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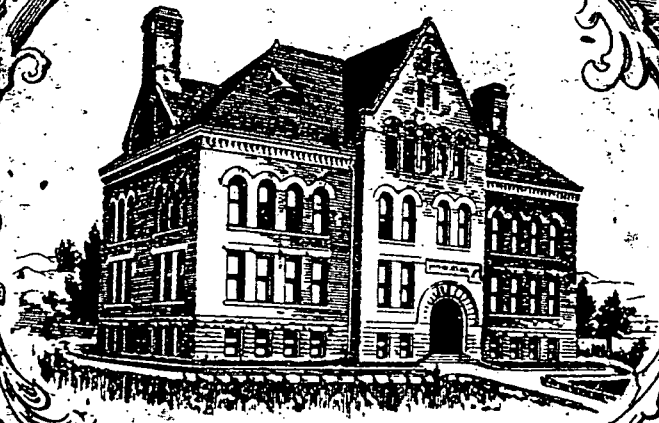
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1894-95

CATALOGUE  
OF THE  
UNIVERSITY  
OF  
NEW MEXICO



University of New Mexico  
Annual catalogue of the  
University of New Mexico at  
Albuquerque

ZIM CSW  
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1895

1894-95.

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FOURTH ANNUAL CATALOGUE

OF THE

UNIVERSITY OF NEW MEXICO

AT

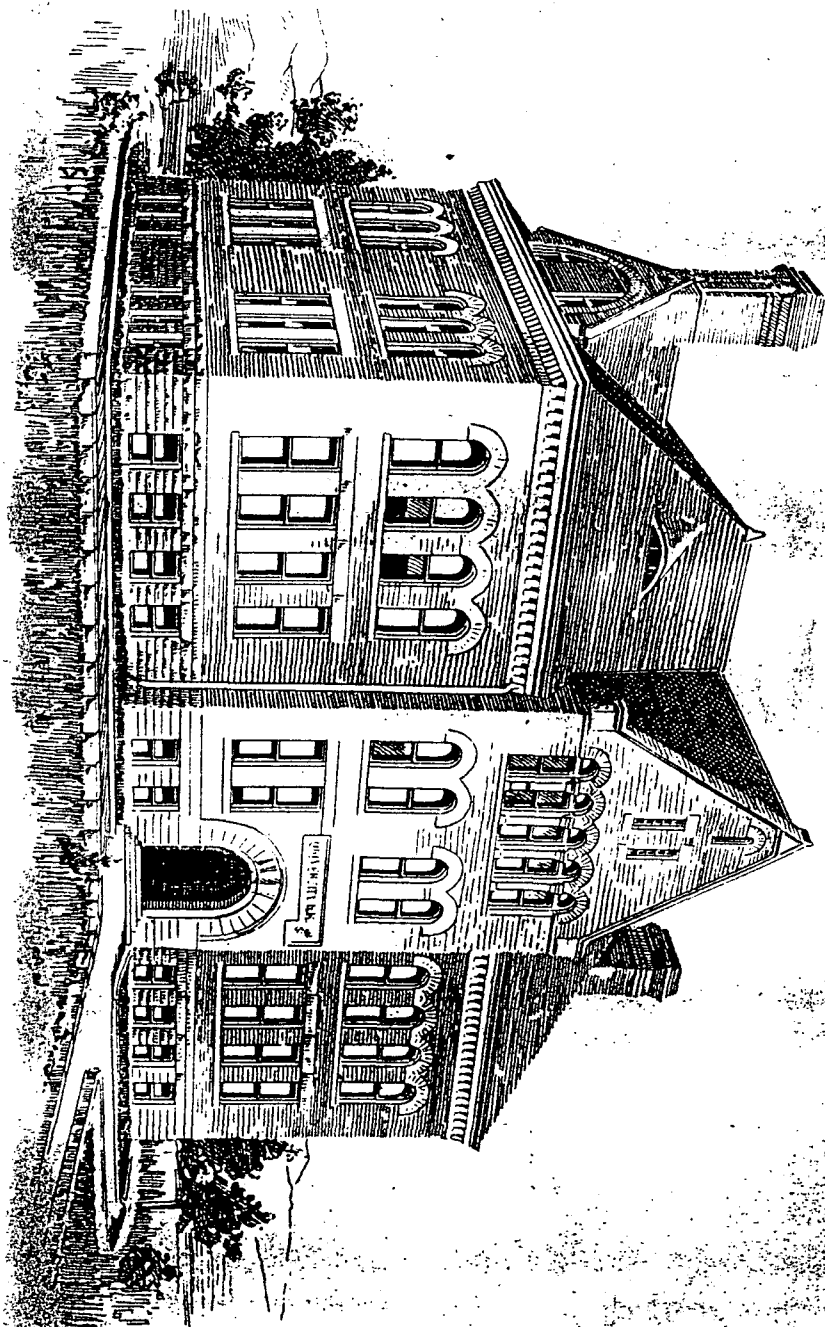
ALBUQUERQUE.

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AND ANNOUNCEMENTS FOR 1895-96.

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SANTA FE, N. M.:  
NEW MEXICAN PRINTING COMPANY.  
1895.



# CALENDAR.

1895

SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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1896

JANUARY							FEBRUARY							MARCH							APRIL						
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12	13	14	15	16	17	18	9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18
19	20	21	22	23	24	25	16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25
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MAY							JUNE							JULY							AUGUST						
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31	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	30	31	...	...	...	...	...

**BOARD OF REGENTS.**

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HIS EXCELLENCY, W. T. THORNTON,  
Governor of the Territory, *ex-officio*.

HON. AMADO CHAVES,  
Superintendent of Public Instruction, *ex-officio*.

HON. WILLIAM B. CHILDERS,  
Term expires 1899.

HON. E. S. STOVER,  
Term expires 1895.

MR. FRANK W. CLANCY,  
Term expires 1896.

JAMES H. WROTH, M. D.,  
Term expires 1897.

HON. HENRY L. WALDO,  
Term expires 1898.

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**OFFICERS.**

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HON. WILLIAM B. CHILDERS, *President*.

MR. FRANK W. CLANCY, *Secretary and Treasurer*.

**FACULTY.**

---

ELIAS S. STOVER,  
*President.*

HIRAM HADLEY, A. M.,  
*Vice-President in charge of the University and  
Professor of Mathematics.*

MARSHALL R. GAINES, A. M.,  
*Professor of Latin and Greek.*

ALCINDA L. MORROW, A. M.,  
*Principal of the Normal Department and Professor  
of Spanish.*

MARTHA L. TAYLOR, A. M.,  
*Professor of English and History.*

\*HARRIET E. JENNESS,  
*Professor of Drawing, Penmanship, and Music.*

JOSEPHINE S. PARSONS,  
*Principal of the Commercial Department,  
Instructor in Mathematics.*

WILLIAM A. ZIMMER, PH. C.,  
*Professor of Natural History,  
In charge of School of Pharmacy.*

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\*Died February 28, 1895.

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**LECTURERS.**

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J. P. KASTER, M. D.,  
*Anatomy and Physiology.*

\*JAMES H. WROTH, M. D.,  
*Hygiene and Sanitary Science.*

G. S. EASTERDAY, M. D.,  
*Therapeutics.*

W. G. HOPE, M. D.,  
*Materia Medica.*

B. RUPPE,  
*Pharmacy.*

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†J. P. DUPUY,  
*Instructor in Vocal Music.*

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M. CUSTERS.  
*Custodian and Librarian.*

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\*Resigned March 1, 1895.

†Began service March 11, 1895.

## CALENDAR FOR 1895-96.

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### 1895.

Sept. 2, Monday.—Entrance Examinations.

Sept. 3, Tuesday.—Recitations begin.

Sept. 12 and 13, Thursday and Friday.—Vacation for Fair.

Nov. 28 and 29, Thursday and Friday.—Thanksgiving.

Dec. 20, Friday evening, to Jan. 6, 1896, Monday morning.—Holiday Vacation.

### 1896.

Jan. 24, Friday.—First Semester ends.

Jan. 27, Monday.—Second Semester begins; Examination of conditioned students and new applicants.

Jan. 28, Tuesday.—Recitations begin.

Mch. 20 to 30.—Spring Vacation, one week.

June 5, Sunday.—Annual Address.

June 10, Wednesday afternoon.—Class-Day Exercises.

June 10, Wednesday evening.—Musical Entertainment.

June 11, Thursday.—Commencement Exercises.



## ORIGIN OF THE UNIVERSITY.

*Extracts from the Act to Establish and Provide for the Maintenance of the University of New Mexico, passed during the twenty-eighth session of the Legislative Assembly of the Territory of New Mexico, February 28, 1889.*

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

Section 7. The University of New Mexico, hereby created and established, is intended to be the State University when New Mexico shall be admitted as a State into the Union, and as such is entitled to all the donations of land and all other benefits under all acts of Congress, now in force or hereafter to be enacted, for the benefit of such educational institutions in the future State.

Section 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.

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

Section 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.

Section 14. The Regents shall have power, and it shall be their duty, to enact laws, rules, and regulations for the government of the University.

Section 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.

Section 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.

Section 17. No sectarian tenets or opinions shall be required to entitle any person to be admitted as a student or employed as a tutor, or other instructor, in said University, but the same shall forever be non-sectarian in character.

## *HISTORY OF THE UNIVERSITY.*

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The University of New Mexico was incorporated by an act of the Territorial Legislature of 1889, and the location fixed at Albuquerque. The Regents secured the necessary amount of land required by the enacted law, and began the erection of a suitable building as soon as their funds would permit. In May, 1892, the building was completed, and accepted by the Board of Regents. On June 15, 1892, the Normal Department of the University was opened, and on September 21, 1892, the Preparatory Department was opened, and the Normal Department continued. The work in these departments has been successful. Six were graduated from the Normal Department at the close of the second year, and four at the close of the third year. A Department of Pharmacy was opened Sept. 3, 1894, and has been in successful operation during the current year.

### *LOCATION.*

The University is located in Albuquerque, the county seat of Bernalillo county, a progressive city of 10,000 inhabitants. The city is pleasantly situated in the valley of the Rio Grande, has all modern improvements, such as electric lights, street cars, etc. It is easily reached from any point of the Territory, being central-

ly situated, and at the junction of the Atlantic and Pacific with the Santa Fé Railroad. 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.

### ***BUILDING.***

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

### ***FINANCIAL SUPPORT.***

The University is supported by a Territorial tax, which was, from 1889 to 1892, two-fifths of a mill upon each dollar of taxable property. It being found that this produced a very inadequate revenue, the rate was, in 1893, raised to one-half a mill, which slightly im-

proved the conditions. In 1895 the rate of taxation has been reduced to three-tenths of a mill, but a special appropriation of \$6,000 has been made, so that the income of the University will probably be about the same as it has been for the last two years.

The amount derived from this taxation has been small for the purposes of the University, especially, when it is remembered that it has been necessary to construct and equip buildings and pay other numerous expenses attendant upon the inauguration of a new institution. The amount received during each year will be seen in the following table:

During the year 1890.....	\$ 9,500 00
During the year 1891.....	14,868 77
During the year 1892.....	13,355 90
During the year 1893.....	12,205 44
During the year 1894.....	14,013 28
During first half of the year 1895.....	8,113 55
	<hr/>
	\$72,056 94

Of this amount of money, there has been expended for buildings, furniture, permanent improvements, and insurance the sum of \$37,228.91, leaving the sum of \$34,828.03 for the maintenance of the institution, payment of all kinds of expenses, including salaries, during the three years that it has been in operation. It will be seen that the annual current expenses of the University have been a little over \$11,000 a year, and,

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in comparison with the amount of work done, the expenditure seems small. Much more might have been accomplished, however, had the revenue of the University been larger, and it is to be hoped that it will be greatly increased in the near future.

## *POSITION AND WORK OF UNIVERSITY.*

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The University is the logical and legitimate head of public education in the State. Although it is in its infancy and is compelled to struggle with the difficulties incident to a new Territory with a sparse population, the Board of Regents and the Faculty are endeavoring to plan wisely and liberally for the future. They are content to grow. They have no desire to present to the public a prospectus that is not fully realized in the institution. They look forward confidently to the time when the University will be one in fact as well as in name. But they clearly recognize the truth that this requires time, and involves three clearly defined and successive stages, or periods, of growth, viz: the period of secondary education, or the Preparatory School; the College period; and the University period.

They are now attempting to lay a deep and solid foundation, by concentrating the energies of the institution upon the first, or Preparatory period. At the present time, nothing beyond this has been called for; but just so soon as there is a demand for instruction in the second, or College period, the Board will endeavor to meet the want. In accord with the above named purpose, during the current year, a strong and reasonably successful effort has been made to classify the students



very nearly in harmony with the report made by the so-called "Committee of Ten." The University has adopted but two of the courses recommended—the Latin-Scientific and the English. In modern languages, a substitution has been made. Where that committee recommended German or French, it was thought that local reasons justified the substitution of Spanish. The experience of the year has induced the Faculty to modify those courses slightly. They have substituted eighteen hours weekly work for twenty. This compelled other slight changes, which will be apparent upon examination of the subjoined outlines.

## PREPARATORY

		LATIN-SCIENTIFIC.		ENGLISH.	
FIRST YEAR.	1st Semester.	Latin Lessons.	5	Latin Lessons.	5
		English.	4	English.	4
		Algebra to chap. 9.	4	Algebra to chap. 9.	4
		History.	3	History.	3
		Physical Geography.	2	Physical Geography.	2
2nd Semester.		Latin.	5	Latin.	5
		English.	4	English.	4
		Algebra to chap. 18.	4	Algebra to chap. 18.	4
		History.	3	History.	3
		Physical Geography.	2	Physical Geography.	2
SECOND YEAR.	1st Semester.	Spanish.	4	Spanish.	4
		English.	2	English.	2
		Latin.	5	Latin.	5
		Algebra completed. } Geometry begun. }	3	Algebra comp. } Geometry begun. }	3
		Zoology.	4	Zoology.	4
2nd Semester.		Spanish.	4	Spanish.	4
		English.	2	English.	2
		Latin.	5	Latin.	5
		Geometry to Book V.	3	Geometry to Book V.	3
		Botany.	4	Botany.	4
THIRD YEAR.	1st Semester.	Spanish.	4	Spanish.	4
		Latin.	4	English.	4
		Physics.	3	Physics.	3
		English.	3	English.	3
		Pl. Geom. comp. and review.	2	Pl. Geom. completed.	2
		History.	2	History.	2
2nd Semester.		Spanish.	4	Spanish.	4
		Latin.	4	English.	4
		Higher Algebra.	2	Higher Algebra.	2
		Physics.	3	Physics.	3
		History.	2	History.	2
		English.	3	English.	3
FOURTH YEAR.	1st Semester.	Spanish.	3	Spanish.	3
		English.	4	English.	4
		Chemistry.	3	Chemistry.	3
		Sol. Geom. or Trig.	2	Sol. Geom. or Trig.	2
		Geology.	2	Geology.	2
		Latin.	4	History.	4
2nd Semester.		Spanish.	3	Spanish.	3
		English.	4	English.	4
		Chemistry.	3	Chemistry.	3
		Sol. Geom. or Trig.	2	Sol. Geom. or Trig.	2
		Anatomy.	2	Anatomy.	2
		Latin.	4	History.	4

Although the above outlines of courses do not contain the "classical," it is instead of such other branch as may be agreed upon at the time.

**DEPARTMENT.**

NORMAL.		COMMERCIAL DEPARTMENT.	
Latin.	5	Stenography.	5
English.	4	Arithmetic.	4
Algebra to chap. 9.	4	Book-keeping.	5
History.	3	English Composition.	4
Physical Geography.	2	Type-writing.	
Latin.	5	Stenography.	5
English.	4	Arithmetic.	4
Algebra to chap. 18.	4	Type-writing.	
History.	3	Book-keeping.	5
Physical Geography.	2	English Composition.	4
Spanish.	4		
English.	2		
History.	5		
Algebra completed. }	3		
Geometry begun. }			
Zoology.	4		
Spanish.	4		
English.	2		
History.	5		
Geometry to Book V.	3		
Botany.	4		
		PHARMACY DEPARTMENT.	
Spanish.	4	Materia Medica	2
Psychology and Ethics.	4	Physiology.	3
Physics.	3	Sanitary Science.	2
Rhetorical Analysis.	3	Chemistry (qualitative).	3
Pl. Geom. completed.	2	Physics.	3
History—Mediæval.	2	Laboratory Work.	5
Spanish.	4	Materia Medica.	2
School Management.	3	Anatomy.	3
Higher Algebra.	2	Sanitary Science.	2
Physics.	3	Chemistry (qualitative).	3
Astronomy.	2	Physics.	3
Rhetorical Analysis.	2	Laboratory Work.	5
History—Modern.	2		
Spanish.	3	Pharmacy.	2
English.	2	Chemistry (quantitative).	3
Chemistry.	3	Latin.	4
Sol. Geom. or Trig.	2	Microscopy.	2
Geology.	2	Prescription Writing.	2
History of Education.	3	Laboratory Work.	5
History—Political, of U. S.	3		
Spanish.	3	Pharmacy.	2
English Literature.	2	Urine Analysis.	2
Chemistry.	3	Toxicology.	3
Sol. Geom. or Trig. or Arith.	2	Botany.	4
Anatomy.	2	Drug Assaying.	2
Practice Teaching.	3	Thesis.	
Philosophy of Education.	3		

the practice of the University to permit students who so desire, to take Greek

**REMARKS ON THE COURSES.**

An examination of the foregoing Preparatory Courses, and a comparison with similar ones of other respectable colleges, will convince any candid person that those of the University are equal to the requirements of most older colleges; and that students who shall have creditably completed this preparation, will be prepared to enter on a college course at home or elsewhere; or, if circumstances or desire so dictate, he has a fairly good foundation for meeting the requirements of life.

**MATHEMATICS.**

HIRAM HADLEY and JOSEPHINE S. PARSONS.

*Elementary Algebra*—is begun at the beginning of the first year, and, with four periods per week, it is continued to the close. The expectation is that students will complete all to equations of the second degree. But whether they do or not, thorough work is done in the fundamental operations; in factoring; in finding highest common factor and lowest common multiple; in fractions; in solving equations of the first degree, and in dealing with quantities having fractional or negative exponents. Algebra will be continued in the second year as far as through Quadratics.

*Geometry*.—Upon the completion of Algebra through Quadratics,—equivalent to that found in Wentworth's School,—Plane Geometry is begun, and, with three periods per week, is continued until finished, as found in Wentworth's text. Particular attention is given to the solution of examples and to the encouraging of stu-

dents to give independent and original solutions and demonstrations.

It is expected that the Algebra and Geometry, as outlined above, will be completed in five semesters, but thoroughness is the first consideration, whether more or less time be required.

*Higher Algebra.*—Upon the completion of Plane Geometry, Advanced Algebra will be pursued two hours per week for, at least, one semester. Combinations and Permutations, convergence of series, binominal theorem, and logarithms will constitute the work.

*Solid Geometry or Trigonometry,*—as may be elected by the class, will be pursued two hours per week, during the remaining portion of the fourth year, except, in the Normal Department, Astronomy and Arithmetic may be elected instead.

#### ASTRONOMY.

Students in the Normal Department pursue the study of Descriptive Astronomy two periods per week during one semester. In connection with a simple text-book, the subject is taught chiefly from observation.

#### LATIN.

MARSHALL R. GAINES.

A thorough acquaintance with Latin is a good foundation for all linguistic study; for our own mother tongue, the many-sided and complex English, and the various modern languages. The course beginning with elementary Latin, and extending through the authors generally read in our best colleges, is designed to en-

able one to read Latin readily, and to include a good knowledge of Roman life, literature, history, and antiquities. Accuracy in the use of English in all recitation work and frequent translations from English into Latin will be required.

#### GREEK.

MARSHALL R. GAINES.

The study of Greek will be begun by those taking this course, after the first year's study of Latin, and, like the latter, will be continued through the usual college course.

The use of good idiomatic English will be required at every step. Constant use will be made of translation from English into Greek. Frequent reference to Grecian history, mythology, and antiquities will be made in connection with the literary study of the authors read. For admission to the Freshman Class of the Collegiate Department in the University, the same degree of accuracy and thoroughness will be insisted on as in our best colleges.

#### SPANISH.

ALCINDA L. MORROW.

#### SECOND YEAR.

*First Semester.*—Grammar; Exercises in translating English into Spanish, and Spanish into English; Simple Conversations in Spanish.

*Second Semester.*—Grammar; Translations; Elementary Reading; Worman's First Book; Appleton's "*Libro Primario*;" Conversations.

## THIRD YEAR.

*First Semester.*—Knapp's Grammar; Worman's Second Book; Mantilla's Second Reader; Conversations; Original work in Spanish.

*Second Semester.*—Knapp's Grammar; Letters and Stories written in Spanish; Readings; Knapp's Reader; "*El Indiano*;" Conversations.

## FOURTH YEAR.

*First Semester.*—Outline of Spanish Literature; Readings; "*La Comedia Nueva*," *El Si de las niñas*—"Doña Perfecta;" Translations of English into Spanish from "Grimm's Fairy Tales," etc.; Conversations.

*Second Semester.*—Original Stories and Letters; Conversations; Readings from Moreto, Alarcón, Calderon, Castelar, Cervantes, etc.

## ENGLISH.

MARTHA L. TAYLOR.

The English in all courses is the same the first, second, and fourth years. In the third year the Rhetoric and Analysis are the same for all courses, but, in this year, there is added to the English course for both semesters, American Literature.

## FIRST YEAR.

*First Semester.*—"Strang's Exercises," twenty-two pages; "Chittenden's Composition," twenty-three pages; "Reed and Kellogg's Higher Lessons," ninety-two pages. American Literature is begun. During this semester the work consists of (1) the rules of punctuation, (2) the accidence of the language, (3) the uses

of the participle and the infinitive, (4) the independent constructions.

*Second Semester.*—"Strang's Exercises," pages 22-81; "Chittenden's Composition," pages 23-82; "Reed and Kellogg's Higher Lessons," pages 93-268. American Literature continued. Syntax, analysis, parsing, and essays, with themes mostly from literature work; also letter-writing.

#### SECOND YEAR.

*First Semester.*—"Clark's Rhetoric," one hundred and fifty-nine pages; Etymology, a review of rules for punctuation, a more careful study of paragraphing, and the suggestions for developing the qualities of style. American Literature continued.

*Second Semester.*—"Clark's Rhetoric," pages 159-302; Figures of Speech—use and abuse, one production for each of the different forms of composition. American Literature continued.

#### THIRD YEAR.

*First Semester.*—"Genung's Rhetorical Analysis" and "Elements of Rhetoric," pages 1-297; Prose and Poetic Diction, a review of the figures of speech in their connection with the qualities of style, the paragraph with regard to kind, quality, and structure; and invention.

*Second Semester.*—Genung's works completed; much time devoted to debates, orations, and expositions.

American Literature, both semesters, will consist not only of reading, but also of the history of the literature.



## FOURTH YEAR.

*First Semester.*—"Winchester's Short Courses of Reading;" Shaw's Literature.

*Second Semester.*—"Winchester's Short Courses of Reading;" Shaw's Literature.

## HISTORY.

MARTHA L. TAYLOR.

The History in the Latin-Scientific and the Normal Courses is the same as in the English, except in the second and fourth years of the Latin-Scientific, and in the second semester of the fourth year of the Normal, where it is omitted.

## FIRST YEAR.

*First Semester.*—Grecian and Roman, Myers. The work comprises (1) a careful study of the leading events, (2) their connection, (3) the biography of principal men, (4) the influence of each upon the history of his country, (5) the influence of Greek life upon Rome.

*Second Semester.*—French and English, Myers. The same method is pursued as in Grecian and Roman history.

## SECOND YEAR.

*First Semester.*—"Sheldon-Barnes' History," pages 300-589. The development of each country of modern Europe is carefully studied.

*Second Semester.*—"Sheldon-Barnes' History," pages 1-300. Assyria, Chaldea, Phoenicia, and Egypt are care-

fully studied with this in view,—what has each contributed to the advancement of the world's history?

#### THIRD YEAR.

*First Semester.*—Mediæval. The work of this whole year is by topics and essays, with these objects in view: (1) the growth of civilization, (2) the ability to investigate historical subjects in their bearing upon the development of civilization.

*Second Semester.*—Modern. Work conducted as in Mediæval.

#### FOURTH YEAR.

*First Semester.*—Civil Government and Constitutional History. "Porter." Collateral reading. Work by topics and essays.

*Second Semester.*—U. S. History and International Law. The history by topics.

#### CHEMICAL LABORATORY.

The chemical laboratory is situated in a well ventilated room on the highest floor of the building, effectually separated from all other rooms. It is supplied with apparatus and chemicals sufficient for teaching general, analytical, and organic chemistry. The apparatus is so arranged that each student is supplied with a complete outfit and a table where he carries on his investigations independently. As laboratory work is the most essential division of the study of chemistry, particular pains have been taken to supply students with every convenience to assist them in their work.

## CHEMISTRY.

WILLIAM A. ZIMMER.

Class-room work in Chemistry occurs three times a week. Instruction is first given in chemical nomenclature and the combination of symbols. Atomicity and the methods of balancing equations is next treated of. When this is thoroughly mastered, attention is then directed to the grouping of metals and their behavior toward different reagents; this work leads directly to qualitative analysis, which is then taken up. Theories are advanced by means of equations which are balanced each day by the class, the practical part being demonstrated in the laboratory. In Organic Chemistry, the different series of hydrocarbons are studied, and students are encouraged to visit the different establishments in and about the city wherein methods of particular chemical interest are employed.

## GEOLOGY.

WILLIAM A. ZIMMER.

The course comprises a study of the agencies now modifying the earth's surface, development of topographic forms, the structure of the earth's crust, the elements of which it is composed, etc., illustrated principally by the geology of the United States.

Opportunity for practical work in geology is provided in rooms set apart for this purpose, which are supplied with cabinets of specimens, and with tables supplied with such apparatus as is necessary to treat the specimens. The geographical position of Albuquerque, near the mountains, affords a splendid opportunity for

studying the formations of nature upon a grand scale almost from the class-room doors.

#### BOTANY.

WILLIAM A. ZIMMER.

Instruction is given in the practical study of the structure, the development, and the physiology of plants. The opportunity is given for investigation of the cellular structure and development.

The *mesas* adjacent to the University abound, during the months of spring and summer, with hundreds of wild flowers that offer at present a wide field for original investigation, these flowers having as yet not been classified.

Students in more elementary courses have constant personal assistance and direction from the instructors; those more advanced require more independent work. Every facility within the means at command will be provided for those capable of doing work in research.

In this subject, as well as in Geology, work will be conducted by the aid of original specimens, which students are expected to collect and furnish.

#### PHYSICS.

WILLIAM A. ZIMMER.

An elementary course in Physics is offered for beginners, which comprises a study of motion, energy, properties and constitution of matter, gravitation, friction and machines, liquids and gases, heat, light, sound, magnetism, and electricity.

Sufficient apparatus is on hand to demonstrate and

illustrate the laws of nature. The general aim in this course is not to teach results only, but to show how these results have been reached, as well as what practical use is made of them, thus inspiring the learner with enthusiasm in his work of questioning nature.

A room has been set apart where all the physical apparatus is kept, and the students are required to pursue their investigations by themselves with the help of the instruments.

## **NORMAL DEPARTMENT.**

ALCINDA L. MORROW, *Principal.*

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This department has for its special object the training of competent teachers for the public schools of the Territory.

It aims to give thorough instruction in such branches of learning as are taught in the graded and high schools; in the theory of teaching—embracing methods of study, recitation, instruction, and governing; and to train in the art of teaching, by observation of examples of good teaching, and by practice under the supervision and criticism of experienced teachers.

Special prominence is given to education as a science and an art, and much care is bestowed upon such topics of school economy as school organization, class management, methods of recitation, and others of value. It will be observed that the Normal Course of Study (see page 19) is identical with the other two courses during the first and second years, and that during the last two years, professional study and practice are substituted for a portion of the English and History of the English Course. It is believed that this is an excellent combination of academic and professional work.

### **PROFESSIONAL WORK IN NORMAL DEPARTMENT.**

THIRD YEAR.

*First Semester.*—Psychology—Elements. Text and

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reference, Sully, James, Baldwin, Compayré. Ethics, Steele.

*Second Semester.*—School Management, Baldwin. Methods of Teaching, Prince.

FOURTH YEAR.

*First Semester.*—History of Education, Painter.

*Second Semester.*—Philosophy of Education, Rosenkranz.

The professional work begins in the third year with the study of Ethics, which is not considered as a compendium of rules to govern conduct, but is made practical to teachers in its treatment of child nature, and the study of the motives and of the means by which the moral education of the child may be conducted. Steele's Ethics, and Moral Education by Adler are text-books used. In the third year lectures on Psychology are given, using Sully's Psychology as a book of reference. Original investigations are made, and the subject completed with the study of Applied Psychology by Compayré. School management is also studied in a practical manner, taking Baldwin's School Management as a text-book, and drawing from experiences of pupils and teachers to illustrate different points.

Methods of teaching are treated in a broad sense. Various methods and courses of study of different schools and authors are compared and tested by psychological principles, and the results of actual experience.

In the fourth year, Painter's History of Education is studied, supplemented by Compayré's History of Edu-

cation and Quick's Educational Reformers. The theoretical work is concluded with a study of the Philosophy of Education, taking as a text-book Rosenkranz' work on that subject. The pupils are encouraged, through all the courses, to read and to form for themselves opinions based upon correct principles. It is the aim throughout the entire course to prepare progressive, intelligent, and conscientious teachers for elementary and high schools.

The pupils have practice in teaching the lower classes of the University. The success of the teachers who have attended the classes in the Normal Department, some for only a short time, and have gone out to teach, shows that the work is being conducted in a manner to produce good results.

*List of Books Recommended for a Course of Reading in the Normal Department.*

Pupils will always find it to their advantage to read some of the authors named in this list before entering the Normal Department, as a preparation to do intelligently and profitably the work in rhetoric and literature that will be required of them.

1. Dickens' History of England, Edward the Third, The Age of Elizabeth, and The Fall of the Stuarts, in the Epoch Series; Shakespeare's King John, Scott's Kenilworth, Scott's Ivanhoe, Thackeray's Four Georges, Thackeray's Henry Esmond, Green's History of the English people.

2. Higginson's United States History, Kingsley's



Westward Ho, Stowe's Uncle Tom's Cabin, Cooper's Last of the Mohicans, Longfellow's Miles Standish, Irving's Knickerbocker.

3. Bullfinch's Age of Fable, Witt's Classic Mythology, The Iliad and Odyssey, Stories from Grecian Dramatists, Merivale's History of Rome, Coxe's History of Greece, Plutarch's Lives, Froude's Caesar, Trollope's Cicero, Bulwer's Last Days of Pompeii, Eber's Uarda, Macaulay's Lays of Ancient Rome.

4. Hugo's Les Miserables, Taylor's Faust, George Eliott's Romola, Goldsmith's Vicar of Wakefield, Dickens' Tale of Two Cities, Warner's Back Log Studies, Holmes' Autocrat of the Breakfast Table, Longfellow's Evangeline, Alford's Queen's English, Miller's My Schools and Schoolmasters, Milton's Paradise Lost, Emerson's Representative Men, Lamb's Stories from Shakespeare, Hawthorne's House of Seven Gables, Yonge's History of France, Yonge's History of Germany.

#### **DIPLOMA.**

Any student of good moral character, who shall have passed a satisfactory examination in each branch of study in the Normal Course, and who shall have spent at least one year in the University, will have conferred upon him the degree, Bachelor of Pedagogy, (B. Pd.) and will receive a Diploma, which, according to law, is a life certificate to teach in New Mexico.

#### **THE STANDARD OF THIS DEPARTMENT.**

It is the purpose of the Regents and Faculty of the

Normal Department of the University of New Mexico to maintain a high standard of scholarship and professional training. Those who are graduated shall be thoroughly prepared and worthy of all for which their diplomas stand.

When such are competent to do the work they aspire to, the Faculty will take great pleasure in assisting them to good situations.

## COMMERCIAL DEPARTMENT.

JOSEPHINE S. PARSONS, *Principal.*

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

The branches pertaining exclusively to it are Stenography, Type-writing, Book-keeping, and Commercial Arithmetic.

For admission, a student must have completed the work of the A Class in the Sub-Preparatory Department. Experience has shown that it is useless to attempt to do the work of the Commercial Department, with less preparation. Students must either pass a rigid examination in Spelling, English Grammar, and Composition, or pursue these branches of study simultaneously with the commercial branches.

### TIME REQUIRED.

Students who are prepared for the work and have adaptation to it, can generally complete the course in one year. Some can do it in less time.

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

### STENOGRAPHY.

The system taught is founded upon Munson's theo-

ries, and possesses the advantage of having outlines formed in accordance with established principles. The learner is required to form these outlines for himself, thus compelling self-reliance, and obviating the necessity for extensive memorizing of word-signs.

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

#### BOOK-KEEPING

Is taught in a thoroughly practical manner, each pupil being required to keep a set of books, to record sales, purchases, etc.; to issue and receive checks and drafts; in fact, to become entirely familiar with the routine of office work. A statement of the day's business transactions, as actually occurring, is put upon the blackboard and students make their own original entries, thus exercising their reasoning powers, and developing an ability to meet emergencies as they arise.

#### ARITHMETIC

As taught in connection with this department is designed to be practical. Those topics of special importance to the accountant will receive attention.

The advantage of a thorough drill in Arithmetic can not be overestimated. On the completion of the Commercial Course a certificate will be granted to those pupils whose efforts and attainments, in the opinion of the instructor, entitle them to it.

It is the object of the Commercial Department, in all its branches, to give thorough instruction, and to require from the student evidence of entire comprehension of the principles taught.

## **THE SCHOOL OF PHARMACY.**

IN CHARGE OF PROF. ZIMMER.

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The School of Pharmacy of the University of New Mexico has for its object the preparation of students for the examination required by the Board of Pharmacy of the Territory of New Mexico, and also the elevation of the standard of the profession, by including in its course such subjects as will tend to familiarize students with the scientific side of their work.

Graduates from this department are fitted not only to occupy positions requiring accurate prescription clerks, but also to fill situations that require a knowledge of manufacturing chemistry.

### **TERMS OF ADMISSION.**

Candidates, before entering this department, must have a good knowledge of the following branches: Arithmetic, including the Metric System; Algebra through Simple Equations; Jones' Beginner's Latin; History of the United States; Geography; English Grammar and Composition; and must stand an examination in the several branches.

### **ADMISSION BY CERTIFICATE.**

Students may be admitted to this department without examination upon presentation of a certificate from any recognized school or academy, proving that he has

passed satisfactory examinations in the several branches above mentioned. Examinations may be conducted at or near the home of the candidate, if proper arrangements can be made and we are notified that such are desired.

#### *PARTICULAR NOTICE.*

DURING THE YEAR 1895-96, STUDENTS FOR FIRST YEAR'S WORK WILL NOT BE RECEIVED, but the class in second year's work will be continued, and others who are qualified, may enter it.

#### *THE COURSE OF STUDY*

Embraces two years' work, as outlined in the tabular statement, page 19.

The instruction in pharmacy consists of recitations and lectures in Practical Pharmacy and Pharmaceutical Chemistry, and laboratory practice based upon the United States Pharmacopœia.

The study of specific gravity and different systems of weights and measures receive attention. The operations in pharmacy are then divided in such manner as to form a graded course of study. The simplest treatment to which a drug is subjected during the process of preparation for manipulation, dispensing, and administration is first considered.

*Example:* Pulverization.—The methods of grinding, pulverizing, and sifting are given in regard to the processes used both by the store and the manufacturer. Subsequently, such work as solution, decantation, elutriation, filtration, are taken up.

Next in order follow such processes as masceration, infusion, percolation; subsequently, processes requiring heat, such as evaporation, distillation, sublimation; finally, precipitation, crystallization, and granulation.

While this course is a lecture course, it is quite convenient to have some book of reference. Sayer's *Essentials of Pharmacy* is recommended.

The galenical preparations are then treated of, starting with the simple ones, as waters, and extending to the more complex ones, as fluid extracts and oleo-resins.

Extemporaneous Pharmacy follows, and receives careful attention. The class-room recitations are supplemented by laboratory practice; the student is occupied in actual manipulation in carrying out the instructions given in the lectures. In the treatment of organic matter, in the latter part of the term, the student follows closely the text of Remington's *Practice of Pharmacy*. In the drug assaying, the methods used are from the United States Pharmacopœia in its tests for purity.

Microscopic examination of drugs includes practice in the manipulation of the compound microscope and in drawing the starch grains and cellular structure of plants.

#### CHEMISTRY.

First year students are given daily class-room work in general chemistry, with laboratory work, each student having a table of his own where he pursues his investigations.



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QUALITATIVE ANALYSIS.

This course treats of the analytical part of chemistry, and students are taught to make actual analyses of inorganic mixtures. In the laboratory the students are given unknown mixtures to analyze, and to report the results obtained.

## ORGANIC CHEMISTRY AND TOXICOLOGY.

Remsen's Organic Chemistry and Prescott's Organic Analysis are the text-books used, with sufficient laboratory practice to make it practical. In toxicology the most approved methods are taught for the detection of the mineral and vegetable poisons in the presence of organic compounds, and, in the laboratory, the practice consists of the detection of poisons in the intestines, stomach, and other tissues of the body; also the analysis of foods.

## LABORATORY WORK.

The pharmaceutical and chemical laboratories are open for students at all times outside of lecture hours. An average of at least two hours of laboratory work each day is required of all students, under the direction of the professor in charge.

Prescriptions from all parts of the country are on hand, written by physicians; these will be discussed and compounded by the students.

The advantage of such instruction, under competent directors, must be at once apparent.

## MATERIA MEDICA.

Lectures are given twice a week on the most impor-

tant drugs of the U. S. P., classified according to the part of the plant used. At the same time, the drugs in question are given the class for careful study with special reference to identification, botanical origin, pharmacopœial and common names, and medical properties. The Spanish name for each drug is also given.

The class is given similar training in the identification of inorganic drugs of the U. S. P.

## *COLLEGE DEPARTMENT.*

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So far, the work of the University is being concentrated on the Preparatory School and its related departments. There has been little demand for Collegiate instruction. It is deemed wise to first lay a good foundation. But, the University will gladly welcome properly prepared students to its College Department, and will give them good instruction.

At the present time, college courses of study are receiving so much attention from intelligent educators, and are undergoing such transformations, that it seems just as well to omit publishing these at present.

The Latin-Scientific and the English Courses of the Preparatory Department lead to similar courses in the Freshman year of the College Department. When students are prepared to enter the Freshman or other class of that department, the University will provide to supply their wants.

## ***SUB-PREPARATORY DEPARTMENT.***

TAUGHT BY THE COLLEGE PROFESSORS.

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It has been thought advisable, for the present, to give one year of sub-preparatory work, as follows:

Written Arithmetic, hours per week .....	4
Mental Arithmetic, hours per week .....	1
Language, Reed & Kellogg's Graded Lessons .....	3
Language, Essays .....	1
History of United States and Geography .....	5
Reading and Spelling .....	5
Nature Studies .....	1

### ***REQUIREMENTS FOR ADMISSION***

To the Sub-Preparatory Department are as follows:

A candidate must either pass examination in the following, or furnish certificate of proficiency in them from some respectable school:

*Arithmetic.*—Notation, Numeration, Fundamental Operations, Common and Decimal Fractions, Multiples and Measures, Cancellation, Tables of Compound Quantities and calculations by them; in short, Arithmetic to Percentage.

*Language.*—Be able to distinguish readily the parts of speech; give and apply five rules for the use of the comma, four for the period, and five for capitals. Spelling will be judged from that found in examination

papers. The candidate for admission must read understandingly, at sight, any ordinary selection, and be able to write a neat, legible hand.

*Geography.*—Political and Mathematical Geography of the earth. Political, Mathematical, and Commercial Geography of the western hemisphere, of North America, and of the United States. An accurate knowledge of the Atlantic States will be required.

*U. S. History.*—Period of discovery and exploration: of settlement and colonial growth, to the Treaty of Paris in 1783.

An applicant who fails in Spelling or Penmanship may be "conditioned" in that subject by vote of the Faculty; but the student, if admitted, must bring the subject up, at his own expense, by the opening of the second semester.

#### **THE SUB-PREPARATORY YEAR.**

The topics required during the sub-preparatory year are as follows:

*Arithmetic.*—Percentage, embracing a ready solution of ordinary business problems in Profit and Loss, Commission, Brokerage, Insurance, Taxes (but not Duties), Interest, Discount, Commercial rule for Partial Payment, simplest problems in Compound Interest and Exchange, Simple Proportion, simple problems in Partnership and Average, practice in extracting square root and cube root, (but not the theory,) and practical applications of these processes: simple problems in

Mensuration, and the fundamentals of the Metric System.

*English.*—Three recitations per week in composition and grammar, and a fourth devoted exclusively to essay work. The subjects of the essays will be taken from "Nature Studies." Each semester, in addition to the grammar and composition work, there will be selections for study from four American authors.

*Geography.*—Beginning with "Gulf States" and finish "Barnes' Complete Geography," or its equivalent. Connect closely the studies of geography and history. Supplement, as far as possible, the regular work of the class with gleanings from educational journals, periodicals, and newspapers.

*History.*—Review prominent facts in colonial growth, in the Revolution, and in the formation of the government.

The first semester, the work will be the study of the leading events and their connection, from the year 1789 to 1865. Second semester, from 1865 to the present.

*Nature Studies.*—An endeavor will be made in this branch to turn the young mind toward the beauties of Nature. The work will be conducted entirely by lectures, which will occur but once a week. Illustration and experiment will be the chief sources of instruction, and students will, at all times, be encouraged in original observation.

It is expected that each student will keep a complete set of notes, comprising the leading facts mentioned in the lectures and results obtained in experiments.

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The course will consist of thirty-eight (38) lectures.  
divided among the following subjects:

- I. Pebbles.
- II. Concerning a Few Common Plants.
- III. Commercial and other Sponges.
- IV. First Lessons in Natural History.
- V. Common Hydroids, Corals, and Echinoderms.
- VI. Mollusca—Oyster, Clam, and others.
- VII. Worms and Crustacea.
- VIII. Insectæ.
- IX. Common Minerals and Rocks.
- X. First Lessons in Minerals.
- XI. Hints on Physiology.
- XII. Lessons in Chemistry, Air, Water, &c.

## **GENERAL INFORMATION.**

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### **CREDITS.**

For work done, accounts are kept with students in "credits." One "credit" means five satisfactory recitations per week during one semester, which, at 18 hours per week, equals three and three-fifths credits per semester, seven and one-fifth per year, or twenty-eight and four-fifths in four years.

To receive the diploma of the Normal Department, or the certificate of having completed either the Latin-Scientific or the English Course in the Preparatory Department, a student must have not less than twenty-six credits.

### **MUSIC.**

Although music is not a department of University work, during the past, students have had in the University, the advantages of excellent training in vocal music. This will be continued. University students who so desire, can secure excellent training in instrumental music, at light expense, at one of several conservatories of music in the city.

### **LIBRARY.**

The library, as yet, is not extensive, but it contains Encyclopedia Britannica, American Cyclopedia, Century Dictionary, International Dictionary, and other



works of constant reference. In the general list are many volumes of interest, and the Board of Regents has taken steps to steadily add to the library.

#### **READING-ROOM.**

The reading-room is supplied with the following current literature: The Century Magazine, St. Nicholas, Youth's Companion, Scientific American, Argonaut, London Illustrated News, Public Opinion, Cosmopolitan, Public School, *Las Novedades*, Review of Reviews, and others.

By the courtesy of their respective publishers, many Territorial papers are regularly received.

#### **EXPENSES.**

An annual matriculation fee of three dollars is required of each student entering any department or class of the University, payable in advance. This fee is used for the purchase of periodicals and new books for the library.

Students who pursue laboratory courses of study will be required to pay for material used, and for breakage or damage to apparatus.

#### **BOARD.**

During the past year, students have been able to obtain room and board in good private families, where they have the comforts of a home and are surrounded by good influences, at not to exceed \$20 per month. The Board of Regents at a late meeting took pre-

liminary steps for the erection of a dormitory and boarding-hall for the accommodation of students and teachers.

#### **SELF-SUPPORT.**

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

#### **REDUCED RAILROAD RATES.**

Arrangements have been made with the Atchison, Topeka, & Santa Fé, the Atlantic & Pacific, the Santa Fé Southern, and the Denver & Rio Grande Railroad Companies, by means of which students who have paid full fare coming to the University are returned for one-third fare. This reduced return fare will only be given when the student returns at the end of a term. It will not be given at other times. When you buy your ticket to come to college, if you pay full fare, explain to the agent where you are going, and ask him to give you a receipt for the amount you pay him. Preserve the receipt and bring it with you. When you desire to return, it will be the essential thing in securing for you the one-third return fare. Only those who pay full fare on coming will be benefited by this arrangement.

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**UNIVERSITY ENVIRONMENT.**

It may not be amiss to give such additional information in regard to the environment of the University as the stranger seeking a school would desire to have.

Albuquerque is the most centrally located city in New Mexico. The A. & P. R. R. here joins the A. T. & S. F. R. R. and thus the city is accessible from all directions.

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

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

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

The student who enters the University is at once surrounded by an educational atmosphere that can not do otherwise than exert a refining influence, and stimulate him to effort. It is but simple justice to say that the students in attendance at the University are ladies and

gentlemen, to associate with whom is both a pleasure and a profit.

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

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

## CATALOGUE OF STUDENTS.

NOTE OF EXPLANATION.—The following list is intended to represent, as nearly as possible, the work of the institution during the year and the exact position of each student in it.

Numerals denote the year of the course which the student is pursuing. Whenever more than one number appears, it signifies that the student has a part of his work in each year so designated.

Although the courses of the Preparatory School are identical during the first two years, and the place of the Commercial has not heretofore been closely defined, wherever the student or parent has expressed a preference for a course to be pursued ultimately, or the student has done the chief part of his work in a particular course, it is briefly indicated.

Abbreviations used: Nor., Normal; Com., Commercial; Cl., Classical.

### PREPARATORY DEPARTMENT.

#### GRADUATES.

Nowlin, Frances B., B. Pd. . . . . Montgomery City, Mo.

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#### UNDERGRADUATES.

Buchanan, Bessie E. . . . . Nor., 4. . . . . Laurenceville, Ill.

Booth, Helen . . . . . Nor., 4. . . . . Albuquerque

Hamm, Josephine A. . . . . Nor., 4. . . . . Albuquerque

Vaughn, Etta J. . . . . Nor., 4. . . . . Albuquerque

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Gibbons, Floyd . . . . . 1, 2, 3, 4. Reliable, A. T.

Hodgson, John . . . . . Cl., 2. . . . . Eddy, N. M.

Harding, Maynard C. . . . . 1, 2, 3. . . . . Albuquerque

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**PHARMACY DEPARTMENT.**

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**PREPARATORY STUDENTS NOT DOING  
FULL WORK.**

Sten . . . . . Albuquerque

\* Sub-Preparatory in Arithmetic.

Booth, Frank	Assaying	Albuquerque
Beckham, J. C. W.	Span	Bardstown, Ky.
Clark, Allen G.	Span., Assaying	Albuquerque
Denair, Mrs. John	Sten.	Albuquerque
Hiester, Marguerite	Sten.	Albuquerque
Lewinson, Seymour	Com.	Albuquerque
Miller, Hugh	Sol. Geom., Greek, Span.	Indiana
Marshall, Fred. M.	Sten., Chem., As- saying	Albuquerque
Palladino, H. A. M.	Bk-kpg	Albuquerque
Sommers, Louise Maude	Com.	Albuquerque
Stagg, Nellie	Com.	Albuquerque
Scheef, W. Carl	Sten.	Chicago, Ill.

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*SUB-PREPARATORY DEPARTMENT.**CLASS A.*

Becker, Hans	Com.	Belen, N. M.
Burgess, Warren		Albuquerque
Bell, Hassie	Com.	Albuquerque
Custers, Janette	Com.	Albuquerque
Craig, Sammie		Albuquerque
Hughes, Garfield		Albuquerque
Hamm, Julia S.		Albuquerque
Jones, Ruth	Com.	Albuquerque
Kempenich, Eugene		Peralta, N. M.
Kempenich, Paul		Peralta, N. M.
Lockhart, Emmett		Albuquerque
Mills, Edna		Albuquerque
Merritt, Ross		Albuquerque

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• Sanders, William . . . . .	Albuquerque
• Sammis, Edward D. . . . .	Albuquerque
• Simpson, Isabel . . . . .	Albuquerque
• Samora, Ambrosia . . . . .	Albuquerque
• Towner, Nora . . . . . Com . . . . .	Albuquerque
• Wind, Hugh. . . . .	Albuquerque
• Zeiger, Charles. . . . .	Albuquerque

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## CLASS B.

• Benjamin, Maria. . . . .	Albuquerque
• Beshore, Mary . . . . .	Marion, Ind.
• Brown, Lulu . . . . .	Albuquerque
• Drury, Bert. . . . .	Albuquerque
• Drury, James . . . . .	Albuquerque
• Goebel, Oscar. . . . .	Belen, N. M.
• Harsch, Katie . . . . .	Albuquerque
• Harris, Louise . . . . .	Albuquerque
• Harris, Josie. . . . .	Albuquerque
• Hazeldine, Lucy . . . . .	Albuquerque
• Jenne, Fern . . . . .	Albuquerque
• Jenne, Ethel. . . . .	Albuquerque
• Otero, Mariano, Jr. . . . .	Albuquerque
• Otero, Lolita . . . . .	Albuquerque
• Reel, Edith. . . . .	_____
• Shoup, Mamie . . . . .	Albuquerque
• Stagg, Jessie M . . . . .	Albuquerque
• Trigg, Louise . . . . .	Booneville, Mo.
• Wilson, Angie. . . . .	Albuquerque

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