

editorial

During the height of the recent hub-bub of the controversial Honor Council case, a returning student in one of my classes asked me about the case and the students' feelings on it. And I tried to explain both as best I could. A few days later she brought me an article from Reader's Digest which I thought went well with what was going on. The article was entitled, "Can Ethics Be Taught?: Don't count on the classroom for last minute lessons." The article discussed the fact that several colleges and universities now have courses which try to help students determine what is right and wrong.

The typical ethics course, the article states, relies on hypothetical cases to train the students' thinking. An example is "May a poor man steal medicine for his ailing wife?" I think that if you ask several people that question, you would get several different answers many with qualifiers. But, the answer still has to be a straight "yes or no." The article also says that these courses are not on the right track because they are based on the belief that "Moral behavior is the product of training, not reflection."

In a letter to the editor last week, a Meredith alumna presented several hypothetical situations similar to the one above. The answer to her hypothetical situations/questions is like the answers to the ailing wife problem; the correct answer to you is the one that reflects your beliefs. I think the Reader's Digest article sums it up best: "Honesty, industry and respect for others - not an itinerary of policy positions - form the gyroscope that stabilizes an individual on his journey through life." I am not saying that I don't believe in what Ms. Chow states in her letter, but I do believe that every person has to do what she feels is right. I talked to my mom about the case during its height and she gave me a piece of sound advice - do what you believe is right and you should be satisfied. I hope that all the students still believe in what they did and are satisfied.

Jeannine Manning
Editor-in-chief

Letters to the Editor

Dear Editor,

There is a particular problem about Meredith that upsets me; the parking situation. I feel that if any student can afford the \$80 parking fee that she should be able to have a car on campus. This privilege should be extended to the underclassmen at Meredith. There are many practical reasons for underclassmen having the availability of a vehicle on campus such as jobs, sports, school activities, or other functions. Also, it is not only fun, but also a relief to be able to get away from the school atmosphere. Some people may argue that having a car on campus would inhibit studying, but part of becoming a mature college student involves learning to handle both the responsibilities of school and leisure time.

One would think that Meredith would

be willing to make an effort to meet the requests of the students. Of course, it would require certain things from the college such as extra money for its planning and implementation; however, the money raised from the parking stickers would pay for this expense in a few years. An important issue that needs addressing, however, is the additional space that would be needed. One solution would be to extend the existing parking lot closer to Faircloth Street. Another possibility would be to add a parking lot behind the Gaddy-Hamrick art building. No matter how the solutions are arrived at, this dilemma needs to be solved because the students must be heard. After all, isn't that why Meredith is here?

Ginny Holland

Meredith Herald

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