1-1-1950

Striking New Roots

Fordham University

Follow this and additional works at: http://ir.lawnet.fordham.edu/lc_140w62st

Recommended Citation
http://ir.lawnet.fordham.edu/lc_140w62st/2

This Article is brought to you for free and open access by the Buildings at FLASH: The Fordham Law Archive of Scholarship and History. It has been accepted for inclusion in Lincoln Center, 140 W 62 (1961-present) by an authorized administrator of FLASH: The Fordham Law Archive of Scholarship and History. For more information, please contact tmelnick@law.fordham.edu.
Striking New Roots
"All of us at Lincoln Center for the Performing Arts welcome Fordham as a distinguished neighbor in Lincoln Square. The assembly of these important schools of the University on a splendid new campus in the heart of Manhattan promises much, not only for Fordham, but for the community it has served so well for so long.

"The establishment of these two institutions side by side should further illustrate the essential kinship between truth, the aim of education, and beauty, the aim of art...."

John D. Rockefeller, III
President
Lincoln Center for the Performing Arts

"...the satisfaction that all of us feel in this splendid enterprise is enhanced by the fact that paralleling this development in another part of the Lincoln Square project is a great new educational undertaking. Fordham University...is proceeding here with the establishment of a new campus in the midst of this great city. All of us salute this magnificent effort."

Dwight D. Eisenhower
President
United States of America
in this crucial hour of time

WHEN in the earth's history man with his submarine has pushed aside ice blocks seeking to make of the Arctic Ocean an open sea,

WHEN in the nation's growth man has sent his rockets into outer space and designed satellites with self-sustaining power,

WHEN in the light of today's outreach sheer length of technical training and specialized experience are not enough,

WHEN to match these new dimensions in knowledge of sea and space there is an urgent need for breadth of wisdom and height of spirit,

One of the Nation's Leading Universities is

Striking New Roots in Lincoln Square
Fordham University

Where is it now...
and where is it tending?

WHERE NOW?

Fordham is a university, founded in 1841, with a heritage reaching back over four hundred years of Jesuit education, enriched by more than a century of experience in the national growth of America and the urban expansion of New York City.

Fordham today is some eight hundred teachers and administrators and eleven thousand students analyzing together life’s opportunities and responsibilities....

Uptown: on Rose Hill Fordham is a seventy-five acre campus with elm lined paths and ivy covered halls. It is a Liberal Arts College, a Graduate School of Arts and Sciences, a College of Pharmacy, Schools of Business and General Studies, and a Preparatory School as well;

Out-of-town: in Shrub Oak, New York, Fordham is a College of Philosophy and Letters;

Mid-town: on 39th Street Fordham is a School of Social Service;

And Downtown: on lower Broadway Fordham is a School of Business, a School of Education, a School of General Studies and a School of Law.

Fordham is scholarly studies, institutes and seminars, quiet reflection, research and publications in a variety of fields from existential philosophy to color perception, from Russian language to seismic observation to FM radio multiplexing.
Fordham is day classes and night classes and classes on Saturday morning as well. Fordham is ROTC, debate and oratory, a variety of intramural sports and intercollegiate competition ranging from basketball and crew to squash and swimming. Fordham is a climate of learning where people, young in years and those young only in spirit, come and go — men and women representing many a homeland, racial background and religious faith.

Fordham is a university of distinction, an independent educational enterprise, needing new space and facilities and resources for a growing group of students, uptown, downtown and in the city’s center.

WHERE TENDING?

To bring its traditional sense of stewardship to new frontiers of higher learning...

As on Rose Hill so at Lincoln Square, the purpose of the University — eighty percent of whose graduates become a part of the city’s life stream — is to prepare young people to enter into the world of educated men and women as informed, reflective and responsible citizens. And it is the intent of Fordham to make this training readily accessible for those living or working in the metropolitan area who are eager to go to college.

On Rose Hill Fordham will continue to carry forward the undergraduate work of Fordham College and the advanced study of the Graduate School of Arts and Sciences, a new five year program in the College of Pharmacy and education throughout life in the School of General Studies.

At Lincoln Square Fordham will bring together:

the School of Law whose distinguished alumni serve city, state and nation year after year;

the School of Business from which New York corporations continually draw men and women grounded in the liberal arts and trained in professional skills;

the School of Education sixty percent of whose graduates serve as teachers in the metropolitan school systems;

the School of Social Service providing one in every twenty of the nation’s social workers and one in every five of those who serve human welfare in New York City;

the School of General Studies to which New Yorkers, old and new, are turning for continuing enrichment of the mind and spirit.
For Growth,

A Time and A Place

A UNIVERSITY WITH NEW OUTREACH

As Fordham strikes new roots in Lincoln Square, it reaches an important moment in its wholehearted quest for a full maturing of the human intellect and a deep nurturing of man's spirit.

This is a time of awareness and of preparation. Within the next few years the number of students ready for a college education will have doubled.

This is also a time of metamorphosis for seven and a half acres of ground and the life that has been conducted above it. Out of the cocoon of city slums will come an urban campus of light and dignity — the light of learning and the dignity of man.

Sensitive both to academic tradition and to the urgencies of an age of space, Fordham is matching, stride for stride, the growth of the city in which it has its origin. The new Fordham, like the old, will be a product of the centuries and attuned to the needs of the current decades.

By inner disposition the University will be a tranquil influence for the easing of urban tensions, as it brings to the center of city traffic the serenity of atmosphere conducive to academic life.

"There are few things more splendid than a University...more enduring...more beautiful."

John Masefield.
The purpose of Fordham — its guide in years gone by, its directive for years to come — is that of its founding fathers, the earnest pursuit of “knowledge and wisdom.”

The spirit behind this purpose makes teaching at Fordham extraordinary. It comes of a long and enviable tradition of genuine interest in the whole student and from a well organized system of education.

The Fordham professor’s interest in his student, personally, is one of concern for the whole man, his habits of thinking, his trends of feeling, his total well being. Teacher and student try to develop, in this day of outer space, new strength for the inner man — a selfhood that is not self-centered but self-transcendent.

Professor and scholar, together, seek to sense where time is aiming and where they, with time, are tending. They seek together the eternal verities to hold man steady in the turbulence of contemporary discovery.

There is a tradition of teaching at Fordham. It derives from the Jesuit system of education, the Ratio Studiorum, formulated during the last two decades of the sixteenth century and continually revised with the growing experience of the years. In teaching from this heritage, classical and modern disciplines are brought to bear, lecture and discussion supplement each other. The result is training in how to use the mind and solid subjects on which to use it.

This is education that encourages doing as well as thinking and knowing. It urges not merely informative learning but formative growth. It is comprised of a careful configuration of courses in a comprehensive method of teaching, a logical sequence of learning. This system provides for training in clear observation, accurate classification, imaginative composition, close reasoning and effective presentation.

Curricula may come and curricula may go — for the teaching of them all, the tradition surrounding the Ratio holds time-tried principles and fundamental guide lines to make them come alive for the student of each new generation.

The tradition of the Ratio Studiorum, briefly, nurtures development of the intellect in the ways of wisdom and in the gaining of vision; it seeks to achieve a synthesis of venturesome foresight and prudent realism; and it seeks, as well, to impart skill in communicating these qualities of strategic value to our anxious day of disconnected knowledge.
Fordham University School of Law first opened its doors in 1905 and is now one of the largest accredited law schools in America. It has long since outgrown its space in the old office building on lower Broadway where seven hundred and fifty students are currently enrolled. It now needs room and facilities for a thousand.

As a national magazine has pointed out, this School has “long been applauded” for its achievements. Its alumni are distinguished members of the profession. This hardy perennial of learning is the first of five schools to be transplanted by Fordham to the soil of Lincoln Square.

What will students of the Law, young and old, find at Lincoln Square? Much of what they have met at 302 Broadway and yet something more.
There will be, as always, a threefold prerequisite to the Fordham passport into the legal profession:

SKILL in the profession itself;

SERVICE as the spirit and motive of the man who is to be an instrument of justice;

SELF-DISCIPLINE in looking within to set standards of performance on a higher level, beyond the requirement of statute.

As there has been, there will continue to be a dedication to the spirit of the law—a determination to remove the wedge sometimes driven between the moral and the legal order.

In the new locale as in the old, the contrast will be made clear between the rule of law and the rule of force and fear—with emphasis upon education in the philosophy of our own law and government.

But at Lincoln Square there will be increased faculty and research facilities; and there will be greater opportunity, in a scholarly atmosphere, to make continuing legal education available to the entire profession.

In the new buildings, there will be a Moot Court room, lawyers' rooms, eight large classrooms, three seminar rooms, twenty faculty offices, spacious lounges for students, faculty and alumni. There will be a fully equipped law library with space for at least 225,000 volumes and ample room where members of the profession—students, alumni and friends—can study, do research and write.

With these modern educational facilities, a central location and a beautiful setting, Fordham's Law School will, in the future as in the past, prepare men and women for leadership in their profession. It will do so with dignity in the magnificent cultural environment which the University is to share with its neighbor, Lincoln Center for the Performing Arts.

The new School of Law is the first step in the $25,500,000 development undertaken by Fordham at Lincoln Square.

The architects' estimate of the cost of providing the land and constructing the critically needed law buildings is $3,600,000. To meet this cost, the School will need the help of all who believe in furthering legal training of the quality for which Fordham stands.
A School Of Social Service

With skill and understanding
for human welfare

*Founded in 1916,* in answer to years of mounting interest in the "social question," the Graduate School of Social Service shares contemporary concern for man's humanity to man. The purpose? To provide, along with the best professional theory, techniques and practice, comprehensive instruction in the age old spiritual principles underlying organized social work, demonstrating the practical application of those principles to the social problems of daily life.

One of the oldest and largest schools in the country, with over three hundred students now enrolled, and long known for its strength of training and soundness of product, the School of Social Service well deserves its position of leadership. It seeks to instill in the student a sense of social responsibility to the ideals and institutions of our society.
The premise upon which this Fordham School operates is the belief that every man is important as a child of God. This intrinsic worth of the individual is the main reason for all social work endeavors. The preservation of life, the raising of living standards, the prevention of tragedies — these tasks are important not because man is needed to serve the state, but because man should be helped to fulfill his own destiny.

The School seeks to blend practicable technique with spiritual motivation. It aims to provide an assessment of social values and a concern for the dignity of the individual of every race, creed, color and national origin, as well as an appreciation of the role and responsibilities of the professional person.

A ratio of students to faculty of about seven to one places the Fordham student in a favorable position to receive individual assistance as he goes about gaining practical experience. Every student has a faculty advisor who gives more than one half of teaching time to counselling and to coordinating field work with classroom theory.

Training is currently offered for many fields of service including family and child welfare, medical and psychiatric social work, group work and community organization, correction, including probation and parole work, school social work and international social work. Field work takes place in public welfare agencies at local, state and national levels, in agencies of Catholic Charities and in other private agencies, sectarian and non-sectarian.

To do all this and do it well and also to round out its current training for the master's degree with a doctoral program, the School must have more ample educational facilities and greater opportunity for research and experimentation than presently possible in its crowded building on East 39th Street.

At Lincoln Square provision is being made for modern classrooms. There will be more administrative offices, conference rooms and lounges for faculty and students. The library will have adequate reading room, space for professional rooms, extensive files for dissertations, research publications, experimental reports and capacity for three times as many books.

All this will cost some $450,000, for which the School must turn to its loyal alumni, faithful friends and all those who care about the continuance in our daily lives of man's humanity to man.
A School Of Business

At the heart of the metropolis

Founded in 1920, this Fordham School has a mature and tested philosophy of education in the business disciplines: whatever the field that may be chosen for specialization, the expert of tomorrow must climb today the steep hill of the liberal arts. With a present enrollment of over one thousand four hundred, the School seeks to equip young men and women to go forth into the world of cold facts and compound figures with understanding, a sense of values and a willingness to accept responsibility.

The aim of the School of Business is to communicate to the student the knowledge, discipline and research techniques proper to the world of economic endeavor, infusing the entire study with the spirit of the liberal arts.

Fundamental to the student's training at the Fordham School of Business, be it on Rose Hill, on Lower Broadway or at Lincoln Square, is the development of intellectual faculties in the tradition of the Ratio Studiorum, through courses that flow forward in logical order and in increasing complexity.

Among the youngest of its University fellows, the School of Business has several milestones already marking its rapid advancement. At the beginning, in the Woolworth Building near New York's City Hall, besides the basic
provision of the liberal arts, including philosophy and ethics, there were courses in accounting, business law and business English for the professional briefcase of the future businessman.

_1944 saw a slight migration to the north_ as the School moved to its present headquarters at Broadway and Duane Streets, sharing an office building with the Schools of Education, General Studies and Law.

_In 1947 the Campus Division of the School_ was opened on Rose Hill.

_World War II left its mark on today's curriculum_ which at Fordham, as at other ranking business schools, maintains a contemporary pace by offering five majors—accounting, economics, finance, management and marketing.

_Here is a school, collegiate and coeducational,_ which, though young in years, has made a major contribution to the commerce of the city through its product—men and women equipped with maturity of mind and serenity of spirit.

_Here a systematic analysis is made_ of the works in the business clock with emphasis on imaginative instruction for practical training in the art of making and executing decisions. It is an effort to educate men and women who will later put their skills to work in the realm of a free and dynamic economic society.

_As the New York businessman well knows,_ Fordham's School of Business provides a noteworthy number of graduates whose fields of specialty at the School match the areas of need in the business life of the City.

_At Lincoln Square, there will be an opportunity_ for variations on the present program by increasing the range of courses, adding workshops, seminars, laboratory experimentation and a program of continuing business education. There will also be the opportunity, as already there is the intent, to add a postgraduate program when more adequate quarters are available at Lincoln Square.

_So it is that the School of Business comes_ to a significant milestone, and those who map its course are appropriately aware of the construction costs that must be met at such a moment.

_According to the architects' estimate,_ the figure to be faced is $1,750,000.

_And this is why Fordham now turns for support to all those who understand the stake they have in this School of Business of high scholastic quality at the heart of a great metropolis._
The School of Education is the mature outgrowth of the Teachers’ College established in the Woolworth Building in 1916. Designed to meet the need, then as now, for culturally and professionally trained teachers with a sound philosophical background, it also provides, in the center of the city, coeducational liberal arts programs for those not planning to teach. It is now the largest of Fordham schools, with a total enrollment approaching 3,000 (500 graduate students and 2,400 undergraduates) already in its classes. This School now seeks facilities to train even better the future teachers of America.

"Not long after the turn of the century an expanding Fordham struck out new and lasting roots from the tranquil outskirts into the noisy heart of the city." Thus reads the account of the founding of this School in the story of Fordham’s first hundred years.

Today, half a century later and expanding still, Fordham makes ready to strike roots again in the noisy center of the city. This time the University comes to an area where an unparalleled cultural development is taking shape in which the School of Education will take its prideful place.

Through an approach broadly historical and deeply philosophical, the School seeks to provide, in proper perspective, the energizing and stabilizing influence of Christian principles upon the educational process itself.

The goal of the undergraduate program is an effective blending of the student’s academic and cultural development with his professional training. The code of liberal education followed here is that of the Ratio Studiorum, systematically grouping principles and practices according to an educational philosophy in which the liberal arts are the core of the curriculum.
A meeting of the spiritual, the rational, and the humane is sought that these three may, in harmony, provide the resources needed by the educated men and women who will “gladly teach.”

Students of this School have at hand one of the most multiform educational laboratories in the world. In the metropolitan school systems they have a chance to study and, as practice teachers, to participate in educational experimentation which is truly pushing back the frontiers of human learning.

In graduate work, it is the two-fold purpose of this Fordham School:

to offer opportunities for advanced training in the techniques essential for professional service in education;

to encourage research toward increased understanding of the educational processes themselves as well as toward advancement in the content of man’s knowledge and wisdom.

Graduate students have the manifold benefits that come from the cultural richness of the vast sociological laboratory that is New York.

For undergraduates—as today so at Lincoln Square—the School will continue to emphasize the Jesuit ideal of breadth and depth of knowledge in its varied programs leading either to the professional degree in Education or to the traditional liberal arts degree.

For graduate students, both now and in the new location, intensive training will be offered in the profession. Essentially needed space and special equipment will bring new strengths to the teaching fields related to the performing arts and to “special education” of several kinds: training for those who wish to teach the gifted student, for those who want to help the less fortunate, for those who want to improve the ability of speech, and for those who intend to work in the fields of guidance and psychological services.

And for teachers already teaching, there will constantly be more opportunities for courses, study and research in the afternoon, in the evening, on Saturdays and in the summertime.

These are some of the present programs and future plans for the training of teachers extraordinary at the Fordham School of Education. In the old office building now shared with three other schools, space is extremely limited. As more and better facilities are built at Lincoln Square it will be possible for Fordham to do its share in helping to relieve America’s critical shortage of teachers by training substantially greater numbers of student teachers, teacher students and teachers-to-be.

As the School contemplates its forthcoming move to Lincoln Square, it is confronted with a considerable construction cost, which, according to current estimates, will be $2,300,000. And so the School of Education must join its fellow schools in turning to all those who would befriend the cause of education itself.
Established in 1944, one of the youngest of all Fordham units, this School welcomed American men and women home from World War II with a new approach to traditional education. The response was so enthusiastic that annual enrollment has increased to 2,500.

It had long been the tradition of the University to think of education in terms of its contribution to the community as a whole. With the establishment of this adult education program, new meaning was added to the mingling of town and gown.

The raison d'être of the program, uptown and downtown, has been to augment the knowledge and skill of members of the metropolitan community for increased efficiency in the workaday world and for increased enjoyment in that other world of leisure time throughout the working years and those years of retirement to follow.

In determining the new directions in which to move, Fordham first endeavored to ascertain the areas of unmet need for those hours in the day neither charted for time clock occupations nor always put to good use in
leisure time activities. It sought advice from members of the metropolitan community, from business and industry, from personnel and management. Counselling of this kind continues to keep the University sensitive to changes in community needs and responsive with courses patterned to meet them.

*Reasons for Living*, the Life of Christ, Human Relations, You and the World, You and Your Job, Effective Thinking, Creative Writing, Writing for Business, Law for the Layman, Finance for the Junior Executive, Small Business Management, You and Your Leisure Time, Great Books of All Times, Enjoying Poetry, Drawing and Painting for Pleasure, Conversation in English, French, Spanish, Italian and German—these are among the most popular courses at Fordham’s School of General Studies.

*This School looks forward*, along with its fellow schools, to the years ahead at Lincoln Square. The increased facilities there will make it possible to add to the flexibility of the curriculum by the addition of many new areas of study.

*Hopes for the future* include: during the day, a series of speech clinics to give attention to needs ranging from ordinary to professional; in the afternoon, courses offered for credit to junior college graduates and others interested in rounding out a liberal arts or professional education during off-time hours; in the evening, courses spanning human interests from poetry to the stock market.

*In all sessions*, eventually, courses will be scheduled in the history and appreciation of music, opera, drama and the dance. As in the case of Fordham’s other schools, it is anticipated that these courses will constitute an important service to the University’s neighbor, Lincoln Center for the Performing Arts.

*True to Fordham tradition*, this is a program built on the premise that contemporary life calls for quality in learning and living. The curriculum, carefully attuned to current interests, is designed to bring out individual abilities, develop a sense of responsible citizenship, and increase skills in the creative art of communication.

Although the School of General Studies can call on its fellow schools for the use of classrooms, libraries, lounges and other facilities, certain minimum costs related to this academic unit itself must also be met. To provide for administrative and other basic needs, according to present estimates, $200,000 will be required. A full measure of success in achieving this goal will depend upon the generosity of those who share Fordham’s belief that the search for learning and wisdom knows no end.
"The nature of our society and our era has forced ... higher education into a central position in society ... The most striking thing about our time is that we need men who can move beyond the immediately practical, men of perception, men who live in more than one dimension. We need men and women who understand where our society has been and where it must go ..."

John W. Gardner
President
Carnegie Corporation of New York

On a wintry day in December of 1838, Father Augustus J. Thebaud, member of the Society of Jesus, and destined to be twice president of Fordham University, stood upon the deck of the packet UTICA as it moved slowly up the lower bay into the East River to join the clipper ships and schooners riding at anchor off shore.

A few years later, coming together from the four winds by apparent accident, a distinguished group of men had gathered around Father Thebaud. These men were called to Rose Hill by Bishop John Hughes for the founding of Saint John's College, as Fordham first was known. England and Ireland, Spain and Brittany were among the countries from which these pioneers came. So it was that into the teaching at Fordham, from the beginning, were drawn the elements of many cultures, as men of varied homelands labored together in a young vineyard of learning.

Out of those early days, and the years that followed, has come a group of scholars that is larger, a diversity that is broader; the cultures represented are richer than ever as the long tradition of teaching from a cosmopolitan background moves forward in its urban setting.
One hundred and eleven years after Father Thebaud landed in America, another wintry day brought a native son back to New York where tug boats and ferries and ocean liners were now moving in and out the harbor. This was a man designated in 1949 to be the new president of Fordham University, Laurence J. McGinley, S.J.

Under Father McGinley's leadership, the faculty members at Fordham, still custodians of many cultures and stewards of scholarship, are increasingly in the vanguard of learning, men and women of the world and of the metropolis. Today, the homelands of this distinguished faculty range from Austria to New Zealand, from Canada to Iraq, from Alaska to the Philippines.

This faculty has come together and grown together in cultivation of the intellect, in depth of understanding and in breadth of vision. As constantly mounting numbers of young teachers come into the long tradition, they bring with them a broad variety of graduate studies pursued in America and abroad.

In the eight hundred men and women of the faculty and administration—some six hundred fifty laymen and nearly one hundred fifty Jesuits—there are distinguished scholars from centers of learning known over the centuries in the old world and since the early days of the new world. From Bologna and Oxford, from Princeton and the Sorbonne, from Cambridge and Heidelberg, Dublin and St. Petersburg, from Milan to the University of Minnesota, from Toronto, Geneva, Vienna—from these and other great universities they have come.

This then is something of the faculty at Fordham University, a faculty committed to excellence and dedicated to the personal values of democracy and the eternal principles upon which they rest.

The heart of a university is the group of men and women who teach there. That they may serve well our hopes for youth in these years of growth, halls of learning must be built on solid rock with strong steel girders to lift them against the horizon of the future.

To match the constantly broadening dimensions of knowledge with new resources in wisdom, financial assistance to Fordham is urgent and will be a force for lasting good to the nation and to the world for generations to come.
Fordham at Lincoln Square

A Construction Schedule

From 1960 - 1961

A School of Law dedicated to the Responsibilities of Freedom
A New Law Library for the Legal Capital of the World

During 1960 - 1965

A School of Social Service with Skill and Understanding for Human Welfare
A School of Business at the Heart of the Metropolis
A School of Education for Training Teachers Extraordinary
A School of General Studies — Town and Gown Together
A Lounge and Auditorium for Leisure and Learning
A University Library for Lincoln Square

1965 Forward...

An Additional Academic Building
A Campanile
A Student Center
Sharing
in Fordham at Lincoln Square

Business and industry, foundations and individuals — all responsible citizens have something at stake in this great venture, this opportunity to strengthen education in the very heart of New York City.

SPECIAL MEMORANDUM
TO BUSINESS AND INDUSTRY

By including Fordham University among its investments, a corporation participates importantly in the educational development of the nation. It also places itself in line for the highest of dividends from “a reservoir of the human reserves that shape history.”

The dividend on every dollar invested in education at Fordham is, in fact, extraordinarily high.

At a time when there is an acute need of well trained personnel, this University is capable of providing even more thousands of men and women than in the past to the industrial and corporate life of the city, state and nation.

All the Fordham schools at Lincoln Square will be able to provide, in increasingly greater numbers, soundly educated personnel of consistently high quality. The modern business world will need them all.

As a private, non-tax supported University, Fordham contributes to business life a climate of freedom and a sense of free enterprise. Through the shared endeavor of benefactor, faculty and student, it saves the tax payer millions of dollars every year. Business is daily indicating keen awareness of its joint responsibility with the University for the furtherance of private education and, in turn, higher standards of learning and living for all.
FINANCING FORDHAM AT LINCOLN SQUARE
MEETS THE TESTS OF A SOUND INVESTMENT

Is there sufficient stability for long range investment?

Fordham's record of stability stretches back one hundred eighteen years and the educational tradition of which it is a part reaches back over four centuries.

Will this investment have good earning power?

The rate of interest on investment in Fordham is high because it is an enterprise that is run with exceptional economy. The Jesuit members of the faculty and administration contribute their services — representing an annual income of hundreds of thousands of dollars from human endowment.

Is the product in demand?

Right now tens of thousands of alumni and alumnae are taking their loyal and useful places in the life stream of the New York area with thousands more in other parts of America and nearly a hundred other countries.

“We have begun to do a good job with many of our natural resources; yet the greatest natural resource of America is its youth. It is high time we lend a hand with the greater development of these human resources.”

Henry Ford, II
President, Ford Motor Company.
SPECIAL MEMORANDUM TO FOUNDATIONS

Venturesome foresight is a quality carefully built into the educational heritage of Fordham University. It will take venturesome capital of increasing dimensions to carry that heritage forward to future generations of American youth.

No citizens in the country are more keenly aware of their responsibility for the education of young people than those charged with the distribution of foundation funds. Opportunities before the foundations are unlimited. Choices must be made for those educational endeavors that merit priority support.

Fordham can rest a strong case with foundations and will turn to them for steadily increasing support. It believes that trustees of America’s foundations will find in Fordham at Lincoln Square a unique and challenging opportunity to advance higher education in our time.

"...a strengthened inspiration to continue the struggle towards a nobler Civilization — through wider knowledge and understanding of the hopes, ambitions, and deeds of leaders in the past who have upheld Civilization’s material progress. As we look backward, let us look forward."

Charles Penrose
The Newcomen Society.

SPECIAL MEMORANDUM
TO ALL RESPONSIBLE CITIZENS

To Alumni

No academic family could be more loyal than Fordham’s. To date, the response has been prompt and strong and clear as the first of the alumni have been asked to take part in this historic move to Lincoln Square. But it is only a beginning.

Many an alumnus is yet to be heard from, and all will want to be counted. More than ever before, the University will be an alma mater in which to take extraordinary pride and in which to experience a sense of sharing. The interest of the alumni in Fordham at Lincoln Square is real; and it is deep; and every alumnus will want to prove it so.
To Friends of the University

Friends are those whose respect is won by performance, and Fordham has never lacked them. Many, over the years, have turned to Fordham for the education of youth. These friends of the University, and especially the parents of the thousands of Fordham students, are sensitively aware of the strength it brings to the community and to the home.

In their concern for the educational needs of contemporary society, more and more Fordham parents and friends are pledging their help to build this center of learning in the cultural environment of Lincoln Square. Their support will be essential, for they are at the very heart of Fordham.

To All Other Responsible Citizens

For America, this is a moment of historic import in a crucial hour of time. Responsible citizens, both far and near, can help determine how the challenge is met. At Lincoln Square there is an opportunity, extraordinary and immediate, to undergird the quality of education in America. There is a unique chance to give support to a University of distinction so that, in increasing numbers, youth may be “matched with this great hour.”

HOW TO HELP?

Gifts may be made in cash or pledges, in property or securities, in toto or in part, in principal or in interest, in annuities or in other insurance. Securities can be transferred to the University. Property can be given permanently or for a limited time. Principal can be given with interest reserved; interest can be given with principal reserved. Annuities can be arranged; and other insurance can be transferred.

Gifts made in any or all of these ways will be deeply welcome. Further details on how to help will be promptly, gladly given on request. There are many opportunities for honoring a well loved individual or organization. Gifts may be designated for a library desk or a faculty office, a student lounge or a reading room, a classroom, a wing or a building.

Here is an opportunity for everyone to share in this great educational, cultural center as Fordham University strikes new roots in Lincoln Square.
The Board of Lay Trustees of Fordham University

WILLIAM T. BRADY
President, Corn Products Co.

JOSEPH A. KAISER
President, Williamsburgh Savings Bank

JOHN S. BURKE
Chairman, B. Altman and Co.

PAUL E. MANHEIM
Lehman Brothers

GEORGE D. BUSHER
Vice President, Eugene J. Busher, Inc.

JOSEPH A. MARTINO
President, National Lead Co.

JOHN A. COLEMAN
Adler Coleman & Co.

ADMIRAL EDMOND J. MORAN
President, Moran Towing Co.

GEORGE D. BUSHER
Vice President, Eugene J. Busher, Inc.

HON. THOMAS E. MURRAY
Consultant to the Joint Committee on Atomic Energy

JOHN A. COLEMAN
Adler Coleman & Co.

CHARLES J. MYLOD
President, Goelet Estate Co.

GEORGE H. COPPERS
President, National Biscuit Co.

JOSEPH A. MARTINO
President, National Lead Co.

HON. HOWARD S. CULLMAN
Honorary Chairman, The Port of New York Authority

FRED J. DRISCOLL
President, Geo. F. Driscoll Co.

CHARLES J. MYLOD
President, Goelet Estate Co.

ORVIL E. DRYFOOS
President, New York Times

THOMAS J. ROSS
Ivy Lee and T. J. Ross

HARRY C. HAGERTY
Financial Vice President, Metropolitan Life Ins. Co.

JOSEPH P. ROUTH
President & Chairman of the Board, The Pittston Co.

ARTHUR HULL HAYES
President, CBS Radio

C. NORMAN SHAFFER
Attorney

EDWARD F. HAYES
Glore Forgan Co.

ANDREW B. SHEA
President, Pan American-Grace Airways

HENRY M. HOGAN
Vice President & General Counsel, General Motors

WALTER F. SILBERSACK
President, American Home Products Corp.

HENRY M. HOGAN
Vice President & General Counsel, General Motors

E. L. STEINIGER
President and Director, Sinclair Oil Corp.

JOHN V. NAISH
President, Convair

WILLIAM J. TRACY
President, M. & J. Tracy, Inc.
"...the wholehearted quest for the far horizons of the mind and the high horizons of the soul..."