IT'S ALMOST THAT TIME

Send kids back to school looking and feeling good

Back-to-school

By Marie P. Cooke
AFRO Women's Editor

Send your kids back to school in style That is what children's wear designers are saying and they are proving it with their Fall fashions for youngsters.

No longer do children have to return to school when "ding-dong" bells ring in plain, ho-hum outfits . . . practically the same thing every year.

Screwdrivers, banana pants and platform shoes are stealing the young fashion scene. Jeans suits and turtlenecks seem to be the most popular while little dresses with frilly ruffles make a spectacular comeback.

When buying new school clothes, remember that you want to get your money's worth out of every garment as well as a good fit. One of the most important things to keep in mind is that your child may grow a couple of inches during the school year and that means MONEY. Look for items that can be altered without spoiling their appearance.

Platform shoes may be big on the fashion market but watch out for those thick soles and high heels for your kids. Although they may look good, they may not feel so good especially if they are worn everyday. They can be dangerous or even fatal, say authorities.

Platforms can even create serious foot problems which may be permanent. Avoid extreme platform soles and heels for growing youngsters. Look for sturdy shoes that will hold up under most conditions . . . inclement weather, playgrounds and the liking. Comfort and proper fit are most important.

The Leather Industries of America are saying this fall, young fashion smarties will hit the back-to-school trail in footwear handsomely styled with fresh fashion touches but still crafted in sturdy American leathers. With girls' shoes taking a more graceful turn and boys stepping out in styles that stress good looks and performance above spit-and-polish formality, youngsters are in for a shoe-happy semester.

For the pre-teen miss, leather shoes are definitely prettier in all areas from dress-up to casual. Her footwear will show off diverse strap treatment, smart use of lacing, re-turning pump silhouettes, breezy boot looks, and tightened "bottom" interest, reports Leather Industries of America. Included in the hoe leathers making up this classy back-to-class collection are smooth, suede, brushed, waxy, glove, grained, embossed and genuine patent leathers.

Leather footwear furnishes children with top comfort, protection and appearance. Leather is the one-of-a-kind shoe material which possesses "breathability" permitting drawing-in of air and absorption of moisture, plus superior pliancy and molding action.

Underfoot, leather soles make a valuable contribution to foot health, providing needed flexibility, support and security.

For school and playtime, laces are aces with young girls — and this fall's leather tie-shoes should add new dimensions to this popularity. Leathers are primarily in the smooth, waxy, brushed, glove and light-grained finishes, with some suede and patent leather as trim. The saddle oxford appears in basic form, and also preakies up with overlay designs or stitching. Patchwork, two-tone or two-leather, and multi-colored oxfords will have their small-fry following.

In other leather lace-ups, the styling accent is on outsome, contoured western stitching, fine perfs, and the bal-tie. Above-ankle oxfords go well with jeans and western garb. Some ties show off stacked heel or layered sole, but bottom treatment is lighter and less clunky than last season. Inside shoes, it's wise to check for porous leather linings to keep feet dry and comfortable while stepping through school and play hours.

New leather strap-pumps and sandals have an engaging simplicity, suitable for classroom exercises and more social activities. Straps run a broader gamut this season, encompassing slim split, Tee and maryjane straps, skinny double straps, and wider Tee and instep straps.

For casual wearing, the strap-shoe look may entail stitching, platforms or cutouts, setting off their waxy, glove, smooth and brushed leathers. Dressier smooth, suede and patent leather sandals and strap-pumps come trimmed with teardrop cutouts or decorative overlays, or may simply show off their fine leathers.

An important part of the fall footwear agenda are school slipons and mocca sins, and charming dress-up pumps, together representing just about every leather finish. The back-to-school slipon parade leads with monk-strap styles, many with big buckles. Wrappy high-rise slipons and kiltie types follow.

Kilties show up on mocs as well. The moccasin, lithe and leathery, is also big fashion with self-leather trim, tassels, classic loafer styling, and for dress, in patent leather with refined metal decoration.

Special pumps for a grade-schooler's holiday and party wardrobe come in polished smooth, suede, embossed and real patent leathers, set on low heels and sporting instep bow or buckle. She may also be seen wearing soft leather ballet type skimmers.

Delightful boots, demi-boots and chukkas in a variety of leathers will see a young miss from early fall to early spring in great style. Boots cut above the ankle are generally neat in silhouette, and provided with goring, straps or zippers for decoration and fit. Higher-rising leather boots might display western influence, may zip or lace. Shearling linings often supply warmth, and the leathers themselves are usually specially tanned for moisture and weather-resistance.

Colors livening up girls' leather shoes this fall are rich in brown, particularly in golden and reddish tones. Also important will be dazzle red, golden tan, russet and oxblood, with black for dress. Shades such as golden rod, cockatoo green and indigo blue are used in combinations.

* * *

Boys making tracks back to school want their shoes comfortable, casual and good-looking. New leather footwear fills the bill all the way.

Pre-teeners will find the latest leather slipons, mocs, boots and lace-ups dashing in appearance yet ready for rugged duty, says Leather Industries of America, Tough American leathers do their part . . . from smooth, grained and suede leathers to brushed, waxy, glove and embossed finishes.

The leather tie-shoes is the Fall front-runner. These tie up into two groups: dress and semi-dress for school and dress-up; casual for school and play. Leather oxfords are long-time school classics but contemporary styling gives them a more at-ease feeling with butted seams, stitching and lower heels, crafted in soft durable leathers such as glove-tanned, antiqued, waxy and brushed. Watch, too, for saddle and spectator-detailed oxfords. Of course, more traditional smooth and light-grained leather oxfords with fine perfing and plain, straight or wing-tip toes also attend class, and on sturdy leather soles may double for Sunday best.

Back-to-schoolers need tough shoes that will withstand any type of treatment that look and feel good. From Hush Puppies, "Squiff" for girls, a brushed pigskin, five-eyelet classic oxford comes in Castoro Brown. Style 80318. About $12. For the guy, "Brian", brushed pigskin buckled slip-on in Houn' Dawg (tan). Style 31351. About $15.

(AFRO staff photos by Benjamin M. Phillips, IV)

Also from Hush Puppies the "Playmate", brushed pigskin with crepe sole in Castoro brown. Style 80210. About $14.

The year-round school: Should it happen here?

WASHINGTON, D.C. — Hundreds of school systems in the United States today are experimenting with varieties of what they call the "year-round school" or "flexable school year,"—any alternative to the traditional September-to-June school year.

According to the National Education Association, more than 40 different plans have been tried. At present they are attracting particular interest.

In one, the "45-15" plan, students attend school for 45 days (nine weeks) and then have a three-week vacation. Usually, the student body is divided into four groups, which take their vacations one after the other. At any given time, three groups are in school and one is on vacation.

Another plan, originated in Atlanta, offers four 10- or 12-week quarters at the secondary level. Students can take any three quarters a year, or, by paying a per-hour fee, take four quarters a year and finish high school early. Sequence of courses presents little difficulty — 70 per cent of the courses can be taken in any order.

Does the flexible school year succeed? That depends, first of all—on what it's supposed to do. The Atlanta plan was instituted to provide a better instructional program. According to teachers, it has cut down student boredom, probably because the courses are so short. The failure rate dropped 40 per cent the first year — a student who fails a course can take it over right away. Gifted students can schedule their courses more creatively, to give them the concentration or the variety that will help them learn best.

On the other hand, some teachers feel that shorter terms make their relationships with students more impersonal.

Lower costs is another reason often given for adoption of a flexible school year. In the Atlanta plan, there's no attempt to control the number of students in school at one time, but in the 45-15 and many other plans, only a specified proportion, say three-fourths of the students, attend during any period.

This means that only three-fourths the usual number of classrooms, buses, and other facilities are needed. If each group of students comes from a particular section of the school district, bus routes are shortened.

* * *

On the other hand, in many locations the schools would have to be air-conditioned. The buses would have to be run all year — and where neighborhoods are segregated, the school shifts could not be limited to single geographic areas. Fewer teachers would be needed at any given time, but this does not mean a reduction in staff would be justified.

In many districts, the teaching staff is now too small to do a good job, and reducing the number of students would simply make better teaching possible.

Furthermore, although there are many possible lengths of contract for teachers in a year-round school, the fact remains that a teaching staff would have to be paid year-round — and so would health, transportation, food service, supervisory, and maintenance staffs. The possible effect that lowering daily attendance would have on state aid also must be considered.

Baltimore's own seven-year-old Eric Alsup plans to wear his logan green and white jacket with white turtleneck shirt and matching logan green cuffed slacks back to Northwood Elementary school.

(AFRO staff photo by Benjamin Murphy Phillips IV)

Schools look for answers to discipline problems

WASHINGTON — According to researchers the "old four" reasons for discipline problems in the schools are the schools themselves, teachers, parents, and the youth culture of today.

There is nothing more shattering to the climate in a classroom than unruly kids.

Other students can't concentrate on their lessons and teachers get uptight. Schools get blasted if principals and teachers can't enforce discipline and are blamed if students fail to learn. They have to answer to parents who are wishy-washy about corporal punishment and they have to answer to school boards who, more often than not, insist on stricter methods to control disruptive behavior.

The youth culture has caused students to be contemptuous of "rules" and they tend to "do their own thing" regardless and insist on complete freedom.

The National Education Association has come out flatly against corporal punishment as a means of controlling disrupt've students, adopting a report of a Task Force on Corporal Punishment last year. Yet no one seems to have answers to the sticky problem of discipline in the classroom.

According to a recent publication of the National School Public Relations Association, "Discipline: Crisis in the School," when the troubled educator seeks answers to the complex questions concerning discipline, one of the first things he finds is that a not-so-subtle war is being waged between two camps with decidedly different approaches to solving the problem.

The battle is between those who believe the answer lies in the return to some good, old-fashioned law and order in the classroom, and those who contend that more, not less, student freedom is the ultimate answer to better behavior in schools.

A leading proponent of promoting better behavior through liberalizing and humanizing the educational process is author Charles Silberman whose book "Crisis in the Classroom" became a best-seller a few years back. Silberman asserts that "secondary schools tend to be even more authoritarian, and repressive than elementary schools; the values they transmit are the values of docility, passivity, conformity and lack of trust."

One of the principal solutions, he maintains, is the "conviction that schools can be more humane, that students can handle and benefit from greater freedom and responsibility." A part of this freedom, he feels, should be in the area now characterized by "arbitrary or demeaning rules and regulations" contained in codes concerning dress and appearance — codes "which are usually as inane as they are unenforceable," he says.

* * *

On the other side of the coin are those who say too much student freedom is at the very base of the discipline problem. In one of its publications, the Council for Basic Education contended that "the assertion of authority is not an adult conspiracy against children. It is part of the moral responsibility one generation owes to another."

Cookin with Soul

By Marie P. Cooke
AFRO Women's Editor

Kids say the best part of the school day is lunchtime. A break from instruction and a good meal are what they look forward to. Nutritionists say that lunch is the most important meal, in that it marks the halfway mark of the day.

If your child prefers to bring his lunch from home or a school does not serve meals, you can do your part in making lunchtime enjoyable by preparing a take-me-along meal he will like.

There are so many things you can do with box lunches. They needn't be the same thing: a sandwich, cookies and an apple or orange. Use your imagination, a good cookbook and these suggestions to make lunchtime funtime for your child.

Fresh Vegetable and Egg Salad
(6 sandwiches)

12 slices whole wheat bread Butter; 8 hard-cooked eggs, chopped; 1 cup chopped fresh spinach; 2/3 cup grated carrots; ½ cup chopped celery;

½ cup mayonnaise 2 tablespoons finely chopped onion; 1 tablespoon chopped pimiento; 1 teaspoon salt ½ teaspoon pepper 6 lettuce leaves.

Butter bread. Combine all remaining ingredients except lettuce. Divide salad mixture on 6 slices of bread spread evenly. Top with lettuce leaves and remaining bread slices, buttered side down.

* * *

Cream Cheese Olive and Nut Spread
(Makes 1½ cups spread)

1 package (8 ounces) cream cheese, softened 3 tablespoons milk;

½ cup chopped pimiento-stuffed olives; ½ cup chopped pecans.

Combine all ingredients and stir until well blended. Use as a spread for sandwiches.

* * *

Tuna-Cheese Sandwich Spread
(Makes about 2½ cups)

1 cup creamed cottage cheese; 1 can (6½ or 7 ounces) tuna, drained; ½ cup chopped pimiento-stuffed olives; 2 tablespoons chopped green onions;

2 tablespoons chopped celery; 2 tablespoons mayonnaise; ¼ cup chopped pecans; Petter to taste.

Combine cheese, tuna, olives, onion, celery, mayonnaise and pecans; mix thoroughly. Season with pepper; chill. Spread on bread to make sandwiches.

Olive Swiss Cheese Spread
(Makes about 2 cups)

½ pound Swiss cheese, grated ¼ cup sliced pimiento-stuffed olives ¼ cup chopped chives

One-third cup mayonnaise; 1 tablespoon milk.

Combine all ingredients and mix well. Use as a sandwich spread on pumpernickel bread.

Egg 'N Olive Sandwich Spread
(Makes abut 2½ cups filling)

6 hard-cooked eggs, chopped; ½ cup chopped pimiento-stuffed olives; ½ cup chopped celery;

2 tablespoons chopped scallions or green onion ¼ teaspoon celery seed; ¼ teaspoon dry mustard; one-third cup mayonnaise.

Mix together all ingredients and use as a sandwich filling.

* * *

DESSERTS

Date-Orange Toppers

1 cup chopped dates; 1/3 cup water 1/3 cup sugar ¼ cup chopped nuts 1 roll refrigerated slice and bake cookies, any flavor 1 tablespoon grated orange peel.

Preheat oven to 350 degrees. In small saucepan, combine dates, water and sugar. Cook over medium heat, stirring constantly, until mixture thickens. Remove from heat add nuts. Set aside. Slice cookie dough into 36 slices ¼-inch thick. Place 27 slices on cookie sheets.

Place 1 teaspoon of date-nut mixture on top of each. Cut remaining 9 slices in thirds. Place each one-third slice on top of date-nut mixture. Sprinkle tops with orange peel. Bake at 350 degrees for 10 to 13 minutes until golden brown. Remove from cookie sheet; cool. Makes 27 cookies.

Tasty Cheese Snacks

(for after-school snacks)

3-ounce package cream cheese, softened
½ cup (2 oz.) shredded Cheddar cheese
2 tablespoons chopped pimento
1 tablespoon chopped hot green chiles
1 teaspoon instant minced onion
8-ounce can Pillsbury refrigerated crescent or Italian flavored crescent dinner rolls

Preheat oven to 400°. Lightly grease cookie sheet. In small mixing bowl, combine all ingredients except crescent rolls; blend well. Separate crescent dough into 4 rectangles; firmly press perforations to seal. Spread ¼ of cheese mixture over each rectangle. Starting at long side, roll up each rectangle jelly-roll fashion. Cut each roll into 10 slices; place cut-side-down on prepared cookie sheet. Bake at 400° for 12 to 15 minutes until golden brown. Serve hot. Refrigerate any leftovers. Makes 40 snacks.

Last night's meat loaf and your child's favorite cheese make a perfect sandwich combination. Add some homemade cookies and a piece of fruit and you've got a tasty and nutritious school lunch.

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Columbia Capers

By Pinnie L. Ross

"Suddenly I realized that as a teacher I could not speak as an authority on our cultural background, as white teachers were not sure, for they have distorted our history.

"Black people have got to give the Afro view . . . the white man has really distorted us as far as books are concerned. I felt that I needed to go to Africa and find out for myself about what our culture is all about."

These were soft spoken words by Mrs. Doris Bright, a Columbia resident who spent two years in Africa on a sabbatical leave during studies on her Ph.D. in African culture.

While studying in Africa she met a dynamic high priestess, Nana Oparabea, who wields power and is respected and is said to have healed through psychic healing and herbalism, according to Mrs. Bright. It is said that Nana has been able to cure such diseases as barrenness, impotence, yellow fever, madness, cancer, epilepsy, ulcers, and rheumatism. This priestess has cured 12 cases that medical doctors had diagnosed as terminal.

The talented Mrs. Bright has taken Nana as a second mother; likewise Nana has taken her as a blood daughter, so much so that she trained Mrs. Bright in her school in addition to her studies at the university. Mrs. Bright will return to Ghana for a special ceremony within a few months.

Upon her arrival she will be met by members of the Shrine who will take her to Laitea and be led to Nana for the welcoming ceremony, after which, with excitement in her voice, Mrs. Bright said, "I will then be taken to a private bungalow and will be isolated. I learn the rituals, the meaning of each role."

Trainees will teach her how to dress, and at the allotted time she will be outdoors which will be time for the big ceremony. All priests, royalty, and neighbors will be present.

Mrs. Bright will be presented and will be enthroned amid drumming, dancing, and singing. But the highlight of the ceremony will be when the new Queen Mother dances (Mrs. Bright). The significance of this being done is to instill pride. If she is not able to perform the dance, she will be removed from the throne. "I don't have much rhythm, but I must dance."

I asked Mrs. Bright if she would be the only Queen Mother in the U.S. She said, "There was a Queen Mother of Nata Clan in America (Nana Dinj Zula of New York, Chief Priestess of Agona.)

Ghana's University of Science and Technology is studying the art of herbalism and the government has requested that Nana take a particular interest in mental illness considering her success in treating the dis'ease.

"I have learned much about black Africans, their social and political history and their traditions, social and political system. Even though they do have a president modeled after a Western society, believe me, if they don't have the supports of the chiefs and elders, their government will not function."

The charming Mrs. Bright has many talents—she is an author and playwright. Her first book is entitled "Longing," a book of love poems. In 1971 she wrote a play called "Death Watch," which premiered in Columbia recently. "Days May Come and Days May GO" was a song taken from her play. Vocalist was Francine Long. It was number 1 on WEBB and WWIN radio. She has written several short stories which were published in Ghana.

Mrs. Bright doesn't have much time for herself. She lectures at various colleges; has taught African studies at Howard University; speaks for organizations; she teaches in Baltimore County; and since her trip to Ghana, she has been visiting most of the schools in the county for short lectures. "My only wish is for more blacks to have the opportunity to go and share backgrounds and cultural differences in Africa and to learn the Afro view about Africa."

She is the proud mother of one daughter, petite Geneva Baker, an airline stewardess for United.

Recently she hosted an evening with Baltimore and Washington friends at which time African culture was presented. Those participating in the cultural activities were Baltimore's own Mary Carter Smith, Orlando Julius and his Afro Sounders who continually kept the group entertained with his African drums and recordings. Eleanor and Quinn Shelton did excerpts from Mrs. Bright's play "Death Watch." Mrs. Shelton played the leading role in the play in 1971.

Special guests were Dr. Aprontl (Jawa) and wife Ellinor, Dr. and Mrs. Enejulu of Nigeria, Col. and Mrs. Groves (Myrion); Adolph and Barbara Mall; Grace Lee, Earl Dawson, Joe Amenlja (Guana) who presented original short stories, Yvonne and Louella Bright, cousins of Mrs. Bright, Elkton, Md., Dean Ivey Stevells, Bowie State College.

Native African food was served, which included fish stew, fried plantain, jellen rice made with beef. She served a light soup, ground nuts with chicken, and broiled yams.

The beautiful Mrs. Bright made her guests welcome dressed in a long gown of brown and yellow with gold African print. The gown had long slits up the side with wide sleeves accented with gold lace. She wore handmade earrings, which were presented to her as a going-away present by Richard Graves. She wore a matching Gelee draped around her head.

Thought for Today

"Life is the only real councillor; wisdom filtered through personal experiences becomes a part of the moral tissue." Edith Wharton.

MRS. DORIS BRIGHT

"I felt that I needed to go to Africa and find out for myself what our culture is all about."

-R.S.V.P.

(Continued from page C-17)

generations of relatives present, including her mother, Mrs. Lena Herris.

Initially the affair was to have been held in the garden, however, the rain brought the guests indoors where they dined on a delectable buffet supper.

Among the guests about that day were Mrs. Walker's grandchildren, Sandra Thomas Roberts, Carolyn, Robin, Harold, Carroll and Jeff Thomas, Vance L. McKoy.

Also the Rev. and Mrs. Matthew Marcus of Little Ark Baptist Church; Mrs. Walker's sisters, Mrs. George Jackson and Mrs. Thomas Walker.

Other guests included her son-in-law, Glenn McKoy, and Harold Thomas Jr. and friends, Annie Forster, Willie Carpenter, Betty Palmer, Hana Evans, Nellie Pierce, Estella Hancock, LaThisa Palmer, Robert Palmer Jr., Patrice Hall, Michael Dunson, Patsy Johnson, Susan Wheeler, Clementine Henson, Dennis Hancock Jr., Audrey Hancock, Darlene Hancock.

Mrs. Walker was given a diamond and pearl ring from her children.

Mrs. Edith Walker is a member of Little Ark Baptist Church and presently is a member of the senior choir.

Mrs. Pratt's Party

Mrs. Ruth J. Pratt, the school principal who also keeps busy as church and civic worker, had a birthday on Saturday.

Her husband, Jimmy invited a few relatives and friends for a sit-down dinner that afternoon at their Oakford Ave. home.

You'd have thought that Mrs. Pratt was a little girl the way she oohed and aahed over the gifts and her friends delighted in her joy.

Many know Mrs. Pratt as president of the Baltimore Alumnae Chapter, Delta Sigma Theta Sorority, as principal of Carter G. Woodson Elementary School in Cherry Hill and director of the Constance Moore Memorial Sunday School Choir at Sharon Baptist Church.

She is also a member of the Senior Choir, vice president of the Provident Hospital Auxiliary and chairman of the United Negro College Fund Contest this year.

Her pastor, the Rev. Dr. James Moore was among the guests and offered a special prayer.

Also present, the Rev. Dr. Moore's brother, Edward Moore.

Other guests:—

Mr. and Mrs. William Jessup, Ms. and Mrs. Leonard Cox, Mr. and Mrs. Howard Brooks, Mr. and Mrs. Clinton Coleman, Mr. and Mrs. Harvey Stokes, Mr. and Mrs. James Walker, Mr. and Mrs. A. Paul Moss, Mr. and Mrs. Emma Blackman, Irene B. Townsend, Dorothy Cox, Elizabeth Jackson, Thelma Campbell, Thomasina Scott, Estelle Massenburg, Sallie Butler, Cecilia Hall, Louise Tucker, Betty Hawkins, Cora Johnson; Maggie Beasley, Irene Bryant, Thomasine Parrott, Charity Fogg, Roslyn O. Nixon, Maggie Watson, Eva Crowell, Mary Alice Robinson, Mae Pembroke, Sarah Collison, Roberta Washington, Mable Brooks, Louise Edwards, Mary Edwards, Blanche Barnes, Edna Barnes and Serena G. Mills.

LOST LOVED ONES? — The AFRO death notice classified section will be glad to help you inform relatives and friends. Simply call AFRO Classified, 728-3200 and a sympathetic clerk will oblige you and notify your funeral director you desire to use AFRO Death Notice service.

George Parrish and Dr. and Mrs. Roland N. Patterson;

Also, Delores Stokes, Sadie Givens, Jill Gaither, Wendy Nelson and Carl M. King, Michael Brooks, Michael Lee;

Honoree's mother, Mrs. Perry Jones and mother-in-law, Mrs. Rebecca Pumphery.

-One More Time

(Continued from page C-17)

Women's Clubs; Democratic Ladies' Guild; the United Negro College Fund;

Democratic Ladies' Guild, the United Negro College Fund;

The U.S. Department of Commerce, Office of Minority Business Enterprises, the Council for Equal Business Opportunity, the AFRO-AMERICAN Newspapers and the Douglass High School Hall of Fame.

She served on the President's Task Force for the Education and Training of Minority Business Enterprises and is a member of the Board of Directors of the Council for Equal Business Opportunity. On the anniversary marking her 20 years in business, she was named "Woman of the Year" by the Baltimore Marketing Association.

A widow for many years, Ms. Brooks recently married Arthur T. Amis of Washington, D.C. Paula Brooks, her only child, is a recent Hampton Institute graduate and is currently assisting in the business.

MICHELE WRITES

National club notes

By Michele L. McRae
AFRO Staff Writer

PALS OF PLEASURE — Club members and their guests motored to Elizabeth City, N.C. last Saturday morning. The group of 30 ladies and two men spent the day in that city where they were guests at the Holiday Inn.

At nightfall they then motored on to Roanoke Island where the weekenders viewed the Pageant of the Lost Colony, a historical documentary.

Elizabeth City is the hometown of Mrs. Leanora Hutton, the group's president, and her sister, Mrs. Roberta Washington. Two per hometown members, Mrs. Cora Foster and Mrs. Cora Johnson were with the group. Mrs. Foster marked her birthday on Saturday, while Mrs. Johnson is one of the founders. The group is 20-years-old.

Among the motoring guests were Mr. and Mrs. Phillip (Leanora) Hutton and Mr. and Mrs. Edward (Helen) Bettaway, and Cora B. Foster, Lussie Wainwright, Mary B. Smith, Carrie Tillett,

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