

## REMARKS OF

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In a world proud of the old age of its leading universities it is always and everywhere a bold thing to found a new one. Furthermore, in America today it is a bold thing to found anything at all. It is, therefore, doubly bold and indeed truly heroic to set up here in this land of plenty and depressed overproduction in this year of grace and despair, a new college for the future mothers of the coming generation.

If, as always, fortune favors the bold, Bennington College is therefore obviously destined to pursue a very happy and successful career. I have been called upon to extend to you all the greetings of the scholastic community of the old world. Although, of course, I have received no empowering mandate from my unknown constituents, I have no hesitation in assuring you of the good will of all my European colleagues.

It would be indiscreet and besides impossible for me to express any opinion on this new and promising undertaking. Were it only indiscreet, I might possibly have hazarded some remarks on the subject, as a fortnight's active participation in the debates of the Institute of Politics at Williamstown has cured me of whatever discretion I might have brought with me from abroad, and as discretion in itself has never been considered a scientific virtue. But even if I were so rash as to venture beyond the bounds of propriety, I would be inhibited by the sense of the impossibility of judging the present and of forecasting the future of any new institution of learning on the basis of its founders' plans. A college cannot be judged on its program but only on its positive achievements. That is so because these achievements are always due preponderantly to the quality and devotion of its teachers and not to any curriculum or statement of method which may be formulated in advance. As I have noticed, however, that the authors of the preliminary announcement of Bennington College have laid particular stress on their desire to secure the cooperation of the best possible professors, I have every reason to believe that their wisdom, added to their boldness, will assure the realization of their hopes.

It has been suggested that coming from Geneva to Williamstown, as one particularly interested in international affairs, I should devote my brief remarks to the subject of the relations between higher education and international life.

These relations strike me as being twofold, and apparently contradictory. On the one hand, it seems obvious that, in Europe at least, the most violent forms of intolerant nationalism are to be found in the ranks of the intelligentsia. Higher education, whose purpose and effect are naturally to increase the numbers of the intelligentsia would, therefore, seem to encourage and promote feelings of extreme nationalism. As a matter of fact, I was some time ago informed of the results of an American sociological investigation of the effect that nationalism flourished most in this country among two special groups: college students and criminals condemned to penal servitude. I should not be surprised if similar investigations revealed a similar state of affairs in Europe.

On the other hand, however, there is no doubt, also, that the greatest leaders in the field of international cooperation are to be found among university men. The name of President and Professor Woodrow Wilson in this country & as that of President and Professor Masaryk in Europe would suffice to justify this statement.



Dr. Shotwell has recently informed me that the multiplication of courses on international relations in American colleges is so rapid and so extensive that it may fairly be compared with the re-discovery of antiquity towards the end of the Middle Ages. This fact must strike every one as extremely significant both as a promise and especially as a symptom.

Insofar as nationalism is merely the expression of the predilection for national forms of culture, it is natural that it should be nurtured with special love and care by the national intelligentsia. Insofar as it is merely that, however, it is not only harmless, but indeed truly valuable for the necessary and stimulating diversity of international life and for the progress of international relations. Insofar, however, as nationalism is the dangerous expression of national prejudice and arrogance, it is the natural foe and it should prove the helpless victim of higher education.

Both in its aims and in its methods science makes for peace. It makes for peace in its aims because, forcing back the frontiers of ignorance, it enlarges the domain of knowledge and understanding. And it is difficult to arouse warlike passions against a foreign nation whose history and policies one fully knows and sympathetically understands.

But science makes for peace also and perhaps still more effectively in its methods. By stressing, as true science necessarily must stress, the absolute necessity of impartiality in research, it tends to develop in all scholars worthy of the name that intellectual fairness which is for many their supreme virtue and which should be for all their highest ideal. Now if, as seems obvious, lasting peace cannot be built up except on the foundations of justice, and if, as seems equally obvious, justice cannot be ascertained or realized except through the processes of intellectual fairness, then science, which needs and breeds impartiality, is the strongest ally of peace.

May this college, whose buildings will overlook the beautiful scene of a famous battle of the past be dedicated to the promotion of science, to the development of intellectual and moral impartiality, and thereby to the more secure establishment of international peace. On this day of promise let that be the message of greeting to America from Europe and to Bennington from Geneva, the seat of the League of many nations already, and, let us hope, sometime perhaps of all the nations of the world.