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*The*  
**PINE BRANCH**

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A TENNIS GAME



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# THE PINE BRANCH

A STUDENT PUBLICATION

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## EDITORIAL

### A STUDY IN THE GROWTH OF THE AMERICAN PRINCIPLE

The return of Washington's birthday this year finds our country plunged in the midst of a war, violating apparently the fundamental tenet of that Americanism which Washington did so much to establish and make safe in the world. Every American statesman has held dear and every American demagogue has roared forth the precept of no entangling alliances with European governments. And yet under the guidance of President Wilson, who is said to possess an unusual amount of the quality of mind and spirit which characterized the Father of his Country, we have thrust, with all our energies, into the very heart of the worst tangle of governments the world has ever seen.

Have the people of the United States become deaf to the warning of Washington? Have they forgotten? Or, remembering, do they feel that such warning is no longer of value? On the contrary, it is exactly because the people have taken to heart the spirit of Washington's counsel that they are in this war. Washington wished to keep the United States safe for democracy;— the phrase is Wilson's, but the thought was also Washington's. There was not at that time a single democratic government among the more powerful nations of Europe. If America joined an alliance with any nation then, it meant that the unsettled and inexperienced democracy just born in the West would become greatly endangered. The older nations were none too

much in sympathy with our novel form of government.

Washington's warning had reference to the safety of democracy in the United States. Later the same principle was expressed by President Monroe in a famous message which became known as the Monroe Doctrine. In this message the idea was given a broader application. The occasion for the announcement of Monroe's policy was that efforts were being made to extend the operations of the Holy Alliance to the New World by the coercion of Spain's revolted colonies in South America.

That august conspiracy of autocrats looked with great disapproval upon the infant democracy of the West, realizing that in it lay the elements of wreck for their system of privilege. They were eager to stop the spread of such governmental ideas. Hence their project to restore to autocratic Spain her colonies.

It became necessary, therefore, if democracy was to be safe in the United States, to make it safe throughout the whole western world. This great undertaking could never have been realized without the help of Great Britain. England, realizing that her own democratic liberty was constantly threatened by her own autocratic element, through her liberal statesman, George Canning, then in power, took sides with democratic America; and by means of her great fleet helped the Monroe Doctrine to live.

But the autocratic powers of Europe never accepted this American doctrine with any grace. The German government in particular has resented it. More than once has Germany sought to

assail it. At Manila Bay, when a German Admiral, Von Diederich, threatened Commodore Dewey, the British Admiral Chichester privately informed Dewey that if there were trouble the Union Jack would fight beside the Stars and Stripes. When the United States intervened against Spain in Cuba, Germany proposed that the European powers throw a cordon of ships between Florida and Cuba, but England declined; and because of the unfailing support of the British fleet the doctrine has stood until now. England has always defended our American Doctrine because "her laws, her literature, her feelings, and interests in the cause of humanity and the peaceful development of the world are identical with ours."

At last the time has come when the Kaiser has made his assault upon our country when the great fleet of England is engaged to its full capacity. "When I have finished this war," said the Kaiser to Ambassador Gerard, "I will take no foolishness from America." In other words, the Kaiser planned, with the English fleet vanquished, to make short work of the Monroe Doctrine.

Just as it became necessary for Monroe to make all America safe for democracy in order that the United States might remain safe, it now has become evident that if America is to be safe for democracy, the whole world must be made safe. So we have united with certain European nations, but not at all are we inconsistent with the spirit of Washington's counsel. Our joining them today does not have the meaning that such a union would have had in Washington's time. Our action today has made our doctrine more significant. We have given it the broadest application possible. We are at war to make the whole world safe for democracy, for unless the world is made safe America can no longer be safe. Instead of an American doctrine for American citizens, we now have a world doctrine for every citizen of the world. It was under the command of Washington that American citizens first took up arms for democracy; and it is for his principles that today American soldiers, under the guidance of Wilson, go over to France to engage again in the struggle, "to fight for rights more precious than peace, for the universal dominion of right by such a concert of free peoples as shall bring peace and safety to all nations and make the world at last free; to fight thus for the ultimate peace of the world and for the liberation of its peoples."

The same principles we fought for under Washington we fight for today under Wilson: — then for ourselves, now for the world. England and France helped us maintain democracy in the Western world, we now unite with them and their allies to save democracy to the world.

## VOCATIONAL EDUCATION IN GEORGIA AS PROVIDED FOR BY THE SMITH- HUGHES VOCATIONAL BILL

The Vocational Education Bill was passed by the sixty-fourth Congress of U. S. under the leadership of Senator Hoke Smith and Hon. Dudley M. Hughes, both of Georgia. It provides for Federal grants to be made to aid the States in the promotion of Vocational Education. Our State accepted the bill by Act of Legislature, and the governor signed it August 26, 1917.

The money thus appropriated can be used in three ways as specified in the original bill. First, it may be used for paying salaries of teachers, supervisors and directors of agricultural subjects. The amount that each State is allotted for this purpose is in the proportion that its rural population bears to the rural population of the United States. For the years 1917-1918, Georgia gets \$21,000.

The second way the money may be used is in the paying of teachers of home economics, trades and industrial subjects, this amount being allotted to each State in the proportion its urban population bears to the total urban population of the United States. In our State the percentage is 1.26 and the amount for 1917-1918 is \$6,300. Only twenty per cent. of this amount can be spent for home economics.

The third use the money may be set to (and the use that will probably be most effective) is the preparation of teachers of agriculture, trade, industrial and home economics subjects. This is made in the proportion which the population of the State bears to the total population of the United States. Georgia will be allotted \$14,200 for 1917-1918.

This last use that can be made of the money is the one in which the South Georgia State Normal Colloge is most interested. The work we are doing and have been doing all the time is being accepted by the Federal Board until the proper modifications can be made. That is until we are given instructions by the Board at Washington as to what changes will be necessary.

The three Normal Schools of the State have been selected as the institutions for the training of teachers of home economics. Graduates of the full course will be given professional certificates, which will authorize the holders to teach home economics in any school in this State, organized under the Smith-Hughes Act.

The purpose of the whole plan is simply to provide a means by which a greater and more efficient band of workers along the lines provided for in the Act can be secured for the uplift of humanity. It is with such movements that our College likes to co-operate.

# The College Cooperates in Home Demonstration Extension Work

Hoyle Skinner,  
Assistant Supervisor of Home Demonstration  
Work in South Georgia.

In establishing cooperation with Home Demonstration work promulgated by the United States Department of Agriculture and the Georgia State College of Agriculture, the South Georgia State Normal College has evidenced in still another way its belief in the value and importance of training along lines that are practical and that will fit students to meet the present day needs.

As a result of this cooperation the South Georgia State Normal College has been made headquarters for the Assistant Supervisor of Home Demonstration work in the Southern half of the State, and by its arrangement the College will have an opportunity to keep in close touch with existing conditions in the various sections of South Georgia. Of necessity the Supervising Agent will spend practically all her time in the field keeping in contact with the work but upon returning to the College she will be in position to give first hand information to the students. This will be valuable in that it will give the student an idea as to how to apply the knowledge gained in the class room and later as a teacher to plan a course of study that will meet the needs of the children she is teaching.

Another benefit to be derived by the College from such a cooperative plan, and in a measure supplementing the first idea, is that the students will obtain through lectures and demonstrations, through the reading of bulletins, through the visits from members of the United States Department of Agriculture and the Extension Force of the State College of Agriculture, through coming in contact with representatives in the county work at District Meetings held at the College and in other ways a definite knowledge of the program of work as it is carried on by the one hundred and

eighteen Home Demonstration workers in the State. This program of work has grown out of a careful study of the conditions prevailing in the average rural home and has been planned with a view to meeting these conditions. One of the best proofs that it is suited to its purpose and that it is practical is that it had to undergo no change to meet the present emergency. A very significant fact is that the Home Demonstration force has been practically doubled in this and other states since July the first, the beginning of the fiscal year. A most gratifying evidence of appreciation of the Home Demonstration program was Mr Hoover's reply to an inquiry as to how the organization could best help at this time. He requested that the work that has been and is being done be continued.

It seems well, therefore, that as many people as possible become acquainted with a plan of procedure that will enable them to "do their bit" in the most efficient way. Through the college student this plan can be spread most effectively, for whether she will or no the college student wields an influence in her home community or wherever her duties lead her; and knowing along what lines to direct willing energies, she can be a leavening force to spread the gospel of right living.

In this way the agencies of the Home Demonstration work will be benefited reciprocally, the Field Staff receiving the benefits of college influence, and the college receiving the benefits of more intimate field information.

By such a cooperative plan between the College and the organization it is felt that the better and broader development of both is assured and that great good will result.

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## VALENTINE ACROSTICS

Helen Allen

### TO ONE IN FRANCE

Valiantly, fight, my soldier,  
And then come home, Dear, to me.  
Love speeds my prayer of protection,  
Ever across the sea.

None is so brave as my soldier;  
Then win, and come home to me.  
In the long days of peace  
Ne'er a cloud shall o'ershade us.  
Eden returns with thee.

### TO MY VALENTINE

'Twas in early spring time,  
On a golden day,  
Marie, that I met you,  
Young, and blithe, and gay.

Vainly, did I struggle;  
At one skillful dart,  
Love's swift-winged arrow,  
Entered in my heart.

Naught can heal my wound, Dear,  
Thus, I pen this line  
In the wild sweet hope that  
Now you will be mine —  
E'en in early spring time.

## "IN HAPPY VALLEY"

JOHN FOX, JR.

A Review by Alma Scott

"In Happy Valley," by John Fox, Jr., is one of the most charming books of fiction published recently. It is made up of a number of stories, unique, typical, delightfully refreshing, all of which have their settings in the mountains of Kentucky. Fox's characters in this book are somewhat familiar, his readers having become acquainted with them under different names in "Little Shepherd of Kingdom Come," and other of the author's well known stories. Indeed, "In Happy Valley" bears a close family resemblance to a number of Fox's earlier stories, the only real difference being that this is a collection of short stories combined, several of which have been published singly before; while most of his other works have a unit organization.

It cannot be said that the author's characters are typical mountaineers, rather, they are a type selected to represent mountain life as a whole. The book has very many rare qualities — a grim humor, originality and a power of expression that is rather unusual, but its greatest quality is a kind of "humanity" that ranges from laughter to pathos. The author succeeds in portraying life as it is in the mountains — earnest, healthy, independent and intensively real; the book might well be considered a picture of mountain life, the intricacies of human affairs and most fascinating of all the interpretations of the character of mountain folk.

Let us notice briefly a few stories characteristic of the book as a whole. In his first story, "The Courtship of Allaphair," Fox presents one of his most typical characters, weaving about her much interest and amusement. Allaphair, one of Happy Valley's blithe and buxom maidens, is utterly unapproachable by the opposite sex. She looks upon them with a feeling of scorn and contempt, failing to find in them the qualities she considers necessary for the making of real men. When finally, however, the tenderfoot school teacher "licks" one of her would-be-troublesome-suitors while she looks on excitedly, hidden in the bushes along the roadside, Allaphair decides that one man at least possesses the essential requisites and announces suddenly to her mother that she is to be married

although the bride-groom-to-be has not been informed of the fact. There is much interest in the story, but readers know immediately that these crude characters are not typical of mountain life as a whole.

In the "Marquise of Queensbury" is found an instance of Fox's clear cut humor. Pleasant Trouble, one of Happy Valley's citizens, is drunk and a fly lights upon his knee. The insect seems to have picked an inopportune time, for being in poor spirits the old fellow whips out his forty-four from its holster exclaiming wrathfully, "I'll show ye who ye air lighth' on," and blazed away. Of course he kills the fly and incidentally he shatters its lighting place, but if he minds the loss of his leg no one is aware, for he never speaks of it to his friends. Such are the humorous situations which so delight the reader of "Happy Valley."

In most of his stories, Mr. Fox presents that type of mountain life which knows no other world except its own. The typical mountaineer born and reared in the mountains becomes early fixed in his environment and observes the practices and customs of his forefathers, never knowing the world beyond the hills. In "The Goddess of Happy Valley," however, the reader gets an insight into another side of the mountain character, that of the mountaineer who has come in contact with education and culture and has been affected by them. Fox has slightly overdrawn several of his characters here but the story as a whole is different and wholesome.

In each of these stories the chief interest lies in character sketching. The author creates images which will constantly come back to the reader's mind bringing pleasant thoughts with them and there is an originality and oddity about his beings which is delightful and characteristic only of mountain life. Fox tells his stories in perfect frankness and so skilled is he in portraiture that his characters never have to be characterized in words, but make themselves known and appreciated by their actions. About "Happy Valley" as a whole, there is an irresistible charm which manifests itself not in one quality alone but in many qualities that are rare and delightful.

## LOCALS

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The Sophomores, in their eagerness to promote the work of the Red Cross, have organized a knitting club. This club meets daily between the ringing of the first and second bells for supper, giving the young ladies fifteen minutes in which to knit for the soldiers each day.

Diseases are not the only contagious things. Early in the fall the Seniors organized a prayer circle and current events club combined which continues to meet daily. The Juniors heard of this and, seeing its good works and realizing that they, too, needed a kindred organization, they have organized a prayer circle which meets daily, also.

The Senior play, which will be a very important feature of commencement week, has been selected. It is an established precedent that one of Shakespeare's plays be used on this memorable occasion. This year's class has selected "A Winter's Tale." Already, the more important characters have begun their rehearsals.

Miss Margaret Flennikin, who is Y. W. C. A. Secretary of the South Atlantic Field, paid us a visit recently. The Y. W. C. A. girls were greatly encouraged by her visit. She left a great many valuable suggestions, and promised to return later during the year, if possible.

The S. G. S. N. C. is the baby college of the State, but it is abreast of them all in its patriotic service. On the day that war was declared, the girls, as a student body, offered their services to the Secretary of War. The result was that on his suggestion the girls asked for gardens at home and canned a great many vegetables during the summer. Last fall when they were called upon to subscribe to the war relief fund, all gave liberally. The Seniors, who had made many plans for their commencement dresses, decided to wear their regular uniform at the Senior reception and thus increased their subscriptions. So, now that the need for surgical dressings is so great, each class gives two and a half hours of each week to the preparation of these dressings under the direc-

tion of Red Cross instructors from the Valdosta Chapter. All of the students are very enthusiastic in this work. There are no "slackers" among them. Due to the expert training which they have had in "doing things," they are able to turn out a great many surgical dressings, thus greatly increasing the supply which the Valdosta Chapter is able to send. In addition to these services, the students are now saving their nickels and dimes in order that they may purchase thrift stamps.

The college girls did not have a special program to celebrate Robert E. Lee's birthday. Mr. Powell, President of the College, gave an appropriate talk at chapel, and the girls were given a half-holiday so that they might be present at the program rendered by the D. A. R.'s of this city.

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### Setting Up Drill — Six Ten A. M.

Marion Groover

When the wind is blowing coldly  
And the frost is on the ground,  
When the gong that clangs so boldly  
Crashes out its shocking sound,  
I am called from out my sleeping  
'Neath the quilts that lay me down,  
And chills begin a-creeping,  
Creeping pertly up and down.

So with shock and shiver gasping  
I alight upon the floor  
And with shaking hands a-grasping  
And with teeth that chatter more,  
I draw on my icy blocmers  
As I beat it for the door;  
And it sounds to me like sin,  
When the teacher calls, "Fall in.  
Fall in line there! Shake no more!"

---

### Here's Hoping

"Teachee, teachee, all day long teachee,  
Nights markee papers, nerves all creepee.  
Nobody kissee, nobody huggee,  
Poor old maidee, nobody lovee."

## "IT IS TO LAUGH"

### "Psychology"

#### Apologies to "The Rosary"

The hours I've spent on thee, old book,  
Are as a string of woes to me.  
I count them over, ev'ry one apart,  
Psychology, Psychology.

Each hour a pain, each pain a pang  
To bruise a heart in failure wrung.  
I count each hour unto the end,  
And there an "X" is hung.

Oh barren "P" and bitter "F"  
Oh painful marks they are to me.  
I work each night and strive at last to learn  
To make an "E," oh dear, to make an "E."  
— M. R. Brown and B. Cobb.

#### Wiser Than She Knew

Mr. Wood: "Who wore the coat of many colors?"

Clyde Purcell (President of Y. W. C. A.):  
"Solomon."

#### Dumb Indeed

Kathrine (Rushing into her room): "Oh, let me tell you, we've got a dumb waiter, to bring up the meals from the kitchen."

Martha: "What! Do you mean to say he can't talk at all?"

#### Six or a Half Dozen

Hygiene teacher (in lecture): "Boil all water before you drink it, in order to kill the germs in it."

Jewel: "Huh, I had just as soon drink a menagerie as a cemetery."

(Edith and Leonel were walking into the office.)

Leonel: "Where can I mail this letter?"

Edith: "Just put it in the box and the postman will get it."

Leonel: (Turning to Mr. Will Yarbrough, the book-keeper) "Will'e?"

Mr. Yarbrough: "My name's not Will'e, its Will."

Miss Morris gave the Senior arithmetic class several references.

Marion Groover: "Miss Morris, we have looked and looked for this reference, 'Brown and Coffman,' in the library, and we can't find it anywhere?"

Miss Morris: "'Brown and Coffman,' why that is your text book."

President Powell filled the Presbyterian pulpit one Sunday. After the service a young lady from the congregation walked up to him and said, "Mr. Powell, we enjoyed your talk so much; it was so short."

Musette Williams led the Senior prayer service Friday evening. After reading the scripture lesson she said, "We will now have the Lord's prayer — 'The Lord is my Shepherd, I shall not want; He maketh me to lie down in green pastures,' — oh, excuse me, please."

Euretha: "I certainly do like clabber; do you, Blanche?"

Blanche: "Clabber, I've never seen any; isn't it sour buttermilk?"

Euretha: "Never seen any? Well, have you seen a cow that gave buttermilk?"

Blanche: "Don't all of them give buttermilk?"

Euretha: "You are evidently from the city?"

Blanche: "I'm from Bainbridge."

Miss Robertson (to first Senior cooking class: "This morning I want you to prepare 'Pigs with Blankets.'")

Musette Williams: "Oh, are we going to have sure enough pigs?"

#### Why They Never Married

Miss Duggan: "Never received a proposal in outline form."

Miss Gallaher: "Failed to get him told."

Miss Craig: "Couldn't find a man that knew the science of it."

Miss Robertson: "No man willing to live on a scientific diet."

Miss Carpenter: "He wasn't artistic enough in the proposal."

Miss Rule: "Couldn't find a man whose physical energy indicated mental ability."



¶ Every Student in America should do something to help win the war.

¶ Let us buy nothing we do not absolutely need. In this way we spare for war use the material we do not use for ourselves; we free for war use the labor that would have been engaged for us; and also we save our money.

¶ If, then, we buy thrift stamps with the money we have saved, we lend our money to our country to win the war.

¶ Now is the time for us to help.







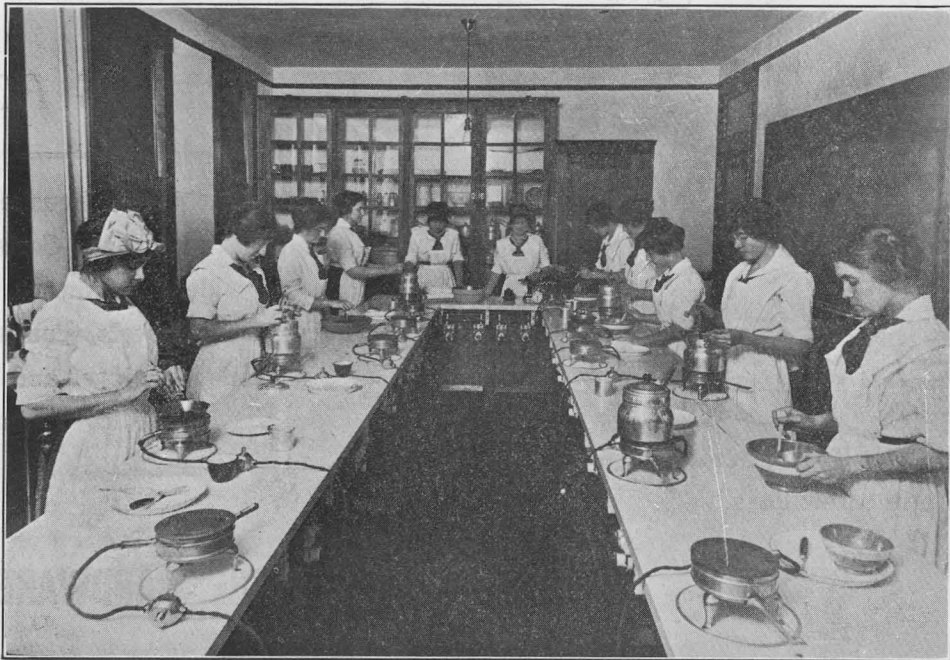
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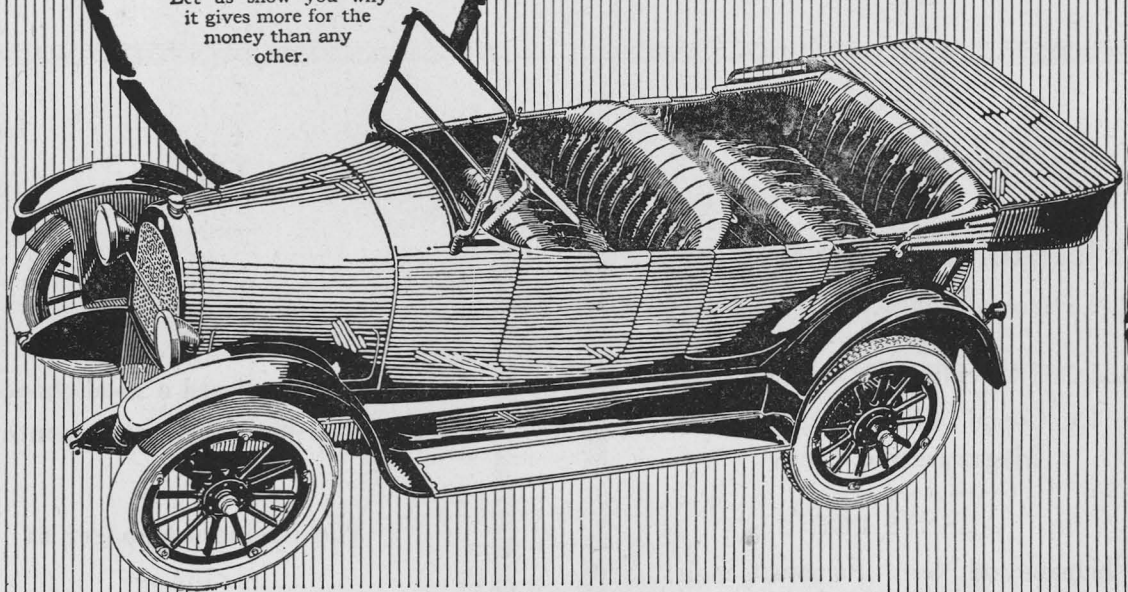
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