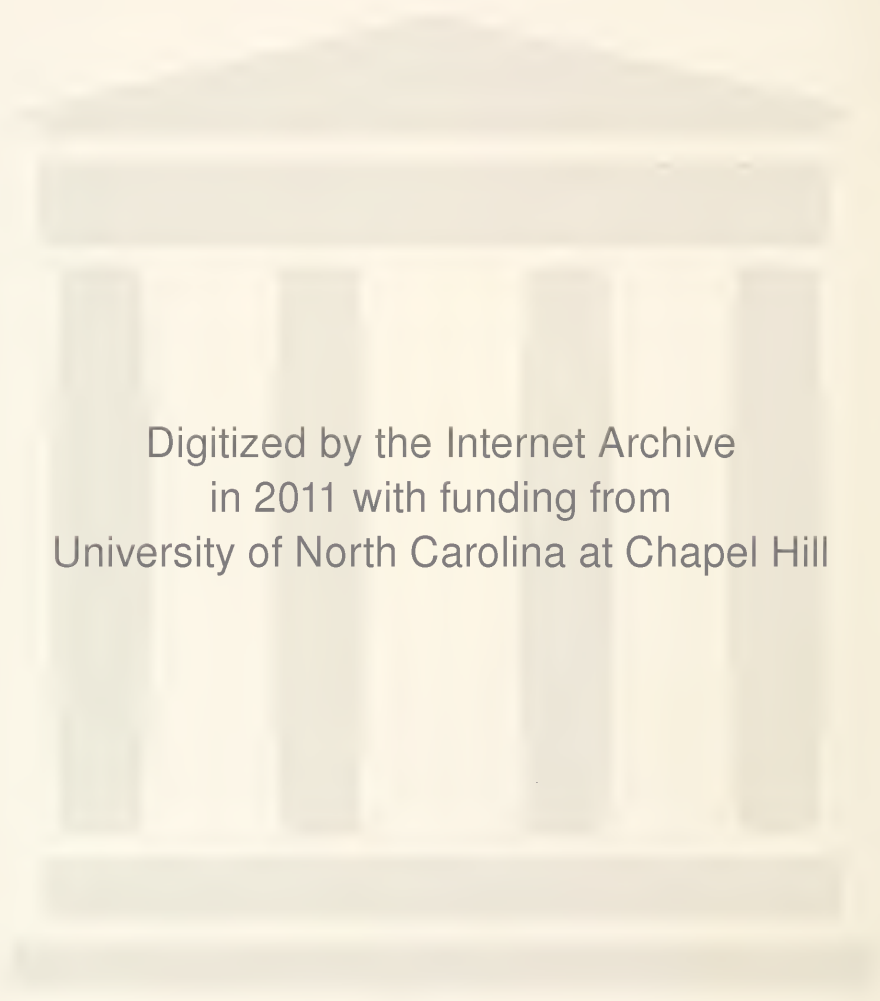




FOCUS ON PEOPLE



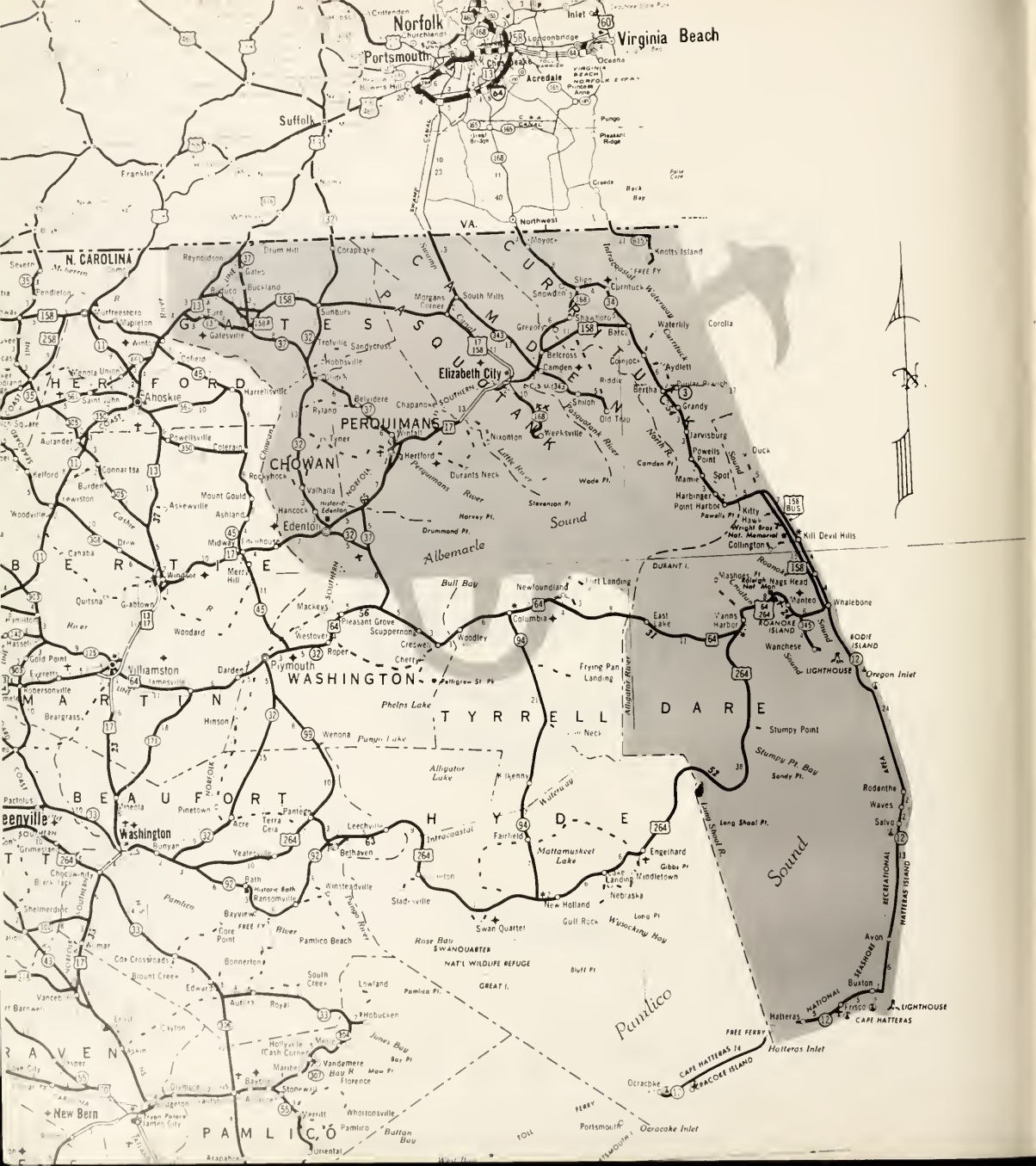
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FOCUS ON PEOPLE



June 1975



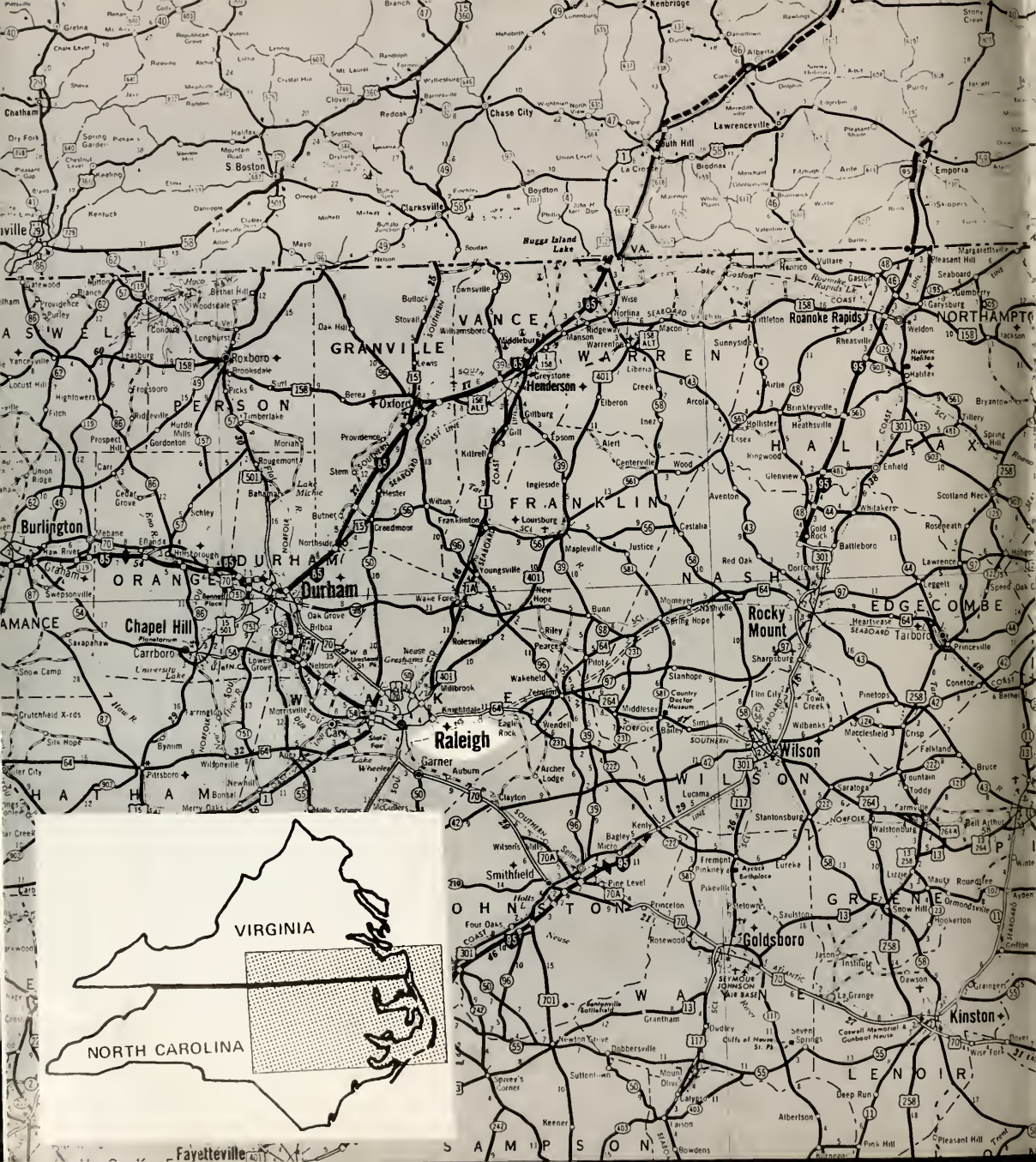
FOCUS ON PEOPLE

The northeastern region of North Carolina is a stepchild comprised of seven counties. Six of them are bunched tightly together in the corner of the state, narrow fingers of political entities shaped by the slender bays and rivers that feed Albemarle Sound from the north. The seventh — more water than land, curves out beyond the horizon into the Atlantic Ocean covering a sweep of history that goes back 450 years to the exact foundation of this country. The seven counties are known as The Albemarle.

The region can be viewed two ways: historically, or sociologically. The historian sees a map stretching 150 miles from the Carolina Capes, past Sir Walter Raleigh's Lost Colony and the birthplace of Flight at Kitty Hawk, across the eerie reaches of the Dismal Swamp once challenged by George Washington, and on down to historic — and Revolutionary — Edenton. It is a land so steeped in undiscovered lore that the historian rubs his hands in glee as he contemplates it.

The sociologist perusing the same map might well be considering the poorest geographical area of a state which itself ranks at the bottom of the scale in economic and social resources. He would be viewing a region of seasonal industries and of low per capita income, of heavy welfare rolls and sparse populations and out-migration and high illiteracy among those who are left behind. Our sociologist would be seeing in his mind's eye the poor roads and hampering barriers of water, and hearing the stroke of waves on empty shores and the cathedral silences of huge swamps and pocosins.

And it would not tax the sociologist's imagination too much to note that the isolated profile of The Albemarle bears the striking resemblance of a Saturday Night Special, cocked with dissatisfaction toward the West because in the West everything is better developed. The West is a place more affluent, and its people more optimistic, than this northeast corner of North Carolina.





*Original campus,
formerly a hospital,
continues to serve
at full capacity.*

It is remote in its geo-political isolation from the state capitol in Raleigh. And it has close economic ties welding it to the large Norfolk-Portsmouth-Hampton complex in the state of Virginia to the north. This dissociation from its faraway parent in the West, and the close proximity to the next-door neighbor just across the line, gives step-child status to The Albemarle.

As with many stepchildren, assets are limited. Consider that the region's major industries have been Fishing, Agriculture, Lumbering and Tourism — all seasonal. Reflect on the statistic that in a recent 28-year period, from 1940 to 1968, as populations soared elsewhere in the country the population within The Albemarle increased by a mere 5,000 souls. Today it stands at about 76,000.

Take note that two of every five of these people are nonwhite and that of those older than 25 years, three out of five have had no education beyond the eighth grade. Add in the facts that the unemployment rate in the seven counties consistently has exceeded the rate for the rest of the state, and that among those who found work in the year 1960, more than one-half the families had a disposable income of less than \$3,000 annually.

Limited assets, indeed, and that year — 1960 — is significant because that was the year something good happened to The Albemarle. On November 5, the people of Pasquotank County took advantage of the recently enacted Community College Act and voted by a significant margin their approval for a new college. It was the first institution in the state to be so chartered.

Then in 1963 the Legislature created the North Carolina Department of Community Colleges. The new act became effective on July 1 but in Pasquotank the decision already had been made: College of The Albemarle immediately became the first comprehensive community college in the new system. It has become a college dedicated to the development of a depressed region, and since that time things have begun to look up in The Albemarle.

There were problems in geography and demographics within The Albemarle to which no consideration had been given by the mother Board of Education in far away Raleigh. The same system that had made the college possible in the first place, had also enclosed it in a mode of operations dictated by methods stipulated for the use of the state's money. The school could operate without trouble within the system, but there was no way to go beyond the normal scope of operations and still use state funds.



The college was doing its job, and doing it well. Its major objectives within the system had been,

- 1) To provide at least two years of college credit courses for those students who desired to transfer to other colleges and universities for higher degrees,

- 2) To provide two years of technical education appropriate to the needs of the individual and the community for entering employment at the technician level,

- 3) To provide vocational education for individuals who desired to upgrade themselves in their vocations, or who wished to acquire initial training in a particular trade,

- 4) To provide courses for those adult students who wished to develop a vocational interest, improve their personal efficiency, or to enrich their cultural lives, and,

- 5) To provide for the development of basic educative skills for those citizens who had not been able to complete the requirements for a high school diploma.

But all the Community Colleges and Technical Institutes were striving for this as they were added to the North Carolina system. Eventually there would be 57 of them. Still, The Albemarle was uniquely different, and COA was spurred by its number one status within the system and by its regional problems.

There was no room for flexibility, and flexibility was something desperately needed in the eyes of COA President Bruce Petteway. Having long studied the region's problems and discussed the needs of its people, Dr. Petteway and his staff at the school finally devised a plan to pull The Albemarle out of its depression. It was a daring plan. It was innovative, and unorthodox — so unorthodox that it was apparent the state was not flexible enough to fund it.

And so their plan was put into the form of a proposal, and presented to the Rockefeller Foundation along with a request for \$440,000. It was entitled "Economic Improvement Through Education," and while it was hardly Jeffersonian in its phraseology, it certainly was seminal in the lengths which it proposed to take the resources of a Community College. It begins . . .

"This proposal submitted by College of The Albemarle is a request for financial support of a project designed to improve the standard of living of economically deprived persons in Northeastern North Carolina through educational programs. Specifically, the objectives of this proposal are:

1. To identify individuals in The Albemarle area who can profit by general education and occupational training offered by the College of The Albemarle.
2. To 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. To remove existing barriers which discourage or deter attempts toward upward mobility.
4. To test, counsel and guide them into training programs designed to remove deficiencies and prepare them for employment.
5. To assist these persons upon termination of their training to obtain satisfactory employment."





Something in this quixotic assault on The Albemarle's twin windmills of strangling poverty and tortured geography apparently struck a responsive cord with administrators of the Rockefeller Foundation. Perhaps it was the following paragraph in the proposal:

"The proposal is divided into two parts with one phase dealing with capital funds for construction of facilities and the purchase of three buses to transport students. A second phase requests funds for an experimental project in occupational and adult basic education design to reach the hard core poverty group living in The Albemarle area."

Buses? For college students? Hard core poverty subjects injected into a campus environment? Maybe these dazzling ideas caused the foundation officials to miss the opening line about "capital funds for construction of facilities." Or perhaps not. Anyway, Petteway knew he could get matching funds to build the first phase of a badly needed new campus, for which he had great hopes, if only he could get the "seed money." Currently, the school occupied a former hospital building in a beautiful location on the Pasquotank River. However, it was surrounded by expensive residential property and there was no hope for expansion here.

And so the first 90 thousand of Rockefeller's dollars was used to generate an additional one million, one hundred and fifty thousand dollars to buy property and build a new occupational education building across town. It was called "Phase One."

The rest of the money was divided among several projects. Some went into a fund for student aid and scholarships grants, some into community service projects, into recruiting and counseling, into the "war on poverty" campaign, and into transportation. The buses were rolling, and so was College of The Albemarle. At the end of the initial three years, officials of the Rockefeller Foundation were impressed enough to fund a continuation of the project for three more years. What the foundation got for its money, and what has happened in The Albemarle as a result of it, is the subject of this report as set out in the following chapters.

*Dr. Petteway
chats with Norman
Norfleet, Assistant
Dean of Instruction (I.),
and Driver Jesse
Parsons.*

TRANSPORTATION

Eyebrows shot up when three baby blue school buses marked "College of The Albemarle" hit the streets and highways around Elizabeth City, but Petteway and his staff had realized that transportation in the vast area was a problem of the first magnitude and one of the initial purchases with Rockefeller Foundation money was the bus fleet.

They knew that potential students were scattered throughout the 3,260 square miles served by the college, and that the majority of them had transportation problems. Most families had only one car, if they had a vehicle at all, and this usually was reserved to the family bread-winner. Others frequently found it impossible just to get to town, much less attend school on a regular basis.

And so the early laughter that greeted the reality of a full-fledged college operating school buses to pick up pupils out in the countryside, soon turned to smiles of admiration as they shuttled from community to community boarding and discharging passengers.

Throughout the first years of the project, these three buses daily made the morning and afternoon runs along three major routes. From the college at Elizabeth City it was 30 miles to Edenton, 40 miles to Gates, and a whopping 75 miles to Manteo. This free transportation for students became the key to the programs being developed at College of The Albemarle.

Still, the school needed more flexibility. While the large buses could serve the main arteries of the region, they were too few in number to cover adequately the many byroads of The Albemarle. Students still had to somehow get down to the main road. And so, when the school had gotten the last measure of use from the vehicles, they were traded into a fleet of six small vans. Driven by staff members, these 15-passenger shuttles are able to cover more territory and to pick students up at their front door. It is the ultimate in service from a college to its community.



*"...the rural poor migrate
to the cities and they
are the ones who become
the slum residents."
— Dr. Bruce Petteway*

PROJECT COA

It is only partly coincidence that the initials of Project COA fit the title "College of The Albemarle." Within the project, COA stands for "**Careers, Opportunity, Advancement.**" Probably the main thrust of Rockefeller Foundation assistance was channelled into this project. Petteway and his staff had designed it to meet the needs of the unqualified, the untrained and the derelict, of which The Albemarle seemed to have more than its share. This was the heart of Petteway's proposal to the Foundation — a war against poverty, privately conceived and financed.

Rockefeller officials set the ground rules: Project COA should experiment and innovate as long as it did not conflict with the existing programs of other agencies. In other words, only those persons unqualified or ineligible for any other type of educational assistance could be considered for enrollment in Project COA. Simply put, the college was planning to make productive citizens out of a group which most social agencies had consigned to limbo.

How well it succeeded is manifested first in the fact that the Rockefeller Foundation approved a second grant at the end of Project COA's first three years, much of which was used to continue the project for another three years; and that the State of North Carolina was attracted by the project's success. Using Project COA as an apparent model, a non-profit organization called the Manpower Development Corporation set up a pilot project at another community college. Subsequently, the North Carolina General Assembly increased appropriations to permit further expansion of the program now known as Human Resources Development.





*Project COA
Dir. John Marshall
gives completion
certificate to a
graduate of
Crafts For
Employment.*

But initially the project was totally a child of College of The Albemarle. It was an unorthodox plan, and fitting methods were applied.

Petteway was secure in his belief that a Community College — especially his — could serve The Albemarle region in this most critical area. What he wanted was some way to reach this deprived group, to teach them a trade, and to insure them the means of a better livelihood.

His targets included persons on welfare, many of whom were inclined to stay there because they could earn very little more money in the local job market; jailbirds faced with the alternative of going to work or going to prison; habituees of the corner poolroom who were contributing nothing to The Albemarle's society; and the uneducated poor of the region's swamps. His goal was to give them independence, and the realization of pride. Troubled by the slow growth of the region due to out-migration, Petteway reasoned that if this could be halted, and the migrants turned into productive citizens, a lot of problems would be solved in one fell swoop.

"The thing that make our problems different from most of the problems that have been studied is the fact that most of the poor people who have been examined are those who live together in cities," he explains.

"You don't have the problem of communication with those in congested areas, that you have out here. In The Albemarle, you may have to drive five miles down a dirt road to get to one family, and to reach one person. Then you might have to go 15 miles in another direction to find somebody else. Because of the low population density — the dispersion of the population here — it takes more effort.

"And yet, this is where the problem originates for the cities, because the rural poor migrate to the cities and they are the ones who become the slum residents there. If we can stop that migration at this point — if we can find out what it is that they need and then somehow help them to lead an adequate life — there is no need for them to be driven by poverty to the cities.

"And if they must migrate, we can at least try to prepare them with education and a trade so they can find employment."

Petteway describes their needs, in addition to gainful employment, as adequate housing and satisfactory health services. But the first need was to reach the people and establish contact — to convince them to participate, and to get them trained.

An agency was set up consisting of a chief administrator and three recruiters. They were picked for their knowledge of The Albemarle, their enthusiasm for finding and encouraging people who needed training, and their lack of experience with other social agencies. Petteway felt too much experience might be a hindrance to the project's unique concept. It was going to be a different kind of experiment, and it would be attacked by different methods.

The biggest project asset was the very freshness of the attack. People had to be found to enroll in classes, then a curriculum had to be formed which fitted the community need. Instructors had to be found willing to take on a ten- or twelve-week course without a future guarantee.

Liaison was established with local and regional businesses. Among the most popular early courses was welding, mainly because there is a continuing demand for trained persons at Norfolk-area shipyards and students know they can get a high-paying job upon graduation. It was determined early that trade courses such as this and brick-laying were very productive in training those willing to work. But most of the courses were considered man's work and among the most desperate in The Albemarle, and the most ill-fitted to migrate to other job markets, were the women.

*Ex-prisoner and
former farm laborer,
James Bennett is
now a productive
welder.*

It was a challenge to the Project COA staff. For example, they devised a course to teach waitresses. Once they had enough students to fill the class, they took them first to the college Cosmetology lab to teach them personal grooming — care of the teeth, the hair, and so on.

The local health center provided physical examinations, referring them for such things as dental care where needed. Restaurants had to be found where students would be permitted to observe regular waitresses at work.

Of course, there are only so many waitress jobs in a region of 76,000 people and when the limited potential was realized the staff continued its search for other productive training ideas. Women were taught upholstery so they could work in regional shops. If not, they could do part-time piece work at home. Many found productive work after having completed a course "invented" by the Project COA staff known as "The Care of Children and The Aged." A highly imaginative course which can in no way be better described than the wording of its title, there is a continuing demand for its graduates.

The staff continued to take advantage of the flexibility which the Rockefeller Grants had made possible. One popular course has been Crafts For Employment. Women are taught to set up shop in their own homes to make Christmas ornaments, dolls, beadwork and other items. These are sold through regional stores and resort gifts shops, and have become an important source of supplemental income in many homes.

Project COA's effects within the region can be traced back to its first year of operation. Consider the case of James "Slim" Bennett who grew up on a farm in Sampson County, North Carolina but subsequently found himself in Pasquotank after being paroled from a local prison camp. When a Project COA recruiter found him, James was engaged in the back-breaking labor of cutting cabbage for one dollar an hour. He was enrolled in the welding course, encouraged by his instructors and his adviser, and upon graduation a job was found for him in the machine shop of a local corporate farm. He is working there today, five years later. He makes 20 dollars per day, plus overtime. It does, he readily admits beat cutting cabbages.





*Recruiter Fred Fearing
discusses progress
report with COA Masonry
graduate Frankie
McDonald.*

Another welding graduate is Max Scott, currently making \$5.64 an hour at Newport News Shipbuilding Corp., also with plenty of overtime. "I don't know what I would be doing, if it wasn't for COA," Scott says. "I had no trade. I was mighty lucky to be able to go to that school and learn a trade at 42 years old. I didn't know I could weld. I had never even heard of Newport News Shipbuilding."

If Scott at 42 has been launched on a successful if belated career, others have been brought in to the project during their more formative years. No one expresses it more graphically than 22-year-old Frankie McDonald of South Mills, who was a ninth grade dropout. "I thought I was hot stuff when I dropped out," Frankie relates. "That's the only reason I dropped out of school, thinking I was hot stuff! I messed around for maybe a year, just doing nothing, never having anything . . . bumming off this one or that one . . . then I got into brick mason school at COA." Frankie was recruited through the efforts of a project staffer working with his parents. He readily admits that he did not care for masonry construction. "Coming home with raw fingers . . . I didn't like that. But the main thing I learned was that I didn't have to be a laborer for the rest of my life. Before COA, all I had to look forward to was asking for work as a laborer. A future of nothing but labor! I didn't think I'd ever have a new car. Now I have one, and a new trailer and money in the bank. I'm 22 years old, and about to get married." Frankie makes \$300 a week as a master carpenter, having drifted into that craft as a helper when he became disenchanted with masonry. It was an ending his instructors at Project COA had not foreseen when they started him laying brick, but a happy ending, nevertheless.

Among the earliest graduates at COA are Leon and Minnie Saunders of Jarvisburg, who completed the 150-hour upholstery course in 1970. Leon was a long-haul truck driver with a good income, and ulcers. Four operations culminated in the complete removal of his stomach, and he began to draw \$158 per month in social security disability, ostensibly for the rest of his life. The College of The Albemarle bus made it possible for Leon and Minnie to make the 50-mile trip each day to class. It meant an entirely new beginning for the Saunders, but they were determined. "At first, we had to buy zippers one at a time at the retail store," he says. "To get tacking strips, Minnie got empty candy boxes from the stores and cut them up with scissors. We only had one sewing machine, and it was household size." They now average \$7.00 an hour between them, and recently the college hired Leon to teach a 16-week upholstery course through the college Adult Educational Department.



*A drop-out,
Al Poole, Jr. is
now a supervisor
on construction
jobs.*

Al Poole, Jr. of Elizabeth City frankly admits he was thought to be handicapped in another way. "I was a slow learner," he smiles. "When I was in the ninth grade my high school counselors told my parents I should quit trying and drop out of school and go to a training school, which I tried for a while." Unhappy, he returned home and then was recruited for the COA masonry school. Upon graduation, he began work for a small construction firm, and like Frankie McDonald he drifted into carpentry. Today Al is considered by his employer as qualified to supervise any of the company's building projects, and frequently leaves him in charge. Moreover, he is taking a course in blueprint reading on his own time. COA project personnel consider that Al Poole at 24 years of age is going places, and is in no way "slow" as once judged by his counselors.

"We have given these people a taste of education, and many of them will continue to improve themselves for the rest of their lives," says Dr. Petteway. He is borne out by the extra-curricular blueprint study being pursued by Al Poole, and in several ways by Mrs. Willie Mae Styles of Moyock, who was physically handicapped by the loss of a leg. She has taken the COA upholstery course, a home nursing course, Crafts For Employment, and in 1971 completed "The Care of Children and The Aged." "I've kept busy," she says, "partly to help out with the family finances, and partly because I like to keep busy." Her energy and drive recently paid extra dividends. She was confined to her home due to her husband's illness. One night he went into a diabetic coma. From the training she received in her COA course, she recognized the systems and administered the required medication. "The doctor told me later it was a very good thing that I had this training," she asserts.

Such cases are numerous in The Albemarle since Project COA was begun six years ago. Exact dollar benefits are hard to ascertain, if not impossible, but the record nevertheless is impressive. In the first full year of project COA, 250 persons were enrolled in its various courses. "All of these were unskilled, under-privileged people" a staff member said. "Most were uneducated, with backgrounds of only the fourth or fifth grade. Some 200 of them completed the courses, and we placed most of them in jobs!" Those figures come into perspective when compared to the 1,500-odd personal contacts made by the project's recruiters in order to realize those 200 graduates.

Maintaining three recruiters in the field and pursuing the same objectives has yielded remarkably consistent results throughout the life of the project. In its six years, Project COA recruiters contacted a total of 6,418 people. Of these, 2,179 enrolled in courses and almost half — 978 — completed their work. Records show 826 were placed in productive employment. Many of the others were still improving their basic skills or were involved in longer range programs.

Not all make it. Records indicate that one of every three persons contacted flatly refused to enter any of the proffered classes. Still others enrolled, made appointments, found excuses and never showed up at the designated time. And frequently prospective students were found for higher programs and referred to other divisions of the college — Extension, Technical-Vocational, or College Transfer. This last fact was noted early and steps were taken in the period of the second Rockefeller Foundation grant to emphasize the search, which will be covered in the chapter "Recruiting and Counseling."

STUDENT AID

Of all the Rockefeller Foundation funds, those dollars put into scholarship and loan programs probably have travelled the most miles and they are among the most visible of the entire project. In the six years of grants, just over 25 thousand dollars was spent in direct Rockefeller Scholarships but that is only the beginning. As in the building fund, Rockefeller money has done yeoman service as "seed money" in obtaining matching loan and work-study funds.

In the case of Nursing Loans and National Direct Student Loans, each Rockefeller dollar has captured nine matching dollars. On the College Work-Study program, every Rockefeller dollar has yielded four federal dollars for student assistance. Of course, the loans are repaid by the students after they finish school and begin work, and so even though the Foundation's involvement with the college ended in June, 1975, some of their dollars will be recycling through the loan fund, aiding needy students for years to come.

A more graphic demonstration of what this money has meant to The Albemarle area may be grasped if one considers that before the foundation lent its assistance the college's total financial aid program had consisted of less than \$30,000. Compare that with the following table outlining the total amount of financial assistance directly dependent upon Rockefeller funds:

Fiscal Year	Program	Rockefeller Funds Used	Total Funds Awarded
1970	College Work-Study	\$ 2,300.00	\$29,052.00
	Rockefeller Scholarships	393.00	393.00
1971	College Work-Study	6,020.00	37,518.00
	National Student Loans	2,454.70	24,314.00
	Rockefeller Scholarships	8,041.00	8,041.00
1972	College Work-Study	10,130.18	55,011.00
	National Direct Student Loans	4,925.23	46,779.00
	Rockefeller Scholarships	7,319.00	7,319.00
1973	College Work-Study	10,982.89	58,076.00
	National Direct Student Loans	2,754.56	31,081.00
	Nursing Loans	925.67	9,256.67
	Rockefeller Scholarships	3,060.00	3,060.00
1974	College Work-Study	11,228.44	59,859.00
	National Direct Student Loans	4,921.56*	28,881.50
	Nursing Loans	988.12	7,233.81
	Rockefeller Scholarships	3,290.00	3,290.00
1975	College Work-Study	8,668.50	41,775.00
	National Direct Student Loans	-0-	30,177.00
	Nursing Loans	444.44	8,816.00
	Rockefeller Scholarships	3,131.00	3,131.00
		-----	-----

* also includes the year 1975.

TOTALS	\$91,978.29	\$493,063.91
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*Gary Parsons assists
students with
financial problems.*

This badly needed assistance can be defined another way: Since 1970 the percentage of full time students at the college receiving some form of financial aid has increased dramatically from 13 per cent in that year to 45 per cent in 1974, and the same percentage figure is anticipated for 1975. In other words, almost half the students at College of The Albemarle this year and last have been able to secure assistance through the foundation. Without it, most of them would not be able to attend.

Gary Parsons, who administers all loans and financial aid at the school, makes no bones about the Foundation's importance: "Rockefeller has made this program work. For the past three years, College of The Albemarle ranked second among the state's 57 Community Colleges and Technical Institutes in terms of financial assistance. Only one, the community college in Charlotte, ranked ahead of us and they have 12,000 students!"

Figures and tables frequently are dry and make boring reading, but because so much is involved in terms of human need and aspirations we here append these:

Year	Students Aided	Amount
1970	74	\$ 31,346
1971	172	82,524
1972	234	129,102
1973	256	130,496
1974	293	139,089
1975	310 (est.)	110,000 (est.)

*"... maybe a lot of
them are better
informed and a little
more interested."*

COMMUNITY SERVICE

With Rockefeller Foundation aid, the college instituted a broad range of civic and cultural services to the community. One such was the use of funds to augment the student activity fees used to bring cultural events to the campus, and to people of the area. Free tickets were provided to those students enrolled in all of the programs within the college, and many more were distributed to people who had never before attended a stage performance, a lecture, or a concert.

Among the more imaginative projects was the Leadership Development program, designed for the orientation and training of prospective community leaders. It included courses in civil and government affairs, and was offered in Edenton and Elizabeth City. The goal was to attract potential leaders from all walks of community life. One attraction was the implementation of a series of one-day seminars on topics relevant to the region. A seminar on Land Use, an important subject in The Albemarle, attracted two hundred local leaders.

Petteway is candid about progress in Leadership Development to this point, but he is convinced of its usefulness: "We were trying to get people interested in local government. This one so far has been just marginal — you might say it wasn't unusually successful. We tried to help them get over their apathy toward local government . . . to really care . . . to take part in it. We had people who attended, and I am sure they got a lot from it, but we didn't have any unusual participation in local affairs as a result . . . there was no great ground swell of people voting or anything like that.

"But we feel that maybe a lot of them are better informed and a little more interested, as a result of this program. Over a period of time if we continue this — and we intend to — we feel we will have a better informed citizenry.

"But I guess we were naive to think that in a short period of time we could make a lot of difference, because obviously we have not made a great deal of difference — yet."

Regardless of its present status, the goal of the Leadership Development program is an admirable one and its accomplishments to this point have been made possible by the Rockefeller Foundation funds. College of The Albemarle is committed to improving economic and cultural conditions in the area by continuing this and similarly funded projects.



RECRUITMENT AND COUNSELING

For the first four years of the project, all recruiting and counseling efforts at College of The Albemarle had been directed toward the unemployed, the under-employed and the impoverished of The Albemarle. Beginning the Fall of 1973, however, planners tried a new tack by hiring two recruiter/counselors to carry the college's message to the rest of the community. Primary job of the team was to talk to every high school senior in the seven-county region about options available to them at the school.

"We try to talk to every student, and counsel them if we can," reports Admission Counselor Ken Wilson. "Basically, it is getting the information out to the students. For instance, we serve Gates County to the east, which is 40 miles away, and they have no idea what goes on here — what programs we have — until we tell them. The same thing is true down toward Cape Hatteras."

But the job by no means stops there. "We also work with people in business, who might want to send their employees here for some special course," Wilson said. "Also, we confer with those people who get referred to us from the recruiters in Project COA. We go to Senior Citizens' clubs. We do presentations in shopping centers. We contact veterans. In short, we try to get people everywhere interested in the college.

"But high school recruiting probably is the main thing. There, we probably get more high school graduates in this region than all other colleges combined. It generally runs something like 30 per cent coming to College of The Albemarle, 30 per cent going to all other schools, and the rest go to work, get married, and so forth."

Next step: how to get more of "the rest" to proceed into higher education. Meantime, the team made 1,500 high school contacts between November, 1973 and June, 1974.



PHASE TWO

The Rockefeller Foundation has provided College of The Albemarle with \$640,000 over the past six years to carry out its programs. It surely would be difficult to provide a mathematical equation whereby the results can be factored into dollar values, in some sort of an attempt to balance the Foundation's contributions. But obvious benefits can be seen as a direct result of the grants.

Two thousand persons in The Albemarle who had absolutely no recourse to bettering themselves except through project COA have been sought out by its recruiters and turned into productive, self-respecting citizens.

Hundreds of students who otherwise would never have been able to pursue their education have been provided free transportation so they could take advantage of the college's facilities.

Thousands of high school seniors have been counseled and guided into viable careers both at College of The Albemarle and in higher institutions of learning, and an amazingly high percentage of them have been assisted directly by loans and scholarships.

Culture has been brought to the region, and potential leaders encouraged to learn about their local governments.

And a new, burgeoning campus received its first impetus from a relatively small piece of the first grant — the original \$90,000 "seed money."

Even a cursory glance is enough to convince the spectator that College of The Albemarle, with its innovative programs and sometimes unorthodox methods, has performed an infinitely better job than might have been possible given the same money but confined under more conventional, governmental guidelines.

"It is amazing what a little money can do for you when you are free to use it in different ways," says Petteway. "This is not much money when you consider it, but it is a little extra money can be spent for projects and activities that directly benefit impoverished people—you have more flexibility with it."

And flexibility will remain Petteway's touchstone as he turns to the next, immediate need of his campus. Top priority rests with Phase Two — a continuation of the new campus. A bond issue placed before the people of the region has been voted down, a fate consistent with most other bond issues offered to North Carolinians within recent years. A move to get the other six counties in The Albemarle to assist Pasquotank County in expanding the school also failed because one of them had other priorities, and Petteway was disappointed but sympathetic to their needs.* Given the present state of the economy, he is hopeful but not overly optimistic about obtaining some form of federal grants for the needed expansion.

Almost before the new Phase One building was completed, its facilities were being used to capacity. While some fields have been glutted with trainees — business administration courses and cosmetology being good examples — there are positions available for those who can be trained in other areas. The Nursing program is cramped for room, and future programs are awaiting the availability of space; Petteway sees a need to train law enforcement personnel, medical lab technicians, and electricians among others.

One of his pet future projects is the establishment of a Day Care Center so that mothers of the area can see their children safely attended to as they better themselves by enrolling at College of The Albemarle.

Through it all, Petteway has maintained close cooperation with local, state and federal agencies, but always maintaining his autonomy to be innovative. He has kept his focus on the people of The Albemarle, and will continue to do so.

(* While College of The Albemarle serves all seven counties, and is the only community college in the area, by law burden for support of the school falls to Pasquotank County.)

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