



DINING HALL—North Carolina College's new, well-equipped dining hall was shown in the second issue of last year's Summer Echo as it was being prepared to serve its first meal. The photographs above show the facilities in use after one year. During the regular school year, four serving lines are in operation, serving between 4,000 and 5,000 meals each day. Food Services Director Robert Smith, shown above at his desk, describes the coupon system under which the dining hall is operated as one of the best possible for an institution the size of NCC. After selecting their meals from the several meats, vegetables, and salads offered and paying with their meal coupons, students eat comfortably in the well-lighted dining room. The food is carefully prepared by skilled cooks and served by gracious employees. Smith reports that complaints about the food service at the college have been reduced by 60 per cent since the new dining hall opened.

After One Year, NCC's New Dining Hall Service Now At Peak

Complaints about food service at North Carolina College have been reduced by 60 per cent since the college moved into the new dining hall last fall, according to Food Service Director Robert Smith.

The new dining hall, containing a modern bakery and butcher shop, extensive storage area, a general kitchen and four serving lines, offers a variety of menus on a pay-as-you-go coupon basis.

On-campus residents are required to purchase a certain number of coupon books, but may eat off campus as they desire.

The system was described at this year's regional convention as "one of the best feeding systems for colleges and universities with less than a 7,000 student enrollment," Smith said.

Personnel

The Food Service Department employs Smith as director, a nutritionist, dietitian, dining room hostess, nine cooks, two bakers, three salad ladies, a meat cutter, two storeroom clerks, thirty-six food servers and food handlers, and 95 student employees on a part-time basis.

Two shifts are operated, with one coming on duty at 4:30 a.m. and the second at 11 a.m.

Menu Clinic

Menus are set up on a 45-day cycle. Each lunch and dinner menu includes three meats, two starchy foods, two yellow or green vegetables, five salads, eight desserts, three beverages and a variety of breads.

Some 4,500 meals are served daily during the regular school session, with around 2,200 meals per day during the summer sessions.

The entrees are the most popular items on the menu, with many students buying double portions. Some 40,000 pounds of meat are served monthly, with an additional 7,500 pounds of poultry and sea foods.

The menus are set up on a 45-day cycle, Smith said, so that a month and a half pass before exactly identical menus are offered.

Almost all of the meat is purchased already cut into equal individual portions, according to the Food Service chief.

Smith said plans are to continue the large variety-type menu and the coupon system. "We continue to accept the challenge of extending the educational process beyond the classroom into the art of table etiquette and fine dining for the students, faculty, and staff of North Carolina College," the director said.



READING CLINIC—Left, Mrs. Hopie Atkinson reads a story in an artificial language to illustrate the difficulty beginning readers have when confronted by a page of almost totally unfamiliar symbols. Holding the poster is Mrs. Marion L. Vick, instructor of the class. Seated, from left, are Mrs. Emma B. King and Mrs. Martha Williamson. At right, from left, Mrs. Vick, Mrs. Williamson, Mrs. King, Mrs. Atkinson and Miss Lentula Land examine various materials used in the teaching of reading.

Reading Teachers Learn Skills, Discover New Training Aids

North Carolina College's Summer Reading Clinic, directed by Mrs. Marion L. Vick, gives the schoolteacher involved an "overview of the current trends and approaches to reading."

Teachers examine during the course such approaches to the teaching of reading as the individualized approach, the Basal Reader approach, the Language-Experience approach, the linguistics approach, the Initial Teaching Alphabet, the filmstrip approach, the television approach and the programmed approach.

The program avoids the "Why Johnny Can't Read" conflict between phonics and "Look and say," Mrs. Vick says. She de-

scribes both approaches as necessary for training in word identification and word recognition, but stresses that these skills are not the only ones involved in learning to read well.

Comprehension of what is read is equally important, Mrs. Vick points out. The class examines three levels of comprehension, including the literal level, the interpretive level and the critical level.

As the course develops, emphasis is placed on diagnosis of a pupil's strengths and weaknesses in reading and on the application of developmental, remedial and corrective reading.

The word recognition techni-

ques taught include such dependent, or temporary, techniques as sight words ("Look and say") and configuration clues, and such independent techniques as contextual clues, phonetic analysis, structural analysis, and dictionary skills.

The course involves study of visual discrimination, auditory discrimination, and the physical, mental, social, emotional and experiential background necessary to development of reading efficiency.

Enrolled in the program are Mrs. Hopie T. Atkinson, Mrs. Emma B. King, Miss Lentula D. Land, Mrs. Martha P. Williamson, and J. M. Plummer.