College of The Albemarle

1960-1985

Joseph M. Salmon, Professor
Department of Social Sciences
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Introduction

The founding of the College of The Albemarle in December, 1960, was an act of civic enthusiasm, and was the culmination of a great deal of hard work on the part of many citizens of Pasquotank County. The first twenty-five years have been characterized by continued labor and thought, initially to establish an adequate physical plant, and then to broaden the variety of programs available to meet the educational needs of the citizens in the college's seven-county service area. This brief chronicle is dedicated to the Elizabeth City Chamber of Commerce Education Committee, the legislative leadership of Pasquotank County and the Albemarle area, the people of Pasquotank County, those who have served on the college boards of trustees over the years, and all who have labored long and faithfully on behalf of the college since its inception.

Despite the fact that so much of the culture of the United States is an offshoot of Europe, its educational ideals and developments would, in time, diverge significantly from those of the Old World. The influences of the Enlightenment and the American Revolution instilled in American society a belief that all citizens should receive some education. Even in Eighteenth Century England we can find expression of this ideal in Sir William Blackstone's Commentaries on the Laws of England: "The last duty of parents to their children is that of giving them an education suitable to their station in life; a duty pointed out by reason, and of far the greatest importance of any. For, it is not easy to imagine or allow, that a parent has conferred any considerable benefit upon his child, by bringing him into the world, if he afterwards entirely neglects his culture and education, and suffers him to grow up like a mere beast, to lead a life useless to others, and shameful to himself." The phrase "suitable to their station in life"

reflects the class structure common in the Old World, and implies a concept of education that was vocational or occupational in nature. However, the American Revolution proclaimed the ideal of government by "the consent of the governed," whose educational corollary inevitably produced the ideal of an enlightened citizenry.

In a letter to James Madison on December 20, 1787 Thomas Jefferson said: "And say, finally, whether peace is best preserved by giving energy to the government, or information to the people. This last is the most certain, and the most legitimate engine of government. Educate and inform the whole mass of the people." In keeping with his educational philosophy, Jefferson had drafted proposals for a systematic plan of education for his native Virginia, only part of which was endorsed by the Legislature because of a lack of funds. However, it is remarkable that every state in the country would eventually provide for a system of education resembling that drafted by Jefferson in the late Eighteenth century.

The Industrial Revolution that came to America during the Nineteenth Century, and the ongoing process of scientific and technological discovery, caused Congress to recognize the need for higher institutions of learning that would disseminate the new knowledge. In 1862, Congress passed the Morrill Land Grant Act, providing public lands to states that would establish higher institutions to teach the "agricultural and mechanical arts." The movement to establish community colleges can be traced to the late Nineteenth Century, but received its greatest impetus in the Twentieth, reflecting further changes in America's economic, social, and cultural life.

In 1921-22 there were 207 junior colleges in the United States, although only a third were tax-supported. In 1938-39, the number had grown to 575 and by 1957-58, the total had increased to 667, more than 58% percent

of which were tax-supported institutions. During this period of growth, the patterns of educational programs and funding of two-year colleges varied widely.

Since World War II, however, the dominant feature in two-year institutions has been the comprehensive community college which, as defined in the North Carolina plan, offers: (1) freshman and sophomore courses which are transferable to senior colleges and universities; (2) occupational programs which lead to employment in vocational and technical areas; and (3) general adult education courses to develop basic literary skills, to develop specific occupational skills, or to serve personal educational needs. These purposes express the meaning of comprehensiveness as a major feature of the community college, making this American institution unique in the world of education. The community college places post-high school education within easy reach of students (giving rise to the phrase "the drive-in school"), makes higher education available at low cost, offers a wide range of educational programs and, reflecting the American technological economy, provides training for citizens to upgrade their technical, scientific, or managerial skills.

This brief chronicle can perhaps be best described as an institutional history. That is, the primary effort is to describe the major factors, events, and developments in the founding and growth of the college during its first twenty-five years. Under this purpose, the names of many individuals may be omitted who otherwise should be included in a more comprehensive history, such as student leaders, recipients of college honors, members of the college's intercollegiate and intramural teams, homecoming queens, members of college clubs, graduates, and even some

faculty and staff. All of these have been important in the history of the college, but considerations of length and cost prohibit inclusion of every person's name involved in the history.

The chronicle was written from a wide variety of sources. Charles Gordon, George Attix, N. Elton Aydlett, and Evelyn Gordon provided information for much of the section on the origin of the college. The minutes of the meetings of the college board of trustees, 1960-1985, were very valuable throughout the study. Communications with current and former college personnel, conversations with members of the community, annual reports, self-studies, and other college publications have also provided valuable information. A great number of the college reports and other publications were cheerfully supplied by President Parker Chesson, Janice Bryant, and Pam Whitley. Despite this listing of sources, however, any errors of fact or interpretation in this study should be considered the author's. Finally, I would like to thank Glenda Crane for her hard work and patience in preparing the manuscript, a task that was occasionally frustrating because of the need to rewrite sections of the report.

The Origins

While a number of states had adopted a system of community colleges prior to World War II, the system in North Carolina dates from an act of the State Legislature in 1957. At that time, there were three locally supported two-year colleges in Asheville, Wilmington, and Charlotte. The pressures and conditions that prompted establishment of community colleges elsewhere were beginning to be felt in North Carolina by 1946. Growing population and industrialization, and the return of large numbers of veterans desiring an education, combined to create a demand for additional educational facilities.

In 1950, the State Department of Public Instruction organized a committee, headed by Dr. Alan S. Hurlburt, to study the need for a system of community colleges in North Carolina. The report of the committee, made in 1952, called for legislative enactment of a system of community colleges. A significant recommendation of the report called for the state to pay half of the operating costs and half of the capital outlay of the local institutions. The 1953 legislature did not endorse the proposal, but, in 1955, the state legislature created a State Board of Higher Education for the purpose of developing a coordinated system of higher education. Higher education was defined as "all educational and instructional curricula and services beyond the twelfth grade or its equivalent."

In 1957, the board issued its first biennial report which included a section describing its view of the community college: "The Board considers a community college to be an institution dedicated primarily to the particular needs of a community or an area and including two divisions, (1) an academic division offering the freshman and sophomore courses of a college of arts and sciences, and the first or first and second years of

work of a two-year technical institute of college grade, and (2) a division which offers a variety of occupational, avocational, and recreational training programs, depending on need and demand."

In June 1957, the state legislature passed a community college law entitled "An Act to Provide a Plan of Organization and Operation for Community Colleges," providing for the establishment of local institutions which meet with the approval of the board of higher education. Section 12 of the Community College Act of 1957 stipulated that petitions from communities "...shall contain such information concerning the proposed location and plans for the financing and operation of the college as the board of higher education may require." Section 13 further elaborated the board's power: "The board of higher education shall have authority to prescribe minimum standards with respect to student enrollment in academic courses, facilities, and other pertinent matters for approval as a community college under this act." In 1960, the board of higher education issued a special bulletin reiterating these key provisions of the community college act to provide guidance to communities that were considering applying for state charters. The fact that College of The Albemarle was the first institution to receive a charter under the new system meant that its organizers would be pioneers, to be followed later by others.

In the meantime, some local interest had developed in establishing post-high school technical education in Elizabeth City. Even before the state initiatives described thus far, the value of technical education facilities in attracting local industry probably occurred to many citizens, especially in the business community. The first biennial report of the newly created State Board of Higher Education (early 1957) contained a proposal for the state to support five technical institutes. Accordingly,

the 1957 General Assembly appropriated funds to the State Board of Education to initiate a state-wide system of industrial education centers. Unlike the comprehensive community college, the industrial education center, or IEC, was structured to provide only occupational training. This prompted activity on the part of the Elizabeth City Chamber of Commerce to investigate the feasibility of a technical institution in the city.

A technical college committee was established and, in December 1957, reported to the chamber the following state requirements for locating a technical college in Elizabeth City: (1) the school would contain at least 28,000 square feet; (2) equipment would cost $150,000; and (3) potential enrollment would have to be a minimum of 220 students, 120 the first year and an additional 100 the second. The committee expressed the hope that the Enfield property on Ehringhaus Street, or perhaps the old hospital building, could be obtained. In 1959, however, the chamber's focus shifted from establishing an industrial education center to obtaining a more comprehensive community college.

Two chamber of commerce leaders, Paul Bradshaw, president, and George Attix, executive director, traveled to Wilmington, N. C. to visit that city's industrial park. While there, they also arranged a meeting with the president of Wilmington Junior College who provided them with a tour of the campus. They were very impressed by the college and returned home determined to work for the establishment of a community college in Elizabeth City. The executive committee approved of the project and Charles Gordon, chairman of the education committee, agreed to be chairman of a newly-established community college committee. Other members were Bill Wagoner, Carroll Abbott, J. Henry LeRoy, and John Moore. This committee plunged into its work with zeal, and rightly deserves much of the credit for

the founding of the College of The Albemarle. In the words of George Attix, "Chairman Gordon and his committee was without a doubt the best Chamber of Commerce committee any Chamber executive could ever have." The members would need their enthusiasm, for the next several months would be filled with numerous meetings, hard work, and not a little frustration and disappointment.

The criteria imposed by the Community College Act of 1957 set the agenda of work for the committee. They would have to document the need for a community college in the area, obtain a physical plant to house the college, and demonstrate the willingness of the citizens in Pasquotank County to support the college with taxes. Some data already existed showing the relatively small percentage of the area's high school graduates who went on to college. This information was reviewed by the committee and reported to the chamber and general public. Mr. Gordon observed that "...many families were unable to support a child in a four-year, or even a two year, boarding institution. It was further realized and recognized that we were a predominantly agricultural community and somewhat isolated. Many of the youngsters graduating had not, as it were, seen the outside world as had many students in the Piedmont and western sections of the state." With the recognition of need firmly established, the committee conducted an extensive survey in April 1960 to determine the number of students in the Albemarle area who would be interested in attending a local community college. With the cooperation of school officials, 5,000 questionnaires were sent to students in the ten county area. The response was very encouraging, with large numbers indicating a desire to continue their education beyond high school.

In the meantime, the problem of obtaining physical facilities was being addressed. In 1957, the officials of the hospital had obtained federal, state, and county approval to relocate and construct a modern facility on U. S. Highway 17 north of the Elizabeth City. The original structure housing the hospital was built before World War I and an additional building had been constructed during World War II. With the building of a new hospital, the old structure, plus an adjacent wood three-story nurses' quarters, would become available. This fact played a major role in promoting the establishment of the college. If the Pasquotank County Board of Commissioners could be persuaded to allocate the buildings for the college, a major and costly impediment could be overcome.

The possibility of adapting the old hospital facilities to college purposes had been recognized rather soon after approval of relocation. According to George Attix, the idea of using the vacated facilities for the college was first suggested by Walton Jennette. The earlier technical institute committee of the chamber of commerce had expressed interest in the old hospital in its report of December 1957. There can be little doubt that the availability of the old hospital facility played a crucial role in the timing of the community college effort. The cost of acquiring property and building a college would have presented an enormous obstacle. Fortunately, the board of commissioners approved the proposal, provided the State Board of Higher Education agreed to sanction the college.

By July 1960, the education committee could look back with satisfaction at a number of accomplishments. They had satisfactorily shown a need for a community college, had conducted an extensive survey that demonstrated that large numbers of area students would attend the proposed college, and had secured the consent of the Pasquotank Commissioners to make the vacated old

hospital facilities available for college purposes. The most difficult task was that of persuading the voters of Pasquotank County to approve additional taxes to support the college. Under the circumstances, the vote of the people of Pasquotank County in November 1960 to support College of The Albemarle is one of the most remarkable features of the entire story.

For most of the state of North Carolina, the legislative requirement that community colleges be county-based is, perhaps, reasonable. For the northeastern area of the state, however, this requirement imposed a heavy burden. A glance at the map reveals that the counties are small in area. They are also sparsely populated and relatively low in per capita income. According to Elton Aydlett, he was met with amused skepticism from some members of the State Board of Higher Education when he first suggested a community college in Elizabeth City. This reaction was no doubt a reflection of the belief that such a small, rural county would not support a community college. In the words of Charles Gordon, "For several years prior to this time, the entire area, particularly Pasquotank County, had suffered economically for the reason that farm prices had been somewhat depressed and that in 1958, the Naval Air Facility had been closed with the resultant loss of millions of dollars in payroll." One of the earliest efforts to interest the general public in the college seemed to confirm the skepticism of some of the members of the Board of Higher Education.

In late February 1960, the committee announced a public meeting to discuss the college. Other than committee members, only six citizens showed up. This seeming evidence of a lack of public interest and support was very discouraging and prompted discussion at the next meeting of the committee that perhaps the project should be abandoned. In the words of Charles Gordon, "This was almost the end of College of The Albemarle even before the

beginning..." Fortunately for thousands of students in the area, many of whom may never know the names of the members, the committee persisted. The chamber of commerce community college committee decided to expand its composition to include many additional professional, business and educational leaders. At the first meeting of this enlarged, reorganized committee, they set the fall of 1961 as a target date for opening the college. In compliance with the community college act, it was necessary for the committee to secure approval of the board of county commissioners for a referendum of the county voters on necessary tax support of the college. After some hesitation, the county commissioners voted on September 19, 1960, to submit the issue of a special tax of fifteen cents per $100.00 in evaluation to the voters.

Prior to securing approval for the referendum, the committee had persuaded the board of higher education to approve the college, conditional, of course, on voter approval of the tax levy. Obtaining this consent was a very time-consuming, laborious process. The petition process had to satisfy not only the general requirements of the community college act, but, also, the more detailed specifications of the State Board of Higher Education. The fact that the committee was attempting to secure the first charter for a college under the community college act meant that much of their work was without precedent in the state.

After a great deal of communication with board of higher education officials, correspondence with other states that already had community colleges, travel to Raleigh, and meetings, a petition that met the board of higher education's requirements was approved in August 1960. The petition, which the law required be submitted by the board of education of Pasquotank County (J. Henry LeRoy, Chairman), provided documentation of the need

for a college in the area, information on financing operating costs, physical plant, and operation plans. Success in this crucial step in establishing the college was the result of hard work on the part of the committee members at the local level and the support and guidance of Elton Aydlett, state senator and member of the board of higher education, in Raleigh.

Endorsement of the board of higher education also aided in the campaign to gain the approval of the county commissioners for a referendum. Even before approval of a referendum by the board of commissioners, the committee had embarked on the decisive campaign to gain the all-important support of the public. In Charles Gordon's words, "As the publicity program began to gain momentum in May and June of 1960, it was estimated at various times that, were the proposals to be made at those times, it would be defeated by a most substantial majority. Even as the tempo increased and with news media and radio stations here continually bombarding the area with impassioned pleas for support of such a college, and as speaking engagements were being made on an average of four times a week, the committee felt it was making little or no progress in breaking down the resistance of property owners throughout the county as they fought to retain their present tax level." With approval of the petition by the board of higher education in August, however, the committee, in Mr. Gordon's words, "began to sense a change of attitude in many areas of the county and the city."

The campaign to secure the support of the voters of Pasquotank County can best be described as furious. Fred Haney, editor of The Daily Advance, wrote several editorials in support of the college. "Letters to the Editor" from several prominent citizens endorsed the college, including Miss Hattie

Harney, Mrs. E. S. Chesson, and Dr. Thomas Nash. The boy scouts were persuaded to distribute a brochure showing the advantages to the community of having the college and Elizabeth City High School students carried a banner urging "yes" in the homecoming parade. A full-page ad was printed in the local paper bearing the names of over 250 citizens urging support and numerous "vote yes" messages were sprinkled through the want-ad sections. A trustee of Wilmington College, Harry E. Payne, urged support in a "Letter to the Editor." The community college committee members made numerous presentations to civic groups. The persuasive effort of the committee continued in intensity right up to the November 8 election and on that day, in addition to the election of a president, the voters of Pasquotank County approved the establishment of College of The Albemarle by a margin of better than two to one.

With the all-important approval of the voters of Pasquotank County accomplished, the committee proceeded to other tasks. Prior to the vote, a sign had been erected at the entrance to the old hospital announcing "the future home of the community college." On the evening of November 8, when it had become clear the voters had approved, Charles Gordon and George Attix went out to the site and removed the word "future" from the sign and, according to George Attix, may have toasted the event. The committee now had two major tasks to perform: (1) secure a charter from the State of North Carolina for the college and (2) gain approval by the legislature of funding needed to renovate the old hospital and operate the college during its first year. Once again, success depended on close cooperation between members of the local committee and the legislative leadership, especially

Senator Aydlett. The committee was required by the Department of State to assemble and present deeds, titles, and other information in order to receive a charter.

After all of this had been done it was discovered, at the last minute, that the college had not been given an official name! Without a name, a charter could not be issued. Lending urgency to the need to provide a name for the college was the fact that the decision to issue a charter (or not) would be made the next day, on a Wednesday. There was no time to lose. Charles Gordon, on a cold and windy mid-December night, first attempted to get in touch with J. Henry Leroy, chairman at the Pasquotank County school board. Unsuccessful, he next tried to contact John H. Moore, county superintendent, who was found attending a Ruritan Club meeting. Charles Gordon had always been impressed by the name "College of The Pacific" and suggested to Mr. Moore that the Pasquotank institution be named College of The Albemarle. Acting on behalf of the school board, Mr. Moore agreed to the name and Charles Gordon telegraphed the approval to the Secretary of State's office in Raleigh. The school board in a subsequent meeting voted formal approval of the action taken by Charles Gordon and John Moore. A more appropriate name could hardly have been selected for, despite the fact the college was based in Pasquotank County, the conception had been from the beginning that it would serve the citizens of the northeastern area of the state.

The charter was issued on December 16, making College of The Albemarle the first in the state system. In the meantime, the committee members held meetings in Raleigh to secure legislative approval of funding for the first year. A meeting was held with Governor Luther Hodges and the very important

advisory budget commission. Those in attendance (December 12, 13) were Dr. William H. Wagoner, superintendent of the Elizabeth City Public Schools; Senator Elton Aydlett of the First Senatorial District and member of the board of higher education; George Attix; Charles Gordon; C. Alden Baker of the Elizabeth City Chamber of Commerce; Dr. J. Harris Purks, Director, North Carolina Board of Higher Education; and Major L. P. McClendon, Chairman, North Carolina Board of Higher Education. The effort of this delegation was rewarded. The Advisory Budget Commission voted that "...approval be given to the application of the Pasquotank Board of Education to establish a community college at Elizabeth City in said county to be created, exist, and operate under the terms and provisions of the community college act." In less than a week of receiving the charter, the board of trustees of College of The Albemarle was named and held its first meeting on December 20, in the offices of the Elizabeth City Public School Administration Building. The community college act stipulated that the boards of trustees number twelve persons, two to be chosen by the governing board of the municipality in which the college is to be located, two by the board of county commissioners, two by the municipal education board, two by the county board of education, and four by the governor.

Not surprisingly, those named to the first board of trustees had been active in the campaign to found the college. They were Charles Gordon, George Attix, John H. Moore, William H. Wagoner, Vernon James, Clyde Small, Jr., J. C. Abbott, Robert Spence, John Wood Foreman, S. L. Lowery, J. Henry LeRoy, and H. A. Reid. The terms would be staggered (6, 4 and 2 years), which insured that the board would be a continuous body, always containing members familiar with the problems and operations of the college. The board

proceeded at the outset to choose its officers, with Charles Gordon elected, chairman; Henry LeRoy, vice-chairman; William H. Wagoner, secretary; and J. C. Abbott, treasurer. Since the community college act did not provide for the office of treasurer, this position would be dropped in future years and the position of secretary would be assumed by the college president.

Chairman Gordon expressed his appreciation to the board for their confidence in him and immediately established working committees to prepare the college for opening in September 1961. The following six committees were established: finance (Abbott and LeRoy); president (Moore and Wagoner); library (Moore and Wagoner); renovation (Foreman and Spence); public relations (Attix, Small, and Reid); and equipment (Lowery and James). A great deal of work awaited this first Board of Trustees. Actual transfer of the old Albemarle Hospital to the college had yet to be arranged, a president would have to be selected along with other personnel, and the old hospital would have to be renovated and equipped. In addition to these tasks, the board was compelled to make all of those decisions that, under normal operations, are handled by a college administration and staff. The work necessitated weekly meetings and, in addition, a great deal of informal consultation, as well. Later boards would be able to conduct the work with monthly meetings.

The legislature would convene in January 1961, to appropriate funds for the college but, since time was growing short, the board proceeded without the assurance of funding. An architectural firm was retained to plan the renovation of the old hospital and the renovation committee (later building and grounds) set to work, along with the equipment committee,to prepare the building for the Fall 1961 opening. This would be a formidable task. The old hospital had been vacant for some time, and

renovation and equipment funds would not be unlimited. The report of F. B. Turner, state property officer, in September 1960, provides an accurate profile of the physical conditions the board would be working with: "The heating system is old style, the equipment is old, and, while it will heat the building well for a number of years, you can expect repeated failures and repair requirements and, from time to time, replacement of heating system parts. The roof of the building, both the old and part of the new, is in rather poor condition and will require replacement in the next year or two. The new building is reinforced concrete and brick and is, except for some painting, damp proofing, and plaster repairs needed, in excellent condition and will serve for many years. The new section of the hospital can be arranged for as many as 31 classrooms of sufficient size to accommodate 20 students for general classroom instruction which, of course, would accomodate as many as 600 students." The report goes on to caution against using the old part of the building for classrooms above the ground floor and anticipates a future problem by observing that the parking area for students and faculty may be inadequate. Nevertheless, with the appropriation of funds by the legislature, renovation work was begun by several companies in the spring. Senator Elton Aydlett personally attended the Joint House-Senate Conference Committee Meeting to urge funding. Desks, chalkboards, office furniture, filing cabinets, and other necessary equipment were also acquired.

In the meantime, the board was occupied with other tasks, as well. In January, the academic curricula and admissions policies were established. To be eligible for admission, students were required to be graduates of an accredited high school and a medical examination was required. The board adopted the semester system and ten dollars was set as the student

application fee. Scholarship funds were beginning to be donated almost from the start, and later contributions by generous donors (such as the Robinsons) would provide crucial financial support for students attending the college. The first scholarship money, $250.00, was donated by the Elizabeth City Soroptimist Club in December 1960. On that occasion, which was the second meeting of the board of trustees, Vernon James proposed establishment of a separate scholarship account, which the board voted to adopt.

Selection of a president was a critical responsibility of the board. Several candidates were interviewed and considered and, on March 24, 1961, the board unanimously elected Dr. Robert Benson as president. At the time of his selection, Dr. Benson was dean of men at Elon College and had previously accepted the position of dean at another college in Laurinburg N. C. He was able to secure his release from the position at Laurinburg, and attended his first meeting of the board of trustees on April 5, 1961. At this meeting the president's salary was determined and the Board insisted that he reside in the former nurses' quarters next door to the main building of the college, because, as Dr. Benson stated, "...they couldn't find a house in Elizabeth City large enough for our six children." The three-story wood nurses' quarters would be the residence of the first two presidents, both of whom had six children. While settling his family in their new home, Dr. Benson began the process of obtaining faculty for the courses established by the board. By mid-May, the following faculty had been accepted for employment by the board: Dr. Dewey Stowers, Social Studies and Geological Science; Hortens Boomer, Librarian; Robert King, Biology; James Crump, Mathematics; Alexandra Boada, Foreign Languages; and Claude Davis, English. The first college catalog did not list these

faculty members, but all future issues would include a listing of the board of trustees' members, the administrative staff, and faculty. In addition to the catalog, the board approved the distribution of scholarship posters to these counties envisioned as a part of the college service area: Gates, Pasquotank, Camden, Currituck, Dare, Hyde, Tyrell, Washington, Perquimans, and Chowan. Hyde, Washington and Tyrell counties would later be assigned to other institutions.

The Early Years, 1961-1968

College of The Albemarle began its first session in September 1961, with 113 students. In early September, an open house was held for area residents to tour the college and more than 2,000 citizens viewed the facility. Following a faculty convocation, student orientation and counseling occurred on September 18 and 19, and the college began classes on September 21. In contrast to later years, the initial program consisted of these basic liberal arts courses: mathematics, English, social studies, science, foreign languages, and business. The program, established by the board during January, was intended to provide the work necessary for students to gain junior status in a four-year college or university. Sixty-four semester hours of credit were required for graduation with an Associate in Arts degree. The college would not change to the quarter system until 1969.

The varying admissions and transfer requirements of senior institutions have always posed some difficulty for community colleges. The first catalog provided information on the requirements of the following institutions: the University of North Carolina at Chapel Hill, the Woman's College at Greensboro, and North Carolina State College at Raleigh. Students who were planning to transfer to other colleges were advised to consult the catalogs of those institutions. Over 80 percent of the first graduates would transfer to senior institutions. The full-time faculty the first year consisted of Jim Crump, mathematics; Claude Davis, English; Alexandra Boada, French and Spanish; Bob King, biological science; and Dewey Stowers, history and geography. Dr. Benson, in addition to his duties as president, taught psychology and education, while Dr. Stowers served as dean.

Despite the limitations of the old hospital as a college facility, its location on the Pasquotank River, at the very end of Riverside Avenue, provided a beautiful setting for the college. In keeping with the recommendations of the state property officer, the newer portion of the four-story main building was utilized for classrooms, originally 12 in number. These were located on the second and third floors. The second floor of the old portion of the building housed the business office and the offices of the president, dean and registrar. The ground floor provided space for the library, student lounge (the Dolphin's Den), book store, and maintenance offices. The conference room, where the board of trustees held its meetings beginning August 16, 1961, was located on the third floor, along with several faculty offices. Those faculty and staff whose offices faced the river enjoyed a view that many of their colleagues elsewhere would envy. As enrollment and programs grew during the next several years, practically every square foot of the creaking old building would be utilized.

A major event of the first year of operation was Founders Day and Inauguration, held on November 7, 1961, in the National Guard Armory. Some 400 citizens attended, including many distinguished guests and founders of the college. Governor Terry Sandford delivered the principal address saying, "You here on the eastern seaboard are not standing still, you are not looking back; your eyes are to the front on a future bright with promise." The governor went on to say that such colleges are needed elsewhere in North Carolina and that College of The Albemarle would provide an example for other communities to follow. With his formal inauguration as the college's first president, Dr. Robert Benson accepted

the challenge to lead the new institution. He reported on the enrollment for the first semester and spoke of plans for the future which included a summer school, an expanded curriculum that would include nurses' education in cooperation with Albemarle Hospital, and the need for an auditorium and gymnasium. The ceremonies, presided over by Charles Gordon, chairman of the board of trustees, included statements by other distinguished guests, such as Congressman Herbert Bonner and the Chairman of the State Board of Higher Education, Major L. P. McClendon. Mr. McClendon praised Senator Aydlett's role in establishing the college and stated "through his tireless work and his ability to get state funds in an unprecedented manner" the college was made possible. The founding of the college, it should be stressed, would not have occurred without decdication and hard work on the part of those involved on both state and local levels.

The academic program for 165 students was little changed for the second year of classes. In June 1962, the board added business administration and business education to the basic liberal arts curriculum of the college. Realizing that a significant number of working adults also wanted an education, a greater emphasis was placed on providing evening courses during 1962-1963. In future years, the evening division of the college would become a major component in its educational service to citizens of the area, enabling many to complete their degree requirements through evening classes. During the first two years, the college library had to struggle to attain the 8,000 volumes recommended by the North Carolina Conference of Colleges. Walter Davis, Texas businessman and Pasquotank County native, generously provided $15,000 for books and materials, and the library was named in honor of Mrs. W. H. Whitehurst, a grade-school teacher of Mr. Davis.

Additional funds and books were donated by other members of the community and college. The president even traveled to Washington, D. C., accompanied by Joseph Salmon (history), to salvage books and materials discarded by various government departments or bureaus. By the end of 1963, the library had achieved its minimum goal.

The non-resident, drive-in college understandably does not provide a setting conducive to extensive extra-curricula activities. In contrast with the traditional resident four-year college, students attending a community college often work, live at home, and have a social life that is off-campus. Nevertheless, the first years of operation saw a number of significant student activities at College of The Albemarle. A student government association was established and the board began the practice of allocating funds for its operation each year. A service club sponsored by Kiwanis (the Circle K) was very active in the early years. The first college yearbook, the Pharos, was produced in 1963, largely through the work of 16 students, along with their faculty advisor, Annelle Houk. The college also fielded a basketball team, which boasted a 9-1 record for 1963, losing only to Chowan College. The basketball team would eventually participate in an intercollegiate league until funding problems caused it to be discontinued. The biology and mathematics instructors, Bob King and Jim Crump, respectively, were the coaches. Student activities would continue in later years, especially the student government, as would a variety of sports activities and clubs. The college would later possess a baseball team that traveled to Colorado to contend for the national junior college championship. It, too, would fall to financial pressure in the 1970's.

One student completed necessary courses for the associate in arts degree by June 1962. Mary Frances Jones Bennett, having taken freshman courses elsewhere, had been admitted as a sophomore in 1961. Accompanied by her parents, Ms. Bennett received the first degree awarded by College of The Albemarle. In view of the fact that Charles Gordon had played such an important role in founding College of The Albemarle, it was appropriate that he confer the first degree. The ceremony was held in the office of President Benson with the honored student's parents, Mr. and Mrs. Ray S. Jones, Sr., proudly looking on. The first regular graduation exercises were preceded by a baccalaureate service at Cann Memorial Presbyterian Church on May 26, 1963, with the Rev. George D. Heath delivering the sermon. The following Friday, May 31, College of The Albemarle conducted commencement ceremonies for its first regular graduating class. Speaking on the occasion was Dr. Allan S. Hurlburt, professor of education at Duke University. Degrees were awarded to 28 students and the President's Cup was bestowed on a student, Ira Wayne Berry, for outstanding service. Conferring of the President's Cup would be continued in future years. More than 80 percent of these graduates would go on to a four-year college, including the first graduate, Mary Frances Jones Bennett, who would complete her work at a university in Utah.

In April 1963, Dr. Benson notified the board of trustees that he would resign as president effective July 1. The board accepted the resignation with regret and appreciation and, on June 4, voted to offer the presidency to Dr. Robert Hislop.

The year 1963 would represent a major development in the history of College of The Albemarle. Not only would it see the first class graduate and a change in presidential leadership, but the college would begin moving

in the direction of offering technical and vocational programs. The addition of non-college transfer programs to the traditional college parallel offerings has been the subject of some debate for many years. Many citizens who supported establishment of the college envisioned a traditional liberal arts curriculum that would provide area students with the first two years of college work, after which they would transfer to a senior college or university to receive the bachelor's degree. These citizens regarded vocational training as inappropriate for a college and a lowering of standards. On the other hand, those supporting the addition of vocational (job preparation) training to the college program pointed out the economic benefit to the area of a skilled work force and the higher income that would be realized by citizens who upgraded their job skills. Moreover, they argued that technical-vocational courses are not the "easy" road in education, but demand as much of students' intellectual capabilities as college transfer courses.

It is the humble opinion of the writer that college transfer, technical-vocational, and adult education programs are not, if properly administered, mutually exclusive. As a matter of fact, students bound for the university could benefit from learning some auto mechanics or electrical maintenance, just as the machinist needs to have some knowledge of his country's history. The convenience of having the entire spectrum of program offerings in one location at a comprehensive community college, however, cannot be denied. At the time they completed high school, many adults were not interested in further education. They had been confined for 12 years, were tired of school, and wanted to get out into the world of work. But, after getting married and working in a "dead-end"

job for several years, these adults have acquired the experience to see the value of education for their future. Yet, such adults cannot break-away and go off to a four-year school. The comprehensive community college serves as the "second chance" for thousands of such adults to enrich and redirect their lives through educational and training programs. Nor is it necessary for these adults to enter a degree program. The same student who takes a course in English literature one evening may attend a class in air conditioning-refrigeration the next. This adult benefits from both courses, for different purposes that are equally useful or valuable.

A final consideration that points to the value of comprehensive program offerings is the impact and potential of technological change. Just as the land grant colleges were needed in the 19th century to disseminate new scientific knowledge in agriculture and engineering, the comprehensive community college is strategically situated to disseminate the more rapidly changing technological knowledge of the 20th and 21st centuries. For example, the computer, which someone sarcastically called "a high-speed moron," has become a pervasive fact of life for Americans. In the future, practically every job holder will need some knowledge of it. It can store enormous amounts of information for instant retrieval, thus saving incalculable man hours of work. Perhaps less conspicuously, but equally important, are changes in the technology of communication, manufacturing and transportation. The comprehensive community college will provide the educational services that these changes in technology will demand, enabling citizens to up-grade their knowledge and skills as they occur.

Interest in occupational education in the area had been manifest as early as 1957, when the chamber of commerce appointed a committee to

investigate the possibility of establishing a technical school in Elizabeth City. On October 10, 1962, chairman of the board of trustees, Charles Gordon, appointed a committee to study the addition of "industrial education" to the college program. On the day the board voted to offer the presidency to Dr. Hislop, June 4, 1963, it also voted to establish a committee to investigate the future status of the college as to finance and responsibilities, especially those pertaining to Industrial Education.* This resolution of the board was prompted, in part, by initiatives that were occurring on the state level. In September 1961, Governor Sanford had appointed a committee with Irving E. Carlyle as chairman, to study "education beyond the high school." The report of this commission was delivered to the governor and legislative leaders a year later. The report expressed its theme in an opening quotation from the English philosopher and mathematician, Alfred North Whitehead:

> "In the conditions of modern life the rule is absolute: the race which does not value trained intelligence is doomed. Not all your heroism, not all your social charm, not all your wit, not all your victories on land or at sea, can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgement which will then be pronounced on the uneducated."

The commission recommended the adoption of the comprehensive community college program (college parallel, technical, vocational, and adult education) by the industrial education centers and existing community colleges saying:

*emphasis that of the author

> "We recommend that in the case of Mecklenburg College and College of The Albemarle, and in those communities where no industrial education center has been authorized but where a community college should be established, there be established a comprehensive community college adapted to the educational needs of the community."

The commission also recommended that the community colleges be transfered from the jurisdiction of the State Board of Higher Education to that of the State Board of Education. The 1963 session of the legislature responded to this report by passing a new community college act. The new act placed the community colleges under the jurisdiction of a department of community colleges as part of the State Department of Education. Article I, Chapter 115 A-1, endorsed the comprehensive community college concept:

> "The purposes of this chapter are to provide for the establishment, organization, and administration of a system of educational institutions throughout the state offering courses of instruction in one or more of the general areas of two-year college parallel, technical, vocational and adult education programs..."

Six years later the legislature would further emphasize occupational training as a function of the community colleges. Tony Bevacqua of the department of community colleges would visit College of the Albemarle to provide an explanation of the new emphasis.

In the meantime, the board of trustees took actions to bring College of The Albemarle under the new system. The June 12, 1963, meeting of the board resulted in the adoption of two resolutions as follows: (1) that the State Board of Education approve admission of the college into the new system, effective July 1, 1963 and (2) to arrange a meeting with the State Board of Education in Raleigh to express interest in opening courses at College of The Albemarle in technical, vocational, and adult education. By June 18, J. Henry LeRoy had returned from a meeting with the State Board of

Education in Raleigh and reported to the board of trustees that College of The Albemarle had been accepted as a comprehensive community college under the new system, effective July 1, 1963. The timely action of the Board of Trustees meant that, once again, the college would be the first to receive a charter among all of its sister institutions in the system. Formal action was taken by the Board on June 18, 1963, to add technical, vocational and adult education to the college curriculum. New courses listed in the 1964 edition of the catalog included shop mathematics and blue print reading, drafting, electronics, sheetmetal work, and practical nursing.

The addition of the new programs meant that new physical facilities would be needed. Some of the classroom work connected with the new courses could be conducted in the main building. However, in view of the fact that practical applications of machine and tool use was an integral part of many of the new courses, the next several years would see the board and administration struggle to find more suitable facilities. Until 1972, when an occupational education building would be completed on the new campus, the college was forced to operate many of the new programs in facilities scattered throughout the area.

Rather soon after adopting vocational education, the Pasquotank County Board of Education was persuaded to allow the college to use the old vocational shop at the elementary school in Weeksville. Evening courses in sheetmetal work were taught at this location for Hayes Aircraft Corporation employees. In 1964, the college acquired the abandoned U. S. Coast Guard facility on Riverside Avenue and, until 1972, taught a variety of courses at this site, including automotive mechanics, machine shop, welding, and art. During the next several years, courses would be taught in other locations,

depending on demand, such as the Edenton Airport (automotive mechanics, carpentry, cabinet making, etc.), Hertford, the Jordan Building (Cosmetology, ADN nursing classes), and other buildings in and around Elizabeth City.

The change from primary emphasis on liberal arts to a comprehensive program also necessitated a change in the organization of the college administration. The August 21, 1963, meeting of the board of trustees authorized the employment of a director of technical-vocational education to supervise the new programs. The first director was Walter Melko, followed later by Tom Jordan, Earl Gulledge, Bob Ford, and finally Dennis Burgess, who has supervised these programs for most of the period since 1973.

Facilities for the college physical education program were also needed and, during the first several years it was necessary to improvise by borrowing scattered facilities around the area. The National Guard Armory on Ehringhaus Street and various playgrounds were utilized by the physical education department. Off-campus sites are still employed even today (such as for bowling) because construction of on-campus facilities for all programs would not be cost-effective.

Nevertheless, the board took action in 1963, to acquire property adjacent to the main campus for the purpose of constructing a multi-purpose gymnasium-auditorium. After some negotiation, these eight lots, facing the Pasquotank River, were purchased from W. G. Gaither, Sr. An architect, Andrew Pendleton, was retained to draw plans for a one-story multi-purpose structure, containing space for a gymnasium, bleachers for approximately 500 persons, locker rooms, and a stage. By November 1964,

work was progressing well and the board envisioned completion in time for commencement exercises in May 1965. In January 1965, however, work began to get behind schedule. Charles Gordon, chairman of the buildings and grounds committee, reported that the roof leaked and the plumbing and heating work was lagging. Further delays plagued the project and it would not be until March 1966, that the board authorized final payment on the building, nearly a year after the originally-intended completion. However, the gymnasium-auditorium would be intensively used for the next fourteen years until the college was relocated to its present site. Community meetings, basketball games, commencement exercises, dances, physical education classes, and plays insured that the building was well utilized.

Accreditation is always one of the goals of new institutions. Students completing work at a college declared to be of high quality have little difficulty gaining admission to a job opportunity or a university. During the college's second year of operation, it received accreditation by the North Carolina College Conference and in March 1965, President Hislop reported to the board of trustees that the school had become a member of the American Association of Junior Colleges. To be considered as having "arrived" as an educational institution, however, it was considered necessary to gain the acceptance of the Southern Association of Colleges and Schools (SACS), a regional educational accrediting association. Graduates of schools that are members of SACS are declared to have attended a quality institution. The accrediting organization requires that member schools undertake an extensive self-study in nine categories or standards: purpose, organization and administration, educational program, financial resources, faculty, library, student development services, physical resources, and

special activities. President Hislop began the preliminary work to seek accreditation in 1965. Two SACS representatives visited the campus in that year, but final approval for accreditation would not be received until December 1968, when Dr. Bruce Petteway was president. Not surprisingly, the physical facilities of the college were a major concern of the evaluators, including a lack of adequate space for future expansion. A 1966 report of the SACS visiting team stated:

> "The administration and faculty have been working under unusual handicaps in planning an adequate physical plant. The members of the committee are convinced that present personnel of the faculty or staff are in no way responsible for the present rather difficult situation. Before serious attention can be given to an application for accreditation, a thorough study by competent architectural and educational planners must be made so that a master plan for site development can be established. The lack of such planning some years ago resulted in the only permanent building being built on a site that is inadequate. Several possibilities for expansion have been suggested but no thorough study has been made and no plan established for giving direction to campus development."

The report concluded by recommending that the application for accreditation by delayed.

Of course, the board of trustees and college staff were well aware of the physical limitations referred to in the SACS Report. Nor were they idle in attempting to deal with the problem. In April 1965, chairman Joseph Kramer appointed a policy and planning committee of the board of trustees, with instructions to study the question: "What should we be looking forward to for College of The Albemarle in the years to come?" In May 1965, this committee, chaired by William F. Ainsley, reported to the board on enrollment projections through 1976-77, enlarging the campus, and the availability of funds to finance the enlargement. Projected enrollment increases made it obvious that the college's physical plant would be

inadequate in the not too distant future, but, the board was in a "catch-22" situation. They could make no long-range plans without capital construction and land-acquisition funds, but, they were unable to apply for money from state and federal sources without a master plan for long-range development. Nevertheless, in late 1965, the board retained the architectural firm of Shields and Wyatt of Rocky Mount, N. C., to draw up a master plan for future expansion. The concept produced by the architect called for a fifteen-acre campus by filling and bulkheading five acres in the river and by purchasing five acres of adjacent residential property. In the meantime, an engineering study of the cost of the river reclamation project, conducted by George Langley of Norfolk, produced an estimated cost of $150,000. On this enlarged fifteen-acre campus, the architect envisioned the construction of a library-classroom building by 1968, a technical-vocational building by 1970, and replacement of the old wing of the main building (which had been built in 1914) by 1975. However, the problem was money, or rather the lack of it. Purchase of expensive river-front real estate, and filling and bulkheading the river, would require far more than the college had any practical expectation of raising. About this time the state property officer, Frank Turner, wrote to Gordon Pyle of the department of community colleges recommending that the college relocate. After some discussion, this proposal was rejected by the board and its decision was communicated to Mr. Turner. The board felt that, aside from the heavy cost of purchasing adequate land in a new location, the existence of the newly constructed gymnasium-auditorium argued against relocation. In March 1966, President Hislop submitted his resignation,

which the board accepted with regret and appreciation. In May 1966, Dr. Bob Barringer, the dean of instruction, was named president of the college.

One of Dr. Barringer's first actions as president was a proposal to the board that the library be transferred from the ground floor of the main building to the former nurses' quarters on Carolina Avenue, which had been used as the residence of presidents Benson and Hislop. The Barringers made their home in a smaller house on Church Street. Moving the library would provide room for additional classrooms but, it must be admitted, the former nurses' quarters could hardly be regarded as an ideal library facility. Later examination of the structure would lead to concern over the amount of weight of book-laden shelves the old walls could take. Nevertheless, with enrollment projections going up (663 students in fall 1966, and 665 for fall 1967) indicating the need for more space, the board approved.

In addition to struggling with the problem of inadequate space and facilities, President Barringer's two-year tenure would be occupied with the quest for accreditation by the Southern Association of Colleges and Schools. Committees were appointed, consisting of faculty and administrative staff, covering the nine standards for examination required by the accrediting association. An institutional self-study has value beyond determining its current quality or performance. By examining every aspect of its operations, the self-study can be a prod to improvement for the institution, pointing the way to correcting problems and enhancing its ability to provide educational services to those in its area.

The self-study began in earnest in September 1966, and would be completed a year later. By this time the educational program of the college embraced the entire spectrum of courses included in the comprehensive community college concept: college transfer, technical, vocational, and adult education. The institutional self-study, in essence, would involve an examination of the extent to which the college was actually achieving its stated purpose for existing. In addition to their regular duties, the faculty and staff would spend a year in frequent meetings, writing reports, responding to numerous questionnaires, and rewriting reports. The self-study was complete in September 1967, and was sent to the Southern Association of Colleges and Schools office in Atlanta, Georgia. The SACS visiting team arrived on the college campus the following spring (March 24-27) and communicated their findings to Dr. Barringer prior to leaving. A formal written report would be sent later. In their formal report, the visiting team praised the enthusiasm and dedication of the students, faculty, and administration of the college. "The visiting committee found the administration and faculty of College of The Albemarle to be dedicated to their institution and committed to the building of a quality institution. It was evident that much hard work and planning had gone into the self study report." Nevertheless, at the end of each section covering the nine standards of college operations, the visiting committee made a number of suggestions and recommendations. With regard to SACS reports, the general understanding is that "suggestions" are optional, but "recommendations" are practically pre-conditions to accreditation. Some of the suggestions and recommendations could be followed by organizational or procedural changes. The major ones, however, were not within the power of the board of trustees

or college staff to satisfy. Not surprisingly, the inadequate facilities of the college prompted the most serious recommendation, "that the board of trustees come to a decision within the next few weeks on whether to expand the physical plant at the present site or move the college to a new location." This was the status of the accreditation process when Dr. Barringer submitted his resignation in April 1968, effective August 1. He had been offered the position of president at a much larger school, Catonsville Community College, outside of Baltimore, Maryland. The board of trustees accepted the resignation with regret, thanked Dr. Barringer for his dedicated service, and wished him well in his new assignment. A committee was appointed to search for a new president, assisted by an advisory committee of the faculty. Several candidates were interviewed by the screening committee of the board. On June 19, 1968, the position of president was offered to Dr. Bruce Petteway, previously a professor of industrial education at Lenoir Community College.

It would present a misleading picture to portray the college's first several years as only an unrelieved struggle for adequate facilities. The successes were measured in educational service to the citizens of the area. From the opening enrollment of 113 students in the fall of 1961, the student body had grown steadily until, in the fall of 1968, enrollment was 700. During this same period, the college's educational services were expanding. By the fall of 1968 the college had added secretarial administration, electronics technology, teacher's aide, automotive mechanics, machinist trade, practical nurse education, and radio-television repair to its original college transfer curriculum. An evening

program had become a permanent feature of the college's educational services, as well as a program offering a wide variety of adult education courses. Despite the physical limitations, therefore, the college was fulfilling its mission as a comprehensive institution. The fact that many of the new programs were of one-year duration caused the college to add a second graduation service in August to give these students proper recognition. This diversity and flexibility of program offerings is a characteristic of the comprehensive community college and the next several years would see some programs dropped but others added as demand changed.

Nor were the students and faculty of those early years without interest in extra-curricular activities and those out-of-class functions auxiliary to classroom work. A student government association existed throughout the first seven years and a college annual was published beginning in 1963. Its first editions were called Pharos ("Lighthouse"), then Seafarer in 1968, and then Beacon in 1969, the name it has carried to the present. During the 1964-65 academic year, the students began publication of the college newspaper, the Old Salt. Several student organizations flourished in the early years: Circle K; French Club; Spanish Club (Alexandra Boada, Faculty Advisor); Drama Club (Lucy Vaughan, Faculty Advisor); College Choir (Dr. Clifford Bair, Faculty Advisor); Phi Theta Kappa (Le Roy Dare and later Ron Riccardo, Faculty Advisors); Phi Beta Lamda (Jim Connolly, Faculty Advisor); and a Tec Club and a Science Club (Bob Weeks, Faculty Advisor). The college had a basketball team from 1963, and in 1967, became a member of the Tarheel-Cavalier Conference. Other evidence of student activity was the intramural athletic program, which included at

various times soccer, tennis, basketball, and cross-country races. Finally, students were honored for excellence early in the college's history. A President's Cup was awarded to the outstanding student from the first graduation exercises: Ira Wayne Berry (1963); Roy B. Godfrey (1964); Norman Lee Norfleet (1965); Melvin Rudolph Cobb (1966); Rudolph a Markham (1967); Wayne H. Payne and Judith C. Stanley (1968); Jimmy R. Anderson (1969). In addition to the President's Cup, awarded to students for all-around academic and civic excellence, those maintaining very high academic records were also honored, such as Betty Jean Sanders who held an "A" average for two years. While there would be changes in student activities, organization, and clubs in future years, the spirit of participation would continue.

As might be expected, the enrollment growth and expansion of educational services during the first seven years produced a need for additional faculty, together with changes in the administrative organization of the college. The first staffing of the college was simple: a president and a dean, both of whom also taught, and five faculty. By contrast, the first catalog produced by President Petteway's administration (1969) listed eight administrative officers, six administrative staff, and thirteen administrative assistants. There were also forty-nine names listed under "faculty", but only around thirty were full-time instructors, the remainder being administrative personnel. In addition to full-time instructors, the catalog listed eleven on a part-time basis. The administrative organization has changed occasionally over the years, reflecting the philosophy of the president, changes in demand for educational services, or pressures emanating from the state or federal governments. In 1969-70, however, there

were five deans (instruction, students, technical education, vocational education, continuing education) answerable to the president and the faculty was organized in departments under their respective disciplines.

By 1968, death, relocation, or the pressures of other duties had taken their toll of the founding board of trustees. Of the original twelve, only Clyde Small, J. C. Abbott, Vernon James, and J. Henry LeRoy were left.

As mentioned before, Dr. Barringer, in the summer of 1968, heeded the call to become president of Catonsville Community College near Baltimore, Maryland, and the board elected Dr. Petteway as the new president. Dr. Petteway had an engineering degree, as well as the doctorate, and at the time of his selection as president was serving as dean of transfer and occupational programs at Lenior Community College in Kinston, N. C. Dr. Petteway's background in technical and industrial education initially prompted concern among the college transfer faculty that he lacked a proper appreciation of the liberal arts. In retrospect, however, it is clear that the board could hardly have found a better person for the job of president. The most pressing need of the college at this point in its history was a resolution of the problem of inadequate physical facilities.

For much of his tenure as president, 1968-75, Dr. Petteway's time and energy would be devoted to finding the money necessary to acquire a new campus site and begin the constructin of the buildings to house the college programs. The problem the new president and the board faced was both quantitative and qualitative. Quantitatively, the college lacked space to provide classrooms, laboratories, and library facilities for the increased number of students projected for future years. The construction of the gymnasium provided some relief for the physical education program, but there

were no college spaces for field athletics such as track, softball, or soccer. Parking was already a problem and was becoming an irritant to many residents who lived along Riverside Avenue, Carolina Avenue, and Raleigh Street. Qualitatively, the main building and former nurses' quarters were physically old and not designed for purposes of classrooms, laboratories, and a library. With enrollments continually rising the maintenance and repair of these structures would become quite expensive.

Two factors would heavily influence the ability of the board and the administration to resolve the difficulty. The community college act required that the local county of residence of the college provide matching funds with those from the state for purposes of capital construction. Also, the small size and relative poverty of Pasquotank County severely restricted the amount of money its citizens could reasonably be expected to provide for college purposes. Moreover, the community college act stipulated that local operating expenses for college facilities be paid by the county entirely and, as the college grew in enrollment and program offerings, this basic operating expense increased proportionately. It is true that the 1960's saw a considerable increase in federal monies allocated for educational purposes, such as the Higher Education Facilities Act, but, just as with the state, any capital construction funds could only be obtained on a matching basis. Other federal monies were available for specific program operations (such as federal job training funds), but these funds were not available for capital construction.

During the tenures of Presidents Hislop and Barringer, the board and administration considered several options to solve the problem of inadequate physical plant. The choices boiled down to two. One was to remain at the

Riverside location and acquire additional land through purchase of adjacent property, together with filling and bulkheading several acres in the Pasquotank River. The other was to relocate the college campus and build new facilities from the ground up.

Favoring the first option was the fact that the college already owned the property in a beautiful setting. The main building, while far from ideal, was able to provide adequate space for approximately 600 students and, after 1965, the college possessed a new multi-purpose gymnasium-auditorium a few steps away. On this site, at the end of Riverside Avenue, some believed the college could provide space for future expansion by incrementally purchasing the residential property in the neighborhood, and by expanding into the river. Arguing against remaining was the fact that land acquisition of even modest amounts would be very expensive. The Langley engineering study, conducted during President Hislop's tenure, of filling and bulkheading five acres in the river, produced an estimated cost of $150,000. Purchasing local residential property would also be quite expensive, not to mention the disruptive effect it would have on a very beautiful neighborhood.

These considerations prompted a member of the board of trustees, Dr. William Hoggard, to question whether expansion "along the gold-plated river would be less expensive than moving." But, as a matter of fact, the board had made efforts to acquire an alternate, more spacious site, without success. Rather early in the college's history, Zee Rochelle had suggested the abandoned Naval Air Facility as a possible campus site in the event the college found the original campus inadequate. The board of trustees made overtures to the State Ports Authority, which had been given jurisdiction

over the abandoned federal facility, to acquire approximately one hundred acres. When the property was later sold to the Westinghouse Corporation, further efforts were made for the donation of adequate acreage for a new campus. Both of these efforts were unsuccessful. By 1969, when Dr. Petteway was serving his first full year as president, it had become evident that the college was faced with the necessity of raising sufficient funds to provide the matching money necessary to build adequate college facilities.

A New Beginning

For the moment, the master plan developed by the architectural firm of Shields and Wyatt satisfied the recommendation of the Southern Association of Colleges and Schools for accreditation. However, plans needed to be converted into reality and the board of trustees and administration would move energetically during the next few years in a number of directions to realize this goal. First, they would work through the local legislative delegation and the state trustees association to persuade the general assembly to drop the local matching fund requirement and have the state pay for capital construction. In addition, they would contact several foundations in an effort to raise funds, seek federal funds, and make an effort to persuade the general assembly to change the local funding requirement from the single county of residence of the college to the seven counties in its service area. This was considered logical and fair in view of the fact that approximately half of the college enrollment was coming from outside Pasquotank County. Also, a private fund-raising campaign would be launched and an effort would be made to persuade the citizens of Pasquotank County to support a bond issue to help pay for capital construction.

Because of the matching funds requirement and the fact that no single source would cover all cost of capital construction, those efforts would be interrelated. This was well illustrated by the observation of the chairman of the board of trustees, J. Henry LeRoy, that if the college could raise $100,000 locally, and obtain the same from the state, an application could be filed for $400,000.00 from the Higher Education Facilities Act, and $400,000.00 from the Coastal Plains Regional

Commission, both of the latter being federal programs. At the same meeting of the board of trustees in September 1968, Chairman LeRoy urged members to contact area legislators to support a change in appropriation rules for construction from matching requirements to outright appropriations. In pursuit of this goal, the board arranged a meeting with Senator George Wood and Representatives W. T. Culpepper and Philip Godwin in late 1968, to press the need for state capital construction funds. The trustees reminded the legislators that the home county was required to pay the cost of utilities, janitorial service, and maintenance, and that as programs and enrollments expand, these costs would soon be more than the poorer counties could afford. They pointed out that the state paid the entire cost for capital construction of the four-year colleges and universities. Finally, they emphasized that College of The Albemarle was a regional institution serving the citizens of a seven-county area, with only around 50 percent of the students coming from Pasquotank County.

During this same period contacts were being made with various philanthropic foundations for possible funds. Because of prior commitments, the Knapp Foundation was unable to contribute. The college had better luck with the Rockefeller Foundation. This successful appeal, which would play a crucial role in the fund drive, was no doubt due in part to the fact that Jesse Parker Perry, Jr., the Rockefeller Foundation officer contacted by the board, was a former resident of Hertford. Having lived in the Albemarle area, Mr. Perry presumably had some understanding of the difficult conditions the college was operating under, as well as some insight into the educational needs of the area. Eventually, the Rockefeller Foundation would provide over $600,000, from

1969 to 1975, to operate a multi-faceted program for needy students in the Albemarle area. Of this sum, the foundation allocated $90,000 for capital construction purposes, contingent on the board raising funds for this purpose from the county and other sources. An additional $50,000 for construction was obtained from the Z. Smith Reynolds Foundation of Winston-Salem. With this foundation "seed money," plus $15,000 set aside by the board for construction purposes, it was calculated the college could obtain a total of over a million dollars to construct an occupational education-library building. An architectural firm, Lyles, Bisset, Carlisle, and Wolffe of Raleigh, N. C., was retained to prepare the plans for construction.

In the meantime, the board of trustees and President Petteway were actively engaged in finding a new site to locate the college. For some time, it had been the opinion of the state property officer, F. B. Turner, and Dr. Gordon Pyle of the State Department of Community Colleges, that the five acre campus on Riverside Avenue provided a poor prospect for solving the college's space problem. The cost of expanding at that location was considered prohibitive in view of the river-fill estimates ($150,000) plus the cost of purchasing nearby residential property ($300,000), and the expenditure of this $450,000 would have yielded a campus of only fifteen acres. A major event in the history of College of The Albemarle, therefore, occurred in June 1969, when President Petteway reported to the board that the college had secured an option on forty-two acres of land adjacent to and north of the Albemarle Hospital. The terms of purchase were also attractive. Eula Jennings, the owner, agreed to sell for $125,000 on the basis of $12,500 down and the remainder to be paid over nine years

at 6 percent interest on the unpaid balance. An added bonus was the location. The property had 800 feet of frontage on U. S. Highway 17, thus providing good access to the college. The proximity to Albemarle Hospital would also be convenient for the college's nursing programs. With this opportunity to solve the vexing problem of space, therefore, the board of trustees voted unanimously to purchase the property. An ominous impediment to the acquisition apparently developed when the county commissioners notified the board that the county could not provide security for the unpaid balance without a referendum. The problem was resolved when Miss Jennings agreed to allow the use of the title to the property to secure the unpaid balance.

With a new forty-two acre campus and $140,000 in foundation matching money, the college leadership began the process of seeking much larger sums from the state and federal levels of government. From consultations with state and federal officials, it was ascertained that the college could obtain $235,000 from the state and $713,333 from the Federal Higher Education Facilities Act and the Coastal Plains Regional Commission, producing a grand total for building of $1,088,333. The college would struggle nearly a year before final approval was secured, and the ongoing process of inflation necessitated revision of the original construction plans to adjust for it. In early 1971, however, all funding requests had been approved, and a groundbreaking ceremony was held for the new building on February 17, 1971. Construction was scheduled to be completed by February 1972. As with the gymnasium-auditorium, a number of problems delayed progress and the building would not be satisfactorily completed until the summer of 1972, more than three months late. The new two-story

technical center, however, was a great step forward for the college. Technical and vocational programs, such as auto mechanics, that had previously been scattered around the area in inadequate facilities, were now moved to the new campus. Moreover, a number of adult education classes could now be conducted at the new site and some college transfer evening courses as well.

As soon as the college leadership had reasonable assurance of obtaining the funds necessary for building the technical center (Phase I), the board and President Petteway began preparations for securing the monies for Phase II. With a new building to house most of the technical-vocational programs and some of the adult education courses, the college would need a construction program to accomodate the library, college transfer courses, and administrative offices. Until Phase II building was complete, the college would struggle with the awkwardness of a split campus, the two parts separated by several miles. The legal necessity of the college to raise matching funds from a small and relatively poor county was again the crux of the difficulty. The board and President Petteway attempted to deal with the problem in several ways. As mentioned earlier, the college leadership embarked on a lobbying effort to persuade the legislature to drop the local matching fund requirement and adopt a policy of full state funding of capital construction. This effort failed, but other efforts were at least partially successful. In view of the fact that approximately 50 percent of the college's enrollment came from counties other than Pasquotank, it seemed logical and fair to establish a legal arrangement wherein Camden, Chowan, Currituck, Dare, Gates, and Perquimans counties would help defray the costs of college construction. After some

consideration of the problem, a community college district proposal was developed, embracing all seven counties in the college's service area, and submitted for approval to the county commissioners and the state legislature. In June 1971, the General Assembly passed an act authorizing the establishment of a seven-county district, provided that all seven counties' boards of commissioners approved. With a seven county base from which to generate local matching funds, College of The Albemarle would be in a position to secure sufficient state and federal monies to complete its building program on the new campus. Other states have adopted this system for counties, such as those in northeastern North Carolina, that are small, sparsely populated, and relatively poor. For example, Chipola Junior College in Marianna, Florida is located in Jackson County, but the state provided for support from Washington and Calhoun counties which are in Chipola's service area. Just as in the effort to obtain full state funding, however, the multi-county college district proposal was met with frustration. The proposed college district plan did not receive the approval of all seven of the boards of county commissioners, which was required for implementation. Despite this failure of the very promising college district idea, the college would receive some funds from the other counties in later years on an ad hoc basis.

In addition to voluntary contributions to the Phase II building program made by all seven counties, Camden County provided some funds for the baseball program and Gates County has contributed in several recent years. The failure of the multi-county district proposal to support the college, and the growing costs of maintenance borne by Pasquotank County, influenced the state legislature in 1973 to provide a special appropriation

of $70,792 to help pay utilities and maintenance costs. This special appropriation has been continued since 1973, and was considerably expanded in 1983.

While the college leadership was seeking foundation, state, and federal monies for building the technical center, the board and president were also exploring the possibility of raising voluntary contributions through a fund-raising campaign. In May 1969, the board of trustees voted to retain the services of a consulting firm, the Cumerford Corporation, to provide expert guidance for a building and development fund-raising campaign. Construction costs for the buildings envisioned in Phase II were estimated at around $2,000,000. With matching fund requirements from local sources, the campaign leaders set $500,000 as their target. Prominent citizens who would support the fund-raising effort were identified and a planning conference was held in February 1970. William W. Foreman agreed to serve as chairman of the drive, while the Cumerford Corporation supplied a resident director, Marion Powell, to provide professional guidance. In addition to Chairman Foreman, the local steering committee consisted of Roland Garrett, Lorimer Midgette, Stanley Peele, J. MacN. Duff, Dick Aiken, A. W. Houtz, J. Henry LeRoy, and George Wood.

Under the guidance of the Cumerford Corporation, the campaign adopted a highly organized structure, with deputy chairmen, division chairmen, and special committees to solicit gifts from targeted groups. In addition to the members of the formal organization of the fund drive, the college board of trustees, administration, staff, and faculty were strongly urged to get involved. Contributions of any value, so long as they could be converted

into cash, were solicited. A large percentage of the college faculty and staff contributed through payroll deduction. Despite determined efforts, the drive fell short of its goal, with only a little over $250,000 having been raised. Still, this sum would accumulate interest during the next several years and, when added to contributions made by Pasquotank County and the six other counties in the college service area, would provide $470,000 of local money for constructing the Phase II buildings at the end of the decade.

The Comprehensive Program

For purposes of state funding of community colleges, money is allocated on the basis of the number of full-time equivalent students enrolled in the college. This full-time equivalency (FTE) concept was developed as a basis of funding because a significant number of individual students attend college on only a part-time basis. One FTE is defined as one student who attends class 16 hours a week for an 11-week quarter. Two students who attend eight class hours a week, therefore, would be counted as one for funding purposes. As had been anticipated by earlier enrollment projections made by Presidents Hislop and Barringer, the enrollments at College of The Albemarle continued upward during the next several years.

In 1967-68, the FTE enrollment was 756, fell to 712 in 1968-69, but continued its upward trend in 1969-70 to 937 and, for the 1970-71 academic year, reached 1,095. A good part of this upward trend in enrollment was a reflection of the increase in the educational services offered by the college. Beginning primarily as a liberal arts institution, the college became, in 1963, the first comprehensive community college chartered by the state. Not surprisingly, the technical, vocational, and adult education programs attracted additional numbers of students. President Petteway believed strongly in the idea that if a need or demand for an educational service existed in the area, the college should find some way to meet it. While courses in all four areas of comprehensive educational programs were offered under presidents Hislop and Barringer, it was during the administration of President Petteway that dramatic expansion occured.

During the 1971-72 academic year, the college transfer program was divided into six departments: English and humanities; mathematics and

natural sciences; social sciences; fine arts; health, physical education and athletics; and business. Individual courses in these programs were taught by twenty-eight full-time faculty. A further refinement adopted for 1971-72, was the targeting of college transfer students' programs of study to meet specific professional goals at the four-year college or university level. Curricula were devised for the first two years, in other words, that were established to meet the professional requirements for the bachelors degree. During the 1971-72 year, these programs included pre-agriculture, pre-art, pre-forestry, pre-law, pre-math and pre-science. There was also greater emphasis placed on making college programs or courses available off-campus in the early 1970's. In 1971-72, the college offered educational psychology, general psychology, introduction to education, and sociology at Gatesville, Manteo, and Edenton. About a decade later, the demand for educational services of all kinds in Dare County would lead to establishment of the Dare County Center.

Two-year technical and one-year vocational programs were administered under the direction of the occupational division in 1971-72. In that year, the technical offerings, leading to the associate in applied science degree, included business administration technology, drafting and design technology, electronics technology, general office technology, and secretarial science. A new two-year program, associate degree nursing, was authorized for the first time in 1971, and admitted its first class in September. In later years, these technical programs would continue to expand, from six in 1971-72, to eleven in 1985. There were eight one-year vocational programs in 1971-72: automotive mechanics, machinist trade, advanced machinist trade, machine operator, marine mechanics, radio-

television servicing, practical nurse education, and cosmetology. As in the case of two-year technical programs, the number of vocational programs would increase in future years, reaching 11 in 1985.

At its inception, the college, being primarily a liberal arts institution, patterned its system after those of senior institutions to which the students would be transferring. Since most senior colleges and universities were on the semester system, the board of trustees adopted that schedule from the outset. After 1963, however, pressure by the department of community colleges began to be exerted for the college to change to the quarter system. This change was demanded on the ground that technical and vocational courses were more conveniently structured on the quarter system. After several years of delay, College of The Albemarle changed to the quarter system for the 1969-70 academic year. This move necessitated the re-drafting of nearly all of the college-transfer courses, accompanied by some grumbling among the faculty in those subject areas. Whatever else may be said of the relative merits of the semester versus the quarter systems, it must be admitted that the quarter system allows division of the entire calendar year into four equal terms, making the summer session theoretically capable of accommodating as many students as the fall, winter, or spring terms. However, it also adds an additional amount of paperwork associated with registration.

In addition to the college transfer, technical, and vocational programs, a marked expansion in continuing education offerings occured in the 1970's. The purposes of this division were aimed at providing area citizens with job and technical training, remedial education, adult general interest education, and cultural enrichment opportunities. As

might be expected, these broad and diverse purposes meant that courses offered would be the most varied of any of the college's four divisions. Courses offered under continuing education attempted to reach that very large segment of the population that could not enroll in the more structured programs leading to a degree or diploma.

Through the learning laboratory, opportunities were made available to adults who needed to strengthen their knowledge or skill in one specific subject area, or who desired to complete work necessary for a high school diploma. The expansion of this phase of college offerings is reflected in the numbers of adults involved in the learning lab. For November 1968, a total of 360 persons were served; by 1971-72, the learning lab was assisting an average of 799 adults per month. Of these 799 per month, nearly half were engaged in the high school equivalency program or the adult high school diploma program. In addition, significant numbers of students who were enrolled in college courses used the learning lab to strengthen their skills or knowledge in speech, Spanish, biology, physical science, language arts, music, math, English and vocational subjects.

For adults who were unable to travel to the college, courses were offered throughout the seven-county service area in adult basic education (grades 0-8), high school equivalency (GED), and the adult high school diploma program. The continuing education division provided or arranged specialized classes for a variety of occupations in 1971-72. College transfer, technical, and vocational curriculum courses are structured around the quarter system. However, many courses administered by the continuing education division vary considerably in duration, depending on purpose. In the 1971-72 academic year, for example, the college conducted

training programs in law enforcement, fire-fighting techniques, hotel-motel management, the Federal Occupational Safety and Health Act, adult basic education, high school equivalency, rescue squad procedures, oil painting, pilot ground school, air conditioning, new industry training, motor tune-up, civil service exam preparation, and many more. Admittedly, the college did not have the expertise on its faculty to teach all of these courses. Instead, it acted as the educational broker and organizer to arrange instructional expertise to meet an educational need. This rather extensive listing of the educational offerings of College of The Albemarle in the early 1970's illustrates vividly the spirit and purpose of the comprehensive community college, which is founded on the principle that education is a life-long process.

Traditionally Americans grew up thinking of education as something one engaged in (or endured?) between the ages of 6 and 18, or pursued after high school in a formal structure in order to receive a license or degree. Once completed, a person's education was "finished," and then one began to "live" or "work" in the years thereafter. But, this traditional view of education is highly artificial. In both living and working, we learn something nearly every day and this goes on throughout life. From an examination of the manifold educational services of the comprehensive community college, the citizen can gain an appreciation of the meaning of the phrase "education for life." Within the limits of its resources and legal mandate, the comprehensive community college attempts to be an educational "cafeteria," offering whatever skills and knowledge the citizens in its service area demand or need.

Along with the dramatic expansion in the college's curriculum and continuing education programs, the early 1970's saw a considerable increase in the size and activities of the student services division. During the early years, the minimum function of keeping student records was handled by a "registrar," assisted by a secretary. This writer, for example, was a full-time social science instructor in the 1962-63 academic year and was also designated the registrar. Most of the record-keeping and correspondence, however, was done by the secretary. Advising, counseling, and registration of students were performed by the faculty. By the mid-1960's, a full-time registrar had been employed, along with two counselors, to conduct the growing responsibilities of the student services division.

Further expansion was evident by the 1971-72 academic year. A director of student services and eight other staff shared the responsibilities of counseling, student recruitment, admissions, testing and placement, financial aid, student records, and student activities. Testing of students for aptitude and placement was available during the early years. By the mid-1960's, however, the college required all entering two-year curriculum students to be tested, using the Comparative Guidance and Placement Test developed and processed by the Educational Testing Service of Princeton, New Jersey. With the exception of students in the licensed practical nurse program, one-year vocational students were not required to take the placement test.

Student recruitment intensified during the early 1970's. In 1971-72, for example, every high school in the seven-county service area of the college was visited by counselors, who distributed catalogs, brochures, and financial aid information and informed prospective

students of the opportunities offered by the college. Beginning in the summer of 1974, the college began the practice of setting up an exhibit or display for several days at the shopping mall on Ehringhaus Street. In addition to high school visits and the annual summer mall display, the recruitment activity of the student services division included ads in area newspapers and distribution of flyers or brochures to area businesses.

Financial aid in the form of scholarships existed from the first year of operations. As mentioned earlier, the first scholarship funds, a $250 donation, were made available by the Elizabeth City Soroptimist Club in December 1960, even before the college had opened its doors. Generous scholarship funds, such as those of the Robinson family, were made available during the early years of the college. By the early 1970's, student financial aid was considerably augmented by the addition of the Rockefeller Foundation grant, part of which was allocated for financial assistance, and a number of federally-sponsored grant and loan programs. During the 1971-72 academic year, 228 needy students had been helped by these programs, totaling $52,134. The next few years showed a continued increase in student financial assistance, both as to the numbers of students assisted and the dollar amount provided:

287 students and $133,344 for 1972-73;
318 students and $239,616 for 1973-74; and
395 students and $300,740 for 1974-75.

Coming from an area long characterized by its low per capita income, the availability of financial assistance to students is a crucial factor in determining whether they will be able to receive an education.

Extra-curricular activities continued to play an important role in the life of the college during the early 1970's. In the 1971-72 academic year, eighteen clubs or organizations were chartered by the student senate, most of which conducted activities related to their interests. During the next several years, student activities would include fund-raising events, such as fish fries, dances, films, intramural athletics, participation in the city's Christmas parade, musical presentations, and programs featuring prominent speakers or performers. During 1974-75, for example, the lyceum committee sponsored appearances by the Danish Gym Team, television correspondent Peter Jennings, and Jean Dixon, all of whom were enjoyed by the general citizenry of the community, as well as students and faculty. The Satyrs, a drama club founded under the leadership of Lucy Vaughan, performed a number of theatrical productions for the enjoyment of students and community alike.

Although under the auspices of the physical education department, intercollegiate athletics played a major role in student activities during the early 1970's. During this period the intercollegiate sports program included varsity basketball, golf, and baseball. A women's basketball team was added in 1975-76. The baseball team, coached by Shelby Mansfield, was especially a source of pride to the college. In the 1972-73 season, the College of The Albemarle baseball team won the Cavalier-Tarheel Conference championship, as well as the Region X National Junior College Athletic Association baseball championship. In summary, despite the fact that the "drive-in college" cannot expect to rival student activities of four-year residence schools, and despite the awkwardness of the split-campus after completion of the technical center, student activities at College of The Albemarle continued at a high level.

In the summer of 1969, those devoted to the ideal of the comprehensive community college received what appeared to be alarming news. The 1963 Community College Act had established for North Carolina a system organized around meeting the college transfer, technical, vocational, and adult education needs of the citizens in the respective colleges' service areas. By 1969, however, a number of influential groups were complaining that the community colleges were not producing an adequate number of skilled people needed by business and industry. The 1969 session of the General Assembly, therefore, was persuaded to alter the 1963 statement of purpose of community colleges to read:

> "The major purpose of each and every institution operating under the provisions of this chapter shall be and shall continue to be the offering of vocational and technical education and training, and of basic, high school level, academic education needed in order to profit from vocational and technical education, for students who are high school graduates or who are beyond the compulsory age limit of the public school system and who have left the public schools."

The addition of this clause to the statement of purpose in the 1963 Community College Act shocked some of those devoted to the comprehensive education mission. It appeared to many of the faculty at College of The Albemarle that the state legislature was abandoning the comprehensive ideal and was moving to adopt a system of state trade schools. Were this a true reading of the legislature's action, it would have represented a particularly cruel irony for College of The Albemarle. Having been endorsed by a vote of the people as a two-year college transfer institution, it would be transformed by state action into a narrow vocational school!

In part to allay these concerns, Tony Bevacqua of the State Department of Community Colleges visited College of The Albemarle in June 1969. A

faculty and staff meeting was held to hear Mr. Bevacqua's explanation of the new measure and to voice any concerns or questions they had regarding the revision in the community college act. This writer, a member of the college transfer faculty, expressed the view of several colleagues that the legislature appeared to be abandoning the comprehensive educational role of the community colleges, with the implication that these institutions would be converted into the narrower function of state trade schools. Mr. Bevacqua, in a very direct and friendly way, assured the faculty that their fears were unfounded and that, while the revision did place an emphasis on occupational training, the statement of purpose of the community college act explicitly retained college transfer and adult education as purposes of the community colleges. Needless to say, those devoted to the comprehensive mission of the community colleges were greatly reassured by Mr. Bevacqua's visit.

While not a part of the college's permanent offerings, a program sponsored by the Rockefeller Foundation between 1969 and 1975 exemplified the spirit of "reaching out" during President Petteway's administration. Initially funded for four years, the program was extended for two in 1973 with a $200,000 grant. As mentioned earlier, of the total $640,000 made available by the Rockefeller Foundation during its six years of operation, $90,000 was allocated as "seed money" to help generate state and federal matching funds for the building of the Phase I project, the technical center. The remainder of the funds were used in a program which Dr. Petteway called "Economic Improvement through Education." In general, the Rockefeller Program was aimed at bringing the educational services of the college to those who, for lack of means or motivation, were being by-passed by the existing system. The program attempted to:

(1) identify individuals in the Albemarle area who could profit by general education and occupational training;

(2) motivate these persons to take the necessary steps toward gaining the knowledge, attitude, and skills necessary to improve the living conditions for them and their families;

(3) remove existing barriers which discouraged or detered attempts toward upward mobility;

(4) test, counsel and guide them into training programs designed to remove deficiencies and prepare them for employment; and

(5) assist these persons upon termination of their training to obtain satisfactory employment.

With characteristic enthusiasm, President Petteway embarked on a multi-faceted campaign to accomplish these objectives. Because a significant number of area citizens had no transportation, the college inaugurated a transportation system, initially using three large buses with routes to Chowan, Gates, and Dare counties. These buses provided transportation to and from College of The Albemarle five days a week. The greatest portion of the foundation's grant was expended in the program to identify, recruit and train needy students in the college's seven-county area. Not surprisingly, a significant proportion of those contacted and recruited for the program were persons living on some form of public assistance. The intended result was to overcome any impediments to their education or training and provide them with the skills to become self-supporting. Courses were held for waitress training, upholstery, the care of children and the aged, welding, masonry, and crafts for employment.

In its six years of operation, Project COA (careers, opportunity, advancement) recruiters contacted 6,418 people. Under the circumstances, their work can be called a success. Of the number contacted, 2,179 enrolled in courses, and of these, nearly half (978) completed their training program. Eight hundred and twenty-six persons found employment at the completion of their courses and a significant percentage of the remainder went on to continue their education in the college transfer, technical, or vocational programs. In 1975, the Rockefeller Foundation program came to an end. In its six years, it had provided $90,000 of vital "seed money" to generate matching state and federal construction funds, had assisted a number of students through financial aid grants, and had created opportunities for self-improvement for many who otherwise would have continued in stagnant, non-productive lives.

After receiving initial accreditation, the rules of the Southern Association of Colleges and Schools require an institution to undergo a second self-study within five years for reaffirmation of accreditation. No doubt this is required to insure that weaknesses or deficiencies revealed in the first self-study are corrected. College of The Albemarle was first accredited in December 1968, as a result of the self-study conducted under President Barringer. During that self-study, as is well known, the SACS consultants stressed the problem of the college's deficient physical facilities. They also pressed for adoption of organizational changes and recommended "that the faculty organize itself; establish rules, regulations and by-laws; and keep faculty apprised of rules and regulations relating to organization." In the midst of the self-study, Dr. Barringer arranged for the establishment of an executive committee elected by the faculty. In

response to the SACS recommendation, provision was made for the faculty executive committee to appoint each faculty member to one of five standing committees: faculty affairs, academic affairs, student affairs, athletic affairs, and buildings and grounds. Under the procedures established by Dr. Barringer, these standing committees would consider issues pertinent to their respective areas of responsibility and then submit their recommendations to the general faculty in the form of a report. The action of the general faculty on the matter then became college policy. During President Barringer's tenure, this committee system became an integral part of the college decision-making process.

In 1970, President Petteway initiated a new self-study for the purpose of securing reaffirmation of accredited status. A steering committee was appointed, chaired by Dr. Parker Chesson, director of college transfer education. The steering committee, in turn, appointed faculty members to the nine study groups required by SACS standards. This self-study was completed in 1971. Once again, the accrediting organization focused criticism on the college physical plant. Even though the new 42-acre campus had been acquired and the technical center was being constructed, the major part of the college program was still housed in the old converted hospital building. Other classes and programs were scattered about the area in substandard facilities, such as the Water Street Annex (the Jordan Building) and the converted U. S. Coast Guard Depot on Riverside Avenue. The response of the college to these criticisms was to reassure the accrediting agency that steps were being taken to alleviate the facilities problem. The programs in technical and vocational education housed in the Water Street Annex and the old U. S. Coast Guard depot would be moved

to the technical center when it was completed. The college would inform the state that its main building was to be considered temporary, which would give the college a higher priority for federal funds. Finally, pending receipt of monies necessary for constructing Phase II facilities (library and general classroom-administration building), the college would conduct a renovation of the main building. These assurances satisfied the accrediting agency and the college received notification of reaffirmation of accreditation in December 1972. Having accomplished this important step, college personnel would have a ten-year respite from the ordeal of another self-study.

The system of faculty committee decision-making, established by President Barringer, was a sincere effort to involve the faculty in determining policy. Eventually, the majority of the faculty and Dr. Petteway, for quite different reasons, would find it unsatisfactory. By the end of 1969, a number of faculty had begun to complain that excessive time was being spent in protracted debate on committee proposals, especially of academic affairs, submitted to general faculty meetings for approval. To alleviate this problem, the faculty voted to automatically approve decisions of the academic affairs committee, unless challenged by six faculty members. This automatic approval of academic affairs proposals was adopted in April 1970, and the same principle was extended to all standing committee proposals in later years. The adoption of this automatic approval procedure was strenuously objected to by some faculty. However, a majority clearly favored it and this step has unquestionably spared the faculty untold hours of meetings since its adoption. President Petteway presumably favored this stream-lining

of the policy-making process. However, given President Petteway's urgent style of leadership, the committee system of policy-setting became a frustrating obstacle to progress. President Barringer, in today's phrase, could be described as "laid back".

A relatively minor squabble precipitated a change in the system. During the fall of 1970, President Petteway submitted a proposal that a student representative be placed on all standing committees. The general faculty voted to approve this proposal, with the one exception of the faculty affairs committee. Since personnel matters were dealt with on this committee, it was considered inappropriate to have a student involved in its deliberations. President Petteway appointed a student representative to the faculty affairs committee anyway, thus triggering the first open collision between the president and the committee and faculty decision making system. In response to the president's action, the faculty affairs committee drafted, and the general faculty voted approval, of the following resolution:

> "By a vote of the majority of the faculty an issue will be referred for resolution to (A) the Dean of Instruction, (B) the President, (C) the Board of Trustees, (D) the State Department of Community Colleges, and/or the Southern Association of Colleges and Schools. The agency to which the appeal is directed will be stated in the motion for appeal, but in all cases appeals will go initially to the Dean of Instruction and the President of the college. Statements from all sectors involved in the appeal procedure will be solicited, but in no case will any statement of one sector be altered by another."

In late 1970, after the resolution was adopted by the faculty in October, President Petteway agreed to carry the resolution to the board of trustees for its decision. The board, the legal governing body of the college, voted to declare actions of faculty committees <u>recommendations</u> to the

president, with final decision-authority residing in that office. This writer, author of the resolution, thanked Dr. Petteway for carrying the resolution to the board and informed the president that the controversy was ended in view of the board's decision. At the next general faculty meeting the action of the board was discussed. For his part, Dr. Petteway declared that the board's decision was in keeping with his administrative philosophy. However, he assured the faculty that the committees still served a vital purpose, and that he would consider their proposals very carefully before taking any action that disregarded them.

The fact that Dr. Barringer, in contrast with President Petteway, deferred to committee decisions even when he strongly disagreed with them might leave the impression that he was weak. This would be a mistaken interpretation. President Barringer, a former Marine and officer in the Marine Reserves, would hardly be described as weak by those who know him. The correct interpretation is that he was honestly attempting to adhere to a committee system he had created, largely in response to a recommendation of the Southern Association of Colleges and Schools. Had he remained at College of The Albemarle, it is likely, in the judgement of this writer, that he would have felt compelled to alter the system eventually to permit more decisive action by the president in critical policy areas. On the other hand, it would probably be a distortion by enthusiasts of faculty prerogatives to regard Dr. Petteway's revision of the committee system as high-handed or arbitrary. He came into an institution that was struggling to achieve its legal mandate for existing, with serious deficiencies in its facilities, and with solutions to college problems that required quick action or the opportunity would often

evaporate. Under these circumstances one need not abandon belief in faculty involvement in policy making to appreciate Dr. Petteway's urgent style of leadership.

College of The Albemarle faculty were also involved during the 1970's in efforts to establish a state-wide association for faculty in the community colleges and technical institutes. After some preliminary work, the Faculty Association of the North Carolina Community College System (FANCCS) was established, not only to promote the interests of faculty, but also to influence state legislation and policy favorable to the system as a whole. Compared with the public school system, the university system, and other state agencies, it was felt that the community colleges lacked influence in Raleigh. One of the problems that the association recognized needed attention was the wide discrepancy in programs that were available to the citizens in different areas of the state. Because state funding was based on a uniform FTE enrollment formula, large institutions could offer the citizens in their service areas a very comprehensive spectrum of programs, while small schools were forced to operate a "bare-bones" program of educational services.

Two FANCCS members from College of The Albemarle (Bill Liverman and the writer) embarked on a campaign of correspondence, meetings, and trips to Raleigh, aimed at gaining legislative approval of a variable funding formula, culminating in a presentation to a legislative committee in Raleigh. Under the variable funding proposal, schools situated in sparsely populated regions, with small enrollments, would receive higher funding per FTE than the large enrollment institutions. In this way, these schools, such as College of The Albemarle, could offer their citizens a greater

variety of programs and courses than was possible under uniform FTE funding. The committee of the legislature, meeting on a Saturday, listened politely to the variable funding presentation, but its members were not impressed sufficiently to endorse the idea. In the late 1970's, interest at the college in the faculty organization waned, partly brought on by the failure of the variable funding campaign, but also as a consequence of the isolation of the college from the rest of the state. This geographic isolation has affected faculty involvement in other state-wide activities as well. Nearly every meeting is held, quite logically, in the central part of the state and faculty are reluctant to leave their classes for distant trips.

Economic Difficulties

As mentioned earlier, the college response to the SACS recommendation regarding inadequate physical facilities in 1972 was three-fold. With completion of the technical center on the new campus, all of the technical and vocational programs housed in the main building, the Water Street Annex, and the former U. S. Coast Guard facility would be moved to the new facility. This would relieve the pressure for space in the older facilities, as well as provide more up-to-date accommodations for the occupational programs. The college declared the main building temporary, with an expected use of three to five years, thus gaining a higher priority status for federal funds to construct replacement (Phase II) buildings. For the three to five years of its remaining use, the main building would be repaired and renovated to bring it up to adequate standards.

One of the problems with the main building was the heating system. The hot water pipes were old and were in frequent need of replacement. Moreover, the State Department of Air and Water Resources was pressing the college to replace the two coal-fired boilers with a system that used oil. In the summer of 1973, an event occured in a faraway place that would unquestionably adversely affect the plans of the college, that event being the Arab-Israeli War. This episode was characterized by an initial embargo of oil sales by the Arab states, followed by a sharp increase in oil and other energy prices. By 1974, the world economy, including that of the United States, was deteriorating and heading for recession. At the same time, the pervasive effect on prices of a ten-fold increase in crude oil costs was producing a serious problem of chronic inflation. The

economists began to call the situation "stag-flation." This situation would affect College of The Albemarle in several ways. Energy costs for heat and lighting increased dramatically and plans to convert the two coal-fired boilers at the main building to oil had to be cancelled. Economic distress in the form of unemployment and inflation would adversely affect efforts at raising funds for general operations and the planned Phase II construction and increasing gasoline prices created a severe problem for students of a "drive-in" school, many of whom commuted daily from a considerable distance.

Paradoxically, as the economy worsened, college enrollment increased. Many high school graduates and adults, who otherwise would have found employment, enrolled in college courses to upgrade their job skills. Enrollment for the winter quarter in 1974-75 was nine percent higher than that of the previous year and the spring quarter of 1975 increased by 29 percent.

By 1975, the recession's effect on state revenues caused the general assembly to reduce funding for the community college system. For the 1975-76 academic year, the college was forced to operate on $180,932 less than in the previous year. The campaign of the college leadership to raise funds through a bond referendum unfortunately coincided with these less than ideal economic circumstances. In September 1973, Dr. Petteway reported to the board of trustees that $1 million dollars in state and federal construction funds could be obtained, provided $1 million dollars could be raised locally. The only way he could envision raising the required local amount was through a Pasquotank bond referendum. Accordingly, the board passed a resolution "...to submit a referendum to

the people of Pasquotank County at the May 1974, primary to issue $1,000,000 in bonds to be used with other funds to construct Phase II." In part because of continued inflation (11 percent in 1974), the board voted to approve a motion by Gerald White in February 1974, to increase the bond issue to $2 million.

A "support-the-bond issue" campaign was organized with board members, Dr. Petteway, and members of the faculty and staff in leadership roles. Brochures were distributed showing the important role College of The Albemarle was playing in the region. Newspaper ads, radio spots, and public meetings were used, all aimed at persuading the voters to support the bond referendum. On May 7, 1974, the vote was held, and the bond issue was defeated. The following day, the board of trustees held a meeting in a mood of dejection. Dr. Petteway observed that, had the bond issue passed, the college would have had available $3.132 million dollars for Phase II, and $2.7 million dollars for Phase III construction.

The college leadership cannot be faulted for pushing for a bond referendum under the adverse economic conditions that prevailed in 1974. They were under pressure from the state and SACS to take action regarding deficient physical facilities, and the split-campus arrangement could not be allowed to go on indefinitely. The economic shock-waves emanating from the turmoil in the Middle East showed no indication of when they would end and a later bond effort might be conducted in even worse circumstances. Finally, the voters of Pasquotank County were no doubt negatively influenced by the failure of the multi-county college district proposal, wherein the financial burden of support for the college would have been more equitably distributed.

In early August 1975, President Petteway submitted his resignation to the board of trustees, effective August 31, to assume the presidency of North Carolina Wesleyan College at Rocky Mount. The chairman of the board, Selby Scott, established a presidential selection committee, and on August 14, the board appointed Dr. Parker Chesson as the acting president of the college, with formal appointment occurring on September 18. Having been with the college for a number of years, first as an instructor in the biological sciences and then as dean of instruction, Dr. Chesson was quite familiar with college problems and operations.

The failure of the bond referendum to raise funds for capital construction had undermined efforts to obtain state and federal matching monies for Phase II. State and federal officials pointed to the bond failure as evidence of a lack of local support. The college was greatly cheered, therefore, in September, when President Chesson announced that the other six counties in the college service area had agreed to provide some funds for the Phase II project. Enrollment figures for the fall quarter of 1975 lent urgency to the search for Phase II construction funds. The highest enrollment yet was reached, with 1,150 curriculum students, including increasing numbers of veterans. More good news was received when Gerald White, a member of the board, announced an anonymous gift of $30,000 in financial assistance for worthy and needy students. For the fall of 1975, a total of $225,720 in financial assistance was awarded to 276 students.

In addition to the ongoing effort to secure Phase II construction funds, which would occupy several years, the board and President Chesson would have to grapple with a number of other challenges or problems during

the last half of the decade. These included the difficulties growing out of the "stag-flation" situation already mentioned; responding to federal compliance pressures involving desegregation policies; state attempts to bring faculty under the annual leave policies of the State Personnel Act; and the issue of whether a separate state-level governing board should be established for the community college system.

Because of continued economic distress, state funding of community colleges was tightly restrained during the 1974-1978 period. At a meeting of the presidents' association in November 1975, held at Winston-Salem, the primary message of the speakers, including the governor, was the economy and its adverse affects on state revenues. In February 1976, the college business manager, Henry Burness, reported the necessity of terminating three employees due to a lack of funds. At the same time, President Chesson informed the board that the college had a record enrollment, but reduced funding, and that budget prospects for 1976-77 did not look good. He also pointed out that, despite the high rate of inflation, college employees had not had an increase in salary since July 1974. In April 1977, Dr. Chesson announced that a shortage in state revenues required the college to revert some budgeted funds to the state. The financial strictures continued into the 1977-78 academic year, compelling the termination of four regular faculty members and a reduction in months of employment for ten others.

The economic situation also was largely responsible for the termination of the intercollegiate athletic program. A source of school unity and morale, the school's teams had performed well over the years. Ironically, the baseball team, coached by Shelby Mansfield, had won

the Tarheel-Cavalier Conference the previous year and had gone to the National Junior College World Series held in Grand Junction, Colorado. The team and Mr. Mansfield were praised in a board of trustees resolution "...that Coach Mansfield and the baseball team be congratulated and commended for their superior performance on and off the baseball field and for representing College of The Albemarle in a manner that has brought national recognition to the institution." State regulations prohibited the use of state funds to operate intercollegiate programs and College of The Albemarle's teams were supported by private donations, vending machine profits, and profits from the bookstore. On June 27 1977, because of continued uncertainties regarding funds, the board of trustees very reluctantly voted to discontinue the intercollegiate athletic program.

College of The Albemarle opened its doors to students in September 1961, more than seven years after the 1954 Brown decision of the Supreme Court declared racial segregation laws in schools unconstitutional. The college, therefore, had never been part of a segregated school system and, while there were few blacks enrolled in the first few years, the proportion of minority students by the 1970's approximated their percentage in the general population. In other words, no one could point to any evidence that the college had denied admission or employment to any person on grounds of race. Despite this record, the college leadership was compelled to respond to numerous federal desegregation initiatives from 1965 onward. In January 1965, President Hislop distributed to the board copies of the federal assurance of compliance form under Title VI of the 1964 Civil Rights Act. The board authorized the president to sign the document on behalf of the college, but the vote was not unanimous.

By the 1970's, federal officials became disatisfied with the results of mere non-discrimination and began to demand that institutions adopt policies that would insure certain racial, and later sexual, percentages in enrollment and staffing. These pressures were usually exerted as conditions that must accompany receipt of badly needed funds. The most extreme position taken by some officials, whose names the writer was unable to discover, was a proposal to force the merger of the college with predominantly black Elizabeth City State University. Other proposals called for the elimination of programs or courses that were held to compete with those of Elizabeth City State University. Fortunately, more sensible counsels prevailed. Nevertheless, the reports and paper work required by federal officials during the 1970's were voluminous, prompting a statement by the president to the board, in August 1976, that "state and federal regulations on the college are becoming increasingly burdensome."

Full-time faculty and staff of the college have, for all practical purposes, been regarded as state employees from the beginning. College employees were covered by social security, retirement, and disability benefits from the first year of operation. Medical expenses were left to the individual to cover when the college opened its doors in 1961, but by the mid-1960's, personnel were able to enter into a group insurance plan. By 1970, the state had taken over payment of medical insurance for all state employees in a group plan, with provision for coverage for families paid by the employee. The college also adopted sick leave and annual leave policies in the early years.

In January 1976, however, the State Board of Education approved sick and annual leave policies that were in line with all state employees, to go

into effect July 1. The sick leave policy of 10 days per year, which could be accumulated indefinitely, posed no problem for the college. The annual leave policy, however, aroused considerable opposition from both faculty and administrations throughout the community college system. Traditionally, faculty had been required to be on campus during periods when classes were in session. Except when workshops or special assignments were required, faculty were off when students were out. Under the new system, however, faculty would be placed under a program of a fixed number of days of annual leave, graduating with years of service to a maximum of 24 days. Under this system, even when there was no need to be on campus, faculty would be required to be present. Furthermore, if faculty were treated as regular state employees, they could take annual leave at any time, even when classes or other work required their presence. The disruptive potential of this annual leave policy was the subject of debate at a meeting of the State Trustees Association in Raleigh, held on April 29, 1976. The trustees association went on record to request an indefinite delay in implementation of the annual leave policy. Eventually, the State Board of Education authorized a revision in the annual leave policy and, in June 1976, the board of trustees adopted the following policy for faculty: "All instructional personnel who have the title of instructor, assistant professor, associate professor or professor are exempt from the annual leave provisions of the college's leave policy. Faculty members will be free during the same vacation periods granted curriculum students, except for those times when their services are needed for such activities as attending faculty and staff meetings or workshops, assisting in the beginning-of-quarter registration and counseling of students, and other related professional activities."

College faculty had also been given academic rank from the beginning, determined by the degrees held and years of service. This system, drawn from the traditional practice of senior institutions, was soon found to be awkward for a community college. As long as all faculty were teaching traditional college transfer courses, the rank system applied very well. Once the college adopted technical, vocational, and adult education programs, however, the administration became aware of a serious problem. Since few technical and vocational instructors had advanced academic degrees, traditionally considered essential for higher rank, were they to permanently remain at the bottom of the rank (and salary) system?

During the mid-1960's, the faculty affairs committee drafted, and the general faculty approved, a system of rank that counted technical and vocational training and experience in determining faculty rank. Thus, a machinist teacher, who did not have a masters degree, could still be awarded the rank of associate professor on the basis of training and experience related to his field. Even this adjustment produced problems in faculty recruitment and retention. In an ideal world, where rank and salary were determined by educational preparation and years of service, all faculty of the same rank would receive essentially the same salary. The real world works differently. There is an abundance of teachers in some subject areas, while in others, such as mathematics, physical science, and certain occupational fields, shortages of qualified people exist. If the college needed a teacher whose skills or knowledge were in short supply, demanded by private business as well as education, it might be necessary to offer a higher salary to obtain that person, regardless of the rank system.

In 1982, the faculty affairs committee gave recognition to this problem by revising the rank system, removing any pretense that there was a direct relationship between faculty rank and salary.

By the end of the 1970's, a significant number of leaders in the community college system had come to the conclusion that it would be better if the system had a separate state-level governing board. This view did not necessarily imply criticism of the State Board of Education, but was partly the result of the dramatic growth of the system, from a handfull of institutions in the 1960's to 58 community and technical colleges a decade later. It was felt by advocates of an independent governing agency that the extensive responsibilities of the State Board of Education for the public schools of the state made it difficult for those officials to give adequate attention to the problems and needs of the 58 community and technical colleges. It appears that the initial view of College of The Albemarle officials was to favor continued governance by the State Board of Education. In part, this may be attributed to loyalty to Dr. Dallas Herring, Chairman of the State Board of Education, who had played a critical leadership role in establishing the community college system. Nevertheless, the 1979 session of the state legislature established a separate state-level governing board, the State Board of Community Colleges , to become operational on January 1, 1981. When the new system went into effect, the incumbent president, Dr. Larry J. Blake, continued the office under the new board. In 1983, Dr. Blake resigned and former Governor Robert W. Scott became president. It is too early to evaluate what effect the new system will have on College of The Albemarle and its sister institutions. There can be no doubt about President

Scott's commitment to the comprehensive community college ideal and his extensive experience in the workings of government is an invaluable asset to the system he now heads. Governor Scott, incidentally, gave a presentation to COA students and faculty during the later 1960's.

The economic distress of the 1974-1978 period affected, but did not deter, the college's pursuit of its comprehensive educational mission. Enrollment continued to grow and the movement of the technical, vocational, and continuing education programs to the new campus enhanced the performance of these educational functions. At the end of the 1970's, the college could be proud of its record in all program areas. Follow-up studies of college transfer students from all community colleges, conducted by the planning division of the University of North Carolina, gave good marks to College of The Albemarle's college transfer program. For the 1970-79 period, 734 COA students enrolled in the state's senior institutions, 77 percent of whom remained in good academic standing, and only 5 percent of these students were suspended for poor academic progress. Of the remaining 18 percent, we are justified in assuming that many withdrew from the senior institution to which they had transferred for non-academic, personal, or financial reasons. We can also assume that many of these later returned to college to complete their education, thus raising the success rate above the 77 percent originally computed.

The technical and vocational programs of the college continued their good work during the 1970's. Because they are targeted to the vagaries of the job market, occupational programs are subject to change more often than the basic college transfer program. Nevertheless, the college offered technical, two-year programs in associate degree nursing, business

administration technology, drafting and design technology, electronics technology, executive secretary technology, medical secretary technology, general office technology, and agricultural science technology (or veterans farm training) consistently during the 1975-1980 period. Measured by the number of graduates who found jobs as a result of their training, the technical programs were an outstanding success. Only four percent of the 1977 graduates reported they were unable to find work and the effects of economic "stag-flation" were still being felt at that time. The 1979 graduates did even better, with none of the 140 graduates reporting failure in seeking employment. In any given year, however, a certain percentage of technical graduates (26 students in 1979)do not enter the job market, but decide to continue their education.

A program of special pride during the later 1970's was the associate degree nursing (ADN) program. Begun in September 1971, the first class graduated in 1973. All graduates of the ADN program aspire to receive the registered nurses license, which requires passage of the National Council Licensure Examination. Except for the first graduating class of 1973, 50 percent of whom passed the examination, the college's graduates in the ADN program have consistently excelled the state average. Eighty-eight percent of College of The Albemarle's nursing students passed the nursing examination in 1977, compared with a 78 percent state-wide average. On that occasion, President Chesson and the board of trustees sent a letter of commendation to Wilma Harris, chairperson, and her staff for a job well done. The 1980 performance exceeded all expectations when it was reported that College of The Albemarle nursing students had a 100 percent passage rate, the only institution out of 32 with nursing programs to do

so. The reader can appreciate the exultation of the college family, especially the nursing faculty, when it was reported that its students did better than any institution in the state, including those with four-year programs! Of course, Mrs. Harris and the nursing faculty were the recipients of another "well done" from Dr. Chesson and the board of trustees.

The two nursing programs, practical nurse education (PNE) and ADN, require on-the-job or clinical training in addition to their intensive classroom work. Most of the one-year PNE students receive their clinical experience at Albemarle Hospital, conveniently located a short walk from the college. For the two-year ADN students, however, clinical training is more widely dispersed. In addition to Albemarle Hospital, these students use facilities in the Norfolk, Virginia area, such as the Naval Regional Medical Center and Maryview Community Mental Health Center in Portsmouth. The ADN program stresses heavy clinical training during the second year and students make two trips a week for thirty weeks to medical facilities in the Norfolk area. Leaving the college campus around 5:00 a.m., more than a few sleepy students must have wondered if it was worth it all. An award for toughness, or insomnia, should go to Katie Williams, an ADN student in 1978. Living in Manteo, Katie had to drive 62 miles before arriving on campus and then make the 50-mile run to Norfolk. On one occasion, the road to Elizabeth City had been made treacherous by snow and ice and Katie's car slid out of control into a ditch. Undeterred, Katie thumbed to Elizabeth City and arrived in time to join her classmates for the trip to Norfolk.

Vocational programs understandably have varied over the years, but a listing for the fall of 1978, includes courses that were offered for most of the 1970's: air conditioning and refrigeration, automotive mechanics, cosmetology, electrical installation and maintenance, electronic servicing, machinist trade, marine power mechanics, practical nurse education, and welding. A significant development in the 1979-80 academic year was the organization of program-related advisory committees for each technical and vocational department, which can, if properly employed, provide valuable interchange between the college's occupational programs and the business community in the Albemarle area. Of 42 vocational graduates in 1978, only three reported inability to find employment at the end of their program. For 1979 graduates, the success rate was even better. Of 53 graduates, 41 found employment (77 percent), 11 opted to continue their education, and none reported being unable to find a job. Another job-related program inaugurated during the 1970's was the cooperative education program, established to arrange on-the-job experience in local businesses for students in occupational programs. Begun in October 1971, with federal funds, the cooperative education program struggled during the 1970's, but ended the decade with definite promise of success. For the 1979-80 academic year, some 73 students were working in area businesses that were related to their occupational training. Part of the problem during the 1970's was an uncertainty over funding from year-to-year for the program. In 1980, a full-time director and secretary were employed and the numbers of occupational students matched with employment in area businesses have increased. For the 1984-85 academic year, a total of 135 students found work related to their educational program in 95 area businesses. These students' earnings were also significant, totaling $203,184 for the year.

The college continued to offer courses for specifically targeted groups during the later 1970's. For example, in September 1976, Vernon James discussed with his fellow board members the difficulty many area electricians were having preparing for the state licensure examination. President Chesson, through the continuing education division, established a series of classes to meet this need. Some 55 students attended evening classes covering the many aspects of electrical systems, meeting twice a week for 10 weeks, for a total of 60 hours of instruction. A few months later, 29 area electricians passed the State Board Electrical Code Licensure Examination, 25 of whom had been enrolled in the college's electrical course. Because of demand for this program, the college would offer the electrical course in the future. Another example of a course conducted to fill a specific educational need is real estate, which has been a popular program over the years. During the winter quarter of 1977, 63 students took the real estate sales course, meeting twice a week for 11 weeks, totalling 66 hours of instruction. The same course was conducted at locations off-campus, such as in Chowan and Dare counties. Shorter courses (33 hours of instruction) in real estate law and real estate finance have also been conducted. These examples are given to illustrate the principle that education is a life-long process, a concept that underlies the role of the continuing education division of a comprehensive community college. This division also conducted classes in air conditioning and refrigeration, masonry, auto mechanics, hospital ward secretary, carpentry, home nursing, orderly, job orientation and motivation, radio and television repair, medical secretarial assistant, first aid and CPR, wastewater treatment, legal secretary, and teacher recertification.

In addition to these job training and upgrading courses, the continuing education division conducted general interest courses of great variety in every county in the service area, numbering 320 in 1977-78, and 373 for 1978-79, ranging from Oriental cooking and pottery to sewing and ceramics.

By the later 1970's, the student services division was responsible for student recruitment, admissions, testing, financial aid, placement, records, student activities, and the special needs and handicapped program. While the college had been involved in student recruitment from the beginning, the effort became more elaborate and intense during the later 1970's. Student services personnel conducted college day activities at high schools throughout the college's seven-county service area and college faculty were encouraged to contact their counterparts in area high schools. In 1978, two faculty members were assigned full-time recruitment duties for the summer term. By personal visits, telephone, and mail, they contacted the large number of potential students in the area who, for some reason, had not enrolled in a college program. This summer recruitment program produced results for the 1978-79 academic year and would be continued in the future. The college also continued the Southgate Mall display during the summer term, which has become, thanks to the cooperation of mall officials, an annual recruitment event. The mall display enables the college to exhibit examples of college programs to that large segment of the public, especially adults, who may never have contact with its offerings.

Situated in an area of relatively low average income, the college's financial aid program is a crucial part of student recruitment and retention. As mentioned earlier, financial assistance existed from the

first year of operation in the form of scholarships contributed by civic-minded individuals and groups. By the late 1960's, and throughout the 1970's, considerable expansion in the form of federal and state financial aid occurred. The single largest aid program has been the federal Basic Educational Opportunity Grant, in most years making up almost half of the total funds awarded. The college work-study program has also been a significant part of the financial aid program. For the period 1975-80, nearly $1.5 million in grants and loans were provided to 1,716 students. Viewed in proper perspective, financial aid should not be considered a cost, but an investment. Funds expended for students whose education enables them to be much more productive citizens benefits not only the recipients, but the entire economy of the area.

A great variety of student activities continued in the late 1970's, although the split campus inevitably created difficulties. Student organizations and clubs, of thich there were 17 in 1975-76, were active with fund raisers, meetings, and luncheons. As mentioned earlier, the college baseball team had an outstanding record in 1976, going all the way to the Junior College World Series in Colorado. Unfortunately, financial strictures compelled the board to discontinue the intercollegiate program in 1977. A number of intramural sports were continued, however, including swimming, canoeing, sailing, faculty-student softball contests and faculty-student basketball games.

Lucy Vaughan's Satyrs put on a variety of theatrical productions during the decade and James Bridges of the English department gave his rendition of Mark Twain to a number of audiences, both on- and off-campus. Two members of the social sciences department, Jerry

Rhees and Ron Riccardo, led a number of history and arts tours in the later 1970's and early 1980's. Tours were conducted for interested citizens, as well as students, to New York City, Washington, D. C., Quebec, the British Isles, Greece, Turkey, and the European continent. The Lyceum Series presented a great variety of speakers, films, theatrical performances, and musical concerts for the enjoyment and enlightenment of students, faculty, and the general public.

An interesting addition to the college's cultural offerings occurred in 1980, with the visiting artist program. Begun in 1971, by the North Carolina Arts Council and the Department of Community Colleges, the visiting artist program provides one year of residency for performers in the fine arts at institutions of the community college system. During College of The Albemarle's five years of involvement with the program, area citizens have enjoyed concerts by the musicians who have participated, including singers, a flutists and a guitarist. Finally, COA students' participation in state-wide student activity was a source of pride during the 1970's. For the 1976-77 academic year, Keith James and Steve Clark were elected officers of the North Carolina Comprehensive Community College Student Government Association.

Phase II

A milestone in the history of the college was reached when, after years of struggle, enough money was raised for the construction of Phase II on the new campus. The failure of the bond referendum in 1974, had been a disappointment to the college family, but the effort to raise funds for Phase II construction by other means soon resumed. By March 1979, President Chesson reported to the board that funds available from all sources totaled $2,724,384. Of this sum, $471,304 represented the crucial local matching money that had been raised by the building and development fund, together with contributions from Pasquotank County and the other six counties in the college service area. The much larger amounts of state and federal monies, without which the project would have been impossible, were secured after several years of effort. Cooperating in this quest for funds, the largest amount received in the history of the college, were local and state elected officials, Congressman Walter Jones, and officials of the federal Economic Development Administration (EDA). The East Carolina University Regional Developmental Institute at Greenville also provided crucial assistance in helping college officials with their application for funds.

With the essential matching funds from local sources, the college was able to secure $457,607 from the state and $1,795,473 from the Economic Development Administration. Before construction of the Phase II buildings was completed, the college received some additional funds from the state, bringing the total available for construction to a little over $3 million. The architect selected for the project, Leslie Boney of Wilmington, North Carolina, designed two buildings, each of two stories, that would house the

library, or Learning Resources Center, and provide office and classroom space sufficient to enable the college to move all of its old campus activities to the new site. On March 21, 1979, construction began on Phase II with groundbreaking ceremonies attended by representatives of the college family, an EDA official, and the chairmen of the boards of county commissioners from the seven counties in the college service area. Celebrations continued with a luncheon for all participants at the Vicki Villa Restaurant following the groundbreaking ceremonies.

Rather early in the construction of Phase II, of what are known today as buildings A and B, the board also arranged for a metal maintenance building to be erected behind the technical center at a cost of $22,319. As had occurred in the construction of the technical center, foul weather and other problems delayed progress on the new buildings. By December 15, however, the entire faculty and staff at the old campus, along with students, moved "bag and baggage" to the new campus. The maintenance staff especially should be commended for the hard work they put in on this occasion.

The board of trustees held their first formal meeting on the new campus in January and dedication ceremonies and open house were conducted on May 3, 1981. The occasion was appropriate for celebration. After struggling for nearly twenty years to acquire modern facilities, the college could point with pride to its new campus. The two new buildings constructed by Phase II were designated "A" and "B". The technical center, completed in 1972, was now designated building "C". All three buildings are of two stories, and a one-story shop area was added during Phase II to the rear of the technical center. The principal loss in abandoning the old

Riverside campus was the gymnasium, and a significant loss it was. While "B" building included a lecture-auditorium with 112 seats, it would be inadequate for the college commencement exercises, student convocations, and the like. The physical education program was almost returned to "square one." Ample playing field space for outside activities was available on the new campus, but facilities for indoor activities would have to be borrowed again. Early in 1981, the board arranged to sell, by public auction, the entire old campus on Riverside Avenue. After some delay, a Norfolk-based company, River Enterprises, purchased the property for $351,000. About $50,000 of this would be used to replace the roof on the vocational wing of the technical center and the remainder would be set aside for Phase III construction.

In the midst of construction of Phase II, President Chesson and the board established the COA Foundation, Inc. According to the 1980 annual report, the purpose of this new organization would be "...to help strengthen the relationship of respect and support which exists between the college and the seven-county service area. The involvement of the foundation in increased community support is expected to strengthen the ability of the college to respond to community needs." A sixteen-member board of directors was established, consisting of William W. Foreman; J. Samuel Roebuck; Andrew H. Williams, from the board of trustees; J. Parker Chesson and Gerald Bray, from the college administration; J. Carroll Abbott; Edward H. Austin; N. Elton Aydlett; J. MacN. Duff; and William G. Gaither, Jr., from Pasquotank County; James H. Ferebee, Sr., Currituck County; Walter Harlow, Gates; Robert Hollowell, Perquimans; Martin Kellogg, Jr., Dare; J. Gilliam Wood, Chowan; and Winifred J. Wood, Camden. The

creation of the COA Foundation and the composition of its board of directors reflected the awareness of the college leadership in the importance of two-way communication between the college and the people in its service area. Earlier efforts to fill this crucial need included the establishment of many advisory committees, not only to represent the several counties of the service area, but also a variety of businesses and agencies who naturally had an interest in one or more of the college occupational programs.

More comprehensive institutional planning also began in 1980. Annual reports, providing an outline of the previous year's activities, had been drafted since 1968. Beginning in 1980, the annual reports have been accompanied by three-year plans and projections for all of the divisions or functional areas of the college. This annual planning process not only supplies the board and others with information regarding the direction of college activities, but also serves as self-analysis for faculty and staff who provide the services of the college.

Another important development in the history of the college, inaugurated in 1980, was the federal Title III program. Since the program's inception, the college has been provided a total of $1,080,326 for expenditures in a variety of areas, including developmental education, library resources, equipment, the cooperative education program, fund raising, staff development, student development, and administrative services.

The first registration on the new campus was for the spring quarter, 1981. Almost as though they were waiting for the opening of the new campus facilities, a dramatic increase in students occurred for that term.

Student enrollment for the spring quarter was 1,251 students, the highest in the history of the college to that time. The fall 1981 registration revealed a continued upward trend to a record 1,414 students, and the next two fall registrations hit successive highs of 1,459 in the fall of 1982, and 1,470 in the fall of 1983. A little less than 50 percent of these students came from Pasquotank County in 1981, 50 percent came from the other six counties in the service area, and 2 percent came from other areas of North Carolina.

The college continued to adapt its program offerings to changing needs during the early 1980's. The growing importance of computers was recognized, and an electronics data processing program was added to the business curriculum. A one-year light construction program was also added, incorporating several vocational courses that had been offered on an individual basis earlier. The students enrolled in this program combine a great deal of "hands on" work in conjunction with classroom instruction. Display of their competence takes the form of actually constructing a house. When completed the house is sold to the highest bidder.

Having settled in the new campus facilities, the faculty and staff began the college's third self-study for accreditation with the Southern Association of Colleges and Schools. Originally due in 1982, the SACS office in Atlanta had informed the college that a 1983 accreditation date would be more convenient. In May 1981, President Chesson appointed a self-study steering committee consisting of Clate Aydlett (College Transfer) as chairperson, along with Dennis Burgess (Occupational Education), Wilma Harris (Nursing), Robert Stephens (English), and Pam Whitley (Resource

Development). This steering committee appointed faculty and staff to working committees for the nine areas of study, and established the agenda for completion of the self-study. As in earlier self-studies, the committees held numerous meetings, developed questionnaires, answered other committees' questionnaires, studied institutional documents, and wrote their reports. The committees examined in detail the college's status or performance relating to its purposes, organization and administration, educational program, financial resources, faculty, library, student development services, physical resources, and special activities. Perhaps the happiest committee, if that expression can be used in a self-study, was that devoted to analysis of physical resources. Previous self-studies had been excruciating reminders of major inadequacies in the college's physical facilities. The physical resources committee could now point to the brand new campus buildings as a fulfillment of earlier promises made by the college to correct its facilities problem.

The SACS visiting team arrived on campus in April 1983, to evaluate the self-study and the college's performance, and in December 1983, the accrediting agency reaffirmed the membership of the college in SACS. As in earlier self-studies, the process resulted in a number of changes designed to improve the college. Some revisions were made in administrative organization, reporting, and procedures. In response to a SACS recommendation to improve campus security, the college adopted some new practices, including security patrols for weekends and holidays, when classes were not in session. Despite the obvious and dramatic improvement in physical facilities, the self-study revealed a need for more storage space, a problem the college would address with future construction.

A significant development in 1984 was the opening of the Dare County Center in Manteo. The college had offered classes in Dare County as early as the 1960's, using facilities, such as Manteo High School, made available by the school board. By the late 1970's, however, the population of Dare County had grown considerably and student demand for courses could be expected to increase proportionately. These considerations, together with the availability of a vacant roller skating rink, prompted the Dare County Board of Commissioners to urge the establishment of a college branch at Manteo. In November 1983, Dare County commissioners traveled to the main campus in Elizabeth City to meet with college officials and plans were made for the establishment of the center. Dennis Burgess, head of occupational education, spent the Christmas holidays drawing up plans to convert the former skating rink into suitable classrooms, labs, and offices, and early in 1984, work began. The conversion work resulted in an educational center of seven classrooms, a combination library-learning lab, a large lab for electrical and air conditioning/refrigeration classes, five offices, and a workroom. Rebecca Carpenter was appointed director, later to be named associate dean, of the center to prepare for opening in September 1984. The first quarter's enrollment came as a surprise. Around 75 had been anticipated, but nearly 250 students registered for classes! Understandably, the center could not offer the entire spectrum of courses available at the main campus. Of college transfer courses, the center offered biology, college algebra, history and English composition, along with classes in music. Of the approximately 30 classes offered by the center during each of its first three quarters most were in the business area, including business administration technology, general office

technology, business computer programming, and banking and finance. In addition to classes at the center, more than half of which were evening classes, courses were also held at Hatteras High School, Currituck High School, and at Kitty Hawk Elementary School. The first year of operation of this extension of College of The Albemarle's educational services provides ground for anticipating future growth. If the Dare County Center outgrows its original facility, as occurred to the parent school, the county owns some adjacent property to permit future expansion.

1985 and Beyond

Twenty-five years after receiving its charter, and twenty-four after its first students began classes, College of The Albemarle presents a striking contrast with its rather humble beginnings. Those who left the college after the first year or two, such as Dean Dewey Stowers, would be astounded at the differences between the early years and 1985. This applies in every category of quantifiable measurement: the number of programs and courses, students, faculty and staff, campus space, buildings, and equipment. The college began operations in 1961 with a single program, college transfer, and a listing of 57 courses in its catalog. In 1985, the college operates a comprehensive program of educational services, including college transfer, technical, vocational, and continuing education, encompassing some 450 curriculum courses, and nearly 100 continuing education courses. The initial curriculum enrollment in September 1961, was 113 students; 1,487 began the 1984-85 school year. In 1961, there were eight full-time employees, five of whom were faculty; in 1985, there are 120 full-time employees, fewer than half of whom are faculty.

Beginning operations on a 3 1/2-acre campus, in an old converted hospital building, the college in 1985 conducts its main campus program in modern buildings, built for educational purposes, on a 42-acre campus. A description of the contrast in equipment would be excessively lengthy. A significant example in 1985 would be the college's IBM Series I computer, which handles the work of the business office, student services, and other functions. The faculty--non-faculty staffing ratio is also revealing. The growth of the college's physical facilities inevitably

necessitated an increase in maintenance and custodial staff, with the 11 personnel in 1985 exceeding the entire college staff of 1961. However, it has been in the area of community contact that the greatest staffing increases have occurred.

Broadly described, a comprehensive community college must ascertain the educational needs of the citizens and businesses in its service area and provide them with an awareness of the educational services that are available to meet those needs. To carry out this crucial function, the college has established over the years a variety of advisory committees for certain curricula in the college program. The creation of the COA Foundation in 1980 is the crowning example of this community effort. This organization, representing all of the counties in the college service area, played a vital role in the Phase III capital fund-raising drive. Members of the COA Foundation began organizing the fund drive during the latter part of 1984. The campaign moved into high gear in April 1985, and by August 16, 1985, had exceeded its goal of raising $500,000 for the construction of a community and small business center. In the meantime, the college received the very welcome news that the general assembly had approved a $1.5 million appropriation for capital construction. This sum, added to that raised by the local fund drive, will permit construction of the community and small business center, which will take about a year to complete. A significant feature of this new building will be the auditorium, containing a stage and approximately 1,000 seats. In addition to performances and presentations of various kinds, this facility will permit in-door commencement exercises on campus for the first time in many years.

Looking back over the past twenty-five years, those who have been a part of the history of the college can declare the institution a success. By the time of the celebration of the twenty-fifth anniversary, the college will have awarded degrees to some 2,267 students, diplomas to 1,051, and many times these numbers of citizens will have benefited from numerous continuing education classes for personal interest or to upgrade their skills. With the additions of the Dare County Center and the community and small business center, the ability of the college to serve the citizens of Camden, Chowan, Currituck, Dare, Gates, Pasquotank and Perquimans counties will increase. The new emphasis of the college in reaching out to the community, and the community's greater awareness and support of the college, will produce an educational partnership that can make the next twenty-five years a period of outstanding progress for the entire Albemarle area.

BOARD OF TRUSTEES MEMBERSHIP

	First Meeting	End of Term
J. Carroll Abbott	December, 1960	June 30, 1977
William F. Ainsley*	September, 1963	June 30, 1985
Robert Aldridge	July, 1984	
George Attix	December, 1960	June 30, 1963
C. Alden Baker	September, 1963	June 30, 1967
Franklin L. Britt	October, 1965	June 30, 1967
J. MacN. Duff*	September, 1971	June 30, 1979
M. K. Fearing, Jr.	September, 1963	June 30, 1965
Nancy M. Ferebee	September, 1977	
John Wood Foreman	December, 1960	June 30, 1965
William W. Foreman	August, 1979	
Charles Gordon*	December, 1960	June 30, 1965
L. A. Harris, Jr.	October, 1968	June 30, 1975
William A. Hoggard, Jr.	September, 1967	July 10, 1968
W. T. Jackson, Jr.	July 14, 1965	June 30, 1977
Vernon G. James	December, 1960	
J. Wilson Jones, Jr.*	December, 1981	
Ray S. Jones, Jr.	September, 1985	
Joseph P. Kramer*	October, 1961	
Joseph L. Lamb, Jr.*	July, 1965	
J. Henry LeRoy*	December, 1960	November, 1976
S. L. Lowery	December, 1960	June 30, 1963
John H. Moore	December, 1960	September, 1965
Jean T. Poston*	March, 1974	December 8, 1982

*Served as chairman.

	First Meeting	End of Term
H. A. Reid	December, 1960	June 30, 1967
J. Samuel Roebuck*	September, 1977	March 5, 1984
Selby Scott*	July, 1967	
Clyde V. Small, Jr.*	December, 1960	June 30, 1971
William A. Small	September, 1975	June 30, 1983
Robert F. Spence	December, 1960	June 30, 1963
Lillian B. Sugg	August 10, 1983	
William H. Wagoner	December, 1960	July 12, 1961
Gerald F. White*	September, 1967	
Julian A. White, Sr.	September, 1965	March, 1974
Andrew H. Williams*	November, 1976	

*Served as chairman.

PRESIDENTS

	Appointed	Resigned
B. A. Barringer	July 1, 1966	July 31, 1968
C. Robert Benson	March 24, 1961	July 1, 1963
J. Parker Chesson, Jr.	October 1, 1975	
Robert I. Hislop	July 1, 1963	June 30, 1966
S. Bruce Petteway	August 1, 1968	August 31, 1975

1985-86 FULL-TIME EMPLOYEES

Bobby K. Adams
Miriam S. Alexander
Eileen S. Adams
Will Ames
Jimmy R. Anderson
O. Lloyd Armstrong
Julian E. Aydlett, Jr.
L. Clate Aydlett
Mildred G. Banks
Lindsey E. Barber
Gerald W. Bray
James T. Bridges
Betsy Briscoe
Georgia Brooks
Mary Louis Brown
Lawrence L. Bruner
Janice P. Bryant
Lynne M. Bunch
Dempsey D. Burgess
Peggy Sue Burgess
Sarah R. Carpenter
Yvonne P. Carver
Johnny Casper
Luberta Chapman
J. Parker Chesson, Jr.
Leland L. C. Chou
Mary L. Cooke
Marie D. Corbett
Glenda Crane
Marsha Dubbe
Dorothy Dunlow
Nancy P. Farmer
Patricia A. Finch
Robert L. Ford
Lynn B. Foster
Evelyn P. Gibson
Lucy S. Gordon
Grace W. Gray
David B. Gregory
James W. Hall
C. Marion Harris
Peggy M. Harris
Wilma W. Harris
Phyllis N. Haskett
William F. Haskett
Mark E. Helms
Sherry A. Hewitt
Benjamin F. Hill, III
David T. Hodges
Faye Hoffman

Deborah R. Holland
Carolyn Hopkins
Floyd P. Horton
Lisa B. Hunter
Rita O. Jennings
Jesse L. Johnson
Martha P. Johnson
Norman G. Johnson
Lourice B. Jolly
Arlett Jones
Carrie J. Jones
Elizabeth W. Jones
Rogert J. Kent
Teresa S. Kerber
Kerry Krauss
Karen G. Kulhanek
Carolyn F. LaDow
Rita M. Layden
C. Donald Lee
Jerome B. Leete
Rhonda C. Lewis
Deborah M. Lucas
Vincent V. Lucente
Shelby H. Mansfield
Carlton McDonald
George McKecuen
Lou E. Meeks
Jesse B. Mercer
Robert B. Morrill
Sharon L. Mudge
Lynn Needham
Martha Newbold
Stanley E. Nixon
Norman L. Norfleet
Edna W. Ollis
Mary F. Partin
M. Kay Patterson
Patricia J. Phillips
Lloyd G. Reese
Barbara D. Riccardo
Ronald R. Riccardo
Marie Riffle
Fred Ring
Patsy O. Sanders
Diane M. Sawyer
Douglas M. Sawyer
Raphael G. Scaffa
James F. Scott
William P. Sears
Peggy C. Self

G. John Simmons, Jr.

Mary Frances Spruill

Robert O. Stephens

William R. Sterritt

Loyce E. Susco

P. Eugene Talkington

Marcella A. Thrash

Joseph W. Turner, Jr.

Lucy F. Vaughan

Mary T. Washington

Linza Weaver

James W. Wells, Jr.

Gerhardt H. Wesner

J. Nelson White

Marvenia G. White

Gladys Whitehurst

Pamela I. Whitley

Andrea Williams

Debra S. Williams

Douglas H. Williams

Rose B. Williams

Percy L. Winslow, Jr.

Roy G. Winslow

PRESIDENT'S CUP RECIPIENTS

1963	Ira Wayne Berry
1964	Roy B. Godfrey
1965	Norman Lee Norfleet
1966	Melvin Rudolph Cobb
1967	Rudolph Augustus Markham
1968	Wayne Hembree Payne } co-winners Judith Claire Stanley
1969	Jimmy Ray Anderson
1970	Thomas Golet White
1971	Myra Lou Tolliver
1972	William Alfred Jenkins
1973	Bryant Jordan Marriner
1974	Carol Lynn Meads
1975	Margie Lynn Rogerson
1976	David Edward Meiggs
1977	Frances Darlene Handy
1978	Mark Stevens Cummings
1979	Christina Marie Chaney
1980	Andy Frank Boada
1981	David Alan O'Leary
1982	Richard Ray McElrath
1983	Carol Denise Sawyer
1984	James Valere Timmerman
1985	Carolyn Russell Reber

IN MEMORIAM

Alexandra Boada - a charter member of college faculty, head of foreign languages department, 1961-1975.

Walter Raleigh Carver - Chairman, Pasquotank County Board of Commissioners, friend of the college, deceased 1984.

James Connolly - head, business department, 1967-1978.

Harriette M. Crump - director of resource development, 1980-1982.

Virginia Hewitt - librarian, 1969-1980.

Helen Kicklighter - assistant librarian, 1968-1980.

John H. Moore - charter member, board of trustees, 1960-1965.

Norman Pierce - maintenance staff, 1977-1984.

Raymond Shorkey - machinist trade instructor, 1964-1978.

Brenda Wallace - English instructor, 1967.