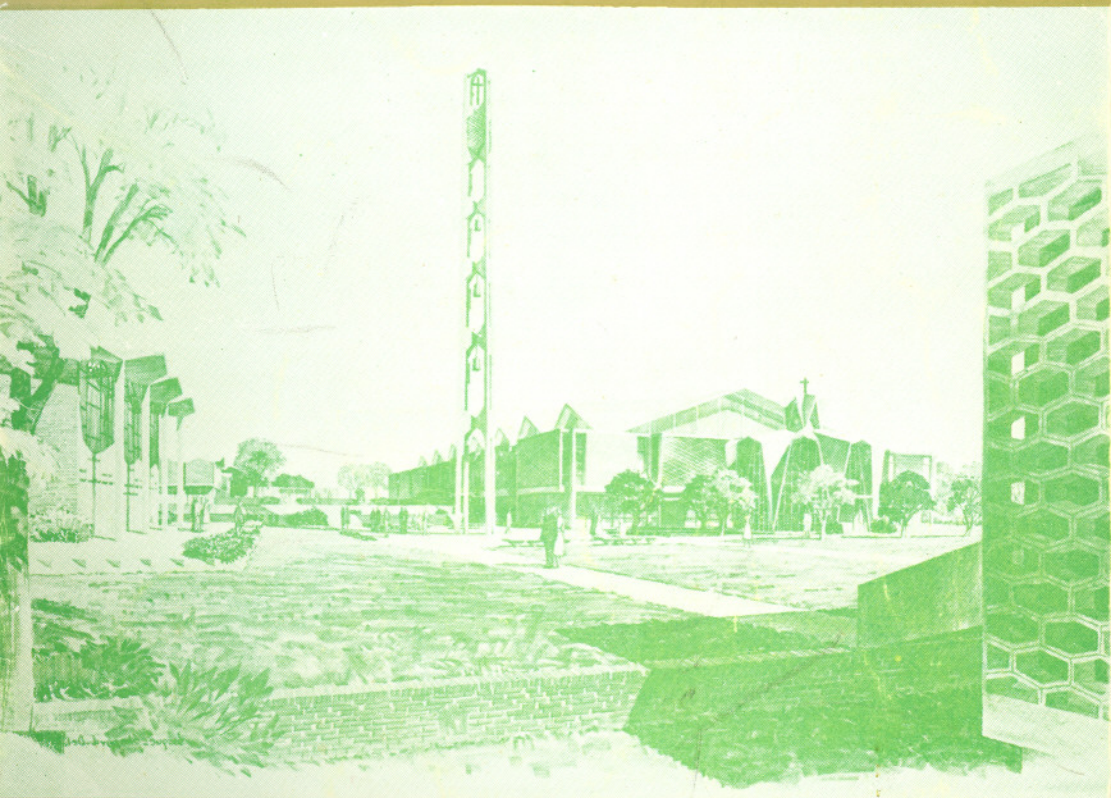


Bulletin
of
Methodist College

Fayetteville, North Carolina

Chartered To Provide Highest Quality Christian Education



Catalog Issue 1961-1962

Correspondence Directory

The mailing address of Methodist College is Fayetteville, N. C. All correspondence should be addressed as follows:

General matters concerning the College ----- The President
Academic affairs (courses of study, faculty, etc.) ----- The Dean
Admissions ----- Director of Admissions
Business matters ----- Comptroller
Catalogues and bulletins ----- Comptroller
Gifts and bequests ----- The President or
Director of Public Relations and Development
Public Relations ----- Director of Public Relations
and Development
Student matters (housing, scholarship, etc.) ----- The Dean

INFORMATION FOR VISITORS

Visitors are always welcome on the campus, entrance to which is on the east side of U. S. Highway 401 just north of the City of Fayetteville. Administrative offices, pending the erection of the Administration Building, are located on the main floor, east side of the Classroom Building. Visitors coming on specific business will find it more convenient to make advance appointment.

METHODIST COLLEGE BULLETIN

CATALOG NUMBER FOR

1961-62



VOLUME I

DECEMBER, 1960

NUMBER 4

Published quarterly by Methodist College. Second class postage paid at Fayetteville, North Carolina.

The Calendar for 1961-62

1961

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Academic Calendar

1961 - 1962

Wednesday, Sept. 13	Faculty Conference
Thursday, Sept. 14	(9:00 A.M.) Freshman Orientation
Fri.-Sat., Sept. 15-16	Registration of Students
Monday, Sept. 18	(8:00 A.M.) Classes Begin
Wednesday, Nov. 1	Founder's Day
Wednesday, Nov. 1	(Noon) Meeting of Board of Trustees
Friday, Nov. 10	Mid-Term, Fall Semester
Wednesday, Nov. 22	(Noon) Begin Thanksgiving Holidays
Monday, Nov. 27	(Noon) Classes Resume
Friday, Dec. 15	(4:30 P.M.) Begin Christmas Holidays
Tuesday, Jan. 2	(8:00 A.M.) Classes Resume
Mon.-Thurs., Jan. 22-25	First Semester Examinations
Monday, Jan. 29	Registration, Second Semester
Tuesday, Jan. 30	(8:00 A.M.) Classes Begin
Thursday, Mar. 29	Mid-Term, Spring Semester
Thursday, Mar. 29	(Noon) Begin Spring Recess
Wednesday, Apr. 4	(Noon) Classes Resume
Tuesday, May 1	Meeting of Board of Trustees
Mon.-Fri., May 28-June 1	Second Semester Examinations

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General College Information

A New Venture in Higher Education

In September, 1960, Methodist College opened its doors to its first freshman class. Students enrolled in this first class and those to follow have the once-in-the-life-of-a-college privilege and responsibility of initiating and establishing many traditions of the College. The first classes of the student body are sharing with the dedicated founders the awe-inspiring challenge of creating a noble spirit, setting high standards, and moulding significant symbols of Methodist College.

Sponsors

Methodist College is a co-educational, four-year college of liberal arts operated by a Board of Trustees under the auspices of the North Carolina Conference of The Methodist Church. The College also enjoys the whole-hearted support of the people of Fayetteville and Cumberland County and most of the religious denominations of the area. More than a dozen denominations are represented in its student body and faculty.

Statement of Purpose

The purpose of Methodist College, as defined by the Charter, is to advance the cause of "Christian higher education and to extend the influence of science, art and Christian culture." To this end, the College aims to give its students every opportunity in a distinctively Christian orientation to build up the body, to kindle the imagination, to discipline the emotions, to train the mind, to strengthen the will, and to cultivate conscience.

The educational philosophy of the College is embodied not only in the courses of study, but also in its informal student-faculty relations and in the spirit which pervades the whole atmosphere of the institution. Methodist College is seeking to make higher education a thrilling experience in Christian living, learning, and life-service.

The trustees, administration, and faculty are committed to the highest beginning and continuing standard of excellence. Therefore, primary emphasis is given to a sound, basic curriculum under the instruction of a competent and dedicated faculty. Throughout every phase of the program, the guiding principles are academic excellence and the Christian concept of life.

Accreditation and Recognition

No educational institution can be granted accreditation before it is in full operation and can actually be observed and evaluated. Methodist College is taking careful account of all requirements for accreditation and is operating on accreditation standards from the beginning in such a way as to be granted accreditation by the official agencies in the minimum length of time required by each. Graduates with superior records should meet no difficulty in having their credits accepted for advanced study in graduate schools. Methodist College is a member of the National Association of Schools and Colleges of The Methodist Church. Methodist College has qualified under the G. I. Bill for veteran's education benefits and for loans for any qualified student under the National Defense Education Act.

Historical Statement

On November 1, 1956, Methodist College of Fayetteville was chartered by the state of North Carolina as a four-year, co-educational college of liberal arts. The desire and initiative of the people of Fayetteville for a college was met by the concern and responsibility of The Methodist Church to provide Christian higher education in an area of North Carolina which had hitherto been deprived of its own institution of higher education. The charter which was issued to the twenty-four member Board of Trustees launched a new institution conceived in the best American tradition by a people whose Christian heritage placed high value upon the bulwark of freedom assured through Christian higher education.

As early as September 19, 1955, the desire in the Fayetteville area for a college issued in the appointment, by Mayor George B. Herndon, of a Fayetteville Steering Committee to seek the establishment of an institution of higher learning in or near the city. Enthusiasm was high and developments were rapid. On March 7, 1956, the Steering Committee made contact with Bishop Paul Garber of The Methodist Church and extended an invitation to establish a college in Fayetteville. On March 27, the announcement was made that the Bishop's Committee had selected Fayetteville as the location of a new Methodist college. A special session of the North Carolina Conference of The Methodist Church met in Goldsboro on May 14 and approved the recommendation of the Committee.

The citizens of Fayetteville and Cumberland County agreed to provide a 600 acre site for the College, to contribute \$2,000,000 tining support. In addition, the City of Fayetteville assumed the expense of extending all municipal utilities to the College site and

pledged police and fire protection. These funds are being augmented by contributions from the Church, both for buildings and for operation.

The important ground work for the College was done by the Board of Trustees, which was constituted by the Church and held its organizational meeting in Fayetteville on July 3, 1956. Since its inception the Board of Trustees has been headed by Mr. Terry Sanford, prominent attorney and churchman of Fayetteville who was elected Governor of North Carolina November 8, 1960. Mr. W. E. Horner of Sanford served as the first Secretary.

Recognizing the need for a full-time President of the College to coordinate and direct all these activities, the Board, on June 22, 1957, elected Lucius Stacy Weaver, Superintendent of Durham City Schools and church Layleader, as the first President of Methodist College, effective September 1, 1957. In accepting the appointment, Dr. Weaver pledged the College to two fundamentals from the outset: "Academic excellence and the Christian concept of life." During the next two years building plans were approved, the groundbreaking ceremony was held, bids were secured, contracts were let, construction of the basic educational units was begun, grading and landscaping of the campus was performed, the first administrative assistants were appointed, and necessary preparations were made for the College to admit its first freshman class, September 16, 1960.

Location, Campus and Buildings

Location

Methodist College is located at Fayetteville, a historical and cultural center of eastern North Carolina since pre-Revolutionary times. Many interesting landmarks of the American Revolution and War Between The States are found in and near Fayetteville. The city itself offers a large shopping district with a variety of attractive stores, medical specialists in every field, musical concerts, art exhibits, and many other cultural activities. Recreational opportunities include year-round golf less than three miles from the campus.

The scenic campus which lies two miles north of the city limits, is beautifully situated on six hundred acres of rolling woodland between U. S. Highway 401 and the Cape Fear River. This attractive plot of land was selected after a careful survey and study of several alternate locations on the perimeter of Fayetteville. It is considered an ideal location from the point of its natural beauty, its construction possibilities, and its potential for future developments.

Design

The campus has been carefully planned as a unit so that its beautiful design and convenient plan should serve the educational needs of many generations in the future. The striking architectural scheme, done by Stevens & Wilkinson of Atlanta, is carefully adapted to the climate and geography of this region. Its basic concept is the creation of a group of interlocking malls, each of which is defined by buildings related architecturally and by changes in elevation to suit the topography. Individual buildings have been conceived in a style embodying contemporary building techniques and materials as well as classic principles of form. For its creativity and unity the design has received a citation from a national architectural magazine.

Buildings

Buildings have been planned to accommodate comfortably and efficiently an eventual enrollment of 1,200 students. All of the buildings are of modern, fire-proof, reinforced concrete and steel construction. Entrance to each building is made convenient by a gently inclined ramp. The basic educational units have been completed and are arranged around three interlocking malls.

The Classroom Building, at a cost of one-half million dollars, offers twenty-four large lecture rooms, forty-two faculty offices, and other rooms for special educational services as well as administrative offices. One of the unique features of this building is the courtyard open to the sky and located in the center of the building so that it provides an attractive setting for receptions, teas, recitals, dramatic presentations, and many other such activities.

Temporarily housed in the Classroom Building is the Library, which will have between 5,000 and 6,000 volumes by September, 1961, and 20,000 volumes by the time the senior year is reached. The book collection includes titles representing each subject field in the curriculum, general reference works, biographies, classics, short stories, and fiction. Standard periodical indexes are available. The library subscribes to approximately 75 periodicals, some general and some technical in nature. A small record collection, which will be gradually expanded, is available for the use of all students and a music listening room is located near the library. A limited pamphlet collection is available to complement the book and periodical collections. An occupational pamphlet file is designed to supplement classroom instruction and encourage independent reading on the part of all students.



Top: Student Christian Association
Center: Student-Faculty Community Council
Bottom: President Weaver Speaks at Chapel

The Science Building, which has been designed to include the most modern scientific teaching facilities, provides space for ten laboratories, two lecture rooms, a two hundred seat lecture hall, faculty offices, equipment and supply rooms, and a dark room.

The Student Union Building, which is located at the east end of the main mall, is designed with balconies overlooking both the bell-tower terrace to the west and the rolling woodland and river towards the east. This building, which serves as the hub of student activities, offers a spacious lounge, mail boxes, snack bar, book store, lockers for day students, and first aid facilities, in addition to the cafeteria, dining terrace and banquet ball located on the ground level.

The modern central heating plant is designed also to provide air-conditioning for the basic educational units.

Building Program

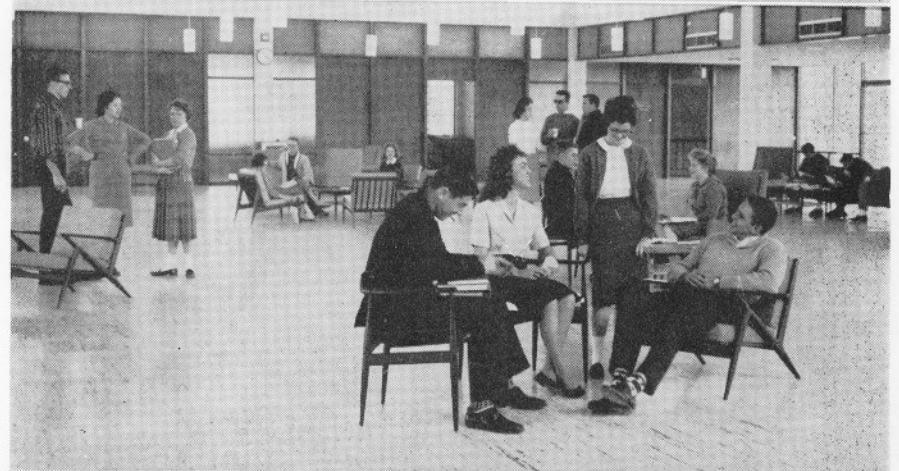
The second phase of the building program is expected to continue in the near future. Excavations have been made, but left landscaped, for the subsequent buildings of the academic group, such as the library, the administration building, auditorium, fine arts building, the chapel and bell tower, and the gymnasium. The dormitories will be informally grouped in adjacent wooded areas just east of the Student Union. The library is scheduled to be the next building to be constructed.

Community Life and Activities

It is the aim of Methodist College to be a Christian community, where persons learn to respect others; where there is common work, play, prayer, praise, and service; where everyone is offered the opportunity for cooperation and leadership as a meaningful experience, not only during college days, but also as a continuing quality of personality and a lasting contribution to society. As a church college, it does not simply offer courses in religion alongside other programs suitable to an educational institution. Rather, the College in its entirety endeavors to be a religious program where every activity is permeated by Christian conviction, motivation, and concern.

Religious Activities Program

A well-balanced program of religious activities is maintained to serve the moral and spiritual development of the student body. The Chaplain of the College serves as a spiritual adviser and director of the extra-curricular religious activities.



Student Union
Top: East Balcony **Center: Student Lounge**
Bottom: Dining Hall

The student body and faculty meet three times weekly during a 20-minute morning period for a chapel service or assembly at which attendance is required. On Monday the service is usually conducted by the President or some other member of the faculty. Ministers of various denominations and other outside speakers are heard on Wednesday. Students participate extensively in the Friday service or assembly. On Sundays students are invited to attend divine services of their own choice.

On special occasions designated by the President of the College convocations are held for the college community and for friends of the College throughout the region.

Organizations

The Board of Trustees delegates to the President and the faculty the management of both curricular and extra-curricular affairs. General policies governing student affairs are therefore determined by the President and the faculty. The eventual form of student government will be determined after the first four classes have been admitted.

During the formative years of Methodist College, the conduct of extra-class affairs is in turn delegated to a Community Council composed of elected representatives of the student body and faculty members appointed by the President of the College. Thus students participate in the experience of self-government and are encouraged to undertake as much responsibility for community welfare as they can manage wisely within feasible time limits.

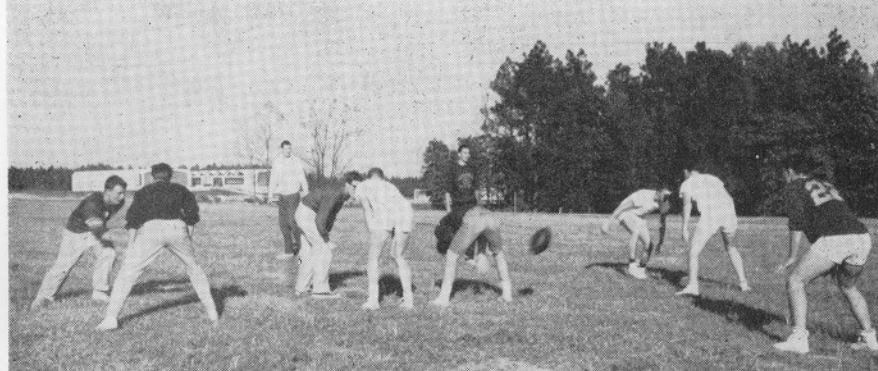
Members of the administration and faculty cooperate in provision for publications and such organizations as are needed to serve the wholesome interests of the student body. These include an inter-denominational Student Christian Association, a college chorus, a dramatics club, a science club, a public affairs club (including debating), and others. All organizations functioning on the campus must have the approval of the proper administrative authority.

Extra-curricular Participation

During a student's first semester at Methodist College he is eligible to participate in the activities of the College Chorus or in those of the Student Christian Association, or in both. During any subsequent semester a student who is not on academic probation may participate in additional activities at his own discretion.

Recreation and Sports

Methodist College attempts to provide facilities and instruction to encourage individual and group recreational activities. A program of intramural sports is being organized in several areas.



Physical Education

Physical Education

Instruction is designed to develop the strength and agility of the body and to provide opportunities for individual interest in life-long recreational activities. P. E. includes instruction in badminton, softball, tag-football, volleyball, tennis, basketball, and golf. A program of health education is carried on in the classroom during the season of inclement weather.

Requirements for Admission

Methodist College was chartered to provide high quality Christian higher education for those who are seeking such and are able to meet its standards. The College follows a policy of selected admissions and enrollment will be limited to those who are best qualified to benefit from the distinctive educational program it offers. Students who are qualified are admitted regardless of their religious affiliation.

In the liberal arts atmosphere of Methodist College, men and women are most likely to be successful if they can readily comprehend what they read, express themselves fluently and precisely in oral and written English, reason with intelligence, and understand numbers in terms of relationships. They must also demonstrate seriousness of purpose, emotional stability, social responsibility, physical fitness, and breadth of interest. The College reserves the right to require the withdrawal of a student, or to deny his re-admission, whenever its officers find him seriously deficient in any of these qualities. When the student enrolls he thereby recognizes and concedes this right and agrees to adhere to all the college regulations. Methodist College expects every student to conduct himself everywhere in such a manner as to reflect credit upon the institution.

Preparation for College

Methodist College will consider for admission graduates of an accredited high school or preparatory school who have completed a minimum of sixteen units of work, including the following or equivalents:

English	4
Mathematics	2
Foreign Language	2*
History	1
Science	1
Electives	6

* In some special cases, the high school language requirement may be waived if students are otherwise qualified.

Foreign language credits in either Latin or a modern language are acceptable, provided the two units are in the same language. A basic requirement for graduation from the College is a minimum equivalent of 2 years (12 semester hours) of foreign language in college. According to his score on his language placement test, a student may be placed in the advanced course of the language and required to complete only six semester hours; this basic requirement must be met by continuing work in the same language. A student who has completed two units of a foreign language in high school may earn only three hours of credit in the beginning college course (101-102) of the same language.

Students whose two units of mathematics do not include plane geometry must take a special course in plane geometry (Mathematics 91) in college without credit.

In special cases, a person may be permitted to demonstrate his capacity to do college work by passing an examination equivalent to the above minimum requirements.

Qualitative Requirements

The best single index of college success is a better-than-average record in high school. The recommendation of the principal is therefore required.

Applicants are also expected to attain satisfactory scores on the Scholastic Aptitude Test of the College Entrance Examination Board. Arrangements to take this test should be made as early as possible before high school graduation by seeing the high school principal or by writing to the Educational Testing Service, Box 592, Princeton, N J. Persons who have had no opportunity to take this examination or its equivalent may apply for permission to substitute placement tests given at the College. The fee is the same in both cases.

Special Students

Persons may be admitted as special students under certain circumstances. A special student is one who is not regularly enrolled but considered by the College as able to complete the requirements of the course or courses to which he is admitted.

Any student enrolled for less than twelve hours during a regular semester is automatically classified as a special student. A special student who does not meet entering requirements cannot be a candidate for a degree.

General Academic Information

How to Apply for Admission to Methodist College

1. Write to the Admissions Office for application forms.
2. Complete every blank, answer each question, and give all the information required.
3. Return the completed forms with the \$10.00 application fee. This covers the cost of processing the application and is therefore not refundable.
4. Request your high school principal to send the official transcript of your high school record to Methodist College.
5. When you are notified that you have been accepted, reserve your place by making an advance payment of \$25.00 within thirty days after notification. This payment will be credited to the first semester's charges. It cannot be refunded after July 1st.
6. Students who wish to transfer from another college to Methodist College should write the Admissions Office for specific instructions.
7. A student who plans to room elsewhere than in his own home or a college dormitory must first secure the Dean's approval of the proposed arrangement.

Registration of Freshmen

As indicated in the Academic Calendar for 1961-62, incoming freshman report to the Science Hall Auditorium (S-222) promptly at 9:00 A. M. on Thursday, September 14, for a day of orientation. At that time each student will receive a projected schedule based on preferences he has indicated when invited to do so by mail. With the assistance of a specially appointed freshman counselor, he will complete his registration on Friday, September 15.

Faculty Advisers

During his second or third semester in college, each student is assigned a faculty adviser, preferably in the department where he plans to major. Every student is invited to consult his adviser, any administrative officer or any of his instructors on academic and personal matters as often as he feels the need. He is required to consult his adviser before registration for discussion of his study plan and for his adviser's approval of the courses to be taken each semester; he is also required to discuss each mid-semester report with his adviser.

Registration of Returning Students

The time for registration is designated in the college calendar. Students will not be permitted to attend any class until they have completed their registration. Registration is not complete until satisfactory arrangements have been made with the Treasurer's office. Unless otherwise instructed, the procedure for the registration of students is as follows:

1. Secure the name of your faculty adviser at the Registrar's office.
2. Consult your adviser about your plan of study and secure his signature of approval of the courses you are to take.
3. Fill in completely your registration cards.
4. Report to the instructor of each course chosen and secure his signature of approval.
5. Report to Treasurer's office for payment of tuition and general fees.

Except under special circumstances, students will not be permitted to register later than one week after the opening of the semester. A penalty of \$5.00 is imposed for late registration.

Changes in Courses

Students will not be permitted, except in extraordinary cases, to make changes in courses later than two weeks from the beginning of the semester. All changes in courses must have the approval of the student's adviser and the Dean of the College.

Dropping Courses

In order to drop a course the student must obtain the approval of his adviser and the Dean of the College. The grade of the course is determined by whether the student is passing or failing the course at the time it is dropped.

Normal Load

The student's normal course load is 15 to 17 semester hours. Special permission must be secured from the Dean before any student is allowed to register for more than 17 hours in one semester. The fee is \$15.00 for each semester hour in excess of 17.

Grading System

The quality of work of students in each course will be evaluated according to the following system:

Symbol	Quality Points Per Hour	Meaning
A	3	Excellent
B	2	Good
C	1	Satisfactory
D		Passing
F		Failure
I		Incomplete
WP		Withdrew passing
WF		Withdrew failing

Class Attendance

Every student will be expected to attend every class meeting of each course in which he is enrolled. In order to allow for absences in the case of illness or emergencies, each student will be permitted without penalty one absence for each semester hour of the course. Cases of extended illness or emergency will be considered for excuse by the Dean according to their merit. Absences from the last class meeting of a course before official holidays and the first class meeting after holidays will be counted double. If the student exceeds the number of allowable absences in one course, he may be dropped from that course with the grade "F".

Academic Probation and Dismissal

If a student fails to make an average of "C" on at least twelve semester hours of course work during any semester, he will be placed on academic probation for the following semester. Such students must account for all absences. A student is removed from probation after he has achieved an average of "C" on a minimum of fifteen semester hours in a semester. A student who has not earned at least six quality points each semester may be dropped from the College for academic deficiency.

Voluntary Withdrawal from the College

In case a student voluntarily withdraws from the College before the end of a semester, the grade in each course will be WP (withdrew passing) or WF (withdrew failing) according to his standing at the time he withdrew.

Progress Reports

Mid-semester and semester reports of the academic progress of each student will be provided students and copies mailed to parents or guardians.

Classification of Students

1. Undergraduate Students: Those who are regularly admitted and are candidates for a baccalaureate (B.A. or B.S.) degree.

Freshmen: Students who are enrolled for not less than twelve semester hours and taking the required freshman courses.

Sophomore: Students who have been credited with at least twenty-four semester hours and twenty-four quality points, including six hours of English, and are taking the required sophomore courses.

Juniors: Students who have completed their freshman and sophomore requirements and have at least fifty-six semester hours as well as fifty-six quality points to their credit.

Seniors: Students who have at least eighty semester hours and eighty quality points to their credit and who will be able to complete all requirements for graduation during the academic year.

2. Special Students: As previously indicated, those who cannot be classified in one of the groups above, but are considered able to complete the requirements of the course or courses for which they are enrolled. Any student enrolled for less than twelve hours during a regular semester is automatically classified special. Persons enrolled only in the Evening Session will be classified as special students.

Financial Information

Support

Methodist College is a non-profit institution of Christian higher education supported financially by the North Carolina Conference of The Methodist Church; by income from endowment, tuitions and fees; by an annual sustaining pledge of \$50,000 from the Methodist College Foundation of Fayetteville and Cumberland County; and by gifts from individuals and business concerns and other organizations interested in the cause of better education at the college level.

Fees (1961-62)

Each student will be charged the following fees, payable upon registration at the beginning of each semester, although arrangements may be made with the Comptroller for payment of tuition in quarterly installments:

	Each Semester	Year
Tuition	\$200.00	\$400.00
General Fee	50.00	100.00
	TOTAL	\$500.00

Each student must pay the General Fee for a semester at the time of registration. The General Fee covers part of the cost of such items as registration, testing and guidance, library and other services. One-half the tuition may be paid upon registration, the other half for the first semester being due on November 15. The same procedure may be followed for second semester, with the final payment for the academic year on March 15. A fee of \$5.00 will be charged any student failing to meet his or her financial obligations to the College on or before the date due.

A limited number of rooms on campus are expected to be available for the beginning of the 1961-62 term, at the rate of \$90.00 per semester. Students utilizing these services will be furnished board in the College Cafeteria, for which the charge will be \$225.00 per semester. \$100.00 per

Each semester's room rent is payable at the designated registration period. Board is payable on the basis of one-half the cost per semester at time of registration, the remaining one-half for each semester being due November 15, and March 15, respectively.

Students enrolling in laboratory courses will pay laboratory fee of \$7.50 per semester.

Private lessons are offered in both instrumental and vocal music. The fee for such lessons is as follows: for students enrolled in either daytime or evening classes, one lesson per week, \$40.00 per semester or \$70.00 for the entire year; two lessons per week, \$70.00 per semester. These fees are increased by \$10.00 for students not regularly enrolled in the college.

Fees for Special Students Including Evening Classes

Students enrolled for less than twelve semester hours are classified as special students and their tuition is charged at the rate of \$15.00 per semester hour.

Special students will pay a non-recurring application fee of \$5.00. Priority of our receipt of the fee will determine priority of admission to classes of limited enrollment. For each credit hour taken (with or without credit) the tuition is \$15.00. A laboratory fee of \$7.50 will be charged for a four-credit course. A general fee of \$10.00 per

semester for the first course and \$5.00 per semester for each additional course will be collected for special services such as registration, testing and guidance, library, etc. Evening classes will be offered during both semesters of the academic year.

Refunds

Students who withdraw from college either by academic probation, dismissal or voluntary withdrawal shall receive no refunds except in case of tuition paid in advance beyond the current quarter, or board paid in advance beyond the date of withdrawal.

Scholarship Aid

A number of scholarships have been made available for qualified applicants, as described below. Need is an important consideration in determining the amount awarded each individual.

Methodist College has established five Merit Scholarships to be awarded annually to high school seniors who have been accepted for admission to the College. These scholarships, of varying amounts, will be awarded on the basis of high school records, competitive examinations, Christian character, and financial need. Merit scholars must maintain at least a "B" average every semester.

The J. Warren Pate Scholarship provides \$300.00 to be awarded each year to a graduating senior of Hope Mills High School, renewable for two years, making the scholarship worth a maximum of \$900.00 to the recipient. These funds are made available by Mrs. J. Warren Pate, J. W. Pate, Jr., and John C. Pate of Fayetteville.

The Cummings Scholarship, worth \$500.00 annually, has been established by Mr. Hugh M. Cummings of Burlington N. C. in honor of his wife, Mrs. Rebecca Coe Cummings. Preference is to be given to a young man who plans to enter the ministry or a young woman who proposes to go into full-time Christian work.

Radio Station W.I.D.U., Fayetteville, N. C., has established a \$500.00 annual scholarship. This scholarship is available to one or more students each year.

The Alex Bethune Scholarship, established by Alex Bethune of Linden, N. C., is an annual scholarship of \$400 awarded according to the following priorities: first, to a student from the community of Linden; second, to any senior from the Pine Forest High School; third, to any student in Cumberland County.

The Fayetteville Lions Club Scholarship is a \$250.00 scholarship to be awarded on a competitive basis to a student from the Cumberland County High Schools.

The Terry Sanford Scholarship, \$500.00 annually given by Mrs. Tom McLean in honor of Mr. Sanford, the first Chairman of the Board of Trustees. It is available to any student enrolled in the College from Fayetteville or Cumberland County, subject to certain requirements to be met for eligibility.

The D. Lacy McBryde Scholarship of \$250.00 to the first student from the town of Linden, North, Carolina, to be accepted by the College.

Mr. Lenox G. Cooper, trustee of the College, has established **The W. B. Cooper Memorial Fund** in memory of his father, Mr. W. B. Cooper of Wilmington, N. C. and the **E. L. White Memorial Fund** in memory of Mr. E. L. White of Wilmington, N. C.

The Reverend Frank Culbreth Scholarship, the proceeds of which will become available at a later date.

The Rankin Memorial Fund has been created by friends in memory of Charles B. Rankin, Jr.

The Vernon C. Mason Scholarship Loan Fund has been established by the faculties of District 5, Cumberland County Schools, in honor of Mr. Mason who serves as District Principal. This fund is to be used to assist worthy students who are in need of financial assistance to complete their college education.

The Arthur and Portia MacPhail Vann Memorial Scholarship has been established by Mrs. Fannie Vann Simmons of Kenly, North Carolina, in memory of her parents. This is an endowed scholarship to be used for study in the field of religious education.

The Richard M. and Ashton Lilly Scholarship of \$400.00 established by the employees of **The Fayetteville Observer** in honor of Mr. and Mrs. Lilly, publishers of the newspaper.

Students in the following classifications will be granted remissions of tuition:

- I. Church Vocations. All students preparing to enter full-time work in a church maintaining a paid ministry are granted remission of one-half tuition. Men or women who expect to enter the preaching or teaching ministry or to serve as directors of Christian education or to serve as overseas missionaries are qualified. These students are required to sign a note at the beginning of each semester and must maintain at least a "C" average in grades.

- II. Children of Ministers, Sons and daughters of ministers who are members of the North Carolina Annual Conference of The Methodist Church, and children of ministers of all faiths residing in Cumberland County, North Carolina, are granted remission of one-half tuition. This applies only to children of ministers who are giving their full time to religious work.

Loan Funds

The National Defense Education Act of 1958 established the National Defense Student Loan Fund to enable qualified high school graduates to have a college education when they might not otherwise. It provides loans up to \$1,000.00 per year, at 3% interest, payable over a period of 10 years, and gives certain scholarship benefits, such as forgiveness of 10% interest and principal for each year's service as a public school teacher up to five years.

The State of North Carolina has established a Scholarship Loan Fund for Prospective Teachers to aid students preparing to teach in the public schools. Loans may be secured up to \$350.00 per year. Each year's loan may be discharged by a year's teaching service within seven years after the completion of the use of each loan. Applications should be made directly to the State Department of Public Instruction, Raleigh, North Carolina.

Students who are members of Methodist families may apply for loans to the Methodist Student Loan Fund, Box 871, Nashville, Tennessee.

Other scholarship aid and loan funds will be available through the College, with limited self-help work opportunities to earn part of expenses.

Applications for Scholarships and Loans:

(1) Application for admission to Methodist College must first be filed with the Director of Admissions, enclosing a \$10.00 non-recurring application fee.

(2) Application for scholarship or loan available through the College should be filed with the application for admission with the Director of Admissions. A financial statement will be required and the applicant must have been officially accepted for admission to the College prior to consideration for financial assistance.

(3) Applications for scholarships and loans will be considered by the Scholarship and Loan Committee, with notification given to applicants as soon as possible thereafter.

(4) Since scholarships and loans are generally awarded on an annual basis, an application for renewal must be filed for each succeeding year, not later than March 1. Renewal or continued scholarship aid will be conditioned upon financial need and satisfactory academic and character performance during the previous semester.

Educational Program

As a liberal arts college, Methodist College emphasizes the humanities and basic sciences. No attempt is made to provide what are commonly described as commercial subjects. Methodist College will confer the two standard baccalaureate degrees, the B. A. and B. S., upon those students who complete all the stated requirements. The basic requirements for a Bachelor's degree are the same; the distinction lies in the student's choice of his area of concentration. Students who choose to concentrate in the Area of Natural Science and Mathematics or Business Administration will be awarded the Bachelor of Science degree. All others will be awarded the Bachelor of Arts.

Areas of Study

The organization of the courses of study in Methodist College is intended to be an expression of its general philosophy of education (see Statement of Purpose). The Curriculum is grouped into six Areas of Study:

- I. Language and Literature
(English, Greek, Latin, French, German, and Spanish)
- II. Religion and Philosophy
(Bible, Religion and Philosophy)
- III. Education and Psychology
(Psychology, Elementary and Secondary Education, and Physical Education)
- IV. Natural Science and Mathematics
(Biology, Chemistry, Physics, Geology, and Home Economics)
- V. Social Science
(History, Economics and Business, Political Science, Sociology, and Geography)
- VI. Fine Arts
(Music, Art, Speech and Dramatics)

This type of course organization aims to avoid the tendency toward a piecemeal education and the intellectual divisiveness which sometimes accompanies excessive departmentalization of studies. This fairly natural grouping of courses is to facilitate a larger degree of coherence among closely allied courses and to promote meaningful integration of the various areas of study, thus encouraging a synthesis or wholeness of the college experience.

Basic Course Requirements Of All Students

Because graduates of a liberal arts college ought to possess a certain common core of knowledge, experience and intellectual competence, Methodist College has set the following specific course requirements for all candidates for a degree:

Areas	Semester Hours Required
I. Language and Literature:	
English	6
English or World Literature	6
Foreign Language	6-12
(Minimum equivalent of two years of college)	
II. Religion and Philosophy:	
Bible	6
Philosophy (Introduction)	3
III. Education and Psychology:	
General Psychology	3
IV. Natural Science and Mathematics:	
Natural Science	8
Mathematics	6
V. Social Science:	
Western Civilization	(3-6)
Intro. Econ., Pol. Sc. and/or Sociology	(3-6)
VI. Fine Arts	
Elective	3
	56-62

Course Numbering

All courses are numbered according to the following system:

- | | |
|---------|---|
| 101-149 | Primarily for freshmen, but open to others |
| 151-199 | Open to all classes |
| 201-249 | Primarily for sophomores, but open to juniors and seniors |
| 251-299 | Open to sophomores, juniors, and seniors |
| 301-349 | Primarily for juniors, but open to seniors |
| 351-399 | Open to juniors and seniors |
| 401-499 | For seniors only |

Odd-numbered courses are usually offered in the first semester and even-numbered courses in the second semester. Numbers separated by a hyphen indicate a continued two-semester course, all of which must be taken to receive credit unless special permission is granted by the instructor. The College reserves the right to cancel a course offered if there is insufficient registration. The courses listed in this catalogue are not exclusive. From time to time the College will add suitable courses and make revisions in the curriculum in its continuous effort to provide liberal arts education and professional training of the highest quality.

Area of Concentration

During their freshman and sophomore years, students are expected to complete their basic course requirements.

Before the end of the sophomore year, students will choose their field of concentration, according to their particular vocational or professional interests.

The junior and senior years are devoted primarily to the completion of the requirements in the chosen field of concentration. Thus approximately half of the college experience includes a carefully planned sequence of courses chosen by the student in consultation with his adviser. This is designed to provide essential vocational training or adequate preparation for study in a graduate or professional school.

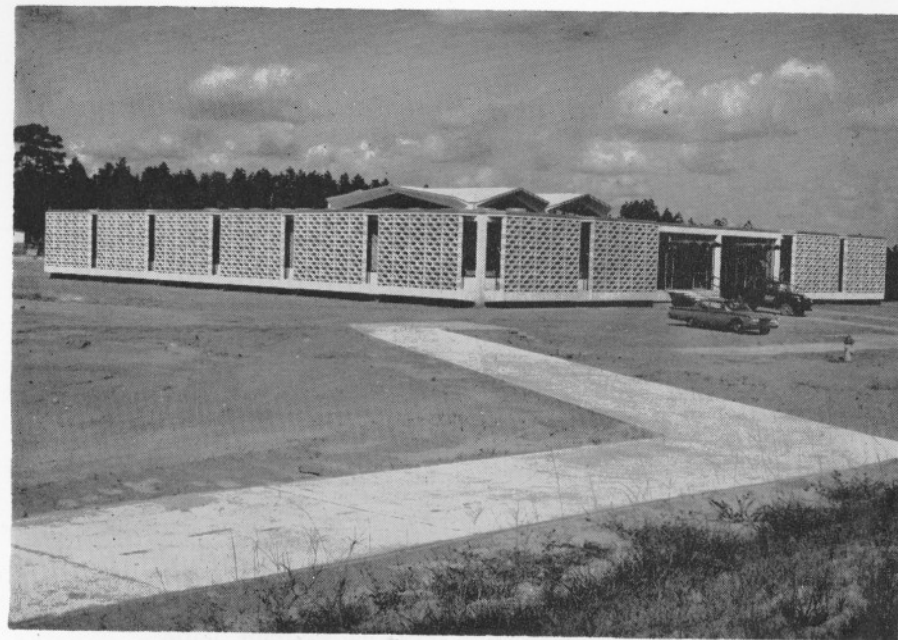
Vocational or Professional Interests

Building on a firm foundation of essential arts courses, certain vocational or professional curricula are offered. Students may choose courses of study leading to the Christian ministry, Christian education work, overseas missionary service, public school teaching, home economics, government service, practice of law, medicine, dentistry, engineering, journalism, business administration, music, art, dramatics, and many others.

Summary of Requirements for Graduation

Methodist College will confer a Bachelor's degree upon a student when he has fulfilled all the following requirements:

1. Is in good standing in character, conduct and financial obligations to the College;
2. Has earned at least 120 semester hours of credit exclusive of freshman and sophomore physical education;
3. Has earned at least 120 quality points;
4. Has satisfied the requirements in physical education by participation or by the Dean's exemption in case of handicap;
5. Has satisfactorily completed the basic courses required of all students;
6. Has continuously maintained satisfactory competence in written and oral expression;
7. Has completed all the requirements of his chosen area of concentration, including whatever comprehensive examinations and senior projects may be required by faculty action.



Science Building



Chemistry Laboratory

Semester Hours

✓ A. Professional Requirements 18

1. The Pupil 6

This may be fulfilled by completing at least two of the following: Psy. 202, 351, 352, 361
Ed. 262, 271

2. The School 6

This may be fulfilled by completing at least two of the following: Ed. 203, 252, 275, 369

3. Practice Teaching 6

This must include at least 45 clock hours of actual teaching; many colleges require up to 90 hours.

✓ B. Academic Requirements.

These requirements vary with the subject for which certification is granted. Generally the minimum number of semester hours is the same as required for a major in the various subjects. Students should consult their adviser concerning the special requirements.

✓ Pre-Engineering Course of Study

The pre-engineering course of study prepares the student for graduate work in physics, employment in applied physics or mathematics, or professional training in a school of engineering.

The "3-2 Program" has been established in co-operation with the School of Engineering of Duke University and of N. C. State College. The student may transfer from Methodist College to Duke or to N. C. State at the end of his junior year. A two year course of study is given by the engineering school enabling the student to complete both his liberal arts degree and his professional degree in five years. When the student has qualified for his professional degree from the approved institution, he will be awarded the B.A. or B.S. degree from Methodist College.

An illustrative program for students who are interested in transferring to Duke:

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Copy from Dr. Tucker paper

		1st Semester	2nd Semester
Freshman Year			
English	101-102	3	3
Religion	101-102	3	3
Math.	101-102	3	3
Physics	101-102	4	4
History	101-102	3	3
Phy. Ed.	101-102	—	—
		16	16
Sophomore Year			
English	201-202	3	3
Math.	251-252	3	3
Physics	255,264	4	4
Phil.	201-202	3	3
Phy. Ed.	201-202	—	—
Psychol.	201	3	3
Electives		—	—
		16	16
Junior Year			
Math.	293,294	2	2
Physics	363,364 (Optional)	4	4
Electives		9	9
		15	15

✓ **Senior Year**
Enrolled at Duke University School of Engineering.

Instruction

In general, courses listed by title only will not be needed until 1962-63 or 1963-64.

Area I: Language and Literature

English 101-102	Grammar, Composition and English Literature	3-3 s.h.
	The design is to improve proficiency in English by leading the student to better reading, thinking and writing. During the first semester, more emphasis is given to composition. During the second semester, more emphasis is given to the appreciation of literature.	
201-202	Advanced Composition and American Literature	3-3 s.h.
	Continues the emphasis upon proficiency in English composition through the study of American Literature.	
251	Shakespeare	3 s.h.

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252	Milton	3 s.h.
262	English Novel	3 s.h.
355	Contemporary Poetry	3 s.h.
358	Journalism	3 s.h.
361	Children's Literature (Same as Education 361)	2 s.h.

Greek

(Will be offered on sufficient demand)

Latin

(Will be offered on sufficient demand)

French

101-102	Elementary French	3-3 s.h.
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A cultural approach introducing pronunciation, oral work, the elements of grammar, common idioms and vocabulary through readings on geography, history, and customs. Four meetings a week. Only three credits allowed if the student has completed two years of French in high school.

151-152	Intermediate French	3-3 s.h.
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Selected readings with a review of grammar, designed primarily to develop fluency in reading.

251-252	Conversation and Advanced Readings	3,3 s.h.
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German

101-102	Elementary German	3-3 s.h.
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151-152	Intermediate German	3-3 s.h.
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251,252	Conversation and Scientific Readings	3,3 s.h.
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Spanish

101-102	Elementary Spanish	3-3 s.h.
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151-152	Intermediate Spanish	3-3 s.h.
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251-252	Conversation and Advanced Readings	3,3 s.h.
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World Literature

251-252	The History of Ideas	3-3 s.h.
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An introduction to the fundamental ideas of man as reflected in great masterpieces of world literature such as the writings of Plato, Sophocles, Lucretius, the Gospels, Augustine, Aquinas, Chaucer, Erasmus, Calvin, Hobbes, Voltaire, Zola, T. S. Eliot, Camus, and others. This course presents the changing pattern of living and thinking through an exploration of primary source materials of successive historical periods.

Area II: Religion and Philosophy**Religion**

101	Introduction to the Old Testament	3 s.h.
	A comprehensive survey of Hebraic history and religious conceptions as set forth in Old Testament writings. The developmental aspects of Israel's "covenant faith" are emphasized in an interpretation which takes due cognizance of the conclusions of modern historical and literary criticism.	
102	Introduction to the New Testament	3 s.h.
	Planned as a sequel to Religion 101, this course considers the historical, cultural and social context for the emergence and development of the early Christian community, but with major emphasis upon the fundamental truths and ideals of Christian faith and teaching as expounded in the Gospels and exemplified in the life of the early Church.	
251	Religions of the World	3 s.h.
	A comparative study dealing with the major, or 'living' religions of the East (Buddhism, Hinduism, Islam, etc.) and concluding with a consideration of the two great religions of the West, Christianity and Communism.	
252	Religion in America	3 s.h.
	An historical survey of America's tradition of freedom and a review of the present situation with respect to Protestantism, Roman Catholicism, Judaism (and other non-Christian religions in the United States), is followed by the study of the various Protestant denominations and their doctrinal distinctions.	
351	The Life and Teachings of Jesus	3 s.h.
352	The Life and Letters of Paul	3 s.h.
354	Psychology of Religion	3 s.h.
355	The Old Testament Prophets	3 s.h.
356	The Poetry and Wisdom Literature of the Old Testament	3 s.h.
357	Introduction to Christian Ethics	3 s.h.
362	The Educational Program of the Local Church	3 s.h.
369	Materials and Methods of Teaching Religion and Bible	3 s.h.
391	A History of Christian Thought	3 s.h.
392	Contemporary Christian Thought	3 s.h.

Philosophy

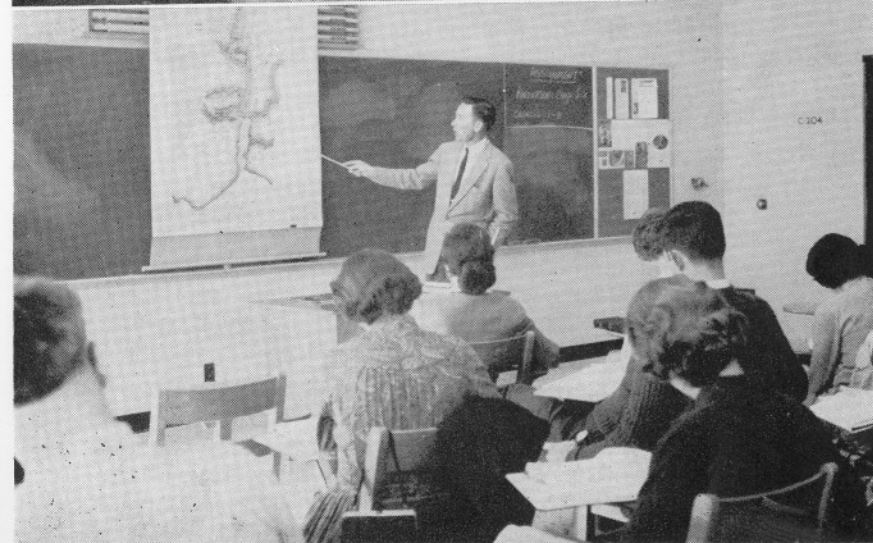
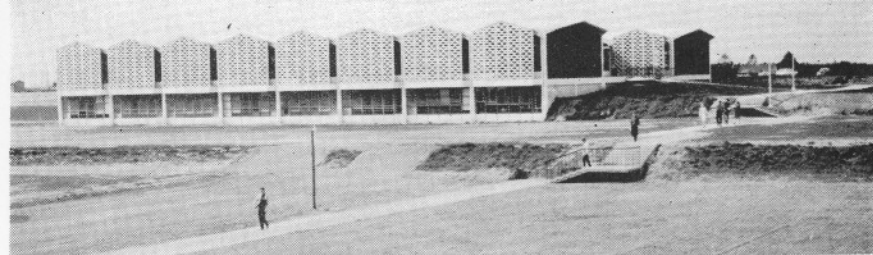
- 201 Introduction to Philosophy 3 s.h.
 An examination of the principal problems with which philosophy deals, with criticism of particular writings of the great philosophers in such areas as ethics, metaphysics, political theory, and epistemology.
- 202 Basic Logic 3 s.h.
 A course introductory to the field of logic, including an examination of languages as an instrument of reasoning, study of the rules and fallacies of deduction, and application of the methods of scientific inference to everyday problems.
- 351-352 History of Philosophy 3-3 s.h.
- 391 Ethics 3 s.h.
- 392 Philosophy of Science 3 s.h.

Area III: Education and Psychology**Psychology**

- 201 General Psychology 3 s.h.
 Introduction to the scientific study of human behavior with emphasis on learning, motivation, intelligence and personality.
- 202 Educational Psychology 3 s.h.
- 351 Child Psychology 3 s.h.
- 352 Adolescent Psychology 3 s.h.
- 361 Social Psychology 3 s.h.

Education

- 203 Introduction to Education in the Public School 3 s.h.
- 251 Education in the Elementary School 3 s.h.
- 252 Education in the High School 3 s.h.
- 262 Guidance and Counseling 3 s.h.
- 271 Tests and Measurements 3 s.h.
- 275 Language and Methods in the Elementary School 3 s.h.
- a. Arithmetic
- b. Social Studies
- c. Natural Science, etc.
- 361 Children's Literature (same as English 361) 2 s.h.
- 369 Materials and Methods for Teaching in High School 3 s.h.
- a. English
- b. Modern Languages
- c. History and Social Studies
- d. Natural Sciences

**CLASSROOM BUILDING**

Top: Looking From Student Union
 Center: The Courtyard With North Balcony
 Bottom: Classroom (Bible)

- 384 Materials and Methods for Teaching Music in Public Schools 3 s.h.
 421,422 Practice Teaching 6 s.h.

Physical Education

- 101-102 Freshman Physical Education (required of all students)
 201-202 Sophomore Physical Education (required of all students)
 301 Principles, Practices, and Procedures in Physical Education for Elementary Schools 3 s.h.
 302 Principles, Practices, and Procedures in Health Education for Elementary Schools 3 s.h.

Area IV: Natural Science and Mathematics**Biology**

- 101-102 General Biology 4-4 s.h.
 Fundamental principles. Three lectures and three hours of laboratory each week.
 251-252 Human Anatomy and Physiology 3-3 s.h.
 351 Embryology 4 s.h.
 352 Genetics 4 s.h.
 355 Parasitology 4 s.h.
 356 Bacteriology 4 s.h.

Chemistry

- 101-102 General Chemistry 4-4 s.h.
 Three lectures and four laboratory hours each week with quiz and discussion periods. An introduction to the study of the principal metallic and non-metallic elements and their compounds, and the fundamental laws and principles of chemistry.
 No credit given for less than one year's work.
 251 Qualitative Analysis 4-4 s.h.
 Two lectures, one quiz period, and six laboratory hours each week. The fundamental principles and theories underlying the qualitative analysis and the methods of separation and identification of the common cations and anions are studied both in class and laboratory, using chiefly the semi-micro technique.
 Prerequisite: Chemistry 101-102.

- 252 Quantitative Analysis 4 s.h.
 Two lectures, one quiz period, and six laboratory hours each week. A study is made of the principal methods of quantitative chemical analysis by means of lectures, discussions, laboratory work, and problems.
 Prerequisite: Chemistry 101-102 and 251.
 321-322 Organic Chemistry 4-4 s.h.
 351-352 Physical Chemistry 3-3 s.h.

Mathematics

- 101 College Algebra 3 s.h.
 A review of elementary algebra, quadratic equations, ratio, proportion, variation, the progressions, the binomial theorem, determinants, permutations and combinations, and the general theory of equations.
 Prerequisite: One and one half units of high school algebra and one unit of plane geometry.
 102 Plane Trigonometry 3 s.h.
 The trigonometric functions, derivations of formulas, logarithms, solutions of plane triangles with practical applications
 Prerequisite: Mathematics 91 (or equivalent) and Mathematics 101.
 251 Analytic Geometry 3 s.h.
 The theory of Cartesian and polar coordinates with applications to equations of the first and second degrees, including the conic sections and transformation of coordinates.
 Prerequisite: Mathematics 101-102.
 253 Differential Calculus 3 s.h.
 Variables and functions, limits, differentiation, implicit functions, maxima and minima, curvature, parametric equations, differentials, and partial differentiation.
 Prerequisite: Mathematics 101, 102, 251.
 254 Integral Calculus 3 s.h.
 The theory of integration, the definite integral, integration of the trigonometric functions, logarithmic and exponential functions, improper integrals, multiple integrals, and the application of integration to problems of physics.
 Prerequisite: Mathematics 253.

271	Statistics	2 s.h.
293	Mechanical Drawing (six hours, laboratory)	2 s.h.
294	Descriptive Geometry (six hours, laboratory)	2 s.h.
321	Differential Equations (and related topics)	3 s.h.

Physics

101-102	General Physics	4-4 s.h.
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An introductory course with emphasis on physical principles. Includes mechanics, heat, sound, electricity, light and modern physics. Three hours of lecture, demonstration or recitation, and three hours of laboratory.

255	Electricity and Magnetism	4 s.h.
264	Mechanics of Solids and Fluids	4 s.h.
363	Heat	4 s.h.
364	Optics	4 s.h.

Geology

101-102	Physical and Historical Geology	3-3 s.h.
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Home Economics

(will be offered on sufficient demand)

Area V: Social Science**History**

101	Western Civilization	3 s.h.
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The history of civilization in the western world beginning with prehistoric man and emphasizing the major events of ancient Mesopotamia, Egypt, Greece, Rome and early Medieval Europe. Particular stress is placed on cultural developments, political growth and economic factors.

102	Western Civilization	3 s.h.
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A continuation of the study of western civilization beginning with the later Middle Ages and emphasizing the major events of the later Middle Ages, the Renaissance, the Enlightenment and the Industrial Revolution of the 19th and 20th centuries.

201	United States History	3 s.h.
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Transit of civilization from Europe to America, beginning with Colonial settlements and emphasizing the historical developments in the United States of political, social and economic importance to 1890.

202	United States History	3 s.h.
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A continuation of the study of the history of the United States since 1890 with emphasis on the emergence of this nation as a political, economic and social force in the modern world.

251-252	English History	3-3 s.h.
255	Ancient History	3 s.h.
256	Medieval History	3 s.h.
261	History of the South	3 s.h.
270	Latin American History	3 s.h.
355	History of the Recent Far East	3 s.h.
364	Soviet Russia and International Communism	3 s.h.
369	Materials and Methods of Teaching History In High School	3 s.h.

Economics and Business Administration

151	Principles of Economics	3 s.h.
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Analysis of the principles underlying the operation of an economic system and their application to important questions of public policy.

162	Business Organization and Administration	3 s.h.
251-252	Accounting	3-3 s.h.
253	Money and Banking	3 s.h.
254	Public Finance	3 s.h.
264	Comparative Economic Systems	3 s.h.
271	Statistics (same as Mathematics 271)	2 s.h.
301-302	Business Law	3-3 s.h.
355	Corporation Finance	3 s.h.
357	Labor Problems and Human Relations	3 s.h.
362	Marketing	3 s.h.
371	Sales Management	3 s.h.

Geography

251	Principles of Geography	3 s.h.
252	Regional Geography	3 s.h.

Political Science

151	American Government	3 s.h.
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The origin, structure, and operation of the U. S. government, with emphasis on the roles of the executive, legislative, and judicial branches in the Federal system of government. Applicable U. S. Supreme Court cases are analyzed. Some attention is given to the roles of state and local government.

253	Introduction to Political Theory and Comparative Government	3 s.h.
254	American Constitutional Law	3 s.h.
351-352	Diplomacy and International Relations	3-3 s.h.
Sociology		
151	Principles of Sociology	3 s.h.
253	Social Pathology	3 s.h.
254	Rural Sociology	3 s.h.
356	Cultural Anthropology	3 s.h.
361	Social Work and Public Welfare	3 s.h.
372	Marriage and the Family	3 s.h.

Area VI: The Fine Arts

Fine Arts

151-152	Introduction to the Fine Arts	2-2 s.h.
A study in appreciation which involves analysis of form, content, and media of the major arts. The course stresses interrelationships between music, painting, architecture, and literature through the recognition of common art components.		
Not open to students who have received credit for Music 151.		

Music

151	Music Appreciation	3 s.h.
Development of listening ability through analysis of the elements, forms, and styles of music. The study is introductory in nature and does not presuppose experience in music. Not open to students who have received credit for Fine Arts 152.		
161-162	Basic Musicianship	3-3 s.h.
An introductory course intended to provide a working knowledge of terminology, notation, scales, intervals, rhythms, simple harmonization, sight-singing, dictation. The class meets 5 hours a week.		
173,174, 273,274	Chorus	1/2-1/2 s.h.
Prerequisite, permission. Two rehearsals weekly.		
175,176, 275,276	Instrumental Ensemble	1/2-1/2 s.h.
Prerequisite, permission. Two rehearsals weekly.		
Applied Music. Private instruction. One lesson a week; minimum of five hours of practice per week. One hour of credit per semester		
Does not count toward 120 hours required for graduation.		
		1 s.h.



Violin Student With Dr. Gates



Mrs. Ishee With Piano Student

153,154, 253,254	Piano	
155,156, 255,256	Voice	
157,158, 257,258	Violin	
159,160, 259,260	Viola	
261-262	Basic Musicianship	3-3 s.h.
351-352	History of Music	3-3 s.h.
361	Conducting	2 s.h.
362	Orchestration	2 s.h.
401	Form and Analysis	2 s.h.
411	Materials and Methods for Teaching Music In The Public Schools	3 s.h.
Art		
151	Art Appreciation	3 s.h.
152	Art History	3 s.h.
253	Drawing and Painting	3 s.h.
264	Modern Art	3 s.h.
Speech and Dramatics		
151	Fundamentals of Speech	3 s.h.
152	Types of Public Speaking	3 s.h.
251-252	Classical Drama and Play Production	3-3 s.h.

Remedial Instruction

It sometimes happens that a student has met general requirements for admission to college but proves to be deficient in a particular high school subject. Although Methodist College does not assume responsibility for the removal of such deficiencies, remedial instruction is sometimes made available on a non-credit basis. Typical remedial courses are listed below.

English 91—Remedial English	no credit
For students whose performance in placement tests or in the early weeks of English 101 is unsatisfactory.	
Mathematics 91—Plane Geometry	no credit
For students who did not take the subject in high school.	
Mathematics 92—Algebra	no credit
For students who are deficient in high school algebra.	
Mathematics 93—Solid Geometry	no credit
For pre-engineering students who did not take the subject in high school.	

Future Development

The future development of Methodist College will continue to progress in three basic areas as follows:

1. Buildings, Grounds and Equipment
2. Endowment
3. Student Aid

In the first area the Development Committee of the Board of Trustees has adopted the following priorities for development of buildings beyond those which are now completed: (1) Library; (2) Chapel-Bell Tower; (3) Administration Building; (4) Dormitories; (5) Auditorium; (6) Gymnasium. It is anticipated that a major portion, if not all of these, may be completed within the next five years. The Board of Trustees, subsequent to the first action, has approved the building of two dormitory units, one for men and one for women, to be ready for student occupancy by September, 1961. The Library is a very pressing need since it will soon outgrow its temporary facilities in the Classroom Building. Many special gifts have already been received which are to be applied to the construction of the Library.

The Endowment Fund, which has already begun, will continue to be developed, looking to a minimum of \$300,000 by 1964, the time when the first class will graduate. The earnings from the endowment will help make up the difference between the actual administrative and instructional cost to the College per student and that amount which the individual student actually pays. In the state supported college this comes from legislative appropriation, but in the privately supported college, this difference must come from the church, the community and from endowment.

Student aid is another important area of the development program. In order to make it possible for some to attend college who would not otherwise have the privilege of a college education, and for the purpose of attracting students with high scholastic attainment and potential, the College is seeking to develop an extensive program of student aid. This will be accomplished through scholarships and loan funds.

These areas of development offer attractive opportunities for memorial gifts for individuals, families, businesses and corporations, civic organizations, churches, church groups, communities, foundations, and through many other channels.

Methodist College Foundation

The Fayetteville College Foundation, often called the Methodist College Foundation, was established even before Methodist College, for the specific purpose of providing financial aid and other support to the College.

The foundation is made up of all citizens (and corporations) in the Fayetteville area who have given support to the College, through gifts of cash or land, or through any other means. The community and county have pledged \$2 million in an initial building campaign and \$50,000 a year in sustaining money to make the College a success.

On February 21, 1957, the foundation deeded the campus acreage to Methodist College, and has raised some \$800,000 for the building campaign at this time. Fund efforts are continuing, through the foundation, its board of directors and officers, and the two full-time employees of the foundation.

Frank Jeter, Jr., has been executive director of the foundation since May, 1959, while Mrs. Percy Horton, secretary and bookkeeper, has filled her job since April, 1958. The foundation office — only college function still located in the downtown area — is located at Room 214, Grace Pittman Building, on Hay Street.

Bert Ishee is current president of the foundation, and the third person to serve in this capacity. Franklin S. Clark was first president, and he was succeeded by Alton Murchison. Other current officers are M. J. Weeks, first vice-president; Mrs. S. L. Elfmon, second vice-president; Mrs. Elizabeth Ellis, secretary; and Charles E. Kistler, treasurer.

Directors are E. S. Boshier, Franklin S. Clark, John W. Hensdale, Thomas A. Hood, I. B. Julian, Richard M. Lilly, Alton Murchison, James T. Pharr, Dr. C. F. Siewers, Mrs. Floyd B. Souders, Charles H. vonRosenberg, George Vossler, and Mrs. Dennis H. Williams.

This group meets regularly to discuss ways to further the finances and other progress of Methodist College.

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JASPER E. THOMAS
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Secretary

VIVIAN S. WILLIAMS
Secretary

*To be awarded June, 1961

Miss Thelma Harris,
 Secretary

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Instructor in English

A.B., Greensboro College; M.A., Vanderbilt University

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B.S., Mansfield State Teachers College; M.Ed., Duke University

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Professor of French

A.B., Baldwin-Wallace College; M.A., Northwestern University; Ph.D., University of Wisconsin

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B.M., Peabody Conservatory; M.A., University of North Carolina; Ph.D., University of North Carolina

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Assistant in English

B.M., Flora Macdonald College; Graduate study at University of Maryland and University of Mississippi

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B.S., William Penn College; Ph.D., University of Iowa

GRADY KING SNYDER * *Leave of Abs. 1962-63*

Instructor in Mathematics

A.B., University of North Carolina; M.Ed., University of North Carolina

ALVA WARE STEWART

Instructor in Political Science

A.B., University of North Carolina; M.A., Duke University; M.S. in L.S., University of North Carolina

SAM JONES WOMACK, JR.

Instructor in Bible *Asst Prof of Bible*

A.B., Florida Southern College; B.D., Duke University Divinity School; Ph.D., Duke University**

OTIS P. LAMBERT, JR.

Private Instructor in Voice

B.M., Converse College; Graduate study under several private tutors

JEAN B. ISHEE

Private Instructor in Piano + organ

B.M., Greensboro College; Graduate study at University of North Carolina and Juilliard School of Music

*Leave of absence 1960-61

**To be awarded June, 1961



Proposed Library



One Area of Present Temporary Library Facilities

Roster of Students

FIRST SEMESTER, 1960-61

Abelkop, Harriet J. Fayetteville	Cade, John Lee Fayetteville
Atwood, Stephen Frank Fayetteville	Cain, Samuel Reeves Fayetteville
Aysse, Fred Fayetteville	Canady, Judy Carol Hope Mills
Baggett, Venable Groome Fayetteville	Carter, Helen Lucille Fayetteville
Barbee, Emma Elaine Fayetteville	Carver, Loreley Taylor Fayetteville
Barbee, Frank Delvert Fayetteville	Chance, David Wallace Parkton
Barfield, Rachel Christine Fayetteville	Chance, Roy Louis Fayetteville
Barker, Juanita Pierce Fayetteville	Collier, Raymond Nelson Fayetteville
Batten, Hubert Elmore Fayetteville	Collier, Ruth Fowler Linden
Bennett, Thomas Hampton Fayetteville	Conert, David Edmund Elizabethtown
Bennett, Vernell Mamie Fayetteville	Council, Charles Lacy Fayetteville
Berry, Wallace Earl Fayetteville	Council, Doris Hales Fayetteville
Bledsoe, Lawrence Graham Fayetteville	Council, Louise Freeman White Oak
Bowen, John Wesley Fayetteville	Croker, Frances Wilkens Fayetteville
Bradford, Anne Harvey Fayetteville	Davis, Billy Joe Fayetteville
Brewer, Patricia Faye Fayetteville	Dyche, James Woodward Fayetteville
Brooks, Maryleigh Runge Fayetteville	Edge, Kenneth Smith Fayetteville
Browne, Gordon Warner Spring Lake	Edwards, David Fayetteville
Bullard, Annie Lou Fort Bragg	Edwards, Ernest Franklin Fayetteville
Bullard, Mary Elizabeth Autryville	Evans, Mildred D. Fayetteville
Butler, Charlotte Fayetteville	Fields, Shirlee Ann Fayetteville
Butler, Oneida Hayes Hope Mills	Fraze, Sidney Brooks Fayetteville

Gillis, Barbara Miller Fayetteville	Johnson, Thomas McRease Erwin
Gladden, Iberia Brenda Fayetteville	Jones, Sarah Louise Fayetteville
Godwin, Dixie Collier Linden	Jones, Thomas Atlas Fayetteville
Gorski, Paul Joachim Fayetteville	Kern, Virginia Knox Fayetteville
Graham, John Benton Fayetteville	Knowles, Jack Fayetteville
Gray, Priscilla Lawrence Fayetteville	Lapke, Robert Herman Fayetteville
Greene, Ann Adele Laurinburg	Larson, Barbara Ann Fort Bragg
Greene, Ronald Sherwood Fayetteville	Lessem, Charlotte Fayetteville
Hales, Luke Pedro Roseboro	Little, Oland Beryl Fayetteville
Hall, Carolyn Frances Fayetteville	Long, Charles LeRoy Fayetteville
Hall, James Richard Carthage	Lynn, Kagle Fayetteville
Harmon, Elaine Maureen Fayetteville	MacLeod, Edward Walker Fayetteville
Hester, Dewey Eugene Hope Mills	Marley, Lula Ritter Fayetteville
Hillburn, Donald James Spring Lake	Martin, Lucy Smith Hope Mills
Hirst, Lossie Trimble Fayetteville	McCrea, Martha Wallace Fayetteville
Hoggard, Ralph Finton Fayetteville	McDonald, Mary Annis Spring Lake
Holt, Sandra Holmes Fayetteville	McLamb, Amos William Garland
Horton, Larry Cole Fayetteville	McLamb, Joe Robert Roseboro
Huff, Jesse Clay Fayetteville	McLaurin, Curtis Leonard Stedman
Jackson, Willard Patricia Hope Mills	McNutt, Charline Hope Mills
Jackson, Roger Mrs. Fayetteville	McRainey, John Robert Fayetteville
Jackson, Roger Fayetteville	Melvin, Patricia Mae Fayetteville
Johnson, James Wilson Fayetteville	Meredith, Laura Jean Linden
Johnson, J. Frank St. Pauls	Monroe, Mary Alexander Fayetteville

Moore, Michael
Fayetteville

Oates, Ronnie O'Dell
Fayetteville

Orcutt, Robert Selwyn
Fayetteville

Osborne, Norita Gayle
Whiteville

Ostborg, Paul H, Jr.
Fayetteville

Owen, Katherine Shaw
Fayetteville

Parker, John Latham
Fayetteville

Parsons, Donald Edwin
Fayetteville

Pate, Thelma R.
St. Pauls

Pierce, Flossie Daniels
Spring Lake

Pope, Samuel Marsden
Fayetteville

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Pullen, Wilba Joyce
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Rachlin, Michael August
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Register, James Harmon, Jr.
Clinton

Roach, Roy Lee, Jr.
Fayetteville

Robinson, Troy Theodore
Fayetteville

Rulnick, Doris Dlugin
Fayetteville

Schulthise, Carl Oscar
Fayetteville

Sealey, Peter Lee
Fayetteville

Shepherd, Karin
Fayetteville

Smith, Alice Sanders
Fayetteville

Smith, Thurman Leonidas
Roseboro

Spears, Judy Leigh
Fayetteville

Spilman, Louis, Jr.
Fayetteville

Stephenson, Lois Faye
Erwin

Stewart, Margaree
Benson

Stone, Irving Norwood
Fayetteville

Swartz, Jay Walter
Fayetteville

Taylor, Carolyn Earle
Fayetteville

Teague, Harold Junior
Fayetteville

Tierney, Tommy Ray
Fayetteville

Torres, Rodolfo
Fort Bragg

Walker, William Henry
Fayetteville

Warren, Larry Wallace
Dunn

Watson, Ann Graham
Fayetteville

Wells, Gene Sheffield
Fayetteville

West, Edna Mae
Fayetteville

West, Glenda Avas
Fayetteville

Weston, Margaret Ann
Fayetteville

Wood, Jerry Crane
Fayetteville

Wright, Harvey Thomas
Fayetteville

Wright, Judith Spratt
Stedman

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