

Published Tuesday through Saturday mornings inclusive during the College year by the staff of The Daily Collegian of the Pennsylvania State College.

The Daily Collegian

Successor to THE FREE LANCE, est. 1887

Collegian editorials represent the viewpoint of the writers, not necessarily the policy of the newspaper. Unsigned editorials are by the editor.

Entered as second-class matter July 5, 1934 at the State College, Pa. Post Office under the act of March 3, 1879.

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Spring Week Parade Suffered Defects

Despite the annual spring monsoons, Penn Staters showed true enthusiasm Tuesday night as most participants slogged through the Spring Week parade to the bitter end. The end was even more bitter for those groups which had their paper floats washed away and didn't come up with a prize.

There were, however, some faults in the parade which cannot be overlooked and which should be ironed out next year.

In an attempt to prevent the parade from becoming a new car show, the parade committee ruled out all mechanized transportation. This was a mistake. A few groups were able to secure horses, but most had to resort to pledge-o-watt, or similar manpower.

Because mechanization was ruled out, students ended up shoving their heavy floats uphill on Shorlidge road and trying to stop them from rolling too fast down Pollock road. This and the rain helped dampen enthusiasm.

The Spring Week parade committee also missed the boat in its choice of award classes. Awards were given only to floats, with no consideration to group enthusiasm or participation. Float awards were given only in most or-

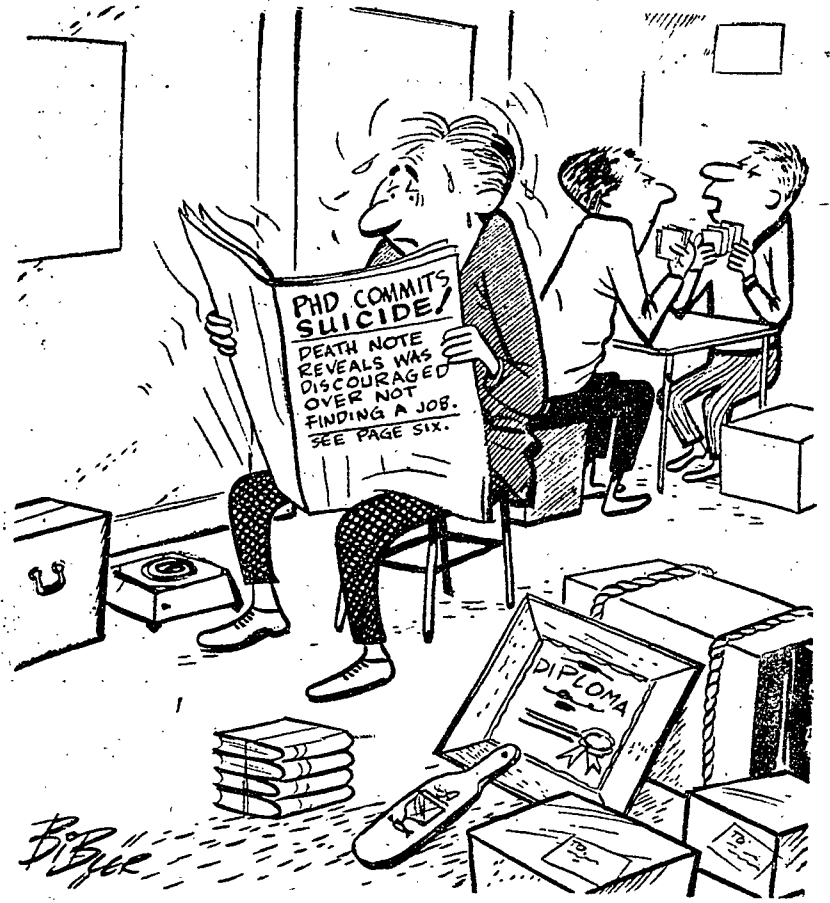
iginal, comic and collegiate classes. No consideration was given to most outstanding or most artistic. There were floats in the parade which were outstanding and deserved awards, but could not receive them because they did not fall under original, comic or collegiate consideration.

This is not a criticism of the judging or of those groups which won the parade awards. Those groups correctly adapted their floats to the award classes and deserved to win in those particular classes. The fault rested, however, with the committee's choice of float classifications.

Defects in the parade, cannot overshadow the merits of 1953 Spring Week. The coronation of Miss Penn State by Mrs. Dwight D. Eisenhower, and the annual Spring Carnival which closes tonight, have both gone toward a bigger and better Spring Week. The Mad Hatter's Day and He-Man contests this year have promised to develop into long standing Spring Week activities.

The student body as a whole, and Spring Week committees in particular, deserve hearty congratulations for putting the week over the top.

Little Man on Campus By Bibler



"Boy it mus' feel great to have that ole diploma and be out in th' world."

Interpreting the News

By J. M. Roberts Jr.

Associated Press News Analyst

Secretary of State Dulles arrived in Cairo hoping that his voice would add strength to American efforts at mediation between Britain and Egypt, only to find himself in the middle of a hardening situation.

The United States, through Ambassador Caffrey, played an important role recently in bringing the two countries together in the Sudan dispute, and had hoped to repeat.

But the Egyptians have been quite frank in the Suez dispute about their unwillingness to brook any outside pressure against their determination to oust the British once and for all.

As the situation stands now, negotiations have been broken off, Britain is making a show of force, and Egypt is making a threat of force. Even since Dulles arrived the Egyptians have become more intransigent, suggesting a time limit of two or three months on the British stay, with destruction of the bases "by the people" as the alternative.

Already there are almost daily clashes of a guerrilla na-

ture which the British feel are being carried out with official sanction if not connivance.

The canal itself is no longer the key consideration of Western policy at Suez. In modern warfare it can not be kept open for very much if any shipping. It is as a military base that the position is paramount.

British military installations in the zone are worth much more than a billion dollars. Seventy miles long, it is a heavily concentrated rear area from which as many as a quarter of a million men can operate for the defense of the whole Middle East. It contains three permanent military bases, 12 air fields, and just one of its supply dumps requires 17 miles of barbed wire to surround it. It contains the headquarters of Britain's Middle East land forces, hub of the whole British defense system for the region, and of the Middle East Air Forces, with all the technical gadgets of such a center.

The British point out that Suez is not only the jumping off point for defense of the

whole Middle East, but also the defense point for Africa against any attack from Russia.

That Britain alone can continue to hold the bases is extremely doubtful. She has recognized that by agreeing to get out under certain conditions. Primary condition is that Egypt and the Middle East enter into a defense arrangement with the Western powers for some sort of joint operation.

All the commandos from Malta and all the British strength in the Middle East cannot change this political situation. Britain and the Western Allies are bound by their democratic position not to crush national aspirations by force, even when these aspirations are produced, as they have been in Egypt, by rabble-raising politicians primarily interested—prior to the Naguib government—in covering their own selfish operations.

That's why Egypt can take its intransigent stand. It's like a little man sassing a big one, knowing that he won't actually be struck.

Freedom of Speech

In the light of the current controversy over whether or not teachers with leftist leanings should be allowed to teach, the Daily Collegian presents excerpts from a chapter in Zechariah Chafee's book, "Freedom of Speech."

The views presented were written in 1920 and closely parallel today's discussions on the topic.

These views are not necessarily those of the newspaper, but are presented for consideration because of the interesting parallel.

The state which refrains from fighting revolutionary doctrines by force except in times of clear and present danger is not helpless, for besides abolishing some causes of discontent, it can employ education to establish among its citizens faith in progress through law.

Questions of the fitness of some particular teacher to teach, instead of being settled purely on their merits, have become storm-centers of conflict. The authorities assert that anyone who holds certain views is ipso facto unfit to teach. For example, Dr. John L. Tildsley . . . declared "that men or women who are Marxian Socialists, who believe in the Communist Manifesto, have no right to be in the school system because such teachers believe in the overturn by force of those elements on which our civilization is based." The student of freedom of speech is concerned with these prescribed views, and with the question whether a teacher is to be dismissed for merely believing in them or only if he expresses them to his classes.

We all believe in freedom of speech, but the question is, do we believe in it when it is disagreeable to us? After all, if freedom of speech means anything, it means a willingness to stand and let people say things with which we disagree, and which do weary us considerably.

We cannot be sure that any statement is either wholly true or wholly false. We cannot separate the truth at once. If what is said does dangerously and directly interfere with those social interests in order and education of the young, then speech must be restrained. But until that time comes—and we ought to be sure that it has come—we should be very careful how we interfere. Because it is by the contest of argument that truth is found.

The administration in Washington is now publishing textbooks. . . . When we have a (new) administration we may have a different kind of textbook. Therein lies the difficulty with Dr. Tildsley's argument that teachers must teach and think according to the decision of a majority of Congress. It is true that a majority decision is the best way of determining how the government shall act, but it is not the best way of deciding what is right. We have to act on the decision of the majority, but the minority are not thereby precluded from doubting the wisdom of the decision. If the majority of Congress declares war, the minority must

realize that we are at war, but they are not necessarily bound to believe that the war is right, and why should they not endeavor to stop it by argument when they believe that it has gone far enough?

. . . In the old days they used to get rid of objectionable persons on the ground that they would overthrow society. . . . They got rid of Jesus by saying he planned to upset the Roman state, and they said it is more expedient one man should die than the people should perish. . . . But let us be sure that the people, after all, are going to perish.

In wartime, the problem is perhaps peculiar. . . . We don't care what sort of war it is. My country, right or wrong. . . . I think this war was right, but the people who opposed it, who were wrong this time, may be right the next time. . . . and we ought to be careful how we require every person who teaches in the schools to support every war that is going on.

Dr. Tildsley spoke of our being under the spell of words. There is one word we are all under the spell of at the present time, and that is Americanism. . . . If Americanism means anything, it means free speech right from the start.

People say that the teacher is employed by the government, and ought to agree with the government which pays him. The courts are just as much a part of the government as the schools—more so. . . . Do we say that every court must agree with the government. . . . Not at all. . . . The teacher may be serving the state even while he criticizes it.

Of course. . . . we cannot let everything be said in the schools that might be said outside. A teacher. . . must adapt his discussion to the maturity of the pupils before him. And we certainly. . . can require judgment. It is all very well to say that we ought to be loyal to the state. . . . If (the government) does not stand for the best things we stand for—for the development of mind and spirit and the search for truth—we begin to wonder whether, after all, that government

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Gazette . . .

May 14, 1953

POLITICAL SCIENCE CLUB, 7:30 p.m., McElwain Lounge.

COLLEGE HOSPITAL

Barbara Alrich, Gerald Bidlack, Octavio Cano, John Epler, Glenn Grove, James Krauss, Benjamin Kreider, Lee Kummer, Justin Lipman, William A. Martin, Walter Pimbley, Wilhelm Reudenbach, Alan Schriesheim, George Welkie and Kenneth Wright.

STUDENT EMPLOYMENT

Students from Philadelphia area wanted for summer jobs in selling.

Lillian Taylor Camp will interview men and women May 14.

Men wanted for meal serving jobs on and off campus next fall.

Men wanted for garden and lawn, housework, and odd jobs.

Men wanted for production work near Lancaster. Full time summer work.

Senior Gift Idea Started in 1900

By BAYLEE FRIEDMAN

Graduating seniors as early as 1900 were deciding how to cast ballots for class gifts. Results of selections can be seen in the benches scattered over campus, the scoreboard on Beaver Field and Old Main's chimneys.

The Class of 1900 started the ball rolling with funds for the benches. Since then, thousands of students have utilized them for studying, resting, and—well—relaxation.

Another early gift was the Hammond electric organ donated by the Class of 1903 and installed at a class reunion in 1938. This year seniors are again being asked to donate for an organ—this time for the proposed meditation chapel to be completed in the near future.

The clock in the tower of Old Main was the choice of 1904's seniors. Original works were re-

paired when Old Main was reconstructed in 1929-30.

Ivy was on the collective mind of seniors from 1908 to 1912. Gift funds are responsible for the green on McAllister Hall, the Armory tower, Engineering Building, Schwab Auditorium, and Pattee Library.

Balloting the following year resulted in the construction of the "1913 Senior Porch" on the front of the original Old Main. Classes of 1917-18 and 1925-26 gave two entrance gates on E. College avenue at Pugh street and the front entrance of the Mall.

Graduates of 1926 purchased the scoreboard on the then-new Beaver Field. After that class gifts ranged from the elevator in the College Infirmary to the telescope on top of Buckhout Laboratory to the Westminster Chimes of 1937.

And then there was the ski lodge in the mountains donated by the Class of 1939. It burned down.

Five thousand dollars, donated by 1940 graduates, was set aside for the Lion Shrine, sculptured by Heinz Warneke. The College supplemented \$3000 for its landscaping and walks. And the flagpoles at Beaver Field were erected with money from the fund of 1944.

Henry Varnum Poor, with the fund started by '32's graduates, was commissioned to paint the Landgrant Murals in Old Main. The murals were completed in 1946.

Since then contributions have taken a most practical turn. Funds have gone toward the establishment of a student press, campus radio station, and the Student Union Building.

When seniors of 1953 pick up LaVies this month, they will vote whether to purchase the Line-man statue, a record library, a stage for the Student Union Building, an arena theater, or an organ for the proposed meditation chapel.