

Finding The Road

"It breaks his heart that kings must murder still,

That all his hours of travail here for men Seem yet in vain, And who will bring white peace

That he may sleep upon his hill again?"

Years after this editor takes her place among former college editors, she should like to think that some sincere effort—however minute—was exerted by her friends and members of her generation toward attaining the "white peace" Vachel Lindsay writes of in "Abraham Lincoln Walks at Midnight."

If only a few more persons would "walk at midnight" because of heavy consciences, instead of sleeping easily knowing full well they have done nothing toward alleviating this world tension and strife of the 20th century.

Throughout the United States, the anniversary of Abraham Lincoln's birthday brings many sentiments. Legally it is a holiday in about 27 states. When his 100th anniversary was observed in 1909 the memory of Lincoln had already become a heritage to the people of the entire nation, regardless of geographical section of political belief.

In 1908, the governor of Massachusetts, where every year Lincoln's anniversary date is to be observed by official proclamation, ended his proclamation as follows: "Let cannon and bell at high noon call the people from sport or study or

toil, to reflection on that great life so nobly lived. Let the universal display from tenement to State House of the flag of the United States of America remind the people that our country is the United States because of Abraham Lincoln."

Yes, we are technically the united nation of which Lincoln envisioned. We still have a long way to go before we can practically say we are united. This great American strove from day to day to bring us the "sweet peace" which none of our generation know internationally.

We've been seeking that peace a long time. A trip to the planet Mars or the moon seems more feasible today than acquiring the true meaning of that one syllable word, peace.

There's nothing really earthshaking that college students can do today toward achieving it. But a simple faith—the boy next to you in class, your roommate, your friends, one you call enemies, students with whom you work, fraternity brothers or sorority sisters should be Greek, members of your house or dorm—is a step which could be more potent than the latest scientific hydrogen discovery.

Great men throughout history have not given up hope. At times dictators and would-be Napoleons have complicated the route. Maybe our generation will make the right turns.

At least we can hope that some time during our lifetime some generation somewhere may find the right path.—J. K.

Twenty-One—So What?

How often have University students said, "I'm so glad I am (or will be) 21. I can vote this year."

They have said it, yes. But how many of these would-be voters know anything about the coming election? And how many know how to vote? And how many realize that as students living away from home they will be affected by regulations for absentee voting?

Very few students can answer these questions.

In a quick survey of eligible voters on the University campus, it was found that 7 out of 19 males knew which candidates have been endorsed for governor by their respective parties, and only 5 of the 19 knew the senators endorsed. Women polled showed about the same ratio. Two of the eight knew the endorsed candidates for governor and three knew the senatorial candidates.

Yes, they want to vote and undoubtedly some of them will. When April 1 arrives and they go to the polls in the Nebraska primary, will these students know any more about the candidates for whom they will be voting? If these students will spend even an hour or two a week reading the local newspapers or listening to radio newscasts, perhaps by election day, they will be able to vote intelligently.

Only one of the students interviewed had registered as a voter. Half of the 12 males who lived in cities requiring voter registration did not know how to register. Three of the five women from cities with populations over 7,000 did not know how.

Yes, they want to vote. But when election day

arrives, how many of these students will go to the polls and expect to be admitted as qualified voters? Perhaps, as one Lincoln coed said, they are waiting for their fathers to take them by the hand and show them how to register.

The apathy (or is it just plain ignorance) of these students was brought out in other ways. Many did not realize that they would have to declare their party affiliation in order to vote in the primaries. One coed, when informed of this fact, stated that since she did not believe in political parties, she would not vote in the primaries.

Several students said they voted for the man rather than the party. This is a commendable attitude, but they fail to realize that in the primary election they can vote for the man whom they believe to be best qualified, regardless of the fact that they must declare their party affiliation.

The general attitude seems to be that the primary election is of little importance. Yet, how many stop to realize that in Nebraska the results of the primary election are indicative of results of the general election in November? That in Nebraska the victorious Republican candidates in the primary usually win in the general election?

This survey reflects the views of only 19 students. Let us hope that a poll of all the eligible voters on campus would show that more than one-third know how to vote and know who is running for office.

Yes, they are 21. They are citizens in the legal sense of the word. But these uninformed students—are they good citizens?—S. A.

A Lesson From Lincoln

A few years ago Harvard's historian, Arthur M. Schlesinger, invited 55 outstanding authorities in American history to rate the United States presidents in the five categories: "great, near great, average, below average and failure." Abraham Lincoln was the only one to get all 55 votes for top rank.

Everywhere we see tributes to the "Great Emancipator," from the heroic figure within his memorial in Washington and the countless statues planted on lawns of our public buildings to his likeness in classrooms, texts and on coins, stamps and letterheads.

Orators are forever quoting—or misquoting—him. Well over a million of his words are in print for all to ponder—more than in the total recorded works of Shakespeare or the Bible. He has become the most biographized personality in human history. One writer observed that Lincoln is as much the greatest figure of the modern world as was Socrates of the ancient.

The luster of the Lincoln name is bright even outside of the United States. His celebrated Gettysburg address has been printed in almost every language. In fact, foreign historians treat this president with more reverence than almost anything else that is American. Russia's Tolstoy wrote of Lincoln: "He aspired to be divine and he was."

"The plain man is the basic clod from which we grow the demigod," wrote Foss. In all the accumulating adoration of Lincoln, that which was the plain man in him recedes into the background, and he emerges more and more a mythical legend.

But if we in our own critical time in history are to benefit by the examples of those whom we universally revere, it is necessary that their lives and words be cast in the mold of compelling and useful lessons.

In the life of Abraham Lincoln, Americans—and all the world's people who worship at his shrine—may discover today's most needed lesson. It is clear in the answer to the challenging question of how this man, beset by personal limitations and spiritual turmoil, nevertheless rose above his environment and became more and more a real person. He did it in the manner of all good men—by viewing life through selfless eyes. Like the acrobat who knows the fatal consequences of staring at the rope on which he treads, Lincoln reached his goal by stretching his vision out over the carping crowd and the temptations of his position to the horizon where he could think to a noble end.

This is the lesson that binds together some of the most loved and cherished Lincoln legends. It impelled him, when writing his autobiography

Daily Thought

You can fool some of the people all of the time and all of the people some of the time; but you can't fool all of the people all of the time.—Attributed to Lincoln.

for the Congressional Directory, to conclude his several modest sentences simply with the artless, "There is not much of it, for the reason, I suppose, that there is not much of me."

He could hear the worried citizen ask during the darkest days of the war, "Mr. President, do you think God is on our side?" and answer with feeling, "I'm much more concerned with whether or not we are on God's side." And he could base his entire policy with the heartfelt challenge on the second inaugural address: "With malice toward none, with charity for all, let us strive on..."

Lincoln's course was set on a fixed star; those around him veered with the caprices of political and personal fortune.

In this quality is discovered the secret of Lincoln's amazing self-growth. In losing himself, he found himself. He had the proportioned viewpoint—he perceived how self properly fitted into the vast scheme of things. There may have been men better skilled, but none so steady of hand.

If this is the lesson that should be gleaned out of the Lincoln legend, how pertinent it is in a day when self-interest has brought our national conduct to its present low level! The Lincoln legend hallows our whole people, but unless we as individuals absorb it and live by its message, we ourselves are unblest.

Is it too much to hope that in this year of frightful domestic and international peril we, who inherit the Lincoln lesson, will rise above ourselves to fashion a better world where pleasure yields to principle and profit to public good?

Then only will be live in worthy tribute to Abraham Lincoln and all other American heroes who "more than self their country loved and mercy more than might." K. Ra.

The Daily Nebraskan

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What Am I Doing Here?

—Bob Reichenbach—

Today let's take a bite out of the hand that feeds us. Since I'm starving to death I don't have any particular qualms about such an act.

The editors are in danger of being expelled from the Associated and Amalgamated College Newspaper Editors of America (C.A.N.E.A.). It seems that they have violated the first provision for membership, that rule being "In the interests of fairness and equality of quality of editing, the editor or associate editor of each college newspaper shall ration judiciously and economize as much as possible the number of crusades carried on in the course of one semester."

This rule assures the editors of following semesters ample situations upon which to vent their wrath.

Ye poor old ed next semester will find himself absolutely without any possible crusades. He will have to decide whether to go back to editing a newspaper or to snatch the banner from the fallen warriors. This is without doubt a desperate situation.

Have you ever noticed how editors accept as fact the items which appear in the columns of their papers when they, of all people, should know better? (This axiom does not apply in the case at hand, however.)

Or... are they honorary? Just what is the basis for the selection of the honorary sponsor of Pershing Rifles company A-2. Did they show up well in platoon close-order drill? Or did they execute the manual of arms with extra finesse and precision? (Steady, there.) At any rate, one of the three finalists will command as Honorary sponsor of the Pershing Rifles company A-2 and will surely typify what an honorary should be.

NU BULLETIN BOARD

- Tuesday
Ag YM-YWCA joint meeting, 7:30 p.m., Ag Union, Dick Gary, student pastor, to speak.
Legion de Fusiliers smoker, 7:30 p.m., Military Science building.
Coed Follies between-acts entertainment tryouts, 4:30 p.m., Union.
Corn Cobs, 5 p.m., Union. All junior actives and workers.
Sigma Theta Epsilon rush party, 7:30 p.m., Wesley house.
Typical Nebraska Coed final judging, 7:30 p.m., Union, Room 313.
 - Wednesday
ASME meeting, 7:15 p.m., Richards laboratory, Room 206.
 - Thursday
Red Cross board filings close, 4 p.m.
Fine Arts ensemble concert, 8 p.m., Union ballroom.
Block and Bridle club, 7:15 p.m., Room 208, Animal Husbandry building.
Seach Week executive committee meeting, 4:30 p.m., Wesley Student house.
Phalanx meeting, 7:30 p.m., Room 206, Armory; all members requested to be present; Cornhusker pictures to be taken.
 - Friday
Valentine box social, 7:30 p.m., Ag Union lounge. Proceeds for March of Dimes.
 - Saturday
Leadership conference, 9 a.m. to 3:30 p.m., Union. Open to all students.
- Thomas Jefferson planned and founded the University of Virginia opened in 1825.
- On the ocean bottoms are more than 100,000 miles of international communication cables.

Vic Vet says

DISABLED VETERANS WHO LEFT MILITARY SERVICE AFTER APRIL 25, 1951 WITH A SERVICE-CONNECTED DISABILITY MAY BE ENTITLED TO A SPECIAL TYPE OF LOW-COST GOVERNMENT LIFE INSURANCE



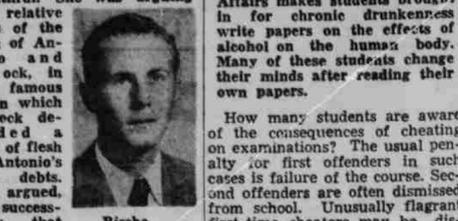
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ROSEWELL

Sound-Off Specific Rules Needed; 'Mercy Is Strained'

Tom Rische

(The opinions contained in this column are not necessarily those of the Daily Nebraskan.)

When Fortia remarked in Shakespeare's "Merchant of Venice" that "the quality of mercy is not strained," she said a mouthful. She was arguing the relative merits of the claims of Antonio and Shylock, in the famous case in which Shylock demanded a pound of flesh for Antonio's back debts. Fortia argued, and successfully, that Shylock should have his pound of flesh and no more, and that he could not sh one drop of blood in obtaining his pound.



University officials are faced with something of the same problem in dealing with errant students. Those who have charge of dealing with students who have strayed from the accepted paths of behavior must decide what punishment they must extract from the offender to help him see the error of his ways.

But how is the student to know when he becomes offensive in the eyes of the University? How is he to determine when his acts become "wrong doing"? Does the University make any attempt to let a student know what constitutes wrong doing? Here is what the students receive to steer them from the paths of evil:

"The University expects its students to be ladies and gentlemen. Misconduct of a student may cause him to be refused registration, suspended or expelled. A call from a University must not be neglected. Dishonesty in written work, including examinations, should be referred to the Dean of Student Affairs. A student who has been refused registration, suspended or expelled for conduct by an administrative officer, may appeal such decision to the Student Committee on Student Conduct."

Specific, isn't it? Sounds like one of the current political speeches condemning sin. No where in this bulletin are the specific offenses set down and their punishments listed.

How many students know, for instance, that they are subject to dismissal if they are found driving while drunk? The penalty in such cases is most often dismissal from school for the remainder of

NU Hi Life

Connie Gordon

There's more than meets the eye!

This versatile term has been applied to many persons, places and things. Fitting into one of these three categories is the plain, common bilfold.



There was a time not so long ago when the average coed's bilfold served only two purposes—a place for money and identification. But now, coeds who keep these two items in their bilfolds are few and far between. A recent unofficial survey was taken to more or less ascertain just what the average coed carried in her bilfold. Some of the results were interesting to say the least, considering the size of the average bilfold. One coed said that her bilfold contained the following necessary and unnecessary items: a comb, ID card, another identification card, 83 cents, four bobby pins, one hair pin, lipstick, three pictures, two notes, two safety pins and a social security card.

To be able to get all items into one carryable container is a problem that most bilfold manufacturers have overcome very satisfactorily. In the past few years, all sorts of secret and open compartments have been added to these bilfolds so they will be able to accommodate these many items. Some bilfolds contain as many as 10 compartments. These compartments include regular compartments for money, photos, identification plus a miscellaneous pocket on the outside of the bilfold for mad money, etc. In the same bilfold are places for keys, hidden money, cards and any little items that the average coed happens to wish to keep out of sight. The amazing thing about these bilfolds is that they are comparatively small for the amount of items they hold.

Some of the newer bilfolds are being made out of a very strong plastic. Although these bilfolds are poor imitations of leather or other animal hide, they are amazingly tough and wear very well. In addition, they are much less expensive than animal hide bilfolds of the same capacity. And after all, with all the stress and strain the average bilfold receives, it must be both strong and able to hold a good amount of items. If there was only one thing learned from this unofficial survey of bilfolds, it was that big or small, empty or full, they're here to stay.

New Word For You

One visitor in the editor's office last week was a rather disturbed student bemoaning the administration's disciplinary measures against parking violators. He had been spending several days seeing instructors to get his assignments because he had been "rusticated" one week for various parking violations.

As a penalty for continued negligence in observing parking regulations, students and faculty alike may be subject to the practice of rustication.

It is not The Nebraskan's contention that either students or faculty violators should go unpunished. If any parking system is to succeed, it must be strictly enforced. However, The Nebraskan ques-

tions the advisability of using this temporary suspension method as means of punishment.

In a student's case, valuable classroom time is spent outside. Ironically enough, for the student probably violated rules in the first place just to get to class. As for faculty members, it seems more students would be harmed by failure of an instructor to appear for classes for a week. Technically, this punishment applies to all perpetual violators.

Webster defines "rusticate" as "to be banished to the country." Student drivers take heed. Better add this word to your vocabulary or you'll find yourselves "in the country." This editor wonders just if and how their education will be furthered.—J.K.

Margin Notes

An administration official, Monday, in warning a University student who had collected four campus parking tickets, mentioned the exciting element of chance that entered the daily parking problem race. He suggested that the student driving to classes adjust himself to the problem of skipping class because he couldn't find a place to park or park illegally and take the chance of getting a ticket.

The official also suggested that the student tell his "early class" instructor of his parking problem and ask if it would be acceptable to be a few minutes late each day. Coming forth with another suggestion, the official concluded that the student in question might drop his early morning class.

After much thought and deliberation on the subject, The Daily Nebraskan wishes to suggest that parking lots be arranged for frustrated students atop the Carillon tower.

An old AWS rule, now being enforced and precited.

brought to the attention of offending coeds, regards the practice of taking "overnights." From now on, coeds must sign out for an overnight before 8 p.m. that night. Enforcement of this rule is designed to halt the practice of returning to the house at the last minute before closing hours to sign out for the evening. University women should be flattered at the responsibility and trust bestowed upon them!

Reports by Earl Campbell, retiring president of the University Foundation revealing an increase of 25 per cent in the number of alumni giving to the foundation, are encouraging. Such contributions enable further educational advancement especially in fields of research.

It would be enlightening to be able to think that the added contributions to the University indicate a greater realization of his value of higher education essential in this complicated and scientific age. But whatever the cause, the result is ap-

According to Plautus
It is wretched business to be digging a well just as thirst is mastering you.
Mastellaria
Coca-Cola is the answer to thirst. If you're digging a well or boning up for exams—keep fresh for the job. Have a Coke.
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