5-1-1920

General Academic Catalog (1919-1920)

University of Omaha

Follow this and additional works at: https://digitalcommons.unomaha.edu/undergradcatalogs

Part of the Higher Education Administration Commons

Please take our feedback survey at: https://unomaha.az1.qualtrics.com/jfe/form/SV_8cchtFmpDyGfBLE

Recommended Citation

of Omaha, University, "General Academic Catalog (1919-1920)" (1920). Undergraduate Catalogs. 7.
https://digitalcommons.unomaha.edu/undergradcatalogs/7

This Report is brought to you for free and open access by the UNO Academic Catalogs at DigitalCommons@UNO. It has been accepted for inclusion in Undergraduate Catalogs by an authorized administrator of DigitalCommons@UNO. For more information, please contact unodigitalcommons@unomaha.edu.
UNIVERSITY OF OMAHA

CATALOGUE
1919-1920

College of Liberal Arts and Sciences
Omaha School of Law
CATALOGUE

of

The University of Omaha

Information
Concerning Entrance Requirements
and Courses of Study

May, 1920
### 1919

#### July, 1919

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### August, 1919

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### September, 1919

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### October, 1919

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>6</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### November, 1919

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

#### December, 1919

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>5</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1920

#### January, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### February, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### March, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

#### April, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### May, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

#### June, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### July, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### August, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### September, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

#### October, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>10</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>6</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>7</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>26</td>
<td>27</td>
</tr>
<tr>
<td>9</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
</tbody>
</table>

#### November, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>3</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>4</td>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
</tr>
</tbody>
</table>

#### December, 1920

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>26</td>
<td>27</td>
<td>28</td>
<td>29</td>
</tr>
</tbody>
</table>

### Calendar 1919-1920

The table above provides a chronological summary of the months from July 1919 to December 1920.
Academic Calendar

ACADEMIC YEAR 1919-1920

1919
September 15—Monday, Entrance Examinations.
September 16—Tuesday, Matriculation and Registration.
September 17—Wednesday, Convocation and Formal Opening.
November 27—Thursday, Thanksgiving Recess.
December 19—Friday, Holiday Recess begins.

1920
January 5—Monday, Resumption of Work after Holidays.
January 28-31—Wednesday to Saturday, Semester End Examinations.
February 2—Monday, Registration for Second Semester.
February 4—Wednesday, Beginning of Second Semester.
February 12—Thursday, Lincoln's Birthday, Special Convocation.
May 7—Friday, Dramatic Club's Annual Play.
May 22—Friday, Gala Day: Crowning of May Queen; May Pole Dance; Students' Entertainment.
May 30—Sunday, Baccalaureate Sermon.
May 31—Monday, Faculty Reception for Seniors.
June 1—Tuesday, Senior Class Day.
June 3—Commencement.
June 4—Alumni Banquet.

Summer Session
June 21—Monday, Summer Session begins.

-August 13—Summer Session closes.

ACADEMIC YEAR 1920-1921

First Semester
September 13—Monday, Entrance Examinations.
September 14—Tuesday, Regular Registration Day.
September 15—Wednesday, Convocation and Formal Opening.
September 17—Friday, Y. M. C. A. and Y. W. C. A. Reception.
November 18—Thursday, Thanksgiving Recess.
December 17—Friday, Holiday Season begins.
Officers of the Board of Trustees

John Bekins, Chairman
Wilson T. Graham, Secretary
D. W. Merrow, Treasurer

Board of Trustees

1920

A. J. Eggers
C. S. Hayward
Paul W. Kuhns
George Rasmussen
Dr. J. H. Vance
Dr. W. P. Wherry
Arthur C. Thomsen
E. S. Jewell
W. E. Foshier
Dr. W. S. Callfas
David Cole
Robert A. McEachron

1921

Dr. W. S. Gibbs
Dr. D. E. Jenkins
A. A. Lamoreaux
D. W. Merrow
J. L. McCague
George Payne
W. G. Ure
C. Vincent
Robert McClelland
W. A. Gordon
Dr. A. F. Jonas
Albert N. Eaton
C. W. Black

1922

John Bekins
M. B. Copeland
W. T. Graham
Howard Kennedy
Dr. J. P. Lord
Hugh Myers
F. D. Wead
Robert Cowell
Mrs. C. Vincent
M. M. O. Maul
Maynard Cole
Henry Kieser
Mrs. George A. Joslyn

Executive Committee

John Bekins
Wilson T. Graham
W. A. Gordon
C. S. Hayward
Dr. D. E. Jenkins
Paul Kuhns
D. W. Merrow
Hugh Myers
C. Vincent
W. G. Ure
Dr. J. H. Vance
Faculty

DANIEL E. JENKINS, M. A., Ph. D., D. D.
President and Professor of Logic and Philosophy.
W. GILBERT JAMES, M. A. Ph. D.
Dean and Professor of Oratory and Dramatics

NELLYE WARD, M. A.
Professor of Chemistry, Cuthbert and Lola Vincent Foundation

GLEN REEVES, B. S.
Professor of Physics and Mathematics

IVER N. MADSEN M. A.
Professor of Psychology

FLORA BUCK, M. A.
Professor of History

FR. K. KRUEGER, Ph. D.
Professor-Elect of the Political and Social Science, Joslyn Foundation

KATE A. McHUGH, M. A.
Professor of English Literature

MRS. HAROLD D. JOLLEY, B. A.
Professor of Journalism

T. H. RIDGLEY, Ph. D.
Professor of Biblical Literature

AUGUSTA KNIGHT, B. A.
Professor of Fine Arts

PAUL R. STEVENSON, M. A.
Professor of Education

WALTER H. JUDD, B. S.
Instructor in Biology

MARY B. FOX, B. Ped.
Instructor in Kindergarten and Primary Methods

M. ETHEL OLLIS
Instructor in Home Economics

MARGUERITE MACARTNEY
Instructor in French and Spanish

JOHANNA ANDERSON
Instructor in Vocal Music and Methods in Teaching Music

BLANCHE E. EVANS
Instructor in Shorthand and Typewriting

ERNEST A. ADAMS
Director of Men’s Athletics

ROBERTA COULTER
Director of Girl’s Athletics

ASSISTANTS

Julius Brown..........Chemistry Mable K. Norris........English
Mildred Buzza.........Biology Jessie Tennant............Algebra
Albert Edwards........Physics Grace Thompson.........English
Marie E. Cejnar........Psychology Mable Rasmussen......Latin
Mary E. Killian..........History Izma Tucker.........Library

SPECIAL LECTURERS

Esther Johnson..........................Juvenile Court
Ella Thorngate....................Americanization Problems
James A. Leavitt, D. D........Treatment of Prisoners

Miss Flora Buck...............Secretary of Faculty
Miss Lucille F. Kendall.........Registrar
Summer School Faculty of 1919

REGULAR INSTRUCTORS

P. R. Stevenson, Principal
Nell Ward  Johanna Anderson
Flora Buck  Dwight Stevenson
Marguerite Macartney

SPECIAL INSTRUCTORS

ALFRED L. HALLQUEST, Ph. D.
Professor in University, University of Cincinnati and
Director of Cincinnati High Schools

WALTER S. MONROE, Ph. D.
Director of Bureau in University of Indiana

LEWIS M. TERMAN, Ph. D.
For the past year Dr. Terman has been a member of the
National Research Council devising and giving
mental tests to the United States Army

L. A. WARBURTON, M. A.
Prof. in Department of Pedagogy, University of Arkansas

Prospective Instructors for 1920
Summer Session

P. R. STEVENSON, Principal
W. GILBERT JAMES  FLORA BUCK  NELL WARD
AUGUSTA KNIGHT  MAE OWING

SPECIAL INSTRUCTORS

STEPHEN S. COLVIN, Ph. D.
of Brown and Columbia Universities

GEORGE D. STRAYER, Ph. D.
of Columbia University

YETTA SHONIGER, Ph. D.
of Columbia University

FRANK N. FREEMAN, Ph. D.
of the University of Chicago

WALTER S. MONROE, Ph. D.
of the University of Illinois

FR. K. KRUEGER, Ph. D.
Prof.-Elect of Political and Social Science in the University of Omaha
Historical Statement

THE University of Omaha is an outcome of the modern educational trend in the direction of establishing institutions of higher liberal, technical, and professional training in the great centers of population. The growth of cities is the phenomenon of our modern civilization. In all countries which have progressed beyond the merely agricultural stage of industrial development, the proportion of the total population residing in cities is steadily increasing at an astounding rate.

PROBLEMS ENTAILED BY PHENOMENAL GROWTH OF CITIES

This persistent and rapid concentration of populations entails grave economic, civic, and social problems of the most crucial sort. Indeed, the problem of the city may be said to be the outstanding problem of our modern social organization. America's greatest menace lies in her failure to adequately reckon with her municipal problems. For this great task there must be trained efficiency and this can be best provided only through appropriate agencies conducted in closest proximity to the problems which require to be scientifically studied and treated. It is the recognition of this fact that has led to locating nowadays in cities various philanthropic institutions which formerly were thought to be rightly located only beyond city limits.

MODERN CITIES AS EDUCATIONAL CENTERS

It is only a further recognition of this same fact that has led to the establishment of city universities and colleges, conceived on broad lines, permeated with civic pride and devotion to human welfare, and articulating themselves with the varied needs of cities for scientific guidance and trained efficiency. Indeed, philanthropic and remedial agencies, in general, serve their purposes better when operated in correlation with the systematic processes of investigation which obtain in a university.

Similarly, the industrial enterprises of a city may, with advantage, become quite extensively articulated with the scientific department of a well-equipped university. Every great city may be likened to a ready-made laboratory where the materials and processes of production and distribution are assembled on a vast scale and lend themselves most readily and normally to scientific study and manipulation. Here, as nowhere else, should theory and practice meet. Here is where science and its application should be most skillfully exemplified.

AN EXPLODED NOTION

Once the opinion prevailed that a university is an institution for the cultivation merely of speculative, theoretical and aesthetic tastes, a so-called "republic of learning," or agency for engendering an intellectual aristocracy, and that it should be properly located "under classic shades" and in romantic surroundings remote from the work-a-day world. But our modern world with its spirit of mastery, its highly organized industry, its political and social
John G. Jacobs Memorial Gymnasium

Joslyn Hall—Teachers at Summer School
purposiveness, its demand for scientific specialism, technical skill, and trained efficiency, will no longer brook such a divorce of higher education from practical affairs. The times demand that educational ideals and aims be democratic, humanitarian and practical. More than ever Wisdom, like the tabernacle of old, must take up its abode in the midst of the people. All the advantages of higher liberal, technical, and professional education must be made accessible to the masses of young humanity and, indeed, to all educable persons of whatever age, who live within our throbbing centers of population. They must be brought within at least a street car fare of every person craving and ready to use these advantages.

A BIT OF HISTORY

Actuated by such considerations as the foregoing and by a sincere civic pride and devotion, a group of representative citizens organized themselves, in the early summer of 1908, into a Board of Trustees and began the active promotion of the movement for the founding of a non-sectarian, co-educational institution of higher liberal, professional, and technical learning under such auspices as would conduce to the highest type of intelligent and efficient citizenship. This Board incorporated as the University of Omaha on October 8, 1908, and inaugurated its educational work on September 14, 1909, with an enrollment of 26 students.

The success of the enterprise has abundantly vindicated the hopes and aims of its promotors, as the following statistics concerning attendance prove:

<table>
<thead>
<tr>
<th>Year</th>
<th>Collegiate</th>
<th>Law</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1909-1910</td>
<td>26</td>
<td>25</td>
<td>26</td>
</tr>
<tr>
<td>1910-1911</td>
<td>37</td>
<td>41</td>
<td>62</td>
</tr>
<tr>
<td>1911-1912</td>
<td>44</td>
<td>54</td>
<td>98</td>
</tr>
<tr>
<td>1912-1913</td>
<td>54</td>
<td>42</td>
<td>96</td>
</tr>
<tr>
<td>1913-1914</td>
<td>98</td>
<td>24</td>
<td>122</td>
</tr>
<tr>
<td>1914-1915</td>
<td>182</td>
<td>30</td>
<td>212</td>
</tr>
<tr>
<td>1915-1916</td>
<td>264</td>
<td>33</td>
<td>297</td>
</tr>
<tr>
<td>1916-1917</td>
<td>344</td>
<td>42</td>
<td>386</td>
</tr>
<tr>
<td>1917-1918</td>
<td>239 (Year of War)</td>
<td>34</td>
<td>273</td>
</tr>
<tr>
<td>1918-1919</td>
<td>509</td>
<td>35</td>
<td>544</td>
</tr>
</tbody>
</table>

The University has steadily, year by year, extended the range of its educational work and is providing the advantages of higher liberal and practical education for hundreds of ambitious, intelligent, and worthy young Omaha people who otherwise would have been compelled to go from home to secure these advantages.

WHAT THE UNIVERSITY HAS DONE FOR OMAHA

It has attracted a continually increasing number of non-resident students. It has done much toward making Omaha a recognized educational center. It has made Omaha a more desirable place of residence by multiplying those influences which minister to idealism and culture. It has, during its brief nine years of existence, expended in Omaha approximately $300,000.00 for buildings, equipment, supplies, and salaries. In addition it has saved and brought to Omaha, in the way of student expenses, an average sum of more than $100,000.00 annually. Its expenses have increased from year to year with the growth of the student body and extending range of its educational work. It is conservatively estimated that, since it was founded, the institution has either brought to or saved to Omaha a sum of, at least, $1,300,000.00.
General Information

LOCATION

The University of Omaha is located in a very attractive residential part of North Omaha, closely adjoining Kountze Place, and also quite near to Kountze Park. It is easily accessible from all parts of the city and its environs by way of the North Twenty-fourth Street Car line, which is the principal thoroughfare of the city.

GOVERNMENT

No elaborate system of rules is imposed upon the students for the regulation of their conduct. Each student is expected to prove himself or herself capable, in large measure, of self-government in accordance with the highest accepted principles of rectitude and propriety. Honorable character, devotion to learning, loyalty to the University, regard for its standards of character and scholarship, and unstinted courtesy toward the faculty and fellow-students are absolutely required. Students who are found to be out of sympathy with these broad essentials of self-government will be requested to withdraw from the University even though there be no specific breach of conduct.

Regular and punctual attendance at recitations and lectures is required. It is also expected that students will be faithful in attending the daily convocation. Any lack of cordial acquiescence with the requirements and recommendations of the faculty will be regarded as sufficient ground for discipline.

MORAL AND RELIGIOUS INFLUENCE

No religious tests are prescribed either for entrance into the University, for participation in any of its privileges, or for graduation and title to any degrees conferred by it.

Nevertheless, the educational system of the University is being built on the assumption that a moral and religious atmosphere is not only conducive to the completest culture, but that it is necessary to the development of the highest type of manhood and womanhood. While therefore, religious freedom is guaranteed to all, thorough instruction is imparted in the history, the literature, the ethics, and the religious conceptions of the Bible. In addition, a religious character is maintained in the daily Convocation. The students are also encouraged to maintain an active interest in their own religious welfare by identifying themselves with the churches of the city and with the Y. M. and Y. W. Christian Associations of the University.

CONVOCATION

Convocation exercises are conducted daily in the chapel. These exercises are opened with a reading from the Scripture and prayer. Various matters of interest to the life of the students are discussed. Addresses are frequently made by members of the faculty and invited speakers from the city and abroad. Students are expected to habitually attend these exercises.

RELIGIOUS ORGANIZATIONS

There are two distinctively religious organizations of students, namely, the Young Men's Christian Association, and the Young Women's Christian Association. Both are well organized for the
purposes of voluntary study of the Bible, of Missions, and of practical religious problems. These organizations also aim to promote the highest type of social life among the students and, particularly, to aid new students in every possible way during the early days of each new school year. On Friday evening of the opening week the two Associations hold a joint reception in order to further acquaintanceship and good-fellowship among the students.

MEN’S DEBATING CLUB

This club, to which all male students of the University are eligible, aims to promote oratory, debate, and a general forensic interest. Public contests are held among the members and with other institutions of learning. From its membership are chosen representatives for the Inter-Collegiate debates.

UTOPIAN LITERARY SOCIETY

Membership in the Utopian Literary Society is open only to the young ladies of the University. As its name suggests, it is organized for the purpose of realizing the worthiest standards of social and literary life among college women. It affords most valuable opportunity for attaining excellence in literary production, extemporary speaking, and in conducting deliberative assemblies.

DRAMATIC CLUB

This club has been organized for the purpose of furthering interest among the students in amateur dramatics. Entertainments are given from time to time by the members of the club. The special aim is to develop dramatic appreciation and power of expression.

ATHLETIC ASSOCIATION

This organization represents in a wide way, the athletic spirit and enterprise of the student body. It promotes and, in co-operation with the faculty, regulates all games and contests between students and with teams of other institutions. Great credit is due the Association for the commendable results it has attained in developing wholesome and manly sports.

STUDENT PUBLICATIONS

There are three student publications: The Yellow Sheet, the Gateway, and the Annual. All three are under the editorial management of the Gateway Staff. In the Spring the student body elects four upper classmen who are to serve as editor-in-chief, assistant editor, business manager, and assistant business manager for these three publications during the following school year. All other positions on these publications are filled by students appointed by the editor-in-chief and the business manager. The persons thus elected and appointed constitute the Gateway Staff.

The Yellow Sheet is a daily one-page paper. Its first issue appeared on November 9, 1911, in the form of a promulgation to boost football. It has been issued continuously on school days since and derives its name from the color of the paper on which it is printed. All students are invited, by the editors, to contribute to its news and literary output.

The Gateway, which is published monthly, is the usual type of College magazine. It is intended for a wide circle of readers, including the Alumni and the friendly public. It aims to be a
reliable medium of college news as well as an organ of expression for the serious, humorous, and sentimental sides of college life.

The Annual is the June number of the Gateway. It is highly artistic in appearance and is intended very especially to perpetuate the memory of the personal traits and achievements of the members of the graduating class. It contains a brief account of each class and recognized organizations of the school. Thus it serves as a general souvenir of the year's events.

COLLEGE ORGANIZATIONS

Student Council

The Student Council is composed of two members from each college class, one selected by the class and one by the Faculty. A faculty representative is appointed by the President of the University. The Council holds regular meetings for the discussion of problems of interest to the students, and is free to make recommendations to the Faculty on matters of student life and activity. As a medium through which student sentiment finds expression, the Council does much to promote a healthy college spirit.

Gateway Club

The Gateway Club is composed of all students of the College Department. This club has charge of the election of officers for all organizations representing the general student body, such as: The Student Council, The Gateway Staff, and the Central Committee in charge of Gala Day Exercises. All elections are subject to the condition that persons elected must be in good standing and approved by the Faculty.

Student Volunteer Band

The object of the Student Volunteer Band is to bring together for mutual stimulation and study of Christian Missions young men and women who have volunteered for service as Christian missionaries in non-Christian lands.

Alumni Association

The Alumni Association is composed of all graduates and former students of the University. Its object is to advance the interests of the Institution, to revive and renew the associations of college days, to promote class reunions at commencement seasons and to keep a complete list of the names, addresses and after-college employments of all matriculates.

CLASSIFICATION AND STANDARDS

Students should confer with the Classification Committee of the faculty at the beginning of each semester in arranging their schedule of studies. It is the duty of this committee to estimate all certificates of credit presented for admission and to advise students in regard to their schedules of study. Failure to consult the committee is liable to cause difficulty and delay in effecting final registration.

ATTENDANCE AND PUNCTUALITY

Students are required to attend regularly and punctually all lectures, recitations, and laboratory courses of classes in which they have been registered.
GRADES AND CREDITS

The final semester reports are made in accordance with the following system of marking: E, excellent; G, good; F, fair; Fd, failed; Con, conditioned; Inc, incomplete; X, absent from examination. Passing mark is 70 at all times. These reports are not given out to the students by the instructors, but are regularly issued from the office of the Registrar.

If a student is reported failed in any subject, he or she can not receive credit for that course until it has been pursued a second time in the regular way.

A student may be reported incomplete, if some minor portion of the work remains unfinished, providing the student’s standing in the course has not been below F.

RULES REGARDING TARDINESS AND ABSENCE

Three tardy marks count as an absence.
No cuts are granted.
Excuses for absences must be presented within the limit of one week.
A deduction of two per cent will be made from the semester grade for all unexcused absences.
Work must be made up for all absences, excused or unexcused.
Preparatory students must bring written excuses from parents.
In case of an extreme number of absences, the teacher’s discretion shall determine what, if any credit is to be given for the course.
Presentation of excuses and application for permission to make up work rests with the student.

DISCIPLINE

Offences against good order in the class rooms are generally dealt with by the individual instructors. Flagrant cases are reported to the Discipline Committee.

Willful disregard of summons from the Discipline Committee or the Dean or the Student Council, shall render the offender liable to suspension.

Students are suspended or dismissed whenever, in the opinion of the Faculty, they are pursuing a course of conduct detrimental to themselves or the University.

DELINQUENCIES

Warning.—A student whose work is unsatisfactory is warned. In such cases notice is sent to the student, and if practicable, to his parents or guardian.

Probation.—A student whose work is extremely unsatisfactory is put on probation. This means that he is in danger of dismissal from the class or from the University. During the period of probation the student is on trial to prove his fitness to continue the work.

DEGREES

Two baccalaureate degrees are conferred by the College of Liberal Arts and Sciences, namely, the degree of Bachelor of Arts and of Bachelor of Science. The former degree is conferred on all
graduates of the College of Liberal Arts and Science who, having satisfied all other requirements of the curriculum for graduation, have sufficiently specialized in languages and literature. The latter degree is similarly bestowed upon those who, having satisfied all other requirements of the curriculum for graduation, have sufficiently specialized in the sciences.

The degrees of Master of Arts and Master of Science respectively, will be conferred upon candidates holding the corresponding baccalaureate degrees upon completion of a year of approved post-graduate study at the University.

The degree of Bachelor of Laws is conferred on those who complete satisfactorily the prescribed courses of studies in the School of Law and pass the State Bar Examination.

ENDOWMENT SCHOLARSHIPS

Mary Stoddard Scholarship, a fund of $1,000.00 bequeathed by Mrs. Stoddard to the University of Omaha.

Dr. S. K. Spalding Scholarship, a fund of $1,500.00 donated to the University of Omaha by Mrs. Spalding in memory of her husband.

Woman’s Committee of the Council of National Defense Scholarship, a fund of $251.30 donated by the Douglas County Branch of the Woman’s Committee of the Council of National Defense toward the establishment of a permanent Endowment Scholarship.

Marie H. Martin Scholarship, a fund of $2,000.00 donated by Mrs. C. Vincent in memory of her deceased friend (Mrs.) Marie H. Martin, who was for many years a much beloved teacher in the Omaha Public Schools.

Joseph Barker, Sr., Scholarship, a fund of $2,000.00 donated by Joseph Barker, Jr., to establish a scholarship in memory of his father, a prominent and highly esteemed pioneer citizen of Omaha.

LOAN SCHOLARSHIP

Stoddard Loan Scholarship of the Woman’s Club, a fund of $200.00, donated to the University of Omaha through the Omaha Woman’s Club for the purpose of providing, from time to time, a loan to some daughter of a member of the Omaha Woman’s Club. This fund is to be loaned to each beneficiary free of interest for three years; after which it is to bear interest at six per cent until repaid.

COLLEGE EXPENSES

Tuition, per semester ........................................... $40.00

Laboratory fees, per semester:

<table>
<thead>
<tr>
<th>Course</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary course in Chemistry</td>
<td>8.00</td>
</tr>
<tr>
<td>Qualitative and Quantitative</td>
<td>8.00</td>
</tr>
<tr>
<td>Organic</td>
<td>10.00</td>
</tr>
<tr>
<td>Volumetric</td>
<td>8.00</td>
</tr>
<tr>
<td>Food</td>
<td>8.00</td>
</tr>
<tr>
<td>Biology</td>
<td>3.00</td>
</tr>
<tr>
<td>Bacteriology</td>
<td>3.00</td>
</tr>
<tr>
<td>Physics</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Late Registration............................................ 1.00
Special Examination........................................ 1.00
Incidental Fee.................................................. 2.00

Domestic Economy:
   Cooking .................................................. 5.00
   Sewing .................................................. 1.00
Diploma Fee .................................................. 5.00
   Teacher's Certificate .................................... 2.00

Tuition for special work varies according to the amount and character of the courses.
Fees in Art School—Inquire of the department.
For fees in School of Law, see that department, page 43.
Students are expected as a matter of honor to make good all damage or loss of college property.

INFORMATION

For General Information address the President of the University or the Registrar. For Special Information concerning the Law Department address Secretary of Law Department, 404 Omaha National Bank Building.

Annual May Festival
Curriculum of the College of Liberal Arts and Sciences

The academic year is divided into two semesters of eighteen weeks duration each. A summer session of eight weeks duration has been added for the accommodation of teachers, prospective teachers, and others who desire to pursue special courses of concentrated study. The academic requirements for graduation are measured in units termed “credits.”* Those who have satisfied the entrance requirements will receive such “credits” for all courses successfully completed during either the regular or the special summer session. A total of one hundred and twenty-eight (128) credits is required for graduation and title to a degree. The courses from which these credits are to be earned are distributed into the following classes:

I. Fixed Requirements.
II. Required Electives.
III. Free Electives.

I. The Fixed Requirements include the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>B. A.</th>
<th>B. S.</th>
<th>Med.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman English</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Freshman Sacred Literature</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Freshman Mathematics</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Sophomore English</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Sophomore Sacred Literature</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td>20</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

II. The Required Electives include the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>B. A.</th>
<th>B. S.</th>
<th>Med.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient Foreign Language</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern Language</td>
<td></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>History</td>
<td>6-12</td>
<td>6-12</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>6-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>6-8</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Economics</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physical Training</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td>39-51</td>
<td>43-55</td>
<td>40-44</td>
</tr>
</tbody>
</table>

* A credit equals 1 semester hour or 18 hours of recitation or its equivalent in laboratory work.
† Presupposes two years of preparatory Ancient Language.
III. FREE ELECTIVES:

(a) The remaining credits of the required 128 for graduation must be made from the following groups of studies. This group system is intended to give a list of related subjects from which major and minor subjects may be chosen:

Group 1. Ancient Languages (Latin, Greek).
Group 3. English Language and Literature and Public Speaking.
Group 4. Psychology and Education.
Group 5. Philosophy, Logic and Ethics.
Group 6. History, Economics, Political Science and Sociology.
Group 8. Physical and Chemical Sciences.
Group 9. Biological Sciences and Geology.
Group 11. Sacred History and Literature.

(b) Every student is advised (particularly in looking forward to post-graduate work), before the opening of the Junior year, to select a major subject, and one or two collateral minor subjects, the latter to be chosen under the advice of the professor in charge of the major subjects.

(c) What groupings of individual courses may constitute a given major or minor is to be determined by the professor in charge of the major subject.

(d) Regulations are designed, not only to limit specialization, but also to throw what specialization is permitted late in the course, in order that as much general education as possible may be secured before specialization begins.

IV. Resume of Requirements for Graduation:

<table>
<thead>
<tr>
<th></th>
<th>B. A.</th>
<th>B. S.</th>
<th>B. S. in Med.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Requirements</td>
<td>20</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>Required Electives</td>
<td>39–51</td>
<td>43–55</td>
<td>40–44</td>
</tr>
<tr>
<td>Free Electives</td>
<td>57–69</td>
<td>53–65</td>
<td>4–8</td>
</tr>
<tr>
<td>Credits from Medical College</td>
<td></td>
<td></td>
<td>64</td>
</tr>
<tr>
<td>Total Credits</td>
<td>128</td>
<td>128</td>
<td>128</td>
</tr>
</tbody>
</table>

Note: The credits in History, Science, Biology and Physics in Required Electives vary according to amount offered at entrance. None of the Fixed Requirements or Required Electives shall be waived or modified in any case without the action of the Faculty, and the record of such an action shall show the reasons therefor.
**THE UNIVERSITY OF OMAHA**

**SCHEDULE**

**FRESHMAN AND SOPHOMORE SCHEDULE FOR THE BACHELOR OF ARTS DEGREE**

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Ancient Language</td>
<td>3</td>
</tr>
<tr>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Bible</td>
<td>1</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore English</td>
<td>2</td>
</tr>
<tr>
<td>Physics or History</td>
<td>3</td>
</tr>
<tr>
<td>Sacred Literature</td>
<td>1</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>1</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

**FRESHMAN AND SOPHOMORE SCHEDULE FOR THE BACHELOR OF SCIENCE DEGREE**

### FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language</td>
<td>5</td>
</tr>
<tr>
<td>Physics or Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Bible</td>
<td>1</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore English</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>History</td>
<td>3</td>
</tr>
<tr>
<td>Sacred Literature</td>
<td>1</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>1</td>
</tr>
<tr>
<td>Gymnasium</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

* Presupposes two years of preparatory Ancient Language.
FRESHMAN AND SOPHOMORE SCHEDULE FOR THE PRE-MEDICAL STUDENTS

FRESHMAN YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language</td>
<td>5</td>
</tr>
<tr>
<td>Zoology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language</td>
<td>5</td>
</tr>
<tr>
<td>Zoology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
</tr>
</tbody>
</table>

SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacred Literature</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Comparative Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacred Literature</td>
<td>1</td>
</tr>
<tr>
<td>Physics</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
</tbody>
</table>

FOUNDATIONAL COURSES

1. Law.—While acquiring a liberal education, the student may by judicious selection of courses in history, economics, political and social sciences, etc., advance his preparation materially for the study of law. He may also pursue legal studies with an attorney-at-law in the city and thus shorten his preparation for admission to the bar.

2. Theology.—The attention of students who expect to enter the ministry is called to the courses in Bible study, moral philosophy, psychology and sociology as particularly servicable. At the same time he will, of course, be gaining the broad, liberal foundation necessary to satisfactory work in the seminary.

3. Medicine.—Students expecting to enter the medical profession will find the courses in chemistry, physics and biology outlined to suit their needs. The Nebraska entrance requirements to the medical college consists of at least two years of college preparation. The detailed requirements are stated elsewhere.

4. Teaching.—The courses offered in the departments of psychology and education are of interest and cultural value to all students. They are of special interest to prospective teachers. Graduates who meet the requirements for state certification are entitled to a first grade state certificate. A feature of special interest in these departments is the bringing of well known specialists in the various fields of psychology and education to the University of Omaha summer school session of eight weeks. This affords unusual opportunities to prospective teachers as well as to teachers of the city.

5. Engineering.—The student desiring to prepare for the study of engineering will find courses in mathematics, physics, mechanical drawing, chemistry, etc., that provide a large part of his theoretical training.
TERMS OF ADMISSION TO COLLEGE OF ARTS AND SCIENCES

All candidates for admission to the University, in any of its departments, must afford satisfactory evidence of good character and, if they come from other institutions of higher learning, they must afford evidence of favorable dismissal.

There are two methods of admission to regular standing in the Freshman class of the College of Liberal Arts and Sciences, namely, by certificate from accredited preparatory schools or by passing an entrance examination. In either case a total number of thirty credits* in preparatory studies must be presented and they must conform to the following distribution into Requisites and Electives:

1. Requisites:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Algebra</td>
<td>2 to 3</td>
</tr>
<tr>
<td>Geometry</td>
<td>2 to 3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>4 to 6</td>
</tr>
<tr>
<td>History†</td>
<td>2</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>2</td>
</tr>
</tbody>
</table>

A total of 10 credits in Language and Mathematics

2. Electives:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Not more than 4 credits</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>Not more than 1 credit</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Not more than 2 credits</td>
</tr>
<tr>
<td>Physics</td>
<td>Not more than 2 credits</td>
</tr>
<tr>
<td>Biology</td>
<td>Not more than 2 credits</td>
</tr>
<tr>
<td>Civics</td>
<td>Not more than 1 credit</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>Not more than 1 credit</td>
</tr>
<tr>
<td>Geology</td>
<td>Not more than 1 credit</td>
</tr>
<tr>
<td>Physiology</td>
<td>Not more than 1 credit</td>
</tr>
<tr>
<td>Latin, Greek, German, French</td>
<td>No credit for less than a year's work.</td>
</tr>
</tbody>
</table>

Agriculture
Mechanical Drawing
Normal Training
Domestic Science

Not more than 2 credits from this list

3. Total for Regular Entrance:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requisites</td>
<td>10</td>
</tr>
<tr>
<td>Electives</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

* A study successfully pursued in five recitations of forty-five minutes duration each week for one semester (18 weeks) constitutes a credit.
† Greek and Roman History preferred.
‡ Not less than a year's work in either Physics or Chemistry will be accepted.
ARREARAGE OF CREDITS

Candidates who have satisfied the above exhibited entrance requirements with an arrearage of not more than 6 credits may be conditionally classified as Freshmen. This concession will be made only with the understanding that the arrearage will be removed by the end of the Freshman year.

ADMISSION OF ADVANCED STUDENTS

A student coming from another University or College of recognized high standing may, upon presentation of a certificate of honorable dismissal, be admitted to the University of Omaha ad eundem gradum and be regularly graduated providing he pursue at least one full year of a regular course in the University. Every such applicant for admission is required to present, along with a catalogue of the institution in which he has studied, a detailed statement, adequately certified, of all the studies he has completed, including the preparatory studies for which he has credit.

ADMISSION OF SPECIAL STUDENTS

Candidates for admission as special students, not looking forward to regular graduation with a degree, must give satisfactory evidence to the Faculty that they have sufficient attainment in scholarship to advantageously pursue the courses which they seek to enter. Such students are otherwise subject to the same regulations as determine the admission of regular students and will, upon request, be granted certificates of work done. Providing they have met the requirements for regular entrance into the Freshman class, they will be given full college credits for all studies completed and these credits may, upon later request, be applied to satisfy the requirements for a degree.

ENTRANCE EXAMINATIONS

Prospective students desiring to present themselves for the entrance examinations, in accordance with the above described requirements, should do so on the Thursday in September preceding the opening day of the first semester of the college year.

MATRICULATION AND REGISTRATION

The opening day of the first semester is entirely devoted, after the Convocation services, to the work of matriculation and registration of students. It is necessary before being matriculated and registered to make settlement with the Treasurer for tuition; also to arrange schedule of studies with the Classification Committee. On applying to the Registrar for matriculation and registration all candidates should present, along with their certificates of credit and other testimonials, the Treasurer's receipt for tuition.
Description of Courses

GREEK LANGUAGE AND LITERATURE

1 and 2. Elementary Greek.—Essentials of Greek grammar, exercises and easy readings. Xenophon's Cyropaedia or Moss' First Greek Reader; preparation for Xenophon's Anabasis.

Five hours. Throughout the year. Ten credits.


Three hours. One semester. Three credits.


Three hours. One semester. Three credits.

5. Odyssey.—Two books read consecutively; selections from other books. Entire Odyssey read in translation.

Three hours. One semester. Three credits.

6. Plato.—Apology, Crito and selections from the Phaedo. Survey of Greek philosophy. Life and teachings of Socrates.

Three hours. One semester. Three credits.

7 and 8. The Greek Drama. Tragedy.

Aeschylus—Prometheus Bound.
Sophocles—Antigone.
Euripides—Medea.

Detailed study of the Greek theater, style and literary characteristics of each dramatist. Other selected dramas read in translation.

Three hours. Throughout the year. Six credits.


Two hours. One semester. Two credits.

10. Lucian.—Selected dialogues. Outline study of Greek literature from Homer to Aristotle.

Two hours. One semester. Two credits.

11. Study of Greek Oratory.—Special orations of Lysias and Demosthenes.

Two hours. One semester. Two credits.

12. Greek Historians.—Herodotus, Thucydides and Xenophon. Select readings.

Two hours. One semester. Two credits.

The advanced Greek courses may be varied somewhat according to the previous preparation of the students. Courses will be offered in New Testament Greek and Greek lyric poetry upon request of students.
LATIN—LANGUAGE, LITERATURE AND LIFE

Pre-requisites to College Latin

(a) Beginner's Latin.—Pronunciation, inflections, syntax, by thorough drill. Constant oral and written composition of easy Latin sentences. Simple idioms. Reading of Latin fables and stories from Roman History. One year.

Caesar's Gallic War, four books.


College Courses


Three hours. Throughout the year. Six credits.


Pre-requisite, Courses 1 and 2.

Three hours. Throughout the year. Six credits.


Pre-requisite, Courses 3 and 4.

Three hours. Throughout the year. Six credits.

7. Lyric Poems.—Horace's Odes and Epodes. Literary Analysis and Criticisms. Aims to cultivate the faculty feeling the sentiment of the author.

Pre-requisite, Courses 5 and 6.

Three hours. First semester. Three credits.

8. Teachers' Latin.—For those who wish to acquire a knowledge of teaching and a teaching knowledge of an ancient language. The principles and methods to be acquired in this course are applicable to the teaching of any foreign language. The course begins with eighteen lessons in pedagogy and the remainder of the course is given to practice teaching and a thorough review of Latin vocabulary and Latin principles and rules of syntax; a thorough classification of Latin words and practice in distinguishing synonyms.

Pre-requisite, 5 years of Latin. Given alternate years.

Three hours. One semester. Three credits.

9. Rapid Reading.—Aim: To acquire the habit of gathering the Latin author's thought without translation. Selections from such works as the Epistles of Cicero, Latin Hymns, the Vulgate, Eutropius, Phaedrus, Martial, Aulus Gellius and Suetonius. Critical and literary study of texts.

Pre-requisite, 5 years of Latin. To be given in alternate years with the Teachers.

Three hours. One semester. Three credits.


GERMANIC LANGUAGE AND LITERATURE

1. Beginning German.—The elements of grammar; exercises; sentences; sentence structure; vocabulary; word-building; translations; easy selections. Five hours per week. Five credits. First semester.

2. Beginning German.—Course 1 continued. Five hours per week. Five credits. Second semester.

3. Literature and Composition.—Wesselhoeft's Composition Exercises; Freytag's Die Journalisten; Charlotte Niese's ausdauischer Zeit. Five hours per week. Five credits. First semester.


5. Conversation.—Intended to give students a knowledge of idiomatic German through practice. German grammar reviewed. Three hours per week. Three credits. First semester.

6. Conversation.—Course 5 continued. Three hours per week. Three credits. Second semester.

7. Introductory Literature.—Analysis and literary interpretation of Heine's Harzreise, Lessing's Emilia Galotti and Minna von Barnhelm. Open to students who have had two college or three high school years of German. Three hours per week. Three credits. First semester.


10. Advanced Literature.—Course 7 continued. Three hours per week. Three credits. Second semester.
11 and 12. **Scientific German.**—A course in the reading of works of a scientific character. The aim of this course is to aid medical students in using German in their scientific work. At least two (2) college years of German are necessary for admittance, unless the special permission of the department is obtained.

Two hours per week throughout the year. Four hours credit.

**ROMANCE LANGUAGE AND LITERATURE**

**FRENCH**

1 and 2. **Elementary Grammar**—Pronunciation and spelling; simple dictation and composition; translation of easy selections. Constant drill on all fundamentals in grammar work.

Five hours per week. Throughout the year. Ten credits.

3 and 4. **Literature and Composition.**—Dictation; prose composition; sentence building; study of all verb forms. Provincial literature such as Sand's *La Mare au Diable*, Loti's *Pecheur d'Islande*.

Three hours per week. Throughout the year. Six credits.

5 and 6. **Classic Drama and Advanced Prose.**—Composition. Drill on French idioms. Analysis of dramas by Corneille, Moliere, Racine.

Three hours per week. Throughout the year. Six credits.

7 and 8. **History of French Literature and Conversation.**—A study of the rise and development of the French language. Conversation based on daily life and customs in France. Reading and dictation from literature of the seventeenth and eighteenth centuries.

Three hours per week. Throughout the year. Six credits.

9 and 10. **Modern French Literature.**—A study of eminent French writers of the nineteenth and twentieth centuries.

Three hours per week. Throughout the year. Six credits.

11 and 12. **Poetry.**—A study of the representative poets of the seventeenth, eighteenth and nineteenth centuries.

Two hours per week. Throughout the year. Four credits.

**SPANISH**

1 and 2. **Elementary Grammar.**—Pronunciation and spelling of the Castilian language. Composition and translation of easy selections. Drill on all fundamentals in grammar work.

Four hours per week. Throughout the year. Eight credits.

3 and 4. **Literature and Composition.**—Dictation, prose composition, grammar review. Reading in literature of eighteenth and nineteenth centuries.

Three hours per week. Throughout the year. Six credits.

5 and 6. **Advanced Composition and Conversation.**—Dictation and conversation based on daily life and customs in Spain.

Three hours per week. Throughout the year. Six credits.

7 and 8. **History of Spanish Literature.**—Reading and dictation from representative literature.

Three hours per week. Throughout the year. Six credits.
RHETORIC AND ENGLISH LITERATURE

1 and 2. Rhetoric and Composition. Elementary.—Instruction in rhetorical principles and the forms of discourse. Themes, conferences. Required of all Freshmen.

Three hours throughout the year. Six credits.

1. Rhetoric.—The aim of the course is to give the information and direction which the average college Freshman needs to supplement and facilitate his ability to write clear English. Essential matters of grammar, diction, spelling, mechanics, sentence and paragraph structure are reviewed and dwelt upon in drill exercises. Theme work is also done, and a semester topic is required.

One hour a week is spent in the study of selections from the prose works of writers of the nineteenth century.

Texts used are: The Essentials of English Composition, by James W. Linn; The Century Handbook of Writing, by Greer and Jones; Readings in English Prose of the Nineteenth Century, edited by Alden.

First semester. Three credits.

2. Rhetoric.—This course aims to give the student practice in applying those rules and principles which he studied in Rhetoric 1. Rhetoric 1, however, is not necessarily a pre-requisite for this course. The four kinds of composition are studied in some detail, and weekly papers and four long themes are assigned to enable the student to become proficient in writing articles of an expository, argumentative, narrative, and descriptive nature.

The study of the prose works of the nineteenth century is continued in this semester.

Second semester. Three credits.


Three hours throughout the year. Six credits.

5 and 6. Argumentation.—The theory of argumentation with practice in the preparation of briefs and forensics.

Pre-requisite, courses 1, 2.

Two hours throughout the year. Four credits.

7 and 8. Shakespeare.—Purpose of this course is to trace the origin of the English drama. The work includes a study of dramatic forms, as the mystery, miracle, pageant, mask and interlude. It is the aim to show the foundation of the Shakespearean drama and to give a critical analysis of the history of the drama through the times of Shakespeare. Critical analysis in class of such plays as Comedy of Errors, As You Like It, Midsummer Night's Dream, Hamlet, Othello, and King Lear. A number of works of Shakespeare read as collateral work. Lectures, themes and general discussion in class rooms.

Two hours throughout the year. Four credits.
Pre-requisite, course 3 and 4.
Two hours throughout the year. Four credits.

Pre-requisite, course 3 and 4.
Two hours throughout the year. Four credits.

Pre-requisite, course 3 and 4.
Two hours per week. One semester. Two credits.

14. American Fiction.—History of the novel in America to the present day. Works of the following authors read and discussed: Brown, Rowson, Irving, Poe, Hawthorne, Cooper, Twain, Stowe, James, Howells; also many of the works written by present day authors.
Pre-requisite, course 3 and 4 and 13.
Two hours per week. One semester. Two credits.

Pre-requisite, course 3 and 4.
One hour throughout the year. Two credits.

17 and 18. Teacher's Course.—Practical study of the aims, methods and problems of teaching English in the high school.
Open to Seniors.
One hour throughout the year. Two credits.

PUBLIC SPEAKING.

1. Fundamentals of Expression.—Instruction is given in the management of the breath; the proper use of the body to gain vocal energy and grace of action; the most advanced knowledge of English phonation; the best methods of acquiring perfect articulation; the various qualities of voice and their use; the application of force, stress, pitch, quality and emphasis; the use of inflection for gaining emphasis, expression and variety in speech.
Required of students specializing in public speaking and expression. Open to others by permission.
One hour throughout year. Two hours credits.

2. Practical Public Speaking.—Lectures and text-book. Continuous practice before the class with criticism. Work adapted to development of the individual in any line of endeavor where it is necessary to induce others to act.
Required of all Freshmen. One hour throughout year. Two hours credit.

Argumentative thesis and public debate required. Open to Sophomores and upper classmen.

Two hours throughout year. Four hours credit.

4. **Debating.**—Open to those having had Course 3. Intercollegiate debating.

One hour throughout year. Two hours credit.

Those wishing to carry on work in public speaking and expression will find the course outlined under the heading Department of Expression.

**PSYCHOLOGY**

1 and 2. **Psychology.**—An introductory course intended to acquaint the student with the general phenomena, conditions, and laws of mental life and growth. The first semester is devoted chiefly to a study of the sense organs and sensations. The second semester is devoted to a study of the higher conscious processes.

Open to Juniors, and by special permission to Sophomores.

Three hours. Two semesters. Six credits.

3. **Experimental Psychology.**—Mainly a laboratory course. May be taken simultaneously with or subsequently to, Course 1.

One hour recitation. Four hours laboratory. One semester. Three credits.

4. **Psychology of Childhood.**—A course in the study of child life with special regard to the principles and processes underlying intellectual, moral, and esthetic development of the child. General Psychology pre-requisite.

Three hours. One semester. Three credits.

**PHILOSOPHY**

1. **Logic. Deductive and Inductive.**—Includes logical treatment of terms, propositions, syllogisms, classification of fallacies, and practice in their detection. The grounds, methods, and criteria of inductive reasoning, with special regard to the principles underlying scientific observation, experiment, classification, and the use of hypotheses. Relation of deduction and induction in complete scientific method.

Three hours. One semester. Three credits.

2. **Advanced Logic.**—Consists in a study of the principles and method of probable reasoning in its bearing upon induction, upon the use of statistics, and upon the more important problems of speculative philosophy.

Three hours. One semester. Three credits.

3. **Ethics.**—A general course introducing the student by way of a brief historical survey to the sphere of ethical inquiry and the main ethical problems. Accurate analysis of the facts of the moral consciousness is attempted in connection with the study of empirical and evolutionary explanations of moral obligation. Special attention is given to the social significance of moral conduct.

Pre-requisite, Course 1. Three hours. One semester.
4. **Theories of Ethics.**—A study of the chief theories concerning the basis, sanctions, and standards of morality. Hedonism, in its egoistic and universalistic forms, Intuitionalism, and Evolutionism are critically discussed.

Pre-requisite, Course 7. Three hours. One semester.

5. **History of Philosophy.**—A course will be offered in the History of either Ancient or Modern Philosophy.
   (a) The course in Ancient Philosophy includes a survey of the systems, or fragments of systems, of the Greek thinkers from the speculations of Thales to those of the Neo-Platonists.
   (b) The course in Modern Philosophy will begin with Descartes and Bacon and will give main attention to Scottish natural realism, English empiricism, and German thought from Kant through Hegel up to the present time.

Pre-requisite, Course 1. Three hours. First semester.

6. **Problems of Philosophy.**—This course aims to deal first critically and then constructively, with the problems of Epistemology and Ontology.

Pre-requisite, Courses 1 and 5. Three hours. Second semester.

7. **Philosophy of Theism.**—One hour. Two semesters.

**EDUCATION.**

1 and 2. **History of Education.**—A study of educational ideals and practices from early civilizations as typified by oriental, Jewish, Greek, Roman, and early Christian educational systems to the Renaissance during the first semester. Followed the second semester by a study of humanistic, realistic, naturalistic, scientific, psychological and sociological phases of modern development of the educational aim, considered largely from the standpoint of representative men of the period.

Three recitations. Throughout the year. Six credits.

3. **Educational Psychology.**—A study of the learning process through experiment, demonstration, and reading; the study of attention, interest, apperception, association, memory, and thinking as these functions in learning; the problems of individual differences, transference of training, and physical and mental defects of children will be considered.

General Psychology a pre-requisite.

Three recitations. One semester. Three credits.

4. **Methods of Teaching.**—Principles and technique of education. Problems and devices. Special application to secondary teaching. Practice teaching and observation in secondary classes, five periods per week under supervision.

Three recitations. One semester. Three credits.

5. **High School Curriculum.**—A study of the theoretical and practical considerations involved in the selection and organization of the subject matter taught in the American High School including the Junior High School.

Three recitations. One semester. Three credits.
6. Practice Teaching and Observation.—Students of senior classification who are electing courses leading to University First Grade City and State Certificates must give five periods a week for a semester to conducting classes in our secondary department under the personal supervision of the Department of Education. Three credits are allowed for this practice teaching and 90 hours of observation.

Courses for Teachers in Service.—These courses are given on Saturday and week-days after school. The following courses have been given. Others will be given if requested by at least five teachers.

Psychology.—Given by the Department of Psychology. A general view of the field of Psychology including the nervous system, sense organs, sensations, and the higher conscious processes. Supplemented by lectures and class demonstrations.
One hour. Two semesters. Two credits.

Educational Psychology.—A course in General Psychology is pre-requisite to this course. A study of the mental processes and their relation to teaching. Supplemented by experiments.
One hour. Two semesters. Two credits.

Child Psychology.—A study of mental and physical development of the child through the various stages of growth through adolescence; age, interests and capacities as related to school work.
One hour. Two semesters. Two credits.

Educational Measurements.—The study and use of the various tests and scales used in measuring the results of teaching.
One hour. Two semesters. Two credits.

Mental and Physical Tests.—An introductory course in the measurement of general intelligence and the ability to do school work.
General Psychology a pre-requisite.
One hour. Two semesters. Two credits.

Educational Statistics.—A study of statistical principles as applied to educational problems.
One hour. Two semesters. Two credits.

First Grade State and City Certificates are issued by the educational department of this institution as a standard college with the approval of the State Board of Inspectors and the State Superintendent of Public Instruction, to those who finish the courses prescribed and take the work in practice teaching. Courses 1, 2, 3, 4, 5, and 6 or equivalents are required for these certificates.

TEACHERS BUREAU

The Department of Education offers a special advantage to its students, and also to all other students of the University, in the service which it renders through the Teachers Bureau. It is the aim of this bureau to render competent and trustworthy aid to those of the University who may be seeking employment as teachers, and to school authorities who may be in need of teachers. Greatest care is
exercised in naming candidates for positions in the schools of the state. It is the one aim of the bureau so to locate its candidates that all concerned may derive the greatest benefit from its assistance. There are always calls for teachers—more than we can fill. The services of the bureau are free to all members and alumni of the University, except postage and stenographic work.

**ECONOMICS**

1 and 2. **Elementary Economics.**—Course 1 and 2 together constitute a single general introductory course running throughout the year. In no case will credit be given for less than the full year's work. It is required of all candidates for a degree. It is advised that the course be taken during the sophomore year as pre-requisite to other courses in the department.

Open to Juniors and Seniors and by special permission to Sophomores.

Three hours. Throughout the year. Six credits.

3 and 4. **Immigration and Labor.**—An examination of America's immigration problems and policies; followed by a study of modern labor conditions, labor organizations, labor legislation, and methods of industrial peace.

Two hours. Throughout the year. Four credits.


Two hours. One semester. Two credits.

6. **Economic History of the United States.**—Including a brief survey of colonial industry; the economic aspects of the Revolutionary War; early commerce and manufacturing; the settlement and development of the West; the public land system; economic aspects of slavery and the negro problem; immigration, and the history of tariff, banking, transportation and labor organizations.

Two hours. One semester. Two credits.

7. **Money and Banking.**—The history and theory of money, credit and banking; price theories; monetary history of the United States; banking systems and proposals for banking reforms.

Pre-requisites, Courses 1 and 2.

Two hours. One semester. Two credits.

8. **Public Finance.**—Theories of public expenditure; public borrowing; budget making; finance; and principles and problems of taxation.

Two hours. One semester. Two credits.

**POLITICAL SCIENCE**


Three hours. One semester. Three credits.
2. **American Constitutional Law.**—A study of the fundamental principles of constitutional law in state and nation.  
   Pre-requisite, Course 1.  
   Three hours. One semester. Three credits.

   Three hours. One semester. Three credits.

4. **Elementary Jurisprudence.**—The aim of this course is to acquaint the student with the fundamental conceptions and principles of civil law.  
   Two hours. One semester. Two credits.

   The courses in this department will be offered in alternate years.

5 and 6. **Institutions of Nebraska.**—A study of the organization, administration and supervision of state and municipal institutions.  
   Two hours per week. One year. Four credits.

7 and 8. **American Civilization.**—A study of the spirit, ideals and aims of American civilization is exemplified in the domestic and foreign policies of the United States. Pan-Americanism in its political, commercial and cultural significance. Rights and duties of citizenship. Immigration in relation to civic, economic and social problems.

**SOCIOMETRY**

1. **Fundamentals of Sociology.**—The nature and scope of sociology. A study of social origins, forms, functions and social progress. Open to Juniors and Seniors, others by permission.  
   One semester. Three credits.

2. **Applied Sociology.**—A survey of modern movements for social betterment. Includes a study of social settlements, housing reform, public recreations, social centers, modern methods of philanthropy, state institutions for dependents, and other forms of social service. Field work and reports. Open to those having taken Course 1.  
   One semester. Three credits.

3. **Theories of Society.**—A study of the various forms of social organization propounded and advocated in the interest of human betterment. Includes an examination on Socialism, Communism, Anarchism, etc.  
   Three hours. One semester. Three credits.

4. **Educational Sociology.**—Deals primarily with present-day educational social problems. Open to Juniors, Seniors and Teachers.  
   One semester. Three credits.

**HISTORY**

1 and 2. **Mediaeval European History.**—From the Germanic Migrations to the Era of the Reformation. The aim of the course is to give a general knowledge of the Migrations and Settlements of
Teutonic tribes, Monasticism, Mohammedanism, the Empire of Charlemagne, Feudalism, the Rise of the Papal Power, the Holy Roman Empire, the Crusades, the Supremacy of the Papacy, the Growth of the Towns, the Universities and Scholasticism, the Renaissance, and the Formation of National Governments and Literatures.

Three hours. Throughout the year. Six credits.

3 and 4. Modern European History.—The history of Europe from the fifteenth century to the present time. The Era of the Protestant Reformation and the Wars of Religion; the Age of the Absolute Monarchy; the French Revolution and Napoleonic period; the Rise of the Modern European Nations, with special emphasis on the progress of Nationlism and Democracy; the Expansion of Europe in the Nineteenth Century.

Three hours. Throughout the year. Six credits.

5 and 6. History of England.—This course covers the history of the English nation from the invasion of the Anglo-Saxons to the present time. Special effort is made to discern the political and social forces affecting national life and development, the events and movements exhibiting the progress of liberty, and, in particular, the growth of constitutional government.

Three hours. Throughout the year. Six credits.

7 and 8. History of the United States.—This is an advanced course in which special attention is given to the political and constitutional principles exemplified in our State and Federal governments which have been involved in and have contributed to the evolution of our national ideals.

Pre-requisites, two years of European History and a course in Economics.

Three hours. Two semesters. Six credits.

9. Holy Roman Empire.—A study of the history of the effort to reconstruct the Roman Empire as a politico-ecclesiastical order, based on Bryce's Holy Roman Empire.

Two hours. One semester. Two credits.

10. Constitutional History.—This course consists in a study of the origins of constitutional government in England and its historical development in England and the United States.

Pre-requisites, Courses in History 1, 2, 3, 4, 5, 6, 7 and 8.

Two hours. One semester.

MATHEMATICS.

1. Geometry of Space.—Constant drill in the formation of concepts of space and generalization of forms. The theorems of Solid Geometry. Logical analysis. Development by suggestion of original mathematical argumentation.

Three hours. One semester. Three credits.

2. College Algebra.—Variation, systems, indeterminate equations, graphic solutions, derivatives, series, logarithms, the binomial theorem.

Required of freshmen. Three hours. One semester. Three credits.
3. **Plane and Spherical Trigonometry.**—Conceptions, analysis, reasoning by formulas, applications in commerce, industry and scientific investigation.

   Required of freshmen. Three hours. One semester. Three credits.

4. **Analytic Geometry.**—Systems of coordinates; loci and their equations; the plotting of curves; the properties of the straight line and conic sections. Coordinate and loci in three dimensions

   Pre-requisite, Course 2 and 3. Three hours. Two semesters. Six credits.

5. **Differential and Integral Calculus.**—Semester one. The functions of variables and the idea of the derivative are presented; process of differentiation of algebraic and transcendental functions, practical application in physics and mechanics.

   Semester two. The idea of the integral, definite integration and its practical applications, solution of simple differential equations.

   Pre-requisite, Course 4. Three hours. Two semesters.

**ENGINEERING COURSES**

Mechanical Drawing, Descriptive Geometry, Physics, Chemistry, Rhetoric and Mathematics make up the work of the first year in engineering. Following are the courses in Mechanical Drawing and Descriptive Geometry:

1. **Mechanical Drawing.**—The care and use of drafting instruments, instrument exercises, geometrical constructions, lettering, shading, orthographic projections, exercises in drawing to scale and dimensioning.

   Six hours per week in drafting room. Two credits. First semester.

2. **Mechanical Drawing.**—Continuation of Course 1 including orthographic projections, rotation of objects, shades and shadows, sectioning, oblique projections, intersections, development of surfaces, isometric drawing and dimensioning.

   Six hours per week in drafting room. Two credits. Second semester.

3. **Mechanical Sketching and Drafting.** Courses 1 and 2 required. A series of graded exercises in the measuring and sketching of mechanical constructions, and the subsequent detail drafting of the same.

   Six hours per week in drafting room. Two credits.

4. **Descriptive Geometry.**—A critical study of the science of representing by drawing; the location of points, lines, planes, single curved surfaces, and surfaces of revolution, with their relation to each other.

   Six hours drawing per week. One hour lecture. Three credits.

**DEPARTMENT OF CHEMISTRY**

1. **General Inorganic Chemistry.**—The aim in this course in general chemistry is to present the more important facts concerning the non-metallic elements and the metals and their com-
pounds. The fundamental principles of chemistry are emphasized and the important theories such as chemical equilibrium and the modern theories of solution, are freely used. The course is designed to meet the needs of those who wish to study the science as a part of a liberal education and also for those who wish to go deeper into chemistry.

Three hours lecture. Four hours laboratory. Three hours credits. First semester.

2. **General Inorganic Chemistry.**—Course 1 continued.

Three hours lecture. Four hours laboratory. Three hours credit. Second semester.

3. **Analytical Chemistry; Qualitative Analysis.**—Lectures, recitations and laboratory work on the principals and practice of qualitative analysis. The classroom work deals with the chemistry of the analytical reactions, special attention being given to the development and application of the laws of chemical equilibrium, theories of solution and periodic table.

Pre-requisite, 1 and 2. Two hours class. Six hours laboratory. Three hours credit. First semester.

4. **Qualitative Analysis.**—Course 3 continued.

Two hours class. Six hours laboratory. Three hours credit. Second semester.

5. **Quantitative Analysis.**—Principles of gravimetric analysis. Pre-requisite, Courses 1, 2, 3 and 4. One hour lecture. Eight to fourteen hours laboratory. Three to five hours credit.

6. **Quantitative Analysis.**—Principles of volumetric analysis. Pre-requisite, Courses 1, 2, 3, and 4. One hour lecture. Eight to fourteen hours laboratory. Three to five hours credit.

7. **Advanced Analytical Chemistry.**—Pre-requisite, Courses 1, 2, 3, 4 and 6.

No hours class. Nine to fifteen hours laboratory. Three to five hours credit.

10. **General Organic Chemistry.**—Courses 10 and 11 form a continuous course covering the compounds of carbon, including the fatty and aromatic series. The chemical behavior, the characteristic reactions and relationships of the different classes of carbon compounds are studied.

11. **General Organic Chemistry.**—Course 10 continued.

Pre-requisite, Courses 1, 2 and 10. Three hours class. Four hours laboratory. Three hours credit. Second semester.

12. **Special Topics in Chemistry.**—Discussion of selected topics, collateral readings, reports.

Pre-requisite, Courses 1, 2 and 10. Two hours class. Two hours credit. Second semester.

13. **Biochemistry.**—This course includes the chemistry of carbohydrates, fats, proteins, colloids and inorganic food materials. The chemistry of enzyme action, the chemistry of digestion, food value metabolism and excretion and the chemistry of nutrition are considered.

Pre-requisite, Courses 1, 2, 10 and 11. Three hours class. Four hours laboratory. Three hours credit. First semester.
14. Food and Sanitary Chemistry.—Analysis of water, milk, flour, etc. Study of preservatives, detection of adulterants and food laws.

Pre-requisite, Courses 1, 2, 10 and 12. Two hours class. Six hours laboratory. Three hours credit. Second semester.

For a Bachelor's Degree with a major in Chemistry. A major in chemistry shall include Courses 1, 2, 3, 4, 5, 6, 10, 11 and sufficient hours from 7, 12, 13 and 20.

BIOLOGY

1. Elementary Bacteriology.—An introduction to the study of bacteriology. This course includes the relation of bacteria to other organisms, their morphology and structure, and chemical changes which they produce. Also the principles of sterilization and disinfection.

Two hours class. Four hours laboratory. Two hours credit. First semester.

Pre-requisite, Course 1. Two hours class. Four hours laboratory. Two hours credit. Second semester.

2. Elementary Bacteriology.—Course 1 continued.

Two hours class. Four hours laboratory. Two hours credit. Second semester.

Pre-requisite Courses.

1. General Botany.—Introduction to the fundamental structure and physiology of plants. General survey of the plant kingdom, including blue-green and green algae.

Three hours class. Four hours laboratory. Three hours credit. First semester.

2. General Botany.—General survey continued, including brown and red algae, the fungi to flowering plants. A study of biological principles and theories as recorded by plants.

Pre-requisite, Course 1. Three hours class. Four hours laboratory. Three hours credit. Second semester.

1. General Human Physiology. A study of the human body, its structure and activities and the conditions of its healthy working. Hygiene is discussed.

Three hours class. Four hours laboratory. Three hours credit. First semester.

2. General Human Physiology.—Course 1 continued.

Pre-requisite, Course 1. Three hours class. Four hours laboratory. Three hours credit. Second semester.

1. General Zoology.—In this course a general study is made of animals, commencing with invertebrate, their morphology, classification, development and physiology. Principles of organic evolution are discussed.

Three hours class. Four hours laboratory. Three hours credit. First semester.

2. General Zoology.—Course 1 continued through the vertebrates.

Pre-requisite, Course 1. Three hours class. Four hours laboratory. Three hours credit. Second semester.
3. **Comparative Anatomy of Vertebrates.** Class and laboratory work of an intensive type. The structures, functions and development of vertebrate animals are considered as an introduction to human anatomy, physiology and embryology.

Pre-requisite, Courses 1 and 2. Two hours lecture. Four hours laboratory. Two hours credit. Second semester.

**PHYSICS**

1. **General Physics.** Elementary Mechanics, Hydrostatics, Pneumatics and Heat. This course is offered for students who enter with a deficiency in Physics of preparatory grade. With Course 2 the whole subject of General Physics is covered with the aim of giving the student a reasonable insight into the fundamental physical laws and their application to practical life.

Three hours recitation. Two hours laboratory. Three credits. First semester.

2. **General Physics.—**Elementary Magnetism, Electricity, Sound and Light. This course is a continuation of Course 1.

Three hours recitation. Two hours laboratory. Three credits. Second semester.

3. **Advanced Physics.—**Mechanics, Heat and Sound. Algebra, Geometry, Plane Trigonometry and Elementary Physics required for entrance. This course with Course 4 is designed to meet the requirements of those who wish to pursue further the study of Physics as a part of a liberal education and of those who wish to obtain entrance to professional and technical schools.

Three hours lectures and recitations. Four hours laboratory. Three credits. First semester.

4. **Advanced Physics.—**Electricity and Light. This course is a continuation of Course 3.

Three hours lectures and recitations. Four hours laboratory. Three credits. Second semester.

**COURSES IN HOME ECONOMICS.**

1. **Sewing.—**This course includes the drafting of patterns, hand and machine sewing, cutting and making of undergarments.

One recitation. Three hours laboratory. Two credits.

2. **Sewing.—**Continuation of Course 1. Pre-requisite, Course One recitation. Three hours laboratory. Two credits. Fee, $2.00.

3. **Advanced Sewing.—**Advanced drafting and designing of patterns. The making of a tailored waist and a tailored wool skirt and use of commercial patterns.

One recitation. Three hours laboratory. Two credits.

4. **Advanced Sewing.—**Continuation of Course 3.

One three-hour laboratory. One credit.

5. **Cooking.—**This course includes the subject of food and food preparation in its scientific and economic phase. The study of the nutritive principles as they are found in different foods, and the
method of cooking these foods so as to obtain the greatest nutritive value.

One recitation. One three-hour laboratory. Two credits. Fee, $4.00.

6. Cooking.—Continuation of Course 5.


Two hours recitation. Two credits.


One recitation. One three-hour laboratory.

9. Continuation of Course 8.

One recitation. Three hours laboratory. Two credits.

10. Textiles.—This course takes up the study of fabrics, also the evolutions of spinning and weaving from their beginnings down to the present day. Work will be done in simple loom weaving, basket weaving, embroidery, crocheting.

One recitation. One three-hour laboratory. Two credits. Pre-requisite, "Design."

11. Food and Dietetics.—This course includes a scientific study of food materials in their relation to the daily dietary of families under various conditions of health. The relation of diets to different diseases, the feeding of children.

Pre-requisite, Courses 5, 6, 8 and 9. One recitation. One three-hour laboratory. Two credits.

12. Food and Dietetics.—Continuation of Course 11. Work will include advanced cookery. Practical demonstrations.

Two credits.

13. Theory and Practice.—This course considers the place of Home Economics in education, its relation to various subjects in the curriculum. It includes the outlining of courses of study in various kinds of schools, development of the lesson plan. Practical work includes practice teaching and assisting in practice classes.

One recitation. One three-hour laboratory. Two credits. Fee.

15. Household Accounts.—This course offers business methods, banking, renting, forms of contracts. Systems of household bookkeeping discussed and household and personal account kept.

One two-hour period per week.

16. Interior Decoration.—This course deals with the furnishing and decoration of the entire home. Color schemes, furniture, rugs, cost of material and labor are discussed.

17. Home Management.—(a) Division of income. (b) Home nursing. A study of the patient under home conditions.

One recitation per week. One credit.
BIBLE

1. Sacred Literature.—A study of the transmission of the sacred text, especially the versions, and more especially the English versions and their influence on English literature.

2. Sacred Literature.—Continuation of 1. Studies of the origin of the books of the Bible, and the rules and methods of reading and interpreting them. The two courses aim to introduce the student to an intelligent appreciation of the English Bible.

3. Sacred History.—Makes a survey of the history as given in the sacred books to the restoration from the Exile, comparing the Biblical material with the data of archeology and with the contemporary history of peoples in relations with the Israelites and Jews.

4. Sacred History.—Continuation of 3 through the New Testament period. The two courses seek to possess the student with a clear outline of the facts of Biblical history in their casual relations as one development.

5. The Life of Jesus.—This course is spent in the study of the Jesus of the Gospels in an effort to bring the student to understand and appreciate Him and His teachings as set forth in the Gospels.

6. The Life of Jesus.—Continuation of 5, with special attention to the teachings.

7. Old Testament Literature.—A survey of the types of literature, with special attention to some one type, as Narrative, Prophecy, Poetry, Wisdom, Literature, Sermonic Prophecy.

8. Old Testament Literature.—Continuation of 7, with a specimen of intenser study of some one book.


11. Biblical Teachings.—An effort to get a conspectus of the teachings of the Bible directly from the Bible itself.

12. Biblical Teachings.—Continuation of 11, with special attention to some one topic, as, for instance, Biblical Monotheism, the Doctrine of the Kingdom, the Messianic Hope.

Each course is one hour for one semester, and counts as 1 credit.

Courses in Biblical Greek, Hebrew and related languages will be given on sufficient demand.

JOURNALISM

Direct preparation for work as a reporter, copy-reader, feature writer, advertising and publicity man is the aim of the courses in Journalism. Work on Omaha newspapers will be given as a practical experience asset. Individual conferences in connection with lecture and laboratory work enable the instructor to correct errors, peculiarly the student's own. Direct touch with magazine markets for stories of merit will be given in "Magazine Making."
Aside from technical aspects, the course aims to promote simple, concise, accurate writing as an asset to any profession. It aims to promote breadth of vision from the newspaper's human angle.

Allied subjects, including General Sociology, Elementary Law, Party Government, Labor Legislation, Contemporary Drama and History of Modern Philosophy are prescribed in connection with this course.

**Reporting and Newspaper Correspondence.**—Practical instruction and training in all the details of the work of the reporter and correspondent. Opportunity is given for doing actual newspaper work. A general survey of Journalism, including practical talks on the character and scope of journalistic work, is given. Demands of the leading newspapers throughout the country are studied. Fortnightly conferences are required. One year. Three credits.

**The Writing of Special Feature Articles: Magazine Making.**—A study of the writing of special articles for magazines and magazine sections of newspapers. A study of leading magazines and their demands will be a feature. Students will be put in touch with markets for stories of merit. One year. Three credits.

**The Teaching of Journalistic Writing in High School and College.**—A study of methods of using journalistic types of writing in teaching English composition. The course is a half semester in duration. One semester. One credit.

**Editing.**—Instruction and practice in editing copy, correcting proof, writing headlines, making up, rewriting and other details of editing, and in the organization and methods of local, state and national news gathering. Open to students who have had Reporting. One year. Three credits.

**Advertising.**—A study of the principles of effective newspaper, magazine, bill-board, street car and novelty advertising. Advertising regarded as a science based on psychology. The creative power of publicity. Pictorial advertising. Mail order and follow-up systems. "Keying" advertisements or the mathematics of returns. The effectiveness of advertising as it is dependent upon understanding of human emotions, instincts and will. The use of suggestion. The elements in an advertising problem—consumer, commodity, competition, timeliness, mediums—trade marks, coupons, advertising contracts, publisher's responsibility, legislation affecting advertising. First semester. Three credits.

**Advertising.**—Practical work in advertising by preparation of copy for advertising campaigns. Practical publicity work will be assigned. A complete study of styles of type, point system, border, engravings, papers and inks, preparation of the layout, copy for illustrations. Second semester. Three credits.

**DEPARTMENT OF EXPRESSION**

For those desiring to specialize in Public Speaking and Expression the following course is offered. The course covers a period of two years based on, at least 15 units of work from an accredited high school. Those completing the course satisfactorily are given a certificate or diploma. Students pursuing an A. B. course in the University and majoring in English language, literature and speak-
ing will be given a diploma in Oratory, if they so desire, provided the following subjects have been included in their Bachelor course.

**First Year.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman English 1-2</td>
<td>6</td>
</tr>
<tr>
<td>History English Literature</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>6</td>
</tr>
<tr>
<td>French</td>
<td>10</td>
</tr>
<tr>
<td>Bible</td>
<td>2</td>
</tr>
<tr>
<td>Fundamentals of Expression</td>
<td>2</td>
</tr>
<tr>
<td>Physical Culture</td>
<td>2</td>
</tr>
<tr>
<td>Private Lessons</td>
<td>4</td>
</tr>
</tbody>
</table>

**Second Year.**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentation</td>
<td>4</td>
</tr>
<tr>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>Teacher's Course in English</td>
<td>2</td>
</tr>
<tr>
<td>French or Spanish</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td>6</td>
</tr>
<tr>
<td>History of American Literature</td>
<td>2</td>
</tr>
<tr>
<td>Practical Public Speaking</td>
<td>2</td>
</tr>
<tr>
<td>Bible</td>
<td>4</td>
</tr>
<tr>
<td>Private Lessons</td>
<td>2</td>
</tr>
<tr>
<td>Physical Culture</td>
<td>2</td>
</tr>
</tbody>
</table>

Frequent recitals are given in which students participate. Each Junior and Senior is required to give a public recital during their respective years. All students of the department take part in the production of several good plays and are taught to coach the same.

**“PHYSICAL EDUCATION FOR WOMEN.”**

**First Year.**

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Marching Tactics</td>
<td></td>
</tr>
<tr>
<td>Indian Clubs</td>
<td></td>
</tr>
<tr>
<td>Floor Work</td>
<td></td>
</tr>
<tr>
<td>Esthetic and Folk Dancing</td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td></td>
</tr>
<tr>
<td>Volley Ball</td>
<td></td>
</tr>
</tbody>
</table>

**Second Year.**

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marching Tactics</td>
<td></td>
</tr>
<tr>
<td>Corrective Work</td>
<td></td>
</tr>
<tr>
<td>Advanced Indian Clubs</td>
<td></td>
</tr>
<tr>
<td>Advanced Floor Work</td>
<td></td>
</tr>
<tr>
<td>Greek Dancing</td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td></td>
</tr>
<tr>
<td>Basket Ball</td>
<td></td>
</tr>
</tbody>
</table>

**Third Year.**

<table>
<thead>
<tr>
<th>Activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Marching Tactics</td>
<td></td>
</tr>
<tr>
<td>Advanced Floor Work</td>
<td></td>
</tr>
<tr>
<td>Advanced Apparatus Work</td>
<td></td>
</tr>
<tr>
<td>Corrective Work</td>
<td></td>
</tr>
<tr>
<td>Athletic and Esthetic Dancing</td>
<td></td>
</tr>
<tr>
<td>Delsart</td>
<td></td>
</tr>
<tr>
<td>Games</td>
<td></td>
</tr>
<tr>
<td>Basket Ball</td>
<td></td>
</tr>
<tr>
<td>Tennis</td>
<td></td>
</tr>
</tbody>
</table>

Required of all women students not presenting a medical certificate of inability.

Two hours. Three years. Three credits.

Note:—Athletics are encouraged. Under the supervision of the Physical Director Women's Tennis Tournaments are held fall and spring, while Basket Ball and Volley Ball teams are supported in selected outside games.

**ART**

The Department of Fine and Applied Arts aims to develop the ability of various types of college students to cultivate an appreciation of art and expression as a part of a liberal education. A variety of courses are offered and credits given for work satisfactorily completed.

**BONUSES**

1. **Free-hand Drawing.**—In pencil, charcoal or pen and ink from casts and still life, in line, light and shade and value. Application of principles of free-hand perspective.
2. **Painting.**—Still life, flowers and fruits in oil and water color. Outdoor sketching in season.


4. **Composition.**—Principles of arrangement, balance of shapes in spaces, using still life, landscape and figure. Lettering, poster and other forms of commercial art design. This course aims especially to develop artistic appreciation and artistic rendering of commercial work.

5. **Handicraft Group.**—(a) Jewelry and metal work. Use of tools and processes of construction in making of pins, rings, pendants, bowls, spoons, etc., also setting of stones.
   (b) Leather tooling includes dyeing and making up of bags, purses and other articles of utility and beauty.
   (c) Wood block printing, toy making and various other crafts involving study and practice of original design.

6. **A Sketch Club** is offered to students of school for figure sketching one hour a week. Emphasis on action and proportion.

7. **Saturday Class for Teachers.**—This course offers practical help to grade teachers as well as widening their horizon. Drawing, color, color theory, industrial arts design, toy-making and other simple crafts.
   One credit for each semester's work.

8. **History or Art.**—A study of the art of all peoples from primitive times to present day.

---

**BUSINESS COURSE**

**Typewriting.**—Touch System. One hour supervision. Three hours practice. Two semesters. Two credits.

**Shorthand.**—Standard Method. One hour, first semester. Two hours, second semester. Three credits.

This course includes the study of business forms and office practices, and is conducted with a view to meeting the needs of students who are preparing for business or professional careers.

**Salesmanship.**—The principles and practice of salesmanship. One hour. One semester.

---

**KINDERGARTEN—PRIMARY EDUCATION**

The University of Omaha offers a two-years course in Kindergarten—Primary Education. On the completion of this course a certificate is given which enables the holder to teach in the kindergarten and primary grades. The course may be taken in connection with the regular four-year college course, leading to a degree in addition to the certificate.

First year of the Kindergarten—Primary Course—

**Kindergarten Education I.**
Child Psychology and Allied Subjects .... 3 hours throughout year
Kindergarten Methods and Observation .... 3 hours throughout year
Rhetoric ................................... 3 hours throughout year
Music ....................................... 1 hour throughout year
History of Education ........................ 3 hours throughout year
Plays and games ............................ 2 hours 1st half year
Children's Literature—Story Telling ....... 2 hours 2nd half year
Second Year:

Kindergarten Education II. — 3 hours throughout year
Kindergarten—Primary Practice — 5 hours throughout year
Primary Methods — 2 hours throughout year
Constructive Occupations for Kindergarten and Primary — 2 hours 2nd half year
Nature Study — 2 hours 1st half year
Psychology — 3 hours throughout year
Art — 1 hour throughout year

Kindergarten Education I.—Child psychology; study of the periods of child’s development; instincts; impulses; and forms of activity. Theories of play. Modern leaders in education of children from 4 to 8 years.

Kindergarten Education II.—The Kindergarten curriculum, its relation to child’s activity; its relation to primary work. Study of project-problem method.

Kindergarten Methods and Observations.—Study of the play material in relation to child’s development. Short review of historic material of the kindergarten. Discussion of modern materials and methods. Observation and discussion.

Primary Methods.—Relation between the kindergarten and primary grades. Curriculum and methods in relation to reading, writing, language, number work and manual arts. Discussion of constructive program.

Kindergarten—Primary Teaching.—Students will spend three hours daily in practice teaching in both the kindergarten and the primary grades, throughout the second year, under supervision. Plan writing with criticism.

Constructive Occupations for Kindergarten and Primary.—Place and value of manual activities in the first three grades. Work with material in connection with the project-problem method.

Plays and Games.—Rhythm work, singing games and folk dances suitable for children from 4 to 8 years of age. Physical and social value of traditional and folk games.

Children’s Literature and Story Telling.—Study and selection of stories suitable for kindergarten and primary children. Value and presentation of stories and poetry. Practice in story telling.

Nature Study.—Natural science adapted to the first three grades. Methods of selection and presentation of material, related songs, stories and pictures.

MUSIC

Arrangements have been made for accrediting work done in Voice and Instrumental Music under teachers of recognized ability. No credits are allowed for mere performance unless it is preceded or attended by an adequate study in the history and theory of music. Courses in Methods of Teaching Public School Music are offered under the instruction of Miss Johanna Anderson, Supervisor of Music in the Omaha Public Schools.
Summer Session

The Summer Session for 1920 will open on June 21st and continue until August 13th. In addition to the regular teaching staff the following noted educators have been secured to conduct courses of special interest to teachers.


George D. Strayer, Ph. D., Columbia University. June 28th to July 2nd.

Yetta Shoniger, Ph. D., Columbia University. July 5th to July 23rd.

Frank N. Freeman, Ph. D., University of Chicago. July 26th to July 30th.

Walter S. Monroe, Ph. D., University of Illinois. August 2nd to August 6th.

Frederick K. Krueger, Ph. D., University of California. June 21st to August 13th.

The following special courses will be offered in addition to those offered by the regular faculty:

1. Special Problems in the Learning Process.—Dr. Colvin. June 16th to June 26th. One hour and a half. Lecture and discussion. Credit 1 hour. 4:30 p.m. to 6:00 p.m., on Wednesday, Thursday and Friday of the first week; 9:00 a.m. to 11 a.m. on Saturday of the first week, and Monday, Tuesday, Wednesday, Thursday, Friday and Saturday of the second week.

2. High School Methods.—Dr. Colvin. One hour and a half. Lecture and discussion. Credit 1 hour. 7:30 p.m. to 9:00 p.m. on Wednesday, Thursday and Friday of the first week; 1:30 p.m. to 3:30 p.m. on Saturday of the first week, and Monday, Tuesday, Wednesday, Thursday, Friday and Saturday of the second week.

3. Public School Administration.—Dr. Strayer. For teachers and principals. June 28th to July 2nd. One hour and a half. Lecture and discussion, morning and afternoon. Credit 1 hour. 9:00 a.m. to 10:30 a.m.; 2:00 p.m. to 3:30 p.m.

4. The Project Method.—Dr. Shoniger. Applied to Elementary School Subjects. July 5th to July 23rd. One hour and a half. Lecture and discussion. Credit 1 hour. 9:00 a.m. to 10:30 a.m.

5. Modern Methods in the Teaching of Language.—Dr. Shoniger. July 5th to July 23rd. One hour and a half. Lecture and discussion. Credit 1 hour. 2:00 p.m. to 3:30 p.m.

6. Mental Tests.—Dr. Freeman. July 26th to July 30th. One hour and a half. Lecture and discussion, morning and afternoon classes. Credit 1 hour. 9:00 a.m. to 10:30 a.m.; 2:00 p.m. to 3:30 p.m.

7. Educational Measurements.—Dr. Monroe. Recent Results in Reading and Other Elementary Subjects. August 2nd to August 6th. One hour and a half. Morning and afternoon classes. Credit 1 hour. 9:00 a.m. to 10:30 a.m.; 2:00 p.m. to 3:30 p.m.
8. **General Psychology for Teachers.**—Prof. Stevenson. One hour per day. Four weeks, 1 credit; eight weeks, 2 credits. 8:00 a.m.

9. **Critical Study of the Junior High School.**—Prof. Stevenson. For elementary and high school teachers. June 21st to July 16th. One hour per day. Credit 1 hour. 9:00 a.m.

10. **School Administration.**—Prof. Stevenson. For Teachers and Principals. July 19th to August 13th. One hour per day. Credit 1 hour. 9:00 a.m.

11. **Mental and Vocational Tests.**—Prof. Stevenson. One hour per day. Four weeks, 1 credit; eight weeks, 2 credits. 11:00 a.m.

12. **Child Psychology.**—Miss Owings. Methods in the Grades. Grammar and Teaching of Grammar. One hour per day in each subject. Four weeks, 1 credit; eight weeks, 2 credits. Hours arranged later.

13. **Principles of Sociology. Economics. Government and Political Theory.**—Dr. Kreuger. One hour per day in each subject. Four weeks, 1 credit; eight weeks, 3 credits. Hours arranged later.

*Toepier-Holtz Machine in Physics Department*
The University of Omaha

College of Law

FACULTY

DANIEL E. JENKINS, M. A., Ph. D., D. D.
President of the University of Omaha.

ALEXANDER C. TROUP, A. B., LL. B.
Judge of District Court, Fourth District, Nebraska.
Dean of Law Faculty.

ARTHUR C. THOMSEN, L. L. B.
Secretary of Law College.

Edward R. Burke.......................... Harvard University
Kenneth Finlayson......................... University of Omaha
Judge James M. Fitzgerald.............. Michigan University
Thomas B. Dysart........................ Mount Union College
Judge Charles A. Goss................... Michigan University
Charles W. Haller ....................... Iowa University
William A. Horton...................... University of Omaha
Judge Howard C. Kennedy................. Washington University
Robert D. Neely........................ Northwestern University
Arthur Palmer............................ Harvard University
Harry O. Palmer......................... Harvard University
Arthur C. Thomsen...................... University of Omaha
Robert M. Switzler...................... University of Nebraska
Robert Strehlow........................ University of Wisconsin
Ralph A. Van Orsdel.................... University of Nebraska
Judge J. W. Woodrough...................

SPECIAL LECTURERS

Francis A. Brogan
Judge William Baird
Harrison C. Brome
Matthew A. Hall

E. G. McGilton
Raymond G. Young
J. A. C. Kennedy
Judge J. W. Woodrough

GENERAL STATEMENT

The Law Department of the University of Omaha has been in existence as such five years. It was formerly the Omaha School of Law, a night school, which had been in successful operation for more than twenty years. Since its affiliation with the University of Omaha, however, our Law Department has made rapid strides in growth and development, the enrollment of students having increased five hundred per cent.

Our law department is a night school, and presents the opportunity to obtain a practical and thorough education to men who could not afford to spare the time to attend day classes.

Our instructors are competent, capable practicing lawyers of the Omaha Bar, and are not only well versed in the theory of the law, but being active practitioners, they are able to give the students of their own knowledge through their experience and lead the way
easily to a practical understanding of the study, and the application of theory to practice.

The design of this school is to prepare students for the practice of law in any court of all the States of the Union, particular attention being given to the practice and courts of Nebraska.

**METHOD OF INSTRUCTION**

We have combined the two systems of the study of law, namely: The Text-book System and the Case Book System; that is, a textbook is used for the study of every subject, wherein the subject is treated logically, comprehensively and completely. Then case books are used in conjunction with each text book, which contain the leading and most important cases which have been decided by the highest courts, and which cases furnish a practical application of all important rules of law as contained in the text books.

The system is now recognized by many of the leading Universities throughout the United States as being the most efficient and thorough.

**REQUIREMENTS FOR ADMISSION**

Applicants for admission must be of good moral character. The faculty realizes that there are many young men who desire to pursue the study of law for commercial reasons and do not care about a degree; and to enable such men to take up the work, no particular educational qualifications are required for admission.

However, those who seek admission to the degree of Bachelor of Laws are required to have a preliminary education equal to a complete four-year high school course and must have thirty-two high school credits. Graduates of recognized universities and colleges, persons presenting diplomas or certificates from accredited high schools, normal schools and academies, and persons holding state or county teachers' certificates, will be admitted without examination. Other applicants for admission to the degree of Bachelor of Laws will be examined and must give satisfactory evidence of possessing the equivalent to such preparation as is afforded by the completion of a high school course.

**ADVANCED STANDING**

Students presenting proper credits from an approved law school may be admitted to advanced standing without examination. Others possessing the required preliminary education may be admitted to advanced standing upon passing satisfactorily an examination on the studies of the preceding year or years.

**SPECIAL STUDENTS**

Persons not candidates for a degree will be permitted to pursue special studies under the direction and supervision of the faculty.
REQUIREMENTS FOR GRADUATION

Bachelor of Laws

For admission to the degree of Bachelor of Laws, the following requirements are made of each student:

First. He must have received eighty credits.

Second. He must have passed satisfactorily examinations upon all studies of the undergraduate course.

Third. He must have prepared such legal papers as have been assigned for practice; and in addition, an original thesis upon some legal topic approved by the faculty.

Fourth. He must have prosecuted or defended to judgment such cases in the practice courts as have been assigned to him by the faculty.

Fifth. He must be, at least, twenty-one years of age upon graduation, and must have settled with the treasurer for all fees, dues and expenses.

Master of Laws

For admission to the degree of Master of Laws, the following requirements are made:

First. The candidate must be regularly admitted to the Post-Graduate course.

Second. He must have pursued the study of law in this school for one year after such admission and have completed, to the satisfaction of the faculty, such a course of study as may be required.

COURSE OF INSTRUCTION

The course of study covers four years of thirty-six weeks each. The sessions of the school are held in the evenings, the classes meeting at the Y. M. C. A. and McCague Buildings located downtown. The classes meet from 6:15 to 8:00 o'clock in the evening.

The regular course of instruction, subject to necessary modifications, will be as follows:

FIRST YEAR

Elementary Law.—Lectures and text-book references, embracing history and sources of common law. The design of this course is thoroughly to ground the student in the fundamental elements, to give him a general survey of the science, acquaint him with its leading rules and the connection of each with the principle from which it is derived, and to implant clear conceptions of legal terms. Text-book: Smith's Elementary Law. Twenty-six days at the beginning of first semester.

Personal Property.—Text-book: Schouler. No cases. Two hours. One semester.


Sales.—Text-book: Tiffany on Sales; Cooley's Cases. Two hours. One semester.
Torts.—Including fraud and negligence. Text-book: Chapin on Torts.
Two hours. One semester.

Damages.—Text-book: Hale on Damages. Cooley's cases.
Two hours. One semester.

Two hours. One semester.

Criminal Procedure.—Text-book: Beale's Criminal Pleading and Practice.
Two hours. One semester.

Elements of Logic.—An exposition of the fundamental rules underlying the processes of reasoning. Text-book: Elements of Logic by Jevons-Hill.
Two hours. Two semesters.

Argumentation.—The application of the principles of Logic to Argumentation. Text-book: Baker & Huntington.
Two hours. Two semesters.

SECOND YEAR

Two hours. One semester.

Two hours. One semester.

Bailments and Carriers.—Including inn-keepers, express companies and telegraph companies. Text-book: Dobie, and cases.
Two hours. One semester.

Two hours. One semester.

Two hours. Two semesters.

Two hours. One semester.

Real Property.—Text-book: Tiffany, and Cases.
Two hours. Two semesters.

Civil Procedure.—In Inferior Courts. Nebraska Code and Lectures.

THIRD YEAR

Two hours. One semester.
Suretyship and Guarantyship.—Text-book: Childs, and leading cases.
Two hours. One semester.

Two hours. One semester.

Two hours. Two semesters.

Legal Bibliography.—Cooley’s Brief Making and Use of Law Books.
Two hours. One semester.

Two hours. One semester.

Moot Courts.—Court practice. Cases are assigned for preparation and tried before one or more of the faculty acting as judges, the first and second year students acting as witnesses and jurors.
Two hours. Two semesters.

FOURTH YEAR

Two hours. Two semesters.

Two hours. One semester.

Two hours. One semester.

Two hours. One semester.

Two hours. One semester.

Psychology of Evidence.—The principles of Judicial Proof as given by logic, psychology and general experience. Text-book: Wigmore.
Two hours. One semester.

Moot Courts.—Same as third year.
Two hours. Two semesters.

Conflict of Laws.—Including the jurisdiction of state and federal courts, the conflict of jurisdiction between courts of one state and the courts of another. Text-book: Minor; and leading cases.
Two hours. One semester.
ADVANTAGES

The facilities at the disposal of our law students which are afforded by the city of Omaha are in many respects superior to any to be found in the west. The large business interests of a metropolis afford opportunities for an acquaintance with their management which will be of inestimable value to the lawyer. The Omaha Bar has the reputation of being one of the strongest in the United States, and cases of the greatest importance are constantly being heard before the Omaha courts. The following courts are in session during the school year: United States District Court; four Civil Law branches, two Equity branches and one Criminal branch of the State District Court; the County Court of Douglas County; the Municipal Court of the City of Omaha, which has three Judges; Justice of the Peace Courts; and two Police Courts. These are all within a short distance of the law school. Nowhere are facilities more convenient for acquiring familiarity with court practice, federal, state and city, observing the methods, and listening to the legal arguments of able and successful practitioners.

In addition to the above, a few minutes' ride brings the student to the several courts sitting in Council Bluffs, Iowa, where he can familiarize himself with the Iowa Code and Practice, and this will be of great advantage to those students who intend to practice in Iowa.

Our law library now consists of about two thousand volumes, and is constantly being contributed to by friends of the University. Other library facilities in Omaha are extensive and convenient. The City library, containing about 90,000 volumes, is one of the best selected and most complete libraries in the west. The Douglas County Law Library has a complete line of state reports of all the states of the Union, as well as Law Digests and Statutes of the various states. By the courtesy of the individual members of the Omaha Bar, students may have access to several well equipped private libraries.

FEES AND EXPENSES

The annual tuition is $60.00, payable one-half at the beginning of each year, and the balance within sixty days thereafter. A diploma fee of $10.00 is charged when issued. No deductions will be made for absences or for failure to complete any course.

Students desiring to pursue one or two subjects only, and not candidates for a degree will be required to pay a fee of $15.00 per subject.

For further information, address

ARTHUR C. THOMSEN, Secretary
404 Omaha National Bank Building, Omaha, Neb.

Or

Dr. D. E. JENKINS, President of University of Omaha.