

1102. J. J. J. Harrison

MERRY CHRISTMAS

The R.E.S. Gazette

HAPPY NEW YEAR

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Today's Challenge

In these days of tensions and fears, schools are challenged to do the most effective job possible in developing human values that will guide young people to live in our society today and to help shape the world of the future. It is hoped that Human Values in the Elementary School will contribute to greater emphasis on directing the school program so that desired values will emerge in the lives of children.

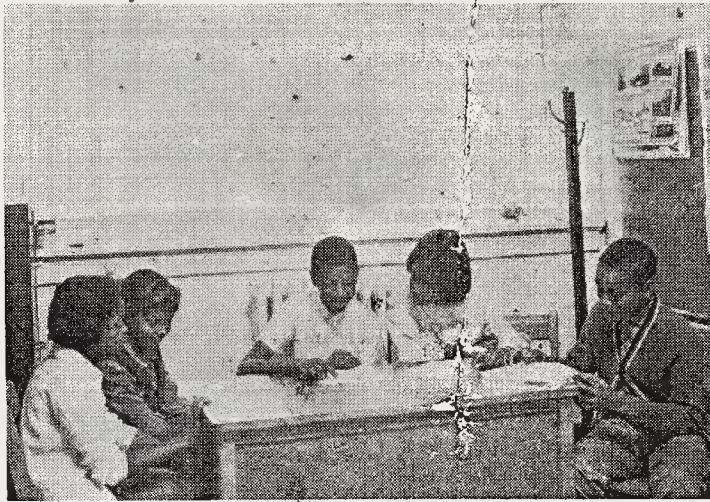
While several approaches to the development of human values are recognized, this article takes the point of view that children develop values as they discover that behavior in accord with those values is satisfying and rewarded. Human Values in the Elementary School stresses the importance of a program that will provide opportunities within the school setting for children to practice behavior that is in harmony with basic human values. The wealth of opportunities for practicing such behavior is pointed out in some detail.

Good teaching, good school administration, and a vital concern for the basic human values are closely related. These interrelationships have been recognized in the modern elementary school. New emphasis is needed now, and it is hoped that Human Values in the Elementary School will provide specific practical help to those who are working with young people in our schools today.

The teacher's distinctive role in the child's life is to challenge him to learn. Learning occurs when there is an overlapping of interests and concerns. As the Prophet has said so beautifully: "No man can reveal to you Aught but that which already lies half asleep in the dawning of your knowledge."

L. M. Villines

STUDENT COUNCIL OFFICERS



Reading from left to right are: Thelma Hamlette, financial secretary; Loretta Smith, assistant secretary; Clornce Barnette, vice president; Lillie Lawrence, secretary; and Alexander Poole, treasurer. Absent is O'Berry Williams, president.

The R. E. S. Music Department

BAND

We are happy to increase our organization this year with 11 new band students from grades 4-8. We welcomed the following additions to the band, 3 clarinet players, 1 flute, 3 trombones, 1 snare drum, 1 bell lyre, 1 alto sax and 1 bass. These students are making progress and working hard in order to become members of the advanced group, which has twenty-two pupils.

Recently we participated in the Person County High School homecoming parade. This was a new experience for some of us, but quite exciting. We are hoping to get this opportunity again real soon and are continuously working each day.

GLEE CLUB

The Grammar Department has organized the Glee Club and is now preparing its year's program. We elected officers as follows: Shiri Wagner, President; Joanne Harris, Secretary; Dianne Pierce, Treasurer.

During this part of the school year, we are concentrating on the Thanksgiving and Christmas Seasons.

For Thanksgiving we plan our first public performance in which the community is invited, after which we will complete our plans for an Annual Christmas Program to be held in December at one of our local schools.

The next edition will continue to inform you of our plans for the remainder of the school term, so until then "Keep Smiling While We Sing".

Joanne Harris
Edith Bass

STUDENT COUNCIL

The Student Council of the Roxboro Elementary School has returned to active duty for the school year 1961-62. The advisors are Misses Bolton, Burton, Lawrence, Mrs. Cokley and Mr. Umstead.

The Council meets each month for a maximum of 45 minutes.

At the first meeting a great deal

of time was given to the discussion of proper conduct at all times. Some of the problems discussed were: conduct in the halls, care of lavatories, keeping floors clean, taking care of the recently sown grass and the proper use of playground equipment.

The Council continued under the (See Student Council page 8)

The Mentally Retarded Reader

Educating mentally retarded children requires keen insight into their characteristics. In some respects there are marked differences between the average child and the mentally retarded child; in other respects there is little difference between them. Through study and understanding of the characteristics of these children we can capitalize on assets and minimize defects.

Mentally retarded children can learn to read up to their mental age. The mentally retarded child cannot be expected to begin learning to read at the life age of six. These children usually have poorer environmental and experimental backgrounds, reflected in language usage.

Mentally retarded children need to read for protection, information or instruction, and for pleasure.

To teach a mentally retarded child to read:

1. We should reestablish confidence.

2. Introduce more repetition.

3. Introduce a greater variety of presentations.

4. Prolong the period of training for each stage of reading.

Before teaching reading, we must be sure the child is ready to read, and if he can profit from instruction in reading. This may be determined by the child's mental level and by his ability in learning some of the incidental reading materials presented during the pre-reading period.

During the pre-reading period we use the bulletin board for names, words of places, directions and etc., labels, pictures, assignments, greetings and rules.

To increase efficiency in reading with mentally retarded children:

1. Use methods of word recognition.

2. Phonics and context clues.

3. Rarely use silent reading, but oral reading aids learning and it gives the teacher a guide to the methods he or she is using.

4. Stress comprehension in free reading, directions and answering questions, correlating project work and increasing the reading vocabulary.

If the child learns to read at the (See Mentally page 8)