The University of New Mexico

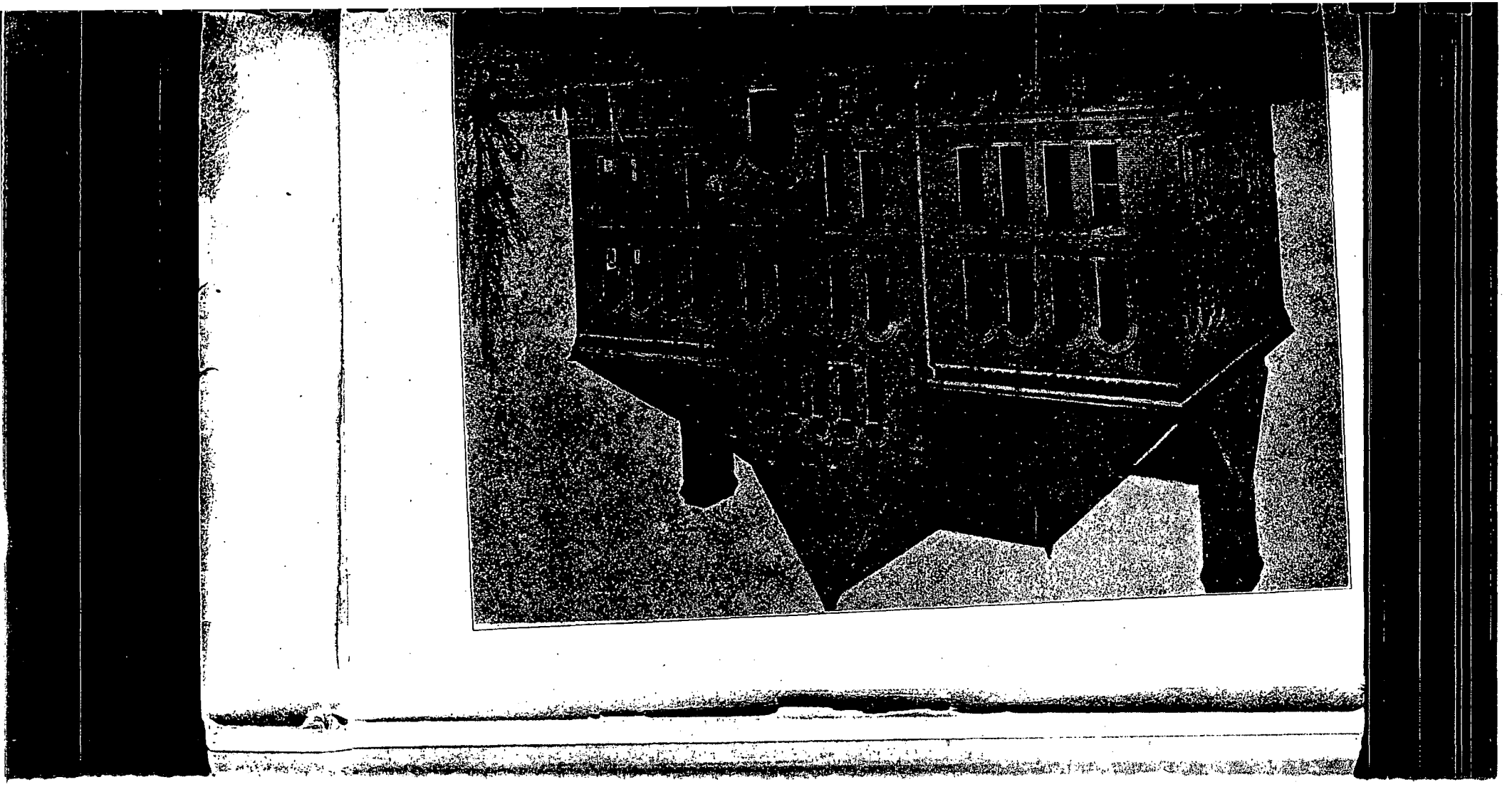
At Albuquerque.

1897-98

Seventh Annual Catalogue

And

Announcements for 1898-99.



98-99

1897-98.

Seventh Annual Catalogue

OF THE

University of New Mexico

—AT—

ALBUQUERQUE,

And Announcements For 1898—99.

ALBUQUERQUE, N. M.
DEMOCRAT PUBLISHING CO.
1898.

Calendar.

1898

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1899

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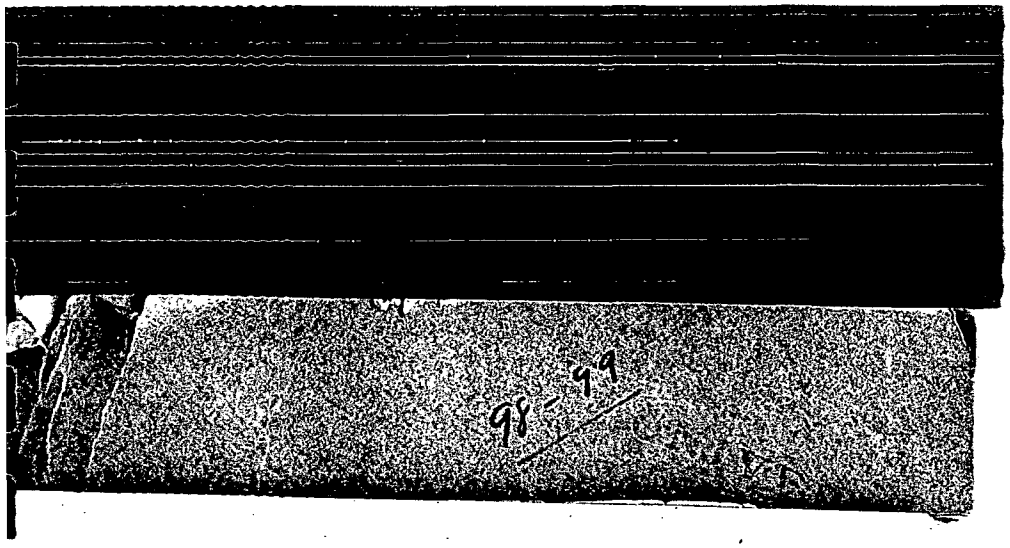

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Board of Regents.

His Excellency, MIGUEL A. OTERO,
Governor of the Territory, *ex-officio.*

Hon. PLACIDO SANDOVAL,
Superintendent of Public Instruction, *ex-officio.*

Hon. FRANK W. CLANCY,
Term expires 1901.

Hon. E. S. STOVER,
Term expires 1900.

Hon. WILLIAM B. CHILDERS,
Term expires 1899.

Hon. HENRY L. WALDO,
Term expires 1898.

Hon. JUAN C. ARMIJO,
Term expires 1902.

Officers.

Hon. WILLIAM B. CHILDERS, President.
Hon. FRANK W. CLANCY, Secretary and Treas.

Faculty for 1897-98-99.

CLARENCE L. HERRICK, M. S.,

President, Professor of Psychology and Philosophy and Professor of Biology.

B. S., University of Minnesota, 1880; University of Leipzig, 1882-83; Geological Survey of Minnesota, 1883-85; M. S., University of Minnesota, 1884; Professor of Geology and Natural History in Denison University, 1885-89; Professor of Biology in University of Cincinnati, 1889-92; University of Berlin, 1892-93; Professor of Biology in University of Chicago, 1893; Professor of Biology in Denison University, 1894-97.

MARTHA L. TAYLOR, A. M.,

Professor of English and History

A. B., Oberlin, 1887 and A. M. 1889; Instructor in Latin and Greek in Kidder Institute, 1887-92; Professor of English and History in University of New Mexico, 1893.

JOSEPHINE S. PARSONS,

Principal of the Commercial Department and Instructor in Mathematics.

High School, Louisville, Ky., Teacher in same; With Gross, Blackwell & Co.; Principal of Commercial Department University of New Mexico, 1893

RANDOLPH W. TINSLEY,

Professor of Chemistry and Physics (to September, 1898.)

Graduate of Miller Manual Training School, 1891; University of Virginia, 1891-93; Assistant Professor of Science, Washington College, 1893-94; Vice-Principal Friend's Normal Institute, 1894-96.

JAMES HAY PAXTON, A. M.,

Professor of Latin and Greek, and in Charge of French.

B. A., University of Virginia, 1892; M. A., University of Virginia, 1894; Instructor in Ancient Languages, University of Virginia, 1892-96; University of New Mexico, 1896.

CHARLES E. HODGIN, B. PD.,

Professor of Pedagogy and Principal of Normal Department.

Graduate of Indiana State Normal, 1881; Studied at Cook County Normal, Chicago, summer 1893, and at Chautauqua, Long Beach, Cal., 1896; Principal Public Schools Trafalgar, Ind.; Instructor in Methods, Richmond Normal School, Richmond, Ind.; Principal Albuquerque Academy, Albuquerque, N. M., 1887-91; Superintendent of Albuquerque Public Schools, Albuquerque, N. M., 1891-97; Principal of Normal Department University of New Mexico, 1897.

ATANASIO MONTOYA, JR.,

Instructor in Spanish.

Studied in University of New Mexico, 1893-96; Instructor in Spanish, University of New Mexico, 1896.

EDWARD B. CRISTY, PH. B.,

Instructor in Drawing, etc., and Mathematics.

Ph. B., Columbia College, 1891; Principal Albuquerque Academy, 1896; Instructor in Drawing and Higher Mathematics, University of New Mexico, 1897.

FRANK S. MALTBY, A. B.,

Director of the Gymnasium.

A. B., Moore's Hill College, 1893; Johns Hopkins Medical School, 1893-95.

JOHN WEINZIRL, M. S.,

Director of the Bacteriological Laboratory and Assistant Professor of Biology, 1898-99.

Graduate River Falls State Normal School, of Wisconsin, 1893, Life Certificate; B. S., University of Wisconsin, 1896; Graduate work in University of Wisconsin and University of New Mexico, 1896-98; M. S. University of New Mexico, 1898; Director Bacteriological Laboratory, University of New Mexico, 1897.

BELLE T. PORTER,

Instructor in German.

Special student in Literature and History, Chicago University; Assistant Principal Harvey High School, 1894-96; Instructor in Cook County Normal, 1896-97.

J. S. HAINES, A. B.,

Instructor in Modern Language, 1897.

A. B., Bowdoin College, 1897.

H. M. VARREL, A. B.,

Instructor in Modern Language, 1898.

A. B., Bowdoin College, 1897.

MYRA LUKENS,

Graduate of Chatham High School, Ohio, 1888; Swarthmore Normal School, 1889; Physical Culture course, Oberlin College; Director of Womans' Gymnasium work, University of New Mexico, 1897-98.

GEORGE E. COGHILL, A. B.,

Assistant in Mathematics and Fellow in Biology.

Shurtleff College, 1891-93; A. B., Brown University, 1896.

EDWIN P. CHILDS, B. S.,

Professor of Physics and Chemistry and in charge of Higher Mathematics.

Michigan University, Denison University and Harvard Summer School. B. S., Denison University, 1894; Professor of Mathematics and Physics in Fargo College, 2 years; Instructor in Mathematics in Denison University, 1 year; Acting Professor of Physics and Chemistry in Denison University. 1 year; Professor of Physics and Chemistry in Pueblo High School.

ROBERT S. GOSS, A. M.,

Professor of Oratory and Commandant of Cadets.

A. B., Kentucky Military Institute, 1881; A. M., the same, 1886; Professor of Belles Lettres and Oratory and Commandant, Fort Worth University; Founder of the New Mexico Military Institute, 1891; Goss Military Institute, 1893.

ELLA D. COLTRAINE,

Principal of the Model School and Critic Teacher.

MARY E. GILMORE.,

Director of the Music Department and Teacher of the Piano and Organ.

Genesee, N. Y., Normal; studied with A. R. Parsons, Metropolitan College of Music, and with Emil Liebling, Chicago.

Teacher of Vocal Music.

Teacher of Violin and Stringed Instruments and Conductor of University Orchestra.

M. CUSTERS,

Instructor in Surveying, Custodian and Librarian.

Calendar for 1898-99.

1898.

Sept. 6, Tuesday—Entrance examinations.

Sept. 7, Wednesday—Recitations begin.

Nov. 24 and 25, Thursday and Friday—Thanksgiving.

Dec. 21, Wednesday evening—Holiday vacation begins.

1899.

Jan. 3, Tuesday—Work resumed.

Jan. 20, Friday—First semester ends.

Jan. 23, Monday—Second semester begins; examination and classification of new students.

Feb. 22, Wednesday—Holiday, Washington's birthday.

March 24 to Monday, April 3—Spring vacation.

Arbor Day.

June 5, 6, 7—Final examinations.

June 8—Commencement exercises.

Origin of the University.

Extracts from the Act to Establish and provide for the Maintenance of the University of New Mexico, passed during the Twenty-eighth Session of the Legislative Assembly of the Territory of New Mexico, February 28, 1889.

Section 1. There is hereby created and established within and for the Territory of New Mexico, an institution of learning to be known as "The University of New Mexico." Said institution is hereby located at or near the town of Albuquerque, in the county of Bernalillo, within two miles north of Railroad Avenue in said town, upon a tract of good, high and dry land, of not less than twenty acres, suitable for the purpose of such institution, which said land shall, within six months from the passage of this act, be donated and conveyed, free of any cost and expense, to the Territory of New Mexico, by G. W. Meylert: provided, that no improvements or buildings as hereinafter provided for, shall be made or erected upon such land until such deed is duly executed, recorded, and filed in the office of the Secretary of the Territory, as hereinafter provided.

Sec. 7. The University of New Mexico, hereby

created and established, is intended to be the State University, when New Mexico shall be admitted as a State into the Union, and as such is entitled to all the donations of land and all other benefits under all Acts of Congress, now in force or hereafter to be enacted, for the benefit of such educational institutions in the future State.

Sec. 8. The object of the University hereby created shall be to provide the inhabitants of the Territory of New Mexico, and the future State, with the means of acquiring a thorough knowledge of the various branches of literature, science, and arts.

Sec. 9. The management and control of said University, the care and preservation of all property of which it shall become possessed, the erection and construction of all buildings necessary for its use, and the disbursement and expenditures of all moneys appropriated by this Act, shall be vested in a board of five Regents, to consist of five qualified voters, who shall be owners of real estate in this Territory.

Sec. 11. The Regents of the University and their successors in office, shall constitute a body corporate under the name and style of "The Regents of the University of New Mexico," with the right, as such, of suing and being sued, of contracting and being contracted with, of making and using a common seal, and altering the same at pleasure.

Sec. 14 The Regents shall have power, and it

shall be their duty, to enact laws, rules, and regulations for the government of the University.

Sec. 15. The University shall have departments, which shall hereafter be opened at such times as the Board of Regents shall deem best, for instruction in science, literature, and the arts, law, medicine, engineering, and such other departments and studies as the Board of Regents may, from time to time, decide upon; including military training and tactics.

Sec. 16. The immediate government of the several departments shall be intrusted to their respective faculties, but the Regents shall have the power to regulate the course of instruction, and prescribe the books and authorities to be used in the several departments, and also to confer such degrees and grant such diplomas as are usually conferred and granted by other universities. The Regents shall have the power to remove any officer connected with the University, when in their judgment the interests require it.

(a). The University created by this Act shall be open to the children of all residents of this Territory and such others as the Board of Regents may determine, under such rules and regulations as may be prescribed by said Board, whenever the finances of the institution shall warrant it, and it is deemed expedient by said Board of Regents.

Sec. 17. No sectarian tenets or opinions shall be

required to enable any person to be admitted as a student or employed as a tutor, or other instructor in said University, but the same shall forever be non-sectarian in character.

History of the University.

The University of New Mexico was incorporated by an Act of the Territorial Legislature of 1889, and the location fixed at Albuquerque. The Regents secured the necessary amount of land required by the enacted law and began the erection of a suitable building as soon as their funds would permit. In May, 1892, the building was completed and accepted by the Board of Regents. On June 15, 1892, the Normal Department of the University was opened, and on September 21, 1892, the Preparatory Department was opened and the Normal Department continued.

The University has been in successful operation for six years, having conferred during this time, twenty diplomas of graduation and many certificates of satisfactory work in more limited courses of study. The standard of work has steadily risen, and the facilities for the study of the liberal arts and sciences are being continually increased to meet the growing demands of the community. Material development has kept pace with internal growth, and the University,

with its commodious buildings and growing apparatus and library, can now offer better facilities for study and scientific research than ever before, embracing a wide variety of subjects taught by specialists in every branch. During the year just completed, rapid progress has been made. The teaching force has been almost doubled, and the college courses have been placed on a par with those of Eastern colleges. The departments of research have been opened and a good beginning made in the organization of an economic survey of the Territory. It rests with the people of the Territory to realize the promise of the rising institution.

General Information.

REQUIREMENTS FOR ADMISSION.

Applicants for admission to the University must either furnish a satisfactory certificate from some school of acknowledged thoroughness, (see below) or stand entrance examinations in English, history, geography, elementary physiology, and arithmetic.

The requirements for admission to the Preparatory Department are such that the faithful student may hope to complete the preparation for admission to the Freshman class of this University or any other American college by three years successful work. The ground covered by the entrance examinations is as follows:

English.—English grammar and the elements of English composition. This includes capitalization, punctuation, the parts of speech, analysis and parsing of simple and compound sentences and a study of the sentence and paragraph, as presented in Reed and Kellogg's Higher Lessons in English, to lesson 85, or an equilalent. The pupil will also be required to write from dictation a letter of not less than fifty words, and also to reproduce in the best English possible, the substance of any descriptive or narra-

tive poem after once hearing it read. The pupil's proficiency in spelling and punctuation will be determined by the result. Students seriously deficient in English are required to make up the deficiency before admission to standing in any course.

History.—Barnes' United States History, or an equivalent.

Geography.—Barnes' Complete Geography or an equivalent.

Physiology.—The Elements of Hygiene.

Arithmetic, Completed.—White's Complete Arithmetic, or an equivalent.

Especial proficiency is expected in percentage and its applications and in the metric system of weights and measures.

SUB-PREPARATORY CLASS.

For the present, opportunity is offered those who may be deficient in entrance requirements to enter classes in the above-mentioned subjects at the University. The work of the Sub-preparatory class is conducted under the direction of the Normal Department.

ADMISSION UPON CERTIFICATE.

The University will receive students from any school of acknowledged thoroughness, and, without examination, give them credit for all the work they have done.

To this end, the student must furnish a certificate

signed by the principal or superintendent of said school, stating, (1) That he has been a satisfactory student in said school; (2) The branches of study pursued; (3) The text book used; (4) The page to which completed; (5) Standing in the subject.

Blanks for such certificates can be had by applying to the University.

Students, having completed the second year in the Albuquerque High School and in other high schools of equal standing, will be admitted, on certificate, to the Intermediate Preparatory year of the University.

An affiliation has been affected with the High School of Albuquerque in accordance with which students finishing the tenth grade in the High School are received into the Intermediate Preparatory year of the University, without examination, and remain enrolled in the High School until the end of the Preparatory course, when they receive the diploma of the High School as well as that of the Preparatory department of the University. Similar affiliations with other High Schools are in negotiation. All the best High Schools of the Territory, as well as the Goss Military Institute, have entered into such affiliation.

METHOD OF GRADING.

Students are graded according to their class-standing and by examinations. An accurate record is kept of the work of each student in each class. Ex-

aminations are held in each class at the end of each term.. The average standing is found by combining the average class-standing with the examination-standing in the ratio of three to one; that is, the class-standing counts three times as much as the examination-standing. The satisfactory completion of the work of any class requires a general standing of not less than seventy per cent.

THE MODEL SCHOOL.

A Model School under the joint control of the University and the Public Schools of Albuquerque has been established for the purpose of affording adequate opportunity for observation and practice by the teachers in the Normal department. The conditions for providing thorough critic teaching are unusually good.

DIPLOMAS AND CERTIFICATES.

Diplomas of graduation from the Preparatory Department in the Classical, Scientific, and Literary courses, as outlined beyond, will be conferred on all who complete satisfactorily the courses of study and maintain unimpeachable deportment. In addition to the above, those who complete the professional work of the Normal Department receive its diploma, which by law a teacher's life certificate within the Territory of New Mexico. A diploma will also be conferred upon graduates from the three-years Commercial course. Certificates of proficiency may be

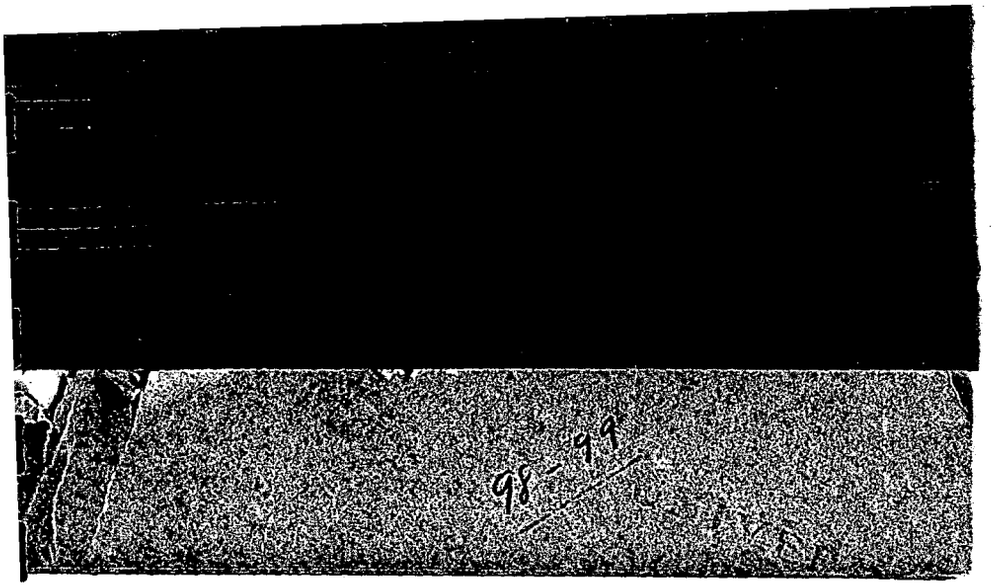
given upon the completion of subjects like stenography and book-keeping when pursued as special studies with the permission of the Faculty. A special certificate from the Medical Preparatory and Applied Science courses will be given.

In the Collegiate Department, the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Literature, and Bachelor of Pedagogy will be conferred on such as complete, to the satisfaction of the Faculty, the full four years' course in the several departments. The degrees of Master of Arts and Master of Science will be given upon the completion of two full years of graduate study, at least one year of which must be in actual residence at the University, and the preparation of a satisfactory thesis based on original research.

ADMINISTRATION.

The Preparatory, Normal and Commercial Departments are administered by the respective principals under the direction of the General Faculty. Upon matriculation the student obliges himself to observe the unwritten law of polite society and to discharge faithfully all college obligations. Individual honor and loyalty to the institution, and the deportment of ladies and gentlemen are the indispensable prerequisites to college residence.

In any case where the student does not appear to be benefitted by the advantages offered by the col-



lege, or manifests an unwillingness, cheerfully to assist in maintaining good order, or indulges in practices which are detrimental to others or to the reputation of the college, his parents or guardian will be promptly and frankly informed of the facts in the case. If the student's conduct or work continues unsatisfactory thereafter, he will be privately dismissed, or his parents requested to withdraw him.

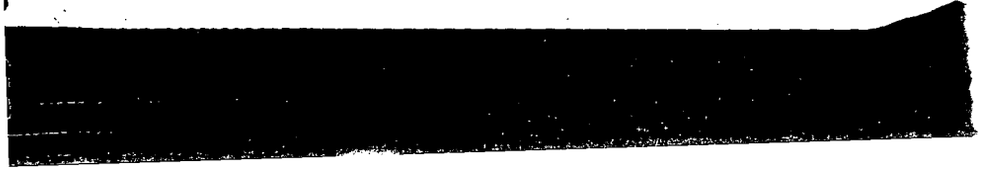
FEES.

The only fee required of all students in all departments is an annual incidental fee of five dollars payable in advance. This fee is required by law and is devoted to the purchase of books and periodicals for the library. In addition, an annual laboratory fee of ten dollars, payable on matriculation, is required of each student who pursues a laboratory course, in order to pay for material used, and for damage or breakage of apparatus. For single semester courses the fee is five dollars.

BOARD.

During the year, students have been able to obtained room and board in good private families where they have the comforts of a home and are surrounded by good influences, at not to exceed $25 per month. The Board of Regents, at a late meeting, have taken steps for the erection of a dormitory and boarding-hall for the accomodation of students and teachers.

In selecting boarding places, students should con-



sult the President of the Faculty, who will cheerfully assist all in finding good homes. The Faculty claim the right and consider it a duty, to exercise a supervisory care at all times over those who do not make their homes with their parents or other natural guardian. To this end, the Faculty may properly object to students boarding at unsuitable places. Students may be called upon, whenever it is thought necessary, to render an account of the manner in which they spend their time when not at the University.

Parents who entrust their children to the care of the University, may feel assured that all reasonable effort will be exercised by the Faculty to protect them from improper associations.

SELF-SUPPORT.

The University has no work at its command to furnish students, but several young men have found congenial employment, from which they defrayed a large portion of their expenses. Albuquerque is a city of 10,000 population, and those in charge of the University feel confident that a large number of deserving and faithful young people, of both sexes, can find employment for their hours of leisure. During the coming year, a special effort will be made to assist students who so desire it, to find employment.

It is the intention of the Regents to provide special facilities for health-seekers who may desire to do more advanced work in the University.

BUILDINGS.

On a commanding site, some distance east of the railroad depot, and on Railroad Avenue,. are the University buildings, from which is obtained a good view of the mountains to the northeast, and of the Rio Grande valley to the west and south. The main building is a large and commodious brick structure, of three stories besides the basement. On the first floor are four recitation rooms and two offices; on the second floor are also four recitation rooms, laboratory and cabinet; and on the third floor is a laboratory and the large assembly rooms now containing the museum. The basement is occupied by the heating and ventilating apparatus, and has two large rooms for laboratories. The building is well furnished throughout with the best of school furniture.

The gymnasium is a substantial building, thirty by fifty feet, with an extension containing bath and lockers. It is provided with the best of apparatus which has been largely added to during the past year. Provision is made for physical measurements and record. The physical culture work is under expert supervision, both for the young men and the young women. Provision has also been made for military drill. Out-door athletics are encouraged within the bounds of moderation.

A very interesting result of the study of the physical measurements already taken is the discovery of

the fact that young persons who have spent the formative years of their lives in New Mexico upon the plateau, seem, with hardly an exception, to have developed a greater lung capacity than is usual in students of the same age in eastern institutions, so that, from the stand point of physical development, it is highly desirable that children, especially if any tendency to deficiency in this direction is suspected, should have the opportunity to pass the years from ten to twenty in this region, and it is a matter of congratulation that there is now an opportunity to accomplish this result with no sacrifice of educational facilities.

DORMITORY.

It is the intention of the Board of Regents to provide, by the beginning of the next session, a dormitory building for the accommodation of teachers and students who wish to live on the University grounds. It will be furnished with all the modern appliances of comfort, and will be under the management of some competent and reliable person, who will be prepared to give board and careful attention to its occupants.

LIBRARY.

The library is not extensive, as yet, but is rapidly augmenting and contains the Encyclopedia Britannica, American Encyclopedia, Century Dictionary, Standard Dictionary, and standard works of refer-

ence. In the general library are many volumes of interest. From the proceeds of the annual incidental fees, considerable additions have been made, and, at the suggestion of our Delegate in Congress, the University has been made the "depository of public documents" for New Mexico. From this source many most valuable books of reference are being received. This portion of the library is accessible to the public at all reasonable hours.

The general library is for the use of the Faculty and students, but friends of the institution are welcome to consult it within the library room.

DONATIONS TO THE LIBRARY.

The following books and pamphlets have been donated to the library and are gratefully acknowledged: Selections from the Spectator, E. P. Dutton & Co.; Knickerbocker History of New York, Class in Prep. English; Geology of Minnesota, final reports, four volumes, Geological Survey of Minn.; Mammals of Minn., C. L. Herrick; Lotze's Outlines of Psychology, C. L. Herrick; Antoine Muzzarell's first and second year, Le Chien de Brisquet, L' Abbe Constantins, La Tache du Petit Pierre, Iphigenie, Contes et Legendes, two parts, H. G. Wilson, for Am. Book Co.; Le Roi de Paris, La Syren de Dinard, Aurette, Professor E. W. Claypole; Rep. Gov. New Mex., Gov. Otero; Life Zones in New Mexico, College of Agr.; Bulletins of the Laboratories of Denison University, nine vols..

Professor W. G. Tight; Principles and Methods of Vital Art Education, by John Ward Stimson, the author; Mines of New Mexico, Farming and Irrigation in New Mexico, Bureau of Immigration.

READING ROOM.

The reading room for the use of the Faculty and students is supplied with the following current literature: The Century Magazine, Youth's Companion, Scientific American, Scientific American Supplement, Harper's Monthly, Literary Digest, Educational Review, The Forum, Popular Science Monthly, American Naturalist, Science, Child Study Monthly, Public School Journal, North-Western Monthly, Posse Gymnasium Journal, Mind and Body, Gymnast and Athletic Review, New Mexico School Journal, Review of Reviews, Journal of Applied Microscopy. In addition to the above, a large number of scientific journals are coming regularly to the laboratory of bacteriology, among which are the following: British Medical Journal, Journal of the American Medical Association, The Medical News, Journal d'Hygiene, Columbus Medical Journal, Universal Medical Journal, etc. Biological students have access to the European journals from the library of the President.

By the courtesy of the respective publishers, the following papers are regularly received: The New Mexican, Santa Fe; Single Taxer, Raton; Roswell

Record, Roswell; Modern Mexico, St. Louis; Meyer Brothers' Monthly, St. Louis; Daily Princetonian; White Oaks Eagle; Cuba.

NORMAL LIBRARY.

The advantages of a professional library are too well understood to need discussion. The Normal Department has established, and is building up a departmental library especially adapted to the needs of teachers. In this growing collection of books may be found not only standard professional works, but choice text and reference books in the various school subjects, giving teachers opportunity to examine and become familiar with the tools to be used in their school work.

STUDENT ORGANIZATIONS.

Two voluntary literary societies, organized during the past year, have proved themselves very useful in affording opportunity for the cultivation of literary tastes and familiarity with parliamentary principles. The spirit of wholesome competition and rivalry lends interest to the efforts of the students and the co-operation of musicians and others outside the University has served to broaden the scope of the work and offer enjoyable relaxation.

The Athletic Association and Editorial Board of the Annual, as well as the Camera Club and other similar organizations all contribute their quota to develop a genuine college spirit.

Assembly lectures by members of the Faculty and eminent professional men from the outside have been a regular element in the work of the college. These lectures are intended to counteract the necessary isolation of scholastic life and to offer a perspective of the busy world without. A partial list of the lecturers who have taken part in this course is as follows: Bishop McCabe, Personal Reminiscences; Dr. Galusha Anderson of the University of Chicago; Professor E. W. Claypole, two lectures; Calvin Whiting, Esq., (1) A visit to Vesuvius, (2) Herculaneum and Pompei; Rev. Doane, Evangeline, The Land and the Book; Gov. E. S. Stover; James H. Ward, Oratory; T. N. Wilkerson, Esq.; Miss Belle Porter, A Visit to Acoma; Hon. A. M. Cromwell; Hon. W. H. Pope, The Laws of Evidence; Hon. R. W. D. Bryan, Agency; Judge N. C. Collier, Laws of Bailments; Rev. T. C. Beattie, Reminiscences of College Life. Besides the above, connected courses of lectures were given by members of the Faculty, among which may be mentioned a course in chemistry and physics by Professor Tinsley and a course in bacteriology by Professor Weinzirl. Special acknowledgement should be made of the course of able historical lectures delivered during the first semester by Rev. F. H. Allen, which was much enjoyed.

MILITARY TRAINING.

Military drill is required of all qualified students. During the coming session two companies will be formed under the command of Robert S. Goss, of the Goss Military Institute. The men will be uniformed and the regular drill twice a week will follow the routine prescribed in modern tactics. Credit will be given for this work as well as for the gymnasium exercises in college ranking.

FELLOWSHIPS AND PRIZES.

During the past year the following fellowships were bestowed: John Weinzirl, Fellowship in Bacteriology; Frank S. Maltby, Fellowship in Biology; Myra Lukens, Fellowship in Physical Culture.

The Board of Regents offered a prize of eight dollars for the successful oration, and the Faculty a prize of seven dollars for the best essay. The competition for these prizes has been left in the hands of the literary societies. Many of the business firms of Albuquerque and other cities of the Territory offer valuable prizes for the successful contestants in the athletic competitions of Field Day.

LABORATORIES.

The recent increase in the scope of the University has taxed the capacity of the buildings to the utmost. The laboratories of chemistry are temporarily housed in the basement and are inadequate to present needs. The apparatus is of the best quality. The laboratory

of physics is in connection with a class-room on the second floor. The laboratory work in biology is largely carried on in the same room, while the bacteriological laboratory is installed in a small room on the same floor. The laboratory of geology and petrography is in the third story. More room is needed in all these departments.

NATURAL HISTORY AND ARCHAEOLOGICAL MUSEUM.

During the past year a large addition has been made to the nucleus of a working meseum in Geology, Palaeontology, Botany, Zoology, Archaeology and Ethnology. The museum now contains a good collection of rocks, ores, plants, birds mammals, reptiles, etc. of New Mexico, and all friends of the University are requested to assist in procuring materials illustrating the natural and economic resources of the Territory. It is of special interest to secure the remains of the works of the prehistoric races before it shall be too late. All donations will be permanently stored in the University and will be accredited to the giver.

ALUMNI ASSOCIATION.

The Alumni Association was organized March 30, 1897, for the purpose of promoting a friendly relation among the members, and for the advancement, in every legitimate manner, of the interests of the University. The first officers elected were: C. E.

Hodgin, president; Josephine A. Hamm, vice-president; Henry Kempenich, secretary and treasurer; Frances B. Nowlin, corresponding secretary; Maynard C. Harding, Mabel E. Alger and Helen Booth, members of the executive committee.

Officers 1898.—Josephine A. Hamm,'95, president; Maynard C. Harding, '97, vice-president; Elizabeth Menaul, '94, secretary and treasurer; Mabel E. Alger, '97, corresponding secretary. Executive Committee—H. G. Fitch, Mabel C. Wakefield, C. W. Ward.

UNIVERSITY ENVIRONMENT.

Albuquerque, the county seat of Bernalillo county, is pleasantly situated in the valley of the Rio Grande. It is easily reached from any part of the Territory, being centrally situated and at the union station of the Atchison, Topeka & Santa Fe and the Santa Fe Pacific Railroads. The climate is very even and the air so bracing that students unable to pursue their studies in other climates, may do so here and improve in health at the same time. On account of its climate and altitude, the city is much frequented as a health resort.

Albuquerque is a modern city, with a population of 10,000 enterprising, intelligent people. In it are to be found street cars, electric lights, a free public library, good streets, a variety of good mercantile establishments, two banks, two daily newspapers, and other accompaniments of modern civilization.

Albuquerque is an educational center. Besides the University, in it may be found many schools of different kinds and for various purposes, and an excellent system of public schools. In it are conservatories of music in which the best training can be had in the various branches of music.

During the year many musical and literary entertainments are given, and the large and refined audiences that patronize these, give unmistakable evidence of the culture of the citizens.

The student who enters the University is at once surrounded by an educational atmosphere that cannot do otherwise than exert a refining influence, and stimulate him to effort. It is but simple justice to say that the students in attendance at the University are ladies and gentlemen, to associate with whom is both a pleasure and a profit.

Albuquerque is a city of churches. In it may be found one thriving church, or more, of almost every religious denomination. These all gladly welcome the students to their religious and social life.

The University is situated about one mile east from the union depot. The road leading to it is a continuation of Railroad Avenue, a solid improved thoroughfare. The walk to the University is but healthful recreation, and a majority of the students prefer to walk. But, for those who desire to ride, a hack runs to accomodate students and teachers, at a fare of five cents each way.

PREPARATORY DEPARTMENT.

	CLASSICAL.	SCIENTIFIC.
JUNIOR YEAR.	LATIN.—Grammar and Prose Composition. Nepos. MATHEMATICS.—Elementary Algebra. ENGLISH—Advanced Grammar, Rhetoric and English Literature. SCIENCE.—Physical Geography. (1st Sem.) Physiology and Hygiene. (2d. Sem.) Three hours. DRAWING.—Free-hand and Mechanical. Two hours. MILITARY EXERCISE AND PHYSICAL CULTURE.	Same as for Classical Course except that for Latin there may be substituted in special cases work in Modern Languages. Students offering one year of Algebra for entrance may omit Latin and begin Advanced Algebra in the Junior year with German. MILITARY EXERCISE AND PHYSICAL CULTURE.
INTERMEDIATE YEAR.	LATIN.—Caesar, Cicero, etc. MATHEMATICS—Advanced Algebra and Plane Geometry (begun). ENGLISH.—English Literature, Rhetoric and Rhetorical Analysis. GREEK.—For Greek a modern language may be substituted in special cases. MILITARY EXERCISE AND PHYSICAL CULTURE.	LATIN, (As in the Classical Course) or GERMAN—Whitney's Grammar, Joynes' Reader and easy prose, (or) FRENCH (or) SPANISH. ENGLISH.—(As in the Classical Course.) MATHEMATICS.—(As in the Classical Course) (or) Plane, Solid, and Spherical Geometry. SCIENCE.—Chemistry (3) and Zoology and Botany, (2). MILITARY EXERCISE AND PHYSICAL CULTURE.
SENIOR YEAR.	LATIN.—Cicero and Vergil. GREEK. ENGLISH.—Literature. HISTORY.—General. SCIENCE.—Physics. MILITARY EXERCISE AND PHYSICAL CULTURE.	GERMAN, FRENCH, SPANISH or LATIN. ENGLISH (3) and HISTORY (2). MATHEMATICS.—Plane, Solid and Spherical Geometry or Trigonometry and Surveying. SCIENCE.—Physics. MILITARY EXERCISE AND PHYSICAL CULTURE.

LITERARY COURSE.

Students are permitted to substitute for the Latin and Greek of the Classical course, an equivalent in Modern Language and History, under the direction of the Faculty, and such students shall be enrolled in the Literary Course.

NORMAL COURSE.

Students desiring the certificate of the Normal Department will pursue the full three years' work in one of the above courses and in addition, the equivalent of a full year of professional work, as follows:

FIRST SEMESTER.

Psychology.—Physological	Hours	per	week 5
School Management and Law (½ term)	"	"	" 5
History and Philosophy of Education	"	"	" 5
Orthoepy and Phonology	"	"	" 5
Methods	"	"	" 5

SECOND SEMESTER.

Psychology.—Educational	Hours	per	week 5
Education in the United States (½ term)	"	"	" 5
Methods and Child Study	"	"	" 5
Observation and Practice Teaching	"	"	" 5

COMMERCIAL COURSE.

The Commercial Course coincides with the Literary Course except that the equivalent of one period each year is devoted to the technical work as given

below. The substitutions are to be made with the approval of the Faculty.

Commercial Arithmetic.
Commercial English.
Commercial Law.
Stenography.
Book-keeping.
Typewriting.
Business Forms.

COLLEGE DEPARTMENT.

	CLASSICAL.	SCIENTIFIC.
FRESHMAN.	LATIN.—Livy, Horace, etc. GREEK.—Demosthenes, Homer, etc. MATHEMATICS.—Solid & Spherical Geometry. HISTORY.—History of English Constitution. RHETORICALS.	LATIN, FRENCH, GERMAN or SPANISH. MATHEMATICS.—Trigonometry and Surveying. Analytical Geometry. ENGLISH.—Eng. Literature 16th Century writers; or HISTORY.—History of Eng. Constitution; or SCIENCE.—Physics or Chemistry. RHETORICALS.
SOPHOMORE.	LATIN.—Tacitus, Juvenal, Etc. GREEK, or GERMAN, FRENCH or SPANISH. MATHEMATICS.—Trigonometry, Etc., or SCIENCE—Physics or Chemistry. ENGLISH.—Literature of 17th and 18th Centuries and Historical Grammar; or HISTORY.—Amer. Const. History. RHETORICALS.	LATIN, GERMAN, FRENCH or SPANISH. MATHEMATICS.—General Geometry, Constructive Geometry, Calculus. SCIENCE.—Geology, (Dynamic and Historical) (1st Sem.) Physics or Chemistry. (2d Sem.) ENGLISH, or HISTORY. RHETORICALS.

JUNIOR AND SENIOR YEARS.

During these years the work is entirely elective. the student being required to carry on four full periods of work, selecting at least one from each of the three groups.

	SCIENCE GROUP.	LANGUAGE GROUP.	PHILOSOPHICAL GROUP.
JUNIOR.	BIOLOGY: General Biology, Structural Botany, Neurology, Embryology, GEOLOGY: Mineralogy and Petrography, PHYSICS. CHEMISTRY.	ENGLISH: Nineteenth Century Literature. Chaucer. Romance Literature. GERMAN: Philosophical and Psychological authors. Reading in Science. Faust (2), Laocoon. LATIN: Lucretius, elegiac poetry, Roman mythology Latin oratory. GREEK: Thucydides, Aristophanes, etc.	Psychology, Logic, Calculus, Mechanics, Economics, History of Civilization, History of Reformation.
SENIOR.	Research in Biology, Embryology, Botany, Geology, Chemistry, Physics, etc.	Comparative philology. Criticism. Comparative literature. The rise of the drama. Roman satire. Medieval Latin. Plato and Aristotle.	History of philosophy. Physiol. psychology. Pedagogic research. Sociology. History French revolution. Growth of nations.

Field work carried on during the summer under the direction of the Faculty may be accepted for part of the research in science. A thesis in the major subject elected will be required for graduation.

THE LITERARY COURSE.

In this course the requirements are the same as in the Scientific Course, except that all the English is required, and a large freedom of election in othr directions is permitted.

COURSES IN APPLIED SCIENCE.

For the benefit of those who are contemplating a technological course and who are unable to complete an entire college course as a preliminary, special modifications of the scientific course have been formulated to suit the requirements. In these courses the work will be as thorough as in the regular courses, but greater emphasis is laid on the economic applications.

For the present these courses extend over two years, and all the subjects taken may be credited for advanced standing in the college departments if so desired.

COURSE A. (For 1898-'99.)

APPLIED GEOLOGY AND METALLURGY.

FRESHMAN YEAR.

Trigonometry and Surveying, Analytic Geometry, Chemistry (qualitative), Mineralogy and Crystallography, Petrographic Geology, Field Work in Sur-

veying and Geology, Drawing, Language (French or German).

SOPHOMORE YEAR.

Mechanics, General Geometry, Calculus, Physics (heat and electricity), Chemistry (quantitative, and assaying), Historical Geology, Paleontology, Ore Deposits and Estimates, Mining Operations, Petrography, Zoology and Botany.

COURSE B.

MEDICAL PREPARATORY.

This course corresponds to the regular scientific course with the substitution of comparative anatomy, histology, bacteriology, embryology and botany for other electives. Qualitative analysis and some quantitative work in chemistry are required in this course.

DEPARTMENT STATEMENTS.

Department of English and History.

PREPARATORY DEPARTMENT.

English.

MARTHA L. TAYLOR.

English is required in each course. The work embraces the study of composition, language, and literature, outlined as follows:

JUNIOR YEAR.

Rhetoric.—First and Second Semesters.

Literature.—Whittier's "Snow Bound;" Long-

fellow's "Evangeline," "Hiawatha," and "Miles Standish;" Bryant's "Sella," and "Little People of the Snow;" Dickens' "Christmas Carol;" Scott's "Ivanhoe;" Shakespere's "Merchant of Venice;" and Scott's "Lady of the Lake."

INTERMEDIATE YEAR.

Rhetorical Analysis.—First and Second Semesters. Text, Genung.

Literature.—Lowell's "Vision of Sir Launfal;" Shakespere's "As You Like It;" Webster's "The Bunker Hill Monument;" Addison's "Sir Roger de Coverley."

SENIOR YEAR.

Literature.—First and Second Semester. Shakespeare's "Macbeth;" Burke's "Conciliation with America;" Milton's "Paradise Lost," first and second books; Carlyle's "Essay on Burns;" Tennyson's "Idylls of the King," and the "Princess;" Wordsworth's "Intimations of Immortality;" and Coleridge's "Ancient Mariner."

History.

MARTHA L. TAYLOR.

First and Second Semesters: Myer's General History. Biography, the religion, the customs, and the manners of the people receive special attention.

COLLEGE COURSE.

English.

MARTHA L. TAYLOR.

FRESHMAN YEAR.

First and Second Semesters.—Shakespeare, Bacon, Milton, Bunyan, and Sydney.

SOPHOMORE YEAR.

First and Second Semesters.—Dryden, Addison, Steele, Swift, Burke, Burns, Wordsworth, DeQuincey, and Coleridge.

JUNIOR YEAR.

First and Second Semesters.—Byron, Shelley, Keats, Ruskin, Carlyle, Tennyson, Arnold, Macaulay, and Browning.

SENIOR YEAR.

First and Second Semesters.—Writers, from Chaucer's time to that of Spenser.

Growth of the English drama and novel.

History.

MARTHA L. TAYLOR.

FRESHMAN YEAR.

First and Second Semesters.—History of the English Constitution.

SOPHOMORE YEAR.

First and Second Semesters.—American Political and Constitutional History.

JUNIOR YEAR.

First and Second Semesters.—History of the Reformation and Guizot's History of Civilization.

SENIOR YEAR.

First and Second Semesters.—French Revolution and the Growth of Nations.

Department of Classical Languages and Literature.

Latin.

JAS. HAY PAXTON.

"Language," says Mommsen, "lies at the root of all mental culture." The Latin language, affording the most complete and logical exemplification of the principles that underlie all cultivated forms of human speech, with the literature and ancient civilization to which it gives access, together with the influence which it, more than any other language, has exerted on the development of other tongues, commends itself as a foundation for literary study.

In the Preparatory course careful and thorough drill in the forms and fundamental principles is especially emphasized, and the metrical systems which are of common occurrence are studied in theory and practice.

In the University course a more thorough and comprehensive knowledge of the language and literature is aimed at. The syntax is studied in detail, the translation of English into Latin becomes an important accessory to the translation of the Latin texts, the rarer metres are studied, and an increasing amount of independent parallel work is required of the student, together with a study of the history of the Romans and their literature. The courses of study are outlined as follows:

First Preparatory Year.—Harkness' Easy Latin Method, Nepos.

Second Preparatory Year.—Nepos, Caesar, Exercises.

Third Preparatory Year.—Cicero, Vergil, Original Exercises.

Freshman Year.—Livy, Horace, Original Exercises.

Sophomore Year.—Tacitus, Juvenal, Original Exercises.

Junior Year.—The Archaic Period; Plautus, Terence, Lucretius.

Senior Year.—The later Latin and the inscriptions.

Allen and Greenough's and Gildersleeve's grammars are used.

Greek.

JAS. HAY PAXTON.

Recognizing the study of Greek as a luxury rather than a necessity in a modern education, the University makes it elective. It is to be hoped that enthusiasm for "the divine philosophy of learning" will stimulate many to become acquainted, through a knowledge of the most beautiful and flexible of all languages, with a literature and civilization, in many respects the most perfect that the world has ever seen.

In the Preparatory course the study of Greek is begun in the second year, and effort is made chiefly to lay a good foundation for the future study by a thorough drill in the forms and syntax of the Attic dialect. The study of Homer is postponed to the Freshman year of the University course, but a special course in this dialect is offered to aspirants for entrance into Universities whose examinations demand it.

In the University course a more thorough and detailed study is made of the language and literature, the different dialects are taken up, the translation of English into Greek becomes a more important aid to the translation of the Greek texts in the study of the structure of the language, the metrical systems are studied as they occur in the course, and an increasing amount of independent parallel work is required of

the student. In connection with this work a study of the history of the Greeks and their literature is continued throughout the course.

The courses of study are outlined as follows:

Second Preparatory Year.—White's First Greek Book, Xenophon's Anabasis.

Third Preparatory Year.—Xenophon, Lysias, Exercises.

Freshman Year.—Plato, Euripides, Homer, Original Exercises.

Sophomore Year.—Demosthenes, Sophocles, Herodotus, Original Exercises.

Junior Year.—Thucydides, Aristophanes, Pindar.

Senior Year.—A special course of reading and study in some line adapted as nearly as possible to the wishes and aims of the class.

Goodwin's Grammar and Syntax of the verb are used.

Department of Modern Languages and Literature.

French.

JAS. HAY PAXTON.

The French language is taught and studied with the idea that it may be made as much a means of mental culture as either of the ancient languages. Accordingly the same painstaking exactness is required as in the Latin and Greek classes.

In the Preparatory course, instruction is given by means of translation, exercises, and grammar-drill. Great emphasis is laid on correctness of pronunciation, and ability to read and translate with fluency is the object in view.

In the University course the structure of the language is studied more minutely and thoroughly and from a historical standpoint. A comprehensive knowledge of the language is aimed at, and much importance is attached to the independent work of the student. An increasing amount of independent parallel work is required as well as an acquaintance with the history of France and the French literature.

The courses are outlined as follows:

Second Preparatory Year.—Whitney's Brief French Grammar, Whitney's Introductory French Reader, Easy French Texts.

Third Preparatory Year.—Whitney's Practical French Grammar, Intermediate French Texts, Exercises.

Freshman's Year.—Standard French Texts, Original Exercises, Grammar.

Sophomore Year.—Standard French Texts, Original Exercises, Historical Grammar.

Junior and Senior Years.—Special courses of reading and study adapted as nearly as possible to the wishes and aims of the class.

German.

C. L. HERRICK.

The German Language is taught with a two-fold purpose; first, as a means of mental culture and an aid to literary interpretation and feeling; second, as an instrument to be used in research. These two purposes are held continually in mind and contribute mutually to the symmetrical development of the course. After a rapid and comprehensive study of the grammatical forms, with constant conversational practice intended to familiarize the ear with the idiom and establish a correct pronunciation, the student passes to standard German texts. Continual practice in translating from English into German fixes the grammatical rules with the least possible sacrifice of time. The usual classics are read with frequent passages of allied nature at sight. The ready use of the Scientific idiom is attained by courses of lectures in German on Scientific subjects. During the later years of the course greater emphasis is laid upon securing a clear and idiomatic rendering and effort is made to develop the critical faculty. German history and literature receive more or less attention throughout the course. Occasional lectures from German speaking scholars add interest to the course.

PREPARATORY DEPARTMENT.

In the Intermediate year the student is introduced to the grammatical forms (Whitney's Briefer Gram-

mar), and, after easy selections from the reader, translates such classics as Undine and Immensee. Conversational practice and translation into German are uninterrupted. In the Senior year a review of the grammar accompanies the reading of such works as Die Jungfrau von Orleans, Wilhelm Tell, Hermann und Dorothea, Die Jornalisten, and Scientific prose.

COLLEGE COURSE.

In the Freshman year, students offering German for entrance to college will read Lessing, Goethe and the essayists of the Nineteenth century. Considerable formal work is done in the history of the literature. An elective course is offered in the Junior year in the German of philosophy and psychology. Such works as the Kritik der reinen Vernunft, Schwegler's Geschichte der Philosophie, Ziehen's Leitfaden, Paulson, Ebbinghaus, selections from Ulrici, Hartmann and Wundt will prepare the student to read intelligently both modern writers and the philosophical classics.

Additional elective work will be carried on as the needs of the upper classmen may require.

Spanish.

ATANASIO MONTOYA, JR.

The language is taught by means of exercises, writing from dictation, grammar, and conversation. Most of the instruction is given in Spanish, English is used

only when it is absolutely necessary to explain some grammatical point. Classes will be organized at the beginning of each semester. A special course covering two years will be given. This course is intended for Spanish-speaking students; nevertheless, other students who desire to make Spanish a specialty will also be allowed to take it. The regular course of study embraces three years, outlined as follows:

JUNIOR.

Elementary Grammar, Ramsey's Elementary Spanish Reader, Conversation.

INTERMEDIATE.

Ramsey's Text book of Modern Spanish, Knapp's Spanish Reader, La Familia de Alvareda, Letters and Stories written in Spanish, Conversation.

SENIOR.

Ramsey's Text book of Modern Spanish, Valera's Pepita Jimenez, Cervantes' Don Quijote , Spanish Idioms.

SPECIAL COURSE.

JUNIOR.

Grammar of the Spanish Academy, Spanish Classics of the Golden Era.

SENIOR.

Rhetoric, History of the Spanish Language and Literature, Spanish and Spanish-American writers of the Nineteenth Century.

Department of Biology and Geology.

C. L. HERRICK AND JOHN WEINZIRL.

Biology is introduced in the Preparatory Department by a thorough course in Physiology and Hygiene. The Text used is Martin's Human Body, advanced course, but the work is largely interspersed with demonstrations and dissection. Particular emphasis is given to the nervous system.

In the Intermediate year scientific and literary students study Zoology during the first half and Botany in the last. The course is so arranged as to give a comprehensive view of the classification of animals and plants and an introduction to general Biology.

Historical and Dynamic Geology is studied by scientific Sophomores and field work and independent studies are encouraged.

In the Junior year the student is offered a variety of scientific electives, including Cellular Biology, Comparative Anatomy, Structural Botany, Neurology, Mineralogy, and Petrography.

The Senior work in science is largely of the nature of research, minutely supervised by the instructor.

Department of Physics and Chemistry.

RANDOLPH. W. TINSLEY.

PREPARATORY DEPARTMENT.

Chemistry.

Chemistry is taught in the Intermediate Preparatory year. The first part of the year is devoted to the principles of Chemistry and the non-metals. The attention is first drawn to the distinction between mixtures and compounds, and physical and chemical changes; passing on to the consideration of a few typical non-metals, from a study of which are deduced the laws of nomenclature, chemical combination, and the formation of chemical equations. From time to time, simple chemical problems are given, to further impress these laws upon the minds of the students. Then is taken up the study of the metals and their compounds. Laboratory work is required.

Text-book: Williams' Inorganic Chemistry.

Physics.

Physics is taught in the Senior Preparatory year, because the students will be better prepared in mathematics for the problems given. The work is experimental as far as the laboratory facilities permit. The students are encouraged to construct pieces of apparatus for the simpler experiments. Notes are

taken on all of the work done, and numerous problems are worked.

Laboratory time is required.

Text-book: Hall and Bergens' Physics. (This book is based on the requirements for entrance to Harvard College.)

COLLEGE DEPARTMENT.

Chemistry.

(A). This is a course in General Chemistry for Freshmen, who are supposed to have had Preparatory Chemistry.

The fundamental ideas of Chemical Science, the laws expressing the facts of chemical combination by weights and by volume, the Atomic Theory as at present developed in connection with Chemistry, the chemical nomenclature and symbols now in use, a study of the Inorganic elements and their compounds, and some of the Organic compounds are studied in order.

Time: Five lectures and five hours of laboratory work per week throughout the year.

Text-book: Remsen's Inorganic Chemistry, briefer course.

(B). Qualitative Analysis.

An elementary course in qualitative analysis is given, consisting of chemical manipulation,

blow-pipe analysis, the wet tests for metals and some simple separations.

Time: Ten hours per week through the Second Semester.

Text-book: Noyes' Qualitive Analysis.

(C). Advanced Qualitative Analysis.

A systematic course is given in Inorganic Qualitative Analysis, with practice in the analysis of mixtures of salts, alloys, ores, etc.

Time: Ten hours per week, First Semester.

Text-book: Fresenius' Qualitative Analysis.

(D). Quantitative Analysis.

Elementary work is done in this; familiarizing the student with quantitative methods, the use of the balance and manipulation methods. Some Gravimetric and Volumetric analysis of substances are made.

Time: Ten hours per week the Second Semester.

Text-book: Cairn's Qualitative Analysis.

(E). Advanced Quantitative Analysis.

Quantitative work is continued; ores, minerals, clays, soils, water, and so on are analyzed. During the Second Semester the student is required to do some original work, along some line.

Text-book: Fresenius' Qualitative Analysis.

Time: Not less than ten hours per week throughout the year. The Laboratory is open at all hours for students taking this course.

Note:—Other courses will be provided when required. Such as: More advanced Theoretical and Organic Chemistry, Determinative Mineralogy, Pharmacy, and Assaying. Some Assaying will be done in connection with the regular analytical work.

Physics.

(A). The work done consists of class-room instruction in Theory of Physics, and Laboratory work in Practical Physics.

Time: Five hours per week throughout the year.

Text-books: J. S. Ames, Theory of Physics. J. S. Ames and W. J. A. Bliss, Manual of Experiments.

(B). Work in Electricity and Magnetism, with Electrical Measurements, etc.

Time: Five Lectures and five hours of Laboratory work per week.

Second Semester only.

Text-book: Electricity and Magnetism, Sylvanus Thompson.

(C). Thermo-dynamics. First Semester.
Electricity and Magnetism. Second Semester.
Time: Ten hours per week.
Text-books: Maxwell and J. J. Thompson.

(D). The work of this year is determined by existing conditions. Such subjects may be studied as: Theoretical Mechanics, The Steam-engine and other Heat Engines, Light, Theory of Electricity and Magnetism.

Time: Not less than ten hours per week. Laboratory is open all of the time to students taking this course. Some original work is required of these students.

CHEMICAL EQUIPMENT.

There are two rooms; one for the advanced students, which is provided with the usual appliances, such as dust-proof reagent bottles, burettes, pipettes, air-bath, desiccators, platinum crucible, and chemical balance. The other room is for the general chemistry work, and is provided with desks, sink, hood, reagent shelves and so on. Each student is provided with a set of apparatus.

PHYSICAL LABORATORY AND EQUIPMENT.

This room is well lighted, supplied with tables and case for apparatus. There is enough apparatus on hand to demonstrate the fundamental laws of

Mechanics, Heat, Light, Sound, Electricity and Magnetism.

New apparatus is added as rapidly as possible. During the past year an induction coil giving a three inch spark, students' spectroscope, plane, concave and convex mirrors, batteries, vibrating plate and other pieces have been secured.

Department of Mathematics.

EDWIN P. CHILDS AND JOSEPHINE S. PARSONS.

In this department great stress is laid on thoroughness and independence. For the Classical student the course is as follows:

JUNIOR.

Elementary Algebra.—Compulsory through all courses five hours weekly. Text, Milne's. Many additional examples used for drill and oral demonstrations especially emphasized.

INTERMEDIATE.

Higher Algebra and Plane Geometry.—Compulsory through all courses; five hours weekly. Text, Wentworth.

Recitations in two subects alternating. Applications of principles to practical problems required.

SENIOR.

Plane, Solid, and Spherical Geometry.—Four hours weekly. Text, Wentworth.

Scientific students who offer Algebra for admission to the Preparatory Course, advance the topics one year and take in the Senior Academic Year, Trigonometry and Surveying. The field work is of an eminently practical nature, embracing the elements of land and patent surveying and the use of the solar and level. Notes of all work are kept in the approved form and are submitted for inspection.

The college mathematics embraces, besides the usual work in pure mathematics, instruction in the applications to engineering, mining, etc.

Department of Philosophy.

C. L. HERRICK AND C. E. HODGIN.

The work is founded on a thorough preparation in the physical sciences, especially in biology. The order in which the subjects may be elected is the following: Physiology, (Cellular and General Biology), (Embryology), Neurology, Physiological Psychology, Reading in Philosophical German, Logic, History of Philosophy, Research.

The facilities for research work in neurology and cognate lines are not surpassed in this country.

Large suites of sections of all types of nervous tissues and illustrative material from the various groups are at the disposal of the student.

See statement under the Normal Course.

Normal Department.

CHARLES E. HODGIN, PRINCIPAL.

The purpose of the Normal Course is to provide thorough professional instruction for teachers. The Academic work in the preparation of teachers is carried on with the University classes, the Normal students thus having the advantages of scholastic work with specialists in the various departments, of ample apparatus and equipment, of the large library, of lectures, of literary societies, and of all privileges incident to participation in University life.

The close affiliation of the University with the Public Schools of Albuquerque affords unusual opportunities to Normal students for observation of actual school work in all grades, and the special model school under supervision of the Normal Department, provides for regular practice work, the student-teacher being directed and assisted by the critic teacher.

The conscious aim of the Normal Department is to bring together the essentials of all that directly

bears upon pedagogy from descriptive, physiological, and experimental psychology; from the history of education; from ethics, and from a comparative study of the present great educational systems—to the end that students may gain such knowledge of the nature and development of the mind, and of the nature and function of the subjects to be taught, as will give ability and power in the process of teaching. But the primary object throughout the course is to secure for the teacher adequate intellectual and moral development, high educational ideas, and the unfolding of his own originality and resourcefulness.

All students who complete the regular English Academic course of three years can take the Normal course as the fourth year's work, or the professional studies may be interpolated in the Academic course, under the direction of the Faculty.

Outline of the Normal Course.

Psychology.

FIRST SEMESTER.

C. L. HERRICK.

The course embraces the elements of Neurology, including the Anatomy and Physiology of the nervous system with microscopic study and dissection, a brief outline of Physiological Psychology and the

data of Empirical Psychology. Psychical measurements and independent research methods receive commensurate attention.

Ethics and school sociology are given in one period per week, during the Second Semester.

Reference works.—Lotze, James, Baldwin, Sully, Ladd, Zeihen, Wundt, Kuelpe, and Compayre.

SECOND SEMESTER.

C. E. HODGIN.

The Psychology of this semester will touch directly upon its applications to teaching. "Psychology is the Blackstone of Pedagogics," and is the basis of all rational pedagogical work.

The discussions will bear upon the following general topics: Consciousness, Attention, Habit, Cultivation of the Perceptive Faculties, Memory—its Kinds, Functions and Laws, Judgment, Imagination, Emotions, Affections, Desires and Operations of the Mind—Acquisition, Assimilation, and Reproduction.

Roark's "Psychology in Education" is the guiding text. Any others may be used for reference.

HISTORY AND PHILOSOPHY OF EDUCATION.

A general outline of the world's educational history is given, with special study of educational

epochs, systems of education of leading nations of the past, their great leaders, and the principles underlying educational development. This history naturally divides itself into: Education in Oriental Countries, Ancient Classical Nations, and Europe before and after the Reformation.

Education in the United States.—Colonial, Revolutionary and Reorganization Periods. Origin and Growth of the leading Colleges and Universities. Development of Normal Schools and the Kindergarten. Education of the Unfortunate Classes—Blind, Deaf-Dumb, Orphans, Indians. History of Educational Associations. Private and Denominational Aid in Education, Influence of Libraries, and Government Publications.

Themes along important lines of research will occasionally be required.

Special References.—Painter's "History of Education," Rosenkranz's "Philosophy of Education," and Boone's "Education in the United States."

SCHOOL ECONOMY.

I. School Officers—how appointed, term of office, duties, relation to teachers.

II. School Requisites:

1. Funds—sources, uses.
2. Grounds—location, size, drainage, general arrangement, trees, play grounds.

3. Buildings—situation, exterior appearance, interior arrangement with reference to size of rooms and halls, lighting, heating, ventilation.
4. Furniture—size, structure and arrangement of desks.
5. Apparatus—what, mode of procuring, uses, care of.
6. Records and Reports—forms, methods of keeping, uses.
7. Libraries—need for, how to procure, care of, utilizing.

III. Teacher—qualifications, motives, rights, duties.

IV. Course of study.

V. Organization of the School—plan, program, seating pupils.

VI. The Recitation—its purpose, plan, preparation for, by pupil and teacher, mannerism of teacher.

VII. Government—object of, principles involved, elements of governing power, punishment.

VIII. School Law—of New Mexico, National statutes pertaining to education in the states and territories, consideration of laws relating to education in leading countries of Europe.

Reference texts—Tompkin's "School Management," Pickard's "School Supervision," and White's "School Management."

PHONOLOGY AND ORTHOEPY.

This important work is thoroughly studied under the following general heads: Vocal physiology, analysis of vocal elements, imperfection of English orthography, origin of dialects, phonotypy, systems of dictionary marking, attempts at phonetic representation, classification of alphabetical sounds; orthoepic elements—syllabication, accentuation, articulation; unaccented syllables, onomatopy, theories of the origin of language, study of dictionary, recreations in vocal expression and diacritical marking, special work in orthography, special work in reading for expression of thought.

CHILD STUDY.

Historical account of child study movement, records of results from experiments and observations, the rapidly increasing literature of the subject, treatment and training of children of uncivlized people, child character in history and fiction, abnormal conditions in children, study of children's physical characteristics, plays, fears, interests, affections, ideas of punishment, ideas of reward, themes along lines of personal reminiscences and direct observation of children. This work brings teachers into closer touch and sympathy with child-life.

METHODOLOGY—GENERAL.

"The law in the mind and the thought in the thing determine the method." This is a concise statement

of a comprehensive thought. The teacher who does not study both mind, and subject to be taught, in his interpretation and determination of Method fails to grasp fundamental relations.

Discussion based on psychological principles will be given to such topics as—the teaching process, analysis and synthesis, induction and deduction, correlation and concentration of studies, apperception, theory of culture epochs.

Reference texts.—Tompkin's "Philosophy of Teaching," McMurry's "General Method," De Garmo's "Essentials of Method," McMurry's "Method of the Recitation."

SPECIFIC METHODS.

Application of general principles, and pedagogical steps pointed out in teaching the various school subjects.

READING.

Nature of reading, its general and comparative value. Analysis of the reading process, mental steps in the process of expression. Reading as a mode of thinking. Relative importance of silent and oral reading. Ultimate aims of reading. Educational value depends upon character of the reading matter, manner of the reading, amount of the reading and purpose of the reader.

Advantages and disadvantages of the various methods of primary reading. A rational combination

of these. Necessity for, and means of arousing interest. Correlation of reading with other subjects. Consideration and examination of choice supplementary and general reading that will tend to cultivate a taste for good literature.

Methods in spelling, penmanship, language and nature work including physiology will be given in connection with reading .

NUMBER.

Discovery of arithmetic. Its essentialness to progress. Relation to other subjects. Value as a disciplinary subject. Psychical nature of number. Origin and development of number. How the child's first notion is gained. Operations, or fundamental processes studied and compared. Shall they be presented in combination or separately? Principles in Grube method. The Speer method. How and when to teach figures. Relation of figures to numbers. Reading and writing numbers rapidly by associating Latin numerals with names of periods.

Practical presentation of fractions. Shall rules and definitions be taught? If so, how and when? Manner of presenting various subjects in arithmetic.

Reference text.—"The Psychology of Number," by McClellan and Dewey.

GEOGRAPHY.

Elements and fundamental ideas. What Geography includes as a science. Its real aim. Relation to

other subjects—the roots of Geography twine about the roots of other sciences. The earth as a whole and as a member of the solar system. Logical and chronological analysis of Geography. Sources of Geographical knowledge. Use and abuse of text-book. Observation, investigation and comparison in the study of Nature's open book. Differentiation of knowledge to be gained by observation, inference, and testimony. Study of type forms. Use of maps, and map drawing. Dynamical ideas—the molding board, modeling, drawing, pictures, collections, geographical correspondence and exchange of products, as interest awakens. Imaginary journeys, manner of travel, things to observe, and facts to note. Keeping record of atmospheric conditions. Association of Geography and History. Geographical reading and recitations. Consideration of a course of study in Geography.

Teachers' helps.—King's "Methods and Aids in Geography," Parker's "How to Study Geography," McMurry's "Special Method in Geography."

HISTORY.

Its nature—a continuous movement or development.

Why and how to study History. The organizing principle—the growth of institutional life. Close relation of the five great forms of institutional life—political, religious, educational, industrial, social.

Two sets of historical facts—inner, or thoughts and emotions, and outer, or the acts of a people. Deeds or events, the expression or the reflection of a people's thoughts and feelings. Content of more importance than form in History study. Events to be considered as products or results, and as factors in producing changes in the movement of history.

The interpretation of events in history involves a consideration of the laws of continuity and differentiation, fundamental and subordinate causes, positive and negative causes, immediate and remote ends.

Material for interpretation may be second hand, or first hand. Value of original material.

Wrong ideas of history study, and value of true interpretation in the development in practical life. Ethical value of right interpretation.

Work based on Mace's "Method of History."

Commercial Department.

JOSEPHINE L. PARSONS, PRINCIPAL.

This department was added to the University in recognition of a demand for instruction along this line.

The branches pertaining exclusively to it, are Stenography, and Bookkeeping.

Requirements for admission are the same as for the Academic Department. Experience has shown that it is useless to attempt to do the work of the Commercial Department, with less preparation. Students must either pass a rigid examination in spelling, English grammar, and composition, or pursue these branches of study simultaneously with the commercial branches.

The course hereafter will embrace the full three years required for the completion of the Academic Course from which it differs by the substitution of the practical commercial branches for ancient languages or other subjects with the advice of the Faculty.

Classes in Stenography and Book-keeping will be organized but twice a year—at the opening of each semester. In these branches, the first lessons are essential. They can not be made up. Students will not be admitted to these classes except as stated above.

STENOGRAPHY.

The system taught is founded upon Munson's theories, and possesses the advantage of outlines, formed in accordance with established principles. The learner is required to form these outlines for himself, thus compelling self-reliance, ad obviating the necessity for extensive memorizing of word-

signs. A correct type-written transcript of all dictated matter is exacted of the student.

No greater fallacy exists than that based on the assumption that a good stenographer can be evolved from a pupil ignorant of grammar and the rules of English composition and spelling. A knowledge of these branches is absolutely necessary, and students entering the classes in Stenography will be required to take them, or pass such an examination as will prove further pursuit of these studies unnecessary. The competent stenographer must be able, not only to outline readily, but to transcribe correctly.

BOOK-KEEPING.

Book-keeping is taught in a thoroughly practical manner, each pupil being required to keep a set of books, to record sales, purchases, etc.; to issue and receive checks and drafts; in fact, to become entirely familiar with the routine of office work.

The system taught is one in which each day's business unfolds itself. The notes, drafts, acceptances, etc., handled by the students are real, and except for the fact that no merchandise changes hands, there is no difference between the business transacted in class and that transacted in the city.

The theoretical side of the work is so merged in the practical, that the comprehension of both is simultaneous.

Reliance upon rules and formulas is done away

with. Students make their own original entries and by exercising their reasoning powers develop ability to meet emergencies as they arise.

BUSINESS LAW.

During the past year the University has made arrangements with some of the leading lawyers of the Territory to deliver a series of lectures on "Business Law." It is hoped that information gained from the text, when supplemented in this manner, will be of great practical benefit to the students in this department

On the completion of the Commercial Course students receive a regular diploma, while a certificate of proficiency in any subjects may be granted to those pupils whose efforts and attainments, in the opinion of the principal, entitle them to it.

It is the object of this Department to give thorough instruction and require from the students evidence of entire comprehension of the principles taught.

Graduate Department.

The work of the Graduate Department for 1897-98, has been as follows:

Normal and Pathological Histology.—Lectures and laboratory work; President Herrick. (First Semester.)

Outline of Cellular Biology.—Lectures and discussions covering theories of heredity, histogensis of organs, etc.; President Herrick. (Second Semester.)

Vertebrate Embryology.—President Herrick. (Second Semester.)

Practical Bacteriology.—Lectures and original work. Director Weinzirl. (Throughout the year.)

Neurology and Technique. (Second Semester.)

Physical Development—Research. Director Maltby.

Biological Seminar. (Weekly.)

Topics selected for 1898-'99 are the following: Bacteriology of the air and water of New Mexico; Climatology of the plateau region; Histology, histogenesis and pathology of the blood; neurology, histogenesis of the neural elements, neural proliferations, nutrition of the nervous system, regeneration within the nervous system, brains of reptiles of the plateau; fauna and flora of the waters of the Territory; studies in local geology; chemical and physical investigation of the climatic conditions of the plateau.

Department of Music.

The Albuquerque Conservatory of Music, organ-

ized in 1894, was united with the University of New Mexico the last of April, 1898.

There are to be carefully graded courses in the different departments but as yet the course in piano is the only one fully arranged.

The following branches will be taught: piano, organ, harmony, musical history, voice, violin, mandolin, and guitar.

Special attention will be given to class recitals. Advanced students will be given an opportunity of ensemble playing.

An orchestra will be formed with regular stated rehearsals under the leadership of the teacher of violin.

COURSE IN PIANO.

Grade I.—Selections from Koehler, Preparatory Studies; Loeschorn Op. 65, Biehl Op. 33; Bertini Op. 100. Easy pieces by Biehl, Kullak, Gurlitt, Clementi, Kuhlau, Rheinhold; Duets by Diabelli, Löw, Foote, Dennee, Reinecke, etc.

Grade II.—Selections from Döring Op. 8; Krause Op. 2 and 9; Loeschorn Op. 66; Heller 45, 46 and 47. Bach's Little Preludes and Inventions. Sonatas by Mozart and Haydn. Selections from Schumann. Pieces by Bendle, Lack, Godard, Heller, Rheinberger, Jensen, Merkel, etc. Miscellaneous four hand pieces.

Grade III.—Selections from Bertini Op. 32,

Cramer's Studies, Jensen, Clementi's Gaadus, Bach's French and English Suites, and well tempered Clavichord. Beethoven's Sonatas, Schubert's Impromptus, Schumann, Chopin, etc.

Announcement

Of the University Summer Science, School and Teachers' Assembly.

To be held at Albuquerque during August, 1898. Exercises will begin promptly at 8:30 a. m., Monday, August 8th, and will continue four weeks.

In pursuance of the new plan for University extension, there will be opened at the Territorial University a Summer School on a scale not before attempted in the Southwest. Aside from the Normal, which will afford an opportunity for practical training in every branch of public school work and will be combined with the Normal Institute of a number of the counties of the Territory, there will be afforded a wide range of instruction in popular and applied science. All the instruction will be adapted to the short time at disposal, and will be stimulating and illustrative rather than special. Physicians and clergymen will find courses adapted to quicken anew the old college associations and deepen enthusiasm.

The lecturers will all be teachers of abundant experience and will cover a wide range of subjects. Only a partial program can be announced, but the arrangements are definite enough to indicate that the school will afford an opportunity not before opened in the Territory. Private students may at this time secure the impulse needed and arrange for future work by correspondence under the direction of the Faculty of the University. All who contemplate entering should send their names at once to the President of the University with a statement of the work desired so that the arrangements for laboratory supplies, etc., may be adequate. Scientific investigators from a distance will be afforded the facilities of the laboratory at no cost save for the material used, and the unusual opportunities for original work in the Territory are a great inducement for such work. Those proposing to do histological or microscopic work of other kinds are expected to bring their microscopes, but microtomes and all the appliances of a modern laboratory of bacteriology and histology will be open for use by advanced students.

Normal and Literary Department.

I. Academic Courses.

A. ELEMENTARY.

Elmentary Reading.—Professor Hodgin. The work will include discussions of the various methods of instruction in reading, orthography and orthoepy, and practical illustrations of methods of conducting a class in the several grades.

Elementary Arithmetic.————————. Organized as above.

Elementary Algebra and Plane Geometry.—Professor Parsons.

English Grammar.—Professor Taylor.

United States History.—Professor Bennett. See syllabus beyond.

Physical Geography.—Professor Bennett. See syllabus beyond.

Elementary Physics.—Professor Childs. Illustrated with experiments, etc.

Elementary Physiology.—Miss Lukens.

Elementary Latin.—Professor Paxton.

Elementary Spanish.—Professor Montoya.

B. ADVANCED.

English Literature.—Professor Taylor. See syllabus beyond.

Constitutional History.—Professor Bennett. See syllabus beyond.

Readings in Latin, Roman Life and Law.—Professor Paxton.

Advanced Spanish.—Professor Montoya.

Mathematics.—Professors Parsons and Childs.

Astronomy.————————.

German and French.

Students desiring to enter the advanced courses should address the President of the University or the instructor in charge of the department as soon as possible.

II. Professional Course.

The work of this department is addressed especially to teachers and those preparing to teach. It is planned to cover the more important features of pedagogical instruction, and to give as much work as possible in the briefest and most effective way. The following outline will suggest the nature and scope of the work.

PSYCHOLOGY.—Daily, two weeks.

C. L. HERRICK.

Lectures on the physical basis of Mental Life: Evolution and construction of the central nervous

system and end organs; functions and phenomena of consciousness; sensation; perception; association; memory; will.

PEDAGOGICAL APPLICATIONS.

(Daily, two weeks.)

C. E. HODGIN

A study of attention; habit; apperception; cultivation of imagination; emotions and will; school incentives; moral development.

HISTORY OF EDUCATION.

A comparative study of educational systems of different nations, their great leaders, and the principles underlying educational development.

Educational ideas cherished by the Oriental Nations.

Ancient classical nations, Greece and Rome.

Intellectual development of the Middle Ages outlined through sketches of early Christian schools, of efforts of Charlemagne, and of the mediaeval university.

New elements in educational thought revealed in the Reformation.

Reaction against Abstract Theological education.

Comenius and his work.

Rousseau and education according to Nature. Influence of the Emile.

Pestalozzi's educational life.

Froebel and the Kindergarten.
Early education in the United States.
Development of the Normal school idea.
Child-study movement.

METHODOLOGY.

General ideas of method—analysis and synthesis; induction and deduction; correlation and concentration of studies; Herbart's doctrine of interest; theory of culture epochs.

Special methods.—Pedagogical steps in teaching the common subjects.

PHONOLOGY AND ORTHOEPY.

Vocal physiology; analysis of vocal elements; imperfection of English orthography; phonotypy; classification of alphabetical sounds; orthoepic elements; vowels in unaccented syllables; onomatopy; theories of the origin of language; study of dictionary; recreations in vocal expression, and diacritical marking.

CHILD-STUDY.

Records of results from experiments and observations; the rapidly increasing literature on the subject; abnormal conditions in children; physical characteristics; plays; fears; interests; ideas of punishment; ideas of reward.

SYLLABUS OF ADVANCED COURSES.

English.

MARTHA L. TAYLOR.

American Literature.—Irving, Cooper, Hawthorne, Bryant, Longfellow, Whittier, and Holmes.

Philology, in its broadest sense, will comprehend the outline of the work.

Reed and Kellogg's, and Whitney's Grammar will be used.

English Literature.—Addison, Scott, Lamb, Campbell, Macaulay, Tennyson, and Thackeray.

The basis of the work will be the same as that in American Literature.

U. S. History.

PROF. ARTHUR E BENNETT.

I. Columbus and his times.
II. Motives for American colonization.
III. Virginia and Massachusetts compared.
V. The struggle for eminent domain.
IV. Colonial Governments.

Constitutional History.

PROF. ARTHUR E BENNETT.

I. Development of Colonial Union: (a) The Puritan Federation; (b) Franklin's Plan; (c) Re-

sults of French and Indian War; (d) Colonial Congresses; (e) Revolutionary Government.

II. Independence: (a) First Steps; (b) Lee's Resolution; (c) The Declaration; (d) Union Older than the States; (e) New State Governments.

III. The Confederation: (a) Formation; (b) Analysis of Articles; (c) Conflicts; (d) Services of Robert Morris.

IV. The Federal Constitution: (a) The Convention; (b) Questions Settled; (c) Questions Left Open; (d) Compromises; (e) Struggle for Ratification.

V. Organization of the Federal Government: (a) The Country; (b) Elections and Congress; (c) Origin of Parties; (d) Financial Questions.

Dynamic Geography.

PROF. ARTHUR E. BENNETT.

I. The Atmosphere: (a) Nature; (b) Mechanics; (c) Origin of Soil.

II. Water: (a) Mechanics—(1) Erosion, (2) Transportation, (3) Deposits; (b) Chemical Deposits.

III. Organic Agencies: (a) Vegetable Accumulations; (b) Iron Deposits; (c) Lime Formations; (e) Distribution of Species.

IV. Heat: (a) Interior Heat of the Earth; (b) Volcanoes; (c) Earthquakes; (d) Crust Oscillation.

Talks upon the Elements of Vocal Expression. Professor Bennett.

(This work will be given during the week beginning August 29th.)

Summer Science School and Session of the Biological Station.

LECTURE COURSES.

1. Elementary Biology. Selected Problems. The cell and the problems of inheritance and development. President Herrick. One week.

2. Distribution of Animals and Plants. Professor Cockerell. One week.

3. Bacteria and Disease. Professor Weinzirl. One week.

4. Motions and Migrations of Plants; Fertilization of Plants. Pres. Herrick and Professor Cockerell.

In addition to these regular courses, there will be a series of lectures on evolution and allied subjects and popular talks on current science at the assembly

period, alternating with similar lectures on literary topics.

LABORATORY COURSES.

Courses in biology for both beginners and advanced students will be formed to suit the needs of applicants. In the elementary course the lower types of both animal and vegetable life will be studied by the aid of the microscope, after which there will follow a brief outline of animal and vegetable histology.

Professor Cockerell will give a course in Practical Entomology, with ample illustration and actual dissections. Cognate subjects will be treated in the same connection. The bees of New Mexico will be particularly investigated in this course.

A course in Neurology with microscopic study and dissection will be offered to applicants.

Courses in Chemistry and Physics will be given by Professor Childs, in which the student will have access to all the laboratory facilities of the University.

A course in Geology will cover the geological conditions of the Territory and will embrace field work and excursions to points of geological interest in the course of which the lectures will be given on the ground. These excursions will occur on Saturdays and unoccupied afternoons.

A large tent on the campus will be used for evening entertainments and conferences.

The building is cool even in warm weather and the lectures will begin early and the session (with the exception of laboratory work) will close at 12:30. A conveyance will bring those in attendance to the door.

All the lectures and other courses are absolutely free and only a small charge will be made for chemicals used in the laboratory course in chemistry.

Student Register.

The classification is only approximate in several cases. There may be credits or conditions affecting the actual standing. The following abreviations are employed: J. P., Junior Preparatory; I. P., Intermediate Preparatory; S. P., Senior Prep.; F, Freshmen; S, Sophomores; J, Juniors; S, Seniors; N. 1., N. 2, N. 3, N. 4, the several years of the Normal Course; Com. 1, Com. 2, Com. 3, the several years of the Commercial Course; Sp., Special; P. G., Post-graduate. An asterisk signifies that the student left school without acquiring college status.

Albers, Luebbo Gerhard, Albuquerque.....J. P.
Allen, Harold B., Albuquerque.....J. P.
Armijo, Juan, Albuquerque.....Com. 1.
*Anderson, Mabel, Albuquerque.....
Bagby, Cheney C., Albuquerque.....J. P.

*Baker, Albert, Albuquerque.....Com.
Becker, Hans H., Belen, N. M.....I. P.
Becker, Louis C., Belen, N. M.....J. P.
Bittner, Harvey P, Albuquerque.....J. P.
Bliss, Sarah M., Albuquerque.....N. 1.
Bowie, Anna, Gallup, N. M.....N. 2.
Bowie, Wallace, Gallup, N. M.....I. P.
Brayton, William S., Albuquerque.....Sp.
Brooks, Herbert, Albuquerque.....I. P.
Brooks, Lewis C., Albuquerque.....S. P.
Brownell, Lavina, Albuquerque.....Com. 1.
*Clark, William W., Kelly, N. M.....
Clayton, Deo, Albuquerque.....I. P.
Clissold, Stella Joy, Morgan Park, Ill.....N. 3.
Cliver, Paul M., Albuquerque.....Com. 1.
Coghill, George Ellett, Albuquerque..... P. G.
Collier, Julia, Albuquerque.....J. P.
Cooper, Mary E., Glorieta, N. M.....N. 1.
Cordova, Jose Dolores, Jarales, N. M.....Sp.
Crumpacker, Thomas, Albuquerque.....J. P.
Cunningham, William B., Gallup, N. M.....Com. 1.
*Creaghe, Gerald F., St. Johns, Ariz.....
Custers, Maud, Albuquerque.....N. 2.
Custers, Ruby F., Albuquerque.....J. P.
Custers, Janette, Albuquerque.....N. 1.
Davis, Grace, Winslow, Ariz.....N. 1.
Eddings, Gertrude M., Albuquerque.....Com. 1.
28 Everitt, Edyth L., Albuquerque.....N. 4.

Fitch, Hereford G., Magdalena, N. M.....S. P.
Fitch, James G., Magdalena, N. M.....I. P.
Fox, Lena M., Albuquerque.....J. P.
Freeborn, Olie, Socorro, N. M.....Com. 1.
Goebel, Oscar R., Belen, N. M.....J. P.
Gooch, Mae, Cerrillos, N. M.....N. 2.
Gutierrez, Juan, Albuquerque.....J. P.
Halloran, Fanny C., Albuquerque.....I. P.
Harsch, Katherine, Albuquerque.....N. 1.
Harris, Louise V., Albuquerque.....Com. 1.
Hatch, Mary E., Albuquerque.....Com. 1.
Hawkins, Norton S., Portland, Ind.....Sp.
Hazeldine, Nellie E., Albuquerque.....N. 1.
Hazeldine, Lucy, Albuquerque.....I. P.
Herrick, Henry N., Albuquerque.....J. P.
Holmes, Hulda E., Chicago, Ill.....
Hughes, Elizabeth, Albuquerque.....N. 2.
Hughes Garfield, Albuquerque.....Com. 1.
Huning, Emma, Los Lunas, N. M.....Com. 1.
Huning, Fred D., Los Lunas, N. M.....I. P.
Huning, Louis B., Los Lunas, N. M.....I. P.
Hunt, Mabel, Albuquerque.....N. 1.
Jenne, Fern A., Albuquerque.....J. P.
Keith, Anthony Allen, Deming, N. M.....Com. 1.
Kellog, Lewis M., Albuquerque.....
Kilburn, Clara, Albuquerque.....J. P.
Kempenich, Paul, Peralta, N. M.....Com. 2.
Lisk, Guy, Blandinsville, Ill.....Sp. 28

Lockhart, Harry, Albuquerque.....Sp.
*Lockhart, Emmett, Albuquerque.....
Leavitt, Edna B., Albuquerque.....N. 1.
Lewinson, Estelle H., Albuquerque.....J. P.
Loveland, Frank N., Melrose, Mass.....Com.
Lukens, Myra, Albuquerque.....P. G.
*McDonald, May, Albuquerque.....
McIntyre, Robert M., Madrid, N. M.....Com. 1.
McKay, John, Albuquerque.....I. P.
McPherson, Ethel, Albuquerque.....J. P.
Maltby, Frank S., Albuquerque.....P. G.
Menaul, Elizabeth, Albuquerque.....Com 1
Meyer, Marie C., Albuquerque.....Com. 1.
Nelson, Euphemia M., Dobb's Ferry, N. Y.....Sp.
*Otero, Florence J., Albuquerque.....
Pole, Fanny, Shullsburg, Wis.....J. P.
Porter, Belle T., Chicago, Ill.....Sp.
Quinliven, Agnes V., Albuquerque.....Com. 1.
Regan, D. J., Chicago, Ill.....Sp.
Richards, Emma, Albuquerque.....Com. 1.
*Rouiller, Charles August, Paraje, N. M.....
Rosenwald, Alma, Albuquerque.....J. P.
Rosenwald, Jettie, Albuquerque.....J. P.
Saint, Clara L., Albuquerque.....Com. 1.
*Saunders, William P., Magdalena, N. M.....
Seldomridge, Glenn L., Albuquerque.....Com. 1.
Stamm, Roy Allen, Albuquerque.....S. P.
Stinson, Bertie, Albuquerque.....Com. 1.

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Strong, Frank H., Albuquerque.....Com. 1.
Stover, Roderick, Albuquerque.....I. P.
Summers, Melville R., Albuquerque.....Com. 1.
Sweet, Cornelia, Albuquerque.....Com. 2.
Taylor, George, Albuquerque.....Com. 1.
Taylor, Wyclif, Dayton, O.....F.
Terry, John B., Socorro, N. M.....I. P.
Thomas, George H., Albuquerque.....Com. 1.
Turnbaugh, Ila, Socorro, N. M.....Com. 1.
Turner, Mary Willie, Kansas City, Mo.....N. 2.
Tway, Mata E., Albuquerque.....J. P.
Vaughn, Hugh, Albuquerque.....Com. 1.
Wakefield, Candace M., Albuquerque.....N. 4.
Wakefield, Minnie A., Albuquerque.....J. P.
Walsh, Elizabeth J., Albuquerque.....Com. 1.
Weinzirl, John, Albuquerque.....P. G.
Whitten, Frank, Albuquerque.....Com. 2.
Willey, Bettie W., Albuquerque.....Com. 2.
Wilson, Lawrence G., Albuquerque.....J. P.

Enrollment of Pupils in Music Department.

Alger, Mabel.....Albuquerque, N. M.
Baldridge, Bessie.....Albuquerque, N. M.
Bowden, Bessie.....Albuquerque, N. M.
Bowie, Anna.....Gallup, N. M.
Becker, Hans.....Belen, N. M.
Brockmeier, Mrs. Henry.....Albuquerque, N. M.
Childers, Gladys.....Albuquerque, N. M.

Cooper, Kate.....Glorieta, N. M.
Crockett, Nellie.....Albuquerque, N. M.
Flournoy, Nell.....Albuquerque, N. M.
Gooch, Mae.....Cerrillos, N. M.
Goss, Mrs. Arthur.....Albuquerque, N. M.
Goebel, Oscar.....Belen, N. M.
Hawley, Minnie.....Albuquerque, N. M.
Hawley, Olive.....Albuquerque, N. M.
Herrick, Harry.....Albuquerque, N. M.
Herrick, Laura.....Albuquerque, N. M.
Halloran, Etta.....Albuquerque, N. M.
Korber, Annie.....Albuquerque, N. M.
Krawinkle, Laura.....Albuquerque, N. M.
Lombardo, Syria.....Albuquerque, N. M.
Montgomery, Mrs. Edward....Albuquerque, N. M.
Milligan, Miss Mabel.....Las Vegas, N. M.
Nelson, Euphemia.....New York City.
Rosenwald, Alma.....Albuquerque, N. M.
Rosenwald, Jetty.....Albuquerque,, N. M.
Rumford, Ida.....Albuquerque, N. M.
Rouiller, Charles.....Paraje, N. M.
Schuster, Lillian.....Albuquerque, N. M.
Schuster, Belle.....Albuquerque, N. M.
Stover, Mrs. H. C.....Albuquerque, N. M.
Sweet, Cornelia.....Albuquerque, N. M.
Tascher, Irma.....Albuquerque, N. M.
Truswell, Mary.....Isleta, N.M.
Tingley, Mrs. J. E.....Albuquerque, N. M.

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Alumni Directory.

CLASS OF 1894.

NORMAL.

Katharine Orbin Adams.....Albuquerque.
Mary L. James.....Albuquerque.
Jessie Duke Keith.....El Paso Texas.
Elizabeth Menaul.....Albuquerque.
Frances B. Nowlin.....Montgomery City, Mo.
C. E. Hodgin.....Albuquerque.

CLASS OF 1895.

NORMAL.

Bessie E. Buchanan.....Lawrenceville, Ill.
Helen Booth.....Albuquerque
Josephine A. Hamm.....Albuquerque.
Etta J. Vaughn.....Albuquerque.

CLASS OF 1896.

LATIN SCIENTIFIC.

Henry Kempenich..... Peralta, N. M.

PHARMACY.

Edmund Mills Clayton.....Albuquerque.
George Gilbert Kunz.....Albuquerque.
Carl Arno Muenstermann.....Belen, N. M.

CLASS OF 1897.

NORMAL.

Mabel Emma Alger.....Albuquerque.
Maynard Caldwell Harding.....Albuquerque.
Blanche M. Holden.....Albuquerque.
Charles W. Ward.....Albuquerque.