

Introducing
**Southwestern
Technical
Institute**



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SOUTHWESTERN TECHNICAL INSTITUTE

Sylva, North Carolina 28779

Recognized and Approved By

Division of Vocational Rehabilitation
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North Carolina Department of Community Colleges

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Inside Front Cover	State Board of Education STI Board of Trustees

August 1972

FROM THE PRESIDENT

Southwestern Technical Institute began as a dream of a few Jackson County visionaries who believed each citizen has the right to training and educational opportunities and that these opportunities should be unique to the needs and desires of each citizen. This institution was established for this purpose. The institution is dedicated to serving the maximum number of these educational needs of a maximum number of citizens within the service area. As a member of the North Carolina Department of Community Colleges System, Southwestern Technical Institute qualifies as a comprehensive career preparation institution with training and educational opportunities spanning the entire spectrum of employment possibilities for our area. Flexibility is the key to making the comprehensiveness and appropriateness of training opportunities as successful as they have been.

Southwestern Technical Institute is depicted as an “open door” institution. Simply stated, this means any person applying for admission is accepted into enrollment, possibly below entry level for entering a curriculum, but certainly into a learning environment commensurate with individual ability and directed to increasing basic individual skills and knowledge to entry level within the shortest possible duration considering individual learning rate.

The individual is important at Southwestern Technical Institute. If this institution can help any individual to achieve at a higher level of productivity and job satisfaction while bringing a positive influence on the economy of the region, then the efforts are well justified. Anything less is not good enough for Southwestern North Carolina.

E. E. Bryson

HISTORY

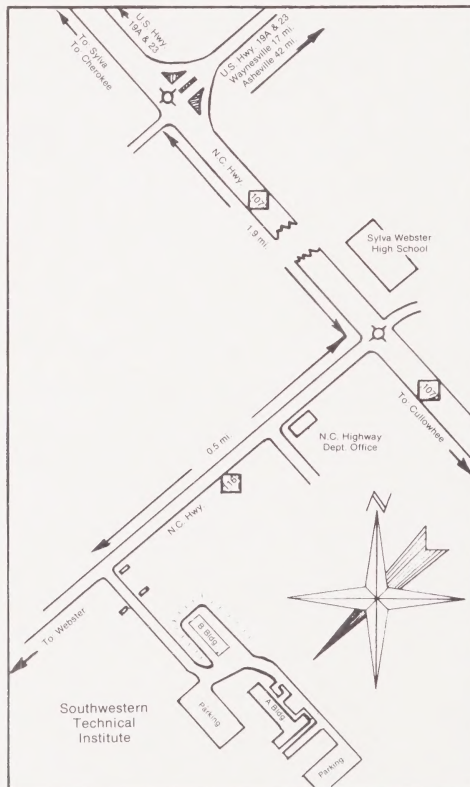
Southwestern Technical Institute was founded in 1964 as an area educational institution within the system of community colleges of North Carolina. Jackson, Swain, and Macon counties make up the primary service area of this institution.

From the time of its creation in 1964 to January 1, 1968, it was part of Asheville-Buncombe Technical Institute. On January 1, 1968, the school became an independent institution and was re-named Southwestern Technical Institute.

Location

Southwestern Technical Institute is located two miles south of Sylva off the Webster road near the 14th Division, State Highway Commission offices.

Situated on a beautiful hill in the midst of a twenty-three acre tract of land with spectacular scenery in all directions, the Institute is five miles from the Western Carolina University campus and only twenty miles from the Cherokee Indian Reservation and Great Smoky Mountains National Park. Franklin is twenty miles to the west. Cashiers-Highlands is thirty miles south, and the Blue Ridge Parkway is only twelve miles away.



PURPOSE

As defined in the General Statutes of North Carolina, a “technical institute” is an educational institution dedicated to the educational needs of the particular area which it serves. It has the responsibility of offering vocational programs, technical programs, and general adult courses to any young person or adult in the area.

The purpose of Southwestern Technical Institute is in keeping with the idea that the most meaningful knowledge is that which can be put to productive use by meeting the diverse educational needs of adults within the area and by serving the demands of new and existing industries.

Our aims reflect a firm philosophy that education should equip every individual, within his capacities, with the competence to attain his economic, social and intellectual goals. Physical and mental skills will be developed so that each student will be able to contribute significantly to society. In addition to skills and knowledge, the curriculum offers exploration into the humanities to help students understand their responsibilities of citizenship.

OBJECTIVES

In keeping with these purposes, the Board of Trustees, the faculty, and the administrative staff have adopted the following specific objectives:

1. To provide expanded educational opportunities for young people and adults who will not continue their education otherwise.
2. To provide relatively inexpensive, nearby educational opportunities for high school graduates, school dropouts, and adults.
3. To provide two-year technical programs for individuals who desire employment as technicians.
4. To provide vocational programs for individuals who seek employment in trades.
5. To provide programs of vocational education for employed adults who need training or re-training or who can profit from the program otherwise.
6. To provide suitable courses for individuals who wish to further their education and enrich their lives.
7. To offer testing, guidance and counseling services to students, as well as to any other person in the area who has need of such service.

STI OPERATING BUDGET AND LOCAL FUNDS

In addition to providing training and leadership for thousands of young people and adults in our Tri-County Area (Jackson, Macon, and Swain), Southwestern Technical Institute has provided a substantial financial impetus to the growth of our area. Since STI was founded in 1964, its total operating budget has amounted to:

\$2,412,509.00

Toward the support of this budget, the three counties have contributed a total of:

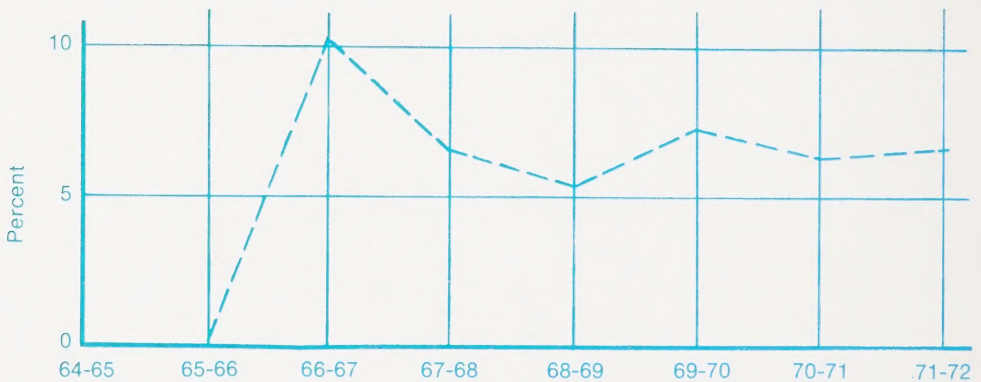
\$152,988.00

which is approximately 6.3% of the total operating budget. The (figure) total Tri-County contribution of **\$152,988.00** has been expanded almost sixteen times by the addition of outside funds to **\$2,412,509.00**. The graph below shows how much money, percentage wise, was contributed annually by the Tri-County Area.

The graph below shows STI's annual operating budget as compared with local funds from our three county area (Jackson, Macon, and Swain).

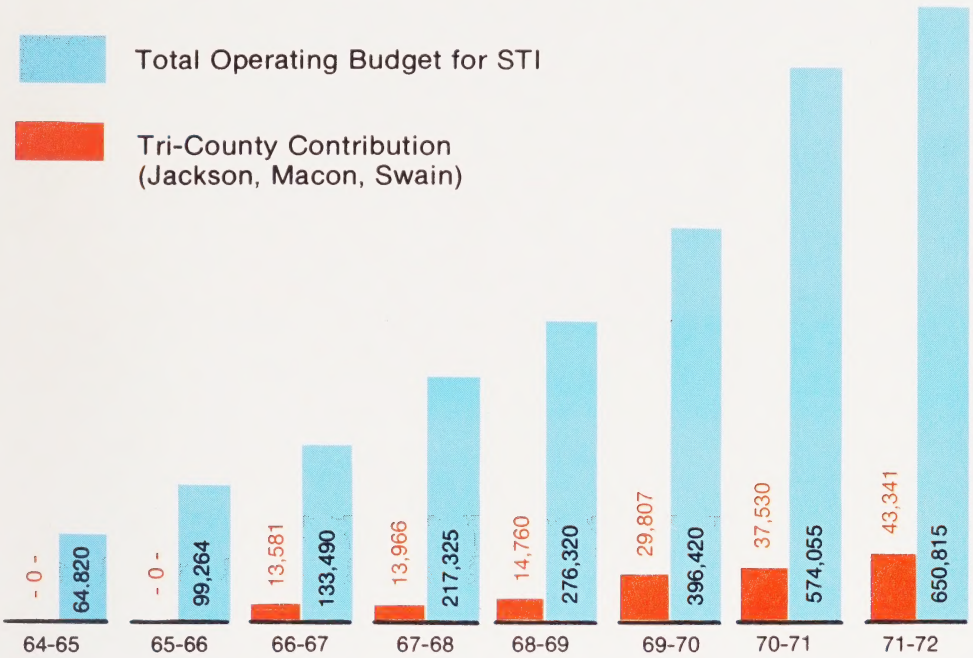
The graph below shows the annual contribution from each of the three counties.

Breakdown by county of total Tri-County contribution:



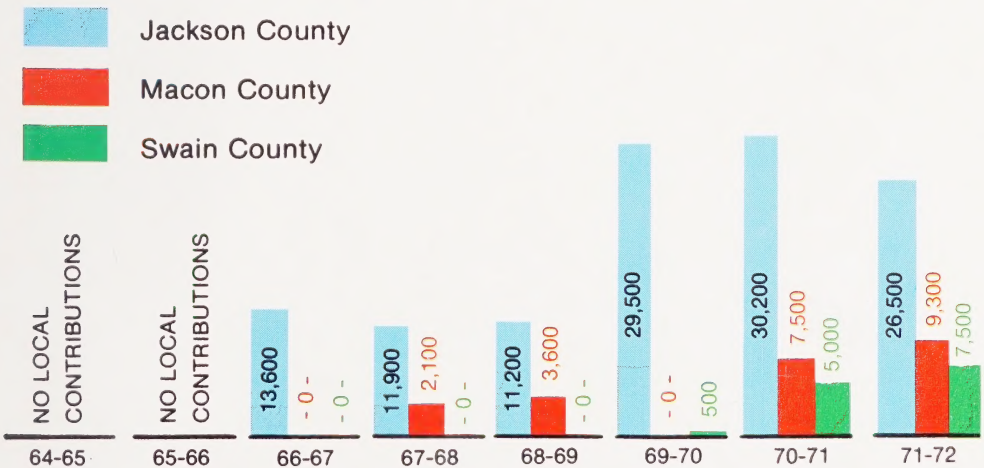
Percentage of Total Budget Contributed
By The Tri-County Area

The graph below shows STI's annual operating budget as compared with local funds from our three county area (Jackson, Macon, and Swain).



The graph below shows the annual contribution from each of the three counties.

Breakdown by county of total Tri-County contribution:



STUDENT FINANCIAL AID PROGRAM

Student financial assistance in the form of low interest loans, grants, scholarships and part-time employment is available to any student who qualifies and makes application. Generally speaking, student aid is provided on a "need" basis to persons who qualify. Some of the student aid programs are listed below.

College Work-Study Program

College Foundation Incorporated Loan Fund

National Defense Student Loans

N. C. State Board of Education Loan Fund

Educational Opportunity Grants

OTHER AID PROGRAMS

James G. K. McClure Educational & Development Fund

American Cancer Society, Franklin Award Scholarship

Veterans Administration — G. I. Bill

N. C. Division of Rehabilitation

Art Scholarship

Social Security Administration

Bureau of Indian Affairs

Suzanne M. Davis Loan Fund

Details covering any of these programs may be secured from the Student Services office at Southwestern Technical Institute.

INDIVIDUALIZED INSTRUCTION

Individualized Instruction is a relatively new concept in education that is beginning to appear in many of the more progressive schools and colleges across the country and Southwestern Technical Institute feels that it can best serve the needs of its students through this concept.

The primary benefits to be realized from Individualized Instruction are that the student is freed from the traditional academic calendar — he may enter and finish at any time — and he is not forced to compete with other students with different learning rates. He learns at his own rate toward specific performance objectives and the goal of Individualized Instruction therefore becomes the attaining of specific knowledge and skills rather than the “serving” of a certain amount of time in a classroom as is done in traditional teaching.

Individualized Instruction has long been an ideal of American education, making it possible for every student to be actively involved in learning those things that are most relevant to his career objectives. It is not simply independent study but involves an ideal interaction between student and teacher in a learning environment.

Southwestern Technical Institute feels, then, that the adoption of Individualized Instruction represents a significant opportunity to improve the quality and flexibility of its offerings to the people it serves.

SOUTHWESTERN TECHNICAL INSTITUTE

“AN OPEN DOOR” IN THE MOUNTAINS





CURRICULUMS

DEPARTMENT OF COMMERCIAL SPECIALTIES

- Business
 - Accounting
 - Business Administration
 - Secretarial Science
- Commercial Art and Advertising Design

DEPARTMENT OF GENERAL EDUCATION

- Associate Degree in General Education
- Developmental Studies
- Special Programs

DEPARTMENT OF HUMAN SERVICES

- Child Care Worker
- Cosmetology
- Early Childhood Specialist
- Environmental Technology
- Practical Nursing Education
- Recreation Technology

DEPARTMENT OF INDUSTRIAL-VOCATIONAL SKILLS

- Auto Body Repair
- Automotive Mechanics
- Carpentry
- Electronic Servicing
- General Masonry
- Plumbing and Pipefitting
- Surveying

ADULT EDUCATION AND COMMUNITY SERVICES

- Adult Basic Education
- General Adult Extension
- Learning Laboratory
- Mobile Classroom
- Occupational Extension
- Training for New and Expanding Industries

STI INTRODUCES COOPERATIVE EDUCATION

In keeping with its policy of offering new and enriching educational experiences to its students. Southwestern Technical Institute is preparing to introduce Cooperative Education in some of its curricula and extend it to others later.

Since Cooperative Education is new in this area, we believe a brief history and explanation would be helpful.

What is Cooperative Education

Cooperative Education, as the name implies, is a joint enterprise between the school and private industry. Within this program, students are employed for a specific period of off-campus work as a required part of their course. This employment should be related as closely as possible to the student's course of study. In other words, Cooperative Education combines classroom teaching with practical experience on the job.

History of Cooperative Education

Formal Cooperative Education began at The University of Cincinnati in 1906 under the leadership of Professor Herman Schneider. The Plan itself was the result of much observation and experience in Professor Schneider's own life. He had largely earned his way through college and, in so doing, had realized how much more meaningful his own education had become as a result of his working while in school. He envisioned a new type of collegiate institution which would offer combined classroom instruction and practical training in industry. Thus, the student would be more effective in rendering to industry the services for which he was being trained and increase his capacity for understanding classroom teaching.

In attempting to interest the University authorities in his new idea, Professor Schneider found them rather skeptical. However, after obtaining their permission to talk to the industrial leaders of Cincinnati, he found a ready market for the idea because, for some time, the industrialists had recognized that there was a lack of practical knowledge in graduates who came to them for employment. Armed with this information, he returned to the University authorities who reluctantly agreed to permit him to start what we now refer to as "The Cooperative Plan". The first students began their Cooperative Education in September 1906 on the basis of a simple agreement by which they were admitted alternately to the University for classroom theory and to the plants of the companies concerned for practical instruction. The

Continued on page 16.

PROGRAMS



Assembly



Learning Resources Center



Recreation Technology



Secretarial Science

PROGRAMS



Commercial Art



Cosmetology



Masonry



Automotive

History of Cooperative Education Continued

Program developed so well that other courses were placed on a Cooperative Basis and in 1920 the entire school of engineering was shifted to the Cooperative Program.

Learning of the success of the Cincinnati venture, other colleges started programs of their own. In order came Northeastern University, University of Detroit, Georgia Tech, University of Akron, Drexel University, Massachusetts Institute of Technology, and Antioch College. Growth in the Program was slow until 1963 when real acceleration was triggered by the National Commission for Cooperative Education. Growth of Cooperative Education can best be described as occurring in three phases:

1906-1942	20 institutions in 36 years
1943-1962	50 institutions in 20 years
1963-1970	108 institutions in 6 years

HOW COOPERATIVE EDUCATION WILL OPERATE INITIALLY AT STI

A Cooperative Education Program is operated in many different ways to fit the needs and educational philosophy of each school. The period of employment, or industrial training, takes many forms and can be based on the semester, trimester or quarter system of education. The normal summer vacation can also be integrated into the system and used as part of the program. The length of the industrial training for the student varies from a low of two weeks to a high of one year.

At present, STI is introducing Cooperative Education in three of its courses:

Recreation Technology	two year program
Commercial Art and Advertising Design	two year program
Secretarial Science	two year program

In these courses, the student will attend classes for three quarters. The summer months, or quarter, would be used as their industry training period. At the end of the summer quarter, the student would return to STI to complete his final three quarters at which time he would be awarded an associate degree in his field. Eventually, it is planned to add new courses to the three already covered.

The success of the Cooperative Education venture at STI, in the final analysis, depends on the willingness of employers of the area to provide work training experiences for our students.

QUESTIONS MOST COMMONLY ASKED ABOUT COOPERATIVE EDUCATION

ARE COOPERATIVE STUDENTS PAID FOR THEIR SERVICES?

YES! By the cooperative employer. While remuneration is secondary to the educational benefits to be derived, the student's earning ability is important and, in many cases, makes an education possible. Students' earnings vary based on the type of industry and location, but they should be fair.

In addition to making an important contribution to a student's education, there are other substantial benefits to the cooperative employer:

- a. They can take a look at potential employees with no obligation to hire them on a permanent basis.
- b. They would be supplied with people who have had some training. Many employers use these students to fill in while scheduling vacations for their regular personnel. Others use the students for routine work to relieve regular personnel for more important work.

WHAT ARE THE ADVANTAGES TO THE STUDENT?

- a. The student's earnings contribute to financing his own education, leading to self-dependence and contribute to his self-esteem and confidence.
- b. For many students, the work experience contributes to a greater sense of responsibility, greater dependence on their own judgements and a corresponding development of maturity.

IS SCHOLASTIC CREDIT GIVEN FOR PRACTICAL TRAINING ON THE JOB AS A PART OF COOPERATIVE EDUCATION?

This is left to the discretion of the school. The trend is toward giving credit and Southwestern Technical Institute plans to award credit.

WILL THERE BE MANY REPORTS TO FILL OUT?

NO! At the conclusion of the student's work period, there is a brief report which industry can complete by simply checking a few multi-choice questions. This will be the basis for grading the student.

PROGRAMS



Nursing



Electronics



Plumbing



Adult Extension

CURRICULUM ADVISORY COMMITTEES

Southwestern Technical Institute has an Advisory Committee for each curriculum. These committees consist of public-spirited citizens, knowledgeable in their field, who are generous with their time and advice in solving problems and giving practical direction to the various curricula. A list of these committees follows:

Automotive Mechanics

Roger Gunter
Ray Kinsland
C. C. Mason
Roy Rickman
Don Scott
Jon Sossamon

Building Trades

W. B. Dillard
Ed Erwin
Dan Hooper
Charles Queen
Claude Welch

Business

James Barrett
James Childress
Bruce MacMurray
Dr. Eugene Vosecky
Bill Wilson

Carpentry

Clyde Andrews
Ray Clark
Dan Hooper
Edwin Ulsenheimer
Bruce Wike

Commercial Art and Advertising Design

Wick Andrews
George Becker
Bob Biddle
John Parris
Jimmy Reed
Representative Charles Taylor

Cosmetology

Sue Hall
Johnny Heinz
Ruth Moore
Eunice Skidmore
Muriel Smith
Cathy Williams
Mary Gunter

Electronics Servicing

Sam Buff
Claude Campbell
Julian Hirt
Bill Mast
Howard Warren

Fire Service Training

P. R. Bennett
John Bulgin
George Crawford, Jr.
Thomas (Bud) Rogers
Boyd Sossamon
James Talley

CURRIUCLUM ADVISORY COMMITTEES continued

Hospitality Training

Lois Alexander
Ruby Bumgarner
Eileen Dillard
Merriman Doster

Law Enforcement

Carl Arvey Kenneth Cope
Tom Gibbs Fred Holcombe
Bill Ledford William D. Lewis
James Maxey George Moses
Ernest Wright

Management Development Training

John Brown
P. K. Ferree
Jim Parrish
Jim Rogers
Bob Scott
George Shannon

Practical Nurse Education

Roger Bisson
Ruby Bryson, R.N.
Rev. Robert Clegg
Dr. P. E. Dewees
Verayle Franks
Polly Fuller
Carolyn Middleton, L.P.N.
Don Morgan
Helen A. Poteet
Dr. Creighton Sossamon
Mildred Thutt, R.N.

Recreation Technology

Jere Farley
J. D. Foust
Jack H. Frauson
Charles Hensley
J. W. Jenkins

