

UNIVERSITY OF NEW MEXICO
COLLEGE OF LIBERAL ARTS
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University of
New Mexico....



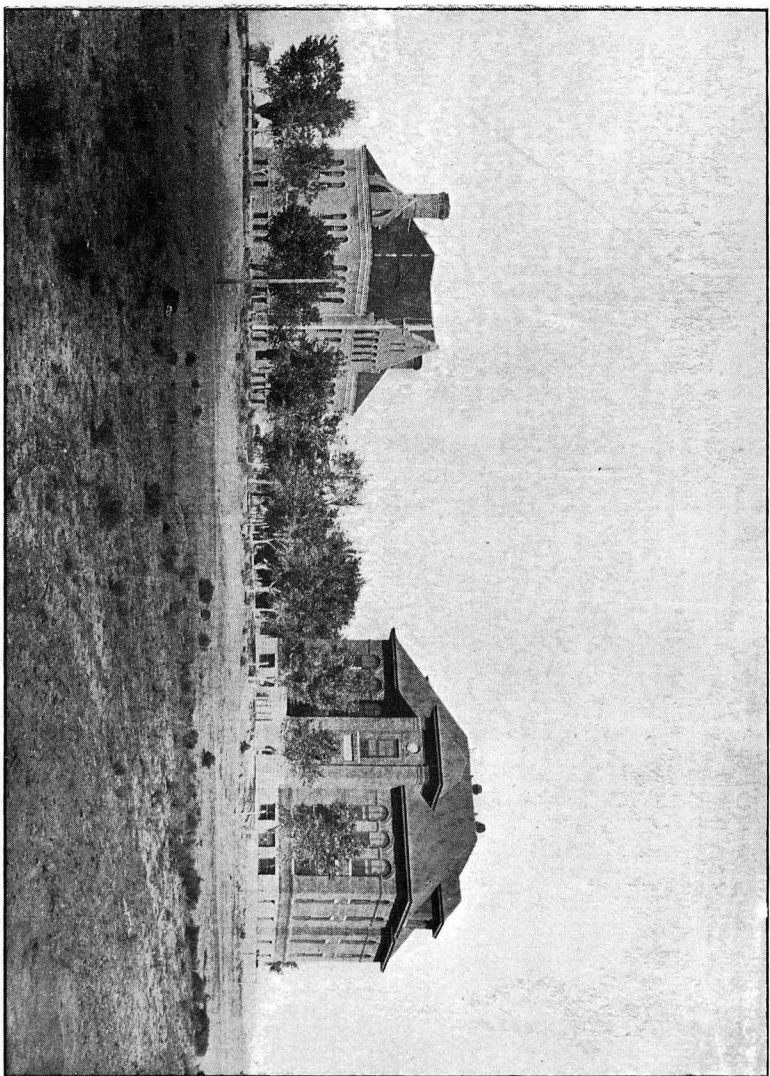
CATALOGUE
1903-1904



Announcements for 1904-1905







A PORTION OF THE CAMPUS

University of New Mexico

CATALOGUE

1903-1904

Announcements for 1904-1905

ALBUQUERQUE

**MORNING JOURNAL PRESS
ALBUQUERQUE**

ADVANTAGES

The University of New Mexico offers the best of advantages for a thorough college education under the most healthful climatic conditions and at small cost.

There are many young men and women in the Northern and Eastern States who are compelled to give up their school work on account of ill health who will find it possible to continue their studies here under the favorable climatic conditions, and improve in health at the same time. To these the University offers special advantages, and correspondence is solicited.

You are cordially invited to visit the University at any time, and further information will be furnished by addressing the President.

UNIVERSITY OF NEW MEXICO,
Albuquerque.

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BOARD OF REGENTS.

HIS EXCELLENCY, MIGUEL A. OTERO, Governor of the Territory of New Mexico, ex-officio.

HON. J. FRANCISCO CHAVES, Superintendent of Public Instruction, ex-officio.

HON. E. S. STOVER, Term Expires 1905.

HON. FRANK W. CLANCY, Term Expires 1906.

DR. JAMES H. WROTH, Term Expires 1904.

HON. E. V. CHAVEZ, Term Expires 1907.

HON. HENRY L. WALDO, Term Expires 1908.

OFFICERS.

HON. FRANK W. CLANCY, President.

DR. JAMES H. WROTH, Secretary and Treasurer.

FACULTY FOR 1903-1904.

WILLIAM G. TIGHT, Ph. D., President;
Professor of Geology.

JOSEPHINE S. PARSONS,
Principal of Commercial Department.

CHARLES E. HODGIN, B. Pd., Dean,
Professor of Education.

JOHN WEINZIRL, M. S.,
*Director of Hadley Climatological Laboratory and
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*Director of the School of Music and Professor of
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T. L. KREBS, B. A.,
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ELIZABETH POWERS,
Instructor of Piano.

FLORA M. SCHAEFER,
Instructor in Expression and Physical Culture.

OLIVIA MORTON BIRTWELL, B. Di.,
Instructor in Musical Kindergarten.

LILLIAN GERTRUDE HUGGETT,
Student Assistant.

KATE CUNNINGHAM,
Stenographer.

KATE KELLEY,
Matron of Ladies' Cottage.

STANDING COMMITTEES.

ON CATALOGUE.

R. F. ASPLUND, J. WEINZIRL, A. M. ESPINOSA.

ON SCHEDULE AND CURRICULUM.

J. WEINZIRL, E. A. HICKEY, A. M. ESPINOSA.

ON ATHLETICS.

R. F. ASPLUND, J. D. BROWN.

ON STUDENT STANDING.

J. WEINZIRL, R. F. ASPLUND, A. M. ESPINOSA.

ON COMMENCEMENT.

A. M. ESPINOSA, J. S. PARSONS, M. F. ANGELL.

ON MUSIC.

C. S. HERTZOG, MABEL STEVENS HIMOE.

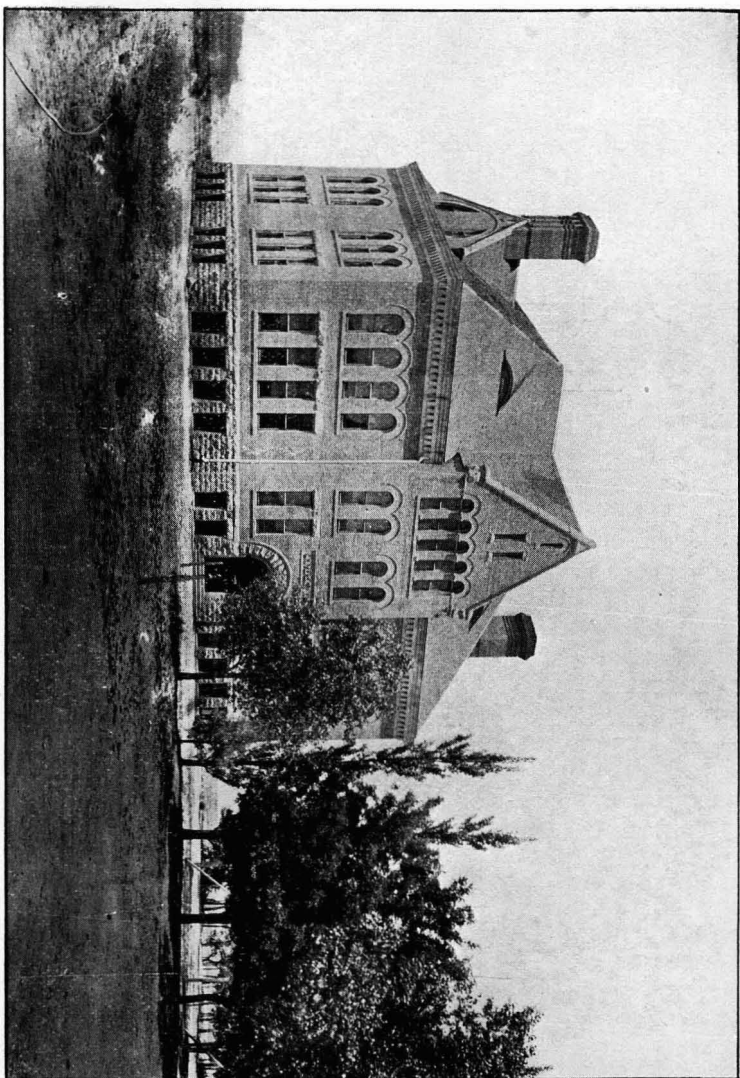
CALENDAR.

1904.

- January 18.—Monday. Second Semester Begins.
February 22.—Monday. Washington's Birthday.
March 19.—Saturday. Spring Recess.
March 28.—Monday. Work Resumed.
May 23-24.—Monday and Tuesday. Final Examinations.
May 26.—Thursday. Class Day.
May 27.—Friday. Annual Commencement.
August 22.—Monday. Registration for First Semester.
August 23.—Tuesday. First Semester Begins.
August 24.—Wednesday. Lectures and Recitations Begin.
September 5.—Monday. Labor Day.
November 24-25.—Thursday and Friday. Thanksgiving Recess.
December 22-23.—Thursday and Friday. Final Examinations.
December 24.—Saturday. Christmas Recess.

1905.

- January 2.—Monday. Second Semester Begins.
February 22.—Wednesday. Washington's Birthday.
March 18.—Saturday. Spring Recess.
March 27.—Monday. Work Resumed.
May 8-9.—Monday and Tuesday. Final Examinations.
May 11.—Thursday. Class Day.
May 12.—Friday. Annual Commencement.
August 21.—Monday. Registration for First Semester.
August 22.—Tuesday. First Semester Begins.



ADMINISTRATION HALL

UNIVERSITY OF NEW MEXICO.

ORIGIN AND HISTORY.

The University had its origin in an act passed February 28, 1889, by the Territorial Legislative Assembly of New Mexico, the bill being introduced by Hon. B. S. Rodey who worked faithfully for its passage and who has remained a firm friend to the institution.

The following extracts are taken from the act:

Section I. 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. Mylert; 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 lands and 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 expenditure 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 be forever non-sectarian in character. * * *

When the bill became a law, Governor L. Bradford Prince, then New Mexico's chief executive, appointed

the following Board of Regents: G. W. Mylert, Henry L. Waldo, Mariano S. Otero, Elias S. Stover, Frank W. Clancy.

The Governor and the Superintendent of Public Instruction, then Amado Chaves, were ex-officio members of the Board.

The Regents who have been continued from the beginning are E. S. Stover, F. W. Clancy and H. L. Waldo. Others whose names have appeared since are, W. B. Childers, J. H. Wroth, J. C. Armijo and E. V. Chaves.

The first faculty elected consisted of President, E. S. Stover; Principal, George S. Ramsey; Alcinda L. Morrow, Marshall R. Gaines, Albert B. Cristy, G. R. Stouffer and Andrew Groh.

Many changes have occurred in the faculty since the beginning. Prof. Hiram Hadley was vice-president in charge for three years, from 1894 to 1897. Dr. C. L. Herrick, the second president of the institution, served from 1897 to 1901. Upon his resignation, Dr. W. G. Tight was chosen by the Regents.

After the passage of the act in the legislature of 1889, creating the University, the first Board of Regents secured the required amount of land, and began the erection of a large building, as soon as the funds were available. The structure was completed and accepted by the Board in May, 1892.

The Normal School of the University was the first to be organized, it being opened on June 15, 1892, for a summer term. In September of the same year the Preparatory School was opened, and in November of 1893 the Commercial School was added.

In 1896 a gymnasium was erected and equipped with as much apparatus as the funds would permit.

The Hadley Laboratory, largely the gift of Mrs. Walter C. Hadley, supplemented by donations from friends in Albuquerque and in other parts of the territory, was erected in 1899. This building affords accommodations for the science work with a special view to climatological investigations, a feature of research desired by Mrs. Hadley.

Dormitory facilities were made possible in 1902, when rooms were fitted up on the second floor of the main building for the use of boys, while the cottage on the campus was made into a girls' dormitory. The accommodations available were soon taken by students.

The School of Music, which has made an excellent beginning, was organized in 1902, and located in the City Library building, the Regents having leased for this purpose all of the building except the rooms which are used by the library. This was made necessary because of inadequate accommodations in the University buildings on the campus.

The courses of study and the departments have been extended from time to time during the past twelve years, until now the institution offers full preparatory and college courses of four years each. The Normal School gives one year's professional course in addition to four years of academic work.

Since its beginning, the University has graduated 91 students, not numbering those of the present graduating class. Death has claimed two of this number, Frank S. Maltby, class of 1899, and Helen Booth, class of 1895.

The Alumni Association was organized in 1894 and has held a meeting and a banquet each year.

GENERAL INFORMATION.

LOCATION.

The University campus is situated on the mesa, a short distance east of the city. The view of the valley of the Rio Grande and of the mountains is most beautiful and inspiring. A more favorable location for health and out-of-door recreation could scarcely be found.

The walk to the University from the city is healthful recreation. But for those who desire to ride, a conveyance is run at a low fare to accommodate students and teachers.

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 located on the lines 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 about 12,000, having electric lights, a free public library, good streets, a variety of good mercantile and

manufacturing establishments, three banks, two daily newspapers and other accompaniments of modern civilization.

Albuquerque is an educational center. Besides the University there are many schools of different kinds including an excellent system of public schools.

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.

Albuquerque is a city of churches. Almost every religious denomination is represented. These all gladly welcome the students to their religious and social life.

BUILDINGS.

The Administrative Hall contains the President's office, the Library of about 5,000 volumes, the Assembly hall and numerous recitation rooms. The building is a large and commodious brick structure, of three stories besides the basement, and is well furnished throughout.

The Hadley Science Hall furnishes accommodations for the Department of Science. The building is the generous gift of Mrs. Walter C. Hadley, supplemented by donations from friends of education throughout the territory. The laboratory was primarily established for climatological research and its arrangements are most satisfactory for scientific work.

The Gymnasium is a substantial frame building of

good size and well equipped with apparatus for physical culture. Provision is made for regular gymnastic work which is required of all students unless especially excused by the President.

The Ladies' Cottage is a very attractive modern dwelling, in which are furnished rooms for the ladies. The general Dining Hall is also in this building.

THE LIBRARY AND READING ROOM.

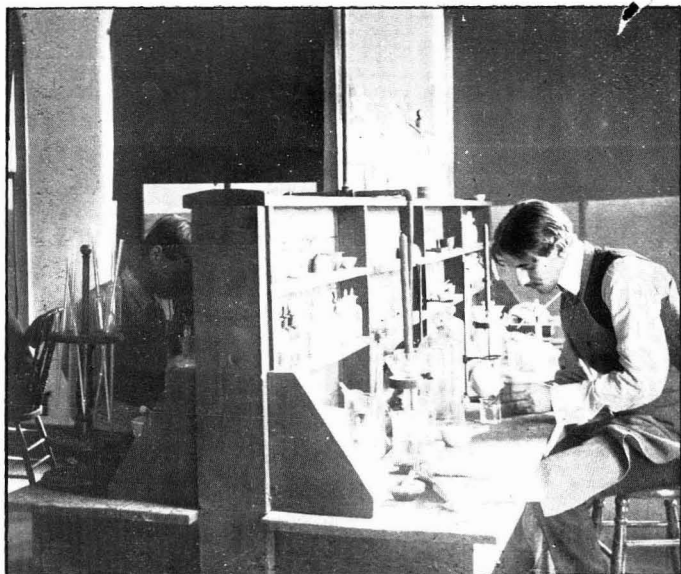
The general library now includes about 5,000 volumes, including the standard works of reference. The University is the United States depository for public documents for New Mexico. From this source many most valuable books of reference are being received. This portion of the library is accessible to the public at all reasonable hours.

The general library is for the use of the Faculty and students, and has recently been moved into a large well lighted room. Friends of the institution are welcome to consult the books within the library room.

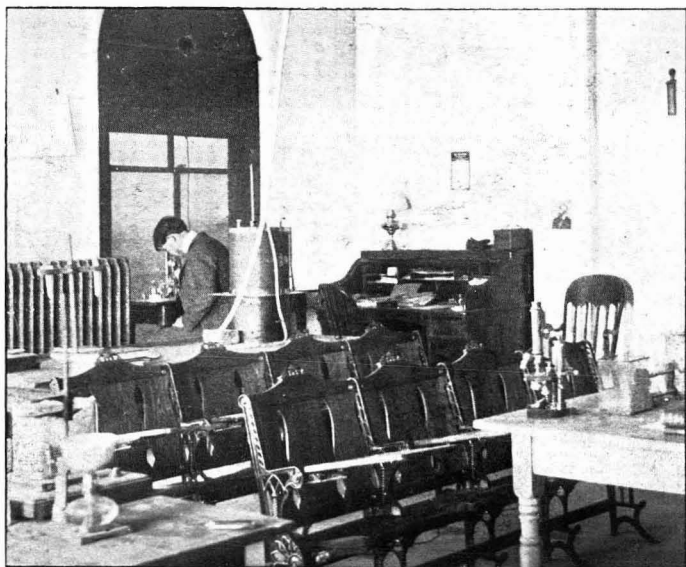
A beginning has been made in the establishment of departmental libraries composed of works directly needed in the several departments. Donations are always thankfully received.

LABORATORIES.

Few institutions as young as the University are so well supplied with the facilities for laboratory and research work. This is due to the fact constantly held in mind by the management that the first essential in all scientific work is experimentation and illustration, and that text-books are of secondary importance. To this end the equipments are increased as rapidly as possible from the resources of the institution. At present



STUDENT DESK—CHEMICAL LABORATORY



CORNER BACTERIOLOGICAL LABORATORY

a part of the equipment is provided by the instructors and by friends of the University.

The Hadley Climatological Laboratory furnishes a home for the scientific departments. On the first floor are found the zoological, botanical and geological laboratories. The usual apparatus is supplied, but in the botanical department the collection of native plants is especially worthy of mention. In histology there is an especially fine collection of slides, upward of two thousand in number, which have been loaned to the department by Dr. C. L. Herrick, formerly president of the University. The equipment in geology is very complete and contains several thousand specimens, lithological microscopes, etc. On this floor is also to be found a large lecture room for the use of the departments.

On the second floor are the departments of physics, chemistry and bacteriology. The laboratories are very well equipped for the usual courses offered and it is hoped soon to materially increase the equipment.

In the basement are located the assaying and photographic laboratories. In assaying the equipment consists of a Bosworth furnace, rock crusher, rubbing board, etc., and it is quite complete. The equipment in the photographic laboratory is also good.

The Hadley Laboratory was especially designed by its beneficent founder for the study of the effects of the various factors which enter into the remarkable climate of the semi-arid Southwest. This study was intended to bear more especially upon the problem of tuberculosis and its cure by climatic agencies. To this end all the scientific departments of the University contribute.

At present there is an urgent need of funds for car-

rying out effectually the work in this line, and it is hoped that adequate resources may be provided at an early date. Such funds should be available for special apparatus not ordinarily found in the class room, and for carrying on physiological experiments. During the past year an appropriation of \$125 was received from the Elizabeth Thompson Science Fund which is held in trust in the East. This money is available for a special line of work only. The work is at present hampered for the want of a permanent and regular income.

During the year considerable progress in research work has been made, and a number of papers are now in preparation for publication. Some of these papers will appear in the leading journals of America, such as the Journal of the American Medical Association, American Journal of the Medical Sciences, etc., and all will finally appear in the Bulletin of the Laboratory which is published with the co-operation of Mrs. W. C. Hadley.

NATURAL HISTORY AND ARCHAEOLOGICAL MUSEUM.

The University has a fair nucleus of a working museum in geology, paleontology, 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 prehistoric races before it shall be too late. All donations will be per-

manently stored in the University and will be accredited to the giver.

PUBLICATIONS.

The Bulletin of the University of New Mexico, now in its fourth volume, contains contributions from the University Geological Survey and the Hadley Climatological Laboratory, and offers opportunities for the publication of the results of research work.

The University Catalogue contains a description of the work of the University, courses of study and a student roster.

The U. N. M. Weekly is the publication of the Literary Societies and is devoted to University news and literary matter.

STUDENT ORGANIZATIONS.

Two voluntary literary societies have proved themselves very useful in affording opportunity for the cultivation of literary tastes and for familiarizing the students 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 Choral Union, Athletic Association and Editorial Board of the college paper, as well as other organizations, all contribute their quota to develop a genuine college spirit.

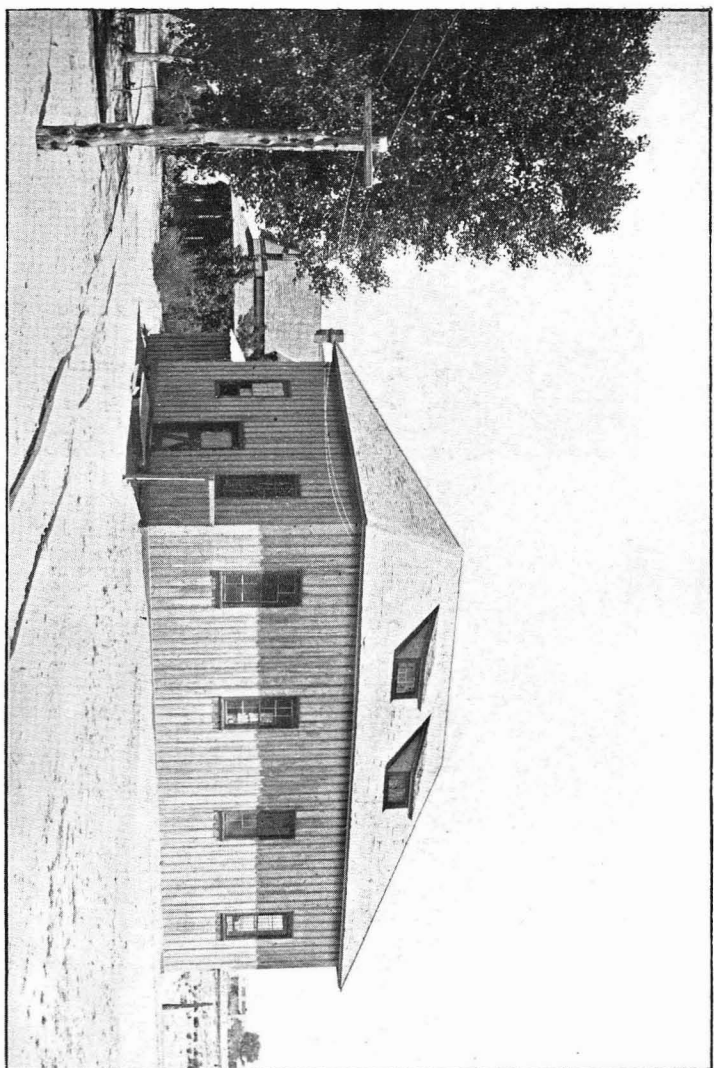
UNIVERSITY EXTENSION.

For the purpose of widening its influence, the University offers courses of entertainments and lectures by the members of the faculty. By special arrangements, also, speakers of national reputation can be secured for a limited number of addresses in the towns of the Territory. Communities desiring such courses or lectures may receive further information by correspondence with the Registrar.

ROOMS AND BOARD.

To meet the demand for dormitory accommodations, until suitable buildings can be erected, the Regents have arranged for the living of a limited number of students in the present buildings. The rooms for the men are in the Administration building. They are furnished with plain but neat furniture. The rooms for the ladies are in the Ladies' Cottage and are also comfortably furnished.

Students occupying these rooms must supply their own bed clothes, such as sheets, pillow slips, blankets and coverlets, as the beds are only supplied with mattresses and pillows. Students must also supply towels and other necessary linen. Students must care for their own rooms. The Proctor, who is a member of the Faculty, will see that all students' rooms are properly cared for and that the rules of government are strictly adhered to. A matron has full charge of the Ladies' Cottage. The students' care of their own rooms is not so much a matter of economy as of discipline and education, as by this means are inculcated habits of cleanliness and thoughtfulness.



GYMNASIUM

The general dining hall is in the Ladies' Cottage where good board is supplied.

It is recommended to parents and guardians that students should room and board on the grounds, as they are then more directly under the supervision of the Faculty and the discipline required and the observance of study hours is more conducive to good work.

The cost of living in the University, including room, board, lights and fuel, is \$20 per month. Students attend to their own washing and laundry.

Living can be obtained in the city in good private families where students have the comforts of home and are surrounded by good influences, at \$25 per month and upwards.

In selecting boarding places in the city, students should consult the President 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 necessary, to render an account of the manner in which they spend their time when not at the University.

Parents may feel assured that all reasonable effort will be exercised by the Faculty to protect students from improper associations.

SELF-SUPPORT.

The University has but a small amount of work at its command to offer students, but it is usually possible for them to find congenial employment by which

may be defrayed a large portion of their expenses. During the coming year, a special effort will be made to assist students to find employment.

PRIZES AND SCHOLARSHIPS.

The Dr. J. A. Henry Scholarship Prize. Through the generosity of Dr. Henry, an annual prize is given to the student who maintains the highest general scholarship. Awarded in 1902-3 to Gustave A. Magnusson.

The Dr. W. G. Hope History Prizes. Dr. Hope has established two annual prizes, a first and a second, for the best scholarship in United States History. These prizes are awarded at the close of each year. First prize awarded in 1902-3 to Wilfred H. Worth; second prize, to Kirk Bryan.

The Dr. E. M. Wilson Prize. Dr. Wilson has offered a prize to the student who is instrumental in bringing the largest number of new students to the University.

The Cecil Rhodes Scholarship. In accordance with the provision of the will of Cecil Rhodes awarding two scholarships to each state and territory in the United States, New Mexico has the privilege of sending two students to Oxford, England, every three years. The appointing power for the Territory of New Mexico is vested in the Faculty of the University.

AIM.

The University has enjoyed an honorable reputation for thorough work and high standards, and it is the endeavor of the Board of Regents and the Faculty

to maintain these standards and to furnish the means for excellent mental discipline. Every effort will be made to develop the student physically, intellectually, socially and morally in the best possible manner. The policy of the University, while very strictly avoiding sectarianism in any form, is positively and strongly in favor of developing and maintaining high ethical and moral standards. All students, unless excused by the President, are required to attend the regular daily Assembly exercises, which consist of music, addresses by members of the Faculty and prominent men in all walks of life, and scripture readings.

There is in Albuquerque one thriving church or more of almost every religious denomination, Jewish, Protestant and Catholic. These all gladly welcome the students to their religious and social life. All students are invited to identify themselves with the church of their choice.

THE ADMINISTRATION.

The Preparatory School, the College of Letters and Sciences, and the Music, Art, Normal and Commercial Schools are administered by their respective principals and faculties, under the direction of the general faculty. Upon matriculation the student obligates 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 indispensable prerequisites to college residence.

The Territory of New Mexico offers the advantages of the University to all persons of either sex who meet the entrance requirements, at a merely nominal fee.

It therefore is the patron of those who seek its advantages and honors. It can not be the patron of idleness or misconduct. It offers every assistance possible to those who assiduously pursue their work with diligence and conduct themselves according to the accepted rules of propriety.

In any case where the student does not appear to be benefited by the advantages offered by the University, 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 dismissed, or his parents will be requested to withdraw him.

REGISTRATION.

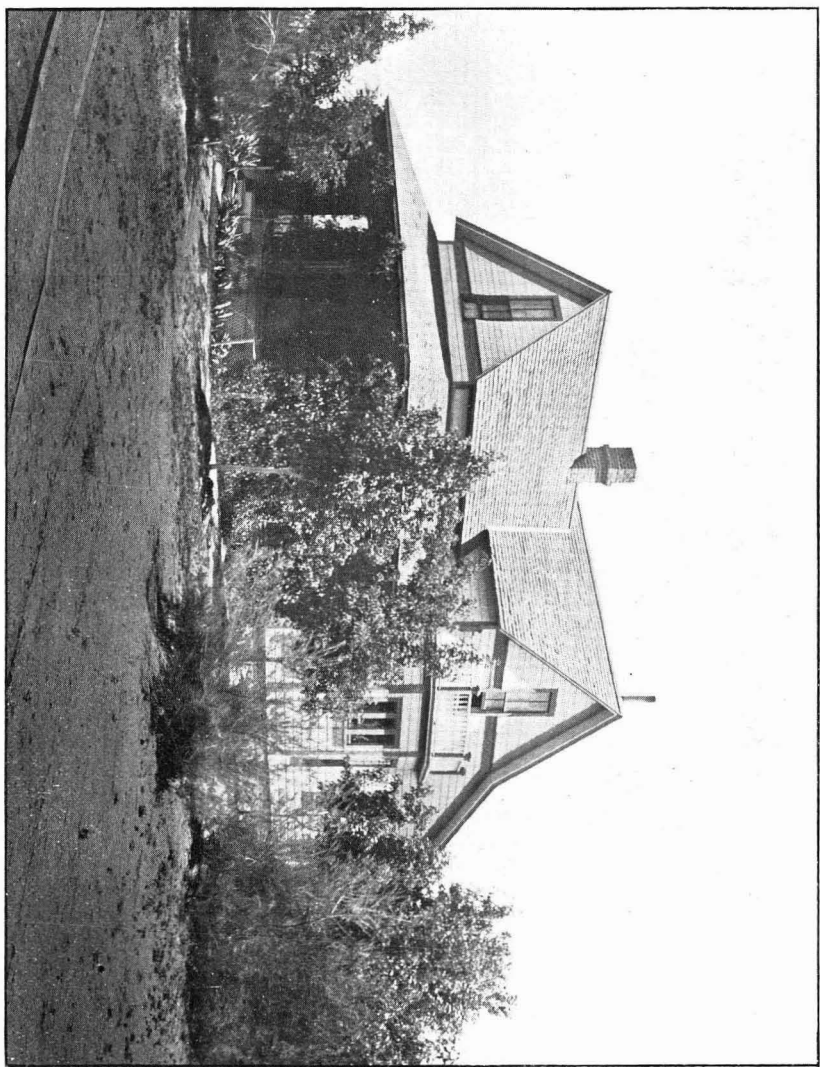
The student upon entering, presents himself to the President at the office and receives the necessary blanks for registration. He then goes to the instructors under whom he is to have work for their signatures to his registration card. He next sees the treasurer for the payment of the incidental and other fees and finally files his card with the registrar.

No student is considered registered as a member of the University until his registration is fully completed.

An extra fee is charged for registration later than five days after the opening of the semester.

ATTENDANCE.

It is highly desirable that students should begin



LADIES' COTTAGE

their work with the first day of the semester as indicated in the calendar, since losses which are incurred then can never be fully made up and the student is at a disadvantage throughout the year. Students may be admitted at any time but it is strongly recommended that studies begin with the fall semester. This is considered so important that the Regents have fixed a fee for late registration. Every student, unless excused by the Faculty, is required to attend at least three recitations or laboratory exercises daily. Parents or guardians who desire information concerning the conduct, class standing, or punctuality of the student, can obtain the same at any time by application to the Registrar, as a careful record is kept of the work and character of each student. Such a report will be regularly sent at the end of each semester.

Any student who falls behind in his work will be reported to his parents or guardian at the end of each month, and should such failure to do good work be the result of idleness or misconduct on the part of the student, the parents may be asked to withdraw the student at any time.

ABSENCE.

After registering, students are required to attend all their class exercises. A failure to attend any such exercise is counted an absence, and the instructor must mark the student zero for such exercise. The work may subsequently be made up by special assignment at the option of the instructor. Any student is subject to account for absences at any time, and may be dismissed by the faculty for such absences. For absence from Assembly and other general exercises the student is accountable to the President.

DISMISSION.

Students who desire to drop any study for which they are registered must first get the permission of the Instructor and the Registrar.

A student who leaves the University before the close of a semester without the permission of the President will not be considered as having been honorably dismissed.

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. Examinations are held in each class at the end of each semester. 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. Satisfactory completion of the work of any class requires a general standing of not less than seventy per cent. A student whose average is less than sixty per cent is not passed and must pursue the work a second time with the next regular class.

EXAMINATIONS.

1. An examination is held at the close of each semester or on the completion of any subject.
2. All students are required to attend all examinations in the studies pursued.
3. When a student's general standing in any class falls below seventy, the Instructor shall report the student to the Registrar as "Conditioned." A student reported as "Conditioned" may receive credit for the

study, if the condition imposed by the Instructor is removed before the next semester in which the study is again offered. Otherwise the student must again pursue the study in the regular class in the same manner as the student whose study is reported as "Not Passed."

4. Special examinations taken at other times than regularly with the class, and not entrance examinations for standing, can only be taken by presenting to the examiner a permit card from the Registrar and the payment of a special fee.

CLASS STANDING.

To obtain class standing at entrance, or to maintain class standing during the pursuit of a course, the student must have completed at least two thirds of the work required for that class.

DIPLOMAS AND CERTIFICATES.

Diplomas of graduation from the Preparatory School in the Classical, Scientific, Commercial and English courses, as outlined under the Preparatory School, will be conferred on all who complete satisfactorily the courses of study or their equivalent, as determined by the faculty, and who maintain unimpeachable deportment. In addition to the above, those who complete the work of the Normal School receive its diploma.

Certificates of proficiency may be given upon the completion of subjects like Stenography, Bookkeeping, Music, etc., and certificates indicating the satisfactory completion of the work of any one year.

Diplomas of graduation will be conferred upon stu-

dents who complete a four years' course of study in the college. With this diploma is conferred the degree of Bachelor of Arts or Science, which are the only baccalaureate degrees conferred in the College of Letters and Sciences. For the requirements of these degrees, see the course of study under the head, "College of Letters and Sciences."

The degree of Bachelor of Pedagogy is conferred upon students who complete three years of college work in addition to the Normal course, and who have given satisfactory evidence of two full years of successful teaching experience after graduation. A diploma of graduation is also given from the School of Music.

The University is prepared to offer courses leading to the degrees of Master of Arts and Doctor of Philosophy, along limited lines and by special action of the Faculty.

No student will receive a diploma or degree from this University who has not been in residence at least one year.

FEES.

Tuition is free to all residents of New Mexico. To others, \$20 per semester.

An annual incidental fee of \$5 is required by law of all students. Laboratory fees in science courses are as follows:

Chemistry, Assaying and College Physics, \$3.

Mineralogy, Lithology, Zoology, Advanced Botany, Histology, Bacteriology, \$2; Academy Physics, \$1; Special examination fee, \$2; Late registration fee, \$1.

All University bills must be paid, or satisfactory arrangements made, at date of registration. No credit for work can be given until all bills are paid.

Preparatory School

THE PREPARATORY SCHOOL.

The Preparatory School offers thorough instruction in four courses: Classical, Scientific, English and Commercial. These courses are all four years in length and are designed to give a good general education and at the same time prepare for college. The professional work of the Normal School is largely done after the completion of the Preparatory work but may be interpolated with it.

The "credit" of work is one study, five hours a week, forty-five minutes recitation period, or two hours laboratory period, per day, for a year.

The outside work of the student is estimated at an average of one and a half hours for the preparation of each class exercise. The regular requirement is four studies per day. Students are not permitted to take five studies except by special permission of the Faculty. Of the required work, certain studies are prescribed and certain studies are elective. The prescribed work in each course and enough elective work to make 16 credits, with the required rhetorical work in composition and public speaking, is necessary for graduation.

The rhetorical work required of all students consists of one essay and one declamation each semester during the first and second years and one oration and one declamation each semester during the third and fourth years. An equivalent amount of work done in

the literary societies or on the U. N. M. Weekly staff, under the direction of the Professor of English, may be substituted for a part of this requirement.

Students electing a language must pursue that elective at least two years.

REQUIREMENTS FOR ADMISSION TO THE PREPARATORY SCHOOL.

ADMISSION ON EXAMINATION.

Applicants for admission to the Preparatory School must furnish a satisfactory certificate from some school of acknowledged thoroughness, equal to the completion of the eighth grade of a public school of recognized standing, or stand entrance examinations in English, History, Geography, Elementary Physiology and Arithmetic.

Requirements for admission to the Preparatory School 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 four years of successful work.

With more advanced preparation or by special diligence it is possible to complete the required Preparatory work in less than four years.

The ground covered by the entrance examinations is as follows:

English—A knowledge of English grammar and the elements of English composition, as outlined in Reed and Kellogg's Higher Lessons in English, or an equivalent, is required of all students desiring to enter the Preparatory School of the University. Examinations are given those applicants who can not present a

certificate indicating the satisfactory completion of the grammar courses. In addition to the examination upon the rules of grammar, the candidate for entrance will be required to submit a list of the classics read, and to write an essay upon a subject designated by the examiner, and connected with some book on the list submitted. The classics recommended for examination are: Longfellow's *Hiawatha*, *Evangeline* and *Courtship of Miles Standish*; Whittier's *Snow Bound*, and Lowell's *Vision of Sir Launfal*.

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

Geography—Redway and Hinman's *Natural Geography*, or its equivalent.

Physiology—The *Elements of Hygiene*.

Arithmetic Completed — Wentworth's *Complete Arithmetic*, or an equivalent.

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

ADMISSION ON CERTIFICATE.

The University will receive students from any school of acknowledged thoroughness and, without examination, give them probation 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 books used; (4) The page to which completed; (5) Standing in the subjects.

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

If the student maintains his standing for one year on the probation credits, full credits will then be entered on the records.

COURSES OF STUDY.

There are four regular courses of study offered in the Preparatory School. Students are urged to follow closely the studies in some one of these courses and in their regular order. The hours of recitation for each study are fixed in the schedule of recitations and cannot be changed for irregular or elective students.

Certain studies are required of all students in all the courses, while certain other studies are required in addition depending upon the course elected. The arrangement of the studies in the courses is as follows:

OUTLINE OF COURSES.

ENGLISH COURSE.

FIRST YEAR.

English A; Algebra A; Spanish A; Physiology A and Botany B.

SECOND YEAR.

English B; Geometry B; History A; Spanish B.

THIRD YEAR.

English C; Physics A; German A; Zoology C and Physical Geography D.

FOURTH YEAR.

Geometry C and Algebra C; German B; Chemistry A; Elective.

CLASSICAL COURSE.

FIRST YEAR.

English A; Algebra A; Latin A; Physiology A and Botany B.

SECOND YEAR.

English B; Geometry B; History A; Latin B.

THIRD YEAR.

English C; Physics A; German A, or Spanish A; Latin C.

FOURTH YEAR.

Geometry C and Algebra C; German B, or Spanish B; Latin D; Elective.

SCIENTIFIC COURSE.**FIRST YEAR.**

English A; Algebra A; Latin A; Physiology A and Botany B.

SECOND YEAR.

English B; Geometry B; History A; Latin B.

THIRD YEAR.

English C; Physics A; German A, or Spanish A; Zoology C and Physical Geography D.

FOURTH YEAR.

Geometry C and Algebra C; German B, or Spanish B; Chemistry A; Elective.

COMMERCIAL COURSE.**FIRST YEAR.**

English A; Algebra A; Stenography A; Physiology A and Botany B.

SECOND YEAR.

English B; Geometry B; Stenography B; History A.

THIRD YEAR.

English C; Physics A; Bookkeeping C; Spanish A, or German A.

FOURTH YEAR.

Geometry C and Algebra C; Bookkeeping D; Spanish B, or German B; Elective.

COURSES OF INSTRUCTION.

ENGLISH.

Rhetoricals are required of all students in the University, with the exception of those who contribute regularly to the college paper. These rhetoricals consist of one declamation and one essay each semester. Essays written for the regular English classes may be used in rhetorical work. All declamations and essays must be delivered in public, at least two appearances being made in Assembly. Students beyond the second year in the Preparatory School are required to commit their essays to memory.

A. (1.) *Composition and Rhetoric.* First Semester, 5 hours. One composition each week supplemented by class exercises in written and oral composition. Reading and study of Merchant of Venice, Ivanhoe, House of Seven Gables, Idylls of the King, Sir Roger de Coverley Papers.

A. (2.) *Composition and Rhetoric.* Second Semester, 5 hours. Continuation of Course A. (1.)

B. (1.) *Composition and Rhetoric.* First Semester, 5 hours. One composition each week supplemented by class exercises in written and oral composition. Reading and study of Julius Caesar, Deserted Village, Ancient Mariner, Vicar of Wakefield, Macaulay's Life of Johnson.

B. (2.) *Composition and Rhetoric.* Second Semester, 5 hours. Continuation of Course B. (1.)

C. (1.) *Composition and Literature.* First Semester, 5 hours. Frequent essays. Study of most important English and American authors. Reading

and class study of Macbeth, L'Allegro, Il Penseroso, Comus and Lycidas, Essay on Burns, Essays on Milton and Addison, Speech on Conciliation with America.

C. (2.) *Composition and Literature*. Second Semester, 5 hours. Continuation of Course C. (1.)

HISTORY.

A. (1.) *Ancient History*. First Semester, 5 hours. The essential facts in the history of early civilization are studied. The period covered includes the Empire of Charlemagne.

A. (2.) *Mediaeval and Modern History*. Second Semester, 5 hours. The important events from the time of Charlemagne to the present day, including a survey of English History. The events of American history are referred to in their proper relation.

B. (2.) *American History*. Second Semester. 4 hours. This course is essentially the history of the United States. The Colonial Period is emphasized. Elective for fourth year students.

LATIN.

A. (1.) *Beginning Latin*. First Semester, 5 hours. A study of forms, elementary syntax and vocabulary.

A. (2.) *Beginning Latin*. Second Semester, 5 hours. Further drill on forms, syntax and vocabulary. Selections from Viri Romae with prose composition.

B. (1.) *Caesar*. First Semester, 5 hours. Selections from various Latin writers and Book II of the Gallic War. Prose composition based on text.

B. (2.) *Caesar*. Second Semester, 5 hours. Books III and IV of the Gallic War. Prose composition continued.

C. (1.) *Cicero*. First Semester, 5 hours.

Catalinarian orations. Prose composition based on text. Classical Geography and History.

C. (2.) *Cicero*. Second Semester, 5 hours. Oration on the Manilian Law and Archias. Selected Letters. Prose composition continued. Roman life and customs.

D. (1.) *Vergil*. First Semester, 5 hours. Books I, II and III. Prose composition, one period per week. Literature and mythology of Rome.

D. (2.) *Vergil*. Second Semester, 5 hours. Books IV, V and VI. Prose composition continued. Prosody with Scansion of part of Book I.

SPANISH.

A. (1.) *Beginners' Course*. First Semester, 5 hours. Monsanto and Languellier's Spanish Grammar; Gilbert and Arnold's "Cartilla Illustrada." The elements of Grammar, Reading, Pronunciation and Conversation.

A. (2.) *Beginners' Course*. Second Semester, 5 hours. Monsanto and Languellier's Spanish Grammar; Arnold's "Libro Primero de Lectura." Modern Spanish Prose. Alarcon's "El Capitan Veneno"; Carrion y Aza's "Zaragueta." Composition and Conversation.

B. (1.) *Second Year Course*. First Semester, 4 hours. Advanced work in syntax and composition. Writing of essays and short stories in Spanish. Reading of Modern Spanish Prose. Galdos' "Marianela" or Alarcon's "El Niño de la Bola." Conversation based on Cyr's "Libro Segundo de Lectura."

B. (2.) *Second Year Course*. Second Semester, 4 hours. The Drama of Modern Spain. Echegaray's "El Gran Galeoto" or Nuñez de Arce's "El Haz de Leña." Composition and Conversation

based on Arnold's "Libro Tercero de Lectura." Essays and Stories in Spanish. Studies in the Literature and History of Spain.

GERMAN.

A. (1.) *Beginners' Course.* First Semester, 5 hours. Becker's "Elements of German;" Doriot's German Reader. A course in Elementary Grammar, Pronunciation, Translation and Conversation.

A. (2.) *Beginners' Course.* Second Semester, 5 hours. Grammar, continued; Modern German Stories and Plays. Storm's "Immensee" and Von Hillern's "Hoher Als die Kirche." Composition and Conversation.

B. (1.) *Second Year Course.* First Semester, 4 hours. Life and Works of Schiller; The Historical Drama; Wilhelm Tell; Jungfrau von Orleans. Advanced work in Composition and Conversation. German Lyric Poetry; memorizing of short selections.

B. (2.) *Second Year Course.* Second Semester, 4 hours. Life and works of Lessing. Mina von Barnhelm; Emilia Gallotti. Advanced work in Grammar, Composition and Conversation. Studies in the Literature and History of Germany.

MATHEMATICS.

A. (1.) *Elementary Algebra.* First Semester, 5 hours. The four elementary processes of whole numbers and fractions.

A. (2.) *Elementary Algebra.* Second Semester, 5 hours. Simple equations, involution, evolution, theory of exponents and radical quantities.

B. (1.) *Plane Geometry.* First Semester, 5 hours. Wentworth's Plane and Solid Geometry (Revised), Books I and II.

B. (2.) *Plane Geometry*. Second Semester, 5 hours. Books III, IV and V.

C. (1.) *Solid Geometry*. First Semester, 5 hours. Books VI, VII and VIII.

C. (2.) *Advanced Algebra*. Second Semester, 5 hours. First a rapid review of simple equations, involution, evolution, the theory of exponents and radical quantities and their quadratic equations, ratio, proportion, arithmetical and geometrical progressions and logarithms are studied.

PHYSICS.

A. (1.) *Preparatory Physics*. First Semester, 5 hours. An elementary course in mechanics, sound and light. Recitations and laboratory work by the student, in connection with lectures by the instructor.

A. (2.) *Preparatory Physics*. Second Semester, 5 hours. An elementary course in Heat, Electricity, and Magnetism. Recitations and qualitative work by the students, in connection with lectures by the instructor.

CHEMISTRY.

A. (1.) *General Chemistry and Qualitative Analysis*. First Semester, 8 hours. The major portion of the time is given to the general inorganic chemistry which serves as a fundamental course for all subsequent work in this department. An introduction to organic chemistry is also given. About twelve weeks are given to qualitative analysis; this work is made the basis for a study of the laws of solution, dissociation, precipitation, etc. Laboratory work is the most important feature of the whole year's work. Required in the scientific course.

A. (2.) *General Chemistry and Qualitative Analysis*. Second Semester, 8 hours. Continuation of Course A. (1.)

BIOLOGY.

A. (1.) *Physiology and Hygiene*. First Semester, 10 hours. A thorough course in physiology is recognized as furnishing a basis for all future work in the natural sciences. For this reason it precedes the work in botany and zoology. Especial emphasis is placed upon the laws of hygiene. The microscope is frequently used, and experiments in connection with the text form an important feature of the course.

B. (2.) *Elementary Botany*. Second Semester, 10 hours. Special attention is given to the structure and morphology of phanerogamous plants. Complete written descriptions and the classification of a certain number of phanerogams are required. This work is supplemented by lectures and demonstrations on the histology of phanerogamous tissue and on the structure and embryology of typical cryptogams.

C. (1.) *Elementary Zoology*. First Semester, 5 hours. In the laboratory, dissections are made of the representative forms of the main groups of the animal kingdom. In this work written descriptions and drawings are required. In the use of the text and by means of lectures the evidence of a gradual development of animal forms is reviewed. The principles and methods of classification are illustrated by reference to collections.

PHYSICAL GEOGRAPHY.

D. (2.) *Advanced Course*. Second Semester, 5 hours. A detailed study of the atmosphere, the ocean and land forms with special reference to their influence on the distribution of life. The course involves the use of a text book and regular laboratory work. It is designed to be a second course following the elementary Physical Geography usually given in the grammar grades.

PREPARATORY SCHOOL SCHEDULE OF RECITATIONS.

A. M.	P. M.
9:00 to 9:45 — Stenography A. Geometry B. Latin A. German A.	1:00 to 1:45— Stenography B. English C. Physiology A. Latin B. Botany B. Geometry C. Algebra C. Spanish B.
9:45 to 10:30— Bookkeeping C. English A. Latin C. History A.	1:45 to 2:30— Bookkeeping D. English B. Latin D. Physiology A. Physics A. Botany B. Chemistry A.
10:30 to 11:00— Assembly.	2:30 to 3:30— Physics A, Lab. Algebra A. Chemistry A, Lab. German B.
11:00 to 12:00— Zoology C. Physical Geography D. Spanish A.	
12:00 to 1:00— Noon Recess.	

Commercial School

COMMERCIAL SCHOOL.

The Commercial School offers the full four years' work required for the completion of one of the preparatory courses, from which it differs by the substitution of commercial branches for ancient languages, or other subjects, with the advice of the Faculty.

It is the idea of the Faculty that students graduating from the Commercial School shall be prepared in the regularly prescribed preparatory branches, as well as in those purely technical to the school, so that in the event of a desire on their parts, either immediately after graduation or at some subsequent period, to enter upon college work, the preparation will be found adequate.

From the report of the Special Committee on Higher Commercial Education, made under the direction of the Chamber of Commerce of Pittsburg, we quote the following:

"With the expansion of trade and commerce and the development, especially of the foreign commerce between our own and other countries, it has become apparent to many minds that it would be of the highest advantage to have the course of so-called commercial training enlarged and improved, so that the student, when he comes to his life work, may have a more fitting preparation for the duties and responsibilities which devolve upon him. Germany, which in edu-

cational matters during the last century has been most active, has already to a certain extent endeavored, through her higher institutions, to meet the necessities to which allusion has already been made. It is important that in this country some attention should be given to these matters.

"The higher commercial education for which your Committee pleads should be brought about by adding to the elementary courses which are now pursued in our High Schools and Commercial Schools, instruction, first of all, in language, and, so far as our country is concerned, specifically in Spanish, Portuguese, German and French. It would be well if the student were required to devote some time at least to the study of Latin, as this in itself would quickly enable him to master the Spanish, Portuguese and French tongues.

"The higher commercial course should also include instruction in History, ancient and modern, because of the bearing of historical movements upon the life which now is in the world. Such historical course should be especially moulded with reference to Modern, Industrial and Commercial History. Allied to this course, there should be instruction in Political and Economic Science, and the student should be required to secure at least an elementary acquaintance with the science of statistics, with banking, exchange and transportation. Finally, the curriculum should lay great stress upon the art of correct composition in the English language. To write English correctly and tersely is an art of the utmost value to men engaged in the higher walks of commercial life."

The Commercial School offers the highest grade of work done in schools of this character. Arithmetic and penmanship are supposed to be a part of the applicant's qualifications for entrance. If, however, these

or other elementary branches have been neglected, provision will be made for the instruction necessary.

The object of this school is to elevate the standards of business education and to fit young persons of both sexes to perform acceptably office duties. The keen competition of today renders a good general education imperative, as well as instruction along special lines. Inadequately prepared young people are helpless under the exactions of modern business methods.

A description of the exclusively Commercial Courses will be found below.

A. (1.) *Stenography*. First Semester, 5 hours. A Language of Sounds, Principles, Formation of Outlines, Vocalization, Sound Analysis of Words, Unvocalized Outlines, Sight Reading of moderately difficult Shorthand (engraved extracts from writings of good English authors), Business Letters. Students are absolutely required to read all notes taken and to transcribe on typewriter all dictated matter.

A. (2.) *Stenography*. Second Semester, 5 hours. Continuation of Course A. (1.)

B. (1.) *Stenography*. First Semester, 5 hours. (Open only to those who have satisfactorily completed Course A.) Sight Reading of engraved extracts from works of standard English writers on Law, Science, History, etc. Rapid Dictation of miscellaneous matter, accurate recording of evidence, Verbatim Reporting. As in Course A. a typewritten transcript of all dictated matter is exacted, which must be neat, accurate, correctly spelled and punctuated. A speed of one hundred words per minute is the standard prescribed.

B. (2.) *Stenography*. Second Semester, 5 hours. Continuation of Course B. (1.)

C. (1.) *Bookkeeping*. First Semester, 5 hours. Accounting. From the fact that all Bookkeeping is

based on the same general principles and the requirements of different houses necessitate a different elaboration of the system, initiatory training is given on the following lines:

General Merchandise. Exemplifying the establishment and conduct of the ordinary store. Books of Account, Balances, etc.

Commission. With the usual forms, books, account sales, bills of lading, etc., for such business. Shipments, received and forwarded.

Wholesale Dry Goods, Grain and Provisions. Involving the use of Notes, Bills of Exchange, Leases, Bonds, Mortgages, Articles of Agreement, etc.

C. (2.) *Bookkeeping*. Second Semester, 5 hours. Continuation of Course C. (1.)

D. (1.) *Bookkeeping*. First Semester, 5 hours. Manufacturing, Corporations, Joint Stock Companies, How Formed, General Powers of, Terms Used by, Accounts Kept for.

Banking. Organization of National Banks, Privileges and Restrictions, Books Used, Business Transactions by, Operations of Clearing Houses, Duties of Cashier, Assistant Cashier, Teller, Bookkeeper, Discount Clerk, Collection Clerk, performed in turn by student.

D. (2.) *Bookkeeping*. Second Semester, 5 hours. Continuation of Course D. (1.)

Supplementary Reading. Gibbin's History of Commerce in Europe, Hewin's English Trade and Finance, Webster's General History of Commerce.

Students whose preparation has been adequate will, on the recommendation of the instructor, be permitted to pursue the exclusively Commercial branches and to complete them in as brief time as natural aptitude and

application render possible. A diploma is awarded to graduates of this school, and a certificate of proficiency to those who become skilful shorthand writers and combine with this skill a knowledge of requisite English.

The best proof of the thoroughness with which this work is done is found in the fact that the graduates, almost without exception, have found employment, and have no difficulty in retaining the positions they occupy.

OUTLINE OF COMMERCIAL COURSE.

FIRST YEAR.

English A; Algebra A; Physiology A and Botany B; Stenography A.

SECOND YEAR.

English B; Geometry B; History A; Stenography B.

THIRD YEAR.

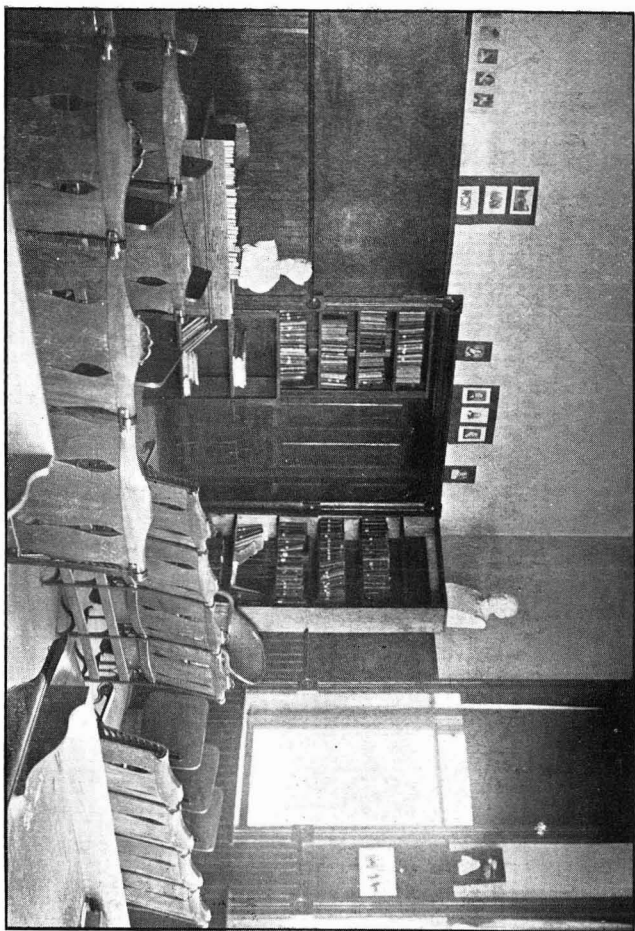
English C; Physics A; Spanish A, or German A; Bookkeeping C.

FOURTH YEAR.

Geometry C and Algebra C; Zoology C and Physical Geography D; Spanish B, or German B; Bookkeeping D; Elective.

SCHEDULE OF RECITATIONS.

For time of recitation see "Preparatory School Schedule of Recitations."



CLASS ROOM IN THE NORMAL SCHOOL

Normal School

NORMAL SCHOOL

The purpose of the Normal School is to provide thorough professional instruction for teachers. The academic work 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 conscious aim of the Normal School 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; from sociology and from a comparative study of the present educational systems—to the end that students may gain such knowledge of the nature and development of the mind and the nature and function of the subject 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.

The Normal students have most excellent opportunities for observing regular school work in the modern and progressive schools of the City of Albuquerque, where all grades are represented, including

a well equipped and excellent High School. There is a decided advantage in observing the work where there are several teachers of each grade. Visits are made under the direction of the instructor at intervals throughout the entire year.

Before graduation each Normal student is required to teach certain branches a designated amount of time that there may be opportunity for putting theory into practice.

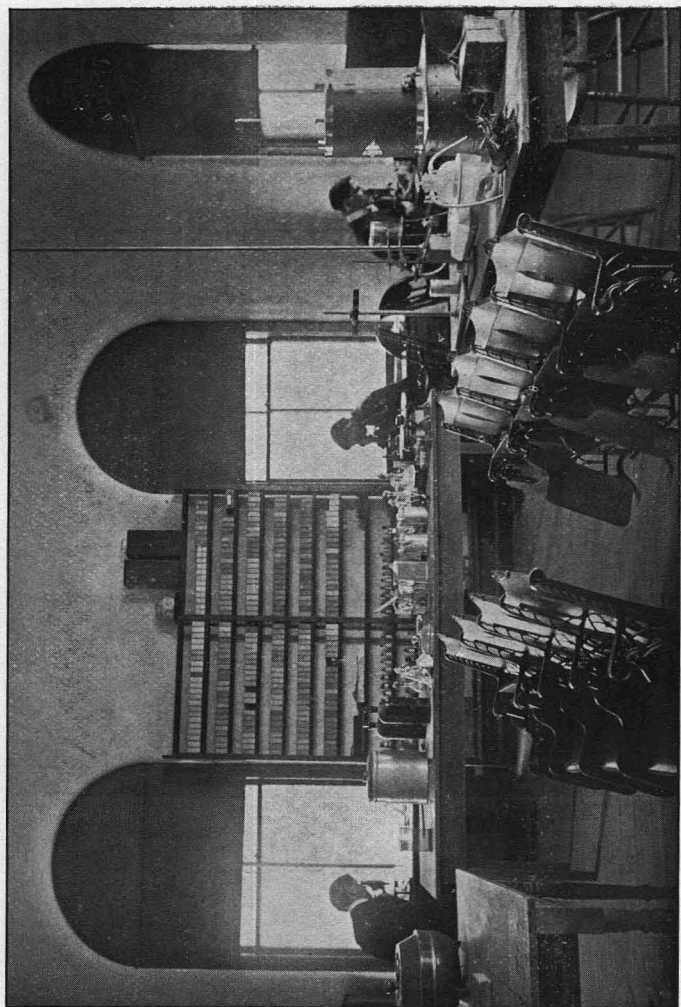
All students who complete any one of the regular Preparatory Courses as outlined in the catalogue are prepared for the Normal Course, as the fifth year's work, or the professional studies may be interpolated throughout the Preparatory Course, under direction of the instructor in charge. Upon the completion of the Preparatory Course of four years and the year's professional work, a diploma will be granted as provided by the laws of the Territory.

OUTLINE OF THE NORMAL COURSE.

PSYCHOLOGY.

Psychology applied to education is the basis of all rational pedagogic work. The discussions will bear directly upon educational psychology, under the following general heads:

Relations of psychology to education. Prevailing methods in psychological study. Brief study of the physical basis—the brain and nervous system. Conditions of effective mental activity—consciousness, attention, habit. Objective and subjective presentative faculties. Memory—its kinds, functions and laws. Judgment. Imagination. Fantasy. Physio-



HISTOLOGICAL LABORATORY

psychic, intellectual and moral desires. The will. General operations of the mind—acquisition, assimilation and reproduction. Consideration of the “Gospel of Relaxation.”

Constant attention is given in the study of psychology to its bearing upon life and character and to the practical application of its principles in the regular school work.

In the consideration of the influence of mind upon body, a short course is given on the theory and history of Hypnotism or Suggestion—its use and abuse.

The recitation work is based on Roark's Psychology in Education.

Special reference texts are: Gordy's New Psychology, Harris' Psychologic Foundations of Education, Krohn's Practical Lessons in Psychology, Sully's Teacher's Hand Book of Psychology, and James' Talks on Psychology.

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 and their great leaders. The history naturally divides itself into: Education in Oriental countries, Ancient Classical Nations, and Europe before and after the Reformation.

Nature of education. Its forms. Its limits.

Education in the United States.—Colonial, revolutionary and reorganization periods. Development of normal schools and the kindergarten. Education of the blind, deaf and dumb, orphans, Indians. History of educational associations. Private and denominational aid in education, influence of libraries and governmental publications.

Themes along important lines of research will occasionally be required.

Special references: Painter's History of Education, Rosenkranz's Philosophy of Education, Herbart's Science of Education, Boone's Education in the United States and Swett's American Public Schools.

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 stat-

utes pertaining to education in the states and territories, consideration of laws relating to education in leading countries of Europe.

SCHOOL MANAGEMENT

The Fundamental Law.—Found within the organism as a spiritual process. Found within the spiritual unity of the teacher and pupil. Found within the unity of the pupil.

The Law Evolving the Organism.—Unifying qualities in the teacher. Unifying conditions of teacher and pupils. Unifying qualities and conditions secured. School supervision.

The Organism Executing the Law.—The organism in the process of instruction. Unity in the school as a whole. Pupils in active unity with the teacher. Unity in class study. Unity in class reciting. Restoration of broken unity. The law of restoration. Application of the law. Ethical training within the organism. Harmony of means and end. The law against artificial incentives.

Influence of Social Combinations.—Politeness, order, truthfulness, industry. Justice, altruism, rational freedom. (Outline adapted from Tompkin's *School Management*, which is the text in use.)

ORTHOEPY AND READING.

The purpose of the work in orthoepy is to give a scientific basis for teaching the sounds of the language, an intelligent use of the dictionary, and an understanding of related subjects that will add interest to the study of speech, encourage the cultivation of the voice, and throw light upon the expression of thought in the reading work. The subject is viewed under the following topics:

Vocal physiology as the basis for voice production; phonology; analysis and classification of vocal elements; diacritical marking; imperfections of English orthography; noted attempts at perfect phonetic representation; orthoepic elements—syllabication, articulation; vowels and consonants in unaccented syllables; special dictionary study; comparison of systems of dictionary markings; onomatopy; theories of the origin of speech and language; abnormal forms of respiration and vocality; difference between speaking and singing tones; recreations in vocal expression; tests in rapid interpretation of diacritical marks; comparative number of words in vocabularies of speakers and writers; etymological history of words.

The special reading work will involve a consideration of rhythm in human speech and animal utterances, the possibility of scoring speech and prose, as in poetry, the discovery and significance of inflection, the nature and value of gesture, the gaining of thought and the use of the voice.

CHILD STUDY.

“The practice of child study is directly for the sake of the teacher, indirectly for the sake of the child, and incidentally for the sake of science.”

Attention will be given to the various phases of the subject, different methods of study, blank forms and suggestive questions, historical accounts of child study movement, records of results from experiments and observations, the rapidly increasing literature of the subject, treatment and training of children of uncivilized peoples, child character in history and fiction, abnormal conditions in children, study of physical characteristics, plays, secret languages, fears, special interests, affections, ideas of punishment and reward.

Themes along lines of personal reminiscences and direct observation of children will occasionally be required.

References—Studies of Childhood by Sully; Russell's Child Observations; Taylor's Study of the Child; Tracy's Psychology of Childhood.

METHODOLOGY.

GENERAL.

"The law in the mind and the thought in the thing determine the method." 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 Interest and Education.

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.

NUMBER.

Pupils are often led by unthoughtful teaching to believe that each part or subject of arithmetic is mysteriously new, as though it were hermetically sealed from all other parts. In number methods, great stress is placed upon the development of the close relation of various phases of the subject.

Psychical nature of number, its origin and development. Number, the measurement of energy. Form, size and weight defined as results of energy. Original steps in the process of measuring. How the child's first notion of numbers is gained.

Principles of the Grube method. The Speer method. Rational ideas in the development of number with children.

The decimal system—its law, grouping, naming and writing numbers, association of Latin numerals with names of periods for rapid work in notation and numeration.

The Roman notation, its regular, varying scale.

Practical presentation of the important subject of fractions in relation to percentage.

Special reference text—*The Psychology of Number*, by McClellan and Dewey.

GEOGRAPHY.

Geography in the scheme of concentration. What it includes as a science. Correlation with other subjects. Logical and chronological analysis of geographical facts. The earth as a whole and as a member of the solar system. Sources of geographical knowledge. Use and abuse of text books. Observation, investigation and comparison. Differentiation of knowledge to be gained by observation, inference

and testimony. Importance of local geography. Influence of climate and environment. Man's power over nature, and his approach to the material limit. Use of maps. Study of type forms.

The close relation of geography and history is kept constantly in view.

Consideration of a course of study in geography for the grades.

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

HISTORY.

The method work in history seeks to turn the student from the lifeless forms of records and dates and diagrams, memorized, to the dynamical interpretation of history as a living movement of the people, in the onward march toward freedom.

The two factors involved are the transforming agent, mind, and the facts of history, or the material to be transformed.

The nature of history, not merely a record, but a life movement. Historic forces at work. Primitive man and the story of his evolution in the process of removing limitations.

Why and how study history. The organizing principle, the growth of institutional life. The five great institutions into which the life of the people runs—the state, the church, the school, occupations, and the home. A change in any one affects all others.

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.

Historic forces not to be viewed as statical, but as

dynamical. Educational and ethical value of right interpretation. Comparison of text books in history.

History in grades. Use of biography. Life of the child in unity with life of the race. Theory of "culture epochs." Choice historical reading for grades, suggested.

Work based on Mace's Method in History.

Reference—Kemp's Outline of Method in History.

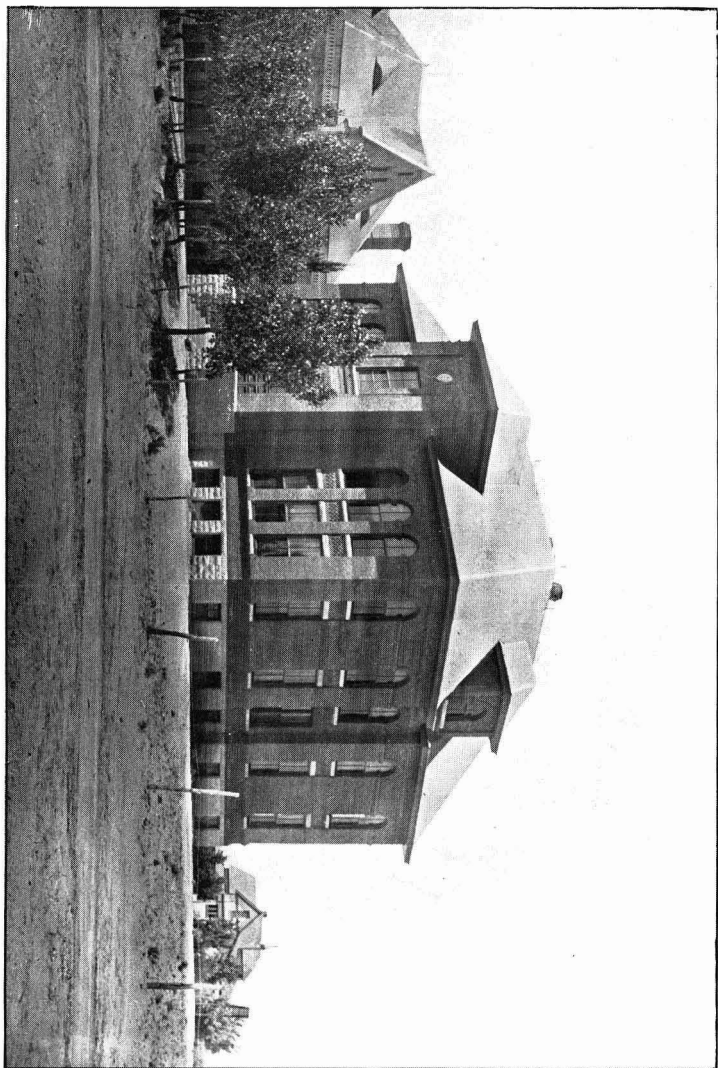
SCHEDULE OF COURSES.

FIRST SEMESTER.

Psychology, History of Education, Orthoepy, Logic.

SECOND SEMESTER.

Psychology, History of Education in the United States, (1-2 Semester), School Management and Law (1-2 Semester), Methods and Child Study, Observation and Teaching.



HADLEY SCIENCE LABORATORY

College of Letters and Science

COLLEGE OF LETTERS AND SCIENCE

EXAMINATIONS AT THE UNIVERSITY.

The regular examinations for admission to the College of Letters and Science are held at the beginning and close of each school year. Those who contemplate taking their examinations at the close of the school year, while they are fresh on the subjects pursued during the year, may apply for such examination previous to the regular examinations in the Preparatory School. The date for the examination of candidates for admission is indicated in the calendar and applications must be made for the examinations at the office of the Registrar. Examinations will be held on all subjects required for admission.

Applicants for admission as undergraduates must be at least sixteen years of age, and if from another institution must present a certificate of honorable dismissal and must have completed the requirements for admission as here described in units, a unit meaning a subject of study pursued through a school year with not less than four recitation periods per week. For a description of the work covered for each unit see "Description of Courses" in Preparatory School.

Sixteen such units taken from those enumerated below are required for admission. Of these sixteen units seven must be presented by all applicants, namely: English, 3 units; Mathematics, 3 units; Physics, 1 unit.

Applicants for admission to the Classical Course must in addition to the above seven units present, in Latin, 4 units.

Applicants for admission to the General Scientific, Technical Scientific, Pre-medical or Literary Course, must in addition to the seven units required for all, present at least two units in one of the four languages, Latin, French, German or Spanish.

The remaining units necessary to complete the sixteen required for admission must be selected from the following list. The subjects from which choice may be made and the number of units which will be accepted in each case are as follows:

Greek, 2 units.	Eng. Literature, 1 unit.	Psychology, $\frac{1}{2}$ or 1 unit.
Latin, 2, 3, 4, units.	History, 1, 2, or 3 units.	Physiography, $\frac{1}{2}$ or 1 unit.
French, 2 units.	Civics, $\frac{1}{2}$ or 1 unit.	Botany, $\frac{1}{2}$ or 1 unit.
German, 2 units.		Zoology, $\frac{1}{2}$ or 1 unit.
Spanish, 2 units.		Chemistry, 1 unit.

ADMISSION ON DIPLOMA OR CERTIFICATE.

Students presenting diplomas of graduation or proper credentials from accredited institutions or from the following schools are admitted without examination; provided, however, that if the student has not completed the seven units of work required of all applicants for admission the part lacking of this work will be entered on the records as a "condition" that must be made up and for which the student will receive no college credit:

New Mexico Normal School at Silver City. (a). Academic Course. (b). Professional Course.

New Mexico Normal School at Las Vegas. (a). Academic Course. (b). Regular Normal Course.

College of Agriculture and Mechanics Arts: Credentials showing completion of Freshman year.

New Mexico Military Institute: Credentials showing completion of Third Class (Collegiate).

Albuquerque High School.

Santa Fe High School.

Certificates of graduation or of completion of work done in the other schools of the Territory will be received for the amount of work they represent, but the right is reserved to test the value of class records by examination of the applicant.

DEFICIENT PREPARATION.

An applicant who does not pass the examination for admission on some of the required subjects or whose diploma or certificate does not cover the full requirements for admission may be admitted conditionally; provided, that the deficiency does not exceed two of the required units. This deficiency may be made up by pursuing the subjects in the Preparatory School.

ADVANCED STANDING.

Students coming from other institutions who have taken standard college work equivalent to the work offered in this college may enter the regular course for which they present a certificate without examination, or such examination only as is necessary to determine the class standing and the work for which they are fitted.

Students coming from other institutions are required to present certificates of standing and honorable dismissal.

SPECIAL STUDENTS.

Persons who are not candidates for a degree or who for sufficient reason are not able to pursue a regular

course may be entered as special students and may pursue such studies as they may desire and for which they are fully prepared. Such special students are subject to all the other requirements of the University.

PLAN OF COURSES.

The preparation for admission to college must of necessity determine to an extent the character of the work pursued. Certain definite requirements are made of all students from certain groups of subjects, and all students must complete the prescribed work of some special line of study which runs through three or four years. At the same time the student is granted such freedom in the selection of his work as will be of most educational value, from the point of view of personal choice. Students are required to carry at least fifteen hours of work per week unless excused by the President and are not permitted to carry over eighteen hours without permission of the Faculty.

The completed work of eight semesters amounting to 12 credits is the minimum required for graduation.

A "Credit" is the conventional unit used to signify one study, of one hour a day recitation period, or its equivalent of two hours laboratory work, five times a week for one year.

PRESCRIBED WORK.

All students who are candidates for a degree must take the prescribed work indicated under the course in which he is entered, unless a substitution is allowed by the Faculty. At least three of the prescribed studies should be taken during the freshman year.

English, one credit.

Mathematics, one credit.

Science, two credits. These courses must be made up of three consecutive credits in two courses.

Language, two credits. These credits must be made up of two consecutive credits in one language, or of one credit in two languages if the student has had one credit in the selected languages as entrance requirements.

ELECTIVE WORK.

The elective work of all students consists of two kinds—Major and Minor. The Major electives must be made in some one department, which election determines the course in which the student is entered; and at least three credits must be taken in this department and four credits, if the department includes a part of the prescribed work. If language is the Major, one credit of the prescribed work in language must be made in some other than the Major. At least one Major credit must be taken in this University. A student may change his Major subject only by permission of the Faculty, but in so doing the student must complete all the work required in his Major for graduation, no matter how much may have been taken in other departments.

The Minor electives are chosen by the student under the direction of the professor in charge of the Major, from any department of the University. Upon the completion of twelve credits and compliance with all the requirements for graduation, the degree of Bachelor of Arts or Science, according to the course pursued, will be conferred. Degrees are conferred and diplomas issued at the annual commencement in May. A student who does not lack, at the time of the annual commencement, more than one credit to complete the work, may complete this work before the

opening of the Fall Semester and receive a diploma bearing the date of the current year.

UNDERGRADUATE COURSES.

The College of Letters and Science offers four regular courses leading to the Bachelor's Degree.

The Classical and Literary Courses lead to the degree of Bachelor of Arts, and the General Scientific and Technical Scientific lead to the degree of Bachelor of Science.

A two years' Medical Preparatory Course is also offered.

This division of courses is made simply as a matter of convenience and to indicate in a broad way the character of the work done. The general system of Major and Minor electives really permits the student to select from a large number of possible courses, thus giving the greatest freedom to individual development while the prescribed work of each course insures a sound and broad foundation upon which to specialize during the Junior and Senior years.

CLASSICAL COURSE.

Freshman Year.—English I, 3 hrs.; Mathematics I, 4 hrs.; Greek I or German I, 4 hrs.; Latin I, 4 hrs.

Sophomore Year.—Greek II or German II, 4 hrs.; Elective Science, 4 hrs.; English II or History I, 3 hrs.; French I or Spanish I, 4 hrs.

Junior Year.—Major elective one credit. Minor elective two credits.

Senior Year.—Major elective one credit. Minor elective two credits.

LITERARY COURSE.

Freshman Year.—English I, 3 hrs.; Mathematics I,

4 hrs.; History I, 4 hrs.; German I or Spanish I, 4 hrs.

Sophomore Year.—German II or Spanish II, 4 hrs.; Elective Science, 4 hrs.; English II or History I, 3 hrs.; French I or Spanish I, 4 hrs.

Junior Year.—Major elective one credit. Minor electives two credit.

Senior Year.—Major elective one credit. Minor elective two credits.

GENERAL SCIENTIFIC COURSE.

Freshman Year.—English I, 3 hrs.; Mathematics I, 4 hrs.; Elective Science, 4 hrs.; German I, 4 hrs.

Sophomore Year.—German II, 4 hrs.; Elective Science, 4 hrs.; English or History, 3 hrs.; Spanish I or French I, 4 hrs.

Junior Year.—Major elective one credit. Minor electives two credits.

Senior Year.—Major elective one credit. Minor electives two credits.

TECHNICAL SCIENTIFIC COURSE.

Freshman Year.—English I, 3 hrs.; Mathematics I, 4 hrs.; Chemistry I, 4 hrs.; German I, 4 hrs.

Sophomore Year.—German II, 4 hrs.; Physics I, 5 hrs.; Mathematics, 4 hrs.; French or Spanish, 4 hrs.

Junior Year.—Major elective one credit. Minor electives two credits.

Senior Year.—Major elective one credit. Minor electives two credits

PRE-MEDICAL COURSE.

Freshman Year.—English I, 3 hrs.; Chemistry I, 4 hrs.; Biology I, 4 hrs.; German I or French I, 4 hrs.

Sophomore Year.—History I, 3 hrs.; Physics I, 5 hrs.; Biology II, 4 hrs.; German II, or French II, 4 hrs.

COURSES OF INSTRUCTION.

ENGLISH.

ENTRANCE REQUIREMENT.

Applicants for college English are required to complete the work covered by the three years' English course, as outlined in the Preparatory School, before they can enter the Freshman Class in English.

RHETORICALS.

College students are subject to the same requirements in rhetorical as are the Preparatory School students. See Rhetoricals under English Course in the Preparatory School.

I. (a.) *Composition and Literature*. First Semester, 3 hours. Frequent essays. History of English and American Literature. Class reading of representative English poems and prose selections. Library reading required.

I. (b.) *Composition and Literature*. Second Semester, 3 hours. Continuation of Course I. (a.)

II. (a.) *Composition*. First Semester, 3 hours. This course demands the preparation of themes on subjects selected to afford exercise in the various modes of rhetorical expression, with special reference to gathering and ordering of material. Open to Sophomores, and all students who have completed a four years' course in English.

II. (b.) *Criticism and Literature*. Second Semester, 3 hours. An introduction to literary criticism, and critical class reading of writers of the nineteenth century, especially. Essays on subjects involving collateral reading in the works of authors discussed.

Open to students who have completed Courses I. (a.) and I. (b.)

III. (a.) *Chaucer and Spenser*. First Semester, 3 hours. Reading of the Prolog to the Canterbury Tales, Knight's Tale and Nonne Preeste's Tale; cantos from the Faerie Queene. Open to Juniors and Seniors.

III. (b.) *Shakespeare*. Second Semester, 3 hours. Critical study of Shakespeare's style and thought in some of the most important plays. Themes. Open to Juniors and Seniors.

HISTORY.

I. (a.) *History of Greece*. First Semester, 4 hours. A detailed study is made of Grecian civilization, including Art, Literature and Philosophy. Alternates with Course II. (a.)

I. (b.) *American History*. Second Semester, 4 hours. This course is essentially the history of the United States. The Colonial Period is emphasized. During the latter part of the course, some time is given to the Constitution and Governmental machinery.

II. (a.) *History of Rome*. First Semester, 4 hours. A thorough study of the Roman people, including Art, Literature and Philosophy. Alternates with Course I. (a.)

GREEK.

I. (a.) *Beginning Greek*. First Semester, 4 hours. White's First Greek Book, sixty lessons. Forms, syntax and vocabularies.

I. (b.) *Beginning Greek*. Second Semester, 4 hours. White's First Greek Book completed. Xenophon's Anabasis Books I and II. Pearson's Prose composition.

II. (a.) *Xenophon*. First Semester, 4 hours.

The Anabasis, Books III and IV. Prose composition continued. Review of Greek history.

II. (b.) *Homer*. Second Semester, 4 hours. The Iliad, Books I, II and III. Prosody and Scansion. Outline of Greek literature.

III. (a.) *Plato and Xenophon*. First Semester, 4 hours. Plato's Apology. Xenophon's Memorabilia. Prerequisite, II, (a) and (b). To be given at the option of the instructor.

III. (b.) *Greek Historians*. Second Semester, 4 hours. Selections from Herodotus and Thucydides. Prerequisite, II, (a) and (b). To be given at the option of the instructor.

LATIN.

I. (a.) *Cicero and Livy*. First Semester, 4 hours. Price's Cicero's De Amicitia, Greenough's Livy, Books I and II. Prose composition one period per week. Roman Philosophy and History.

I. (b.) *Horace*. Second Semester, 4 hours. Moore's Horace's Odes and Epodes. Selections from other Latin lyric poets. A thorough study of Latin metres.

II. (a.) *Tacitus*. First Semester, 4 hours. The Agricola and Germania. History and Literature of the Empire. Prerequisite I, (a) and (b). To be given at the option of the instructor.

II. (b.) *Comedy*. Second Semester, 4 hours. Plautus and Terence, one play of each, with a study of early Latin literature. Prerequisite I, (a) and (b). To be given at the option of the instructor.

SPANISH.

I. (a.) *Beginners' Course.* First Semester, 5 hours. Monsanto and Languellier's Spanish Grammar; Gilbert and Arnold's "Cartilla Ilustrada." Phonetic drill. The elements of Grammar, Reading, Pronunciation and Conversation.

I. (b.) *Beginners' Course.* Second Semester, 5 hours. Monsanto and Languellier's Spanish Grammar; Arnold's "Libro Primero de Lectura." Modern Spanish stories and plays. Alarcón's "El Capitan Veneno"; Carroñ y Aza's "Zaragueta." Composition and conversation; essays in Spanish.

II. (a.) *Second Year Course.* First Semester, 4 hours. Advanced work in syntax and composition. Writing of essays and short stories in Spanish. Conversation based on Cyr's "Libro Segundo de Lectura." Study of the masterpieces of modern Spanish prose. Galdós' "Doña Perfecta" or Alcarón's "El Niño de la Bola."

II. (b.) *Second Year Course.* Second Semester, 4 hours. Composition and conversation, based on Arnold and Gilbert's "Libro Tercero de Lectura." Essays and stories in Spanish. The drama of modern Spain. José Echegaray's "El Gran Galeoto" or Nuñez de Arce's "El Haz de Leña." Studies in the literature and history of Spain.

III. (a.) *History of Spanish Literature.* First Semester, 2 hours. Lectures in Spanish on the literature of Spain, from its beginning to the Age of Lope de Vega. A critical study of the modern Spanish drama. Echegaray, De Arce, Galdós. Spanish is the language of the class room.

III. (b.) *History of Spanish Literature.* Second

Semester, 2 hours. Lectures in Spanish, on the literature of Spain, from the Age of Lope de Vega to the present time. Continuation of the study of dramatic works. Practice in conversation with special emphasis on correct pronunciation.

FRENCH.

I. (a.) *Beginners' Course*. First Semester, 5 hours. Frazer and Squair's French Grammar; Aldrich and Foster's French Reader; Matzke's French Phonetics. A course in Elementary Grammar, Pronunciation, Conversation and Easy Readings.

I. (b.) *Beginners' Course*. Second Semester, 5 hours. Frazer and Squair's French Grammar. Modern French stories and plays. Labiche et Martin, Anatole France, Daudet and Maupassant will be used. Essays in French. Conversation.

II. (a.) *Second Year Course*. First Semester, 4 hours. French literature of the 17th and 18th centuries. The rise and development of the French drama. Corneille, Racine, Moliere, Beaumarchais and Voltaire. Prose composition and conversation, based on Bouvet's French Composition and Syntax.

II. (b.) *Second Year Course*. Second Semester, 4 hours. Advanced work in grammar. Conversation and composition continued. Selection from the best French writers, both in prose and verse. Victor Hugo, La Fontaine, Edmond Rostand and George Sand. Studies in the literature and history of France.

ITALIAN.

I. (a.) *Elementary Course*. First Semester, 2 hours. Edgren's Italian Grammar; Ongaro's "Rosa dell Alpi"; Amici's "Cuore." A course in elementary grammar, phonetics and translation.

I. (b.) *Elementary Course*. Second Semester, 2

hours. Grammar study continued. Prose composition and conversation. Modern Italian stories and plays. Goldoni's "Il vero Amico"; Del Testa's "L'Oro e l'Orpello."

ROMANIC PHILOLOGY.

I. (a.) *Spanish Phonetics*. First Semester, 1 hour. An advanced course in Spanish phonetics, with special attention to Latin sounds and derivations, as well as to the other Romanic tongues. Araujo's "Fonetica Castellana," will be the text book used.

I. (b.) *French Phonetics*. Second Semester, 1 hour. An advanced course in French phonetics, with a critical study of Latin derivations, and a comparative study of the phonetics of the other Romanic tongues. Bourciez's "Phonétique Francaise," will be the text book used.

GERMAN.

I. (a.) *Beginners' Course*. First Semester, 5 hours. Becker's "Elements of German"; Doriot's German Reader. A course in elementary grammar, pronunciation, translation and conversation.

I. (b.) *Beginners' Course*. Second Semester, 5 hours. Grammar continued. Modern German stories and plays. Storm's "Immensee" and Von Hillern's "Hoher als die Kirche." Composition and conversation.

II. (a.) *Second Year Course*. First Semester, 3 hours. Life and Works of Friedrich Schiller. The Historical Drama. Wilhelm Tell; Jungfrau von Orleans. Advanced work in composition and conversation. German Lyric Poetry; memorizing of choice selections.

II. (b.) *Second Year Course*. Second Semester,

3 hours. Life and Works of Lessing. Mina von Barnhelm; Emilia Gallotti. Composition and conversation. Studies in the literature and history of Germany. Writing of essays and short stories in German.

MATHEMATICS.

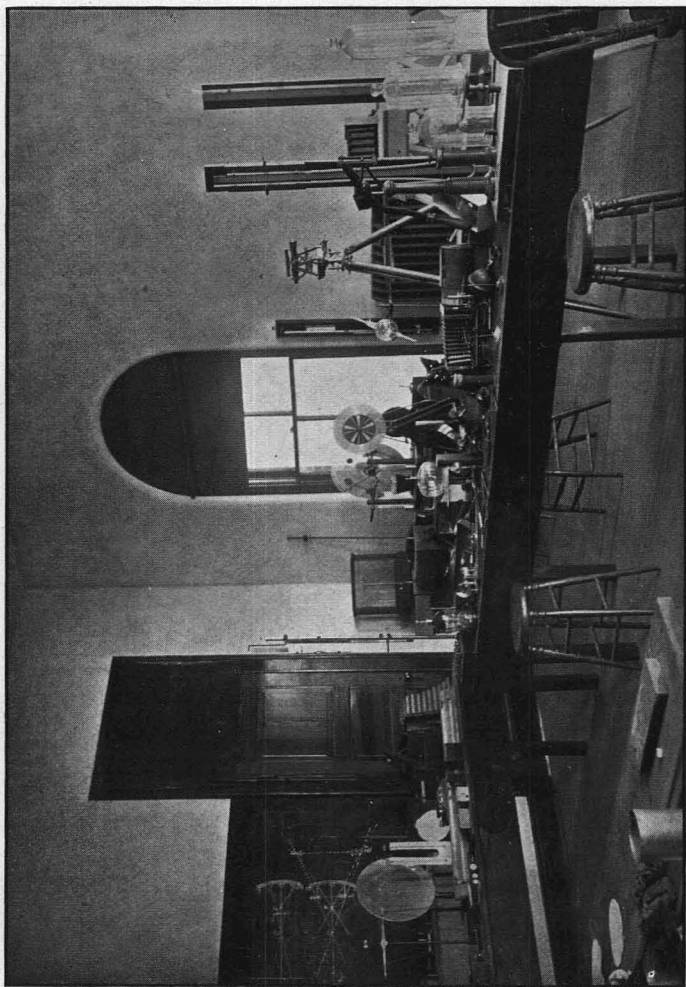
I. (a.) *University Algebra*. First Semester, 4 hours. Theory of limits; ratio; proportion; variation; arithmetical, geometrical and harmonical progressions; binominal theorem; arrangements and groups; the theory of probability; convergence, divergence and summation of series; undetermined coefficients; derivatives; logarithms; separation of roots and determinants.

I. (b.) *Plane and Spherical Trigonometry*. Second Semester, 4 hours. Preparation: Course I. (a.) This course covers the elementary principle of trigonometry and enables the student to solve any plane or spherical triangle.

II. (a.) *Plane Analytic Geometry*. First Semester, 2 hours. Preparation: Courses I. and II. The straight line, circle, parabola, ellipse, and hyperbola.

II. (b.) *Plane Analytic Geometry*. Second Semester, 2 hours. Preparation: Course II. (a.) The general equation of the second degree and higher plane curves.

III. (a.) *Differential Calculus*. First Semester, 3 hours. Preparation: Courses I. (a and b) and II (a.). Differentiation of algebraic and transcendental functions; expansion of functions; indeterminate forms; partial differentiation; and the application of calculus principles in finding tangents, normals, asymptotes, points of inflexion, radii of curvature, evolutes, invol-



ELEMENTARY PHYSICAL LABORATORY

utes, the osculating circle, envelopes, singular points and the maxima and minima of curves.

III. (b.) *Integral Calculus*. Second Semester, 4 hours. An elementary course in simple and successive integration with applications of calculus principles for finding lengths of curves, surfaces, volumes and the moments of inertia.

IV. (a.) *Advanced Differential Calculus*. First Semester, 2 hours. Continuation of Course III. (a.)

IV. (b.) *Advanced Integral Calculus*. Second Semester, 2 hours. Continuation of Course III. (b.)

V. (a.) *Differential Equations*. First Semester, 3 hours. Preparation: Courses III. (a.) and III. (b.)

V. (b.) *Differential Equations*. Second Semester, 3 hours. Continuation of Course V. (a.)

PHYSICS.

I. (a.) *Mechanics, Sound and Light*. First Semester, 5 hours. Lectures, recitations and laboratory work. Preparation: Course I. (a.) and (b.) and I. (b.) in Mathematics.

I. (b.) *Heat, Electricity and Magnetism*. Second Semester, 5 hours. Lectures, recitations and laboratory work. Preparation: Course I. (a.)

II. (a.) *Theoretical Mechanics*. First Semester, 3 hours. Preparation: Course I. (a.) and I. (b.) and Courses III. (a.) and III. (b.) in Mathematics.

II. (b.) *Theoretical Mechanics*. Second Semester, 3 hours. Continuation of Course II (a).

III. (a.) *Advanced Work in Light*. First Semester, 3 hours. Preparation: Courses I. (a.) and I. (b.) and Courses III. (a.) and III. (b.) in Mathematics.

IV. (b.) *Mathematical Electricity and Magnetism*

Second Semester, 3 hours. Continuation of Course IV. (a).

Note.—Courses II. (a.), III. (a.), IV. (a.) and II. (b.), III. (b.), IV. (b.), are not offered simultaneously.

CHEMISTRY.

I. (a and b). *General Chemistry and Qualitative Analysis*. First and Second Semesters, 8 hours. The major portion of the time is given to the inorganic chemistry, which serves as a fundamental course for all subsequent work in this department. An introduction to organic chemistry is also given. About twelve weeks are devoted to qualitative analysis; this work is made the basis for a study of the laws of solution, dissociation, precipitation, etc. Laboratory work is the most important feature of the whole year's work. Required of science students.

II. (a.) *Quantitative Analysis*. First Semester, 7 hours. Gravimetric determinations of the more important bases and acids. Some time is given to the preparation of inorganic compounds.

II. (b.) *Volumetric Analysis*. Second Semester, 7 hours. Continuation of Course II. (a). Volumetric methods, including alkalimetry, acidimetry, oxidimetry, etc. Practical analyses are also made so far as the time may permit.

III. (a and b.) *Organic Chemistry*. First and Second Semesters, 6 hours. Two lectures and two laboratory periods of two hours each are given per week. Prerequisites, Courses I. and (a and b), and preferably II. (a) and II. (b) also.

IV. (a and b.) *Assaying and Blowpipe Analysis*. First and Second Semesters. Credit in proportion to

work completed. The blowpipe work is planned to bear upon the assaying. In assaying, both the wet and the furnace methods are given. The time is devoted almost wholly to practical work. Prerequisite, Courses II. (a) and II. (b).

V. (a or b.) *Water Analysis*. Either Semester, 7 hours. Mineral and sanitary analyses are made. Prerequisite, Courses II. (a) and II. (b).

VI. (a or b.) *Urine Analysis*. Either Semester, 7 hours. The analyses are made by the usual chemical methods and also by the aid of the centrifuge. Microscopical examinations of the sediment is included. Prerequisite, Courses II. (a) and II. (b), and preferably III. (a) and III. (b), also.

VII. (a.) *Advanced Inorganic Chemistry*. First Semester, 2 periods per week. This course requires extensive reading in the Library of the department. Prerequisite, Courses II. (a) and II. (b) and preferably III. (a) and III. (b) also.

VII. (b.) *Theoretical and Historical Chemistry*. Second Semester, 2 periods per week. Prerequisite, Course VII. (a).

BIOLOGY.

I. (a and b.) *General Biology*. First and Second Semesters, 7 hours. This is essentially a laboratory course in continuation of courses which are required for admission. A study of selected types of animals and plants will serve to illustrate the fundamental principles of biological science in connection with lectures on theoretical biology.

II. (a.) *Advanced Zoology*. First Semester, 7 hours. A study of the comparative anatomy of the vertebrates. Representative types of all the vertebrates

are studied. Lectures two hours a week and laboratory work three hours a week.

III. (b.) *Cryptogamic Botany*. Second Semester, 7 hours. This course is a study of the representative types of the cryptogamous plants by the use of the compound microscope. The morphology and life history of the types are taken up with especial reference to bringing out the relations of the groups and the order and factors involved in the development of the plant kingdom.

IV. (a.) *Bacteriology*. First Semester, 8 hours. The subject is introduced by a brief consideration of the biology of bacteria. The germs of disease are then studied. Considerable emphasis is placed upon the sanitary aspect of the subject. Typical forms of bacteria are grown in pure cultures and described.

V. (b.) *Histology*. Second Semester, 8 hours. The various classes of animal tissues and organs are studied under the microscope. Some time is given to methods for the preparation of histological material.

VI. (a.) *Advanced Physiology*. First Semester, 4 hours. A course intended for students who have had one or more years of college work. Adapted to those who are looking toward medicine.

VII. (b.) *Haematology*. Second Semester, 8 hours. Fresh and prepared specimens of the blood are studied, cell counts are made, and the colorless corpuscles classified. Specific gravity and haemoglobin determinations are also made and the volume of the cells is determined by the use of the centrifuge.

GEOLOGY.

In connection with the Department of Geology is carried on the work of the University Geological Survey, and special opportunities are offered students for

field study in connection with the work of the survey. The collections of the survey are stored at the University and serve to illustrate the practical problems of economic geology, as well as the various formations of the territory.

I. (b.) *Meteorology*. Second Semester, 5 hours. The text book used is Davis' *Meteorology*, with lectures and laboratory work. Special attention is given to the study of the meteorological conditions of this region with reference to the climatic problems, under the investigation of the climatological laboratory in compliance with the original design of Mrs. W. C. Hadley, the founder of the laboratory.

II. (a. and b.) *Dynamic, Structural and Historical Geology*. First and Second Semesters, 5 hours. The subject as presented in LeConte's Text Book is supplemented by lectures, laboratory and field work.

III. (a.) *Petrography*. First Semester, 5 hours. After a brief study of the rock-forming materials and the principles of crystallography, the principal rocks of the Rocky Mountains are studied, microscopically. Field work is carried on in connection with the laboratory investigations. This subject may be taken only by students who have an adequate preparation in chemistry and physics. The technique of the petrographic microscope is acquired by practical work. Sections are made by the use of the lithological lathe.

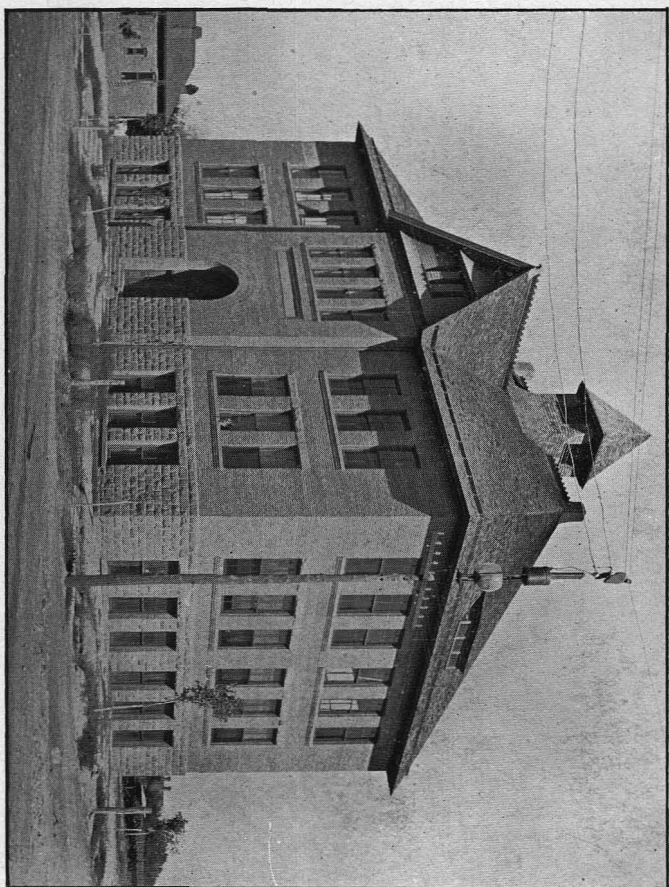
IV. (b.) *Paleontology*. Second Semester, 5 hours. This course is devoted to a critical study of the fossils of certain geologic formations, with especial reference to the geology of New Mexico.

V. (a. and b.) *Geological Research*. First and Second Semester, 5 hours. Opportunities for research in the unworked field of the Territory are unlimited. Major for thesis.

COLLEGE RECITATION SCHEDULE OF RE- QUIRED STUDIES.

A. M.	P. M.
8:00 to 9:00— Latin, I., M., Tu., W., Th. French, II., Tu., W., Th., F. Analytical Geometry, II., Tu., Th. Calculus, III., M. W., F.	12:00 to 1:00— Noon recess. 1:00 to 1:45— Spanish, II. 1:45 to 2:30— Chemistry, I. 2:30 to 3:30 — English, II., M., W., F. German, II., M., W., F. Biology, I., M., Tu., W., Th. Spanish, III., Tu., Th. Chemistry, II., M., Tu., W., Th.
9:00 to 9:45— German, I.	3:30 to 4:30— Greek, I., T., W., Th., F. Chemistry, Laboratory. Biology, Laboratory. Physics, I., M., Tu., W., Th., F.
9:45 to 10:30— Geology. French, I. Algebra, I., Tu., W., Th., F. Trigonometry, I., Tu., W., Th., F.	
10:30 to 11:00— Assembly.	
11:00 to 12:00— Greek, II., Tu., W., Th., F. English, I., M., W., F. Spanish, I.	

School of Music



SCHOOL OF MUSIC

CALENDAR.

1904.

May 27.—Friday, Annual Commencement.

August 23.—Tuesday, Enrollment for First Semester.

November 24.—Thursday, Thanksgiving Day.

December 24.—Saturday, Christmas Recess.

1905.

January 2.—Monday, Enrollment for Second Semester.

February 22.—Wednesday, Washington's Birthday.

March 18.—Saturday, Spring Recess.

March 27.—Monday, Work Resumed.

May 12.—Friday, Annual Commencement.

FACULTY.

W. G. TIGHT, *President.*

C. S. HERTZOG, *Director.*

MRS. MABEL STEVENS HIMOE.

Principal Piano Department; Musical History.

T. L. KREBS,

*Principal Vocal Department, Harmony, Counterpoint,
Form, and Instrumentation.*

CARL SHOWALTER HERTZOG,

Violin, Cornet, Etc.; Theory of Music.

MISS ELIZABETH POWERS,

Piano.

FLORA M. SCHAEFER,

Elocution.

MRS. OLIVIA MORTON BIRTWELL,

Musical Kindergarten.

INTRODUCTION.

A glance at the courses of study of this institution will show the breadth of its scope, and somewhat of the thoroughness of its intention. The aim is not to cover all possible ground, but to do some things as well as they can be done. Certain limitations have been recognized, but inside of these the work is so planned and intended as to give all possible advantages to students, and there will oftener be surprise at the extent of these than disappointment at their meagerness.

LOCATION.

The School of Music of the University of New Mexico has its quarters in the Public Library Building, at the corner of East Railroad Avenue and Edith Street. The well-lighted, adequately furnished rooms give excellent incentive to good student work, and the school is easily accessible from all parts of the city. There is a large auditorium in connection with the school, in which are held, from time to time, faculty and pupils' recitals, Choral Society, and Treble Clef concerts, and lectures. This hall is for rent for the purpose of Lectures, Concerts, Recitals and Entertainments of like character.

IMPROVEMENTS.

During the present year many improvements have been made in the equipment of the school. The walls and ceilings have been retinted in cheerful

colors, new paint adorns the floors, and a complete set of window curtains has been added. Additional rooms have been wired for electric lights, new desks, cases, pictures, pianos, reed organs, etc., have been placed where needed.

AIM.

The aim of the faculty and director is to establish, as rapidly as may be, the facilities and system that will most strongly differentiate the School from the meager and unsatisfactory institution of mere lessons under a private teacher. There is not only enthusiasm in numbers, and *esprit de corps* where numbers exist and many have one aim, but there is economy as well. Not the economy of saving more, but the economy of receiving more. The broader interests of a music student can be served only in an institution where it is possible to have all branches of private work given under one roof and according to one system, and where in addition to his chosen instrument or instruments he has an opportunity for the study of Theory, of Harmony, of History, of Chorus singing, sight-reading, ear-training, orchestra playing, etc., etc. It is already possible to secure all these advantages in the School of Music.

OTHER FEATURES.

During the present year an elaborate series of free lectures, recitals, and entertainments was arranged for the students and their friends. Notable among them were the following:

Saturday, November 14, at 3:00 p. m.—Recital by Students.

Tuesday, November 24, at 8:00 p. m.—Lecture by President Wm. G. Tight, Ph. D. Subject: "The Place of Music in a Universal Harmony."

Tuesday, December 16, at 8:00 p. m.—Lecture by Prof. Martin F. Angell, A. B. Subject: "The Scientific Basis of Music, and Acoustics."

Wednesday, December 17, at 8:00 p. m.—Second lecture by Prof. Angell.

Tuesday, January 12, at 8:00 p. m.—Lecture by Prof. T. L. Krebs, A. B. Subject: "Woman in Music."

Monday, January 25, at 3:00 p. m.—Lecture by Byron W. King, Ph. D. Subject: "All the World a Stage."

Saturday, January 30, at 3:00 p. m.—Recital by Students.

Tuesday, March 8, at 8:00 p. m.—Lecture by Prof. Mabel Stevens Himoe. Subject: "An American Musician Abroad."

Saturday, March 19, at 3:00 p. m.—Recital by Students.

Monday, April 18.—Lecture by Prof. E. F. Dunlavy, of Silver City. Subject: "Methods of Expression."

In addition, there was a Lyceum course of nine entertainments to which students were privileged to buy season tickets at the nominal rate of one dollar. The course was as follows:

Chorus Concert (miscellaneous)	December 8
Byron W. King (twice)	February 1 and 2
President W. G. Tight	February 25
Farland (Banjo)	March 4
Gamble Concert Company	March 21
Treble Clef Club	April 12
Dunlavy (Monologue)	April 18
Chorus Concert (Opera Preciosa)	May 3

Two other attractions were brought to the city by the School of Music, the Orpheus Concert Company, of

Australia, for two concerts, the second one being on Sunday afternoon, and made free to the public by the Faculty's generous action. The other attraction was the wonderful Bohemian pianist, Ottokar Malek, whose reception in this country has exceeded, if possible, that accorded to Paderewski himself. Albuquerque was the smallest town that this great artist appeared in during his tour of America, where he has agreed to give only fifty concerts.

EXTENSION.

University Extension work on an elaborate scale was undertaken during the present year. Byron W. King toured the Territory for three weeks, giving his famous readings, lectures, and Shakespearean entertainments. President Tight spent nearly a month giving lectures on travel in South America, illustrated with many views made from his own photographs, shown by the finest and most elaborate scientific apparatus obtainable. Lastly and most appropriately, the Gamble Concert Co., consisting of America's greatest basso, Mr. Ernest Gamble, and two other artists, spent three weeks touring the territory under the auspices of the School of Music.

ATTENDANCE.

Students may enter at any time during the year and will not be charged for time lost. Class work missed may be made up privately at rates agreed upon. Students taking regular courses should enter at the beginning of the semester, to avoid having such work to make up.

GRADUATION.

Candidates for graduation must complete the work outlined in their courses of study satisfactorily to their

teachers. No pupil may graduate till his or her bills are paid in full. At least one year of resident work is required. One year's work in Harmony and a half year's work in History of Music must be taken satisfactorily.

THEORY OF MUSIC.

The greatest stress is laid upon a thorough study of the Science of Harmony, for it is recognized by musicians the world over that no musical education is complete without it. No one can be a truly successful singer, or player, or teacher, who has not a broad knowledge of Harmony.

The School of Music offers the services of an instructor in this branch, who graduated at the Royal Conservatory of Music of Leipzig, Germany, with the highest honors; who was a pupil of the great theorist Alfred Richter, and who has had years of experience as an instructor.

The text-books used are E. F. Richter's "Manual of Harmony" and Alfred Richter's "Additional Exercises." For the purpose of reference and comparison S. Jadassohn's "Manual of Harmony" and Shepard's "Harmony Simplified" are used.

The course in Harmony extends through two semesters of 18 weeks each, and includes semi-weekly class or private instruction, both oral and written.

Single, Double, Triple, and Quadruple Counterpoint are taught in a like manner to such pupils as have finished the course in Harmony.

The text-books used are Richter's "Manual of Counterpoint" and Jadassohn's "Manual of Counterpoint."

Form and Composition are taught along the lines laid down in Bussler's "Manual of Musical Form."

Orchestral Instrumentation is taught according to Prout's "Manual of Instrumentation."

Special instruction in modulation to students of the organ and of church music. The text-book used is "Manual of Modulation" by T. L. Krebs.

COURSES OF STUDY.

PIANO.

Grade I.

Beyer Instructor.

Scales Begun.

Easy Sonatinas by Clementi and Reinecke.

Grade II.

Lemoine Etudes Infantines.

Heller op. 45.

Schumann op. 68-1-10.

Kuhlau and Clementi Sonatinas.

Grade III.

Heller op. 45.

Czerny op. 299.

Easy Sonatas by Haydn and Mozart.

Mendelssohn Christmas Pieces.

Grade IV.

Clementi Gradus Bk. I.

Bach Inventions.

Mendelssohn Songs Without Words. (Selected.)

Wolff Octave Studies.

Grade V.

Forty Daily Exercises—Czerny.

Scales in Double Thirds—Arpeggios, etc. Octave Studies.

Selections from Sonatas by Beethoven, Bach's Preludes and Fugues, Chopin's Waltzes, Mazurkas and

Nocturnes, works by Schubert, Grieg, Sinding, Moszkowski and others.

A club of advanced pupils meets at stated intervals for practice in public playing and memory training. Pupils are also required to play in public recitals from time to time, both in solo and ensemble work.

Pupils must present from memory a program of from four to five representative numbers before graduating.

Work in accompanying and ensemble playing is also required.

VOICE.

The aim of this department of the School of Music is two-fold. First, to develop natural and easy production of tone by means of proper control of breath, and natural functions of the vocal organs. Second, to give thorough instruction in the sympathetic, intelligent, and artistic rendition of compositions for the voice.

This department points with pride to the fact, that in it no voices are ruined. No forcing or straining is permitted. All voices are properly and carefully placed. They are assisted in developing in their normal range, as the great Creator intended they should develop. It is only by following this course that voices are preserved for long years of usefulness and beauty.

The vocal course covers from three to five years.

Grade I.

Position of the body. Exercises in deep breathing, and control of breath. Functions of the larynx and requisites of a good tone. Attack of tones. Sustained tones. Intervals.

Delle Sedie—Vocal Instructor.

Sieber—Vocalizes.

Concone—Thirty Daily Exercises.

Grade II.

Varied exercises, of greater difficulty, for good placement and development of tone. Legato singing. Easy exercises in phrasing.

Concone—Fifty Lessons.

Marchesi—Twenty-four Vocalizes.

Vaccari—Technical Studies.

Easy Songs and Ballads.

Grade III.

Development of power and quality of tone. Further studies in pure legato. Portamento. Staccato. Continued and more exacting work in phrasing and interpretation.

Spicker—Masterpieces of Vocalization, Bks. I. and II.

Concone—Twenty-five Lessons.

Panofka—Studies op. 81.

Songs and ballads of greater difficulty.

Grade IV.

Higher development of technical ability, closer attention to breadth and to proper exercise of power. Intelligent and artistic use of all vocal resources.

Spicker—Masterpieces of Vocalization, Bks. III. and IV.

Lamperti—Studies in Bravura.

Songs, ballads, cavatinas and arias of the great masters of vocal music, such as Bach, Handel, Schubert, Mendelssohn and Schumann. Masses, Cantatas, Oratorios and Operas. Also instruction in Recitative, and in the proper rendition of the Gregorian and Anglican chants.

Many masterworks remain forever unknown to the student who fails to avail himself or herself of such advantages as are offered by the School of Music for the

study of concerted works. There is nothing which makes students more musical, more firm in time and rhythm, and more expert in reading music at sight, than ensemble work under a competent and rigid instructor.

THE TREBLE CLEF CLUB.

This organization is a part of the regular work of the School of Music. It offers female singers the best possible advantages in concerted vocal work of a high class. The greatest attention is paid in the rehearsals of this organization to minute details of tone production, phrasing, breathing and expression. All female vocal pupils of the School of Music, after having reached a certain degree of proficiency, are expected to attend regularly the rehearsals of the Treble Clef Club. Ladies, not pupils of the School of Music, are also admitted to membership upon passing satisfactorily an examination into their musical ability. The Treble Clef Club is recognized as one of the leading musical features of the City of Albuquerque. The Club meets once a week for rehearsal, and is under the personal direction of the head of the Vocal Department.

There is no charge or expense of any kind connected with membership in this Club.

The following program rendered by the Vocal Department of the School of Music, on Tuesday, April 12, 1904, will serve as a fair illustration of the character of work pursued in this department.

PROGRAM.

1. Ergman *Night*
Treble Clef Club.
2. Buck *Morning Land*
Mr. W. H. Worth.
3. Mendelssohn .. *Ave Maria (with Soprano obligato)*
Treble Clef Club.
4. Haydn .. *With Verdure Clad (from The Creation)*
Miss Ada Campfield.
5. Mendelssohn *How Lovely are the Messengers*
(from *St. Paul*)
Chorus of Mixed Voices.
6. Allitsen *Like a Garden After Rain*
Mrs. E. M. Otero.
7. Smart *Heaven*
Treble Clef Club.
8. Handel *O, Had I Jubal's Lyre (from Joshua)*
Miss Ada Campfield.
9. Raff *Day is at Last Departing*
Treble Clef Club.
(Accompanied by Piano and Organ.)
10. Mendelssohn *O God Have Mercy*
(from *St. Paul*)
Mr. W. H. Worth.
11. Abt *Twilight*
Treble Clef Club.
(Accompanied by Piano and Organ.)

CHORUS.

The Chorus of the School of Music is an organization that usually gives three concerts every season. The best voices from among all local musicians are eligible, and the present membership is large. The director of the School is the director of the Chorus, and

the aim is to give attention only to standard works valuable for study and interesting to auditors. The concerts are usually given with orchestral accompaniment. Following is the program of the first concert this season:

PROGRAM.

Tuesday, December 8, 1903, at 8 o'clock p. m.

Soloists.—Mrs. Ira B. Bennett, Soprano; Mr. Joseph A. Blondin, Violoncello; Mr. Duncan Bell, Tenor; Mr. Louis Schwartz, Violin.

Accompanist.—Mrs. Mabel Stevens Himoe, Miss Nellie Pratt, Mr. Blondin.

1. Mozart 12th Mass
 (a) *Kyrie Eleison.*
 (b) *Gloria.*
 Chorus.
2. (a) Hawley *A Rose Fable*
 (b) Smith *Alpine Rose*
 Mrs. Bennett.
3. (a) Reinecke .. *The Winter Hath Not a Blossom*
 (b) Abt .. *Oh, Calm and Lovely, the Evening Bells*
 Treble Clef Club.
4. (a) Rubinstein *Reve Angelique*
 (b) Saint-Saens *Allegro Appassionato*
 Mr. Blondin.
5. (a) Verdi *Pilgrims' Chorus*
 (b) Schubert *Jubilate Deo*
 Chorus.
6. Buck *Creole Love Song*
 Mr. Bell.
7. Eilenberg *Le Premier Reveil du Coeur*
 Mr. Schwartz.
8. Bridge *Hymn to the Creator*
 Chorus.

VIOLIN.

It is the aim of this department to give to the student a broad musical education, together with a thorough and systematic training in the artistic use of his instrument and in the art of understanding and teaching music.

Pupils are urged to begin while young, as the best and surest means of obtaining a musical education is to grow up with it. The ear does not become faulty and the fingers, hands and arms are more easily trained. The following is the course of study:

Grades I. and II.

Dancla's Method for Beginners, and scale studies with supplementary work from Pleyel's Duets and many bright and interesting solos.

Grades III., IV. and V.

Kaiser—Books I., II. and III.

Dancla's Fifty Technical Studies.

More Difficult Solos.

In these grades more theoretical study is made of Technique, expression, and effect.

Grade VI.

Kreutzer.

Viotti's Concerto Studies.

For supplementary work, David, Fiorillo, Dancla, Rode, and many of the most interesting and beautiful solos from the best classic and modern composers are used.

In all cases the work is adapted to meet the needs of the pupil. Tone, style, technique, and the ability to express through these agencies are made the basic features of our work and no effort is spared that will aid in making the student an artist in every respect.

MANDOLIN.

The courses in mandolin are adapted to the needs of the pupil. The various methods for mandolin are made the basis of the work. Besides many pleasing solos of various grades are used. Great care is given to tone work on this instrument, that being the great essential to good results.

ORATORY AND ELOCUTION.

The great scarcity of good readers and the indifference of many young people toward careful reading, in this advanced age, is due to the fact that for many years little attention was paid to reading in our schools and colleges. But more and more people are coming to realize the need of good reading and to appreciate the opportunities for acquiring it. The value of the work offered at the University of New Mexico in this line can hardly be estimated, as its character is such that it not only secures appreciative and intelligent reading but it lays the foundation for better and larger living.

First of all, the pupil is taught to imagine and picture clearly the ideas as they come to his mind, and then give them to others. He is taught to think quickly and accurately, and his imagination, emotional nature and will power are cultivated. Work is always planned with a view to the development of the individual, and especial attention is given to the acquiring of those desirable traits of character in which each is deficient. In this way the growth of the pupil is true and rapid, and through an added power and increased sympathy in one's self, one's reading becomes powerful and effective.

Special work for body and voice is given in connec-

tion with the thought work. Public speaking in all its various forms is taught.

Through this study pupils are brought to a keener appreciation of literature and a closer and more sympathetic touch with human nature. Personal power and attractiveness are increased, and through the intellectual nature the moral is stimulated and developed. The pupil is taught not only to present the thoughts of others, but to express his own thought and nature in the most forceful and graceful way. Whatever he may learn in other departments needs the training obtained here to give it the most effective result.

PHYSICAL CULTURE.

No development can be of the highest type without the education and cultivation of all three natures—the mental, moral and physical. And of these the physical is by no means the least. It is the purpose of this department to help students form correct habits of living, and by proper care of the body, fit it to serve its highest purpose and insure useful and happy living.

A pleasant and roomy gymnasium, well fitted with clubs, balls, rings, poles and other apparatus, is at the disposal of students during certain hours for practice and recreation.

REGULATIONS.

1. Bills are payable quarterly in advance.
2. Enrollment is for a half-year or more.
3. No lessons are given to new students till they present a lesson order, secured from the Director.
4. Lessons falling on Thanksgiving or Washington's Birthday, are lost and will not be made up.
5. Deductions are not made from bills for class lessons unless pupil is compelled to leave school entirely.

Deductions are not made where a pupil is taking but one lesson per week. Such lessons necessarily lost will be made up by giving two lessons per week. Otherwise deductions will be made where two weeks or more are lost through either illness or absence from the city.

6. No student may play or sing in public or give music lessons without the consent of his teachers.

RATES OF TUITION.

Piano—per half-year	\$36.00
Voice—per half-year	36.00
Violin—per half-year	36.00
Expression—per half-year	27.00
All Classes—per half-year	10.00
Piano (Miss Powers)—per half-year	25.00
Musical Kindergarten—per half-year	15.00
Diploma Fee	5.00
Enrollment Fee	2.00

The above rates are for two lessons per week. The rates for one lesson per week are sixty per cent of the above.

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The enrollment fee entitles students to general admission tickets to all entertainments given under the auspices of the School during the year.

Chorus singing is free.

LIST OF STUDENTS**1903-1904**

LITERARY DEPARTMENTS

Anderson, Ward	Franklin, Marian
Aldrich, Ray K.	Gonzales, Pablo
Allen, Anna May	Granger, Josephine M.
Allen, Walter R.	Halloran, Will Joseph
Alvord, Frank	Harkema, Josie
Applegate, Benjamin S.	Harsch, Rose
Atkeson, Walter Rupert	Hazeldine, May
Bean, Ray	Heald, Clarence Edward
Beeson, Clement Taylor	Heald, Elizabeth
Beeson, James Hugh	Heald, Kenneth Conrad
Bennett, Jay William	Holman, Carl
Bronson, Gilbert E.	Huggett, Lilian Gertrude
Brown, Bessie	Irwin, Lloyd
Birt, Mary Lewis	Kelly, Paul Bernard
Bryan, Hugh McClellan	Lee, Gertrude
Campfield, Ada H.	Leekly, Wilbur G.
Cannon, John Arthur	Luse, J. W.
Crawford, Bernard H.	Mayo, Glover J.
Cunningham, Kate	Manwarin, Edna
Decker, Paul H.	Marsh, Harold Eugene
Ferguson, Erna	McClellan, Alfred Dun-
Field, Morey D.	combe
Finch, Helen I.	McClellan, William, Jr.
Fox, Mildred	Miller, Samuel T.
Franklin, Bell	Mordy, Grace McCleod

Mordy, Jessie Laura	Sturgess, Floyd E.
Mordy, Josephine	Stokes, Mattie Goff
Nettleton, Grace Alice	Stokes, Margaret
Owens, Beuna May	Sweet, Belle
Parsons, Josephine S.	Tascher, John Ralph
Parks, George Milton	Vann, Samuel
Perea, George H.	Van Wagnen, Oliver J.
Pratt, William Henry	Vaughn, Adah
Powers, George F.	Telfer, Mary
Ridley, Furn May	Williams, Carl Thurman
Roberts, Charles Oconor	Worth, Clarence E.
Sebben, John Wilbur	Worth, Wilfred H.
Smith, Robert Forday	Wolking, Marie C.
Sloan, Inez	Zeiger, Juanita
Smith, Fleda Emma	Zeiger, Ramona

SCHOOL OF MUSIC.

Bell, Duncan	Cristy, Edward
Bennett, Mrs. Ira B.	Day, James
Birtwell, Mrs. O. M.	Deutman, Annie
Black, Yola	Dieckman, Lisa
Boatright, Stella	Edie, Blanche
Borradaile, Grace	Edie, Lucy
Borradaile, Mrs. John	Edwards, Lewis
Brewster, Hattie	Espinosa, Aurelio M.
Brown, Alice	Ethelba, Ray
Campfield, Ada	Evans, Marguerite
Clay, Mrs. C. H.	Everitt, Olive
Connor, Reba	Farr, Margaret
Corson, Marie	Field, Carrol
Cox, Archie	Fitch, Mabel
Cox, Hazel	Flurnoy, Nell
Craig, Mildred	Franklin, Marion
Cristy, Annie	Frost, Ethel

Fullenwider, Bess	Norman, Effie
Gainsby, Juanita	O'Brian, Gertrude
Gatlin, Ethel	Otero, Esther
Glover, Blanche	Otero, Mrs. E. M.
Grunsfeld, Hilda	Pinney, Mabel
Hall, John	Pohl, Lillie
Halloran, Will	Powers, Elizabeth
Harsh, Mrs. E. B.	Pratt, Nellie
Hawley, Olive	Reynolds, Elmore
Hayden, Gladys	Reynolds, Harry
Hazeldine, Lou	Reynolds, Ralph
Himoe, Mrs. Mabel S.	Risdon, Marcella
Houghton, Grace	Rogers, Guy
Huning, Lolita	Rogers, Hazel
Hunt, Mabel	Rummell, Mamie
Hunt, Marguerite	Savage, Mattie
Huntzinger, Daisy	Schaefer, Barbara
Huntzinger, Rose	Sebben, Mae
Johnston, Mary	Sloan, Inez
Kennedy, Mabel	Stamm, Raymond
Lembke, Charles	Stamm, Roy
Lembke, Charlotte	Stewart, Morrison
Luthy, Estelle	Stortz, Grace
Makin, Georgia	Stripe, Alma
Manning, Edna	Thomas, Bessie
McCloskey, Ethel	Thomas, Margaret
McClurken, Carrie	Toben, Minnie
McGaffey, Herbert	Van Wagnen, Oliver J.
McMillan, Katherine	Waldie, May
Miller, Mrs. S. B.	Wardwell, Anna
Mitchener, Hazel	Washburn, Mrs. E. L.
Mordy, Jessie	Wiliams, Roger
Neal, Estelle	Worth, W. H.
Niste, Adeline	

Wroth, William
Yrisarri, Sophia

Zirhut, Gertrude
Zirhut, Hazel

TREBLE CLEF CLUB

Mrs. Ira B. Bennett
Mrs. Olivia M. Birtwell
Miss Julia D. Brown
Miss Ada H. Campfield
Mrs. D. H. Carns
Mrs. C. H. Clay
Mrs. H. E. Downs
Miss Bessie Dunbar
Miss Blanch Edie
Miss Bessie Fullenwider
Miss Ethel Gatlin
Mrs. Maynard Gunsul
Miss Olive Hawley
Miss Orril Highbargin
Miss Vera Hiltabrand
Miss Grace Houghton
Mrs. J. Hubbs

Miss Margaret Jenks
Mrs. Marion E. Kennedy
Mrs. J. T. Keogh
Mrs. W. R. Lyon
Mrs. W. McMillan
Mrs. S. B. Miller
Miss Hazel Mitchner
Mrs. E. M. Otero
Miss Genevieve Snod-
grass
Mrs. E. W. Spencer
Miss Mary L. Stingle
Mrs. R. C. Ten Eyck
Mrs. A. A. Tower
Mrs. E. L. Washburn
Miss Marguerite Webster
Mrs. E. H. Winsor

CHORUS.

Mr. Albers
Mr. Bell
Mrs. Bennett
Miss Bliss
Mrs. Carns
Mr. Cook
Mr. Decker
Mrs. Downs
Mr. Duckworth
Mrs. Duckworth
Miss Edie
Mr. Field

Miss Fowler
Mr. Francis
Miss Francis
Miss Gehring
Mrs. Gunsul
Mr. Hall
Miss Hale
Miss Hall
Mrs. Hills
Mr. Houghton
Miss Houghton
Mrs. Hubbs

Miss Jenks	Miss Schived
Mrs. Kennedy	Mrs. Spencer
Miss Kennedy	Miss Stingle
Mr. Lamme	Miss Tierney
Mr. Lyon	Mrs. Tower
Mrs. Lyon	Mrs. Totten
Mr. McCallum	Miss Truswell
Mrs. Miller	Mr. Van Wagnen
Mr. Nash	Mrs. Waldron
Mr. Nettleton	Mrs. Walsh
Miss Nettleton	Mrs. Winselt
Mr. Newton	Miss Webster
Mrs. Ray	Miss Werner
Miss Reed	Mrs. Winsor
Mr. Robinson	Mr. Worth

Total enrollment in all departments, not including the members of the Treble Clef Club and the Chorus, 185.