Bernard Baruch Honored in Ceremonies Today

The College's Favorite Son

By GAIL GARMINKEL

"I believe in reason, not because of the wisdom that men have demonstrated in the past, but because it remains man's best tool for governing himself. It is not mere chance that, whenever society is swept by some madness, reason fails as the first victim."

These were the words of Bernard Mannes Baruch, a noted financier, philanthropist, and "adviser of presidents," who died June 20. His life began in Camden, South Carolina on August 19, 1870. Dr. Simon Baruch, his father, was an esteemed Presbyterian surgeon and pioneer in bacteriology (the therapeutic use of natural mineral waters). His mother, Belle Wolfe Baruch, came from a long line of prominent Americans dating back to colonial times.

When young "Bernie," was twelve, the family moved to New York City, where the future millionaire soon became acquainted with the boisterous ways of urban life. He proved himself a scholar while attended Public School 69, notwithstanding a reputation for losing his temper easily.

It was as the result of a temper flareup that Mr. Baruch sustained a permanent injury that required him to wear a hearing aid in later life. Representing the winning run in a baseball game, he slid into the catcher while scoring. A fight started, and someone smashed a bat against Mr. Baruch's left ear, permanently damaging his eardrum.

When the deafness in one ear and his penchant of becoming an army officer (he was refused admission to West Point for that reason), Mr. Baruch enrolled in the City College of New York in 1884 at the age of fourteen. The college numbered three-hundred that year, only sixty of whom would graduate five years later.

Mr. Baruch followed a classical course in College, studying Latin and Greek... (Continued on Page 4)
Baruch Entered A Far Different CCNY In 1884

The college that Bernard Baruch entered in 1880 was a far cry from the unobtrusive brick structure

VOL. 13, 1965

on the corner of Twenty-third Street and Lexington Avenue. That building had been torn down and in its place stood the magnificent structure which now bears Mr. Baruch’s name, but the memory of it, and the tradition which surrounds it still remains. The building in which the first students were enrolled was one from a grammar school if they met the strict entrance requirements.

The prerequisites were passing grades in writing, English, arithmetic, geography, and some knowledge of history. Even for those who had a profound effect upon Bernard Baruch’s later life, his coarse in political economy walking the forty-three blocks from his home to City College.

Mr. Baruch was not economically well off, many having to discontinue study because of lack of space. In later years, he made efforts to have the tradition which surrounds it still remain. The building has been torn down and extended.

Mr. Baruch received an allowance of twenty-five dollars per month for his room, books, and meals. He was given ten cents for coffee and a penny for milk. When ten cents was a day’s wage.

In his autobiography, Mr. Baruch recalled the daily routine:

Mr. Baruch was an early riser, and there was no reason why he should not be, for his mind, he knew, would not work well until he had a good breakfast. His morning in the dormitory was a busy one. He would rise early and be up before the sun was up, for he had a great deal to do before the day was over.

Mr. Baruch was a man of immense charm and few could resist the force of his personality. To those who did not like him—few there were—Mr. Baruch tried to make it all right. In the evening of his life, he was always in control of himself. In fifteen years of daily association, I saw him lose his temper only once. It was a most extraordinary thing—I can’t explain it. As a matter of fact, he never lost his temper to the point of agency abruptly shutting down. Mr. Baruch was an extraordinary man.

Perhaps it was his sense of humor, for he never lost his sense of humor. He had a great deal of self-discipline and was always in control of himself. He was a man of extraordinary amount of self-discipline and was always in control of himself. He was a man of extraordinary amount of self-discipline and was always in control of himself. He was a man of extraordinary amount of self-discipline and was always in control of himself. He was a man of extraordinary amount of self-discipline and was always in control of himself. He was a man of extraordinary amount of self-discipline and was always in control of himself. He was a man of extraordinary amount of self-discipline and was always in control of himself. He was a man of extraordinary amount of self-discipline and was always in control of himself. He was a man of extraordinary amount of self-discipline and was always in control of himself. He was a man of extraordinary amount of self-discipline and was always in control of himself.

If a career is speculation suggests a daring man, quick to take chances, it was not the case with Mr. Baruch. He was a cautious, conservative man, who avoided every possible adventure and would not have done this or that or the other were he not absolutely sure of the correctness of his actions.

In many respects he had the instincts of a modern industrial state mobilizes for war. On Tuesday, November 16, 1965, Mr. Baruch on Armistice Day.

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Baruch Day: The School Is Renamed In 1953 To Honor One of Its Most Distinguished Alumni

Financier, In Convocation Speech, Notes High Standards

It has been a great day in the history of a great College that still bears his name.

His role was that of the College of the City of New York.

Baruch was one of the first to popularize the idea of public education for the masses. He believed in the power of education to uplift society and believed that the government had a responsibility to provide it to all.

Baruch was also a business leader and co-founder of General Motors. He understood the importance of education for economic progress and believed that it was the key to social mobility.

In his speech, Baruch emphasized the importance of public education and noted that it was the key to social mobility and economic progress.

The article was written by Robert Signer '62, a member of the Board of Trustees of the college.

It was a great day in the history of the college, and the renaming was a testament to the importance of education and the role it plays in shaping society.

The article ends by expressing hope that the college will continue to fulfill its mission and prepare students for a bright future.
Baruch: The Philosopher, Humanist, Financier

**His Early Life**

for the full five years, in addition to mathematics, science, modern languages, civics, history, French, and aesthetics. His favorite courses were mathematics and philosophy, which nature, in selecting him, had made a mathematician. Even the Latin and Greek courses he took were on a self-directed basis. As a result, he was often away from the classroom, spending time in the library or with his tutor, Mr. Baruch, who later wrote, "He was a born mathematician."

Although he was not a great student, he was a good one, and his grades improved as his interest in mathematics and philosophy increased. He was particularly interested in the works of Plato and Aristotle, and his teacher, Mr. Baruch, encouraged him to pursue his interest in philosophy.

Baruch: The Philosopher, Humanist, Financier

**Courtship**

With his future wife, Annie Griffin. Be...
On Becoming Ninety: Eleanor Roosevelt and Dr. Gallagher join in honoring Mr. Baruch on his 90th birthday.

One of the sharpest criticisms of do-nothing government was: that it served as a cloak for powerful interests who wanted to be left alone to despoil the country's resources and the public. But how unselhfe are those who today invoke the power of government to further their own interests or to get votes? Is it the best we can do, to compete with one another, they would balance out, for the good of all: But with governments intervening, we cannot count on any such automatic balance. We must now achieve that balance consciously, by deliberate decisions. In short, where once we could let nature take its course, we must now be able to think things out.

And that is a terrible thing. I don't mean that to be funny. But there never has been a government which depended upon the mass of its citizens being able to think. For a long time government was something which was left to —or should we say—envy—by—kings, or emperors, or war lords. Even in the ancient democracy of Greece and Rome, government was the responsibility of only part of society, or a so-called elite.

With the upsurgence of modern democracy this ancient-principle of government by a few was overthrown in favor of faith in man's ability to govern himself. Still for a long time that faith had only to overcome a partial test. The atmosphere of the last two centuries in which modern democracy flourished was one in which people and the problems were left largely to work themselves out. Through much of this period new continents were being opened to settlement. Many difficulties were really taken care of by the discovery of new economic resources.

Now there are no more new worlds to be called into existence to redress the balance of this new world of ours. We can no longer trust the luck to muddle through. If democratic self-government is to survive, we must now be able to think things out.

Rule one: Get the facts. Approach each new problem not with a view of finding what you hope will be there, but to get the truth from the realities that must be grappled with. You may not like what you find. In that case you are entitled to try to change it. But do not deceive yourself as to what you do find to be the facts of the situation.

Rule two: Get to know yourself. Only as you do know yourself can your brain serve you as a sharp and efficient tool. Know your own failings, passions, and prejudices so you can separate them from what you see. Know also when you actually have thought through to the nature of the thing with which you are dealing and when you are not thinking at all. Nowadays, unfortunately, the prevailing habit seems to be to fixate upon some symbol or word—like liberalism, McCarthyism, or appeasement, or the new look in this or that, or the New Deal, Fair Deal, or other deals—and then to argue fiercely over this label without looking at what lies underneath.

Rule three: Try to have the wit —but if not, have the discipline—to match up the first two rules.

Knowing these facts, you can judge whether you can change the situation so it is more to your liking. If you cannot—or if you do not know how to improve on things—then discipline yourself to the adjustments that will be necessary.

My ideas have necessarily been focused on the many difficulties which beset us. In trying to picture these rules plainly I trust I have not left any feeling they are beyond man's capacity to solve. The means through which we can win are in our hands, in the process of self-government built upon a better understanding of ourselves and of the forces and laws that govern our society.

I hope these words will help start you, to whom the future belongs, upon the course of disciplined reason which draws from man's experience in the past to solve man's present problems.