

NEW MEXICO
MILITARY
INSTITUTE

ROSWELL, NEW MEXICO

NEW MEXICO MILITARY INSTITUTE ALUMNI RECORD, WORLD WAR II

Army—2,143

(Includes Chinese, Canadian and English armies under corresponding ranks.)

Major General	1
Brigadier General	3
Colonel	31
Lt. Colonel	130
Major	170
Captain	356
First Lieutenant	577
Second Lieutenant	135
Enlisted Men	680
Cadets, U. S. Military Academy	18
Aviation Cadets	32
Officer Candidates	10
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TOTAL	2,143

Navy—686

(Includes Marine Corps, Coast Guard, Merchant Marine, etc., under corresponding ranks.)

Rear Admiral	1
Captain	3
Commander	5
Lt. Commander	25
Lieutenant (sg)	77
Lieutenant (jg)	71
Ensign	92
Enlisted Men	381
Mid'n, U. S. Naval Academy	17
Aviation Cadets	14
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TOTAL	686

Total Number of Alumni in Service—2,829

CASUALTIES

Killed or died in service	149
Missing in action	7
Prisoners of war (Japanese)	3

DECORATIONS

Number of alumni receiving awards and citations		450	
Number of awards and citations awarded		1067	
	Medal of Honor	1	
	Distinguished Service Cross	12	
	Legion of Merit	21	
	Silver Star	72	
	Navy Cross	1	
	Distinguished Flying Cross	105	
	Soldier's Medal	3	
	Bronze Star Medal	157	
	Air Medal	390	
	Purple Heart	159	
	Combat Infantry Badges	39	
	Expert Infantry Badge	6	
	Presidential Unit Citation	73	
French.	{	Croix de Guerre with Palm	7
		Croix de Guerre with Silver Star	1
		Croix de Guerre	7
		Fourragere	1
		Legion of Merit	1
Luxembourg	Croix de Guerre	1	
Canadian	Canadian Military Cross	1	
Italian	Cross of Cavalier Officer of the Crown of Italy	1	
Chinese	{	Cloud Banner	2
		Grand Star of Honor	1
		Star Wing Medal	1
		Chinese Wing Emblem	1
British	British Military Cross	1	
Mexican	Medal of Military Mérit, Second Class	1	
Belgian	Fourragere	1	
TOTAL		1067	

New Mexico Military Institute

Roswell, New Mexico

Record of

Fifty-second Year: 1944-45

Fifty-third Year: 1945-46

Announcements

for

1946-1947

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CALENDAR

Academic Year, 1946-47

1946

September 4 New cadets admitted
September 9 Old cadets return
December 20 Christmas vacation

1947

January 7 Regular duties resumed
May 31-June 3 Commencement

Academic Year, 1947-48

1947

September 3 New cadets admitted
September 8 Old cadets return
December 19 Christmas vacation

1948

January 6 Regular duties resumed
May 29-June 1 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, Fourth or Third classes. 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. Fifty-four per cent of the graduates who enter universities earn one or more 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, upon passing the West Point aptitude test and the physical examination.

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. (Inoperative during the war.) During World War II, 3,000 alumni have been on duty with the armed forces serving in all parts of the world. New Mexico Military Institute is proud of the good job these men are doing as evidenced by their promotions, citations and awards.

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. Out door 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 fifty 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 orderly 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. In this environment, 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 when 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.

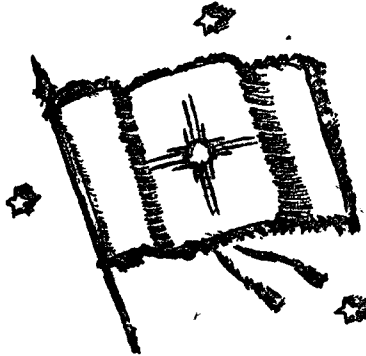
Immediate Object

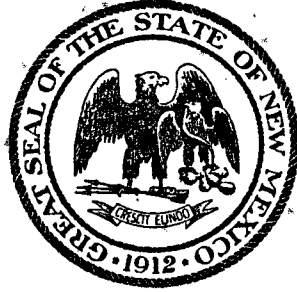
The Institute's immediate objective is to furnish young men of high school and junior college age with thorough academic and military training. The school is maintained with the least possible expense to the individual. There are but few extra charges of any

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 morning the chaplain conducts services in the Institute auditorium. Upon request of parents, cadets may also attend Sunday School and Sunday morning services at the Roswell churches; however, cadets will not be excused from their academic program because of church affiliation. Cadets who do not attend church in Roswell are required to attend the school chapel exercises.





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State Superintendent of Public Instruction

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1945-1946**

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Dean of the Junior College

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(Continued)

1945-1946

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(Continued)

1945-1946

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English

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University of Oklahoma
English

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University of Denver
Physics

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University of North Dakota
Psychology

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University of New Mexico, Graduate Student Cornell University
English

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Miami University, University of Cincinnati
Mathematics

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Cumberland University
Sociology

CAPTAIN RICHARD L. WHITE, A.B.
Knox College
Chemistry

Academic Staff

(Continued)

1945-1946

CAPTAIN PAUL MOUNT-CAMPBELL, A.B., M.A.
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Mathematics

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William Jewell College
Chemistry Laboratory

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Phillips University, University of Oklahoma
English

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Laboratory Assistant

CAPTAIN PAUL C. CAMPBELL, B.A., M.Ed.
University of Texas, Texas Technological College
Mathematics

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(Continued)

1945-1946

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English

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The Adjutant General of New Mexico
Inspector

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

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

LIEUTENANT COLONEL JAMES B. WISE, JR.
Cavalry, United States Army
Professor of Military Science and Tactics

MAJOR NORVELL R. STARK
Cavalry, Army of the United States
Assistant Professor of Military Science and Tactics

CAPTAIN ROBERT D. THOMPSON, JR.
Cavalry, Army of the United States
Assistant Professor of Military Science and Tactics

FIRST LIEUTENANT ALOYSIUS F. HARTER, JR.
Cavalry, Army of the United States
Assistant Professor of Military Science and Tactics

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1945-1946**

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Director of Athletics

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Accountant

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Physician

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Commissary Officer

VERA H. UNRUH, R.N.
Infirmarian

MR. ALBERT HUDSON
Grounds and Buildings

MRS. CATHERINE ANDERSON
Assistant Librarian

MRS. I. D. STEWART
Post Exchange Manager

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, super-

ior both from an aesthetic and utilitarian standpoint, was instituted and largely completed. New buildings have been added from year to year, until at present, the plant consists of twenty 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. Five officers of the Army are assigned to duty at the Institute, and the corps is now organized as a provisional Cavalry regiment.

Grounds and Buildings

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 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 two million 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 the Lea Hall which was 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 84 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 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 officers and cadet assistants, but also by exhibitions of popular and fine arts, phonograph and moving picture programs.

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 23,000 volumes, and the 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 mechanized. The unit contains blacksmith shop, saddlery, sick bay and store rooms. 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.

Auditorium

The Institute's newest building is the Auditorium, dedicated to the baccalaureate service of the Class of 1942. The auditorium faces on Main Street, and is adjacent to barracks, so is well located with regard to convenience both of cadets and visitors. There is a large and attractive foyer entrance, and the auditorium itself is seventy by one hundred feet. The seating capacity of the main theatre floor and the balcony approximates fifteen hundred. The stage is located at the west end of the building, and is twenty-seven feet in depth. It is well equipped and lighted. The proscenium arch is thirty-four feet wide and twenty-four feet high. The velvet stage curtains and the draperies are in the Institute colors of maroon and black.

The Auditorium is used for Chapel and special assemblies. A three-manual pipe-organ, played by one of the cadets, adds to the beauty of the exercises held in this building.

Location and Climate

Roswell, with a population of 20,000, according to recent figures, 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 three hundred forty-six 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 rainfall.

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 transcontinental line of the Santa Fe at Clovis, New Mexico. At Amarillo, Texas, the Santa Fe system connects with the Fort Worth & Denver (Colorado and 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.

The typhoid para-typhoid inoculation is required every three years. New Cadets should complete the series of injections during the summer, and present the certificate when reporting for duty. The physician should certify to the three dates of injection.

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, the tenth grade. 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 46.

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 a 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 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.

Monday 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 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

The academic program at New Mexico Military Institute begins with the Senior High School. A candidate for admission to the Fifth Class, the tenth grade, must present a properly attested certificate showing that he has completed freshman year high school, English, Algebra and two elective freshman subjects. 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:

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 deportment 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. 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 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 1945-46:

Biology

BIOLOGY I a and b (Seven periods per week.)

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. In the laboratory, students learn the use of compound microscope. Representative plants of each phylum are studied and the parts of the flowering plants are studied in detail. Representative simple animals are studied, and dissection of the higher forms is begun.

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. In the laboratory dissection of higher animal forms is continued. Simple experiments concerning life functions such as digestion and metabolism are performed.

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

Chemistry

CHEMISTRY I a and b (Seven periods per week.)

CHEMISTRY I a—First semester. *Recitation*. The work of the first semester deals with the fundamental tools of chemistry: valence, the formula, the equation, and the solution of problems. Fundamental laws and theories governing chemical and physical behavior, types of chemical reactions and classification of compounds are explained and studied.

Text: Bernard Jaffe's *New World of Chemistry*.

CHEMISTRY I a—*Laboratory*. About thirty experiments dealing with topics discussed in the class are either demonstrated or worked out in the laboratory. A workbook is kept by each student and an examination required.

Laboratory manual: *Workbook Units in Chemistry* by Ames and Jaffe.

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. 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 in war and peace is stressed. Models and sound movies are used to better explain certain theories of chemistry as well as commercial methods.

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

Laboratory manual: *Workbook Units in Chemistry* by Ames and Jaffe.

Laboratory fee, \$10.00 for both semesters.

NOTE—The chemical laboratories are open to all chemistry 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 during his laboratory period. He must pay, in addition to the laboratory fee, for all apparatus and equipment 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*, Eighteenth 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*, Eighth Edition, Chapters nineteen to thirty-four, inclusive.

TYPEWRITING I a and b (Not offered during 1945-46.)

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: Smith and McAnulty's *Essentials in English*, Book II.

ENGLISH II *b*—Second semester. An introductory course in literature. Various types of material are read and interpreted in order to develop an appreciation and taste for better reading.

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.

Text: Smith and McAnulty's *Essentials in English, Laboratory Method, Book III*

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: *Laboratory Manual in High School English* by L. E. Dudley.

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*, *Prospect*, and other poems by Browning; poems by Rosseti, 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 the useful colloquial idioms.

FRENCH I *a* and *b*—*Elementary French.* (Not offered during 1945-46.)

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* (Not offered during 1945-46.)

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*, New Edition.

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*, New Edition.

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*, Revised.

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. Review of first year forms and syntax; study of new constructions and forms, including the subjunctive, deponents, gerunds and gerundives; translation of stories of Roman life and history; daily prose composition.

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

LATIN II *b*—Second semester. Translation of "*The Argonauts*"; and of selections from Books One, Two, Three and Four of *Caesar's Commentaries*. Prose composition.

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

LATIN III *a and b*—(Alternates with Latin IV *a and b*; not offered during 1945-46.)

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*, Book 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*, Book 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 II *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, constructions and practical applications of Book One, Avery's *Plane Geometry* to circles, page 181 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: Avery's *Plane Geometry*, Books Two, Three, Four and Five.

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: Avery's *Solid Geometry*.

PLANE TRIGONOMETRY—Either semester. In this course emphasis is placed on the development of formulas and the solution of triangles with applications. Plane trigonometry is followed by a brief course in spherical trigonometry near the end of the semester. Related topics in navigation completes the course.

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

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* (Seven periods per week.)

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: Milliken, Gale & Coyle's *New Elementary Physics*, and B. L. Cushing's *A Laboratory Guide and Workbook*.

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: Milliken, Gale & Coyle's *New Elementary Physics*, and B. L. Cushing's *A Laboratory Guide and Workbook*.

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.

PHYSICS II *a and b*—Radio

PHYSICS II *a*—First semester. Three hours per week. One hour international Morse code and two lecture hours. Subject matter fundamentals of radio. The practical application is stressed.

Text: Marcus and Horton's *Elements of Radio*, Part I.

PHYSICS II *b*—Second semester. Three hours per week. One hour international Morse code and two lecture hours. This course is a continuation of Physics II *a*. Subject matter advanced elements of radio. The practical application is stressed.

Text: Marcus and Horton's *Elements of Radio*, Part II.

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: Craig's *The Speech Arts*.

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 building a basic, useful vocabulary. Every effort is made to be practical and to introduce words in related thought-units. Stress is placed upon conjugations and their uses in every-day sentences. Particular attention is paid to the Latin American variant of the Castilian tongue, because of both location and business interests.

Texts: Place & Torres Riosecas' *Contemporary Spanish Grammar*, and Castillo and Sparkman's *Graded Spanish Readers*, Books One to Five.

SPANISH I *b*—Second semester. This is a continuation of the work begun in the first semester. Emphasis is increased on idiomatic language, sentence writing and simple oral composition. Towards the end of the semester a unit is devoted to commercial letters. An

elementary reader and selections from Spanish newspapers are added to the grammar.

Texts: Place & Torres Riosecas' *Contemporary Spanish Grammar*, and Castillo and Sparkman's *Graded Spanish Readers*, Books One to Five.

SPANISH II *a and b*.

SPANISH II *a*—First semester. This course is a continuation of Spanish I. The grammar is examined, studied and applied to various readings. Particular care is taken to show the use of each tense, idiom and construction. As in Spanish I, the practical things of every-day life are emphasized. About midway in the course the emphasis shifts from formal grammar to rapid reading for comprehension. While there is translation from one language to another, the main objective is to teach comprehension so that Spanish questions based upon Spanish texts will be answered in idiomatic Spanish.

Texts: Barton and Cunea's *Spanish Review*, and Heath's *Graded Spanish Readers*, Books Six to Ten.

SPANISH II *b*—Second semester. This is a continuation of Spanish II *a*. More oral work and some formal composition are now required. As a problem in individual initiative, each student presents one or more detailed reports in Spanish upon life in one of the many Spanish speaking countries. A book of travels is used as the reader.

Texts: Barton and Cunea's *Spanish Review*; Heath's *Graded Spanish Readers*, Books Six to Ten; Rodriguez-Castellano's *En Busca de ora Negro*.

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

SPANISH III *a*—First semester. A grammatical review is given throughout the semester in connection with written and oral Spanish reports, themes, etc. The chief aim of the course is attainment of facility in reading Spanish rapidly and understandingly. Four to six novels or plays are read. Much easy sight reading is given.

Texts: Tamayo y Baus' *Lo Positivo* (read in part); Wast's *La Casa de los Cuervos*; Wast's *Pata de Zorra*; Palacio's *El Aljerez Real*; Barlow and Steel's *Noche Oscura en Lima*.

SPANISH III *b*—Second semester. Grammatical review continued. Both sight and prepared reading is based on Spanish newspapers and magazines. *Selecciones del Reader's Digest* is read regularly. Idiomatic Spanish conversation is taught in part through Kany's *Spanish Conversation* text. Frequent oral and written discourses are included in daily recitations.

SPANISH IV *a and b*—(Alternates with Spanish III *a and b*; not offered during 1945-46.)

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 "creditable 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 advantages:

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-11-12)	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—freshmen 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 1945-46:

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*, Fifth Edition.

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 problem of inheritance, the origin of species, and the interrelationships of the vertebrates are studied. 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*, Fifth 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: Elder's *Laboratory Manual for 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: Elder's *Laboratory Manual for 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: Elder's *Laboratory Manual for 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: Elder's *Laboratory Manual for 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 Curtman'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 Williams' *A Course in Qualitative Analysis*; Departmental Notes and References; and Latimer and Hildebrand's *Principles of Chemistry and Reference Book of Inorganic Chemistry*.

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 Haenisch'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, include 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 11-12—*Elementary Accounting*.

COMMERCE 11—First semester. Five hours per week. Four hours credit. This course covers the basic accounting principles as related to individual proprietorship. 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: McKinsey and Noble's *Accounting Principles*, Revised Edition.

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: McKinsey and Noble's *Accounting Principles*, Revised Edition.

COMMERCE 13—*Salesmanship*. (Not offered during 1945-46.) 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.

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

COMMERCE 17-18—*Business Organization*. (Not offered during 1945-46.) Two hours per week each semester. Four hours credit per year. A basic course offering a thorough grounding in the fundamentals 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*.

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, multiview 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.

Prerequisites: Drawing 11 and Solid Geometry.

Text: K. G. Shiels' *Problems in Descriptive Geometry*.

Fee, \$5.00.

Economics

ECONOMICS 11—*Principles of Economics*. 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.

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

principles of economics to current American and world economic and social problems.

Prerequisite: Economics 11.

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

ECONOMICS 21—*Labor Problems*. (Not offered during 1945-46.) 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.

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

ECONOMICS 22—*Marketing*. (Not offered during 1945-46.) 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.

Prerequisite: Economics 11-12.

Text: Converse's *Essentials of Distribution*.

English

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

Text: 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.

Text: 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—*Principles of Speech*. First semester. Two hours per week. Two hours credit. A course in the theory and practice of speaking intended primarily for prospective officer candidates. The principles of speech are stressed along with informal practice to develop self confidence and some degree of fluency.

Text: Brigrance and Immel's *Speech for Military Service*.

ENGLISH 14—*Types of Speech*. Second semester. Two hours per week. Two hours credit. Emphasis is placed on preparing and giving various types of speeches and on adapting the speech to the audience. Longer speeches are attempted with considerably more time devoted to guided practice than to theory.

Text: Monroe's *Principles and Types of Speech*, Revised.

ENGLISH 21-22—*English and American Literature*. (Not offered during 1945-46.)

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 beginning 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*. (Not offered during 1945-46.) 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.)

Prerequisite: English 11-12.

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: McBryde's *Profitable Company in Literature and Science*; Parkman's *Oregon Trail*; Southey's *Life of Nelson*; Mark Twain's *Roughing It*.

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. The amount and character of the reading is gauged by individual needs, the minimum being four to six books a semester. Equivalents for the books listed below are freely accepted, although the character of the reading is mainly non-fictional.

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. For 1945-46, the field trips were omitted.

Text: Longwell, Knopf 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 blowpipe 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*, Revised.

German

GERMAN 11-12—*Elementary German*. (Not offered during 1945-46.)

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: Schinnerer's *Continuing German*, Hagboldt's *Graded German Readers*, *German Song Books*.

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: Schinnerer's *Continuing German*, Hagboldt's *Graded German Readers*, Goedsche's *Sag's auf deutsch*, *German Song Books*.

GERMAN 21-22—*Intermediate German*. (Not offered during 1945-46.)

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: Morgan and Mohme's *German Review Grammar*, Eichendorff's *Aus dem Leben eines Taugenichts*, Wildenbruch's *Das edle Blut*, Storm's *Immensee*, Pattou's *An American in Germany*.

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: Schiller's *Wilhelm Tell*, Goethe's *Hermann und Dorothea*, Pusey and Steer's *Readings in Military German*, Pattou's *An American in Germany*.

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*.

History

HISTORY 11-12—*World History*.

HISTORY 11—*A survey of World History from earliest times to 1650*. First semester. Three hours per week. Three hours credit. The development of Europe is stressed but considerable attention is

given India, China, Japan, and Latin America. The course seeks to establish a political, social, cultural, and military background against which contemporary events may be viewed intelligibly.

Text: Wallbank and Taylor's *Civilization Past and Present*, Part I.

HISTORY 12—*World History, 1650 to the present*. Second semester. Three hours per week. Three hours credit. Twentieth century events viewed in their proper global setting receive particular emphasis. The controlling aim is to promote a better understanding of the modern world.

Text: Wallbank and Taylor's *Civilization Past and Present*, 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 aim of the course is twofold: First, to deepen respect for our political, cultural, economic, and military heritage; and secondly, to provide a background for the accurate interpretation of present events.

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

HISTORY 22—*United States History, 1865 to the present*. Second semester. Three hours per week. Three hours credit. Events are viewed not in isolation but, where possible, in their proper setting in world relationships. Causes and effects are linked together to produce an understanding of our country and her role in world affairs.

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: Peterson's *Intermediate Algebra for College Students*.

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 radicals, 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: Rosenbach and Whitman's *College Algebra*, Revised.

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.* Second 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' *The Mathematical Theory of Finance.*

MATHEMATICS 21-22—*Differential and Integral Calculus.* (Prerequisites: Mathematics 13, 14, 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 7-8—*The Slide Rule.* First or Second semester. Two hours per week. Two hours credit. This course covers the theory and practical use of the Log Log Duplex Decitrig Slide Rule.

Prerequisite or corequisite: Trigonometry.

Text: A Slide Rule Manual, by Kells, Kern, and Bland.

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 principle 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*. Second 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*, Schaum's *Outline of Theory and Problems in College Physics*.

Psychology

PSYCHOLOGY 11—*Elementary Psychology*. First semester. Three hours per week. Three hours credit. A study of the psychological principles involved in the solution of everyday problems. The student is provided with a stock of fundamental concepts and methods in

psychological study which are used in guiding his adjustment to school, business, professional and military life.

Text: F. L. Ruch's *Psychology and Life*.

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.

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.

Text: LeCompte and Sundeen's *Unified French Course*.

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*, Bond's *Graded French Readers*.

FRENCH 21-22—*Intermediate French*. The aim of the course is to give a reading knowledge of French. (Not offered during 1945-46.)

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: Henri Lancin's *French Review Grammar, Representative Plays from the French Theatre of Today*, Harvitt, Skinner's *Quinze Conteurs*, Pattou's *Nouvelles, Causeries en France*.

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: Moliere's *L'avare*, Maupassant's *Huit Contes Choisis*, Sheffer's *Aspects de la guerre moderne*, Pattou's *Nouvelles Causeries en France*.

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. Concentration on the main points of Spanish grammar. Study of vocabulary of high frequency. Supplementary work in conversation, composition and easy sight reading. Very careful study of verb forms.

Texts: Grismer's *A Brief Grammar for Beginners*; Grismer and Olmstead's *A Mexico por Automovil*.

SPANISH 12—Second semester. Five hours per week. Five hours credit. Prerequisite, Spanish 11 or one year of high school Spanish. Much rapid reading for progressive and rapid comprehension of written Spanish.

Texts: Grismer's *Sailing the Spanish Main*; Grismer's *Buenos Amigos, Buenos Vecinos*; Barlow's *Noche Oscura en Lima*; Kany's *Elementary and Intermediate Conversation*; *Selecciones del Reader's Digest*.

SPANISH 21-22—*Intermediate Spanish*.

SPANISH 21—First semester. Five hours per week. Five hours credit. Prerequisite, Spanish 11-12 or two years of high school Spanish. The course covers a comprehensive review of the principle points of Spanish grammar. The rapid reading of Spanish 12 is also continued, accompanied by class discussion and written themes on current topics

Texts: Barlow's *Noche Oscura en Lima*; Palacio's *El Alferes Real*; Wast's *Pata de Zorra*; *Selecciones del Reader's Digest*.

SPANISH 22—Second semester. Five hours per week. Five hours credit. Prerequisite, Spanish 21 or three years of high school Spanish

The course follows closely the work of Spanish 21, but is considerably broader in scope. A short course in letter writing takes the place of the review.

Texts: *Selections from Spanish and South American Novels*; *Selecciones del Reader's Digest*.

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*. (Not offered during 1945-46). 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.



MILITARY INSTRUCTION

Military System

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 Sunday and Monday 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, Headquarters troop, and two squadrons, of four 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, after passing the West Point aptitude test and the physical examination. 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.

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.

Basic Course

FIRST YEAR

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; Map Reading; 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.

Advanced Course

FIRST YEAR

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

(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 uniform 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.

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.

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.

*January 28, 1942: Age limit for commission reduced to eighteen years.

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	Sunday	Monday
Reveille	6:40	7:00	6:40
Open Air Exercises	6:45	—	6:45
Breakfast Call	7:15	7:30	7:15
Sick Call	7:45	7:55	7:45
Study Call	8:20	—	—
Regimental Inspection	—	—	9:40
Room Inspection	—	9:25	—
Church Call	—	9:15	—
Dinner Call	12:15	12:25	12:00
Study Call	1:00	—	—
Call to Quarters	2:45	4:25	*
Drill Call	3:00	—	—
Chapel	—	9:50	—
Athletics Call	4:10	—	—
Dress Parade	—	4:40	—
Supper Call	6:00	5:40	6:00
Study Call	6:45	†	†
Tattoo	8:45	8:30	8:45
Call to Quarters	9:15	9:00	9:15
Taps	10:00	9:30	10:00

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

†On Sunday and Monday evenings there is a picture show instead of the study hour.

VARIED ACTIVITIES

"Something for Everyone"

There is a wide choice of extra-curricular activities open to cadets at New Mexico Military Institute. 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, photography and the various clubs. For the duration, athletics are limited to intramural competition.

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. 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 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 advisors. 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. 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 régime 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 ac-

tivities 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	\$750.00
Personal account (approximate; see explanation given below)	350.00
	\$1,100.00

All engagements with parents or guardians are for the school year of nine months. 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 \$750 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, for board, lodging and tuition	\$ 450.00
Payable September 1, for personal deposit	200.00
	650.00
Total deposit required upon entrance	650.00
Preliminary deposit sent with the application; placed to personal account	25.00
	675.00
Total amount paid in by the opening of school in September	675.00
Payable January 1, for board and tuition	300.00
Estimated additional amount necessary for the personal account, which may be paid in monthly installments during the year in response to statements rendered	125.00
	\$1,100.00

The \$350.00 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

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 \$25. 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 \$350.

Following is a partial list of the charges that are made against the personal account. The prices listed are those in effect for 1945-46. The cost of articles for 1946-47 will depend upon market conditions.

FIXED ANNUAL FEES	}	Athletic Fee	\$10.00
		Library Fee	5.00
		Entertainment Fee	10.00
(Does not include dances)			
ESTIMATED COST OF REQUIRED EQUIPMENT	}	DRESS UNIFORM:	
		Tailored dress blouse	\$32.50
		Two pair of dress slacks @ \$15.00	30.00
		Uniform cap	5.00
		One pair of dress oxfords (black, plain toe)	8.50 to 11.00
		Two pairs of gloves @ \$1.75 per pair	3.50
	}	FATIGUE UNIFORM FOR EVERYDAY USE:	
		Six regulation cotton khaki shirts @ \$3.50	\$21.00
		Six pairs of khaki breeches @ \$4.25	25.50
		One pair of drill shoes	6.50
		One pair of service leggings	3.75
		One fatigue web belt50
	}	OTHER EQUIPMENT AND SUPPLIES:	
		Regulation mackinaw	\$16.50
		Two black ties @ \$1.00	2.00
		One pair of athletic shoes	4.00
		Two regulation laundry bags @ \$1.25	2.50
		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.

A regular hospital fee is no longer assessed. The expense of maintaining the hospital for cadets is absorbed in the general fund.

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, to remove the patient to an outside hospital, or to have X-rays and laboratory tests, the added expense is charged to the parent.

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: new cadets in the high school, \$2.00; new cadets in junior college, \$2.50; old cadets in the Third Class, \$3.00; old cadets in the Second Class, \$3.50; members of the First Class, \$4.00.

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 pillow 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. Nineteen forty-five was the thirty-first year of the award.

1944 J. L. Sheehy; S. W. Johnson; W. A. Kranzthor; A. B. Dawson; T. V. Slaughter

1945 R. T. Drury; V. A. J. van Lint; L. N. Kirkpatrick; J. L. Evans

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.

1944 Robert Mallory Lawson

1945 Harold Frank Rosson

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.

1944 James Norman Bujac, Jr.

1945 Harry Dewey Blake, Jr.

The Alumni Scholarship

The Alumni Association presents a scholarship of the value of \$200. It is awarded to the son of an Old Cadet, on the basis of scholarship and general excellence in school activities. The fourteenth year of the award was in 1945.

1944 Zeff Clyde Prina, Jr.

1945 Tom Veal Slaughter

The Virgil Lusk Memorial Scholarship

This award was established by friends of Virgil Lusk, '35, who was killed in an airplane collision in simulated combat demonstration on March 9, 1943. Lusk had received the Distinguished Flying Cross and Air Medal, each with three oak leaf clusters, for his brilliant performance in North Africa. The award is made to a graduate of the High School who wishes to enter the Junior College of New Mexico Military Institute. The basis for selection is possession of those qualities that distinguish the man in whose honor the award is made: sterling character, good sportsmanship, and the faculty of doing things well without attracting attention. Nineteen forty-five was the third year of the award.

1944 Robert Taylor Hardeman

1945 Paul Julien Casabonne

The Walter H. Boyd Memorial Scholarship

The Walter H. Boyd Memorial Scholarship was established by terms of the will of Lieutenant Truman O. Boyd, III, his brother, who was killed in action in Tunisia, May 3, 1943. The value of the scholarship is \$200 per year, to be used for tuition purposes. The award shall be made to any young man in attendance at New Mexico Military Institute for the purpose of gaining a commission in the Army of the United States or Officers' Reserve Corps, on the following basis: (a) a soldierly proficiency; (b) character suitable to that of an officer; (c) scholarly aptitude.

First Lieutenant Walter H. Boyd, '38, Air Corps, was killed in an airplane crash on September 19, 1941, during maneuvers. He was a cadet for three years; a Captain in the cadet regiment, and winner of swimming and horsemanship trophies. Nineteen forty-five is the second year of the award.

1944 Thomas Watson Haste, Jr.

1945 Oliver Tracy Kelly

The Truman O. Boyd Memorial Scholarship

This scholarship has been established by Dr. and Mrs. Walter Harrington Boyd of Long Beach, California, parents of Walter H. Boyd, Jr., '38, and Truman O. Boyd, III, '40, in memory of Lieutenant Truman O. Boyd, III, Armored Force. The value of the scholarship is \$200 per year, to be used for tuition purposes. The award shall be made to any young man in attendance at New Mexico Military Institute for the purpose of gaining a commission in the Army of the United States or Officers' Reserve Corps, on the following basis: (a) a soldierly proficiency; (b) character suitable to that of an officer; (c) scholastic aptitude for research in the field of chemistry.

Lieutenant Truman O. Boyd was a cadet for three years, a Captain in the cadet regiment, and editor of The Bronco, cadet yearbook.

He was killed in action in Tunisia, May 3, 1943. Nineteen forty-five is the second year of this award.

1944 James Clifton Wright, Jr.

1945 Rhodes Berkeley Guenther

The Arthur L. Allen, Jr., Memorial Scholarship

The Arthur L. Allen, Jr., Memorial Scholarship has been established by Mr. and Mrs. Arthur L. Allen, of Pueblo, Colorado, in honor of their son, who was killed in action in the South Pacific on March 18, 1944, during the initial landing with the First Cavalry in the Admiralty Islands. The award shall be made to "any young man in the Fourth Class at New Mexico Military Institute on the basis of improvement in Military Science and Tactics, and outstanding character qualifications."

First Lieutenant Arthur L. Allen, Jr., '42, was a cadet for five years and was graduated as Cadet Lieutenant Colonel on June 2, 1942. He was called to duty immediately following graduation; trained at Ft. Riley, Kansas, and later at Ft. Bliss, Texas, where he was assigned to the First Cavalry Division. Nineteen forty-five is the first year of the award.

1945 Joseph Meacham Thompson

The Willie Morrison Memorial Scholarship

Mr. and Mrs. Wilbur L. Morrison of Mexico, D. F., have established a scholarship in honor of their son, Vincent Lee Morrison, who was killed in an automobile accident July 4, 1941, while attending R.O.T.C. Camp at Fort Bliss, Texas. This award is made to a graduate of the High School Department who wishes to transfer to the Junior College of New Mexico Military Institute, and shall be on the "basis of general excellence in school activities and scholastic aptitude in the field of Mathematics."

Willie Morrison, as he was best known by his classmates and many friends at New Mexico Military Institute, was interested and participated in all of the extra-curricular activities of the school. He served as First Lieutenant in the Corps of Cadets during the academic session of 1940-41, and would have been awarded a Certificate of Eligibility for a Commission as Second Lieutenant, Cavalry, Officers' Reserve Corps after completion of the R.O.T.C. Camp at Fort Bliss. Nineteen forty-five is the first year of this award;

1945 Carl Canute Bennitt

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. Nineteen forty-five was the twenty-third year of the award.

1944 A. R. Oakes; S. W. Johnson; W. C. Richardson.

1945 O. T. Kelly; F. C. Logan; P. R. Bosworth.

The Ruppert Award

In order to increase interest in public speaking, Max K. Ruppert, '18, of Chicago, 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. Nineteen forty-five was the twenty-third year of the award.

1944 Howard Byron McFarland, Jr.

1945 Victor A. J. van Lint.

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. Nineteen forty-five was the twenty-first year of the award.

1944 Oliver Tracy Kelly

1945 Byron Graham Thompson, Jr.

The Commandant's Medals

Each year since 1928, the Commandant has awarded medals to the "neatest cadets." The first medal is of gold; the second of silver; and the third and fourth 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 1944: K. J. Hammond (First place); T. C. Closson (Second place);

D. R. Calvert (Third place); A. W. Smith (Fourth place).

Winners for 1945: V. A. J. van Lint (First place); H. G. Mayer, (Second place); B.

T. Bowers (Third place); G. E. Main (Fourth place).

The Thelin Medals

In 1936, Dr. A. L. Thelin, ex. '16, of Albuquerque, New Mexico, established a medal for the outstanding new cadet in each troop. Later, a second medal was added, to make an award to the cadets named to first and second places. These winners are recommended by the cadet officers and selected by the Commandant of Cadets.

Nineteen forty-five was the tenth year of the award, a valuable one both for the winners and for the Institute.

- 1944: Troop A: Bohnet, G. D.; Chambers, R. H.; Troop B: Hughes, R. B.; Antila, E. F.; Troop C: Thompson, B. G., Jr.; Dickie, W. C.; Troop E: Sanchez, N. D.; Muir, J. D.; Troop F: Lockhart, Lynn; McEntire, E. F.; Troop G: Berry, H. M.; Bedford, H. C.; Troop I: Repp, D. P., Mantz, R. T.; Troop K: Standish, V. O.; Wright, J. S.; HQ Troop: Haggerson, H. L.; Hord, H. F.
- 1945: Troop A: Keller, B. M.; Summerour, W. A.; Troop B: Elliott, J. R., Jr.; McCullough, L. G.; Troop C: Orndorff, Will; Cole, T. F.; Troop E: Smith, D. D.; Sanchez, M. P.; Troop F: Hogue, P. C.; Lait, R. M.; Troop G: Snell, P. B.; Brewster, P. L.; Troop I: Griswold, G. B.; Bridges, K. W., Jr.; Troop K: Ball, J. R.; Nowell, D. C.; HQ Troop: Cooper, J. C.; Shafer, C. W.

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.

1945 Byron Graham Thompson, Jr.

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.

1944 John Reeves Hardin

1945 Edward Gordon Bernard

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, 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:

1943-44:		1944-45:	
Rush, V. C.	Bohnet, G. D.	Melim, R. D.	Taichert, R. D.
Menasco, A. S.	Knowles, R. L.	Seymour, A. T., III	Rittscher, H. W.
Brown, W. P.	Lawson, R. M.	Hamon, J. L.	Hord, D. B.
Shillingburg, D. M.	Williams, L. W.	Skiles, W. B.	Finch, H. B.
Felch, F. J.	Harden, J. R.	Heifron, J.	Anderson, J. M.

Academic Honors: 1943-1944; 1944-1945

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

ACADEMIC HONORS: 1943-44

JUNIOR COLLEGE

First Class

Kelso, T. M.
Buck, E. G.
King, F. H. H.
McMillian, D. F.
Husmann, H. L., III

Second Class

Sheehy, J. L.
Trau, F. G. Jr.
Kahn, K. A.
Wright, J. C., Jr.
Wood, J. R., Jr.

HIGH SCHOOL

Third Class

Drury, R. T.
Johnson, S. W.
Buffington, R. M.
Hardeman, R. T.
Guenther, R. B.

Fourth Class

Kranthor, W. A., Jr.
van Lint, V. A. J.
Lewis, J. A.
Hughes, R. B.
Smith, A. W.

Fifth Class

Rubenstein, E. F.
Dawson, A. B., Jr.
Stine, G. H.
Hord, D. B.
{ Shotwell, J. J.
{ Wilford, E. F.

Sixth Class

Slaughter, T. V.
Nuttall, R. R.
Martin, W. S.
Stahmann, D. F., Jr.
Stablein, J. E.

ACADEMIC HONORS 1944-45

JUNIOR COLLEGE

First Class

Hardeman, R. T.

Second Class

Howell, H. H.
Drury, R. T.
Heifron, J.
McCullough, L. G., Jr.
Bohn, D. L.

HIGH SCHOOL

Third Class

Rosson, H. F.
Smith, A. W.
{ Casabonne, P. J.
{ Greene, R. L.
{ van Lint, V. A. J.

Fourth Class

{ Cornell, D. E., III
{ Kirkpatrick, L. H.
Steninger, D. H.
Edwards, W. C.
Wunderlich, R. W.

Fifth Class

Fellows, L. L.
Evans, J. L.
{ Slaughter, T. V.
{ Muldrow, R., IV
Stahmann, D. H., Jr.

Honors In Department: 1943-1944

The following cadets received no reports or zero demerits for the academic year of 1943-44 and are awarded Honors in Department:

CADETS WHO RECEIVED NO REPORTS

Galbraith, V. H.	McIntyre, W. B.	Sanchez, N. D.
Kelso, T. M.	Richardson, W. C.	Wright, J. S.

CADETS WHO RECEIVED ZERO DEMERITS

Agnew, G. C.	Ewing, T. A., Jr.	Landers, J. B., Jr.	Rush, V. C.
Agostini, G. A., Jr.	Farmer, J. E., Jr.	Lawson, R. M.	Sammons, M. M.
Anderson, J. M.	Fatheree, C. W.	Leake, C.	Sanchez, N. D.
Antila, E. F.	Feder, M. C.	Lockhart, C. H.	Schnurmacher, E. P.
Appel, J. W.	Fletcher, C. F.	Lockhart, L., Jr.	Schoeb, J. D.
Baucum, W. H.	Friedman, B. H.	Logan, F. C.	Scott, S. M.
Beamon, A. E.	Gaines, J. M.	Love, K. C., Jr.	Seigfried, J. W.
Bedford, H. G., Jr.	Galbraith, V. H.	Luck, B. K.	Shepard, H. M.
Bell, K. W., Jr.	Gerrard, C. C.	McCutcheon, E. E.	Shillingsburg, D. M.
Bell, T. M., Jr.	Gibbs, E. C.	McEntire, E. F.	Skiles, W. B.
Best, J. E.	Gover, J. P.	McIlroy, J. H.	Smith, A. W.
Bonner, F. R., Jr.	Graham, R. S.	McIntyre, W. B.	Smith, A. E.
Borschow, I. I.	Green, F. C., Jr.	McMillian, D. F.	Standish, V. O., Jr.
Bosworth, P. R.	Guenther, R. B.	Maloney, J., Jr.	Steward, C. R., Jr.
Bowers, B. T.	Guinn, S. L., Jr.	Mantz, R. T.	Stine, G. H.
Bracke, V., Jr.	Gunn, M. P.	Marr, W. K., II	Stites, C., Jr.
Bradley, C. G.	Guy, C. A., Jr.	Martin, C. P.	Stoops, W. M.
Bretz, R. M.	Haggerson, N. L., Jr.	Martin, W. S.	Strathearn, D. L., Jr.
Brisbin, L. G., Jr.	Hammond, K. J.	Matzinger, J. R.	Strathearn, L. M.
Bujac, J. N., Jr.	Hardeman, R. T.	Miller, J. C.	Stripling, W. C., III
Burton, J. F., Jr.	Harris, W. H., Jr.	Murphy, A. M.	Subera, C. M.
Burton, R. S.	Head, C. J.	Nail, W. R., Jr.	Suess, G. E.
Butler, J. C.	Hickman, W. D.	Oakes, A. R.	Sullivan, E.
Byerley, L. G.	Hinton, E. L., Jr.	Orndorff, C. L.	Sullivan, E. G.
Campbell, E. W.	Hobbs, W. L.	Palmer, J. M.	Thomas, S. H., Jr.
Campbell, J. W.	Hogaboom, H. R., Jr.	Parish, G. R., Jr.	Thompson, B. L.
Casabonne, P. J.	Holden, J. M.	Patten, E. L.	Turner, R. W., Jr.
Chappell, B. B.	Hord, D. B.	Peters, F. G.	van Lint, V. A. J.
Compton, J. G.	Hord, H. F.	Phillips, E. G.	Warren, H. A., III
Coope, R. L.	Howard, C. A.	Polk, W. R.	Weed, M. G.
Corn, W. E.	Hunter, C. L.	Pollock, D.	Wells, C. M.
Cowan, R. J.	Ingle, C. W.	Price, H. C., Jr.	Wells, Z. R., Jr.
Craig, J. S.	Iverson, S. J., Jr.	Prina, Z. C., Jr.	Westervelt, R. D.
Crosby, F. W.	Jacobs, S. M.	Pruitt, L. B.	Wheeler, A. B. C.
Cruise, E. A., Jr.	Jones, W. B.	Reed, F. J.	Wheeler, G. R.
Dawson, A. B., Jr.	Kahn, K. A.	Richardson, W. C.	Wilford, E. F.
Deal, S. M.	Keller, E. C.	Rippy, W. P.	Williams, L. W.
Diekie, W. C.	Kelly, J. H.	Rittscher, H. W.	Wood, J. R., Jr.
Dodds, C. F.	Kelly, O. T.	Roberts, H. A.	Worsham, J. P.
Donahue, J. P.	Kelso, T. M.	Rohr, R. M.	Wright, J. S.
Dreyfuss, P., Jr.	King, F. H. H.	Romero, J. H.	Younger, E. B., Jr.
Duckworth, E., II	Knowles, R. L., Jr.	Ruffin, L. E., Jr.	
Emerson, G. S.	Lambirth, L. R.		

Honors In Department: 1944-1945

The following cadets received no reports or zero demerits for the academic year of 1944-45 and are awarded Honors in Department:

CADETS WHO RECEIVED NO REPORTS

DeVaney, J. U.	Guenther, R. B.	Orndorff, W.	Stark, H. W.
Dinwiddie, R. W.	Haggerson, N. L., Jr.	Phillips, E. G.	Steninger, D. H.
Fulmer, W. W.	Kunkel, J. B.	Sanchez, N. D.	Turner, R. W., Jr.
Gaulden, R. D., Jr.	McCullough, L. G., Jr.	Schoeb, J. D.	van Lint, V. A. J.

CADETS WHO RECEIVED ZERO DEMERITS

Adams, R. N.	Ball, W. J.	Bratzler, W. R.	Burkholder, B. R.
Agnew, G. C.	Baucum, W. H.	Braxton, C. B.	Butler, J. C.
Alberts, J. M.	Best, J. B., Jr.	Bretz, R. M.	Byerley, L. G.
Anderson, J. M.	Blucher, A. G.	Brewster, P. L.	Byerley, C. H.
Antila, E. F.	Bohn, D. L.	Bridges, K. W., Jr.	Campbell, E. W.
Baier, J. G.	Borschow, I. I.	Brown, F. S.	Carter, D. F.
Bain, M.	Bosworth, P. R.	Burden, J. S.	Casabonne, P. J.

Chambers, M. D.	Hancock, E. S.	Montgomery, W. J.	Schoeb, J. D.
Chappell, B. B.	Hickman, W. D.	Moon, W. B.	Schultz, J. Z.
Clark, R. D.	Hocker, C. H., Jr.	Morris, R. C., Jr.	Scrutchins, W. B., Jr.
Cole, J. W.	Hodges, R. C.	Mortensen, W. R.	Shafer, C. W.
Cole, T. F.	Hogue, P. C.	Murray, E. F.	Simmons, R. D.
Coope, R. L.	Howard, C. A.	Myers, W. F., Jr.	Singer, J. L.
Cooper, J. C.	Howell, H. H.	Nail, W. R., Jr.	Skiles, W. B.
Cowan, R. J.	Hull, J. R.	Nalda, M., Jr.	Slaughter, T. V.
Cox, R. R.	Hunefeld, R. G.	Nixon, J. C.	Smith, K. M.
Daniel, J. E.	Hunter, C. S.	Northcutt, R. A.	Snell, P. B.
Dawson, A. B., Jr.	Hunter, C. L.	Oakes, H. G.	Sparkman, L. N., Jr.
DeVaney, J. U.	Ingle, C. W.	O'Malley, E. V.	Standish, V. O., Jr.
Dinwiddie, R. W.	Jacobs, S. M.	Orndorff, C. L.	Stark, H. W.
Disque, F. J.	Jacobson, J. C.	Orndorff, W.	Steninger, D. H.
Dodds, C. F.	Jarvis, W., Jr.	Overton, W. T.	Stennis, W. H., Jr.
Drury, R. T.	Johnston, D. D.	Palmer, J. M.	Stine, G. H.
Duckworth, E., II	Jolley, R. C.	Patterson, R. D., Jr.	Sutes, C., III
Dudley, J. R., Jr.	Jones, W. B.	Patton, J. R., Jr.	Straecker, B. E.
Duncan, M. P.	Joullian, E. C.	Pauley, E. W., Jr.	Stryker, E. M.
Dunn, W. P.	Keller, B. M.	Phelps, N. H.	Summerour, W. A.
Easchus, D. A.	Kelly, O. T.	Phillips, E. G.	Swope, W. F.
Edwards, W. C.	Kerr, W. M.	Porter, E., Jr.	Taylor, G. M.
Elbert, F. J., Jr.	King, J. N.	Price, H. C., Jr.	Thomas, C. F.
Elliot, J. Jr.	Kirkpatrick, L. N.	Raizen, H. E.	Thompson, B. G., Jr.
Elliot, J. R., Jr.	Knwies, R. L., Jr.	Rempel, S. H., Jr.	Thompson, J. M.
Fellows, L. L.	Kunkel, J. B.	Richardson, M. G.	Tower, G. M.
Finch, H. B.	Lambirth, L. R.	Richardson, W. C.	Trimble, G. H.
Flake, B. W.	Lambirth, R. C.	Rittacher, H. W.	Tunnell, G.
Fletcher, C. F.	Lawson, R. M., Jr.	Roberts, T. Jr.	Turner, R. W., Jr.
Frye, H. M.	Leggott, A., Jr.	Robinson, L. S.	Vallina, R., Jr.
Fulmer, W. W.	Lindsey, W. H., Jr.	Robinson, P. E., Jr.	van Lint, V. A. J.
Gainer, W. L.	Logan, F. C.	Robinson, W. N., III	Warren, J. F.
Gardner, J. D.	Lowrey, W. G.	Rosen, S.	Welsch, C. M.
Garrison, R. L.	McCullough, L. G., Jr.	Ross, W. H.	Westaway, J. V.
Gaulden, R. D., Jr.	Macaluso, V.	Rosson, H. F.	Westerman, R. L.
Gerrard, C. C.	Main, G. E.	Rowe, H. V., Jr.	White, W. J.
Gottlieb, S. S., Jr.	Maione, E. D.	Rubenstein, E. F.	Wilder, C. V., Jr.
Gover, J. P.	Marble, T. J.	Ryan, F. H.	Wiley, M. L.
Gowan, R. E. L.	Marshall, W. S.	Sanchez, M. P.	Williams, D. C.
Graham, R. S.	Mayer, H. C.	Sanchez, N. D.	Wilson, R. G.
Green, F. C., Jr.	Micander, J. B.	Schaefer, G. M.	Woodard, G. W.
Groh, A. J.	Michel, D. W.	Schlofman, A. S.	Worsham, J. P.
Guy, C. A., Jr.	Mihes, E. W.	Schneider, J. D.	Wunderlich, R. W.
Haggerson, N. L.	Miller, V. L.	Schnurmacher, E. P.	Younger, E. B., Jr.
Hale, G. F.			

Graduates Of The High School, 1943-1944

James Louis Abercrombie	Robert Martin Cohen	Robert Taylor Hardeman
George Joseph Agostini, Jr.	James George Compton	John Reeves Hardin
John Myrl Alderman	James Alexander Connolly	John Thomas Harris
Edward Rudge Allen, Jr.	William Edward Corn	Henry Stanford Haughton
Joe Meeks Anderson	Carlisle Barksdale Cox, Jr.	Thomas Milton Hayes, Jr.
William Archenhold, Jr.	Walter Dupree Craddock, Jr.	Jacques Helfron
William Dobyns Baucus	Alan Merahon Craft	Clinton Edward Hester
William Allen Beard	Edgar Allen Cruise, Jr.	Frederick James Hill
Hilory George Bedford, Jr.	James Lora Curtis, Jr.	Elmer Lee Hinton
Thomas Melvin Bell, Jr.	James Patrick Donahue	William Louis Hobbs, Jr.
James Arthur Beloit	Richard Taylor Drury	French Gentry Hoehn
Frank Robert Bonner, Jr.	Harry Coleman Egbert	Richard Walter Hoessaple
Robert Newton Boyd	Gerald Sidney Emerson	Herschel Frank Hord
Victor Bracke, Jr.	Robert Hamilton Ewing, III	William Goebel Ikard, II
Charles Gordon Bradley	Vernon Hugh Galbraith	Emmette McKee Johnson, Jr.
Lansing Gaylord Brisbin, Jr.	Charles Rench Galloway	Stanley Warren Johnson
Ralph Maurice Buffington	Durward Collis Garrison, Jr.	Paul Herbert Jones
James Norman Bujac, Jr.	Clarence Chandler Gerrard	Kenneth Allen Kahn
Leon Geddis Byerley	Edward Craig Gibbs	Joel David Kaplan
Harl Dalton Byrd	Carell Eugene Gilmore	Edward Cahoon Keller
Ben Mills Cabell	Robert McFarland Gore	Oliver Tracy Kelly
Jack Diamond Campbell	Frederick Cooper Green, Jr.	Robert Samuel Kerr, Jr.
Robert Louis Campbell	Gordon Marks Griffith, Jr.	Chabot Kilburn
Arthur Roderick Carmody Jr.	Rhodes Berkeley Guenther	Ralph Stanley Kilburn
Anderson Carter	Samuel Lester Guinn, Jr.	Ernest Bernard Klein
Ray Herman Chambers	John Gilman Haggart	Jeffrey Boné Landers, Jr.
Charles William Chancellor	John Wesley Halsey, Jr.	Robert Mallory Lawson, Jr.
Joseph Harold Chancellor	Kenneth James Hammond	Charles Stanley Lechner, Jr.
Thomas Cleveland Closson, Jr.	Richard Humphris Hancock	Alvin Addison Luck, Jr.

Douglas Ladson McBride
Thomas Hetherington
McClure
Joe Harvey McLroy
Burns Geddes McIntosh, Jr.
John William McIntosh
Edward Benjamin McIntyre
William Knight Marr, II
Samuel Hager Marshall
John Reardon Matzinger
William Joseph Meyer, Jr.
John Bernard Micander
Robert Lee Miller, Jr.
Reed Claiborne Mulkey
John Francis O'Malley
Clive Senter Ostenberg
Earle Lucas Patten
Edwin Wendell Pauley, Jr.
Rodman Scott Peddie
Frank Groom Peters
Zeff Clyde Prina, Jr.
Frank Jules Reed

William Carlton Richardson
William Everett Ridgeway
Harold Albert Roberts
Richard Marston Rohr
Robert Edward Ross
Louie Ezra Ruffin
Virgil Chandler Rush
Rodman Saville
Samuel Perry Schulze
Franklin Philip Schuster
Donald Clark Scott
James Robert Sears
Jerome Welling Siegfried
James Luhn Sheehy
Donald Mills Shillingsburg
Donohoo Wylly Slaughter
Arthur Everett Smith
Jimmy Dee Snell
Samuel Summers Spencer
Cleveland Rex Steward, Jr.
Calvin Miles Subera
Gordon Everett Suiter

Edward Sullivan
Ira Richard Tannenbaum
Allen Price Terrell, Jr.
Irving Clark Thayer
Rodric Raines Thompson
Ralph Milton Tipling
Louis Shannon Tomlinson
James Glover Tompkins, Jr.
Charles Francis Ward, Jr.
Ralph Armstead Watkins, Jr.
Marvin Johnson Watson
Mahlon Garland Weed
Wendell Condrey Welch
Richard Donlon Westervelt
George Richard Wheelock
Ivan Bunger Williams, Jr.
John Martin Woodbury
Maurice Glenn Woods
James Pattison Worsham
Kenneth Andrew Wright, Jr.

Graduates Of The High School, 1944-1945

Fred Ernest Angle
Eric Ferdinand Antila
John Whitman Appel
Orlando Gilberto Baca
Joseph Gilford Baier
Winston Hoyt Baucum
Arlo Gene Beamon
Leonard Standing Beard, Jr.
Ferris William Bellamak
Carl Canute Bennitt
John Thomas Benton
Edward Gordon Bernard
Harry McKay Berry
Harry Dewey Blake, Jr.
Peter Robert Bosworth
Bruce Thomas Bowers
Barrett Finding Brittan
Hubert Leon Brown, Jr.
Thomas Almeron Bryant
James Clark Butler
David Rice Calvert
Paul Julien Casabonne
Charles Van Christian
Frank Goad Clayton
Perry Jay Cole
Robert Smith Cole
Theodore McSpadden Collier
William W. A. Connelly
Robert Joseph Cowan
Robert Ranson Cox, Jr.
Joseph Stephen Cullinan
Edgar William Davis, Jr.
Allen Benjamin Dawson, Jr.
Peter Nelson Delaney
Roger Michael Donlon
Paul Dreyfuss, Jr.
Edmund Duckworth, II
Bartley Sanders Durant
Robert MacKenzie Eberhart
Leroy James Everett
Clyde Warren Fatheree
Neil Price Feuquay
Billy Wayne Flake
Dennis Luther Forbes
John Russell Frazier
Homer Monte Frye
Charles Allen Garrett, Jr.
Robert Lee Garrison
Robert Belden Gates
Robert Edgar Gentry, Jr.
James Byrd Getzwiller
Richard Stovall Graham
Ronald Lee Greene

Alfred James Groh
Charles Armor Guy, Jr.
Nelson Lionel Haggerson, Jr.
Carlos Joseph Hall
Willard Henry Harris, Jr.
Carol Julius Head
William Dudley Hickman
Robert Criner Hodges
Henry Raymond Hogaboom
Joseph McCullum Holden
Clyde Alwyn Howard
Robert Burnett Hughes
Clyde Leslie Hunter
Laylin Knox James
Richard Clair Jolley
William Bomar Jones
Lawrence William Jordon
Bruce Morse Keller
John Neathery, King
Robert Lochlan Knowles, Jr.
Robert Koch
Wilfred Anthony Kranzthor
John Bernard Kunkel
Robert Morris Lait
Lisle Radcliff Lambirth
Theodore Lewis Latham
Jerome Archibald Lewis
Francis Charles Logan
Kit Carson Love, Jr.
John David Lyles, Jr.
Leland Graves McCullough
J. Dewey McLehaney, Jr.
Alan McMurtry
Gerald Edward Main
Philip Fred Maloof
Thomas Jess Maricle
Robert Donald Melim
William Philip Messenger
Gerald Woodcock Mora
William John Moulton
James Daniel Muir
Edward Francis Murray
William Reilly Nail, Jr.
John C. Nixon
Charles Lee Orndorff
Joe McCarty Palmer
Thomas Bowen Patrick
Robert Dale Patterson
David Bursum Paxton
Samuel Clifford Payson
Sam Phillip Petralia
Edwin Gene Phillips
William Roe Polk

Harold Charles Price, Jr.
Lex Bryan Pruitt
Leonard Rauch
Horace Gibson Rhodes
William Gerald Rippy
Warren Howard Ross
Harold Frank Rosson
Howarth Vivon Rowe, Jr.
Everett Francis Rubenstein
Mell Mortimer Sammons
Nestor Dan Sanchez
David Barnhardt Saville
Theodore Lee Schnack
Eric Paul Schnurmacher
Jerry David Schoeb
Jesse Zephaniah Schultz
Andrew Thomas Seymour, III
Charles Warren Shafer
William Butler Shultz
Joseph Leon Singer
Daniel Arthur Sisk
Allen Wyatt Smith
Clyde Collins Snow
David Stone
Lloyd Melville Strathearn
Gordon Edward Suess
Elbridge Gerry Sullivan
William Albert Summerour
Charles Henry Swanson
Jack Kenneth Swords
Robert Daniel Taichert
John William Tempest
Byron Graham Thompson, Jr.
Richard William Turner, Jr.
Victor Anton Jacobus van Lint
Thomas Brooks Ward
Robert Taulbee Warren
Joseph Ralph Watson
Thomas Flynn Welch
Charles Marlowe Wells
Z. Robert Wells, Jr.
Joseph Vaughan Westaway
Clarence Northcutt Williams
Davis Christopher Williams
Donald Worthington Williams
Embry Walden Williams, Jr.
Jack Gray Wilson
David Donnan Wolfe
Carroll Riddgely Young
Jack J. Zinn

REGISTER OF CADETS

1944-1945

FIRST CLASS

(Second Year College)

BOHNET, Gus Donald	San Antonio, Texas
BUNTEN, John Allan	Cheyenne, Wyoming
CAMPBELL, Eugene Whitney	Denton, Texas
CHAPPELL, Bill Belton	Phillips, Texas
FRIEDMAN, Bayard Harry	Fort Worth, Texas
GRIFFITH, Charles Hobbs	Sinton, Texas
HARDEMAN, Robert Taylor	McAlester, Oklahoma
HASTEY, Thomas Watson, Jr.	Austin, Texas
LOSEY, George Mark	Hagerman, New Mexico
McENTIRE, Ewing Fowler	Sterling City, Texas
MALONEY, Jack, Jr.	Fort Worth, Texas
MARTIN, Charles Peck	Opelousas, Louisiana
SCHLOFMAN, Arthur Sherman, Jr.	Dalhart, Texas
SKILES, William Blair	Dallas, Texas
SMITH, Thomas Frank, Jr.	Houston, Texas
STRYKER, Edmund Milburn	Fredonia, Kansas
STUART, Donald Scott	Hot Springs, New Mexico
WRIGHT, James Clifton, Jr.	Galveston, Texas

SECOND CLASS

(First Year College)

ALLEN, Edward Rudge, Jr.	Galveston, Texas
ANDERSON, Joe Meeks	Roswell, New Mexico
ANGLE, Fred Ernest	Kansas City, Kansas
ARDEN, William P'Pool	Waxahachie, Texas
BAUCUS, William Dobyns	Richmond, Missouri
BLUCHER, Arthur George	Alpine, Texas
BOHN, Donald Lee	Merced, California
BONNER, Frank Robert, Jr.	Burlingame, California
BURDEN, Jack Sterling	Wichita Falls, Texas
BYERLEY, Leon Geddis	Midland, Texas
CABELL, Ben Mills	Austin, Texas
CAMPBELL, Jack Diamond	Phoenix, Arizona
CARLISLE, Wright Laville	Ralls, Texas
CARMODY, Arthur Roderick, Jr.	Shreveport, Louisiana
COOPER, Joe Cortis	Ysleta, Texas
COX, Robert Ranson, Jr.	Arkansas City, Kansas
DANIEL, John Evans	Houston, Texas
DeVANEY, Jesse Ulysses	Douglas, Arizona
DONAHUE, James Patrick	Eugene, Oregon
DRURY, Richard Taylor	Guilford, Connecticut
DUDLEY, John Russell, Jr.	Scooba, Mississippi
ELBERT, Frederick Johnson, Jr.	Wichita Falls, Texas
ELLIOTT, James Robinson, Jr.	Houston, Texas
FORBES, Dennis Luther	Gallup, New Mexico
GALLOWAY, Charles Rensch	Little Rock, Arkansas
GAULDEN, Roy Douglas, Jr.	Fort Worth, Texas
GERRARD, Clarence Chandler	Salt Lake City, Utah
GLEAVES, Melvin Pat	Beaumont, Texas
GREEN, Frederick Cooper, Jr.	Hurley, New Mexico
GUENTHER, Rhodes Berkeley	San Antonio, Texas

SECOND CLASS—CONTINUED

HALSEY, John Wesley, Jr.	Lubbock, Texas
HARTE, Houston Harriman	San Angelo, Texas
HAYES, Thomas Milton, Jr.	Oakland, California
HEILFRON, Jacques	San Francisco, California
HESTER, Clinton Edward	Galatia, Kansas
HINTON, Elmer Lee, Jr.	Encino, New Mexico
HOWELL, Hilton Hatchett	Waco, Texas
HUFF, Glenn Earle, Jr.	Shreveport, Louisiana
HUGHES, Robert Burnett	Memphis, Tennessee
KARRENBROCK, Milton F.	Wichita Falls, Texas
KELLER, Edward, Cahoon	Oakland, California
KELLY, Oliver Tracy	Bristow, Oklahoma
KLEIN, Ernest Bernard	Houston, Texas
LAWSON, Robert Mallory, Jr.	Los Angeles, California
LEGGOTT, Arthur, Jr.	Waco, Texas
McBRIDE, Douglas Ladson	Roswell, New Mexico
McCULLOUGH, Leland Graves, Jr.	Pharr, Texas
MALONE, Ernest Damon	DeQuincy, Louisiana
MAYER, Henry Clay	Galveston, Texas
MESENTER, William Philip	Monterrey, N. L., Mexico
MICANDER, John Bernard	Los Angeles, California
MITCHELL, Morris Bockee, Jr.	Minneapolis, Minnesota
MOON, William Burttschell	Galveston, Texas
PAULEY, Edwin Wendell, Jr.	Los Angeles, California
QUEEN, Nolan, Jr.	Weatherford, Texas
RAUCH, Leonard	Houston, Texas
REED, Frank Jules	Mitchell, Nebraska
RICHARDSON, William Carlton	San Francisco, California
RYAN, Francis Hubert	Del Rio, Texas
SANCHEZ, Nestor Dan	Horse Springs, New Mexico
SAVILLE, David Barnhardt	Houston, Texas
SHILLINGBURG, Donald Mills	Gallup, New Mexico
SNELSON, Johnny Ray	Portales, New Mexico
STARK, Harlan Walter	Gainesville, Texas
STEWART, Cleveland Rex, Jr.	Mineral Wells, Texas
SUITER, Gordon Everett	San Pedro, California
SWANSON, Charles Henry	Oklahoma City, Oklahoma
TAICHERT, Robert Daniel	Santa Fe, New Mexico
THOMPSON, Byron, Graham, Jr.	Tucson, Arizona
THOMPSON Rodric Raines	El Paso, Texas
TUNNELL, Graddy	Plainview, Texas
WHITE, William Joseph	Fort Stockton, Texas
WOODS, Maurice Glenn	Oklahoma City, Oklahoma
WORSHAM, James Pattison	Clint, Texas
YOUNG, Carroll Ridgely	Fort Worth, Texas

THIRD CLASS

(Fourth Year High School)

ABELL, Billy Wayne	Rolls, Texas
ANTILA, Eric Ferdinand	Artesia, New Mexico
APPEL, John Whitman	San Francisco, California
BACA, Orlando Gilberto	Santa Fe, New Mexico
BAIER, Joseph Gilford	Houston, Texas
BAUCUM, Winston Hoyt	Red River, New Mexico
BEAMON, Arlo Eugene	Avondale, Colorado
BEARD, Leonard Standing, Jr.	San Francisco, California
BELLAMAK, Ferris William	Superior, Arizona

THIRD CLASS—CONTINUED

BENNETT, Carl Canute	Oxnard, California
BENTON, John Thomas	Denver, Colorado
BERNARD, Edward Gordon	Lemay, Missouri
BERRY, Harry McKay	Austin, Texas
BLAKE, Harry Dewey, Jr.	Roswell, New Mexico
BLANKENSHIP, George Tony	Oklahoma City Oklahoma
BOSWORTH, Peter Robert	Ponca City, Oklahoma
BOWERS, Bruce Thomas	Fort Lewis, Washington
BRITTAN, Barrett Findling	Salt Lake City, Utah
BROWN, Hubert Leon, Jr.	Fort Worth, Texas
BRYANT, Thomas Almeron	Malaga, New Mexico
BUTLER, James Clark	Fort Smith, Arkansas
CALVERT, David Rice	San Antonio, Texas
CASABONNE, Paul Julien	Hagerman, New Mexico
CHAUVIN, Eugene Dorval	Albuquerque, New Mexico
CHRISTIAN, Charles Van	San Angelo, Texas
CLAYTON, Frank Goad	Lordsburg, New Mexico
COLE, Perry Jay	Ambrose, Ohio
COLE, Robert Smith	Santa Fe, New Mexico
COLLIER, Theodore McSpadden	Santa Barbara, California
CONNELLY, William Wallace Atterbury	Roswell, New Mexico
COTTRILL, Richard Madison	Albuquerque, New Mexico
COWAN, Robert Joseph	Fort Worth, Texas
CULLINAN, Joseph Stephens	Houston, Texas
CULVER, Howard Albert	Twenty-Nine Palms, California
DANENBERG, Harold Dolph, Jr.	Roswell, New Mexico
DAVIS, Edgar William, Jr.	Philadelphia, Pennsylvania
DAVIS, Jim William	Roswell, New Mexico
DAWSON, Allen Benjamin, Jr.	Amarillo, Texas
DELANOY, Peter Nelson	Alameda, California
DICKINSON, Robert Brewster	Honolulu, Hawaii
DONALD, Julian John	Las Vegas, New Mexico
DONLON, Roger Michael	Oxnard, California
DREYFUSS, Paul, Jr.	Albuquerque, New Mexico
DUCKWORTH, Edmund, II.	Houston, Texas
DURANT, Bartley Sanders	Rancho Sante Fe, California
ECHOLS, William Roy, Jr.	Encino, New Mexico
EBERHARDT, Robert MacKenzie	Stockton, California
EVERETT, Leroy James	Las Cruces, New Mexico
FATHEREE, Clyde Warren	Pampa, Texas
FEUQUAY, Neil Price, Jr.	Enid, Oklahoma
FLAKE, Billy Wayne	Hale Center, Texas
FRAZIER, John Russell	Bingham Canyon, Utah
FRYE, Homer Monte	Bellingham, Washington
GARRETT, Charles Allen, Jr.	Hillsboro, Texas
GARRISON, Robert Lee	Lima, Peru
GATES, Robert Belden	Artesia, New Mexico
GENTRY, Robert Edgar, Jr.	La Jolla, California
GETZWILLER, James Byrd	Deming, New Mexico
GRAHAM, Richard Stovall	Sherman, New Mexico
GREENE, Ronald Lee	Aurora, Illinois
GROH, Alfred James	Encinitas, California
GUNN, Milton Philip	Helena, Montana
GUY, Charles Armor, Jr.	Lubbock, Texas
HAGGERSON, Nelson Lionel, Jr.	Hurley, New Mexico
HALL, Carlos Joseph	Cloviss, New Mexico
HARRELL, Leroy Jacob	Oklahoma City, Oklahoma

THIRD CLASS—CONTINUED

HARRIS, Willard Henry, Jr.	Amarillo, Texas
HEAD, Carol Julius	Hobbs, New Mexico
HICKMAN, William Dudley	Cimarron, New Mexico
HODGES, Robert Criner	Silver City, New Mexico
HOGABOOM, Henry Raymond, Jr.	Glendale, California
HOLDEN, Joseph McCullum	Akron, Ohio
HOLDERMAN, Charles Joseph	Spokane, Washington
HOWARD, Clyde Alwyn	Cheyenne, Wyoming
HUNTER, Clyde Leslie	Espanola, New Mexico
IVERSON, Siegfried James, Jr.	Fort Worth, Texas
JAMES, Laylin Knox, Jr.	Ann Arbor, Michigan
JOLLEY, Richard Clair	New Castle, Colorado
JONES, William Bomar	Thoreau, New Mexico
JORDAN, Lawrence William	Cheyenne, Wyoming
KELLER, Bruce Morse	Vida, Oregon
KEYES, Harmon Edward, Jr.	Phoenix, Arizona
KING, John Neathery	Roswell, New Mexico
KNOWLES, Robert Locklan, Jr.	Galveston, Texas
KOCH, Robert	Santa Fe, New Mexico
KRANZTHOR, Wilfred Anthony, Jr.	El Paso, Texas
KUNKEL, John Bernard	Fort Stanton, New Mexico
LAIT, Robert Morris	El Paso, Texas
LAMBIRTH, Lisle Radcliff	Elida, New Mexico
LATHAM, Theodore Lewis	Lake Valley, New Mexico
LATHAM, Tommy James	Lake Valley, New Mexico
LEWIS, Jerome Archibald	Wichita, Kansas
LILLEY, James Edwin	Fort Worth, Texas
LOGAN, Francis Charles	Pasadena, California
LOVE, Kit Carson, Jr.	Muskogee, Oklahoma
LYLES, John David, Jr.	Shreveport, Louisiana
MCCUTCHEON, Edward Evans	Carlsbad, New Mexico
MCGAVOCK, Monte Malcolm	Carlsbad, New Mexico
MCLEHANEY, James Dewey, Jr.	Santa Rita, New Mexico
McMURTRY, Alan	Holly, Colorado
MAIN, Gerald Edward	Bellingham, Washington
MALOOF, Philip Fred	Las Vegas, New Mexico
MANTZ, Roy Trafford	Los Angeles, California
MAREE, Andrew Morgan, III	Hollywood, California
MARICLE, Thomas Jess	Dodge City, Kansas
MELIM, Robert Donald	Honolulu, Hawaii
MORA, Gerald Woodcock	League City, Texas
MOULTON, William John	Rifle, Colorado
MUIR, James Daniel	Salt Lake City, Utah
MURRAY, Edward Francis	Cheyenne, Wyoming
NAIL, William Reilly, Jr.	Dallas, Texas
NEWTON, Dan Albert	Albuquerque, New Mexico
NIXON, John Crout	Denver, Colorado
ORNDORFF, Charles Lee	El Paso, Texas
OVERTON, William Thomas	Dallas, Texas
PALMER, Joe McCarty	Roswell, New Mexico
PATRICK, Thomas Bowen	Ruidoso, New Mexico
PATTERSON, Robert Dale	Cascade, Idaho
PAXTON, David Bursum	Socorro, New Mexico
PAYSON, Samuel Clifford	El Centro, California
PETRALIA, Sam Phillip	Ogden, Utah
PHILLIPS, Edwin Gene	Calxico, California
POLK, William Roe	Fort Worth, Texas

THIRD CLASS—CONTINUED

PRICE, Harold Charles, Jr.	Bartlesville, Oklahoma
PRUITT, Lex Bryan	Muskogee, Oklahoma
RHODES, Horace Gibson	Roswell, New Mexico
RIPPY, William Gerald	New Castle, Colorado
ROSS, Warren Howard	Chinook, Montana
ROSSON, Harold Frank	Marfa, Texas
ROWE, Howarth Vivon, Jr.	Cristobal, Canal Zone
RUBENSTEIN, Everett Francis	Shreveport, Louisiana
SAMMONS, Mell Mortimer	Amarillo, Texas
SCHNACK, Theodore Lee	Pueblo, Colorado
SCHNEIDER, Glen Alvin	Liberal, Kansas
SCHNURMACHER, Eric Paul	Piedmont, California
SCHOEB, Jerry David	Cherokee, Oklahoma
SCHOOLEY, Robert Peck	Raton, New Mexico
SCHULTZ, Jesse Zephaniah	Roswell, New Mexico
SEYMOUR, Andrew Thomas, III	Fort Worth, Texas
SHAFER, Charles Warren	National City, California
SHULTZ, William Butler	Chickasha, Oklahoma
SINGER, Joseph Leon	Oklahoma City, Oklahoma
SISK, Daniel Arthur	Albuquerque, New Mexico
SMITH, Allen Wyatt	Jackson Heights, L. I., New York
SNOW, Clyde Collins	Roswell, New Mexico
STONE, David	Los Angeles, California
STRATHEARN, Lloyd Melville	Simi, California
SUESS, Gordon Edward	Brawley, California
SULLIVAN, Elbridge Gerry	Palo Alto, California
SUMMEROUR, William Albert	Shawnee, Kansas
SWORDS, Jack Kenneth	Miami, Florida
TAYLOR, Gustave Mackey	Tucson, Arizona
TEMPEST, John William	Denver, Colorado
TIMMONS, William Devere, Jr.	Coshocton, Ohio
TRIMBLE, George Harold	Bovina, Texas
TURNER, Richard William, Jr.	Durango, Colorado
van LINT, Victor Anton Jacobus	Raton, New Mexico
VanSICKLE, Karl Mack	Las Vegas, New Mexico
WALTNER, Robert Lee	Kansas City, Missouri
WARD, Thomas Brooks	Cimarron, New Mexico
WARREN, Robert Taulbee	Sacramento, California
WATSON, Joseph Ralph	San Antonio, Texas
WELCH, Thomas Flynn	Artesia, New Mexico
WELLS, Charles Marlowe	Valentine, Texas
WELLS, Z. Robert, Jr.	Houston, Texas
WESTAWAY, Joseph Vaughan	Carlsbad, New Mexico
WILLIAMS, Clarence Northcutt	Carlsbad, New Mexico
WILLIAMS, Davis Christopher	Carlsbad, New Mexico
WILLIAMS, Donald Worthington	Carlsbad, New Mexico
WILLIAMS, Embry Walden, Jr.	Post, Texas
WILLIAMS, Joseph Roger	Abilene, Texas
WILLIAMS, Lawrence Washburn	Amarillo, Texas
WILSON, Jack Gray	Quanah, Texas
WOLFE, David Donnan	Provo, Utah
ZINN, Jack Jay	Denver, Colorado

FOURTH CLASS
(Third Year High School)

ABERCROMBIE, David Eugene	Anton Chico, New Mexico
ADAMS, Richard Norman	Rigby, Idaho
AHLSWEDE, Frederick	Long Beach, California
ALBERTS, Julius Maury	Ventura, California
ALLEN, Terry de la Mesa	El Paso, Texas
ANDERSON, William Goudelock	Houston, Texas
APPLEBY, Wesley Ray	Odessa, Texas
BAIN, Martin	Walsenburg, Colorado
BALL, William James	Roswell, New Mexico
BENNETT, Richard Otto	Casper, Wyoming
BERG, Herbert Louis	El Paso, Texas
BERRIER, Willis Lee	Mesilla Park, New Mexico
BEST, John B., Jr.	Oklahoma City, Oklahoma
BORSCHOW, Irving Israel	Deming, New Mexico
BRACKER, Robert Marvin	Nogales, Arizona
BRATZLER, William Rudolf	Rifle, Colorado
BRAXTON, Clifford Boyd	Amarillo, Texas
BRIDGES, King White, Jr.	Waco, Texas
BROWN, Frederick Seth	La Jolla, California
BURKETT, Charles Winston, Jr.	Shively, Kentucky
BURKHOLDER, Ben Ralph	Barstow, Texas
BURTON, John Flack, Jr.	Oklahoma City, Oklahoma
BURTON, Robert Stuart	Corpus Christi, Texas
CALHOUN, Charles Livingston	Las Cruces, New Mexico
CAMPBELL, James William	Honolulu, Hawaii
CAMPBELL, John Stephen	San Diego, California
CARTER, Don Fulton	Warm Lake, Idaho
CAVIN, Sealy Hutchings	Galveston, Texas
CHAPPEL, Calvin Shellman	Glenwood Springs, Colorado
CLARK, Randolph Duvall	Iowa Park, Texas
COLE, Jerrold Wight	Whittier, California
COLE, Thomas Frederick	Beverly Hills, California
COLTER, Donald Burton	Springerville, Arizona
COLVARD, George Todd, Jr.	Deming, New Mexico
COOPE, Robert Lewis	Carlsbad, New Mexico
COOPER, William Randolph	Albuquerque, New Mexico
CORNELL, Dudley Emerson, III	Houston, Texas
COSTA, Norman Robert	Lodi, California
COX, Willard Roswell, Jr.	San Francisco, California
CRESON, Robert Paul, Jr.	Galveston, Texas
DAVIDSON, Orrin Henry, Jr.	San Mateo, California
DECKER, Dale Robert	Fort Collins, Colorado
dLORENZO, David Leo	Roswell, New Mexico
DINWIDDIE, Robert Wayne	Barstow, Texas
DIXON, George Lane	Tucson, Arizona
DODDS, Charles Frost	Beverly Hills, California
DREYFUSS, Melvin	Albuquerque, New Mexico
DUNCAN, Malcolm Perry	Waco, Texas
DUNN, William Prescott	Salt Lake City, Utah
EACHUS, David Anthony	San Pedro, California
EDWARDS, William Cleveland	Long Beach, California
ELLETT, William Delbert	Roswell, New Mexico
ELLSWORTH, Robert LeRoy	Tacoma, Washington
FARMER, James Eugene, Jr.	Gooding, Idaho
FINCK, Edward Reinhold, Jr.	San Antonio, Texas
FISH, John Farris, Jr.	Lubbock, Texas

FOURTH CLASS—CONTINUED

FLETCHER, Charles Frederick	Oklahoma City, Oklahoma
FRANUSICH, Raymond, Martin	San Francisco, California
FULMER, William Weber	Carrizozo, New Mexico
GAINER, William Lee	Chico, California
GOTTLIEB, Sidney S., Jr.	Cubero, New Mexico
GOWAN, Robert Edward Lee	Rigby, Idaho
GREENE, William Franklin	Iowa City, Iowa
GRISWOLD, George Bullard	Midland, Texas
HALE, Gerald Fletcher	Dalhart, Texas
HAMON, Jake Louis	Dallas, Texas
HANCOCK, Eugene Sully	Long Beach, California
HART, Frank Llewellyn	Junction City, Kansas
HARTWELL, Moreland Louis	Midland, Texas
HAWKINS, Charles Wallace	Dallas, Texas
HEANEY, John, William, Jr.	Santa Barbara, California
HERMANN, John Richard	Roswell, New Mexico
HESSMER, Charles William	Oklahoma City, Oklahoma
HEYDE, Richard Reimers	Scottsbluff, Nebraska
HILLGER, Marvin Leroy	Hot Springs, New Mexico
HODGES, Frederick Gilbert	San Marino, California
HOGUE, Phillip Clarke	Tucson, Arizona
HOLLAND, Clay Thompson, Jr.	Alpine, Texas
HOLT, William Earle	San Mateo, California
HOOPER, Daniel Jackson, Jr.	Hale Center, Texas
HORD, Douglas Benton	Alliance, Nebraska
HULL, John Riggs	Cloyis, New Mexico
HUNEFELD, Robert Gene	Stockton, California
HUNTER, Charles Shepherd	Midland, Texas
HUTCHINSON, Paul Kennedy	South Bend, Indiana
HYMAN, Myron Leroy, Jr.	Beverly Hills, California
INGBER, Peter Sexton	San Mateo, California
INGLE, Clyde Wesley, Jr.	Oklahoma City, Oklahoma
IRELAND, Merritt Weber	Pueblo, Colorado
JACOBS, Samuel Max	Carlsbad, New Mexico
JACOBSON, Joseph Charles	Oklahoma City, Oklahoma
JOHNS, Charles Hill	Oklahoma City, Oklahoma
JOHNSTON, David Drennen	Tuscaloosa, Alabama
JOLTON, Stanley Myrl	Lamar, Colorado
KELLY, John Howard	Roswell, New Mexico
KENDALL, Talbot Parker	Manteca, Colorado
KERR, William Monroe	Pecos, Texas
KEYE, Paul Faylor	Glendale, California
KING, Billy Evans	Checotah, Oklahoma
KIRKPATRICK, Daniel Nelson	Oklahoma City, Oklahoma
KNIGHT, Richard LaRock	Camp Wood, Arizona
KOSLOWSKY, Charles Howard, Jr.	Kansas City, Missouri
LAMBIRTH, Richard Calvin	Elida, New Mexico
LAWS, Ralph Thompson	Estancia, New Mexico
LEAKE, Chauncey	Galveston, Texas
LEAKOU, James Stewart	Roswell, New Mexico
LINDSEY, William Hubert, Jr.	Shreveport, Louisiana
LOCKHART, Charles Harris	San Antonio, Texas
LONGSTRETH, Harrison Flick	Los Altos, California
LOVELADY, James Willard	Marfa, Texas
LOWREY, William Goodrich	Roswell, New Mexico
McBEE, William Dimmitt, Jr.	Dallas, Texas
McCLAREN, Robert Sydney	Santa Barbara, California

FOURTH CLASS—CONTINUED

McGRATH, Herbert James	Silver City, New Mexico
McLAUGHLIN, Richard Elwert	Lodi, California
McMORDIE, Frank Foster, Jr.	Canadian, Texas
MACALUSO, Victor	Trinidad, Colorado
MASTERMAN, John Shelby	Ithaca, New York
MATHER, John Welborn	Morton, Texas
MICHEL, Donald William	Chihuahua, Chih., Mexico
MIHAS, Ernest William	Deming, New Mexico
MILLER, Vernon Leroy	Amarillo, Texas
MORRIS, Roy Cook, Jr.	Whittier, California
MORTENSEN, Walter Ross	Bakersfield, California
MOSELEY, Hillery Link	Mineral Wells, Texas
MOSLE, John Ludwig, Jr.	Galveston, Texas
MYERS, Albert Leonard	Iowa City, Iowa
MYERS, Walker Frank, Jr.	Pecos, Texas
NORTHCUTT, Robert Allen	Ponca City, Oklahoma
OAKES, Harold Gene	Sapulpa, Oklahoma
OLDS, James Walter	Winslow, Arizona
ORNDORFF, Will	El Paso, Texas
PADGETT, Robert Floyd	Colorado Springs, Colorado
PARK, John LeRoy	Denver, Colorado
PATTERSON, Jack Bartlett	Roswell, New Mexico
PATTESON, Alan Guy, Jr.	Jonesboro, Arkansas
PATTON, James Russell, Jr.	Waco, Texas
PFLUEGER, John Stuart	Santa Fe, New Mexico
PHELPS, Neal Harris	Springerville, Arizona
PORTER, Edward Je Don	Farwell, Texas
POTTER, Leonard Harold	Santa Fe, New Mexico
POWERS, Larry Christopher	Tucson, Arizona
PRINA, Frederick Stanley	Safford, Arizona
RAIZEN, Harold Erwin	Duncan, Oklahoma
REMPEL, Sam Hoyt, Jr.	Borger, Texas
REPP, Dudley Paul	Lubbock, Texas
RIGBY, John Millard	South Bend, Indiana
RITTSCHER, Henry William	Guatemala City, Guatemala, C. A.
ROBERTS, David Hamilton	New York City, New York
ROBERTS, Theodore, Jr.	Roswell, New Mexico
ROBINSON, Lew Sidney	San Angelo, Texas
ROBINSON, Wallace Noble, III	Scott City, Kansas
RODGERS, Charles Lewis	Levelland, Texas
ROMERO, Herman Julius	Reserve, New Mexico
ROSEN, Sigurd	El Paso, Texas
ROSSEAU, Richard Bidwell	Lyme, Connecticut
RUSH, Harvey Daubenspeck, III	Kansas City, Missouri
SANCHEZ, Manuel Patricio	Santa Fe, New Mexico
SAYRE, James Jerrold	Glenwood Springs, Colorado
SCHAEFER, George McCord	Holbrook, Arizona
SCHNEIDER, Joe Dean	Liberal, Kansas
SEARS, James Putnam	Bakersfield, California
SHEPARD, Hubert Marlan	San Marino, California
SHOTWELL, James Jackson	Santa Rita, New Mexico
SHULER, Ashley Cooper, Jr.	Carlsbad, New Mexico
SINCLAIR, Brevard Davidson, III	Waiialua, Oahu, T. H.
SMITH, David Douglas	Dalhart, Texas
SMITH, Kenneth McRae	Whittier, California
SMITH, Stanley Strader	Franklin, Nebraska
SOLOMON, Ralph Bennett	Abilene, Texas

FOURTH CLASS—CONTINUED

SPARKMAN, Louis N., Jr.	Dallas, Texas
SPITZER, Sig Phillip	Shreveport, Louisiana
STANDISH, Virgil O'Neal, Jr.	Larned, Kansas
STARK, Walter LeRoy	Santa Fe, New Mexico
STENINGER, David Herbert	Hayden, Arizona
STENNIS, William Hardy, Jr.	Loving, New Mexico
STEPP, David Cline	Phoenix, Arizona
STEVES, Clarence Albert, Jr.	Corona, California
STEWART, Victor Lee, Jr.	Logan, New Mexico
STINE, George Harry	Colorado Springs, Colorado
STITES, Casey, III	Cananea, Sonora, Mexico
SULLIVAN, Albert Lewis	Glenwood Springs, Colorado
SULLIVAN, Herbert Andrew	Howard, Kansas
SYKES, Eugene Knight	Nogales, Arizona
TACKETT, David Searcy	Oklahoma City, Oklahoma
THOMAS, Carl Filmore	Dalhart, Texas
THOMPSON, Joseph Meacham	Tucson, Arizona
TOLES, John Penrod	Lubbock, Texas
TOWER, Gordon Melvin	Prosser, Washington
VALDASTRI, Mario James, Jr.	Honolulu, Hawaii
VALLINA, Rafael	Chihuahua, Chih., Mexico
VAN ORMAN, Charles Wesley	Mountainair, New Mexico
WARREN, John Fiske	Midland, Texas
WEBSTER, Thomas Calvin	York, Nebraska
WEISS, Barrie Lowell	Denver, Colorado
WESTERMAN, Roland Lay	Lorenzo, Texas
WILDER, Charles Vincent, Jr.	Bellingham, Washington
WILDER, Raymond Kenneth	Deming, New Mexico
WILFORD, Edmund Frank	San Diego, California
WILKEY, James Young	Cananea, Sonora, Mexico
WILSON, Raymond Gerald	Chickasha, Oklahoma
WITHERS, Robert Sumner	Rochester, Minnesota
WOLF, John Max	Ellinwood, Kansas
WOODARD, George William	Saguache, Colorado
WUNDERLICH, Robert Winslow	Fort Sill, Oklahoma
YOUNGER, Jimmy Jay	Houston, Texas

FIFTH CLASS

(Second Year High School)

AGNEW, Glenn Clarence	Alamogordo, New Mexico
BALL, Jesse Robert	Oklahoma City, Oklahoma
BARNETT, George Higginbotham	Bakersfield, California
BECKWITH, Ansel Earle	La Jolla, California
BELL, Kenneth William, Jr.	Cheyenne, Wyoming
BELLAMAK, Joseph Vincent	Superior, Arizona
BERNARDIN, David Mariotte	Dallas, Texas
BRETZ, Robert Manning	Yuma, Arizona
BREWSTER, Phillip Lyman	Roswell, New Mexico
BROWN, Paul Harvey	Los Angeles, California
BROWN, Ramey Lee	Houston, Texas
BURLESON, William Leslie, Jr.	Tahoka, Texas
BYERLY, Colin Hilby	Obregon, Sonora, Mexico
CAPIN, Justin Louis	Nogales, Arizona
CASNER, James Garnett	El Paso, Texas
CASTILLO, Richard Robert	Belen, New Mexico
CHAFFIN, Owen, Jr.	Oklahoma City, Oklahoma
CHAMBERS, Mark Dashiell	Galveston, Texas

FIFTH CLASS—CONTINUED

COREY, Richard Dunnleigh	La Jolla, California
COVEY, Moody	Bristow, Oklahoma
CRANE, William Whitfield, III	Oakland, California
DE LAPP, William Coultas, III	West Los Angeles, California
DISQUE, Frederick John	Albuquerque, New Mexico
DOUGLAS, William Lane, Jr.	Oklahoma City, Oklahoma
ELLIOT, Jack, Jr.	La Jolla, California
ELLIS, Leland James	San Marino, California
ERNST, Robert Henry	Roswell, New Mexico
ESBERG, Arthur Ballard	Albuquerque, New Mexico
EVANS, James Lee	Magdalens, New Mexico
EVANS, John Robert	Denver, Colorado
FELLOWS, Leland Lewis	Roswell, New Mexico
FIENE, Richard Jacob	Piedmont, California
FINCH, Hubert Bruce	Los Fresnos, Texas
FORSYTH, Donald Renault	Junction City, Kansas
GARDNER, J. Darrell	Superior, Arizona
GORE, Fred Milton	Roswell, New Mexico
GOVER, John Pomeroy	Altus, Oklahoma
HANNIFIN, Daniel L.	Roswell, New Mexico
HANNIFIN, Robert Hamlin	Roswell, New Mexico
HARRISON, James Arthur	Nogales, Arizona
HOCKER, Conway Holmes, Jr.	Gila Bend, Arizona
HOOPER, Jack Dixie	Roswell, New Mexico
HUBBARD, Samuel John	Taft, California
HUTCHINGS, Robert Knox, Jr.	San Antonio, Texas
ILLER, Alfred Judson	La Jolla, California
JARRET, Irwin Melvin	Lubbock, Texas
JARVIS, William, Jr.	Deming, New Mexico
JONES, Broadie Firmon, Jr.	La Jolla, California
JÓULLIAN, Edward Carey	Oklahoma City, Oklahoma
KILGORE, Franklin Hartman, Jr.	Houston, Texas
KINKEAD, Jimmy	Tucumcari, New Mexico
KLOCK, Harold Francis, Jr.	Winnetka, Illinois
KOCH, Charles Edward	Santa Fe, New Mexico
KUMP, William Arron	Scottsdale, Arizona
LAWSON, Howard Beasley, Jr.	Los Angeles, California
LINDSEY, Robert Terry	Borger, Texas
McCAFFERY, John Lawrence, Jr.	Denver, Colorado
McDONALD, Stanford L.	Scottsbluff, Nebraska
McHENRY, Lawrence Chester, Jr.	Oklahoma City Oklahoma
McMORDIE, John Jones	Canadian, Texas
MARSHALL, William Stanley	Roswell, New Mexico
MARTIN, Howard Benjamin	Roswell, New Mexico
MARTIN, William Selback	Biloxi, Mississippi
MINTON, William Sherman	San Angelo, Texas
MONTGOMERY, William Jackson	Roswell, New Mexico
MULDROW, Robert, IV	Midland, Texas
NALDA, Michel, Jr.	Vaughn, New Mexico
NOWELL, David Charles	Coolidge, Arizona
NUTTALL, Robert Ralph	Buckeye, Arizona
O'MALLEY, Edward Valentine	Phoenix, Arizona
PAGAN, John Shaw	Houston, Texas
PAULSON, Thomas Glenn	Stockton, California
PHELAN, John Franklin	Albuquerque, New Mexico
PILK, Jack Richard	Denver, Colorado
PIPKIN, Adolphus Oscar, Jr.	Albuquerque, New Mexico

FIFTH CLASS—CONTINUED

PRELL, Arthur Randolph	Olney, Illinois
RACEY, Edgar Francis, Jr.	Roswell, New Mexico
RICHARDSON, Milan Gene	El Paso, Texas
ROBINSON, Paul Edward, Jr.	Kansas City, Missouri
RUDOLPH, Royal William, Jr.	Tucson, Arizona
RUSHMORE, Jerry	Tulsa, Oklahoma
RYAN, David Claude	San Diego, California
SCRIPPS, Jerry Goodwin	La Jolla, California
SCRUTCHINS, Walter Bingham, Jr.	Oklahoma City, Oklahoma
SEMAAN, Robert	Houston, Texas
SIMMONS, Robert Day	Oklahoma City, Oklahoma
SLAUGHTER, Tom Veal	Roswell, New Mexico
SMITH, Jerry Newton	Roswell, New Mexico
SNELL, Perry Bennie	Altus, Oklahoma
SOURIS, Harold Anthony	Flagstaff, Arizona
STABLEIN, John Eckert	Las Cruces, New Mexico
STAHMANN, Deane Frederick, Jr.	Las Cruces, New Mexico
STEPHENS, William Leonard, Jr.	Stockton, California
STONE, Joe Mayes	Columbia, Missouri
STRAETKER, Bernard Edmond	Scottsbluff, Nebraska
STUMBERG, Temple Hinson	Sanderson, Texas
STURMAN, Charles Ray	Roswell, New Mexico
SULZBACH, William Brooks	Clifton, New Jersey
SWOPE, Wesley Field	Terre Haute, Indiana
WEISS, Norman David	Santa Barbara, Calif., Mexico
WHITE, Polk Alfred	Oklahoma City, Oklahoma
WILEY, Milton, Leo	Pagosa Springs, Colorado
WILL, Frank Goodwin	Portales, New Mexico
WILLIAMS, Charles Dale, Jr.	Kansas City, Missouri
WILSON, Fred Robert	Globe, Arizona
WILSON, Newton Allen	Chickasha, Oklahoma
WOLFE, George Edward	Waco, Texas
YOAKUM, Mahlon	Los Angeles, California
YOUNGER, Edgar Bate, Jr.	Houston, Texas
ZIFF, William Bernard, Jr.	Washington, D. C.

REGISTER OF CADETS

1945-1946

FIRST CLASS
(Second Year College)

ANDERSON, Joe Meeks	Roswell, New Mexico
BAUCUS, William Dobyms	Richmond, Missouri
BOHN, Donald Lee	Merced, California
CABELL, Ben Mills	Austin, Texas
CARMODY, Arthur Roderick, Jr.	Shreveport, Louisiana
COOPER, Joe Cortis	Ysleta, Texas
DANIEL, John Evans	Houston, Texas
DeVANEY, Jesse Ulysses, Jr.	Douglas, Arizona
ELLIOTT, James Robinson, Jr.	Houston, Texas
GAULDEN, Roy Douglas, Jr.	Fort Worth, Texas
HEILFRON, Jacques	San Francisco, California
HOWELL, Hilton Hatchett	Waco, Texas
HUGHES, Robert Burnett	Memphis, Tennessee

FIRST CLASS—CONTINUED

KELLY, Oliver Tracy	Bristow, Oklahoma
KLEIN, Ernest Bernard	Houston, Texas
McBRIDE, Douglas Ladson	Roswell, New Mexico
McCULLOUGH, Leland Graves, Jr.	Pharr, Texas
MAYER, Henry Clay	Galveston, Texas
MESSENGER, William Philip	Monterrey, N. L., Mexico
MOON, William Burttschell	Galveston, Texas
RAUCH, Leonard	Houston, Texas
SHILLINGBURG, Donald Mills	Gallup, New Mexico
STEWARD, Cleveland Rex, Jr.	Mineral Wells, Texas
TAICHERT, Robert Daniel	Santa Fe, New Mexico
THOMPSON, Rodric Raines	El Paso, Texas
TUNNELL, Graddy	Plainview, Texas
WORSHAM, James Patteson	Clint, Texas

SECOND CLASS
(First Year College)

ADAMS, James Edward	Galveston, Texas
ANDERSON, Don Wolcott	Oakland, California
ANTILA, Eric Ferdinand	Artesia, New Mexico
ARNOLD, Peter Edward	Ysleta, Texas
BACA, Orlando Gilberto	Santa Fe, New Mexico
BAIER, Joseph Gilford	Houston, Texas
BAILEY, Robert Douglas	Port Arthur, Texas
BALLEW, Jack Harlton	Clarendon, Texas
BENNITT, Carl Canute	Santa Barbara, California
BIERMAN, John Borden	Tyler, Texas
BOONE, Mack Eugene	Quemado, New Mexico
BOSWORTH, Peter Robert	Ponca City, Oklahoma
BOURLAND, James Barton	Wichita Falls, Texas
BROWN, Hubert Leon, Jr.	Fort Worth, Texas
BRYANT, Thomas Almeron	Malaga, New Mexico
CHRISTIAN, Charles Van	Mansfield, Louisiana
CLAYTON, Frank Goad	Lordsburg, New Mexico
CLUBB, Albert Rhodes, Jr.	Petersburg, Texas
COLLIER, Shelley Hale, Jr.	Mercedes, Texas
COLLINS, Norman Gideon, Jr.	Corpus Christi, Texas
COWAN, Robert Joseph	Fort Worth, Texas
COX, Robert Ranson, Jr.	Arkansas City, Kansas
GRENSHAW, Frederick Earl	Wichita Falls, Texas
CULLINAN, Joseph Stephen, II	Houston, Texas
DURANT, Bartley Sanders	Rancho Santa Fe, California
DUSENBERY, Ned Ralph	Yuma, Arizona
DYER, James Mason, Jr.	Corsicana, Texas
EGGERS, George William Nordholtz, Jr.	Galveston, Texas
ELY, Howard Jerry	Dallas, Texas
EVERETT, Leroy James	Las Cruces, New Mexico
FRAZIER, John Russell	Bingham Canyon, Utah
GARRETT, Charles Allen, Jr.	Hillsboro, Texas
GARRISON, Robert Lee	Houston, Texas
GILL, Grayson Douglas	Dallas, Texas
GORDON, Thomas Raymond	Bay City, Texas
GREER, Ronald Phillips	Houston, Texas
GROH, Alfred James	Encinitas, California
GUY, Charles Amor, Jr.	Lubbock, Texas
HALL, Carlos Joseph	Clovis, New Mexico
HAMON, Jake Louis, III	Dallas, Texas

SECOND CLASS—CONTINUED

HEAD, Carol Julius	Hobbs, New Mexico
HICKS, Herbert Harold	Waco, Texas
HINTON, Elmer Lee, Jr.	Encino, New Mexico
HODGES, Robert Criner	Silver City, New Mexico
HUFF, Glenn Earl, Jr.	Shreveport, Louisiana
HUNTER, Clyde Leslie	Espanola, New Mexico
JOHNSON, Jack Allen	Hale Center, Texas
JORDAN, Lawrence William	Cheyenne, Wyoming
KLOTZ, Layton A. B.	Premont, Texas
LAIT, Robert Morris	El Paso, Texas
LATHAM, Theodore Louis	Lake Valley, New Mexico
LOGAN, Francis Charles	Pasadena, California
LYLES, John David, Jr.	Shreveport, Louisiana
MCLEHANEY, J. Dewey, Jr.	Santa Rita, New Mexico
MARICLE, Thomas Jess	Dodge City, Kansas
MAYER, James Pettigrew	Galveston, Texas
MOODY, Joseph Rulon	Roswell, New Mexico
MORA, Gerald Woodcock	League City, Texas
ORNDORFF, Charles Lee	El Paso, Texas
PALMER, Joe McCarty	Roswell, New Mexico
PATRICK, Thomas Bowen	Ruidoso, New Mexico
PAYSON, Samuel Clifford	El Centro, California
PEELER, Ray Doss	Bonham, Texas
PEPPER, John Lauren, Jr.	Shreveport, Louisiana
PETRALIA, Sam Phillip	Ogden, Utah
PHILLIPS, Edwin Gene	Calexico, California
POND, Ralph Kenneth, Jr.	Wichita Falls, Texas
PRUITT, Lex Bryan	Muskogee, Oklahoma
RECTOR, Richard Ralph	Fort Worth, Texas
ROSENTHAL, Ben Hyman, Jr.	Dallas, Texas
RUBENSTEIN, Everett Francis	Shreveport, Louisiana
SCHOEB, Jerry David	Cherokee, Oklahoma
SCHULTZ, Jesse Zephaniah	Roswell, New Mexico
SNOW, Clyde Collins	Roswell, New Mexico
STARK, Richard Spires	Gainesville, Texas
STRATHEARN, Lloyd Melville	Simi, California
STURDEVANT, Tyler Rugg	Merced, California
TRIMBLE, George Harold	Bovina, Texas
TULLIS, Paul Douglas	Anton, Texas
TURNER, Richard William, Jr.	Durango, Colorado
van LINT, Victor Anton Jacobus	Raton, New Mexico
WATSON, Joseph Ralph	San Antonio, Texas
WELCH, Jack Dixon	Marlin, Texas
WELLS, Charles Marlowe	Valentine, Texas
WESTAWAY, Joseph Vaughan	Carlsbad, New Mexico
WILLIAMS, Joseph Roger	Abilene, Texas
WOLFE, David Donnan	Provo, Utah
YOUNGBLOOD, Thomas Warren, Jr.	Galveston, Texas

THIRD CLASS

(Fourth Year High School)

ABELL, Billy Wayne	Ralls, Texas
ALBERTS, Julius Maury	Ventura, California
ALLEN, Terry de la Mesa	El Paso, Texas
ANDERSON, William Goudelock	Houston, Texas
APPLEBY, Wesley Ray	Odeesa, Texas
ARBUCKLE, Philip Barnes	Houston, Texas

THIRD CLASS—CONTINUED

BAIN, Martin	Walsenburg, Colorado
BALL, Jesse Robert	Oklahoma City, Oklahoma
BALL, William James	Roswell, New Mexico
BEDFORD, Clay Patrick, Jr.	Berkeley, California
BENNETT, Richard Otto	Casper, Wyoming
BEST, John B., Jr.	Oklahoma City, Oklahoma
BLUNT, Frank Norbert	Carlsbad, New Mexico
BONNELL, Teddy Allen	Ruidoso, New Mexico
BOONE, Robert Rudolph	Alamogordo, New Mexico
BORSCHOW, Irving Israel	Deming, New Mexico
BRACKER, Robert Marvin	Nogales, Arizona
BRAXTON, Clifford, Boyd	Amarillo, Texas
BRIDGES, King White, Jr.	Waco, Texas
BRUCE, Logan Lithgow	Temple, Texas
BURKHOLDER, Ben Ralph	Barstow, Texas
BURTON, John Flack, Jr.	Oklahoma City, Oklahoma
BURTON, Robert Stuart	Corpus Christi, Texas
CALHOUN, Charles Livingston	Las Cruces, New Mexico
CAMPBELL, John Stephen	San Diego, California
CANON, Joe Montague	San Angelo, Texas
CARTER, Don Fulton	Cascade, Idaho
CASNER, James Garnett	El Paso, Texas
CAVIN, Sealy Hutchings	Galveston, Texas
CLARK, Randolph Duvall	Iowa Park, Texas
COLE, Jerrold Wight	Whittier, California
COLE, Thomas Frederick	Beverly Hills, California
COLTER, Donald Burton	Springetville, Arizona
COLVARD, George Todd	Deming, New Mexico
COOPE, Robert Lewis	Carlsbad, New Mexico
COOPER, William Randolph	Albuquerque, New Mexico
CORNELL, Dudley Emerson, III	Albuquerque, New Mexico
DAVISON, Orrin Henry, Jr.	San Mateo, California
DE LAPP, William Coultas, III	West Los Angeles, California
DINWIDDIE, Robert Wayne	Barstow, Texas
DIXON, George Lane	Tucson, Arizona
DODDS, Charles Frost	Beverly Hills, California
DODSON, Joe De	Texhoma, Oklahoma
DUNCAN, Malcolm Perry	Waco, Texas
DUNN, William Prescott	Salt Lake City, Utah
EACHUS, David A.	San Pedro, California
EDWARDS, William Cleveland	Long Beach, California
ELLIOT, Jack, Jr.	La Jolla, California
FARMER, James Eugene, Jr.	Gooding, Idaho
FINCK, Edward Reinhold, Jr.	San Antonio, Texas
FISH, John Farris, Jr.	Lubbock, Texas
FLETCHER, Charles Frederick	Oklahoma City, Oklahoma
FRANUSICH, Raymond Martin	Albuquerque, New Mexico
FULMER, William Weber	Carrizozo, New Mexico
GAYWACKE, John Lee	Lubbock, Texas
GEORGE, Glenn Allan	San Jose, California
GOTTLIEB, Sidney S., Jr.	Cubero, New Mexico
GOWAN, Robert Edward Lee, Jr.	Rigby, Idaho
GRANT, Danny Lloyd	San Antonio, Texas
GREENWALD, Isidore	Crowley, Louisiana
GRISWOLD, George Bullard	Midland, Texas
GROBIEN, George Andre	Monterrey, N. L., Mexico
GWYNNE, Andrew Dunn, III	Dallas, Texas

THIRD CLASS—CONTINUED

HABERKORN, Arnold Herbert, Jr.	Camden, Arkansas
HALE, Gerald Fletcher	Dalhart, Texas
HANCOCK, Eugene Sully	Long Beach, California
HART, Frank Llewellyn	Junction City, Kansas
HARTWELL, Moreland Louis	Midland, Texas
HASSENFLU, John Merton	Fort Stockton, Texas
HAWKINS, Charles Wallace	Dallas, Texas
HEANEY, John William, Jr.	Santa Barbara, California
HESSMER, Charles William	Oklahoma City, Oklahoma
HILLGER, Marvin Leroy	Belen, New Mexico
HODGES, Frederick Gilbert	San Marino, California
HOGUE, Philip Clark	Tucson, Arizona
HOLLAND, Clay Thompson, Jr.	Alpine, Texas
HOLT, Sherman Ross, Jr.	Texhoma, Oklahoma
HORD, Douglas Benton	Alliance, Nebraska
HORNE, Charles Lewis, III	Shreveport, Louisiana
HUBBARD, Jack Adelbert	Aztec, New Mexico
HULL, John Riggs	Clovis, New Mexico
HUNTER, Charles Shepherd	Midland, Texas
HUTCHINSON, Paul Kennedy	South Bend, Indiana
INGLE, Clyde Wesley, Jr.	Oklahoma City, Oklahoma
IRELAND, Merritte Weber	Pueblo, Colorado
JACOBS, Samuel Max	Carlsbad, New Mexico
JACOBSON, Joseph Charles	Oklahoma City, Oklahoma
JARVIS, William, Jr.	Deming, New Mexico
JENNINGS, James Ross	Abilene, Texas
JOHNS, Charles Hill	Oklahoma City, Oklahoma
JOHNSON, Ernest Rudolph, Jr.	Fort Worth, Texas
JOHNSON, John Allan	Oklahoma City, Oklahoma
JOHNSTON, David Drennen	Tuscaloosa, Alabama
JOLTON, Stanley Myrl	Lamar, Colorado
JONES, Russell Bedford	Plains, Texas
KELLY, John Howard	Roswell, New Mexico
KERR, William Monroe	Pecos, Texas
KILGORE, Franklin Hartman, Jr.	Houston, Texas
KING, Billy Evans	Checotah, Oklahoma
KIRKPATRICK, Laniel Nelson	Oklahoma City, Oklahoma
KNIGHT, Richard LaRock	Camp Wood, Arizona
KOSLOWSKY, Charles Howard, Jr.	Kansas City, Missouri
KRAFT, William Robert	Belen, New Mexico
LAMBIRTH, Richard Calvin	Elida, New Mexico
LEAKOU, James Stewart	Roswell, New Mexico
LINDSEY, William Hubert, Jr.	Lumberton, Mississippi
LONGSTRETH, Harrison Flick	Los Altos, California
LOVELADY, James Willard	Marfa, Texas
LOWREY, William Goodrich	Roswell, New Mexico
McBEE, William Dimmit, Jr.	Dallas, Texas
McCLAREN, Robert Sydney	Santa Barbara, California
McFARLAND, John Melford	Bovina, Texas
MACALUSO, Victor	Trinidad, Colorado
MANTZ, Roy Trafford	Balboa Island, California
MASTERMAN, John Shelby	Ithaca, New York
MATHER, John Welborn	Morton, Texas
MERKLEIN, Ernest Anthony, Jr.	Shreveport, Louisiana
MICHEL, Donald William	Chihuahua, Chih., Mexico
MIHAS, Ernest William	Deming, New Mexico
MILLER, Vernon LeRoy	Amarillo, Texas

THIRD CLASS—CONTINUED

MOORE, Thomas Owen	Chepeta Park, Colorado
MORAN, Joseph Mitchell	Deming, New Mexico
MORRIS, Roy Cook, Jr.	Whittier, California
MOSELEY, Hillery Link	Mineral Wells, Texas
MOTOS, Minealaoa George	San Angelo, Texas
MYERS, Walker Frank	Pecos, Texas
NORTHCUTT, Robert Allen	Ponca City, Oklahoma
NOWELL, David Charles	Coolidge, Arizona
OAKES, Harold Gene	Sapulpa, Oklahoma
ORNDORFF, Will	El Paso, Texas
OSMER, Clarence Alfred, Jr.	Silver City, New Mexico
OVERTON, William Thomas	Dallas, Texas
PADGETT, Robert Floyd	Colorado Springs, Colorado
PATTERSON, Jack Bartlett	Roswell, New Mexico
PATTESON, Alan Guy, Jr.	Jonesboro, Arkansas
PATTON, James Russell, Jr.	Waco, Texas
PFLUEGER, John Stuart	Santa Fe, New Mexico
PHELPS, Neal Harris	Springerville, Arizona
PINCKNEY, Charles Jerry	Berkeley, California
PORTER, Edward Je Don	Farwell, Texas
POWERS, Larry Christopher	Tucson, Arizona
PRINA, Frederick Stanley	Safford, Arizona
RAIZEN, Harold Erwin	Duncan, Oklahoma
REMPPEL, Sam Hoyt, Jr.	Oklahoma City, Oklahoma
REPP, Dudley Paul	Lubbock, Texas
REYNOLDS, John Mason	Albuquerque, New Mexico
RICE, John Carter	Dallas, Texas
RITTSCHER, Henry William	Guatemala City, Guatemala, C. A.
ROBERTS, Theodore, Jr.	Roswell, New Mexico
ROBINSON, Lew Sidney	San Angelo, Texas
ROBINSON, Wallace Noble, III	Scott City, Kansas
RODGERS, Charles Lewis	Levelland, Texas
ROGERS, Richard Saunders	Hobbs, New Mexico
ROMERO, Herman Julius	Reserve, New Mexico
ROSEN, Sigurd	El Paso, Texas
SANCHEZ, Manuel Patricio	Santa Fe, New Mexico
SCHAEFER, George McCord	Holbrook, Arizona
SCHNEIDER, Joe Dean	Liberal, Kansas
SELLECK, Richard Wilford	El Paso, Texas
SHEFFIELD, Miller	Seminole, Oklahoma
SINCLAIR, Brevard Davidson, III	Waialua, Oahu, T. H.
SMITH, Kenneth McRae	Balboa Island, California
SMITH, Stanley Strader	Franklin, Nebraska
SMOUSE, Donald Lafayette	Prewitt, New Mexico
SOLOMON, Ralph Bennett	El Paso, Texas
SPARKMAN, Louis N., Jr.	Dallas, Texas
SPITZER, Sig Phillips	Shreveport, Louisiana
STABLEIN, John Eckert	Las Cruces, New Mexico
STALEY, Thomas Glendyn, Jr.	Piedmont, California
STANDISH, Virgil O'Neal, Jr.	Larned, Kansas
STENINGER, David Herbert	Tucson, Arizona
STENNIS, William Hardy, Jr.	Loving, New Mexico
STEWART, Victor Lee, Jr.	Logan, New Mexico
STINE, George Harry	Colorado Springs, Colorado
STITES, Casey, III	Cananea, Sonora, Mexico
SYKES, Eugene Knight	Nogales, Arizona
THOMAS, Carl Filmore	Dalhart, Texas

FIRST CLASS—CONTINUED

THOMPSON, Joseph Meacham	Tucson, Arizona
THURMOND, William Alfred	Hatch, New Mexico
TOLES, John Penrod	Lubbock, Texas
TOWER, Gordon Melvin	Prosser, Washington
TURNER, Jack Edward	Delhi, Oklahoma
VALLINA, Rafael	Chihuahua, Chih., Mexico
WARREN, John Fiske	Midland, Texas
WESTERMAN, Roland Lay	Lorenzo, Texas
WHITNEY, Gerald Gregg	Carrizo Springs, Texas
WILDER, Charles Vincent, Jr.	Bellingham, Washington
WILDER, Raymond Kenneth	Deming, New Mexico
WILSON, Gordon Gilbert	Colorado Springs, Colorado
WILSON, James Keith	Salt Lake City, Utah
WILSON, Raymond Gerald	Denver, Colorado
WITHERS, Robert Sumner	Rochester, Minnesota
WOODARD, George William	Saguache, Colorado
WUNDERLICH, Robert Winslow	Omaha, Nebraska
YOUNGER, Jimmy Jay	Houston, Texas

FOURTH CLASS
(Third Year High School)

ABERCROMBIE, David Eugene	Anton Chico, New Mexico
ADAMS, William Eugene	Galveston, Texas
AGNEW, Glenn Clarence	Alamogordo, New Mexico
ALEXANDER, William, Jr.	Las Cruces, New Mexico
ALTMAN, Lowell Ross	Los Angeles, California
ANDERSON, Joe Jay, Jr.	Oxnard, California
APODACA, Anthony Don	Socorro, New Mexico
BABERS, William Edward	San Patricio, New Mexico
BARNETT, George Higginbotham, Jr.	Bakersfield, California
BAUGHMAN, Robert Plummer	Ponca City, Oklahoma
BAYER, Clifford Morgan	Shreveport, Louisiana
BELL, Lewis Bryan	Dallas, Texas
BELLAMAK, Joseph Vincent	Superior, Arizona
BERRY, Art J.	Pampa, Texas
BETTS, William Reid	Longmont, Colorado
BRACY, Eugene Daniel	Little Rock, Arkansas
BRETZ, Robert Manning	Yuma, Arizona
BREWSTER, Phillip Lyman	Roswell, New Mexico
BROWN, Ramey Lee	Houston, Texas
BURKETT, Charles Winston, Jr.	St. Petersburg, Florida
BURLESON, William Leslie, Jr.	Tahoka, Texas
BYERLY, Colin Hilby	Obregon, Sonora, Mexico
BYNUM, Roy Victor, Jr.	Indianola, Oklahoma
CADMAN, Tom	Tyler, Texas
CAMBERN, Donn Green	Hollywood, California
CAPIN, Justin Louis	Nogales, Arizona
CASTILLO, Richard Robert	Belen, New Mexico
CHAFFIN, Owen, Jr.	Oklahoma City, Oklahoma
CHAMBERS, Mark Dashiell	Galveston, Texas
CHAPIN, Huntley, Jr.	Los Angeles, California
CLEVELAND, William Jennings, Jr.	Crowley, Louisiana
COHEN, Leonard Morton	Altus, Oklahoma
COONEY, Donald Paul	Dubuque, Iowa
COREY, Richard Dunnleigh	La Jolla, California
COTTER, Richard Anthony, Jr.	Berkeley, California
COX, Barton Lee	Crown Point, New Mexico

FOURTH CLASS—CONTINUED

CRANE, William Whitfield, III	Oakland, California
CRATER, Ray Farrell	Van Nuys, California
DAVIS, Bobby Travis	Amarillo, Texas
DAVIS, Morgan Jefferson, Jr.	Houston, Texas
DEERING, Thomas Phillips	Arkansas City, Kansas
DISQUE, Frederick John	Albuquerque, New Mexico
DOUGLAS, William Lane, Jr.	Oklahoma City, Oklahoma
DREW, Donald Harrington	Seattle, Washington
EASTER, Rex Morgan	Anton, Texas
EICHMAN, John Wynn, Jr.	Gallup, New Mexico
ELLIOTT, Frank Wallace, Jr.	Dallas, Texas
ERNST, Robert Henry	Roswell, New Mexico
EVANS, James Lee	Magdalena, New Mexico
EVANS, John Robert	Denver, Colorado
FELLOWS; Leland Lewis	Roswell, New Mexico
FERNANDEZ, Antonio Manuel	Santa Fe, New Mexico
FIELDS, Joe Wright	McAlester, Oklahoma
FINCH, Hubert Bruce	Los Fresnos, Texas
FLATO, Richard Ainsa	El Paso, Texas
FORD, William Hershel	Safford, Arizona
FORSYTH, Donald Renault	Junction City, Kansas
FRYE, George Thomas	Bellingham, Washington
GARDNER, John Darrell	Superior, Arizona
GOMEZ, Miguel	Encino, New Mexico
GOVER, John Pomeroy	Altus, Oklahoma
GRIM, Gordon Frederick	Boron, California
GROSS, Charles William	Dallas, Texas
GUTHREY, William Lawrence	Silver City, New Mexico
HAGGARD, Jerry Wayne	Safford, Arizona
HALL, William Thomas	Grand Junction, Colorado
HALSELL, Furd, II	Fort Worth, Texas
HAMILTON, Thomas McVern	Gallup, New Mexico
HANNIFIN, Daniel L.	Roswell, New Mexico
HANNIFIN, Robert Hamlin	Roswell, New Mexico
HARRISON, James Arthur	Nogales, Arizona
HAUSER, Myron	Galveston, Texas
HEARD, Roy Dean	Tulia, Texas
HENDERSON, John Campbell	Baxter Springs, Kansas
HOCKER, Conway Holmes, Jr.	Gila Bend, Arizona
HOLLINGSWORTH, John Allen	Coronado, California
HOOD, David Earl	Great Falls, Montana
HOOD, William Edgar, Jr.	Erick, Oklahoma
HOUGHTON, George Wenram, Jr.	El Paso, Texas
HUBBARD, Samuel John	Elizabethtown, Kentucky
HUGHES, Eugene Joseph	Norman, Oklahoma
HUNT, John Frederick	Bellingham, Washington
ILLER, Alfred Judson	La Jolla, California
JAMES, Thomas Louis	Amarillo, Texas
JOHNSTON, William Jess	Lamar, Colorado
JONES, Broadie Firmon, Jr.	La Jolla, California
JONES, Eddie Ray	Littlefield, Texas
JONES, John Culberth, Jr.	La Feria, Texas
JONES, Milton Frederic	Albuquerque, New Mexico
JONES, Wesley Gale	Fort Sam Houston, Texas
JOULLIAN, Edward Carey	Oklahoma City, Oklahoma
KAPLAN, Jerome Clyde	Houston, Texas
KINKEAD, Jimmy	Tucumcari, New Mexico

FOURTH CLASS—CONTINUED

KLOCK, Harold Francis, Jr.	Winnetka, Illinois
KOCH, Charles Edward	Santa Fe, New Mexico
LAMAR, Carlos	Tampico, Tamps., Mexico
LAWS, Ralph Thompson	Estancia, New Mexico
LAWSON, Howard Beasley, Jr.	Los Angeles, California
LeBOW, Joe Will, Jr.	McAllen, Texas
LEITER, James Carrington, Jr.	Kansas City, Missouri
LINDSEY, Robert Terry	Borger, Texas
LOVETT, Gerald Austin	Belen, New Mexico
McCAFFERY, John Lawrence, Jr.	Denver, Colorado
McHENRY, Lawrence Chester, Jr.	Oklahoma City, Oklahoma
McKINLEY, Henry B.	Abiquiu, New Mexico
McLAUGHLIN, Gerald William	Santa Fe, New Mexico
MARSHALL, William Stanley	Roswell, New Mexico
MASTERSON, George William	La Jolla, California
MAY, John Lawrence	Pecos, Texas
MINTON, William Sherman	San Angelo, Texas
MITCHELL, Donald Edward	El Paso, Texas
MONTGOMERY, William Jackson	Roswell, New Mexico
MORTENSON, Walter Ross	Bakersfield, California
MOSELEY, David Bruce	Beverly Hills, California
MULDROW, Robert, IV	Midland, Texas
MURRAY, Donald Edward	Cheyenne, Wyoming
NAHAS, Alfred Edward	Phoenix, Arizona
NALDA, Michel, Jr.	Vaughn, New Mexico
NUTTALL, Robert Ralph	Buckeye, Arizona
OLSEN, Robert Lee	Kaw City, Oklahoma
O'MALLEY, Edward Valentine	Phoenix, Arizona
PAGAN, John Shaw	Houston, Texas
PARKS, Charles Hamlin	Hollywood, California
PAULSON, Thomas Glenn	Richmond, California
PHILLIPS, Harry Hill, Jr.	Chickasha, Oklahoma
PILK, Jack Richard	Denver, Colorado
PIPKIN, Adolphus Oscar, Jr.	Albuquerque, New Mexico
PRELL, Arthur Randolph	Olney, Illinois
PRICE, Joe Dudley	Bartlesville, Oklahoma
RACEY, Edgar Francis, Jr.	San Antonio, Texas
REQUA, Arnold Gilmore	Salt Lake City, Utah
RICHARDSON, Milan Gene	Odessa, Texas
ROACH, Richard Terry	McCamey, Texas
ROBINSON, Paul Edward, Jr.	Kansas City, Missouri
ROGERS, Alfred Hal	Dolores, Colorado
ROYE, James William	Cristobal, Canal Zone
RUDOLPH, Royal William, Jr.	Tucson, Arizona
RUSHMORE, Jerry	Tulsa, Oklahoma
RYAN, John Robert	Pecos, Texas
SAUNDERS, Charles Frederick	El Paso, Texas
SAUNDERS, Edward William	Bakersfield, California
SAWYER, Douglas Stewart	Eugene, Oregon
SCHEROTTER, Howard Isadore	Santa Rita, New Mexico
SCHMIDER, Jack Joseph	Albuquerque, New Mexico
SCRIPPS, Jerry Goodwin	La Jolla California
SELBY, Quentin Grant	Palo Alto, California
SELF, Ira, Jr.	Santa Rosa, New Mexico
SEMAAN, Robert	Houston, Texas
SHIELDS, Albert Boyd, Jr.	Mescalero, New Mexico
SHULER, Ashley Cooper, Jr.	Calsbad, New Mexico

FOURTH CLASS—CONTINUED

SIMMONS, Robert Day	Oklahoma City, Oklahoma
SLAUGHTER, Tom Veal	Roswell, New Mexico
SMITH, David Bruce, Jr.	El Paso, Texas
SMITH, David Douglas	Dalhart, Texas
SMITH, Jerry Newton	Roswell, New Mexico
SNEDIGAR, James William	Safford, Arizona
SNYDER, John Kenesaw	Santa Fe, New Mexico
STAHMANN, Deane Frederick, Jr.	Las Cruces, New Mexico
STEPHENS, William Leonard, II	Stockton, California
STONE, Joe Mayes	Columbia, Missouri
STURMAN, Charles Ray	Roswell, New Mexico
STURMAN, Jackson Hewitt	Santa Fe, New Mexico
SULZBACH, William Brooks	Tulsa, Oklahoma
SUNDBERG, Richard Harwood	San Diego, California
SWOPE, Wesley Field	Santa Fe, New Mexico
THOMAS, Will Robert	Okmulgee, Oklahoma
THORNHILL, William Taber	Kellogg, Idaho
THRUSH, Bobby Ray	Altus, Oklahoma
TUCKER, Aubrey Clifford	Borger, Texas
VEERKAMP, Reinerd Willem	Maracaibo, Estado Zulia, Venezuela
WADLINGTON, Robert Prina	Albuquerque, New Mexico
WEATHERFORD, James Morris	Houston, Texas
WEINLAND, Lee Graden, II	Durango, Colorado
WEISS, Norman David	Santa Barbara, Chih., Mexico
WHITE, Polk Alfred	Oklahoma City, Oklahoma
WILEY, Milton Leo	Pagosa Springs, Colorado
WILLIAMS, Benjamin Franklin, Jr.	Douglas, Arizona
WILLIAMS, Charles Dale, Jr.	Overland Park, Kansas
WILSON, Newton Allen	Denver, Colorado
WISE, Henry Holmes	Los Angeles, California
WOLFE, George Edward	Waco, Texas
WOOD, Larry Earl	Pocatello, Idaho
YOAKUM, Mahlon	Pasadena, California
ZOFNESS, Charles Jacob	Bartlesville, Oklahoma

FIFTH CLASS
(Second Year High School)

ALLEN, Beverly Rayfield, Jr.	Lovington, New Mexico
ALLEN, Frank Campbell, III	Roswell, New Mexico
ANGLE, Thomas James	Kansas City, Kansas
ASHLEY, Bruce Hamilton	Fresnillo, Zaacs., Mexico
BALLENTYNE, Clinton Sherman	Palo Alto, California
BARBER, James Daniels	Albuquerque, New Mexico
BARKER, William Charles	Silver City, New Mexico
BERNHARD, Robert Frederick	San Francisco, California
BODIE, Donald Edward	Hobbs, New Mexico
BORENSTEIN, Allen Fred	Silver City, New Mexico
BOWERS, William Lee, Jr.	Houston, Texas
BROWN, Ronald Rulfs	San Jose, California
BURBY, William Edward, Jr.	Beverly Hills, California
CALLENDER, Leonard Dickey	Kansas City, Missouri
CAPIN, Richard Leon	Nogales, Arizona
CASE, Teddy Keyte	Safford, Arizona
CASTILLO, Lotario Leo	Belen, New Mexico
CLAFLIN, Stephen Thurston, Jr.	Benson, Arizona
COLVARD, Patrick Brent	Deming, New Mexico
COOK, Robert Frierson, Jr.	Clint, Texas

FIFTH CLASS—CONTINUED

CORDREY, Robert Louis	Cheyenne, Wyoming
COREY, William Gardner, Jr.	Altadena, California
CURRAN, Charles Thomas	Farmington, New Mexico
DARNELL, Billie Bob	Tucumcari, New Mexico
DAVIS, Richard Kenneth	Coronado, California
DOWNIE, Ronald Stuart	Altadena, California
DUGGER, Ross Windle	Sayre, Oklahoma
EATON, Marquis Donald	Monterrey, N. L. Mexico
ESBERG, Arthur Ballard	Albuquerque, New Mexico
EVANS, Reuben Wesley	Winston, New Mexico
FARRIS, Robert Gene	Edinburg, Texas
FLATEN, Ashley	Cottage Grove, Oregon
FRAME, William Calvin	Tucumcari, New Mexico
FURLOW, Leonard Thompson, Jr.	Coronado, California
GITTINGS, Paul Linwood, Jr.	Houston, Texas
GLOVER, Homer Gene	Roswell, New Mexico
GOODRUM, James Herman	Roswell, New Mexico
HALL, Jack Raymond	Austin, Texas
HAMILTON, Billy Garland	Alamogordo, New Mexico
HAMILTON, Vernon Ira	Gallup, New Mexico
HANRAHAN, Joseph Jackson	Denver, Colorado
HEISER, Paul Harold	Pecos, Texas
HILL, Franklin Judson	Berkeley, California
HORSFALL, William, II	San Francisco, California
HUDSON, Fred Donald	Anson, Texas
HUESTIS, Charles Dixon	Hayden, Arizona
HUGHES, Glenn Downing	Hobbs, New Mexico
JOHNSON, John Vernon	Carlsbad, New Mexico
JONES, John Breckenridge, II	Montezuma, Kansas
JONES, John Greenwood	Coronado, California
JONES, William Franklin, Jr.	Marshall, Texas
JOYNER, Burgess Walter	Greeley, Colorado
KAUFFMAN, Jaime Dana	Los Angeles, California
KING, Donald Keith	Albuquerque, New Mexico
McGEE, David White	Roswell, New Mexico
McGRATH, Michael Robert	Silver City, New Mexico
McNARY, Graham Reynolds	Flagstaff, Arizona
McRAE, Duncan	Tulsa, Oklahoma
MAYER, Leonard Abe	Roswell, New Mexico
MILLER, David Chew	Denver, Colorado
MOSELEY, Richard Harlen	Kansas City, Missouri
NALDA, John	East Vaughn, New Mexico
NORTON, Roy Thomas	Roswell, New Mexico
OTERO, Joseph Urbano	Los Lunas, New Mexico
PEARSON, John Cruickshank	New Plymouth, Idaho
PRICE, David Deakins, Jr.	Oklahoma City, Oklahoma
PURSEL, Dale Allen	Hollywood, California
RICHARDS, Dan Albert	Roswell, New Mexico
ROBERTS, Mark Franklin	Oklahoma City, Oklahoma
ROMINGER, Robert Craig	Palo Alto, California
SHEPARD, Dean Warren	San Marino, California
SILVER, James Martin	Albuquerque, New Mexico
SMITH, Gerald Joe	Anthony, New Mexico
SOURIS, Harold Anthony	Flagstaff, Arizona
SPENCER, Robert Daniel	Los Angeles, California
STAHMANN, William John	Las Cruces, New Mexico
STENSETH, Milton Vernon, Jr.	Englewood, Colorado

FIFTH CLASS—CONTINUED

TAGGART, Philip Winston	Tulsa, Oklahoma
TAYLOR, Everett Edwin	Roswell, New Mexico
TOWNSHEND, Alan Harrold	Cristobal, Canal Zone
Van ZANDT, Hobby	Houston, Texas
VICKERS, Robert Harvey	Fabens, Texas
WATKINS, Leigh Milton	Buckeye, Arizona
WENDT, William Wallace	Oklahoma City, Oklahoma
WILLARD, Robert Warren	Denver, Colorado
WILSON, Fred Robert	Globe, Arizona
ZUGG, Richard Paul	Great Bend, Kansas

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 have been on active duty with the armed forces that it is impossible to print correct addresses for them.

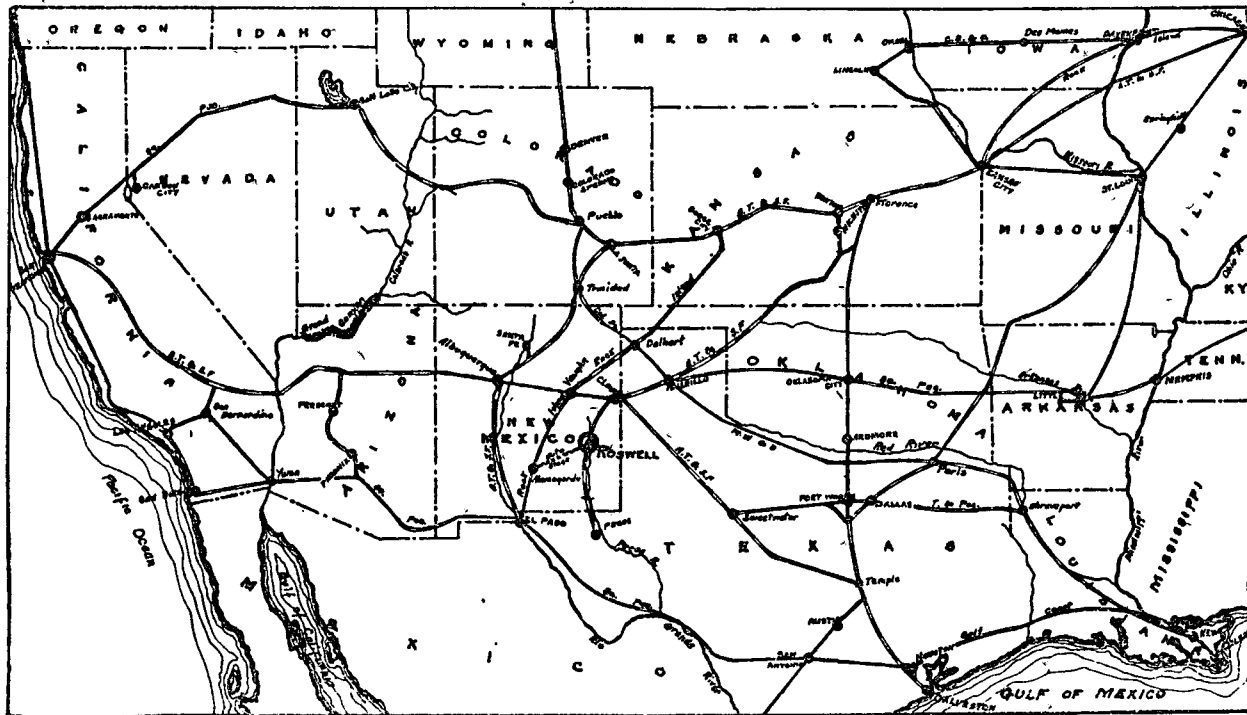
THE GRADUATING CLASS—1944

(*Asterisk indicates Service in the Armed Forces.)

*BERNICK, Frank Moritz	Iowa City, Iowa
BLACKWELL, Wallace Dee	Amarillo, Texas
*BUCK, Edward Guy	Muskogee, Oklahoma
*CARTER, Powhatan, Jr.	Roswell, New Mexico
*EWING, Tilford Anderson, Jr.	Louisville, Kentucky
*GREER, Charles Richard	Santa Fe, New Mexico
*HÜSSMANN, Harry Ludwig, III	El Paso, Texas
KELSO, Thurman Milford	Clovis, New Mexico
*KING, Frank Henry Haviland	Dallas, Texas
*McMILLIAN, Don Forrest	Houston, Texas
*POWELL, Charlie Joe	Borger, Texas
*SULLIVAN, Louis Bernard	San Jose, California
*SWANNER, Teddy Lynn	Slaton, Texas
WARD, Roy Freeman	Deceased
*WRIGHT, John Grant, Jr.	Paris, Texas

THE GRADUATING CLASS—1945

BUNTEN, John Allan	Cheyenne, Wyoming
*CAMPBELL, Eugene Whitney	Denton, Texas
*CHAPPEL, Bill Belton	Phillips, Texas
*FRIEDMAN, Bayard Harry	Fort Worth, Texas
*HARDEMAN, Robert Taylor	McAlester, Oklahoma
*HASTEY, Thomas Watson, Jr.	Austin, Texas
LOSEY, George Mark	Hagerman, New Mexico
*MALONEY, Jack, Jr.	Fort Worth, Texas
MARTIN, Charles Peck	Opelousas, Louisiana
*SCHLOFMAN, Arthur Sherman, Jr.	Dalhart, Texas
*SKILES, William Blair	Dallas, Texas
STRYKER, Edmond Milburn	Fredonia, Kansas
STUART, Donald Scott	Hot Springs, New Mexico
WRIGHT, James Clifton, Jr.	Galveston, Texas



HOW TO REACH ROSWELL

The principal railroad connections for Roswell are indicated on page twenty-six of this catalog.

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New Mexico Military Institute

Roswell ○ New Mexico
