



Professor Of The Month

It was in September of 1963 that Thelma Hill Anderson joined the Elizabeth City State University community as Professor of Psychology. The move to this campus followed a long-term teaching career which had included service at The Alabama State University, Langston University of Oklahoma, Florida A. and M. College (now University), and the Dunbar High School of Okmulgee, Oklahoma. Her teaching has all been done in the fields of Education and Psychology except for the years spent at the latter two institutions, where English and Music were the subjects of instruction.

The mother of three children: Charles ("Casey"), Laurel, and Willa, Dr. Anderson was married to Dr. William E. Anderson, former Dean of Elizabeth City State University, who died in June of 1967. Her parents were the late Mr. and Mrs. William A. Hill, both of whom were teachers.

Dr. Anderson was graduated from the Douglass High School of Oklahoma City, Oklahoma, as Valedictorian of her class. Her baccalaureate degree was bestowed with highest honors by Langston University. After receiving the Master of Science degree from the University of Kansas, she did further study at the University of Chicago, The Colorado State College of Education at Greeley, and the University of Denver. She later entered the University of Oklahoma, where she received the Ed.D. degree in Education Psychology, with a minor in History and Philosophy of Education. Post-doctoral study has been done as a Psychology Fellow at the University of Michigan.

Her professional experiences have been numerous and varied. A few of these are listed here. As chairman of the English Teachers of the Oklahoma Association of Negro Teachers, she in-

stituted and conducted a state-wide survey on the methods and materials of instruction in use by the teachers of English, which became the basis for curricular and methodology revision in the state. Her "Sock and Buskin Players" were yearly winners in the drama festivals sponsored at Langston University.

During the years of teaching at Alabama State University, Dr. Anderson served as Research and Editorial Assistant to the Executive Secretary of the American Teachers Association (now merged with the National Education Association); as Research and Statistical Assistant in the Department of Research and Testing at the University; as Consultant for the State Sponsored Workshop and Seminars for Teachers of Exceptional Children; as Consultant to the Teachers of Exceptional Children in the Montgomery Public Schools; and as The Alabama State University Curriculum Committee Chairman and Coordinator of Curriculum Study and Revision.

Her experiences at Elizabeth City State University have included service as Consultant to an Intermediate Level Team-Teaching Project at the Pasquotank Elementary School, along with many other related services.

Professional articles have been published in the BULLETIN of the American Teachers Association; THE UNIVERSITY OF KANSAS BULLETIN, PEDAGOGICAL SEMINARY AND JOURNAL OF GENETIC PSYCHOLOGY; THE ENGLISH JOURNAL; DISSERTATION ABSTRACTS; and the Oklahoma Association of Negro Teachers JOURNAL. Several poems and short stories have also appeared in this last magazine.

Unpublished articles have included a master's thesis on "Trait Ratings of Sociable and Unsociable Groups of Boys," a dissertation on "Dimensions of the Non-Intellectual Characteristics Related to the High and Low Achievement of a Selected Group of College Students," and a Critique on THE TESTING OF NEGRO INTELLIGENCE by Audrey Shuey.

As a teacher, Dr. Anderson believes with Kahlil Gibran that the teacher does not bid the student enter the house of his (the teacher's) wisdom, but rather leads the student to the threshold of his own mind. To that end, experimentation and innovation have been used for challenge and motivation.

She has dared to try a variety of approaches in an effort to stimulate achievement. With high school students, it was the use of the research seminar method with twelfth grade students of English and the conducting of a year-long experiment with two equated groups of ninth grade students to prove that English fund-

amentals could be taught more effectively through hobbies than through the traditional method (hypothesis supported)

With college students of educational history at the Alabama State University, it was the use of students, who through in-depth reading and research could serve as resource consultants in various aspects of the philosophical, social, and historical foundations of educational development. There was also the development and coordination of a Links-sponsored Saturday morning Project for the Gifted Children of four of the high schools of Montgomery, a project through which they were given college-level instruction and cultural enrichment.

Here at Elizabeth City State University, there has been a project on The Exceptional Adolescent in which two sections of Adolescent Psychology did after-hours small-group study and research for a period of six weeks and then met in a two-week after-hours workshop to share their finds.

A COMPASS issue of 1967 describes an Edu-

cational Psychology Team - Teaching Project which was shared with two members of the psychology staff. Two experiments have been conducted in teaching the language of statistics to students of introductory psychology. In one, results of instruction through the use of the opaque projector for group instruction were compared with results obtained through the traditional teaching approach; in the second, results obtained from a programmed unit were also compared with the traditional approach results.

Experience has been given in the designing and conducting of learning experiments (both original and replication experiments have been used) which illustrate certain principles and theories of learning and which provide some understanding of scientific and professional reporting and analysis. Many other examples could be given.

Dr. Anderson brings academic versatility and enthusiasm to her classes. Her course goals are set so that students must extend themselves in their efforts to reach them.

When tasks are labeled "too difficult" and there seems a reluctance to complete them, she often says, "I wouldn't require this if you couldn't do it. It may take a few extra sessions, but you can do it. Or, perhaps I have more confidence in you than you have in yourselves." The effort is usually made; success is usually the outcome.

She holds the belief that most people are better motivated by encouragement to try, than by having their limitations forever pointed out to them. "One cannot know

E.C.S.U. Graduate Named School Principal

Melvin S. White, native of Hertford, North Carolina, graduate of Edenton High School (D.F. Walker High) and Elizabeth City State University has been named Principal of Irwin Avenue School, Charlotte, North Carolina. He has been employed by the Charlotte - Mecklenburg School System for several years and has made many outstanding contributions.

Since graduation from Elizabeth City State University, Mr. White has served two years in the United States Army as an instructor in the Medical Corps. He has done graduate studies at City University of New York; Temple University, Philadelphia, Pa.; and holds a Masters of Science Degree in Education from Illinois State University. He is now a LINC Intern (Learning Institute of North Carolina) pursuing a doctoral degree with the University of North Carolina at Chapel Hill.

Along with being the first male teacher ever assigned to Biddleville School in its thirty-five year history, he has developed a television film series for in-service education, entitled, "Children Are Different," which has been used extensively by the Char-

lotte-Mecklenburg School System in its teacher training program. The series has been widely used in other sections of the country.

The films in the series challenge the initiative and creativity of the classroom teacher. They offer hundreds of suggestions, techniques, creative teaching aids, games, etc., that have proven successful in teaching.

These materials have been highly successful in working with the disadvantaged. They add a new dimension to learning. Children work with the concrete. Abstract thinking is almost impossible for deprived children, it is reported.

Mr. White states that his creative teaching devices will be copyrighted in the near future.

Among other duties, he serves at regular intervals as local co-host on the national educational television program, "News and Views."

As a phase of this year's internship with LINC, prior to being named principal of Irwin Avenue School, Mr. White was assigned to the central office staff of the Charlotte - Mecklenburg Schools, where he worked specifically with it - service training of teachers, both black and white, who were working in minority situations.



Melvin S. White

He is happily married to the former Ruth Lorraine Adams of Kings Mountain, a teacher in the Charlotte - Mecklenburg Schools. They have two lovely children, Lynn Rachele, 8, and C. Elliott, 4. The Whites reside in Charlotte.

Touch Not the Rose

Trifle not the roses
That you're ashamed to wear.
Why should you spoil the beauty
That another could love and care?
Touch not a single petal
Lest there be inward love.
For the rose you care the least for
Was too made by God above.
Think if in your flower garden.
Stood a rose not as fair
Would you rejoice the scoundrel
Who'd pluck it just to swear?
So, before you cause a single rose
To lose her virtuous glow
Be sure that in the end you'd say:
"She's mine to prize and show."