

THE LEARN
CENTERS

Your University

*An enviable past—
A promising future*



Published by the

UNIVERSITY ALUMNI ASSOCIATION

and the UNIVERSITY of OMAHA

Omaha, Nebraska

The University of Omaha

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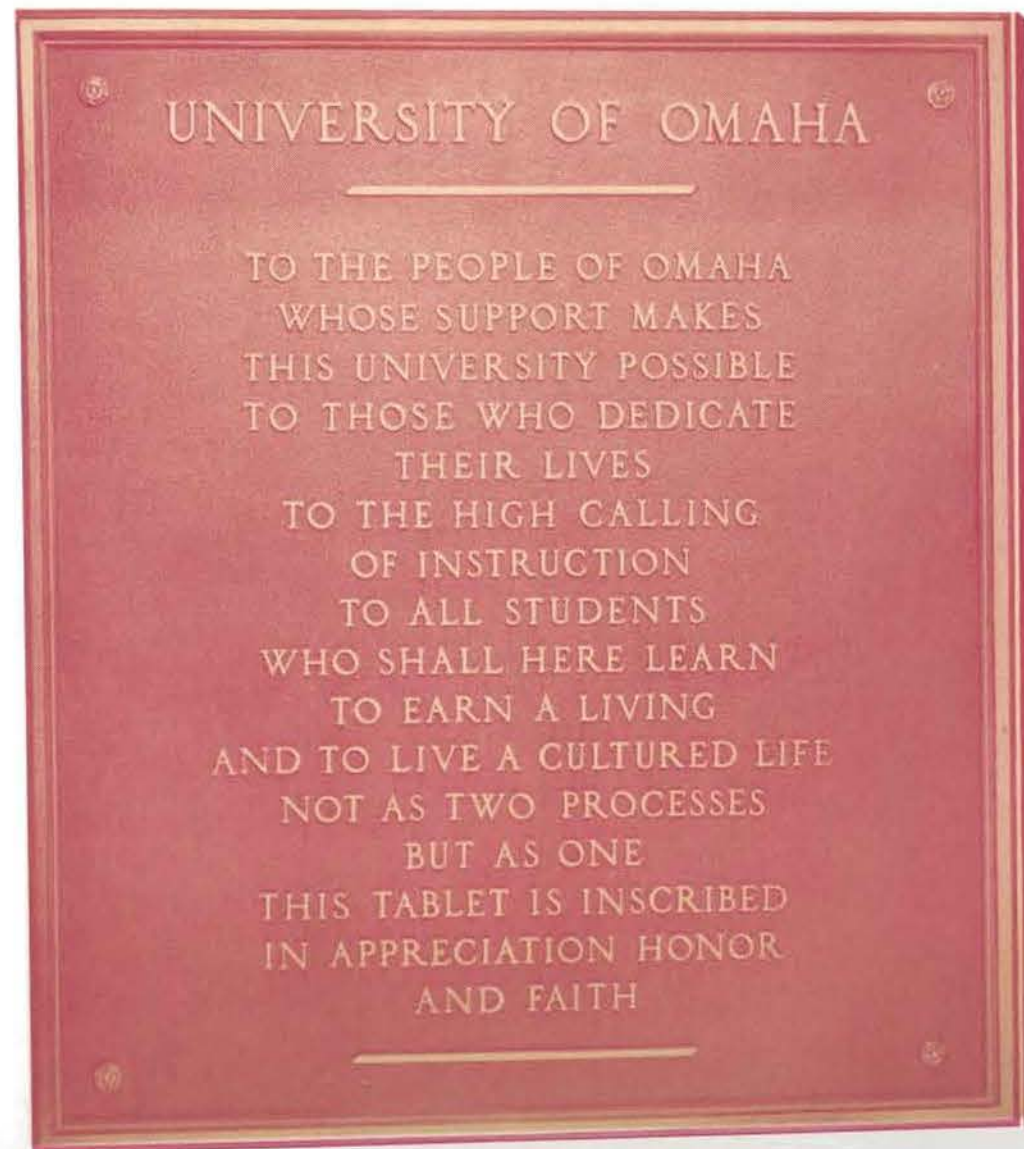
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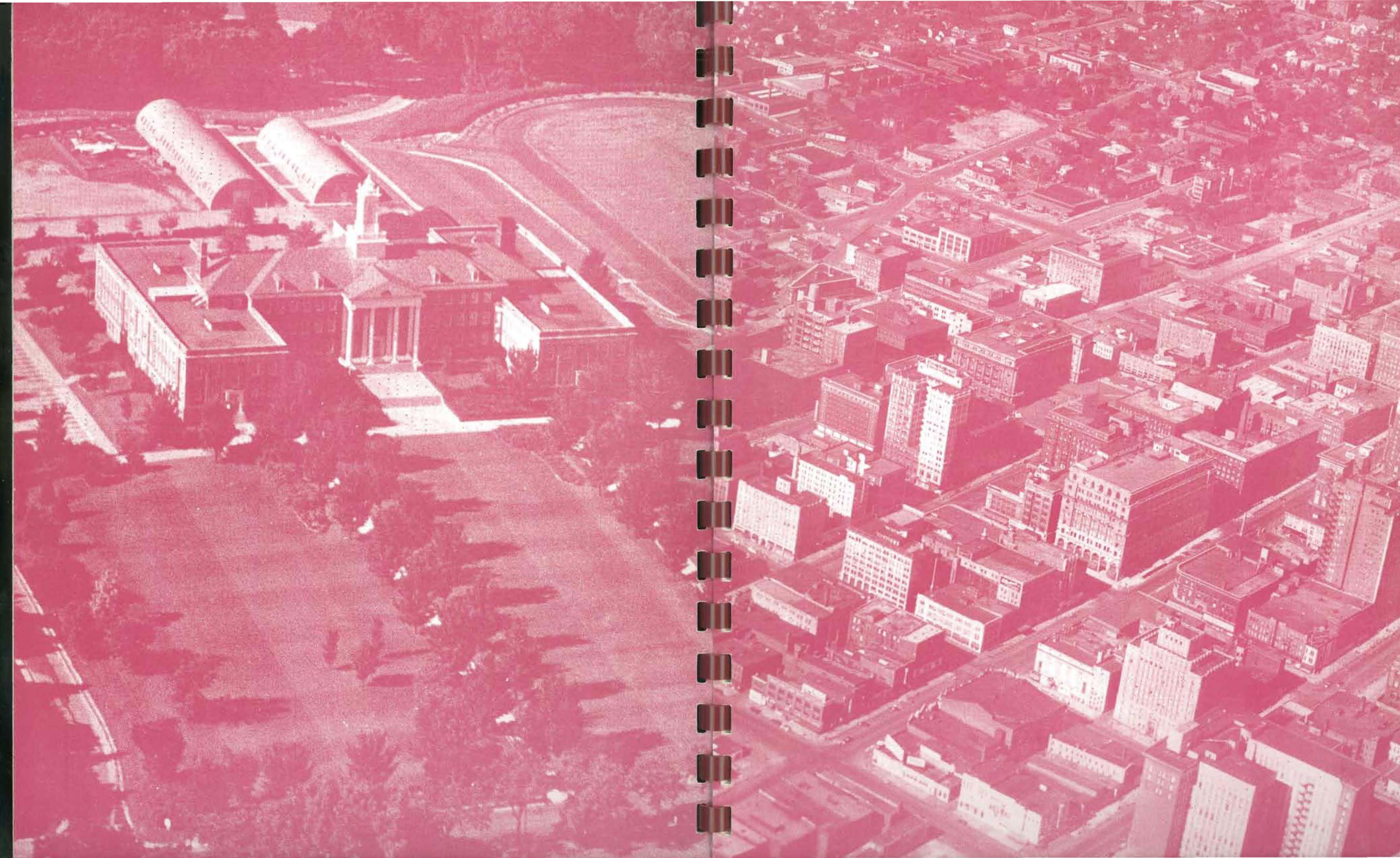
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Plaque unveiled at building dedication





Two stories of progress

The University of Omaha

From 26 students in 1909 to a combined day and evening enrollment last semester of some 3,600 students is the story of the University of Omaha's growth and progress.

The first campus and building was the Redick mansion at 24th and Pratt. Two additions soon followed—the John Jacobs Memorial Gymnasium and Joslyn Hall.

In 1929 the Nebraska Legislature passed an act authorizing metropolitan cities to establish municipal universities. Two years later Omaha citizens voted to make the University of Omaha a municipal institution.

The present 52-acre campus, selected by the Regents in 1936, is located at 60th and Dodge Streets, adjacent to beautiful Elmwood Park. Two years later the present building was erected—all completely air-conditioned—and evaluated now at approximately a million and a half dollars.

Under the guidance of President Rowland Haynes, important advances have been made in faculty personnel, curricular expansion, and national accreditation. Today the University is fully recognized by the North Central Association and six other leading educational societies. Its course credits are accepted by the nation's top-ranking institutions.

Like most other colleges and universities, the University of Omaha is faced with the immediate problem of expansion resulting from greatly increased enrollments. These needs are explained in other pages of this brochure.

The City of Omaha

The rapid growth of the University of Omaha could not have been achieved without a growing, progressing city. Starting in 1825, when the first trading post was established on an Omaha site, the story of the city's growth is another important chapter in the history of America.

Twenty-nine years later the Omaha Indians ceded Douglas County to the United States, and the Omaha townsite was platted. In 1857 Omaha was incorporated as a city.

The Union Pacific laid the cornerstone for future growth of the young city in 1865 when the first rails were laid at Omaha. Today this city is the fourth railroad center of the nation.

A few years later the Union Stock Yards received its first cattle, the beginning of an industry which was to make Omaha the second largest livestock marketing and meat packing center in the world.

The year 1904 brought the organization of the Omaha Grain Exchange. Today Omaha is one of the world's largest grain markets, receiving shipments from eleven states.

During World War II Omaha contributed much to the war effort, receiving national recognition for its production of B-26 medium bombers and B-29 superfortresses.

And so the two grow together—the city and its university—for only an educated people progress.

College — more than an institution — a way of life

College enrollments are on the increase. In 1900 they totalled 250,000; in 1920, 598,000, and in 1946, 2,030,000. The estimate for 1960 is 3,000,000.

The founding fathers believed that common school education is essential if people are "to know their rights, control their government, and maintain their liberties."

Thomas Jefferson was also convinced of the necessity of a university education. In succeeding generations thoughtful people have shared his conviction. In the last 70 years the enrollment in American colleges and universities has increased ten times as fast as the population.

Let us look at Jefferson's reasons for believing university education necessary:

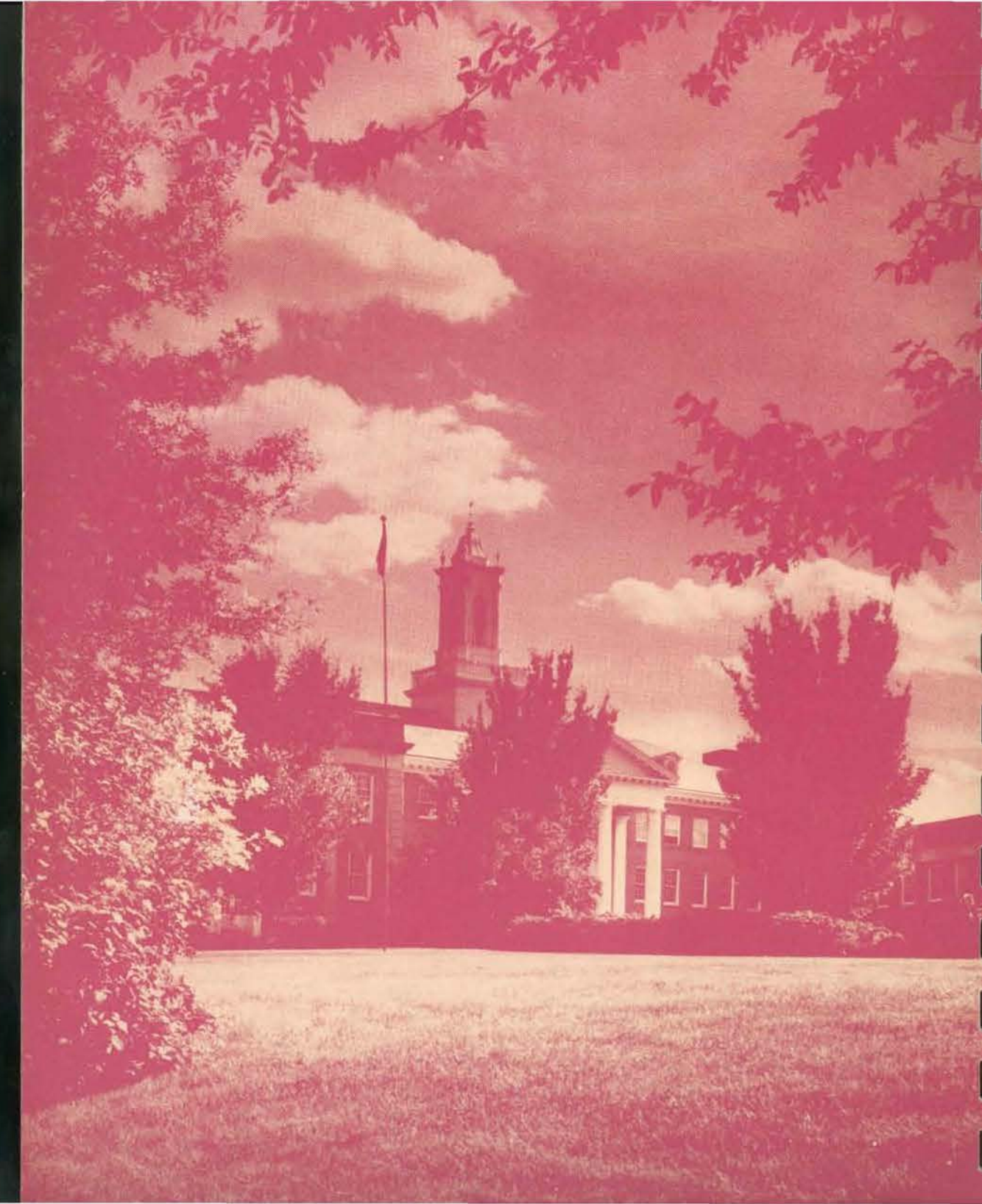
"To expound . . . the laws which regulate the intercourse of nations." Then our concern was chiefly with three European nations; now it is with the entire world.

"To promote the interests of agriculture, manufactures, and commerce." The developments of economics, business law, and manufacturing procedures in 150 years have compelled basic college courses in business administration.

"To enlighten them (the students) with sciences which administer to the health, subsistence, and comforts of human life." To keep well, raise a family, use plastics, television, airplanes, and other common tools of present everyday living, we need knowledge which would have astounded the scientists of a century ago.

"To develop the reasoning faculties. To form them (young people) to habits of reflection and correct action." These habits have always been needed. Now they are more likely to be crowded out by the mass of facts necessary for everyday living.

The complexities of life have multiplied a hundredfold. College and university education is needed more today than ever before.



OMAHA can be
proud of its nationally
recognized UNIVERSITY

The facts speak for themselves

Although the University of Omaha is a relatively young institution, the quality of its instructional program is recognized by the leading educational societies and by the ranking universities. This is an impressive record:

National Recognition—

The University is fully accredited by the North Central Association of Colleges and Secondary Schools. It is a member of:

The American Association of Urban Universities
The Association of American Colleges
The National University Extension Association
The American Council on Education

The University is on the approved list of the Association of American Universities.

It is on the accredited list of the American Association of University Women.

University courses are accepted, for purposes of certification, by the Nebraska State Department of Public Instruction.

Quality Faculty—

The success of any educational institution depends largely upon the qualifications of its faculty and administration. Records reveal that the Omaha University staff has received its training in more than eighty institutions of

higher learning. Many in applied fields have supplemented classroom training with years of successful on-the-job experience.

An Excellent Plant—

Omaha citizens may also be proud of the University's beautiful 52-acre campus adjoining Elmwood Park. The present structure of Georgian design, now evaluated at a million and a half dollars, and ALL COMPLETELY AIR-CONDITIONED, is one of the finest buildings of its kind on any campus. Expansive as this building is, it does not solve the chief problem facing the administration today—what to do with more than 3,600 day and evening students in a building designed to accommodate 1,000. The present situation will be only slightly improved with the construction, in the near future, of a new gymnasium-athletic building. Since all indications point to even larger enrollments in the next few years, it is obvious that a solution of the University's housing problem will come only with the construction of other buildings. (See pages showing building needs.)

A Cosmopolitan Campus—

Today the University is truly a big-time institution, with all the advantages of a cosmopolitan population. Last year, for example, the University drew students from 22 states, representing 40 different colleges and universities. Ages of students ranged from 15 years through 56, with 31 nationalities and 19 religious groups represented. Students last year were preparing themselves for 112 different vocations.

Efficient universal education is the
mother of national prosperity.—
Ralph Waldo Emerson



The record is good

SINCE the University has no indebtedness, it ranks in this respect ahead of five-sixths of the member institutions in the North Central Association.

★ ★

OMAHA University was one of the first institutions of higher learning to emphasize the value of two-year terminal courses. Today many of the leading schools are developing similar programs.

★ ★

ZOOLOGY and chemistry students at the University have made scores in recent years above the average for the entire country in national cooperative tests.

★ ★

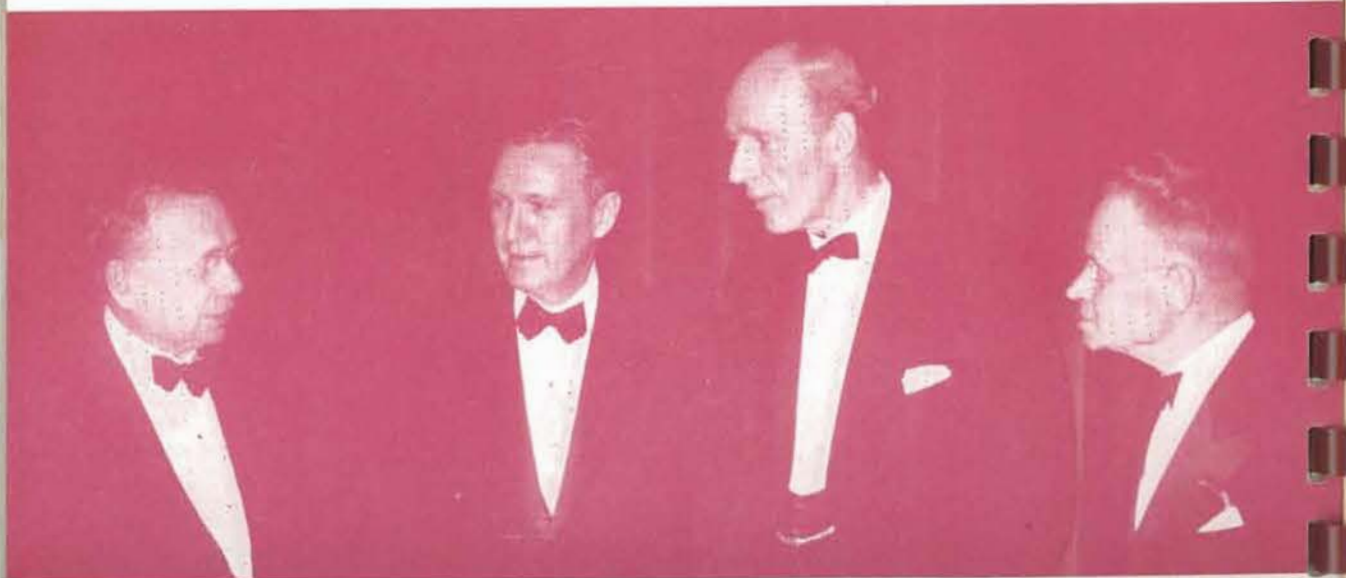
AMONG institutions offering graduate work leading to the Master's degree, the University was 25 to 58 per cent above the qualifying mark, according to a study made by the Commission on Colleges and Universities of the North Central Association.

★ ★

THE University Library is the only full government document depository in this region.



Senator Bricker of Ohio visits the University



The University was host to Lord Halifax in 1946

SERVING
the community
in many ways

1-Through a sound program of individualized education

The University of Omaha is dedicated to the service of a greater Omaha. The institution is fulfilling this obligation by providing the youth of this community with a high quality, individualized educational program. This objective has been achieved through the maintenance of high academic standards, good teaching, and by the emphasis on special services listed in the following paragraphs:

Counseling-Testing—

Maximum student achievement comes only when the individual has the capacity and the will to learn, when he has wisely established his objectives, and when he has an understanding of the qualifications necessary for success in his chosen field. The function of the counseling-testing service is to help each student understand and evaluate this kind of information.

Reading Clinic—

In today's competitive world, the person who reads well has a decided advantage over the individual who reads and comprehends slowly. At the University of Omaha, reading ability is checked early in the student's career. Inefficient readers are urged to take advantage of the

Reading Clinic. Of the several hundred students who completed the reading course recently, many more than doubled their speed and comprehension. This remedial service is now being used by business firms, working men and women, school teachers, and many younger students.

Excellent Library—

The University is proud of its library collection, which numbers more than 80,000 volumes and some 15,000 government documents. In a check of the number and quality of books, periodicals, and expenditures for books, the University Library ranked in the top quarter of the North Central Association's accredited institutions offering the Bachelor and Master's degrees. Today's large enrollment makes a library building a "must" on the proposed building program.

Scholarships—

No student with ability and with a sincere interest in learning should be denied the opportunity of a college education. This philosophy of the University is reflected in its liberal scholarship program, which makes available several types of scholarships, prizes, and loans to capable individuals who need financial assistance to help them through college. The

If we can afford war, we can afford education . . . I say we cannot do one without the other . . . education is not a luxury; it is our great necessity.—Henry Ford



The Study Center enables veterans to begin anytime of the year

University is as much interested in encouraging the superior student to make complete use of his abilities as it is in helping the poorer student achieve a higher level of performance. To this end it encourages interest in scholarships, honorary societies, honors lists, and honors convocations.

Supervised Study Center—

As an aid to many veterans discharged too late to enter classes, the University of Omaha organized the Supervised Study Center. This department, which is under the supervision of full-time supervisors, enables the veteran to start his college program at any time of the year and proceed as fast as he wishes. To date more than 700 servicemen and women have started their college careers through the Study Center.

Tutoring Service—

Another device to stimulate better student achievement is the Tutoring Service. Friendly supervisors analyze problems arising from class assignments and show students how to solve these problems for themselves. The result is better grades and improved student morale.

Student Activities—

Helping the student to develop a well-rounded personality is as much the goal of higher education as education itself. That is why the University encourages students to take part in student organizations, clubs, sororities, fraternities, athletics, student publications, and the like.

The past year saw the reactivation of intercollegiate sports under the supervision of a top-ranking athletic staff. Today students may see and take part in intercollegiate competition in football, basketball, baseball, track, tennis, golf, hockey, and other sports. For those not interested in competition on this level, intramural athletics are encouraged as an important part of the student health program.

Placement Service—

A Placement Office is maintained for students seeking part-time school jobs and full-time jobs when they are graduated. During one recent school year, students working part time earned an average of \$190 over a two-semester period. This office also provides the public with information about the educational provisions of the G. I. Bill of Rights. It is under contract with the government to provide counseling and testing services for veterans reporting to the Guidance Center of the Veterans Administration. This agency is given headquarters in another part of the University building.

Religious Influences—

The University's non-sectarian policy does not mean that it is unappreciative of the religious needs of its students. On the contrary, the University is as vitally concerned with helping students become "well-to-be" as it is in providing them with the tools to become "well-to-do." Various courses in religion are offered to large classes in both the day and evening programs.

Intercollegiate athletics are back again



2-Through service to business, civic, and professional groups

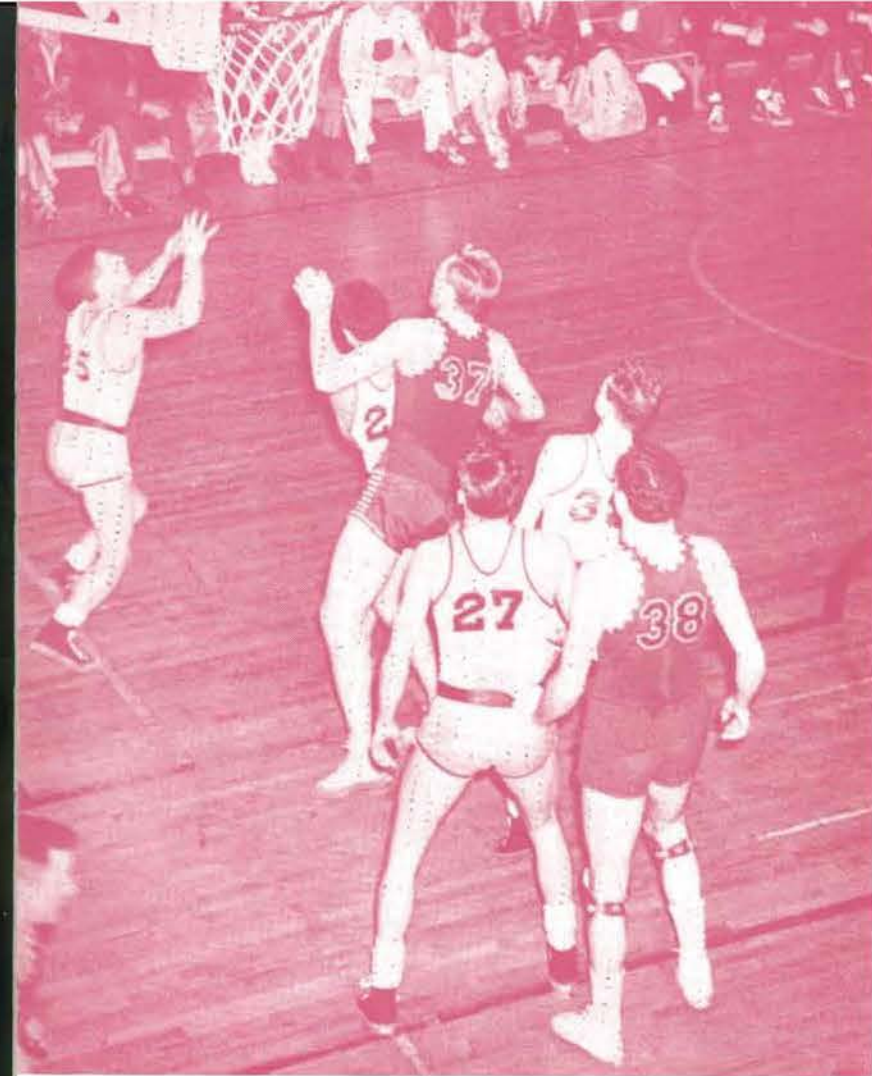
The Professions—

In spite of its relatively short existence, records reveal that the University has contributed to the training of many of Omaha's leading citizens, including more than 700 **ATTORNEYS** . . . 362 **PHYSICIANS** and **DENTISTS** . . . 1,000 **NURSES** for the Methodist and Immanuel Hospitals in Omaha and the Jennie Edmundson Hospital in Council Bluffs . . . and 80 per cent of all the **TEACHERS** in the Omaha Public Schools. Fifty per cent of the **PRINCIPALS** in the school system have also worked on or completed their Master's degrees at the University.

But the University is also serving the city in many other ways:

Adult Groups—

One of the largest public service divisions of the University is the School of Adult Education. Its objective is to make a continuing educational program available to all adults. In the ten years of adult education, the University has provided educational benefits to more than 76,000 persons . . . The evening school has offered more than 3,000 courses (special courses are often tailor-made to fit the particular problems of business and industry) . . . More than 20,000 men and women have been enrolled in



Omaha
vs
Missouri State
Teachers

Audio-Visual Aids—

Army and Navy training methods proved the value of motion pictures as teaching aids. The University fully recognizes their importance and has set up a Bureau of Visual Aids, which supplies the faculty with many films for use in their day and evening classes. As the result of several Audio-Visual Institutes, with a total attendance of more than 3,000, the University is now nationally recognized as one of the leaders in this new phase of education.

degree credit classes . . . 5,000 in shorter certificate courses . . . 4,500 in home study courses . . . more than 35,000 in the annual Dime Book reviews . . . and more than 7,500 have received helpful information from various institutes on foreign affairs, parent education, taxation, insurance, and education. Another of the school's community service programs (a course in church ushering) brought enrollments from 32 states, Hawaii, Canada, and China.

The Vocationally Minded—

One of the newer evening programs is the Division of Technical Institutes, which offers job-training courses in concentrated form to veterans and students not interested in college degrees. The Institute program was planned with the help of key persons in Omaha business and industry. Among the programs available are those in aircraft and engine mechanics (now C.A.A.-approved), electronics, radio, refrigeration and air-conditioning, plastics, etc.

Teachers—

The University Summer School (and much of the evening program) was established primarily as a training opportunity for the teachers of Omaha and the surrounding area who must meet certificate re-



quirements. In more recent years, however, the completeness of the summer offerings and the advantages of a completely air-conditioned building have resulted in the summer enrollment of many students from the regular sessions, as well as visiting students from more than forty different colleges and universities . . . As an additional aid to teachers, the University offers graduate work leading to the Master's degree.

The Schools—

On many occasions the national spotlight has been turned on the University's Child Testing Laboratories, which are among the best equipped laboratories of this kind in the nation. Since its beginning ten years ago, this department, which is co-sponsored by the Board of Education, has worked with 18,593 youngsters referred to it by school principals. The Laboratory has helped thousands of unhappy youngsters adjust themselves more normally to their school and home environment. It has also helped teachers and parents to do a better job of finding and ultimately guiding the child of superior intelligence.





The Child Testing Laboratories are nationally known



Business and Industry—

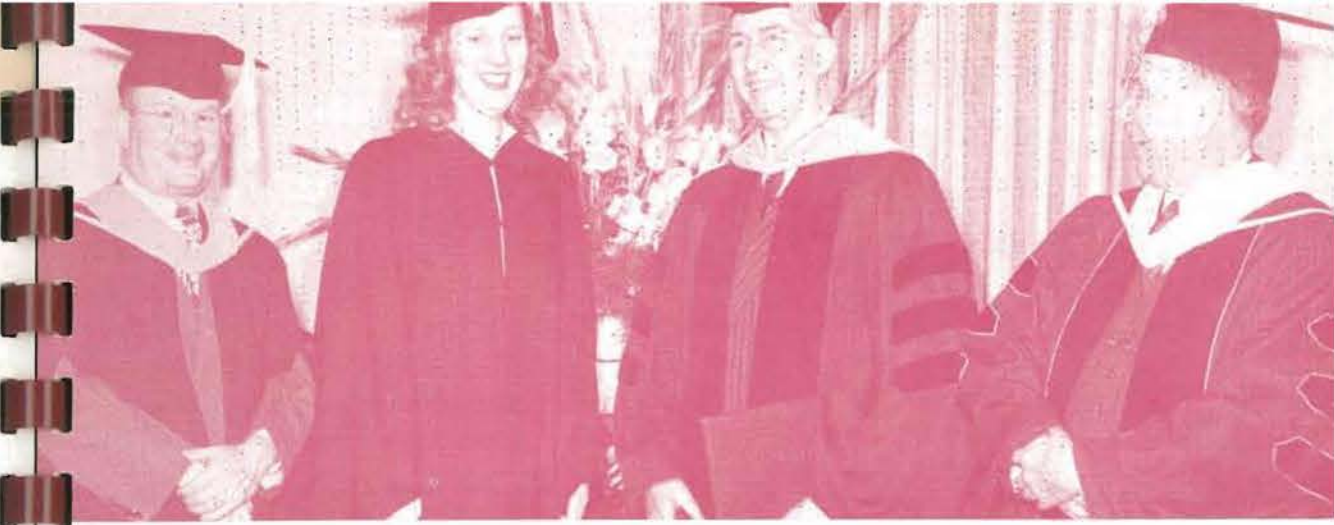
*T*hrough its new Bureau of Adult Testing and Personnel Services, the University is helping many firms develop techniques for the better selection, placement, training, motivation, and upgrading of all types of employees. The Director of the Bureau has acted as consulting psychologist for eight Omaha firms on a wide range of personnel problems. He has also been called in as consultant on labor relations policies and job evaluation methods. Before coming to the University, the Head of the Testing Bureau served as consulting psychologist for many of the nation's leading industries.



The Citizens—

The people of any community look to their colleges and universities for educational and cultural leadership. The University of Omaha, through its many facilities, makes available to the city noted speakers and artists. One of the most popular public programs is the annual Baxter Memorial Lectures, which bring each year to the campus internationally-known authorities in the fields of economics, political science, and sociology. More than 12,000 persons have attended the Baxter programs in the six years that they have been offered . . . There is also widespread interest in the University's film service. During one year films were loaned 2,648 times to 119 Douglas County organizations for showings to a combined attendance of 59,847 . . . The University has served as headquarters for the Public Forum, which in turn served as the Nebraska representative for the Office of Coordinator for Inter-American Affairs. The University has also provided leadership and quarters for the Foreign Policy Association, which brought to Omaha internationally-known speakers on timely topics of world interest. Many citizens kept abreast of international problems through the University's Foreign Affairs Institute, conducted as a part of the School of Adult Education program.

Nurses get training at the University



Glenn L. Martin receives an honorary degree from the University

The City—

The Chairman of the Department of Philosophy and Psychology provided the city with the professional assistance needed to set up and administer the Civil Service program for city employees. He served as consultant in the recent plan to provide Civil Service benefits to members of the police force and is also consultant on personnel practices for both Civil Service systems.

Civic Organizations—

The University serves not only the educational needs of the citizenry but also extends its facilities to various civic organizations. During the past year 117 organizations met at the University, with 6,517 adults being served by the Cafeteria.

3-Serving the community by means of research

The facts of science are the raw materials of progress. Today these facts are obtained by research. Many universities throughout the nation are contributing significantly to this fund of knowledge. Limited as its present facilities are, the University of Omaha has nevertheless completed a number of studies which have been of considerable value to this community. Among them are:

Chemistry—

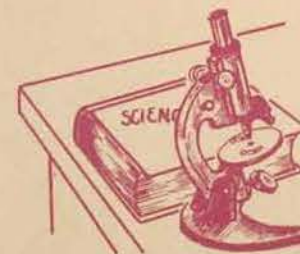
Cobalt and manganese, vital war materials, were able to be quantitatively determined in the presence of each other by a procedure developed by an Omaha University chemistry professor.

Ceramics—

The pioneering work of a University ceramics engineer has focused national interest on the state's unusually fine clay deposits. His research points the way to a better, more profitable ceramics industry for Nebraska.

Biology—

Other research on the common feedstuffs of domestic animals seeks to determine the relative amounts of coccidium growth-promoting properties. This is another step in the war of science to eradicate coccidiosis, a widespread disease of poultry and farm animals. Still another study in this field concerns the effects of parasitism and vitamin deficiencies on the blood stream.

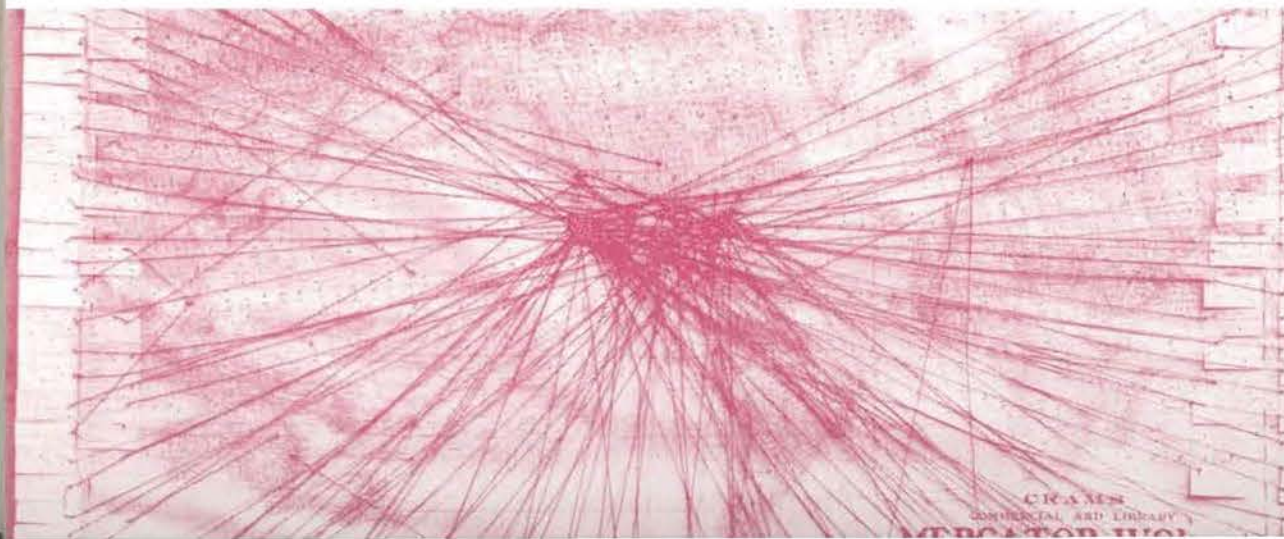


Teachers learn new ways to teach science.

The War—

The University contributed to the war effort in many important ways. Hundreds of its trained students entered the armed forces . . . Faculty and student war bond drives went over the top . . . The University trained more than 4,000 persons for special assignments in the Glenn L. Martin plant and other local war industries . . . 419 men were given Civilian Pilot Training . . . 424 nurses were trained for the war emergency . . . A 1944 survey showed that approximately 81 per cent of the school's 1,300 students were not only attending classes but were also working from four to six hours each day or evening helping local firms meet production goals.

Students served their country in all parts of the world



Education—

For many years the faculty of the Department of Education has helped in the curriculum planning program of the public schools.

In addition to providing a progressive, comprehensive educational curricula for students and teachers, the Department has developed special unit courses in the newer fields of reading improvement and air age and has brought to the city nationally-known authorities to instruct Omaha teachers on new methods of teaching grammar, science, and music.

Sociology—

City planning groups have benefited from University-sponsored surveys of the recreational opportunities in Omaha, provisions for youth guidance, old-age assistance in Douglas County, development of psychiatric hospital services in the county, and a three-year study of occupational and residential mobility of the city's population.

Engineering—

A demonstration circular slide rule, which was developed in the Engineering Department, was adopted by other schools and government agencies engaged in teaching pre-flight training during the war.



Progress through chemistry

Bacteriology—

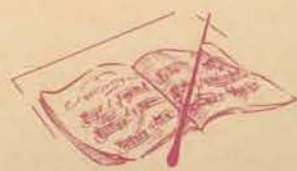
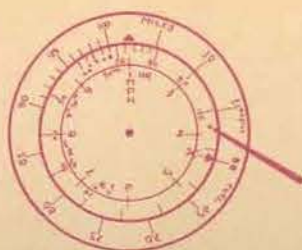
A study is being made of the effect of bacterial cultures on the rooting ability of plants.

Music—

Underway at this time is a study concerned with the improvement of tests in musical ability. This research will show that greater test efficiency will come through adding an analysis of high frequency sensitivity.

Literature—

Through books, articles, and published studies, members of the faculty are producing new ideas, new techniques, and a wealth of new information in many important fields of learning.



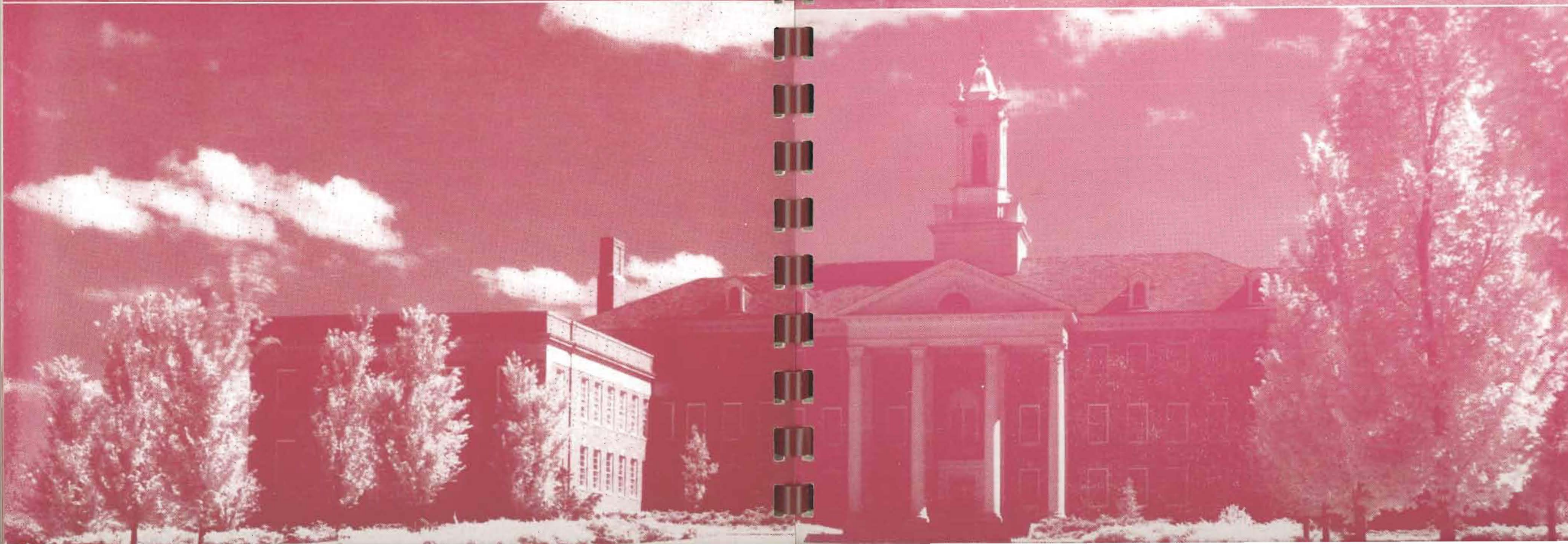
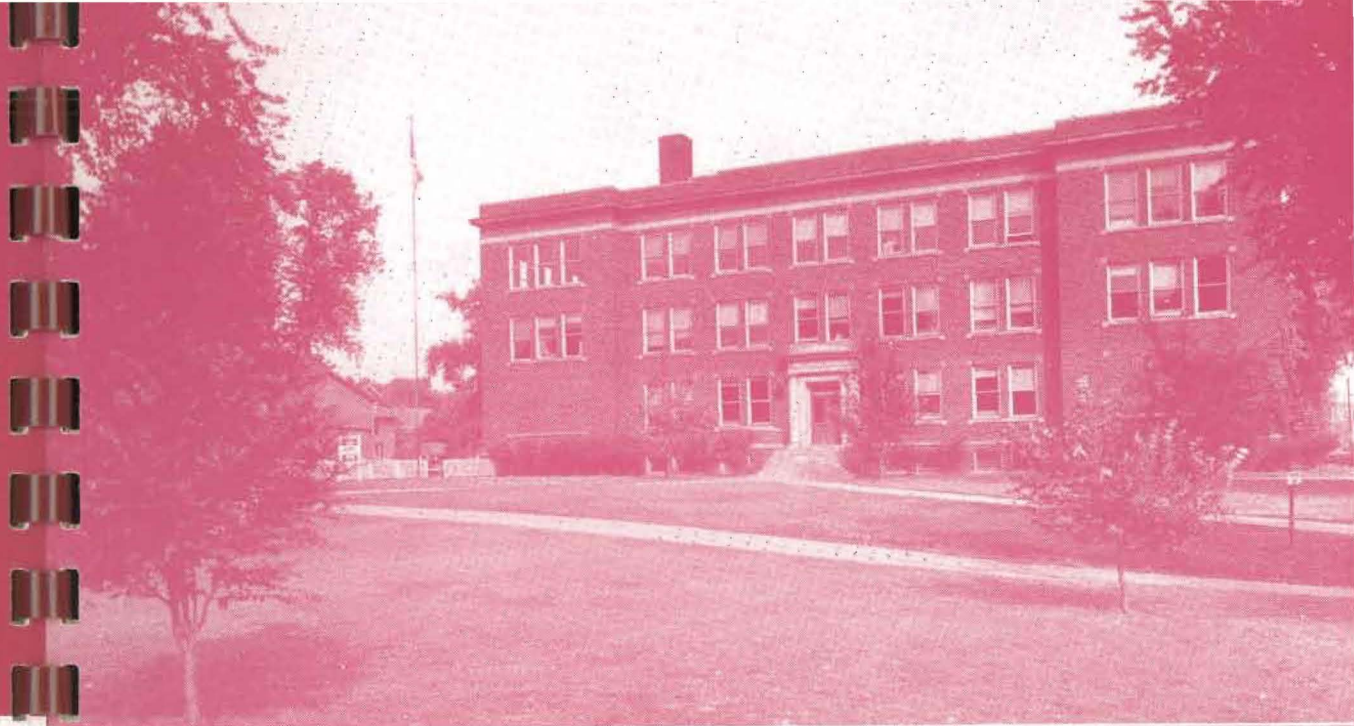
Education is the basis of genuine production of wealth. The cultural level of the masses is the foundation of good business.—Dr. Willis A. Sutton, Director of Education for *Reader's Digest*

*Building progress
at a glance*

Redick Mansion, the first building—1908

Joslyn Hall, the second building—1917

The present building—1938



Economics —

At the request of the Chamber of Commerce, the Department of Economics prepared an inclusive tax calendar and assisted materially in an over-all city population study.

Teaching —

The University of Omaha was one of the few schools in the state chosen to help direct regional experiments for the three-year Carnegie Film Project. The project is being financed by the Carnegie Foundation for the Betterment of Teaching to prove the value of films as teaching aids.

Metallurgy —

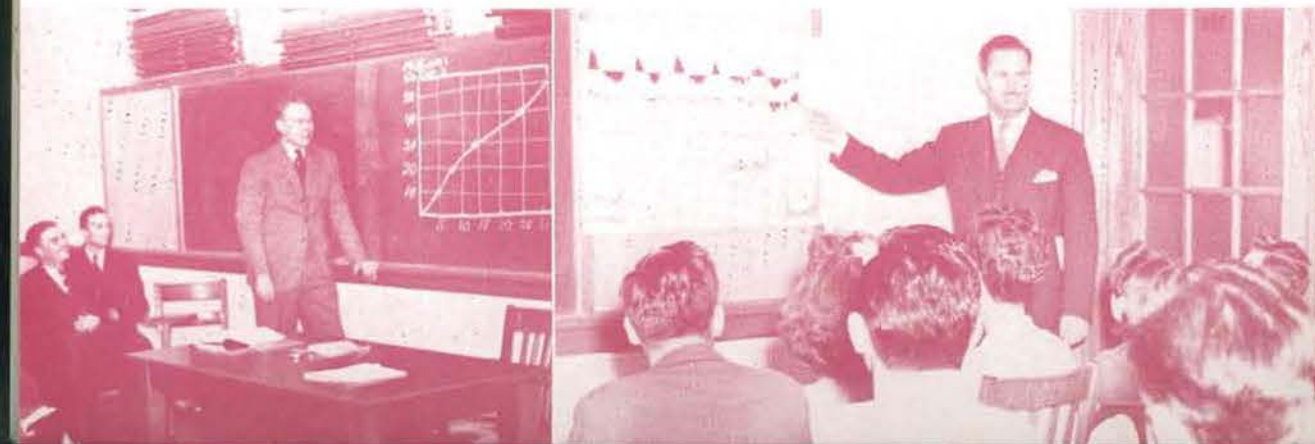
University physicist took part in recent research to develop better shock and impact resisting electric steel railroad car castings.

Soil —

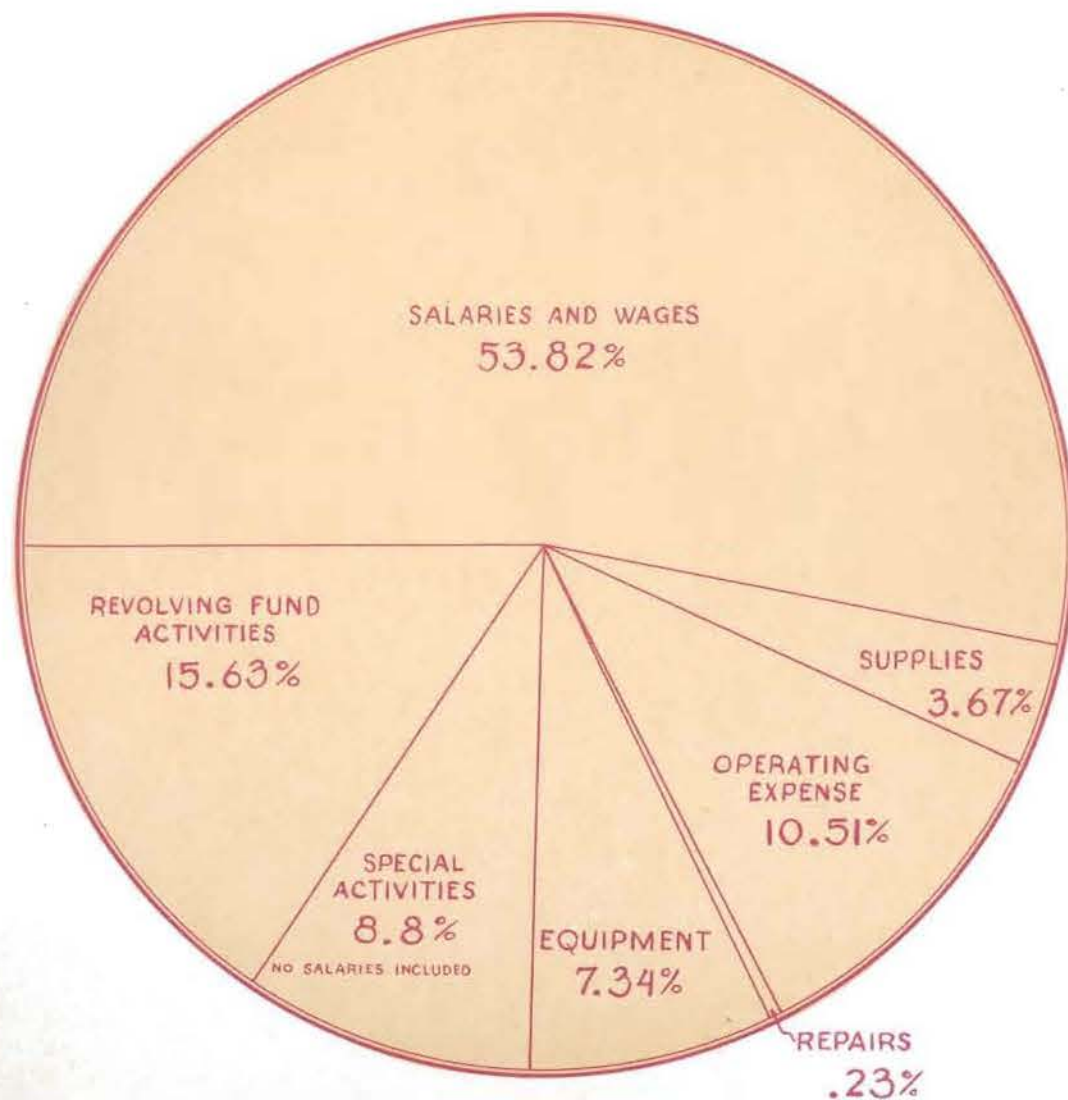
University staff member has assisted in a study and new interpretation of load bearing tests of stabilized soil for airport construction.



Business needs statisticians . . . and economists



ANALYSIS OF EXPENDITURES BY FUNCTION YEAR ENDED AUGUST 31, 1946



Objectives of the

UNIVERSITY of OMAHA

*H*opes may be reasonable expectations or they may be merely dreams. The hopes and objectives I list here are reasonable expectations based on what has been done in other institutions and at the University of Omaha within the last decade. Among these objectives I list the following:

(1) That no young man or woman in Omaha with sincere interest in and with ability to profit from college education shall be prevented from securing such an education because of cost.

(2) That there will always be flexibility in the University's educational program so that students will be adequately prepared to meet the rapidly changing conditions of a complex world.

(3) That the University of Omaha, since it is located in a metropolitan city, shall always use the educational assets at its doors—assets to be found in the training and experience of many men and women in Omaha's business, professional, and home life.

(4) That there shall be no fixed terminus to educational opportunity. The adult education program should continue to develop as the body of knowledge grows and as more and more people find out that to keep happy they have to keep learning.

(5) That the University of Omaha shall always rank teaching ability first in the qualifications of its instructional staff.

(6) That in order to help each student make the most of the best that is in him the University of Omaha shall provide an adequate testing and counseling program.

(7) That students shall achieve skills by which they earn a living and also a real appreciation of the values that make life worth living.

Rowland Haynes

President
The University of Omaha

A republic without intelligence,
even a high degree of intelligence,
is a paradox and an impossibility.
We must educate or perish.—
James A. Garfield

Why other buildings are needed

Today's overcrowded classrooms and corridors

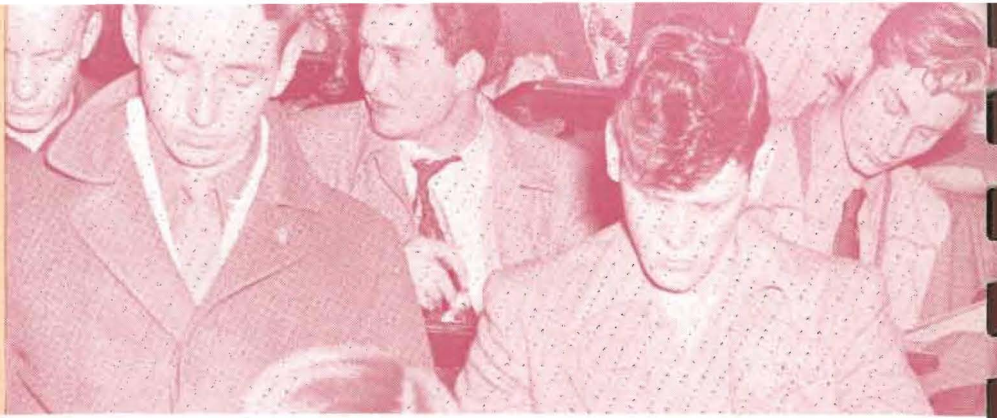
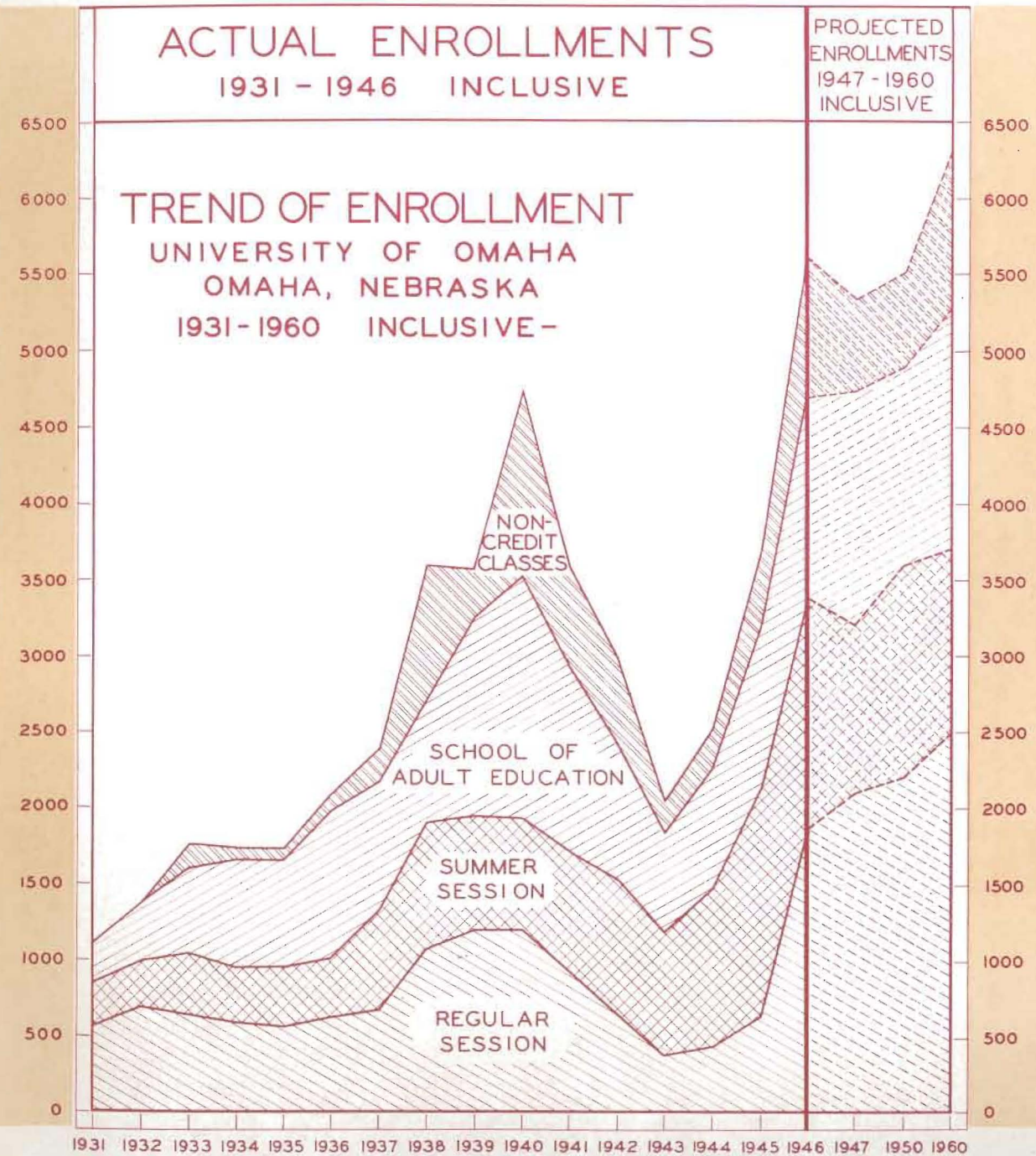


Chart showing enrollment by divisions at the University of Omaha

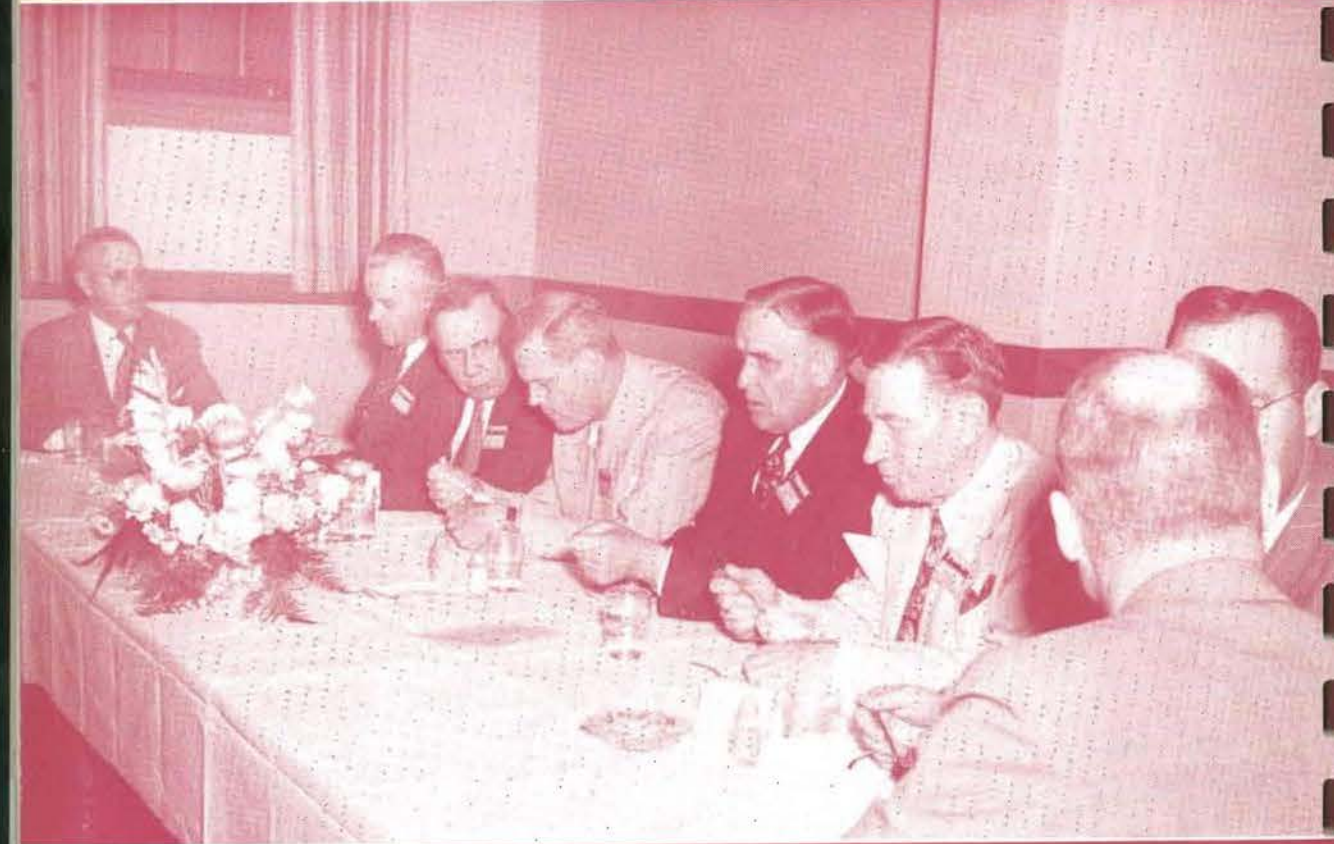


Mayor Leeman reviews Marie Day float



Dr. Harry Burke is guest at a University dinner

Congressman Howard Buffett takes part in a University round table



A greater OMAHA
needs a greater
UNIVERSITY

Why present tax funds are not enough

Your University can be of greater service when its facilities are expanded

This pamphlet points out some of the services the people of Omaha are getting from their Municipal University. Its purpose is to show these services more accurately and vividly than is possible in current newspaper paragraphs and occasional bulletins.

The University of Omaha is financed partly by taxes and partly by student fees. It has from these sources been able to give an excellent quality of education. But there are four reasons why donors who are so inclined may wisely supplement by gifts the University's income, as is done for municipal universities in other cities.

(1) Unlike most municipal institutions of higher education, the University of Omaha has no special tax for buildings and permanent equipment. The present building was made possible by a combination of a federal grant and savings from operating income. With inflation and consequent larger operating costs, it will be increasingly difficult to set aside, for new buildings and equipment, savings from current operating income. Many have found gifts for buildings a satisfying way of paying lasting honor to loved ones.

(2) Omaha students require added facilities custom-made for their needs. Illustration for men students: a one or two-year Engineering Institute between high school and the four-year engineering college level. Illustration for women students: one or two-year Home Economics Institute for teachers, future food handlers, and home-makers.

(3) Omaha businessmen require applications of scientific research to their own business. This city has many small and medium-sized plants and offices requiring not a full-time research department of their own but part-time aid on specific problems. If funds were made available, the University could provide such businesses even greater assistance on these projects.

(4) The University needs more scholarship aid for students with special abilities or special needs. Statistics show that for every superior high school student who goes to college two equally superior students do not go because of lack of sufficient funds. Many persons will testify that investments in growing men and women are often the most fruitful and satisfying they have made.

Arthur C. Thomsen Chairman

Alumni Committee on Gifts and Endowments, and
for eight years a member of the Board of Regents



Other ways that YOU can help

For those who wish to direct their giving to some particular form of service through the University, the following suggestions are made:

I. Direct Aid to Individuals

Scholarships for students likely to be particularly competent as teachers. The University of Omaha is working out tests based on the experience of successful teachers which will give indications as to what students are likely to make good teachers. Ten scholarships of \$200 a year should be provided for these students, many of whom would otherwise go into other forms of employment.

Ten scholarships of \$150 a year for students from foreign countries. By meeting students from other countries in the classroom and in student activities, some measure of real understanding, far more than can be gotten from books, can be achieved by our own students.

Scholarships for special counseling analysis. In some cases a more time-consuming analysis is needed than is possible in the regularly given tests. Many students will be able to meet the added cost of such individualized tests, but some students who need such aid most will not get it without specialized scholarship grants. Fifty testing scholarships a year are needed at an average cost of \$50 each.

II. Equipment

Library—The most widely used tools are books. The fund of knowledge is growing so fast that a college library is in constant need of growth. Needed are gifts of any amount, with a total expendable additional income up to \$15,000 a year.

Equipment for scientific and engineering laboratories, such as an electric heat treating furnace, microscopes, precision measuring tools for the machine shop.

Speech Department—Equipment for a radio broadcasting studio, stage equipment, and the like.

Audio-visual equipment—Films, film strips, and certain still pictures are increasingly used in teaching.

A dozen other departments of work could be mentioned, but space prevents.

III. Buildings

A growing University demands an expanding campus. (See section on building needs.)

Chart comparing Omaha University enrollment with other schools

PERCENTAGE INCREASES IN ENROLLMENTS FROM 1941-42 TO 1946-47
1940-41 EQUALS 100%

THE UNIVERSITY OF OMAHA AND 162 MIDWESTERN COLLEGES AND UNIVERSITIES

20% 40% 60% 80% 100% 120% 140% 160% 180%

AVERAGE INCREASE OF 162 MIDWESTERN COLLEGES
AND UNIVERSITIES

164.8%

UNIVERSITY OF OMAHA

179%

SOURCE—TRENDS IN ENROLLMENT, FEES, AND SALARIES OF 162 COLLEGES AND UNIVERSITIES
CENTRAL ASSOCIATION OF COLLEGE BUSINESS OFFICERS, 1947

Giving today is just good business

"No man with wealth today can afford to die without routing a part of his income or holdings to charitable or educational institutions which are rendering a public service."

This statement, by a director of a well-known railroad, indicates that persons prominent in the business world are cognizant of the need of educational institutions for funds to supplement those received through regular channels. Giving, today, is just good business, as the net cost to the donor is low when compared with the value of the gift itself. The larger the income and the higher the tax bracket the lower the net cost of the gift. For example:

Adjusted Gross Income	Maximum Contributions Allowed as Deduction	Approximate Percentage Cost to Donor of Contribution*	Net Cost to Donor of Maximum Contributions ⁹
\$ 7,000	\$1,050	71	\$ 775.50
10,000	1,500	67	1,025.00
20,000	3,000	50	1,540.00
30,000	4,500	38	1,755.00
40,000	6,000	32	2,040.00

⁹It has been assumed that the taxpayer is a married man with two children, that he has deductions, other than charitable, of 10 per cent of his adjusted gross income, and that his wife has no income and files no return.

There are a number of ways to lend financial support to the University.

The giving of cash, unrestricted as to its use, presents no special problem, since the University is authorized by law to accept and make use of such gifts. In the event the donor desires to restrict the use of the gift for certain purposes, it is suggested that the administrative authorities of the University be consulted so that the gift can be used in the way suggested by the donor for the best interests of the institution.

A gift need not be in cash. It may consist of real estate, the property itself or the income therefrom, or it may be personal property, such as securities, equipment, or the proceeds of insurance policies.

Some of the more common gifts are:

1. Cash.
2. Securities—It is usually to the advantage of the donor to give the security when such is held at a profit and to liquidate any security held at a loss and to give the proceeds thereof. Since each individual case presents a problem all its own, your legal adviser should be consulted as to the best methods to be followed.
3. Personal property—Many pieces of equipment suitable for use in an educational institution will always be gratefully received.
4. Proceeds of life insurance policies—A university may be designated as a beneficiary in a policy, and in some instances it is possible to use the amount of the premium payment as a tax deduction. For details on this type of gift, we suggest that your insurance counselor be consulted.
5. Real estate—A university may accept the outright gift of real estate, or it may be provided that the income therefrom shall go to the institution.

If the donor desires to delay the gift until the time of his death, suitable provision may be made by will to give a university any of the classes of property listed above.

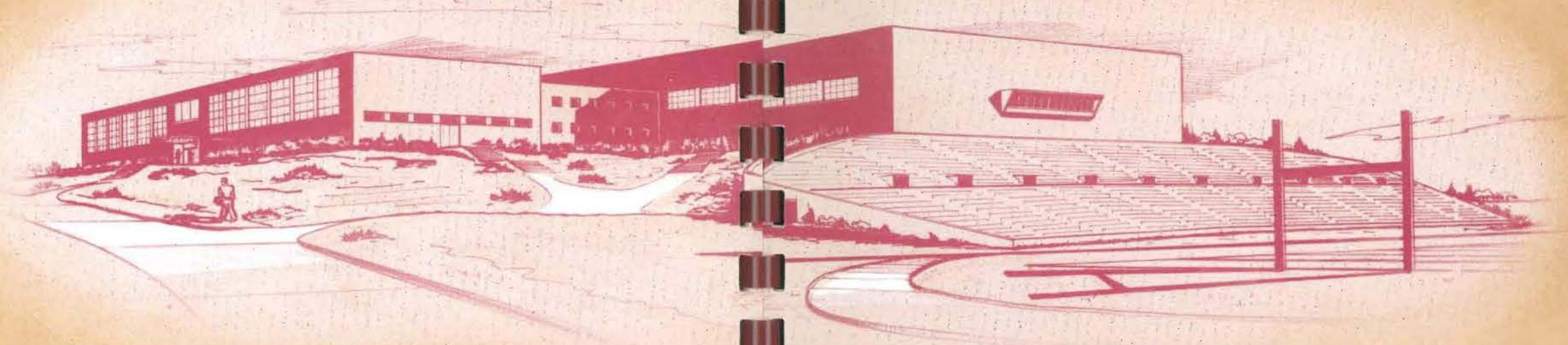
Corporations are also allowed by law to take advantage of certain tax benefits where gifts are made to educational institutions. Funds to conduct research and special studies may not only aid a university but will provide valuable assistance to the corporation.

Gifts to educational institutions are investments in democracy—each of them a gilt-edged certificate of insurance against future emergencies.

*New expansion is needed
if the University is to maintain
its present high rating*

*T*he Board of Regents has given years of careful thought to the future building needs of the University. They, the Regents, realize that if the University is to serve adequately the demands of a growing community it cannot be handicapped by a lack of physical facilities. Today the Municipal University of Omaha has definitely outgrown its one building. Only adequate expansion will enable the University to maintain and improve the excellence of its educational program. This proposed expansion, which can well be accommodated by the University's 52-acre campus, is pictorially presented in the following pages.

Looking ahead



Field House

This is the proposed Field House and physical education building, which is number one on the building program. Its construction will permit athletic programs to be held on the campus instead of over the city. It will also provide much needed facilities for all student athletic activities. The Field House will accommodate 5,000 spectators. An equal number can be accommodated in the stadium seats attached to the east wall of the building.



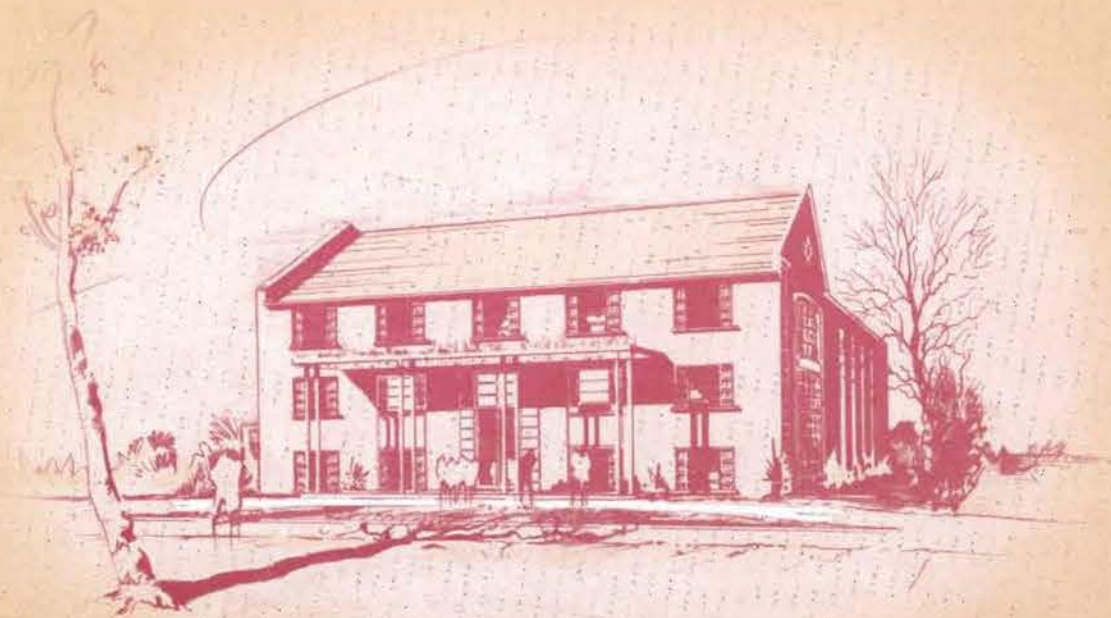
Library

Second on the building program is the Library. Present inadequate facilities do not allow the full use of the University's excellent general collection, for needed departmental libraries for advanced students, for adequate reading rooms, and the opportunity for graduate students to use the stacks. The proposed Library building will enable this important department of the University to provide a greater service to both students and faculty.



Applied Sciences

This, the third unit in the building program, will be known as the Applied Sciences building. It will accommodate offices, laboratories, and classrooms for the College of Applied Arts and Sciences and will relieve congestion in the present classroom structure. Its architecture will be similar to the present building, but without the tower. The Applied Sciences building will be located on the hill directly west of the Administration building.

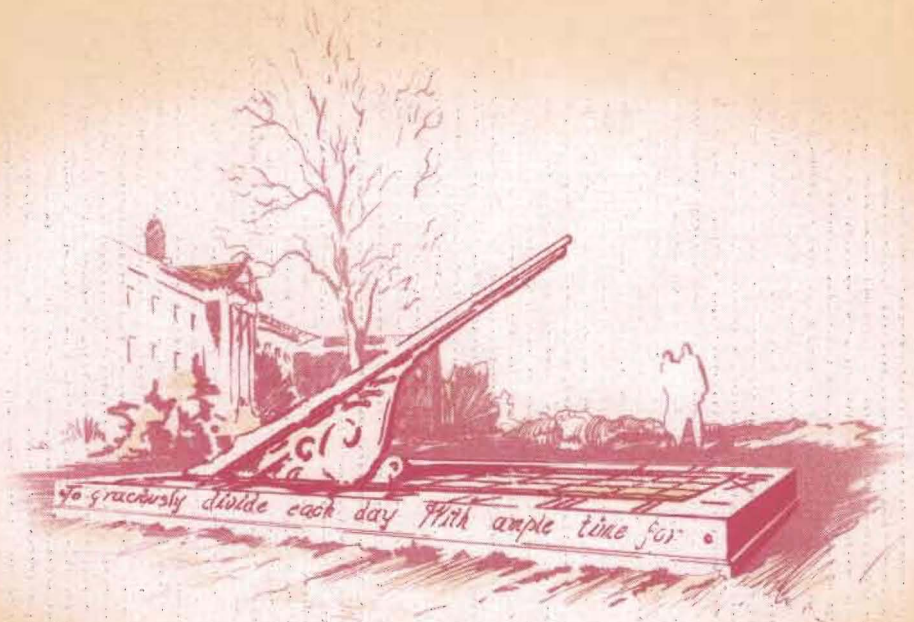


Student Union

Increased need for the development of well-rounded personalities places greater emphasis today on the Student Union type of building. The University of Omaha recognizes the importance of a building designed especially for student use and has instructed its architects to include in its proposed Student Union a ballroom, ample food facilities, clubrooms, a lecture room with stage and screen facilities, lounges, and rooms for counseling and small group meetings.

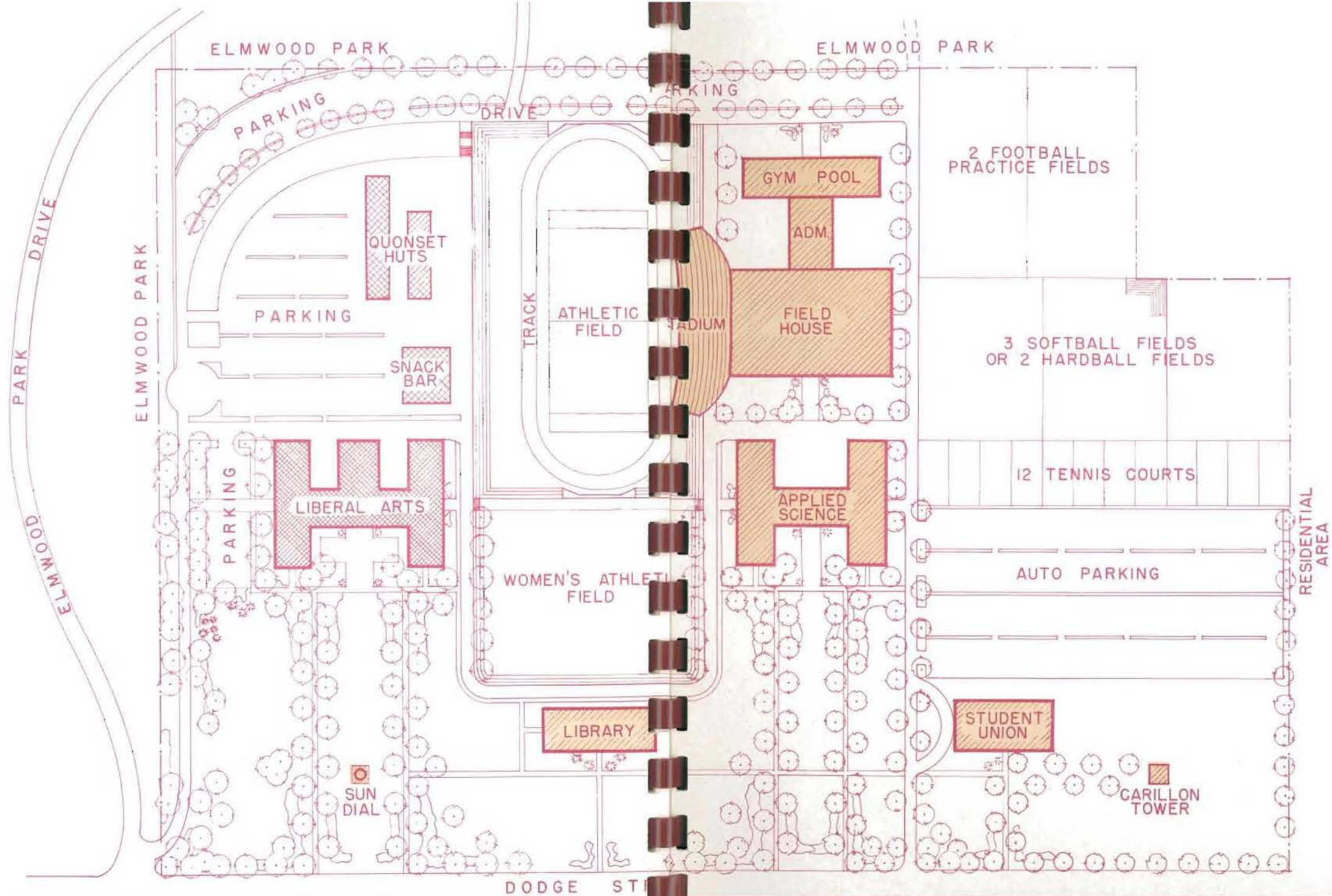


Carillon Tower



Sun Dial

*... and now the
Campus Plan*



JOHN LATENSER & SONS
ARCHITECTS - ENGINEERS

UNIVERSITY OF OMAHA
10 YEAR CAMPUS DEVELOPMENT OBJECTIVE

*Gifts to the University already
total \$140,000*



*T*his brochure cannot overlook a group of far-seeing citizens whose hopes, faith, and active support of the young University helped materially in making the institution what it is today. Each gift, each thought, each effort given have figured significantly in the progress of the University. We salute these friends of the school whose contributions today total some \$140,000.



*Omaha University keeps \$2,113,820
in Omaha each year*

Although Omaha citizens pay only \$250,000 in taxes toward the support of their Municipal University, the University, by keeping students in Omaha, turns back into business channels each year more than \$2,113,820. If there were not a University of Omaha, much of this money would be spent in other college communities. Add to this the educational benefits that the University provides citizens and business groups and the importance of the Institution to the city becomes even more apparent.

Transportation	\$ 60,000
Recreation	240,000
Clothing	240,000
Shelter	480,000
Food	600,000
Student Fees	493,820
	<hr/>
	Total \$2,113,820*

*Represents money retained in Omaha by students going to college here rather than elsewhere.



Your University.

Truly an enviable past — a promising future