

ALL STATE

PUBLISHED GENERALLY EVERY
TWO WEEKS
By Students of
AUSTIN PEAY STATE COLLEGE
Clarksville, Tenn.
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Questionnaire On Courtship And Marriage

1. What qualities attract you on first meeting a member of the opposite sex, and what qualities attract you when you know him or her better?
2. In romantic association with the opposite sex does it help to have a brother, or sister, in your family?
3. Does it make any difference whether or not your partner belongs to a different Christian denomination?
4. Does it make any difference whether or not your partner is religious?
5. Does it make any difference whether or not your partner is an active church member?

ANSWERS

1. The first thing I notice about a boy is his eyes, whether or not he looks directly at me when he is talking to me. When I know him better I am attracted by his standard of life, and the things we have in common.

2. Brothers and sisters are pretty nice to have, but they are not much help where romance is involved. Of course, we may seek their advice, but romance usually gets along very nicely without a great deal of aid from younger (or older) brothers or sisters.

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Mrs. Lowe Returns From Pennsylvania

Mrs. Marvin Lowe, director of physical education, returned to school Monday after attending her mother, Mrs. Jane Davies, who was critically ill in Leidsburg, Pennsylvania. Mrs. Lowe reports that her mother's condition is improved. Both her return and the news of her mother's recovery are sincerely welcomed.

3. It makes very little difference to me whether or not a husband and wife belong to a different Christian denomination as long as they are both Protestants. However, if one is Catholic or Jew there would be a great difference, and they would have to come to some agreement.

4. It would make a great deal of difference to me whether or not my partner is religious, because I am. I would not, however, want him to be a fanatic on the subject.

5. It would certainly make a difference to me whether or not my partner is an active church member because I am interested in the church. It would help in the raising of a family if we both were.

Boys:

1. The first thing I notice about a girl when I first meet her is her appearance and next her personality. As I get to know her better, I notice her treatment of my friends and her attitude toward people in general.

2. Having a sister helps, if she is younger, because she looks to you for guidance in her own romantic affairs, but if she is older that's bad because she is constantly trying to give you unwanted advice.

3. I am perfectly willing for my wife to have her own choice of church. I myself am Protestant. The family is more united, though, if she is of the same religious faith that I am. If one of us were Protestant and the other Catholic or Jew, there would be a much bigger problem.

4. In marriage the two parties should be as nearly as possible of one mind and one accord. To my mind religion should be a definite part of married life. Therefore I expect my wife to be religious.

5. Yes, I want my wife to be an active church member because it would help very much in raising the children right and guiding them along the right paths.

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Educational News

In the January issue of "Harpers" Magazine, George H. Henry, principal of the Dover, Delaware, High School discusses why our high schools are in collapse.

When educators write for one another they envelop their statements in a cloak of pedagogic language in order that all public servants they may not be charged with lack of faith in democracy. Yet it is common gossip among the profession that at least a third of the entire secondary school population are incapable of mastering the stock tools of learning—reading and writing—well enough to profit from textbook instruction. No method and no brilliance of teaching can improve these youths enough to make any appreciable difference in their literacy. These two and one-half million who belong to this group are not to be confused with the mentally backward (a far smaller group comprising only about five per cent of a school or less), nor should they be confused with the ill-housed, ill-clothed, ill fed. The great majority of them are intelligent, wholesome, even talented, responsible youth. They belong to the rich and the poor alike. They are simply non-verbal.

It is difficult to explain to a parent of a boy or girl, who stands not so very far below the school average, that the average itself may have fallen dangerously low, that the many standard objective tests—the stock-in-trade of many schools—are forever creating their averages. Test in reading comprehension and word usage, for instance, are given to tens of thousands of youngsters and the average is taken; against this average the student is measured. If his score is 72 and the average for ten thousand others is 60, your boy is considered "safely" and strongly above average. If the average or "norm" declines to 50, then of course 60 is well above. Under this relativist system, above-average, average, and below-average, any progressive deterioration of our schools could actually hide the intrinsic performances of a student in language. This is exactly what

has happened. In the decade 1930-40 the high school enrollment increased over fifty per cent, while the number of boys and girls were advancing only seven per cent. This change brought with it into the high school the most undifferentiated, heterogeneous mass of humanity ever to be assembled for higher education in the history of the world.

Democracy is thus brought face to face with the cold fact that one-third of our citizens, although literate by census standards and able to read and write well enough to get along, are impervious to book learning, to the detection of the use of words as weapons, and are therefore ever a prey to demagoguery.

Can the tradition of education be changed for these millions? The State accepted long ago the principle that all pupils, bright and dull, were entitled to the same education. But the right to learn does not seem to carry with it the ability to learn or the willingness to learn—as schools are now constituted. The old concept, liberal education, is helpless in dealing with the greatest human experiment of all times—and as a result high school education is in a state of collapse. Secondary education has been debased by a sentimentalism that would make of the high school a kind of benevolent institution in which everybody will be granted a diploma for his ego's sake, and where youth may go to wait out a depression or a reconvalescence after war!

One standard answer to the problem of the moment is vocational training. This is no good answer. When a boy cannot read or write

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Continued from Page 1)

the enemy over a sustained period of time," Colonel Theron J. Coulter was awarded the Bronze Star. The award was made at Hickam Field, Oahu.

A New Year's greeting from the Orient to the All State! And it comes from Lt. W. C. Buchanan whose one wish of the coming year is that it bring him home to his old and familiar halls of APSAC. All of us, too, join him in his request.

The other day when Professor Law handed me a letter, I looked at it rather questioningly, wondering who would be writing to the College on stationery with a picture of the "Rising Sun" sketched in one corner and Fujiyama in the other. Upon investigating, I found that it came from Tom G. Hawkins. Within a few weeks from writing of that letter, Gilliam was to board a ship in preparation to make his last "Beach-head"—Seattle, Washington. He plans to attend Peabody College till his master's degree is secured and then teach.

in fair fashion, why put him through a course in "mastering" a trade that he can learn in a few months outside, and when, due to vocational fluctuation, there may be little assurance of a job? Why stay in school doing the same thing for nothing when you might be paid for it on the outside?

A better solution is to build the school around a clear-cut field: 99 per cent of the entire school population, whether verbal or not, possess some gift or talent that is above average. It is just as important to uncover this gift for the nonverbal one-third as to teach reading and writing. For though nature has not democratically handed out intelligence, it has blessed nearly everyone with skill in some direction to create with satisfaction to himself and service to others. The search to "know thyself" in this respect is the prime business of the school. This is not the same thing as specialized vocational training—in courses constantly becoming obsolete—which is the present substitute for this exploration.

The great fault of this solution is that the product of this type of education is likely to be insufficiently grounded in citizenship. Inevitably the American school is for all youth the training place for citizenship. To millions citizenship must be taught without books or it will not be taught at all. How our schools can be reshaped to give these non-verbal millions a training in citizenship suited to their capacities we do not know yet. But one thing is known: a lack of vision prevents us from using already available means and services in the way that they should be used for these non-verbal millions.

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From: New Providence.
Has: Red hair and a friendly disposition.
Ambition: Since I got out of high school, I haven't any.

Who: Gene Moss.
From: New Providence.
Has: Locks and curly hair. Is a cavy king.
Ambition: To finish school.

Who: Evans Harvill.
From: Clarksville and Nashville.
Has: Two girls: one from Nashville and one from Clarksville.
Ambition: To have more girls!

Who: Bob Kendrick.
From: New Providence.
Has: Brains, brown and looks! Ambition: To marry.

Who: Sam Melton.
From: Camden, Tenn.
Has: A wife.
Ambition: To be a good father.

Who: Robert Hutchinson.
From: Oakwood.
Has: A friendly nature.
Ambition: To graduate from A.P.C.

Who: Walter Powers.
From: Waverly, Tenn.
Has: A line! (Eh, girls?)
Ambition: To be a dentist.

Who: Bruce Corbitt.
From: Waverly.
Has: Everything!!
Ambition: To work with Walter.

Who: Jimmy Powers.
From: Waverly.
Has: Wit.
Ambition: To get married!

Who: Jack Nicholson.
From: Neptune, Tennessee.
Has: Personality!
Ambition: To be an English teacher.

Who: James Durbin.
From: Clarksville.
Has: Pipe.
Ambition: To make good grades!

Who: Stewart Bronaugh.
From: Trenton, Kentucky.
Has: A winning way.
Ambition: To do as little as possible.

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Newly Organized Governors Beat 2nd Inf. In First Basketball Game Of Season

Although basketball season has been under way for some time, Austin Peay State's team opened its cage season at Clarksville High School gym Friday night, January 2, by trimming the Second Infantry team of the Fifth Division, Camp Campbell, 30 to 29.

The half saw the Governors ahead, 22 to 16, but the soldiers marched steadily forward to almost tie the count as the final whistle blew.

The Governors were sparked by Melton, Rye, Moss and Harvill, with Rye and Melton both getting 9 points and Harvill following with 8. Brevier, soldier forward, led the scoring parade with 14 points and Wiles came second with 11.

The lineups—
Pos.—Austin Peay: Corbitt (1), Harvill (6) Second Infantry: F.—Reed (1) Brewer (1) Phares (1) Wiles (1) G.—Moss (4) Rodarte (2) G.—Nicholson (1) Allert (1)

5 Cheerleaders And Sponsor Elected By Student Body

The newly-organized basketball team received added support in assembly last Friday when a faculty sponsor and five cheerleaders, three women and two men, were elected by the student body. Mrs. Marvin E. Love, physical education director, was chosen sponsor of the team, and Christine Price, Ann Roberts, Mary Wilson, Tommy Walters, and H. J. Marshall were made cheerleaders.

Suls—Austin Peay: Corbitt (1), Melton (9).

Tuesday night, January 8, found the Governors on the losing side. They suffered their first defeat at the hands of the Inglewood Independents, the score being 45-34. The Governors had the lead for the first minute but then the Independents took it and kept it throughout the game. At the first quarter the score was 5-3 and at the half it was 13-22. The third quarter found the Governors right in the middle of the fight and coming within two points of Inglewood but the more experienced team managed to hold the lead. Rat Rye with 13 points starred for the Governors while Swape with 12 and Smith with 11 starred for the Independents.

The Governors take their first trip and go to Nashville to play David Lipscomb Saturday night, January 12.

Let's have more cooperation from the student body. The team needs it!

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Every Tuesday, Thursday, and Saturday morning at the crack of dawn (which Miss Tanner prefers to call eight o'clock) eighteen enthusiastic students, all members of the fairer sex, drag into Spanish class. At this time of morning our minds are exceptionally keen, especially on Saturday, when it is in reality the "moaning after the night before".

Immediately at the sound of the second gong, translation of the most beautiful language (read that somewhere in a book, in very small print, upside down on the back page) in the world begins. When we get half-way through the translation, our 8:15 scholars come in: Marthanne Anderson, Mary Wilson, Helen McGregor, and Evelyn Glenn. They think they will pull a fast one and sit at the table where the translation has been completed. For some strange reason this doesn't work—mainly because Miss Tanner has a remarkable memory.

After all the confusion of trying to mumble Spanish paragraphs, we really get down to business and read in English. When this delightful half-hour is finished, we open that cute little green book and start asking ourselves questions, but worse luck, we have to answer them, too! We read these strange words to ourselves for minutes on end, when at last the gong sounds which releases us from the South American class. Sounds of buses das re-cho on the first floor of the Castle Building, until the next time when we will reconvene and again try to learn to be senoritas of another world.

Psychology or Madness, Call It as You Please

For four days a week at 2:30, six ardent and brilliant students stroll madly to psychology class. We all wait impatiently for the second bell to ring, because then Mr. Moffitt will ask the first question: "Where were we when the bell rang yesterday?"

"The Brain," Julius Cohen, will always answer, "Right here, Mr. Moffitt." Class has now begun, and the discussion has started.

At this time the girls get their attention naps while Cohen and Mr. Moffitt discuss evolution, Morse Code, what to do if your house catches on fire, and Joe Louis.

After the subjects have been delivered into the delight of both parties concerned, Mr. Moffitt will ask, "What do you think of that?" and we all cry in unison "I agree with you, Mr. Moffitt." (Naturally we always get A's.)

Psychology isn't a boring class, especially when we start throwing shoes. One was thrown at me one day, but I managed to duck in time for it to hit Joyce. None of this seemed to bother Mr. Moffitt. His self control was simply amazing. He went right on explaining the process of breeding a cross-eyed bear with a green-eyed skunk, with the result of the offspring's having one brown eye and one blue one. I may be "confuzzled," but that's the way I understood it.

When the bell rings, we bid Mr. Moffitt farewell. Because he thinks studying is hard on the brain, he never keeps us overtime making assignments. "We agree with you, Mr. Moffitt."

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Dope On The Dopes

The New Year came in with a bang and brought along some new things other than little 1946—

1. Our basketball team; take notice, ye females: If you want to see the men of A.P. on parade, just take a stunner at offroad team (and most of them are single, too!) Honestly, boys, we're really proud of you.

2. A M.R.S. degree for Sarah Bell; all of us want to wish happiness and lots of luck to you Martine!

3. Rhymes: Marion Ellis and Clarence Rizer are equally proud of their prize possessions—those sparklers are just the thing, gals!

4. Couples: Aurelia and Moss, Mary Lowe and Billy, Betty W. and W. Powers; but not to be forgotten or extended are the '46 James of Betty Jo and Burke, Jimmy and Helen, Ebbie and Abe.

5. Open letter: Say, gals, have you noticed (and no doubt, you have) the aloofness of our returned veterans? From such a nice selection of "campus cuties" it is not rather a mystery to you that all the gals receive this cold shoulder attitude from the masculine gender of the college? Maybe you should help if we used their aloof attitude as an experiment. Might we be being regarded as eager-beavers. Well???

(Signed) A. Crushed Co-Ed.

P.S.—Are they consoled or could they simply be afraid of us? Now, fellows, what have you to say to that?

6. A won-der-ful vacation for Jennie; well, she went to see Billy, didn't she?

7. A vacancy in the dorm: Dimple Lane has moved from Harrod Hall and seems to be using her time to the best advantage: as, Sunday, January 6, and her date with Marvin.

8. More and more uniformed males to the girls' dorm: those gals get endless numbers of phone calls as proof. Jo Coble tells us of Hank, Red, Evans, Walt, Tony, etc.; while Helen Hill can boast of Lindy, Freddy, George, Paul, Phil, etc., etc., etc.

9. A cablegram from Germany: for Dot Moffitt—from C. W., no doubt!

10. News of the dorm's "four sisters": one has a man all her own, one has a ring—just give the other two a little time; that's all they need!

11. Dates for basketball games: sis Eowser at one not long ago with Harvill, who didn't play the first half because of a sprained wrist.

12. Mrs. Lowe's absence: we really miss you and hope your mother will soon be better so you can come back.

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13. Some changes in the ALL STATE staff: just look in the upper left corner of page 2.

14. And the usual number of questions!

What has happened to that cute little romance that seemed to be blossoming so well between Sara Beth and Marshall? Or has anything happened? How 'bout that, Marshall???

Have you seen Katy and that cute scuffer dancing together? That's really real!

Why are folks so crazy about Sarah Linehan? Could it be "cause she's so ally?"

Wonder why so many gals would like to date Julius Cohen? Come on—give 'em a break!

Could Geneva be happier after visits from a certain person from Kentucky? Could be!

Why does Janie enjoy Jerry's visits to her house so much?

Doesn't Wena know that January is the proper month in which to go swimming?

What-cha think of the Corbitt-Falls affair?

Why are some people so anxious to get letters?

What's going on between Helen and O'Brien and why did Helen enjoy Carolyn's visit so much?

Why is Betty Parker so interested in Alabama?

Could Stophel be wolfing Sarah Linehan?

How long can this go on? ?

Is the end of 1945; and as all good things must come to an end, so must those not so good (kindly repress those sighs of relief), so be dopey, and be seeing ya!

Calvin Hall News

In the campaign for the election of cheerleaders, we of Calvin Hall are backing "Bucky" Walters to the limit.

Bruce Corbitt seems to be the "Fall" guy in the dormitory. He always lingers at the cash register.

Walt Powers and his little brother, Jimmy, seem to be doing O. K. with the girls. They have the girls asking them to come over and dance every night.

The title for Head Wolf should go to Stophel. He has a pleasant atmosphere at the cafeteria to help promote proper digestion.

It doesn't mean that we have a thief in the dormitory, but no one seems to be able to keep a lock on his door.

In the room downstairs the janitors who are cleaning it up have gotten down to the level of the table top. Rye says he may need a new floor for he hasn't seen it in a long time.

Harvill talks about the girls to all the boys, but the Howser girl seems to be the chief topic of conversation.

Robert Fort visited the dorm recently and should be back with us next quarter.

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