

**Allan Bloom, *Closing of the American Mind* 25-26**

There is one thing a professor can be absolutely certain of: almost every student entering the university believes, or says he believes, that truth is relative. If this belief is put to the test, one can count on the students' reaction: they will be uncomprehending. That anyone should regard the proposition as not self-evident astonishes them, as though he were calling into question  $2+2=4$ . These are things you don't think about. The students' backgrounds are as various as America can provide. Some are religious, some atheists; some are to the Left, some to the Right; some intend to be scientists, some humanist or professionals or businessmen; some are poor, some rich. They are unified only in their relativism and in their allegiance to equality. And the two are related in a moral intention. The relativity of truth is not a theoretical insight but a moral postulate, the condition of a free society, or so they see it.

The danger they have taught to fear from absolusions is not error but intolerance. Relativism is necessary to openness; and this is the virtue, the only virtue, which all primary education for more than fifty yeas has dedicated itself to inculcating. Openness—and the relativism that makes it the only plausible stance in the face of various claims to truth and various ways of life and kinds of human beings—is the great insight of our times. The true believer is the real danger. The study of history and of culture teaches that all the world was mad in the past; men always thought they were right, and that led to wars, persecutions, slavery, xenophobia, racism, and chauvinism. The point is not to correct the mistakes and really be right; rather it is not to think you are right at all.

The students, of course, cannot defend their opinion. It is something with which they have been indoctrinated. The best they can do is point out all the opinions and cultures there are and have been. What right, they ask, do I or anyone else have to say one is better than the others? If I pose the routine questions designed to confute them and make them think, such as, "If you had been a British administrator in India, would you have let the natives under your governance burn the widow at the funeral of a man who had died?" they either remain silent or reply that the British should never have been there in the first place. It is not that they know very much about other nations, or about their own. The purpose of their education is not to make them scholars but to provide them with a moral virtue—openness.