

Without mutual trust, honor code becomes penal code

Security at the university is in the news, whether physical security issues like key card systems and gated entrances or academic security issues like revisions to the honor code to prevent cheating or lying. Why has security become such a hot topic recently? What problem is the university confronting that has brought key cards and the honor code to the forefront?

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campus is increasing. In particular, an abduction on campus has raised many security issues within the university community.

In response to these safety concerns, increased security seems very reasonable and even convenient for students. According to authorities, the new keycard systems and proposals for gated university entrances are intended "to balance between reasonable security and access" on campus ("Entries may be gated," Oct. 5, *OG&B*).

If one ignores arguments about the inefficiency of such security measures and the damage that they do to the university's image in Winston-Salem (such as those raised in "Is University Now Wake Fortress?," Oct. 5, *OG&B*), key cards and gates seem a pragmatic response to crime on campus.

However, the very concept of campus security conflicts with the university's ideals of service and trust. If the university must resort to lock-down and regulation to protect

students from the perceived threat of crime from the community, it no longer trusts the people of Winston-Salem; this lack of trust is in immediate contradiction with the stated principles of the university.

In addition, Wake Forest's motto of *Pro Humanitate* ("On the Behalf of Humanity") and statement of prin-

port humanity to the fullest; it cannot serve the community without a trust that arises from a respect for human dignity. A similar problem exists with the current proposals for the modification of the university honor code.

Among objections to the current honor code are its lack of specific-

so that students will be reminded of their pledge not to deceive, steal or cheat.

Unfortunately, however, such changes to the honor system would reduce it from an honor system to a set of regulations. Each time the university forces a student to reaffirm the honor pledge, it denies that student's honor, for honor cannot be enforced from without. An individual's honor is a matter of the individual's spirit.

Without honor, there can be no honor code, and any claim that such regulations are an honor code is fraudulent. Furthermore, forcing students to reaffirm the honor pledge demonstrates a lack of trust in students' honor.

If the university truly supports an honor code and wishes to promote "justice, honor, and mutual trust," it should generalize the honor code instead of specifying it, make it less visible in the community and perhaps even remove the honor pledge from the application to the university.

Such changes to the honor system would place a great trust, even greater than the trust embodied in the current

honor code, in students to have honor and to act with honor. This system of trust is an honor code, and no system but an honor code can uphold the university's virtues of honor and mutual trust.

The conflict between the pragmatic view of security, physical and academic, and the idealism of the university's stated principles is clear. Perhaps a better balance can be struck between the two, or perhaps the only choice that the university can make to cope with increasing crime is the pragmatic choice.

But the university must be aware that every gated entrance, every locked residence hall door and every regulation in the code of behavior implicitly contradicts the philosophy implied by the motto *Pro Humanitate*.

As the university continues toward the extreme of security measures, it renounces its motto and its stated principles. If the university removes honor from the honor code, removes trust from service and removes its ideals from its idealism, it should not sink to the depths of hypocrisy by claiming to represent such ideals.

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ciple proclaim the virtue of "compassionate service" for the general community.

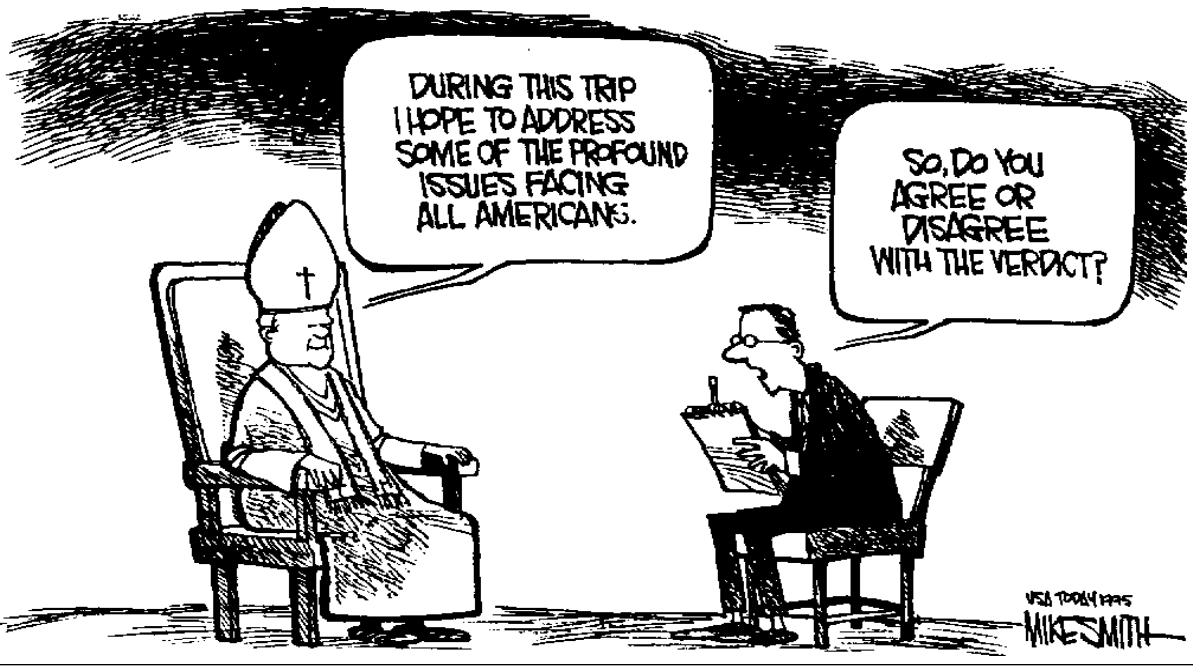
But without mutual trust, respect, and even love for those the university seeks to serve, Wake Forest cannot serve the community. Aid rendered without a spirit of respect and trust is not true service; it is patronization that breeds ill will.

If crime prevention and physical security become the focus of university life, Wake Forest cannot sup-

port humanity to the fullest; it cannot serve the community without a trust that arises from a respect for human dignity.

As stated in "Honor System Needs Real Change" (Oct. 5, *OG&B*), the current honor system suffers from a lack of trust among students and faculty.

The *OG&B* suggests codifying the honor code, specifying it. In short, the proposed changes to the honor system include codifying the code and making it more visible around campus and familiar in student life



Capitalism, gradeless schools would not mix in America

Last week, on the pages of this very newspaper, it was proposed that Wake Forest do away with its current grading system and abandon all grades, leaving students to study purely for knowledge. This was an idea introduced to me by a teacher during my sophomore year of high school. This concept of education without grading is attractive to many people for a number of reasons. I will concede that a system of education without grades could have a number of benefits.

However, this system could not function effectively in modern America.

The reason that a system of education not based on grades could not function effectively is that it is an essentially socialist concept, and we here at Wake Forest live in a capitalist environment.

Under such a system, all students would be the same, and all competition would be eliminated. Although the elimination of grades would certainly reduce competition and therefore stress, we live in a society which revolves around competition. There is competition between high school seniors seeking admission to colleges. There is competition amongst college graduates seeking admission to law school, medical school or graduate school. There is competition for jobs. Without some means of evaluating and grading a student's work, such students would be at a loss in the competitive environment in which we live.

Aside from the elimination of competition, there are other drawbacks to an education without grades. First of all, students would have no means of evaluating their own performance. For example, a student under the current system who receives a poor grade in biol-

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ogy, for instance, would know that he or she was not meant to be a doctor. However, if there were no grades, the same student could theoretically plan on majoring in biology and going to medical school, only to get there and fail out during his or her first month. Along the same lines, students could take a course with the feeling that they had a sound grasp of the material when they really did not.

Finally, as much as this may make some people sick, for many students, grades provide motivation to study. Without grades and the competition they bring, many students would not have the motivation or desire to study. I know that it would be great if students would go to school and would study simply to learn.

In an ideal world, this would be true. In an ideal world, there would be no violence, no poverty and certainly no O.J. Simpson murder trial. We do not live in an ideal world. Many students go to school and study in order to earn grades which will earn them a good job and a nice car. This way of thinking has been a part of American society for a very long time, and the idea that it can be changed does not carry any weight.

There certainly would be benefits to education without a system of evaluation. However, such a system would end competition and evaluation of students. The fact of the matter is that such competition is a vital part of American society, and one which would be nearly impossible to change.

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Despite restrained reputation, Deacs can date; here's how

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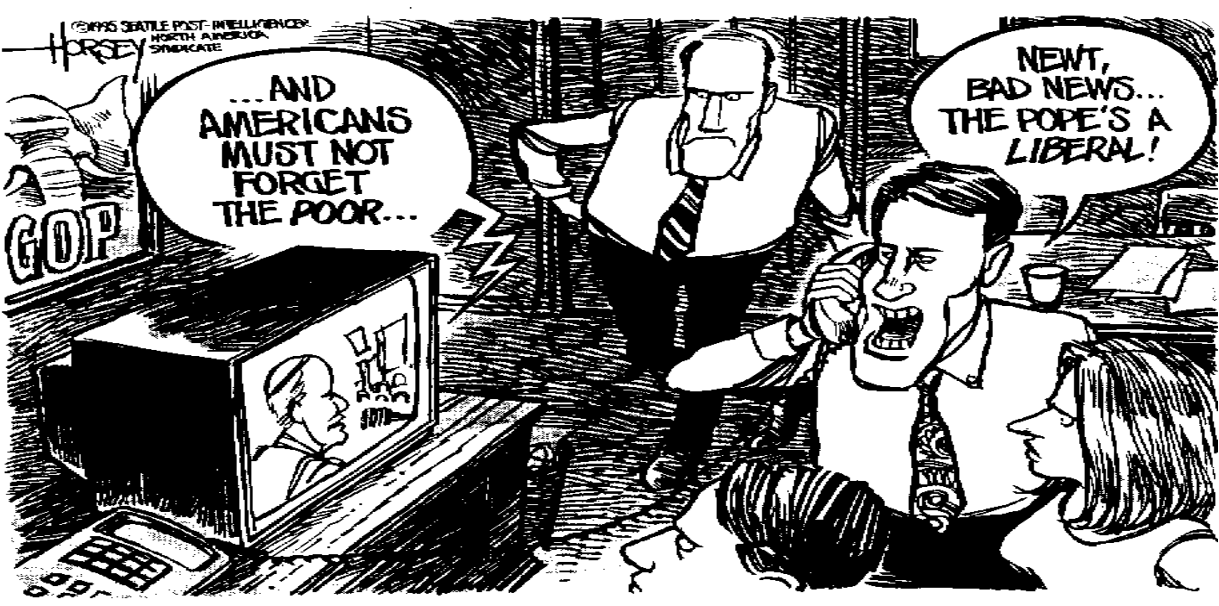
Alfred picked me up at 8 p.m. sharp for a dinner which he had cooked by himself. After terrific conversation and not the slightest hint of awkwardness, we spontaneously decided to go dancing at a Latino club his roommate had recommended. Neither of us had a clue as to how to dance the merengue or the salsa, but his ease with everyone he encountered immediately found us a patient couple, willing to teach us the basic moves. The mutual bumping and foot-stomping was greeted with laughter instead of embarrassment. At two a.m. we finally decided that we each had slaughtered the Spanish dances enough for an evening. As he walked me to my door, he pointed out the constellations he could recognize in the clear sky above us. Naturally, we embraced and kissed. I couldn't believe I could feel so comfortable with someone I had just met ... but what was that loud noise drowning out his good night words?

Darn ... 8 a.m. already. It was all just a dream. But what am I to expect at Wake Forest, right? Seminars on relationships, sessions on creative dating, workshops — the dating question has been beaten to a pulp. But has anything changed? Have Deacs begun to date?

Discussing the issue with some friends this weekend, we have it boiled down to three key issues upon which both sexes agree. One, rejection is a huge fear and it usually falls harder upon the male than the female. Two, romantic expectations from either side on a first date make the relationship uneasy at best. Three, a male and a female stranger go out so infrequently as friends that it is assumed that if one asks the other to do such a thing, it must be a "date." This erodes the possibility of a mutual friendship leading into a romantic relationship.

So can students as a whole rid themselves of these obstacles and move on to a dating-filled future? The answer is actually quite simple. It requires risk-taking from both sexes. Males and females must break out from behind their walls and ask one another out on a friendship level. I know that sounds silly and obvious, but it is that simple. Clearly relaying that the "date" is first to get to know the other person, without other intentions, will erase the initial awkwardness of a "date." If either person discovers that the romantic interest simply isn't there, at least each has found a new friend who could possibly introduce one to another friend, right?

The dating quandary exists not because we are at this university. The fear that prevents dating lies within people everywhere. The atmosphere here actually promotes dating. When else in your life will you have the opportunity to interact daily with 3,600 other people of the same age and roughly the same educational level as yourself? Student events take place regularly. Restaurants and grocery stores surround the campus. The mountains, beach, and country are within a day's drive. Where could there be a better place to date? No dating workshops, no speaker, no relationship discussion is going to help you to overcome the fear of risk. Life demands you to take risks and learn from them. The university's dating situation is composed of your actions. Might as well begin today. Go ahead. Ask your Alfred to merengue with you.



Senioritis, a complex problem

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Senioritis is more than just losing the desire to vehemently plunge yourself into the library for days on end. It is more than preferring a sunny day on Davis Field to an hour-and-fifteen-minute lecture on a Thursday afternoon. And it is more than developing an unquenchable thirst for La Carreta's margaritas. Senioritis is the stress and changes we undergo in trying to answer the ever present question of what we will do after graduation. Unfortunately, nobody warned me, and I feel ripped off.

After three long years of working, studying and trying to plan my life, I am finally a senior. Do you know what I am doing? Working, studying and planning for my life in greater measure. My hope for the future has been replaced by anxiety and my dreams by frustration. I have asked around, and I am not alone.

Though some seniors have become bitter or jaded, I have frequently discovered a common sense of numbness. By the time you are a senior, the thought of attending another lecture or presentation will make you sick to your stomach. A sign reading "Guaranteed free food" won't even raise your eyebrow, while

the simple words "potential job opportunity" will bring you there 15 minutes early. It is not that seniors have grown apathetic to campus affairs or issues. It is that they have cared too much and too long. They are facing the reality that they now must take care of themselves.

The burden of finding a job and getting into graduate school is growing heavier with every inquiry. "What are you doing next year?" is responded to with hope and expectancy. Unfortunately, the answer rests on a great mound of uncertainty.

Like a big Mack truck, the future is heading our way. We prepare for it as best we can. Frequent visits to the office of career services for business and economics majors are filled with resume workshops, mock interviews and drop dates. For non-traditional majors, tear drops are more common than resume drops. The work of researching and finding new job opportunities increases the stress of being a senior.

The senior year is an enormously selfish time, and we are all reacting

in different ways. Some are jumping into relationships trying to find security and comfort in a significant other. Those who have been dating are shyly asking the question "Is this the one?" As the real world descends, many are realizing that dating is not just for fun any more. Its for keeps.

Even friends are readily shifting relations. Some are clinging together knowing that this is the last year they will have together. Others have already begun to distance themselves knowing that the inevitable separation will come in May.

Despite our confidence, many of us are struggling. Despite our smiles, many of us are crying. Despite our resumes, many of us are calling home to mommy for encouragement. We are not alone, but we often feel it. We are not secure, and we desperately need security. We are not lost, but we sometimes misplace the road maps of life.

Be kind to us. More than ever we need support from administrators, professors, friends and each other. A listening ear, sincere words of encouragement, a silent prayer and frequent reminders not to miss the incredible opportunities before us will carry us through May.

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