

WPCC Opens Many Doors To Its Students

By DOROTHY CABLE
News-Herald Staff Writer
"Gee, that guy's really interesting."

This comment came as students of Western Piedmont Community College gathered in a hall of Old Central School. The young man talking was just leaving the philosophy and human affairs class taught by Robert E. Egner.

Dean Gordon Blank, overhearing, noted later that Egner in turn is very pleased with the interest in learning displayed by students of this particular college parallel course.

The old grammar school building is alive with students and Dr. Herbert F. Stallworth, president, and his faculty are busy getting acquainted with them, their dreams, abilities, and ambitions.

The students are at Western Piedmont Community College for many reasons. Backgrounds are varied. Some have a wide range of interests. Others have yet to discover what there is to do and think about beyond the things that seem routine.

Outside a group of students sat chattering on sunny steps. A young man sat in a window, a pile of books on the sill beside him. Inside students walked quietly down the hall and there was a sound of laughter.

"We've had the usual foul up with students trying to find classes," said a secretary.

"We've been running out of books in the bookstore because we didn't anticipate classes being as full as they turned out to be," said a woman faculty member. She said the book shortage came in remedial reading and one of the mathematics classes.

Details of class scheduling are still being worked on and there is a rush to get together needed equipment. "How can you teach writing without anything to write on? Nobody thought about that." The instructor's quick complaint found equally quick promises that something would be done.

She is teaching a class that meets in the auditorium. Whether the answer to her particular problem will be lap boards or something else, wasn't certain at the moment, but something would be done—quickly.

Mrs. Gerald Sample, coming from an applied science course, was smiling at the reaction of one young man to first lessons in physics. "He said he thought it would be a difficult course, but lively." She chuckled as she admitted he'd said this after a

chalk throwing demonstration. She and some of her students had been throwing chalk to see why and how it hit.

Don Whalen, chairman of natural sciences, said he'd been hearing some extra curricular comments from students. A couple of them, interested in folk music, were already discussing the possibility of starting some sort of singing and listening group. "I think that would be good," he added.

A survey of student problems in reading has proven interesting to instructors. One asked his students to answer a number of written questions. One was: "What do you consider to be your greatest problem in reading?"

A student wrote that it was hard to remember material he did not want to learn. "I get bored," said another.

Typical comments had to do with trouble in comprehension and in "understanding what I read." Some said they were unable to stay interested, many felt the need to be able to read faster and to concentrate better. One mentioned trouble with pronunciation and another found it hard not to skip over important words and lines.

Several instructors asked students to write of their hobbies, interests, and ambitions.

One young man, having been a successful Boy Scout from tenderfoot to Eagle wanted to become a professional Scout executive so that he might serve youth as he was served. Another wanted to become a forest ranger because he likes the solitude of the forest and enjoys working with wildlife. Still another wants a career in oceanography.

Hobbies ranged from "working on hot cars" to collecting unusual knives such as daggers.

Students listed interests in archery, tennis, horse racing, billiards, reading, nursing, sewing, water sports, gardening, television, music, base ball, motorcycle racing, mathematics, Scouts, antiques, band, collecting old relics, "people," mechanical devices, slot car racing, fly tying and tackle making.

One student simply wrote: "Football, swimming, and girls!"

As varied as the students are the faculty members whose interests, skills, experiences, and curiosities reach in many different directions.

This can be regarded as fortunate, but not entirely accidental, as the faculty was chosen with some thought. There was recognition of the need for a new school to develop from zero to something that will greatly influence careers and the various communities in the area. Thus the people who make up the school are important.

In addition to being a community of competent scholars and teachers, any college faculty is a unique community of individuals. The faculty and professional staff of Western Piedmont Community College is no exception.

An analysis of the backgrounds of the members of the college provides some rather interesting summary data. Of the 34 full-time faculty and professional staff members who are presently associated with Western Piedmont Community College 26 are married and eight are single. The average age is 33½ years.

A combined total of 33 bachelor's degrees, 29 master's degrees and three doctor's degrees have been conferred upon them by various colleges and universities. The total number of years of college education amassed by the group is 187, averaging approximately "five and-half" years of college education each.

Seventeen institutions of higher education awarded the most recent degree received by each faculty member. These are Appalachian State Teachers College, Berea College, Florida Atlantic University, Florida State University, Highlands University, New Mexico, Indiana University, Massachusetts Institute of Technology, North Carolina State University, Richmond Professional Institute, Roosevelt University, Rutgers University, Southern Illinois University, University of North Carolina, University of Tennessee, University of Utah, University of Washington and Wake Forest College. Numerous other institutions of higher education, both in the United States and abroad, have been attended by the faculty.

As a group, they have had a total of 231 years of teaching experience or educational work. Twelve of the faculty have served a total of 39 years in military service, having been involved with the Army, Navy, Air Force and Coast Guard.

The geographic distribution of the places of birth of the faculty is such that 18 states are represented. These are Alabama, Connecticut, Florida, Georgia, Indiana, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, North Carolina, South Carolina, Virginia.

A total of 27 years of overseas time has been spent by the combined faculty, in teaching, study, or in the military service.

The group has a total of 60 publications to its credit, including books, textbooks chapters and professional journal articles. One faculty member wrote a book which sold over a million copies.

An analysis of the grades received by the faculty while they were students, reveals that the overall grade point average for the most recent degree received were 3.5 on a 4.0 scale. This means that the grades averaged midway between "B" and "A". A number of the faculty graduated with honors.

Eight religious denominations are represented by the faculty. These include Baptist, Episcopalian, Jewish, Lutheran, Methodist, Mormon, Presbyterians, and Unitarians. The faculty are members of 44 professional organizations and honorary societies, in addition to various civic organizations.

Many of the faculty have special interest and abilities in the areas of art, music, drama, and literature.

One faculty member formerly played for Gene Krupa and Benny Goodman. Two are former pilots, one holding a commercial license. A number of faculty members are interested in, or have special talents in, such diverse areas as sports, sculpture, furniture design, gardening, horses, fashion design, spelunking, Egyptology, chess, and skiing, in addition to numerous other avocational interests.

As a new institution committed to the use of modern educational approaches, WPCC offers students an unusual opportunity to participate in significant activities. At the college there are a number of emphases in keeping with modern educational philosophy.

These include the systematic development of teaching-learning objectives specified in behavioral terms; faculty guided independent study; provisions for team teaching, tutorial, and seminar activities; and use of many media resources both printed and technical.

Also there is the deliberate effort of the board of trustees and the college administration to encourage a climate conducive to innovation. Both have taken the position of guaranteeing and protecting academic freedom and responsibility, and intend to encourage such on the part of students and faculty.

The college has four main program objectives. They are to provide two years of college credit courses for those students who desire to transfer to senior colleges or universities, and for those students whose educational needs are satisfied by two years of study in the arts and sciences.

Also, to provide a variety of two-year technical programs designed to prepare students to enter occupations directly upon graduation.

In addition the college offers a variety of vocational programs of one year or less in length for individuals who desire to improve their competencies in their present occupations and for those who wish to prepare for new crafts or trades.

On top of all this the college aims to provide a variety of courses and programs to meet the general education, vocational, and avocational needs of the adult and out-of-school population of the community. This will include the opportunity to earn a high school diploma or equivalent certificate.

Western Piedmont Community College awards two degrees. These are the degree, Associate in Arts (A.A.), given upon completion of a two year program of study designed for transfer to a senior institution, and the degree Associate in Applied Science (A.A. Sc.) upon completion of a two year program of study in a technical field designed to prepare the student to enter occupational activity upon graduation. A diploma is granted upon completion of a one year program of occupational study. Certificates are granted upon completion of non-credit short courses and special programs.

The college parallel division has several missions.

First, it makes available, in pre-planned programs of study, the first two years of college for students who intend to transfer to a senior college or university to complete a baccalaureate degree. These are called transfer

Second, it provides individual college courses for out-of-school citizens who desire, for a variety of reasons, to continue their education.

Finally, it provides opportunity to study in the arts and sciences for those whose desire for such education is satisfied by two years or less of work. The degree Associate in Arts is awarded to those who complete all requirements for that degree.

The development of the college parallel courses has been guided by three principles.

In the first place, a program has been planned that meets the needs of the students of this area. Secondly programs that would be readily acceptable as transfer credits at other institutions have been planned. And finally there is a strong emphasis on the overall program development in order to permit the student to perceive a unity

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to the courses that he may be taking. In each case the student is counseled to take a course as part of a program. Each of his subjects, in conjunction with other subjects, forms a part of an overall program such as pre-engineering, pre-medicine, pre-agriculture, pre-forestry and pre-business administration, pre-teaching, or arts and sciences.

The social science and humanities division at Western Piedmont Community College offers a number of courses which provide the student with an opportunity to better understand himself, his society, and his cultural heritage. These include such courses as Psychology, History, Political Science, English, Sociology, and foreign languages.

"While we have been interested in man as a social creature, we are concerned about him as he is part of the natural environment. With this in mind, we have attempted to develop a natural science program that would equip the student to better perceive and understand his place in the natural order of things," say college officials.

The process of setting up a program in the sciences is complicated by many problems that are unique. There is a huge array of equipment that must be ordered, catalogued, and classified. The problem of logistics is not the only problem, however, or perhaps even the most important. The central problem,

as it is in all instances, is the planning of the educational experience, and this activity has demanded the maximum commitment of the science staff. To cope with this difficulty, the faculty of Natural Sciences has traveled to other colleges and universities to exchange views with their academic colleagues. These trips have been especially useful, and additional meetings are planned.

Science courses offered include general biology, general chemistry, fundamentals of modern mathematics, college algebra and trigonometry, and principles of physical sciences.

Until the new campus is completed, laboratories and classrooms for the science and perhaps the mathematics courses will be located in the basement of the A&P building. These temporary facilities will be furnished and equipped with new materials and should prove to be more than adequate.

In the division of Technical-Vocational education at Western Piedmont Community College the emphasis, in addition to citizenship education, is helping the student to develop saleable skills and to build up a background of theory and its application in the various sub-professional occupations. All of the programs are designed to prepare the individuals to go to work upon graduation. Inasmuch as the ability to communicate and cooperate is indispensable in the world today, related subjects in English, Psychology, History, and other humanity and social study areas are woven into the various programs as they apply.

The Technical level programs are two years in length and lead to the Degree Associate in Applied Science. The students in the technical programs are all high school graduates and will take the same number of credits of work as the college parallel students.

The Business Education Department, under the direction of Paul W. Hutchins, will offer technical courses and programs in the areas of secretarial science, executive and medical, accounting, and business administration. In addition to the above, college parallel courses for the Pre-Business Administration transfer program are also conducted by this department.

The required courses in these programs are directly business related, and every effort will be made to work with advisory committees comprised of local businessmen to keep the subject practical and applicable. Some of the courses to be offered this fall are typing, shorthand, business mathematics, introduction to business, and business filing.

Courses to be offered in the future include accounting economics, business law, business finance, office machines, introduction to electronic data processing, business management, and others.

The equipment and tools for learning and teaching of business subjects are of the latest design. A variety of makes and models of machines was chosen to enable the student to become proficient on a number of machines, including typewriters, dictating and transcribing machines, adding and calculating machines, and other business machines.

In relation to the Nursing Program it must be said that this is an area of education undergoing a profound change. Across the nation the Community College is the main vehicle for this type of nursing education. The program prepares the student to become a registered nurse in an educational setting rather than in a service setting, and in the coming years, this program probably will gradually replace many of the three year programs across the country.

The students in this program will live at home while preparing for nursing careers. The program is designed for both males and females, married or single, and age is no barrier. The students who are prepared in their own community have a tendency to remain in the area upon graduation.

The nurse student at Western Piedmont Community College will often be seen sitting at the bedside listening to the patient, talking with the family, or planning and carrying out the day to day care of the patient. The student will also meet the people in doctor's offices, in schools, at the recreation center, in nursing homes and other health agencies as well as in the hospital. Student nurses will learn about health promotion, prevention of illness, and care of the sick. The experiences are carefully selected according to the learning needs including the theory, demonstrations, and applications of knowledge and nursing skills.

New concepts, new teaching methods, and new teaching aids will help make this streamlined program effective. For instance, single concept film-loops will enable students to study on their own about the techniques of nursing.

Programmed texts enable the student to be ready to calculate medical dosages prior to instructor lectures and demonstrations on the same subject. In all of the programs emphasis is placed on the students learning, problem solving and self-direction, while at the same time working under the guidance of his instructors.

The vocational programs at Western Piedmont Community College are designed to provide skills and directed experience for students. Both the mechanical drafting and the automotive programs are designed to proceed from the basic theory aspect into the applied experience aspect. Modern industry, in seeking new employees, generally asks applicants what skills and experience they have, and many job openings remain unfilled because of the lack of skills or experience in the specialty.

The combinations of skills needed to start on a job and the knowledge important to one's success on the job form the content typical of the vocational programs at the college. Some of the present enrollees are recent high school graduates, others are employed persons who want to prepare themselves for a better job. These students will receive the training in the basic skills and knowledge in their chosen specialty, plus related information such as applied mathematics, communications, human relations, applied science, industrial organization, and orientation courses.

The mechanical drafting program presently has enrolled mostly employed persons, both male and female. The program will be temporarily housed in the Central School building which has a drafting laboratory set up for twenty students. This fall the program will be held at night and the students will go to class four nights per week while studying basic drafting. Future courses include mechanical drafting courses, courses in shop processes, metallurgy, math courses in geometry, algebra, and trigonometry, and other courses related to the field of drafting. There are still a few openings for this program.

The automotive mechanics programs will be temporarily housed in remodeled facilities underneath the A&P building. The fall offerings in the automotive curriculum include a study of automotive engines. This program will also be held at night.

In this program the student will receive instruction and do laboratory practice in the diagnosis and repair of all mechanical aspects of the automobile. Future courses include electrical and fuel systems, chassis and suspension, air conditioning, blueprint reading, welding, and many more. This program will provide a basis for the student to be able to understand and adapt to new techniques for servicing and repairing as newer models come out.

The adult education and community services division of the college has the task of attempting to provide all needed programs and services not included in formal curricula for credit under the academic and vocational - technical divisions.

While adult education courses are non-credit, certificates are awarded to students who satisfactorily complete each course. In addition there is cooperation with other divisions of the college in arranging extension classes for credit wherever needed.

A comprehensive adult education program would include offerings in agriculture, Americanization, arts and crafts, business and distributive education, civic and public affairs, engineering and technological courses, elementary education, parent and family life, safety and driver education, industrial and trade education, remedial courses, general academic courses, homemaking, health and physical education, music, and miscellaneous courses.

Obviously, in a small institution with limited financial support, it is impossible to offer courses and services in all these areas. Classes already offered include adult basic education (literacy training through the eighth grade), principles of supervision, personal typing, water color painting, oil painting, conversational French, automotive air conditioning, basic slide rule operation, cloth cutting, power sewing, pressing and inspection, effective speaking, medical terminology, anatomy, and physiology (for medical office assistants).

Two art exhibits have been presented: one, a traveling exhibit from the North Carolina Museum of Art, the other, a showing of the work of students in the water color painting class. Over 800 viewed the art exhibits, and 522 adults participated in one or more of the formal classes.

During the fall quarter this year, continuation of these courses is planned, also there are additional offerings in the areas of family life, parent education, vocational upgrading in various areas, citizenship, creative arts, business education, personal development and cultural enrichment.

The basic philosophy of adult education may be easily summarized. Here it is:

A person is never too old to learn, if he has the desire and need to do so; therefore,

The education of the individual should be a continuing process, and every citizen has the right to the opportunity of continuing education.

We at Western Piedmont subscribe wholeheartedly to these beliefs, and will strive to implement them in our offering," say college officials.

Various methods are used in determining the need for courses and services for adults. Suggestions from members of the public, from members of our various advisory committees, requests by employers and employees, information gleaned from personal contacts and mail surveys, are just a few of the means used. Anyone who has valid suggestions for needed courses is invited to contact the director of adult education, Western Piedmont Community College.

Western Piedmont Community College operates under the "open-door" policy of admission. That is, any student who has completed high school or has a high school equivalency certificate and completes application is automatically admitted to the College.

Applications are available at the College and all area high schools. Western Piedmont Community College applications are made up of three parts. Part I is completed by the student and mailed to the College. Part II constitutes the students' scholastic record and is completed by the high school and returned to the College, and Part III is made up of a family health record which the family completes and a report of physical examination which is completed by the family doctor who returns this part to the College.

A tuition deposit of \$10.00 is required to be submitted with each application. This amount is credited to the students' tuition and fees at the time of registration. Tuition deposits are non-refundable, except when a student is denied admission to the College.

When a student's application has been completed, he is then scheduled for a battery of placement tests. The test battery includes Academic Achievement, Mental Abilities, Interest and potential for success in education beyond the high school.

Upon completion of the testing program, the student is given an appointment with one of the members of the Counseling staff for review of his high school record and test scores. At this time the student is advised as to his potential success in the program of his choice. He may be required to take courses in the Developmental Studies to overcome deficiencies in certain areas, he may be permitted to enter this chosen program, depending on information available at the time of the interview.

Every effort is made to place the student in work for which he is prepared and which will challenge him to the best use of his time in furthering his education. At the same time, care is exercised to avoid placing the student in areas for which he does not have the background for success. Rather, he is challenged to take developmental work until such time as he is prepared to begin the more difficult courses.

The Math tests set the standards for determining the students' readiness for courses in Math, Chemistry, and Physics. The English and Reading tests are used to determine readiness for English, Biology, World Civilization, and Foreign Languages.

The Reading test is also used to determine the students' potential ability to master the course work in which considerable reading is required. A student's ability to read well is a good index for predicting success in education beyond high school.

While testing is widely used, it is not considered as perfect in predicting potential success. At Western Piedmont Community College, tests are used only as indicators in connection with the high school record and in interviews with the student, e.g. whether or not he feels competent in the various areas or whether a feeling of the need for additional work is necessary before launching into a more intensive program of studies.

Every effort is made to insure that the student has the basic foundation upon which to build his chosen career.

At present the student financial aid program consists of those financed largely by the Federal Government through the U. S. Department of Health, Education, and Welfare. Two programs have thus far been financed and are operational.

The College has been granted Work-Study funds in the amount of \$43,718 for the school year 1966-67. These funds are used to pay students for part-time work at the College. Under this program the student may work up to, but not in excess of, 15 hours per week and receive \$1.25 per hour or \$350.00 per year.

Educational Grants in Aid funds in the amount of \$8,120.00 has been allotted the College. These funds are for those who would not otherwise be able to continue their education and must be matched with other types of aid such as National Defense Loans or local scholarships.

Western Piedmont Community College has been assured of \$25,000.00 in National Defense Loan Funds as soon as the congress appropriates the funding of this bill. This possibility is the most familiar type of student aid, since it has been available to students for several years.

In addition to the above which are handled by the College, there are also loan funds available through the College Foundation, Inc. which is financed by North Carolina Bankers. Under this program the student may receive a loan which is guaranteed by the Federal Government no interest while attending school and at 3 percent during the repayment period. Applications for this aid is processed through the Foundation Office in Raleigh.

The Department of Community Colleges in Raleigh made available funds for a Special Summer Work-Study Program, under the Vocational Education

Act of 1963 in the amount of \$4,280.00. These funds are used to aid students during the summer to work at the College to supplement their finances for the coming school year.

There are six students working under this program at the present.

Western Piedmont Community College has applied for \$13,500.00 under the Vocational Education Act of 1963 for Technical-Vocational students Work-Study for the 1966-67 school year. No commitment has been made on this request but it is anticipated that it will be honored and funded in the near future.

Students needing financial aid to attend Western Piedmont Community College should contact the Student Personnel Office for an application.