

# editorial

Well, I guess I'll have to take back my words on the apathy of the students at Meredith. It was great to see so many students come out to support their student government and the Honor System. At most schools the students probably would have been sitting-in to try to make the Honor System more flexible to give the students more "social freedom."

Ms. Nona Short told me as I sat on the steps of Johnson Hall with her that it was nice to see students involved in issues besides trying to stay out later. Ms. Short, I agree.

It was also a good feeling to tell Ed Crump, a reporter from WTVD, that we wanted to make the Honor System stronger. He asked if it were true that teachers leave their classes while the students take tests. I was proud to say that it happens all the time. The basis of that policy is trust. Last week I said in my editorial that my "belief and trust in the integrity of Meredith" had been seriously shaken by the recent Honor Council case that became the subject of class room and cafeteria discussions alike. After seeing students, faculty, and administrators all sitting together to show the Board of Trustees that we believe in SGA and the Honor Code, it is hard not to believe that a little trust in each other and Meredith came back on Friday.

Jeannine Manning  
Editor-in-chief

Dear Editor:

In the Herald of February 20 you, Jayne Potter, and Martha Ann Brawley expressed dismay that honor violations could go unpunished, that administrators could disregard the action of a conscientious student court, that administrators could be partial in their judgments.

I sat with you and others in our rotunda Friday, thinking of the principles we were affirming and of the differences separating us, and thinking of "integrity," a word recurring in many places this week.

I went to my dictionary. The oldest meaning of "integrity" is "wholeness" or a state of being undivided. Later meanings are "not being marred or violated" and, later still, "freedom from moral corruption."

Here, perhaps, we can sort out where we agree and disagree. To the last meaning we would all ascribe; we want an honor system without moral corruption. But I have not, in a long while, expected truth and justice to be "whole" or "undivided."

Enormous disagreements exist in the current case, among students and faculty, as well as between students and administration. The disagreement, the "crack" -- your word -- in the wholeness or integrity of the affair did not begin with the President's action, which some have termed intervention. It was there, apparently, from the first. Faculty closest to the students involved disagree over the nature of the offense. Truth does not falter when two women disagree. I continue to trust them both; so, I believe, do you.

Disagreement exists, among faculty, students, and administrators, over whether an administrator ever should exercise sole responsibility or ever should act against the advice of a group of students or a group of faculty, even when division of opinion exists within the group. Such disagreement need not disrupt a community of trust. A student recommendation to alter the process of review would seem to me to make our system more cumbersome without making it more fair. Procedural safeguards cannot replace our trust in one another. Sometimes the minority opinion is the right one.

And last, to the point that so distressed me at first hearing, Meredith has gone along for ninety-nine years assuming that administrators, faculty, and students are capable of putting fairness above friendship. I have taught daughters of trustees, and colleagues, and friends. I think you believe me when I say that I lean over backwards to avoid appearing to favor them. I have seen the same impartiality among students who testify in an honor court about their friends. We can continue to trust students, faculty, and administrators, whether they work in groups or alone, and trust in their motives must prevail though their judgments may

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