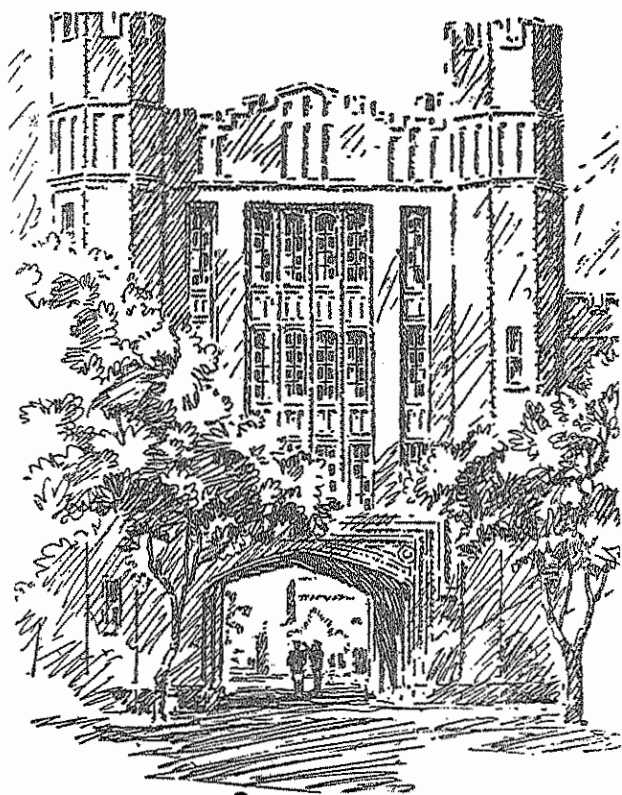
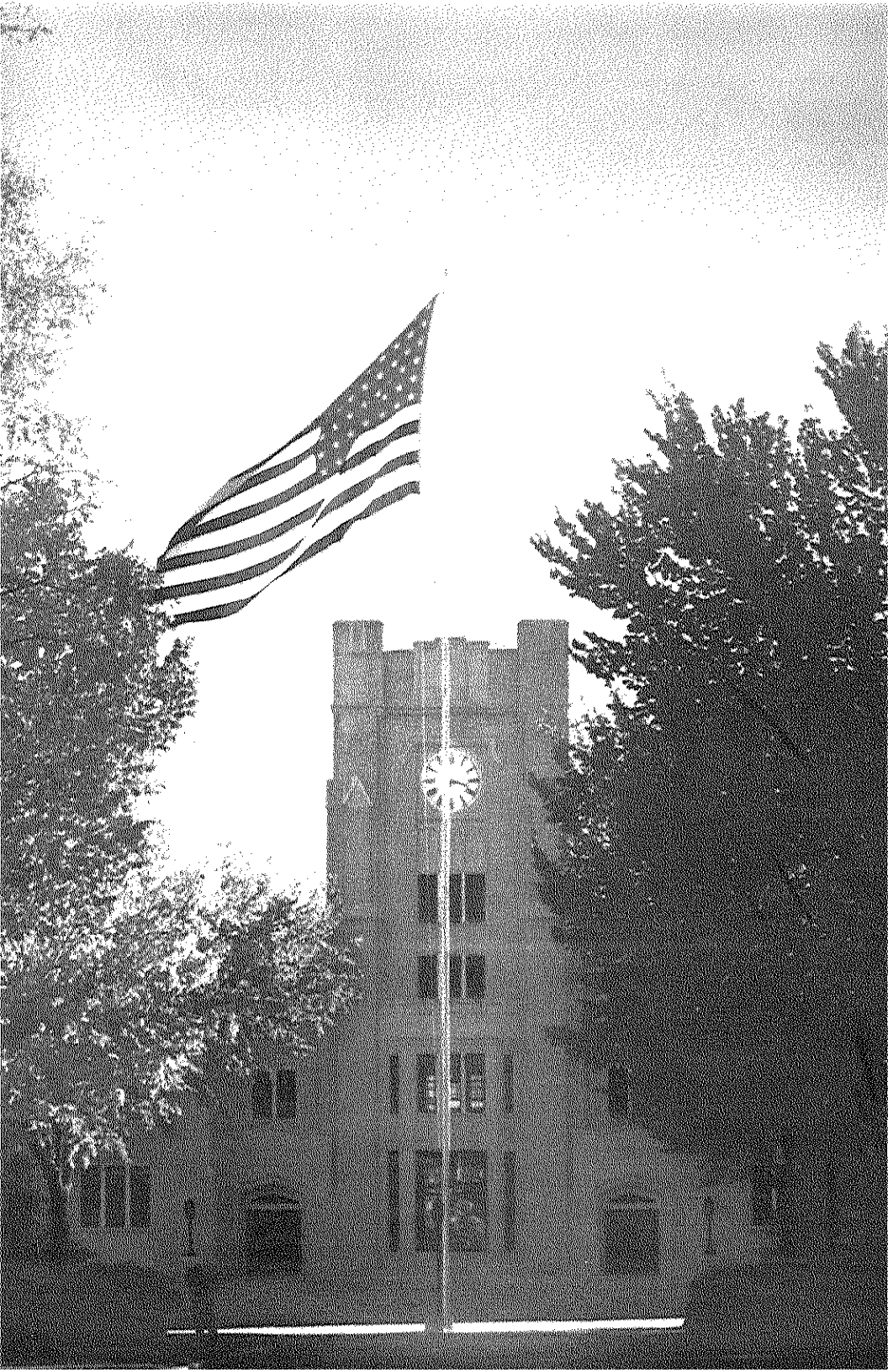


NEW MEXICO MILITARY INSTITUTE



ROSWELL, NEW MEXICO





This catalog is a record of the work of the school year 1952-53. It contains, however, announcements and academic regulations for 1953-54 and 1954-55, and will be the current catalog for those years.

Issued in June, 1953.

NEW MEXICO MILITARY INSTITUTE

Roswell, New Mexico

A DISTINGUISHED INSTITUTION

**One of Nine Military Colleges
of the United States**

ESTABLISHED 1891

**R.O.T.C. Established By
National Defense Act of 1916**

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INSTITUTE CALENDAR

Academic Year, 1952-53

September 3, 1952.....	New Cadet Registration
September 8, 1952.....	Old Cadet Registration
November 25, 1954.....	Thanksgiving
December 19, 1952.....	Christmas Furlough begins at 11:00
January 5, 1953.....	Christmas Furlough ends at 6:00
January 24, 1953.....	First Semester Ends
January 26, 1953.....	Second Semester Begins
May 30 to June 2, 1953.....	Commencement

Academic Year, 1953-54

September 2, 1953.....	New Cadet Registration
September 7, 1953.....	Old Cadet Registration
November 26, 1953.....	Thanksgiving
December 18, 1953.....	Christmas Furlough begins at 11:00
January 4, 1954.....	Christmas Furlough ends at 6:00
January 23, 1954.....	First Semester Ends
January 25, 1954.....	Second Semester Begins
May 29 to June 1, 1954.....	Commencement

Academic Year, 1954-55

September 1, 1954.....	New Cadet Registration
September 6, 1954.....	Old Cadet Registration
November 25, 1954.....	Thanksgiving
December 17, 1954.....	Christmas Furlough begins at 11:00
January 3, 1955.....	Christmas Furlough ends at 6:00
January 22, 1955.....	First Semester Ends
January 24, 1955.....	Second Semester Begins
May 28 to May 31, 1955.....	Commencement

GENERAL POLICIES AND AIMS

The Board of Regents has outlined the general nature and functions of the Institute as follows:

1. The school shall be maintained at all times as an essentially military school. This is in strict legal accord with the founding purpose of the school, with its long and meritorious history, and with its body of salutary tradition.

2. Excellent academic and military departments shall be established and coordinated to prepare young men properly for military and civilian life. Believing that sound character is a basic attribute of leadership no effort shall be spared to instill such virtues as frank truthfulness, strict reliability and rigid honesty. To promote an atmosphere conducive to such character training, an honor system growing out of the sentiments of the Corps of Cadets, and conducted by their representatives shall be inaugurated.

3. A Senior High School, a Junior College, and a Senior College shall constitute the academic framework of the institution. Degrees will be offered in Liberal Arts and Business Administration along with pre-professional courses in such areas as Medicine, Law, Engineering, etc.

4. The Superintendent shall be the chief executive officer and shall be responsible to the Board for the course and conduct of the Institute. The Commandant of Cadets shall be responsible for the discipline of the Cadet Corps. Instructors will be selected with a view to their special fitness and willingness to cooperate and assist with the activities incident to a program that is both military and academic. Cadets will of course wear regulation uniforms, live in barracks, and be subject to a carefully regulated manner of living and learning.

5. Day students will not be admitted. Nor for the immediate future will the enrollment be enlarged beyond the mark of 750 cadets.

6. All fiscal affairs shall be conducted on a strictly business basis. The school shall operate within the limits of its actual income with budgetary controls completely respected.

Military

Upon the basis of annual inspection by a board of Army officers, the Institute has since 1909 been designated by the Department of the Army as one of the "Distinguished" or "Honor" military schools, or as a "Military School Honor ROTC Unit" depending upon terminology in use at the time of the rating. This recognition makes it possible for selected graduates of New Mexico Military Institute to be nominated for appointment as candidates to the United States Military or Naval Academies.

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. This is no less true of those graduates who choose a civilian career.

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 and remains a new cadet for one full year. His opportunities for accomplishment and reward are limited only by his ability and effort.

A cadet admitted to the Institute is subject to its regulations for the full academic year. Parents thus voluntarily relinquish control and supervision of their sons for this period, and it is expected that parents will not ask special privileges, including leaves or furloughs, which are not authorized by the administration. It is clearly recognized that emergencies may arise in which the absence of a cadet from the Post is imperative, but under such circumstances the final decision rests with the authorities of the Institute.

Discipline

The discipline of military life is a valuable thing in itself. Not only does it inculcate habits of obedience, punctuality, and respect for lawful authority, but the exercises and drills 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 discipline. In matters of garrison discipline, he is assisted by the Officers of the Institute and by the Officer of the Day. All Cadet Officers serve in turn as Officer 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 and 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 formations, and by the Commandant of Cadets at weekly Regimental Inspections. 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 Friday and Sunday a rigid inspection is made by the Commandant of Cadets.

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. Briefly stated, the honor code is that a cadet shall not lie, cheat, steal, or indulge in physical hazing. Old cadets assist in the maintenance and enforcement of this code, to which every student in the school must conform.

Reserve Officers' Training Corps

The Institute maintains under Department of the Army regulations a MT (Military Training) Unit for the High School students and a MC (Military College) Senior Division of the Reserve Officers' Training Corps. To insure the highest type of military training, especially selected United States Army officers and non-commissioned officers are detailed to the Institute by the Department of the Army. The senior officer of the United States Army holds the office of Professor of Military Science and Tactics. The Department of the Army also provides the latest types of equipment for the training of all cadets in both the MT and MC Units.

The Senior ROTC course covers a period of four years and is limited to college cadets. Upon satisfactory completion of this course, college graduates are commissioned in the Regular Army or the Officers Reserve Corps dependent upon their qualifications.

Military instruction is divided into theoretical and practical courses. All cadets enrolled receive practical training. Theoretical instruction is applied practically on the drill field, the small arms ranges, the tank gunnery ranges and the training areas in the vicinity of the Institute. Young men of a practical type often find their major interest and do their best work in the military department. Military department instruction, the use of training aids and practical application are in accord with

approved methods of the Armored School at Fort Knox, Kentucky of which our Army officers are graduates. Over a period of years it has been determined that military interest acts as a stimulus to application and increased effort in the academic department, for the maintenance of academic standards is prerequisite to promotion in the Corps of Cadets.

ADVANTAGES OF N. M. M. I.

1. Small classes; individual attention; mature and experienced instructors.
2. A carefully conceived curriculum with sound subjects arranged in serviceable study programs at high school, junior college, and senior college levels.
3. An outstanding program of military instruction, leading to a reserve, or in many cases to a regular army commission.
4. An atmosphere conducive to study and accomplishment — a minimum of distracting factors.
5. Exceptional library facilities with professionally trained librarians to assist cadets with their study problems.
6. A functioning honor system that permeates the activities of cadet life and helps mould character.
7. A climate that is high, dry, and invigorating — favoring out-of-door activity the year around.
8. General education, pre-professional, and professional studies of a high order on the junior and senior college levels.
9. An enviable national reputation with full accreditation by the North Central Association of high school, junior and senior colleges.
10. Reasonable charges: Fees stated in our catalog include everything from tuition to spending money.
11. An athletic program providing supervised and compulsory physical activity for every cadet without sacrificing the stimulus afforded by inter-high school and inter-collegiate sports competition.
12. Careful attention to the spiritual life of the cadet through chapel, encouragement of church attendance, and the activity of religious clubs.



BOARD OF REGENTS

EX-OFFICIO

HIS EXCELLENCY, THE HONORABLE EDWIN L. MECHEM
Governor of New Mexico

MR. TOM WILEY
State Superintendent of Public Instruction

APPOINTED BY THE GOVERNOR

MR. C. E. HINKLE

MR. C. G. SMITH

MR. B. B. ARMSTRONG

MR. C. R. McNALLY, JR.

MR. E. W. MITCHELL

OFFICERS OF THE BOARD

MR. C. E. HINKLE, *President*

MR. B. B. ARMSTRONG, *Vice-President*

MR. C. R. McNALLY, JR., *Secy-Treas.*

Emeritus Staff

BATES, MISS MODENE D.; 1921-1924; 1926-1951
Registrar

BIRD, CAPTAIN RUSSELL G.; 1926-1928; 1929-1947
Assistant to the Adjutant

CRILE, DR. AUSTIN D.; 1911-1917; 1921-1933; 1935-1946
Chaplain

DECKER, MISS M. MARGARET; 1916-1946
Spanish

DUFFIELD, COLONEL G. BARRY; 1918-1948
Dean of the Junior College

ERWIN, LT. COLONEL GEORGE L.; 1912-1946
Adjutant

FULTON, LT. COLONEL MAURICE G.; 1922-1948
English

LUSK, COLONEL EWING L.; 1910-13; 1916-17; 1918-19; 1921-52
Superintendent

McCLURE, LT. COLONEL JOHN; 1905-1908; 1910-1948
Chemistry

PEARSON, COLONEL D. CECIL; 1905-1918; 1926-1947
Superintendent

SMITH, LT. COLONEL JOHN E.; 1930-1950
Physics

UNRUH, MISS VERA H.; 1928-1949
Resident Nurse

KNAPP, LT. COLONEL VERNON; 1929-1953
Professor of Geology and Chairman, Division of Natural Sciences

Administrative Staff

COLONEL CHARLES F. WARD
Superintendent

COLONEL JAMES R. KELLY
Dean of the College

LT. COLONEL JOHN C. KOST, JR.
Principal of the High School

Administrative Staff

(Continued)

COLONEL OVID O. WILSON, U.S.A.
Professor of Military Science and Tactics

LT. COLONEL THOMAS B. STAPP
Commandant

MAJOR VESTER MONTGOMERY
Assistant Principal

MAJOR CAMERON F. BRADLEY
Assistant Commandant

LT. COLONEL CARL J. ROHR
Adjutant

LT. COLONEL L. T. GODFREY
Director of Athletics

CAPTAIN W. MONROE HARRELSON
Head Football Coach

CAPTAIN FERRIS L. BYNUM
Boxing and High School Football Coach

CAPTAIN GEORGE H. IVIE
Assistant Football and Basketball Coach

CAPTAIN JAMES W. MARBERRY
Head Basketball Coach

LT. DONALD J. BRIGGS
High School Athletic Coach

LT. AUBREY C. PHILLIPS, JR.
High School Athletic Coach

MAJOR FREDERICK E. HUNT
Secretary, Alumni Association

LT. COLONEL JOSEPH A. POSZ
Manager, Cadet Store

MAJOR RODMAN M. COOKSON
Chaplain

MAJOR WALTER L. NANCE
Grounds and Buildings

MRS. HELEN E. COOKSON
Secretary to the Superintendent

MISS CHARLOTTE ST. JOHN
Assistant to the Registrar

Administrative Staff

(Continued)

MRS. LYDIA P. WILCOXON
Resident Nurse

MAJOR ALBERT HUDSON
Manager of Laundry and Dry Cleaning

CAPTAIN WILLIAM E. BURGESS
Commissary Officer

LT. J. R. DEVOSS
Public Relations Officer

LT. T. E. BROCK
Tactical Officer

Faculty

1952-53

CAPTAIN KENNETH K. BAILEY
B.A. Vanderbilt University, 1947; M.A. *ibid.*, 1948
Instructor in History

MAJOR HARRY D. BLAKE
B.S., New Mexico A. & M. College, 1925;
Graduate Study, Colorado A. & M. College
Associate Professor of Biology

CAPTAIN JOHN F. BOCKMAN
Ph.B., Loyola University, Chicago, 1948; M.A., University of Arizona,
1949; Graduate Student, University of Chicago, 1949-50
Assistant Professor of German; Russian

CAPTAIN JAMES W. BRANCH
B.A., University of Arkansas, 1935; Graduate Student,
University of Minnesota
Assistant Professor of English

LT. DONALD J. BRIGGS
B. A., West Texas State College, 1950
Instructor in Mathematics

LT. COLONEL ALFRED N. CARTER*
A.B., University of Texas, 1927; B.J., *ibid.*, 1927; M.A., *ibid.*, 1929
Professor of English and Chairman, Division of Humanities

CAPTAIN DAVID W. CLARY
B.S., Syracuse University, 1939; M.S., *ibid.*, 1945
Associate Professor and Chairman, Division of Business Administration

*On leave: 1953-54.

Faculty

(Continued)

CAPTAIN ROY EDWARD DENNEY

B.S., North Texas State College, 1949.
Graduate work, Oklahoma A. and M. College
Instructor in History

CAPTAIN MERTON L. DILLON

B.A., Michigan State Normal College, 1945; M.A., University of
Michigan, 1948; Ph.D., *ibid.*, 1951
Assistant Professor of History and Government

CAPTAIN WALDEMAR DOERING

B.A. Emmanuel Missionary College, Michigan, 1923; M.A., University
of Wisconsin, 1931; Graduate Student, Stanford University; University
of California at Los Angeles; Arizona State Teachers College;
National University of Mexico
Assistant Professor of Spanish

MAJOR J. BYRAN ELLIS

B.S., University of Michigan, 1921; M.S., *ibid.*, 1932;
Graduate Student, Indiana University
Professor of Physics

MAJOR W. WAYNE FOREMAN

A.B., William Jewell College, 1927; M.S., University of Chicago, 1937;
Graduate Student, University of Colorado
Associate Professor and Head of Department of Chemistry

CAPTAIN EUGENE J. FOX

B.S., Central State College, Oklahoma, 1938; M. A., University of
Oklahoma, 1944; Ph.D., National University of Mexico, 1951
Assistant Professor of Spanish

LT. COLONEL LOLA T. GODFREY

B.A., Louisiana State University, 1928; M.A., *ibid.*, 1935
Assistant Professor of Government

MAJOR PATRICK GRATTON

A.B., Western State College of Colorado, 1926; M.A., University of
Colorado, 1935; Graduate Student, University of Denver
and University of London
Associate Professor of English

CAPTAIN WILLIAM F. HARRIS

B.A., Oklahoma A. & M. College, 1949; M.S., *ibid.*, 1950;
Graduate Student Oklahoma A. & M. College
Instructor in Biology

LT. COLONEL HAROLD T. KELLY

B.S., University of North Dakota, 1934; M.A., *ibid.*, 1940
Professor of Psychology and Chairman, Division of Social Sciences

Faculty

(Continued)

COLONEL JAMES R. KELLY

A.B., University of North Dakota, 1921; M.A., University of Chicago, 1928; Graduate Student, University of North Dakota; University of Chicago; University of Colorado
Professor of History and Dean of the College

LT. COLONEL JOHN C. KOST, JR.

A.B., Knox College, 1923; M.A., University of Chicago, 1935; Graduate Student, Western Illinois State Teachers' College
Principal of the High School

DR. HARRY LEVEEN

B.S., Princeton University, 1936; M.D., New York University, 1940; M.S., University of Chicago, 1947
Assistant Professor of Biology

CAPTAIN ALFRED L. LONG

A.B., Dakota Wesleyan University, 1950; A.M., Colorado State College of Education, 1952
Instructor in Business Administration

CAPTAIN JAMES W. MARBERRY, JR.

B.Ed., Southern Illinois University, 1942; M.A., State University of Iowa, 1949; Graduate Student, University of Nebraska
Instructor in Mathematics and Physical Education

CAPTAIN FRED A. MILLER

B.A., Carrol College, 1938; M.A., University of Wisconsin, 1940
Assistant Professor of Mathematics

CAPTAIN R. RAYMOND MILLER

B.S., Austin Peay State College, 1948; M.A., George Peabody College for Teachers, 1949; Graduate Student, Vanderbilt University
Instructor in History and Sociology

LT. JOHN R. MICKLICH

A.B., Baker University, 1948; Graduate work, Washburn University
Instructor in Mathematics

MAJOR VESTER MONTCOMERY

B.S., University of Oklahoma, 1926; M.S., *ibid.*, 1929; Graduate Student, University of Southern California; University of California at Los Angeles
Associate Professor of English and American History; Assistant Principal

MAJOR PAUL MOUNT-CAMPBELL

A.B., Colorado College, 1926; M.A., University of Denver, 1941
Associate Professor of Mathematics and Physics

CAPTAIN HOWARD G. MURPHY

B.S., Syracuse University, 1930; M.S., *ibid.*, 1932
Assistant Professor of Business Administration

Faculty

(Continued)

COLONEL ELLSWORTH NEIL MURRAY

B.S., United States Naval Academy, 1932; M.A., University of California, 1952; U.S.M.C., Ret.

Instructor in Mathematics

MAJOR GRANT N. NELSON

B.S., University of North Dakota, 1925; M.S., University of Southern California, 1947; Graduate Student, State University of Iowa

Assistant Professor of Chemistry

CAPTAIN IRBY C. NICHOLS, JR.

B.A., Louisiana State University, 1947; M.A., University of North Carolina, 1949; Graduate student, University of Michigan

Instructor in History

LT. COLONEL G. SETH ORELL

B.S., University of Denver, 1940; Graduate Student, University of Denver

Instructor in Chemistry

CAPTAIN WILLIAM C. PAYNE

A.B., Trinity University, 1934; M.A., West Texas State College, 1950

Assistant Professor of Mathematics

LT. AUBREY C. PHILLIPS, JR.

B. A., Texas Technological College, 1952

Instructor in Social Sciences

CAPTAIN HUGH F. POWELL

B.S., New Mexico A. & M. College, 1940; M.A., Peabody College for Teachers, 1947; Graduate Student, University of New Mexico

Assistant Professor of Biology

CAPTAIN EDWARD M. PRAISNER

B.S., Stroudsburg State Teachers College of Pennsylvania, 1939;

M.A., University of New Mexico, 1950

Instructor in Social Science

MAJOR TEMPLE V. PRICE

B.S., Knox College, 1922; Graduate Student University of Wisconsin; University of Chicago; University College, London

Associate Professor of History

CAPTAIN VERNON W. ROBERTSON

A.B., Southwestern College, Kansas, 1930; Mus.B., *ibid*, 1932;

Mas. Mus., Syracuse University, 1941

Associate Professor and Head, Department of Music

MAJOR WILLIAM C. ROUDEBUSH

A.B., Miami University, Ohio, 1934; Ph.D., University of Cincinnati, 1939

Professor and Head, Department of Physics and Mathematics

Faculty

(Continued)

MAJOR G. MERTON SAYRE

B.A., Milton College, 1926; M.A., University of Wisconsin, 1938;
Graduate Student, Sorbonne University of Paris; McGill University
Associate Professor of French and Head of Modern Language Department

MAJOR JAMES H. SIKES

A.B., Abilene Christian College, 1922; M. S., Texas A. & M.
College, 1931; Graduate Student, University of Florida
Associate Professor and Head of Department of Biology

MAJOR DWIGHT H. H. STARR

B.A., North Texas State Teachers College, 1924; M.A., Columbia
University, 1933; Graduate Student, University of Mexico
Associate Professor of English

MRS. DOLLIS H. STEPHENS

B.A., University of Washington, 1934; B.A., in Library Science, *ibid.*, 1935
Librarian

CAPTAIN WILLIAM H. TRUMBO

A.B., Southeast Missouri State College, 1947;
A.M., Missouri University, 1950
Instructor in Economics and Philosophy

MAJOR CHARLES S. WHITNEY, JR.

A.B., University of Oklahoma, 1925; M.S., *ibid.*, 1931;
Graduate Student, University of Wyoming
Associate Professor of Mathematics

CAPTAIN RAPHAEL A. YATES

A.B., University of Denver, 1928; M.A., University of Nebraska, 1930;
Graduate Student, University of Denver
Assistant Professor of English

Military Staff

1952-53

COLONEL OVID O. WILSON

Professor of Military Science and Tactics

LT. COLONEL LUND F. HOOD

*Professor of Military Science and Tactics**

LT. COLONEL PAUL C. ROOT, JR.

Associate Professor of Military Science and Tactics

MAJOR ROBERT A. HUMPHREY

Associate Professor of Military Science and Tactics

MAJOR WILLIAM Y. CRUTCHFIELD

Associate Professor of Military Science and Tactics

MAJOR GEORGE D. STYER

Associate Professor of Military Science and Tactics

MAJOR JOHN S. DITTMER

Associate Professor of Military Science and Tactics

*Appointment Effective July 15, 1953

HISTORY

New Mexico Military Institute had its inception in the Goss Military Institute founded in Roswell in 1891. By an act of the territorial legislature, passed in 1893, the institution was re-named New Mexico Military Institute and became a territorial school under the superintendency of Colonel J. E. Edgington. For two years the school operated in downtown Roswell. Meanwhile Mr. J. J. Hagerman donated forty acres of land on the Hill for a permanent site and legislative assembly authorized both a bond issue to provide buildings and a tax levy for maintenance. Subsequently, by acts passed in 1891 and 1910, New Mexico Military Institute received grants of public land totalling 150,000 acres from which to draw revenue for permanent improvements.

Colonel J. C. Meadors served as superintendent from 1898 until 1901 when he was succeeded by Colonel James W. Willson, a graduate of Virginia Military Institute. Colonel Willson gave to the school much of its military tradition and character. He began the planning and construction of a permanent plant with buildings that were distinctive in style and functional in operation. During his long tenure the school won distinction as a "Distinguished Institution" and a Junior College and an R.O.T.C. unit were pioneered. In 1920, at the request of the War Department, the Institute changed from an infantry to a cavalry school.

Colonel J. C. Troutman, who succeeded to the superintendency upon the death of Colonel Willson in 1922, devoted his efforts with marked success mainly to increasing the enrollment and strengthening the academic offering of the school.

Colonel D. C. Pearson, successor to Colonel Troutman, brought to the task familiarity with the school's spirit and traditions, gained through more than a decade in her service. He brought, too, a practical man's vision and determination, topped off with a rigid sense of fairness and justice. He was pre-eminently the builder, adding eight buildings to an increasingly attractive post.

Colonel Pearson took great pride in the success of the alumni. Their war records were particularly impressive. Over seven hundred served in World War I. A score received citations and seventeen gave their lives. Nearly three thousand, over three-fifths of them commissioned officers, joined the colors in World War II, winning more than one thousand awards and citations. Nearly two hundred died for their country.

In 1946, just prior to Colonel Pearson's retirement, the War Department authorized an armored R.O.T.C. unit to replace that of horse cavalry.

Brigadier General Hugh M. Milton, II, became the sixth head of the Institute upon Colonel Pearson's retirement in 1947. He had served previously as President of New Mexico A. & M. College and as Chief of Staff, XIV Corps in the Pacific area. General Milton inaugurated the four

year college plan at the Institute and helped secure accreditation of the Senior College.

Upon the return of General Milton to Army service in Washington in 1951, the Board of Regents selected Colonel Ewing L. Lusk as Superintendent. Colonel Lusk, almost forty years in Institute service, brought to his new office a thorough understanding of Institute affairs, and a wealth of experience in administration. His personal warmth and understanding are reflected in the great esteem in which he is held by both Cadets and alumni.

After one constructive year, Colonel Lusk retired to devote his efforts to his ranching interests. Colonel Charles F. Ward, long in Institute service as teacher of history and high school principal, became the eighth Superintendent to assume direction of the school's affairs. Colonel Ward brings to the task an interest in and understanding of youth and a meritorious record of zealous service on behalf of the Institute. He brings, moreover, a thorough familiarity with and confidence in the school's traditions and methods that augur well for continuing progress.

BUILDINGS AND GROUNDS

The Institute, standing on a hill above the town of Roswell, is a symbol of the educational ideals it embodies. The general uniformity of architectural style among yellow brick, military-Gothic buildings, and the well-kept appearance of richly landscaped grounds suggest a long-established military post. At the same time the modern classroom buildings with their up-to-date scientific laboratories, their auditoriums and recitation rooms recall the academic nature of the post. Within the large unit different functional areas (the barracks area, the academic area, the sports area) appropriately separate without disuniting the different phases of life at the Institute, while the central, five-storied Library Tower and the post flag flying in front of it bespeak the purpose of the school.

The physical facilities have been expanded and modernized to suit the educational needs of the school. Except for the war years, there has been since 1909 an almost continuous building program; today, the total value of buildings and equipment exceeds five million dollars.

Living Facilities

The corps of cadets is required to live in Hagerman Barracks. These barracks, adapted from the traditional style of army barracks, provide quarters for the student in an atmosphere of disciplined simplicity, efficiency and cooperation. Each well-lighted, well-ventilated room houses two cadets. The rooms are essentially furnished. Information concerning the articles to be brought from home will be found on page 29.

Meals are served to the corps of cadets and to certain members of the faculty and administrative staff in The Mess Hall. The Mess Hall is a large, attractive dining room with a seating capacity of more than

seven hundred. The wholesome food served in The Mess Hall is prepared in a modern kitchen under strict dietary supervision and absolutely sanitary conditions.

Non-sectarian chapel services, compulsory for those cadets who do not attend other religious services, are held in Pearson Auditorium each Sunday. Cadets who desire to do so may attend churches in Roswell rather than the chapel.

The Institute Hospital is set apart from the other buildings on the post. This hospital, containing eight single rooms and two large wards with sun porches attached, is adequate to care for cadets in all ordinary cases of sickness. If it is necessary, however, a cadet is removed to St. Mary's Hospital in Roswell. In the Institute Hospital the school physician gives daily attention to the health of the cadets. He is assisted by three graduate nurses who reside in the hospital and devote their entire time to those placed under their care. Physical examinations of army thoroughness are given each new cadet upon entrance to the Institute.

The administrative offices of the Institute occupy half the new Headquarters-Library building. The central location of this building makes it convenient not only to cadets but to visiting patrons and alumni as well.

Academic Facilities

Two academic buildings, Lea Hall and Willson Hall, alike in size and architecture, provide classrooms and laboratories for both the high school and the college. And the Institute makes full use of the modern improvements in educational equipment; facilities for the use of visual aids to education, for example, are easily available in both buildings; phonetic laboratories, equipped with recording machines, assist the students of language; remedial reading classes, held in comfortable and informal rooms, help those cadets who need such a course. All of the class-rooms are attractively decorated, and the laboratories are up-to-date and well equipped.

Library

The library occupies the west wing of the Headquarters-Library building. The book stock is approximately 31,000 volumes and the collection is being increased at the rate of 2,000 volumes yearly.

On the first floor is the Circulation Desk, the Periodical Room and the Reference Room with up-to-date reference tools, bound periodicals and study tables. The Periodical room contains current issues of about 250 periodicals, including technical and professional journals, magazines of general interest, and daily newspapers from all sections of the country. The book stacks are open to all cadets, and instruction is given in use of the library by means of lectures and personal guidance.

Additional facilities are a music room with a collection of fine recordings of classical music and drama, and a Forum room with stage for use of cadet club meetings.

Military Facilities

The Department of the Army provides armored vehicles, including tanks, and furnishes the necessary rifles and other arms and equipment for carrying on military training. In addition to a Motor Pool and all necessary installations, the Institute maintains an excellent pistol target range; one of the finest indoor gallery rifle ranges; an armory; and an outdoor rifle range. Adjacent to the central area of the Post lies the J. P. White Parade Grounds, a tract of one hundred twenty-three acres. North of the central area lies a tract of fifteen hundred acres, used for Armored Cavalry maneuvers.

Recreational and Athletic Facilities

Five buildings on the post serve the recreational needs of cadets.

The rich resources of the Institute Library are available to the cadets for recreational purposes.

Pearson Auditorium, with a seating capacity of fifteen hundred, a completely equipped stage and a three-manual pipe organ, serves not only the Institute but the entire community as a place for special assemblies, concerts, lectures, and dramatic presentations. Movies are shown in the auditorium twice a week for the cadets. Several special Lyceum programs are presented each year to the Corps.

The J. Ross Thomas Memorial is devoted to serve the social needs of the cadets: it contains a spacious lounge, a refreshment room, the Institute post office, the barber shop, and the cadet store.

For cadets interested in sports the Institute has several athletic fields, a polo field and stables, a natatorium and a gymnasium. Luna Memorial Natatorium houses a swimming pool, forty feet wide and eighty feet long, graduated in depth from four to eight feet. The water and the building are heated through the winter months. Cahoon Armory and Gymnasium is one of the largest gymnasiums in the state: the principal room is one hundred feet wide and has space enough for three basketball courts. The gymnasium is completely equipped for indoor athletic classes, boxing, wrestling, and tumbling. It contains, too, quarters for visiting athletic teams, dressing and shower rooms for both visiting teams and the Institute athletic teams. The basement of the gymnasium is given over to the armory and the indoor rifle gallery. And the principal room of the gymnasium is frequently the scene of large cadet dances.

LOCATION AND CLIMATE

Roswell, a modern, attractive city of 30,000, lies in the broad upland valley of the Pecos River. The almost ideal climatic conditions in Roswell have led not only to the establishment of Walker Air Force Base but have attracted, too, people from all parts of the United States; the population is cosmopolitan, cultured, and industrious. 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 city maintains excellent schools, and supports a Carnegie Library and a distinguished museum.

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, 3,614 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 weather.

GENERAL REQUIREMENTS FOR ADMISSION TO NEW MEXICO MILITARY INSTITUTE

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

An applicant for admission must be free of contagious or infectious diseases, and free of physical defects or handicaps. He must be fourteen years of age or older, and not under five feet in height. Before he is finally admitted to the corps of cadets, the applicant must pass a physical examination supervised by the post physician.

Corrective medical or surgical treatment, including dental work or the fitting of glasses, should be completed before entrance. Inoculation for typhoid and paratyphoid fevers is required every three years; the new cadet may submit a certificate of such inoculation within the term limit, or he must be inoculated after arrival.

Academic

An applicant for admission to the high school division must be prepared for the tenth, eleventh or twelfth grade. Detailed information concerning the qualifications for entrance to the high school division will be found on page 76, while those for the college are listed on page 31.

Each applicant must submit a formal application for admission; a blank for this purpose will be sent upon request. Approval of the application is contingent upon sound physical health (see above), and upon the following additional factors:

1. Evidence of sound mind and good moral character. The Institute reserves the right to refuse entrance to anyone.
2. Three character references are required as part of the formal application; these references may in some cases follow the submission of the application blank.
3. A complete academic record, submitted upon an Institute Certificate of Recommendation blank. Information requested includes a

principal's endorsement, and data concerning the applicant's character and habits of study. Entrance to the high school department may begin with the tenth grade; college students do not have to begin their work at the Institute, for transfer students are welcomed.

POST REGULATIONS

Uniform

All cadets are required to wear the uniform at all times.

Living

Cadets live at the school, and will be under the authority of Institute officers. They will be required to conform to regulations published annually by the Commandant for the government of the cadet corps.

An integral part of the military system is the imposition of certain extra duties and requirements. During the first year new cadets follow a code of behavior and special duties designed to inculcate early respect for the upper classmen who are their military superiors. These special activities are not intended to usurp the prerogatives of a private individual. They are carefully supervised by responsible officers and are to be distinguished from irresponsible hazing, which is strictly forbidden by regulations.

Special Regulations

The Institute reserves the right to dismiss any cadet who does not fit properly into the life of the corps even though there are no specific charges.

Students who shall be found under the influence of alcoholic beverages, or bring or cause to be brought within the cadet limits, or have same in their quarters or otherwise in possession, shall, upon the recommendation of the Commandant, be expelled.

A demerit system is in force covering carelessness in conduct and transgression of the rules. Manifest indifference on the part of a student in adjusting himself to the routine and regulations will be considered grounds for dismissal.

Only a cadet in the Upper Division of College (Juniors and Seniors) may operate or control an automobile in the vicinity of Roswell. Students of the Upper Division may keep cars upon the campus subject to Institute regulations. This permission may be revoked for the cadet's failure to observe safe driving rules, for violation of regulations, or for permitting other cadets to use his car.

Penalties are assigned in one of the following four categories:

1. Deprivation of recreation and privileges.
2. Extra duty.

3. Confinement to the limits of the post; reduction of officers and non-commissioned officers to the ranks.
4. Suspension, dismissal, or expulsion.

Leaves

No cadet is permitted to be absent, except for the following reasons:

1. Death, serious illness, or marriage in his immediate family.
2. When engaged upon some recognized and authorized Institute activity such as trips with athletic teams, etc.

Cadets are required to be present at the first roll call after each vacation. In the event of unexcused absence, they will be considered as absent without leave and penalized accordingly.

Regular leave to visit in Roswell is afforded on Saturday and Sunday afternoons. Night permits to visit in Roswell are based on cadet rank within the high school and junior college divisions. Senior college division students, after one semester in attendance, may visit Roswell at any time after 9:00 A.M., until 11:00 P.M., but must not miss any duty, or be absent from any formation. If they remain in town after Call-to-Quarters check at night they must check in upon their return.

Furloughs

Regular furloughs will be as follows:

1. **FALL FURLOUGH:** During the month of November (not to include Thanksgiving) Honor Society students in the high school and junior college divisions and all first classmen who are academically *sound*, may apply for a furlough—ie: two school days and a week-end.
2. **CHRISTMAS FURLOUGH:** Entire Corps; see Calendar.

A cadet who remains at school during vacation periods will be under special regulations.

EDUCATIONAL AIMS

Six objectives, based on the twin responsibilities of a citizen's personal and civic development, underlie the plan of education offered by the New Mexico Military Institute. These are:

1. To offer a three-fold academic program consisting of general, pre-professional, and specialized education. This objective is elaborated upon in connection with the academic programs of the College and High School Divisions.
2. To promote sound health and mental alertness in each student by means incidental to military training and by means of a directed athletic program planned to reach the needs of each student.
3. To develop individual dignity and, at the same time, a sense of social responsibility in each student, through classroom activities, and

the maintenance of high standards of taste, appreciation, and performance. Also through the experience of living in barracks, he learns to tolerate and respect the frailties and virtues of his fellows.

The ideals for life in barracks flow from the chapel, the classroom, the military field, the athletic field, the library, the lyceum, etc. Among these ideals, those consonant with worthy character are maintained by a promotional system based on a recognition of personal integrity, honesty, intelligence, tolerance, ability, cooperation within the group. No purely arbitrary or questionable standards of value, such as popularity, athletic prowess, or financial background, shall be employed as criteria in the promotional system. And privilege, too, is granted on the same basis.

The disciplinary code that stabilizes life in barracks ingrains habits of promptness, courtesy, neatness, responsibility; and it demonstrates the reasonableness of discipline as a regulating force that contributes to human efficiency and facilitates group life on satisfactory mutual terms.

The danger of any rigid disciplinary code lies in its tendency to destroy initiative and mold all students to one pattern. The school controverts this danger by progressively relaxing disciplinary measures at the college level as maturity and self-control increase and as the military way of life warrants.

4. To train students in the theory and practice of military science so that they will be capable citizen soldiers and leaders for national defense.

In addition to affording students considerable experience in the human problems, first, of taking orders and, then, of giving orders, the school does not lose sight of the fact that modern army officers must have a wide academic, moral, and social background that will make them capable leaders under any circumstances.

5. To encourage all students to a worthy use of leisure time by maintaining carefully scheduled and supervised extra-curricular activities that meet and enrich the various interests of students.

6. To promote further the building of character by recognizing the part that religion plays in its formation and by providing opportunities for spiritual development.

In working toward this objective the school realizes constantly that a wide variety of extra-curricular activities helps to promote tolerance and sympathy in a group, and to develop interests, skills, and initiative in the individual.

EXPENSES

All remittances should be made payable to New Mexico Military Institute.

Application: \$100.00. Formal application must be accompanied by a deposit of \$100.00 which, upon acceptance, will be credited to the tuition account. Failure to accept place reserved will mean forfeiture of deposit.

Tuition: \$950.00. Instruction, board, lodging and personal laundry are included for the academic year at \$950.00. For in-state residents the tuition fee is \$750.00 for the academic year. Each enrollment is based upon a full year's attendance of nine months, and refunds of tuition, where honored, are based upon merits of each withdrawal or dismissal.

Fixed Fees: \$41.00. These fees are distributed as follows: Athletic fee, \$15.00; Library fee, \$10.00; Lyceum (including Community Concert Association) and Entertainment fee, \$16.00. All fees are assessed at time of registration and are not subject to refund.

Payments: Tuition and Fees are due and payable September 1 for the entire year, although arrangements will permit paying 60% of tuition on September 1 and the remainder on January 1.

Personal Account: It is estimated that each cadet's personal expenses will come within the range of \$450.00 to \$500.00 for the academic year. This includes items of clothing, textbooks, weekly allowance, and incidental expense in ordinary amounts. These expenses are cleared through a personal account, statements of which are issued monthly. An adequate credit balance should be maintained at all times to meet current expense, which may fluctuate from year to year.

Following is a partial list of charges that are cleared through the personal account. These charges are subject to change.

Dress Uniform

Tailored Dress Blouse	\$47.50
Two pairs of dress slacks at \$21.00	42.00
Service Cap	7.00
One pair dress oxfords	\$12.50 to 18.95
Gloves	pair 3.00

Regulation Uniform

Eight regulation cotton khaki shirts at \$5.50 ea. (average)	\$44.00
Four pair khaki slacks at \$5.40 each	21.60
One pair paratroop boots	14.00
One web belt50
Garrison cap	1.35

Other Equipment and Supplies

Regulation trench coat	\$22.50
Two black ties at \$1.00 each	2.00
Athletic shoes	7.00
Two laundry bags at \$1.50 each	3.00
One scarf—winter	1.50
Books and school supplies	\$20.00 to 30.00
Four yellow scarves at \$1.00 each	4.00

Fees are charged also for certain courses requiring laboratory sup-

plies and special equipment. The charge for these courses is to be found following the description of the course.

The graduation fees are as follows: High School Division, \$2.00; Junior College, \$5.00; Senior College, \$10.00.

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

Spending Money

Since all necessary supplies are furnished the cadets from the military store, or local merchants and professional men, and charged on the personal account, large amounts of spending money are unnecessary and are not recommended. It is urgently requested that parents or guardians authorize the Adjutant to issue spending money on a weekly basis, in accordance with the following schedule:

New Cadets in the High School Division, \$2.00; new cadets in the college, \$3.00; old cadets in the senior year of high school, \$3.00; old cadets in the first year of college, \$4.00; and in the second year of college, \$5.00. Upper division students may draw the maximum allowance, or provide their own spending money.

Transcripts

Official transcripts of academic records will not be issued until the tuition account has been paid and the personal account shows a credit balance. Transcript fee: Each student is entitled to two transcripts without cost. For each additional transcript or statement of credits, a fee of \$1.00 in advance is charged.

What To Bring From Home

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

The articles in the following list should be brought from home, but may be bought in Roswell: 1 pair heavy blankets, 2 comforters or extra blankets, 3 or 4 white cotton shirts, handkerchiefs, underclothing, cotton socks (preferably black), pajamas, bathrobe, bedroom slippers, brush and comb, tooth brush, clothes brush, nail brush, small bedside rug (approximate size, 35 inches by 72 inches).

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

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.

Firearms may be brought to the Institute only under the following conditions: that upon entrance to the school the cadet notify the Commandant that he has such a weapon; that he surrender possession of it immediately to the officer in charge of the Armory; and that he agree never to abuse the express regulations laid down in the Bluebook for the use of such arms. Any other instrument or thing classifiable as a weapon is not to be brought to the Post under any circumstances.

Summary of Charges

	New Mexico Cadets	Out-of-State Cadets
Deposit with application	\$100.00	\$100.00
Tuition	750.00	950.00
Less Deposit with application	100.00	100.00
Fixed Fees	41.00	41.00
Linen Service (includes bed linen, bath, face towels)	34.00	34.00
Deposit for Personal Account	450.00	450.00
	<hr/>	<hr/>
Probable expense for academic year	\$1,275.00	\$1,475.00
<i>IF PAYMENTS ARE DESIRED</i>		
Deposit with application	\$100.00	\$100.00
Tuition, September 1	570.00	570.00
Less Deposit with application	100.00	100.00
Fixed Fees	41.00	41.00
Linen Service (same as above)	34.00	34.00
For credit in personal account	300.00	300.00
	<hr/>	<hr/>
	\$945.00	\$945.00
Balance on Tuition, January 1	180.00	380.00
Probable balance for Personal Account	150.00	150.00
	<hr/>	<hr/>
Total	\$1,275.00	\$1,475.00

ACADEMIC ORGANIZATION

The Institute is organized into a senior college division which grants the baccalaureate degrees in various fields, and a high school division comprising the tenth, eleventh and twelfth grades. The two divisions are under separate faculties, each chosen for its own special competence, but the program of studies is so integrated that a student may transfer from the high school to the college without loss of either time or credit. A high school senior may, for instance, become a college freshman at mid-year; or a senior with fifteen credits may be given permission to take several college courses. To secure an Institute degree or high school diploma, residence requirements must be observed.

COLLEGE DIVISION

The College Division helps achieve the general objectives of the institution by offering a program of general, pre-professional, and specialized education.

A main objective is to provide the student with an opportunity to secure a general education — the kind of education suitable for every one regardless of occupation or profession. Such education should serve to orient young men in a complex world; should facilitate their coopera-

tion for the public welfare by equipping them with a common body of knowledge and attitudes; and should advance their individual development and their collective capacity and responsibility for democratic living.

The work of the college serves also as a cultural foundation for professional fields. Without losing sight of the general education objective, the work of the Upper Division, particularly, anticipates with its opportunity for selection, the professional requirements of law, medicine, engineering and agriculture.

Finally, the work of the college seeks to equip students who so elect with limited specialized training at the undergraduate level in the fields of public affairs, foreign service, business administration, and military leadership. Here, too, the need for extending one's general education to ever wider reaches is seen as important. For it is realized that the student will be a citizen and individual as well as a job-holder.

Academic Regulations of the College

Admission

Any graduate of an accredited high school may be accepted for admission into the College Division of New Mexico Military Institute. An accredited high school is one whose diploma is honored for unrestricted admission by the university of the state in which the high school is located.

Students with fifteen units of high school credit may request admission to the College Division, but will be required to make up the one unit deficiency in the Institute High School Division, or by equivalent work without credit in the college.

Testing

A preliminary testing program is administered to all College freshmen. The testing program explores general mental aptitude, vocational interests, reading skills, and mathematical achievement. Students deficient in silent reading skills are advised to take individual remedial reading instruction. The mathematical achievement results are utilized to channel students into courses appropriate to their levels of advancement. The vocational interests findings are made available to the student through his faculty counselor. The general mental aptitude test is used in combination with other tests and past grades to adjust the student's load to his indicated capacity.

Classification

College seniors (First Classmen) must have earned a minimum of 96 semester hours credit. College juniors (Second Classmen) must ordinarily have earned a minimum of 60 semester hours credit. However, a cadet may be classified provisionally as a Second Classman, or Upper Division student, if at least half of his current scholastic load is

above the 64 semester hour requirement for graduation from the Junior College. Provisional Second Classmen who are failing at mid-term will be lowered to Third Class. In no case, however, shall a student be classified as Upper Division until he has spent two full academic years in collegiate residence at the Institute or elsewhere. To be classified as a Third Classman a cadet must have 30 semester hours of acceptable credit. Cadets having earned fewer than 30 semester hours of credit are designated as Fourth Classmen. In computing semester hours of credit no distinction will be made between military science credits and other earned credits.

Required Courses

All Fourth Classmen are ordinarily required to complete two-semester comprehensive courses in English 111-112; History 101-102; and Physical Science 101-102. An additional requirement, Biology 101-102, must ordinarily be satisfied, during the Third Class year. Cadets will pursue, additionally, regular courses in military science each year until they have completed Military Science IV or until they have been excused or dropped from the rolls. A student may substitute for the Physical Science 101-102 two courses selected from the physical sciences (chemistry, physics, geology), or one from physical sciences, plus one semester of mathematics. In a case where a student is taking a pre-professional course, such as pre-engineering, certain specific course requirements may be relaxed in order to anticipate professional school requirements. For example a student who wishes to pursue mechanical engineering may find it essential to substitute work in mathematics or the physical sciences for the requirement in Biology 101-102. Such relaxation of requirements will, however, be the exception, not the rule.

Requirements for the Junior College Diploma

To earn the Junior College diploma, a student must satisfy the following requirements:

1. Spend the Third Class year in residence and earn during that year a minimum of twenty-four (24) semester hours of credit.
2. Satisfy the course requirements: (a) English 111-112; (b) History 101-102; (c) Physical Science 101-102 (or alternative); (d) Biology 101-102; (e) A minimum of four semester-courses from each of the Divisions (Humanities; Mathematics and Natural Science; the Social Sciences).
3. Attain a grade point average of 1.5 for two years of college work. Doubtful cases under this requirement will be studied individually and passed upon by the Faculty Senate.
4. Earn a minimum of sixty-four (64) semester hours of credit.
5. Two years of Military Science are required.

Requirements for Degrees

Two degrees, the Bachelor of Arts (B.A.), and the Bachelor of Science (B.S.) are offered.

Bachelor of Arts

The following requirements must be met by all candidates for the Bachelor of Arts degree:

1. The First Class year must be spent in residence. This rule has been waived in few cases, and only when the student has completed at least three years' college residence at the Institute, and has shown the completion of his degree requirements elsewhere while attaining a professional degree. Only under exceptional circumstances, and with the concurrence of the Dean and the Faculty Senate can such a waiver be claimed by the student.

2. A minimum of forty (40) semester hours credit must be earned in advanced courses. A course to qualify as advanced must bear a 300 or 400 number or it must require for admission to it one full year of preliminary college preparation. Advanced courses are designated in the Catalog with an asterisk.

3. A minimum of thirty (30) semester hours of Upper Division credit must be earned at the Institute.

4. Four years of Military Science are required.

5. A minimum total of 128 semester hours of credit.

6. A grade point average of 2.00 for the work of the First and Second Class years. The Faculty Senate will examine and pass upon all doubtful cases under this provision.

7. Have satisfied the specific course requirements for the Lower Division. This entails earning credit in the required comprehensives and in four semester courses in each of the three curriculum sequences.

8. Two years of English.

9. Have satisfied the foreign language requirement of two years collegiate study in one language. This requirement may ordinarily be satisfied by pursuing for one year in college an intermediate course in a language in which the student has already earned two units of credit in high school. Or a student may demonstrate proficiency by a satisfactory performance on an achievement test administered by the Language Department. Nothing in this requirement will preclude a student from receiving credit for one successful collegiate year of foreign language study.

10. Have fulfilled the requirements relative to a field of concentration.

Bachelor of Science

The requirements for the Bachelor of Science degree are identical

with those for the Bachelor of Arts degree with the exception that no Foreign Language requirement is stipulated.

Field of Concentration

During the second semester of the Third Class year or earlier, every student will decide upon a field of concentration. The following regulations govern the field of concentration requirement:

1. The Field of Concentration consists of from 44 to 56 hours credit in courses numbered 200 or above.
2. At least 28 hours selected from one of the divisional sequences.
3. At least 16 hours of related courses selected from another division or divisions with a minimum of 8 hours in each division if two are chosen.
4. The entire program must bear the approval of the Dean.
5. A student's program is not to be thought of as a rigid one but should be patterned to fit individual needs and interests.

Grades

Grades are issued at mid-term (9 weeks) and at the close of each semester. The grading symbols employed are A (Excellent); B (Good); C (Fair); D (Poor, but passing); U (Condition, which may be raised to a D); X (Incomplete, which ordinarily must be made up during the ensuing nine weeks or it becomes an F); F (Failure); W (Withdrawn, during the first three weeks or while passing); WF (Withdrawn, while failing). If a student repeats a course to raise an unsatisfactory grade, he shall be given full advantage of the grade and the grade points earned in the second effort to the exclusion of the first.

Grade Points

A grade of "A" merits four grade points; "B" three; "C" two; "D" one. In grades of "F" and "WF", the semester hours undertaken are charged to the student but with no grade points earned. A grade of "W" carries no penalty in semester hours or grade points. The Military Science grade is not considered in computing the grade point average for the semester but does enter proportionately into the standing for the year.

Probation, Suspension, and Dismissal

1. A Third or Fourth Classman must pass nine hours of work per semester, or be placed on academic probation.
2. A First or Second Classman must earn an average of 2.00 grade points in nine hours of work, or be placed on probation.
3. If a cadet is on probation for two successive semesters, he is liable to suspension.

4. A cadet who fails all courses in one semester is suspended.
5. Upon suspension, a cadet may apply for readmission to the Institute after the lapse of one academic semester.
6. Two suspensions are considered cause for dismissal.
7. Following readmission from suspension, a cadet is on probation and must redeem himself from this status in one semester, or be subject to dismissal.

Dean's List

At the close of each nine-week grading period, a Dean's list is published containing the names of all students who have achieved a grade point average of 3.00 or above. The grade point average will be computed on a minimum of fifteen semester hours of college work. Grades in military science are considered only in the second semester's standing. These students will receive the special furlough and/or permit privileges extended them by the office of the Commandant of Cadets.

Armed Forces Credit

The credits earned by a student as a member of the Armed Forces are determined by a committee consisting of the Dean of the College, the Registrar, and the Professor of Military Science and Tactics.

Valedictorian and Salutatorian

In selecting a Valedictorian and a Salutatorian for the First Class, the following rules are adhered to:

1. Candidate must have been in attendance for the last two years of college work.
2. Candidate must carry in each semester of the final two academic years at least twelve semester hours.
3. Candidate must be present for Commencement.
4. Candidate shall be chosen on the basis of grade points earned during the last two years of college.



THE DIVISION OF HUMANITIES

Lt. Colonel A. N. Carter, Chairman; Major G. M. Sayre; Major P. H. Gratton; Captain F. T. Rice; Captain R. A. Yates; Captain J. F. Bockman; Captain E. J. Fox; Captain V. W. Robertson.

AIMS OF THE DIVISION OF HUMANITIES

The Division of Humanities has the responsibility of fostering interest in certain languages of the world, and the development of proficiency in their expression.

Courses within the division are planned to develop competence in both writing and speaking; in all language courses, the essentials of grammar and rhetoric, and the development of vocabulary, are stressed as fundamental.

Development of interest in literature as the cultural expression of man's being, the most precious heritage of Western civilization, is offered for students who have completed the basic language courses. For students intent on specializing in languages, advanced courses are given which require considerable reading, further development of resources of expression, and knowledge of some important critical criteria.

The division aims to orient its students in their own and related languages and literature. It tries to encourage the use of language as a requisite for modern, practical life. Its immediate purpose is to develop communication to a practical adult level: its secondary purpose, and one of incalculable value, is to demonstrate the heritage of Western World culture in examples of classic worth.

THE ENGLISH DEPARTMENT

Aims

The chief aim of the English department is to assist in the achievement of the policies of New Mexico Military Institute in educating young men to take their proper place in the world. Steps toward mastery of his own tongue and its use in written and oral discourse, whether social or commercial, are the very ground-work of English endeavor. One of the chief aims of the Department, then, is to develop in every student his oral and compositional resources so that he may express himself before his contemporaries without hesitance, embarrassment, or lack of vocabulary.

In the Lower Division, the course in freshman English, ordinarily devoted to grammar and rhetoric alone, includes practice in speaking. Courses offered in the sophomore year give the student further practice in written and in oral discourse, and advances are made in the development of literary appreciation. In the literary courses attention is given not only to types of literature and the explication of typical examples, but lectures and discussions frequently demonstrate ethical or moral principles.

Courses in the Upper Division are designed to develop the student's interest in varieties of expression and form, as well as encourage closer examination of different periods and their social significance.

COURSES IN ENGLISH

Communication

98-99—*Remedial English*. Sem. I-II. No Cr.

Students whose use of English is below college standards must supplement English 111-112 by two special conference hours a week. This sub-freshman work carries no credit.

111-112—*Freshman Communication*. Sem I-II. Cr. 3-3.

Practice in intelligent writing, reading, and speaking; the encouragement of growth of vocabulary; critical reading and discussion of several substantial books are required. In addition, the student is taught how to outline and make notes, how to improve his study habits, how to gather and use Library materials, and how to make reports.

English 201—*Advanced Composition*. Sem. I. Cr. 3.

A course for the student who wishes to go beyond fundamentals of the freshman course into more exact expression. Rhetorical resources are more fully examined and applied.

*214—*Technical Writing*. Sem. II. Cr. 3.

Training in the writing of terse, vigorous reports, analyses, abstracts, and articles on specialized subjects. A course designed especially for students in science or business administration. The course involves frequent use of the Library, and attention is given to proper bibliographical procedure. Prerequisite: English 111-112.

*223—*Public Speaking*. Sem. I or II. Cr. 3.

A study of the general principles of public speaking and of various types of public address. Emphasis is placed on clear, competent expression. Prerequisite: English 111-112.

*224—*Oral Interpretation of Literature*. Sem. II. Cr. 3.

Students read, individually and in groups, examples drawn from the best literature. Development of critical judgment and appreciation expected. Both oral and written reports are required. Prerequisite: English 111-112.

*226—*Great American Speeches and Orations*. Sem. II. Cr. 3.

This course studies selected great American speeches. Emphasis is on close analysis of speeches; each student, however, will have opportunities to speak before the class. Prerequisites: English 111 and 112. Offered in alternate years, beginning in 1953-54.

*302—*Creative Writing*. Sem. II Cr. 3.

An Upper Division course providing an outlet for creative talent

or for disciplined self-expression. Individual projects, undertaken with the consent of the instructor, include both prose and poetry.

Literature

*212—*Shakespeare*. Sem. II Cr. 3.

Six or more plays are read, representing comedies, histories, and tragedies. The plays are supplemented by studies in the Age of Elizabeth. Prerequisite: English 111-112.

*221-222—*English Literature*. Sem. I-II. Cr. 3-3.

A survey of English literature from Anglo-Saxon times to the present. The course emphasizes types of literature as well as periods of historical development. The first semester's work covers material from Beowulf to the pre-Romantics; the second semester, from the Romantics to the present day. Prerequisite: English 111-112.

*227-228—*Western World Literature*. Sem. I-II. Cr. 3-3.

An introduction to some of the great writings of the Western World, beginning with Homer's Iliad and Odyssey and continuing to modern times. Classroom activities are supplemented by individual studies. Prerequisite: English 111-112.

*323—*Romantic and Victorian Poetry*. Sem. I. Cr. 3.

Reading and discussion of the shorter works of poets from Wordsworth to Tennyson and Browning, with a critical paper required. Prerequisite: English 221-222 and permission of the instructor.

*325-326—*American Literature*. Sem. I-II. Cr. 3-3.

A survey of American writing from the Colonial period to the present, with emphasis upon the chief figures. Considerable use of the Library is required. The first semester covers the American scene from Colonial times to Walt Whitman; the second semester brings the student down to the present. Prerequisite: English 111-112 and Upper Division standing.

*423—*Contemporary Writers*. Sem. I. Cr. 3.

A study of selections of twentieth-century British and American writers, beginning with the Imagist movement. Poetry, drama, fiction, the essay, and *belles lettres* are studied. A substantial term paper is required, based on individual study. Prerequisite: English 221-222 or English 227-228.

*434—*The Novel in the Eighteenth and Nineteenth Centuries*. Sem. II. Cr. 3.

Reading and analysis of important English novels of the times, beginning with Richardson's Pamela and continuing to Dickens. Prerequisite: English 221-222 or English 227-228.

Drama

*212—*Shakespeare*. See above, under Literature.

*331—*A Survey of Early Drama*. Sem. I. Cr. 3.

A history of the drama from its origin through the 18th Century,

with readings in the landmarks of the theater. Collateral readings in the periods discussed is required.

*332—*Modern European Drama*. Sem. II. Cr. 3.

Modern European and American Drama, from Ibsen to the present day, and including Chekhov, Shaw, Anderson, O'Neill and Christopher Fry.

THE MODERN LANGUAGE DEPARTMENT

Aims

The study of a foreign language, even though carried little beyond the reading knowledge stage, can contribute to a general education in two ways.

In the first place, language study is important because it helps the students become more articulate and better able to express their own ideas. Composition and translation direct attention to the meaning of words and phrases, to grammar and sentence structure, and to idiomatic phrasing, not only in the language under study, but in English as well. New idioms are not merely new forms of expression, but different ways of thinking about things. Expression gains in precision, grace, and variety; thinking, which is closely allied to expression, may become as a result more logical and exact as well as more flexible.

The study of a foreign language, ancient or modern, also broadens the student's cultural and intellectual horizon. It brings knowledge of the history and civilization of peoples. Thus the study of Latin sheds light not only on the language but also on the civilization and history of the ancient world in which our own is deeply rooted. The study of French brings some acquaintance with the rise of democratic thought and of experimental science, which have so large a part in shaping the America we know today.

In addition to its value in the enrichment of mind and culture, language study has practical purposes. It furthers commercial, scientific, and social intercourse with foreign nations. Facility in colloquial speech is likely to be of particular value in this kind of work. The United States is destined henceforth to have much closer contacts with the rest of the world than ever before. It follows that leaders in every field, including science, engineering and architecture, will increasingly need to be conversant with foreign conditions and foreign tongues. Foreign languages are a necessary part of the training of those who aspire to responsible leadership in these fields. American engineers and scientists are likely to have increasing need for oral language proficiency in order to compete with professional men of other countries, who have a long tradition of language versatility. Our Armed Services are ever alert to utilize the language proficiency of any of its members. It is particularly fitting therefore that, in this military school, we give our potential officers a thorough training in foreign languages as time and their inclinations will allow.

Our aims, therefore, are to give the student a decent pronunciation, the ability to read and comprehend the foreign tongue, and use of the language in conversation and in writing.

French

111-112—*Elementary French*. Sem. I-II. Cr. 3-3.

This is a sequence course. The course is provided for those who are beginning the study of French. Those students who offer two units of high school French for entrance, but whose preparation is not adequate for second year college French, as indicated by the placement examination, will receive half credit for this course. Essential elements of grammar, pronunciation and conversation, exercise in composition and translation. Emphasis is placed on acquiring a reading knowledge of French with opportunity to practice the language.

113-114—*French Phonetics Laboratory*. Sem. I-II. Cr. 1-1.

This is a laboratory course using wire recorders, language records and other media to aid the student to acquire an acceptable pronunciation through aural-oral drill. Recommended for those entering foreign service, and required of those majoring in French. The course is normally to be taken concurrently with French 111-112, but may be taken with French 211-212 with consent of the instructor. Two hours per week in the laboratory give one hour credit. Laboratory fee: \$3.00 per semester.

*211-212—*Intermediate French*. Sem. I-II. Cr. 3-3.

A sequence course. Translation, conversation, exercises in pronunciation. Extensive reading of texts designed to further the student's knowledge of French life, thought and culture. Collateral reading 500 pages per semester, is required with written reports. Prerequisite: French 112, or satisfactory grade on placement test.

*213-214—*Elementary Composition and Conversation*. Sem I-II. Cr. 2-2.

A sequence course. Comprehensive grammar review, with stress on composition verb drills and conversation. Prerequisite: French 112 or a satisfactory grade on the placement test. Co-requisite: French 211-212.

*311-312—*Introduction to French Literature*. Sem. I-II. Cr. 3-3.

This course is normally taken during the third college year. An elementary survey of the chief authors and main movements in French literature. Conducted largely in French. Recommended for those entering the field of foreign service. Credit may be given for either semester. Prerequisite: French 212 and 214, or the equivalent from an accredited school. (Offered in 1952-53, and alternate years thereafter.)

*321-322—*French Reading Seminar*. Sem. I-II. Cr. 1 to 3 each semester.

A non-sequence reading course open to those who are capable of reading rapidly and comprehensively. It requires written reports on the outside reading covering certain French authors or certain fields of

French literature. Frequent conferences with the instructor for reports and discussions of the readings. Amount of credit will be determined by the material covered. Prerequisite: French 212 or the equivalent. Normally co-requisite with French 311-312.

*411-412—*The French Novel of the Nineteenth Century*. Sem. I-II. Cr. 3-3.

This non-sequence course is normally taken during the fourth college year. Intensive study of representative texts with extensive collateral reading required. Conducted largely in French. Prerequisite: French 212 and 214, or equivalent from an accredited school. (Offered in 1953-1954, and alternate years thereafter.)

German

111-112—*Elementary German*. Sem. I-II. Cr. 3-3.

This is a sequence course for all students beginning the study of German. Those students who offer two units of High School German for entrance, but whose preparation is inadequate for German 211, as indicated by the placement examination, will receive half credit for this course. Emphasis is laid upon the development of reading ability. Reading texts are used from which grammatical and syntactic principles are drawn. At the same time some opportunity is afforded for the gradual development of speaking and writing ability.

113-114—*German Phonetics Laboratory*. Sem. I-II. Cr. 1-1.

This is a sequence laboratory course in which wire recording equipment, language records and other media are employed to aid the student in acquiring an acceptable German pronunciation. It is recommended for those entering foreign service, and is required of those majoring in German. The course is normally taken concurrently with German 111-112, but may be entered by advanced students with the consent of the instructor. Two hours per week in the laboratory gives one hour credit. Laboratory fee: \$3.00 per semester.

*211-212—*Intermediate German*. Sem. I-II. Cr. 3-3.

This is a sequence course designed to complete the study of language fundamentals and to give the student an effective reading knowledge of German. The first quarter is devoted to an intensive review and elaboration of German grammar. The remainder of the year is spent in concentrated reading and class translation of noted works in German literature. Collateral reading is required with written reports. Increasing use is made of German conversation in the classroom as the course progresses. Prerequisite: German 112, or a satisfactory grade on the placement examination.

*222—*Scientific German*. Sem. II. Cr. 3.

This is a general course in Scientific German, designed particularly for science and pre-medical students, although it is open to all qualified German students. Its purpose is to train the student in the ability to read scientific and technical German literature with relative fluency.

The reading matter is drawn from all the major scientific fields, and is of sufficient interest to appeal to the average reader. Prerequisite: German 211. This course is offered in place of German 212, when the demand warrants.

*311—*Survey of German Literature I.* Sem. I. Cr. 3.

A general study of German literature from its earliest beginnings to 1780; particular stress on Pseudoclassicism, Enlightenment and Sturm und Drang. Reports. Conducted partially in German, as the ability of the class warrants. Recommended for those entering the field of foreign service. Prerequisite: German 212 or 222. (Offered in 1951-52 and alternate years thereafter.)

*312—*Survey of German Literature II.* Sem. II. Cr. 3.

A general study of German literature from Classicism to the present: 1760-1950. Reports. Conducted partially in German, as the ability of the class warrants. Recommended for those entering the field of foreign service. Prerequisite: German 212 or 222. (Offered in 1952 and alternate years thereafter.)

*321-322—*German Reading Seminar.* Sem. I-II. Cr. 1 to 3 each semester.

A reading course open to those who are capable of reading German rapidly and comprehensively. It affords the student an opportunity to do individual research in the works of German authors or literary periods of his own choosing. Frequent conferences with the instructor are required for written and oral reports on the readings. The amount of credit will be determined by the amount of material covered. Prerequisite: German 212 or 222. Normally co-requisite with German 311 or 312.

*411—*German Literature of the Nineteenth Century.* Sem I. Cr. 3.

Intensive study of German literature of the nineteenth century with extensive collateral readings and reports. Conducted partially in German, as the ability of the class warrants. Prerequisites: German 212 or 222. (Offered in 1952-53 and alternate years thereafter.)

*412—*The German Novel of the Early Twentieth Century.* Sem. II. Cr. 3.

Intensive study of German novels of the period 1900-1930 with extensive collateral reading and reports. Conducted partially in German, as the ability of the class warrants. Prerequisite: German 212 or 222. (Offered in 1953 and alternate years thereafter.)

Russian

111-112—*Elementary Russian.* Sem. I-II. Cr. 3-3.

This is a sequence course open to all qualified students who are beginning the study of Russian. It is particularly recommended for those intending to enter foreign service or a military career. Study begins with a thorough training in the reading and writing of Russian script. The importance of grammar and syntax is stressed in the composition and

translation exercises into both Russian and English. Early in the course the student is introduced to graded Russian readings, which progressively assume a major role in classroom activity. The course also affords some opportunity for the practice of spoken Russian, but the student is urged to enroll simultaneously in Russian 113-114 for necessary practice in the spoken language. The student should not be carrying an abnormal study load while pursuing this course.

113-114—*Russian Phonetics Laboratory*. Sem. I-II. Cr. 1-1.

This is a sequence laboratory course in which wire recording equipment, language records and other media are employed to aid the student in acquiring an acceptable Russian pronunciation through aural-oral drill. It is recommended for those entering foreign service or a military career. An opportunity is afforded to build up a large stock of useful phrases and expressions. Two hours per week in the laboratory give one hour credit. Laboratory fee: \$3.00 per semester.

*211-212—*Intermediate Russian*. Sem. I-II. Cr. 3-3.

This is a sequence course designed to advance the student's command of the Russian language. Russian grammar is intensively reviewed and elaborated and systematic vocabulary building is pursued in a study of the roots of the Russian language. Practical application and use of grammar and vocabulary are made through concentrated readings on the intermediate level. Since the aim of this course does not permit adequate time for the spoken language, the student is urged to enroll simultaneously in Russian 213-214. Prerequisite: Russian 112.

*213-214—*Elementary Russian Conversation*. Sem. I-II. Cr. 2-2.

This course is designed to supplement Russian 211-212 by giving the student an opportunity to practice the spoken language in a variety of practical situations. Prerequisite: Russian 112. Co-requisite: Russian 211-212.

Spanish

111-112—*Elementary Spanish*. Sem. I-II. Cr. 3-3.

This is a sequence course. The course is provided for those who are beginning the language. Those students who offer two units of Spanish for entrance, but whose preparation is inadequate for second year Spanish, will receive credit for the second semester only. The course considers the essentials of grammar, reading, pronunciation, and writing, with preparation for spoken Spanish.

113-114—*Spanish Phonetics Laboratory*. Sem. I-II. Cr. 1-1.

This is a laboratory course using wire recorders, language records and other media to aid the student to acquire an acceptable pronunciation through aural-oral drill. Recommended for those entering foreign service, and required of those majoring in Spanish. The course is normally to be taken concurrently with Spanish 111-112, but may be taken with Spanish 211-212 with consent of the instructor. Two hours per week in the laboratory give one hour credit. Laboratory fee: \$3.00 per semester.

*211-212—*Intermediate Spanish*. Sem. I-II. Cr. 3-3.

This is a sequence course. The course provides for rapid reading of works taken from Spanish and Spanish-American literature, accompanied by class discussions and written reports. The course is designed to increase the student's vocabulary and reading ability in order that he fulfills the requirements for the Bachelor of Arts degree, to prepare him for more advanced work in Spanish, and to provide him with the translating skill necessary of diplomatic service. Prerequisite: Spanish 111-112, or two years of high school Spanish, or demonstration of knowledge of basic Spanish.

*213-214—*Elementary Composition and Conversation*. Sem. I-II. Cr. 2-2.

The course covers a comprehensive review of the basic points of Spanish grammar, with particular stress on practical oral composition and conversation. Prerequisite: Spanish 111-112, or a satisfactory score on the placement test; Co-requisite: Spanish 211-212.

*251-252—*Intermediate Spanish Composition and Conversation*. Sem. I-II. Cr. 2-2.

This is a sequence course having as a prerequisite, Spanish 111-112, or a satisfactory score on the placement test, plus the consent of the instructor. The course may be taken in lieu of Spanish 213-214, by well-prepared students. The course is intended for students who have a good general knowledge of Spanish, who wish to develop fluency and confidence in speaking the language. The course is recommended for those entering the field of foreign service.

*311-312—*Introduction to Spanish Literature*. Sem. I-II. Cr. 3.3

This non-sequence course is normally taken during the third year of college. The course is recommended for those entering the field of foreign service. The course serves as a transition between the basic language courses and the advanced courses in literature. Representative classics of Spanish literature, from the earliest to the present times are read in whole or in part, accompanied by class lectures in Spanish and class discussion. Prerequisite: Spanish 212 and 214, or the equivalent from an accredited school. (Offered in 1952-53 and normally alternate years thereafter.)

*321-322—*Spanish Reading Seminar*. Sem. I-II. Cr. 1 to 3 each semester.

A reading course open to those who are capable of reading rapidly and comprehensively. It requires frequent conferences with the instructor and written reports over the authors or literary fields chosen by the student from Spanish or Spanish-American literature. Amount of credit will be determined by the amount of material covered. Prerequisite: Spanish 212 or the equivalent. Normally co-requisite with Spanish 311-312.

*331—*Mexican Literature*. Cr. 2 Hours.

This course, conducted entirely in Spanish, studies the principal authors of Mexico from the Spanish Conquest until modern times. A one

semester course to be offered either the first or second semester. Prerequisite: 12 hours of Spanish or consent of the instructor.

*411-412—*The Nineteenth Century Novel*. Sem. I-II. Cr. 2-2.

This non-sequence course is normally taken during the fourth year of college. In addition to lectures in Spanish regarding the novel of this period, the course requires that each student read outside class each semester, several novels to be assigned by the instructor; the student will be expected to make a serious and searching report in Spanish of each work he reads. Prerequisite: Spanish 212 and 214. (Offered in 1953-54 and alternate years thereafter.)

THE MUSIC DEPARTMENT

Aims

The Department of Music, a department of the Division of Humanities, offers courses leading to the Bachelor's degree. All courses in music theory must be accompanied by applied music on a comparable level.

Music

109-110—*Introduction to Music*. Sem. I-II. Cr. 1-1.

Preliminary course designed to prepare the student for the more advanced courses in music. This course includes lectures on the music of all periods and styles, accompanied by the study of recorded music as a prerequisite for the intelligent understanding and appreciation of the art of music. Open to all students and required of all music majors.

111-112—*Elementary Theory of Music*. Sem. I-II. Cr. 3-3.

This is a sequence course designed to give a thorough training in the melodic, harmonic, and rhythmic elements of music. It includes a combined course in ear training, dictation, sight singing, written and keyboard harmony.

*211-212—*Harmony and Counterpoint*. Sem. I-II. Cr. 3-3.

The Harmony course is a continuation of the Theory of Music, and consists of four-part writing, modulation, altered triads and sevenths and their practical application in the harmonization of melodies. The Counterpoint course includes the study of methods and forms of strict contrapuntal writing in two, three and four voices, in addition to a survey of double counterpoint.

*301-302—*Orchestration*. Sem. I-II. Cr. 2-2.

A course designed to reach the principles of orchestral writing and arranging, and the study of reading orchestra scores. This course is augmented with lectures and intelligent listening to recorded music. The student is accorded the opportunity to listen and study his own arrangements as played by the band and orchestra. Prerequisite: Music 211-212.

THE DIVISION OF NATURAL SCIENCES AND MATHEMATICS

Lt. Colonel Vernon Knapp, Chairman; Major W. C. Roudebush; Major W. W. Foreman; Major J. H. Sikes; Major Paul Mount-Campbell; Captain F. A. Miller; Captain P. C. Campbell; Captain H. F. Powell; Lt. Colonel G. S. Orell; Captain W. F. Harris; Captain E. N. Murray; Dr. Harry LeVeen.

Aims of the Division of Natural Sciences and Mathematics

The Division of Natural Sciences and Mathematics has a two-fold purpose: first, to give the science majors through introductory courses and sequence courses with individual experimentation and observation in the laboratory or on field excursions, as sound a grounding in scientific data and the methods of reasoning with such data, as is possible at the time; second, to acquaint the non-science students through the Physical and Biological Science Comprehensive courses with selected basic scientific facts and the method of reasoning so as to help them better to understand scientific progress, as well as to see the relationship of all the sciences.

In general, by study and by observation, then by laboratory activity, students learn to observe, then to reason, and then to understand the scientific method.

Physical Science

101-102—*Man's Physical World*. Sem. I-II. Cr. 3-3.

A sequence course for all entering college students who have chosen a non-science curriculum. This course aims to establish a student's understanding of his physical environment by viewing modern science through investigations in astronomy, meteorology, chemistry, physics, and physical and historical geology. By acquainting the student with the scientific method of reasoning, and by training him in application of his skills in using scientific facts and laws, it is hoped that he may be more enriched in his daily living. Effort is made to show how these separate sciences are all so interrelated and interdependent that they comprise a unit rather than a great mass of scientific facts. Materials fee: \$5.00.

Should the student wish, he may waive the Physical Science Comprehensive requirement by taking two different laboratory sciences: Chemistry, Physics, Geology.

THE DEPARTMENT OF GEOGRAPHY AND GEOLOGY

Aims

Starting with the course Physical Geography—a course designed to give a background either terminally or introductory—the Department of Geography aims to present the student with such pertinent data on climate, land and water areas, natural resources, races of mankind, regional provinces, and other such, so as to afford a basic factual picture from which he may draw his conclusions and expand his horizons of understanding this inhabited planet. It is desired that geography move easily across the boundaries of both the social and physical sciences, rather than to remain as a “vague” science.

Geography

109—*Principles of Geography*. Sem. I. Cr. 3.

An introductory course presenting primarily the physical phases of geography, and the application of these principles to the study of selected regions of the world. Prerequisite to all other courses in Geography.

111—*Economic Geography*. Sem. I or II. Cr. 3.

A study of the foundation and products of industry and of commercial movements. This course aims to interpret human activities as influenced by geographical background against which business and commerce may be viewed. Students concentrating in business find this course a requirement. Prerequisite: Geography 109.

*214—*Introduction to Meteorology and Climatology*. Sem. II. Cr. 3.

Based on the study of the atmosphere, this course includes the examination of the nature and functions of the meteorological elements, the climates of the world, and a discussion of the relationships and effects between climate and man. Prerequisite: Geography 109.

*313—*Geography of North America*. Sem. I. Cr. 3.

A course in regional geography offered to examine and study the physical, economic and cultural geography of the North American continent. Prerequisite: Geography 109.

Geology

Aims

Geology aims at being a rewarding part of the General Education program whether for the citizen or for the specializing student. Giving general support to majors in other fields, it will add a cultural emphasis.

For the citizen, geology aims to give such basic data as will help him appreciate the elements of geological reasoning, the scope of geo-

logical time, man's place in such a time perspective, and the dependence of human beings on mineral and other geological resources and processes.

For the professional student, geology aims to train him in accordance with highest standards attainable at a given time.

Courses in Geology

211—*Physical Geology*. Sem. I. Cr. 4 (3+4L)

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, desert geology, wind erosion, igneous and stratified rocks, volcanic phenomena structures, and cavern formations. Laboratory fee: \$5.00.

212—*Historical Geology*. Sem. II. Cr. 4 (3+4L)

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 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 211. Laboratory fee: \$5.00.

*311—*Mineralogy, Crystallography and Blowpipe Analysis*. Sem. I. Cr. 4 (2+6L)

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. No color blind student may register in this course. Prerequisite: Geology 211. Laboratory fee: \$10.00.

*312—*Determinative Mineralogy*. Sem. II. Cr. 4 (2+6L)

A continuation of Geology 311 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 311. Laboratory fee: \$10.00.

THE DEPARTMENT OF BIOLOGY

Aims

The courses in Biology are designed to give the student an understanding of the fundamental principles of biology and to give him practice in the applications of the methods of science. Certain of the courses

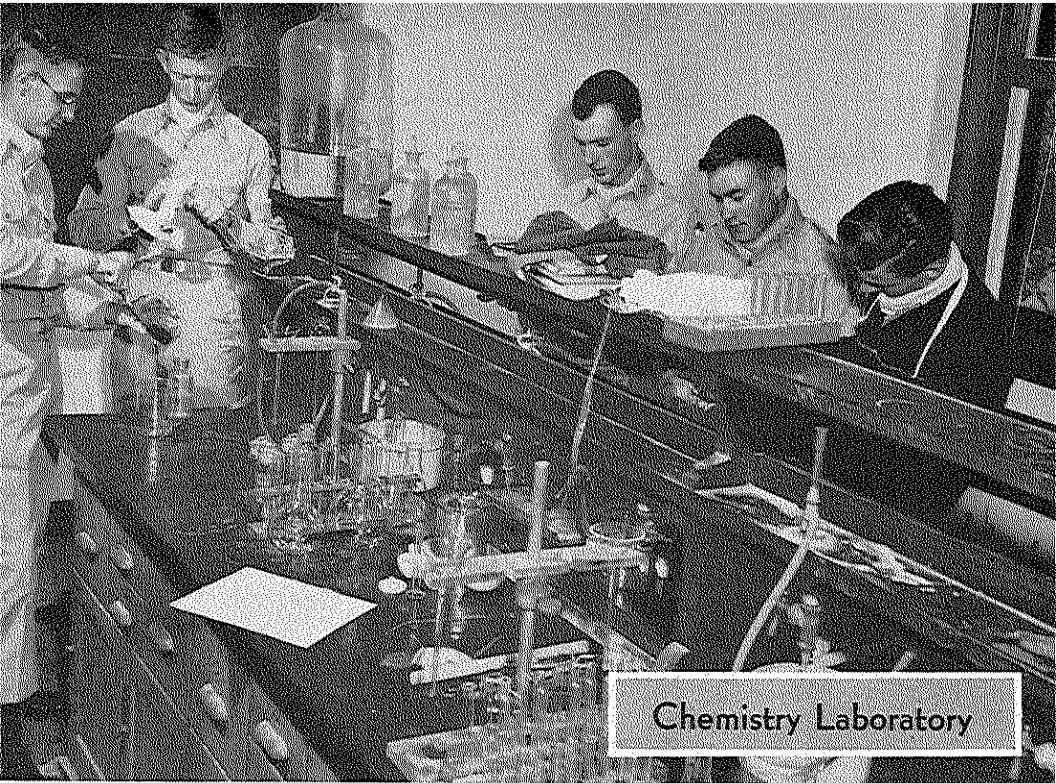


Headquarters





Leo Hall



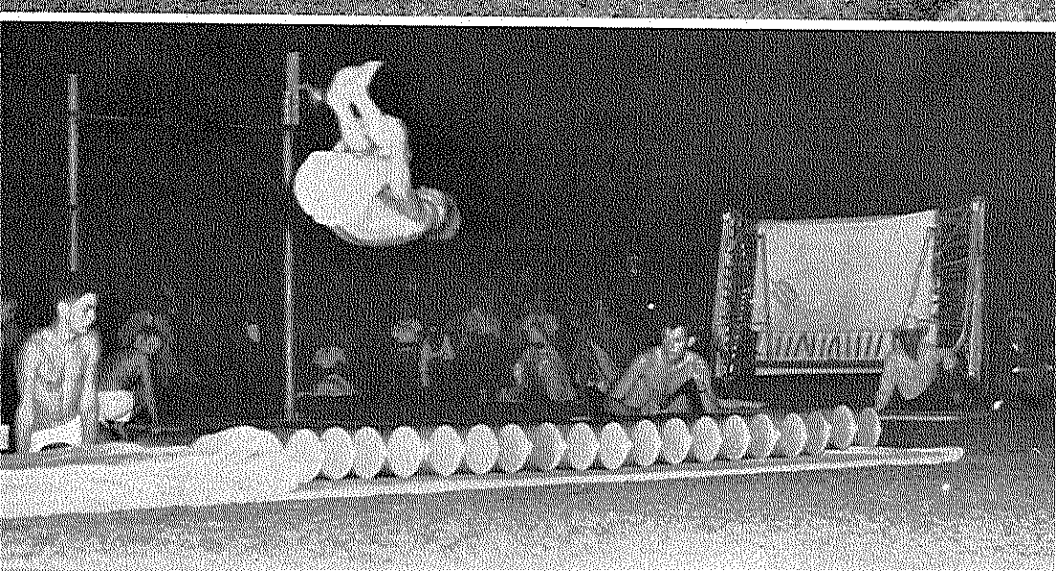
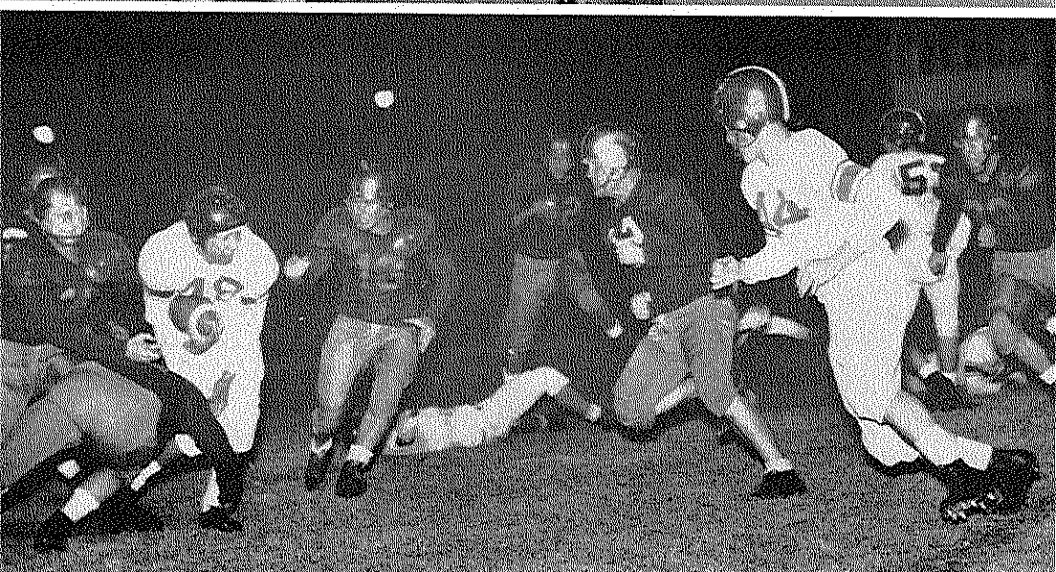
Chemistry Laboratory



The Hospital



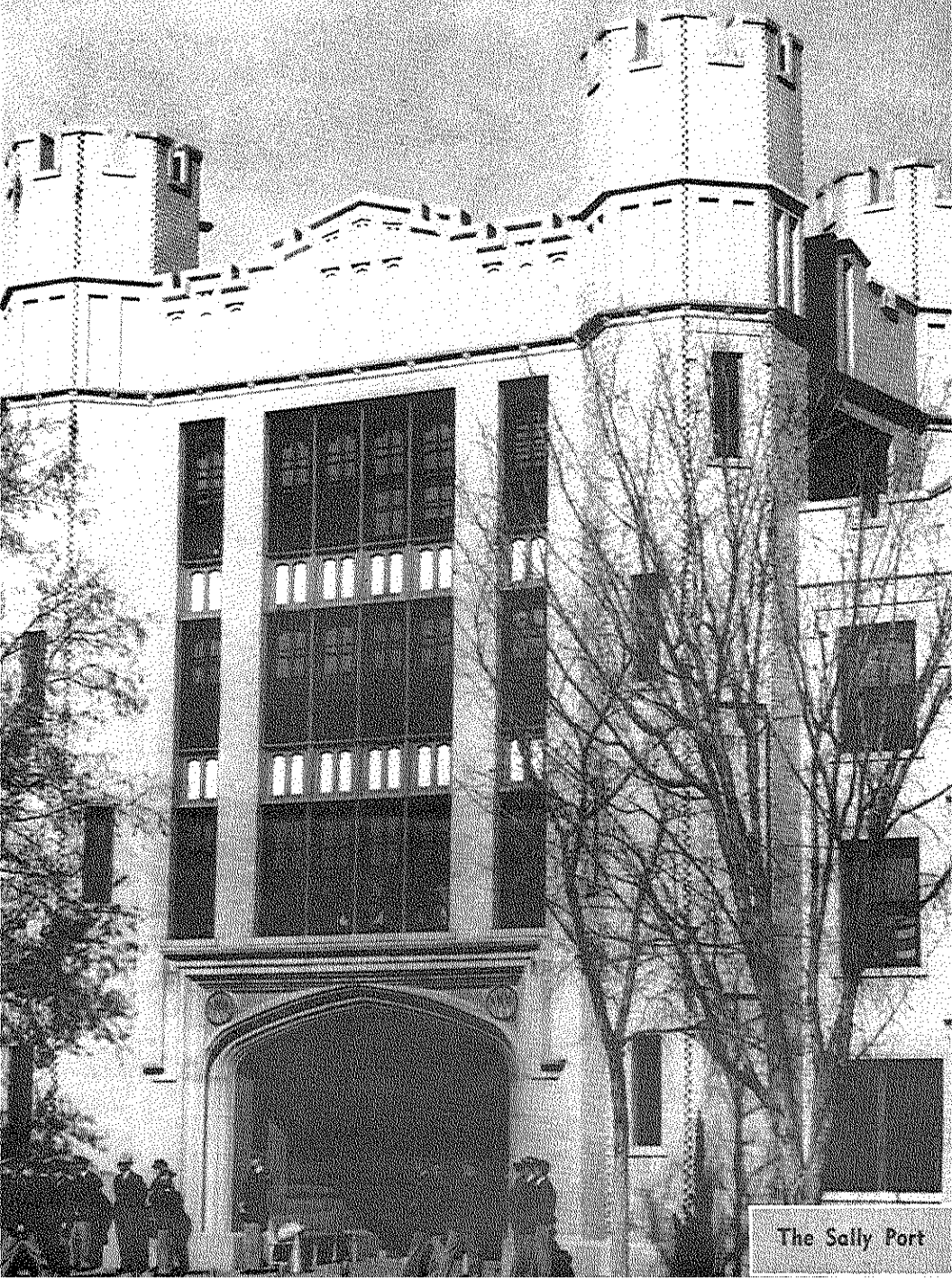
The Post Exchange





Cahoon Armory





The Sally Port



Polo



Varied Athletic Program



The Bronco



At Parade

have been planned to prepare the student for entry into medical or dental college, while others are for those who plan to major in Biology. Some of the courses are terminal courses, designed especially for non-technical students. In all cases, it is hoped that the knowledge and experience gained in these courses will stimulate the student's interest in the multitude of living things about him, and heighten his appreciation of the wonders of creation.

General Courses in Biology

101-102—*The Living World*. Sem. I-II. Cr. 3-3.

A sequence course required of sophomores. This course attempts a comprehensive presentation of fundamental biological principles, and their application to human biology. Application of these principles to other organisms is also included. The course also includes a brief introduction to the major groups of plants and animals. While this course is designed as a terminal course, it is also an introduction to more advanced courses in biology. Laboratory fee: \$3.00 per semester.

103-104—*General Biology Laboratory*. Sem. I-II. Cr. 2-2 (4L)

A laboratory course designed to supplement Biology 101-102, with which it may be taken, or which it may follow. The two courses are supplementary, but not necessarily parallel. Taken with 101-102, will satisfy requirement for a laboratory science. Laboratory fee: \$5.00 per semester.

*232—*Principles of Ecology*. Sem. II. Cr. 4 (3+2L)

A non-sequence course including the influence of climate, soil, and biotic factors in their relation to origin, development, and structure of plant and animal communities. Prerequisite: Biology 101 and 102 or equivalent. Laboratory fee: \$7.50.

Courses in Plant Biology

209—*General Botany*. Sem. I. Cr. 4 (3+4L)

Structure and functions of typical spermatophytes, including a detailed study of the structures of leaves, stems, roots, flowers, seeds and fruits, and also a study of such functions of plants as photosynthesis, growth and reproduction. Some time is devoted to a consideration of the transmission of hereditary characteristics, and the last few weeks of the course are devoted to a study of modern classification, based upon probable kinship. Laboratory fee: \$5.00.

*211—*Plant Taxonomy*. Sem. II. Cr. 3 (2+3L)

Identification of flowering plants by the use of keys. A student collection is required. Prerequisite: Biology 209. Laboratory fee: \$5.00.

*314—*Economic Botany*. Sem. II. Cr. 4 (3+4L)

A study of plants of economic importance, with especial emphasis on range plants. Laboratory work consists largely of field trips, collection and identification of plants of economic importance. Prerequisite: Biology 209. Laboratory fee: \$7.50.

Courses in Bacteriology and Sanitation

*212—*General Bacteriology*. Sem. II. Cr. 4 (2+4L)

Biochemical activities of bacteria and the effects of chemical and physical agencies upon them; an introduction to the bacteriology of air, water, soil, milk, and other foods. Techniques are stressed in the laboratory. Prerequisites: Biology 209; Chemistry 111-112 or 113-114, or Biology 103-104. Laboratory fee: \$7.50.

*309—*Municipal and Rural Sanitation*. Sem. I. Cr. 4 (3+2L)

Principles of sanitation as applied to cities, farms and ranches. Prerequisite: Biology 212. Laboratory fee: \$7.50.

Courses in Animal Biology

213-214—*General Zoology*. Sem. I-II. Cr. 4-4 (3+4L)

This 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. The first semester deals with the various phyla of invertebrates, and the second semester is devoted principally to the chordates. Fundamental principles of biology are stressed throughout the course, and some time is devoted to heredity and early development. Laboratory work involves the study and dissection of representatives of the various phyla. Laboratory fee: \$7.50.

*300—*Human Physiology*. Sem. II. Cr. 2.

Fundamental principles of human physiology. Course designed especially for natural science majors and pre-med students, but available also for all prospective officers. Two hours lecture and demonstration.

*311-312—*Comparative Anatomy of the Vertebrates*. Sem. I-II. Cr. 3-3 (2+3L)

Comparative anatomy of the typical chordates; progressive development of organs and systems of organs. Dissection and intensive study of selected types in the laboratory. Prerequisite: Biology 101-102, or may be taken concurrently with Biology 101-102 with permission.

*321—*Insects and Man*. Sem. I. Cr. 3 (2+3L)

An introductory course in entomology, showing the relation of insects to human welfare. The relation of insects to human health is emphasized. The laboratory work consists of elementary morphology and taxonomy. A student collection is required. Laboratory fee: \$7.50.

*322—*Parasitology*. Sem. II. Cr. 3.

Parasitic animals affecting man and domestic animals. Prerequisites: Biology 101-102; 103-104; 213-214; or Biology 321 is recommended but not required. Laboratory fee: \$7.50.

*411—*Vertebrate Embryology*. Sem. I. Cr. 3 (2+3L)

Introduction to comparative embryology of the vertebrates. Early development of frog, chick, and pig. Prerequisite: Biology 311-312. Laboratory fee: \$7.50.

*421—*Vertebrate Histology*. Sem. I. Cr. 3 (2+3L)

A study of normal mammalian tissues. Laboratory work is from prepared microscopic slides. Prerequisite: Biology 311-312. Laboratory fee: \$5.00.

*441-442—*Biological Problems*. Sem. I-II. Cr. 1-5 each (1+6L)

Classroom discussions based on oral and written presentations by students. Assigned readings in the history of biology and biographies of the great biologists of the past and present. Laboratory work: Problem chosen by the student and approved by the instructor. The problem may continue through one or two semesters. From time to time the student will present a report of progress, and must present an acceptably written long paper based on his investigations. Required of all Biology majors. Prerequisites: At least fifteen semester hours of biology and permission of the instructor.

*443-444—*Biological Problems*. Sem. I-II. Cr. 1-5 each (1+6L)

Description as for Biology 441-442. A second year of problem research with variable credit of from one to five hours each semester. Total credit earned in Biology 441-442 and 443-444 not to exceed 12 hours.

Courses in Agricultural Biology

151—*Introductory Animal Husbandry*. Sem. I. Cr. 3 (2+2L)

Selection and evaluation of beef cattle, dairy cattle, sheep, swine and horses on a purebred and market basis. Laboratory fee: \$5.00.

152—*Feeds and Feeding*. Sem. II. Cr. 3.

Characteristics of different classes and grades of feeds; selection and preparation of feeds; computing rations for various kinds of livestock. Laboratory fee: \$5.00.

251—*Crop Production*. Sem. I. Cr. 3 (2+2L)

Fundamental principles of identification, selection, adaptation and production of common field crops. Laboratory fee: \$5.00.

252—*Soils*. Sem. II. Cr. 3.

Origin, development and classification; physical, chemical and biological properties of soils. Some emphasis on soil management. Prerequisite: One year of general chemistry.

THE DEPARTMENT OF CHEMISTRY

Aims

The courses in Chemistry aim to teach the student how to think and how to analyze the problems likely to confront him. Also they provide the student with a sound basic technical knowledge of chemistry by ap-

plication of the scientific method. The development of sound laboratory techniques are essential to advancement in the field.

Courses in Chemistry

111-112—*General Chemistry*. Sem. I-II. Cr. 4-4 (3+4L)

A course of lectures, recitations, demonstrations and laboratory work dealing with the facts and the philosophy of chemistry in a broad sense. Applications to industry, commerce, agriculture and science in general. Designed for the non-science major and is not acceptable as a prerequisite for advanced courses in chemistry. The second semester is a continuation of the first, with a short course in qualitative analysis. Laboratory fee: \$7.50 per semester.

113-114—*General and Inorganic Chemistry*. Sem. I-II. Cr. 5-5 (3+4L)

A foundation course in the basic principles, concepts and techniques of chemistry, as required in chemistry, engineering, medicine, pharmacy, agriculture and other scientific work requiring this knowledge. Lectures, conferences and laboratory. The content includes topics as molecular and atomic theories, chemical equilibrium, solutions, ionization, the periodic law and a systematic study of the common elements and their compounds. The laboratory work is designed to correlate with the theory and to furnish a qualitative and quantitative basis for the scientific method. The second semester is a continuation of the first, with an introduction to the study of the properties of the most common anions and cations. Prerequisite: Mathematics 113 or 121 (may be taken concurrently). Laboratory fee: \$7.50 per semester.

*221—*Qualitative Analysis*. Sem. I. Cr. 5 (2+8-10L)

The lectures deal with the theories of solution, ionization constants, solubility product, complexions and redox reactions as related to the study of the anions and cations, their identification and separation by semi-micro methods. The laboratory work includes the analysis of solutions and solids by application of semi-micro techniques. Prerequisite: Chemistry 114 and Mathematics 113 or 121. Laboratory fee: \$7.50.

*222—*Quantitative Analysis I*. Sem. I or II. Cr. 5 (3+8-10L)

The lectures deal with the theory and use of the balance, volumetric and gravimetric apparatus, laws of precipitation, theory of indicators, solutions, theory of redox as applied to analyses and the calculations and interpretations of analytical results. The laboratory work consists of selected analysis illustrating basic determinations. Prerequisite: Chemistry 114 or 121 and Mathematics 114 or 122. Laboratory fee: \$7.50.

*311—*Basic Organic Chemistry*. Sem. I. Cr. 5 (3+6L)

A one semester course in organic chemistry, including selected topics in the aliphatic and aromatic series for pre-medical, pharmacy and engineering students not majoring in chemistry. Prerequisite: Chemistry 114. Laboratory fee: \$10.00.

*313-314—*Elementary Organic Chemistry* Sem. I-II. Cr. 5-5.
(3+8-10L)

An elementary course primarily for science majors. The lectures include a discussion of basic organic types of aliphatic compounds (hydrocarbons, alcohols, acids, esters, amines, etc.) carbohydrates, isomerisms, structural and electronic theories of fundamental reactions. The laboratory work trains in elementary qualitative organic analysis, and preparative organic reactions with the chemical and physical properties related to type compounds. The second semester is a continuation of the first, including the study of fats, proteins, and aromatic type compounds. Prerequisite: Chemistry 114. Laboratory fee: \$10.00 per semester.

*315—*Quantitative Analysis II*. Sem. II. Cr. 3 (1+6L)

Advanced or special analysis including electrodeposition, electro-metric titrations, calorimetric methods and pH determinations. Prerequisite: Chemistry 222. Laboratory fee: \$7.50.

*316—*Glass Blowing*. Sem. II. Cr. 1 (2L)

Fundamentals of laboratory glass blowing. Materials to be provided at the student's expense.

*323—*Biochemistry*. Sem. II. Cr. 5 (3+6L)

An introductory course in physiological chemistry for students who desire to take advanced biochemistry or pre-medical students. A study of the chemistry of the cells, metabolism, internal secretions, vitamins, etc. Prerequisite: Chemistry 311 or 314. Laboratory fee: \$10.00.

*413-414—*Elementary Physical Chemistry*. Sem. I-II. Cr. 4-4 (3+3L)

An introductory course which includes a study of the gas laws, crystals, atomic and molecular structure, thermodynamics, thermochemistry, colloids, chemical equilibrium, etc. The laboratory work includes a series of physical measurements on topics discussed in lecture. Prerequisite: Chemistry 314 and 315; Mathematics 222. Laboratory fee: \$10.00.

The laboratory fee includes the cost of chemicals only. Each student will be charged additionally for all broken or damaged apparatus.

DEPARTMENT OF MATHEMATICS AND PHYSICS

Aims of the Department

The greatest discoveries and applications of science have been due primarily to the development and diffusion of what may be called the modern scientific method of reasoning. The study of mathematics and physics offers unusual opportunity for acquiring this method.

The general aims of the department are:

(1) to awaken in the student an interest in and an appreciation for the beauty and practicality of the exact sciences.

(2) to encourage the development of a scientific method of reasoning as opposed to sloppy thinking and pure memorization.

Mathematics

Aims

The courses of instruction are designed to give the student a practical working knowledge of mathematics and to enable him to solve any of the ordinary problems which may arise in the study and pursuit of the engineering and scientific professions. Among the objectives of the department are those designed to assist students to form habits of accurate and precise expression and develop their power of independent and logical thinking.

Courses in Mathematics

97—*Remedial Mathematics*. Either semester. No credit. Two hours per week.

The course consists of a thorough review of high school mathematics. Required of those students taking Mathematics 111 who need additional time and help.

111—*Intermediate Algebra*. Either semester. Cr. 3. No credit for students with more than one year of high school algebra.

This course is required for those students who fail the mathematics screening test. The course consists of a rapid, but nevertheless thorough course in second year algebra as usually given in high school.

113—*College Algebra*. Either semester. Cr. 3.

This course includes a study of such fundamental operations as 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. Prerequisite: Mathematics 111 or passing grade on Mathematics Screening Tests.

E-113—*Engineering College Algebra*. Either semester. Cr. 3.

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, the binomial theorem, complex numbers, selected topics in the theory of equations, and logarithms. Applications are of a technical nature rather than of general interest. Prerequisite: Mathematics 111 or passing grade on Mathematics Screening Tests.

114—*Trigonometry*. Either semester. Cr. 3.

This course consists of a study of the trigonometric functions, logarithmic functions, trigonometric identities and equations, radian measure,

inverse trigonometric functions and practical applications of the subject. Prerequisite: Mathematics 113. (With special permission, qualified students may take Mathematics 113 as co-requisite.)

115—*Analytic Geometry*. Either semester. Cr. 3.

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. Prerequisite: Mathematics 113 and Trigonometry with which it may, however, be taken concurrently.

121-122—*Integrated College Mathematics*. Sem. I-II. Cr. 5-5.

A sequential course. Elected by science and mathematics majors, pre-engineers, and candidates for West Point and Annapolis. Integrated course, including college algebra, plane trigonometry, plane analytic geometry, some elements of solid analytic geometry, and an introduction to calculus. Prerequisite: Passing grade on Mathematics Screening Tests.

126—*Mathematics of Finance*. Either semester. Cr. 3.

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 113 or equivalent.

130—*Elementary Surveying*. Sem. II. Cr. 3 (1+4L)

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 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. Prerequisite: Trigonometry. A working knowledge of drawing would be helpful.

141-142—*Engineering Drawing*. Sem. I-II. Cr. 2-2 (1+3L)

The principles of third-angle projection are introduced. Topics studied are instruments and materials, geometry of technical drawing, lettering, projections, multiview projections, dimensioning auxiliary views and revolutions. In the second semester, topics studied are sectional views, axonometric projections, oblique projections, intersections and developments, fasteners, perspective and working drawings. Laboratory fee: \$3.00. This fee covers use of drawing board and T-square, and the drawing paper furnished for test purposes. All other equipment is furnished by the student and may be purchased in the bookstore.

*201—*Spherical Trigonometry*. Either semester. Cr. 2.

A study of the spherical triangle with applications in astronomy and navigation. Prerequisite: Math. 114.

*210—*Practical Solid Geometry*. Sem. II. Cr. 3.

The course emphasizes the practical aspects of solid geometry. Many

of the problems represent military and naval applications of the subject. Prerequisite: Mathematics 111 or 113.

*221-222—*Differential and Integral Calculus*. Sem. I-II. Cr. 4-4.

This course consists of the concepts of velocity and rate of change; differentiation and integration of polynomials, with application to geometry and physics; differentiation of algebraic and transcendental functions, with further applications. 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. Prerequisite: Mathematics 121-122, or E 113, 114, and 115.

*241-242—*Descriptive Geometry*. Sem. I-II. Cr. 2-2 (2+2L)

The subject is presented in the third quadrant, using the third quadrant coordinate system. Topics studied are principles of projection, straight lines, planes, line-and-plane relations. The second semester topics studied are: shades and shadows, perspective, curved lines and surfaces, plane sections, developments of curved surfaces, and intersection of surfaces. Prerequisite: Mathematics 141-142. Laboratory fee: \$3.00. This fee covers use of drawing board and T-square, and the drawing paper furnished for test purposes. All other equipment is furnished by the student and may be purchased in the bookstore.

*305—*Statistics*. Sem. I. Cr. 3.

The principles of statistics presented from the mathematical point of view. A thorough study is made of frequency distributions, graphical representation, averages, moments, measures of dispersion, types of distribution, curve fitting and the correlation theory. Prerequisite: Mathematics 113 or 121-122.

*313—*Theory of Equations*. Sem. I. Cr. 3.

The course consists of a study of binomial, cubic and quartic equations, general theorems or roots of polynomial equations, isolation and computation of real roots of polynomial equations, determinants, complex numbers, fundamental theorem of algebra and symmetric functions. Prerequisite: Mathematics 121-122 and 221.

*315—*Analytical Mechanics*. Sem. I. Cr. 3.

An advanced course of vital interest to pre-engineering students; the topics studied include forces and couples, the resultant of a system of forces in a plane and in three dimensions, problems in static equilibrium, trusses and cables, friction, center of gravity, and moment of inertia. Prerequisite: Physics 213 and Mathematics 221.

*316—*Differential Equations*. Sem. II. Cr. 3.

Treatment of ordinary differential equations including principal types of first and second order equations, simultaneous equations, and linear equations with constant coefficients. Illustrated by numerous applications to geometry, chemistry, physics, and mechanics. Prerequisite: Mathematics 221-222.

*412—*History of Mathematics*. Sem. II. Cr. 2.

The growth of mathematics is traced both through a study of the biographies of prominent mathematicians and through a chronological study of its development. Prerequisite: Open only to mathematics majors.

Physics

Aims

Physics is the branch of science most concerned with the fundamental principles governing matter and energy. It is the basic work in preparation for a career in engineering, and vital preparation for advanced chemistry, medicine, or any work dealing with development or use of atomic energy. Certain courses are non-mathematical and have no prerequisites. These are designed for students specializing in other fields who wish to know the "how" and "why" of countless phenomena observed in daily life.

Courses in Physics

107—*Slide Rule*. Either semester. Cr. 2.

This course covers the theory and practical use of the Decitrig Slide Rule. Prerequisite or Co-requisite: Trigonometry.

111-112—*Introductory College Physics*. Sem. I-II. Cr. 4-4 (3+2L)

A sequence course, suitable for pre-medical students. Emphasis is laid upon practical applications. Simple numerical calculations are not avoided when needed in the work, but in the main the course is descriptive. The course covers introductory work in mechanics, heat, electricity, sound and light. Reports are written up outside the laboratory. Laboratory fee: \$7.50 per semester.

151—*Elements of Electricity*. Sem. I. Cr. 3.

A foundation course designed for students interested in radio, television, radar, power plants, power distribution or other practical applications of electricity. Can be taken by any student who has completed high school mathematics. Topics included: Ohm's Law, Power and Energy, Conductors, Measurement of Resistance, Magnetism, Magnetic Circuit, Generators, Operation of A. C. and D. C. Generators, Motors, Batteries, Kirchhoff's Law, Inductance, Capacitance, Alternating Currents, Vacuum Tubes and Gaseous Conduction. Laboratory fee: \$5.00.

*204—*Photography*. Sem. II. Cr. 3 (2+3L)

A course designed to give the student a practical understanding of the scientific principles of photography and to show the importance of the medium as a means of conveying ideas. Each student will be required to own a camera of at least moderate versatility, and during the course he must acquire the ability to make proper exposure, develop the film, print the picture and enlarge the same. Practice work also includes micro-photography, color photography and the making of lan-

tern slides. Prerequisite: College Physics or Chemistry. Laboratory fee: \$10.00.

*213-214—*College Physics*. Sem. I-II. Cr. 5-5 (3+4L)

A sequence course given as the fundamental course for all engineers, science students or pre-medics. The first semester includes mechanics, molecular physics and heat. Work in the laboratory is quantitative and a minimum of 16 experiments is required in each semester. The second semester includes electricity, sound and light. Prerequisite: Mathematics 122 or College Algebra and Trigonometry. Laboratory fee: \$7.50 per semester.

217—*Aeronautics*. Sem. I. Cr. 3.

An elementary study of the principles of aircraft design, theory of flight, instruments and engines. Prerequisite: High School Physics.

221—*Physical Meteorology*. Sem. I. Cr. 2.

The atmosphere, its height and pressure, winds, precipitation, thunderstorms and cyclones. Prerequisite: High School or College Physics.

*224—*Physics Problems*. Sem. II. Cr. 2.

An advanced course in the solution of problems similar to those in Physics 213, but of a more difficult type. Prerequisite: Physics 213.

*303—*Introductory Atomic Physics*. Sem. I. Cr. 3.

A descriptive study of the great discoveries of the Twentieth Century, beginning with electronics and culminating in "atomic" or nuclear energy. Prerequisite: Physical Science; college physics or college chemistry.

*315—*Analytical Mechanics*. Sem. I. Cr. 3.

An advanced course of vital interest to pre-engineering students; the topics studied include forces and couples, the resultant of a system of forces in a plane and in three dimensions, problems in static equilibrium, trusses and cables, friction, center of gravity, and moment of inertia. Prerequisite: Physics 213 and Mathematics 221.

*316—*Electrical Measurements*. Sem. II. Cr. 3 (2+3L)

Fundamental theory of the operation of modern methods of making electrical measurements and practice in the application of same. Prerequisite: Physics 214. Laboratory fee: \$5.00.

*411—*History of Physics*. Sem. I. Cr. 2.

The development of the subject and story of the part played by the men who shared in this development. Prerequisite: Physics 213-214.

*413—*Heat*. Sem. I. Cr. 3.

Measurement of heat, expansion of solids, liquids and gases, heat engines, second law of thermodynamics, production of low temperature, and phenomena of the atmosphere. Prerequisite: Physics 213. Laboratory fee: \$5.00.

*415—*Optics*. Sem. I. Cr. 2.

Geometrical and physical optics. The wave theory applied to problems in refraction, diffraction and polarization. Introductory quantum theory. Prerequisite: Physics 214. Laboratory fee: \$5.00.

THE DIVISION OF SOCIAL SCIENCES

Lt. Colonel H. T. Kelly, Chairman; Colonel J. R. Kelly; Colonel C. F. Ward; Lt. Colonel L. T. Godfrey; Captain R. R. Miller; Mrs. H. T. Kelly; Captain W. H. Trumbo; Captain I. C. Nichols.

Aims of the Division of Social Sciences

The division takes as its province the study of the life of man in a social environment. Chief emphasis is placed upon man's activities, social institutions, and problems of the present day although the factors of development and causative background receive due regard. Thus, man is viewed as an individual ideational creature cooperating politically, socially, economically, religiously, etc., with others of his kind for common benefit. He is viewed both as a person and as a creator, inheritor, and utilizer of complex social institutions in an evolving civilization. A major aim is the promotion of a large group consciousness that has vital connection with good citizenship in a global era.

THE DEPARTMENT OF HISTORY, GOVERNMENT AND ECONOMICS

Aims

The departmental courses offered have a three-fold objective:

- (1) They provide the cultural background essential to intelligent citizenship both by emphasizing an application of our heritage and by contributing to an understanding of the modern world.
- (2) They form a broad basis for later professional study in such fields as law, education, the ministry, and social service.
- (3) They help equip a student for proficient participation in such specialized areas as foreign affairs or public service.

History

Aims

The courses in history are designed to portray man as a builder of civilization. Man's political and social activities are emphasized; but economic, religious, diplomatic, military, and cultural aspects are not neglected. The student gains some experience in dealing critically with the methods and materials of history. But, more significantly, the present is illumined against the background of the past, thus promoting informed citizenship.

Courses in History

101-102—*Man's World Heritage*. Sem. I-II. Cr. 3-3.

A sequence course, required of all first year college students, and all degree candidates. This is a gateway course to the whole field of

the social sciences. First semester includes a survey of the history of man—his political, economic, social, religious, intellectual, military and esthetic activities from the earliest times to 1650, in Europe, in Asia, in Africa, and in the Americas. By studying man as the worker, the worshiper, the artist, the soldier, and the thinker as well as the citizen, the student learns how the modern world came to be. In the second semester man's achievements are traced to the present. The student has the opportunity to appreciate the legacy of the past, the interdependence of people, and to develop the global vision so essential to coping with twentieth century problems.

211-212—*Man's American Heritage*. Sem. I-II. Cr. 3-3.

A prerequisite course for more advanced courses in the field of American history. The first semester covers the period to 1865. The aim of the course is two-fold: First, to deepen respect for our political, cultural, economic, and military heritage; and secondly, to provide a serviceable background for the accurate interpretation of present events. Both of these aims contribute to the end of intelligent citizenship. The second semester covers the period from 1865 to the present. Events are viewed not in isolation but, where possible, against a world background. Causes and effects are linked together to produce an understanding of our country and her role in world affairs.

*311—*The West in American History*. Either semester, alternate years. Cr. 3.

The course deals with the expansion of the United States. It portrays the drama of the exploration and settlement of the various frontiers in American history from the Atlantic to the Pacific. It interprets and estimates the influence of our advancing West on our national life.

*321—*The World in the Twentieth Century*. Sem. I. Cr. 3.

The course offers an interpretation of today's issues against a world background. Movements and forces of international scope as well as the policies of nations are analyzed. Western culture as manifested in science and technology; architecture, art, and music; literature, philosophy and religion receive just emphasis. Offered on alternate years.

*322—*Twentieth Century America*. Sem. II. Cr. 3.

The course views American life in the past half century. Receiving attention are the quest for social justice; tariff, farm, labor, trust and banking problems; the New Nationalism, the New Freedom, and the New Deal with its subsequent modifications; America's involvement in two world wars; and problems incident to global leadership. Offered on alternate years. Prerequisite: History 211-212.

*331—*Latin American History, A Survey*. Sem. I. Cr. 3.

Included in the survey are the development of Spanish and Portuguese institutions in Latin America; the wars of independence and the subsequent rise of republics; the Monroe Doctrine; Pan-Americanism and current problems. Natural resources and comparative degree of in-

dustrialization of the various countries are analyzed in terms of their relationship to the economy of English-speaking North America, and the possibilities of mutual benefit. Offered on alternate years.

*332—*The Far East in Modern Times.* Sem. II. Cr. 3.

The course studies China and Japan since 1840. Receiving particular stress are the results of western civilization and exploitation; the role of imperialism in the decay of China and the transformation of Japan; revolutionary China since 1911; the Japanese imperialism to the close of World War II; the occupation of Japan and the Civil War in China; and the problems accentuated by Russian ideological and political expansion in this area. Offered on alternate years.

*341-342—*Problems in American History.* Sem. I-II. Cr. 3-3.

A study of topics in United States history illustrating major intellectual, social, and economic currents in the development of American civilization. Subjects considered are those about which much difference of interpretation is possible. Among the problems studied are the Declaration of Independence and the Constitution, the Turner thesis on the role of the frontier, Jackson versus the Second Bank of the U. S., the Transcendentalist revolt, slavery as a cause of the Civil War, pragmatism and American democracy, and the philosophy of the New Deal. Credit may be obtained for either or both semesters. Prerequisite: History 211-212. Offered in 1952-53 and in alternate years thereafter.

352—*Modern Russia, 1682 to the Present.* Sem. II. Cr. 3.

A study of cultural, political, economic, and religious trends in Russia from the reign of Peter the Great to the present. Special emphasis is given to the Asiatic influences that have shaped modern Russia, her struggles to become westernized, her emergence as a world power, her foreign policy since the Revolution of 1917, and the postwar problems that face the Big Three.

411—*England and the British Empire from 1066.* Sem. I. Cr. 3.

This course emphasizes the rise of the English national state, Parliament and the cabinet system, British foreign relations, wars and international problems, colonial affairs, and social, economic, and intellectual movements. Primarily for third and second classmen. Offered in alternate years, beginning in 1953-54.

Government

Aims

The courses in government deal with the origin, evolution and characteristics of democratic institutions, ideas, and values from the local to the international level. Consideration is given also to systems of ideas that constitute a modern challenge to democracy. Understanding and appreciation of our political heritage is a controlling aim.

Courses in Government

211—*Government of the United States*. Sem. I or II. Cr. 3.

A study of the National government of the United States. This course deals with the origin, nature, and development of the Constitution, and with the organization and powers of the Presidency, the administrative agencies, Congress and the Judiciary. Throughout the course an attempt is made to discuss these matters with reference to political parties, pressure groups, sectional interests, and other influences on the governmental process.

212—*State and Local Government*. Sem. II. Cr. 3.

A treatment of the organization, problems and policies of the state and local governments. Forms of city and county government, legal relationships, home rule, and federal influence in state functions are among the main topics considered.

*311—*The American Constitution*. Sem. I. Cr. 3.

The course deals with the development of American Constitutional law through the United States Supreme Court. Considerable time is directed to the various cases. Emphasis is given to such matters as the social and economic forces influencing court decisions, and the influence of the court upon American political, economic and constitutional development. Prerequisite: Government 211-212.

*411—*International Relations*. Sem. I. Cr. 3.

The course serves two purposes: It surveys the institutions and agencies of international government with particular emphasis upon the United Nations Organization, and it presents for analysis the outstanding friction areas in the contemporary world. Prerequisite: Government 211 and Upper Division standing.

*412—*International Law*. Sem. II. Cr. 3.

A study of the law generally accepted by the community of nations to control their conduct in peace and in war. Illustrative problems are studied along with judicial opinions of national and international tribunals. Through such study of the nature, sources, development and application of law among nations, the student is able to assess its place and importance today. Prerequisite: Government 211 and Upper Division standing.

*442—*Twentieth Century Ideologies*. Sem. II. Cr. 3.

Systems and ideas that constitute a modern challenge to democracy are studied. The origins, meanings, and techniques of Communism, Nazism, and Fascism are emphasized, and contrasted with the philosophic theory, procedure, and objectives of the democratic systems. Prerequisite: Government 211 and Upper Division standing.

Economics

Aims

The courses in economics give the student an opportunity to understand the principles or general truths that govern economic relationships in all cultures and under all environmental conditions. They also consider the evolution and status of economic institutions, or devices for getting things done, in society. The whole program contributes toward an economic awareness that is essential to good citizenship.

Courses in Economics

211-212—*Economic Principles and Problems*. Sem. I-II. Cr. 3-3.

An examination of the fundamental economic concepts; the principles of exchange, business organization and combination, and price determination; the problems of taxation and government spending. Capitalism is compared and contrasted with other economic systems. Prerequisite to all other courses in Economics.

*311—*Money and Banking*. Sem. I. Cr. 3.

Monetary and banking principles and practices; a study of price theories, banking systems and their operation. Prerequisite: Economics 211-212.

*312—*Taxation and Public Finance*. Sem. II. Cr. 3.

An analysis of specific taxes which make up the National, State and Local systems; emphasis on the practical social problems involved. Prerequisite: Economics 211-212.

*321—*Economics and Consumption*. Sem. I. Cr. 3.

Problems of the consumer, and efforts to improve his position. Nature and relative importance of the forces underlying and governing consumption. Prerequisite: Economics 211-212.

322—*Business Cycles*. Sem. II. Cr. 3.

Attention is given to the historical and factual background of the business cycle, followed by an examination of the various theories that attempt to explain it. The role of government in minimizing the cycle through fiscal and monetary means is considered at length.

*411—*Labor Problems*. Sem. I. Cr. 3.

A study of the causes of industrial unrest and their relation to economic activity. The history, aims and methods of organized labor and employers' association. Prerequisite: Economics 211-212.

*412—*Government and the American Economy*. Sem. II. Cr. 3.

An analysis of government control and regulation of business. The evolution and possible future developments of regulation. Prerequisite: Economics 211-212.

*414—*International Economics*. Sem. II. Cr. 3.

An appraisal of the ebb and flow of world trade from the caravans

of the ancient world to the barter agreements and currency blocs of today is undertaken. Among the topics covered are the instruments of economic nationalism, the classical theory of international trade, investment and enterprise, and national economic policies. Prerequisite: Economics 211-212.

THE DEPARTMENT OF PHILOSOPHY, PSYCHOLOGY AND SOCIOLOGY

Philosophy

Aims

The courses in Philosophy are selected to enable the student to integrate the various fields of learning, to understand better the ideas and movements that have influenced cultural development, and to form a basis for his independent evaluation of the theories which he will need to consider.

Courses in Philosophy

*411—*Introduction to Philosophy*. Sem. I. Cr. 3.

Philosophical problems; theology, metaphysics, epistemology, ethics, politics, and history, each approached from the viewpoint of philosophers from St. Thomas Aquinas to William James. Grade point average of 2.5 for previous semester required for admittance. Open to sophomores fulfilling grade point requirements.

*412—~~Introduction to Philosophy~~ *The Modern and Contemporary Philosophers*. Sem. II. Cr. 3.

A study of men and movements of modern times and their influence on contemporary thinking. Prerequisite: Philosophy 311.

*413—*Ancient and Early Medieval*. Sem. I. Cr. 3.

An introduction to Oriental, Hebrew, Greek, Roman, and early Christian philosophies to Aquinas, Duns Scotus and Ockham. Prerequisite: Upper Division standing. Offered in alternate years, beginning in 1953-1954.

*414—*Late Medieval and Early Modern*. Sem. II. Cr. 3.

Renaissance and early modern philosophy, including theories of history, culture, religion, and science. Prerequisite: Upper Division standing. Offered in alternate years, beginning in 1953-1954.

Psychology

Aims

The work in Psychology is designed to help the student gain an appreciation of the value of applying science to the study of human be-

havior; to assist him in developing his own personality. A full understanding of the behavior of people of different ages, capacities, interests and backgrounds will aid him to become a better citizen and parent.

Courses in Psychology

97-98—*Remedial Reading*. Sem. I-II. No credit.

A course in remedial reading designed to aid the student who has inadequate reading skills. The course includes diagnosis and treatment of each student's individual reading fault, and study methods. A special fee is charged. Preliminary tests given to all new cadets at the beginning of each semester will indicate where special help is needed. Parents will be notified of these results and then may approve enrollment in the course.

211—*General Psychology*. Sem. I. Cr. 3.

An introductory course in Psychology which presents man's native and acquired behavior patterns in relation to their contribution to the broad field of human associations. A prerequisite to all other courses in Psychology.

212—*Applied Psychology*. Sem. II. Cr. 3.

The applications of psychological principles to the fields of business, law, medicine, education and industrial efficiency. Prerequisite: Psychology 211.

*311—*Child and Adolescent Psychology*. Sem. I. Cr. 3.

This course is a study of child and adolescent growth, development and behavior. The maturation process is described and ways of dealing with the problems of each period are sought. Prerequisite: Psychology 211 (Given on alternate years.)

*312—*Social Psychology*. Sem. II. Cr. 3.

The psychological aspects of social relations and control are studied. Group behavior is examined from the standpoint of public opinion, propaganda development, and group conflict. Prerequisite: Psychology 211 (Given on alternate years).

*313—*Military Psychology*. Sem. I. Cr. 3.

An application of the principles of Psychology to the problems of the soldier and officer. The psychological effect of all war situations and the most effective ways of dealing with them. (Not given every year).

*411—*Psychology of Adjustment*. Sem. I. Cr. 3.

Mental Hygiene; personality adjustment and maladjustment; a study of the fears, anxieties and compulsions and an analysis of methods of rehabilitation of personality. Prerequisite: Psychology 211 (Given on alternate years).

*412—*Abnormal Psychology*. Sem. II. Cr. 3.

A study of abnormalities in human behavior, their causes and possible treatment. Prerequisite: Psychology 211 (Given on alternate years).

Sociology

Aims

Courses in Sociology are planned to help the student gain an understanding of the development of man's society and his culture and the part that he plays in their development. This provides the student with a background for the problems confronting our society which must be understood and solved through intelligent citizenship.

Courses in Sociology

211—*Introduction to Sociology*. Sem. I. Cr. 3.

The community and its structures; the biological and environmental approach to human relationship, elements and processes of social interaction; society and the person; major American social institutions; social change and social problems. Prerequisite: Sophomore standing.

212—*Social Problems*. Sem. II. Cr. 3.

A presentation of selected social problems of our modern society and social planning. Prerequisite: Sociology 211. Not given every year.

THE DIVISION OF BUSINESS ADMINISTRATION

Captain D. W. Clary, Chairman; Captain H. G. Murphy; Captain A. L. Long.

Aims

Business Administration is assuming an increasingly important role in government and business. It is necessary for both public employees and private businessmen to be fully informed concerning general business practices.

It is our purpose therefore to present a program of general business education emphasizing the fundamentals of accounting, business law, and business organization and management. In addition specialized attention is given as required for those interested in salesmanship, advertising, personnel management, insurance, investments, marketing and retailing. This program is coordinated with the allied fields of economics, psychology and political science. As our enrollment is derived principally from the southwestern states, particular attention is given to regional practices and problems. It is our objective to observe the actual use of the theoretical principles taught in the classroom through field trips and films, and to make direct application of these principles in field projects.

By these means it is our aim to provide the student of Business Administration with an adequate background to enter business and to make him more efficient in the handling of his personal affairs.

Courses in Business Administration

101—*Typing*. Sem. I or II. Cr. 2.

The keyboard and the principal parts of the typewriter and their use are taught. Emphasis is placed on personal use, such as letter writing, preparing classroom assignments, and the preparation of term papers. Credit in this course can be gained only by Business Administration students, only by students in the Lower Division, and only by students who take the course in addition to a normal load. Course fee: \$5.00.

111—*Introduction to Business*. Sem. I. Cr. 3.

A survey course for all first-year college students who intend to major in Business Administration. Such vital factors in business as ownership, finance, personnel, marketing, managerial controls and government relationships are touched on briefly. Serves as an introduction to more advanced courses in Business Administration.

112—*Elements of Business Mathematics*. Sem. II. Cr. 3.

A foundation course designed to give first-year college students instruction in elementary business mathematics. Emphasis is placed on speed and accuracy in the handling of mathematical problems which arise in every-day business transactions.

211-212—*Elementary Accounting*. Sem. I-II. Cr. 4-4 (3+2L)

The work of the first semester (B.A. 211) covers the basic accounting principles as related to individual proprietorship. The theory of debit and credit, recording of entries in general journal, special journals, and posting of both general ledger and subsidiary ledgers, are studied. The preparation of trial balances, work sheets; adjusting, closing and reversing entries; and financial statements are required. Discussions hinge on theory and problems; practice-set materials are used. The second semester is a continuation of Business Administration 211 with major emphasis upon partnership and corporation accounting, cost, manufacturing, branch, and department-accounting procedure, voucher systems, consolidated statements, and analysis of financial statements, are also included. Discussion and practice-set materials are used. Prerequisite: Sophomore standing.

*313—*Salesmanship*. Sem. I. Cr. 3.

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. Prerequisite: Upper Division standing.

*314—*Advertising*. Sem. II. Cr. 3.

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. Prerequisite: Upper Division standing.

*315-316—*Business Law*. Sem. I-II. Cr. 3-3.

A sequence course requiring junior standing. The course is intended to give the student an understanding of some basic legal principles essential to the intelligent conduct of modern business. In the first semester (B.A. 315) the subject of contracts is studied as the basis of the law of business. The element of a contract, the competence of its parties, its execution, its assignment and consequences of its breach are examined. Agency and the law of partnership and of corporations are considered, both as independent subjects and in relation to the law of contracts. For the second semester (B.A. 316) the Uniform Negotiable Instruments Law is examined in detail. Sales, bailments and carriers are also studied. Prerequisite: Upper Division standing.

*317—*Business Organization*. Sem. I. Cr. 3.

A basic course offering a thorough study of the problems facing the business administrator. It attempts to integrate experiences of business administration students with those of actual administration. Problems include matters of policy, organization, facilities, and technique. Actual organizations are studied under fictitious names. The procedure is to study the principle, analyze the problem, determine policy, decide upon organization, and solve the problem. Prerequisite: Upper Division standing (Given on alternate years).

*318—*Marketing*. Sem. II. Cr. 3.

The purpose of this course is to indicate the place of marketing in our economic structure, and to present an analysis of present marketing channels by functions, institutions, and commodities. Pricing and price policy together with particular distribution problems of various producers and distributors are studied. Prerequisites: B.A. 211-212 or permission of the instructor. Upper Division standing. (Given on alternate years.)

*321-322—*Intermediate Accounting*. Sem. I-II. Cr. 4-4 (3+2L)

A sequence course. This course is an intensive study of basic principles as set forth in elementary accounting from the standpoint of accounting statements. Particular attention is given to depreciations, investments and tangibles. For the second semester, the course considers more advanced and technical procedures encountered in general accounting practice. Among the problems covered are the principles of valuation and income determination, the advanced phases of partnership consignment, agency and branch accounting, receivership accounting, estates

and trusts, and actuarial science. Prerequisite: Business Administration 211-212.

*323—*Business Writing*. Sem. I. Cr. 3.

The purpose of this course is to train the business student to write effective business letters. This training involves three matters: skill in the use of English; a knowledge of business principles, practices and policies; and an understanding of human nature. Consequently as various kinds of business letters are studied, analyzed and written, these three factors are emphasized. Letters and examinations are evaluated on their English as well as their content. Prerequisite: Upper Division standing. Given on alternate years.

*324—*Business Statistics*. Sem. II. Cr. 3.

The purpose of this course is to develop a knowledge of basic statistical concepts which are commonly used by business men. Topics covered include: collection of statistical data; presentation of data in reports, tables and graphs; construction and use of index numbers; analysis of data through the use of the frequency distribution, measures of central tendency, measures of dispersion; measure of secular trend, cyclical movements and seasonal forces. Emphasis is placed on the application of statistical concepts to the solution of practical business problems. Mathematical treatment is reduced to simplest terms consistent with the objectives of the course. Prerequisite: Upper Division standing. Given on alternate years.

*411—*Insurance*. Sem. I. Cr. 3.

A survey of the history and general background of insurance. Specific treatment of fire, transportation, casualty, and life insurance and the principles and practices involved including contracts, measurement of risks and rate-making. Prerequisites: B.A. 211-212, or permission of the instructor. Upper Division standing.

*412—*Investments*. Sem. II. Cr. 3.

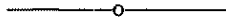
This course is concerned with the sources of and demand for investment capital. The current procedures for analysis of different classes of securities are surveyed and investment policies for individuals and institutions are determined. Prerequisite: B.A. 211-212 or permission of the instructor. Upper Division standing.

*413—*Personnel Management*. Sem. I. Cr. 3.

The course concerns itself generally with personnel policies and procedures with emphasis on basic principles of employer-employee relationships. Specifically the course includes causes of and preventions of personal problems, analysis of complaints and grievances, morale programs, job analysis and classification, wage and hour determination, health and safety, promotion and transfer, special services, and labor-management relations including collective bargaining. Prerequisites: B.A. 211-212, or permission of the instructor. Upper Division standing.

*414—*Credits and Collections.* Sem. II. Cr. 3.

This course includes a study of the fundamentals of credit and the interpretation of financial data from a credit man's viewpoint. In addition the status of the credit department as a part of business enterprise and a detailed study of effective collection procedures are included. Prerequisites: B.A. 211-212, or permission of the instructor. Upper Division standing.



Physical Education is required of all Cadets.

Courses in Military Science offered in the College Division appear elsewhere in the Catalog. See Index.



SUGGESTED CURRICULA

All diploma or degree candidates must fulfill all existing requirements not otherwise stated in the list below:

Pre-Law: Three-Year Course

First Year:

English 111-112.
History 101-102.
Mathematics: Two semester courses.
Physical Science 101-102 or alternative.
Foreign Language (or fulfillment of modern language requirements).
Military Science.

Second Year:

English 221-222 or English 223-224; one required, the other to be taken in the third year.
History 211-212.
Government 211-212 or Economics 211-212, or B.A. 211.
Biology 101-102.
Psychology 211-212.
Military Science.
Modern Language requirements must be fulfilled by the end of the second year.

Third Year:

A reasonable degree of concentration on such subjects as history, English language and literature, political science, psychology, economics, science and foreign language will provide an essential background for the full appreciation of the law. The student's program must meet with the approval of the dean or a counselor assigned to him and after study of the curricula of the institution in which he intends to enroll.

Bachelor of Arts in Foreign Service

First Year:

English 111-112.
 History 101-102.
 Physical Science 101-102 or alternative.
 Foreign Language.
 Geography 109 and 111.
 Military Science.

Second Year:

English 223-224.
 History 211-212.
 Foreign Language.
 Biology 101-102.
 Economics 211-212 or Psychology 211-212 or Government 211-212 (one to be selected; the remaining two to be completed in the third year).

Third and Fourth Years:

Foreign language is required each of the four years. A knowledge of two languages is a minimum requirement. The remaining Upper Division courses should include a minimum of 28 semester hours, selected with the advice of the dean from the following:

B.A. 211 (Elementary Accounting).
 B.A. 315-316 (Business Law).
 B.A. 317-318 (Business Organization).
 Government 311 (American Constitution).
 Government 411 (International Relations).
 Government 412 (International Law).
 Government 442 (20th Century Ideologies).
 History 321 (World in 20th Century).
 History 322 (United States 20th Century).
 History 331 (Survey of Latin American History).
 History 332 (Far East in Modern Times).
 Economics 311 (Money and Banking).
 Economics 412 (Government and Business).
 Mathematics 305 (Statistics).

Bachelor of Arts in Social Science

First Year:

English 111-112.
 History 101-102.
 Physical Science 101-102.
 Foreign Language.
 Geography or/and Mathematics.
 Military Science.

Second Year:

English 221-222.
 History 211-212.
 Biology 101-102.
 Foreign Language (if begun in college).
 Economics 211-212, Government 211, Psychology 211-212: Select one or two.
 Military Science.

Third Year:

Economics 211-212.
 Government 211 (if not taken second year).

Psychology 211-212 or Economics 211-212.

Additional courses in the Upper Division in history, political science, economics, psychology, selected upon advice of the Dean.

Fourth Year:

Continuation of the social science concentration with supporting electives, the whole program to be planned under the advisement of the Dean.

Bachelor of Science in Social Science

Requirements the same as for the Bachelor of Arts in Social Science, except that no foreign language is required.

Bachelor of Science in Public Affairs

First Year:

English 111-112.

History 101-102.

Physical Science 101-102.

Geography 109-111.

Mathematics: two semester courses.

Military Science.

Second Year:

English 223-224.

History 211-212.

Biology 101-102.

Economics 211-212.

Government 211-212 or Psychology 211-212.

Military Science.

Third and Fourth Years:

Government 211-212 or Psychology 211-212.

B.A. 211-212 (Elementary Accounting).

Economics 311 (Money and Banking).

B.A. 315-316 (Business Law).

Government 311 (American Constitution).

History 321 (World in 20th Century).

History 322 (United States in 20th Century).

Government 412 (International Law).

Mathematics 305 (Statistics).

B.A. 317-318 (Business Organization).

Economics 312 (Taxation and Public Finance).

Economics 321 (Economics and Consumption).

Economics 411 (Labor Problems).

Economics 412 (Government and Business).

Bachelor of Arts in Public Affairs

A Bachelor of Arts in Public Affairs will be granted if the student completes the Foreign Language requirement in addition to the program for the Bachelor of Science degree outlined above.

Bachelor of Arts in Liberal Arts

First Year:

English 111-112.
 Physical Science 101-102.
 History 101-102.
 Latin, Spanish, German or French
 111-112 (plus 113-114, optional)
 Mathematics: two semester courses,
 or
 Mathematics and Geography 109.
 Military Science.

Second Year:

English 221-222 or 227-228.
 Biology 101-102 or Biology Labor-
 atory Science.
 Latin, Spanish, German or French
 211-212 (plus 213-214 optional).
 History 211-212 (recommended),
 or other courses in the social
 sciences.
 Science or Mathematics.
 Military Science.

Third and Fourth Years:

Confirmation of the requirements for graduation, the course of studies to be supervised by the Dean.

Bachelor of Science for Pre-Medical Students

First Year:

English 111-112.
 Chemistry 111-112 or 113-114.
 Mathematics 113-114.
 History 101-102.
 Biology 101-102.
 Military Science.

Second Year:

English 221-222.
 Chemistry 222 and 315.
 Physics 111-112.
 Biology 213-214.
 Military Science.

Third Year:

French or German 111-112.
 Chemistry 313-314.
 Biology 311-312.
 *Electives.
 Military Science.

Fourth Year:

French or German 211-212.
 Chemistry 413-414.
 Biology 411 and 421.
 *Electives.

Military Science.
 *Recommended electives: Psychology; Public Speaking; Economics;
 American History; Government.

Bachelor of Science for the Pre-Engineer

First Year:

English 111-112.
 History 101-102.
 Chemistry 113-114.
 Mathematics 121-122 and Mathe-
 matics 141-142.
 Military Science.

Second Year:

English 223-224.
 Physics 213-214.
 Mathematics 221-222.
 Physics 107 and 224.
 *Mathematics 241-242 or Biology
 101-102.
 Military Science.

*Biology 101-102 may be substituted for Mathematics 241-242 in the sophomore year by a student whose future engineering course will permit it.

Bachelor of Science in Physical Science

First Year:

English 111-112.
History 101-102.
Chemistry 113-114.
Mathematics 121-122.
Military Science.

Second Year:

English 223-224.
*Biology 101-102 or Geology 211-212.
Physics 213-214.
Mathematics 221-222.
Physics 107 and 224.
Military Science.

*Geology 211-212 may be substituted for Biology 101-102 in the sophomore year by a student whose concentration is to be in geology, provided the student plans to spend four years at the Institute.

Third Year:

Geology 211-212 or Biology 101-102.
Economics 211-212 or Psychology 211-212.
**Electives.
Military Science.

Fourth Year:

Business Administration 211.
Economics 211-212 or Psychology 211-212.
**Electives.
Military Science.

**The electives must include enough courses, such as the following, to satisfy all requirements: Chemistry 221-222; Chemistry 313-314; Geology 311-312; Physics 313-314; Physics 414; Mathematics 315; Mathematics 316; Mathematics 141-142 or their equivalent.

Course of Study for Terminal Students

First Year:

English 111-112.
History 101-102.
Physical Science 101-102.
*Electives.
Military Science.

Second Year:

English 223 and 224.
Biology 101-102.
*Electives.
Military Science.

*Electives selected with the advice of the Dean to bring the total program to sixty-four semester hours.

Courses for Candidates to West Point or Annapolis

First Year:

English 111-112.
History 101-102.
Chemistry 113-114.
Mathematics 121-122.
French, Spanish, or German 111-112.
Military Science.

Second Year:

English 223 and one additional full semester course in English.
Physics 213-214.
Mathematics 221-222.
Physics 107 and 224.
French, Spanish, or German 211-212.
Military Science.

Bachelor of Science in Business Administration

First Year:

English 111-112.
 Business Administration 111-112.
 Physical Science 101-102.
 History 101-102.
 Geography 109-111.
 Military Science.
Second Year:
 Biology 101-102.
 Economics 211-212.
 Business Administration 211-212.
 Psychology 211-212.
 English 223 and one additional full
 semester course in English.
 Military Science.

Third Year:

Business Administration 315-316.
 Business Administration 317-318.
 Business Administration 323, or
 Business Administration 324 (al-
 ternate years).
 Economics 311-312.
 Business Writing 323.
 *Electives.
 Military Science.
Fourth Year:
 Business Administration 411-412.
 Economics 413-414.
 *Electives.
 Military Science.

*Third and/or Fourth year electives to include Business Administration 321-322, 313-314, Government 411-412 and Psychology 411-412.

A student may earn the Bachelor of Arts degree in this field by satisfying the Foreign Language requirement in addition to those stipulated.

SUGGESTED PLAN OF STUDY FOR PRE- AGRICULTURE STUDENTS

For specialization in agriculture, a plan of study would include all of the required comprehensive courses of the lower division. One semester of botany is required for students planning to specialize in plant production sciences (agronomy, horticulture, landscape architecture, forestry, etc.). One year of zoology is required for students planning to specialize in animal production sciences (animal husbandry, dairy husbandry, or poultry production, etc.), or economic entomology.

The requirement for a comprehensive biology course may be waived, provided the student takes both botany and zoology.

Suggested electives for pre-agriculture students:

Freshman year—Biology 151 and Biology 152.

Sophomore year—Biology 251 and Biology 252.



THE HIGH SCHOOL DIVISION

Aims

General Education dominates the High School Division. Although some students choose to complete certain vocational courses, such as Mechanical Drawing, Typewriting, and Bookkeeping, the instructional aims of the Division are directed primarily toward the preparation of students for successful work in college. Its controlling aim, therefore—emphasis on General Education—is synonymous with that of the Lower Division of College.

Additionally, the High School Division stresses the cultivation of proper study habits and the elimination of basic difficulties in reading and mathematics. Believing that hitherto undetected reading difficulties oftentimes impede student progress, the school offers individual remedial instruction in reading where careful testing reveals the need. The High School Diploma is granted to students who satisfy the requirements stipulated by the High School Division.

Academic Requirements for Admission

The academic program at the Institute begins with the tenth grade. A candidate for admission must present a properly attested certificate, showing that he has completed the work of the ninth grade. 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 of work done in each subject. A blank Certificate of Recommendation, on which the record should be submitted, will be sent upon request. 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.

For the purposes of registration, a high school cadet who has earned seven academic units of credit shall be classified as a Sixth Classman, and one who has eleven academic units of credit shall be classified as a Fifth Classman.

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 preparatory 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 specify both qualitative and quantitative requirements 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 completion of the two-year Basic R.O.T.C. course. The requirements for the Institute high school diploma must be completed at the Institute.

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 classroom 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 requirement for graduation this arrangement provides for sufficient concentration to enable the graduate to continue his studies in related fields, or 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 Division

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 1952-53:

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 difference between living and non-living things, classifications 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.

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.

Laboratory fee: \$5.00 for both semesters.

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 behaviour, type of chemical reactions and classification of compounds, are explained and studied.

Each student is required to keep a notebook of lectures and demonstration experiments. Several movies are also used.

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

CHEMISTRY I b—Second Semester. Recitation. The work of the second 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 life in this atomic age. Chemistry in war and peace is discussed. 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 by students or the instructors or are performed in the laboratory during the semester.

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 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 excessive apparatus or equipment breakage.

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 Seventh 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 preparation of work-sheets and financial statements for closing the books at the end of a fiscal period. A model set is worked out so the student can readily understand the relation of the various parts of the bookkeeping cycle. Each student is required to complete one practice set.

BOOKKEEPING I b—Second Semester. Small Business Bookkeeping along with Partnership and Corporation Bookkeeping is studied. Principles of budgeting, business law, economics, and taxation are woven into the course. The student is also shown useful applications of bookkeeping principles to personal, social and business life. A second practice set with vouchers is required. Constant attention is paid to orderliness, system, accuracy, and neatness in the work, hoping that the student will adopt these habits in his personal life.

TYPEWRITING I *a and b*

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

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.

Fee: \$10.00 for both semesters.

English

Although the work in 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 designed to teach fundamentals of English grammar and composition. Much attention is given to vocabulary. Oral reports and written themes are required. The student is introduced to the world's best literature by the use of a selected outside reading list. Use of the Library is stressed.

ENGLISH II b—Second Semester. An introductory course in world literature designed to develop the student's ability to read and appreciate good books. The course ranges from ancient to modern times.

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, some of which are based upon topics of current interest from Readers' Digest are assigned; and accurate expression of student's personal ideas is stressed. Spelling and functional grammar are reviewed.

ENGLISH III b—Second Semester. American Literature. This course considers the forces forming and coloring American Literature as a dis-

tinctive 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.

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 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.

ENGLISH IV *a*—First Semester. This course consists of readings selected from the various literary periods from the Anglo-Saxons to Queen Victoria; only a reasonable amount of time is spent on historical background and biography of authors. The selections include parts of *Beowulf* and *The Canterbury Tales*; *Macbeth*; Burke's *Speech on Conciliation*; Goldsmith's *Deserted Village*, etc., representing lyrics, essays, and excerpts from diaries. A few of the memorable lines of prose and poetry are memorized. Some analysis is made of style, especially with regard to the use of figurative language. Oral reading is emphasized to help secure greater appreciation. Extensive work is done in vocabulary.

ENGLISH IV *b*—Second Semester. The study of English literature is continued through the Victorian and modern periods, with emphasis on the work of Tennyson, Browning, Masfield, etc. An additional week is devoted to the reading of Victorian novels.

Three months are devoted to vocabulary drill, spelling, usage, punctuation, grammar, sentence structure, and to numerous short compositions. One formal research paper is required.

ENGLISH IV-L—One semester. This is a condensed course in English Literature, with emphasis on Nineteenth and Twentieth Century writers. Historical background is supplied by outside reading assignments and oral reports. Chaucer, Shakespeare, Pepys, and Johnson and their times are emphasized. This course may be combined with one semester of Public Speaking for one full credit in fourth year English.

French

Two years of a modern language are required of a cadet graduating from the high school division of New Mexico Military Institute. The courses in French are designed to prepare the student for entrance examinations which many universities demand, or to satisfy other college

entrance requirements. To attain this end, emphasis is placed upon the acquisition of a correct pronunciation, ability to read, write and speak French, and a knowledge of French life, customs and literature.

FRENCH I a and b—Elementary French.

FRENCH I a—First Semester. The reading and writing of simple French; study of French Phonetics; dictation; elementary conversation with drill in pronunciation; the fundamentals of French grammar.

FRENCH I b—Second Semester. A continuation of the work of the first semester.

FRENCH II a and b—Intermediate French.

FRENCH II a—First Semester. An intensive review of the elements of French grammar and composition; dictation; conversation; extensive reading in French.

FRENCH II b—Second Semester. A continuation of the work of the first semester.

German

German is of great significance as a language of science and of academic research, and is therefore particularly recommended to those students who anticipate pursuing pre-medical and scientific programs in college, and to those who may eventually work toward advanced college degrees. A study of this language may also be of considerable value to those intending to make careers in the army. An understanding of the contributions of the German people to Western culture through philosophy, art and science is likewise worthwhile to a general educational background.

GERMAN I a and b—Elementary German.

GERMAN I a—First Semester. This is a course of thorough training in the fundamentals of German grammar presented inductively through the medium of simple texts. A limited vocabulary of the most frequent words and idioms is employed to develop a solid foundation for further study. A correct pronunciation is always stressed. A few traditional German songs are learned and sung.

GERMAN I b—Second Semester. This is a continuation of the work begun in the first semester with added emphasis upon reading. Translation of German into good idiomatic English is stressed, and written translations are periodically required.

GERMAN II a and b—Intermediate German.

GERMAN II a—First Semester. This course presents a thorough review and further elaboration of German grammar with some composition and conversation. Principal stress, however, is laid upon the development of reading ability, for which purpose a collection of the most popular German stories is read. Additional German songs are learned and sung.

GERMAN II *b*—Second Semester. This course is a continuation of the work of the first semester.

History and Social Science

Students 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.

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.

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.

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.

HISTORY III—*English History*. Either semester; one-half unit of credit.

A semester course in the history of England from the earliest times to the present. Stress is placed upon the development of the English race, the foundations of National Unity, the important political developments as they affected the English colonies in America, our own form of government and civilization; the development of the British Empire and the relations between England and the United States through two World Wars.

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.

HISTORY IV b—Second Semester. The course of events is studied through Reconstruction; the new industrial age; the rise of the West; America among the World Powers; the Progressive Movement; the First World War and its aftermath; "The Eclipse of Prosperity" and the "New Deal"; the United States and the Second World War; the United Nations and the present problem of Democracy. Recent social, political and industrial history is emphasized. Supplementary reading, special reports and map exercises are required.

Economics

Either semester; one-half unit of credit. 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.

American Government

Either semester; one-half unit of credit. 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 questions which perplex the voter and thus is prepared for intelligent voting.

High School Geography

Either semester; one-half unit of credit. An introductory course presenting primarily the physical phases of geography, and the application of those principles to the study of selected regions of the world.

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. Two noun declensions; adjectives of the

first and second declensions; active voice; indicative mood of the present, imperfect, future and perfect tenses of the first and second conjugations; passive voice of the present and imperfect tenses of the first and second conjugations; four tenses indicative of *sum*; present active infinitive; simple case uses; present active imperative; vocative case; *hic, ille, is, qui, quis, and sui*; vocabulary; translation from Latin into English and *vice versa*.

LATIN I *b*—Second Semester. Completion of the indicative of the first and second conjugations and of *sum*; all of the indicative of the other conjugations and of *possum* and *eo*; the remaining infinitives; indirect discourse; participles; ablative absolute; other pronouns; remaining noun and adjective declensions; additional common case uses; comparison of adjectives; formation and comparison of adverbs; numbers; vocabulary; continued translation.

LATIN II *a and b*.

LATIN II *a*—First Semester. Review of first year Latin forms and grammar; introduction to deponent verbs; study of the subjunctive, passive periphrastic; gerund, gerundive and supines; additional grammatical constructions; prose composition. Translation into English of stories from Roman history, the *Adventures of Ulysses*, the *Labors of Hercules*, and the *Quest of the Golden Fleece*.

LATIN II *b*—Second Semester. Translation into English of parts of Caesar's *Commentaries*; prose composition.

LATIN III *a and b* (Alternates with Latin IV *a and b*; not offered in 1951-52).

LATIN III *a*—First Semester. Translation of stories from Sallust's *Catiline* and of Cicero's First and Third Orations against Cataline, and (in part) of his Oration against Verres. Review of forms and syntax of the first two years of Latin; study of conditional sentences; derivative study.

LATIN III *b*—Second Semester. Translation from Ovid's *Metamorphoses* of the stories of Daedalus, Midas, Pyramus and Thisbe, Daphne, Deucalion and Pyrrha, Arachne, Niobe Philemon and Baucis, Proserpina, Orpheus and Eurydice, Atalanta and Hippomenes, and (in part) Phaethon. Special emphasis is put upon the scansion and reading of Latin dactylic hexameter.

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.

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

Mathematics

Four and a half years of high school mathematics are offered. Two years, Algebra I and Plane Geometry are required for graduation. Students are urged to take at least one year in addition to the minimum requirement since most colleges and technical schools require at least three years for entrance.

HIGH SCHOOL ARITHMETIC—Either semester; one-half unit of credit.

Fundamental operations with large integers. Common fractions, decimal fractions and complex fractions. Aliquot parts of 100. The three problems of percentage. Denominate numbers or measurements. Taxes. Problem solving.

ALGEBRA I *a and b*.

ALGEBRA I *a and b*—Both Semesters. The following topics are covered: an introduction to the conception that letters may represent quantities; positive and negative numbers; the fundamental operations with polynomials; the solution of the simple equation; fractions and fractional equations; systems of equations; factoring; and the introduction to radical and the quadratic.

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.

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.

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

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

GEOMETRY I *a*—First Semester. The usual theorems, 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.

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.

PLANE TRIGONOMETRY—Either Semester. In this course emphasis is placed on the solution of triangles with applications. Plane Trigo-

nometry is followed by spherical trigonometry near the end of the semester. Related topics in navigation complete the course.

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.

DRAWING I *b*—Second Semester. Oblique projections, freehand sketching, retail and assembly drawings, developments, blueprinting, and elementary architectural drawing.

Fee: \$10.00 for both semesters.

Physics

The fundamental aim of the course is to stimulate growth in those attitudes, appreciations and habits of thinking commonly summarized under "the scientific method." It is primarily a course in problem solving which gives the student practice in the exercise of the abilities to observe accurately, to analyze and interpret data, and to apply facts and principles in new situations.

PHYSICS I *a and b* (Seven periods per week).

PHYSICS I *a*—First Semester. A course in Mechanics, Molecular Physics and Heat organized around the concept of Energy. The laws and theories and their modern industrial applications are studied through textbook assignments, lecture demonstration and special reports. In the laboratory, twenty-five experiments are performed. A written test is given on each experiment. Opportunity is given for students to work on individual projects.

Prerequisites: Algebra I and Geometry I.

PHYSICS I *b*—Second Semester. A continuation of Physics I *a*. Light, Sound, Magnetism, Electricity, Electronics and Nuclear Physics. In the laboratory, 35 experiments are performed.

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

Laboratory fee: \$10.00 for both semesters.

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

Public Speaking

PUBLIC SPEAKING—Either Semester. One-half unit of credit. One semester course for Fourth Year English or Fifth Classmen.

This course consists of the basic principles of public speaking. Pronunciations, enunciation, and voice placement are studied with the aid of a tape recorder. Various types of occasional speeches and panel discussions are assigned. The course is designed as a practical course in speech for the business man or army officer.

Spanish

Four years of 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. 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.

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.

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. The main objective is to teach comprehension so that Spanish questions based upon Spanish texts will be answered in idiomatic Spanish.

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.

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 for the first half of the semester and reading with grammar background is stressed during the second half.

SPANISH III b—Second Semester. Grammatical work is given as needed from reading and conversation is stressed. A book of short stories by Spanish authors is used as a basis for cultural study as well as

for conversation. The reading of one Spanish novel will be required and one formal paper will be written during the semester.

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

SPANISH IV *a*—First Semester. A reading and conversational course. Grammar is used as needed until a sufficient background for reading and speaking is established. As far as is practical, all work is done in Spanish.

SPANISH IV *b*—Second Semester. This semester is a continuation of the same work as the previous semester. Several reports, both oral and written, from reading in Spanish-American literature are also required.



MILITARY INSTRUCTION

Military System

The mission of the Senior Division R.O.T.C. is to produce junior officers who have the qualities and attributes essential to their progressive and continued development as officers in a component of the Army of the United States.

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 Department of the Army. With certain necessary modifications, the daily routine and standards of conduct and bearing follow those of the United States Military Academy at West Point.

Organization

For the purpose of discipline and military instruction, the Corps of Cadets is organized into a provisional Armored Regiment, officered by cadets. The regiment consists of a Regimental Headquarters, Headquarters Company, and three Battalions of three Companies each. The Headquarters Company contains the Band and the Drum and Bugle Corps. In addition to regular military instruction, members of the Headquarters Company receive special instruction for the Band or the Drum and Bugle Corps.

Appointment to West Point and Annapolis

(Subject to change by Department of Army Orders.)

Each year there are a certain number of vacancies at the United States Military Academy at West Point, New York, and at the United States Naval Academy at Annapolis, Maryland, to be filled by recommended graduates of essentially military schools which have been awarded the rating of "Military School Honor ROTC Unit". When the Institute receives such classification by the Department of the Army, as it has continuously since 1909, it is permitted to nominate annually, not to exceed three honor graduates of that academic year, for appointment as candidates to compete for admission to the United States Military Academy and an additional three as candidates to compete for admission to the United States Naval Academy.

Each candidate nominated for appointment to the United States Military Academy will be issued a letter of appointment by The Adjutant General authorizing him to undergo the regular entrance examination which is held each year beginning the first Tuesday in March. Candidates from all institutions which have been awarded a rating of military-school honor ROTC unit will compete among themselves at that examination, and certain available vacancies in the Corps of Cadets at the United States Military Academy will be given to those candidates making the highest proficient averages in the competitive examination. A similar procedure obtains for nominees for the United States Naval Academy.

Honor Graduates

The term "Honor Graduate" when used in connection with military activities refers to a graduate of either the High School or College Division who has been selected as a candidate to compete for admission to the United States Military Academy.

Honor graduates may be designated by the concerted action of the Superintendent of the Institute and the Professor of Military Science and Tactics each year that the Institute is awarded the military school honor ROTC rating. To be eligible for the designation of "honor graduate" the cadet must meet all of the following requirements:

"1. Be a graduate of an academic year in which the institution was awarded the military-school honor ROTC unit rating or of the academic year following such award. The institution may nominate a graduate of a former calendar year provided the institution received the award within the academic year in which the nominee graduated. An undergraduate may also be nominated provided he is in his senior year and the record of his academic, extra-curricular, and ROTC activities justifies the assumption that he will fully meet all requirements of 1 through 6 of this subparagraph upon his graduation.

"2. Have been a member of the ROTC for at least three years while at the school from which nominated.

"3. Have shown proficiency in not less than 15 units in subjects prescribed for admission to the United States Military Academy.

"4. Have graduated within the upper third of his class in academic standing.

"5. Have demonstrated in his academic, extra-curricular, and ROTC activities that he possesses outstanding qualities of leadership, character, and aptitude for the military service.

"6. Be a citizen of the United States and meet all other requirements of law and regulation prescribed for admission to the United States Military Academy _____."

Distinguished Military Students

(Subject to change by Department of the Army.)

A distinguished military student is an individual designated as such by the Professor of Military Science and Tactics, after careful consideration of his qualifications who:

"1. Possesses outstanding qualities of leadership, high moral character, and definite aptitude for military service;

"2. Has creditably accomplished his academic requirements and has demonstrated his leadership ability through his accomplishments while participating in recognized campus activities;

"3. Is scheduled to complete the advanced course, senior division, Reserve Officers' Training Corps; and

"4. Has sufficient standing in military subjects, which in conjunction with (1), (2) and (3) above will warrant his designation as a distinguished military graduate."

A distinguished military student will be redesignated as a distinguished military graduate on his day of graduation with a baccalaureate degree providing he has completed the Advanced Course ROTC and has maintained the standards required of a distinguished military student during the period between designation and the date of graduation.

Promotions

Promotions in the Corps of Cadets are made by the Professor of Military Science and Tactics, with the concurrence of the Commandant of Cadets, under the supervision of the Superintendent.

Appointment of Distinguished Military Students and Graduates in the Regular Army

A distinguished military student or graduate may apply for appointment in the Regular Army at any time during his senior year in college or at any time within six months after his date of graduation. Applications are processed by the Department of the Army and those favorably considered are appointed second lieutenants in the Regular Army.

Reserve Officers' Training Corps

The Reserve Officers' Training Corps is organized under authority of Section 40-47c, National Defense Act of 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 ROTC is therefore an important agency in the plan for national defense.

Armor

Under Department of the Army regulations, the Institute maintains a senior unit of the Armor Course 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 Company Officer of Armor. 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 ROTC course at the Institute.

Equipment

The Department of the Army provides armored vehicles, including tanks, and furnishes the necessary rifles and other arms and equipment for carrying on the training. In addition to a Motor Pool and all necessary installations, the Institute maintains an excellent pistol target range; an indoor rifle range; an armory; and an outdoor rifle range.

R. O. T. C. ORGANIZATION

There is maintained at New Mexico Military Institute two (2) units of R.O.T.C. as follows:

(a) A Military Training Unit for High School Students. This allows High School students to take Military Training, MT I, in his Sophomore year; Military Training II, in his Junior year; and Military Training III in his Senior Year.

(b) A Military College or MC Unit for the College Division. This is divided into four (4) years of training and is called Military Science I, Military Science II, Military Science III, and Military Science IV. MS I and II are known as the basic course, and MS III and IV as the advanced course. For details see Course of Instruction.

The first year of the basic course comprises general subjects that are common to all branches of the Army. The second year basic and the advanced course includes more specialized and advanced work designed to prepare the student for a commission in a particular arm of service. When a course has been entered upon, the student must com-

plete 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, has 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.

Instruction and Credit

All cadets receive practical instruction in dismounted, close and extended order drills; weapons, parades, reviews, practical instruction in tank driving, and tactics and technique of Infantry and Armor. For all members of the basic ROTC, three hours per week are devoted to theoretical instruction in classroom and to practical training out of doors. For the advanced ROTC, five (5) hours per week are devoted to theoretical instruction in classroom and 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 Military Training.

Academic credit in the College division is as follows: Military Science I, 4 semester hours per year; Military Science II, 4 semester hours per year; Military Science III, 6 semester hours per year; Military Science IV, 6 semester hours per year.

Military Science Courses

Instruction in Military Science is conducted under the provisions of Section 40a, National Defense Act of 1916, as amended, and which authorized the Secretary of War "to prescribe standard courses of theoretical and practical military training for units of the Reserve Officers' Training Corps." Under the directions of the Department of Army, a Senior Unit of Armor is established at the Institute. The purpose of training under the Act and regulations is to prepare students for the responsibilities of leadership in peace and war.

Military Training

Military Training courses are offered to all high school students. These courses are designed to lay the foundation for intelligent citizenship by teaching leadership, respect for constituted authority, orderliness; courtesy, posture and deportment. These courses include Leadership Drill and Exercise of Command, Map Reading, Hygiene and First Aid, Weapons and Marksmanship, Courtesies and Customs, Physical Conditioning and other basic military subjects.

MILITARY SCIENCE I (College)—*First Year Basic*. Three hours per week.

The beginning course is designed to provide a foundation of essential information upon which to build the reserve officer. The course includes Military Organization; Military Policy of the U.S.; Military Problems of the U.S.; Maps and Aerial Photographs; Evolution of Warfare; First Aid and Hygiene; Individual Weapons and Marksmanship; Leadership, Drill and Exercise of Command.

MILITARY SCIENCE II (College)—*Second Year Basic*. Three hours per week.

To confirm in the student the information gained in the first year, to lay a foundation for that part of combat training having as its basis a thorough knowledge of the duties and responsibilities of a junior officer. Subjects covered: Basic Communications; Basic Motors; History and Missions of Armored Cavalry; Mechanical Training with Tank Weapons; Tactics of Rifle Squad; Weapons, Leadership, Drill and Exercise of Command. Prerequisite: Military Science I.

MILITARY SCIENCE III (College)—*First Year Advanced*. Five hours per week.

To qualify the student as a leader and instructor in Armored Tactics and Technique, and to enable him to make an estimate of the situation and to transmit it in the form of orders to subordinates. Subjects: Communications; Gunnery; Motors; Organization; Tactics; Tank Driving; Troop Leading and Leadership; Drill and Exercise of Command. Prerequisite: Military Science II.

MILITARY SCIENCE IV (College)—*Second Year Advanced*. Five hours per week.

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 Company Officer of an Armored Unit. Subjects: Military Administration; Military Law and Boards; Military Teaching Methods; Psychological Warfare; Geographical Foundations of National Power; Combat Intelligence; Communications; Gunnery; Motors; New Developments; Supply and Evacuation; Tactics; Tank Driving; and Leadership, Drill and Exercise of Command. Prerequisite: Military Science III.

Compensation

(Subject to change by action of Congress.)

The Department of the Army 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.

The amounts vary from year to year, but currently each ROTC student enrolled in Military Training receives \$7.00 for the year

(clothing allowance) and students enrolled in the basic course receive \$25.00 for each year of that course (clothing allowance). Students enrolled in the advanced course currently receive \$50.00 for uniforms for each of the two years of the advanced course (clothing allowance) and one ration of 90 cents per day or \$27.00 per month.

The Department of the Army pays each cadet enrolled in the advanced course a varying sum for commutation of subsistence. Currently this sum is at the rate of ninety cents a day paid monthly. The Institute authorities collect the money from the Department of the Army and place it to the cadet's credit for such disposition as his parents desire.

Students in the advanced course who accept compensation must sign a formal contract with the government to complete the advanced ROTC course, including the ROTC summer camp requirements. Otherwise, the Institute diploma will be withheld until this requirement has been met.

Deferments

(Subject to change by Act of Congress.)

By provisions of the Selective Service Act, ROTC college students pursuing a full college course who are academically in good standing, and who pursue the course for the four years, until graduation, without interruption except for authorized vacations, may be deferred from induction until graduation. A student under the above provisions must sign a deferment agreement in which he agrees to accept a commission as a second lieutenant in the United States Army Reserve upon graduation, and to serve in the Army Reserve for a period of eight (8) years. Two years of this period will be served on active duty, and six years in reserve on inactive duty. Quotas for deferment are granted each year by the Commanding General, Fourth Army, and must be earned by the student. In the past two years ample quotas have been granted to defer all college students in good standing.

R.O.T.C. Camp for Members of Advanced Courses

(Subject to change by Department of the Army Orders.)

Attendance at one summer camp is a required part of the advanced R.O.T.C. course. It is required to be taken between the M.S. III and M.S. IV years of the course. The camp is held under the supervision of the Department of the Army. The camp opens within a few days after the close of the school and lasts for six weeks. The Department of the Army defrays all the student's expenses while at camp, defrays his transportation to and from camp, furnishes his uniform, and pays him at the rate of \$75.00 per month.

Commissions in the Officers' Reserve Corps

All candidates for a commission in the Officers' Reserve Corps must have reached the age of 21 years and must have successfully com-

pleted the following requirements before such a candidate is eligible to be tendered a commission:

(1) Four academic years of education at a college or university level to include those candidates who achieve this requirement within approximately three or four years under an "accelerated" plan.

(2) The Advanced Course, Senior Division, R.O.T.C., at a class MC, or Class CC Institution.

(3) Those students whose previous honorable active military service is equal to or greater than twelve months in the Army, Navy, Marine Corps or Coast Guard must have successfully completed all academic subjects during the two years of college concurrent with their training in the advanced course, Senior Division, R.O.T.C., and are not required to complete two additional years of academic college study to receive a Commission in the Officers' Reserve Corps.

Upon successful completion of the first two years of college at the Institute, those cadets who have completed the advanced R.O.T.C. course, and who have been recommended are given a Certificate of Eligibility which will enable the cadet to:

(1) Upon enlistment in the Army, enter an Officers' Candidate school course, within quota limitations set by the Department of the Army, and receive a commission in the Organized Reserve Corps upon completion of that course and upon attaining the age requirements, if he does not complete the last two years of undergraduate college study. Certificates of Eligibility to an Officers' Candidate School course will be valid only for a period of two years.

(2) Receive a reserve commission upon successful completion of two additional years of undergraduate college study.

The Professor of Military Science and Tactics may grant certificates of eligibility for entrance to an Officer Candidate School course, within quota limitations set by the Department of the Army, and valid only for a period of two years to those selected cadets who:

(1) Have completed the basic course, Senior Division, R.O.T.C.

(2) Have completed two years of college studies.

(3) Do not pursue their college studies to completion.

Military School Honor R.O.T.C. Units

Each year the Department of the Army inspects and rates the R.O.T.C. units at "essentially military schools." The units receiving the highest ratings are designated as "Military School Honor R.O.T.C. Units." The following are the principal factors considered:

Adequacy of facilities for practical and theoretical instruction and care of government property.

Cooperation of the faculty and the department.

Degree to which the unit has attained the objectives established for the Army R.O.T.C. program.

Degree to which the unit has attained the objectives set forth in Department of the Army programs of instruction.

Appearance and discipline of cadets and demonstrated qualities of leadership by cadet officers and non-commissioned officers.

New Mexico Military Institute has been awarded the highest rating 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 an institution of its class.

CADET ACTIVITIES

A wide choice of extra-curricular activities is available to cadets. The climate makes it possible for them to participate in many sports throughout the academic year which in other regions are necessarily of brief duration.

Athletics

The purpose of athletics at the Institute is to develop a sound body and a keen sense of fair competition. It is definitely realized and practiced that the athletic organization is secondary to the academic functions of the school. The athletic organization is so constituted as to offer those boys with normal bodies the advantages of keenly competitive sports, and to extend to those with underdeveloped physiques the advantages of supervised correctional activities and facilities.

Athletics is both intramural and interscholastic. The various companies of the regiment engage in a variety of sports contests, and the college and the high school maintain separate representative teams. The Varsity Broncos compete with member colleges of the New Mexico Conference, and the Institute takes pride in the fact that it was one of the founders of that conference. Senior high school students compete in the New Mexico Athletic Association as Colt teams, and there are junior organizations for the younger, slighter boys, known as Pony teams.

Letters may be earned at the Institute in football, basketball, track, tennis, golf, boxing, wrestling, baseball, polo, swimming, and rifle marksmanship.

The high school Colts are coached by separate staffs, giving them an opportunity equal to the other high schools in the State in that respect.

Tumbling, riding, soft ball, volley ball, trap-shooting, and rifle and pistol shooting are included in the athletic program.

Items of sports equipment and costume which are not issued through the athletic department are obtainable at the Cadet Store.

Social Activities

Social activities at the Institute open with an informal tea-dance for the new cadets upon their arrival, and close with the annual formal Final Ball during Commencement week. There are numerous other dances held under the auspices of the cadet-managed Cotillion Club. Cadet Orchestras usually play for these occasions.

Two evenings a week motion pictures are shown in Pearson Auditorium. Cadets frequently bring their dates to these showings.

A regular lyceum series is maintained each year, usually with a minimum of four programs, and cadets are privileged to attend the concerts of the Community Concerts Association, which brings to Roswell the finest of international talent.

Dramatic productions, given by the Institute Players, are always well attended, and many cadets take advantage of the productions of the Roswell Little Theater, whose annual programs begin each fall. Interests in art and music find their outlet in cadet groups.

Clubs and Societies

Fraternities and secret societies are not permitted at the Institute, since the pattern established fosters one society, the corps of cadets. There are, however, many clubs and organizations in which common interests are developed.

The Cadet Officers' Club is composed of the commissioned officers of the corps, and is an organization in which the *esprit de corps* of the entire regiment is centered.

The First Sergeants' Club has only cadet first sergeants in its exclusive circle.

The Honor Society is open to cadets who have earned superior academic records. Members wear the medal of the organization and have certain special privileges as long as they maintain their academic excellence. In the College, the Dean's List carries the same prestige and privileges. Mention of the Dean's List is developed elsewhere in the Catalog.

The Cotillion Club plans both formal and informal dances for the Corps of Cadets.

The "I" Club is made up of cadets who have earned one or more Varsity letters in athletics. The Colt Club is the high school equivalent of the "I" Club, and its membership is equally proud of its earned competitive awards.

The Rifle Club has had a distinguished membership for many years. It is conducted under the regulations of the National Rifle Association, and cadets who qualify receive medals issued by the Association. The Rifle Club has won many Hearst Trophies and other valuable awards.

The Flying Club is maintained by arrangement with the Roswell Municipal Airport, which is C.A.A. approved. During the year, members invite speakers from Walker Air Force Base or officials of the Civil Aeronautics Authority to share their programs.

The Radio Club has a completely equipped studio for amateur radio receiving and broadcasting. For its benefit, occasional lectures are given by the Physics Department, so that technical aspects of radio are kept up to date.

The Pre-Med Club was organized for cadets preparing for medicine or dentistry. Motion pictures and talks by professionals in these two fields help foster interest in and understanding of their special concerns.

The International Relations Club brings together students of history and foreign affairs, and stimulates interest in current events. Members of this Club participate in the regional meetings of similar organizations.

The Camera Club receives practical instruction from members of the Physics Department. Each year a special exhibit of work of club members is hung in the Institute Library, and prizes are awarded to outstanding pictures.

The Model Club is composed of cadets who build, equip, and fly a variety of model airplanes.

The Glee Club was first organized in the 'Twenties by Captain Walter Burnham, who brought it to an early peak of proficiency. Under its present director it has again achieved stature as an outstanding group of singers.

The Stamp Club, an eager group of specialists, exhibit their own collections and bring other philatelists to the Institute.

The DeMolay Club is made up of cadets holding memberships in various Chapters of that Order.

The Newman Club is an organization fostering the spiritual, intellectual and social interests of Catholic cadets of N.M.M.I.

The Canterbury Club serves the young men who belong to the Episcopal Church, both socially and spiritually.

The Honor Guard, first organized in 1950, is a volunteer group which, under expert leadership, displays its skill in highly complex maneuvers at such occasions as football games. Although only in its second year of existence, it has achieved considerable recognition.

The Institute Players is a group of cadets interested in live dramatic presentations. They are frequently assisted by members of the Faculty and by Roswell townspeople in bringing Institute dramatic talent to the fore.

Two cadet string bands, the Western and the Latin-American, entertain their fellow cadets on a variety of occasions.

Band and Orchestra

The cadet Band, with separate drum and bugle corps, furnishes music for the Sunday regimental parades and for other special occasions. The drum and bugle corps is used in marching cadets to mess. Cadets furnish their own instruments, but are given instruction by the professional Institute staff.

The orchestra plays for cadet dances and is paid for its activity; it also provides music for other occasions.

Publications

There are three cadet publications, the Bronco, the Maverick, and the Garryowen. The Bronco is the cadet annual, a handsome book in which the history of the year's activities is set forth pictorially, with some descriptive text. The Maverick is the cadets literary magazine, publishing original poetry and prose. The Garryowen is the fortnightly cadet newspaper, in which current and forthcoming events are explained.

SCHOLARSHIPS, AWARDS 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. Athletic letters are awarded to outstanding members of the teams.

All scholarship awards are made by the faculty Scholarships Committee on the basis of criteria established by the donors. At mid-year the academic records of all scholarship holders are reviewed by the Committee. A scholarship may be withdrawn for the second semester if, in the opinion of the Committee, the holder has failed to meet the scholastic or other standards prescribed. In such cases only one-half of the award for the year will be credited to the holder.

Scholarships

New Mexico Military Institute Scholarships

Presented by the Board of Regents to one member of each of the classes listed below. Thirty-eighth year of award.

Second Class: Leo Bill Mihás, Deming, New Mexico.

Third Class: X. M. Holt.

Fourth Class: Timothy Arthur Barrow, Litchfield Park, Arizona.

Fifth Class: Louis Allan Drummond, Albuquerque, New Mexico.

Sixth Class: Walter Daniel Buchly, Roswell, New Mexico.

Seventh Class: R. L. Baber.

The Board of Regents Scholarships

In 1951 the Board of Regents of the New Mexico Military Institute established several scholarships in the amount of \$400 each to be awarded to high school students in New Mexico on the basis of outstanding leadership. Nineteen fifty-two was the second year of these awards.

1952: K. A. Shelton; G. E. Waldrup; A. A. Pruett; R. C. Gentry; N. W. Kinder.

The Alumni Scholarship

The Alumni Association presents a scholarship of the value of \$200. It is awarded to the son of an Alumnus on the basis of scholarship and general excellence in school activities. Nineteen fifty-one was the twentieth year of the award.

1952: Len Martin Hanawald.

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 Division who wishes to enter the College of New Mexico Military Institute. The award is made on the basis of scholarship and general ex-

cellence in school activities. Nineteen fifty-one was the sixteenth year of the award.

1952: Joseph C. Conrace, Jr.

The Herman Fleishman Scholarship

Herman Fleishman, ex. '15, of Tampico, Mexico, established a scholarship in 1938, of the value of \$150. It is awarded on the basis of consistent effort and loyalty with preference being given to the son of an Alumnus, a graduate of the High School Division, who wishes to enter the College Division of the New Mexico Military Institute. Nineteen fifty-two was the fifteenth year of the award.

1952: George LeRoy Watts.

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, 1942. 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 Division who wishes to enter the College of New Mexico Military Institute. The basis for selection is possession of those qualities that distinguished the man in whose honor the award is made. Sterling character, good sportsmanship, and the faculty of doing things well without attracting attention. The scholarship of \$200 is applied to tuition. Nineteen fifty-one was the ninth year of the award.

1952: Laurence James Law.

The Walter H. Boyd Memorial Scholarship

The Walter H. Boyd Memorial Scholarship was established by the terms of the will of Lieutenant Truman O. Boyd, III, '40, 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 at New Mexico Military Institute. 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 fifty-one was the eighth year of the award.

1952: Joe Lane Cooper.

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 at New Mexico Military Institute. 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) 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 Tunisia, May 3, 1943. Nineteen fifty-one was the eighth year of the award.

1952: Roy Gene Walker.

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. The scholarship of \$200 is applied to tuition. Nineteen fifty-one was the seventh year of the award.

1952: James Arthur Bond.

The Willie Morrison Memorial Scholarship

Mr. Wilbur L. Morrison has established a scholarship in honor of his 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 Division who wishes to transfer to the College of New Mexico Military Institute, and shall be made 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, Texas.

The scholarship of \$200 is applied to tuition. Nineteen fifty-one was the seventh year of the award.

1952: Pierre A. D. Stouse, Jr.

The Edward Preisler Scholarship

Edward Preisler, '15, of St. Louis, Missouri, has established a scholarship of \$500 to be awarded to one of the outstanding cadets in the corps. The measure of "outstandingness" is judged by a formula with five categories: Academic, 35%; military, 20%; citizenship, 20%; athletics and other extra-curricular activities, 15%; and personality and need 10%. Nineteen fifty-two was the sixth year of the award.

1952: John Louis Garcia.

The General Douglas MacArthur Scholarships

(Value from \$200 to \$400 credited on school fees for the first semester, \$200 credited on fees for the second semester.)

The Houston Endowment, Inc., organized for philanthropic purposes and endowed by Mr. and Mrs. Jesse H. Jones, has established the General Douglas MacArthur Scholarships, to be awarded to needy young men of superior character and exceptional academic capacities. In order to be considered for one of these awards, the applicant must express to the Scholarship Committee his intentions to enter, upon graduation, some phase of public responsibilities, such as:

- (a) Active duty in the Regular defense force of the United States;
- (b) Reserve duty in the defense force of the United States with active participation in some phase of public responsibility; or
- (c) Some other activity in furtherance of international peace and concord.

After selection as the recipient of this award, the winner may continue to receive its benefits from year to year for the remaining years of his college career, provided that he maintains a scholastic and personal record consistent with the standards prescribed by the Scholarships Committee. Nineteen fifty-one was the fourth year of this \$1,000 award for the college education of a worthy cadet who desires to follow a military career.

1952: W. B. Laverty; L. F. Wollard; J. N. Fellabaum; J. F. Walker.

The D. F. Sellards, Jr. Scholarship

D. F. Sellards, Jr., ex. '22, has established a scholarship of \$150 for a "New Cadet" who needs financial assistance to return for his second year at the Institute. Marked qualities of leadership along military lines will also be an important factor in the selection. Nineteen fifty-one was the fourth year of this award.

1952: Daniel Edward Boyle.

Oratorical Contest Scholarship

Since 1951 the Board of Regents of the New Mexico Military Institute have offered a scholarship in the amount of \$250 to the winner

of the New Mexico State High School Oratorical Contest. Nineteen fifty-two was the second year of the award.

1952: Don Wright.

The American Legion Auxiliary Award

The American Legion Auxiliary Unit in Roswell, New Mexico, has donated the sum of fifty dollars per year to be awarded at the discretion of the Scholarship Committee to increase and supplement one of the other scholarships available for bestowal. Nineteen fifty-two was the third year of the award.

1952: Joseph C. Conrace, Jr.

The Pan-American Scholarship

The Board of Regents of New Mexico Military Institute has established two Pan-American Scholarships to be awarded to Latin-American students who wish to pursue collegiate work at the Institute. The scholarships are valued at \$200 each. Nineteen fifty-one was the third year of this award.

1952: James W. Christie, III; Harry T. Kelly.

The Bob Lindsey Scholarship

Mr. and Mrs. Bob Lindsey of Borger, Texas, have established a scholarship of \$300.00 per year, for five years. The award shall be made to either a Fourth or Fifth Class cadet in attendance at New Mexico Military Institute on the following basis: (a) ability and sustained effort in football; (b) sustained academic effort and improvement; (c) financial need. The candidate's perseverance on the athletic field and in his academic work will be especially considered by the Scholarship Committee in the award of this scholarship. Nineteen fifty-one is the first year of this award.

1952: Kenneth N. L. Akin.

Medals and Prizes Established by Alumni

The Ruppert Award

In order to increase interest in public speaking, Max K. Ruppert, '18, of Chicago, has awarded an annual prize to the member of the College who shows the most proficiency in the composition and delivery of an original address. Beginning with nineteen forty-six a second prize was added. The winners are selected through a series of speeches made before the class in public speaking and the entire cadet regiment. Nineteen fifty-one was the twenty-ninth year of the award.

1952: Courtney B. Durham; Leo F. Wollard, Jr.

The MacMurphy Award

This award was established by Dempster MacMurphy, '15, who bequeathed a fund for its continuance. The prize is a handsome gold

medal for "The Highest Individual Standard of Good Sportsmanship Maintained in the Regiment of Cadets." Nineteen fifty-two was the twenty-eighth year of the award.

1952: Ellis Dudley Dinsmore.

The Saunders Memorial Medals for Neatest Cadets

Beginning in 1928, Colonel H. P. Saunders, Jr., '12, now deceased, had awarded four medals to the neatest cadets, selected at a weekly formal inspection. Each company commander selects representatives to compete in this formal weekly competition. The first medal is of gold; the second of silver; and the third and fourth of bronze. Since 1948, the medals have been presented by Lt. Colonel T. B. Stapp, Commandant of Cadets, in memory of Colonel H. P. Saunders, Jr.

1952: J. J. Gallegos; M. L. Gart; J. L. Smith; T. J. Gilbert.

Memorial Medals and Awards

The Hugh L. McInnis Award

The Hugh L. McInnis award is a beautiful graduation ring with garnet setting, presented by V. E. McInnis, father, and Neil P. McInnis, '42, brother, as a memorial to Hugh L. McInnis, '44, who was killed in action in the European theatre on April 16, 1945. The award is made to an outstanding graduate. Nineteen fifty-two was the seventh year of the award.

1952: Gerald Shields Simons.

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 Institute 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 in memory of Major J. Ross Thomas, a beloved instructor. Beginning with 1950, the medals are presented by Mr. T. H. Boswell, Jr., of Roswell, New Mexico. Nineteen fifty-two was the thirtieth year of the award.

1952: L. B. Mihas; M. L. Willis; P. H. Wells.

The John Flack Burton, Jr. Memorial Award for Speech

The John Flack Burton, Jr., award for speech in the High School Division is presented by Dr. John Flack Burton, Sr., and James L. Burton, ex. '54, in honor of their son and brother John Flack Burton, Jr., '48, who was killed in action in Korea October 21, 1952. An award of U.S. Savings bonds for first and second prizes was established anonymously in 1947, and is now given as a memorial to John Flack Burton, Jr. Nineteen fifty-two was the sixth year of the award.

1952: Joseph B. Fleming, Jr.; Morton L. Gart.

The New Mexico Society Sons of the American Revolution Award

The Society's medal is presented to the outstanding R.O.T.C. cadet on the following basis: (a) leadership; (b) soldierly bearing; (c) excellence in military curriculum. Nineteen fifty-two was the second year of the award.

1952: Jerrold Ernest Fisher.



SUMMARY OF REGISTRATION

COLLEGE DIVISION: <i>Men</i>	1951-52	1952-53
Seniors: First Class	25	33
Juniors: Second Class	30	25
Sophomores: Third Class	64	65
Freshmen: Fourth Class	148	127
Total	267	250
HIGH SCHOOL DIVISION : <i>Men</i>		
Seniors: Fifth Class	108	127
Juniors: Sixth Class	159	149
Sophomores Seventh Class	70	119
Total	337	395
Total in Both Divisions	604	645
DIPLOMAS AWARDED ACADEMIC YEAR: <i>Men</i>		
Junior College	67	
High School	109	
DEGREES AWARDED: <i>Men</i>		
Bachelor of Arts	8	
Bachelor of Science	14	
Total Degrees	22	

Divisional Distribution of Cadets by States, 1952-53

	COLLEGE DIVISION			HIGH SCHOOL DIVISION		
	New	Old	Total	New	Old	Total
Arizona	2	7	9	20	14	34
California	4	16	20	20	14	34
Colorado	—	7	7	13	10	23
Florida	—	—	—	2	—	2
Georgia	—	1	1	—	—	—
Idaho	—	—	—	3	1	4
Illinois	—	1	1	1	2	3
Iowa	—	1	1	1	1	2
Kansas	3	4	7	2	2	4
Louisiana	3	2	5	—	1	1
Michigan	1	—	1	—	—	—
Minnesota	—	—	—	—	1	1
Mississippi	—	—	—	1	—	1
Missouri	—	2	2	2	—	2
Montana	—	1	1	1	1	2
Nebraska	1	3	4	—	—	—
Nevada	—	—	—	2	2	4
New Jersey	—	1	1	—	—	—
New Mexico	35	73	108	77	49	126
New York	—	—	—	1	—	1
North Carolina	—	—	—	1	—	1
Ohio	—	—	—	1	—	1
Oklahoma	5	7	12	8	16	24
Oregon	—	—	—	—	1	1
Pennsylvania	—	—	—	1	—	1
South Dakota	—	—	—	1	—	1
Tennessee	—	1	1	1	—	1
Texas	15	37	52	54	40	94
Utah	—	—	—	1	1	2
Washington	1	2	3	2	—	2
Wisconsin	—	—	—	1	—	1
Wyoming	—	—	—	1	—	1
Canal Zone	—	2	2	—	—	—
Cuba	—	—	—	1	—	1
Hawaii	2	2	4	3	—	3
Arabia	—	—	—	2	—	2
Canada	—	—	—	1	1	2
England	—	1	1	—	—	—
Japan	1	—	1	—	—	—
Mexico	—	5	5	5	8	13
Venezuela, S. A.	—	1	1	—	—	—
	73	177	250	230	165	395

Academic Honors

1951-52

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

COLLEGE DIVISION*First Class*

Pursel, D. A.
Cox, F. W., Jr.
Peel, M. M.
Pick, H.
Ricketson, W. E.

Third Class

Mann, J. M.
Payte, J. T.
Holt, T. F.
Rodgers, G. W.
Briscoe, G. A.

Second Class

Mihas, L. B.
Elliott, J. W.
{ Fellabaum, J. N.
{ Garcia, J. L.
Brandt, C. M.

Fourth Class

Wertheim, R.
Walker, R. G.
Plummer, S. L.
Norman, J. N.
Threet, M. E.

HIGH SCHOOL DIVISION*Fifth Class*

{ Conrace, J. C., Jr.
{ Satterfield, J. C., Jr.
{ Sefrit, F. W.
{ Simpson, P.
{ Smith, J. L.

{ Bradshaw, L. H.
{ Buchly, W. D.
{ Lovelace, J. B.
{ Smith, K. C.
{ Wright, J. D.

Sixth Class

{ Caldwell, H. L.
{ Coors, H. G., IV
Borenstein, D. B.

Seventh Class

McMillen, J. T., Jr.
{ Baber, R. L.
{ Veeck, W. L., III
{ Roberts, W. B.
{ Wilson, T. E.

Graduates of the High School Division, 1952

Robert Heilman Adams	John Wesley Hartman
Jack Stanton Agnew	Ralph Alonzo Hayes
James Minor Alexander	Theodore Calvin Hogsett
Joe Raymond Allen, Jr.	Jimmy Joe Hooper
George Washington Arrington	Jon Wesley House
William Lake Arrington	Peter Hughart
William Stuart Bailey, Jr.	Willard Leslie Isaacs, Jr.
Charles Blake Barrett	Hillyer Barnett Jackson, Jr.
William Wilburn Benton, Jr.	John Robert Jackson
John Peter Bogle	Coburn Brasilio Jewell
Irving James Brown	Walter Leather Jones
Johnny Gene Buck	Norman McDonald Jordan
Walter Raymond Caviness	Michael Lawrence Keleher
Anthony Marino Chavez	Kenneth Stanley Kitchen
Alfred Brent Christenson	Laurence James Law
Thomas Hall Claffey	Patrick James Leonard
Joseph Cornacchione Conrace, Jr.	John Martin Luttrell
John Michael Craig	Alfred Nelson McCarter
John Calvin Crain, Jr.	Joel Dee McCrea
Richard Robert Cunningham	James Rosser McGrath, Jr.
Juan Ortiz Y Davis	Francis Herbert McQuiddy
Stanley Kent Davis	Jon Mills Marshall
Edward Walter Delehanty	Linton Leevo Miller
Elder Lee Dennis	Raul Antonio Miramontes
Donald Cameron Dilley, Jr.	William Abbott Moery
Willard Norris Dixon, Jr.	Frederick Mills Muhlner
Louis Allan Drummond	Alberto Muller
Fred Lee Dutton	Thomas Jefferson Nance
Albert James Dye	Norman Roy Palmer
Bennett Thurmond Easterling	Lynn Morton Phillips, Jr.
James Barton Eson	Jim Kelly Polk
James Anderson Fant, Jr.	Edward Laroy Polly
Charles William Faris	James Milton Pryor, Jr.
Joseph Baron Fleming, Jr.	John D. Pugh, II
Robert Charles Floyd	John Owens Pundt
Hazlett Theodore Fordyce, Jr.	Will Casey Purvis
Alfred Sterre Forsling	John Fellows Roche
John Howard Foster	William Bowen Rogers
Ralph Edward Fresquez	David Latimer Rowlands
Charles Theodore Garoutte, Jr.	John Creighton Satterfield, Jr.
Morton Louis Gart	Frank Wood Sefrit
Vincent McBride Grace	Gustav Leonard Seligman, Jr.
Harlen Joe Gray	Phil Simpson
Donald Lynn Hair	Charles Phillips Sinclair
James Frank Hanzel	John Larry Smith
Larry Robert Hardison	Smith Sprinkle
Frank Lee Harris, Jr.	Horace Mitchell Staggs
Holt Benton Harrison	William Mowry Stidham, Jr.

Frank Raymond Stone, Jr.
 Pierre Adolphe Ducros Stouse, Jr.
 Donald Frank Strand
 Jimmie Joe Straughan
 Dale William Troxler
 Robert Conde Utzinger
 John Richard Warren

Wayne Culver Warren
 George LeRoy Watts
 Frank Earl Westfall
 Theodore Phelps White
 Joseph Robert Wise
 Frederick Joseph Wood



Graduates of the Junior College Division, 1952

Genoa Waylan Ansted
 Roger Downey Bain
 Robert Lyle Bartheld
 C. A. Branum
 Gerald Allan Briscoe
 James Chapin Byrd
 Robert Paul Byron
 Donald Ray Carpenter
 Hugh Colquit Cate, Jr.
 Richard J. T. Castleberry, Jr.
 George Pacheco Chavez
 Jimmie Palmer Cogle
 Robert King Coke, III
 David Lee Collons
 Joe Lane Cooper
 William Richard Cutter
 Hugh Gary Darr
 Edgar Wesley Davenport
 Charles Edgar Day, Jr.
 Don Roy DeGraftenried
 Paul John Dentler
 James Alexander Dick, III
 William Thomas Donoghue
 Donald Dene Durham
 Robert Glenn Ellis
 James Roy Ellison
 Pat Shannon Galligan
 Walden James Earl Haynes, Jr.
 Alan Kaye Holmes
 Thomas Franklin Holt
 Xavia Milton Holt, Jr.
 Jerry Lee Hooper
 Edwin McBride Horton
 Guy Thomas Howard
 Norman Nick Katzendorn

William Lovell Kemp
 Wayne Bodine Laverty
 Henry Joe Leisy
 Michael Allan McBee
 James Marmion McCord
 H. A. McDougal
 Robert Lee McGee
 Jack Matthewson Mann
 Juan Mendez
 Weims Lee Norman
 Johnny Omer Owen
 Richard Louis Palmer
 Norman Harold Patterson
 James Thomas Payte
 Jose Ortiz Y Pino, III
 Omar William Pittman, Jr.
 Basil George Pouls
 Fred Clifford Powell, Jr.
 Peter James Prinzivalli
 Elton D. Rhodes
 Guy Warren Rodgers
 Max Lynn Schrimsher
 Richard Woods Sharp, Jr.
 Christopher von Loebe Shatsby
 Gordon Gray Strathearn
 Aram Lee Tootelian
 Robert Evans Vestal
 James Field Walker
 George Ehinger Ward
 James Phelps White, III
 Paul Delano Williams
 Joseph Halsey Wolfenberger
 Leo Fulton Wollard, Jr.
 Robert Richard Wood

The Graduating Class, 1952

Richard Bennett Condit	Bachelor of Science
Floyd Wilbern Cox, Jr.	Bachelor of Science
David Leo di Lorenzo	Bachelor of Science
Ellis Dudley Dinsmore	Bachelor of Science
Larry Arthur Drummond	Bachelor of Science
Reuben Wesly Evans	Bachelor of Arts
Jerrold Ernest Fisher	Bachelor of Arts
Richard Ainsa Flato	Bachelor of Science
Alfred James Groh	Bachelor of Science
David Alan Hopkins	Bachelor of Arts
George Mark Losey	Bachelor of Science
Arthur Ronald Lundien	Bachelor of Arts
Richard Quinton Marshall	Bachelor of Science
Marvin Mabry Peel	Bachelor of Science
Henry Pick	Bachelor of Science
William Joe Poarch	Bachelor of Science
Frank Bryan Porcher	Bachelor of Science
Dale Allen Pursel	Bachelor of Arts
Wayne Eugene Ricketson	Bachelor of Science
John Ed Rodolph	Bachelor of Science
Gerald Shields Simons	Bachelor of Science
Robert Louis Skelly	Bachelor of Arts
Reinard Willebrord Veerkamp	Bachelor of Arts
Parker Harris Wells	Bachelor of Arts
Maurice Lee Willis	Bachelor of Science

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