effectively. The fundamentals of good writing are reviewed, especially those relating to sentence construction and vocabulary upbuilding. Both long and short papers afford practice in expository writing. Since this is a required course, it aims to give training in better writing needful for the requirement of college courses. Improved reading methods are encouraged through graded readings.

Texts: Fulton's *Expository Writing*; *A Year's Training in Writing and Reading* (a manual and exercise book prepared by the English staff).

ENGLISH 12—Second semester. Three hours per week. Three hours credit. During this semester the objectives of the first semester are continued in an advanced degree. Reading, however, especially in literary types such as the novel and the play, is brought into prominence. The practice in writing is based on materials drawn from books. Proper methods of gathering information are taught and the facilities of the library are used.

Prerequisite: English 11.

Texts: Fulton's *Expository Writing*; *A Year's Training in Writing and Reading*; Hardy's *Return of the Native* (or an equivalent standard novel); Shakespeare's *King Henry IV, Part I*, and *Hamlet* (or equivalent) are read.

ENGLISH 13-14—*Public Speaking*.

ENGLISH 13—*Public Speaking*. First semester. Two hours per week. Two hours credit. This course stresses the reading aloud of some of the gems of English Literature for the purpose of literary appreciation as well as for voice culture. During the second half of the semester emphasis is placed on oral discourse as a method of communication and the student has opportunity to learn "to think on his feet." The entire course is designed to give practice rather than theory to the student.

Text: Nattkemper and James's *Delight and Power in Speech*.

ENGLISH 14—*Argument and Public Speaking*. Second semester. Two hours per week. Two hours credit. A study of the principles of public speaking and of argument, together with their practical uses. The course offers theory, example and constant practice.

Text: Winan's *Public Speaking*, Revised Edition.

ENGLISH 21-22—*English and American Literature.*

ENGLISH 21—First semester. Three hours per week. Three hours credit. The work of the first semester consists of a survey of English literature from the beginnings of the Romantic Movement—Thomson and Gray—to the World War, including some twenty major writers of prose and poetry. A term paper is required, as well as a number of shorter exercises.

Prerequisites: English 11-12.

Text: Woods, Watt and Anderson's *The Literature of England*, Volume Two.

ENGLISH 22—Second semester. Three hours per week. Three hours credit. The second part of the course surveys American literature from the colonial period, although emphasis is given to later Romantic and Contemporary writing. Occasional reports and a term paper are required.

Text: Jones and Leisy's *Major American Writers.*

ENGLISH 24—*Masterpieces of American Fiction.* Two hours per week. Two hours credit. A course in the development of American fiction from Hawthorne to Hemingway. Collateral reading in the history and criticism of the novel must exceed five hundred pages.

Prerequisite: English 11-12, completed with recommending grades.

Texts: Hawthorne's *Blithedale Romance*; Crane's *The Red Badge of Courage*; Mark Twain's *The Gilded Age*; Henry James's *Portrait of a Lady*; Lewis's *Arrowsmith*; Cather's *Death Comes For The Archbishop*; Hemingway's *The Sun Also Rises.*

ENGLISH 25-26—*Important American and British Books.* (Intended for students of scientific or technical bent.)

ENGLISH 25—First semester. Three hours per week. Three hours credit. This course is intended as an introduction to literature by exciting an interest in reading, and books in general. At the same time an effort is made to unify the readings into a general idea of the progress of American thought. A distinctive feature of the course is that students read books as wholes, rather than through excerpts. Practice in writing is adapted to needs of individual students.

Texts: Franklin's *Autobiography*; Crèvecoeur's *Letters from an American Farmer*; Mark Twain's *Life on the Mississippi*; Stephen's *Lincoln*; James T. Adams' *Epic of America.*

ENGLISH 26—Second semester. Three hours per week. Three hours credit. During this semester, acquaintance is made of a few additional American books, and then comes a transition to British books. The same aims prevail, such as reading entire books or large

segments of them. The selected books are unified into some general ideas about the sweep of English literature in recent periods, especially in respect to novels and essays.

Texts: Whitman's *Specimen Days in America*; Churchill's *The Crisis*; Thoreau's *A Week on the Concord and Merrimac Rivers*; Southey's *Nelson*; Swift's *Gulliver's Travels*; George Eliot's *Middlemarch*; Stevenson's *Virginibus Puerisque*.

GEOLOGY AND GEOGRAPHY

GEOLOGY 11—*Physical Geology*. First semester. Three lecture hours and four hours of laboratory. Four hours credit. The lectures outline the principles of general physical geology with special reference to the composition and structure of the earth, and processes by which it has reached its present condition.

The laboratory exercises are designed to illustrate the course, by means of specimens, common rocks and minerals, and topographical maps. Field trips afford practical illustrations of weathering of rocks, arid geology, wind erosion, igneous and stratified rocks, volcanic phenomena, structures, and cavern formations.

Text: Longwell, Knopp and Flint's *A Textbook of Geology, Part I, Physical Geology*.

GEOLOGY 12—*Historical Geology*. Second semester. Three lecture hours and four hours of laboratory. Four hours credit. The lectures deal with the evolution of the earth and its inhabitants, with special reference to the history of North America. Geographical distribution and nature of the great rock systems, and movements of land and sea, mountain making, glaciation, etc., are discussed. An introductory account of fossils is given.

The laboratory exercises include the identification of common and index fossils and especially those found and studied on field excursions into Permian, Jurassic, Triassic and Cretaceous areas in New Mexico.

Prerequisite: Geology 11.

Text: Schuchert and Dunbar's *Historical Geology, Part II*.

Laboratory fee, \$5.00 for both semesters.

GEOLOGY 21-22—*Mineralogy*. (Open to First Classmen only.)

GEOLOGY 21 — *Mineralogy: Crystallography and Blowpipe Analysis*. First semester. Two lecture hours and six hours of laboratory per week. Four hours credit. This course is designed to familiarize the student with the crystal systems and forms through the study of crystal models and natural crystals. Practice in blow-

pipe analysis, and experimental work on known and unknown minerals introduces the work in determinative mineralogy.

Prerequisites: Credit or enrollment in Geology 11 and Chemistry 11.

Text: Kraus and Hunt's *Mineralogy*.

GEOLOGY 22—*Determinative Mineralogy*. Second semester. Two lecture hours and six hours of laboratory per week. Four hours credit. A continuation of Geology 21 in metallic and non-metallic minerals. Approximately 200 mineral species are studied. Emphasis is placed upon physical characteristics of the more common metals and non-metals before actual laboratory tests are made.

Prerequisite: Geology 21.

Text: Kraus and Hunt's *Mineralogy*.

Laboratory fee, \$10.00 for both semesters.

GEOGRAPHY 11—*Economic Geography*. First semester. Three hours per week. Three hours credit. A study of the foundation and products of industry and of commercial movements. The course aims to interpret human activities as influenced by geographic environmental conditions, and chiefly to present a geographic background against which business and commerce may be viewed. Lectures, required readings, and a generous use of the atlas supplement the text.

Text: Klimm, Starkey and Hall's *Introductory Economic Geography*.

GEOGRAPHY 12—*Economic Geography of South America*. Second semester. Two hours per week. Two hours credit. A course designed to follow the general course in Economic Geography for the student who wishes to concentrate on South America, its countries, peoples, resources, industries and commerce. Special emphasis is placed upon the physical and climatic features, and upon natural resources as factors dictating to continental activity.

Text: Carlson's *Geography of Latin America*.

GEOGRAPHY 14—*Climatology*. Second semester. Three hours per week. Three hours credit. The course is based on a study of the atmosphere. It includes a thorough examination of the nature and functions of meteorological elements, the climates of the world, and a discussion of the relationships and effects between climate and man.

Text: Blair's *Weather Elements*.

GERMAN

GERMAN 11-12—*Elementary German*. (Not offered during 1941-42.)

GERMAN 11—First semester. Five hours per week. Five hours credit. The course consists of careful drill upon pronunciation and

upon the fundamentals of German grammar; memory work; conversation; dictation and sight reading.

Texts: Bach's *Introduction to German*, Lessons I to XXIII; Hagboldt's *Allerlei*, completed; and Hagboldt's *Fabeln*, completed.

GERMAN 12—Second semester. Five hours per week. Five hours credit. Drill upon pronunciation and upon the fundamentals of German grammar is continued, as are conversation, dictation and sight reading, together with memory work and supplementary reading.

Texts: Bach's *Introduction to German*; Lessons XXIV to XXXVIII; Hagboldt's *Anekdoten und Erzaelungen*, completed; Hagboldt's *Eulenspiegel und Muenchhausen*, completed; and Hagboldt's *Funf Beruehmte Maerchen*, completed.

GERMAN 21-22—*Intermediate German*. (Not offered during 1941-42.)

GERMAN 21—First semester. Five hours per week. Five hours credit. This course consists of a thorough review of the fundamentals of German grammar; composition and conversation. Supplementary reading.

Texts: Cochran's *Practical German Review Grammar*, Lessons I to XIV; Schiller's *Wilhelm Tell*, completed; and Langewiesche's *Das amerikanische Abenteuer*, completed.

GERMAN 22—Second semester. Five hours per week. Five hours credit. A continuation of the work of German 21, stressing reading, composition and conversation. German Club work.

Texts: Cochran's *Practical German Review Grammar*, completed; Eichendorff's *Aus dem Leben eines Taugenichts*, completed; Purin's *Fortunatus*, completed; Morgan's *Das Peterle von Nuernberg*, completed; Hinz' *Das geheimnisvolle Dorf*, completed; Hagboldt's *Das Abenteuer der Neujahrsnacht*, completed; Leopold's *Ein Sommer in Deutschland*, completed.

GOVERNMENT

GOVERNMENT 11—*American Government*. Either semester. Three hours per week. Three hours credit. A general survey is undertaken of the principles and practice of American government in the nation. The origin and purpose of the various institutions; their development by law or by usage; and their present day workings, merits, and defects are analyzed. American political institutions are compared and contrasted, where feasible, with analogous institutions in other lands.

Method: Recitation and lecture.

Text: Munro's *The Government of the United States*, Fourth Edition.

GOVERNMENT 12—*State and Local Government*. Second semester. Three hours per week. Three hours credit. A course devoted to the study of the structural features and the administrative activities of the states, counties, municipalities, and the other local areas.

Prerequisite: Government 11.

Text: A. W. Bromage's *State Government and Administration in the United States*.

GOVERNMENT 13—*American Government*. (Open to First Classmen only.) Either semester. Three hours per week. Three hours credit. The course deals with the organization and administration of the federal government. It is similar in content and treatment to Government 11.

Text: Munro's *The Government of the United States*, Fourth Edition.

HISTORY

HISTORY 11-12—*European History*.

HISTORY 11—*European History from 31 B. C. to 1660*. First semester. Three hours per week. Three hours credit. A study of European Civilization from Roman times to 1660: the Roman Empire and Its Decline; The Early, High, and Later Middle Ages with special attention to Feudalism, the Rise of National Monarchies, and the Renaissance; The Economic Expansion of Europe and the Rise of Capitalism; and finally, the Age of the Reformation and the Wars of Religion are among the topics treated. There are informal discussions, collateral readings, and lectures.

Text: Ferguson and Bruun's *A Survey of European Civilization*, Part I.

HISTORY 12—*European History from 1660 to the Present*. Second semester. Three hours per week. Three hours credit. Topics stressed include: The Age of Louis XIV; The Eighteenth Century; The Era of the French Revolution and Napoleon; The Growth of Nationalism and Democracy; The New Industrial Era with its Capital and Labor Conflicts and its Imperialistic Rivalries; and finally, The World War and the Problems of the Post-War Period. The year's course offers a continuous story of European civilization from Roman times to the present.

Text: Ferguson and Bruun's *A Survey of European Civilization*, Part II.

HISTORY 21-22—*United States History*.

HISTORY 21—*United States History to 1865*. First semester. Three hours per week. Three hours credit. The political develop-

ment of the United States to 1865 is the central theme. The operation of the deep-seated social and economic forces which give it much of its significance are, however, adequately emphasized. Moreover, the events are viewed, not in isolation, but in their proper setting in the larger whole of world history. An accurate, impartial and clearly-stated presentation of the findings of scholars is the controlling aim.

Method: Recitations; collateral readings; reports; lectures.

Text: Hockett's *Political and Social Growth of the American People*, 1492-1865.

HISTORY 22—*United States History from 1865 to the Present*. Second semester. Three hours per week. Three hours credit. The story is continued to the present. While the major emphasis is placed, as before, on political development, political forces are recognized as being responsive to changing social conditions. Constant stress is placed on the great dynamic currents which have shaped the nation's life. Thus, the growth of nationality, the struggle for greater democracy, the changes in the methods of production and distribution, the striving for social betterment, and the expansion of the national boundaries are traced. Again, American History is surveyed in its essential relation to the world stream of development with accuracy and impartiality as ideals. A term paper requirement, with special instruction in bibliography and foot-note technique, is a part of the total course.

Text: Schlesinger's *Political and Social Growth of the American People*, 1865-1940.

MATHEMATICS

MATHEMATICS 10—*Solid Geometry*. First semester. Three hours per week. Three hours credit. This course in solid geometry covers all of the topics ordinarily given in Euclidean geometry of three dimensions.

Prerequisite: One year of plane geometry.

Text: Wentworth and Smith's *Solid Geometry*, Revised.

MATHEMATICS 11—*Intermediate Algebra*. First semester. Three hours per week. Three hours credit. This course consists of a rapid, but nevertheless thorough, course in second year algebra as usually given in high school.

Prerequisite: One year of high school algebra.

Text: Wells and Hart's *Progressive Second Algebra*.

MATHEMATICS 12—*College Algebra*. Either semester. Three hours per week. Three hours credit. This course includes a study of the fundamental operations, factoring, fractions, exponents and radi-

cals, linear and quadratic equations, ratio and proportion, progressions, logarithms, the binomial theorem, permutations, combinations, probability, and graphs. Applications are of general interest rather than of a technical nature; students intending to elect Mathematics 15 (Analytic Geometry) must take Mathematics 13 rather than Mathematics 12.

Prerequisite: One and one-half years of high school algebra, or Mathematics 11, Intermediate Algebra.

Text: Harding and Mullin's *College Algebra*, Revised Edition.

MATHEMATICS 13—*College Algebra*. Either semester. Three hours per week. Three hours credit. After a review of factoring, fractions, linear equations, and exponents, this course includes a detailed study of quadratic equations, systems of equations, inequalities, ratio and proportion, variation, progressions, mathematical induction, the binomial theorem, complex numbers, selected topics in the theory of equations, and logarithms.

Prerequisite: One and one-half years of high school algebra, or Mathematics 11, Intermediate Algebra.

Text: Rietz and Crathorne's *Introductory College Algebra*, Revised Edition.

MATHEMATICS 14—*Plane Trigonometry*. Either semester. Three hours per week. Three hours credit. This course consists of a study of the trigonometric functions, measurements of angles, solution of triangles both by natural and by logarithmic functions, trigonometric identities and equations, inverse trigonometric functions, and practical applications of the subject.

Prerequisites: Mathematics 12 or Mathematics 13, College Algebra, and one year of plane geometry.

Text: Brink's *Plane Trigonometry*, Revised Edition.

MATHEMATICS 15—*Analytic Geometry*. Either semester. Three hours per week. Three hours credit. This course consists of a systematic study of the straight line, circle, parabola, ellipse, and hyperbola; transformation of coordinates; equations of higher degree; tangents and normals; parametric equations; polar coordinates; and the elements of analytic geometry in three dimensions.

Prerequisites: Mathematics 13, and Trigonometry with which it may however be taken concurrently.

Text: Smith, Gale and Neelley's *New Analytic Geometry*, Revised Edition.

MATHEMATICS 16—*Mathematics of Finance*. Either semester. Three hours per week. Three hours credit. This course consists of a study of simple interest and discount, compound interest, equations

of value and payment, annuities, sinking funds and amortization, bonds, depreciation and replacement, life annuities, and life insurance.

Prerequisite: Mathematics 12 or Mathematics 13, College Algebra.

Text: Williams's *The Mathematical Theory of Finance*.

MATHEMATICS 21-22—*Differential and Integral Calculus*. (Prerequisites: Mathematics 13, Trigonometry, and preferably Mathematics 15 with which it may, by special permission, be taken concurrently.)

MATHEMATICS 21—First semester. Four hours per week. Four hours credit. This course consists of the concepts of velocity and rate of change; differentiation and integration of polynomials, with applications to geometry and physics; differentiation of algebraic and transcendental functions, with further applications.

Text: Woods and Bailey's *Elementary Calculus*, Revised Edition.

MATHEMATICS 22—Second semester. Four hours per week. Four hours credit. The work of the second semester consists of a study of power series; partial differentiation; integration of algebraic and transcendental functions; double integrals; space coordinates and triple integrals; considerable attention is given to applications to geometry, physics, and mechanics.

Text: Woods and Bailey's *Elementary Calculus*, Revised Edition.

PHYSICS

PHYSICS 8—*The Slide Rule*. Second semester. One hour per week. One hour credit. This course covers the theory and practical use of the Log Log Duplex Trig slide rule.

Prerequisite or corequisite: Trigonometry.

Text: *The Study of the Slide Rule*, by Sommers, et al.

PHYSICS 11-12—*Introductory College Physics*.

PHYSICS 11—First semester. Three lecture hours and two hours of laboratory per week. Reports are written up outside of the laboratory. Four hours credit. The subject matter includes elementary theory and practical applications of mechanics and heat. Throughout this course emphasis is laid upon the practical side of the work. Simple numerical solutions are not avoided when needed in the work, but in the main the course is descriptive. Laboratory work is carried on to give practice in handling everyday problems and to make clear the principles involved. Collateral reading is also required.

Prerequisites: Elementary Algebra and Plane Geometry.

Texts: Black's *Introductory Course in College Physics*, and Departmental Notes.

PHYSICS 12—Second semester. Three lecture hours and two hours of laboratory work per week. Four hours credit. This course

is a continuation of Physics 11. The same text is used and the subjects covered include electricity, sound and light.

Texts: Black's *Introductory Course in College Physics*, and Departmental Notes.

Laboratory fee, \$5.00 for both semesters.

PHYSICS 13-14—*College Physics*. (To be elected by students who intend to major in engineering, medicine, or science.)

PHYSICS 13—First semester. Three lecture hours, one hour of written test, and two hours of laboratory per week. Reports are written up outside of laboratory. Four hours credit. A course in Mechanics, Molecular Physics, and Heat. Work in the laboratory is entirely quantitative and a minimum of sixteen experiments is required.

Prerequisite: Two years of Algebra.

Prerequisite or corequisite: Trigonometry.

Texts: Foley's *Physics*, Second Edition; White's *Experimental College Physics*, Second Edition.

PHYSICS 14—Second semester. Three lecture hours, one hour of written test, and two hours of laboratory per week. Reports are written up outside of laboratory. Four hours credit. This course is a continuation of Physics 13. The same texts are used and the subjects covered are Electricity, Sound, and Light. A minimum of sixteen experiments is required.

Texts: Foley's *Physics*, Second Edition; White's *Experimental College Physics*, Second Edition.

Laboratory fee, \$10.00 for both semesters. Each student is charged in addition for all apparatus broken.

PHYSICS 23—*Physics Problems*. First semester. Two hours recitation per week. Two hours credit. An advanced course in the solution of problems similar to those assigned in Physics 13 but of a more difficult type.

Prerequisite or corequisite: Physics 13.

Text: Taylor's *Drill Book of Physics*.

PSYCHOLOGY

PSYCHOLOGY 11—*Elementary Psychology*. First semester. Three hours per week. Three hours credit. The student is first provided with a stock of methods and general conception to serve as tools in psychological study. The part played by the nervous system receives special treatment. He is then guided through a survey of those reactions provided by the native constitution, such as instinct, emotion, sensation, the feelings, attention and intelligence. The process of learning, or acquiring reactions, both in the human and animal world, is considered at some length under such divisions as learning and habit

formation; memory; association and mental imagery; the laws of association; perception. Finally, some time is given to such topics as imagination, reasoning, and the will: ways in which the individual utilizes his whole equipment, native and acquired, in meeting the problems of life.

Method: Recitations, reports, experiments and lectures.

Texts: Ruch's *Psychology and Life*, and Ruch and Warren's *Working with Psychology*.

PSYCHOLOGY 12—*Applied Elementary Psychology*. Second semester. Three hours per week. Three hours credit. This course is designed to show how psychological principles operate in the broad field of human relations. Psychology is viewed in its relation to such fields as personality, improvement, law, medicine, business, education, and industrial efficiency.

Method: Recitations, reports, and lectures.

Prerequisite: Psychology 11.

Text: Crane's *Psychology Applied*, Revised Edition.

PSYCHOLOGY 13—*General Psychology*. (Open to First Classmen only.) First semester. Three hours per week. Three hours credit. This course is similar in content and treatment to Psychology 11 except that more experimental and collateral reading work is required.

PSYCHOLOGY 14—*Applied Psychology*. (Open to First Classmen only.) Second semester. Three hours per week. Three hours credit. This course is similar in content and treatment to Psychology 12 except that more extensive collateral reading is required.

Prerequisite: Psychology 13.

ROMANCE LANGUAGES

FRENCH

FRENCH 11-12—*Elementary French*. The aim of the course is to present the minimum essentials for a reading knowledge of French.

FRENCH 11—First semester. Five hours per week. Five hours credit. Thorough training in phonetic pronunciation; the essentials of French grammar, with work in composition, dictation and conversation.

Texts: Lecompte and Sundeen's *Unified French Course*, Lessons I to LXVI; *Le Petit Journal* is read in class.

FRENCH 12—Second semester. Five hours per week. Five hours credit. A continuation of the work of the first semester; drill on regular and irregular verbs; composition and conversation; selections memorized.

Texts: Lecompte and Sundeen's *Unified French Course*, Lessons

LXVII to CXXXIII; Bovee's *Emile et les Detectives*, completed; *Le Petit Journal* is read in class.

FRENCH 21-22—*Intermediate French*. The aim of the course is to give a reading knowledge of French.

FRENCH 21—First semester. Five hours per week. Five hours credit. A course designed to give a thorough review of grammar with prose composition and conversation two hours per week. The other three hours per week are devoted to extensive and intensive reading in class. Special stress is laid upon acquiring a vocabulary and the ability to read French. Extensive collateral reading, with written reports, is required.

Prerequisites: French 11-12, or two years of high school French.

Texts: Fraser's *French Reviewed*, pages 1-66; Fraser's *Workbook to Accompany French Reviewed*, pages 1-110; Skinner's *Quinze Conteurs*, completed; Bovée, Cattanes, and Robert's *Promenades littéraires et historiques*, completed. *Le Petit Journal* is read in class.

FRENCH 22—Second semester. Five hours per week. Five hours credit. The second semester continues the work of the first, with two hours per week devoted to grammar review, composition and conversation. Three hours per week are devoted to reading widely in class. Extensive collateral reading, with written reports is required. Themes in French are required every two weeks.

Prerequisites: French 21, or three years of high school French.

Texts: Fraser's *French Reviewed*, completed; Fraser's *Workbook to Accompany French Reviewed*, completed; Feuillet's *Le Roman d'un Jeune Homme Pauvre*, completed; Harvitt's *Representative Plays from the French Theatre of Today*, completed; Lancin's *Rapid French Review*, selections.

SPANISH

SPANISH 11-12—*Elementary Spanish*. The general aim of the course is to give a solid grammatical foundation for further study of Spanish. It is open to students who have had no high school Spanish.

SPANISH 11—First semester. Five hours per week. Five hours credit. Elementary grammatical principles are presented through notebook work. There is supplementary work in conversation, dictation and sight reading. A careful study is made of the most frequently used verb forms.

Texts: Willett and Scanlon's *Minimum Spanish Grammar*; Cameron's *Cinco Novelitas y un Cuento Cano*.

SPANISH 12—Second semester. Five hours per week. Five hours credit. The study of grammatical principles is continued. There is also dictation and composition with emphasis on conversation.

Texts: Willett and Scanlon's *Minimum Spanish Grammar*; Martinez Sierra's *Rosina es Frágil*; John Martin's *El Alférez Real*.

SPANISH 21-22—*Intermediate Spanish*.

SPANISH 21—First semester. Five hours per week. Five hours credit. The work of the first semester includes a thorough review of grammatical principles and verbs, with conversation and sight reading.

Prerequisite: Two years of high school Spanish or Spanish 11-12.

Texts: John Martin's *El Alférez Real*; Grismer's *Sailing the Spanish Main*.

SPANISH 22—Second semester. Five hours per week. Five hours credit. This semester's work includes a continuation of the study of verbs, and grammatical principles; emphasis is placed on the acquisition of a practical vocabulary.

Texts: Tamayo y Baus' *Lo Positivo*; Moratín's *El Sí de Las Niñas*; Hugo Wast's *Pata de Zorra*; and Barrow and Steel's *Noche Oscura en Lima*.

SOCIOLOGY

SOCIOLOGY 12—*Introduction to Sociology*. Second semester. Three hours per week. Three hours credit. A course designed to show the relations of men with each other and to guide students to a more definite consciousness of these relations and of the mutual obligations involved in them. Included is a study of the origin, development, structure and functions of the human family and of such problems as poverty, crime, and education, with which human institutions must cope.

Text: Nimkoff and Ogburn's *Sociology*.

SURVEYING

SURVEYING 12—*Elementary Surveying*. Either semester. Two double periods in the field and one class room recitation per week. Three hours credit. This course is intended to familiarize the student with the use of the surveying instruments, to teach him the best methods of doing field work and of keeping an accurate record. Problems in the use of the chain, compass, level, transit and plane table are assigned and examples worked out in the field. The determination of azimuth from observation on Polaris, simple curves as used in ordinary railway and highway work, and the computation of earthwork are also taken up. Class and field work.

Prerequisite: Trigonometry.

Text: Breed and Hosmer's *Elementary Surveying*, Volume II. Fee, \$10.00.

Department of Military Instruction

ERNEST G. CULLUM, Lieutenant Colonel, Cavalry, B.S.,
Professor of Military Science and Tactics.

H. P. SAUNDERS, JR., Lieutenant Colonel, New Mexico National Guard,
Retired,
Commandant of Cadets.

THOMAS B. STAPP, Captain, Cavalry,
Assistant to the Professor of Military Science and Tactics.

G. SETH ORELL, Captain, Cavalry, B.S.,
Assistant to the Professor of Military Science and Tactics.

JOSEPH A. POSZ, Captain, Cavalry,
Assistant to the Professor of Military Science and Tactics.

JOHN FLETCHER, Captain, New Mexico Military Institute,
Bandmaster.

DAVID M. ACKERMAN, Captain, New Mexico Military Institute,
Military Property Custodian.

WILLIAM L. ROBINSON, Technical Sergeant, CASC, U.S.A.,
(Lieutenant, Cavalry Reserve,)
Instructor and First Sergeant.

EDWARD H. DAY, Staff Sergeant, CASC, U.S.A.,
Sergeant Major and Instructor.

Military System

Contrary to a widespread misconception that military training produces automatons, the military instruction seeks to develop mental alertness, physical precision, and unflinching moral character. In addition, every effort is made to instill initiative, a sense of responsibility and to inculcate the principles of leadership.

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 gratifying appearance of the cadets. All cadets receive military instruction throughout their entire course. All eligible students are enrolled as members of the Reserve Officers' Training Corps. The military system of organization and training is based upon that of the Regular Army, as prescribed by the War Department. With certain necessary modifications, the daily routine and standards of conduct and bearing follow those of the United States Military Academy at West Point.

DISCIPLINE

The discipline of military life is a valuable thing in itself. Not only does it inculcate habits of obedience, punctuality, and respect for all lawful authority, but the exercise and drill prove themselves an aid to successful study by making the body strong, and the mind eager and alert to acquire knowledge.

The Commandant of Cadets is charged with and is responsible for the discipline. In matters of garrison discipline, he is assisted by the officers of the Institute and by the officers of the day. All cadet officers serve in turn as officers of the day.

Discipline is maintained both by instruction and example, and through a system of rewards and punishments. Rewards are made through promotions, the granting of privileges and the awarding of medals or trophies. Punishment is assigned in the form of demerits, tours, demotions, withdrawal of privileges, or dismissal.

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 an army officer at regimental inspection. Clothes must be brushed and free from spots, linen clean, shoes polished, and in every way cadets must present a neat and soldierly appearance. Quarters are also inspected daily by an officer of the Institute; every Saturday and Sunday a rigid inspection is made by the Commandant.

ORGANIZATION

For purposes of discipline and military instruction, the corps of cadets is organized into a provisional regiment of cavalry, officered by cadets. The regiment consists of a Regimental Headquarters and six squadrons, of two troops each. The Headquarters Troop contains the Band, and the Drum and Bugle Corps. In addition to regular military instruction, members of the Headquarters Troop receive special instruction for the Band or the Drum and Bugle Corps.

THE HONOR SYSTEM

The government of a well-established military school increases in efficiency and becomes more productive of good when it is supplemented and reinforced by the maintenance of honorable traditions. In the course of time these become unwritten law, representing, better than any formal regulations, the true spirit of the school, and commanding the ready and unquestioned support and obedience of every cadet. The honor code of the Institute is administered by an honor court of older cadets, appointed by the Superintendent. The Commandant of Cadets is also a member of this board. In all official

matters, a cadet's word of honor is accepted, unless it should be deemed necessary to refer the case to the honor court. Among other offenses, the cadet code prohibits lying, cheating, and the physical hazing of new cadets. Old cadets assist in the maintenance and enforcement of this code, to which every student in the school must conform.

APPOINTMENT TO WEST POINT

There are a certain number of vacancies at the United States Military Academy at West Point, New York, to be filled by recommended graduates of "Honor Military Schools." When the Institute receives such classification by the War Department, as it has continuously since 1909, it is permitted to select three honor graduates during the following year.

Whenever vacancies occur at West Point that are open to honor graduates of "Honor Military Schools," the Adjutant General of the Army distributes the vacancies in turn to the various schools and notifies them accordingly. When it is the turn of the Institute to receive one of these appointments, one of its honor graduates is permitted to enter the United States Military Academy at West Point, with no examination except the physical. The other two honor graduates are listed as first and second alternates, and may receive the appointment in case the principal for any reason is unable to qualify or accept.

HONOR GRADUATES OF HONOR MILITARY SCHOOLS

"The term 'honor graduate' is understood to apply to a graduate of the school whose attainments in scholarship have been so marked as to receive the approbation of the head of the school, who has been a member of the Reserve Officers' Training Corps for at least two years while at the school, and whose proficiency in military training and intelligent attention to duty have merited the approbation of the professor of military science and tactics. The honor graduate must be a citizen of the United States, of exemplary habits, and of good moral character."



Reserve Officers' Training Corps

The Reserve Officers' Training Corps is organized under authority of Section 40-47c, National Defense Act, approved June 3, 1916, as amended. Its primary object is to train selected students in educational institutions so that they may qualify for appointment as reserve officers in the military forces of the United States. The R. O. T. C. is therefore an important agency in the plan for national defense.

CAVALRY

Under War Department regulations, the Institute maintains a senior unit of the Cavalry Section of the Reserve Officers' Training Corps. The purpose of the training is to prepare the student for the responsibilities of leadership in peace or war through the duties of a troop officer of Cavalry. The objective is to confirm in the student the knowledge of leadership; to enable him to participate in the usual school activities; to serve his country in peace or war; and to continue his military work in other institutions, in cases where the student has not completed the R. O. T. C. course at the Institute.

EQUIPMENT

The War Department provides horses and furnishes the necessary rifles and other arms and equipment for carrying on the training. In addition to stables and all necessary installations, the Institute maintains an excellent pistol target range; an indoor gallery rifle range; an armory; and an outdoor riding hall and rifle range.

ELIGIBILITY

All students over fourteen, who are citizens of the United States, of good character and physically fit, are eligible for admission to the Reserve Officers' Training Corps during the four years preceding graduation. Only such students will be accepted as are "physically fit to perform military duty, or will be so upon arrival at military age."

R. O. T. C. COURSES

The work of the Reserve Officers' Training Corps is divided into two courses of two years each: the Basic and the Advanced. When a course has been entered upon, the student must complete it or carry it for the duration of his attendance, unless permission is given for withdrawal.

When a student has completed the Basic Course, he may enter the Advanced Course, provided he is found physically qualified by an Army Medical Board, and has the recommendation of the Professor of Military Science and Tactics and the approval of the Superintendent. The work of the Advanced Course includes one summer camp, and diplomas will be withheld from those students who have not fulfilled the summer camp requirement.

DESCRIPTION OF R. O. T. C. COURSES

All cadets receive practical instruction in equitation; mounted, dismounted, close and extended order drills; cavalry weapons, parades, and reviews. For all members of the R.O.T.C., two hours per week are devoted to theoretical instruction in class room and eight hours per week to practical training out-of-doors.

Beginning 1941-42, academic credit for military science and tactics is assigned. One unit of credit is given towards the high school graduation requirement of 16 units for the completion of the two-year Basic Course. In the Junior College division, four semester hours for Military Science and Tactics are allowed towards the 64 semester hours required for graduation from that division.

FIRST YEAR

BASIC COURSE

Object: To create a foundation of essential information upon which to build the Reserve Officer and to qualify him in the principles of leadership.

Subjects: Orientation; National Defense Acts of 1916, 1920 and R.O.T.C.; Selective Training and Service Act of 1940; Obligations of Citizenship; Military Discipline; Courtesies and Customs of the Service; Military Sanitation and First Aid; Organization of the Army; Organization of the Cavalry; Map Reading; Leadership; Basic Drill; Horsemanship; Rifle Marksmanship.

Texts: Army Regulations; R.O.T.C. Cavalry Manual; Basic Field Manuals, and Cavalry Field Manuals.

SECOND YEAR

Object: To confirm in the student the information gained in the first year, to lay the foundation for that part of combat training having for its basis the thorough knowledge of the employment of cavalry weapons; to qualify him as a leader and instructor in rifle and machine gun in combat, and as a patrol leader on the march and in camp.

Subjects: Military Sketching; Leadership; Cavalry Drill; Horsemanship; Cavalry Weapons to include Rifle, Machine Gun, Submachine Gun, Pistol, 81 mm. Mortar and 37 mm. Antitank Gun; Technique of Rifle Fire; Scouting and Patrolling; Combat Principles of the Rifle and Light Machine Gun Squad and Platoon; Cavalry Marches and Camps.

Texts: Army Regulations; R.O.T.C. Cavalry Manual; Basic Field Manuals, and Cavalry Field Manuals.

FIRST YEAR

ADVANCED COURSE

Object: To enable the student to interpret intelligently the salient features of aerial photographs; to give him a working knowl-

edge of military administration; to qualify him as a leader and instructor in scouting and patrolling, and to familiarize him with the essentials for the care and maintenance of his mount; to enable him to make an estimate of the situation and to transmit it in form of orders to his subordinates.

Subjects: Aerial Photo Reading; Administration; Military Sketching; Care of Animals and Stable Management. Principles of Leadership; Principles of Instructional Methods; Horsemanship; Mechanized and Armored Elements; Review of Cavalry Weapons; Combat Orders and Solutions of Problems; Marches, Security Development for Combat, Defensive Combat and Organization of the Ground; Combat Principles of the Rifle; Light Machine Gun; Heavy Machine Gun, Cal. .50; Machine Gun, Cal. .30; 81 mm Mortar; 37 mm Antitank; Scout Car, Motorcycle and Light Tank Platoon; Field Engineering and Engineer Assault Technique; Communications; Defense against Chemical Warfare.

Texts: Army Regulations; Solution of Map Problems, Command and General Staff School; R.O.T.C. Cavalry Advanced and Basic Manuals; War Department Cavalry Field and Basic Field Manuals. Cavalry School Texts.

SECOND YEAR

Object: To give the student a working knowledge of military law, administration and supply; to facilitate the transition from the Reserve Officers' Training Corps to the Organized Reserve Corps, and to inculcate sound ideas in regard to National Defense; to qualify the student to be able to perform the duties of a Lieutenant of a rifle or machine gun troop.

Subjects: Military History and Policy; Military Law; Property; Emergency Procurement and Funds; Officers' Reserve Corps Regulations; Continuation of Training as a Reserve Officer; Principles of Leadership, Instructional Methods, Horsemanship, Tactics and Technique of Mechanized and Armored Units; Review of Combat Training from the Squad to the Platoon inclusive; Combat Orders and Solution of Problems; Combat Principles of the Rifle Troop, Machine Gun Troop, Special Weapons Troop, Reconnaissance Troop, Motorcycle Troop, Armored Troop, Brigade Weapons and Division Antitank Troop, Headquarters and Service Troop; Defense against Aviation and Mechanized or Armored Elements; Combat Intelligence.

Texts: Army Regulations; R.O.T.C. Advanced and Basic Cavalry Manuals; War Department Cavalry Field and Basic Field Manuals. Cavalry School Texts.

COMPENSATION (*Subject to change by the action of Congress.*)

The War Department furnishes cadets in the Reserve Officers' Training Corps with commutation of uniforms. These amounts are

placed to the cadet's personal account and are used towards defraying the cost of his uniforms.

Each R. O. T. C. student in the Basic Course receives \$9 in the first year and \$9 in the second year as commutation of uniforms.

Students in the Advanced Course of the R. O. T. C. receive \$36 for uniforms for the two years; \$29 is paid the first year and \$7 the second year.

The War Department pays each cadet in the Advanced Course twenty-five cents a day for commutation of subsistence. This money is paid quarterly in September, January, April, and at the close of school; it amounts to about \$23 a quarter. Although this amount is payable directly to the cadet, it has been found that for many reasons it is better to authorize the Institute authorities to collect this money from the cadet and to place it to his credit for such disposition as his parents desire.

Students in the Advanced Course who accept compensation must fulfill the R. O. T. C. summer camp requirement. Otherwise, the Institute diploma will be withheld until this requirement has been met.

R. O. T. C. CAMP FOR MEMBERS OF ADVANCED COURSE

(Subject to change by War Department Orders.)

Attendance at one summer camp is a part of the Advanced Course. It is required to be taken between the first and second year of the course. The camp is held under the supervision of the War Department. The camp opens within a few days after the close of school and lasts for six weeks. The War Department defrays all the student's expenses while at camp, furnishes his uniforms and pays him at the rate of \$30 per month.

COMMISSIONS IN THE OFFICERS' RESERVE CORPS

(Subject to change by action of Congress.)

Upon graduation from the Institute, those cadets who are 21* years of age, who have completed the R. O. T. C. course, and who have been recommended, receive Reserve Commissions as Second Lieutenants of Cavalry in the Officers' Reserve Corps. Those under twenty-one years of age receive Certificates of Eligibility. Upon attaining their majority, holders of Certificates should apply to The Adjutant General of the Army, Washington, D. C., for commissions.

Officers in the Reserve Corps are assigned to units of the Army of the United States. In case of war, they assume their duties as officers without the necessity of preliminary training.

*January 23, 1942: Age limit for commission reduced to eighteen years.

HONOR MILITARY SCHOOLS

Each year the War Department inspects and rates the "essentially military schools" that maintain Reserve Officers' Training Corps units. The schools receiving the highest rating are designated as "Honor Military Schools." The following are the principal factors considered:

- Adequacy of facilities for indoor and outdoor instruction and care of government property and animals.
- Cooperation of the faculty and the departments.
- Efficiency of theoretical military instruction.
- Efficiency of practical military instruction.
- Appearance and discipline of cadets and demonstrated qualities of leadership by cadet officers and non-commissioned officers.

New Mexico Military Institute has been rated as an "honor military school" each year since 1909.



New Mexico Military Institute

DISTINGUISHED INSTITUTION

TELEGRAM

WASHINGTON, D. C., June 9, 1909.


THE GOVERNOR OF NEW MEXICO.
Santa Fe, New Mexico.

By soldierly spirit, zeal and *esprit de corps* on the part of Faculty and Cadets, the New Mexico Military Institute has won the distinction of being classed 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.

Since the date indicated in the telegram given above, the Institute has received annually the highest honors awarded by the United States Government to a school of its class.



New Mexico Military Institute

Daily Schedule

The cadets have a regular daily schedule of activities. There is a definite time both for work and recreation. The object of this regime is to enable each cadet to learn to "make habitual those acts which must or should be performed daily," to "make habitual those acts essential to good health", and to "make habitual that process of thinking that will lead to a quick and worthy decision." These objectives are sought by means of the military system, the basis of which is explanation, demonstration, imitation and application. As is indicated, the daily schedule is so arranged that extra-curricular activities do not interfere with the required academic, military and physical program.

ROUTINE OF DUTY	School Days	Saturday	Sunday
Reveille	6:40	6:40	7:00
Open Air Exercises	6:45	6:45	—
Breakfast Call	7:15	7:15	7:30
Sick Call	7:45	7:45	7:55
Study Call	8:20	—	—
Regimental Inspection	—	9:40	—
Room Inspection	—	9:45	9:35
Church Call	—	—	9:25
Dinner Call	12:15	12:00	12:25
Study Call	1:00	—	—
Call to Quarters	2:45	*	*
Drill Call	3:00	—	—
Chapel	—	—	3:55
Athletics Call	4:10	—	—
Dress Parade	—	—	4:30
Supper Call	6:00	6:00	5:40
Study Call	6:45	†	6:30
Tattoo	8:45	8:45	8:30
Call to Quarters	9:15	9:15	8:55
Taps	10:00	10:00	9:30

*The weekly holidays are on Saturday afternoon, between the hours of one and six o'clock, and Sunday, one and four.

†On Friday and Saturday evenings there is a picture show instead of the study hour.

School Activities

"Something for Everyone"

There is a wide choice of extra-curricular activities open to cadets at New Mexico Military Institute, and the daily schedule is so arranged that there is time and opportunity for each cadet to participate in some athletic sport as well as in other types of activities. The largest numbers are those engaged in athletic and troop military organizations, but there is no less interest or support for the other activities: musical, publications, hunting, fishing, photography and the various clubs.

Athletics

The excellence of the climate makes it possible for cadets at New Mexico Military Institute to enjoy outdoor exercises and athletics throughout the school year. Polo, golf and tennis, all unusually popular sports, are played regularly, even during 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.

The athletic system fostered at the Institute aims to give attention to the individual. It was not originated merely for the sake of creating teams wherein only the best athletes may compete. Although teams are organized which meet with outside schools in all branches of sport, careful attention is given by competent instructors to the development of the individual in the way which seems best suited to his strength, health and aptitude.

FOOTBALL

Football is one of the most popular sports at the Institute, and one in which many boys take part. In it, as well as in other athletic events, the Institute is represented by three teams. The first or "Varsity" team competes with junior and senior colleges in the Southwest. In the annual schedule of games played every fall, the Institute has made an excellent record in competition with both college and junior college teams. The "Colt" team is composed of cadets in the high school division and maintains a regular schedule with some of the other high schools in the State. The "Pony" team is made up of boys less than sixteen years of age; this group has outside competition with boys of the same age and size in junior and small high schools. Each of these groups has its own field and equipment, and a large number of boys participate in the activities of these three groups.

BASKETBALL

The Institute gymnasium contains space for three basketball courts, and the "Varsity," "Colt," and "Pony" teams practice and

have their games there. There is intra-mural competition, in addition to the games scheduled with various institutions in this section.

POLO

In this locality, polo is an all-season game, and the Institute's teams have been remarkably successful in matches with the best university and Army teams in the Southwest. The polo field is located near the central campus.

Squads are organized at the beginning of the school year, and all cadets who wish to may join one. Assignments are made upon the basis of proficiency, and members are promoted from one squad to another as they progress in ability to ride and to play the game. The First Team and substitutes constitute the first squad. About sixty cadets usually turn out for the polo squads.

TRACK

Squads train each spring for field and track events such as running, jumping, hurdling and weight throwing. Aside from the track meets with neighboring institutions, in which the school teams take part, there is competition between the various classes and troops at the Institute.

TENNIS

There are nine regulation concrete courts. Because of unusually favorable weather conditions, tennis is played the greater part of the year. Elimination contests are held in the fall and spring when the teams are chosen to represent the Institute in matches with other schools.

SWIMMING

All cadets unable to swim are organized into small classes for instruction. The more common strokes are taught to beginners, and troop swimming competition lays the foundation for the team. Those able to swim need no coaxing, as is evidenced by the number who gather daily for a plunge. The Institute has very successful swimming and diving teams. American Red Cross life saving classes are conducted, and the national awards are given. The tiled pool (40 by 80 feet) is unusually large and affords ample room for all. The natatorium is heated, and the water in the pool is warmed during the winter.

BOXING, WRESTLING AND TUMBLING

Each cadet is required to learn to swim, shoot, box and ride. Each troop in turn is given mass instruction in boxing, and from those cadets most interested the boxing and wrestling teams are chosen. "Smokers" are held in the early spring to choose the cadets in the

various weights and divisions to represent the Institute in tournaments with neighboring institutions.

The Institute gymnasium is equipped with tumbling and gymnastic apparatus and these activities interest and develop many cadets who would otherwise not participate actively in athletics. The tumbling teams give exhibitions at the Cadet Jambolaya, and on other special occasions.

OTHER SPORTS

Various other sports are enjoyed by the cadets at the Institute. Each has its adherents and, no matter how small the number, each is properly supervised and encouraged. "Something for Everyone" during the recreation hours has long been the established motto. Golf, volley ball, soft ball, hunting, trap-shooting, and rifle and pistol competition shooting are some of the ways by which every cadet is reached.

GENERAL ATHLETICS

The regularly organized athletic teams that represent the Institute in outside competition are supplemented by the "general athletics" program. For this purpose, the school year is divided into three seasons: fall, winter and spring. Cadets must participate in some sport two days each week during these three seasons. If he is not particularly interested in the regularly organized teams, the cadet may elect a different sport each season, and thus find his major athletic interest. This arrangement of intra-mural athletics assures each cadet an opportunity for well-rounded physical development, and encourages him to choose some sport and participate in it regularly and actively.

Publications

THE BRONCO

The school annual is called THE BRONCO. It contains photographs, drawings, and brief sketches depicting cadet life, all of which make an interesting record of the current year. All the work is done by the cadets, assisted by suggestion and criticism from faculty advisers. The Board of Editors is selected from the members of the First Class.

THE PUP TENT

THE PUP TENT, published bi-weekly, is the school news-magazine. It has also a personal and semi-humorous element, which gives it a spice and interest that the bare statement of barracks news could never have.

THE MAVERICK

Appearing twice during the school year, THE MAVERICK is the literary magazine of the Corps. Known as the "intellectual varsity" of

the school, it affords an outlet for creative talent among cadet writers, who publish through this medium their stories, essays and verse. The magazine holds a writers' competition every year.

Musical Organizations

CADET BAND

The cadet band and the drum and bugle corps are excellent organizations and furnish a great deal of pleasure to the cadets. An experienced bandmaster instructs the members of the band in music. A competent teacher is in charge of the drum and bugle corps. Cadets furnish their own instruments, but there is no charge for the instruction given. These organizations furnish music for parades, reveille, marching to mess and all other appropriate occasions.

ORCHESTRAS

While not official organizations like the band and the drum and bugle corps, the orchestras also afford much enjoyment both to the participants and the other cadets. The first orchestra plays for the cadet dances. The second and concert orchestras provide the music for other social occasions. The orchestras are under the direction of an experienced leader who gives all his time to the work. Cadets furnish their own instruments but no charge is made for the instruction given. Through the various musical organizations, cadets of differing musical talent and interest find opportunity for participation.

Social Activities, Clubs and Societies

ENTERTAINMENTS

The social life of the cadets is not neglected. There are numerous dances under the auspices of the Cotillion Club, supervised by the faculty, which contribute to the pleasure and social training of the cadets.

Two evenings a week in the school auditorium there are talking pictures, for which the school contracts with several of the leading distributors. There are occasional lectures and concerts.

CLUBS AND SOCIETIES

The regime at New Mexico Military Institute is so arranged that the various extra-curricular activities do not interfere with the regular academic, military or physical activities. In addition to working together in the troop, each boy participates in certain class activities based upon academic classification. Fraternities, secret societies, and similar organizations are discouraged at New Mexico Military Institute. There are, however, several clubs that bring together students with special interests.

The Officers' Club is composed of the cadet officers.

The Rifle Club is for boys who are especially interested in shooting and who participate in special matches with students in other schools and colleges. This club functions under the regulations of the National Rifle Association, and cadets who qualify receive the medals issued by the Association.

The "I" Club is made up of boys who have earned letters in "Varsity" athletics.

The Radio Club is for amateur short wave radio enthusiasts. Under the auspices of this group, and for its benefit, occasional lectures are given by the members of the physics department and other instructors interested in this activity.

The Pre-Med Club is for cadets preparing for medicine and dentistry. Motion pictures and talks by professional men help the cadets to understand the field of their special interest and its requirements.

The International Relations Club brings together students of history and foreign affairs, and stimulates interest in current world events. Programs are given each two weeks, some by the students themselves and others by outside speakers.

The Honor Society is open only to cadets who have earned superior academic records, and whose names have been placed on the Honor Roll. Members of the Honor Society wear the medal of the organization, and have certain special privileges.

The Camera Club functions in conjunction with the Physics Department. Members of the club receive instruction in the practical use of cameras. At the close of the year, there is a special exhibit of the work of this group, with prizes for outstanding entries.

Members of the faculty participate in and supervise the work of the various school organizations.



Expenses

REQUIRED CHARGES AND ESTIMATED EXPENSES

Remittances should be in the form of exchange and should be made payable to New Mexico Military Institute.

The required deposit of \$25 submitted with the application reserves a place in the school for a boy. This amount is credited to the young man's personal or drawing account and is refunded only in case the application is not approved.

By signing and submitting the formal application, parents obligate themselves to the following payments and conditions:

Tuition, board, lodging, laundry, heat and light for school year \$700.00
 Personal account (approximate; see explanation given below) 325.00

Probable expense for the academic year\$1,025.00

All engagements with parents or guardians are for the school year. If a boy is dismissed or withdraws from the school during the year, no part of the payment for board and tuition will be refunded, and any unpaid balance will immediately become due and payable. If a balance remains on the personal account after all school bills are paid it will be refunded.

The annual school charge of \$700 for board, lodging, laundry and tuition is due and payable at the opening of school in September, but, if desired, payments may be made according to the following schedule:

Schedule of Required Payments

Payable September 1, 1942, for board, lodging and tuition\$ 450.00
 Payable September 1, 1942, for personal deposit 200.00

Total deposit required upon entrance 650.00

Preliminary deposit sent with the application; placed to
 personal account 25.00

Total amount paid in by the opening of school in September 675.00

Payable January 1, 1943, for board and tuition 250.00

Estimated additional amount necessary for the personal
 account, which may be paid in monthly installments
 during the year in response to statements rendered 100.00

Probable total expense for the academic year\$1,025.00

The \$325.00 estimated as being sufficient for the personal or drawing account should cover the cost of uniforms, books, a reasonable amount of spending money, and the fixed annual fees. The personal

Normal Baseline Expenditure 580

deposit required in September is \$200. This, with the \$25 submitted with the application, will be expended in providing a new cadet with the required uniforms, equipment and books, and in paying the fixed annual fees amounting to \$48. As soon as the \$225 deposit has been exhausted, additional money for the personal account must be sent. A statement of the personal account is sent to parents monthly. The school cannot supply cadets with incidental supplies and spending money unless a deposit is maintained for the purpose. If a boy is careful of his equipment and receives an allowance of \$1.50 per week, the total amount necessary for the personal expense account during the year need not exceed \$325.

Following is a partial list of the charges that are made against the personal account. The prices listed are those in effect for 1941-42. The cost of articles for 1942-43 will depend upon market conditions.

FIXED ANNUAL FEES	}	Hospital Fee	\$20.00
		Athletic Fee	10.00
		Library Fee	5.00
		Matriculation Fee	3.00
		Entertainment Fee	10.00
		(Does not include dances)	
		DRESS UNIFORM:	
ESTIMATED COST OF REQUIRED EQUIPMENT	}	Tailored dress blouse	\$28.50
		Two pair of dress slacks @ \$12.50	25.00
		Uniform cap	4.75
		One pair of dress oxfords (black, plain toe)	8.50 to 11.00
		Garrison belt (leather)	1.50
		Two pairs of gloves @ \$1.50 per pair	3.00
		FATIGUE UNIFORM FOR EVERYDAY USE:	
		Six regulation cotton khaki shirts @ \$3.00	\$18.00
		Six pairs of khaki breeches @ \$3.50	21.00
		One pair of drill shoes	5.50
		One pair of service leggings	3.75
		One fatigue web belt50
		OTHER EQUIPMENT AND SUPPLIES:	
		Regulation mackinaw	\$15.00
		Two black ties @ \$1.00	2.00
		One pair of athletic shoes	4.00
		Two regulation laundry bags @ \$1.00	2.00
		Books and school supplies (varies with academic classification)	8.00 to 20.00

Fees are charged also for certain courses requiring laboratory supplies and special equipment. The charge for each of these courses is to be found following the description of the course. There is also a graduation fee of five dollars.

The hospital fee of twenty dollars, included in the fixed annual fees, is for the maintenance of the cadet hospital. This arrangement insures a cadet careful attention by a competent, graduate nurse who lives in the hospital and, under the direction of a physician, attends to all cases of ordinary sickness. It also provides for daily attention by the physician. The fee covers ordinary medical attention and nursing. When it is necessary to engage a consulting physician, to employ a special nurse, or to remove the patient to an outside hospital, the added expense is charged to the parent. The cost of x-rays and laboratory tests is not included in the hospital fee.

Damage to school property, in excess of ordinary usage, will be charged to the perpetrator.

Official transcripts of academic records will not be issued until the financial account has been settled in full.

SPENDING MONEY

It is recommended that spending money be issued from the Adjutant's office, and that parents specify the amounts they wish their sons to have weekly. Since all necessary supplies are furnished the cadets from the military store and charged on the personal account, large amounts of spending money are unnecessary and are not recommended.

The following schedule is suggested for the weekly allowance: members of the fifth, fourth and third classes, \$1.50; second class, \$2.00.

WHAT TO BRING FROM HOME

Articles of clothing such as the dress uniform, mackinaw, Bombay khaki shirts, etc., must conform to regulation and must be bought at the school.

The articles in the following list should be brought from home, but may be bought in Roswell: 6 sheets for single bed (bed size, three feet by six feet four), 3 pillows cases, 1 pillow, 1 pair heavy blankets, 2 comforters or extra blankets, three or four soft white cotton shirts with collars attached, handkerchiefs, underclothing, cotton socks (preferably black), pajamas, bathrobe, bedroom slippers, bath towels, hand towels, brush and comb, tooth brush, clothes brush, nail brush, shoe brush and small bedside rug. (Approximate size, 36" by 72").

Trunks are not required, and are not allowed in the cadet rooms. They are stored in basement check rooms. Steamer or small wardrobe trunks that are easy to handle are preferred by the cadets.

Cadets may have radios in their rooms for use at specified times.

Scholarships, Rewards and Prizes

Each year many medals and prizes are awarded to cadets who have distinguished themselves in various lines of endeavor. Those who have earned superior academic records are placed on the Honor Roll for the semester, wear the honor medal, and belong to the Honor Society. Certificates of Excellence are conferred upon cadets who have maintained high standing for the year in the various subjects. Athletic letters are awarded to outstanding members of the teams.

Scholarships

NEW MEXICO MILITARY INSTITUTE SCHOLARSHIPS

At Commencement each year the Institute has awarded four scholarships of the value of two hundred dollars each to be credited on the regular fees for the ensuing year. These awards have been made to one cadet in each of the following classes: Second, Third, Fourth and Fifth, on the basis of excellence in academic work, military proficiency, discipline, and leadership in school activities. From 1929-30, to and including 1936-37, the number of scholarships was increased to five and a member of the Sixth Class was awarded one of the scholarships.

1941 C. F. Grad; A. N. Spencer; J. F. Lusk; M. L. Norton.

THE WILL C. LAWRENCE SCHOLARSHIP

In 1936, Mr. Will C. Lawrence of Roswell established a scholarship of the value of \$100. It is awarded to a graduate of the High School who wishes to enter the Junior College of New Mexico Military Institute. The award is made on the basis of scholarship and general excellence in school activities.

1941 Thomas Lloyd Pearson.

THE HERMAN FLEISHMAN SCHOLARSHIP

Herman Fleishman, ex. '15, of Tampico, Mexico, established a scholarship in 1938, of the value of \$150. It is awarded to the son of an alumnus, a graduate of the High School, who wishes to enter the Junior College of New Mexico Military Institute. The award is made on the basis of consistent effort and loyalty.

1941 Ray Brack Jowell.

Medals and Prizes Established by Alumni

THE J. ROSS THOMAS MEDALS

These prizes are awarded to the three individuals in the cadet corps who have shown, in the most outstanding manner, those qualities of manliness and ability which it is the object of the school to develop.

The first prize is a gold medal; the second prize is a silver medal; the third is a bronze medal. These medals are presented by Lynn S. Atkinson, '14, of Los Angeles, California, in memory of Major J. Ross Thomas.

1941 R. B. Jowell; H. G. Williams; D. D. Roderick, Jr.

THE RUPPERT AWARD

In order to increase interest in public speaking, Max K. Ruppert, '18, of New York City, awards an annual prize to the member of the Junior College who shows the most proficiency in the composition and delivery of an original address. The winner is selected through a series of speeches made before the class in public speaking and before the entire cadet regiment.

1941 Charles Coleman Martin, Jr.

THE MACMURPHY PRIZE

This award was established by Dempster MacMurphy, '15, of Chicago, who died on February 22, 1939, and who bequeathed a fund for its continuance. The prize is a handsome gold medal. It is awarded solely for sportsmanship, although the term is not restricted to active participation in athletics, or to athletic ability. It implies rather the ability to win without gloating, lose without grumbling, and to be scrupulously fair under all circumstances.

1941 Forest Paul Rushmore.

THE COMMANDANT'S MEDALS

Each year since 1928, the Commandant has awarded three medals to the "neatest cadets." The first medal is of gold; the second of silver; and the third of bronze. At the weekly formal inspection, each troop commander selects three representatives to compete at a special inspection. From the winners of these inspections the "neatest cadets" are chosen.

Winners for 1941: C. F. Smith (First place); K. J. Cogswell (Second place); J. D. Cook, Jr. (Third place); S. N. Hindi (Fourth place).

Memorial Medals

THE LEE EWING WATSON MEMORIAL AWARD

Lt. Colonel and Mrs. Henry L. Watson, of Carmel, California, presented a cup for General Excellence in Athletics for the Class of 1932. This cup was given in memory of their son, Lee Ewing Watson, a member of the Class of 1932, who died March 3, 1930, during his third year of attendance at New Mexico Military Institute. It was awarded to Eben Richard Wyles, of Highland Park, Illinois.

For the academic years of 1932-33 and 1933-34, the Lee Ewing Watson Memorial Award was a gold medal presented for the highest number of points earned in field and track events. For 1935, the award was for Sportsmanship, the ability to "carry on." The winner was selected by ballot by members of the Third Class. Since 1936, the award has been made for the highest number of points in track.

1941 Elliott Carothers Loy.

THE EYTINGE MEMORIAL MEDAL

Mrs. E. J. Eytinge of Redlands, California, established an award in 1936 in memory of her son, Jonathan Brooke Eytinge, who died April 8, 1935, during his Third Class year. Cadet Eytinge was a champion 125-pound wrestler, and the trophy established in his memory is to foster the principles of manliness, sportsmanship, character and achievement for which he stood. The award is a handsome silver medal.

1941 Jack Mayhar Smith.

JASON W. JAMES RIFLE TEAM MEDALS

The Jason W. James Rifle Team Medals are among the most sought-for honors. The awards are made possible through the generosity of Captain Jason W. James, of Roswell, a former Confederate officer, who died September 14, 1933, at the age of ninety. Shortly after the school was founded, Captain James, because of his interest in marksmanship, provided guns and ammunition and made rifle shooting possible. As soon as the school was able to finance this activity, Captain James offered the medals, which have been given for many years. In 1916, he set up a permanent endowment fund to make possible the continuation of the awards.

Ten medals are awarded each year. Cadets who have received medals may earn bars in subsequent years.

Winners of the Captain Jason W. James Rifle Team Medals, 1940-41:

Dillman, R. J.
Wunnicke, C. E.
O'Neal, J. E.
Nobles, J. B.

Cook, H. C.
Etienne, W. J.
Dumke, E. R.

Mills, R. G.
Simpson, W. R.
Bock, F. G.

Academic Honors: 1940-1941

The following cadets attained the highest academic average for the year in their respective classes. They rank in the order listed:

JUNIOR COLLEGE

First Class

{ Martin, C. C., Jr.
{ Stribling, T. D.
Read, C. C.
Shapiro, J. B.
Brett, W. H., III
Ryan, J. M., Jr.

Second Class

{ Brownfield, A. D., Jr.
{ Grad, C. F.
{ Smith, G. F.
{ Spencer, D. B.
{ Byrd, R. N., Jr.
{ Evans, A. M.

HIGH SCHOOL

Third Class

Spencer, A. N.
Hfeld, R. M.
Pearson, T. L.
Frizell, R. R.
Roderick, D. D., Jr.

Fourth Class

Ward, R. F.
Anderson, J. K.
Lusk, J. F.
King, F. H. H.
Slaughter, G. M., III

Fifth Class

Hubbard, T. H.
Norton, M. L., Jr.
Chandler, L.
Thompson, W. P.
Miller, R. M.

Honors in Department: 1940-1941

The following cadets received no reports or zero demerits for the academic year of 1940-41 and are awarded Honors in Department:

CADETS WHO RECEIVED NO REPORTS

Aldrich, R. W.	Coffey, R. B.	Jones, H. C., Jr.	Pearson, T. L.
Allmand, J. R., Jr.	Cook, J. D., Jr.	Kimble, W. C.	Renald, R. B.
Bain, A.	Gardner, R. K.	Masterson, A. E., Jr.	Smith, M. E.
Casabonne, G. M.	Jackson, W. M., Jr.	Miles, F. E.	Thompson, E. D.

CADETS WHO RECEIVED ZERO DEMERITS

Adams, R. L.	Davis, B. B.	Higgs, P. B., Jr.	Martin, C. C., Jr.
Aldrich, R. W.	DeMontmond, G. A.	Hill, E. C.	Martin, R. C.
Alexander, B. A.	Denison, C. R.	Hinckley, J. S.	Masterson, A. E., Jr.
Allday, R. E.	Dial, R. E.	Hindi, E.	Matchin, J. E., Jr.
Allen, A. L.	Dickinson, F. L.	Hindi, S. N.	Matchin, T. O.
Allmand, J. R., Jr.	Dikitolia, K.	Hoffman, W. H.	Mathews, W. L.
Apperson, O. O., Jr.	Dillman, R. J.	Hooks, P. E., II	Matson, J. T., Jr.
Armstrong, J. R.	Dillon, W. M., Jr.	Howe, S. J.	Means, R. C.
Atha, R. W., II	Donovan, J. J.	Hoyt, C. P.	Meiers, M. E.
Ayres, C. W.	Dow, G. M., Jr.	Hubbard, T. H.	Miles, F. E.
Bahan, W. C.	Dufek, H. D.	Hudson, M. G.	Miller, J. S.
Bain, A.	Dumke, E. R., Jr.	Hueter, J. M.	Mills, R. G.
Baird, J. A.	Dunne, J. D.	Huffines, J. L., Jr.	Milner, L. P., Jr.
Baker, L.	Duson, C. K.	Humphrey, R. A.	Moale, J. G. F.
Bamberger, W. O.	Ebeling, H. O.	Hussmann, H. L., II	Mock, P. H.
Barker, E. H.	Edwards, C. B.	Iffeld, R. M.	Moore, J. A.
Barnes, W. A.	Ekstrom, A. F.	Jackson, W. M., Jr.	Moritz, C. R.
Bell, H. G., Jr.	Elledge, H. P.	James, W. O.	Morrill, L. W., Jr.
Bell, P. G., Jr.	Elliott, F. O.	Johns, J. P.	Morris, H. A.
Bennett, R. M.	Eppenauer, A. R.	Johnson, M. C., Jr.	Morris, T. E., Jr.
Best, D. G.	Erwin, G. L., Jr.	Jones, A. C.	Moses, T. L.
Bigelow, H. L., III	Estes, J. L.	Jones, H. C., Jr.	Mowatt, J. D.
Bock, F. G.	Etienne, W. J.	Jones, R. E., Jr.	Munoz, J. F.
Bogle, J. H.	Evans, A. M.	Jones, R. S.	Neuffer, B. H.
Bond, J. J.	Evans, W. J.	Jowell, R. B.	Nevin, N. R.
Booth, D.	Feder, M. C.	Kaiser, A. E.	Newcomer, E. T.
Borbridge, H. W.	Felch, H. J.	Kane, M. F.	Newell, J. T., Jr.
Boswell, T. H., III	Fleishman, H. H., Jr.	Kelly, F. L.	Nobles, J. B.
Bowman, J. E., Jr.	Fletcher, A. D.	Kerry, W. C.	Northcutt, W. F.
Boynton, R. C.	Foster, F. E., Jr.	Kerrick, W. B.	Norton, M. L.
Bragg, J. E. G.	Fowler, H. C.	Kilburn, H. M.	Nunn, R. R.
Brown, E. G.	Freeman, J. E., Jr.	Kimble, W. C.	Oakes, J. M.
Brown, R. E.	Frey, L. M., Jr.	Kindel, G. W.	O'Erten, J. H., Jr.
Brownfield, A. D., Jr.	Frey, R. G.	King, F. H. H.	O'Connor, J. A.
Bunten, J. A.	Frizell, R. R.	King, S. R.	Orin, G. I.
Burden, J. E., Jr.	Gardner, R. K.	Laycock, H. D.	Overholser, E. L., Jr.
Burnett, J. B., Jr.	Gellert, J. H.	Leff, M.	Oxenham, E. H.
Buttner, W. M.	Gilchrist, J.	Leonard, R. J.	Pace, A. V., Jr.
Bynon, A. A., Jr.	Glamann, H. W.	Lobdell, H. C., Jr.	Pacheco, L. A., Jr.
Eyrd, R. N., Jr.	Glasebrook, L. P.	Lobit, J. C.	Patterson, W. D.
Callicotte, V. S.	Glass, J. H.	Lohman, E. A., Jr.	Patton, J. R., Jr.
Carr, F. G., Jr.	Gooch, W. D.	Lovering, E. H.	Pearson, T. L.
Carter, P., Jr.	Goodman, D. L.	Loy, E. C.	Peiser, R. A.
Casabonne, G. M.	Gottlieb, R. B.	Lusk, J. K.	Perez, R.
Cauhape, J. P., Jr.	Gauger, T. M.	Lusk, J. F.	Perkowski, F. L.
Chace, J. R.	Gaud, C. F.	McChrystal, H. J., Jr.	Phillips, S. D.
Clark, H. J.	Green, J. R.	McCullough, L. N., Jr.	Pierce, E. T.
Cobb, C. W.	Gregg, O. N.	McGinnis, P. B.	Plummer, R. S., Jr.
Coffey, R. B.	Gregg, R. H.	McInnis, N. P.	Porter, M. B.
Cogswell, K. J.	Guleke, J. S.	McIntosh, R. B.	Pratt, H. C.
Collins, H. W.	Haines, H. W., Jr.	MacKay, D. L.	Priest, R. R., Jr.
Cook, H. C., Jr.	Hall, J. F.	McKay, H. B.	Puffer, J. R., Jr.
Cook, J. D., Jr.	Halliday, N. R., Jr.	McKnight, F. G.	Ramsay, W. C.
Coope, P. M.	Hamilton, J. L., Jr.	MacLean, A. L.	Ravel, A. M.
Cowan, C. C., Jr.	Harlocker, T. C.	McLeod, D. W.	Reed, R. K.
Cramer, T. D.	Harter, A. F., Jr.	McMillian, D. F.	Renald, E. B.
Crocker, J. H., Jr.	Hartman, R. E.	McNally, C. R., Jr.	Richards, J. K., III
Crosby, S. W., Jr.	Hauseman, D. M., Jr.	McNatt, R. L.	Riches, W. R.
Crow, A. B.	Heard, R. J., Jr.	McSwain, B. B.	Rivers, W. H., Jr.
Curto, P. M., Jr.	Heard, S. E.	McWhorter, R. L.	Roach, T. L., Jr.
Curto, W. P.	Henderson, R. W.	Magill, J. E., Jr.	Rockwood, C. A., III
Dales, E. S.	Herring, M. E., Jr.	Maisel, S. L.	Roderick, D. D., Jr.
Darrow, E. E.	Hewitt, E. L.	Marion, J. F.	Rogers, E. H.
Davies, R., Jr.	Heyde, J. A.	Markham, E. J.	Romacka, W. G.

Roney, W. R.	Smith, D. W.	Terrill, J. F.	Weaver, W. G., Jr.
Rooks, A. K.	Smith, G. F.	Thompson, E. D.	Webb, J. L., Jr.
Ross, T. G.	Smith, G. W.	Thompson, W. P.	Wells, O. T.
Ruggles, J. D.	Smith, J. M.	Tongue, R. C.	Wertheim, R. H.
Rupp, J. D.	Smith, M. E., Jr.	Trahey, D., Jr.	Wheeler, R. N.
Rushmore, F. P., Jr.	Smith, W. M.	Trekell, D. D.	Whiteman, L. E., Jr.
Russell, J. E.	Snowden, P. E.	Triplett, A. G.	Wilkinson, E. J.
Sauble, D. E.	Spence, K.	Twist, R.	Willcox, L. S.
Saxe, R. B.	Spencer, A. N.	Vander Weyden, W. F.	Williams, H. G.
Schlofman, S. M.	Spencer, D. E.	Varnado, E. B., Jr.	Wiseley, W. E.
Selby, E. D.	Sprinkle, L. A., Jr.	von Tempsky, R. M.	Witterstine, J. K.
Shapiro, J. B.	Stokes, S. D.	Wade, G. E., Jr.	Wittkopp, L. A.
Shawver, E. B.	Street, W. G.	Walker, A. E.	Wood, J. L., Jr.
Shellman, R. C.	Stribling, T.	Walker, J. S.	Woodbury, R. F.
Shipkey, A. H.	Stuermer, J. W.	Walt, H. F.	Woodley, W. W.
Shimpton, W. R.	Summer, G., Jr.	Ward, E. R.	Worsham, J. B.
Slaughter, G. M., III	Talbot, J. L.	Ward, E. H.	Wright, E. L.
Smith, A.	Tashert, N. E.	Ward, R. F.	Wynne, B. S.
Smith, B. F.	Terrell, E. C.	Weaver, D.	Zimmer, R. C.

Graduates of the High School, 1939-1940

Edgar Jack Alexander	Otis Norman Gregg
Arthur Leslie Allen, Jr.	George Simmie Guysi
Orbell Oakes Apperson, Jr.	Grover Budd Hartley Hall, III
George Raymond Armstrong	Richard Hudson Hall
Richard Ernst Artschwager	Patrick J. Hannifin
Charles John Atwood	Robbin Reed Hanson
Daniel Jack Battle	James Clay Hardy
Thomas Jerry Blakemore	Carrick Towt Harris
James August Braun	Berne Hudson Hopkins
Robert Ewing Brown	Dudley Ray Hossack
Alva Dee Brownfield, Jr.	Charles Frederick Houghton, Jr.
John Edward Burden, Jr.	Robert Madison Hunn
William Miner Buttner	Homer Clay Jones, Jr.
Frank Rodman Button, Jr.	Adolph Elso Kaiser
Robert Webster Cary, III	John Richard Kelty
Thomas Benton Catron, Jr.	William Porter King
John Pierre Cauhape, Jr.	Charles Douglas Kirk, Jr.
James Lowery Childers	Philip Charles Klingsmith, Jr.
Willis Howell Clark	Daniel Horton Laycook
Tom Clayton, Jr.	James Compton Lobit
Kenneth James Cogswell	Brady Mark Lowe
Allen Hamilton Conner	Neill Pauls McInnis
Peter MacDougall Coope	Hobert Boomer McKay
Peter Mark Curto, Jr.	Jack McKnight
Harry Woolsey Deffebach, Jr.	Milton Wiley McLaren, Jr.
George Nicholas Damos	Roderick Lee McNatt
James Frank Dickason, Jr.	John Francis Marion
Lawrence Kennedy Dickey	Tom Owen Matchin
George Porter Dillman	John Nicholas Mathews, Jr.
John Joseph Donovan	Bennett Edward Meyers, Jr.
Peter Harvey Drake	Joseph Merle Moore
John Kirk Duncan	Lynn Works Morrill, Jr.
Ernest Stanton Edwards	Juan Francisco Munoz
Elmer Dale Elliott	Ralph LeRoy Nafziger
John Robinson England	John Harvey Nash, Jr.
George Lycurgus Erwin, Jr.	Bradford Lamont Nicholson
William John Etienne	James Henry O'Brien, Jr.
Allen Dinsmoor Fletcher	James Allan O'Connor
Fred Eugene Forster, Jr.	Kenneth Lee Oldham
Robert Bruce Gottlieb	Eugenio Perez, Jr.
Thomas Morris Gouger	Harvey Carlyle Pollock, Jr.
Charles Frank Grad	George Taylor Poppic

Rieman Burling Postel
 George James Presley
 Lawrence Charles Prime
 William Watson Ranck
 Robert Kenneth Reed
 Ridgeway Milton Reinhold
 Edwin Peasley Riede
 Edward Leon Rollie
 Forest Paul Rushmore, Jr.
 Scott Morey Schlofman
 Edward Benjamine Schuster, Jr.
 William Robert Simpson
 Martin Robert Smith, Jr.
 Richard Marling Sullivan
 Donald Raines Thompson, Jr.
 Edgar Timberlake, Jr.
 Arthur Edward Tongue, Jr.

Fred Quickenstedt Underwood
 John Perkins Van Denburgh, Jr.
 Robert Gordon von Tempsky
 Gordon Peterson Walker
 John Simpson Walker
 Ridley Northcutt Wheeler
 Houston Garvin Williams
 Oran Gilbert Wilson, Jr.
 Francis Otis Wood, Jr.
 Elwood Larche Wright
 Bedford Shelmire Wynne
 Emile William Yoakum
 Robert Thacker York
 Jordan Vincent Zan, Jr.
 Richard Clements Zimmer
 Daniel Mayer Zinn

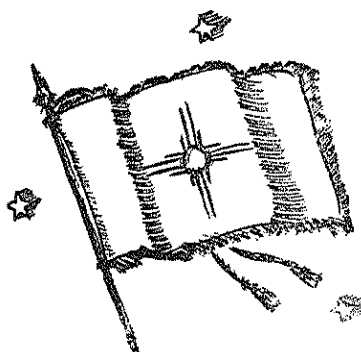
Graduates of the High School, 1940-1941

Robert Elbert Allday, Jr.
 Robert Behrens Allen
 James Rupert Allmand, Jr.
 John Byron Anderson
 James Ervin Anderson, Jr.
 William Clinton Bahan
 Lloyd Felch Bayer, Jr.
 Robert Marvin Bennett, Jr.
 Ellwood Bergey, Jr.
 Donald Gibson Best
 Winthrop Eugene Blanchard, Jr.
 William Gary Boatright
 Henry Wilson Borbridge
 Malcolm Gregory Bowman
 Milton Fleming Brown, Jr.
 Jerome Burton Burnett, Jr.
 Allan Alfred Bynon, Jr.
 William Elliott Carpenter
 Frank Gibbs Carr, Jr.
 Powhatan Carter, Jr.
 Thomas Benton Catron, IV
 John Richard Chace
 Ralph Gardner Clapp
 Roy Bertram Coffey
 Daniel Cohen
 Ralph Robinson Conner
 John Daniel Cook, Jr.
 Joe Bert Couch
 Alfred Edgar Creigh, III
 Stanley Warfield Crosby, Jr.
 William Paul Curto
 John Clark Cutrer
 George Albert DeMontrond, Jr.
 Hugh Fredric Dormody, Jr.
 George McNalley Dow, Jr.
 Ezekiel Ricker Dumke, Jr.
 Allyn F. Ekstrom
 Alfred Robert Eppenauer, Jr.
 William Jack Evans

Amos Dickson Ewing
 Charles Rutherford Farren
 Harry Justin Felch, Jr.
 Frank Bennett Files
 William George Foster
 Holmes Chiles Fowler
 Raymond Humes Fox, Jr.
 Robert Reed Frizell
 Jack Hansen Gellert
 John Gilchirst
 Leonard Paul Glasebrook
 David Louis Goodman
 Delbert David Grantham
 Roger John Greenwald
 Robert Harold Gregg
 James Farmer Hall
 Robert Schoeneman Hall
 B. Stanley Halper
 James Linton Hamilton, Jr.
 Jack Howard Hansen
 Dean Miller Hauseman, Jr.
 Elmer LaVerne Hewitt
 John Albert Heyde
 John Seely Hinckley
 Ednen Alex Hindi
 Samuel James Howe
 Robert Claus Hueter
 James Major Huffaker
 Robert Allen Humphrey
 Robert Max Iifeld
 James Pingree Johns
 Albert Claude Jones
 Ray Brack Jowell
 John Edward Kennedy
 William Donald Keyston
 Julius Stephen Kunkel, Jr.
 Marion Stanley Lee
 Sherman Stanley Lippman
 Harrison Lobdell, Jr.

James Kimble Lusk	Robert Griffith Rutledge
Robert Bryant McIntosh	Herman Robert Schmitt
John Robert McMahan	Charles Frederick Smith
George Joseph Maloof	Charles Tyson Smith
Charles Bost Marshall	Pennell Evans Snowden
John Shean Miller	Keithly Spence
Robert Marion Minton, Jr.	A. N. Spencer
Halbert Moller	Richard Fay Strand
Charles Richard Moritz	Theodore Earl Swigart, Jr.
Loren Eldon Neelon	John LeRoy Talbott
Bruce Herman Neuffer	Edwin Covert Terrell
Thomas Lloyd Pearson	Emerson Dowd Thompson
Raymond Perez	Robert Charles Tongue
Howard Charles Pratt, Jr.	Donald Dorsey Trekell
Philip Royal Pullen	Arthur Grover Triplett, Jr.
William Carlisle Ramsay	Monell Van Fradenburg
Allan Monroe Ravel	Edwin Henry Ward
Robert Benjamin Renald	William Nichols Watt
John Kelvey Richards, III	Ernest Jackson Wilkinson
Dorrance Douglas Roderick, Jr.	Lyman Screven Willcox
Walter Leslie Rodman	Preston Smith Wright
James Edward Russell	Wilbur Lewis Zingery

(The names of the graduates of the Junior College for 1940 and 1941 will be found in the Roster of Graduates, beginning on page 105.)



Register of Cadets

1941-1942

FIRST CLASS

(Second Year College)

AGNEW, COLVIN HUNT	Alamogordo, New Mexico
ALDRICH, RICHARD WARREN	Roswell, New Mexico
ALEXANDER, BOYD ALLEN	Phillips, Texas
ALLEN, ARTHUR LESLIE, Jr.	Pueblo, Colorado
ANDERSEN, LOUIS HAMILTON	Santa Cruz, California
APPERSON, ORBELL OAKES, Jr.	Mount Shasta, California
ARMSTRONG, GEORGE RAYMOND	Cascade, Idaho
AYRES, CHARLES WILLIAM	Casper, Wyoming
BACA, HERMAN GILBERT, Jr.	Santa Fe, New Mexico
BAIRD, JAMES ALLEN	Fort Worth, Texas
BARKER, EDWIN HARRY	Silver City, New Mexico
BELL, HENRY GRADY, Jr.	Little Rock, Arkansas
BELL, PAUL GERVAIS, Jr.	Houston, Texas
BEST, DONALD GIBSON	Springfield, Illinois
BIGELOW, HOMER LANE, III	El Rito, New Mexico
BOOTH, DONALD	Oakland, California
BOYNTON, RICHARD CARLILE	Phoenix, Arizona
BRAGG, JAMES ROWAN, Jr.	Lubbock, Texas
BROWN, ALANSON DAVID, Jr.	Lubbock, Texas
BROWN, ROBERT EWING	New Orleans, Louisiana
BROWNFIELD, ALVA DEE, Jr.	Deming, New Mexico
BURDEN, JOHN EDWARD, Jr.	Tampico, Tamps., Mexico
BURROUGHS, WILLIAM LEE, Jr.	North Little Rock, Arkansas
BUTTNER, WILLIAM MINER	Twin Falls, Idaho
CAIN, GILBERT KINGDON	Pueblo, Colorado
CARTER, GEORGE CUSTER, Jr.	Chico, California
CAUHAPE, JOHN PIERRE, Jr.	Roswell, New Mexico
CHILDERS, JAMES LOWRY	McAlester, Oklahoma
CHRISTIE, ROBERT HUGH	Cisco, Texas
COGSWELL, KENNETH JAMES	Colorado Springs, Colorado
COHEN, DANIEL	Rock Springs, Wyoming
COLLINS, HENRY WALKER, Jr.	Oklahoma City, Oklahoma
COOPE, PETER MacDOUGALL	Carlsbad, New Mexico
CROCKER, JOHN HOWARD, Jr.	Tulsa, Oklahoma
CURTO, PETER MARK, Jr.	Chicago, Illinois
DALES, EDWARD SCOTT	Riverside, California
DAVIDSON, PHILIP BYERS	Kansas City, Missouri
DeMONTROND, GEORGE ALBERT, Jr.	Tyler, Texas
DENISON, CHARLES RICHARD	Kansas City, Missouri
DICKEY, LAURENCE KENNEDY	Kansas City, Missouri
DICKINSON, FRED LAWRENCE	Alliance, Nebraska
DONOVAN, JOHN JOSEPH, II	Bellingham, Washington
DUSON, CRADDOCK KOCH	El Campo, Texas
ELLIOTT, ELMER DALE	Dalhart, Texas
ENGLAND, JOHN ROBINSON	Fort Smith, Arkansas
ERWIN, GEORGE LYCURGUS, Jr.	Roswell, New Mexico
EVANS, ALDEN McCHESNEY	Fort Worth, Texas
FLETCHER, ALLEN DINSMOOR	Galveston, Texas
FORSTER, FRED EUGENE, Jr.	Emnic, New Mexico
GLAMANN, HENRY WILLIAM, Jr.	Wellington, Kansas
GOTTLIEB, ROBERT BRUCE	Cubero, New Mexico
GOUGER, THOMAS MORRIS, Jr.	Robstown, Texas

FIRST CLASS—CONTINUED

GREGG, OTIS NORMAN	-----	Topeka, Kansas
GRIMMETT, ROBERT SHAW	-----	Altus, Oklahoma
GUYSI, GEORGE SIMMIE	-----	San Francisco, California
HAINES, HARRY WILLIAM, Jr.	-----	Fort Smith, Arkansas
HALLIDAY, NORMAN REMINGTON, Jr.	-----	Cairo, Illinois
HARRIS, CARRICK TOWT	-----	Sacramento, California
HARTER, ALOYSIUS FRANK, Jr.	-----	Phoenix, Arizona
HAWS, ARCH BURNON, Jr.	-----	Post, Texas
HAYDEN, HAYDEN CARL	-----	San Francisco, California
HEFFLEFINGER, WILLIAM CROFFORD	-----	Plainview, Texas
HENDERSON, WALTER ROY, Jr.	-----	Ozona, Texas
HERRING, MARION EDWIN, Jr.	-----	Fort Worth, Texas
HILL, EDMUND CHARLES, Jr.	-----	Piedmont, California
HINDI, SAMUEL NAPOLEON	-----	Duran, New Mexico
HOWE, SAMUEL JAMES	-----	Longmont, Colorado
HUFFINES, JAMES LECIL, Jr.	-----	Lewisville, Texas
JONES, HOMER CLAY, Jr.	-----	Thoreau, New Mexico
KAISER, ADOLPH ELSO	-----	Wichita, Kansas
KING, WILLIAM PORTER	-----	Lexington, Kentucky
KLINGSMITH, PHILIP CHARLES, Jr.	-----	Roswell, New Mexico
KOERTH, CHARLES JOHN, Jr.	-----	San Antonio, Texas
LAYCOOK, DANIEL HORTON	-----	Covina, California
LEWIS, HIRAM WHEELER, Jr.	-----	Wichita, Kansas
LOBIT, JAMES COMPTON	-----	Dickinson, Texas
LOHMAN, EUGENE ALEXANDER, Jr.	-----	Las Cruces, New Mexico
LOVERING, EUGENE HARRISON	-----	Baytown, Texas
McCULLOUGH, LAWRENCE NEIL, Jr.	-----	Albuquerque, New Mexico
McINNIS, NEILL PAULS	-----	Oklahoma City, Oklahoma
McKAY, HOBERT BOOMER	-----	Miami Beach, Florida
MacLEAN, ALAN LOCKWOOD	-----	Minneapolis, Minnesota
McNATT, RODERICK LEE	-----	San Patricio, New Mexico
McSWAIN, BAYNES BALLEW	-----	Ada, Oklahoma
MATCHIN, TOM OWEN	-----	Crownpoint, New Mexico
MATHERS, WILLIAM LEROY	-----	Canadian, Texas
MATSON, JOSEPH TOUSLEY, Jr.	-----	Santa Fe, New Mexico
MEANS, ROBERT CRAIGE	-----	Valentine, Texas
MIDKIFF, JOHN HOWARD, Jr.	-----	Waialua, Oahu, T. H.
MILLS, ROGERS GARDNER	-----	Sodus, New York
MOALE, JOHN GRAY FOSTER	-----	Bayonne, New Jersey
MORRILL, LYNN WORKS, Jr.	-----	Casa Grande, Arizona
MORRIS, TOM ELLIOTT	-----	Las Vegas, New Mexico
NEUMAN, WILLIAM FRED, Jr.	-----	Casper, Wyoming
NEWCOMER, EARL THOMAS, Jr.	-----	Kansas City, Missouri
NEWELL, JOHN TIP, Jr.	-----	Sherman, Texas
NEWTON, LEONARD THOMAS	-----	McAlester, Oklahoma
NICHOLS, JOHN LAWRENCE	-----	Spur, Texas
NORTHCUTT, WILLIAM FISHER	-----	Longview, Texas
OAKES, JOHN MARTIN	-----	Sapulpa, Oklahoma
O'BRIEN, JAMES HENRY, Jr.	-----	Peoria, Illinois
O'CONNOR, JAMES ALLAN	-----	Ponca City, Oklahoma
ORLIN, GERALD IRVING	-----	Denver, Colorado
PACE, ARTHUR VIRGIL, Jr.	-----	Houston, Texas
PIERCE, EDWARD TRUMAN	-----	Roswell, New Mexico
PLUMMER, ROGER SHERMAN, Jr.	-----	Sulphur Springs, Texas
POPPIC, GEORGE TAYLOR	-----	Oxnard, California
PORTER, MARVIN BENNIE	-----	Post, Texas
PORTER, MORRIS CAMPBELL	-----	San Marino, California
POWELL, JOHN COLEMAN, Jr.	-----	Sulphur, Oklahoma

FIRST CLASS—CONTINUED

PUFFER, JOHN RAYMOND, Jr.	Colorado Springs, Colorado
REED, ROBERT KENNETH	Santa Fe, New Mexico
RENALD, ROBERT BENJAMINE	Santa Barbara, California
RICHARDS, JOHN KELVEY, III	Northport, Long Island, New York
RICHEY, WILLIAM RANKLIN	Pampa, Texas
RIEDE, EDWIN PEASLEY	Boise, Idaho
RIFFE, HERBERT WALKER	Texhoma, Oklahoma
ROACH, THOMAS LYNCH, Jr.	Amarillo, Texas
RONEY, WIRT ROLSTON	Roswell, New Mexico
RUSHMORE, FOREST PAUL, Jr.	Tulsa, Oklahoma
SAXE, RICHARD BAXTER, Jr.	Pampa, Texas
SCHLOFMAN, SCOTT MOREY	Boise, Idaho
SHELLMAN, ROBERT CONNELL	San Antonio, Texas
SHIPKEY, ARTHUR HERBERT, Jr.	Anaheim, California
SIMPSON, WILLIAM ROBERT	Roswell, New Mexico
SMITH, JACK MAYHAR	Bakersfield, California
SMITH, MARTIN ROBERT, Jr.	Santa Rita, New Mexico
SPENCER, DEAN BRODIE	Honolulu, Hawaii
STREET, WILLIAM GLENN	Graham, Texas
TWIST, ROY	Meade, Kansas
VARNADO, BUELL BYRON, Jr.	Denver, Colorado
von TEMPSKY, ROBERT GORDON, Jr.	Kula, Maui, T. H.
WALKER, ARVIE EARL, Jr.	Big Spring, Texas
WALKER, JOHN SIMPSON	Ijamsville, Maryland
WARD, BOB RAY	Pampa, Texas
WEBB, JAMES LOUIS, Jr.	Big Spring, Texas
WERTHEIM, ROBERT HOLLEY	Carlsbad, New Mexico
WHEELER, RIDLEY NORTHCUTT	Fort Worth, Texas
WHITEMAN, LEON EDWARD, Jr.	Hoisington, Kansas
WILLIAMS, HOUSTON GARVIN	Albuquerque, New Mexico
WITKOPP, LELAND ARTHUR	Artesia, New Mexico
WOOD, FRANCIS OTIS, Jr.	Albuquerque, New Mexico
WOOD, JOE LACY, Jr.	Big Spring, Texas
WOOLLEY, WALTER WILLIAM, Jr.	Stonewall, Oklahoma
WRIGHT, ELWOOD LARCHE	Baldwin Park, California
WYNNE, BEDFORD SHELMIRE	Dallas, Texas
ZIMMER, RICHARD CLEMENTS	Indianapolis, Indiana

SECOND CLASS

(First Year College)

ALEXANDER, GALE EDWARD	Phillips, Texas
ALLDAY, ROBERT ELBERT, Jr.	Houston, Texas
ALLMAND, JAMES RUPERT, Jr.	Lima, Peru
ANDERSON, JOHN BYRON	Clovis, New Mexico
ANWYL, RAY McCALL	Des Moines, Iowa
AUSTIN, LAWRENCE HOWARD	Independence, Missouri
BACA, DAVID JAMES, Jr.	Albuquerque, New Mexico
BAHAN, WILLIAM CLINTON	Fort Worth, Texas
BALL, HARRY POLK	Schofield Barracks, T. H.
BARLOW, EDWIN DOSS	Greenville, Texas
BARR, ROBERT LAWRENCE	Raton, New Mexico
BARRACK, MALCOLM FRANK	Albuquerque, New Mexico
BAYER, LLOYD FELCH, Jr.	Oakland, California
BENNETT, ROBERT MARVIN, Jr.	Amarillo, Texas
BEST, CHARLES, Jr.	Forrest, New Mexico
BLACKSHEAR, ROY SHIPMAN	Hilo, Hawaii
BLAIR, ELISHA FRANK, Jr.	Roswell, New Mexico
BLANCHARD, WINTHROP EUGENE, Jr.	Denver, Colorado
BLOOM, JAMES HOWARD	Roswell, New Mexico

SECOND CLASS—CONTINUED

BON, WILLIAM STEPHEN	Casper, Wyoming
BOND, WILKES DANNER	Marion, Arkansas
BOONE, THOMAS GEORGE	Silver City, New Mexico
BOOTHE, THOMAS NELSON	Sweetwater, Texas
BORBRIDGE, HENRY WILSON	Hamilton, Ontario, Canada
BOSWELL, THORNTON HENRY, III	Roswell, New Mexico
BOWMAN, MALCOLM GREGORY	Santa Cruz, California
BOYNTON, DAVID MARSTON	Honolulu, Hawaii
BRASHER, ROBERT FRANKLIN	Espanola, New Mexico
BRAZIER, ROBERT WHITING	Tulsa, Oklahoma
BRENNER, HENRY LEON	Shreveport, Louisiana
BROWN, MILTON FLEMING, Jr.	Dallas, Texas
BROWN, RAY, Jr.	Chihuahua, Chih., Mexico
BUCHANAN, BILL BURTON	Cisco, Utah
BURNETT, JEROME BURTON, Jr.	Melbourne, Australia
BURRAN, JAMES ALBERT, Jr.	Clovis, New Mexico
BYERS, JAMES ELLIOTT, Jr.	Los Angeles, California
BYRNE, ROBERT EUGENE	Dallas, Texas
CAMPBELL, FRANK WHITNEY	Denton, Texas
CARR, FRANK GIBBS, Jr.	Alamogordo, New Mexico
CARTER, POWHATAN, Jr.	Roswell, New Mexico
CHACE, JOHN RICHARD	San Jose, California
CHRISTIE, RICHARD BUCHANAN	New London, Connecticut
CLEVE, BERNARD DAVID	Elk, New Mexico
COBB, CHARLES WILLIAM	Syracuse, Kansas
COBB, JAMES HOWELL	Menlo Park, California
COBEAN, WARREN RICHARDSON, Jr.	Roswell, New Mexico
COFFEY, ROY BERTRAM	Hays, Kansas
COLLINS, DONALD FANCHER	Houston, Texas
CONNER, ALLEN HAMILTON	Carmel, California
CONNER, RALPH ROBINSON	Tulsa, Oklahoma
COOK, JOHN DANIEL, Jr.	Fort Mills, Corregidor, P. I.
COOKE, BENNIE LEWIS, Jr.	Silver City, New Mexico
CORCO, MIGUEL, Jr.	Ancon, Canal Zone
COUCH, JOSEPH BERT	Ozona, Texas
COWDEN, WILLIAM THOMAS	Crane, Texas
COWHERD, CLIFTON RUSSELL	Carrollton, Missouri
CRABB, LLOYD ALVIN, Jr.	Dallas, Texas
CRAWFORD, ROBERT EDWARD	Quanah, Texas
CREIGH, ALFRED EDGAR, III	Sanderson, Texas
CROSBY, STANLEY WARFIELD, Jr.	Roswell, New Mexico
CUMMINGS, RALPH MARION	Syracuse, Kansas
CURRY, JOHN G.	Copperton, Bingham Canyon, Utah
CURTO, WILLIAM PAULL	Chicago, Illinois
DANIELS, JOHN WILSON	Hobbs, New Mexico
DAVIS, BILLY BOYD	Pampa, Texas
DeSHURLEY, GEORGE SIDNEY	Roswell, New Mexico
DIAMOS, GEORGE NICHOLAS	Tucson, Arizona
DILLMAN, GEORGE PORTER	San Antonio, Texas
DODDS, EDWIN CLAIR	Kansas City, Missouri
DORMODY, HUGH FREDRIC, Jr.	Monterey, California
DOW, GEORGE McNALLEY, Jr.	Houston, Texas
DRAKE, WILLIAM LANGDON, Jr.	Santa Monica, California
DUKE, BENJAMIN PHILIPS	Carlsbad, New Mexico
DULIN, GARRETTSON, Jr.	San Marino, California
DUNN, JACK, Jr.	Farwell, Texas
DURLAND, HARRY JUNIOR, Jr.	Compton, California
DYKE, MARTIN TRESTER, 3rd	Houston, Texas

SECOND CLASS—CONTINUED

EDDINS, JOHN NORRIS	San Antonio, Texas
EDWARDS, COLBERT BAKER	Marlow, Oklahoma
ELLETT, JOHN REED	Roswell, New Mexico
EVANS, WILLIAM JACKSON	Hobbs, New Mexico
EWING, AMOS DICKSON	Dallas, Texas
FARREN, CHARLES RUTHERFORD	Tulsa, Oklahoma
FAUCETT, CLYDE JAMES	Santa Fe, New Mexico
FELCH, HARRY JUSTIN, Jr.	Phoenix, Arizona
FIELDS, GUY N., Jr.	Clint, Texas
FLEMING, ROBERT BOYD	Chamberino, New Mexico
FOX, RAYMOND HUMES, Jr.	Altus, Oklahoma
GARDNER, LEONARD ROSS	Glenrock, Wyoming
GEIGER, GERALD JOHN	Elkhart, Indiana
GELLERT, JACK HANSEN	Chicago, Illinois
GERDEMAN, WILLIAM ALVIN	Las Vegas, New Mexico
GHRIST, MEREDITH WILLIAM	Des Moines, Iowa
GILCHRIST, JOHN	Silver City, New Mexico
GLASEBROOK, LEONARD PAUL	Albuquerque, New Mexico
GLOVER, ALGIE LOUIS	Longview, Texas
GOODMAN, DAVID LOUIS	Pagosa Springs, Colorado
GOSE, FRANK RANDALL	Hurley, New Mexico
GRANTHAM, DELBERT DAVID	Albuquerque, New Mexico
GREENWALD, ROGER JOHN	Pacific Grove, California
GREER, WILLIAM NEAL, Jr.	Houston, Texas
GREGG, ROBERT HAROLD	Calexico, California
GRINSFELDER, DONALD	Houston, Texas
GUTHRIE, LOUIS ALEXANDER, Jr.	Dallas, Texas
HALL, JAMES FARMER	Arlington, Virginia
HALLER, JOHN KETNER	Gallup, New Mexico
HALPER, B. STANLEY	Dallas, Texas
HANSEN, JACK HOWARD	Madison, Wisconsin
HARP, FREDERICK MALCOLM	Lamesa, Texas
HEIKEN, DOUGLASS GERHARDT	Nashville, Tennessee
HEWITT, ELMER LaVERNE	Little Rock, Arkansas
HEYDE, JOHN ALBERT	Scottsbluff, Nebraska
HINCKLEY, JOHN SEELY	Ogden, Utah
HINDI, EDNEN ALEX	Duran, New Mexico
HONEYFIELD, VERNE CORNETT	Raton, New Mexico
HOWE, WILSON ST. CLAIR	Longmont, Colorado
HUFFAKER, JAMES MAJOR	New Berlin, Illinois
HUFFMAN, CHARLES THOMAS	Ventura, California
HYLLEGARD, WAYNE RANDOLPH	Golden, Colorado
JACKSON, LON TYLER, Jr.	Sapulpa, Oklahoma
JOHNS, JAMES PINGREE	Roswell, New Mexico
JOHNSON, JAMES ALBERT	Roswell, New Mexico
JONES, RALPH WALTER	Paducah, Kentucky
JONES, TOM WILLIAM, Jr.	Carrizozo, New Mexico
JOWELL, RAY BRACK	Quay, New Mexico
KARAVAS, ATHANASIOS	Taos, New Mexico
KENNEDY, JOHN EDWARD	Pawhuska, Oklahoma
KERCHEVAL, RICHARD THOMAS	Houston, Texas
KEYSTON, WILLIAM DONALD	Palo Alto, California
KINSLEY, WILLIAM HUDSON	Alameda, California
KUNKEL, JULIUS STEPHEN, Jr.	Tampico, Tamps., Mexico
LAKE, RUSSELL BIRKMAN, Jr.	Lake City, Kansas
LIEURANCE, RUSSELL SILSBEE	Altus, Oklahoma
LIPPMAN, SHERMAN STANLEY	Hobbs, New Mexico
LOBDELL, HARRISON, Jr.	Los Angeles, California

SECOND CLASS—CONTINUED

LUSK, JAMES KIMBLE	Roswell, New Mexico
McCUTCHEM, WILLIAM HAROLD	Roswell, New Mexico
DeDANIEL, RALPH DOUGLAS	Fort Wingate, New Mexico
McELROY, WALTER GILLILAND	Shreveport, Louisiana
McINTOSH, ROBERT BRYANT	Colorado Springs, Colorado
McKINNEY, BARRETT TRAVIS, Jr.	Baytown, Texas
McLAUGHLIN, JAMES DOZIER	Monument, New Mexico
McMAHAN, JOHN ROBERT	Altus, Oklahoma
MAGOR, RICHARD FRANCIS, III	Rifle, Colorado
MARION, JOHN FRANCIS	Roswell, New Mexico
MARROW, WILLIAM SPENCER	Quanah, Texas
MARSALIS, DON S., Jr.	Amarillo, Texas
MARSHALL, CHARLES BOST	El Paso, Texas
MARTENS, JOHN CRISS, Jr.	Roswell, New Mexico
MASON, JAMES ROBERT, Jr.	Scottsbluff, Nebraska
MEIERS, MARTIN EDWARD	Hinton, Oklahoma
MENASCO, WILLIAM JAMES	San Gabriel, California
MINTON, ROBERT MARION, Jr.	San Angelo, Texas
MOORE, JOSEPH MERLE	Tulsa, Oklahoma
MOORE, WELDON LESLIE, Jr.	Dallas, Texas
MORELOCK, MAX HOBBS	El Monte, California
MOSS, JAMES BLANTON, Jr.	Clovis, New Mexico
MUIR, JACK CREAMER	Santa Fe, New Mexico
MURRAY, WILLIAM McGARRY	Cheyenne, Wyoming
NASH, JOHN HARVEY, Jr.	Austin, Texas
NEALE, DAVID COCHRAN	Dallas, Texas
NELLOR, FREDERIC ALLEN	Beemer, Nebraska
NISSEN, DENNIS ORVAL	Alamosa, Colorado
PARET, GEORGE LOCK, Jr.	Lake Charles, Louisiana
PATTON, WILLIAM DANIEL	Clovis, New Mexico
PEARSON, THOMAS LLOYD	Roswell, New Mexico
PEREZ, RAYMOND	Vaughn, New Mexico
PHILLIPS, GLENN PRENTICE	Pueblo, Colorado
PRATT, HOWARD CHARLES, Jr.	Fort Smith, Arkansas
RAMSAY, WILLIAM CARLISLE	Atchison, Kansas
RENN, ROBERT JAMES	Wellington, Kansas
RITER, AUBLE WHITTED	Terrell, Texas
RODERICK, DORRANCE DOUGLAS, Jr.	El Paso, Texas
RODMAN, WALTER LESLIE	Arcadia, California
ROWDEN, MONTE CLYDE, Jr.	Silver City, New Mexico
RUGGLES, GUY HALL, Jr.	Cananea, Sonora, Mexico
RUPP, JOHN DAVID	Pueblo, Colorado
RUSSELL, JAMES EDWARD	Staunton, Illinois
RUTLEDGE, ROBERT GRIFFITH	Denver, Colorado
SCHMITT, HERMAN ROBERT	Logansport, Indiana
SHADINGER, CHARLES DONALD	Roswell, New Mexico
SHEEHY, JOHN FRANCIS, Jr.	Waco, Texas
SHOEMAKER, JOHN FITCH	Peking, China
SIMMONS, JAMES PAT	Wichita Falls, Texas
SIMMS, EUGENE DENTON	Alamogordo, New Mexico
SMITH, CHARLES FREDERICK	Roswell, New Mexico
SNOWDEN, PENNELL EVANS	Atchison, Kansas
SPEEGLE, ARTHUR JOE, Jr.	Duncan, Oklahoma
SPENCE, KEITHLY	Springerville, Arizona
SPENCER, A. N.	Carrizozo, New Mexico
STANFORD, OVERTON CLARENCE, Jr.	Lorena, Texas
STAPLIN, FRANK LYONS	Santa Fe, New Mexico
STEELE, ALBERT WILBUR	Hot Sulphur Springs, Colorado

SECOND CLASS—CONTINUED

STEELE, WORDON WOLTERS	Pescadero, California
STRAND, RICHARD FAY	Santa Rita, New Mexico
SWEARINGIN, DAVID DANIEL, Jr.	Roswell, New Mexico
TALBOTT, JOHN LeROY	Denver, Colorado
TERRELL, EDWIN COVERT	Fort Worth, Texas
THOMPSON, JAMES HOWARD	Melrose, New Mexico
TOLLESON, JOHN HUGH	Amarillo, Texas
TONGUE, ROBERT CHARLES	Detroit, Michigan
TREKELL, DONALD DORSEY	Casa Grande, Arizona
TRIPLETT, ARTHUR GROVER, Jr.	Dalhart, Texas
TRUETT, WAYNE STANTON	Artesia, New Mexico
TURNER, JOHN WALTER	Cleveland, Ohio
Van FRADENBURG, MONELL	Manassa, Colorado
VARNER, FRANK MELL, Jr.	Houston, Texas
VESSELS, FRANK, Jr.	Long Beach, California
VESTAL, ROBERT STANLEY	Sheridan, Wyoming
WALKER, RANDALL JAMIESON	Tulsa, Oklahoma
WARD, EDWIN HENRY	Artesia, New Mexico
WARNER, WILLIAM PIPER	Mercedes, Texas
WHEELOCK, JOHN NIM, Jr.	Corsicana, Texas
WHITMORE, WALTER EDWIN, Jr.	Roswell, New Mexico
WILEY, DUVAL ROBINSON	Big Spring, Texas
WILLCOX, LYMAN SCREVEN	Washington, D. C.
WILLIAMS, EUGENE, Jr.	Hobbs, New Mexico
WILLIAMS, RAYMOND AUBREY, Jr.	Girvin, Texas
WILLIAMS, WILLIAM HORACE, II	Fort Worth, Texas
WINCHESTER, THOMAS HOLLAND	Clayton, New Mexico
WOLF, MELVIN HARLEN	Des Moines, Iowa
WOODBURY, ROBERT FOSTER	Hornell, New York
WOODS, JAMES BRENNER	Casper, Wyoming
WRIGHT, PRESTON SMITH	Denver, Colorado
WYLDER, WILLIAM THOMAS	Albuquerque, New Mexico
WYLIE, BOBBY KEEN	Lubbock, Texas

THIRD CLASS

(Fourth Year High School)

ALLEN, ROBERT WILLIAM	Carrizozo, New Mexico
ANDERSON, JAMES KERR	Roswell, New Mexico
ATHA, ROBERT WORLEY, II	Mt. Pleasant, Michigan
BASS, JAMES MILTON	Oklahoma City, Oklahoma
BERNICK, FRANK MORITZ	Iowa City, Iowa
BERRY, HOMER CLAYTON	Dexter, New Mexico
BOBO, JAMES FRANK	Houston, Texas
BOGLE, JAMES HAL	Dexter, New Mexico
BUNTEN, JOHN ALLAN	Cheyenne, Wyoming
CARLTON, RICHARD JAMES	Borger, Texas
CARSON, JOHN SPENCER	Honolulu, Hawaii
CASON, CHARLES PERKINS	Cristobal, Canal Zone
CHAMP, GEORGE HERBERT	Logan, Utah
CLARK, GORDON DUVALL	Iowa Park, Texas
CLARK, HARRY JACKSON	Durango, Colorado
COWAN, CLAUDE CHICK, Jr.	Dundee, Texas
CROW, ALLAN BOONE	Piedmont, California
CUMMINS, BILLY GENE	Hobbs, New Mexico
DAVIES, RALPH RAYMOND	Albuquerque, New Mexico
DILLMAN, ROBERT JOSEPH	San Antonio, Texas
DILLON, WALLACE MYRON, Jr.	Mexico City, Mexico

THIRD CLASS—CONTINUED

DOW, JAMES LESLIE	Amarillo, Texas
DUNNE, JACK DARCY	Wichita, Kansas
EDWARDS, GEORGE MARTIN, Jr.	El Paso, Texas
ELLIOTT, FRANK O.	Roswell, New Mexico
FALCONER, DON WILDER	Santa Cruz, California
FLEGEL, EARL COULSON, Jr.	El Paso, Texas
FREDRICKSON, EDWARD DALE, Jr.	Oakland, California
GARTNER, DAVID BEEDLE	Santa Fe, New Mexico
GIBSON, WILLIAM HOMER	Carson City, Nevada
GLEICHMANN, THEODORE VICKERS	Ventura, California
GOOCH, WILLIAM DANIEL, Jr.	Cananea, Sonora, Mexico
GREEN, JAMES ROBERT	Albany, Texas
GREER, CHARLES RICHARD	Santa Fe, New Mexico
GRUBBS, DAVID EDGAR	Houck, Arizona
HAYES, EVERETT POPE, Jr.	Houston, Texas
HEARD, ROBERT JEWELL, Jr.	Artesia, New Mexico
HOFFMAN, WILLIAM HILTON	Eastland, Texas
HUDSON, MAX GLENDALL	Hobart, Oklahoma
HUETER, JOHN MANGELS	San Francisco, California
HUSSMANN, HARRY LUDWIG, III	El Paso, Texas
JAGGERS, THEODORE EDWARD	Phoenix, Arizona
JAHRAS, JOSEPH RICHARD, Jr.	Laguna Beach, California
JAMES, WILLIAM OSBORN	Carlsbad, New Mexico
JOHNSON, MIERS CORNELIUS, Jr.	Carlsbad, New Mexico
JONES, RAY RODNEY, Jr.	San Marino, California
JOY, CHARLES TURNER, Jr.	Honolulu, Hawaii
KELLAM, EDWARD RICHARD, Jr.	Alhambra, California
KELLY, FOREST LEVAN	Bristow, Oklahoma
KELSAY, WILLIAM CHARLES	Hobart, Oklahoma
KILBURN, HARVEY MAHER, Jr.	Los Angeles, California
KINCANNON, JEAN LEE	Lake Charles, Louisiana
KINDEL, GEORGE WHITE	Carlsbad, New Mexico
KING, FRANK HENRY HAVILAND	Dallas, Texas
KING, SAMUEL RICE	El Paso, Texas
LEFF, MARVIN	Cheyenne, Wyoming
LEONARD, ROBERT JOSEPH	Roswell, New Mexico
LOBIT, EDGAR, Jr.	Houston, Texas
LUSK, JOE FENTON	Carlsbad, New Mexico
McGINNIS, PAUL BERTRAND	Chicago, Illinois
McINNIS, HUGH LLOYD	Oklahoma City, Oklahoma
MacLEAN, DONALD EDWIN	Minneapolis, Minnesota
McMILLIAN, DON FOREST	Houston, Texas
McROBERTS, JAMES JOHNSTONE	Abilene, Texas
MAISEL, SEYMOUR LLOYD	Albuquerque, New Mexico
MILES, FRANKLIN EVERETT	Santa Fe, New Mexico
MILLER, ADASON MOREY	Chicago, Illinois
MOCK, PAUL HARRISON	Altus, Oklahoma
MOSES, THOMAS LYONS	Santa Rita, New Mexico
NEAL, CASWELL FINCHER	Carlsbad, New Mexico
NEVIN, NORMAN RODERICK	Lima, Peru
NUNN, ROBERT RUBEN, Jr.	San Francisco, del Oro, Chih., Mexico
O'BRIEN, DONALD ALFRED	Peoria, Illinois
OTT, ELWOOD SHORES	Little Rock, Arkansas
OWENS, JUDSON EUGENE, Jr.	Santa Fe, New Mexico
POWELL, CHARLIE JOE	Borger, Texas
PUFFER, HERBERT RICE	Colorado Springs, Colorado
RANDALL, SAMUEL BUNKER	Santa Cruz, California
RAY, GEORGE TED	Wellington, Kansas

THIRD CLASS—CONTINUED

REED, WILLIAM GEOFFREY	Pachuca, Hgo., Mexico
ROCKWOOD, CLYDE ROACH	Indianapolis, Indiana
ROOKS, ARTHUR KAY	Beverly Hills, California
ROSS, THOMAS GILLESPIE	Santa Barbara, California
RUGGLES, JOHN DELBERT	Villa Park, Illinois
SLAUGHTER, GEORGE MORGAN, III	Roswell, New Mexico
STACY, ROBERT ALLAN, Jr.	Shreveport, Louisiana
STAUFFER, CHARLES BENNET	Phoenix, Arizona
STOKES, SAMUEL DEWEY, Jr.	Carrizozo, New Mexico
SULLIVAN, LOUIS BERNARD	San Jose, California
SUMNER, GORDON, Jr.	Albuquerque, New Mexico
SUMNER, HERBERT BRADFORD	Pahala, Kau, Hawaii
SWITZER, JOHN LAMAR	Pensacola, Florida
TALBOT, SHERMAN HIBBARD	Pasadena, California
TAYLOR, EDWARD WINTHROP, Jr.	Hammond, Indiana
TERRILL, JOHN FRANKLIN	Hobbs, New Mexico
TIMBERLAKE, ROBERT MASON	Deming, New Mexico
VITTITOE, JAMES DANIEL	Houston, Texas
VOLLMER, ERNEST, Jr.	San Luis Obispo, California
WARD, JOHN TAYLOR, Jr.	La Jolla, California
WARD, ROY FREEMAN	Wellston, Oklahoma
WEAVER, WILLIAM GAUBBERT, Jr.	Paso Robles, California
WELLS, OSCAR THOMAS, Jr.	Valentine, Texas
WISELEY, WILLIAM EDWARD	Roswell, New Mexico
WITHERSTINE, JOHN KESSON	Rochester, Minnesota

FOURTH CLASS

(Third Year High School)

ABERCROMBIE, JOE DICK	Houston, Texas
ALBERT MAURICE ISAAC	Everett, Massachusetts
ALLEN, DAVID WALTER	Moab, Utah
ANDERSON, ROBERT MORRIS	Seattle, Washington
ARMSTRONG, FRANCIS LAWRENCE	Nogales, Arizona
ARNOLD, HENRY KIRKPATRICK, Jr.	Houston, Texas
ARNOT, HAROLD CLIFFORD, Jr.	Seattle, Washington
AUSTIN, FLAVIUS L., Jr.	Roswell, New Mexico
BAGOT, DONALD LEE	Amarillo, Texas
BARTLETT, CARL JOHN, Jr.	Baker, Oregon
BENNETT, JOHN DOUGLAS	Ottawa, Kansas
BOATMAN, ELBERT DEAN	Fort Stockton, Texas
BONFILS, FREDERICK GILMER	Denver, Colorado
BOYD, CLINTON DeWITT, Jr.	Middletown, Ohio
BRENTARI, JOHN ANDREW	Gallup, New Mexico
BRININSTOOL, CARL ODELL	Jal, New Mexico
BROADDUS, GOODWIN PORTER, Jr.	Ponca City, Oklahoma
BROOKE, JAMES MILTON	Silver City, New Mexico
BROWN, WILLIAM PEARCE	Dublin, Ohio
BRYAN, JOHN FRANK	Hilo, Hawaii
BURCHFIEL, CECIL MUNSEY, Jr.	San Jose, California
BUTLER, HUGH CATO	Helena, Montana
CALLICOTTE, VERNON SHIRLEY	Tucson, Arizona
CAPIN, SAMUEL ALBERT	Nogales, Arizona
CASE, EDWARD MORGAN, Jr.	Fort Worth, Texas
CHACE, GORDON CURTNER	San Jose, California
CHANDLER, LEWIS	Dallas, Texas
CLEVE, CHARLES FIELDING	Elk, New Mexico
COLE, HOWARD SUTHERLAND, III	Fort Worth, Texas
COMBS, ANDREW J.	Carlsbad, New Mexico

FOURTH CLASS—CONTINUED

DAVIS, THOMAS MONETT	Washington, D. C.
DeLAY, WILLIAM LAWRENCE	Sulphur, Oklahoma
DIKITOLIA, KONSTANTINOS	Albuquerque, New Mexico
DINNEEN, WILLIAM JOHN, Jr.	Cheyenne, Wyoming
DUMKE, EDMUND WATTIS	Ogden, Utah
EGBERT, ORVILLE EDWARD	El Paso, Texas
ENGLAND, WILLIAM PORTER	Fort Smith, Arkansas
FEDER, MONROE CLIFFORD	Tucson, Arizona
FELCH, FRANK JAMES	Phoenix, Arizona
FINLEY, THOMAS OWEN	Glen Ellyn, Illinois
FISCHER, JOHN JOSEPH HENRY	Belleville, Illinois
FLOWER, ROBERT PHILIP	Van Nuys, California
FREY, RICHARD GEORGE	Santa Fe, New Mexico
GERRITY, JOHN LOVE	Albuquerque, New Mexico
GILLILAND, JAMES JOSEPH	Leon, Kansas
GOODMAN, WILLIAM HARRY	Fort Worth, Texas
GORMAN, JOHN FRANCIS, Jr.	Hollywood, California
GRANT, FREDERICK EUGENE	Kansas City, Missouri
HALL, FRANK EDWARD	Fort Worth, Texas
HANNETT, ARTHUR THOMAS	Albuquerque, New Mexico
HARLOCKER, THOMAS COKE	Honolulu, Hawaii
HELVENSTON, REGINALD HEBER, Jr.	Dallas, Texas
HINCKLEY, PAUL RAY	Ogden, Utah
HINDI, BASHEER	Duran, New Mexico
HOLLOWAY, JOEL NEWTON	Dallas, Texas
HUBBARD, THOMAS HILL	Mount Vernon, New York
INGBER, PHILIP HENRY	San Mateo, California
IRELAND, PAUL MILLS, Jr.	Pueblo, Colorado
JAMES, WILLIAM RALPH	Berkeley, California
KINNISON, HENRY LEE, III	El Paso, Texas
KLAS, BRUCE DAVID	Sioux City, Iowa
LACE, EVAN LLOYD	Chicago, Illinois
LANDRUM, RICHARD HENNING	Colorado Springs, Colorado
LEBECK, ALBERT OLIVER, Jr.	Gallup, New Mexico
LOWE, WILLIAM DONALD	Bakersfield, California
LUCK, BEN KLAUE	Silver City, New Mexico
McFARLAND, HOWARD BYRON, Jr.	Corpus Christi, Texas
MacKELLAR, JAMES DONALD	Vancouver Barracks, Washington
MAGRAW, JOHN WALLACE	Carlsbad, New Mexico
MARKHAM, BILLY JOE	Morton, Texas
MARTIN, EDWARD LOWELL	Alamogordo, New Mexico
MILLER, ROBERT MORSBACH	Fort Lewis, Washington
MOBERLY, HAYDEN MATTHEWS	Roswell, New Mexico
NORTON, MERRILL LAFAYETTE	Roswell, New Mexico
OAKES, ALLISON RONALD	Sapulpa, Oklahoma
OGDEN, JAMES ARMSTEAD	Olney, Illinois
PHILLIPS, SHELBY DALE	Altus, Oklahoma
RANDEL, HARVEY OLIVER	Oklahoma City, Oklahoma
REEDER, ROBERT THOMAS	Carlsbad, New Mexico
RIVERS, WILLIAM PARKER	Dallas, Texas
ROBERTS, ROBERT STEWART	Las Cruces, New Mexico
ROGERS, ROBERT HENRY	St. Thomas, Virgin Islands
SANDERS, JAMES CLEMMENTS	Kansas City, Missouri
SHARP, THOMAS ROBINSON	Detroit, Michigan
SHAWVER, ERNEST BARR	Wichita, Kansas
SHELTON, JOHN MALCOLM	Amarillo, Texas
SMITH, BENJAMIN FRANKLIN	Roswell, New Mexico
SMITH, DONALD ASA	Roswell, New Mexico

FOURTH CLASS—CONTINUED

SMITH, JACK PHILIP	San Bernardino, California
SMITH, LEON EARL	Coolidge, Arizona
SMITH, WARD MILLER	Santa Cruz, California
SNOBERGER, PHILIP HAROLD	Indianapolis, Indiana
SPITZER, ROBERT NORMAN	Albuquerque, New Mexico
STYRON, JAMES CLYDE, Jr.	Hobart, Oklahoma
THEIDEL, ELMER RICHARD	Downers Grove, Illinois
THOMPSON, GEORGE, III	Sandoval, New Mexico
THOMPSON, WILLIAM PEERY	Sandoval, New Mexico
TIPTON, RICHARD GORDON	Silver City, New Mexico
von TEMPSKY, RAYMOND MONTGOMERY	Kula, Maui, Hawaii
WIER, JOHN BURNHAM	La Jolla, California
WINTER, MILTON SHIPMAN, Jr.	Lawrence, Kansas
YOUNG, MARSHALL ROBERTS, Jr.	Fort Worth, Texas

FIFTH CLASS

(Second Year High School)

ABERCROMBIE, JAMES LOUIS, Jr.	Anton Chico, New Mexico
ALDERMAN, JOHN MYRL	Colorado Springs, Colorado
ARCHENHOLD, WILLIAM, Jr.	Denver, Colorado
ATHEY, JACK RICHARD	Enid, Oklahoma
BRAINARD, EDWARD HENRY, II	Canadian, Texas
BRYAN, RANDOLPH	Houston, Texas
BUJAC, JAMES NORMAN, Jr.	Carlsbad, New Mexico
CARTER, ANDERSON	Roswell, New Mexico
CORN, WILLIAM EDWARD	Roswell, New Mexico
DAVIDSON, GILBERT AUBREY, III	San Diego, California
GRIFFITH, GORDON MARKS, Jr.	Beverly Hills, California
GUINN, SAMUEL LESTER, Jr.	Denver, Colorado
HARDIN, JOHN REEVES	Lovington, New Mexico
HARDY, RICHARD KIRCHER	Honolulu, Hawaii
HARRIS, JOHN THOMAS	Amarillo, Texas
HILL, FREDERICK JAMES	El Paso, Texas
HOEHN, FRENCH GENTRY	Enid, Oklahoma
HUNDAHL, ROBERT EUGENE	Dallas, Texas
JOHNSON, EMMETTE McKEE, Jr.	Wichita, Kansas
JOHNSON, STANLEY WARREN	Chihuahua, Chih., Mexico
KAPLAN, JOEL DAVID	Bernalillo, New Mexico
KERR, ROBERT SAMUEL, Jr.	Oklahoma City, Oklahoma
LATHAM, TOMMY JAMES	Lake Valley, New Mexico
LOVELADY, HAROLD MONROE	Marfa, Texas
McINTYRE, EDWARD BENJAMIN	Canadian, Texas
McINTYRE, WILLIAM BRAINARD	Canadian, Texas
McMURRAY, TOM, Jr.	Oklahoma City, Oklahoma
MARR, WILLIAM KNIGHT	Upland, California
MENASCO, ALBERT SIDNEY, Jr.	San Gabriel, California
MICANDER, JOHN BERNARD	Los Angeles, California
NASSIF, ROBERT MITCHELL	Albuquerque, New Mexico
OSTENBERG, CLIVE SENTER	Scottsbluff, Nebraska
PAULEY, EDWIN WENDELL, Jr.	Beverly Hills, California
RAKESTRAW, DAVID URANUS, Jr.	Albuquerque, New Mexico
RANDALL, STEWART DENNING	Santa Cruz, California
RICHARDSON, WILLIAM CARLTON	San Francisco, California
RUFFIN, LOUIS EZRA	Albuquerque, New Mexico
SCOTT, LANSING	Santa Fe, New Mexico
TERRELL, ALLEN PRICE, Jr.	Hobbs, New Mexico
WARREN, CHARLES THOMAS	Fresno, California
WELCH, WENDELL CONDREY	Artesia, New Mexico
WIESLANDER, FREDERICK WHITING	Piedmont, California
WOODS, MAURICE GLENN	Oklahoma City, Oklahoma

Roster of Graduates New Mexico Military Institute

The complete roster of graduates of New Mexico Military Institute is discontinued for the duration of the war. So many of the alumni are now on active duty with the armed forces that it is impossible to print correct addresses for them.

THE GRADUATING CLASS, 1940

JOSEPH CLARENCE ADAMS, Jr.	315 East Fifth, Burkburnett, Texas
CLYDE KEITH ALEXANDER	Student, Colorado School of Mines, % Kappa Sigma House, Golden, Colorado
STANLEY ARCHENHOLD	1401 Fairfax, Apartment 2, Denver, Colorado
THOMAS WORTHY BALLINGER	Student, University of Kansas, % Beta Theta Pi House, 1425 Tennessee Street, Lawrence, Kansas
CARL WILLIS BARTLETT	Artesia, New Mexico
WILLIAM LaMOIN BAUM	528 Nevada Avenue, San Mateo, California
JAMES EDWARD BECKETT	Student, Utah State Agricultural College, 33 East Second, North, Logan, Utah
ROBERT QUERINUS BEKINS, Jr.	Student, University of Colorado, % Phi Kappa Psi House, Boulder, Colorado
WILLIAM FRANCIS BOTTERILL	4025 East 19th Avenue, Denver, Colorado
WILLIAM JACKSON BOWEN	Student, University of Texas, % D. K. E. House, Austin, Texas
FRANK COE BOYCE	Student, University of Arizona, % Phi Delta Phi House, Tucson, Arizona
ROBERT LEE BOYCE, Jr.	Navajo Lodge, Ruidoso, New Mexico
TRUMAN OSBORN BOYD, III	1255 East Second Street, Long Beach, California
WILLIAM THOMAS BROWN	P. O. Box 335, San Antonio, Texas
ALFRED WILDER BURNSIDE, Jr.	Route 1, Iowa Park, Texas
ELWOOD ELLSWORTH BYERS	Student, University of Oklahoma, 757 DeBarr Avenue, Norman, Oklahoma
JACK WHITNEY CHURCHILL	Student, Southern Methodist University, Dallas Country Club, Dallas, Texas
ROGER LEON CONARTY	Student, United States Military Academy, Company C, U. S. C. C., West Point, New York
RALPH NORTH COOGAN	Died, August 22, 1940, Sayre, Oklahoma
BOB OTHO COOK	4944 East Crestwood Avenue, Little Rock, Arkansas
STANLEY HASKELL COOK	Student, Stanford University, Branner Hall, Palo Alto, California
COURTNEY HOLT COWDEN	104 South G Street, Midland, Texas
JOSHUA MOATS CRUSE	Box 114, Woodville, Texas
FOSTER HENRY DAVIS	Box 44, Honolulu, Hawaii
WILLIAM DWAYNE DE SANDERS	Student, University of Missouri, % Sigma Chi House, Columbia, Missouri
RICHARD PAUL DORAN	Box 151, Vandalia, Illinois
CURLEY PHARR DUSON, Jr.	Student, University of Texas, 2806 North Guadalupe, Austin, Texas
MILON GAY EDWARDS, Jr.	2516 Ozark Avenue, Joplin, Missouri
WILLIAM HOWARD ELDRIDGE	800 North West 39th, Oklahoma City, Oklahoma
LINDLEY CORYDON ELLIS	% Major Otto Ellis, F. A. 9th Division, Ft. Bragg, North Carolina
FRED HOMER ENGLISH	Student, University of New Mexico, Albuquerque, New Mexico

RICHARD EDWIN ERNST -----Student, University of Texas,
2806 North Guadalupe Street, Austin, Texas

ROBERT EDWARD EVANS -----Magdalena, New Mexico

WILLIAM SPAULDING FALBY -----Student, University of Arizona,
1742 East Fifth Street, Tucson, Arizona

JOHN CASE FANNING -----301 North Third, Raton, New Mexico

DAVID FARB -----Student, University of Texas,
% A. E. P. House, Austin, Texas

WILLIS HENRY FASSETT, Jr. -----Student, University of Colorado,
% Delta Tau Delta House, Boulder, Colorado

NOBLE EVERETT FIELDS -----Student, Cornell University,
212 Kelvin Place, Ithaca, New York

EDWARD ROBERT GASKIN -----Student, U. S. Naval Academy,
1202A Bancroft Hall, Annapolis, Maryland

ROBERT THATCHER GIBSON -----Student, University of the South,
Sewanee, Tennessee

TRUMAN FLOURNOY GILL -----Student, University of Texas,
704 West 21st Street, Austin, Texas

BEN TAZEWEEL GILLET -----Student, University of Colorado,
% Phi Kappa Psi House, 1300 Pennsylvania, Boulder, Colorado

WILLIAM HERMANN GODEL -----Student, Georgetown University,
4550 Connecticut Avenue, N. W., Washington, D. C.

HARRY HOLLAND GRISWOLD -----226 Seventh Street, Calexico, California

ROBERT LOUIS GUNDLACH -----Student, University of California,
% Theta Xi House, 1730 La Loma, Berkeley, California

ROBERT STEWART GUTHRIE -----119 Sul Ross, Houston, Texas

EDWIN DALTON HALEY -----Student, Bowling Green College of Commerce,
1257 Chestnut Street, Bowling Green, Kentucky

ORA RICHARD HALL, Jr. -----Student, University of Oklahoma,
Norman, Oklahoma

THOMAS JOSEPH HALL, Jr. -----Student, University of Missouri,
% Beta Theta Pi House, Columbia, Missouri

CHOCTAW ATOKA HARP, Jr. -----Tactical Officer, New Mexico Military Institute,
Roswell, New Mexico

HENRY ALLEN HARRINGTON, Jr. -----Grand Hotel, Gallup, New Mexico

EDWARD CRAIG HICKMAN -----Student, Duke University,
Box 4999, Duke Station, Durham, North Carolina

DAVID HEFLIN HOCH -----Student, Pennsylvania Military Institute,
Chester, Pennsylvania

DAVID LLEWELLYN CARTWRIGHT HOVER, II -----Student, New Mexico
College of Agriculture and Mechanic Arts, State College, New Mexico

RICHARD JAMES HUBER -----412 Cibola Street, Needles, California

ERNEST BOYD HUETER -----Student, University of Missouri,
% Beta Theta Pi House, 520 College Avenue, Columbia, Missouri

RODNEY CHARLES HUFFINE -----323 West 51st Street, Kansas City, Missouri

ARTHUR COPELAND JACKSON, Jr. -----Student, Purdue University,
% Alpha Sigma Phi House, 218 Waldron, West Lafayette, Indiana

JOHN KEITH JAMES -----Hamilton, Texas

CHARLES LELAND JOHNSTON, Jr. -----Student, University of Southern California,
1041 West 36th Street, Los Angeles, California

JOSEPH DAVID KENNEDY -----2344 Medford Court, East, Ft. Worth, Texas

RICHARD GRIFFITH KNOX -----Student, Emory University,
% School of Journalism, Emory University, Atlanta, Georgia

TOM MOYLAN KRITSER -----Student, University of Texas,
Roberts Hall, Austin, Texas

CLIFFORD JOHN KRONAUER, Jr. -----53 East Broadway, Tucson, Arizona

BERNARD JOHN LANGE, Jr. -----Student, Massachusetts Institute of Technology,
% Munroe House, M.I.T., Cambridge, Massachusetts

DAVID ALEXANDER LORD, Jr.	% Olympic Club, 524 Post Street, San Francisco, California
JOHN JAY McCOLLISTER, Jr.	Student, Wayne University, 49 Calvert Avenue, Detroit, Michigan
JAMES GORDON McDONALD	Student, University of Kansas, % A. T. O. House, Lawrence, Kansas
IVAN HENRY McGEE	Portales, New Mexico
JACK ELMONT MALCOLM	Aviation Cadet, Naval Air Station, Jacksonville, Florida
SAM HOMER MARMADUKE	Student, University of Oklahoma, % S. A. E. House, Norman, Oklahoma
ALFRED GILLETT MEANS	Student, Texas School of Mines, 1901 East Rio Grande, El Paso, Texas
ESTEY DECATUR MITCHELL	Student, Stanford University, 480 Harvard Avenue, Stanford University, California
CARTHAL FOSTER MOCK, Jr.	942 East Cypress, Altus, Oklahoma
TOM ERNEST MOORE	710 North Kansas, Liberal, Kansas
JAMES MONROE MORRIS, Jr.	1537-17th Avenue, Columbus, Georgia
ROBERT IDRIS NELSON	1838-37th Street, Rock Island, Illinois
WILLIAM JOHNSON NESBITT	Student, Duke University, Box 5048, Duke Station, Durham, North Carolina
LOUIS READ NEWELL	Box 415, Mitchell, Nebraska
HASSELL LEE NORTON	Student, U. S. Naval Academy, Room 3110 Bancroft Hall, Annapolis, Maryland
ROBERT RURIC NYE	Student, University of California, % Phi Gamma Delta House, 2395 Piedmont Avenue, Berkeley, California
VERNON BARRETT OKERSTROM	69 O. K. Street, Bisbee, Arizona
KERMIT CARL PARK	3556 Meade, Denver, Colorado
FREDERICK AUGUSTUS PHILLIPS, Jr.	Student, University of Oregon, % Delta Tau Delta House, 1883 University St., Eugene, Oregon
WILLIAM HARTWELL PIERCE, Jr.	Box 283, West Columbia, Texas
RICHARD VERNON POWELL, Jr.	Student, University of Arkansas, % Sigma Chi House, Fayetteville, Arkansas
CHARLES WILLIAM PRATHER	Student, University of Kansas, % S. A. E. House, 1901 West Campus Road, Lawrence, Kansas
GEORGE HIX RAY	Student, Cornell University, 7 Reservoir Avenue, Ithaca, New York
RICHARD WAYNE REDICK	Student, Texas Technological College, Room 318, Knapp Hall, Lubbock, Texas
JAMES FRANKLIN REED	Student, University of Oklahoma, % S. A. E. House, 730 College Avenue, Norman, Oklahoma
LEONARD EARL RIPPY	New Castle, Colorado
CHARLES EARL SANDERSON	Student, University of Texas, 2903 University Avenue, Austin, Texas
PAUL ALEXANDER SHACKLEFORD, Jr.	Student, University of Virginia, 164 Rugby Road, University, Virginia
GEORGE SIPIO SISNEROS	910 West Second Street, Roswell, New Mexico
FRANK LEWIS SMITH, Jr.	2nd Lt., Air Corps Basic Flying School, San Angelo, Texas
GEORGE WALTER SMITH	230 East 17th Street, Ada, Oklahoma
DAVID JAMES SMYTH	59th & Harvard, Tulsa, Oklahoma
DAVID JOHNSON STALLINGS	Hartshorne, Oklahoma
GORDON EUGENE STANLEY	727 Ridgway, Cincinnati, Ohio
JAMES GILBERT STEVENSON	Student, University of New Mexico, 600 North University, Albuquerque, New Mexico
MELLOR WILLIAM STEVENSON	2855 Weybridge, Shaker Heights, Ohio
GAYLE STOCKDALE	Enterprise, Oregon
WILLIAM GEORGE STROECKER	Student, University of Alaska, 7734 Igloo Avenue, Fairbanks, Alaska

THOMAS DUDLEY CRAMER -----Student, Stanford University,
 Sequoia Hall, Stanford University, California
 ROBERT WILLIAM DANIELS, III -----Student, U. S. Naval Air Station,
 Jacksonville, Florida
 EDWARD EELLS DARROW -----1406 South Maple, Carthage, Missouri
 RAY DAVIES, Jr. -----Student, University of Illinois,
 % D.K.E. House, 902 South Second Street, Champaign, Illinois
 ROY EDWARD DIAL -----Student, University of Oklahoma,
 724 DeBarr Street, Norman, Oklahoma
 JOHN SCHARBAUER DUBLIN, Jr. -----1300 West Missouri, Midland, Texas
 HAROLD DONALD DUFEK -----Student, University of Kansas,
 1032 Kentucky, Lawrence, Kansas
 HAROLD OMAR EBELING -----Student, University of Oklahoma,
 737 DeBarr Street, Norman, Oklahoma
 STEWART PARKER ELLIOTT, Jr. -----Redwood City Post Office, Woodside, California
 ARTHUR CLYDE ELLIS, Jr. -----Box 1006, Balboa, Canal Zone
 HOWELL GREENWOOD ERVIEN -----518 Don Gasper Avenue, Santa Fe, New Mexico
 JOHN LOVE ESTES -----No. 1 Crestway, Wichita Falls, Texas
 JOHN DOUGLAS FAY -----150 Woodland Way, Piedmont, California
 HERMAN HARRIS FLEISHMAN, Jr. -----Apt. 223, Tampico, Tamps., Mexico
 STEWART HICKMAN FOWLER -----711 West Fifth, Roswell, New Mexico
 RICHARD KIMBALL GARDNER -----Student, Woodbury College,
 351 South Mariposa, Los Angeles, California
 ELMER LOGAN GARNETT, Jr. -----Student, University of Oklahoma,
 % Phi Gamma Delta House, Norman, Oklahoma
 LEON LAMAR GILL -----Box 50, Beeville, Texas
 JAMES HOWARD GLASS -----Student, Pomona College,
 246 East Seventh Street, Claremont, California
 DONALD JEWEL GRANTHAM -----Student, University of Oklahoma,
 763 DeBarr Street, Norman, Oklahoma
 JAMES SEEWALD GULEKE -----Student, University of Texas,
 808 West 22½ Street, Austin, Texas
 WILLIAM COWAN HALL -----Student, University of Arizona,
 746 East Fifth Street, Tucson, Arizona
 FRANK REID HARLOCKER -----3239 Nuuanu Street, Honolulu, Hawaii
 MONROE HARRIS, Jr. -----Student, University of Arizona, Tucson, Arizona
 RALPH ELLIOTT HARTMAN -----357 North Fountain, Wichita, Kansas
 SAMUEL RHODES HEARD -----Route 1, Plainview, Texas
 PAUL BROWNING HIGGS, Jr. -----Student, Iowa State College,
 2210 Lincoln Way, Ames, Iowa
 PAT EARL HOOKS, II -----Itasca, Texas
 BERNE HUDSON HOPKINS -----Student, University of Arizona,
 % Sigma Chi Fraternity, Tucson, Arizona
 CHARLES PETERSON HOYT -----1075 Spencer, Honolulu, Hawaii
 ROBERT MADISON HUNN -----% U. S. Disciplinary Barracks,
 Fort Leavenworth, Kansas
 WILLIAM FRANK HUNT, Jr. -----Student, South Western Institute of Technology,
 Weatherford, Oklahoma
 JIM MOSS INKS -----Student, University of Texas,
 2609 San Pedro, Austin, Texas
 STEWART MITCHELL IRWIN -----Student, University of Washington,
 4026 Brooklyn Avenue, Seattle, Washington
 WILLIAM MONROE JACKSON, Jr. -----Student, University of Oklahoma,
 Norman, Oklahoma
 DALE HARLAN JOHNSON -----Student, George Washington University,
 1301 Rhode Island Avenue, N. W., Washington, D. C.
 RICHARD SLATON JONES -----Student, New Mexico State College,
 Box 583, State College, New Mexico

MAURICE POWERS KANE -----Student, University of Utah,
1067 Third Avenue, Salt Lake City, Utah

WILLIAM BERTRAM KERRICK -----Corner Grant & Pacheco, Santa Cruz, California

WILLIAM CHARLES KIMBLE -----Student, Stanford University,
Box 2308, Stanford University, California

WILLIAM PORTER KING -----Student, New Mexico Military Institute,
Roswell, New Mexico

CHARLES EDGAR LAKIN -----385 North Spruce, Kingman, Kansas

JACK AIKEN LANCASTER -----2838 Rio Lindo, Bakersfield, California

JAMES COMPTON LOBIT -----Student, New Mexico Military Institute,
Roswell, New Mexico

ELLIOTT CAROTHERS LOY -----Cadet, U. S. Military Academy,
West Point, New York

WILLIAM AUSTEN LUCK -----Student, New Mexico State College,
Kent Hall, Room 118, State College, New Mexico

ROBERT BASS LYONS -----Student, University of Illinois,
1002 West Nevada, Urbana, Illinois

HARVEY ALONZO McKASKLE -----Student, University of Arizona,
% P.K.A. House, 746 East Fifth Street, Tucson, Arizona

FRANK GILLESPIE McKNIGHT -----Student, University of Texas,
808 West 22½ Street, Austin, Texas

JACK McKNIGHT -----Throckmorton, Texas

CARL ROBERT McNALLY, Jr. -----Student, University of Arizona,
% Pi Kappa Alpha House, Tucson, Arizona

ROBERT LEONARD McWHORTER -----Student, University of Arizona,
1581 East Speedway, Tucson, Arizona

JAMES EARLE MAGILL, Jr. -----Student, Baylor Dental College,
3610 Gaston Avenue, Dallas, Texas

CHARLES COLEMAN MARTIN, Jr. -----Cadet, U. S. Military Academy,
West Point, New York

ROBERT CROWNOVER MARTIN -----3743 Reading Road, Cincinnati, Ohio

JAMES ELMER MATCHIN, Jr. -----Died, July 4, 1941, Crownpoint, New Mexico

CHARLES WILLIAM MATTHEWS -----206 South Washington, Roswell, New Mexico

ROBERT JOHN MILLER, Jr. -----Student, University of Texas,
Room 346-A, Prather Hall, Austin, Texas

LOUIS PYRON MILNER, Jr. -----1521 Park Avenue, Monroe, Louisiana

JOHN ARTHUR MOORE -----Apartment 808, 1621 T Street, N. W.,
Washington, D. C.

CHARLES WEBB MORRIS -----42 Willow Hill Road, Clayton, Missouri

HERBERT ANDREW MORRIS -----Curtis Wright Technical Institute,
Glendale, California

VINCENT LEE MORRISON -----Died, July 4, 1941, Crownpoint, New Mexico

EDWARD PALMER MURPHY -----North Platt, Nebraska

ROGER ARMSTRONG NAYLOR -----Student, University of Texas,
2007 University Avenue, Austin, Texas

GRANT ANDREW NISBET -----Cadet, U. S. Naval Academy,
Annapolis, Maryland

JACK BENJAMIN NOBLES -----200 South Eighth Street, Midland, Texas

EWELL KAY NOLD, Jr. -----2521 Reba Drive, Houston, Texas

JAMES EDWARD O'NEAL -----3000 Eighth Avenue, Pueblo, Colorado

EARLE LONG OVERHOLSER, Jr. -----600 Michigan Avenue, Pullman, Washington

EDWARD HENRY OXENHAM -----Student, Pasadena Playhouse (School of
Theatre), 464 South Los Robles, Pasadena, California

LEOPOLDO ARTHUR PACHECO, Jr. -----Student, University of Notre Dame,
636 North St. Louis Boulevard, South Bend, Indiana

HAROLD ELMORE PARSONS -----Student, Texas Technological College,
2523 Nineteenth Street, Lubbock, Texas

ROBERT MELVIN PATTERSON -----1849 Verona Road, Mission Hills,
Kansas City, Missouri

WILLIAM DAVID PATTERSON -----Student, Naval Air Base, Pensacola, Florida

JAMES RANDALL PATTON, Jr. -----1220 Gidding Street, Clovis, New Mexico

HUBERT BRICE PEARSON -----Student, University of California,
Bowles Hall, University of California, Berkeley, California

ROBERT ANTHONY PEISER -----Student, Louisiana State University,
Baton Rouge, Louisiana

JAMES GILBERT PERCY -----Student, U. S. Naval Air Reserve Corps,
Corpus Christi, Texas

FRED L. PERKOWSKI -----Aviation Cadet, Naval Air Station,
1st Bn Bldg. 659, Room 2009, U. S. N. A. S., Pensacola, Florida

WAYNE EVERETT PHILLIPS, Jr. -----Student, University of Oregon,
% Delta Tau Delta House, 1833 University Street, Eugene, Oregon

ROY RIFE PRIEST, Jr. -----Student, Texas A. & M. College,
Box 1563, College Station, Texas

JOSEPH HERBERT RABB -----Student, University of Arizona, Tucson, Arizona

ADDISON ROSWELL RABER -----Student, U. S. Naval Air Reserve Corps,
Corpus Christi, Texas

CHARLES CAMERON READ -----Student, Stanford University,
Box 2741, Stanford University, California

WILLIAM HOWARD RIVERS, Jr. -----Student, University of Texas,
2806 North Guadalupe Street, Austin, Texas

DOUGLAS GROVES ROBERTS -----Student, University of Arizona,
% Phi Gamma Delta House, 1801 East First, Tucson, Arizona

CHARLES AINSWORTH ROCKWOOD, III -----Student, Indiana University,
% Phi Kappa Psi House, Bloomington, Indiana

EARLE HARRIS ROGERS -----Hobbs, New Mexico

WILLIAM GARVEY ROMADKA -----Student, University of Arizona, Tucson, Arizona

JAMES MICHAEL RYAN, Jr. -----Student, University of Texas,
611 West 22nd Street, Austin, Texas

CHARLES CLIFTON SANDERS -----Student, U. S. Naval Air Reserve Corps,
Corpus Christi, Texas

DAVID EDWARD SAUBLE -----Student, University of Arizona,
% Phi Gamma Delta House, 1801 East First St., Tucson, Arizona

ROBERT WARREN SCHOEBS -----Student, Oklahoma A. & M. College,
% Kappa Sigma House, 240 Hester, Stillwater, Oklahoma

RICHARD HENRY SCHUBACH -----12 Haxton Place, Salt Lake City, Utah

EDWIN DENT SELBY -----707 West Poplar, Johnson City, Tennessee

JOEL BERNARD SHAPIRO -----Student, University of California,
International House, Berkeley, California

ERNEST JAMES SHARP, Jr. -----Student, University of Denver,
1020 Fillmore Street, Denver, Colorado

JOHN SHIRK SHORTLE -----Student, Indiana University,
Box 300, 4 West Hall, Indiana University, Bloomington, Indiana

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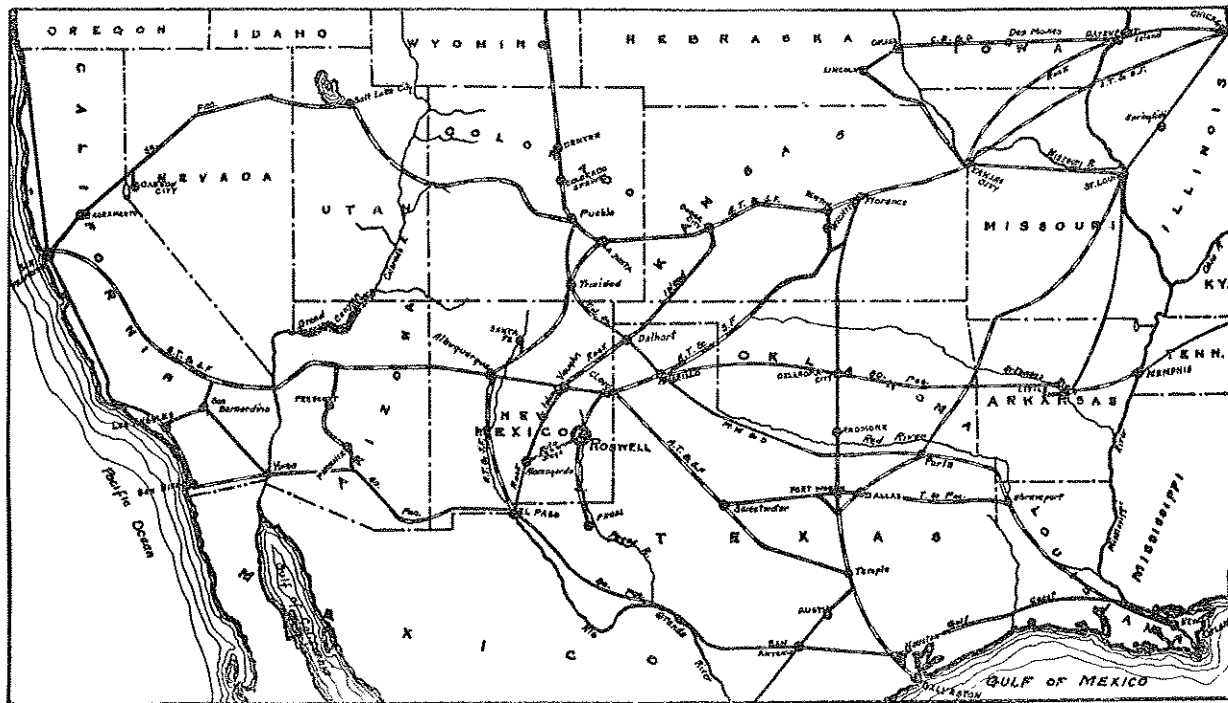
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HOW TO REACH ROSWELL

The principal railroad connections for Roswell are indicated on page twenty-five of this catalog.

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Note: A book of views giving a general idea of the grounds, buildings and student activities will be mailed upon request.

New Mexico Military Institute
Roswell • New Mexico