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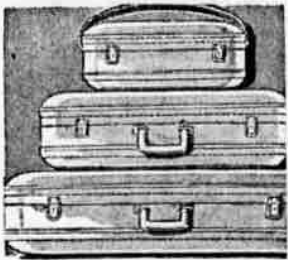


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ROSEBURG JEWELERS

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HAROLD WITHNELL
... new dean of boys



ROBERT LENNEVILLE
... new band director

**Withnell Appointed Dean
Of Boys; Lenneville Will
Direct Roseburg High Band**

Two Roseburg teachers will have new assignments in September. They are Harold Withnell, new dean of boys at the high school, and Robert Lenneville, new high school band director.

Lenneville, former band instructor at Central Junior High School, was appointed to fill Withnell's vacated position.

Withnell is a graduate of Linfield College at McMinnville. He did graduate work and received his master's degree from the University of Idaho. Withnell, who is in charge of the school district's instrumental music program, has been with the district for three years.

Taught At Powers
He taught at Powers from 1929 to 1941, Coquille from 1942 to 1947 and Astoria from 1947 to 1953. Withnell has been praised for his work with the Roseburg High School band.

"In my opinion, our band is second best to none," M. C. Deller, superintendent, said. "Withnell has brought increased interest to our instrumental music program," Deller added.

Withnell is filling a position vacated by Joe Scallon who has accepted the principalship at Hurcrest School.

The new high school band instructor served as music director at Umattilla for two years and at Myrtle Creek for one year. Lenneville was graduated with a master's degree last summer from the University of Oregon.

Lenneville served as a sergeant for four years in the 41st Army Division Band during World War II. He also served two years as drum major for the University of Oregon marching band.

Must Train Early
"I firmly believe that the success of the high school program, which is our ultimate measurement of the over-all band program, is dependent upon a well planned and successful grade and junior high school program," Lenneville said.

He went on to say that "the high school band program is important in its own right and for its own sake, due to the fact that the high school has the only musical organization of its kind to represent the city of Roseburg and the school system at local and out town functions."

Lenneville said he plans on the high school band performing before the public at every opportunity. The new director said his bands have never received less than a superior rating at any contest.

**Activities Set
At St. Joseph's**

St. Joseph's School will open Tuesday, Sept. 2. Activities at the school during the year will include a seventh and eighth grade Civics Club.

Purpose of the club is to give the students the opportunity of applying practical study and putting into practice the rules of good citizenship. The club members will conduct assembly programs, set up their own rules and regulations for school behavior and decide on their projects for the coming school year.

School officials said they hope to follow up the physical education and sports program inaugurated last fall. The Parish Athletic Club is making progress on playground improvements. Final plans call for a combination football and track field, two baseball diamonds and space for playground equipment for the smaller children.

**Sewing Machine
Makes Good Gift**

Gifts for the school bound are either the small, inexpensive, always welcome accessory, or the bigger, more important necessity that lasts through school years and into their chosen careers.

In this latter category, a gift gaining in importance is the portable electric sewing machine.

Budget wise coeds have always pride in creating their own wardrobes. These much admired girls are never at a loss for a new dress and usually have an enviable wardrobe for a modest investment.

Pattern-makers have kept pace with this demand, and have made available easy-to-follow paper patterns in the very latest styles.

College girls have found that a portable sewing machine is a fine way to pick up extra cash. In any dorm or boarding house there are always hems to be shortened and small alterations to be made. Just post your fee schedule and follow through!

The knowledge of sewing gained in their school years will stand every girl in good stead whether she goes on to homemaking or a career.

As you can see a portable electric sewing machine is a "now" and "later" gift that she'll derive benefits from for years to come.

NEW TEACHER AT ASH VALLEY
Ash Valley School District will have a new teacher when school starts. She is Ann Grant of Portland. For about the past six years the district, which includes grades one through eight, has had two teachers. About 12 students attend the school.



RAY BEFUS

**Yoncalla Names
New Principal**

Ray Befus, Sandy High School vice principal for the past three years, has accepted the position of Yoncalla High School principal.

Befus replaces Wayne Flynn, who has taken over duties at Wy-East School, south of Hood River. The new Yoncalla administrator taught biology and English at Sandy besides serving as vice principal.

He is a graduate of Oregon State College, where he received bachelor of science and master of education degrees. Born in Colorado, he served in the Navy Medical Corps in the Pacific Theater during World War II.

Befus, his wife and three children, have moved to Yoncalla.

**Acting Official
Appointed At MC**

Myrl R. Barkhurst, Myrtle Creek High School principal, has been appointed acting school district superintendent until Albert M. Neet, who was injured in an automobile accident at Buellton, Calif., Aug. 3, can return to his position.

Dudley Cameron, high school vice principal and American Problems instructor, has been appointed acting high school principal, County School Supt. Kenneth F. Barneburg said.

**Thinking, Not Glibness Needed In
Talented Students, Says Magazine**

Social studies teachers need to push academically talented students past their abilities to be "glib" to real critical thinking at all grade levels, the National Council for the Social Studies concludes in a new publication released recently.

"Schools cannot be satisfied to teach their brightest students only a collection of facts and dates in history. These children who will be tomorrow's leaders must understand significance of social events," commented Merrill F. Hartshorn, executive secretary of the Council for the Social Studies. The Council is a department of the National Education Association.

The 12 authors of the Council's new 128 page study titled, "The Social Education of the Academically Talented," agree that "no school has discovered a surefire or foolproof scheme for satisfying the appetites of its gifted students."

But they stress that "because bright children are often handy with words and able to make general statements freely, it is easy to overestimate the adequacy of their information. . . . They ought to be able to describe or explain kinds of conditions, events, or problems."

The authors also come out for a stronger guidance program, especially at the crucial ninth grade point when a student maps out his high school program of electives. "At the magic ninth year," the study states, "the child is suddenly empowered to determine his own future."

The authors warn, "The function of education is to open doors. . . . The child should not be free to close doors before he even knows where they lead."

The type of situation in which the talented student should be taught social studies is not resolved, the authors state. But these situations seem the best:

1. Grouping. Talented students—usually in the high school only—are taught in special classes with students of like ability.
2. Enriched classes. At all grade levels, talented students can take

on special projects within the framework of the regular class. These projects must be more than "busy work" or "drill." Students can give special reports or edit and historical newspaper, reporting the events of the period which they are studying.

3. Special seminars set up as elective courses. The writings of Machiavelli or John Locke, are among the subjects studied.

4. Block scheduling for better correlation of subjects. At some schools, three subjects—such as European history, English literature, and the fine arts—are taught as an integrated course.

5. More elective courses. The larger high schools give students a chance to study ancient history. Far Eastern history, etc., plus the regular American and world history courses.

6. Extracurricular activities. The authors warn, however, that these cannot take the place of critical learning in the classroom.

A good social studies course should provide these rewards to the bright student:

A. Information and understanding. Facts are, after all, the basis of social studies, and the talented student should realize their significance and relationships to other facts.

B. Thinking Relationships "ought not to be oversimplified for bright students," the study warns. Especially on tests, the brightest students can often see several kinds of relationships or causes. Texts should go beyond facts and "center on depth of understanding."

C. Study skills and work habits. Bright students tend to let their reading and writing skills lag because they can easily meet average standards. Special research papers and reports representing original organization challenge the top students to sharpen up their basic skills through note-taking and report-writing.

D. Values, attitudes, and social sensitivity. Gifted children of all ages should be trained to see their own responsibilities in the conduct of people about them. They should "react" to situations such as an American slum street or a French political campaign.

E. Ability to participate in discussion. Bright students should learn to organize their ideas in a discussion, propose solutions, realize the need for organization and a sense of responsibility in opinion groups.

The authors state that while the talented student can make easy adjustments to learning, his problems often are social ones. Teachers have the responsibility to help bright students gain acceptance.

"How can he expect to gain social leadership if he calls their (those of his classmates) games 'pusillanimous' (instead of childish)?"

The authors warn, however, that social leadership is not necessarily imperative. "It would be an error to help the child gain social approval through joining the crowd when he has little interest in the ventures. . . ."

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(Right) Squares off for fun! Jester Squares is Pendleton's newest tri-color triumph, a boat-neck pullover in 13 combinations, 36-40, \$12.95. Mainliner skirt, in 17 coordinated colors of menswear flannel, is a college requirement, 10-20, \$14.95. All Pendletons in finest virgin wool, of course.

Mabel Lewis
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