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PRESS ON!

"There are some men who can obey orders; and there are some men who can get things done."

Have you tried to solve an algebra problem, remember French irregular verbs, or pass on a hard examination? If you are not a quitter you know what it means to go on. Don't give up just because you have failed one time, but press on. When one has the determination to overcome failure he is on the road to success. Yet, we must have our failures to make us press onward to a higher goal.

A man who is resourceful is one who tries to solve his problem in another way if he has failed the first time.

"It is well to know how; it is better to try, for by trying you learn how." All things are accomplished by trying, for only the small things can be done by rule.

"Success is like picking a lock, not like working an example in long division."

No one learns to speak well, except by speaking, or write well except by writing. One who presses on, even though he has many struggles to overcome; many hardships to endure, and sets his teeth together and says, "I will," is the person who accomplishes. It is the training and education that we get while doing our work that helps and counts most.

After all is is just our determination and zeal that makes that invisible something in us want to achieve great things and that is possible only by pressing onward.

"Character is the subjective result of experiment, and success the objective result." Press On!

"Go ye Therefore"
 Y. W. A. HOLDS INSPIRATIONAL MASS MEETING

The play, "Go Ye Therefore", was splendidly presented by Love Circle to the other seven individual Y. W. A. circles in a mass meeting on Friday night, October 14, 1927.

In the play a girl who had been to college returns to her home town and organizes a Y. W. A. among her friends. It proved to be a great success, and the girls derived much happiness in serving others through this organization which previously had been new to them.

The officers were greatly encouraged by the large number assembled, which proved that their efforts in enlistment had not been in vain. One could actually feel the Spirit of Y. W. A. as it was vividly portrayed in this play. After the program many of the girls gave short talks because it is in Y. W. A. that the girls feel closely drawn together. It is there that a real sisterhood spirit is felt; thus the girls feel free to discuss their daily cares and problems as one big family. All of the girls returned to their rooms with burdens lightened and new resolutions made to be truer Y. W. A. members.

Those taking part in the play were: Amanda Springs, Katherine Bennett, Hilda Lawrence, Bonnie Hildebrand, Sarah Blackwell, Irma Henderson, Thelma Francis, Ruby Fleming, and Eunice Causey.

B. Y. P. U. STUDY COURSE GREAT SUCCESS

The B. Y. P. U. study course held from October 17-21 reached the highest expectations of the leaders in both attendance and spirit. The attendance and number taking the examination were almost the same. The entire student body is directly responsible for this fine record. They are to be highly commended for the wonderful way in which they cooperated with the leaders in making the study course week a great success.

The inspirational messages brought during the week to the student body and faculty were incentives to all to rise to a higher and nobler standard of living. All are indeed indebted to Mr. Morgan and his faculty for the many good things they brought to Mars Hill College campus.

Surely such a glorious week of study and training will bring a rich reward to all participants. Already there seems to prevail an entirely different atmosphere in the individual unions and in the general assembly. Many visions have been broadened. Many have caught the gleam.

With such marvelous results, it seems that nothing should hinder the B. Y. P. U.'s of Mars Hill College from working unitedly for one great common cause—Christ glorified on our campus.

Miss Howell's favorite song is: "Oh, How I Hate to Get Up in the Morning."

"KNOW THYSELF"

Education as it is in the college hall leaves much to the individual. Many of the student's studies concern humanity and himself indirectly. Histories are the records of dead men; languages are the means by which peoples express themselves; government teaches the control of human societies, physiology, the structure of the human machine, psychology the workings of the mind and emotions into human behavior; chemistry makes known to man the elements of which all things are made. Throughout all the branches of education, the student is studying men indirectly in their chosen field of endeavor. But so far as the individual student is concerned, all this study he must apply to himself. The text book does not do it for him; neither does the professor. Then to know himself is largely self education. This places the most important and often the most difficult feat of life upon each student. In our emphasis upon studying other things and other people and other places, the student has not been instructed how to study himself. The result is that he finds no time for this course in "Know Thyself." His curriculum is completed—a most important course is not taken. The result of this neglect is the many who spend four years in college and who do not know what to do with their lives. They do not yet know themselves; they have not studied themselves directly; they have not yet found themselves. The realization of which is bewildering; it is chaos of life just at the time it should be most centralized and certain. Like a ship at sea that has lost her direction, it's lost; and a lost life is a calamity until it has found itself.

It is a great thing to find ourselves as a whole. Most students do so during their college course. This is a valuable discovery. He finds power and breadth of mind. He comes into the possession of personality and culture. But to know yourself in the full meaning of the thought is to know yourself in the parts as well as in the whole. Life is a personality, a whole, a harmonious unit, and this harmonious unit is made up of compartments. During college years the student pulls back the curtain of other men's lives and gets a glimpse of their compartments and the contents thereof. To make education real the student must get hold of his own curtain, which shuts him off from the light of himself, in order that he may get a look into his compartments and by so doing find out what his work is. If there is nothing there, he ought to know it. If there is something there, he ought to know it. To be intelligent of others and ignorant of ourselves is not education in its most valuable and needed sense. There comes a time in the education of every youth when he should and must stop searching for gold in other lands and in other men's pockets and instead look for gold in his own back yard and in his own pockets.

There is gold in some compartments of your personality. The discovery, cultivation, and use of it, will make you and the world richer, grander, and greater. Find your gold. It is your birthright. It is your very own; no one else has the gift, the talent, the genius just as you have it. Let no man keep you from it. Much depends upon your knowing yourself. The standards of civilization may rise because of you and your gold. Civilization may fall without it.

Therefore, education is real only when it co-operates with the needs of the world by co-operating with you in your quest to "Know Thyself."

Mr. Moore: "Um-m, it takes about ten of you to make a hundred in Greek."

"Get out," said the mayonnaise "I'm a dressing."

Friendly Rivals Make Interesting Challenge

EUTHALIAN CONTRASTS SPIRIT WITH EARLIER DAYS

We were interested in the discussion the Philomathian reporter gave recently concerning the early history of the Philomathian and Euthalian literary societies. It is always interesting to know the early life of great men and organizations that touch life with us. According to his account, there is something about the early life of the literary societies that is in noticeable contrast with what it is today and what we hope for in the future.

In reference to the former rivalry between the societies, the article said, "Rivalry was keen in those days...roommates unwilling to take up their abode together because one was a Philomathian and one a Euthalian."

This sounds to us like an extremely hostile attitude for students of the same institution—personal and lacking in Christian tolerance. We believe and are glad that there are no students on our campus today who would nourish such an extreme and unchristian rivalry on account of a mere organization—yes, mere in importance if compared with the great virtue of fellow-appreciation. Even though present in a moderate degree, such misappropriated rivalry is hurtful to the student friendliness on our campus, hindering to progress, unfaithful to our mother institution, giving a literary organization precedence over the church; and, though some do not seem to realize it, it is not helpful, but hurtful to one's society. It is a sign of weakness in the proponent himself. His organization as a whole deplores his attitude.

Has any noble structure ever been built upon adverse criticism? It is an obstruction to advancement when given in unfriendliness. Let us live down the obstruction. We are not criticizing the early societies, nor underrating rivalry of the right kind. Has one a right to criticize his father, his mother for his own weaknesses when he can overcome them? We are not boasting ourselves to be above them. We thank God for our noble pioneer fathers who bore the burdens of infant organizations and guided them into channels of smoother sailing for us. Those channels always headed upstream. They are still headed upstream; and our spiritual eyes are beginning to see more clearly.

We are reminded now of the recent inspiring challenge of the representative from the Philomathian Literary Society to the Euthalian Literary Society—a challenge to clean living, noble conduct, and high ideals; and of the equally inspiring response to the challenge by the representative from the Euthalians, who was sent with his message of response by the vote of every man after attention had been called to the vital meaning of the challenge and of living up to it. It should appeal to the best in us; it calls for fair-mindedness, a high quality of tolerance, and fellow appreciation. We shall have fallen short of our privilege if, with such ideals before us, we do not keep spiritual pace with our intellectual advancement.

SUMMARY OF ENROLLMENT

The Secretary reports that the enrollment, including the summer school, is 584 as contrasted with 576 at the same time last year. Seventy-two counties of North Carolina, twelve other states, and three foreign countries are represented. Note the following summary of registration from September 29, 1927:

Alleghany, 1; Anderson, 2; Ashe, 1; Anson, 5; Beaufort, 1; Bertie, 4; Brunswick, 1; Buncombe, 40; Burke, 4; Cabarrus, 1; Caldwell, 8; Caswell, 1; Catawba, 3; Chatham, 4;

Cherokee, 3; Chowan, 1; Cleveland, 17; Columbus, 5; Craven, 1; Davidson, 3; Durham, 1; Edgecombe, 2; Forsythe, 2; Franklin, 8; Gaston, 14; Gates, 1; Graham, 5; Guilford, 5; Halifax, 2; Harnett, 15; Haywood, 15; Henderson, 11; Hertford, 5; Iredell, 3; Jackson, 4; Johnston, 2; Lee, 1; Lenoir, 2; Lincoln, 74; McDowell, 4; Madison, 2; Martin, 2; Mitchell, 2; Montgomery, 2; Moore, 3; Mecklenburg, 8; New Hanover, 2; Newnampton, 1; Orange, 2; Pender, 1; Polk, 5; Randolph, 1; Robeson, 1; Robeson, 10; Sampson, 3; Stanley, 4; Swain, 2; Transylvania, 8; Tyrell, 1; Union, 2; Wake, 13; Warren, 1; Wayne, 2; Wilkes, 5; Yadkin, 11. Total for North Carolina, 387.

Enrollment by States:
 Alabama, 2; Central America, 1; Cuba, 1; Florida, 1; Georgia, 5; Kentucky, 1; Louisiana, 5; Maryland, 1; North Carolina, 387; New York, 1; Pennsylvania, 1; Quebec, 1; South Carolina, 63; Tennessee, 8; Virginia, 11. Grand Total, 491.

Mars Hill Loses Hard Fought Game to Tennessee

(Continued from Page 1)
 but her next four attempts failed to net the required ten yards. The ball changed hands. Rumsfeldt got off a nice punt on the last down but Waldon brought the ball almost to the point where it originally parked. After his ball had failed to gain through the Mars Hill line, Waldon struck out and left end and before any of the Mars Hill lads could lay their claws on him, he had passed beyond that white chalk line. Again Tennessee failed to make the extra point. This time the quarter ended.

The opening of the second quarter found Tennessee again kicking Mars Hill. After a brief exchange of punts, Tennessee began to line plays in Mars Hill territory. Joyner got through and threw the ball for a ten yard loss, and they had a punt. It was Mars Hill's time to begin a drive, and she did. Furches passed to "Fuzz" Anderson, and a few seconds another to Dick Anderson. These gains netted Mars Hill a first down, but she had to wait before the next ten yards were reached. Again Tennessee had the ball but again Mars Hill held them down. The end runs that had proved so deadly for Tennessee were working at this stage of the game. Just before the quarter closed Furches presented the pig skin to Mars Hill by way of the aerial route and the act was good for two five yards worth of gain. Mars Hill was far into Tennessee territory when the half ended.

Mars Hill came back the next quarter with blood in her eyes, every thing looked red. She kicked to Wesleyan, but received the ball on a punt. On the first play, Anderson fitted the pig skin to his arm and galloped straight through Tennessee's line for thirty yards. Burt Furches got tired of calling play and watching the other fellows carry the ball. By virtue of a fact, he skirted right end for a gain. Another nice gain by Anderson put the ball right on that uncrossed goal line. A little pass, Furches to "Fuzz" Anderson, a shattered record for Tennessee. The remainder of the quarter was a punting duel between Thomas Rumsfeldt. Rumsfeldt was getting his punts off in better fashion.

The most interesting facts of the last quarter were the punting and tackling of Mars Hill men and a lucky pass by Tennessee. This should have netted a touch-down but the Tennessee end got almost the goal line and lay down. Anderson started to get up, "Fuzz" Anderson had him covered. The ball almost over, and Tennessee managed to push it the short distance on four attempts.