

accompanies the censorship of critical views about other groups, a backlash is predictable.

(5) Tolerance is a core value of academic life, as is civility. College authorities should ensure that these values prevail. But tolerance involves a willingness, not to suppress, but to allow divergent opinions. Thus, "sensitivity training" programs designed to cultivate "correct thought" about complicated normative, social, and political issues do not teach tolerance but impose orthodoxy. And when these programs favor manipulative psychological techniques over honest discussion, they also undermine the intellectual purposes of higher education and anger those subjected to them.

(6) If entire programs of study or required courses relentlessly pursue issues of "race, gender, and class" in preference to all other approaches to assessing the human condition, one can expect the increasing division of the campus along similar lines.

(7) The discriminatory enforcement of campus regulations can only sap the legitimacy of academic authority and create a pervasive sense of mistrust. Indeed, should students feel that repeated violations not only go unpunished, but are actually appeased, the reckless may be tempted to take matters into their own hands. The final stage of discredit will be reached when students and faculty see in such appeasement attempts by administrators to justify their own programs of campus "reform."

The policies just described are generally well-intentioned. Nonetheless, if the goal were deliberately to aggravate campus tensions, the same policies might well be adopted. On the premise that the fair treatment of individuals can do as much to correct the current situation as the doctrine of collective guilt has done to create it, the National Association of Scholars urges the following:

- * admitting inadequately prepared students only when realistic provision can be made for remediation;
- * maintaining nondiscriminatory hiring policies;
- * eliminating all forms of institutional segregation and preferential treatment determined by race and ethnicity, together with administrative positions that foster dissention;
- * protecting the expression of diverse opinion;
- * avoiding programs that attempt to impose "politically correct" thinking;
- * adding or retaining ethnic or gender studies courses only when they have genuine scholarly content and are not vehicles for political harangue or recruitment;
- * enforcing campus rules, even with respect to those who feel they are violating them in good cause.

The National Association of Scholars believes that the surest way to achieve educational opportunity for all and maintain a genuine sense of academic community is to evaluate each individual on the basis of personal achievement and promise. It is only as individuals united in the pursuit of knowledge that we can realize the ideal of a common intellectual life.

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