Mr. BRINKLEY: Well, the House of Representatives tried to do one of its little—

Mr. DONALDSON: Tricky little—

Mr. WILL: I sympathize with all of that, particularly about the blockage of careers, by having a two-track system within the military. On the other hand, before we plunge ahead in this on some abstract principle of equality, it's worth reflecting the civilization has for a very long time flinched from having women in combat, and there may be some deep truth and some profound wisdom in that—

Mr. DONALDSON: Well, civilization—

Mr. WILL: —and we shouldn't casually overthrow it.

Mr. DONALDSON: —for a very long time believed slavery was the way to go. I mean, and finally that was overthrown, George. Well, all the things that civilization has long

believed are trivial.

Mr. DONALDSON: Nor are they true.

Mr. ROBERTS: Well, again, the House of Representatives tried to do one of its little—
Ms. ROBERTS: I think if you got into that, you would have many, many, many universities—
Mr. WILL: He's a tenured professor, so—
Ms. ROBERTS: —doing things that you would find very uncomfortable.
Mr. DONALDSON: I'm arguing not for restriction on free speech, but I'm arguing if you're going to teach students, you ought to teach them things which are arguably semi-true, rather than things which are false.
Mr. WILL: Oh, my. You really want to go plowing through every curriculum—
Ms. ROBERTS: You're going to be the truth squad?
Mr. BRINKLEY: Sam—
Mr. DONALDSON: No, because I don't have the sense to be the truth squad.
Mr. BRINKLEY: Well, the—
Mr. DONALDSON: But are you saying, for instance, that if I want to teach a course in mathematics, say, "Two and Two are five," that the school shouldn't come to me and say, "Well, Sam, maybe two and two are four, you ought not to tell the students they're five, if you want to, go teach someplace else"?
Mr. WILL: Well, trouble is, in the humanities, there are very few propositions quite as lucid as two plus two equal four.
Mr. DONALDSON: All right, I agree.
Mr. WILL: And you would get into an endless swamp. I mean, the principle is he's tenured, and he has a right, within certain very broad parameters, to make a perfect ass of himself, which he's doing. That's Wellesley's problem. It becomes a problem for the rest of us when we begin to say, "This group says it's offended"—
Ms. ROBERTS: Right.
Mr. WILL: —"and they have an entitlement to a certain degree of sensitivity." And then you get an awful lot of meddling with the intellectual life of the community.
Mr. BRINKLEY: So we don't like what he's teaching, what do we do about it?
Mr. WILL: Stay—
Ms. ROBERTS: Let him teach it, and then let students not take the course, and at some point, he becomes a reason not to have him there on the campus, because nobody wants to take his course.
Mr. BRINKLEY: Well, at the risk of being flunked out of the course, you could stand up in the classroom and argue with him, and point out he's wrong.
Ms. ROBERTS: That, too.
Mr. BRINKLEY: If you want to do that.
Mr. DONALDSON: Well, if he's a great teacher, you may improve your grade by having done so.
Mr. WILL: If he's a great teacher, he's not teaching from a book commissioned by Louis Farrakhan (sp?)!
Ms. ROBERTS: The problem is is that he can do this, and yet, I think that if he did exactly the same thing teaching something about black Americans that was considered offensive, that he would be in a lot more trouble—
Mr. BRINKLEY: Okay—
Ms. ROBERTS: —and I think that that's the problem.