

# Another Letter to the Editor Stambler Attacks

- A major portion of this week's Essay has been reserved for some rather pretentious and righteous indignation. The basic assumption, and perhaps one which is better founded than we would like to imagine, is that the imposition of an honor code presupposes that no one at present has any trust in the students present sense of honor. If, however, we begin with the proposition that honor is not being questioned, we can develop a fruitful conversation to help us assuage the problems that we all admit do still exist.


First, let us devise some guidelines for discussion. To equate in a semi-witty letter like Miss Rosania's, Mr. Ward with God is a diffusing technique God himself would shudder at. That is to say, if we insist that the administration is intent upon its own elevation, we immediately abandon any responsibility we might have had toward the correction of our difficulties. When one feels he's on a subservient level, he can't or won't speak his mind for fear of futile action. Consider instead that Mr. Ward, Mr. Hyatt, Mr. Carlson, Mrs. Fitzsimons, et. al. are merely people-----people are those creatures to whom you can talk. Have you had a viable conversation lately with a goldfish? Has the Administration abandoned you entirely? Consider Notre Dame where the president has stated that anyone who occupies a building or otherwise

contradicts the Administration will have precisely fifteen minutes to "meditate" before the police enter, arrest, and see to the expulsion of the student (or faculty member). Dishonorable, perhaps; but effective. Maybe, if we talk, we can find a better solution.

Second, let us be somewhat understanding. I was amazed that students at the "honor code" convocation were insensed that Mr. Ward seemed to side-step the question of what to do about the homosexual problem. Why not ask why we haven't had the moon and stars delivered for the opening of Mother Courage? The whole question is obviously more complicated than a simple answer can successfully fulfill. I don't mean to imply that the question should not be asked. I do mean to say that students should be willing to sit down for the hours, weeks, and perhaps years it will take to resolve the issue. When Mr. Colina says that we should talk but Mr. Ward and the students shouldn't do the talking, I reply that both can talk if we are talking about the same things and that those things will be afforded the time and energy and passions necessary. Only that way can understanding be shared.

Third, I would suggest that first impressions be discounted as early as possible. There may be

many valuable aspects to an honor system. If we look at the code as a liberating force, one which leads to independent work, unsupervised activities, a relaxation of parietal hours, more openness between students and between faculty and students, a schedule devised by students for students needs, a promise and a desire to accomplish not according to rules and regulations but stemming from our mutual understanding of what a school like ours requires, an artistic freedom and trust between the administration and the students it serves, an honor system will certainly not impede the individual but rather free him. Without self-discipline (as a teacher I must say that self-discipline is not the most highly recom-

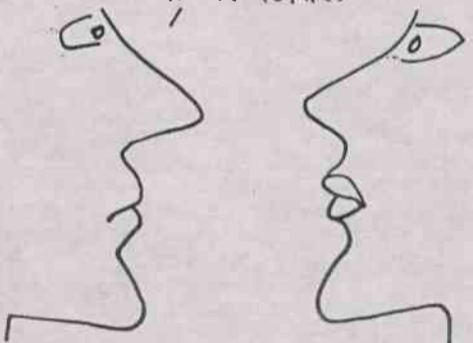
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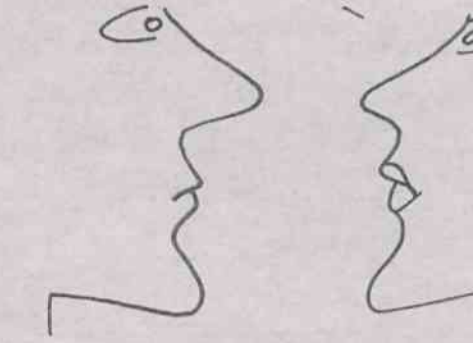
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WE HAVEN'T BEEN INVITED TO A PARTY IN A YEAR.



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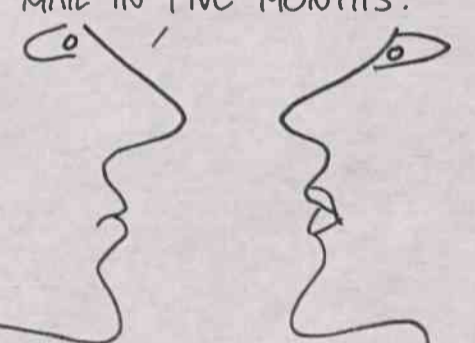
WE HAVEN'T BEEN ASKED OUT TO DINNER IN EIGHT MONTHS.



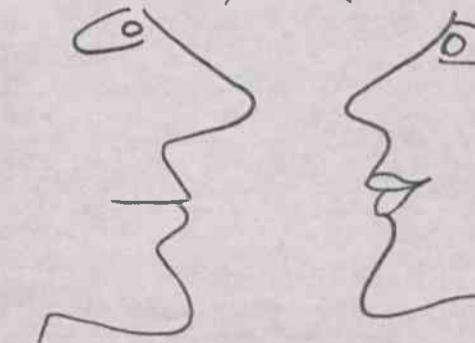
WE HAVEN'T HAD A TELEPHONE CALL IN TWO MONTHS



WE HAVEN'T GOTTEN ANY MAIL IN FIVE MONTHS.



WE'RE FREE.



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