

THE ROXBORO ELEMENTARY GAZETTE

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by the

STUDENTS OF ROXBORO ELEMENTARY SCHOOL
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EIGHTH GRADE VISITS RESERVOIR

The B and S divisions of the eighth grade toured the water purification plant recently. Our visit came after we had completed our study of a unit on the purification of water.

Upon arrival at the reservoir we were divided into small groups for the purpose of touring the plant. As we toured the plant the Chemist explained to us the process that is used to purify water from the time the water enters the plant a raw product until it leaves a finished one. The chemist also pointed out the facilities and chemicals that are used for this purpose.

Some of the methods of purifying water that we have studied in addition to the use of chemicals, the methods used at our plant are: aeration, filtration and sedimentation.

Having made this trip each student has a much better understanding of how water is purified and why it is important to drink pure water at all times.

—Loretta Pierce, Eighth Grade B

CHRISTMAS IN AMERICA

Christmas isn't an American holiday in the sense that Thanksgiving is typically American.

But it does seem to me that we have patterned our best hopes and aspirations after its message. As the holiday season approaches, we become aware that Christmas is more than a one day holiday, in a sense it is our emphasis upon generosity, good will and a message of peace on earth which is the very essence of Christmas.

Preparing to give is surely an exercise of the spirit of Christmas. We try to put ourselves into another's place and with the insight of love, select worthy gifts. Preparing gifts, planning special surprises for loved ones, giving things to people who cannot afford to buy Christmas gifts, earning a Christmas fund by our own efforts and then spending it according to things that you think some would like, is the spirit of Christmas.

Christmas is a time for song and story. The climax of your Christmas preparation may be the family Christmas Eve Service. By the light of your Christmas tree lights you may sing your favorite Christmas carols or someone in your family may read or recite a favorite poem. From this simple service we carry into Christmas Day a blessed sense of peace.

All the members of the student body of Roxboro Elementary School wish you, and your family A MERRY CHRISTMAS AND A HAPPY NEW YEAR.

Developing Responsibility

Samuel B. Spencer, Principal

One of the chief concerns of teachers is the development of responsibility among pupils. It sometimes seems that all too frequently children must be prodded to do their work, to bring materials to school, and to supply the help they have promised for class projects. In spite of daily reminders, boys and girls forget numerous appointments and promises.

Among many reasons for this laxity in children is the example set by the adults in their lives. Youngsters who grow up in homes where parents do not hesitate to shirk church or other community responsibilities are not likely to take their own obligations seriously. When mothers and fathers are indifferent about taking care of their possessions, keeping their appointments, or looking after the welfare of others, it is small wonder that children are disorderly, thoughtless, and irresponsible. It is extremely difficult for slipshod adults to sell younger persons on the virtue of reliability.

Many children come from homes where they are not expected to assume any responsibility whatever about the house. They expect to have everything done for them. Their parents actually encourage dawdling, idleness, and immaturity. Then there are parents who are so busy or impatient that they never take the time or the trouble to train their children to accept any specific responsibilities. They find it easier to do all the work themselves than to watch awkward attempts of those who are just learning. Parents who, for any of these reasons, continue to encourage children to depend on them for everything may expect youngsters to grow into adults who will shrink from accepting responsibilities, making decisions, or tackling new jobs for themselves.

Some parents go to the other extreme and put so much stress on the importance of assuming responsibility that they make the whole idea seem tiresome to youngsters. By arbitrarily assigning tasks; demanding that they be done in a specific way, and expecting perfect performance, they defeat their own purpose. The incentive to be a responsible member of home and society cannot be instilled just by talking to a child and constantly reminding him of his obligations or by setting up rules and regulations and rigidly enforcing them. Instead of taking the initiative in doing more

tasks about the house, he will probably spend his time trying to avoid them.

Parents who believe that good training consists of forcing children to do numerous tasks which they dislike may succeed in getting them to work well under supervision but at the same time they may fail to develop in them the more desirable capacity to take the lead in meeting new situations. Even though learning to manage his own affairs and share in some of the work of the home are important phases in a child's development they should not be over-emphasized to the extent that unpleasantness is associated with them.

Because the job training children to assume responsibility cannot be done by the home alone, it is only natural that it should be shared by the school. The group activities and relationships with friends at school provide excellent opportunities for practice in sharing responsibility, in cooperating, and in meeting varied situations. Training for responsibility is such an important part of a child's education that it should not be done in a general spasmodic way. It should be considered a major objective which is kept in mind and made a part of all activities both inside and outside the classroom.

The kind of responsibility that a child can be expected to carry will depend upon his age, his physical strength, his intelligence, and his maturity. Some children fail to measure up to their commitments because they are entrusted with duties not in keeping with their capacities. Children should not have to experience failure and discouragement simply because adults ask too much of them. Neither should they be denied the opportunity to assume as much responsibility as they are capable of handling.

The habit of responsibility cannot be coerced. It grows of its own accord when children find it pleasant to be able to look after their own affairs and feel that other persons are depending upon them. Teachers and parents help most when they set an example of cooperativeness and helpfulness and they create an atmosphere that is conducive to responsible behavior. They do a great deal toward making dependability a satisfying trait when they provide opportunities for young people to practice resourcefulness and initiative.

(See Responsibility page 7)