6-1-1929

General Academic Catalog (1929-1930)

University of Omaha

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STUDENT CALENDAR

Summer Session 1929

June 8               Saturday               Registration for Summer Session.
June 10              Monday                  Summer School classes open.
July 19              Friday                  First Session Summer School closes.
July 22              Monday                  Mid-Summer Session opens.
August 30            Friday                  Mid-Summer Session closes.

ACADEMIC CALENDAR FOR YEAR 1929-1930

First Semester 1929

Sept. 10             Tuesday                 Entrance examinations.
Sept. 11-13           Wed.-Fri.               Registration in all colleges for Fall Semester.
Sept. 16              Monday                  Fall Semester classes begin.
Oct. 4               Friday                  All changes of study made after this date recorded as failures.
Oct. 18              Friday                  First Quarter reports.
Nov. 11-15           Mon.-Fri.                Mid-Semester exams and reports.
Nov. 22              Friday                  Home-coming.
Nov. 28-30           Thurs.-Sat.              Thanksgiving Recess.
Dec. 13              Friday                  Third Quarter reports.
Dec. 21-Jan. 1 Sat.-Wed. Christmas vacation.
Jan. 2               Thursday                Classes begin.
Jan. 27-31           Mon.-Fri.                Final exams and reports.

Second Semester 1930

Feb. 3-4             Mon.-Tues.               Second Semester Registration.
Feb. 5               Wednesday               Classes begin.
Feb. 5-12            Wed.-Wed.                Change of registration without charge.
Feb. 26              Wednesday               Changes of study after this date recorded as failures.
March 14             Friday                  First Quarter reports.
March 14             Friday                  Senior Recognition Day.
April 2-8            Wed.-Tues.               Mid-Semester exams and reports.
April 17-19          Thurs.-Sat.              Spring Vacation.
May 9               Friday                  Third Quarter reports.
May 23               Friday                  Gala Day.
June 1               Sunday                  Baccalaureate.
June 2-6             Mon.-Fri.                Final examinations and reports.
June 5               Thursday                Twenty-first annual Commencement.

Summer Session 1930

June 9               Monday                  Summer Session opens.

SOCIAL CALENDAR FOR SOCIAL EVENTS 1929-1930

Sept. 20             Friday                  Y. M.-Y. W. All School Party
Oct. 31              Thursday                Y. M. C. A. Stag Party
Nov. 27              Wednesday               All Student Formal Banquet
Dec. 12-13           Thurs.-Fri.               Dramatic Club Play
Dec. 20              Friday                  Y. W. Christmas Tea
Jan. 24              Friday                  Art Tea
Feb. 7               Friday                  Y. M.-Y. W. Formal Reception
Feb. 21              Friday                  Artists Costume Ball
March 14             Friday                  Formal Reception Honoring Seniors
March 21             Friday                  Freshman Party
April 18             Friday                  Pan-Hellenic Dance
May 2                Friday                  Junior Prom
May 16               Friday                  Hare and Hound Chase—Junior-Senior
May 23               Friday                  Gala Day
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Term Expiring 1930

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THE UNIVERSITY OF OMAHA

HISTORICAL STATEMENT

EDUCATION AND THE MODERN CITY

By the late President D. E. Jenkins, Ph. D.

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 astonishing rate.

Problems Entailed by Phenomenal Growth of Cities

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

Modern Cities as Educational Centers

It is only a further recognition of this same fact that has led to the establishment of city universities and colleges, conceived on broad lines, permeated with idealism, reverence, faith and moral ardor, 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 departments 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 specialization, 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 promoters, as the following statistics concerning attendance prove:

<table>
<thead>
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<th>Enrollment</th>
</tr>
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<tr>
<td>1909-1910</td>
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<tr>
<td>1910-1911</td>
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<td>1915-1916</td>
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<td>1917-1918</td>
<td>273</td>
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<tr>
<td>1918-1919</td>
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<table>
<thead>
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<td>914</td>
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<tr>
<td>1928-1929</td>
<td>1,081</td>
</tr>
</tbody>
</table>

The University, at the outstart, acquired the tract known as the Redick Reserve, on which stood the old Redick mansion, and erected on this site two commodious well-appointed buildings, the John Jacobs Memorial Gymnasium and Joslyn Hall.
College of Liberal Arts and Sciences

The central unit in any well-conceived university scheme of education is a Collegiate Department with its broad fundamental training in Sciences, Mathematics, Literature, History, Economics, Civics, Philosophy, as well as Applied and Fine Arts. Accordingly, the promoters of the University of Omaha have devoted their efforts, in the first place, to the establishment of a general collegiate course. In this effort they have been signally successful. A well-rounded curriculum of standard college courses has been evolved and is being operated by highly capable teachers who hold graduate and post-graduate degrees from the leading universities of the country. Credits earned in this department are fully honored and accepted at par by all the standard universities and colleges, east and west.

Teacher Training Work

In the year 1913, just four years after its establishment, the University was authorized by the State Department of Education to grant First Grade Certificates to those of its graduates who, during their college courses, pursued the special courses provided by the University for such certification. Since that authorization, the University has, year by year, contributed a fresh group of well-trained, college-bred, young teachers to the public schools of Omaha and elsewhere, especially in Iowa and Nebraska.

Moreover, courses adapted to the needs of those already engaged in teaching have been conducted in the late afternoons, evenings, and on Saturday mornings. These courses have been well patronized by Public School teachers of Omaha and Council Bluffs, who have desired to improve themselves in their profession. It is gratifying that these courses have been accredited by the Board of Education of the Omaha Schools as entitling those teachers who have taken a sufficient number of credit hours therein to increase their salary.

Teachers' Courses in Summer Session

This form of service rendered by the University has been greatly enhanced by bringing to Omaha, during the Summer Sessions, educators of nation-wide reputation to conduct special courses in High School, Elementary, and Primary Methods. During each summer approximately 300 teachers from the Public Schools of Omaha and elsewhere attend these courses.

Pre-Medical Department

Each year the University is turning over to the Medical Schools a group of students who have taken, in addition to their High School education, two years of special college work preparatory to entrance upon medical studies as required by the standard schools of Medicine. Most of these Pre-Medics enter the University of Nebraska College of Medicine, located in Omaha. Not a few have received their M. D. degree and are practicing their profession with ability and success. Thus the University
is doing its share towards making Omaha a recognized center of medical learning and skill.

School of Law

The Omaha School of Law, which constitutes the Law Department of the University of Omaha, was organized in 1884 as a Night School with an enrollment of ten, and with a corps of instructors composed mainly of Judges of the District Court. It has continued to conduct classes mainly at night, owing to the fact that a very large number of young men who are occupied in business or otherwise during the day are seeking a training in Law. Thus it has not only met the needs of many talented and ambitious young persons residing in Omaha, but it has attracted to the city, from Nebraska and the surrounding states, many young men of the same sort, who have added much to the sum total of the city's enterprise and push. More than 75 lawyers now practicing in Omaha, received their legal education in this school. Many of its graduates have won considerable reputation in their respective localities as successful and capable lawyers, while some have attained a far more than local distinction.

In 1911 the Omaha School of Law became affiliated with the University of Omaha and, in 1915, it became reorganized as the Law Department of the University of Omaha. Since this reorganization, its curriculum of studies has been extended and its students are required to pursue, for regular graduation, a prescribed number of standard University courses of study, in addition to the special law courses required for the State Bar Examination.

The Faculty of the Law School is now composed of judges and lawyers who are counted among the ablest and best educated jurists of the city. An extensive law library has been acquired. Creditable as has been its record, a great future lies before the Omaha School of Law in its capacity as a Department of professional training in a comprehensive university scheme of education.

Extension Work

In every great center there is a large class of persons widely differing in educational attainments, in age, social advantages, and opportunities of occupational success, who realize the force of foregoing statements and are eager to improve their efficiency and to keep themselves intellectually abreast of the times. Recognizing that it is the proper function of a university to stimulate the ambitions of such persons and to provide facilities for the realization of their best aspirations, the University of Omaha inaugurated a system of Extension Courses to be conducted at times and places convenient for those who wish to avail themselves of the means thus offered for self-improvement.

Night Classes

As a first step in the prosecution of its program of Extension Work the University organized a Night School in which standard courses are offered to those who, being otherwise employed in the day time, cannot enter the regu-
lar day classes. This undertaking is manifestly meeting a very real
and a very great need of the community. Those who successfully pur-
sue these night courses are, upon application, allowed appropriate
credit toward a college degree or toward college entrance, as the case
may be. Other Extension Courses, conducted in Omaha and Council
Bluffs, in the interests of teachers and other adult groups, have met
with great favor.

College of Commerce

The College of Commerce of the University of Oma-
ha was organized in September, 1924, with an initial
enrollment of seventeen students.

During the last four years, the foresight and wisdom of its
founders has been amply proven. The College of Commerce has ex-
panded along the lines planned at that time until now the courses of-
fered are equal to those presented at the leading institutions of the
country. In the Department of Life Insurance alone, the College of
Commerce has the largest class of that type in the United States seek-
ing the C. L. U. Degree.

The plans for the future are well laid. Additional courses will be
offered as rapidly as the enrollment justifies.

School of Music

The School of Music in its present form was organ-
ized in March, 1928. Before this time and as far
back as 1914 a Department of Public School Music
was maintained. Voice, Piano, Violin, and Glee Club work was taught
by part time instructors. Each year since then, the Department has
grown until it was deemed necessary to secure a full time Director
and proceed along more permanent lines of development. At present
the School of Music has enrolled several hundred students and the
work has been standardized to include not only Public School Music,
but a four year course leading to a Bachelor of Music.

Alumni Body

Each year has added its increment to the Alumni
Body, which is fast becoming a potent factor in the
upbuilding of the institution. It includes the graduates
of the College of Liberal Arts and Sciences together
with a considerable group of graduates of the School
of Law and the Schools of Commerce and Music.

These young men and women have gone forth from their Alma
Mater possessed of its spirit and ideals of service. In addition they
are prepared by reason of their training to contribute more intelligently
their share to the work of the world. Many of them have taken up
their residence in Omaha and, in positions of public trust and private
responsibility, are exhibiting those qualities of intellect and character
upon which the well-being of the home and society must rest. Here
in our home city and elsewhere they are represented in every station
of life, as lawyers, physicians, ministers, scientific experts, public
school teachers, principals and superintendents, university and college
professors, journalists, public officials, army officers, business men and, by no means least of all, as wives and mothers presiding with intelligence, dignity and grace over their own homes. Scattered far and wide, their thoughts and sentiments turn back to Omaha as their educational Mecca.

In the twenty-one years of the School's life the following men have held the position of President:
Daniel E. Jenkins—1909-1927.
Karl Frederick Wettstone—1927-1928.
Earnest W. Emery—1928—

GENERAL INFORMATION

Location—The College of Arts and Sciences of the University of Omaha is located in a very attractive residential part of 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.

The School of Science is located at 24th and Ames Avenue. In this building the student will find the Departments of Chemistry, Biology, and Physics. The first floor rooms are used for lectures, the second floor rooms for laboratories.

The School of Commerce is located at 1307 Farnam Street in a commodious three story building. This location places the school close to the business interests of the city and directly in an atmosphere suitable for the training of the student.

The School of Music is located on the third floor of Joslyn Hall at 24th and Pratt Streets. In the near future this Department expects to be housed in a building suitable to its work, not far from its present location.

The School of Law is located at 1307 Farnam Street and shares rooms with the School of Commerce. This location places the young law student at a favorable proximity to the professional center of the city.

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 built on the assumption that 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. The students are 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 in the auditorium. 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.

STUDENT ORGANIZATIONS

Y. M. C. A. and Y. W. C. A.—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 volunteer study of the Bible, of Missions, and of practical religious problems. These organizations also aim to promote the highest type of social life among the students and, particularly, to aid new students in every possible way during the early days of each new school year. On Friday evening of the opening week the two Associations hold a joint reception in order to further acquaintanceship and good fellowship among the students.

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.

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.

Debating Club—This club, to which all 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.

Glee Clubs—The Men's and Women's Glee clubs afford opportunity for training in choral singing under able leaders. Credit is allowed for regular and systematic work in connection with these clubs.

Alumni Association—The Alumni Association is composed of graduates holding degrees conferred by 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 employment of all matriculates.

Student Publications—There are two student publications. The Gateway, and the Annual, or "Omahan."

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

The "Omahan," which appears June first each year, is highly artistic in appearance and is intended very especially to perpetuate the memory of the personal traits and achievements 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.

O. U. C. C.—The University of Omaha College of Commerce Club is the student organization of the College of Commerce and Finance. Besides offering the students social contact with each other it offers practice in parliamentary law. It arranges for and conducts excursions and visits to the various factories and plants in the city. It brings to the College many speakers of reputation. It makes possible literary and athletic activities which broaden the school life and make for a wider, better education.
THE UNIVERSITY OF OMAHA

SCHOLARSHIPS AND HONORS

Mary Stoddard Scholarship, a fund of $1,000 bequeathed by Mrs. Stoddard to the University of Omaha.

Dr. S. K. Spalding Scholarship, a fund of $2,000.00 donated to the University of Omaha by Mrs. Spalding, in memory of her husband.

Colonial Dames Americanization Scholarship, a fund comprising an initial donation of $251.30 from the Douglas County branch of the Woman's Committee of the Council of National Defense and supplemented by an additional donation of $750.00 from the Omaha Society of Colonial Dames.

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.

Ware Scholarship, a fund of $2,000.00 established by Miss Alice R. Ware, in memory of her sister, Ellen R. Ware, and her brother, John D. Ware, the annual interest from which is to be devoted to paying the tuition of some worthy student, especially one looking forward to some distinctly religious work.

Webster Student Loan Fund, a fund of $1,000.00 established by Mr. John R. Webster and his son, John Potter Webster, both of Omaha, from which loans may be made to worthy students for the purpose of aiding them in defraying college expenses.

Hannah E. Black Scholarship, a fund of $2,000.00 donated by Mr. C. W. Black, of Malvern, Ia., to establish a scholarship in memory of his wife, Hannah E. Black.

C. W. Black Scholarship, a fund of $2,000.00 donated by Mr. C. W. Black to establish a permanent endowment scholarship.

Jerome Prize in Economics—A prize of $15 offered annually by Prof. Harry Jerome of Wisconsin State University, to the student of Economics writing the best essay on an assigned subject.

D. A. R. History Prize—A prize of $5 offered by the Sadler Chapter annually for the best essay on an assigned subject in American history.

Alice R. Ware Prize Fund, a fund of $500.00 donated by Miss Alice R. Ware, of Omaha, the interest income from which is to be applied to providing annual prizes to be awarded by competition to the two persons adjudged the best singers in an annual contest of students who are taking vocal instruction in the University Conservatory of Music.

Stoddard Loan Scholarship of the Woman's Club, a fund of $200.00 donated to the University through the Omaha Woman's club for the purpose of providing, from time to time, a loan to some daughter of the Omaha Woman's club.

Alpha Kappa Delta, national honorary sociological society, University of Omaha chapter, offers a prize of $10.00 for the best research thesis by a sociological student on some assigned topic.

NOTE: Scholarships in the University of Omaha are available only for such students as are planning to complete their Liberal Arts course in this institution, except in cases where scholarships are definitely designated for aid to pre-medical students.
EXAMINATIONS AND GRADES

Semester examinations are held for each course. Examinations are two hours in length. Grades are determined in part by daily record of the student, in part by the semester examination, the weight attached to each being determined by the instructor giving the course. Four passing grades are provided as follows:

- A—95-100%—indicating superior.
- B—85- 94%—indicating above average.
- C—75- 84%—indicating average.
- D—70- 74%—indicating passing, but unsatisfactory.

Grades below passing are provided as follows:

- P—Passed, but not graded.
- Con—Conditional.
- Inc—Incomplete.

Twelve hours of accumulated, unremoved conditions and failures automatically drops a student.

All incompletes must be made up the first nine weeks following the close of the semester. After this time incompletes become a failure.

Final credits are not granted in year courses until the full course is completed.

If a student is reported failed in any subject, he or she cannot 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 is not below D.

A discount of 10 per cent will be made upon all work which is incomplete.

Dropping a subject after pursuing it for three weeks will be recorded as a failure. Notify teacher, advisor and registrar when dropping a subject.

All examinations must be taken at the scheduled time. Students are held responsible for any deviation from this rule.

DEGREES AND COURSES

Degrees—Two baccalaureate degrees are conferred by the College of Liberal Arts and Sciences, namely, the degrees of Bachelor of Arts and Bachelor of Science. The former degree is conferred on all graduates of the College of Liberal Arts and Sciences 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 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.
The Bachelor of Science degree may be granted to medical students who complete the pre-medical requirements of this University and present transcripts showing additional two full years of work in a class A medical college.

The degree of Bachelor of Arts may be granted to medical students at the end of two years work in a class A medical college, providing that both the fixed requirements and required electives of the University have been met. This requires five years.

The degrees of Bachelor of Science or Bachelor of Business Administration is conferred on those who complete satisfactorily the prescribed courses of studies in the School of Commerce.

The degree of Bachelor of Music is conferred on students who complete the prescribed course of study in the School of Music.

Diplomas without degrees are granted to students completing satisfactory courses in Art, Expression, Kindergarten-Primary work, and Public School Music.

No student is permitted to be a candidate for more than one degree at a time.

GENERAL REGULATIONS FOR ENTERING STUDENTS

Students:

Each person whose registration has been completed will be considered a student of the University during the period for which such registration is held valid. No student registered in any school or college of the University shall at the same time be registered in any other school or college without the consent of the appropriate Dean or Director.

A student accepted and registered by the proper authorities and fulfilling the preliminary requirements for candidacy for a Degree, Certificate or Diploma is enrolled as a matriculated student of the University. A period of regular attendance upon all stated academic exercises during at least one academic year (32 credits) must be completed by every candidate for a Degree. Regular attendance is required in all classes according to the rules for attendance as found in the Student Handbook.

A student not enrolling as a matriculated student may enter the University as a Special Student and will be permitted to attend such courses as he is qualified to take, such credit not to apply towards a Degree, Certificate or Diploma. Such students are expected to conform to the same standards of attendance in scholarship as are required of matriculated students. Special students may receive a formal statement of the satisfactory completion of any course.

Admission:

Before attending any University course, each student must present satisfactory evidence of good character and shall fill in a registration blank giving such information as may be required for the University records, together with a statement of all courses he is authorized to pursue. Candidates for admission as undergraduates must be at least sixteen years of age, and must present satisfactory evidence to the Registrar that he has done a sufficient amount of preparatory work to meet the regular entrance requirements, together with a certificate of honorable dismissal from the institution last attended. The Registrar's office will be open for registration on the days scheduled for registration in the academic calendar. Registration at a later date is considered Late Registration with a late registration fee payable. Students registering late are held accountable for absences thus incurred.

Terms of Admission:

The requirements for admission are the same for each of the colleges or schools. For full admission to Freshman standing applicants must present fifteen
entrance units (30 credits). These units may be secured by entrance examination or by a Certificate of Graduation from an accredited secondary school. A student entered conditionally with group shortages must complete such conditions during his classification as a lower group student.

Specified entrance requirements:

- English .............................................................. 3 units.
- Foreign Language ........................................................ 2 units.
- Mathematics ................................................................ 2 units.
- Science (Laboratory) ................................................ 1 unit.
- History ............................................................................ 1 unit.

Electives—To complete total of 30 units.

Note 1. The Language units must be in the same Language.

Note 2. Not more than one unit will be accepted for entrance in any of the following: Agriculture, Mechanical Drawing, Normal Training, Domestic Science.

Note 3. Not more than two units in Commercial Subjects will be accepted for admission.

Adult Special Students—Persons at least twenty-one years of age who cannot fulfill regular admission requirements but who present equivalent academic training, or who have otherwise acquired adequate preparation for collegiate courses, may be admitted as Adult Special Students. Credit is given for such work, but the same does not apply towards a diploma, certificate or a degree unless entrance requirements are satisfied at the time the course was elected.

Probation Students—If in any school semester less than 75 per cent of a student's work is of grades A, B or C, that student shall be placed “on probation” for the ensuing semester and shall not be permitted to hold office in any society, club or student organization or to take part in any activity as a representative of the University. If a student “on probation” fails to secure a grade of A, B or C in as much as 75 per cent of his work, he shall not be permitted to re-register in this school for a period of one semester.

Withdrawal:

An honorable dismissal will always be granted to any student in good academic standing, not subject to discipline who may be desiring to withdraw from the University. Students withdrawing are required to notify the Registrar immediately.

Requirements for Graduation:

Diplomas are issued and degrees conferred only at the Annual Commencement held in June of each academic year.

To obtain the Bachelor's Degree from any of the Colleges of the University, except Law, a student must complete and have credit for a minimum of 128 college hours. Thirty hours must be completed “in residence” in the college granting the Degree. A student expecting to receive a Diploma or Certificate must file with the Registrar application of candidacy for graduation, such forms to be obtained from the Registrar's Office. No student is recommended for a Degree who has not been reported as within seventeen hours of the requirement at the beginning of the last semester. All candidates are expected to appear in Academic cap and gown at the Commencement exercises.

EXPENSES AND FEES

Matriculation to regular students, payable once................................. $10.00
Matriculation to extension students, payable once.......................... 5.00
Tuition, regular college courses, 1-7 credits, per credit each semester........ 4.00
Tuition, regular college courses, 8-16 credits each semester............. 75.00
Tuition in School of Commerce the same as above............................................ 75.00
Tuition in School of Law, per year.................................................................. 100.00
Incidental Fee per semester............................................................................. 10.00
Late Registration, first week............................................................................ 2.00
Late Registration, after first week................................................................... 5.00
Change of Schedule.......................................................................................... 5.00
Special Examination, final or Mid-semester.................................................... 3.00
Special Examination, other than above........................................................... 1.00
Transcript, each request.................................................................................... 1.00
Certificate, Teachers' Life Validation................................................................. 2.00
Certificate, Teachers' Life Validation................................................................. 2.00
Diploma....................................................................................................... 10.00
Department Diploma......................................................................................... 5.00

LABORATORY FEES

<table>
<thead>
<tr>
<th>Subject</th>
<th>Fee per credit in course, each semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>2.50</td>
</tr>
<tr>
<td>Botany</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
</tr>
<tr>
<td>Clothing, each semester</td>
<td>1.00</td>
</tr>
<tr>
<td>Costume Designing, each semester</td>
<td>3.00</td>
</tr>
<tr>
<td>Food, each semester</td>
<td>3.00</td>
</tr>
<tr>
<td>Millinery, each semester</td>
<td>3.00</td>
</tr>
<tr>
<td>Designing, each semester</td>
<td>3.00</td>
</tr>
<tr>
<td>Dramatic Production, each semester</td>
<td>3.50</td>
</tr>
<tr>
<td>Kindergarten Handwork, each semester</td>
<td>2.00</td>
</tr>
<tr>
<td>Physical Education, each semester</td>
<td>1.00</td>
</tr>
<tr>
<td>Shop Laboratory, each semester</td>
<td>10.00</td>
</tr>
<tr>
<td>Journalism, each semester</td>
<td>3.00</td>
</tr>
</tbody>
</table>

TUITION ON SPECIAL COURSES PER CREDIT

Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Regular Students</th>
<th>Special Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Foundation Courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kindergarten Art</td>
<td>$ 3.00</td>
<td>$ 5.00</td>
</tr>
<tr>
<td>Normal Art</td>
<td>3.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Design</td>
<td>3.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Costume Designing</td>
<td>3.00</td>
<td>5.00</td>
</tr>
<tr>
<td>Lettering</td>
<td>3.00</td>
<td>5.00</td>
</tr>
<tr>
<td>II. Advanced Courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interior Decorating</td>
<td>5.00</td>
<td>7.50</td>
</tr>
<tr>
<td>Art Methods</td>
<td>5.00</td>
<td>7.50</td>
</tr>
<tr>
<td>Art Essentials</td>
<td>5.00</td>
<td>7.50</td>
</tr>
<tr>
<td>Art Composition</td>
<td>5.00</td>
<td>7.50</td>
</tr>
<tr>
<td>III. Specialized Branches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Drawing</td>
<td>10.00</td>
<td>12.50</td>
</tr>
<tr>
<td>Painting</td>
<td>10.00</td>
<td>12.50</td>
</tr>
<tr>
<td>Handicraft</td>
<td>10.00</td>
<td>12.50</td>
</tr>
<tr>
<td>Interior Decorating</td>
<td>10.00</td>
<td>12.50</td>
</tr>
</tbody>
</table>

Expression

| Expression—Private—per credit—(Regular Students) | 18.00 |
| Expression—Private—per credit—(Special Students) each semester | 36.00 |
Music

*Cello—per credit............................................................................................................ 36.00
Cello—Junior, one lesson per week............................................................................ 27.00
Cello—Junior, two lessons per week......................................................................... 36.00
*Piano—Mr. Cecil Berryman, per credit..................................................................... 50.00
Piano—Miss Catherine Clow, per credit................................................................. 27.00
Piano—Junior, one lesson per week........................................................................... 18.00
Piano Sightreading..................................................................................................... 13.50
Piano—Methods in Melody Way.............................................................................. 30.00
Piano—Melody Way................................................................................................... 4.00
Piano—Junior Melody Way for Tiny Tots............................................................... 2.00
*Harp—per credit........................................................................................................ 36.00
*Violin—per credit...................................................................................................... 36.00
Violin—Junior, one lesson per week....................................................................... 27.00
Violin—Junior, two lessons per week....................................................................... 36.00
*Voice—Mr. N. J. Logan, per credit.......................................................................... 60.00
Voice—Mrs. Evelyn Lukovsky, per credit............................................................... 36.00
*Wind Instruments, per credit................................................................................ 36.00
Wind Instruments, Junior, one lesson per week....................................................... 27.00
Wind Instruments, Junior, two lessons per week..................................................... 36.00

*Note: For single lesson rates in Voice, Violin, 'Cello, Harp, Piano
credit work, and Wind Instruments, add 33 1/3 per cent to fee listed above.

Refunds

Students dropping their work will receive refunds on tuition and fine arts
fees according to the schedule listed below. Laboratory fee refunds are on the
basis of the number of sessions attending:

<table>
<thead>
<tr>
<th>Session</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week</td>
<td>90%</td>
</tr>
<tr>
<td>Second week</td>
<td>75%</td>
</tr>
<tr>
<td>Third week</td>
<td>55%</td>
</tr>
<tr>
<td>Fourth week</td>
<td>45%</td>
</tr>
<tr>
<td>Fifth week</td>
<td>40%</td>
</tr>
<tr>
<td>Sixth week</td>
<td>35%</td>
</tr>
<tr>
<td>Seventh week</td>
<td>30%</td>
</tr>
<tr>
<td>Eighth week</td>
<td>25%</td>
</tr>
</tbody>
</table>

COURSES OF INSTRUCTION

NUMBER SCHEME FOR COURSES

The courses announced in the following pages include those given during
1928-29 and some to be offered in 1929-30 and 1930-31.

Where a year course is required to complete a subject, neither semester may
be elected independently unless permission to that effect is given. All first
year courses in Foreign Language must be completed to receive credit toward
graduation or a certificate.

The Number scheme is as follows: "Odd numbers indicate courses given in
the first semester; even numbers, courses given the second semester. Numbers
under 100 are open to all students irrespective of classification. Courses num-
bered 101-200 are open to Freshman, 201-300 are open to Sophomores, 301-400
are open to Juniors and courses numbered 401-500 are open to Senior students.
Usually the middle figure indicates the departmental division of a subject.

A course will not be offered unless it be elected by at least five students.
COLLEGE OF ARTS AND SCIENCE

The academic year is divided into two semesters of eighteen weeks duration each. A summer session of 6 to 12 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 "credit hours." Those who have satisfied the entrance requirements will receive such "credit hours" 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.** (Courses which must be taken the year in which they are offered.)

II. **Required Electives.** (Specific or alternate courses which must be taken for graduation.)

III. **Free Electives.** (Courses from which the student may choose to complete necessary hours for graduation.)

I. The **Fixed Requirements** include the following courses:  

<table>
<thead>
<tr>
<th>Course</th>
<th>B.A.</th>
<th>B.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Bible I and II (Optional)</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics I and II</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>History of English Literature</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Physical Education for Women</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Freshman Lectures</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 27

II. The **Required Electives** include the following courses:  

<table>
<thead>
<tr>
<th>Course</th>
<th>B.A.</th>
<th>B.S.</th>
<th>B.S. for Medical Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>†Ancient or modern Language</td>
<td>12 to 16</td>
<td>12 to 16</td>
<td>12 to 16</td>
</tr>
<tr>
<td>Political Science, Economics or Sociology</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>6-12</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>6-12</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inorganic Chemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Ethics or Philosophy</td>
<td>3-4</td>
<td>3-4</td>
<td></td>
</tr>
<tr>
<td>Public Speaking</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Physical Training</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 27

* A credit equals 1 semester hour of 18 hours recitation or its equivalent in laboratory work.

† Presupposes two years of preparatory Language.

Note: The credits 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 action shall show the reasons therefor.
III. Free Electives:

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

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

(b) Every student is required, before the opening of the Junior year, to select a major subject, two collateral minor subjects, or two majors, these to be chosen under the advice of the professor in charge of the major subjects.

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

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

(e) A candidate for B. S. in Medicine should understand that two full years of work additional in a class A medical college is required.

CONCERNING CLASSES AND COURSES

The College of Arts and Sciences is divided into four classes, namely, Freshman, Sophomore, Junior and Senior classes. The Freshman and Sophomores are known as the Lower Group. The Juniors and Seniors are known as the Upper Group. After the student has completed sixty-four hours of work, he enters the Upper Group. If this sixty-four hours of work is not completed in the first five semesters of attendance, the student is automatically dropped from the University, unless additional time be granted by the Classification Committee.

All courses of study in the College of Arts and Sciences are graded as, Lower and Upper Group subjects. The Lower Group courses aim to give the basic principles of the subjects studied. A student in the Upper Group may in no case take more than one-third of his work in the Lower Group, and in addition must make not less than C to gain full credit for this, otherwise he receives four-fifths credit for the work done in the Lower Group study carried. A student in the Lower Group may take work in the Upper Group upon recommendation of the department concerned and upon authorization by the Dean.
### SPECIMEN CURRICULUM OF COURSES FOR LOWER GROUP CLASSES

#### FRESHMAN YEAR

**Fixed Requirements**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I (Rhetoric)</td>
<td>English II (Rhetoric)</td>
</tr>
<tr>
<td>College Algebra</td>
<td>Trigonometry</td>
</tr>
<tr>
<td>Bible I (Optional)</td>
<td>Bible II (Optional)</td>
</tr>
<tr>
<td>Physical Training</td>
<td>Physical Training</td>
</tr>
</tbody>
</table>

Note: Each student should select enough from the following to make up 16 hours per semester.

**Electives**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Ancient Language</td>
<td>3 or 5 Ancient Language</td>
</tr>
<tr>
<td>1 Modern Language</td>
<td>3 or 5 Modern Language</td>
</tr>
<tr>
<td>History</td>
<td>3 History</td>
</tr>
<tr>
<td>2 Physics I</td>
<td>4 Physics II</td>
</tr>
<tr>
<td>2 Chemistry I</td>
<td>4 Chemistry II</td>
</tr>
<tr>
<td>2 Botany</td>
<td>3 Botany</td>
</tr>
<tr>
<td>2 Zoology</td>
<td>3 Zoology</td>
</tr>
<tr>
<td>Political Science</td>
<td>3 Political Science</td>
</tr>
<tr>
<td>*Art</td>
<td>1 *Art</td>
</tr>
<tr>
<td>*Mechanical Drawing</td>
<td>3 *Mechanical Drawing</td>
</tr>
<tr>
<td>*Wood and Metal Shop</td>
<td>3 *Wood and Metal Shop</td>
</tr>
</tbody>
</table>

Total hours: 16

* Courses starred are general electives open to students of any class.

1 Hours per week depend on credits previously made in high school.

2 Science chosen depends upon course to be pursued.

#### SOPHOMORE YEAR

**Fixed Requirements**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Ancient Language</td>
<td>3 Ancient Language</td>
</tr>
<tr>
<td>or</td>
<td>or</td>
</tr>
<tr>
<td>*Modern Language</td>
<td>3 Modern Language</td>
</tr>
<tr>
<td>English Literature I</td>
<td>3 English Literature II</td>
</tr>
<tr>
<td>Economics or Sociology</td>
<td>3 Economics or Sociology</td>
</tr>
<tr>
<td>Physical Training</td>
<td>1 Physical Training</td>
</tr>
</tbody>
</table>

Note: Each student should select enough from the following to make up 16 hours per semester.
Electives

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Bible III</td>
<td>Bible IV</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Public Speaking</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>History of Education</td>
<td>History of Education</td>
</tr>
<tr>
<td>Analytical Geometry</td>
<td>Analytical Geometry</td>
</tr>
<tr>
<td>Chemistry III</td>
<td>Chemistry IV</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>English Literature III</td>
<td>English Literature IV</td>
</tr>
</tbody>
</table>

Total Hours .................................... 16 Total Hours ................................... 16

*Pre-supposes one year of Freshman language.

Additional courses for Lower Group students may be found under the heading of Description of Courses for various departments.

Courses for Upper Group students, including Junior and Senior classes, may be found under heading of Description of Courses for various departments.

PRE-PROFESSIONAL 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 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 valuable. Pursuit of these courses will afford the broad, liberal foundation necessary to satisfactory work in a 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 consist 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 of 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. This affords unusual opportunities to prospective teachers as well as to teachers of the City.

5. **Engineering**—The University offers all the essential, theoretical and practical training usually included in the first two years of a standard four-year engineering course, including aeronautical engineering.
## SPECIMEN COURSES OF STUDY FOR PRE-PROFESSIONAL STUDENTS

### PRE-LEGAL COURSE

#### FRESHMAN YEAR—Lower Group

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>French or German I</td>
<td>French or German II</td>
</tr>
<tr>
<td>General Chemistry or Botany</td>
<td>General Chemistry or Botany</td>
</tr>
<tr>
<td>Rhetoric I</td>
<td>Rhetoric II</td>
</tr>
<tr>
<td>History of Europe</td>
<td>History of Europe</td>
</tr>
<tr>
<td>Political Science</td>
<td>Political Science</td>
</tr>
<tr>
<td>Freshman Lectures</td>
<td>Freshman Lectures</td>
</tr>
<tr>
<td><strong>Total: 17½</strong></td>
<td><strong>Total: 17½</strong></td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR—Lower Group

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>French or German III</td>
<td>French or German IV</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>History of English Literature</td>
<td>History of English Literature</td>
</tr>
<tr>
<td>Political and Social History of U. S.</td>
<td>Political and Social History of U. S.</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Public Speaking</td>
</tr>
<tr>
<td><strong>Total: 16</strong></td>
<td><strong>Total: 16</strong></td>
</tr>
</tbody>
</table>

### PRE-MEDICAL COURSE

#### FRESHMAN YEAR—Lower Group

<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>Algebra</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><strong>Total: 18</strong></td>
<td><strong>Total: 18</strong></td>
</tr>
</tbody>
</table>

#### SOPHOMORE YEAR—Lower Group

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>Modern Language</td>
<td>Modern Language</td>
</tr>
<tr>
<td>Psychology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Elective</td>
<td>Comparative Anatomy</td>
</tr>
<tr>
<td><strong>Total: 18</strong></td>
<td><strong>Total: 18</strong></td>
</tr>
</tbody>
</table>
Students registering in the Pre-Engineering course should decide at an early date where they wish to complete their degree in order that they may satisfy the requirements of that particular institution for the first two years.

**FRESHMAN YEAR—Lower Group**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric</td>
<td>Rhetoric</td>
</tr>
<tr>
<td>College Algebra and Trigonometry</td>
<td>Analytical Geometry</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>Mechanical Drawing</td>
<td>Des. Geometry</td>
</tr>
<tr>
<td>Shop Work (wood)</td>
<td>Shop Work (wood)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

**SOPHOMORE YEAR**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus</td>
<td>Calculus</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>Organic Chemistry</td>
</tr>
<tr>
<td>Shop Work (Metal)</td>
<td>Shop Work (Metal)</td>
</tr>
<tr>
<td>Economics</td>
<td>Economics</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Public Speaking</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
</tbody>
</table>

Other collegiate courses may be substituted for any of the above according to the requirements of the school granting the degree.

The subjects listed above in Pre-Engineering are essentially those subjects which are required in the first two years of any Engineering Course, including Aeronautical Engineering.

**DESCRIPTION OF COURSES**

**DEPARTMENTAL ORGANIZATION PLAN**

I. Division of Language and Literature.

<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Department of English</td>
<td>31</td>
</tr>
<tr>
<td>a. Constructive English</td>
<td>32</td>
</tr>
<tr>
<td>b. Journalism</td>
<td>33</td>
</tr>
<tr>
<td>c. Literature</td>
<td>34</td>
</tr>
<tr>
<td>d. Public Speaking and Dramatics</td>
<td>36</td>
</tr>
<tr>
<td>2. Department of Ancient Language</td>
<td>37</td>
</tr>
<tr>
<td>a. Latin</td>
<td>38</td>
</tr>
<tr>
<td>b. Greek</td>
<td>39</td>
</tr>
<tr>
<td>3. Department of Modern Language</td>
<td>40</td>
</tr>
<tr>
<td>a. French</td>
<td>40</td>
</tr>
<tr>
<td>b. Spanish</td>
<td>42</td>
</tr>
<tr>
<td>c. German</td>
<td>44</td>
</tr>
</tbody>
</table>

II. Division of Education, Psychology, Philosophy, and Religion.

<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Department of Education</td>
<td>45</td>
</tr>
<tr>
<td>2. Department of Psychology</td>
<td>59</td>
</tr>
<tr>
<td>3. Department of Philosophy</td>
<td>62</td>
</tr>
<tr>
<td>4. Department of Bible and Religious Education</td>
<td>63</td>
</tr>
</tbody>
</table>
I—DIVISION OF LANGUAGE AND LITERATURE

1—DEPARTMENT OF ENGLISH

Mr. James

Requirements for a Major in Rhetoric (the writing of English)—Those students for whom English Composition is more attractive than a purely literary study of English, may earn a major in this division. The following courses are required for such a major: English 111, 112, 211, 212, 231, 232, 311, 312, 411, 412.

Requirements for a Major in Journalism—Those students whose interests lie in the field of Journalism may earn a major in this division with the following courses: 111, 112, 225, 226, 231, 232, 325, 326, 327.

Requirements for a Major in English Literature—Students whose interests lie in the literary field, may earn a major in this division by acquiring twenty-four credits. A minor consists of sixteen hours. Courses 231, 232 must in all cases form the background.

Requirements for all degree students—At least twelve hours credit in the English Department is required of each degree student, including six credits in Constructive English and six credits in Liter-
ary English. The courses thus required are 111, 112, 231, 232, or their equivalents.

**English Entrance Requirements**—All matriculants who enter the University are required to take an English entrance examination given during registration week. Those who fail to pass this examination with a satisfactory grade will be assigned to English IIIA for at least one semester.

**DEPARTMENTAL DIVISIONS**

The courses offered by the Department of English are grouped under the following divisions:

I. Division of Rhetoric.
II. Division of Journalism.
III.-IV.-V. Division of Literature.
VI. Division of Public Speaking.
VII. Division of Expression and Dramatics.

**I—DIVISION OF RHETORIC**

**LOWER GROUP SUBJECTS**

111. *Freshman Rhetoric and Composition*—This course is a prerequisite to all others in Rhetoric and Journalism. General principles of composition, diction and usage, sentence structure, forms of discourse. Theme-writing, supplemented by the study of rhetorical models and drills in mechanics. This course and 112 are required of all Freshmen and for graduation.

Three hours. First semester. Three credits.

112. *Freshman Rhetoric and Composition*—Continuation of Course 111.

Three hours. Second semester. Three credits.

111-A. *Corrective English*. Required of all matriculants who fail to pass the English entrance examination (see note above), or satisfy the Rhetoric chairman of their ability to pursue the regular course. Also those who fail in the first semester of Freshman Rhetoric will be required to take this course. Upon satisfactory completion of one semester of Corrective English the student may enter the regular course and receive full credit for all work passed.

Three hours. First or second semesters. Three credits.

211. *Argumentation*—Analysis, brief-making, construction of arguments, logical processes, and refutation. The work consists of the study of models, the writing of briefs and arguments, and informal debates. Recommended for those who expect to take up debating. Pre-requisite: Courses 111 or 111-A and 112, or their equivalent.

Three hours. First semester. Three credits.

212. *Narration*—General rhetorical principles of narration. The writing of fictional and non-fictional narrative will be considered. Students will be given an opportunity to write short stories if they desire. Pre-requisite: Courses 111 or 111-A and 112, or their equivalent.

Three hours. Second semester. Three credits.
UPPER GROUP SUBJECTS

311. Short Story Writing—Structural principles of the short story. Writing, rather than textbook study, will form the bulk of the course. The class will be organized for mutual criticism and aid, under the direction and advice of the instructor. Pre-requisite: Courses 111, 112, and 212. Given alternate years.

Two hours. First semester. Two credits.

312. Short Story Writing—A continuation of Course 311, but may be elected independently by those satisfying the pre-requisites for Course 311. Given alternate years.

Two hours. Second semester. Two credits.

411. Advanced Composition—A course in criticism and style intended to give a critical and philosophical basis to one's judgments on men, affairs, literature, and art. Pre-requisite: Courses 111, 112, 211, 212, or Courses 111, 112, 311, 312, or Courses 111, 112, and History of English Literature. Given alternate years.

Two hours. First semester. Two credits.

412. Advanced Composition—Continuation of Course 411. Given alternate years.

Two hours. Second semester. Two credits.

II—DIVISION OF JOURNALISM

LOWER GROUP SUBJECTS

225. Principles of Journalism—A study of the basic principles of news gathering, writing, and editing. Practice in the writing of news stories, editing, and headline writing. Pre-requisite: Courses 111 or 111-A and 112.

Three hours. First semester. Three credits.

226. Principles of Journalism—Continuation of Course 225.

Three hours. Second semester. Three credits.

227. Advertising. The planning and writing of advertisements from the practical standpoint. A study of fundamental psychological principles, as tested in practice, typography, design, mediums, and campaign plans.

Three hours. First semester. Three credits.

228. Advertising. Continuation of Course 227.

Three hours. Second semester. Three credits.

229-A. Journalism Laboratory—Those who engage in at least 4 hours work each week on student publications will receive laboratory credit. This laboratory may be elected in conjunction with Courses 225 and 226 or independently.

First semester. One credit.

229-B. Journalism Laboratory—Continuation of Course 229.

Second semester. One credit.

UPPER GROUP SUBJECTS

325. Editing—Preparation of copy for the press. The general practices of editing will be considered, as well as the special processes of the newspaper copy desk. Pre-requisite: Courses 111 or 111-A and 112, 225, and 226.

Given alternate years.

Two hours. First semester. Two credits.
326. Editorial Writing—The editorial functions of the newspaper will be studied, together with practice in the writing of editorials. Prerequisite: Same as for Course 325. Two hours. Second semester. Two credits.

327. Feature Writing—The technique of the feature article, with a study of selected models, and practice in writing feature stories. Pre-requisite: Same as for Course 325. Two hours. First semester. Two credits.

III-IV-V—DIVISION OF LITERATURE

LOWER GROUP SUBJECTS

231-232. Introduction to English Literature. This is a general survey of the history of English Literature. An intensive study of representative writers in prose and poetry. Lectures, reports, collateral readings. A Sophomore requirement. This course should be a pre-requisite for special periods in English Literature. Three hours. Both Semesters. Six credits.

233. Introduction to American Literature—A survey of various periods of American Literature. Intensive study of writers of each period. Lectures, collateral readings, reports. This course should be a pre-requisite for all other English courses. Two hours. First semester. Two credits.

UPPER GROUP SUBJECTS


333. Studies in English Literature of the Middle Ages. The Middle English lyric; the romance cycles, the literature of vision; the popular ballad. Lectures, collateral readings, reports. Two hours. First semester. Two credits. Alternate years. 1930-31.


337. Introduction to Shakespeare. Technique, criticism of Early Plays. Collateral readings, reports. Two hours. First semester. Two credits.

338. Advanced Shakespeare. Intensive study of Hamlet, and later plays. The major works of Shakespeare will be studied. Collateral readings, research problems, lectures. Two hours. Second semester. Two credits.


342. The Victorian Age. This course will comprise the study of the prose and poetry of the age in the light of the historical background and of the social and literary development of the age. Lectures, reports. Two hours. Second semester. Two credits. Alternate years. 1929-30.


344. Advanced Browning. A study of the major works of Browning such as Pippa Passes, Paracelsus, A Soul’s Tragedy, etc. Lectures, reports. Two hours. Second semester. Two credits. Alternate years.


452. Contemporary Drama. A study of the modern drama, with special attention to the inter-relations of the English drama with that of the continent. Lectures, reports. Two hours. Second semester. Two credits. Alternate years.


455. Literary Criticism. The nature and development of criticism. The principles upon which criticism is based. Lectures, collateral reading. Two hours credit. One semester. Alternate years.

456. Study of the Essay. The essay as an art form. A large number of essays will be considered, tracing their development from Bacon and including the contemporary essay. Two hours credit. One semester. Alternate years.


VI—DIVISION OF PUBLIC SPEAKING

LOWER GROUP SUBJECTS

161-162. 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.

Two hours throughout year. Four hours credit.

263-264. Practical Public Speaking—Lectures and text-book. Continuous practice before 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 Sophomores. Two hours throughout year. Four credits.

265. Argumentation—Principles of argument and brief building. Textbook and criticism. Classroom debates and discussions. Refer to course 211, Department of English.

Three hours. First semester. Three credits.

266. Debating—Open to those having had Course 265. Intercollegiate debating.

Two hours. Second semester. Two credits.

UPPER GROUP SUBJECTS

367-368. Development of the Oration—A study of the oration as a distinct type of literature. Analysis of modern orations, and the development of original orations. The same to be delivered under the direction of the Public-Speaking Department. Pre-requisite, courses 111 and 112 under English, and courses 263-264 under English. Junior or Senior elective.

One hour throughout year. Given alternate years. Two credits.

VII—DIVISION OF EXPRESSION AND DRAMATICS

LOWER GROUP SUBJECTS

171-172. Fundamentals of Expression. This course is identical with the courses 161-162 in the preceding division. This course is required of all students specializing in Expression and Dramatics and forms the foundation for all oral discourse.

Two hours throughout year. Four hours credit.

173. A Study of Phonetics—This course attempts to teach speech improvement through a better understanding of speech sounds and the relative value of phonetics. The course is especially outlined for teachers as well as for speakers. The principles learned and the facility of speech acquired may be utilized in the school room as well as on the platform.

Two hours. First semester. Two credits.

174. Costume and Makeup. This course will teach the fundamentals of making costumes for dramatic purposes and makeups for public entertainments. Each student is required to do original work on a particular play.

Two hours. Second semester. Two credits.

175-176. Play Production. Training in stage craft and the presentation of plays. Each student is required not only to study the theory of Play
Production but to actually direct, at least, one play for public performance.
Two hours throughout year. Four credits.

**271-272. Advanced Expression.** This course naturally follows courses 171-172 and is intended to emphasize the foregoing by putting the theoretical into practice upon selections suitable for public delivery.
Two hours throughout year. Four credits.

**273. Shakespearean Interpretation.** Some of the principal plays of Shakespeare will be studied from an interpretative standpoint.
Two hours. First semester. Two credits.

**274. Oral Interpretation of Dialect Selections.** This course will include work in the rendition of such dialects as German, French, Jewish, Italian, Scandinavian, Irish, and Negro.
Two hours. Second semester. Two credits.

Physical culture is required of all students completing the course in Expression and Dramatics.
Two private lessons per week for the entire course is required of all students who expect to receive the diploma of the Department.

**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, providing the following subjects have been included in their Bachelor course.

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman English 1-2</td>
<td>Argumentation</td>
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<td>History English Literature</td>
<td>Shakespeare</td>
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<td>French</td>
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<td>Fundamentals of Expression</td>
<td>Psychology</td>
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<td>Physical Culture</td>
<td>History American Literature</td>
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<td>Private Lessons</td>
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<td>Practical Public Speaking</td>
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<td>Shakespearean Interpretation</td>
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**2—DEPARTMENT OF ANCIENT LANGUAGES**

Mr. Kuhn

**Requirements for a Major in Ancient Languages.** Students who major in Ancient Languages may select 24 hours from the Latin and the Greek. The following courses are recommended: Latin 115, 116, 217; Greek 111, 112, 213, 214, 313, 411, 412. A minor consists of 16 hours chosen from some allied department, and subject to the approval of the department head.
2A—LATIN LANGUAGE, LITERATURE AND LIFE

Prerequisites to College Latin


Caesar’s Gallic War, Four Books


LOWER GROUP SUBJECTS

111-112 Cicero’s Orations.


113-114 Virgil’s Aeneid.


115-116 Cicero’s Philosophical Essays.


217 Lyric Poems.

Horace’s Odes and Epodes. Literary Analysis and Criticisms. Aims to cultivate the faculty of feeling the sentiment of the author. Three hours. First semester. Three credits.

UPPER GROUP SUBJECTS

311 Teacher’s Latin.

For those who wish to acquire a knowledge of teaching and a teaching knowledge of an ancient language. The principles and methods to be acquired in this course are applicable to the teaching of any foreign language. The course begins with eighteen lessons in pedagogy and the remainder of the course is given to practice teaching and a thorough review of Latin vocabulary and Latin principles and rules of syntax; a thorough classification of Latin words and practice in distinguishing synonyms. Pre-requisite, five years of Latin. Given alternate years. Three hours. First semester. Three credits.

312 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, Martial, Aulus Gellis 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.
313 Research and Thesis Course.

314 Continuation of Course 313.
Three hours. Second semester. Three credits.

2B—GREEK LANGUAGE AND LITERATURE

LOWER GROUP SUBJECTS

111-112 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.

213 Xenophon's Anabasis.
Selections from Books I, II. Grammatical drill and prose composition. Three hours. One semester. Three credits.

214 Homer's Iliad.

215 Odyssey.
Two books read consecutively; selections from other book. Greek philosophy. Life and teachings of Socrates. Three hours. One semester. Three credits.

UPPER GROUP SUBJECTS

311-312 The Greek Drama. Tragedy.

313 Comedy.

314 Lucian.
Selected dialogues. Outline study of Greek literature from Homer to Aristotle. Two hours. One semester. Two credits.

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

412 Greek Historians.
Herodotus, Thucydides and Xenophon. Select readings. Two hours. One semester. Two credits.

The advanced Greek courses may be varied somewhat according to the previous preparation of the students. Courses will be offered in New Testament Greek and Greek lyric poetry upon request of students.
Miss Platt

The College of Arts and Sciences makes a minimum requirement for the A. B. degree of sixteen hours in some one foreign language. The list of courses in French is given below. Those open to Freshmen are as follows:

Students with one semester in High School take course 111.
Students with two or three semesters in High School take course 112.

Students with four semesters in High School take course 211.

A Major in French represents twenty-four semester hours; this must include courses 321 and 322 or their equivalent.

A Minor in French represents sixteen semester hours.

**DEPARTMENTAL DIVISIONS**

I. Division of Grammar and Composition.
II. Division of Composition and Conversation.
III. Division of French Literature.
IV. Division of Prose and Poetry.

**I—GRAMMAR AND COMPOSITION**

**LOWER GROUP SUBJECTS**

**111 French Elementary Grammar and Composition.**
- Pronunciation, grammatical constructions, verbs, and common idioms.
- Dictation and composition.
- Five hours. First semester. Five credits.
  - Credit is allowed only upon completion of Course 112.

**112 French Elementary Grammar and Composition.**
- Course 111 continued. Conversation and reading of easy texts.
- Five hours. Second semester. Five credits.
  - Prerequisite, course 111 or equivalent.

**211 Intermediate Grammar and Composition.**
- Review of Elementary Grammar: all verbs, syntax and common idioms, composition and dictation.
- Three hours. First semester. Three credits.
  - Prerequisite, course 111 and 112 or equivalent.
  - Credit is allowed only upon completion of course 212.

**212 Intermediate Grammar and Composition.**
- Course 211 continued. Reading of modern French prose.
- Three hours. First semester. Three credits.
  - Prerequisite, Courses 111 and 112, and 211 or equivalent.

**213 Scientific French.**
- Reading of easy texts, combined with a review of the essentials of French grammar. Open to students taking pre-medical and pre-engineering
courses. Two hours, supplemented by outside reading. First semester. Three credits. Credit is allowed only upon completion of Course 214. Prerequisite, Courses 111 or 112 or equivalent.

214 Scientific French.
Course 213 continued. Rapid reading of texts suitable for the acquisition of a special vocabulary.
Two hours, supplemented by outside reading. Second semester. Three credits. Prerequisite, Course 213.

II—COMPOSITION AND CONVERSATION.

UPPER GROUP SUBJECTS

321 Advanced Composition and Conversation.
Two hours. First semester. Two credits.
Credit is allowed only upon completion of Course 322.
Prerequisites, Courses 212 or equivalent.

322 Advanced Composition and Conversation.
Course 321 continued.
Two hours. Second semester. Two credits.
Prerequisite, Course 321.

III—HISTORY OF FRENCH LITERATURE

*331 History of French Literature.
A general survey of French literature from the Middle Ages to the early part of the nineteenth century. Lectures, class discussion, outside reading and reports.
Three hours. First semester. Three credits.
Credit is allowed only upon completion of Course 332.
Prerequisite, enrollment in or completion of Course 321.

*332 History of French Literature.
Course 331 continued. A survey of French literature from the beginning of the Romantic Movement to the present.
Three hours. Second semester. Three credits.
Prerequisite, Course 331 and enrollment in or completion of Course 332.

*333 Classical Authors.
Seventeenth century: Corneille, Racine, Moliere, La Fontaine, La Bruyere, Madame de Sevigne.
Three hours. Second semester. Three credits.
Prerequisite, enrollment in or completion of Course 321.
Credit is allowed only upon completion of Course 334.

*334 Eighteenth Century French Literature.
Three hours. Second semester. Three credits.
Prerequisite, enrollment in or completion of Course 322 and 331.

*435 French History and Conversation.
Two hours. First semester. Two credits.
Prerequisite, Course 322.
Credit is allowed only upon completion of Course 436.
436 French History and Conversation.  
Two hours. Second semester. Two credits.  
Prerequisite, Course 435.

IV—PROSE AND POETRY

*441 Modern French Prose.  
A study of the prose works of eminent French writers since 1850.  
Two hours. Second semester. Two credits.  
Prerequisite, Course 322.

*442 Modern French Poetry.  
A study of some of the best work of French poets of the nineteenth and twentieth centuries.  
Two hours. Second semester. Two credits.  
Prerequisite, Course 322.  
*Given in alternate years.

3-B—DEPARTMENT OF SPANISH LANGUAGE AND LITERATURE

Mr. Phillips

Courses in the 100 group are requisite to those in the 200 group. Courses in the 200 group are prerequisite to those in the 300 group. Courses 321 and 322 are prerequisite to all literature courses. Each first semester course is a prerequisite to the corresponding second semester course.

For students wishing to major in Spanish a curriculum including all courses listed is recommended and a minimum of all courses listed, except 335, 423, and 424.

I. Division of Foundation Courses.
II. Division of Literature Courses.
III. Division of Applied and Special Courses.

I DIVISION OF FOUNDATION COURSES

LOWER GROUP SUBJECTS

111 Grammar and Reading Course.  
Designed to equip the student with a fundamental knowledge of the pronunciation and grammar of the language.  
Five hours. First semester. Five credits.

112 Grammar and Reading Course.  
Continuation of 111.  
Five hours. Second semester. Five credits.

211 Reading and Composition.  
The aim of this course is to aid the student in acquiring a facile reading ability of the language in increasing his vocabulary, and also to supplement his knowledge of grammar acquired the first year. Exercise in composition will be assigned once a week.  
Three hours. First semester. Three credits.

212 Reading and Composition.  
Continuation of 211.  
Three hours. Second semester. Three credits.
II—DIVISION OF LITERATURE COURSES

UPPER GROUP SUBJECTS

321 Literature: General Survey.

This course comprises: Lectures by the instructor; reading, in class, of representative texts of the more important authors and periods; assignments in literary history, etc., to be read outside the class.
Three hours. First semester. Three credits.

322 Literature: General Survey.

Continuation of 311.
Three hours. Second semester. Three credits.

421 Literature: The Siglo de oro.

Selections read in class from the works of Cervantes, Lope de Vega, Calderon, et al., will be supplemented with lectures by the instructor and with outside reading by the students.
(Not offered in 1930-31.)
Three hours. First semester. Three credits.

422 Literature: The Siglo de oro.

Continuation of 421.
(Not offered in 1931).
Three hours. Second semester. Three credits.

423 Literature: Eighteenth Century.

To afford the student a general view of this period, some of its important productions will be read in class, lectures will be given by the instructor, and reports on assignments in outside reading will be presented for the members of the class.
(Not offered in 1929-30.)
Three hours. First semester. Three credits.

424 Literature: Nineteenth Century.

The romantic movement and the *costumbristas* will receive emphasis in this course.
(Not offered in 1930.)
Three hours. Second semester. Three credits.

425 Literature: The Modern Drama.

Selections from the best modern dramatists will be read and criticized in class. These readings will be supplemented with lectures by the instructor.
(Not offered in 1929-30.)
Three hours. First semester. Three credits.

426 Literature: The Modern Drama.

Continuation of 425.
(Not offered in 1930.)
Three hours. Second semester. Three credits.


Masterpieces from important novelists will be read in class, and criticism and comment by the students will be encouraged. Supplementary lectures by the instructor.
(Not offered in 1930-31.)
Three hours. First semester. Three credits.
Continuation of 427.
(Not offered in 1931.)
Three hours. Second semester. Three credits.

III—DIVISION OF APPLIED AND SPECIAL COURSES

331 Conversation.
The purpose of this course is to give the student an opportunity to center his attention completely on vocabulary and fluent pronunciation.
One hour. First semester. One credit.

332. Conversation.
Continuation of 331.
One hour. Second semester. One credit.

333 Advanced Composition.
Intended to provide for the student a further opportunity for increasing his vocabulary and facility of expression.
One hour. First semester. One credit.

334 Advanced Composition.
Continuation of 333.
One hour. Second semester. One credit.

335 Commercial Correspondence.
For students desiring to acquire a general foundation of the more common words and idioms characteristic of Spanish commercial letter-writing.
One hour. First semester. One credit.

3-C—DEPARTMENT OF GERMAN LANGUAGE AND LITERATURE
Mr. Kuhn

A Major in German embraces not less than twenty-four credits in the subjects listed below.

I. Division of Foundation Courses.
II. Division of Literature Courses.
III. Division of Special Courses.

I—DIVISION OF FOUNDATION COURSES

LOWER GROUP SUBJECTS

111 Beginning German.
For students with no previous training in German.
Five hours. First semester. Five credits.

112 Beginning German Continued.
Completion of elementary study and drill in German Grammar.
Reading of easy narratives and plays, with conversation and composition based thereon.
Five hours. Second semester. Five credits.

211 Conversational German.
Stress is laid upon the acquisition and ready use of a speaking vocabulary.
A study of idiomatic German used in daily social life.
Three hours. First semester. Three credits.
II—DIVISION OF LITERATURE COURSES

UPPER GROUP SUBJECTS

321 Classics and Composition.
This course is devoted partly to the reading, interpretation and discussion in German of masterpieces of Schiller, Goethe, and Sessing, partly to a review of German Syntax by means of exercises in composition. Three hours. First semester. Three credits.

322 German Literature.
An outline course on German Literature and culture, with copious readings from sources and oral German discussion. Three hours. Second semester. Three credits.

421 Goethe.
A study of his literary and cultural importance. Special attention given to the first part of Goethe's Faust. Two hours. First semester. Two credits.

III—DIVISION OF SPECIAL COURSES

232 Scientific German.
The reading and discussion of texts on Chemistry, Physics, Physiology and Economics. Acquaintance with scientific vocabulary and diction. Three hours. Second semester. Three credits.

432 Teaching German.
A seminar in teaching methods peculiarly applicable to the teaching of the German language. Two hours. Second semester. Two credits.

II—DIVISION OF EDUCATION, PSYCHOLOGY, PHILOSOPHY AND RELIGION

1—DEPARTMENT OF EDUCATION

Mr. Hammer

GENERAL STATEMENT

FUNCTION

It is intended that this Department shall provide a systematic and comprehensive training for those who may choose education as a profession. We are forced to recognize the importance of the teaching profession, and, too, that preparation for service in it must be as complete and thorough as for service in other fields.

Education is a matter of behavior-changes, is a matter of being able to effectively appropriate the experiences of the past in living, and the teacher through the teacher, must direct these changes and assist in making possible this appropriation.

This Institution, in recognition of these needs, attempts to provide a program of study and training, both in theory and practice, for teaching, supervisory and administrative positions in kindergarten, elementary and secondary schools.
DESIGN OF CURRICULUM

The curriculum is designed to furnish to the prospective teacher, who would be thoroughly equipped for his work:

1. Courses calculated to give sound scholarship and that culture rightly expected of college students.
2. Courses in the subjects and fields of his or her interests and abilities, of such a character and so organized that when graduated, he or she will in a measure have a thorough understanding of these subjects or fields of interest.
3. Courses in the organization and control of the public school as a social situation and as an instrument of social control.
4. Courses in the most modern methods of teaching—This knowledge to be both general and concrete and to come in a large measure from actual practice in teaching.
5. Courses in educational history and its significance.
6. Courses in research and investigation designed to provide the teacher with the tools of research and measurement and to encourage a spirit of exploration.

THE DEPARTMENT OF EDUCATION AND THE PUBLIC SCHOOLS

The Department of Education aims, moreover, through extensive work and through field-work among the County Superintendents and Rural and City Schools, to study to know the educational problems of the territory adjacent to the cities of Omaha and Council Bluffs, and to place its faculty and its resources at the service of the schools and communities of this territory in an attempt to solve these problems.

CERTIFICATES AND DIPLOMAS

Under the State certification law, the University of Omaha is authorized to issue the following certificates with the approval of the State Board of Examiners and the State Superintendent of Public Instruction to those who complete the prescribed courses.

1. The University First Grade State Teachers' Certificate, valid in any school in the State. This Certificate may be converted into a Professional Life Certificate after three years of successful teaching experience. This Certificate is issued with the Bachelor of Arts and Bachelor of Science degrees to those who have fulfilled the special requirements. See page 25.

2. The University Junior First Grand State Teachers' Certificate, valid in any elementary school in the
state. This certificate may be converted into a Professional Life Certificate after three years of successful teaching experience. This certificate is issued to students who have completed the 66-hour Normal Training requirements. See page 50.

3. The Special Kindergarten-Primary Diploma. This diploma is granted along with the University Junior First Grade State Certificate to those students who have completed the Kindergarten-Primary course as outlined on page 49.

4. The Special Music Supervisors' Diploma. This diploma is granted along with the University Junior First Grade State Certificate or to those who have met the requirements for the First Grade State Certificate and have further complied with the requirements of the School of Music. See Music Department.

5. The University General Elementary Certificate. This certificate is granted to those students who have completed a total of 32 college semester hours, 18 of which are listed as minimum requirements.

METHODS AND PRACTICE

Students who are candidates for the University Teachers' Certificate must have credits in Special Methods (Ed. 322) and Practice (Ed. 457 or 458) as follows:

Technique of Secondary Instruction (Ed. 322) general .................. 1 hour.
Technique of Secondary Instruction (Ed. 322) in major ................ 1 hour.
Technique of Secondary Instruction (Ed. 322) in minor ............... 1 hour.
Practice Teaching (Ed. 457 or 458) in major subject .................. 2 hours.
Practice Teaching (Ed. 457 or 458) in minor subject ................. 1 hour.

The credit in Special Methods (Ed. 322) and Practice (Ed. 457 or 458) will be counted as Education and not used toward the major or minor requirements.

Courses in Special Methods and Practice Teaching are required for all Institutional Certificates.

All student teaching is done in the Omaha and Council Bluffs City Schools and is at all times under the close supervision of a specialist from the University faculty who co-operates with the school organization. The advantage of being permitted to do student teaching under actual public school conditions and in systems as well known as Omaha and Council Bluffs are not to be denied.

TEACHERS' APPOINTMENT BUREAU

The Appointment Bureau consists of a committee of the Faculty who place students and graduates of the University in the positions
for which their general education and professional preparation has
fitted them. These qualifications are determined by a careful ex-
amination of the student's complete record, both academic and extra-
curricular.

The Bureau seeks in this way to do justice to student and em-
ployer alike, and is able to give employers exact and discriminating in-
formation. Full and confidential information will be sent school of-
officials and others concerning candidates. It is our policy not to send
out general letters of recommendation for indiscriminate use, but to
recommend a candidate for the particular position we believe him
qualified to fill.

The Bureau maintains communication with Superintendents,
Boards of Education and Industrial Organizations with reference to
vacancies, and invites correspondence from those who are in need of
professionally trained teachers and others. Students of the Univer-
sity who intend to teach, and graduates of the University who are now
engaged in teaching, and who wish to secure better positions, should
register with the secretary of the office.

All communications should be addressed to Teachers' Appoint-
ment Bureau, University of Omaha.

**BUREAU OF EDUCATIONAL REFERENCE AND RESEARCH**

The Bureau of Educational Reference and Research of the De-
partment of Education, established primarily for service to the schools
of Eastern Nebraska and Western Iowa in their educational problems,
is available to students in the Department of Education as a source of
information, material and research. Though it stands ready to take up,
as fast as its resources and personnel permit, any problem raised by
the schools, its undertakings are at present for the most part in the
field of tests and measurements.

The Bureau aids in securing at Publishers' prices a number of the
best intelligence and educational tests, and carries on the statistical
work necessary in answering certain educational questions. The bureau
furnishes bibliographies of periodical literature on given topics and
visits schools and school systems desiring to begin testing work, for the
purpose of instructing teachers, demonstrating the methods of testing,
and actually conducting measurement work. The Bureau holds, at one
or more times a year, a conference of superintendents and others
interested in educational problems.

**BACHELORS' DEGREE AND THE UNIVERSITY TEACHERS' CERTIFICATE**

The course of study in the Department of Education covers a
period of four years consisting of 128 hours credit for graduation.
Graduates receive the degree of Bachelor of Arts or Bachelor of Sci-
ence and a University Teachers' certificate, the latter certifying that
the holder has specialized in the theory and art of teaching and is entitled to teach in any school in the State of Nebraska.

Where education is chosen as either a major or minor, the student must offer for graduation either a major and two minors or two majors and a minor. No student may offer for graduation more than 40 semester hours in one group as a major.

For the University Teachers' certificate, the prescribed courses, including the graduation requirements of the College of Arts and Sciences, are as follows:

Education Requirements

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<tr>
<th>Course</th>
<th>Hours</th>
<th>Textbook</th>
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<tr>
<td>Educational Psychology</td>
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<td>Ed. 271</td>
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<td>History of Education</td>
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<td>Introduction to Education</td>
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<td>General Methods and Observations</td>
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<td>Tests and Measurements</td>
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<td>Public School Program of Studies</td>
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<td>Social Factors in Education</td>
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<td>Practice Teaching</td>
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<td>Ed. 247-248</td>
</tr>
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</table>

*Fixed Requirements: 26
*Required Electives: 45-61
*Free Electives: 56-40

*See Graduation requirements of the College of Arts and Sciences.

PROGRAM OF STUDIES
KINDERGARTEN-PRIMARY

FRESHMAN YEAR—Lower Group

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<td>Plays and Games</td>
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<td>Children's Literature</td>
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<td>Child Psychology</td>
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<td>Kindergarten Curriculum and Observation</td>
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SOPHOMORE YEAR—Lower Group

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<td>Educational Psychology</td>
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### NORMAL TRAINING

#### FRESHMAN YEAR—Lower Group

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#### SOPHOMORE YEAR—Lower Group

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#### DEPARTMENTAL ORGANIZATION

**I—HISTORY AND FOUNDATIONS OF EDUCATION**

111 Introduction to Education (Education “A” and “B”)
113-114 Hygiene and Health Education.
115-116 Personal Hygiene.
212 History of Education in the United States.
311 New Movements in American Education.
316 Social Factor is Education (Educational Sociology)
318 Philosophy of Education

**II—PRINCIPLES OF TEACHING**

120 General Methods.
122 General Methods and Observations.
223 The Technique of Elementary School Instruction
225 The Teaching of Reading in the Elementary School.
226 The Teaching of Geography and History in the Elementary School.
227-228 Primary Methods.
322 The Technique of Secondary School Instruction.

**III—KINDERGARTEN-PRIMARY EDUCATION**

120 General Methods.
130 Kindergarten-Primary Curriculum and Observation.
131 Plays and Games.
133 Children's Literature.
135 Manual Arts for the Kindergarten-Primary Grades.
COLLEGE OF ARTS AND SCIENCES

184 Child Psychology.
227-228 Primary Methods.
231 Nature Study.
237-238 Practice Teaching.

IV—ELEMENTARY-INTERMEDIATE EDUCATION
122 General Methods and Observations.
223 The Technique of Elementary Instruction.
225 The Teaching of Reading in the Elementary School.
226 The Teaching of Geography in the Elementary School.
247-248 Practice Teaching.
272 Tests and Measurements.
281 Educational Psychology.
340 The Elementary School Curriculum.

V—SECONDARY EDUCATION
122 General Methods and Observation.
212 History of Education in the United States.
272 Tests and Measurements.
281 Educational Psychology.
315 Social Factors in Education, (Educ. Sociology.)
322 The Technique of Secondary Instruction.
350 Principles of Secondary Education.
351 The Junior High School.
353 The High School.
361 Public School Program of Studies.
457-458 Practice Teaching.

VI—EDUCATIONAL ADMINISTRATION AND SUPERVISION
130 Kindergarten-Primary Curriculum and Observation.
240 The Elementary School Curriculum.
360 General Supervision and Improvement of Instruction.
361 Public School Program of Studies.
383 Supervision and Improvement of Elementary Instruction.
384 Supervision and Improvement of Secondary Instruction.
386 Traditional Examinations and New Type Tests.
460 Public School Administration.
462 Advanced Principles of Education.
463 Extra-Curricular Activities.
465 Education of the Handicapped Child.

VII—MENTAL MEASUREMENTS AND STATISTICS
272 Tests and Measurements.
373 Statistical Methods in Education.
375 Individual and Group Mental Testing.
470 Educational Diagnosis.
472 Technique of Educational Research.

VIII—EDUCATIONAL PSYCHOLOGY
184 Child Psychology.
281 Educational Psychology.
381 Clinical Psychology.
382 Abnormal Psychology.
383 Advanced Educational Psychology.
386 Mental Hygiene.
387 Psychology of Adolescence.
388 Psychology of Thinking.
DESCRIPTION OF COURSES

I—HISTORY AND FOUNDATIONS OF EDUCATION

111 Introduction to Education, (Education "A" and "B.")
This course aims to introduce the student to the study of education. The course deals with the technique of study, teaching as a profession, educators of the past and present, modern trends in education and many problems that are to be met in the field of education. The purpose of the course is to orient the student in the great field of education and prepare him for the specialized study to come later. Required of all first-year students in education.
Two hours. First semester. Two credits.

113-114 Hygiene and Health Education.
Consideration of the hygiene of physical and mental growth, health supervision of school children, teaching of health subjects and sanitation of the school plant. Consideration is given to school programs, school recreations, communicable diseases and first aid. Special emphasis is placed upon methods leading to the formation of proper health habits. (Ed. 113 and 114 correspond to Phys. Ed. 13 and 14.)
Two hours. Either semester. Two credits.

115-116 Personal Hygiene.
A study of the hygienic care of the human machine as it functions in work, play and rest. The course includes a study of the respiratory, circulatory and muscular systems; the coordination of muscular and mental activity; the relation of health, beauty and physical exercise. (Ed. 115 and 116 correspond to Phys. Ed. 15 and 16.)
Two hours. Either semester. Two credits.

212 History of Education in the United States.
A study of the institutions, theories and problems of modern education in the light of their history. Emphasis is placed upon the rise and control of State systems, and upon the history of modern educational reform. (Pre-req. Ed. 111 and 281.)
Three hours. Second semester. Three credits.

311 New Movements in American Education.
A critical analysis of the more recent attempts to reform educational method and the school curriculum is made the basis of this course. An attempt at evaluation of the more recent and outstanding movements will be made. (Pre-req. Ed. 111, 212 and 281.)
Three hours. First semester. Three credits.

316 Social Factors in Education, (Educational Sociology.)
A critical study of the educational problem from the viewpoint of the sociologist, the relationship of the school and certain major social institutions, and problems of school administration coming out of the school "as life in miniature." A study of the socialization of the school, its administration, course of study, methods and discipline; and the application of modern methods of social investigation and research to the problems of education. (Pre-req. Ed. 111, 281 and Soc. 211.)
Three hours. Second semester. Three credits.

318 Philosophy of Education.
A somewhat intensive study of selected topics respecting the fundamental conception of education as a biological, psychological, and social process, and the school as a social institution. Interpretation and criticism of materials, methods and modern theories of education. (Pre-req. Ed. 111 and 281.)
Two hours. Second semester. Two credits.
II—PRINCIPLES OF TEACHING

120 General Methods.
This course aims to give a clear and practical description of all important general methods of instruction as applied to kindergarten, primary and early Elementary Education. An attempt will be made to evaluate each and to present its strength and its weakness. The student is presented with an organized body of principles upon which the teaching procedure is to be based and familiarized with the fundamentals of a teaching technique which conforms to and applies the principles so derived. Required of all first-year Kindergarten-Primary Education students. (Pre-req. Ed. 111.)
Two hours. Second semester. Two credits.

122 General Methods and Observations.
This course is similar to Ed. 120, except that emphasis is placed upon Intermediate and Secondary Education. Supervised observation of the Omaha Public Schools is an added requirement. Required of all Normal Training and degree students in Education. Required of all students in Education except those in Kindergarten-Primary Education. (Pre-req. Ed. 111.)
Three hours. Second semester. Three credits.

223 The Technique of Elementary School Instruction.
This course presents a clear and concise description of the principles of teaching which underlie the most effective methods employed by progressive teachers in our modern elementary schools and to present in some detail how these principles are applied to each of the more fundamental subjects included in the elementary school curriculum. Reports of observation in the Training School and other schools constitute a portion of the semesters' work. Required of all students preparing to teach in the elementary schools. (Pre-req. Ed. 111, 120 or 122.)
Two hours. First semester. Two credits.

225 The Teaching of Reading in the Elementary School.
Emphasis here is placed upon a study of the present content, materials of instruction, and teaching procedures in lower, intermediate and upper grade reading; a survey of the contributions of research; class and individual projects. Classroom observation of reading. (Pre-req. Ed. 111, 120 or 122.)
Two hours. First semester. Two credits.

226 The Teaching of Geography and History in the Elementary School.
Emphasis here is placed upon a study of the present content, materials of instruction, and teaching procedures in geography and history. Classroom observation of geography and history teaching. A special emphasis is placed on problem studies. (Pre-req. Ed. 111, 120 or 122.)
Two hours. Second semester. Two credits.

227 Primary Methods.
This course deals with the principles of teaching, organization, and equipment of a modern primary school. A detailed study of the theory, method and materials of presenting penmanship, spelling, numbers and social studies, will be made and practice given in planning and developing lessons. Required of all students in Kindergarten-Primary Education. (Pre-req. Ed. 111 and 120.)
Three hours. First semester. Three credits.

228 Primary Methods.
This is a continuation of Ed. 227 and deals in an intensive way with the theories, materials and methods of teaching Reading and Language in the
Primary grades. Methods of correlating Reading with all activities and the use and organization of seat-work will be studied. Required of all students in Kindergarten-Primary Education. (Pre-req. Ed. 111 and 120.) Three hours. Second semester. Three credits.

322 The Technique of Secondary School Instruction.
This course is similar to Ed. 223, except that the emphasis and applications are made in the field of secondary education. Required of all degree students in education. (Pre-req. Ed. 111, 122 and 281.) Three hours. Second semester. Three credits.

III—KINDERGARTEN-PRIMARY EDUCATION

120 General Methods.
See "Principles of Teaching."

130 Kindergarten-Primary Curriculum and Observation.
The historical development of the kindergarten and primary grades and the educational changes which led to their unification will be briefly considered. Various types of programs will be examined and evaluated in the light of modern methods and principles. Materials will be collected and arranged for use with the various elements of a modern curriculum. Required of all students in Kindergarten-Primary Education. (Pre-req. Ed. 111.)
Five hours. Second semester. Four credits.

131 Plays and Games.
A critical study of the play life of the child and its value in educational procedure. Various types of play and child activities are studied to prepare the student teacher to understand and guide the child's natural reactions. Methods of organization and practice in playing games are given.
Two hours. First semester. Two credits.

133 Children's Literature.
This course makes an intensive study of the stories and poems suitable for use with young children. Principles of selection and methods of presenting are developed. Practice in the art of story-telling is given.
Two hours. First semester. Two credits.

135 Manual Arts for the Kindergarten-Primary Grades.
This course includes readings and discussions on the kinds, values and methods of presenting the various handwork materials in relation to the other curriculum activities of the Kindergarten-Primary grades. A study is made in the ways of obtaining and care of materials and practice is given in working out group and individual problems.

184 Child Psychology.
See "Educational Psychology."

227-228 Primary Methods.
See "Principles of Teaching."

231 Nature Study.
This course deals with the Natural Science materials suitable for use in the Kindergarten-Primary grades. Methods of obtaining, organizing and caring for nature materials are developed and students are required to gather materials and develop specific units of work with these materials.
Two hours. First semester. Two credits.
237-238 Practice Teaching.
Teaching under special supervision in the Omaha City Schools and in the University Demonstration School; Individual and group conferences with the Supervisor regarding special methods in their application to actual problems of teaching is complementary to the student teaching. Required of all students in Kindergarten-Primary Education. (Pre-req. Ed. 111 and 120.) Fifteen hours. First and second semester. Six credits.

IV—ELEMENTARY-INTERMEDIATE EDUCATION

122 General Methods of Observation.
See "Principles of Teaching."

223 The Technique of Elementary Instruction.
See "Principles of Teaching."

225 The Teaching of Reading in the Elementary School.
See "Principles of Teaching."

226 The Teaching of Geography and History in the Elementary School.
See "Principles of Teaching."

247-248 Practice Teaching.
Same as described for Kindergarten-Primary practice, except that teaching is done in the elementary grades.

281 Educational Psychology.
See "Educational Psychology."

340 The Elementary School Curriculum.
A study of the principles underlying the selection and organization of subject-matter for courses in the elementary school; examination of curricula, syllabi, and texts in the light of their function. Survey of the procedures and findings of scientific research in curricular content by subjects. (Pre-req. Ed. 111, 122, 223 and 281.) Three hours. Second semester. Three credits.

V—SECONDARY EDUCATION

122 General Methods and Observation.
See "Principles of Teaching."

212 History of Education in the United States.
See "History and Foundations of Education."

272 Tests and Measurements.
See "Elementary-Intermediate Education."

281 Educational Psychology.
See "Educational Psychology."

315 Social Factors in Education (Educ. Sociology.)
See "History and Foundations of Education."

322 The Technique of Secondary Instruction.
See "Principles of Teaching."
350 Principles of Secondary Education.
This course is designed to give a broadview of the fundamental principles underlying secondary education. It includes a study of the development of physical and mental traits and individual differences, with emphasis on the adolescent period; the relationship of secondary to elementary and higher education; the program of studies; methods of organization and administration. Emphasis will be given to the historical background only in so far as it is necessary to interpret present conditions and future needs. (Pre-req. Ed. 111, 122 and 281.)
Three hours. Second semester. Three credits.

351 The Junior High School.
Deals with the development of the Junior High School idea, special functions, nature of the Junior High School child, problems of counselling and guidance, organization and administration of pupil activities, functional reorganization of the curriculum, and steps in the organization of a Junior High School. (Pre-req. Ed. 111, 122 and 281.)
Three hours. First semester. Three credits.

353 The High School.
This course aims to study the recent growth in secondary education; changes in pupil personnel; places of secondary education in the system; types of reorganization; types of programs of study; types of high schools; staff; plant; costs; and standardization. (Pre-req. Ed. 111, 122 and 281.)
Three hours. First semester. Three credits.

361 Public School Program of Studies.
See "Educational Administration and Supervision."

457-458 Practice Teaching.
Teaching under special supervision in the Omaha City High Schools; individual and group conferences with the Supervisor regarding special methods in their application to actual problems of teaching is complimentary to student teaching. Required of all A. B. Certificate students.
Six hours. First or second semester. Three credits.

VI—EDUCATIONAL ADMINISTRATION AND SUPERVISION

130 Kindergarten-Primary Curriculum and Observation.
See "Kindergarten-Primary Education."

240 The Elementary School Curriculum.
See "Elementary-Intermediate Education."

360 Supervision and Improvement of Instruction.
This course is intended to meet the needs of principals, supervisors and superintendents in small cities. An analysis of the functions and duties of a supervisor as related to the improvement of instruction; specific supervisory technique; objective analysis of classroom activity; concrete application of present-day problems; case studies. (Pre-req. Ed. 111, 122, 223 or 322 and 240.)
Three hours. Second semester. Three credits.

361 Public School Program of Studies.
The curriculum in grades and high school is the subject of study in this course. The principles which must be considered in making the curriculum are specifically applied to the subject matter of the course of study and radical experiments in constructing courses of study are critically
studied and discussed. (Pre-req. Ed. 111, 122 and 281.)
Three hours. First semester. Three credits.

363 **Supervision and Improvement of Elementary Instruction.**
Similar to Ed. 360 except that the subject matter is definitely adapted to
the secondary grades.
(Pre-req. Same as for Ed. 360).
Three hours. First semester. Three credits.

364 **Supervision and Improvement of Secondary Instruction.**
Similar to Ed. 360 except that the subject matter is definitely adapted to
the secondary grades.
(Pre-req. Same as for Ed. 360).
Three hours. Second semester. Three credits.

366 **Traditional Examinations and New Type Tests.**
This course offers to teachers, supervisors, principals, and superintendents
an opportunity to become acquainted with the new-type examination move­
ment. Study will be made of sample materials in order to discover the
principles underlying the making of true-false, multiple choice, matching,
and completion tests. Careful analysis will be made of the initial problems
involved in the introduction of such tests into a school system.
(Pre-req. Ed. 111, 122, and 281).
Three hours. Second semester. Three credits.

460 **Public School Administration.**
The organization, administration, and general support of public schools in
state and local school districts.
(Pre-req. same as for Ed. 360).
Three hours. Second semester. Three credits.

462 **Advanced Principles of Education.**
a. A study of the psychological foundation of education. An attempt to
reach an answer to the question: What are the properties of the human
organism which makes education possible?
b. A consideration of the sociological foundation of education and prin­
ciples which govern the conduct of the school. The major topics include
the relationship of education to health, to the family, to economic life, to
civic life, to recreational life, and to religious life.
(Pre-req. same as for Ed. 360).
Three hours. Second semester. Three credits.

463 **Extra-Curricular Activities.**
Types of activities in junior and senior high schools; aims and values;
practices in organizing, and supervising; methods of evaluation.
Pre-req. Ed. 111, 122, and 281).
Three hours. Second semester. Three credits.

465 **Education of the Handicapped Child.**
The psychology and school care of the more remediable types, such as
defectives, slow or borderline children, and those who are physically handi­
capped; methods of diagnosing and treatment of modern delinquents.
(Pre-req. same as for -d. 360).
Three hours. First semester. Three credits.

**VII—MENTAL MEASUREMENTS AND STATISTICS**

272 **Tests and Measurements.**
A critical study of the nature of educational measurement, classification of
tests and scales, theory of mental tests, derived scores, norms and a critical
evaluation of tests and scales. The student is trained in the construction
of tests and in the technique of administration.
(Pre-req. Ed. 111, 120 or 122 and 281).
Three hours. Second semester. Three credits.

373 Statistical Methods in Education.
Considers elementary methods of dealing quantitatively with school facts and data. Provides exercises in the collection, interpretation and graphical representation of data.
(Pre-req. Ed. 272).
Three hours. First semester. Three credits.

375 Individual and Group Mental Testing.
A study of the history of mental tests; characteristics of modern tests: principles of selection, design and application: uses and results of tests in school. Methods of conducting and scoring the tests are discussed and demonstrated.
(Pre-req. Ed. 272).
Three hours. First semester. Three credits.

470 Educational Diagnosis.
A critical examination of the educational problems involving scales and standard tests. Nature of tests, methods of use, analysis of results obtained and programs of remedial educational procedure based on results of the test is suggested.
Three hours. Second semester. Three credits.

472 The Technique of Educational Research.
A course in the more advanced methods of educational research, together with the knowledge and use of statistical devices in the mathematical interpretation of educational data. A critical study of specific problems and the results of independent investigations conducted by each student.
(Pre-req. Ed. 373).
Three hours. Second semester. Three credits.

VIII—EDUCATIONAL PSYCHOLOGY

184 Child Psychology.
The aim of this course is to acquaint the student with the most important and established facts and principles of mental and physical growth of the child; to enable the student to recognize types and individual differences among children; to deal with certain defects and to cultivate an intelligent sympathy with children.
(Pre-req. Ed. 111 and Psy. 111).
Three hours. Second semester. Three credits.

281 Educational Psychology.
This course treats of the psychological facts and principles involved in the solution of various educational problems. A critical study of problems arising in connection with the curriculum, methods of instruction, classification and management is made in an attempt to the psychological facts which are pertinent and necessary for their solution. Emphasis is placed upon the significance of individual differences.
(Pre-req. Ed. 111 and Psy. 111).
Three hours. First semester. Three credits.

381 Clinical Psychology.
See Department of Psychology for description.

382 Abnormal Psychology.
See Department of Psychology for description.
383 Advanced Educational Psychology.
Advanced course covering the field of psychology as related to education.
(Pre-req. Ed. 272).
Three hours. First semester. Three credits.

386 Mental Hygiene.
A study of the motives influencing the behavior of children in a social environment, controlled and free. Emphasis is placed upon objective measurement of personality development as it involves formal educational practice. Special problems are analyzed and details of treatment are suggested.
(Pre-req. Ed. 281).
Two hours. Second semester. Two credits.

387 Psychology of Adolescence.
This course attempts to acquaint the student with the psychological principles governing the interests and needs of pre-adolescent boys and girls, and to point out the importance and meaning of these awakening interests and to present possible methods of directing them into proper channels.
(Pre-req. Ed. 281).
Three hours. First semester. Three credits.

388 Psychology of Thinking.
The nature of different types of learning; appreciation of the principles which underlie successful guidance of learning; methods, conditions and incentives of learning; individual differences in learning; general effect of learning on transfer of training.
(Pre-req. Ed. 281).
Two hours. Second semester. Two credits.

2—DEPARTMENT OF PSYCHOLOGY

Mr. Bradfield

A major in Psychology shall consist of twenty-four hours, and, in addition to Introductory Psychology and Experimental Psychology, may include any courses listed under Psychology.

DEPARTMENTAL DIVISIONS

The courses offered by the Department of Psychology are grouped under the following divisions:

I. Division of Foundations of Psychology.
II. Division of Educational Psychology.
III. Division of Religious Education.
IV. Division of Special or Applied Psychology.
V. Division of Social Education.

I—FOUNDATIONS OF PSYCHOLOGY

LOWER GROUP SUBJECTS

111 Introductory Psychology.
Prerequisite for all other courses in psychology. The fundamental facts and laws of mental life and behavior. It aims to train the student to observe the processes of his own experience and those of others, and to in-
interpret whatever he may read along psychological lines. Required of all certificate students and graduates.
Three hours. First semester. Three credits.

112 Advanced Psychology.
A more intensive inquiry into presuppositions, methods, and problems of psychological theory. Several recent works, representing divergent viewpoints, are studied and compared, with the purpose not only of familiarizing the student with the principal psychological concepts, but also acquainting him with the outstanding present-day problems of aim and methodology, and aiding him in organizing his own systematic thinking.
Three hours. Second semester. Three credits.
Courses 111 and 112 are required for graduation.

211-212 Experimental Psychology.
This course is designed to give the student a general introductory acquaintance with typical methods and results of experimental psychology. Lectures, laboratory work, and assigned readings.
Three hours. First and second semesters. Six credits.

214 History of Psychology.
A study of the historical development of psychology, with special emphasis on the modern period.
Prerequisite: Six hours in Psychology.
Three hours. Second semester. Three credits.

II—EDUCATIONAL PSYCHOLOGY

124 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. Second semester. Three credits.
Required of all prospective Kindergarten-Primary teachers.

221 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. First semester. Three credits.
Required of all prospective teachers.
Prerequisite: 111.

222 Tests and Measurements.
Deals primarily with tests of general intelligence. History of the testing movement, common types of tests, test organization and administration; evaluation of methods and results; practical uses.
Three hours. Second semester. Three credits.
Prerequisite: 111 and 221.

UPPER GROUP SUBJECTS

321 Advanced Educational Psychology.
See Department of Education, page 59.
Prerequisite: 221.

326 Mental Hygiene.
A study of the principles and technique of habit formation, orderly association, emotional control, and of the general psychological principles of health.
Two hours. Second semester. Two credits.
328 Psychology of Thinking.
An intensive study of the character and functions of thought in its several aspects.
Two hours. Second semester. Two credits.

III—RELIGIOUS EDUCATION

333 Psychology of Religion.
See Department of Religious Education.

433 Advanced Psychology of Religion.
See Department of Religious Education.

IV—SPECIAL OR APPLIED COURSES IN PSYCHOLOGY

341 Clinical Psychology.
A practical course in the examination, classification and disposition of abnormal individuals, designed for the training of teachers. For Juniors and Seniors only, or those having had Psychology 111-112.
Three hours. First semester. Three credits.

342 Abnormal Psychology.
An analytical study of mental abnormalities. Outline of symptomatology and classification of mental diseases with clinical demonstrations. Open to advance students by permission of instructor only.
Three hours. Second semester. Three credits.

343 Applied Psychology.
This is a practical course which acquaints the student with psychology as applied to every-day life. It applies psychology to the problem of individual competence relative to hereditary and environmental forces; it reveals the principles of vocational selection and guidance; and it clarifies the psychological laws that govern in the profession and in industry.
Three hours. First semester. Three credits.

345 Comparative Psychology.
This course will trace the development of the nervous impulse, habits, and instincts. Special emphasis on the intelligent capacity of animals with an attempt to trace the phylogenetic development of human intelligence.
Three hours. First semester. Three credits.

346 Genetic Psychology.
This course is designed to give an extensive study from the genetic point of view, and present the general principles of development.
Three hours. Second semester. Three credits.

347 Psychology of Adolescence.
This course deals with the problems of adolescence, the physical and psychic changes which take place during the period of adolescence. The numerous problems of adjustment incident to the junior and senior high school age, such as social adjustment, sex, juvenile delinquency and general mental development will receive attention.
Three hours. Second semester. Three credits.

348 Industrial Psychology.
Presentation of a point of view toward adjustments in industrial personnel, together with a study of the psychological principles and technique underlying the creation and maintenance of effective labor units. The selection, placement, training, motivation, and adjustment of the worker in an organization.
Three hours. Second semester. Three credits.
441 Psychology of Instincts.
A systematic study of the facts and theories of instincts, with emphasis on recent critical literature. This course will not be offered in 1929-30.
Three hours. Three credits.

442 Psychology of Emotions.
A systematic study of the facts and theories of instincts, with emphasis on recent experimental data. A complete analysis of glandular activity. This course will not be offered in 1929-30.
Three hours. Three credits.

444 Psychology of Advertising.
A systematic and experimental study of the psychological principles underlying effective advertising. Size, position, medium, headlines, legibility, and various other problems will be studied. This course will not be offered in 1929-30.
Three hours. Three credits.

445-446 Seminar and Research.
The purpose of this course is to acquaint the student with the more advanced problems in psychology; to improve the ability to interpret the data in the field; and to conduct research work on individual problems. Open to advanced students only.
Two hours. First and Second semesters. Four credits.

V—SOCIAL EDUCATION

356 Social Psychology.
The forms of behavior as appearing in social-self development, custom, fashion, the crowd and the mob; and the attendant motivating impulses, as fear, sympathy, suggestion, and imitation.
Three hours. First semester. Three credits.

Vocational Psychology.
This course will be offered in alternate years as there is demand for it.

3—DEPARTMENT OF PHILOSOPHY
Mrs. Weber

The courses in Philosophy are designed primarily for upper classmen who have had at least three hours of General Psychology. A major in Philosophy shall consist of twenty-four hours, and may include, in addition to any of the courses listed under Philosophy, any two of the following: Social Psychology, Development of Social Theory, Psychology of Religion, Advanced Ethics. A minor in Philosophy will include Phil. 311, 312 and 313.

UPPER GROUP SUBJECTS

311 Ancient and Medieval Philosophy.
A survey of the history of philosophic thought from 600 B. C. to the time of Descartes, with readings in the original works of Plato, Aristotle, St. Augustine and others.
Two hours. First semester. Two credits.
312 Modern Philosophy.
A general course covering the development of Philosophy from Bacon and Descartes to Kant and Hegel, with assigned readings of selections from the authors studied.
Two hours. Second semester. Two credits.

313 Logic.
A technical investigation of the laws and essentials of logical thinking and scientific method; including the usual study of terms, propositions, syllogisms, fallacies, hypothesis, proof, induction and deduction.
Two hours. First semester. Two credits.

314 Logic.
A continuation of Phil. 313. (Prereq. Phil. 313).
Two hours. Second semester. Two credits.

315 Introduction to Kant.
After a review of Kant’s philosophical antecedents and early development there will be a detailed study of the more important portions of The Critique as found in Watson's Selections. (Prereq. Phil. 312).
Three hours. First semester. Three credits.

316 Aesthetics.
This course deals with the psychology of aesthetic experience, the philosophy and psychology of beauty and art, and the appreciation and criticism of art.
Two hours. Second semester. Two credits.

317 Ethics.
Refer to Department of Bible and Religious Education, course 331.
Three hours. First semester. Three credits.

318 Psychology of Thinking.
The purpose of this course is to study the character and functions of thinking in its several forms and aspects, but with special reference to reflective thinking and logical processes.
Two hours. Second semester. Two credits.

4—DEPARTMENT OF BIBLE AND RELIGIOUS EDUCATION

Mr. Vartanian

The aim of the Department of Bible and Religious Education is as follows:

1. To create among all the students a wholesome and sympathetic atmosphere which is conducive to the highest development of character, and to provide them with an opportunity for an open-minded and constructive consideration of religion.

2. To provide courses that will give the students a broad non-sectarian view of religion and to create a vital interest in religious activities.

3. To acquaint the students with the moral and spiritual achievements of the great leaders of world-religions and lead them to a cultural appreciation and understanding of high ethical and religious values.
4. To encourage through these courses the formulation of a rational interpretation of life and of the universe and to bring about a unification of personality through the harmonious development of all its powers.

5. To serve the people of Omaha in all their religious activities by creating an interest in religious callings as a vocation and by providing thorough extension courses for Leadership Training.

6. To meet the need for a scientific and intensive preparation for all phases of Christian Leadership.

DEPARTMENTAL DIVISIONS

The courses offered by the Department are grouped under the following divisions:

I. Division of Bible.
II. Division of Religious Education.
III. Division of Science and Philosophy of Religion.

REQUIREMENTS FOR MAJOR AND MINOR

A major consists of twenty-four hours, and a minor of sixteen hours including courses 111-112, and 201 and 202. Any course in any division may be counted toward a major or a minor. Consult the head of the department as to desirable correlation of courses.

I—DIVISION OF BIBLE

111 Life of Jesus.
A reflective survey of the historical life of Jesus in its Palestinian setting. An analysis of the social, political and religious life of the times and a careful study of the reactions of Jesus towards such an environment. A careful consideration of the outstanding characteristics of the main periods of the Ministry of Jesus.
Two hours. First semester. Two credits.

112 Life and Teachings of Jesus.
A continuation of course 101. A careful study of the life and teachings of Jesus as set forth in the Gospel according to Matthew. An attempt to study the Book as a unit and to discover the theme of the author, his object in writing the book, and the main division of his discussion. Facts, observations, interpretations and applications are clearly distinguished and the scientific method of approach is stressed.
Two hours. Second semester. Two credits.

211 Life of Paul.
An attempt to set forth the outstanding characteristics and experiences of Paul in their contribution to the Christian movement. An understanding of his Hebrew and Christian environment and a psychological interpretation of his life.
Two hours. First semester. Two credits.

212 Life and Times of Paul.
This is the continuation of course 201. A detailed presentation of the origin and the development of early Christianity as presented in the Acts
of the Apostles. A clear setting forth of the progress of the Christian movement from Jerusalem to the Greco-Roman world in its chronological and logical order. An examination into the secret of the victory of the Church over great obstacles.
Two hours. Second semester. Two credits.

213 History of the Hebrew People.
A study of the Hebrew nation from its origin to the restoration from the exile as set forth in the Old Testament literature. An investigation of the contemporary powers and their social, political and religious influence over Hebrew history. An examination into the dominant ideas and ideals of its great leaders.
Open to Sophomores, Juniors and Seniors.
Two hours. First semester. Two credits.

214 Hebrew Prophets.
A study of the prophetic writings of the Old Testament. A historical and psychological analysis of the prophets. A careful consideration of the contributions of their personalities and their messages to their times; their points of similarities and differences; the permanent place they occupy in the religious experience of all times.
Open to Sophomores, Juniors and Seniors.
Two hours. Second semester. Two credits.

215-216 Literary Study of the Bible.
A thorough study of the sources of the different types of Biblical literature. A critical appreciation of selections from Hebrew thought. An examination into the historical situations under which they were written. The problems involved in their interpretations and the special characteristics of the various types of literature represented in the Hebrew and Christian Scriptures.
Two hours. Two semesters. Four credits.

217-218 Ancestry of the English Bible.
This course aims to trace the development of the Bible from the earliest Manuscripts to the latest Versions. Early Manuscripts, and translations such as Vulgate Version, Caedman's Paraphrase, Venerable Bede's Anglo-Saxon, Psalms and the Gospels, etc., are studied and compared. Special emphasis is laid upon the translations of the King James Version and the Revised Versions.
Two hours. Two semesters. Four credits.

UPPER GROUP SUBJECTS

311 Advanced, Life of Christ.
An intensive and critical study of the four gospels in their contributions to the chronological and historical life of Jesus, and their teachings on the fundamental principles of Christian religion. Students are given assignments on special subjects for class reports and discussion. Reviews on collateral readings.
Prerequisite, Courses 101-102.
Two hours. First semester. Two credits.

312 Advanced, Person of Christ.
A continuation of course 311. An intensive study of the Fourth Gospel with reference to the personality and life of Christ. A careful consideration of Jesus self-assertions, His self-consciousness, His death and resurrection. His interpretation of His mission, His relation to God, His relation to man as a saviour and judge. The synoptic Gospels are studied in their contributions to the subject.
Two hours. Second semester. Two credits.
411 Advanced, Letters of Paul.
A survey of the history and problems of the primitive Christian community as manifested in the letters of Paul. A study of the sequence, grouping and historical and social value of his writings. A careful investigation of the theme and dominant ideas of each letter and their interpretation in their historical setting. An examination of their contribution to the understanding of the practical problems, practices and fundamental doctrines of the early Church. Given at alternate years with Course 311.
Two hours. First semester. Two credits.

412 Advanced, Basic Teachings of Paul.
A continuation of course 411. An analytic study of the teachings of Paul on the basic principles of Christianity. A careful examination of his interpretation of his life, death and resurrection of Jesus. A survey of Paul's views on the limitations of the law; the meaning and power of faith; and life after death. A study of his formulation of Christian life and ideas into a consistent system.
Two hours. Second semester. Two credits.

II—DIVISION OF RELIGIOUS EDUCATION

LOWER GROUP SUBJECTS

221-222 Theory of Religious Education.
A comprehensive survey of the history of religious instruction. An examination of the problem of the organization of church schools. A critical analysis of methods and materials best adapted to the improvement of the instruction of religion in the church school and the week day school of religion.
Two hours. Two semesters. Four credits.

223-224 Principles of Teaching.
A study of the theory and technique of teaching religion and moral philosophy, an application of the principles underlying religious education to concrete and practical instances. Current psychological and philosophical concepts are considered and compared. Objectives, classroom procedure and various methods of religious education will be critically analyzed. The students will be given the opportunity to plan, prepare and present series of lessons under the supervision of the instructor.
Two hours. Two semesters. Four credits.

225 History of the Christian Church.
A survey of the rise, growth and development of the Christian Church and its vital relation to the national development of peoples. Emphasis is given to historical and social events which characterize its developments.
Two hours. One semester. Two credits.

226 History of Christian Missions.
A survey of the beginnings and development of Christian missions. A study of lives of the outstanding missionary leaders. A consideration of the problems and obstacles of the world-wide Christian propaganda and the methods used to overcome and solve them. The attention of the students is called to the most important current movements in foreign lands and their relation to missionary work.
Two hours. One semester. Two credits.
UPPER GROUP SUBJECTS

321 A Study of Childhood.
A study of the educational and psychological problems of childhood in their relation to religious education. A survey of the statistical methods, supervision and child accounting as applied to church schools.
Two hours. One semester. Two credits.

322 A Study of Adolescence.
A critical analysis of adolescent needs as related to religious education, a survey of the history and progress of church school and other organizations dealing with young people, a study of the methods and principles underlying adolescent religious education.
Two hours. One semester. Two credits.

323 A Study of Adult Life.
A study and investigation of those topics in theory and practice dealing with the problem of adult religious education. A survey of church administration. Co-operative classes in religion; religious education in rural communities and of the different methods adopted in adult religious education.
Two hours. One semester. Two credits.

324 Principles of Administration.
A study of the organization, equipment and administration of church schools. A survey of the literature, methods, purposes and results of successful schools of religion. An analysis of the efficient administration of the church school's educational program. Methods of approach to service and finance.
Two hours. One semester. Two credits.

III—DIVISION OF SCIENCE AND PHILOSOPHY OF RELIGION

331 Ethics.
A careful survey of the history of morals. An analytic study of moral consciousness and the conception of the "highest good." Special attention is given to the social significance of moral conduct.
Three hours. First semester. Three credits.

332 Christianity and Social Problems.
This is an attempt to analyze the social and economic problems of the present day and to suggest the Christian principles upon which a new social order must be founded. Must be preceded by Ethics.
Three hours. Second semester. Three credits.

333 Psychology of Religion.
A consideration of the fundamental nature of religion and a study of mental phenomena of religious experience of childhood and adolescence, the phenomena of conversion, worship, revivals, belief in God and in immortality. Mystical experience is made of special subject of investigation and discussion. "Religious Consciousness" by James Pratt is used as a text.
Three hours. First semester. Three credits.

335 History of Religions.
A study of the evolution of primitive religion. An examination of the great living religions of the world and the philosophy of their leaders. Special consideration is given to Buddha, Confucius, Lootze, Mohammed and Christ.
Three hours. One semester. Three credits.
336 Comparative Religion.
A thorough and comparative study of the great religions of the world. Their moral, religious and social values analyzed and compared, bringing out the universal elements in world religions. Special emphasis is given to Hindooism, Buddhism, Confucianism, Zoroastrianism, Mohammedanism, Judaism and Christianity. It attempts to compare, classify and evaluate these religions according to ethical and religious concepts. Modern cults are made subject of special discussion.
Three hours. One semester. Three credits.

334 Philosophy of Religion.
An examination of the primitive religious concepts and practices. A study of the fundamental principles of religion, the nature and ultimate goal of religious experience. A review of the different philosophical beliefs found in the great religions of the world.
Three hours. One semester. Three credits.

436 Science, Philosophy and Religion.
An effort to define the fields of science, philosophy and religion. An examination of their historical relationships and supposed contradictory conclusions. A study of the recent findings of the foremost scientist on chemistry, physics, biology and psychology and their relations and contributions to ultimate reality. "Science, Religion and Reality" by Needham is used as a text.
Three hours. Second semester. Three credits.

431-432 Basic Principles of Christianity.
The teachings of Christianity on fundamental issues of religious life and experience. A study of inspiration, authority and certainty of Christianity. A thorough consideration of the significance of sin, miracles, salvation and the hope of life after death.
Three hours. Two semesters. Six credits.

433 Advanced Psychology of Religion.
A continuation of course 333. A critical study of the views of leading authors on religious consciousness. Special reports on field work and reviews on collateral reading are made. Prerequisite, course 333.
Three hours. First semester. Three credits.

435 Advanced Hinduism, Jainism and Buddhism.
An intensive study of the history, principles, leaders and social effects of Hinduism, Jainism and Buddhism. The present status of these religions will be examined and analyzed. Their fundamental principles and philosophy will be studied, compared and discussed.
Three hours. One semester. Three credits.

III—DIVISION OF SCIENCE

1—DEPARTMENT OF CHEMISTRY

Miss Ward

A major in Chemistry shall consist of twenty-four college hours and shall include courses 111, 112, 213, 214, 311 and 314. This will give the student training in scientific methods and scientific thinking, also appreciation of the place of chemistry in the modern world and its contributions to every-day life.
For a career in chemistry, industrial work, research or teaching, a more thorough training is required in the different branches.

A minor in chemistry shall consist of eighteen college hours and shall include course 111, 112, 213 and 214.

Minors for students majoring in chemistry should consist of eighteen hours from courses in Mathematics, Physics and Biological Science, including not more than two of these.

A special mathematics for students in Science is recommended for those who do not major in mathematics while majoring in chemistry. For further information see Mathematics.

**LOWER GROUP SUBJECTS**

111 General Inorganic Chemistry.
A study of the non-metals and general chemical theory. The course is designed to meet the needs of those who wish to study chemistry as a part of a liberal education and also of those who wish to major in the subject. Three hours lecture. Weekly quiz. Four hours laboratory.
First semester. Four credits.

112 General Inorganic Chemistry.
Course 111 continued. Continued study of first semester's work including a brief study of the metals and carbon compounds. Three hours lecture. Weekly quiz. Four hours laboratory.
Second semester. Four credits.

211 Qualitative Chemical Analysis.
Lectures and laboratory work in the principles and practice of qualitative analysis. Pre-requisite Courses 111 and 112. Two hours class. Six hours laboratory.
First semester. Four credits.

212 Qualitative Chemical Analysis. Course 211 continued.
Two hours class. Six hours laboratory.
Second semester. Four credits.

213 General Organic Chemistry.
A study of the compounds of carbon, including the alphatic series and aromatic series. The general properties, preparations, characteristic reactions and relationships of the different classes of carbon compound are studied. Theory is discussed. Pre-requisite, Courses 111 and 112. Three hours class. Weekly quiz. Four hours laboratory.
First semester. Four credits.

214 General Organic Chemistry.
Course 213 continued.
Three hours. Weekly quiz. Four hours laboratory.
Second semester. Four credits.

**UPPER GROUP SUBJECTS**

311 Quantitative Chemical Analysis.
Lectures and laboratory work on the theory, principles and practices of volumetric analysis. Special attention given to chemical problems. Pre-requisite, Courses 111, 112, 212 and 213.
Two hours lecture. Six hours laboratory.
First semester. Three credits.
Advanced Quantitative Analysis.

Advanced General Chemistry.
A study of theories and principles in Chemistry. The course develops and gives a perspective of the work taken in Chemistry up to this time and forms the introduction and the foundation for further study in physical chemistry. Pre-requisite, Courses 111, 112, 213, 214 and 311. Two hours lecture. Alternate years. Second semester. Two credits.

Chemical Literature.
A study of current literature, also a survey of the available published information of the chemical science and industry. A library course in the proper use of chemical books and periodicals. Pre-requisites, Courses 111, 112, 213, 214 and 311. Two hours lecture. Four hours library work. Alternate years. Second semester. Two credits.

History of Chemistry.
A study of the history of Chemistry discussed from the standpoint of the life and work of the great men in this field of science. Different periods are studied. The human side of chemistry is emphasized. Pre-requisites, Courses 111, 112, 211, 212, 213, 214, 311 and 314. Two hours lectures. Four library work. Alternate years. First semester. Two credits.

Cooperative Chemistry.
The aim of this course is to give the student practical experience in chemistry while college courses leading to a Bachelor's Degree and a major in chemistry are being continued. The work will be taken in that branch of chemistry in which the student is most interested and in the laboratory of a cooperating firm. Regular reports must be made stating the kind of work being done, the number of hours per week spent in the laboratory, and the progress being made. The course is supervised and conferences held. Pre-requisite. The pre-requisite will be largely determined by the type of work selected. The college credit given is determined by the number of hours spent in the laboratory, the standard of work done, and the number of regular college hours of work being carried.

Special Methods in Teaching Science.
This course and the field covered is selected after conference with the Head of the Educational Department. (For further information consult Department of Education.)

Chemical Club.
This club is non-social. Membership is open to those who declare their intention of majoring or minoring in chemistry. However, all students interested are invited to attend. Lectures are given by chemists of the city regarding their special line of work and many field trips are taken to observe the processes discussed in the lecture. This gives the student an appreciation of the situation of chemistry in the modern world, makes it real and vital. It gives general information and a larger scope of chemistry. Lectures are given or announced Thursday mornings at 10:00 o'clock. Trips are taken or announced Friday afternoons at 2:15 o'clock.
Gamma Pi Sigma.

This is an honorary fraternity, its membership consists of the honor students in chemistry. Honors may be gained in any course in chemistry by high scholarship and activity in chemistry.

**PREMEDICAL COLLEGE COURSE**

For admission to the two-year pre-medical college course, students shall have completed a four year course of at least fifteen units in a standard accredited high school or other institution of standard secondary school grade.

The minimum requirement for admission to acceptable medical schools, in addition to the high school work specified above, is sixty semester hours of collegiate work, *exclusive of military and physical education.

Schedule of subjects for the two year Pre-medical College course:

<table>
<thead>
<tr>
<th>Required Subjects</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry</td>
<td>12*</td>
</tr>
<tr>
<td>Physics</td>
<td>8</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
</tr>
<tr>
<td>English Composition and Literature</td>
<td>6</td>
</tr>
<tr>
<td>Other non-science subjects</td>
<td>12</td>
</tr>
</tbody>
</table>

*The University of Nebraska College of Medicine requires sixty-five hours, thirteen in chemistry (five of which shall be organic.)*

Subjects strongly urged:

<table>
<thead>
<tr>
<th>Semester Hours</th>
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<tbody>
<tr>
<td>Modern Foreign Language (German or French.)..............6-12</td>
</tr>
<tr>
<td>Botany or Advanced Zoology..................................3-6</td>
</tr>
<tr>
<td>Psychology and Logic........................................3-6</td>
</tr>
<tr>
<td>Mathematics, including Algebra and Trigonometry.........3-6</td>
</tr>
<tr>
<td>Additional courses in chemistry...........................3-6</td>
</tr>
</tbody>
</table>

Other suggested electives:

English (additional), economics, history, sociology, political science, mathematics, Latin, Greek and drawing.

**PRE-MEDICAL COURSE**

**FRESHMAN YEAR—Lower Group**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
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<tbody>
<tr>
<td>Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Algebra</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language</td>
<td>3-5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Zoology</td>
<td>3</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Trigonometry</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language</td>
<td>3-5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Zoology</td>
<td>3</td>
</tr>
</tbody>
</table>

16-18 16-18

**SOPHOMORE YEAR—Lower Group**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Modern Language</td>
<td>3</td>
</tr>
<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td>Organic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Modern Language</td>
<td>3</td>
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<tr>
<td>Psychology</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Zoology</td>
<td>2</td>
</tr>
<tr>
<td>Elective</td>
<td>2</td>
</tr>
</tbody>
</table>

18 18
By the use of the two pre-medical years and the subjects of the first and second years of the medical course as electives in his collegiate course the student may receive the degree of Bachelor of Science at the end of four years. The course as outlined above for pre-medical work must be followed exactly to obtain this degree.

By the use of three pre-medical years (96 college hours) and the subjects of the first and second years of the medical course as electives in his collegiate course the student may receive the degree of Bachelor of Arts. This degree is granted only to those who meet the requirements of Bachelor of Arts as stated for the College of Arts and Sciences.

Pre-Medical Club.

Lectures are given by different medical men and women of the city. Membership is limited to pre-medical students and to those of standard scholarship. All interested are invited to attend. Meetings are announced Thursday morning at 10 o’clock.

2—DEPARTMENT OF BIOLOGY

Mr. Simmons

Requirements for a Major: A student who majors in this department must take the following of the Lower Group Subjects: Zoology, 6 credits; Botany, 6 credits; and the following of the Upper Group Subjects. Comparative Anatomy, 2 credits; Parasitology, 3 credits; Genetics, Eugenics and Evolution, 3 credits; Experimental Biology, 4 credits. Twenty-four credits are required for a major in the department of Biology. Students who major in Biology may minor in Chemistry, Physics, Mathematics, Philosophy or Sociology.

Requirements for a Minor: A student who minors in this department must receive sixteen credits in any of the above, including a minimum of four credits in the Upper Group Subjects.

LOWER GROUP SUBJECTS

111. General Zoology. This course includes the study of the structures, functions and life histories of the invertebrate and vertebrate animals. The laboratory work includes the study of the Protozoa and other lower forms, the dissection of the higher forms, and the microscopic study of tissues. This course is required of all pre-medical students.

Three hours class, including lectures, recitations and quizzes. Four hours laboratory. Three credits.

112. General Zoology. Course 111 continued. Special consideration is here given to the anatomy, physiology and the development of the chordates.

Three hours class, including lectures, recitations and quizzes. Four hours laboratory. Three credits.

113. General Botany. A lecture and laboratory course involving the study of the structures, functions, life histories and relationships of Plants in the sequence of simple to complex. Emphasis is placed upon the higher forms and upon the evolutionary transitional forms throughout the plant kingdom. Laboratory work includes the microscopics and gross observation and study of the representative plants from every division of plant life and the microscopic
study of plant tissues. This semester includes the study of the fundamental principles of plant life and the study of the Thallophytes.

Three hours class, including lectures, recitations and quizzes. Four hours laboratory. Three credits.

114. General Botany. Course 113 continued. This semester includes the study of the Bryophytes and the remaining ascending division of the plant kingdom.

Three hours class, including lectures, recitations and quizzes. Four hours laboratory. Three credits.

116. Biology for Teachers. Lectures and laboratory deal with the structures, functions and life histories of typical plants and animals with constant endeavor to parallel the two kingdoms. The course includes the brief study of the fundamental principles of plant and animal life. This is a first year course for teachers who expect to teach in the primary and elementary grades and must be supplemented by Nature Study during the second semester in order to qualify for the two year certificate.

Two hours class, including lectures and recitations. Three hours laboratory. Second semester. Two credits.

117. Physiology. This course covers the main facts and the more recent and more important advances in the study of the human body, involving the study of all the fundamental principles of the normal human body. Structure is constantly correlated with function.

Three hours class, including lectures and recitations. Four hours laboratory. First semester. Three credits.

118. Hygiene. A course on sanitation and personal and civic hygiene. Physiology is not a pre-requisite for hygiene; however hygiene is the logical sequel to the former. The work is carried on by means of lectures, recitations, and demonstrations. This course does not give credit as a laboratory science.

Three hours class, including lectures and recitations. Second semester. Three credits.

UPPER GROUP SUBJECTS

312. Comparative Vertebræ Anatomy. As an introduction to minute and gross human anatomy, physiology and embryology, this intensive course is offered especially for pre-medical students. A study of the anatomy, correlated functions and development of four representative vertebrate animals. The comparative method is used in the dissection and study of the various organ systems of these vertebrates.

Pre-requisite: General Zoology 111 and 112.

Three hours lecture. Four hours laboratory. Second semester. Two credits.

315. Parasitology. This course deals with the parasitic Protozoa, Platyhelminthes, Nemathelminthea and Arthropoda, that affect man.

Pre-requisite: General Zoology 111 and 112 or equivalent.

Three hours class, including lectures and recitations. Three hours laboratory. First semester. Three credits.

319. Evolution, Genetics and Eugenics. This course consists of lectures, assigned readings and essays.

Pre-requisite: General Zoology 111 and 112 or equivalent.

Three hours class. First semester. Three credits or, with additional assigned work, four.

Note: Upper group courses 315 and 319 are taught during alternate years.
411. Experimental Zoology. Individual work on an assigned problem. This course consists of conferences, readings, and laboratory work. Pre-requisite: General Zoology 111 and 112 and Courses 312 and 319, or equivalent. First semester. Two credits. Taken only by the permission of instructor.


2—DEPARTMENT OF PHYSICS

Mr. McKibbon

The Department of Physics offers courses in theoretical and practical Physics which aim to meet the requirements of those students who major in Physics, those who take a minor in Physics, those who major in Engineering, those who major in Medicine or other sciences, and those who wish to acquire a knowledge of Physics as a general cultural subject.

Courses numbered 111-112 are designed for Freshmen, if qualified. Courses from 211 and above are designed for all students other than Freshmen. All courses, except 111-112, pre-suppose a knowledge of Elementary Physics, College Algebra and Trigonometry.

LOWER GROUP SUBJECTS

111 General Physics.
A study of mechanics, sound and heat. In courses 111 and 112 the subject of General Physics is covered with the aim of giving the student an insight into the fundamental physical laws and their application to practical life. Recommended for Liberal Arts students, Pre-Medical and Pre-Engineering students. Pre-requisite: Either six semesters of high school mathematics or four semesters of high school mathematics with at least three hours of College Mathematics. Lecture three hours. Laboratory four hours. Credit four hours. First semester.

112 General Physics.
A study of light, electricity and magnetism. Course 111 continued. Recommended for Liberal Arts, Pre-Medical and Pre-Engineering students. Pre-requisite: Course 111. Lecture three hours. Laboratory four hours. Credit four hours. Second semester.

211 General Physics.
Mechanics, sound and heat. Courses 211 and 212 are more intensive courses in which more attention is given to the mathematical development of the subject and greater emphasis is laid upon the precision in the experimental work. Recommended for students who major in Physics, Pre-Engineering and Pre-Medical students. Pre-requisite: Two semester entrance credits in Physics, College Algebra, and Trigonometry. Lecture three hours. Laboratory four hours. Credit four hours. First semester.

212 General Physics.
A study of electricity, magnetism and light. Course 211 continued. Recommended for students who major in Physics, Pre-Engineering and Pre-Medical students. Pre-requisite: Course 211. Lecture three hours. Laboratory four hours. Credit four hours. Second semester.
UPPER GROUP SUBJECTS

311 Elements of Electrical Engineering.
Recitations and problems covering the fundamental principles of direct and alternating current electrical machinery and the transmission of electricity of high and low potentials.
Pre-requisite: Courses 111 and 112 or their equivalent. Three hours recitation. Four hours laboratory. Four credits. First semester.

312 Continuation of course 311.
Three hours recitation. Four hours laboratory. Four hours credit. Second semester.

315 Electrical Theory.
The elements of the mathematical theory of electricity, electrical waves and the electron theory of current.
Pre-requisite: Courses 111, 112, or 211, 212, and differential calculus. Given alternate years. Three hours recitation. Two credits. First semester.

317 History of Physical Science.
A brief course devoted to the historical development of physical time, coordinating as far as possible the subjects of Physics, Mathematics, Chemistry and Astronomy. Lectures, readings and class work. Given alternate years. First semester. Three credits.

411 Modern Physics.
A survey of radio-activity; the electro-magnetic theory; and the general and special theories of relativity, various theories of the constitution of matter. Lectures, readings and discussions by the class. Given alternate years. First semester. Three credits.

412 Current Lectures in Physics.

DEPARTMENT OF MATHEMATICS AND PRE-ENGINEERING

Miss Gunn and Mr. Kurtz

Requirements for a major in Mathematics: Courses 111, 112, 211, 212, 311, 312, and six additional hours, at least three, of which must be chosen from the four hundred group.
Requirements for a minor: Sixteen hours.

LOWER GROUP SUBJECTS

111A—College Algebra for students who have had only two semesters of high school Algebra. Graphical representation of first and second degree equations, systems of simultaneous equations, solution and theory of quadratic equations, the binomial theorem, and progressions. Three hours recitation. First semester. Three credits.

111B—College Algebra for students who offer at least three semesters of high school Algebra. Quadratic equations and elements of the theory of equations, determinants, the binomial theorem, progressions, permutations and combinations. Three hours. First semester. Three credits.
112 **Plane Trigonometry.**

Trigonometry functions, solution of right and oblique triangles by natural functions and by logarithms, graphic representation of trigonometric functions, and trigonometric equations. Prerequisite: 111 or its equivalent. Three hours. Second semester. Three credits.

113 **Algebra and Trigonometry for Engineers.**

This course covers the material of courses 111B and 112 in one semester. Prerequisite: 3 semesters of high school algebra and 2 semesters of plane geometry. Five hours. First semester. Five credits.

114 **Analytical Geometry for Engineers.**

This course covers the material of courses 211 and 212 in one semester. Prerequisite: 113. Five hours recitation. Second semester. Five credits.

211 **Plane Analytical Geometry.**

Elements of plane analytical geometry, including the straight line and conic sections, rectangular and polar coordinations. Prerequisite: 111, 112. Three hours. First semester. Three credits.

212 **Solid Analytical Geometry.**

Rectangular, spherical, and cylindrical coordinates; lines, planes, curves, and quadric surfaces. Prerequisite: 211. Three hours. Second semester. Three credits.

215-216 **Mathematics for Science.**

Graphical representation of first and second degree algebraic equations and of logarithmic and trigonometric functions. Formulas of differentiation and integration and geometrical applications of the calculus. Infinite series. Probability. This course is designed for students majoring in science and is not allowed as credit toward a major or minor in Mathematics. Prerequisite: 111, 112. Recitation four hours. First or Second semesters. Four credits.

**UPPER GROUP SUBJECTS**

311 **Differential Calculus.**

Differentiation of algebraic and transcendental functions, maxima and minima, curve tracing, applications of the calculus to geometry and physics. Prerequisite: 211. Three hours. First semester. Three credits.

312 **Integral Calculus.**

Nature of integration and standard forms, use of integral tables; applications to geometry and physics. Prerequisite: 311. Three hours. Second semester. Three credits.

313 **Statistics.**

Frequency distributions, measures of dispersion, correlation, elementary ideas in regard to sampling, introduction to the theory of probability. Prerequisite: 211. Three hours. First semester. Three credits.
314 Theory of Equations.
Fundamental properties of algebraic equations, transformations, location of the roots of an equation, algebraic solution of the cubic and the quartic, symmetric functions of the roots of an equation, and determinants.
Prerequisite: 211 and 311 or the permission of the department.
Three hours. Second semester. Three credits.

411 Advanced Calculus.
Definite integrals, with applications to geometry and mechanics; special methods of integration; simple differentiation; and multiple integrals.
Prerequisite: 311 and 312.
Three hours. First semester. Three credits.

412 Advanced Analytical Geometry.
General equation of second degree, diametrics, poles and polars, systems of conics, pascal and theorems, reciprocal polars, and projection. This course and 314 are offered alternate years.
Prerequisite: 311 and 312.
Three hours. Second semester. Three credits.

PRE-ENGINEERING
Mr. Kurtz

Mechanical Drawing, Descriptive Geometry, Physics, Chemistry, Rhetoric, Mathematics and Shop Work make up the work of the first two years in Engineering. Following are the courses in Mechanical Drawing, Descriptive Geometry, and Shop Work. See schedule, page 30.

LOWER GROUP SUBJECTS

111 Mechanical Drawing.
The care and use of drafting instruments, instrument exercises, geometrical exercises, geometrical construction, lettering, shading, orthographic projections, exercises in drawing to scale and dimensioning.
Eight hours per week in drafting room. 2 hour lecture. First semester. Three credits.

112 Mechanical Drawing.
Continuation of Course 111 including orthographic projections, rotation of objects, shades and shadows, sectioning, auxiliary views, intersections, development of surfaces, isometric, oblique, cabinet, perspective drawings. Practice in making working drawings of machine parts.
Eight hours per week in drafting room. Two hour lecture. Second semester. Three credits.

211 Mechanical Sketching and Drafting.
Courses 111 and 112 are required. A series of graded exercises in the measuring and sketching of mechanical constructions, and the subsequent detail drafting of the same.
Eight hours per week in drafting room. Three credits.

212 Elementary Principles of Design.
This includes eccentrics, machines, gears. Other plates may be substituted to answer requirements of student's course.

213 Descriptive Geometry.
A critical study of the science of representing by drawing; the location of points, lines, planes, intersections, warped surfaces, and surfaces of revolution, with their relation to each other.
Eight hours drawing per week. One hour lecture. Three credits.
115 Woodworking.
Bench work; care and use of bench tools; exercises in wood. Lathe work; practice with turning tools and wood working machinery. Eight hours per week in shop. One hour lecture. Three credits.

116 Metal Working.
Bench work; lathe work; drilling, etc.; shop practice. Eight hours per week in shop. One hour lecture. Three credits.

215 Forge Work.
Characteristics of metals, bending, welding, shaping, sharpening, annealing, hardening, tempering, etc. Eight hours per week in shop. One hour lecture. Three credits.

216 Pattern Making and Casting.
Lead, aluminum and brass. Hours and credit to be arranged with instructor.

5—DEPARTMENT OF HOME ECONOMICS

The purpose of the Home Economics Course is to train students in the application of the principles of the sciences fundamental to living and utilization of all modern resources in the improvement of the home. Courses of instruction in Home Economics together with all the subjects correlated therewith are designed to emphasize the civic, moral, and economic responsibility of the individual home to the community and instruct in the right care of human life in the home.

The major in General Home Economics is designed to give students training in foods, nutrition, clothing, textiles, home management, and child care, and to allow at the same time a wide range of electives so that they may take four years in any of the Sciences, in English, in Language, in History, in Art, or in Economics, if they so desire. This type of training will prepare for teaching Home Economics in elementary and secondary schools, for social service, for teaching in related fields of science and letters, and for home making.

A Major consists of twenty-four semester hours, a Minor consists of sixteen semester hours. A Major in Home Economics should include Home Economics Courses 122, 211, 111, 112, 221, 222, 323 and 324.

DEPARTMENTAL DIVISIONS
I. Clothing and Textiles.
II. Food and Nutrition.
III. Household Administration.
IV. Home Economics Education.

12 Clothing A.
Clothing appreciation, selection and economics, and simple garment construction. The aim of this course is to help the student in any department to clothe herself appropriately and economically. (General Home Economics for students not specializing in Home Economics.) Two hour class. Four hour laboratory. Three credits.
111 Textiles
A study of standard fabrics to determine the fundamental differences and to develop judgment in buying textiles. Microscopic chemical and physical analysis of fabrics, including home tests.
One hour class. Three hour laboratory. Two credits.

112 Clothing II.
A fundamental course in clothing appreciation. Through readings, text, lecture, class discussion and laboratory work clothing selection is taught. Use of sewing machine and simple patterns.
One hour class. Three hour laboratory. Two credits.

211 Clothing III.
A construction course with emphasis on technique of fitting and finishing. (Pre-requisite Clothing II, Design I and Costume Design.)
Two hour class. Four hour laboratory. Three credits.

212 Clothing IV.
Continuation of 211, including a unit of History of Costume. (Pre-requisite 211.)
Two hour class. Four hour laboratory. Three credits.

311 Clothing V—Advanced Clothing.
Applied dress design, dressmaking, including designing and draping on the form. (Pre-requisite 212 Design, and Costume Design.)
Two hour class. Four hour laboratory. Three credits.

312 Clothing VI.
Special problems in Advanced Clothing. Opportunity is given in this course for advanced work in textiles, dress decoration, children's clothing and other special problems.
Two hour class. Four hour laboratory. Three credits.

II—FOODS AND NUTRITION

21 Food and Nutrition A.
Study of nutrition as a basis for selection of food for individual and family groups. Laboratory work includes simple fundamental processes of cookery and table service. (General Home Economics course for students not specializing in Home Economics.)
Two hour class. Four hour laboratory. Three credits.

122 Foods and Cookery.
A foundation course to give background for all future work in foods and cookery. Pre-requisite: Chem. I, (Parallel Chem. II.)
Two hour class. Four hour laboratory. Three credits.

221 Food Selection and Preparation.
Two hour class. Four hour laboratory. Three credits.

222 Food Selection and Preparation.
Continuation of 221, with emphasis upon preparation and serving of different types of meals. (Pre-requisite Chem. I, II, III and H. E. 222.)
Two hour class. Four hour laboratory. Three credits.
823 Nutrition I.
A general study of the essentials of an adequate diet, application of such
knowledge to the feeding of individual and family groups and the plan-
nning of typical diets. (Pre-requisite 222, Chemistry, General, Organic
and Food.)
Two hour class. Four hour laboratory. Three credits.

824 Nutrition II—Child Nutrition.
A study of the principles of nutrition and health of children. Correction
and prevention of malnutrition. (Pre-requisite 323.)
Two hour class. Four hour laboratory. Three credits.

III—HOUSEHOLD ADMINISTRATION

331 Home Management.
A study of the home, family relationships and administrative problems.
(Pre-requisite 222, 112, Design and Economics.)
Two hour class. Four hour laboratory. Three credits.

332 Home Nursing and Child Care.
Prevention and care of illness in the home, including simple nursing pro-
cedures and first aid treatment of common household emergencies. A
study of maternity and infancy. The pre-school child is also studied with
respect to its care, developments and habits.

IV—HOME ECONOMICS EDUCATION

141 Introduction to Home Economics.
A study of the development, scope and tendencies of Home Economics in
Education today; professional opportunities open to women with Home
Economic training.
Two hour class. Two credits.

242 Home Economics Education.
Corresponds to Education 122 and 322.
The purpose of this course is to give students a basis for the selection and
reorganization of subject matter preparatory to teaching Home Economics.
Study is made of the general aims and methods of teaching these subjects
and the construction and use of illustrative material. (Pre-requisite Edu-
cation 111 and 122, Home Economics 112 and 122.)
Two hour class. Four hour laboratory. Three credits.

343-344 Practice Teaching.
Given by Education department. (Pre-requisite Home Economics 141.)
Three credits.

HOME ECONOMICS COURSE LEADING TO B. S. DEGREE
FRESHMAN YEAR

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<td>English I</td>
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<td>Chemistry I</td>
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<td>El. Drawing and Design</td>
<td>Costume Design</td>
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<td>H. E. 111—Textiles</td>
<td>Home Ec. 112, Clothing I</td>
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<td>H. E. 141—Intro. to Home Ec.</td>
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### SOPHOMORE YEAR

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<td><em>Psychology (Gen'l.)</em></td>
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*Required for Special Teacher’s Certificate.

### DEGREE REQUIREMENTS

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*See graduation requirements.

*See Educational requirements.

### IV—DIVISION OF POLITICAL AND SOCIAL SCIENCE

#### 1—DEPARTMENT OF ECONOMICS AND FINANCE

**Mr. Rasmussen**

Courses in this department are designed both for students who desire to specialize in this field and also for those who seek only a limited knowledge of general business. Students who desire to specialize in this department shall complete one major and two minors.

**Major:** Twenty-four hours selected from subjects listed under this department.

**Minor:** Sixteen hours selected from one of the following allied departments: Sociology, Political Science, History, Philosophy, Psychology, Language, English.

Lower group subjects should be studied before entering upon the more advanced subjects. Students shall not be permitted to select the upper group subjects before completing courses Nos. 211 and 212.

#### DEPARTMENTAL DIVISIONS

I. Economics.
II. Business Administration.
III. Finance.
IV. Accounting.
V. Land Economics.
VI. Insurance.
VII. Commercial Arts.
111 Economic History of Europe.
Foundations of our modern economic life as they were laid after the fall of the Roman Empire through the changes in the organization of Europe brought about by the crusades, the geographic discoveries, the new states system, and the rise of the financial middle class with a pecuniary standard of living.
Pre-requisite: none.
Three hours. First semester. Three credits.

112 Economic History of the United States.
Survey of national development from colonial times to the present; 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; transportation; and labor organizations.
Pre-requisite: none.
Three hours. Second semester. Three credits.

211 Economic Theory I.
A course in the basic principles of economics. Designed both to lay the foundation for further work in economics and to prepare the student for business and for citizenship; considerable attention to such topics as prices, money, banking, foreign exchange, the tariff, the organization of industry, monopoly, distribution, business cycles, labor unions, co-operation, railways, agriculture, socialism and taxation.
Courses 211 and 212 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.
Pre-requisite: sophomore standing.
Three hours. First semester. Three credits.

212 Economic Theory II.
A continuation of course 211.
Three hours. Second semester. Three credits.

311 History of Economic Thought.
The course combines a brief survey of the whole field of economic thought. A considerable fraction of the work of the course is given to a few of the most important classical writers whose doctrines are studied in relation to the problems and discussions of today.
Pre-requisite: courses 211 and 212.
Three hours. First semester. Three credits.

312 Consumption of Wealth.
A comprehensive analysis and survey of the economics and psychology of spending. A thorough study is made of human wants touching upon our control of these wants through the choice between things for which we spend our accumulated wealth.
Pre-requisite: courses 211 and 212.
Three hours. Second semester. Three credits.

313 Economic Problems I.
Description of the mechanism of production, distribution, and exchange; analysis of problems arising in modern economic society, and the presentation of rational basis for solution. Attention is de-opted to problems of specialized agriculture; modern attitudes toward competition and monopoly; recent developments in labor movements.
Pre-requisite: courses 211 and 212.
Two hours. First semester. Two credits.
314 Economic Problems II.
Continuation of course 313.
Pre-requisite; same as 313.
Two hours. Second semester. Two credits.

412 Elements of Statistics.
The purpose of this course is to provide students with a knowledge of statistical methods and of their application to economic, business and social problems. The course begins with an analysis of scientific method. Then follows a consideration of the methods of collection, appraising, and interpreting, statistical data in their application to concrete problems. Among the subjects discussed are statistical units, tabulation, graphics, averages, index numbers, measures of dispersion, skewness, and correlation as they apply both to time and frequency series.
Three hours.

II. BUSINESS ADMINISTRATION

121 Salesmanship.
Analysis; synthesis; method; interviews; closing; planning.
Three hours.

123 Business Law I.
Elementary Law: Contracts; agency; cases.
Three hours.

124 Business Law II.
Negotiable instruments; suretyship; partnership; insurance; private corporations; business policy; managerial personnel, including the selection, development, and promotion; the Board; the Manager; relative jurisdictions, merchandising; gross profit; net profit; turnover; stock records.
Three hours.

122 Sales Administration
Selecting the medium; distributor, sales contracts; price policies; advertising campaigns.

125 Business Administration.
A systematic descriptive survey of the organization and operation of the business, of its typical activities and their relationship to each other. The promotion and financing of the business, control of production, planning, and operation; employment and handling of men; purchasing; advertising, selling, banking, credit, collections, accounting, cost accounting, business barometers, and executive control.
Prerequisite: none.
Two hours. First semester. Two credits.

221 Problems in Sales Administration.
Methods and Policies; control of sales operations; handling inquiries; channels of distribution; advertising policies; research and investigation in planning advertising and sales campaigns.
Three hours.

222 Marketing.
This subject is a basic course for students interested in salesmanship of all types. Includes market functions; the middleman; jobber; selling agencies; market systems; efficiency systems; prices.
Three hours.
224 Business Organization.
A course primarily analytical in character, dealing with the problems of structure and internal organization of the business; the structure of organization; standards, classification, and division of duties, centralization, functionalization and specialization; the staff function and initiative in business. The operation of the organization; planning, supervision, inspection and follow-up, coordination, control by records, discipline, leadership, executive control.
Prerequisite: Course 125.
Two hours. Second semester. Two credits.

226 Labor Problems.
This course is designed to give a general survey of the background, activities, and problems of the labor movement in the United States, with some reference to the conditions in England as well. The various types of activity which have influenced the movement are considered under such headings as trade unionism, social insurance, labor legislation, arbitration, mediation, and conciliation, collective bargaining, scientific management, profit-sharing, and others; and some of the dominant problems now confronting the labor movement, such as unemployment, immigration, hours of labor, minimum wage, restriction of output, industrial unrest, and the determination of wages, are discussed.
Prerequisite: none.
Two hours. Second semester. Two credits.

III. FINANCE

137 Corporation Finance.
Development of corporate form of business; its advantages and disadvantages; legal position of the corporation; promotion; sources of capital; internal financial management; receivership and reorganization.
Prerequisite: none.
Two hours. First semester. Two credits.

237 Money and Banking.
Study of principles of money and banking, the existing monetary and banking systems of the United States. History of the precious metals, bimetallism, credit, relation of money and credit to prices, flat money, National and State banking systems, central banks, and the principles of Foreign exchange. Our present Federal Reserve Banking System is carefully studied.
Prerequisite: none.
Three hours. First semester. Three credits.

336 Public Finance.
Growth and trend of government expenditures and debts, separation of sources of state and local revenues, the classified property tax, the state income tax, taxation of corporations, state tax, commissions and the incidence and shifting of taxes are examples of theories and practices of government finance which are selected for special study.
Prerequisite: courses 211 and 212.
Three hours. Second semester. Three credits.

433 Credits and Collections.
The Credit Department; its organization; the credit file; the basis of granting credit; handling collections.
Three hours.
236 Analysis of Financial Statements.
The character and the importance of the respective items in the corporation report from a financial standpoint, the relationship of the data as reflective in operating policies, depreciation policies, possible construction and expansion policies, the balance of the financial structure and similar problems entering in corporate report analysis are considered.
Prerequisite: course 133.
Two hours. Second semester. Two credits.

387 Investments.
Prerequisite: course 137.
Two hours. First semester. Two credits.

IV. ACCOUNTING

141 Principles of Accounting.
Introductory course designed to teach Accounting Principles, giving the reason for their existence and the application of those principles to practical accounting propositions. Individual, partnership, and corporation books of original entry.
Three hours.

142 Principles of Accounting.
Continuation of Course 141.
Three hours.

1 Accounting I.
Practical accounting, theory and auditing. The principal aim is to give a thorough professional training in practical accounting to prepare executives of large corporations, and to pass the C. P. A. examination.
Three hours.

2 Accounting II.
Continuation of Accounting I.
Three hours.

3 Accounting III
Advanced accounting; compound interest; amortization of bond premium and discount, capital stock; balance sheets.

4 Accounting IV
Cost Accounting: Special attention given to the installation and operation of cost systems; plant management.
Three hours.

5 Accounting V.
Continuation of Accounting IV.
Three hours.

6 Accounting VI.
Controlling ledger; Production; betterment and maintenance; orders; departmental cost sheets and production records; distribution records; administrative expense.
7 Accounting VII.
Income Tax accounting; federal income tax procedure; gross income and deductions, with special attention to the problems arising in connection with computation of tax, income tax problems, federal estate tax and the federal capital stock tax.

8 Accounting VIII.
Continuation of Accounting VII.
Three hours.

9-18 Accounting Law I-VIII.
Covering the law involved in the different stages or periods of the Accounting Course.
Three hours per semester.

V. LAND ECONOMICS

351 Fundamentals of Real Estate.
The commodity; the economic function of the real estate business; methods and procedure; real estate business as a profession.
Three hours.

352 Real Estate Practice.
Contracts; deeds; mortgages; bonds; tenants; assignments; management; advertising.
Three hours.

453 Urban Land Economics.
Growth of city; classification; land utilization; ownership; tenure; income.
Three hours.

454 Real Estate Valuation.
The appraiser; the method; the technique of appraising; depreciation.
Three hours.

455 Management of Property of Estates and Corporations.
Management of business property; good will; service.
Three hours.

456 Real Estate Finance.
Money; credit; discounts; the underwriter; sources of capital and finance; banks; insurance companies; bond houses.
Three hours.

457 Land Planning.
Zoning; congestion of population; the shifting of districts; the growth of cities.
Three hours.

VI. INSURANCE

161 General Insurance.
General principles of insurance, uses, types of organizations, policies, premiums, loan values, liability and compensation, fire, life, casualty. This course is designed to lay the foundation for specialization.
Three hours.
261 Life Insurance I.
Life insurance Fundamentals: Economics of life insurance, principles and practices, work of the actuary, analysis of specific policies.

262 Life Insurance II.
Life Insurance Salesmanship: Principles of salesmanship, psychology of Life Insurance Salesmanship, form letters, prospecting.

263 Fire Insurance.
Principles and history; Contracts; Forms and clauses; Loss settlements; Allied coverages.
One hour.

265 Casualty Insurance.
Principles and Development; Classification; Third Party Insurance; Policy Forms; Rating Bureaus; Losses and Claims.
One hour.

267 Bonds.
History of Suretyship; Underwriting Principles and Production Methods in connection with the various classes of bonds; Claim Inspection and Adjustment Service.
One hour.

VII. COMMERCIAL ARTS

1 Shorthand I.
The Gregg System; speed and accuracy in transcription.
Three hours.

2 Shorthand II.
Speed writing, eighty to one hundred words per minute on new matter; business vocabulary; spelling; punctuation; paragraphing.
Five hours.

3 Typewriting I.
Drills, with attention to rhythm; touch system; mechanics of letter writing.
Three hours.

4 Typewriting II.
Speed drills; preparation of manuscripts; legal forms; tabulations; care of the machine; dictaphone.

5 Multigraph.
Instructions as to mechanics of machine; forms; art of typesetting; printing attachment.

6 Calculating Machines.
Addition, subtraction, multiplication, and division; speed drills and accuracy; posting machine.

7 Business English I.
Composition; analysis; arrangement; structure of paragraphs; rhetoric; the widening of the vocabulary.
8 Business English II.
Continuation of English I.
Three hours.

9 Business English III.
Letter form; punctuation; the whip, the climax, the conclusion.
Three hours.

2—DEPARTMENT OF HISTORY

A major in History consists of twenty-four credits. Two-thirds of these credits must be carried in the Department of History. The balance may be made up of courses in Political Science and Economic History.

DEPARTMENTAL DIVISIONS

I. Division of European History.
II. Division of American History.
III. Division of Contemporary History.
IV. Division of Special History.

I—DIVISION OF EUROPEAN HISTORY

LOWER GROUP SUBJECTS

111 Medieval History.
A general course in European History from the disruption of the Roman Empire to the Renaissance. Open to Freshmen and Sophomores.
Three hours. First semester. Three credits.

112 Renaissance to French Revolution.
A general course showing the development from the medieval into the modern European civilization. Open to Freshmen and Sophomores.
Three hours. Second semester. Three credits.

211 Modern European History from the French Revolution to 1870.
A study of the French Revolution and the rise of Democracy and Nationalism. Open to Freshmen and Sophomores.
Three hours. First semester. Three credits.

212 Modern European History from 1870 to the Present Time.
A general course on modern historical and cultural development, including the World War. Open to Freshmen and Sophomores.
Three hours. Second semester. Three credits.

II—DIVISION OF AMERICAN HISTORY

UPPER GROUP SUBJECTS

321 American History to 1829.
An advanced general course on the American Colonies and the foundation of the United States. Open to Juniors and Seniors. Offered 1929-30.
Three hours. First semester. Three credits.
322 American History from Andrew Jackson to the Present Time.

323 Recent American History, from the Civil War to Theodore Roosevelt.
   An advanced course. Open to Juniors and Seniors. Offered 1930-31. Two hours. First semester. Two credits.

324 Recent American History, from Theodore Roosevelt to the present time.

III—DIVISION OF CONTEMPORARY HISTORY

331 Contemporary History.
   A discussion on History in the making. A study of current events together with their historical background. Open to Juniors and Seniors. To others upon special approval by the department. Offered 1930-31. One hour. First semester. One credit.

332 Contemporary History.
   Continued. Open to Juniors and Seniors. To others upon special approval by the department. Offered 1930-31. One hour. Second semester. One credit.

IV—DIVISION OF SPECIAL HISTORY


342 History of the Far East.
   A study of the history and culture of China, Japan and Judea and of the problems affecting the relations between Orient and Occident. Three hours. Second semester. Three credits. Offered 1930-31.

443 History of Greece.
   Special emphasis upon Athenian institutions and culture in the fifth century, B. C. Offered 1929-30. Three hours. First semester. Three credits.

444 History of Rome.
   Special emphasis upon the contributions of Rome to the cultural and political life of Western Europe. Three hours. Second semester. Three credits. Offered 1929-30.

2—DEPARTMENT OF POLITICAL SCIENCE

Candidates for degrees offering credits in Political Science as their major, must take at least twenty hours selected from the courses listed below. Two minors of sixteen hours each shall also be completed. Minors shall be selected from allied departments.
LOWER GROUP SUBJECTS

111 American Federal Government.
A study is made of the preliminaries to the Constitution, the early history of the Constitution, and difficulties affronting the adoption of the Constitution. The powers and functions of the President and the Cabinet. Careful attention is devoted to the powers and functions of and the limitations upon the House of Representatives and the Senate, separate and as a combined group, i.e., Congress. A study is made of our Judiciary and the system of Federal Courts.
Prerequisite: none. Three hours. First semester. Three credits.

112 American State Government.
This course is a study of the relation of State to the Federal Government, and the construction of the several state governments. Considerable time is devoted to the careful analysis of the similarities and differences in government found in the several states. The present trend of reorganization is given attention.
Prerequisite: none. Three hours. Second semester. Three credits.

113 Municipal and Local Government.
The political organization of cities with special emphasis to Cities in the United States. The different types of city government; Mayor and Council, Commission and City-Manager. Municipal responsibilities and powers. Special emphasis is given to the government of Omaha.
Prerequisite: none. Three hours. First semester. Three credits.

211 Political Parties.
Organization and methods of political parties. Recent legislation on primary elections and campaign funds, public opinion and party leadership, functions of parties in a democracy.
Prerequisite: Course 111. Three hours. First semester. Three credits.

212 Contemporary Problems of Government.
Reform of legislative organization and procedure, administrative consolidation, the budget, law enforcement, the police system, problems of international relations.
Prerequisite: Courses 111 and 112.
Three hours. Second semester. Three credits.

222 Elementary Jurisdiction.
The aim of this course is to acquaint the student with the fundamental conceptions and principles of law. (Prerequisite: none).
Three hours. Second semester. Three credits.

224 Comparative Study of Constitutions.
A study of typical and outstanding powers of constitutional government with a view of recognizing their comparative merits and defects. (Prerequisite: none).
Two hours. Second semester. Two credits.

UPPER GROUP SUBJECTS

321 International Law.
Two hours. First semester. Two credits.
A Major in the Department of Sociology consists of twenty-four credits in the following courses: 211, 212, 251, 324, 326, and nine hours elected from other courses in the Department.

A Minor consists of sixteen credits chosen from the following courses: 211, 212, 251, 326, and four hours elected from other courses in the Department.

DEPARTMENTAL DIVISIONS

I. Foundations.
II. Social Theory.
III. Social Problems.
IV. Social Welfare.
V. Social Research.

I—FOUNDATIONS

211 Introduction to Sociology.
A study of the origin and development of human societies; various agencies which have determined the type of social life; social organization, institutions, and progress; bearing of sociology upon other social sciences and arts.
Prerequisite to all courses in Sociology except Sociology 212.
Three hours. First semester. Three credits.

212 Principles of Sociology.
A study of the origin, structure, development and function of group behavior. It deals with the value of group unity, continuity and change in social life; the place feelings, imitation and instinctive tendencies have in social relations; and social order and disorganization.
Prerequisite to all courses in Sociology except Sociology 211.
Three hours. Second semester. Three credits.

213 Rural Sociology.
A survey of human behavior in rural areas. Special consideration of the factors that determine rural attitudes. The organization of rural life and forces determining this. The rural community, its history, and the present situation. Relation of rural problems to national life, the family, the church, the school. The problem of rural surveys.
Three hours. First semester. Three credits.

214 Urban Sociology.
A study of the growth of urban civilization and of its place in the modern world. The city in its ecological aspects with a study of natural areas within its boundaries. The relation of the city to the metropolis, its hinterland, and the country. Special attention is given to the problem of human behavior as it is determined by the urban environment.
Three hours. Second semester. Three credits.
II—SOCIAL THEORY

321 History of Social Philosophy.
A rapid survey of the leading social theories from the time of the Greeks with special reference to the more recent development of sociology. The theories are related to their social backgrounds.
Three hours. First semester. Three credits.

322 Contemporary Social Theory.
An intensive study of developments in the social theory of the late nineteenth and twentieth centuries.
Three hours. Second semester. Three credits.

324 Sociology of Conflict.
An appraisal of competition, combat and cooperation; causes, manifestations, results and cures of conflict between nations, races, religions, and economic and social classes.
Three hours. First semester. Three credits.

325 Social Psychology.
A study of mental processes as shown in social relationships. It examines the tendencies and capacities of human nature with reference to their function in society. A study of social attitudes, their development and modification under social pressures, and the interactions of individuals and groups.
Prerequisite: Psy. 111 or 112 and Sociology 211 and 212.
Three hours. First semester. Three credits.

326 Educational Psychology.
A critical study of the educational problem from the viewpoint of the Sociologist, the relationship of the school and certain major social institutions, and problems of school administration coming out of the school "as life in miniature." A study of the socialization of the school, its administration, courses of study, methods and discipline; and the application of modern methods of social investigation and research to the problems of education. This course is the same as Education No. 316.
Prerequisite: Education 111 and 281 and Sociology 211 and 212.
Three hours. Second semester. Three credits.

327 Social Control.
Nature, purpose, and methods of social control; institutional and non-institutional controls; the evolution of sanctions in social control; the revision of the social controls, under the influence of modern science.
Three hours. First semester. Three credits.

328 Social Progress.
A study of the basis for social progress in human nature; analysis of fundamental social institutions with regard to their contributions to human advance; necessary social readjustments to convert drift into progress.
Three hours. Second semester. Three credits.

III—SOCIAL PROBLEMS

331 The Family.
The evolution of the family; its various forms and their relation to other social institutions; the role of the family in social evolution; contemporary problems of the family.
Three hours. First semester. Three credits.
332 Population Problems.
The significance of the variation of populations for the economic conditions and the social life of peoples. Malthus' theory of population; rates of population growth, births and deaths; food supply; production; standards of living; birth control; migration; population and war; the machine process; existing conditions in different countries.
Three hours. Second semester. Three credits.

333 The Occurrence of the Socially Inadequate.
The significance of the socially inadequate in contemporary and industrial societies and the description of the methods used in their care.
Three hours. First semester. Three credits.

334 Constructive Social Policies.
A survey of attempts to overcome certain social maladjustments; child labor, the city, bad housing, poverty, degeneracy; movements for public health, industrial democracy, social insurance, protection in infancy and youth, public recreation, etc.
Three hours. Second semester. Three credits.

335 Criminology.
The development of the general concept of crime and criminals; historical methods of dealing with criminals; the types of criminal; causes of crime; social control of crime; treatment of the criminal; agencies for the prevention of crime.
Three hours. First semester. Three credits.

IV—SOCIAL WELFARE

241 Community Organization.
Geographic, economic and social forces which determine the size and structure of the local community. Principles and methods of organization. A study of the problems of community recreation, locally and elsewhere. Discussion of organized and supervised play, etc.
Two hours. First semester. Two credits.

242 Americanization.
This course includes a study of the causes of immigration. Brief surveys are made of the backgrounds of our immigrants. The special traits of immigrants are studied so as to reveal the connection between our foreign born population and the outstanding educational, economic, political and other social problems. Attention is given to Americanization methods.
Two hours. Second semester. Two credits.

243 Play and Recreation.
A study of the socialized use of leisure time in the home, the church, the school, the community and in industry. A study of the development of the modern city and the problems connected therewith; commercialized recreation, etc. The historical development and philosophy of the play movement will be discussed. Proper play centers, play techniques and leadership will be carefully considered.
Two hours. First semester. Two credits.

341 Social Pathology.
A survey of pathological conditions and processes in modern society. A study of the social factors involved in malnutrition, physical defectiveness, feeblemindedness, insanity, undirected play and commercial recreation, alcoholism, prostitution, poverty, vagrancy, juvenile and adult delinquency. Inspection trips, survey assignments, and attendance at clinics.
Two hours. First semester. Two credits.
Care and study of the child; its heredity and environment; development of modern standards of child welfare in the home; and education in recreation; child labor and economic problems. Care of the dependent, defective and neglected child by private and public agencies. Functions of the foster home, the institutions, parental school, Juvenile court, placements of children, etc. Case records of child problems and field work.
Two hours. Second semester. Two credits.

343 Social Legislation.
A brief resume of the progress and content of social legislation and the principles underlying it, with special reference to the laws of Nebraska. A study of the history of child labor, factory acts and such special topics as the minimum wage, juvenile delinquency, workmen's compensation and various forms of pensions will be treated.
Two hours. First semester. Two credits.

V—SOCIAL RESEARCH

251 Methods of Social Research and Investigation.
A study of progress in methods of social investigation; a critical study of the scientific method applied to social phenomena: a critical study of the survey, case study, and statistical methods; survey of some specific community or study of some specific problem; field work and analysis of material.
Three hours. First semester. Three credits.

252 Elementary Social Statistics.
Statistical method applied to the quantitative study of population and problems of group living. Especially designed to give social workers and public health officers the training necessary to carry on their work successfully.
Three hours. Second semester. Three credits.

351 The Social Survey.
A critical study of the methods and scope of the social investigation and survey; the development of methods of analyzing and comparing communities.
Prerequisite: Sociology 251.
Two hours. First semester. Two credits.

352 Field Work.
Designed to give first-hand knowledge of the conditions out of which dependency develops by field work with a social service agency. Omaha offers exceptional opportunity for field work in practical social work. All of the twenty-nine social agencies of the Community Chest and the agencies of the Council of Social Agencies of Omaha, are cooperative.
Prerequisite: Sociology 251.
Two hours. Second semester. Two credits.

353 Social Case Work.
The method of case work in some special applications to specific problems presented by the socially inadequate; conducted by case conferences and case studies.
Prerequisite: Sociology 251.
Two hours. First semester. Two credits.

451 Advanced Statistical Methods.
The analysis and interpretation of social data by application of the theory of errors, the theory of probability, the theory of sampling, partial correlation, and the analysis of time series.
Prerequisite: Sociology 252.
Two hours. First semester. Two credits.
AIM OF THE CONSERVATORY OF MUSIC

The aim of the University of Omaha Conservatory of Music is to produce intelligent musicians of liberal culture in the various fields of musical activity besides training professional musicians. It desires to cultivate the love and understanding of true music in the home and community, to broaden the cultural basis of the regular college student, and to supply educated and competent teachers and supervisors of music for public schools.

SPECIAL ADVANTAGES

The Conservatory of Music being an integral part of an institution of recognized standing such as the University of Omaha, affords great advantages for the pursuit of literary studies while engaged in acquiring a musical education.

The City of Omaha, with a population of more than 225,000, is known for its growing interest in music. Most of the leading artists give concerts in the City when touring the West, offering to students an opportunity to hear excellent vocal and instrumental talent. Omaha maintains a symphony orchestra which is directed by Sandor Harmati, one of the foremost conductors of America.

ORGANIZATIONS

The University of Omaha Choir, Glee Club, Choral Union, Ladies Quartet, Male Quartet, String Quartet, Saxophone Quartet, Orchestra and Band, are constantly in demand for public programs throughout the year.

The Choral Union makes a study of such works as Mendelssohn’s “Elijah,” and similar compositions. This organization secures the best artists of the country to assist in the final presentation of the numbers.

DEGREES AND CERTIFICATES

A student of the Conservatory of Music may pursue:

a. A four year course leading to the degree of Bachelor of Arts, majoring in Music.*

b. A four year course leading to the degree of Bachelor of Music,

c. A two year course leading to a State Certificate as teacher and supervisor of music.
d. A three year course leading to a certificate of the Conserva-
tory of Music evidencing that the holder is qualified to ap-
pear as a soloist in public and competent to give instruction
in music.

*Note: A major is twenty-four semester hour’s credit.

College students who are interested in Music may take a four year course
majoring in Music (24 credits). Having completed the collegiate requirements,
they may receive the degree of Bachelor of Arts.

Students wishing a more highly specialized course may take the work lead-
ing to the degree of Bachelor of Music. Requirements for admission to this
course are the same as those for the A. B. degree in the College of Arts and
Sciences. For graduation the following course is required:

**COURSE IN APPLIED MUSIC LEADING TO THE DEGREE OF
BACHELOR OF MUSIC**

<table>
<thead>
<tr>
<th></th>
<th>Freshman Year</th>
<th>Sophomore Year</th>
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<tbody>
<tr>
<td><strong>Credits</strong></td>
<td>Applied Music Major</td>
<td>4</td>
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<tr>
<td></td>
<td>Applied Music Minor</td>
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<tr>
<td><strong>Credits</strong></td>
<td>Solfeggio and Sight Reading</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>History of Music</td>
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<tr>
<td><strong>Credits</strong></td>
<td>English (Rhetoric)</td>
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<tr>
<td></td>
<td>Modern Language</td>
<td>10</td>
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<td></td>
<td>Choral Ensemble</td>
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<table>
<thead>
<tr>
<th></th>
<th><strong>Junior Year</strong></th>
<th><strong>Senior Year</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Credits</strong></td>
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<tr>
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<tr>
<td></td>
<td>Harmony</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>English (Elective)</td>
<td>6</td>
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<tr>
<td></td>
<td>Instrumental and Vocal Composition</td>
<td>2</td>
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<tr>
<td></td>
<td>Choral Ensemble</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Analytical Study of the Master-</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>pieces in Vocal and Instrumental Forms</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Electives</td>
<td>10</td>
</tr>
</tbody>
</table>

Students pursuing the above course must possess a sufficient basis, covering
about two years of study, before entering the Conservatory of Music, or acquired
in it. The Director of the Conservatory shall determine the rank and standing of
each student in music as he enters upon his Freshman year. The Director shall
also recommend the student for graduation. One hundred and twenty-eight (128)
credits are required for graduation.

**PUBLIC SCHOOL MUSIC**

The demand for competent teachers and supervisors of Public School Music
is constantly growing. Recognition of the importance of a thorough musical
foundation being laid in the grades has resulted in a call for higher ability in the
music teachers of the grade schools.

Music in the high schools is rapidly taking a place of equal importance with the
other branches of high school work. Teachers who are competent to conduct
high school choruses and orchestras as well as to give instruction in harmony and music appreciation are being sought.

Furthermore, the teachers of Public School Music are exerting an ever widening influence upon the musical life of the communities. In many places the music teacher is now recognized as the leader of civic music rather than the teacher of music for the school children. Success requires not only finished musicianship, but also a well-rounded general education.

**COURSE OF STUDY**

**Freshman Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Voice</td>
<td>1</td>
<td>Voice</td>
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</tr>
<tr>
<td>Piano</td>
<td>1</td>
<td>Piano</td>
<td>1</td>
</tr>
<tr>
<td>Music Methods I</td>
<td>2</td>
<td>Music Methods II</td>
<td>2</td>
</tr>
<tr>
<td>Observation</td>
<td>0</td>
<td>Observation</td>
<td>0</td>
</tr>
<tr>
<td>Harmony I (Keyboard)</td>
<td>2</td>
<td>Harmony II (Keyboard)</td>
<td>2</td>
</tr>
<tr>
<td>Sight Reading and Ear Training</td>
<td>2</td>
<td>Sight Reading and Ear Training</td>
<td>2</td>
</tr>
<tr>
<td>Methods of Music Appreciation</td>
<td>2</td>
<td>Methods of Music Appreciation</td>
<td>2</td>
</tr>
<tr>
<td>Principles of Conducting</td>
<td>1</td>
<td>Principles of Conducting</td>
<td>1</td>
</tr>
<tr>
<td>*Physical Education</td>
<td>1</td>
<td>*Physical Ed. (Folk Dancing)</td>
<td>1</td>
</tr>
<tr>
<td>*Introduction to Education</td>
<td>2</td>
<td>*Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>3</td>
<td>*Biology for Teachers</td>
<td>2</td>
</tr>
<tr>
<td>*Nature Study</td>
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</table>

**Sophomore Year**

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Credits</th>
<th>Second Semester</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Voice</td>
<td>2</td>
<td>Voice</td>
<td>2</td>
</tr>
<tr>
<td>Piano</td>
<td>1</td>
<td>Piano</td>
<td>1</td>
</tr>
<tr>
<td>Harmony III (Keyboard)</td>
<td>2</td>
<td>Harmony IV (Keyboard)</td>
<td>2</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>3</td>
<td>Rhetoric</td>
<td>3</td>
</tr>
<tr>
<td>Music Methods III</td>
<td>2</td>
<td>Music Methods IV</td>
<td>2</td>
</tr>
<tr>
<td>Observation</td>
<td>0</td>
<td>Observation</td>
<td>0</td>
</tr>
<tr>
<td>Practice Teaching</td>
<td>2</td>
<td>Practice Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Instruments and Orchestration</td>
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<td>Instruments and Orchestration</td>
<td>2</td>
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<tr>
<td>Choral Ensemble</td>
<td>½</td>
<td>Choral Ensemble</td>
<td>½</td>
</tr>
<tr>
<td>History of Music</td>
<td>2</td>
<td>History of Music</td>
<td>2</td>
</tr>
<tr>
<td>*Public School Drawing</td>
<td>1</td>
<td>Public School Drawing</td>
<td>1</td>
</tr>
</tbody>
</table>

The above is the regular two-year course, upon completion of which the student receives the Diploma in Public School Music and qualifies for the First Grade State Elementary Certificate.

Note: The starred courses, in addition to the others, are required for an Institutional State Certificate. These courses must be taken if the student wishes a Diploma of the Conservatory and the Institutional State Certificate. Otherwise, if these courses are omitted, only a Certificate issued directly by the State Board of Education may be obtained.

**Junior Year**

**Fixed Requirements**

| Applied Music | 1   | Applied Music | 1   |
| High School Music Methods | 2   | Comparative Methods | 2   |
| Counterpoint Form and Analysis | 2   | Counterpoint Form and Analysis | 2   |
### Required Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Modern Language</td>
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<tr>
<td>Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>3</td>
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<tr>
<td>History of English Literature</td>
<td>3</td>
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<tr>
<td>Public Speaking</td>
<td>2</td>
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<tr>
<td>Expression</td>
<td>2</td>
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<tr>
<td>Choral Ensemble</td>
<td>½</td>
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</table>

### Senior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Voice or Piano</td>
<td>1</td>
</tr>
<tr>
<td>Principles of School Music Supervision and Problems in Public School Music</td>
<td>2</td>
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</tbody>
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### Fixed Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice or Piano</td>
<td>1</td>
</tr>
<tr>
<td>Research in School Music</td>
<td>2</td>
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</tbody>
</table>

### Required Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern Language</td>
<td>3</td>
</tr>
<tr>
<td>Play Production</td>
<td>2</td>
</tr>
<tr>
<td>Choral Ensemble</td>
<td>½</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
</tbody>
</table>

At the completion of the four-year course the degree of Bachelor of Music with a Major in Public School Music is granted. This course yields the University First Grade State Teachers' Certificate. This is the highest certificate which is obtainable without teaching experience.

**DESCRIPTION OF COURSES**

### PIANOFORTE

The piano course is designed to fit the student for a career as soloist or teacher. In order to maintain a high standard, diplomas are not awarded on a basis of time spent in study. The length of the course depends on the ability of the student, and in no case will a diploma be granted for less than two years' work. To gain a thorough technical foundation and musicianly interpretation of the standard compositions, the course on page 96 has been outlined for students majoring in this department.

### VOICE

The course in Voice is designed to give to the student a thorough knowledge of the principles of tone production and to cultivate a refined musical taste, perfect poise in singing, and an appreciation of the best in song literature. The course begins with the study of breath development and control, its application to tone, attack and release, formation of vowels and the proper articulation of consonants. Attention is given to sustained singing, solfeggios, scales, arpeggios, and exercises for the development of fluency. An elementary description of the vocal organs is given in order that the student may more easily understand the production of full, easy, resonant tone.

In the first two years, songs in English and Italian are studied, while during the Junior and Senior years songs of a more difficult nature are undertaken, including works of French, English, Italian, and German masters, and also selections from oratorios and operas.
VIOLIN

In the Violin Department only the most advanced modern methods are used. The pupil's ambition is aroused and zeal increased by interesting studies. This will eventually result in beauty of tone, brilliant technic, and fine musicianship. The regular course comprising four years is thorough and comprehensive, and is adapted to the particular needs of each student. There is also opportunity for string ensemble, leading to a permanent place in the University String Quartet.

VIOLINCHELLO

For elementary students, the combined use of Kummer's Method for Violin-cello as revised by Leo Schultz, and the Daily Exercises by Grutzmacher, is generally advocated, though as occasion demands, use may be made of the various other 'cello methods in vogue.

Careful attention is paid to the manner of holding the instrument and bow with regard to the student's physical limitations, and great care is exercised in developing an accurate feeling for good intonation, which is especially difficult upon this instrument. Elementary scale work is begun at an early period and gradually extended.

The exercises of Dotzauer and Merk are used, with the easier duets of Dotzauer, Romberg and others. Selected solo pieces of suitable grade are given, and scale work is continued.

The advanced work includes scales and technical exercises by Fritz Gieze, etudes by Franchomme, Dupont, Battanchon, Servais, Grutzmacher, the sonatas of Bach, together with concertos by Goltermann and Romberg; fantasies of Servias, and finally the great representative concertos of St. Saens, Schumann, Volkman, Dvorak, Haydn, Lindner and others.

Senior Recital—A Bach sonata; a representative concerto; a representative sonata for 'cello and piano; selections from the concert numbers of Servais, Goltermann and Popper.

ORGAN

The organ course is designed to provide for the increasing demand for competent church organists. In addition to thorough drill in manual and pedal technique, registration and solo playing, it includes practical work in the study of hymn-tunes, accompaniment of anthems, and all details which are a part of an organist's equipment.

While a dignified treatment of the organ for use in the church service is the main object of the course, practice in recital and concert work is also given.

For entrance, applicants for organ must have a piano foundation equivalent to graduation from the Preparatory Department of the Conservatory of Music.

BRASS AND WIND INSTRUMENTS

A graded course of study for all instruments is followed throughout the four years. The course includes the studies and compositions of various masters of the different instruments, embracing all the elements that go to make a successful performer.

First Year

During the first year the study includes tone placement, simple technique in the use of the instrument, and playing and memorizing of scales and arpeggios.

Second Year

The second year is built upon the first. Technique will be stressed as well as pleasant tone quality and correct phrasing. At the end of the year the student should have acquired sufficient routine playing to fill satisfactorily a second desk position in symphonic work of lesser difficulty.
Third Year

This year includes more advanced studies in the use of instrument, emphasizing breath control and correct and rapid tonguing as applied to each particular instrument. The student should be able to do solo work of a fair degree of difficulty including several compositions of the classic and modern literature.

Fourth Year

At the end of the fourth year the student should demonstrate a well-grounded technique with fine tone quality and an able control of his instrument. He should have acquired thorough orchestral routine sufficient to enable him to hold a first desk position in a professional organization.

SIGHT READING IN PIANO

A course designed for the purpose of developing the ability to read at sight the works of the greater composers. Class of two or four students. One hour credit a semester.

LOWER GROUP SUBJECTS

101-102. Public School Music Methods I-II—This course covers methods and material used in the primary grades; proper introduction of music to little children; careful selection and presentation of the rote song; how to teach the observation song; the definite place of the art song; song studies and visualization; treatment and care of the child-voice; classification of voices; special treatment of the monotone or off-pitch voice. Two hours credit each semester.

Note:—Progressive Music Series used as a basic text throughout the entire course with opportunity to become familiar with all other outstanding texts.

Students in the Public School Music Course are required to take at least one semester of brass and one semester of woodwind instruments in class.

103-104. Methods of Music Appreciation I-II—Includes methods and material used in primary, intermediate grades and Junior High Schools. The course is based upon the Glenn DeForrest and Glenn Lowery texts. Class demonstration. Two hours credit each semester.

105-106. Sight Reading and Ear Training I-II—Requires reading at sight the type of music used in public school material; recognition by sight and sound motives and figures included in the Progressive Song material. Advanced sight reading of material, including High School and Chorus music. Two hours credit each semester.

107-108. Principles of Conducting I-II—How to handle the baton; fundamentals of choral interpretation; essential qualities of successful conducting and methods by which they may be acquired; individual practice in conducting a wide variety of appropriate material. One hour credit each semester.

109-110. Observation I-II—Opportunity is given each student to observe class room work in Public School Music under professional teachers. Primary and Intermediate grades. Two hours each week; credit included in Public School Music Methods.

111-112. Harmony I-II—An introductory course, laying the foundation for work in musical composition. Primary and secondary triads, seventh and ninth chords, their resolutions, and cadences are some of the points covered. This course is very helpful, not only to those desirous of learning to compose music, but also to the student of applied music, being the basis for intelligent improvisation and interpretation of music. Reed’s text. Two hours credit each semester.
113-114. Appreciation of Music—Fine Arts—A survey of the development of symphony orchestra and orchestral music, also a detailed study of the most famous operas and oratorios is included in this course. The aim is to familiarize the student with much of the world's best music and to develop in him the power to respond intelligently to its highest intellectual and emotional appeals.


B—Voice: Fundamental principles of the art of singing; correct methods of breathing; tone placement; quality of tone; equalization of registers; vowel and consonant work; phrasing. Practical Singing Tutor by Abt. Italian exercises of Vaccai and Gracia. Exercises of Concone and Sieber. Easy songs for application of Principles.

C—Violin: Technical Exercises, Major and Minor Scales, First to Seventh position. Pieces and Studies by Tours, David, Kayser; Sevik Violin Studies.

D—'Cello: See page 99.

E—Organ: Beginners in Organ are given special training in the elements of organ playing, viz; manual touch, pedal technic, and registration. Clemens Pedal Studies; Dunham's Pedal Studies; Carl Master Studies; Trios by Rheinberger; Chorales by Bach; Easier Composition by Rheinberger, Salome, Lemaigre, Dubois, Faulkes, Lemare.

F—Brass and Wind Instruments: See page 99.

201-202. Public School Music Methods III-IV—Covers methods and material for Intermediate and Upper grades. Tone, Time and Theory problems; continued development of sight reading; two-part problems; musical interpretation and voice classification; problems confronting the Upper Grade teacher; the changing voice of the boy; careful selection of music suitable to meet the emotional needs of pupils in beginning of adolescence; form and analysis; more complex song forms; how to interest older boys and girls; organization of Glee Clubs; Commencement music and music for public occasions. Two hours credit each semester.

203. Observation III—Opportunity given each student to observe class room work in Public School Music under professional teachers. Upper grades and High School. Two hours a week one semester only; credit included in Public School Music Methods.

205-206. Practice Teaching I-II—(Sophomore Year.) Opportunity given each student to teach through the grades under skilled supervisors. Four hours of teaching each week throughout two semesters; two hours credit each semester.

207-208. Harmony III-IV—An advanced view of First Year Harmony including the more difficult phases of musical composition such as the succession or connection of chords, concords, discords, modulation and part writing of various kinds. Especially profitable to the more advanced music student. Two hours credit each semester.
209-210. **History of Music**—General survey of the history of music from its earliest development in the orient. Its gradual progress northward and westward. The growth of various musical scales, styles of composition and notation, as well as the great masters in musical history are studied. This course will be found profitable both to those specializing in music and to the general student. Text, "Outlines of History," Hamilton. Two hours credit. Each semester.

211-212—**Instruments and Orchestration**— A course designed to meet the practical needs of Public School Music Supervisors and those interested in the organization of School Orchestras and Bands. Prerequisite: Harmony I and II or demonstrating sufficient ability to carry the course. Two hours credit each semester.


A—Piano: Further development of technique, including major and minor scales in various forms, triads, chords, arpeggios, octaves, etc. Etudes of Heller and Czerny. Little preludes by Bach. Easier sonatas and selections from Haydn, Mozart and others. Selections from the modern composers.


C—Violin: Major and minor scales in all positions. Studies by Alard, Kreutzer, Rode. Pieces and concertos by Mozart, Viotti, de Beriot, Rode, etc. Sight playing or orchestral class normal. Pianoforte.

D—'Cello: See page 99.

E—Organ: Studies in Pedal Phrasing, Buck; Easier Sonatas by Mendelssohn, Guilbert, Rheinberger; Easier Preludes and Fugues by Bach; Compositions of moderate difficulty by Lemmens, Guilbert, Dubois, Smart, Harker, Hollins, Lemare, Rheinberger, etc. Solo and choir accompaniments, church service playing.

F—Brass and Wind Instruments: See page 99.

301. **High School Music Methods**—Voice teaching, selection of materials; study of harmony, appreciation, operettas and concerts. Two hours credit.

302. **Comparative Methods**—A thorough study of the history of Public School Music and of the prominent school music systems of the present day. Two hours credit.

303-304. **Counterpoint I-II**—First Semester: Two and three part counterpoint of the first, second, and third orders, syncopated and florid counterpoint. Preparation for writing of canon and fugue.

Second semester: Form and Analysis. A comprehensive, concise study of formal analysis of compositions. Pre-requisite, Harmony I and II. Two hours credit.

**Practice Teaching III-IV**—In the Junior year five hours each week is required in the Omaha Public Schools under professional supervision. In the case of experienced teachers credit may be given for practice teaching on the approval of the Director of Music. Two hours credit. Each semester.

**A—Piano:** Rapid scale work. Czerny Op. 740, Cramer Etudes, Chaminade, and waltzes by Chopin. Two and three-part inventions, preludes and figures by Bach. Movements from Beethoven sonatas. Study of romantic composers, and more advanced works by the modern composers.

**B—Voice:** Exercises for further advancement in flexibility and phrasing. Exercises for the study of dramatic expression. A study of the classics, and of arias from oratorios. More difficult songs, both sacred and secular, of classic and modern composers, including those of the representative American writers. Interpretation. Memorizing.

**C—Violin:** Violin schools of David Spohr. Studies by Kreutzer and Rode. Concertos by Spohr, Paganini, Mendelssohn, Bruch, Saint-Saens, Beethoven and modern authors.

**D—Cello:** See page 99.

**E—Organ:** Sonatas by Guilmant, Rheinberger, Mendelssohn; Concertos by Handel; Preludes and Fugues, Bach; Compositions by Widor, Franck, Saint-Saens, Bellmann, Pierre, Hollins, Rheinberger, Dubois, Guilmant. Solo and choir accompaniment and service playing. Junior Recital.

**F—Brass and Wind Instruments:** See page 99.

**401. Principles of School Music Supervision and Problems in Public School Music—** Relationship of supervisors to principals and teachers; outlining the work for teachers; conducting visitation; checking and reporting results.

Problems in School Music—Students select certain field or fields in which they wish to specialize. Problems are met and studied, reports made frequently and a special report submitted at close of semester. Two hours credit.

**402. Research in School Music—** Student chooses the special field of Public School Music to which he has aspired. Through research and discussion, each student develops his special subject and at the close of the year submits a Term Paper. Two hours. Second semester. Two credits.

**403-404. Play Production—** A practical course involving all the essentials of stage production (make-up, costuming, lighting effects, stage technique.) Two hours credit each semester.

**405. Folk-Dancing—** A course designed for Kindergarten and Primary teachers. The use of folk-dances and singing games is increasing in favor in the schools of this country. They contribute directly to the child's rhythmic development.

**407-408. History of Music—** Advanced—A more intensive study of the great schools of music and a detailed biographical study of great composers from Bach on down to and including contemporary composers such as Grieg, Saint-Saens, Tschaikowsky, etc. Two hours credit each semester.

**409-410. The Larger Forms of Musical Compositions—** An exhaustive explanation of the variations, rondos, and sonata designs, for the general student of music analysis, and for the special students of structural composition. Two hours, each semester.

**411-412. Fine Arts History—** A general course in the history of architecture, sculpture and painting, from ancient times down to the present day. Lectures, recitations and illustrations. Text-book, Appollo, by Reinach. Ref-
erence books include American Art, by Charles Coffin and Modern Painting by Willard Huntington Wright. One hour, each semester.


**B—Voice:** Exercises. Classical songs of Schubert, Schumann, and others; Sacred songs with special reference to church singing. The more advanced songs of American composers. Arias from the operas of the Italian, German and French Schools, both classical and modern. Interpretation and memorizing.

**C—Violin:** (Advanced.) Studies by Kreutzer and Rode, concertos by Spohr, Paganini, Mendelssohn, Bruch, Saint-Saens, Beethoven and modern authors.

**D—Cello:** See page 99.

**E—Organ:** Difficult Sonatas by Guilmant, Mendelssohn; Great Organ Fugues of Bach; Widor Symphonies; works by Bonnet, Franck, Rheinberger, Vierne and Maquaire. Senior Recital.

**F—Brass and Wind Instruments:** See page 99.

**PREPARATORY PIANO DEPARTMENT**

**CERTIFICATES AND DIPLOMAS**

Certificates are granted upon the completion of the work of each of the following divisions; a Diploma is awarded upon the completion of the course.

**COURSE IN PIANO PLAYING**

Preliminary work for beginners. Folk songs and simple melodies in *Children's Own Book* by Elizabeth Newman; rote playing followed by notation. Works by eminent American educators, John Williams, John Thompson, Bilbro, Terry, Hughes; standard Europeans, Heller and Gurlitt, easy selections, original and revised of the classic masters.

**DIVISION I PIANO**

Playing knowledge of all major and minor scales at slow tempo, each hand alone, triads on each scale degree, Chords and Arpeggios for all grades, Carl Grimm, Duvernoy, Ecole Primaire or studies of similar difficulty, easy pieces by Gurlitt, Schumann, Heller, Master Series for the Young, Hughes, Magdalene Bach's Book.

Class. Rythm and ear training through rote playing, melody writing, and simple forms of keyboard harmony, analysis.

**DIVISION II PIANO**

Major and minor scales hands alone; one, two and three notes to a beat, metronome at 80. Czerny-Germer Etudes, Lemoine Opus 37, Sonatinas by Clementi and Beethoven, easy pieces by Bach, Handel, Mozart, Grieg, Reinhold, Schytte.

Class. Melody writing, scale and chord building, dominant seventh and resolution, basic melodic designs, ensemble playing.
DIVISION III PIANO

Major and minor scales hands together; one, two and three notes at 92; major and minor arpeggios; dominant seventh each hand alone, slowly; Duvernoys Opus 120 (first half), Heller Opus 47.
More difficult Sonatinas, pieces by Schumann, Jensen, Mendelssohn, etc. Class. More advanced keyboard harmony, harmonizing of simple melodies, secondary sevenths and resolutions, ensemble playing.

DIVISION IV PIANO

Major and minor scales hands together, two, three and four notes at M. M. 100. Duvernoys Opus 120, Czerny 636, major and minor arpeggios, dominant sevenths and diminished sevenths each hand alone four notes at M. M. 80. Selections from Heller Opus 45 and 46, easiest Sonatas by Haydn, Mozart and Beethoven; Variations by Beethoven, attractive pieces by Schubert, Jensen, Mendelssohn, Chopin, Schumann, Bach, Handel, Consolations by Liszt.
Class. Harmonic and formal analysis of compositions studied; ensemble playing.

MELODY WAY PIANO INSTRUCTION

This department includes also class instruction in Melody Way. Each class limited to ten members. Nowhere will better equipment be found than in this conservatory, each child being provided with a real keyboard.

GENERAL METHODS IN PUBLIC SCHOOL MUSIC

A practical course especially for students taking the normal training course. A survey of methods and materials used in teaching Public School Music throughout the grades. Discussions and solutions of problems involved in teaching music in both city and rural schools. Pre-requisite, Elements of Music Notation. Two hours credit.

KINDERGARTEN-PRIMARY METHODS IN SCHOOL MUSIC

Methods and materials for introducing music to little children; rote songs presentation; special attention to non-singers; a development of the Kindergarten Orchestra, etc. Two hours credit.

METHODS OF INSTRUMENTAL INSTRUCTION FOR TEACHERS

The call for teachers who know how to teach children to play piano in classes is far greater than the supply.
Class piano instruction for music teachers in public and private schools is offered through the work with Nell Griscom Gillard. This course is planned to arouse and hold the interest of children in piano playing. The Melody Way material and method is used. Teachers have been universally successful in securing results through its use.

SOLO CLASS

Students of the Conservatory of Music meet the first Wednesday evening of each month at seven o'clock. The purpose of the Solo Class is to provide opportunity for every student to appear before the class and in this way prepare himself for public performances.
Attendance at this class and all public recitals is required of every music student.

RECITALS

Frequent student recitals are given each semester in addition to the Commencement recitals.
REGULATIONS

Unless expressly stated, the same rules for registration, discipline, grading, examinations, as those for the University apply to its Conservatory of Music. The requirements for regular admission to the Conservatory of Music are the same as those for the College of Arts and Sciences.

A semester hour of credit in practical music represents one lesson per week and six hours of practice each week during eighteen weeks. Two credits are acquired by two lessons and nine hours of practice.

NOTES

Registration for all music courses is under the supervision of the College of Liberal Arts and subject to its regulations.

All voice students are required to register for chorus.

Lessons in piano, voice, violin and organ are one-half hour in length.

One lesson per week requires one hour a day practice; two lessons, two hours a day.

Music students may rent practice rooms from the Conservatory of Music.

SERVICE BUREAU

Faculty and artist pupils available for recitals, appearances before clubs, etc. Also the following organizations: University Choir, Ladies Quartet, Male Quartet, Girls' Glee Club, String Ensemble and Saxophone Quartet.

2—DEPARTMENT OF FINE AND APPLIED ART

Miss Knight

Art is not a luxury. Today the world demands beauty in its industrial creations as well as in its Art Galleries. It is the foundation of everything manufactured; it enters the home in everything there assembled; it sells the world's products and Art determines the selling price of those products.

Art education is two-fold. It opens the eyes to the significance and inherent beauty of each phase of the age-long activity, and it stimulates the creative powers resident, to some extent, in all. It is also intellectual, aesthetic and technical, and adds immeasurably to the fullness and enjoyment of life.

A total of twenty-four credits in art constitute a major. A total of sixteen credits constitute a minor. Entrance to lower or upper group subjects is dependent on individual ability. Students may enter for Art alone, arranging courses to fit their needs, on consultation.

LOWER GROUP SUBJECTS

1 Elementary Drawing.

Drawing from still life, cast and rapid sketching from life. The study is directed to the expression of line, form and color. Use of charcoal pencil and pen.

One to two credits.

2 Elementary Drawing. (Continued.)

One to two credits.

3 Introductory Design.

The principles of design and color with typical problems to illustrate their use.

One to two credits.
4 Introductory Design. (Continued.)
One credit.

5 Perspective.
Practical application of fundamental principles of perspective to the drawing of constructed objects and interiors.

6 Perspective. (Continued.)

7 Water-color Painting.
Studies in still life and composition with practice in the technique of water-color painting.

8 Water-color Painting (Continued.)

9 Kindergarten Art.
A course designed to give a knowledge of the fundamental principles of drawing with problems to give.
Two hours. First semester. One credit.

10 Kindergarten Art. (Continued.)
Two hours. Second semester. One credit.

11 Public School Drawing.
A course designed to meet the requirements for a state certificate and planned with reference to the work done in the city schools. It is designed to give increased proficiency in drawing, design, color and applied Art.
Two hours. First semester. One credit.

12 Public School Drawing.
Continued.
Second semester. Two hours. One credit.

13 Handicrafts.
Applications of Design problems to various crafts as leather, jewelry, block-printing, batik, gesso. Pre-requisite 4 or its equivalent.

15 Lettering.
Practice in the Roman and other alphabets with special application to posters and other forms of Commercial Art.

16 Lettering.
Continued.
Second semester.

UPPER GROUP SUBJECTS

51 Advanced Drawing.
Drawing from casts, figures and heads, and arranging the same in composition. Use of charcoal, pen, pencil and crayons. Outdoor sketching as possible. Pre-requisite 1 or its equivalent. Sketches may be rendered as etchings.

52 Advanced Drawing.
Continued.
Second semester.

53 Advanced Painting.
Still-life-flowers, fruit, and head in oil painting, water color or tempera. Emphasis on value, line and color. Pre-requisite 7 or its equivalent.
54 Advanced Painting.
Continued.

55 Advanced Design.
Research work and design from nature and historic sources. Problems may be applied to Handicrafts. Pre-requisite 3 or its equivalent.

56 Advanced Design.
Continued.

57 Pictorial Composition.
Art structure and the theory of color. Deals with the elements of Pictorial expression by means of line, pattern, and color. Problems may be designed for Greeting Cards, block-prints, batik.

59 Advanced Handicrafts.
Construction of raised objects in metal. Advanced problem in same classes as 13.

60 Advanced Lettering.
A continuation of 15.

61 Methods in Art.
A lecture course dealing with genetic phychology as applied to the art curriculum and some problems in the four divisions of Art work. Observation work for those in the Normal Art course.

63 History of Art.
Art of Primitive people to the close of the Italian Renaissance with a study of the formative causes and national characteristics of the Art under consideration. Notebook work and a text book.

64 History of Art.
The art of the Netherlands to the present time with some Consideration of American Art. The text-book must be supplemented by outside reading.

65 Household Decoration.
Principles of color, rhythm, balance and harmony as related to the home.

66 Household Decoration.
History of the periods of architecture and furniture. Research and notebook work.

67 Saturday Classes for Teachers.
These courses offer practical help to grade teachers as well as widening their horizon. Drawing, Painting, color-theory, industrial Arts Design are taught giving technical skill and a keener appreciation of Art principles.

An Art Club.
The Paint Pot fosters interest in art by monthly meetings for work and sociability. It is composed of present and former members of the Art Department and has contributed in various ways to the equipment of the department.
SUGGESTED COURSES
NORMAL ART

First Year
Psychology ........................................... 3
Botany .................................................. 6
English (Rhetoric) .................................. 6
Drawing and Painting ......................... 4
Design .................................................... 2
Perspective ............................................. 2
Handwork .............................................. 2
Intro. to Education ............................. 2
Physical Education ............................ 2

Second Year
Principles of Public School Art ............ 2
Design (Applied Art) ......................... 4
Art History .......................................... 2
History of Education ............................ 3
Art Methods and Observation .............. 2
Educational Psychology ...................... 3
Practice Teaching .............................. 4-6
10 hours of electives may be chosen
from this group.

Elementary Handicraft ......................... 2
Child Psychology ................................ 3
History ................................................... 6
Literature .............................................. 6

Courses and credits in Education necessary for a state certificate may be
canceled at any time to meet state requirements. Twenty credits are now re­
quired.

MANUAL ARTS COURSE

First Year
Psychology ........................................... 3
Botany .................................................. 6
English ................................................... 6
Design .................................................... 2
Handicraft ............................................. 2
Mechanical Drawing ......................... 4
Intro. to Education ............................. 2
Gen. Education Methods ..................... 3
Physical Education ............................ 2
Electives ............................................. 2

Second Year
History of Education ......................... 3
Sewing ................................................. 4
Bench Work ......................................... 4
Modeling .............................................. 4
Design ................................................... 2
Handicraft ............................................. 2
Observation and Methods ..................... 3
Educational Psychology ...................... 3
Practice Teaching .............................. 4-6
Electives ............................................. 2

VI—DIVISION OF PHYSICAL EDUCATION
DEPARTMENT OF PHYSICAL EDUCATION

The Department of Physical Education, for men and women ex­
ercise supervision over the gymnastic, athletic and play activities in
this institution. The department aims to minister to the physical needs
of all students through hygienic, educative and recreational activities,
and hopes to thus aid in the formation of hygienic habits, that make
profitable preparation for life. The department also plans to fur­
nish a program where all students may find opportunity to give ex­
pression to the physical activity side of life.

1—PHYSICAL EDUCATION FOR MEN

Mr. Hubka

Credits are 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 also be allowed per year for regular and systematic
participation in football, basketball and tennis practice and games; also for
corresponding amount of participation in wrestling, swimming, boxing, arch­
ery, fencing, field and track athletics or calesthenics.
110 THE UNIVERSITY OF OMAHA

2—PHYSICAL EDUCATION FOR WOMEN

Mrs. Fred Baumeister

1 Elementary Physical Education.
Hygienic recreational activities, including elementary marching tactics, aesthetic dancing, folk dancing and formal floor work. Required of all Freshmen.
Three hours. First semester. One credit.

2 Elementary Physical Education.
A continuation of Phys. Ed. 1; activities include bar work, elementary pageantry, aesthetic dancing, folk dancing and formal floor work. Required of all Freshmen.
Three hours. Second semester. One credit.

3 Physical Education II.
This course is supplementary to and a continuation of Phys. Ed. 1 and 2 and includes advanced corrective work, advanced bar work, clogging and folk dancing. (Pre-requisite Phys. Ed. 1 and 2.)
Three hours. First Semester. One credit.

4 Physical Education II.
This course is a continuation of Phys. Ed. 3 and includes advanced bar work, acrobatic floor work, character dancing and advanced clogging. (Pre-req. Phys. Ed. 3.)
Three hours. Second semester. One credit.

5 Physical Education III.
This course attempts to acquaint the student with the theory and techniques of physical education. It includes group dancing, Danish gymnastics and class supervision and direction.
Three hours. First semester. One credit.

6 Physical Education III.
A continuation of Phys. Ed. 5.
Three hours. Second semester. One credit.

13 Hygiene and Health Education.
Consideration of hygiene of physical and mental growth, health supervision of school children, teaching of health subjects and sanitation of the school plant. Consideration is given to school programs, school recreations, communicable diseases and first aid. Special emphasis is placed upon methods leading to the formation of proper health habits.
Two hours. First semester. Two credits.

14 Hygiene and Health Education.
A repetition of Phys. Ed. 13 (Phys. Ed. 13 and 14 correspond to Ed. 113 and 114.)
Two hours. Second semester. Two credits.

15 Personal Hygiene.
A study of the hygienic care of the human machine as it functions in work, play and rest. The course includes a study of the respiratory, circulatory and muscular systems; the coordination of muscular and mental activity; the relation of health, beauty and physical exercise.
Two hours. First semester. Two credits.

16 Personal Hygiene.
A repetition of Phys. Ed. 15. (Phys. Ed. 15 and 16 correspond to Ed. 115 and 116.)
Two hours. Second semester. Two credits.
One-half credit will also be allowed per year for regular and systematic participation in archery, swimming, tennis, fencing and basketball.
The entrance requirements to the College of Commerce are the same requirements as prescribed by the University of Nebraska, the North Central Association of Colleges and Secondary Schools and the Arts and Science School of the University of Omaha. All entrants are grouped into two classes:

Adults, who are non-high school graduates; and graduates of an accredited four year high school.

Special Adult students who are non-high school graduates cannot qualify for any degree course. Furthermore, these students must be twenty-one years of age and possess sufficient business experience to enable them to pursue the work satisfactorily.

Applicants under twenty-one years of age must present the required entrance credits from an accredited high school before entering upon any course of study whether special or for degree purposes.

DEGREES

The University of Omaha is authorized to issue two kinds of degrees to graduates of the College of Commerce:

**BACHELOR OF BUSINESS ADMINISTRATION**

To students who meet all entrance requirements, and who complete 128 credits, or a preponderance of the work, in the part time schedule of the College of Commerce, shall be awarded the degree of Bachelor of Business Administration. Before a degree is conferred upon any student he shall complete one of the part time courses as presented on the following pages. In addition to these required subjects, the student may elect further courses in the College of Commerce to the limit of 98 semester hours of credit. The remaining 30 semester credits, however, shall include non-professional subjects which may be recommended by the Dean of the College of Commerce.

**BACHELOR OF SCIENCE IN COMMERCE**

To students who meet all entrance requirements and who present credits of acceptable grade for two years of work in a college, University, professional or scientific school of approved standing, including:

1. Laboratory Science . . . 8 credits (minimum)
2. College English . . . 12 credits
3. Elements of Economics . . 6 credits
4. Modern Language . 12 or 16 credits
5. Mathematics . . . . . . 6 credits
Such students may qualify for the degree of Bachelor of Science upon the completion of one of the approved four years courses in the College of Commerce. The total of hours thus accumulated must equal 128 semester hours.

**CURRICULUM**

The College of Commerce, serving as it does both Day and Evening classes, is compelled to have an elastic curriculum. The curriculum must be properly balanced in order to permit the student to secure a degree. It must serve, also, the student not seeking a degree.

The following curriculum has been made as intelligible as possible, in the short space available. It is suggested that the prospective student consult the Registrar in case of doubt.

**LEADING TO A DEGREE**

Any of the subjects in the curriculum leading to a degree may be taken in the Day or Evening School, depending upon the daily schedule.

### FIRST YEAR

<table>
<thead>
<tr>
<th>Required</th>
<th>Hours</th>
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<tbody>
<tr>
<td>English I</td>
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<tr>
<td>Indus. Hist. U. S.</td>
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<tr>
<td>Math. or Sc</td>
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<tr>
<td>Mod. Lang</td>
<td>5 or 3</td>
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<tr>
<td>Accounting I</td>
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**Electives**

| Shorthand and Typing | 2 |
| Math. or Sc | 3 |

<table>
<thead>
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<th>Hours</th>
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<tbody>
<tr>
<td>English II</td>
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<tr>
<td>Ec. Hist. U. S.</td>
<td>3</td>
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<tr>
<td>Math. or Sc</td>
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<tr>
<td>Mod. Lang</td>
<td>5 or 3</td>
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<td>Accounting II</td>
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</table>

**Electives**

| Shorthand and Typing | 2 |
| Math. or Sc | 3 |

### SECOND YEAR

<table>
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<tr>
<td>Economic Theory I</td>
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<td>English Literature</td>
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<tr>
<td>Commercial Law I</td>
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<td>Psychology, Gen</td>
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**Electives**

| Principles of Advertising | 3 |
| Modern Language | 3 |
| Typing and Shorthand | 3 |
| Political Science | 3 |
| Accounting III | 3 |

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<tr>
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<td>Economic Theory II</td>
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<tr>
<td>English Literature</td>
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<td>Commercial Law II</td>
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<td>Psychology II</td>
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</table>

**Electives**

| Principles of Advertising | 3 |
| Modern Language | 3 |
| Typing and Shorthand | 2 |
| Political Science | 3 |
| Accounting IV | 3 |

### THIRD YEAR

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<tr>
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<td>Money and Banking</td>
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<tr>
<td>Business Psychology I</td>
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<tr>
<td>Economic Problems I</td>
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<tr>
<td>Business Organization</td>
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**Electives**

| Accounting V | 3 |
| Business and Finance | 2 |
| International Law | 3 |
| Modern Language | 3 |
| Typing and Shorthand | 2 |
| Economic History of Europe | 3 |

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<td>Business Administration</td>
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<td>Business Psychology II</td>
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<td>Economic Problems II</td>
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**Electives**

| Accounting VI | 3 |
| Transportation | 2 |
| International Law | 3 |
| Modern Language | 3 |
| Typing and Shorthand | 3 |
| Economic History of U. S. | 3 |
### SPECIAL SCHOOLS

#### FOURTH YEAR

<table>
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<th>Hours</th>
<th>Required</th>
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<td>Economics</td>
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<td>Foreign Exchange</td>
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<td>Maritime Law</td>
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**Electives**

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<th>Accounting VIII</th>
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<td>Investments</td>
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<td>Credits and Collections</td>
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<td>Foreign Exchange</td>
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<td>Business Cycles</td>
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</tr>
<tr>
<td>Public Speaking</td>
<td>2</td>
<td>Research</td>
<td>3</td>
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#### SPECIAL DAY SCHOOL BUSINESS COURSE

(The following course has been arranged with two objectives in mind: the intensive training of the student along the lines of secretarial work, accounting, and business, for immediate and practical use; the securing, by the student, of the fundamental subjects required in securing a degree in Commerce.)

### FIRST YEAR

**First Semester**

<table>
<thead>
<tr>
<th>Accounting I</th>
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<th>English I</th>
<th>3</th>
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<td>Salesmanship</td>
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<tr>
<td>Insurance (General)</td>
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<td>Economics</td>
<td>3</td>
<td>Shorthand</td>
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<tr>
<td>Typewriting</td>
<td>3</td>
<td>Other electives</td>
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<td>Machine Course</td>
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**Second Semester**

<table>
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<td>Typewriting</td>
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#### SECOND YEAR

**First Semester**

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<tbody>
<tr>
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<td>Economics</td>
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<td>Investments</td>
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**Second Semester**

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<tr>
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<td>Markets and Distribution</td>
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<td>Sales Administration</td>
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<td>English</td>
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<tr>
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The following special courses are presented in both Day and Evening Schools. The subjects listed receive proper University credit and, in combination with the proper hours from the College of Liberal Arts, may be counted on a degree.
## GENERAL BUSINESS

### FIRST YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
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<td>General Insurance</td>
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<td>Shorthand I</td>
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<td>Typewriting I</td>
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<td>Machine Course</td>
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### SECOND YEAR

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<tbody>
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### THIRD YEAR

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<tbody>
<tr>
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<td>Electives</td>
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<td>General Psychology</td>
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<td>Business Finance</td>
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<td>Investments</td>
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<tr>
<td>History</td>
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<td>Philosophy</td>
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<tr>
<td>Fundamentals of Real Estate</td>
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<td>Other Electives</td>
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### FOURTH YEAR

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<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
<td>Economic History of Europe</td>
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<td>Economic History of United States</td>
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**SALESMAHSHIP**

**FIRST YEAR**

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<tr>
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<tbody>
<tr>
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<td>General Psychology</td>
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<td>Psychology of Advertising</td>
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**SECOND YEAR**

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<tr>
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<tbody>
<tr>
<td>Business Law I</td>
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<td>Principles of Salesmanship</td>
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**THIRD YEAR**

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<tbody>
<tr>
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<tr>
<td>Accounting I</td>
<td>Accounting II</td>
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**Electives**

- Business Policy.......................... 3
- Statistics and Methods.................. 3
- Markets and Distribution............... 3
- Sales Administration.................... 3
- Economics................................... 3
- Business Law............................... 3
- English..................................... 3
- Real Estate Valuation.................... 3
- Real Estate Finance...................... 3
- Other Electives............................

- Economic Theory I........................ 3
- Economic Theory II....................... 3
- Language.................................... 3
- Geography.................................. 3
- Shorthand and Typewriting................ 8
- General Insurance.......................... 3
- Other Electives.............................

- Business Organization I................ 2
- Business Organization II................. 2
- Sales Administration..................... 3
- Advertising............................... 3
- Shorthand and Typewriting................ 8
- Insurance.................................. 3
- Economics.................................. 3
- Other Electives.............................

- Advertising Campaigns................... 3
- Sales Administration Problems.......... 3
- Merchandising............................. 3
- Economics.................................. 3
- Other Electives.............................
FOURTH YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
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</thead>
<tbody>
<tr>
<td>Economic Problems I</td>
<td>Economic Problems II</td>
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Electives

- Money and Banking: 3
- Effective Speaking: 3
- Retail Store Management: 3
- Purchasing: 3
- Copywriting: 3
- Credits and Collections: 3
- Investments: 2
- Other Electives: 3

ACCOUNTING

FIRST YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Accounting I</td>
<td>Accounting II</td>
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<tr>
<td>Accounting Law I</td>
<td>Accounting Law II</td>
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</tbody>
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Electives

- Business English I: 3
- Business English II: 3
- English: 3
- Science: 6
- Mathematics: 3
- Geography: 3
- Economics: 6
- General Psychology: 3
- Shorthand and Typewriting: 8
- Other Electives: 3

SECOND YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Accounting III</td>
<td>Accounting IV</td>
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<tr>
<td>Accounting Law III</td>
<td>Accounting Law IV</td>
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Electives

- Economic Theory I: 3
- Economic Theory II: 3
- English: 3
- Science: 3
- Economics: 3
- Political Science: 6
- Shorthand and Typewriting: 8
- Other Electives: 3

THIRD YEAR

<table>
<thead>
<tr>
<th>First Semester</th>
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<tbody>
<tr>
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<td>Accounting VI</td>
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**Electives**

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<tbody>
<tr>
<td>Factory Management</td>
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<td>Problems in Federal Taxation</td>
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<tr>
<td>Economics</td>
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<tr>
<td>Transportation</td>
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<td>Other Electives</td>
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**FOURTH YEAR**

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<td>Accounting VII</td>
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<td>Accounting Law VII</td>
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|                       |                           |         |
| Electives              |                           |         |
| Economics              |                           | 3       |
| C.P.A. Review          |                           | 3       |
| Credits and Collections|                           | 3       |
| Business Cycles        |                           | 3       |
| Research               |                           | 3       |
| Other Electives        |                           |         |

**BUSINESS AND FINANCE**

**FIRST YEAR**

<table>
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<tr>
<th>Semester</th>
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<tr>
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<td>English I</td>
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|                       |                           |         |
| Electives              |                           |         |
| Economic Theory I     |                           | 3       |
| Economic Theory II    |                           | 3       |
| Business Organization I|                         | 2       |
| Shorthand and Typewriting |                       | 8       |
| Mathematics or Science|                           | 6       |
| Salesmanship I        |                           | 3       |
| General Insurance     |                           | 3       |
| Other Electives       |                           |         |

**SECOND YEAR**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Credits</th>
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<tr>
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<td>Money and Banking I</td>
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|                       |                           |         |
| Electives              |                           |         |
| Economic Problems I   |                           | 3       |
| Economic Problems II  |                           | 3       |
| Business Organization II|                        | 2       |
| Shorthand and Typewriting |                       | 8       |
| Economics             |                           | 3       |
| Salesmanship II       |                           | 3       |
| Insurance             |                           | 3       |
| Other Electives       |                           |         |
## THIRD YEAR

<table>
<thead>
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<tr>
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<td>Business Finance</td>
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**Electives**
- Business Cycles | 3 |
- Statistics | 3 |
- Business Administration | 2 |
- Economics | 3 |
- Political Science | 6 |
- Other Electives | |

## FOURTH YEAR

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Money Markets</td>
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<td>Credits and Collections</td>
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**Electives**
- Economic History of Europe | 3 |
- Economic History of Europe | 3 |
- Public Speaking | 2 |
- Business Law | 3 |
- Other Electives | |

## ADVERTISING

### FIRST YEAR

<table>
<thead>
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<th>Second Semester</th>
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<tbody>
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<td>English I</td>
<td>3</td>
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<tr>
<td>General Psychology</td>
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**Electives**
- Economic Theory I | 3 |
- Economic Theory II | 3 |
- English | 3 |
- Modern Language | 3 |
- Shorthand and Typewriting | 8 |
- Business Organization I | 2 |
- Other Electives | |

### SECOND YEAR

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<tbody>
<tr>
<td>Accounting I</td>
<td>3</td>
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<tr>
<td>Mail Selling</td>
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</table>

**Electives**
- Business Law I | 3 |
- Business Law II | 3 |
- English | 3 |
- Business Organization II | 2 |
- Shorthand and Typewriting | 8 |
- Other Electives | |
THIRD YEAR

First Semester | Second Semester
---|---
Typography | Markets and Distribution
Principles of Salesmanship | Copyrighting

Electives
- Business Organization III
- Business Organization IV

FOURTH YEAR

First Semester | Second Semester
---|---
Sales Administration | Advertising Campaigns
Merchandising | Business Finance

Electives
- Money and Banking I
- Money and Banking II

LIFE INSURANCE
(Leading to the C. L. U. Degree)

1 Life Insurance Fundamentals.
   1. Economics of Life Insurance.
   2. Principles and practices.

2 Life Insurance Salesmanship.
   1. Principles of Salesmanship.
   2. Psychology of Life Insurance Salesmanship.

3 General Education.
   1. English Composition.
   2. Economics.

4 Commercial Law.
   1. General Commercial Law.
   2. Wills, Trusts and Estates.
   3. Law pertaining to Life Insurance Salesmanship.

5 Finance.
   1. Corporation Finance.
   2. Commercial Credit.
   4. Investments.

6 Public Speaking

FIRE AND INDEMNITY INSURANCE
The major of the subjects in this Course are listed as Economics and credits earned are applicable on degrees.
1 **Principles and History of Fire Insurance.**
Economic and social importance, insurable interest, Fire Insurance terms, historical development, organizations.
References: Riegel & Loman.
Huebner.
Episodes of History.

2 **Fire Insurance Contracts.**
New York standard policy, court decisions, analysis, protection afforded, rates, premiums, voidance.
References: Riegel & Loman.
Huebner.

3 **Forms and Clauses.**
Uniform forms, endorsements, co-insurance, mortgage, loss payable, vacancy permit, alterations, builder's risk, binders.
References: Riegel & Loman.
Huebner.

4 **Loss Settlements.**
Loss notice, duty of assured, adjustment, exemptions, depreciation, proof of loss, payment of loss.
References: Riegel & Loman.
Huebner.

5 **Allied Coverages.**
Automobile, tornado, sprinkler leakage, rents, leasehold, marine, aircraft, riot, civil commotion, explosion, use and occupancy, rain, hail, general cover contracts.

6 **Public Speaking.**

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**CASUALTY**

1 **Principles and Development.**
Economic necessity of more recent development than Fire, Life or Marine largely result of industrial development.
References: Cornelius.
Reigel & Lowman.

2 **Various Divisions or Classes of Casualty Insurance.**
Accident, health, burglary and theft, plate glass, automobile, live stock, sprinkler leakage, steam boiler, engine breakage, electrical machinery, credit title, all risk, third party.
References: Cornelius.
Reigel & Lowman.

3 **Third Party Insurance.**
Difference between Third Party Insurance and other casualty lines, auto liability and property damage, workmen's compensation and employer's liability, Miscellaneous public liability and property damage, loss of use, malpractice, contingent.
References: Cornelius.
Ryder.
Reigel & Lowman.
4 Policy Forms.
Standard provisions, exclusions, methods of computing premiums, payroll, audits, cancellations.
References: Cornelius.
Ryder.
Reigel & Lowman.

5 Rating Bureaus.
Inspections, Accident prevention, experience rating.
References: Cornelius.

6 Losses and Claims.
Duty of assured to report accidents and claims, methods of handling, loss and claim reserves.
References: Cornelius.
Ryder.

Bonds

A. History of Suretyship.
a. Personal Suretyship.
b. Growth of Corporate suretyship.

B. Underwriting Principles and Production Methods in connection with the following classes of bonds:

1 Fidelity Bonds.
a. Individual and schedule forms.
b. Position forms.

2 Public Official Bonds.

3 Blanket Bonds.
a. Bankers and Brokers Blanket forms.
b. Fidelity Blanket forms.
c. Blanket Securities forms.

4 Fiduciary Bonds.
a. Joint control.

5 Court Bonds.
a. Analyzing of financial statements.

6 Contract and Bid Bonds.
a. Construction bonds.
b. Supply bonds.
c. Miscellaneous bonds.

7 Bank Depository Bonds.
a. Analyzing of financial statements.

8 License and Permit Bonds.

9 Internal Revenue and Customs Bonds.

10 Lost Securities Bonds.

11 Miscellaneous Bonds.
C. Claim Inspection and Adjustment Service.
TIME SCHEDULE

The class hours are from 8:00 A. M. to 4:05 P. M., except Saturdays. However, the building is open until 5:00 P. M. on week days and until noon on Saturdays, for the benefit of students who desire to use this extra time for their work.

Evening School is held during the week from 5:30 to 9:20, depending upon the subject.

TUITION

All tuition is due and payable in advance, as listed under regular student tuition.

LOCATION

The College of Commerce of the University of Omaha is located at 1307 Farnam Street, one-half block east of the Woodmen of the World Building.

This places the College at the heart of the wholesale and retail districts of the City. It enables the students and faculty to form the closest association with the business interests of Omaha necessary in a vocational school built to serve those interests.

The location of this Department of the University is an advantage to its graduates in getting in touch with openings in the business field.

EMPLOYMENT

In order to assist the business interests of the City in securing competent help, as well as to assist the students in securing positions, the University, while making no guaranty of employment, maintains a free employment Bureau, for the purpose of serving both the employer and the student.

CO-OPERATIVE PLAN

The "Co-operative Plan" of helping students will be inaugurated at the September opening of school. This plan, briefly, is as follows: The entering class is divided into two sections, which follow identical courses of study in the University College of Commerce. Section One works in the industries, including banks, factories, packing houses, bond houses, wholesale and retail establishments, for one month, while Section Two is studying those subjects in the University. At the end of the month, the shift day comes, when Section One returns to the University and Section Two takes its place in the industries.

The advantages of this system are as follows:

1. The working student is paid at the going rate during the month he is employed, thus assisting him in working his way through the University.

2. The extremely practical experience in the industry has a high educational value—some holding its value equal to the textbook information received in the University.
3. Upon graduation from the Department, the sudden transition from the atmosphere of classroom theory to the hard, competitive atmosphere of the business world is eliminated, as the student has become acclimated during his course.

Naturally it takes a longer period of time for the student to complete his course in the University and secure a degree—some of the eastern schools requiring six years to secure the Degree in Commerce. Each year is divided into four quarters.

The College of Commerce of the University of Omaha, located as it is, in the heart of Nebraska’s metropolis, offers these opportunities to the young people of this section.

For further information address: College of Commerce, University of Omaha, Omaha, Nebraska.

2—SCHOOL OF LAW

FACULTY

Ernest W. Emery, A. B., A. M. . . . . . . President
Arthur C. Thomsen, A. B., LL. B. . . Dean of Law Faculty
Judge of District Court, Fourth District, Nebraska
Herbert W. Fischer, A. B., LL. B. . . . . . Secy. of Law College
John L. Barton . . . . . . . . . . . . . . University of Nebraska
William M. Burton . . . . . . . . . . . . Georgetown University
Judge Bryce Crawford . . . . . . . . . . . University of Kansas
Thomas B. Dysart . . . . . . . . . . . . Michigan University
Ethan C. Finlay . . . . . . . . . . . . University of Omaha
Judge Charles E. Foster . . . . . . . . . . University of Nebraska
Charles W. Haller . . . . . . . . . . . . . . University of Iowa
Judge W. G. Hastings, former dean, University of Nebr. Law School
H. E. Kuppinger . . . . . . . . . . . . University of Nebraska
Fred N. Hellner . . . . . . . . . . . . . Columbia University
Richard C. Meissner . . . . . . . . Creighton University
Harland L. Mossman . . . . . . . Morningside University
L. Ross Newkirk . . . . . . . . . . . . University of Nebraska
George Pratt . . . . . . . . . . . . . . Northwestern University
Howard Saxton . . . . . . . . . . George Washington University
Judge Willard Slabaugh . . . . . . Hiram College, Ohio
Harry Shackelford . . . . . . . . . . . Creighton University
Lester Slonecker . . . . . . . . . . . . University of Nebraska
Horace S. Standeven . . . . . . University of Omaha
Irvin Stalmaster . . . . . . . . . . . . Creighton University
James M. Sturdevant . . . . . . University of Omaha
David Swarr . . . . . . . . . . . . University of Nebraska
Ralph A. Van Orsdel . . . . . . University of Nebraska
John W. Yeager . . . . . . . . . . . . Kent College of Law
SPECIAL LECTURERS

ARTHUR H. STURGES . . . . . . . . . . Patent Law
CAPTAIN BURRITT H. HINMAN, Assistant Judge Advocate .
. . . . . . . . . . Seventh Corps Area, Courts Martial
DR. HARRISON WIGTON, Psychiatrist . . . . Medical Jurisprudence

GENERAL STATEMENT

The Law Department of the University of Omaha has been in existence as such fourteen years. It was formerly the Omaha School of Law, a night school, which had been in successful operation for more than thirty years. Many prominent Omaha and Nebraska attorneys, and at least two District Judges were graduated from this school.

The Law Department is a night school. It presents an opportunity to those men who cannot afford to attend day classes to obtain a practical and thorough law education.

The instructors are capable, practicing lawyers or judges at the Omaha bar, and for the most part specialize in the subjects which they teach. These active practitioners impart a practical understanding of the studies through their own experience, and in a very special way add interest to the work.

Every effort has been made to so thoroughly train the student that from the beginning of his practice as a lawyer he shall command the respect of his associates; and to this end the student is required as part of the law course, to take two years of argumentation and public speaking, one year of logic and three years of briefing and brief making. Though the school-year ends for regular work about June 15th, the school is open throughout the summer, and during that time evening elective courses in the use of law books and brief writing are conducted.

The Moot Court, conducted on Saturday nights at the University Administration Building, 24th and Pratt Streets, is novel but characteristically practical. An interested audience of from 50 to 100 persons usually attend, from which a jury of twelve is selected. One of the judges of our District Court presides. The astonishingly serious endeavors of the trial student-lawyer demonstrates the practical worth of an actual jury and genuine court in these Moot cases and furnishes a cheering omen for the return of the old-time, highly-esteemed and respectable advocate.

To weed out those students with insufficient ability or interest to do the work, a grade standard of 80 per cent in all the work of the first school-month is strictly required. Those failing to maintain this standard are dropped and the tuition paid for that school-year is refunded.

The aim of the 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 of the Courts of Nebraska.
METHOD OF INSTRUCTION

A combination of the text-book and case-book systems is used. The text supplies comprehensively the general principles of law; the case-book supplies examples of the application of such principles by the leading courts of this country and England. This combination system is now recognized by many of the leading Universities throughout the United States as best.

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 but these are entered as special students.

However, those who seek admission to the degree of Bachelor of Laws are required to have a preliminary education of a complete four-year high school course and must have thirty-two high school credits. One year of college credits, other than law, acquired before graduation, is necessary to a degree. Graduates of recognized universities and colleges, persons presenting diplomas or certificates from accredited high schools, normal schools and academies will be admitted as candidates for such degree on presentation of credentials. A student entering with deficient high school credit can never become a candidate for degree. The lacking credits must be supplied before the law study is undertaken.

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 law 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 secretary 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, at 1307 Farnam Street, every night except Saturday and Sunday. The classes meet from 6:15 to 8:00 o'clock in the evening. The regular course of instruction, subject to necessary modifications, will be as follows:

**FIRST YEAR**

**Elementary Law**—Lectures and text-book references, embracing history and sources of common law. The design of this course is 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: Childs. No cases. Two hours. One semester.

**Contracts and Quasi-Contracts**—Text-book; Clark: Throckmorton’s Cases. References: Anson and Bishop. Two hours. Two semesters.

**Sales**—Text-book: Tiffany on Sales: Cooley’s Cases. Two hours. One semester.

**Torts**—Including fraud and negligence. Text-book: Chapin on Torts and Chapin’s Cases. Two hours. One semester.

**Damages**—Text-book: Hale on Damages. Chapin’s Cases. Two hours. One semester.

**Criminal Law**—Text-book: Clark on Criminal Law. Mikell’s Cases. Two hours. One semester.

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

The following three subjects are given throughout the four-year course:

**Elements of Logic**—An exposition of the fundamental rules underlying the process 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. Two years.

Legal Bibliography—Cooley's Brief Making and Use of Law Books. Given throughout the summer.

SECOND YEAR


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


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

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

THIRD YEAR


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


Real Property—Continuation of second year course. Cases only. Sullivan's Cases. Two hours. Two semesters.


Moot Court—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, when sufficient jurors to be selected from the audience are not available. Two hours. Two semesters.

FOURTH YEAR

   Two hours. Two semesters.

   Two hours. One semester.


   Two hours. One semester.

   Two hours. One semester.

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

Nebraska Pleading and Practice—Text book: Compiled Statutes of Nebraska.
   Two hours. Two semesters.

The following subjects are given at some time during the last three years’ work:

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

Mortgages—Durfee’s Cases.

Witnesses—Two hours. One semester.

Examination of Titles—Warvelle.
   Two hours. One semester.

ADVANTAGES

The facilities 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 student as a 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; six 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 five judges. 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 the 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 over three 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 100,000 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 and may be available to students by special permission. By the courtesy of several individual members of the Omaha Bar, students may have access to well-equipped private libraries.

FEES AND EXPENSES

The annual tuition is $100.00, payable one-half in September, 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 $25.00 per subject.

For further information, address Herbert W. Fischer, Secretary, 1300 First National Bank Building, Omaha, Nebraska.

3—SUMMER SESSION

OBJECT OF THE SUMMER SESSION

The Summer Session is planned to meet the needs of all who wish to use part of the summer vacation for study. The courses of instruction are especially adapted to the following purposes:

1. Teachers holding college degrees may study to fit themselves better for their immediate work; or they may review courses in preparation for state examinations.

2. Teachers who are not college graduates may fit themselves more thoroughly for their profession and at the same time secure credit toward college degrees.

3. College students may work off conditions or may secure advanced credit on their college courses.

4. Students preparing to enter Omaha or another university in September, may secure advanced credit on their courses.

5. Persons engaged in business or professional work may pursue to advantage any of the courses for which they are qualified.

Busy teachers welcome the change from regular routine; a breathing space for advanced study; an opportunity to get out of the rut, to brush up and enjoy again the sunshine of school days.
Financially, summer work pays large dividends. It is possible in this way to secure a college degree with larger scholarship and increased salary. Administrative officers everywhere are on the look-out for wide-awake, energetic, ambitious teachers. They know they are likely to find that type enrolled in the summer schools.

The Summer School invites you to renew your faith in your life work, to enlarge your vision and place yourself in a better position to secure more rapid promotion for yourself and render wider service to mankind.

**DATES OF SUMMER SESSION**

The annual Summer Session of the University of Omaha will begin June 10, 1930. *Instruction will be offered for a period of twelve weeks.* For those enrolling for the first six weeks, regular classes will close July 19th. For those enrolling for the whole period, or for the second six weeks, regular classes will close August 30th.

Mathematics courses and courses in Chemistry, Botany and Physics will be conducted for nine weeks, beginning June 10th, and ending August 9th.

For further information concerning Summer School Courses and tuition, address: The Registrar, University of Omaha, Omaha, Nebraska, or telephone We-0060.

**4—THE EXTENSION DEPARTMENT**

In every community are found men and women who desire to continue their educational development, but who, because of business or professional relations or economic conditions, find it impossible to invest their major time in study. These individuals may use the facilities of the Extension Department to great advantage.

This Department is designed to make the entire vicinity its campus—to enable the University to come to those who can not come to it. It endeavors to duplicate its residence work through extension methods, but there is also a tendency to render any educational service for which there is a demand and for which they are equipped. There is a wide variety of these activities.

**EXTENSION CLASSES**—If in any easily accessible community a sufficient number of persons desire to organize a class for the pursuit of any particular course or courses, the University will endeavor to supply an instructor. These classes are conducted in all respects like those in the University itself. The regular entrance requirements must be met if University credit is desired. Evidence that the student can profit by the course may admit him even though he may not be able to satisfy entrance requirements.

To secure fuller information or to enroll for this particular service, one should write directly to: The Registrar, University of Omaha, Omaha, Nebraska.
The University of Omaha is planning for next summer its second Educational Tour to Europe. The tour is to be under the management of Professor Albert Kuhn, A. M., head of the classical department and professor of History and German.

It will leave New York or Montreal about June 21st and will last, approximately, two months. The itinerary will cover England, Belgium or Holland, Germany, including the Passion Play at Oberammergau, Switzerland, Italy and France.

Professor Kuhn, A. M., will guide the tourists in their appreciation of the history and culture of the places visited, and Professor Irwin A. Hammer, A. M., Dean of the Department of Education, will coach students and teachers interested in the educational systems of Europe.

Students and teachers who carry on historical or educational observations during the tour, under the supervision of Professor Kuhn, and Hammer, will, upon their recommendation, be granted six credits in either the department of History or Education.

The approximate cost will be as follows:

- $525.00 for the entire tour of 63 to 65 days.
- $425.00 for the 49-51 days tour excluding Italy and Southern France.

The tour is open to the general public. A full prospectus of the tour is in course of preparation and will be mailed, upon application, to anyone interested.

FALL OPENING

The opening of the 1929 semester on September 15th, promises to mark a decided advance in the enrollment of the University of Omaha. The entire curriculum of the University has been expanded and strengthened. In addition to this, several new teachers with masters' and doctors' degrees have been added. The University of Omaha is definitely serving the cities of Omaha and Council Bluffs and their trade territory much more effectively than she has ever served.

Plans are now under way for the opening and the enrollment of the 1929 regular school year.

For further information, write the Registrar of the University, or telephone Webster 0060.
## SUMMARY OF STUDENTS, 1928-29

### College of Arts and Sciences
- **Seniors**: 26
- **Juniors**: 84
- **Sophomores**: 179
- **Freshmen**: 251
- **Special Adult**: 335
- **Summer School Special**: 209

### College of Commerce
- **Seniors**: 4
- **Juniors**: 6
- **Sophomores**: 28
- **Freshmen**: 95
- **Evening Special Adult**: 201

### College of Law
- **Seniors**: 30
- **Juniors**: 34
- **Sophomores**: 26
- **Freshmen**: 45

### Conservatory of Music
- **Seniors**: 2
- **Juniors**: 6
- **Sophomores**: 9
- **Freshmen**: 37
- **Special Adults**: 179
- **Non-Credit Specials**: 307

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<tr>
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<tr>
<td>Net Enrollment on College Students</td>
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