

## Caldwellians Among Officials

# Western Piedmont College Moves To New Campus

In 1963 the General Assembly authorized establishment of community colleges under Chapter 115A, General Statutes of North Carolina. From the beginning, the citizens of Burke County demonstrated their interest and strong support of the Western Piedmont Community College by approving the bond issue by a ratio of 17 to one. The Board of Trustees, comprised of prominent citizens of Buke, McDowell and Caldwell counties, assumed responsibility for the College in 1964 and elected Dr. E. W. Phifer Jr. the first Chairman of the Board. W. Stanley Moore, the first Vice Chairman of the Board, is presently Chairman.

Appointed by the Board of Trustees in October, 1964, Dr. Herbert F. Stallworth served as the institution's first president. After Dr. Stallworth left in April of 1967, Dr. Gordon C. Blank, Dean of Instruction since the beginning of the College, became President. The initial instructional services were offered by the College in the fall of 1965, although no full-time students were admitted until September, 1966. The first degrees were granted in June, 1968. The College, now in its third year of full operation, has exhibited strong growth in all program areas.

The first college offices were located in Morganton's City Hall. When the instructional program began, the College moved to Central School and also used additional rented spaces while construction proceeded on the permanent campus. On March 25, 1968, Western Piedmont began the spring quarter on its new campus, located at the intersection of Interstate 40 and Highway 64 at the southern edge of Morganton. The three buildings presently occupied are located on a hilltop in the center of the rolling 132 acre campus. In the fall of 1968 plans began for the construction of two additional buildings. The contemporary design of the architecture is enhanced by the view of the beautiful Appalachian Mountains on the horizon. Of particular interest is the campus view of Table Rock Mountain, the symbol featured on the college seal.

Western Piedmont's programs are developed to serve a wide variety of post-high school educational opportunities to citizens of Western North Carolina. The College's programs are closely coordinated with those developed by Caldwell Technical Institute, Catawba Valley Technical Institute, McDowell Technical Institute and other institutions in North Carolina's community college system so as to provide a maximum of educational opportunities at minimal cost to the taxpayer.

Western Piedmont Community College joins its sister colleges throughout the state and nation in an effort to provide quality programs designed to meet pressing educational needs. As a comprehensive institution offering a variety of post-high school educational opportunities, Western Piedmont is vitally concerned with assisting the people of North Carolina in achieving a wide range of occupational and academic goals.

The College is contributing to the major task that North Carolina has undertaken in enabling its people to face the demands and challenges of an increasingly complex and technologically sophisticated world in which the only constant is change.

Dr. E. W. Phifer Jr., charter Chairman of the Board of Trustees, in addressing the first Convocation of the College in September, 1966, expressed the purpose of the College as follows.

"What is the aim and purpose of this College as it concerns these students and future students? We know that the educational philosophy of the community college movement is grounded in the premise that in some way, and to a varying degree, the human mind has the innate ability to learn, and that everyone should have the opportunity to learn all he is willing and able to learn. . . .

"First, great stress has been placed by political leaders and others on the economic aspects of education. . . The technical and vocational programs of this College are directly geared to increasing the student's earning power. This is important not only to the students but also to the economic well-being of society at large.

"Secondly, our educators attempt to teach those particular disciplines which are so necessary for enlightened citizenship in a democracy, and this is also important.

"Thirdly, many thoughtful people believe that educational institutions fail to stress properly the so-called 'home-ly virtues'; namely, integrity, industry, dependability, self-discipline and consideration for others. These attributes are commonly lumped under the term 'Character.' It seems to me that it would be regrettable if this College failed to recognize as its obligation the instillation of these attributes. "A final purpose of the College which I wish to mention and is perhaps its prime purpose - is to increase the student's cultural range and enlarge his world so that he may more nearly comprehend the expanding universe in which he lives and so that he can more fully appreciate the marvelous accomplishments of God and man."

The phenomenal growth of the College is readily seen when one compares the statistical evidence of a two-year period. In the College's first year of operation 430 students were enrolled in curricula programs (college transfer, vocational and technical) and 264 citizens participated in the adult education program. During the fall quarter, 1968, there were 770 students enrolled in curricula programs and more than 2,000 adult education students who participated in a wide range of non-credit courses. This latter division offers courses in areas of general interest, vocational, adult basic, high school diploma, and special extension such as law enforcement and firemanship training.

Western Piedmont Community College is dedicated to providing educational advantages for the people of the area it serves. Like its neighboring sister institutions, Caldwell Technical Institute and Catawba Valley Technical Institute, Western Piedmont's curriculum reflects the vocational, academic and cultural needs of the citizens

who contribute to its support and participate in its program. Complementary in program emphasis, each of the three institutions offers distinctive and diverse curricula to meet the needs of a varied student and adult population.

Western Piedmont and the neighboring technical institutes offer vocational programs consisting of courses and curricula designed to train workers for a particular trade. They also offer two-year technical programs that provide educational experience and training necessary to prepare individuals for entering semi-professional and technical or specialized occupations. Another major emphasis at Western Piedmont Community College is the two-year academic program which leads to transfer to a university. In addition to academic and vocational courses, community colleges offer a wide selection of courses in general adult education and community services for self-improvement and cultural or recreational enrichment.

At Western Piedmont, the College Transfer Program has several missions. First, it makes available the first two years of college for students who intend to transfer to a senior college to complete a baccalaureate degree. Second, it provides individual college courses for out-of-school citizens who desire to continue their education. Finally, it provides opportunity for study in the arts and sciences to those whose desire for such education is satisfied by two years or less of work.

The Associate in Arts degree is awarded to those who complete all requirements for the degree in the College Transfer Division.



The curricula in the Transfer Division are built around a liberal arts education concerned with giving students abroad understanding of the major areas of knowledge so important in our complex democratic society. In addition to instilling an understanding of the intellectual life, the program will satisfy the general education requirements in the areas of humanities, social studies, science and mathematics for the student who plans to transfer to a senior institution and includes courses which provide continuity and balance in a liberal education.

The two-year technical and vocational programs offer occupationally-oriented educational opportunities for persons desiring entrance to selected occupations. They are structured to assist the student in developing high levels of skills and competencies in specialized areas. In many of the courses, instructors from local industries teach courses.

The technical and vocational courses are not designed as college transfer courses, but general education courses are included in the total curriculum to provide a broad knowledge for the vocationally-oriented student.

The various programs are open to both full and part-time students. Some of the programs have high entrance requirements because of outside licensing agencies and special competencies needed in the occupational area, while other programs have less rigorous entrance requirements. Admission requirements vary with the programs.

On completion of the requirements of the two-year technical programs, the Associate in Applied Science degree is awarded. Students who complete the requirements for the one-year vocational programs receive a diploma.

Programs of study in the Technical Division include Accounting, Business Administration, Executive Secretary, Legal Secretary, Medical Secretary, Industrial Engineering, Associate Degree Nursing and Medical Office Assistant.

The Vocational Division includes courses in Automotive Mechanics, Mechanical Drafting, and Medical Laboratory Assistant. With the growth of the College and the determination of the needs of the people and the industries it serves, additional programs will be added, striving for a balanced educational structure among institutions serving Western North Carolina.

One of the basic concepts of the Community College system is the "Open Door" policy, the acceptance of any student into the College who is a high school graduate. Through the Division of Developmental Studies, assistance is provided for students who need reinforcement in basic academic areas. The program consists of classroom instruction as well as individualized study in the Programmed Instruction Laboratory. Programmed learning is available in a wide range of interest areas, from reading and grammar skills development to advanced calculus. This semi-self-tutoring approach, with assistance from an instructor in the lab, provides the student with assistance that is highly personalized, self-pacing, convenient and efficient.

One of the broad purposes of the community college is meeting the needs of those who wish to continue their education but who do not care to pursue a degree program or take curriculum courses for credit. The Adult Education program at Western Piedmont attempts to serve the community by providing educational opportunity in many fields, ranging in content from instruction for the educational requirements of the high school diploma to instruction in cultural or leisure time activities. Short term courses are provided for those who need additional training in a vocational or occupational area.

The course offerings in this division may be categorized into six general areas: Adult Basic Education (Literacy Training, grades one through eight), High School Diploma and Equivalency programs, Vocational Upgrading, Personal Interest and Self-Improvement, and Special Extension. College credit is not given for the adult education courses or the non-curricula extension courses; however, a certificate is awarded by the College for completion of some of the courses. There is no tuition charge for the adult courses.

The comprehensive structure of Western Piedmont Community College and the other institutions in the community college system enables North Carolina to make a continuing effort to maintain a balanced program to meet the recognized educational needs of the population.

Plans are underway for a future construction program pending final approval from various funding agencies. The new facilities involve 25,000 gross square feet of floor space and will provide for additional laboratories, classrooms, shop areas and faculty office spaces. The schematics call for two buildings, one of which will be connected to the existing Science Building by a two-level enclosed corridor. The second building will be located near the present Vocational Shop Building. The two additional buildings (bringing the complex to a total of five buildings) are expected to be occupied by Fall, 1970. Due to the rapid increase in enrollment, College administrators state that if the planned expansion was completed and available for occupancy now, every area could be utilized. Some of the College's programs are presently housed at Central School, in downtown Morganton, which serves as an adjunctive facility to the permanent campus.

Full accreditation at the earliest possible date was recently awarded to Western Piedmont Community College by the Southern Association of Colleges and Schools, a professional association of educational institutions. There are approximately 300 senior colleges and universities and 150 junior and community colleges in the Association.

In keeping with Western Piedmont's purpose; to provide quality education for the area it serves, the College made the initial step toward becoming a fully accredited institution prior to beginning full operation of classes in the fall of 1966 when the College applied for Correspondence status with the Southern Association. The College graduated its first two-year degree class in the summer of 1968, becoming accredited within the least amount of time permissible under the regulations of the Association.

The Standards of the College Delegate Assembly relate to all phases of the College's operation and activities. The evaluation covers institutional purposes, organization, administration, educational programs, financial resources, faculty competence, library, student personnel, facilities, equipment and research. Meeting of the Standards is not all that is required; major consideration is also given to the total effort of the institution and the atmosphere in which it is carried out.

On behalf of the Board of Trustees of the College, W. Stanley Moore, Chairman, stated, "The attainment of accreditation is a milestone in the developing history of Western Piedmont Community College. It is a symbol of recognition that an educational institution has achieved a mark of academic respectability and has demonstrated a level of program excellence which meets or exceeds rigorous educational standards. Citizens of Western North Carolina are rightfully proud that their community college has been admitted to membership. The people of Western North Carolina deserve no less than an excellent community college in their midst."

Western Piedmont Foundation, Incorporated, a non-profit organization, was founded in 1968 to encourage and develop public and private support of the College among the people and institutions of the area served by the College.

The Foundation was organized to make the public aware of the excellent physical plant, outstanding faculty and challenging curriculum available at Western Piedmont Community College; to advise and counsel with the Trustees of the College, giving encouragement and support to their educational endeavors; and to raise funds and secure gifts for the exclusive benefit of the College in its continuing effort to maintain and further a high plane of excellence.



The Board of Directors of the Foundation is composed of the following citizens: W. W. Couch, President, of Morganton; R. Barton Hayes, Vice President, Hudson; H. L. Riddle Jr., Secretary, Morganton; D. Holman Sigmon, Treasurer, Morganton; Sterling R. Collett, Robert L. Connelly, Frank M. DiSanto,

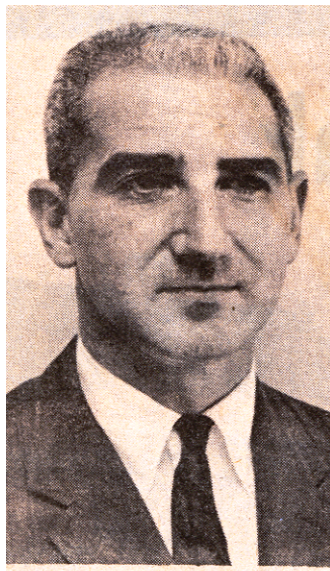
G. Maurice Hill, Jack B. Kirksey, Dr. E. W. Phifer Jr., W. E. Dale, all of Morganton; E. P. Dameron, Marion; Thomas W. Scott, Connelly Springs; Dr. C. L. Walton, Glen Alpine; Marion J. Corbett and Louis W. Garrou of Valdese.

The Board of Trustees of the College is composed of twelve appointees from Burke, Caldwell and McDowell counties. All are charter trustees, having served continuously since the establishment of the institution in 1964. Trustees serve on a staggered term system with the Burke County Board of Commissioners, the Boards of Education of Burke County School units, and the Governor of North Carolina appointing four members each.

Officers are W. Stanley Moore, Board Chairman, who is editor of the News-Herald in Morganton; Robert P. Carr, Board Vice Chairman, who is director of Engineering at Henredon Furniture Industries, Morganton; and Ben E. Hoffmeyer, Board Secretary, who is Superintendent of the North Carolina School for the Deaf, also in Morganton. Other trustees include Frank C. Patton, attorney-at-law; G. Maurice Hill, president of Drexel Enterprises; Dr. E. W. Phifer Jr., surgeon, all of Morganton; Earl M. Spencer, president of Valdese Manufacturing Company, Valdese; L. Clement Hahn, Lutheran minister of Hildebran; Thad M. Poteat, president and general manager of Westbrook Piano Company in Marion, a resident of Drexel; Dr. C. L. Walton, physician of Glen Alpine; E. P. Dameron, attorney-at-law, Marion; and Eugene M. White, Superintendent of Caldwell County Schools in Lenoir.

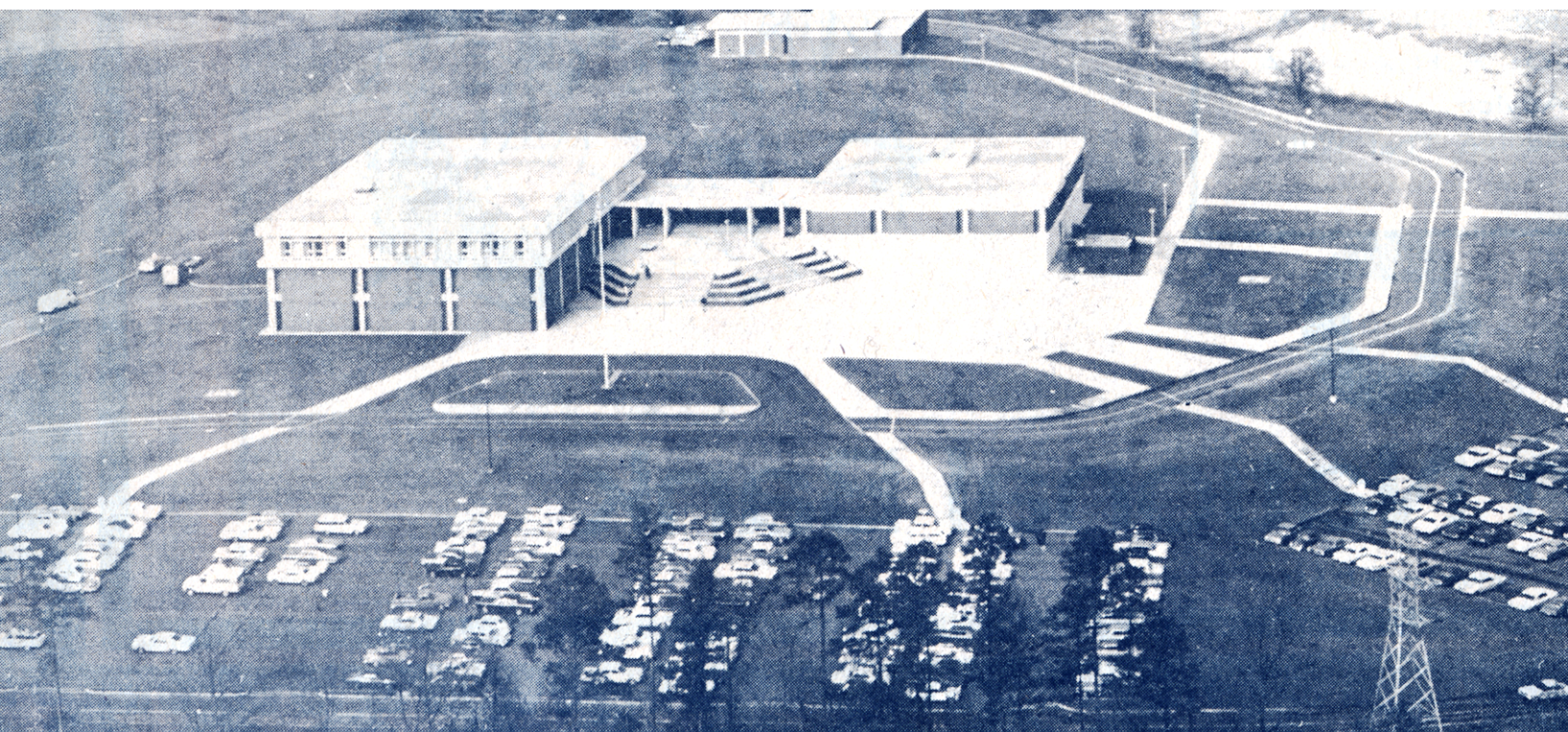
The Student Association of Western Piedmont Community College has as its President Terry Childers, a sophomore student from Valdese. Richard Hawes, Instructor in Biological Science, is Chairman of the Faculty Senate.





DR. GORDON C. BLANK









WESTERN PIEDMONT COMMUNITY COLLEGE GETS MAS-  
COT - "Dum-Dum", a purebred basset reputed to be the smart-  
est dog in the world, was presented to Miss Irma Dantzler,  
Counselor, at Western Piedmont's annual Christmas Dance.  
The dog was given, in appreciation, to Miss Dantzler by the  
students of the Western Piedmont Community College Student  
Government Association. When classes resumed in January,  
Dum-Dum led a tour of the grounds and facilities. "Dum-Dum"  
has been wholeheartedly accepted by the students of Western  
Piedmont and promises to be an aggressive and hard working  
mascot for years to come. (Photo by Doug Lay).