General Academic Catalog (1921-1922)

University of Omaha

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UNIVERSITY
of OMAHA

CATALOGUE
1921-1922

College of
Liberal Arts and Sciences
Omaha School of Law
CATALOGUE

of

The University of Omaha

Information
Concerning Entrance Requirements
and Courses of Study

“Wisdom, like the Tabernacle of old, must dwell in the midst of the people.”

—D. E. Jenkins

May, 1921
## Calendar

### 1921

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Academic Calendar

SUMMER SESSION 1921

June 15—Wednesday, Summer Session begins.
July 29—Friday, Summer Session closes.

ACADEMIC YEAR 1921-1922

First Semester

1921

September 12—Monday, Entrance Examinations.
September 13—Tuesday, Regular Registration Day.
September 14—Wednesday, Convocation and Formal Opening.
September 16—Friday, Y. M. C. A. and Y. W. C. A. Reception.
November 24—Thursday, Thanksgiving Recess.
December 16—Friday, Holiday Season begins.

1922

January 2—Monday, Resumption of Work after Holidays.
January 23-26—Monday to Thursday, Semester End Examinations.
January 26-27—Thursday and Friday, Registration for Second Semester.
January 30—Monday, Beginning of Second Semester.
February 14—Tuesday, Lincoln's Birthday, Special Convocation.
May 5—Friday, Dramatic Club's Annual Play.
May 19—Friday, Gala Day: Crowning of May Queen; May Pole Dance; Students' Entertainment.
May 28—Sunday, Baccalaureate Sermon.
May 29—Monday, Faculty Reception for Seniors.
May 30—Tuesday, Public Speaking Recital.
May 31—Wednesday, Musical Recital.
June 1—Thursday, Commencement.
June 2—Friday, Alumni Banquet.
Officers of the Board of Trustees

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

Board of Trustees

1921

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

1922

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

1920

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

Executive Committee

John Bekins                      Dr. D. E. Jenkins          C. Vincent
Wilson T. Graham                Paul Kuhns                W. S. Robertson
W. A. Gordon                    D. W. Merrow              Dr. J. H. Vance
C. S. Hayward                    Hugh Myers
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 English Literature and Expression

FLORA BUCK, M. A.
Professor of English and History.

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

AUGUSTA KNIGHT, B. A.
Professor of Fine Arts.

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

MARY B. FOX, B. A.
Professor in Kindergarten and Primary Methods.

T. H. RIDGLEY, Ph. D.
Lecturer in Biblical Literature.

F. K. KRUEGER, Ph. D.
Professor of the Political and Social Sciences, Joslyn Foundation.

ELLEN GAVIN, B. A.
Professor in Home Economics.

DOLORES ZOZAYA, B. A.
Professor in French and Spanish.

LUCILLE F. KENDALL, B. A.
Registrar and Instructor in Accounting.

JEAN BUCHTA PROTZMAN, Mus. B.
Instructor in Music and Director of the Department of Music.

JOHANNA ANDERSON
Instructor in Vocal Music and Methods in Teaching Public School Music.

WALTER JUDD, B. A.
Instructor in Biology.

MRS. H. D. JOLLEY, B. A.
Instructor in Journalism.

FRANKIE B. WALTER, B. A.
Professor of Psychology and Pedagogy.

VAHAN H. VARTANIAN, M. A.
Professor of English Bible and Religious Education.

MADELEINE COHN, B. A.
Instructor in Shorthand and Typewriting.

BLANCHE EVANS
Instructor in Psychology.

MRS. M. C. THOMPSON
Instructor in Millinery.

MR. S. W. FOWLER
Instructor in Telegraphy.

O. SALISBURY
Instructor in Salesmanship.

ERNEST A. ADAMS
Director of Men’s Athletics.

IZMA TUCKER
Director of Girls’ Athletics.

ASSISTANTS

Lorin Thompson: Chemistry Helen Gwin: English
Clyde Bennett: Biology Dorothy Edwards: French
Charles Shramek: Physics Frances Edwards: French
Mrs. Widow: Spanish Helen McDonald: Civics
Esther Janssen: Mathematics Myrtle Sorenson: Art

SPECIAL LECTURERS

Esther Johnson: Juvenile Court
James A. Leavitt, D. D.: Treatment of Prisoners
Miss Flora Buck: Secretary of the Faculty
Miss Lucille F. Kendall: Registrar
Summer School Faculty of 1920

REGULAR INSTRUCTORS
P. R. Stevenson, Principal
Nell Ward       Glen Reeves
Dr. W. Gilbert James   Dr. F. K. Krueger
Johanna Anderson

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.

Prospective Instructors for 1921
Summer Session

REGULAR INSTRUCTORS

W. GILBERT JAMES, Director
NELL WARD   JOHANNA ANDERSON   DOLORES ZOZAYA
GLENN REEVES  HELEN L. THOMPSON  DR. F. K. KRUEGER
LUCILLE KENDALL   S. W. FOWLER

SPECIAL INSTRUCTORS

DR. B. H. BODE, Ph. D.
University of Illinois and Ohio State University.

DR. J. L. MERIAM, Ph. D.
University of Missouri.

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

PROF. ALFRED GROSS, M. A.
Miami University.
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 the 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 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:

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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 $1,400,000.00 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, $1,600,000.00.
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 acquaintance 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, extemporaneous 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 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 re-
liable 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.
Wilful 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 postgraduate 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 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

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition, regular college course, per semester</td>
<td>$40.00</td>
</tr>
<tr>
<td>Commercial or Vocational courses, per semester</td>
<td>$60.00</td>
</tr>
<tr>
<td>Laboratory fees, per semester:</td>
<td></td>
</tr>
<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>
Journalism ................................................................. 3.00
Typewriting ............................................................... 3.00
Millinery ....................................................................... 3.00
Late Registration ......................................................... 1.00
Special Examination ..................................................... 1.00
Incidental Fee .............................................................. 5.00
Domestic Economy:
Cooking ................................................................. 5.00
Sewing ....................................................................... 1.00
Designing ................................................................... 3.00
Diploma Fee ................................................................. 10.00
Teacher's Certificate .................................................... 2.00
Tuition for special work varies according to the amount and character of the courses.
Fees in Art:
Regular Students taking Art:
One day each week ..................................................... 10.00
Two days each week .................................................... 15.00
Special Students taking Art:
One day each week ..................................................... $15.00
Two days each week .................................................... 25.00
Four days each week ................................................... 37.50
Fees in Music:
Private Vocal Lessons—1 lesson a week per semester .......... $30.00
Private Vocal Lessons—2 a week per semester ............... 50.00
Private Piano Lessons—1 a week, per semester ............... 30.00
Private Piano Lessons—2 a week per semester ............... 50.00
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.
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. in</th>
<th>B.S. in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<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>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Sophomore Sacred Literature</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Total Credits</td>
<td>18</td>
<td>18</td>
<td>18</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. in</th>
<th>B.S. in</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>† Ancient Foreign Language</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Modern Language</td>
<td>6-12</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>6-12</td>
<td>6-12</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>4</td>
<td>2-4</td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td></td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Psychology</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Ethics</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>2</td>
<td>2</td>
<td>2</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>39-45</td>
<td>48-60</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 2. Modern Language (except English).**
- **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 7. Mathematics and Astronomy.**
- **Group 8. Physical and Chemical Sciences.**
- **Group 9. Biological Sciences and Geology.**
- **Group 10. Home Economics and Fine Arts.**
- **Group 11. Sacred History and Literature.**

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.

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.

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>Med.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fixed Requirements</td>
<td>18</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Required Electives</td>
<td>39-51</td>
<td>39-45</td>
<td>48-60</td>
</tr>
<tr>
<td>Free Electives</td>
<td>57.69</td>
<td>57.63</td>
<td>66.78</td>
</tr>
<tr>
<td>Credits from Medical College</td>
<td></td>
<td></td>
<td>64</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>128</strong></td>
<td><strong>128</strong></td>
<td><strong>128</strong></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.
## 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>Ancient Language</td>
</tr>
<tr>
<td>Algebra</td>
<td>Solid Geometry or Trigonometry</td>
</tr>
<tr>
<td>Physics or Science Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>Rhetoric</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>Bible</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>Sophomore English</td>
</tr>
<tr>
<td>History</td>
<td>Physics or History</td>
</tr>
<tr>
<td>Sacred Literature</td>
<td>Sacred Literature</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td>6</td>
<td>8</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>Modern Language</td>
<td>Modern Language</td>
</tr>
<tr>
<td>Algebra</td>
<td>Solid Geometry or Trigonometry</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>Rhetoric</td>
</tr>
<tr>
<td>Physics or Science Chemistry</td>
<td>Physics or Biology</td>
</tr>
<tr>
<td>Bible</td>
<td>Bible</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>16</td>
</tr>
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</table>

### SOPHOMORE YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sophomore English</td>
<td>Sophomore English</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Sacred Literature</td>
<td>Sacred Literature</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</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>Rhetoric</td>
</tr>
<tr>
<td>Algebra</td>
<td>Trigonometry</td>
</tr>
<tr>
<td>Modern Language</td>
<td>Modern Language</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Zoology</td>
<td>Zoology</td>
</tr>
<tr>
<td>Biblical Literature</td>
<td>Biblical Literature</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>First Semester</td>
<td>Second Semester</td>
</tr>
<tr>
<td>English Literature</td>
<td>English Literature</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Comparative Anatomy</td>
<td>History</td>
</tr>
<tr>
<td>History</td>
<td>Bible</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</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 serviceable. 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 the 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 Freshmen 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:

<table>
<thead>
<tr>
<th>1 Requisites</th>
<th>Credits*</th>
</tr>
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<tbody>
<tr>
<td>English</td>
<td>6</td>
</tr>
<tr>
<td>Algebra</td>
<td>2 to 3</td>
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<tr>
<td>Geometry</td>
<td>2 to 3</td>
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<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>
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</tbody>
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A total of 10 credits in Language and Mathematics

<table>
<thead>
<tr>
<th>2. Electives</th>
<th>Credits*</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Not more than 4</td>
</tr>
<tr>
<td>Solid Geometry</td>
<td>Not more than 1</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Not more than 2</td>
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<tr>
<td>Physics</td>
<td>Not more than 2</td>
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<tr>
<td>Biology</td>
<td>Not more than 2</td>
</tr>
<tr>
<td>Civics</td>
<td>Not more than 1</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>Not more than 1</td>
</tr>
<tr>
<td>Geology</td>
<td>Not more than 1</td>
</tr>
<tr>
<td>Physiology</td>
<td>Not more than 1</td>
</tr>
<tr>
<td>Latin</td>
<td>Not less than a year's work</td>
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<tr>
<td>Greek</td>
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<tr>
<td>German</td>
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<td>French</td>
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<tr>
<td>Agriculture</td>
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<tr>
<td>Mechanical Drawing</td>
<td>Not more than 2</td>
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<tr>
<td>Normal Training</td>
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<tr>
<td>Domestic Science</td>
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</tr>
</tbody>
</table>

3. Total for Regular Entrance:

1. Requisites .................................................. 20
2. Electives .................................................. 10

Total ......................................................... 30

* 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 cundem 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 examination, 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.

3. Xenophon's Anabasis—Selections from Books I, III. Grammatical drill and prose composition.
   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.

   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 theatre, 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.

    Two hours. One semester. Two credits.

11. Study of Greek Oratory—Special orations of Lysias and Demosthenes.
    Two hours. One semester. Two credits.

    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

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 courses 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, five 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, five years of Latin. To be given in alternate years with the Teachers.
Three hours. One semester. Three credits.

Pre-requisites, five years of Latin.

Three hours. First semester. Three credits.

11. Continuation of Course 10.

Three hours. Second semester. Three credits.

**GERMANIC LANGUAGE AND LITERATURE**

1. **Beginning German**—The elements of grammar; exercises; sentences; sentence structure; vocabulary; wordbuilding; translations; easy selections.

Five hours per week. First semester. Five credits.

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.

4. **Literature and Composition**—Course 3 continued. Fulda’s Das Verlorene Paradies; Schiller’s Jungfrau von Orleans; Arnold’s Aprilwetter, and Lessing’s Minna von Barnhelm.

Five hours per week. Five credits. Second 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.

8. **Introductory Literature**—Analysis and literary interpretation of Goethe’s Iphigenie auf Tauris, Schiller’s Wilhelm Tell and Maria Stuart.

Three hours per week. Three credits. Second semester.


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 throughout 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 throughout 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 throughout year. Six credits.

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

Three hours throughout year. Six credits.

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

Two hours 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.

Five hours throughout the year. Ten credits.

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

Three hours 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 throughout the year. Six credits.

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

Three hours 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, dictation, 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 Greever 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, courses 3 and 4.  
Two hours throughout the year. Four credits.

11 and 12. **Modern English Poets—** The Victorian poets, Tennyson, Browning, Morris, Arnold, Rossetti, Elizabeth Barrett Browning, Swinburne, Kipling, Noyes.  
Pre-requisite, courses 3 and 4.  
Two hours throughout the year. Four credits.

Pre-requisite, courses 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, courses 3 and 4 and 13.  
Two hours per week. One semester. Two credits.

Pre-requisite, courses 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 the 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 the year. Two hours credit.

   Two hours throughout the year. Four hours credit.

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

   One hour throughout the 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. Elementary Psychology—An introductory course in which consciousness is viewed from the angle of the different processes, sensation, perception, etc., in their relation to our mental life and to the correlated bodily processes. To make clear the principles and laws of mental life, constant reference is made to their application in teaching, business, social and professional life.

Three hours. Two semesters. Six credits.

Laboratory work to be arranged.

3. Advanced Psychology—The aim is to make a much more thorough analysis of mental life than does the elementary course.

One semester. Three hours credit.

4. Laboratory Course in Psychology—This course is intended to acquaint the student with laboratory methods in the measurement of physical and mental traits.

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

5. Child Psychology—This course seeks to provide the student with sound criteria for estimating principles of the development of the child and to give him adequate training in the concrete study of child life.

Three hours. One semester. Three credits.

6. Psychology and Treatment of Exceptional Children—This course aims to give a scientific understanding of children and adolescents who deviate from the normal.

Hours to be arranged.

7. Seminary in Psychology—The purpose of this course is to meet the individual needs of advanced students. The subject will be determined by the needs of those who elect the course.

Hours to be arranged.

PHILOSOPHY

1. Logic. Deductive and Inductive—Includes logical treatment of terms, propositions, syllogism, classification of fallacies, and practice in their detection. The grounds, methods, and criteria of inductive reasoning, with special regard to the principles underlying hypotheses. Relation of deduction and induction in complete scientific observation, experiment, classification, and the use of 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 explanation 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 afforded 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 civilization as typified by oriental, Jewish, Greek, Roman and early Christian education 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 special study of those aspects of psychology which are important in the handling of educational problems on such topics as the growth of instincts; the learning process; individual differences, and the correlation of mental abilities.

Three hours. One semester. Three credits.

4. Theory of Education—This is a course in the principles and laws of psychology applied to teaching.

Two hours. One semester. Two credits.

5. Mental Tests—The purpose of this course is: (1) to give acquaintance with the wide range of tests now available; (2) to give practice in the statistical treatment of results and in the standardization of new tests.

Two hours. One semester. Two credits.
6. **Educational Measurements**—A study of the standard test movement in education; a brief historical perspective; principles underlying the demand for standards; attempts to standardize the content of the course of study; an organization of the principal tests designed to measure the outcome of specific studies in elementary secondary curricula; a critical discussion of the validity of the tests; the use of standard tests to the administrator, to the teacher, and to school surveyors.

   Two hours. One semester. Two credits.

7. **Psychology of the Common Branches**—A study the subjects of mental development in the study of handwriting, drawing, reading, spelling, history, geography, and mathematics.

   Two hours. One semester. Two credits.

8. **School Supervision**—The aim of this course is to study problems of supervision in the light of a broader view of education as a factor in community, social, religious, moral and domestic life.

   Three hours. One semester. Three credits.

9. **Educational Administration**—This course considers the problems of attendance, organization, and classification of pupils; the school census bureau; regularity and punctuality in attendance; the visiting teacher and other means of securing co-operation of parents; classification of pupils; marking systems; promotion plans; acceleration, retardation, and elimination of pupils, adaptation of work to individual needs; special groups of pupils; vocational and continuation schools, and other problems of interest to those who are interested in professional service.

   Three hours. One semester. Three credits.

10. **Methods of High School Instruction**—A consideration of the various methods of teaching in use in high school.

    Three hours. One semester. Three credits.

11. **Methods of Teaching In the Elementary school**—A study of the methods of teaching and organization of subject matter adapted to the needs of the elementary school.

    Three hours. One semester. Three credits.

12. **Experimental Problems In Teaching**—Individual problems in teaching in the public schools.

    Two hours. One semester. Two credits.

13. **Practicum Philosophy of Education**—This course will consider the aims and methods appropriate to a system of education in a democracy. Education for morals, education for citizenship, etc.

    Two hours. One semester. Two credits.

14. **School and Personal Hygiene**—A study of problems relating to building requirements such as heating, lighting, ventilating, and janitor service. The matter of personal hygiene of the teacher and the pupil, the relation of hygiene to the everyday life of the school, and in the prevention of epidemics, will receive special attention.

    Two hours. One semester. Two credits.
15. **Practice Teaching an 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. Special courses will be arranged for teachers.

**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 expenses for postage and stenographic work.

**ECONOMICS**

1 and 2. **Economic Theory**—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. 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.

Not open to Freshmen.

Three hours. Throughout the year. Six credits.

3 and 4. **Economic Problems**—An examination of America's economic problems and policies, such as immigration, labor, transportation, trusts, tariff, agricultural problems.

Pre-requisites, Courses 1 and 2.

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.

9. **Commercial Law**.
   Three hours. One semester. Three credits.

**POLITICAL SCIENCE**

   Three hours. One semester. Three credits.

2. **American State and Local Government**—Special attention will be paid to the government of Nebraska and Omaha.
   Three hours. One semester. Three credits.

   Two hours. One semester. Two credits.

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

   Three hours. One semester. Three credits.

6. **Comparative Study of Constitutions**—A study of typical and outstanding power of constitutional government with a view to recognizing their comparative merits and defects.
   Two hours. One semester. Two credits.
SOCIOMETRY

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

   Three hours. 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, station institutions for dependents, and other forms of social service. Field work and reports. Open to those having taken Course 1.

   Three hours. 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 of 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 Nationalism 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-requisite, 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**—Conception, 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 co-ordinates; loci and their equations; the plotting of curves; the properties of the straight line and conic sections. Co-ordinate and loci in three dimensions.

Pre-requisite, Courses 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.
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 dietaries 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 version 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 Isrealites 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.

DEPARTMENT OF JOURNALISM

Direct preparation for work as reporter, copy-reader, feature writer, advertising and publicity man is the aim of the course in journalism. Work on Omaha newspapers will be given as a special 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 feature and short story writing.
Aside from writing 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.

1. **Reporting I and II**—Practical instruction and training in all the details of the work of the reporter. Opportunity is given for work on Omaha newspapers. Weekly conferences are required. First and second semester. Six hours credit.

2. **Reporting III and IV**—News story speed tests. The object of the course is the development of an accurate, competent reporter. Pre-requisite courses 1 and 2. First and second semester. Six hours credit.

3. **Editing I and II**—The writing of newspaper headlines. Instruction and practice in editing copy, correcting proof, writing headlines, and newspaper make-up. First and second semester. Six hours credit.

4. **Feature Writing and Magazine Short Story Writing**—A study of leading magazines and their demands. Students will be put in touch with short story markets. First and second semester. Six hours credit.

5. **The Psychology of Advertising**—The effectiveness of advertising as it is depended upon the understanding of the human emotions, instincts and will. The use of suggestion. Psychology as it may be practically applied in salesmanship. Open to Freshmen. First semester. Three hours credit.

6. **Advertising I**—A complete study of the styles of type, point system, border, engravings, papers and inks, preparation of the layout. Pre-requisite, Course 5. Second semester. Three hours credit.

7. **Advertising II and III**—Practical work in advertising by preparation of copy for advertising campaigns. A study of special fields, including agency and department store advertising. Pre-requisite, Courses 5 and 6. First and second semester. Six hours credit.

**SPECIAL TWO-YEAR COURSE**

**FRESHMAN YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics .............................................</td>
<td>3</td>
</tr>
<tr>
<td>Rhetoric ...............................................</td>
<td>3</td>
</tr>
<tr>
<td>Reporting ...............................................</td>
<td>3</td>
</tr>
<tr>
<td>American History .......................................</td>
<td>3</td>
</tr>
<tr>
<td>Advertising .............................................</td>
<td>3</td>
</tr>
<tr>
<td>Electives ...............................................</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17</strong></td>
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**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td>Sociology ................................................</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Reporting ......................................</td>
<td>3</td>
</tr>
<tr>
<td>Advertising Practice ....................................</td>
<td>3</td>
</tr>
<tr>
<td>Featuring Writing .......................................</td>
<td>3</td>
</tr>
<tr>
<td>Electives ................................................</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>
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 speaking will be given a diploma in Oratory, if they so desire, provided the following subjects have been included in their Bachelor course.

**First Year**

- Freshman English 1-2........... 6
- History English Literature.. 4
- History ................................ 6
- French ................................ 10
- Bible .................................. 2
- Fundamentals of Expression 2
- Physical Culture...................... 2
- Private Lessons........................ 4

**Second Year**

- Argumentation .......................... 4
- Shakespeare ............................. 4
- Teacher's Course in English 2
- French or Spanish ................... 6
- Psychology ................................ 6
- History of American Literature.. 2
- Practical Public Speaking... 2
- Bible ................................. 2
- Private Lessons .................... 4
- Physical Culture .................. 2

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**

Credits will be allowed for regular and systematic training in Athletics as follows:

- Three credits out of a total of 128 credits.
- Two and one-half credits out of a total of 96 credits.
- Two credits out of a total of 64 credits.
- One credit out of a total of 32 credits.

One-half credit will be allowed per year for regular and systematic participation in football, basketball, and tennis practice and games; also for a corresponding amount of participation in wrestling, boxing, field, and track athletics, or calisthenics.

**PHYSICAL DRILL FOR WOMEN**

**First Year**

- Elementary Marching Tactics
- Indian Clubs
- Floor Work
- Esthetic and Folk Dancing
- Games
- Volley Ball

**Second Year**

- Marching Tactics
- Corrective Work
- Advanced Indian Clubs
- Advanced Floor Work
- Greek Dancing
- Games
- Basket Ball

**Third Year**

- Advanced Marching Tactics
- Advanced Floor Work
- Advanced Apparatus Work
- Corrective Work
- Athletic and Esthetic Dancing

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

Two hours. Three years. Three credits.
The Department of Fine and Applied Arts aim 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.

It aims also to give to students specializing in Art the fundamental training in drawing design and color theory and composition upon which to build for future success. Special additional courses are contemplated and will be added upon request of a sufficient number of students. Credits are given for all work satisfactorily completed.

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. **Elementary Drawing**—For Kindergarten students. Drawing, color theory, figure sketching, pencil and water color, sketching of nature forms, some manual problems, such as toy making.

3. **Design**—A student of spacing in line, dark and light and color. Required of all handcraft students working for credits.

4. **Design B**—Principles of design, line color theory, space relations. A course for students of Home Economics.

5. **Pictorial Composition**—Principles or 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.

6. **Painting**—Still life, flowers and fruits in oil and water color. Outdoor sketching in season.

7. **Drawing**—From casts and costumed model, media, charcoal, tempera, pencil, pen and ink.

8. **Handicraft Group**—(a) Jewlery 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.

   No credit given in this work unless taken in connection with Design A.

9. **Saturday Classes for Teachers**—These courses offer practical help to grade teachers as well as widening their horizon. Drawing color theory, industrial arts design, toy making and handicrafts. Through them is secured increased proficiency in drawing, a better knowledge of design and color, a keener appreciation of art principles and a foundation for class-room criticism.

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

   An Art Club has been organized for the promotion of good fellowship. It aims to stimulate interest in art among the student body and to provide social diversion. Its active membership comprises students in Art Department.
Special schedules may be arranged for those preparing to teach Manual Training or Public School Drawing. And a certificate given for work completed.

**KINDERGARTEN—PRIMARY EDUCATION**

The University of Omaha offers a two-year 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Child Psychology and Allied Subjects</td>
<td>3</td>
</tr>
<tr>
<td>Kindergarten Methods and Observation</td>
<td>3</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
</tr>
<tr>
<td>History of Education</td>
<td>3</td>
</tr>
<tr>
<td>Plays and Games</td>
<td>2</td>
</tr>
<tr>
<td>Children's Literature—Story Telling</td>
<td>2</td>
</tr>
</tbody>
</table>

### Second Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten—Primary Practice</td>
<td>5</td>
</tr>
<tr>
<td>Primary Methods</td>
<td>2</td>
</tr>
<tr>
<td>Constructive Occupations for Kindergarten</td>
<td>2</td>
</tr>
<tr>
<td>and Primary</td>
<td>2</td>
</tr>
<tr>
<td>Nature Study</td>
<td>2</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Art</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Psychology and Allied Subjects—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.</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Curriculum—Subject matter in relation to the child's development. The Kindergarten curriculum, its relation to child's activity; its relation to primary work. Study of project-problem method.</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
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.

DEPARTMENT OF MUSIC

The purpose of this department is to afford college students the advantage of a musical training in connection with their liberal education. Training is offered in both vocal and instrumental music. Students may register for either one or two private lessons per week in either line of study. For those specializing in music, two lessons per week is advised for the most satisfactory results. Regular college students, not specializing in music, will usually find it more advisable to restrict themselves to one lesson per week.

When accompanied or preceded by Music 1 and 11, eight hours of Practical Music will be accepted toward the A. B. degree. One half-hour lesson with six or more practice hours per week, per semester, constitutes a credit hour; two lessons with nine practice hours, two credits.

Students who evidence distinct musical ability may, upon satisfactory completion of the work as outlined, receive a Music Certificate. The time required for each course, as indicated in this catalog, is estimated time for talented pupils practicing the proper amount of time to prepare each lesson. Some require a longer time to complete the course.

For those who specialize in music, the theoretical courses are required as being absolutely necessary for artistic interpretation of great works and intelligent appreciation of all good music. These courses, however, are open to all students. The course in History and Appreciation of Music is presented with special regard for those who do not themselves play or sing, but who wish more fully to enjoy the performance of others and more intelligently to judge and appreciate the compositions rendered.

The following is a general outline of the technical work to be covered by students specializing, the studies and exercises being varied to suit the needs of each individual.

COURSES IN PIANO

First Year

Theoretical Work—Music I and II—Harmony. Two recitations a week, two hours credit per semester.

Music V and VI—Ear Training. Two semesters, one recitation per week, one credit for the course.

Second Year


Theoretical Work—Music III and IV—Advance Harmony. Two recitations per week, two hours credit per semester.

Music VII—History and Appreciation of Music. One semester, two recitations per week, two hours credit.

Third Year

Practical Work—Czerny, Op. 740, Books 3, 4, 5 and 6; Clementi, Gradus ad Parnassum (edited by Tausig); Selections from Bach's Well-Tempered Clavichord; Jensen, Op. 32; Cramer Studies (Bulow Edition); Williams, Octave Studies; Chopin Valses and Nocturnes.

Theoretical Work—Music VIII—Harmonic Analysis. First semester, and Music IX, form in Music. Second semester, two recitations per week, two hours credit per semester.

Fourth Year

Practical Work—Czerny, School of Virtuosity, Op. 365; Neu- pert Studies, Op. 11; Kullak Octave Studies, Op. 48, Book 2; Chopin Etudes; Beethoven Sonatas; Liszt Etudes; a well selected trio or concerto.

Theoretical Work—In place of the time spent on theoretical studies, the fourth year, the pupil who expects to receive the piano certificate must put in extra practice hours preparing a recital of representative piano compositions from the works of both ancient and modern composers.

Preparatory Course

For those who are not sufficiently advanced to take up the studies as outlined, preparatory work is given, such as: Hanon Finger Exercises; Burgmuller, Op. 100; Kohler, Op. 151 and 157.

COURSES IN VOICE

Those who specialize in singing must have preceded or must accompany their voice lessons with work in the piano department equivalent to the first year outlined for specializing in piano. As the average voice will not permit more practice than an hour a day the first year of training, the student has ample time for, at least, one piano lesson a week.

Maintaining that no singer's repertoire is complete without songs in, at least, one foreign language, before entering the fourth year of voice study the student must have gained (preferably through college study) an accurate pronunciation of one of these three—
Italian, German or French. The language chosen will determine whether the songs studied in the original language shall be Italian arias and ariettas from the concert and operatic works of the eighteenth and nineteenth centuries, or songs selected from such works as set forth in Max Spicker's Anthology of French Song, or whether the last year shall open to the pupil the study of the rich and beautiful songs of Tschaikowsky, Abt, Rubenstein, Brahms, Schumann and Schubert.

In the first year of voice study, special attention is given to clear, correct English diction and enunciation. To develop this and, at the same time, to emphasize musicianly interpretation, simple but good English songs are used. As a free tone with good breath support is acquired, increasing attention is given to voice placement, attacks, flexibility, etc.

The following vocal studies are accompanied by breathing and tone-freeing exercises adapted to the needs of the individual pupil.


The same theory as for specializing in piano is required. Also, students who are making their singing a specialty must serve the first two years as active members of the College Glee Clubs. For this one credit hour per year is given.

MUSIC

Courses in History, Theory, and Application of Music

Music I and II—Harmony. Major and minor scales, intervals, triads, simple part writing, chords of the seventh, modulations and an original hymn.

Music III and IV—Advanced Harmony. Secondary seventh chords and their inversions, altered chords, difficult modulations, suspensions, retardations, the passing tone and embellishment, pedal point, florid figuration, accompaniments, an original song or violin piece, a simple original piano composition.

In order to gain the practical application of theoretical study, all written Harmony is accompanied by harmonization at the piano. For this "Keyboard Training In Harmony," by A. E. Heacox, is used to augment the exercises given in the regular text.

Textbook for the entire Harmony course—"Lessons In Harmony," Heacox-Lehman. Two hours attendance, five to six hours preparation per week, two hours credit per semester.

Music V and VI—Ear Training. Although open to anyone, this course is offered primarily for those taking first-year Harmony. Ear Training consists of practice work, carried on in class, with outside drill for those who find the class work difficult. Studies are taught to recognize by ear and to correctly notate rhythms, intervals, chords and chord progressions.

One hour attendance, one credit for two semesters, no credit for one semester.
Music VII—History and Appreciation of Music. A study of the historic development of music from the most primitive forms to the works of today. As the lives of great composers are taken up, as many of their representative works as possible are heard and discussed as an important part of the class work.

Two hours attendance. One semester. Two hours credit.

Music VIII—Harmonic Analysis. "Harmonic Analysis is the art of accounting for everything in the harmonic and melodic structure of music." With this object, excerpts from music of all periods and styles are analyzed and difficult melodies are harmonized at the piano.

Textbook—"Harmonic Analysis," Lerman.
One semester. Two hours attendance. Two hours credit.

Music IX—Form In Music. A study of motive transposition, followed by analysis of the larger classic forms.

Textbook—"Form In Music," MacPherson.
One semester. Two hours attendance. Two hours credit.

Note—Music I, II, III, IV, VIII and IX must be taken up consecutively.

Teaching of Public School Music—Special 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.

BUSINESS COURSE


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 semester. Two hours. Two credits.


Commercial Arithmetic.—Adapted to needs of those entering business. Five hours. One semester. One credit.

Commercial Law.—Study of law in its general application to business procedure. Three hours. One semester. Three credits.
Summer Session
June 15 to July 29th

SPECIAL COURSES OF STUDY

1. Philosophy of Education—Dr. Bode. June 20th to July 1st. One hour and a half. Lecture and discussion. Credit one hour. 9 a.m. to 10:30 a.m.

2. Project Work and the Project Method—Dr. Meriam. July 11th to July 22nd. One hour and a half. Lecture and discussion. Credit one hour. 9:00 a.m. to 10:30 a.m.

3. Community and the Three R's—Dr. Meriam. One hour and a half. Lecture and discussion. Credit one hour. 2:00 p.m. to 3:30 p.m.

4. Psychology of the Common Branches—Dr. Freeman. July 24th to July 29th. Recitation one hour and a half. Lecture and discussion morning and afternoon. Credit one hour. 9:00 to 10:30 a.m. and 2:00 to 3:30 p.m.

5. Teaching of Elementary and High School Subjects—Miss Owings. Grammar, History and Geography. June 20th to July 29th. One hour per day. Three weeks one credit. Six weeks two credits. 11:00 to 12:00 a.m.

6. General Psychology for Teachers—Miss Owings. June 20th to July 29th. One hour per day. Six weeks two credits. 8:00 to 9:00 a.m.

7. Educational Psychology—Miss Owings. One hour day. Six weeks two credits. 10:00 to 11:00 a.m.

GENERAL INFORMATION

Registration begins June 13th.

School opens June 15th, except special courses, which begin June 20th.

Regular college courses will continue through six weeks, beginning June 15th.

Educational courses arranged so that teachers may take from one to six weeks of work. Classes, with few exceptions, held in the morning.

FACULTY

In addition to the regular faculty, the following eminent teachers and lecturers will offer work:

Dr. B. H. Bode, Ph. D., University of Illinois and State University of Ohio, June 20th to July 1st.

Dr. J. L. Meriam, Ph. D., University of Missouri. July 11th to July 22nd.

Dr. F. M. Freeman, Ph. D., University of Chicago. July 24th to July 29th.

Alfred W. Gross, A. M., Miami University, June 20th to July 29th.
TUITION AND LABORATORY FEES

All tuitions are payable at registration at the following rate:

<table>
<thead>
<tr>
<th>Hour Credit</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$12.00</td>
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<tr>
<td>2</td>
<td>$14.00</td>
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<td>8</td>
<td>$30.00</td>
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<tr>
<td>9</td>
<td>$32.00</td>
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</tbody>
</table>

REGULAR COLLEGE COURSES

The college classes recite five times per week for six weeks, beginning June 15th. One to two credits per course. The following courses are offered and will be conducted in each subject in which a sufficient number of students register:

- English Literature
- American Literature
- American History
- French
- Spanish
- College Algebra
- Trigonometry
- Physics 1 and 2
- Physics 3 and 4
- Economics
- Political Science
- Sociology
- General Chemistry
- Qualitative Chemistry
- General Psychology
- Child Psychology
- Educational Psychology
- Rhetoric and Composition
- Fundamentals of Expression
- Dramatics
- Zoology
- Botany
- Art and Craft Work
- Manual Training
- Public School Music
- Mechanical Drawing
- Volumetric Chemistry
- Organic Chemistry

VOCATIONAL AND COMMERCIAL COURSES

Summer school for vocational and commercial students opens June 6th and continues until August 26th. Following subjects will be offered:

- Business, English
- Business, Arithmetic
- Bookkeeping
- Penmanship
- Spelling
- Commercial Law
- Typewriting
- Mechanical Drawing

For further information concerning courses, write for catalog.

Twenty-fourth and Pratt Streets Phone Webster 4845

DANIEL E. JENKINS, Ph. D., President
W. GILBERT JAMES, Ph. D., Dean
SCHOOL OF LAW

FACULTY

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

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

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

Edward R. Burke ........................................ Harvard University
William M. Burton ........................................... Georgetown University
Thomas B. Dysart ........................................... Michigan University
John A. Dill ................................................... Omaha University
Charles W. Haller ........................................... Iowa University
Judge Howard C. Kennedy ................................ Washington University
Harland L. Mossman ......................................... Morningside College
Robert D. Neely ............................................ Northwestern University
Harry O. Palmer ............................................ Harvard University
Calvin Taylor ............................................... Nebraska University
Howard Saxton .............................................. George Washington University
Amos Thomas ................................................ Nebraska University
Arthur C. Thomsen ......................................... Omaha University
J. Clyde Travis ............................................. Creighton University
Ralph A. Van Orsdel ...................................... Nebraska University
John W. Yeager ............................................. Kent College of Law

SPECIAL LECTURERS

Francis A. Brogan
Judge William Baird
Matthew A. Hall

E. G. McGilton
Raymond G. Young
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 evenings.

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 the 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.


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.

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.

Two hours. One semester.

Moot Court—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 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 $80.00, 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