

LECTURE SET ON CLASSIC POETRY  
University of Heidelberg, Germany, and currently visiting professor Victor Poschl of the See LECTURE, page 4A

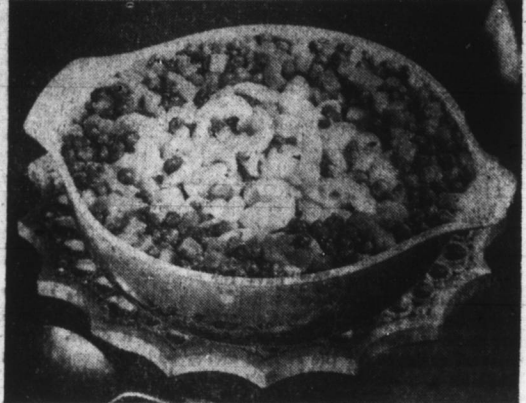
**CARNATION COOKING HINTS**

By Mary Blake

HOME SERVICE DIRECTOR AND HER STAFF



Perk up that old family favorite—Macaroni and Cheese. Try my new Easy Macaroni-Vegetable Bake. It has the lively flavor of peas and carrots plus a delicious sauce made with Carnation Evaporated Milk. Carnation sauces are always creamy and smooth—for extra moist casseroles. Always keep several cans of Carnation handy—for all your cooking needs.



**EASY MACARONI-VEGETABLE BAKE**  
(Makes 6-8 servings)

- 2 cups (1/2 pound) uncooked small elbow macaroni
- 1 1/2 cups (10 1/2 ounce can) cream of celery soup
- 1 cup undiluted CARNATION EVAPORATED MILK
- 2 cups (1/2 pound) grated process American cheese
- 1 teaspoon seasoned salt
- 1/4 teaspoon seasoned pepper
- 1/2 cup chopped green pepper
- 1/2 cup finely chopped onion
- 1 1/2 cups (10 ounce package) thawed frozen peas and carrots
- 1 tablespoon butter
- 1/4 cup water

Cook macaroni as label directs; drain thoroughly. Combine soup, Carnation, cheese and seasonings in saucepan. Heat over medium heat, stirring constantly, until cheese melts. Combine macaroni, cheese-soup mixture, green pepper, onion and 1/2 cup of peas and carrots in large mixing bowl. Spoon into a buttered 2-quart casserole. Bake uncovered in hot oven (425° F.) for 25-30 minutes. Place remaining peas and carrots in small saucepan with butter and water. Cook over low heat, until tender, 8-10 minutes. When macaroni is baked, spoon carrots and peas around edge of casserole. Serve at once.

**More About the Demoralizing Situation at North Carolina College**

(Continued from last week)  
Since the major department did not recommend a third examination, should the student's appeal have been considered?

During the evening preceding the meeting referred to above, you mentioned on the phone that I (the chairman) would be "on trial" at the meeting. What is the nature of the license which permits you to arrogate to yourself the position of court stenographer, prosecutor and judge? Were you trying to intimidate me? Did you ever try to collect all of the facts in the case and then take a fair and impartial view of same? Did you submit in advance all of the questions that you would raise so that the chairman would have an opportunity to assemble the appropriate facts, or did you not try to trick the chairman like a shyster lawyer when you of a sudden raised the question, "Do you place comments on all of the examination reports?"

Do you believe that "delicate statements" made in conference to the Graduate Dean by a chairman should be made public? If a student were referred to as "stupid" in a confidential conference, should the Graduate Dean be so ineffectual as to report the word in front of the student in a meeting of the Graduate Council? Do you not realize that this experience makes it impossible for a chairman to speak with you in confidence?

When you first called me to your office in September, 1964, concerning the case of the complainant student, you were not in a position to dispute the facts in the case—so you asked me to give the student another chance as a favor to you. Why should I be moved to do you a personal favor if in so doing I would violate my professional integrity?

The next time you invited me to a conference on the same matter, you told me that you had been to see the former president of the college, Dr. Elder, to seek his advice on "how to handle" me. Why should I have to be handled? To me, matters of professional integrity and academic freedom were involved. I don't believe in trades and political machinations. I do not believe that one should "handle" professional colleagues.

In the special meeting of February 18, 1965, you assumed three roles: (a) as court reporter, (b) as prosecutor, and (c) as presiding officer or judge. Do you not realize that you should have at least removed yourself from the position of presiding officer if it was so important to you that you involve yourself in prosecuting and persecuting me?

A lengthy well composed letter of appeal was presented over the signature of the student complainant. After careful examination of my copy of the letter, I ask—Did you prepare the letter? The student concerned cannot compose a paragraph; you write very well! How could you in good conscience write the letter and also serve as judge or arbiter?

You have said that the student should be allowed to re-enter the college because otherwise, he threatened to take the administration to court and we should avoid unfavorable publicity. Which is more important, fear of unfavorable publicity or academic integrity? Furthermore, you deliberately gave the student a permit to enter after I specifically recommended that he not be allowed to re-enter. Were you trying to coerce me? After all, you knew that in the area of psychology I was the only faculty member classified as "graduate."

Some allegations by the student concerned were completely misleading. He says he was being required to take examinations in experimental psychology and to do a thesis in experimental psychology. The fact is that his thesis problem was not experimental; it was purely statistical. It has been characteristic of the student concerned that he could not discriminate among research methodologies. Furthermore, all questions for his written comprehensive were collected and graded according to school policy. I have the papers. It would be interesting to see how they would be graded by professors whose integrity is not in question. Suppose I sent copies of them to the American Psychological Association, to the Southern Association of Colleges and Secondary Schools, to the North Carolina Psychological Association, to the American Association of University Professors, or to the Chief Psychologist at the student's place of employment. Do you not think North Carolina College would be embarrassed if such agencies should see what poorly prepared people some administrators are trying to turn loose on the public?

Now, with respect to the stu-

dent's training in Clinical Psychology. This training was a course. The psychology curriculum does in fact provide for a practicum in clinical work and the student registered for same and received a grade. But actually the student enrolled was not provided the necessary experiences. Should the chairman claim that a student is qualified when he is absolutely certain that he is not?

When an educational institution has a weak admissions policy, it is commonly understood that many students will be eliminated during their course of study. As a newcomer to North Carolina College in 1962, I was impressed with the sincerity and validity of President Elder's statement that we were working for excellence. Are you interested in maintaining special Negro standards or special North Carolina College standards?

To the best of my knowledge, only one student has completed the requirements for a major in psychology at North Carolina College has made a score as high as "500" (the national average) on the Graduate Record Examination. This student had almost a complete record of "A's" in his course work. What would be the score of a submarginal student? In the case in question, I would wager that the score earned would be less than 400, probably even less than 300.

Most institutions encourage their department heads to attempt to raise standards. Why do you use administrative chicanery to subvert my efforts to carry out one of my highest functions? Does the currying of favor and good will among the weaker alumni hold priority in your consideration over development of a sound institution? Do you wish to abet those who think of Negro accomplishment, southern accomplishment, etc.?

Would not the attitude of a new administrator be properly characterized as inept if he expected that rules, regulations and policies—properly enacted, adopted or approved during previous administrations and before his own incumbency—would auto-

matically become null and void unless they conformed to his own personal whims and predilections of the moment? Only two new graduate course offerings in psychology have been introduced since 1962-1963; they were duly approved by the Graduate Council and the administrative body of office at the time. What is all of the alarm about with respect to developmental trends in the department?

In the role of arbiter of an important dispute, the fair resolution of which is of significance to the college, was it appropriate for you, the Graduate Dean, to act in the role of a politician? It is my understanding that during the evening following the special meeting held on Thursday, January 18, you phoned each member of the Graduate Council and brought to bear the prestige of your office to influence their voting action which would take place at the next morning's meeting. Were you serving in the role of arbiter or in the role of antagonist to the department chairman and protagonist, to the student?

Since there is only one graduate teacher of psychology at North Carolina College (the chairman of the department), how can you set up the proposed special committee of graduate personnel in psychology to guide and examine the student? Does not the chairman have to recommend and/or approve members of his department?

If it is claimed that the student meets the requirements for the Master's degree under the advisement of a special committee appointed by you, under the circumstances would not there always be the possibility of a question being raised about the role of administrative chicanery in the decisions of the committee?

After a review of all the above considerations, do you believe that in the case concerned you have and are functioning in the best interests of North Carolina College?

Respectfully submitted,  
Alonzo J. Davis, Chairman

Department of Psychology  
cc: President Massee  
Members of The Graduate Council  
It is apparent that from the above correspondence that what the N. C. C. Administration was endeavoring to avoid, at any price was the unfavorable publicity that a court action by the student involved would bring. Just what further steps the Administration will take to dissolve the matter satisfactory to all concerned have not yet been revealed.

**Mrs. Randall To Speak at Central YWCA**

Miss Ollie A. Randall, Vice President of the National Council on the Aging will speak on "The Community and its Older Citizens" at the Central YWCA, 515 West Chapel Hill Street in Durham Friday, March 12, at 7:30 P.M. She will be presented under the auspices of The Regional Center for the Study of Aging, Duke University, and the Board of Directors of the Durham Golden Age Society.

A pioneer and leader in work for the aging, Miss Randall has served as consultant to legislative and advisory committees on housing, retirement, health, recreation, nursing and medical care of the elderly. For years she was on the staff of the Community Service Society of N.Y. She has worked with architects, builders, city planners, representatives of business, labor and industry, and others concerned with the welfare of older persons. She has conducted community studies and given consultation to city, state and national officials as well as to universities and individuals.

Miss Randall holds honorary degrees from Brown University and Mt. Angel College for her work with the aged. She has received special citations from the American Association of Retired Per-

**YWCA Calendar of Events**

- MONDAY, MARCH 8
- 12:00 P.M. Joint Staff Luncheon
- 4:30 P.M. Walltown Y-Teens will meet at Walltown Community Center
- 7:00 P.M. YWCA Typing Class will meet at the "Y"
- 3:00 P.M. YWCA Sewing Class will meet
- TUESDAY, MARCH 9
- 0:00 A.M. Play School will be held at McDougald Terrace Community Center
- Homemakers Holiday Club will meet at McDougald Terrace Community Center
- YWCA Sewing Class will meet at McDougald Terrace Community Center
- 3:15 P.M. Fayetteville Street School Pre-Teen Club will meet at school
- Pearson School Pre-Teen Club will meet at school
- 4:00 P.M. Sophisticated Teens will meet
- 4:20 P.M. YWCA Creative Dance Class will meet at Walltown Community Center
- THURSDAY, MARCH 11
- 6:30 P.M. YWCA Modern Dance Class will meet
- 7:00 P.M. YWCA Bridge Class

- will meet
- 7:30 P.M. Alpha Kappa Alpha Sorority will meet at the YWCA
- 7:00 P.M. YWCA Millinery Class will meet
- FRIDAY, MARCH 12
- 10:18 A.M. James E. Shepard School Y-Teens will meet at See YWCA, page 4A

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