CONTINUITY AND CHANGE

Babson College, 1919-1994

JOHN R. MULKERN
THE AUTHOR

John R. Mulkern received his Ph.D. in American History from Boston University in 1963. He has taught history and politics at Babson College since 1966. *Continuity and Change: Babson College, 1919-1994* is his third book. He is the author of *The Know-Nothing Party in Massachusetts: The Rise and Fall of a People's Movement* and co-author with Professor Edward Handler of *Business in Politics*. Professor Mulkern has also published a number of articles in scholarly journals.
CONTENTS

vii  PREFACE

CHAPTER 1
  1  The Founding Father

CHAPTER 2
  17  Created in His Own Image

CHAPTER 3
  37  The Babson Program

CHAPTER 4
  61  Crisis, Conflict, and Change

CHAPTER 5
  85  From Institute to College

CHAPTER 6
  109  America’s #1 Business Specialty School

CHAPTER 7
  133  The Quest for Diversity

CHAPTER 8
  153  College Life: Part I

CHAPTER 9
  171  College Life: Part II

CHAPTER 10
  195  Looking Ahead

213  INDEX
Roger Babson was a man of vision who achieved fame and fortune through an uncanny ability to forecast future economic developments. But he was not content with material success. He envisioned a new kind of enterprise, one driven not by the lure of financial reward but rather by a desire to better mankind. He wanted to create a college of business administration whose mission would be to produce better men and better businessmen. He expected to accomplish this through a unique program of character development and practical training that featured student involvement in real business situations.

These were radical ideas at the time. No other college entertained such notions, let alone implemented them, a fact that added zest to Babson’s reflections. He had already made his mark in business by doing things differently. Now he saw opportunity to enjoy similar success in the field of education.

Roger Babson was not given to idle speculation. He had every intention of turning his vision into reality. And the times were propitious for bringing this to fruition.

The year was 1919, and America was in the throes of great change. The war to end all wars had just ended. Millions of American servicemen, having served their country in time of war, returned home, anxious to get on with their lives in time of peace. Opportunity abounded. The nation had undergone an economic sea change during the war years (1914-1918) that shifted its international financial standing in the world from debtor nation to the world’s leading creditor. The economy was poised on the threshold of breathtaking expansion, and business, as the engine of this expansion, was going to need unprecedented numbers of managers educated to respond to rapidly evolving business conditions.

Roger Babson foresaw these developments and this lent wings to his plans for establishing the college that bears his name and ideals.

What follows is the story of this remarkable man and the college that he created in his own image.

—JRM
DEDICATION

This book is dedicated to Professor Edward J. McGee (in memoriam) and to all my Babson friends and colleagues, past, present, and future.
"I tell students at Babson Institute, Webber College and Utopia College there are three really important days in their lives—namely (1) the day when they select their ancestors; (2) the day when they select their wives or husbands; and (3) the day when they select their life vocations."

—Roger W. Babson
Dr. George B. Stevens’ final stop on his busy round of house calls on July 6, 1875, was to the home of Gloucester’s leading dry-goods merchant, Nathaniel Babson, whose wife, Nellie, was in labor. Working by the light of a kerosene lamp, the doctor brought into the world a healthy, squalling baby boy. Under these humble circumstances life began for Roger Ward Babson, for so his parents named this native son of Gloucester who was destined to become its most renowned citizen.

Work, like death and taxes, was a certainty in the life of the Babson household. Young Roger learned that lesson early. No sooner had he passed the toddler stage than his mother kept him busy with chores around the house; and when he was big enough, his father put him in charge of taking care of a pair of horses that he kept stabled in a neighbor’s barn. Those two horses loomed large in Roger Babson’s memories of his childhood.

The wholesale side of Nathaniel Babson’s dry-goods business took him on day trips to neighboring towns, delivering orders by horse and buggy to small shopkeepers along his route. Roger remembered as “one of the pleasantest features of my boyhood life” spending many a summer afternoon happily perched beside his father and taking in the sights as the horse clip-clopped along the dusty roads of Cape Ann, a small maritime region tucked into the northeast corner of Massachusetts.

To most boys, summer afternoons spent dropping off bundles of dry goods to country stores and listening to the small talk of their owners would seem a pale substitute for the joys of baseball or the swimming hole; to Roger, the excursions were exhilarating. They were his initiation into the world of business, which even at this early age intrigued him; and they meant happy hours in the company of his father, a normally taciturn man, who wiled away the hours on the road talking to his son about the work ethic and business matters.
Nathaniel Babson’s homespun lessons on the importance of hard work took root. One summer, Roger landed a part-time job lugging water to a Chinese laundry for the less-than-handsome remuneration of one cent per five buckets. Business picked up when the circus came to town and hired the boy to haul water for the elephants at a penny a bucket. Not only was the pay better, the job combined business with pleasure, since Roger got to see the circus for free. He also got in trouble with his father for having rushed off early to the job without having breakfast with the family. That lapse terminated his career as a water boy. “Roger,” his father announced, “will stop this nonsense of carrying water for Chinamen and elephants. Tomorrow morning he will go to work.”

A man of his word, Nathaniel Babson early the next morning marched his son up the road to grandfather Babson’s farm, where the boy was set to work hoeing seemingly endless rows of potato plants. Toiling in the fields under a broiling sun for twenty-five cents a day was a penance that taught Roger little other than that he would much rather be doing something else. Working alone, however, did have one compensation: It gave him plenty of time to think; and what he thought about most was how to escape his bondage.

An opportunity soon arose. His grandfather ran a milk-delivery business and during the summer months he supplemented his income by selling fresh vegetables along the route, which necessitated his hiring a second man to handle the produce end of the business. One day, the hired hand failed to show up for work, and Roger volunteered to take his place on the wagon, an offer his grandfather readily accepted. This was not only an opportunity to get out of the fields; it was also Roger’s first real chance to test his aptitude for salesmanship, and he made the most of it. He returned to the farm later that day, having sold out the entire consignment of veg-
etables, a feat that earned him a promotion on the spot. From now on, no more hoeing weeds for two bits a day; his job was peddling fresh produce house to house from the milk wagon.

His initial success, it turned out, was no fluke. Roger Babson was a born entrepreneur, and since his income consisted solely of the commission on what he sold, he rapidly expanded operations by drumming up new customers along the route. To meet the rising demand, he took over the entire truck farm operation, growing his own vegetables on a parcel of land that his grandfather set aside for him for that purpose.

Roger Babson, like his father, believed that experience was the best teacher. As far as he was concerned, the experience gained at his grandfather’s farm taught him more than he learned in any school, including his alma mater, the Massachusetts Institute of Technology. From the day he took over the produce line for his grandfather, he was pointed toward a career as an entrepreneur. Peddling vegetables had opened his eyes to the fact that there was more profit in selling than in producing. Even more important, he had come to realize during those summer months that he was far happier working for himself than for others, a realization made the more valuable because it had come so early in life.

Other than marriage, family, and religion, no decision or circumstance in Roger Babson’s life in his estimation ranked as high in importance as his choice of a career; and he had reached that decision based on the work experience of his youth. Too often, he thought, those who lacked work experience graduated from high school or college unaware of their own aptitudes and interests and fell into the trap of taking the first job that came along and even though unhappy with the career path they had stumbled onto, they tended to follow it for the rest of their lives. Too many lives were blighted in this fashion, yet the safeguard against an unfortunate career choice was readily available: working summers or after school in a variety of jobs. As Babson saw it, what was true for him as a boy was true for every youngster: The boy or girl who experiments with “different lines soon finds out [the type of work] for which he or she is best fitted.”

Common sense knows no boundaries, either in time or place. Babson’s thinking on these matters
It was while in high school that he came to realize how much more he preferred the role of leader to that of follower.

Left: Roger Babson, in the uniform of the Gloucester High School Cadets. Showing leadership qualities at an early age, he rose from private to captain in the cadets.

Right: The personal bibles of Nathaniel and Roger Babson.

was drawn from experience, not books, yet it came close to matching the ancient Greek concept of equality: All people are endowed with different capacities and aptitudes. Those left free to develop the gifts that they are born with will excel in the exercise of them when matched in competition with those less gifted by nature.

Embedded in his reflections on the necessity of early work experience was the kernel of the idea that led to the creation of the Babson Institute—namely, to provide practical training for young men who already had job experience and who had their minds set on careers as business executives.

While Roger Babson's early employment had proven invaluable, the same was not true of his early schooling. His formal education began in a private school near his home where his parents had enrolled him, no doubt anticipating that the young scholar would distinguish himself. And distinguish himself he did, albeit in a fashion that caused his parents more grief than satisfaction. Roger, by his own admission, was "an unruly youngster [who] did not get along well," an assessment that his first-grade teacher undoubtedly shared in full, since his parents had to withdraw him from the school at the end of the year. Transferred to the more regimented environment of a local public school, the boy came under the watchful eye of one Miss Frances Davis, a harsh disciplinarian whose reputation for being "very free with her whippings" proved painfully true. Roger kept careful count, recording the singular fact that Miss Davis honored him that year with "a near record 47 whippings." Not surprisingly, the following year found him carving his initials in the desk of still another school.

During the final year of grammar school, the high-spirited boy suffered a nervous breakdown that prevented his return to school after the Christmas break. It proved to be a blessing in disguise, for it brought him closer to his father. A hardworking, upright man, Nathaniel Babson spent many hours with his son over the next several months talking about many things but most of all about the importance of living a moral and healthy life. These were lessons Roger would not have learned in school, and, coming as they did from so revered an authority as his father, they made a lasting impression on the youngster. "Whenever con-
sulted today on educational matters,” Babson wrote in his later years, “I advise that more attention be given to the building of health and character, and less to the teaching of higher mathematics and foreign languages.” As his father taught him, so he taught others.

When Roger returned to school the following year it was as a changed person. No longer content to play the disruptive nonconformist, he made his peace with school authorities, and for the first time in his life, he began to apply himself seriously to the rigors of formal education.

The turnaround produced positive results, particularly so in high school. They were years of rapid growth—physical, mental, and spiritual—of parties and dating, and of the keen sense of pride and pleasure that comes from special achievement. Out of his class work came an awareness of the personal strengths and interests, in particular, an aptitude for “statistical work of all kinds” and a talent for “the business side of each job,” that would serve him well in a long and distinguished business career.

It was while in high school also that he came to realize how much more he preferred the role of leader to that of follower. “I never liked taking back seats,” he explained. Where others excelled in sports or in the classroom, Babson exercised his penchant for leadership in the Gloucester High School Cadets, joining as a private and rising through the ranks to captain. His crowning achievement came in his senior year, when the company under his command, competing against units from five city high schools, won the coveted regimental first prize.

None of this would have been possible without the teachers who had contributed so much to his development. “The one group that will never go out of business,” he said, “are parents and teachers.” Schoolteachers, he had come to realize, and not school buildings or textbooks, make education work, an observation that moved Babson to elevate teachers to a niche just below that of parents and preachers in the pantheon of major contributors to the community.

Religion—like family, work, and education—played a conspicuous role in Roger Babson’s life. Gloucester in the days of his youth was a wide-open, rambunctious, seafaring town, swarming with sailors and fishermen. Rum shops carried on a booming business on every corner of the commercial center of town, catering to the appetites of a rough, footloose clientele. Equally accommodating were the houses of ill fame, including one, aptly tagged “The Busy Bee,” located on a corner opposite the end of the street on which the Babsons lived.

Arrayed against the darker forces of the community was the church group to which the Babson family belonged. Social functions for its members centered around Gloucester’s Protestant churches. Church-sponsored picnics, suppers, concerts, and other entertainments attracted throngs of the faithful year-round. Highlighting the church social calendar were the strawberry festival in June, the harvest festival in October, and the Christmas and Easter church concerts. A pronounced strain of puritanism permeated the social attitudes of the church group, circumscribing the kinds of entertainment available to members. There were no church-sponsored dances, for example, nor stage plays or card games, such activities being strictly off-limits to a God-fearing people.

Roger Babson was reared in a pious home. His father, a deacon of the Congregational Church, was a deeply religious man, and his mother, whose fundamentalist convictions were as firm as they were unexamined, was active in church affairs. As might be expected of the son of two pillars of the Gloucester Congregational Church, Roger shared his parents’ beliefs, and apparently never questioned them. He delighted in the social events revolving
around his church and experienced no difficulty conforming to its strictures. Neither he nor any of his friends, for example, smoked or drank. He was, in a word, strictly orthodox in outlook and behavior. But he had absorbed his religion in much the same fashion as he breathed air, without much thought or emotion.

His casual attitude toward religion changed dramatically the day he attended an old-fashioned revival meeting at the Gloucester Methodist Church and emerged a “born-again” Christian. It was, he said of his epiphany, “the greatest event of my life.” He was fifteen years old, and for the rest of his days, he remained “an emotional, praying Christian.” Whatever his worldly endeavors in subsequent years—whether in business, politics, or education—they bore the imprint of his religious convictions.

Young Babson’s newly acquired evangelicalism opened up opportunities for him to exercise his talent for leadership. He joined the Gloucester chapter of the Christian Endeavor Society, a popular Protestant youth group, which required its members to speak at every meeting. “You may be sure,” said Babson, who even as a boy enjoyed the limelight, “that I grasped the opportunity [to speak before the group] like a drowning man would grasp a life preserver.” His flair for public speaking and talent for persuasion propelled him rapidly upward through the ranks of the organization to its top post, that of president of the parent body of all the Christian Endeavor chapters on Cape Ann.

Babson graduated high school in 1894, intent on attending college in the Far West. Like most young people at this stage of life, he wanted to spread his wings. His father, however, made short work of that notion. “It is the Massachusetts Institute of Technology or nothing,” he informed his son. And so it was that Roger enrolled at MIT, the nation’s leading school of engineering.

By his own admission, Babson was a lackluster student, barely scraping by and almost failing to graduate. His academic difficulties stemmed in large measure from lack of interest in the curriculum. He had matriculated to MIT and had majored in civil engineering only at the insistence of his father; but during his college years he had never lost sight of his ultimate goal: to make his mark as a businessman. Ironically, it was Nathaniel Babson who had first stirred that ambition in his son on their travels together by horse and buggy around Cape Ann.

Below: Roger Babson, at age 19, when he entered the Massachusetts Institute of Technology and (above) his diploma, class of 1898.
Another source of dissatisfaction for the young MIT student was the way the school's curriculum was taught. A friend once remarked that Roger Babson became the leader of every group he joined, "because he knew the all-important fact—the direction." Babson's thought processes made the difference. While his fellow group members busied themselves sitting through the details of a project to extract tactical responses, Babson focused on the composite and drew from it a strategy that the rest were willing to follow because it made such good sense. At MIT, however, the administration and the professors set the direction on educational matters and therein lay the problem—he disagreed with the direction.

Like that other famous Yankee rugged individualist, Henry David Thoreau, who coined the maxim, Roger Babson marched to the sound of his own drummer. Even as a youthful college student, Babson stood outside the mainstream, regarding conventional wisdom and expert opinion with a healthy skepticism. Much of Babson's outlook—his pride in ancestry, his commitment to the work ethic, his fondness for the homespun homilies and traditions of Yankee New England—was shaped by the past. He was well aware, however, that he lived in a rapidly changing world; and to him the challenge was to fathom from the direction of change some of its ramifications. He preferred, he said, the vantage point from the front of a train where he could see what lay ahead to that of the caboose where the view was of ground already covered. It was the new, the innovative, the possible that intrigued him most.

Sometimes his fertile imagination and daring carried him away. Everett Stephens, who served as Roger Babson's right-hand man at Babson Institute for twenty years, passed on this gem:

I'm so happy to have worked for him [Roger Babson], because they don't make them like him anymore. He was a man with a tremendous amount of ability. He was not afraid to try new things. For example, once down in Gloucester, he decided he was going to put chocolate over lobsters and sell bits of lobster with chocolate on them. [Actually, it was chocolate-covered fish fillets.] I can't imagine anything worse, but he was like that. He would take chances.
Not surprisingly, Babson found the curriculum and instruction at MIT uninspiring, focused as it was on what was already known or thought to be known. Not even the ablest of the professors in the nation’s leading technological institution anticipated any of the major new industries that emerged in the early twentieth century. Babson was taught that “heavier-than-air machines could never fly,” only to thrill a few years later to the news of the historic flight of the Wright brothers’ plane at Kitty Hawk, North Carolina. That Babson’s instructors should have missed the impact of the airplane or the radio in the early years of the twentieth century was understandable since neither had been invented when he was a student. But it was quite another matter for them to have remained oblivious to the possibilities of the automobile, the phonograph, or the motion-picture camera, whose prototypes were already on the market in the 1890s. Babson’s friend, Thomas Edison, best captured their mutual spirit of healthy skepticism regarding expert opinion when he observed: “Babson, remember that we don’t know nothin’ about nothin’.”

Upon graduating in 1898 at the tail end of a depression, Babson counted himself among the fortunate when he landed a position at a major investment house in Boston. His elation, however, proved short-lived. No sooner had he embarked on his duties than he noticed a wide discrepancy between the prices his company was charging its customers for certain bonds and the much lower prices that these bonds were commanding on the open market. He brought the matter to the attention of the company president who seemed more irritated than pleased by the revelation and referred Babson to another member of the firm. Put off again, Babson kept pressing his superiors for an explanation for the “fictitious prices.” For his trouble, he was “clean plumb fired.”

Babson was soon back to work, selling bonds in New York and Worcester, after which he took a position with another Boston investment house. He found time in the midst of a busy schedule to court Grace Margaret Knight, the daughter of a Congregationalist minister, whom he had known.
since childhood. Part of his attraction for Grace, Roger joked, was that "instead of telling me how wonderful she was, she let me tell her how wonderful I was." They were married in 1900 and moved into a small house in Wellesley Hills. A civic-minded young woman, Grace Babson was active in community affairs and devoted to the ideal of helping others. She shared her husband's public and private life and contributed much to some of his more notable achievements in business and education.

In the fall of 1901 Babson took a business trip to Buffalo and while there came down with a fever, forcing him to cut short his visit and return home. His wife took one look at him and immediately summoned the doctor. The diagnosis was grim: an advanced case of tuberculosis, a dread scourge which at that time was the leading killer of people between the ages of fifteen and forty-five. Babson was twenty-six years old, and he was in a fight for his life. The disease had fully penetrated one lung and was attacking the other. There was no known cure. His doctor told him his one chance for survival was to follow a regimen of complete bed rest, a nutritious diet, and plenty of fresh air. Babson would have to relocate to the wide open spaces of the West where he could live year-round in the open air.

Family and friends despaired for his life. "As good as dead," they thought, when they saw Roger and Grace Babson off at the train station. Babson thought otherwise. He was well aware of how sick he was, but he was full of fight. "Better," as he was fond of saying, "let grass grow under your feet than have it grow over your head." It was a bitter and prolonged struggle, and he paid a steep price—it cost him a lung. But it did not cost him his life.

For Roger Babson living meant work. Even as a boy, he enjoyed work. "Work," he said, "is exactly what we make of it by the way we think about it." Done right and with a purpose, it imparts a sense of accomplishment, and, "when all is said and done . . . the one great satisfaction in life [is] to accomplish

The Babsons' former home at 31 Abbott Road, where classes were held the first year, 1919-20.
things.” His condition precluded physical exertion, but it did not prevent thinking and planning.

As sick as he was, Babson decided to return to the East. His family and friends were there, and, what was more, it was the logical place for him to reenter the security business once he was sufficiently recovered. It was in the East that he had begun his career in securities, and it was in the East that he would rebuild that career. Besides, he rationalized, there was as much fresh air in the East as in the West.

That settled, he and Grace returned to the little house in Wellesley Hills where they had lived prior to their departure for the West. Convalescence proved a tedious, painfully slow process. Confined to the sick bed for months, Babson lived mainly on a diet of milk and eggs. The windows of the house were kept open in all seasons, even on the bitterest winter days when the mercury plunged below zero. Frustrating though it was, the Spartan regimen worked. Gradually, the convalescent began taking his first steps, first to the kitchen and then to the back yard.

Some two years into his convalescence, the patient risked a night out to attend a lecture by Booker T. Washington, the renowned black educator. Washington touched on two themes in his talk. First, black Americans had to surmount the handicap of racism in their quest for equality, and second, success crowns the efforts of those who master one job, be it carpentry, bricklaying, or bookkeeping, better than anyone else in their line of work.

The lecture struck a responsive chord. If Booker T. Washington and other African-Americans could overcome the handicap of racism, he could overcome the handicap of poor health. Babson returned home that evening convinced of that and equally convinced that “if you will concentrate on one thing, and know more about that one thing than anyone else . . . you at once become independent, irrespective of color, sex, health, poverty, or any other handicap.”

Recovery had its compensations as well as its trials. It gave the patient plenty of time to think, and what his mind churned over most were ideas on how to become once again a productive human being:

_I was faced with the problem of devising some scheme which would enable me to make a living by_
Above: The fresh air office Babson built behind his Seaver Street home as he recovered from tuberculosis.

Left: Working with windows open even in frigid winter weather, Babson and his secretary had to bundle up in heavy woolen robes.

working out-of-doors in the country. It needed to be a line of work connected in some ways with securities, upon which my education and five years of experience had been concentrated. If physically able, I would have gone at once to Wall Street as an investment advisor; but under the circumstances I was forced to the difficult task of getting Wall Street to come to me.

Perusing monthly reports of railroad companies and banks, Babson was struck with the thought that even as he read, legions of statisticians all over the country were hunched over their desks scrutinizing the same data and drafting similar statistical reports for their companies. Here was a need and Babson perceived how to meet it. A single statistical organization operating in the capacity of a central clearinghouse for these companies could compile and interpret the relevant data, thereby eliminating wasteful duplication and the need to employ in-house statisticians to perform the work. To keep costs down, the charge for the service would be spread evenly among subscribers. In short, the investment service that Babson envisioned would do the necessary statistical work for its clients faster, cheaper, and more efficiently than they could do it for themselves. Still another advantage: he could run the company from “his open-air bedroom just as satisfactorily as [from] a desk in Boston.”

The thought was the father of the deed. In 1904, Roger and Grace Babson withdrew $1,200 of their own savings and put it into a start-up company which they incorporated in the kitchen of their home. It was a humble beginning, and it was by no means an instant success; but the Babsons never borrowed money to keep the company going nor did they ever again add another penny of their own money to the original investment other than what came out of the company’s profits. Initially called Babson’s Statistical Organization, Inc. and later renamed Business Statistics Organization, Inc., the B.S.O. was the forerunner of the world-renowned Babson’s Reports.

Lining up subscribers proved more difficult than anticipated. It involved selling a new product, in this case a statistical service that no one had ever used before. Direct mailings brought in seven subscribers, but to land the crucial eighth (which was needed to reach the break-even point), Babson him-
self made the rounds of Boston’s banking houses, trudging the city streets for weeks and making his pitch to prospective clients despite his delicate condition. His persistence paid off with the signing of the crucial eighth subscriber. Each of the eight paid $12.50 a month for the service. On a monthly gross of $100, Grace and Roger Babson had to run the business the same way they ran their home—frugally. Business and living expenses came to $95 a month, leaving a positive cash flow of $5. Incredibly, the company survived its first year, if only just barely, on a $1,200 annual gross and $60 net!

Working at home kept expenses to the barest minimum but it did create problems. Wellesley in those days was a country town, a bit out of the way for Boston financiers who were accustomed to relying on city sources for their statistical data rather than “sending into the woods” for them. Moreover, working conditions at the home office were less than ideal; in fact, they bordered on the primitive. At the insistence of their boss, employees of the B.S.O. worked in the back room of a small frame house which served as home, office, and clinic, all in one. Doors and windows in the work area remained open year-round. Winter conditions were especially severe. His secretaries had to wear sheepskin boots and warm woolen robes with hoods while they worked, and because it was too cold to remove their mittens, the only way they could type was to pound the typewriter keys with a tiny rubber hammer, specially designed for that task by their employer. Babson himself wore an enormous woolen coat with a heating pad attached to the back.

Notwithstanding these conditions, the company began to grow, slowly at first and then with gathering momentum as word of the service spread through Boston’s financial community. Babson credited two factors for the turnaround: The B.S.O. was the first statistical service company “to enter the investment supervisory field in a mass way,” and thus had the market to itself during its formative years; and the company met a need, a quicker, cheaper, and more efficient and informative method of providing data and analysis on securities for banks and investors. Once the bankers and investment brokers realized the advantage to be gained from the application of relevant business statistics to the vagaries of investments and business perfor-
formance, the rush was on. This demand enabled the B.S.O. to branch out beyond Boston and eventually to expand its operations via a network of statistical agencies into more than a score of cities in the United States and Canada. Within the span of a single decade, the company had grown several thousandfold, counting its subscribers in the thousands and its annual revenues in the millions. Company profits exceeded those of all of its competitors combined.

Babson was justifiably proud of his creation. He had taken a touch-and-go operation and built it into the largest business statistical advisory company in the world, dispensing to its clients facts, figures, analyses, and projections bearing on their particular businesses and on financial investments and business conditions in general. Started from scratch, Babson's Statistical Organization, Inc. stands as a monument to its creator's fertile imagination, business acumen, and pioneering spirit.

At about the same time that Roger Babson had begun "peddling statistics" in Boston, another statistician, John Moody of New York, conceived the same idea and began publication of Moody's Manual for Public Utility and Industrial Companies. "History must record," Babson said of his and Moody's pioneering work, "that we revolutionized the collection, compilation, and publication of financial statistics." And indeed they had. The path-breaking work of the two men in the field of advisory services for investors gave rise to a major American business enterprise—the financial services industry.

When Babson launched his financial statistical research company at the age of twenty-nine, there were virtually no publications relating to business forecasts. Indeed, few people other than economists were even aware of the existence of the business cycle. Babson attributed the boom-bust pattern of the economy to Sir Isaac Newton's law of action and
reaction: for every force in nature there is an equal counterforce. As he saw it, business fit neatly into Newtonian mechanics. The cyclical “ups and downs” of the economy, he wrote, “operate according to definite laws.” His pseudoscientific notion, that the laws of physics account for every rise and ebb in the economy, had no more validity than the ancient beliefs that the stars govern the destinies of men or that base metals could be transmuted into gold or silver. But just as astrology gave birth to the science of astronomy and alchemy to chemistry, so, too, did Babson’s efforts to explain the economic cycle in terms of the law of action and reaction lead to the breakthrough that revolutionized the business of economic forecasting.

Close study of the history of cycles led him to the realization that over the long haul the economy “is always going upward,” and that “business spiral” more accurately describes the overall pattern than does “economic cycle.” Out of this insight came the Babsonchart, a fine-tuned method for forecasting business trends based on close statistical study that elevated business and investment forecasting above the realm of guesswork. Where other forecasters pegged their recommendations to investors for buying and selling on estimated highs and lows of the business cycle, the Babsonchart divided the cycle into four phases—recovery, prosperity, decline, and depression. By matching the current phase with a comparable stage in the past (which was ascertained by consulting old volumes of the Commercial and Financial Chronicle), Babson provided the basis for more accurate business forecasts.

Babson, through his introduction of charting economic trends, took the forecasting business out of the dark ages and into the twentieth century. In the process he had earned a reputation in business circles as the nation’s preeminent financial guru. He was in constant demand as a lecturer, speaking to audiences all over the country on statistics, economics, and investments. Businessmen and investors alike eagerly awaited his annual economic forecasts, hailing their author as the “Wizard of Babson Park” and the “Delphic Oracle of Business.” Such hyperbole notwithstanding, Babson’s path-breaking work in the application of carefully researched data to the forecasting of business and economic trends and his equally vital role in the development of the financial services industry contributed to the financial and industrial growth of the country. For these achievements he deserves an honored place among the outstanding pioneers of modern business practices.

Roger Babson, it has been said, was “a Yankee genius with his eyes on the future.” It is an apt description that not only captures the essence of the man but also helps account for the major contributions that he made to the advancement of modern business practices in the early twentieth century. He was also a multifaceted man. Not content to confine his talents to business alone, he turned his attention to the field of education and again made a lasting contribution.
"The surest way to live forever is through the giving of love, time and money.

To live today, we must earn and save;

but to live forever, we must serve and give."

—Roger W. Babson
With success came fortune, and for the Babsons, the freedom to decide how they wanted to spend the rest of their lives. "We were at last in a position," Babson recalled in his autobiography, "to be independent and to live on our income or else spend money on further business adventure." Retirement was never a serious consideration, the couple being too wedded to the work ethic to contemplate a life of leisure. Their decision was more in keeping with their New England upbringing: to stay in business and to devote themselves to "making this a safer, as well as a better, world in which people might live."

One way to make the world a better place was through education. Roger Babson’s father was fond of saying that "the chief difference between a man and a boy is the expense of his toys." Money brought few changes to the life-style of Grace and Roger Babson. They continued to lead frugal lives, but now that they had the money they did indulge themselves in a few "expensive toys," most notably the educational institution that bears the family name—Babson College.

Like Andrew Carnegie, Roger Babson believed that wealth had its responsibilities; but where Carnegie indulged a penchant for funding public libraries, Babson endowed colleges, three in all—Babson, Webber, and Midwest (originally named Utopia). Of these, Babson College alone has achieved international prominence, its success a tribute to the soundness of the vision and the ideas that gave the school its primary mission and that continue to shape its destiny.

Babson recounted in his autobiography how the idea behind the creation of the college first began to take shape. The year was 1908, and he was having some work done on the home that he and his wife had recently purchased on Abbott Road in Wellesley Hills. One of the workmen on the job, a particularly diligent and conscientious young carpenter named Sidney Linnekin (who happened to hail from Babson’s hometown of Gloucester) caught Babson’s

Left: The class of 1920, 27 young men, most of whom were the sons of Roger Babson’s clients.
Above: Roger Babson with associate, Leroy D. Peavey, in Babson's office in the Stuart Building.

Right: The Stuart Building on Washington Street in Wellesley was used for classes in 1920-23.

Below: Roger Babson with W.B. Wilson, Secretary of Labor, at the White House in Washington, DC, 1919. During World War I he served in the Department of Labor as director-general of Information and Education.

attention. It turned out that the young man wanted to leave the trades and become a bond salesman, but he lacked sales experience and knew nothing about the bond market.

Ever the entrepreneur, Babson saw a way to resolve Linnekin's dilemma and turn a profit at the same time. He set to work drafting a correspondence course on bond salesmanship, and when finished, he trained his fellow townsman in the techniques of selling the course by mail.

Its introduction to the public posted another first for Roger Babson: the first correspondence course on bond salesmanship offered in the United States. It proved an instant success, prompting him to develop additional correspondence courses in economics, finance, and distribution (all of which sold equally well) and to promote the former carpenter to the position of sales manager of the by-now thriving "educational branch of the Babson enterprises."

Babson's experiment with correspondence courses reflected more than entrepreneurial insight. In establishing the correspondence school, he had joined two of his greatest passions in life, business and education, into a single venture. It marked the
first in a series of steps that were to lead to the launching of a far greater educational institution.

According to Roger Babson, there were no endowed colleges of business administration in the United States when he was a young college student in the 1890s. As late as 1918, he said, the only privately endowed undergraduate business college in the world was the London School of Economics. Babson had occasion to attend lectures at that school some years earlier while in England doing research on Sir Isaac Newton. This was his first contact with business courses taught at the college level, and it set him to wondering why there were no undergraduate private colleges in the United States that specialized in business education. His musings on the subject inspired him to write an article for the MIT Alumni Bulletin in 1910, in which he urged his alma mater to introduce business courses into the curriculum so as to familiarize the school’s prospective engineers with the kinds of business problems common to that line of work.

World War I provided still another experience. Upon entry of the United States into the war in 1917, Babson went to work for the government as Director-General of Information and Education in the Department of Labor. He was put in charge of the government’s program to take up the slack in the work force left by the enlistment and conscription of millions of young men into the armed forces. His principal task was to convince employers and workers alike that it was their patriotic duty to maintain harmonious capital-labor relations for the sake of the war effort. In effect, his work in Washington combined teaching and selling, and he enjoyed some success at both levels.

Babson tells us that these personal educational experiences—the creation of the correspondence school, the first-hand contact with the London School of Economics, and the work with the government during the war—planted the seed of an idea in his mind. Perhaps he could extract from what he had learned from these experiences a plan for a new undertaking that somehow related to his lifelong interest in education. For a while the seed remained dormant; when finally it germinated it quickly blossomed into a full-blown plan for a college to provide practical and ethical training for young people contemplating careers as business executives.

In the fall of 1918, Babson took a week off from his duties in Washington in order to take charge of Babson’s Statistical Organization’s annual National Business Conference held in Wellesley. No sooner had he arrived home than he was taken violently ill and rushed to the Massachusetts General Hospital, where he underwent an emergency operation for acute appendicitis.

Once again he was forced into the role of invalid, and once again the period of enforced convalescence afforded him time to formulate plans for still another great enterprise—the creation of an undergraduate college of business administration. He later recalled the moment it all fell into place.

Up to this second illness, I had thought only of business. I had gone more or less on the principle which most businessmen assume—that I was going to live forever. It never occurred to me that I would die some day and leave all my earthly possessions to others. As this new thought took root in my mind, it was watered and cultivated, with the aid of Mrs. Babson, by this young lady [his nurse, Nona M. Dougherty]. They both saw that for once in my life I was in a humble mood and would listen to reason. When I asked what I could do to nail down my life-work, the founding of a school for training young men for business was suggested. If Mrs. Babson and I had a large family of children, we probably would not have founded an educational institution; but with only one child, we decided to do something for young people in general.

Upon recovery Babson plunged into the task that he had set for himself: creating a college with a radically different approach to business education, one that would blend the real with the ideal to form what he called “practical idealism.” Education at his school would aim at the hearts as well as the minds of students and would produce not only better businessmen but also better human beings.

Roger Babson was happiest when immersed in a creative enterprise. “Pioneering,” he once said, “is
an expensive luxury, but there is a lot of fun in it. Besides, the world benefits most from those who do something new or . . . do it better or differently." In business Babson's greatest pioneering achievement was the path-breaking work that contributed to the rise of the financial services industry and modern economic forecasting; in education, it was the Babson Institute.

The entrepreneur in Babson envisioned a postwar business expansion that would create a pressing demand for business executives, and the pioneer in him saw the opportunity to create something new and significant—a college of business administration that would help meet that demand by means of a unique training program. In the past, Babson had reaped handsome financial returns from all of his successful ventures. This time it would be different: Whatever rewards derived from the establishment of an institution of higher learning would have to come in the form of personal satisfaction. He was well aware of this, and he was willing to put up millions of his own dollars as a pledge of his commitment.

Not one to rush into things, Babson first tested his ideas on his friend and confidant, Ernest T. Gnadlach, while the two were motoring into Boston.

Babson: I had an idea this morning. I have been thinking this morning of a school for young men and women to teach business methods.

Gnadlach: That is not a new idea. Many of the universities are expanding on business courses.

Babson: I mean something different; a school in which the work is absolutely practical; a school where young men and young women observe office hours and other routines of an office; and where they learn how to conduct themselves toward associates and toward employees. I was just dreaming of a school for the sons of successful businessmen so that these sons may become better businessmen and better men.

Babson had more in mind than a new kind of business college. Later he revealed what lay at the heart of his plans. He wanted to leave the world a better place than the one he found; and he felt that the best way to do this was to bestow upon it a gift that would last through the ages. "I am interested in permanent results," he said.

To do something which would be permanent, we founded the Babson Institute. In order, however, for any institution to become permanent, it must render a fundamental service. Labor . . . put into a building, may last fifty or a hundred years; labor spent on developing water power may last centuries; but labor spent on spiritual attainment lasts through eternity. It was with this in mind that we established the Babson Institute.

As in mechanics and economics, so in human relations every action is followed by an equal reaction. So wrote Roger Babson, who drew from his reading of Newton's third law of motion two precepts that he believed governed human relations: 1) What we get out of life is simply a reaction to what we put into it; and 2) we cannot harm or help
others without likewise harming or helping ourselves. Babson followed these two rules in his own life, and he wanted to pass the word on to the next generation of business leaders.

At the college that he envisioned, students would absorb more than the fundamentals of business management. Every effort would be made to inspire them to rise above the narrow pursuit of self-interest and to dedicate their lives instead to the ideal of service to others. They could best do this, he reasoned, as secular missionaries spreading the word of a more benevolent capitalist order to the corporate boardrooms of America.

Roger Babson, himself a successful businessman, was a devout believer in the free enterprise system, but he was not blind to its shortcomings. Businessmen, in his opinion, must abandon their callous “dog-eat-dog” fashion of doing business in favor of a more Christian ethic, lest capitalism itself should, through blind selfishness, fall victim to radical change. Specifically, what was needed to uplift and strengthen the free enterprise system and to put it on a more stable footing was a strong dose of the Golden Rule.

Babson was not so naive as to think that education could change human nature. As he himself observed, all too many parents expect that “by sending a mule to school a horse can be made out of him.” But education could reach into the hearts and minds of young people and help shape their character; and this is precisely what Babson wanted to do. As representatives of the next generation of business leaders, graduates of his school would have in their grasp the opportunity to embark on a crusade to replace the prevailing laissez-faire attitude of “live and let live” with the gospel of “live and help live.” This they could do by transmitting from the classroom to the boardroom a vision of capitalism in which cutthroat competition gives way to a spirit of cooperation; the benefits of the system permeate all levels of society; and equal opportunity exists for everyone who aspires to a career in business, regardless of race, creed, color, or gender. In short, he would use the classroom as a bully pulpit to convert students to his vision of “practical idealism,” so that they would contribute to the spiritual as well as the economic progress of the nation.

Ernest Gundlach liked what he heard and expressed confidence in his friend’s plans for a business school “in which not only the minds but also the hearts of the sons of our business leaders will be trained.” He knew Babson well enough to feel confident that “something good would come of his dream.”

More than a decade later, Gundlach had occasion to return to the theme of the school’s guiding ideal in a speech which he delivered at the tenth anniversary celebration of the founding of the Babson Institute.

I believe that when you give a certain impulse at the beginning of an institution that is to roll through the centuries, that spirit once given, . . . that goal sought at the start, will rarely change . . . Thus Babson Institute was set at its inception on a plan for young men to make better businessmen and better men.
Roger Babson bought the Lyon Farm in 1921—125 acres of farmland and woods.

Ideals without commitment are little more than rhetoric. Babson realized this and that is why he turned to the classroom to promote his overarching ideal of the new businessman. He hired instructors with an eye on the instructors’ spiritual values, preferring (albeit not requiring) church-going men who could instill in the students a sense of the important role that ethics can play in the lives and careers of businessmen. Not every student accepted the message, but many did. “Every professor,” wrote an appreciative alumnus, “has tried to develop in our minds a high moral code of business practice.”

In his reflections on the purposes of education, Babson raised and answered the kinds of questions that have perplexed generations of college freshmen: What do you want to study in college? What kind of a job or career do you want when you graduate? What do you want out of life? His insights on such questions were derived from a philosophy of education that measured the value of a college education not in terms of grades received or knowledge acquired but in how well it prepared the individual for a happy and productive life.

Babson shared with his father the view that all too many colleges of their day were “country clubs,” little more than sanctuaries for students content to spend four leisurely years taking courses that ill-prepared them for life after college. As Roger Babson saw it, the source of the problem lay in the curriculum. Specifically, he harbored strong reservations with regard to the practicality of “a classical education” then in vogue at the college level. The typical bill of fare consisted entirely of liberal arts courses, which, while they had a bona fide place in the curriculum, did not prepare students adequately to meet the demands of the workaday world. A hard-headed pragmatist himself, he deemed it sheer folly for a student to spend four years totally immersed in studies that had little if any bearing on the practical aspects of making a living.

His quarrel was not with the liberal arts per se—he appreciated the value of their contribution to the total education of the individual—but with their absolute domination of the typical college curriculum. Knowledge acquired through a classical education is in itself a wonderful thing to have, he said, but educators concentrated too much on filling
“Success or failure in life . . . depends on one thing: knowing when to say yes or no at the right moment.”

heads with facts instead of know-how. “Students,” he elaborated, “can, in the main, secure all the cultural and academic background they will need in life in a year or two at most. After this they should be permitted to specialize in the studies that will make them better fathers and mothers and enable them to do useful work and earn therefrom a satisfactory competence.”

He pointed out that upon graduation the student must seek employment, a fact of life that most colleges seemed to ignore. More serious still, they failed to pay adequate attention to the shaping of character. It followed that if colleges were serious about educating the total person they would have to overhaul their curricula. Specifically, he favored weeding out at least half of the liberal arts offerings in order to make room for courses geared to preparing students for life in the world beyond the ivory tower.

Higher education in America, Babson argued, was in a state of crisis, and at the heart of that crisis was an educational philosophy hopelessly out of touch with the realities of the modern industrial world. Babson felt that only by developing and refining new kinds of curricula to provide students with a balanced mix of courses and practical professional training could colleges respond to these realities and meet the critical needs and demands of a rapidly changing industrial order.

“Trust thyself; every heart vibrates to that iron string,” urged Ralph Waldo Emerson, the apostle of self-reliance. Roger Babson echoed the refrain in his brief for restructuring the typical college curriculum. Success or failure in life, he said, depends on one thing: knowing when to say yes or no at the right moment, and that in turn comes down to a matter of judgment. Colleges should concentrate more on developing and nurturing the capacity to make sound judgments than on dispensing knowledge. A properly educated person, after all, thinks for himself. Rely on your own inner voice, he urged young people, when deciding what you want to do in life. Choose your lifetime occupation not on the advice of others or because it promises to be easy or lucrative, but because it is what you are best suited for “by inheritance or temperament.” Bear in mind as well that college should “train one for living and not primarily for making money.” Above all, remember that service to others brings greater inner satisfaction than service to oneself.

Babson lent weight to his words by following his own advice. His conviction that education, when properly focused, could produce successful businessmen dedicated to serving the public welfare, blossomed into an extraordinary pioneering venture—the Babson Institute.

In June 1919, Babson disclosed in a special letter to the subscribers of Babson’s Statistical Organization his intention to found a school of business administration. Two months later he announced to his clients that the Babson Institute for training men to become business executives was about to open. “For many years,” he reminded them, “our clients have complained that most young men graduate from school or college absolutely unprepared for the business world. For this reason we have decided to operate a short course in Business Fundamentals.”

The announcement struck a responsive chord. On September 3, 1919, the Babson Institute began
operation with an enrollment of twenty-seven students, a majority of whom were the sons of clients.

Generally, colleges are incorporated as nonprofit organizations, but the Institute during its first two years of existence operated as a private business under the auspices of its parent body, Babson's Statistical Organization. Ironically, its connection with the B.S.O. and the still-flourishing Babson correspondence school aroused suspicions that the Babsons, who never took a cent out of the school and poured millions into it, had established the Institute as a money-making scheme.

Classes met in the cramped quarters of the former Babson home on Abbott Road in the first year, and in the second, the school relocated to more commodious quarters, the four-story brick Stuart Building on Washington Street in downtown Wellesley Hills that had recently housed the offices of the B.S.O. A gift from the Babsons to the school, that building constituted the total holdings of the Babson Institute in 1920.

The school was anything but an instant success. Babson, who was not a humble man, was forced to admit that he knew little about the intricacies of running a college and had badly mis-calculated. The difficulties inherent in the administration of an institution of higher learning, particularly the costs, had proved far greater than anything that he had anticipated. To his dismay, the Institute began hemorrhaging money shortly after birth, thrusting the school into a crisis that threatened to shut it down. Things got so bad that the administration commissioned a member of the faculty to apprise his colleagues that because of the uncertainty of the school's continuation "they might wish to seek positions elsewhere." As Dr. Samuel Johnson might have said, an open-ended financial drain concen-

trates the mind wonderfully well. Certainly it caught Roger Babson's attention. "The Babson Institute operated with a deficit from the first," he recalled. "This deficit Mrs. Babson and I were obliged to make up. Having started the work, we could not retreat . . . . [But] the Institute continued to operate at a deficit, and we came near to giving it up."

Roger Babson took advice from very few people, preferring his own counsel to that of others; but, given the gravity of the situation, this time he made an exception. He credits three people for helping him turn the college around. His friend Ernest T. Gundlach, whose encouragement and advice in the face of adversity and the croakings of doomsayers helped steel Babson's resolve. Dr. George W. Coleman, a successful businessman and the founder and director of Boston's renowned Ford Hall Forum, who agreed to replace Babson as the school's president in 1921 and provided inspired leadership during the critical formative years. And Henry P. Smith, who served as counsel for the Institute and convinced the Babsons of the need to purchase a large tract of land on which to build a campus.

Roger Babson was already in the midst of negotiations to purchase the Lyon farm, a 125-acre tract of rolling, wooded countryside opposite the Wellesley Country Club that was to form the nucleus of today's campus. Edith Babson Mustard, Roger's daughter, recounted how her father acquired the land. For some time, he had hounded "old man Lyon" to sell, but to no avail. When Lyon died, Babson turned his attention to Lyon's daughter, who lived with her son in the family homestead. Babson was a frequent visitor. "He cleaned out the chicken coops and did all sorts of work for her," Mrs. Mustard recalled. "All he ever went home with was a belly full of apple pie."

The story had a happy ending. The son, having reached adulthood, left home, whereupon Lyon's daughter (by now an elderly woman) agreed to sell on the condition that she could live in her home for the rest of her life. The sale was consummated in 1921, the same year that Dr. Coleman succeeded Roger Babson as president of the fledgling college.
Ultimately, it was Roger and Grace Babson who saved the Institute. In 1921, they took the necessary steps to have Babson Institute incorporated under the educational laws of the Commonwealth of Massachusetts as a nonprofit institution. And they poured money into the school, spending more than a million dollars in just three years to purchase land, construct buildings, and establish an endowment fund with the stipulation that, for every dollar put into land or buildings, a matching dollar would go into the endowment fund. In this fashion, they got spending under control, and put the Institute on a pay-as-you-go basis. In 1922, revenues exceeded operating expenses for the first time, marking the end of the financial crunch that had threatened to shut the school down.

Another friend who proffered invaluable advice, albeit some time after the college had turned the corner, was the great inventor, Thomas A. Edison. He told Babson that the best insurance that money could buy for the protection of Babson Institute was title to the land and property immediately adjacent to the college. Expand your holdings, Edison said, to meet the demands of future growth. This Babson did, adding key parcels over the years to the original tract, the whole now encompassing 450 acres of woodlands and beautifully manicured grounds on which are situated forty-seven buildings.

An article of faith for Roger Babson was that the surest guarantee for success in any major endeavor was to plan ahead, and his plans for the Institute included more than matters of curriculum and pedagogy. Even as he confided to his friend Gundlach his ideas for a new kind of business college, Babson was turning over in his mind the details of a building program to provide the necessary infrastructure for a self-contained college community. The task confronting him was daunting: He literally had to build the college from ground up. There were no classrooms, dormitories, administrative offices, library, dining hall, gymnasium, or auditorium. In fact, there were no buildings at all, other than the former B.S.O. office building on Washington Street, and no campus, not even land enough on which to create one.

**Groundbreaking for the Newton Library in 1938.**

**Left: Marker presented by President George Coleman.**
Knight Auditorium, the gift of Grace Babson, was named in honor of her father, the Reverend Richard Knight.

Left: The Administration Building (now Mustard Hall), shown here under construction, opened in 1923.

Right: The decision to build Peavey Gymnasium reflected Roger Babson's belief in the value of physical education.
After two years of existence as a tiny day school, there was no visible sign to suggest that the college was about to undergo a major transformation. But appearances were deceiving. Roger Babson better than anyone realized that to turn his dreams into reality the Institute would have to accommodate a vastly expanded student population. As was the case with the B.S.O. in its formative years, it was a matter of expand or die; and this imperative dictated a far more grandiose base of operations than a school run from a home or from an office building.

In 1921, the turnaround began with the establishment of the Institute as a separate entity. Two years later, having first established a $1 million endowment and recruited a group of businessmen to serve as trustees, Babson took the necessary steps under the educational and charitable laws of Massachusetts to reincorporate the Babson Institute as a nonprofit educational institution. Everything was now in place—land, funds, and a Roger Babson master plan—for the start of a twenty-five-year development program.

The Institute grew by design, its physical expansion proceeding along preconceived lines from the purchase of land to the cutting of roads, from the felling of trees to the emergence of a beautiful campus, and from the breaking of ground to the construction of elegant buildings gracing the rolling hills and woodlands of the campus—all calculated to meet the needs of a college dedicated to training better businessmen and better men.

Overseeing its every detail was Roger Babson. Nothing escaped his scrutiny. He engaged the services of a famous landscape engineer to lay out the campus and a professional architect to design the college buildings in conformity with the Georgian period architectural style that he favored. He even chose the special kind of brick that was used in the buildings. Not the least of his contributions, he and Mrs. Babson bore almost the entire cost.

Construction of the campus began in 1921. The Administration Building (today’s Mustard Hall) opened its doors in 1923, the first in a succession of buildings completed that year. Another was Knight

Bryant Hall, completed in 1923.

Lyon Hall, the first classroom building, 1923.
The Babson Park Club House was a combination hotel and residence hall. Opened in 1925, it was renamed Park Manor South five years later.

Auditorium. The gift of Mrs. Babson, who contributed the funds for its construction, it was named in honor of her father, the Reverend Richard Knight. The architectural twins, Bryant Hall and Lyon Hall—which provided critical classroom and office space—rounded out the buildings completed in 1923. In 1924 the Peavey Gymnasium opened, its completion a commentary in itself on the relative importance that the founding father attached to physical education. Adjacent to the gymnasium was the school’s first dining hall. The Babson Park Club House opened in 1925 as a combination hotel and residence hall, catering to visiting businessmen in the summer and to well-fixed students during the rest of the year. It had accommodations for sixty people, more than enough to house the entire student body and still have room for hotel guests, but rising enrollments spelled an end to the Club House’s brief career as a hotel. Renamed Park Manor South in 1930, it became a full-time residence hall.

Park Manor South met the critical need for on-campus housing, as well-heeled students commandeered most of the hotel’s pricey rooms. But the solution proved temporary. Soaring enrollments, from thirty-seven in 1924 to fifty in 1925, the same year that Park Manor South opened its doors, and from fifty to seventy-six the following year, made it apparent that additional residential accommodations had to be provided.

In 1926 the Board of Trustees had approved a plan submitted by a student committee, whereby the Institute would pay alumni a 5 percent commission for every student they recruited, with the understanding that the funds would be used to help pay for a second on-campus student domicile. Roger Babson did not like the plan, and once he made his displeasure known to the trustees, they voted to rescind their endorsement with the comment that it was best “to leave the matter with the president to straighten out with Mr. Babson in whatever manner [he] deems wise.”

But even Roger Babson had to bend to the imperative of rising enrollments, and in 1930, he authorized funds for a new residence hall. A year later, Park Manor Central was added to the complex of buildings dotting the campus. Ironically, its completion coincided with a disastrous drop in
enrollments (triggered by the Great Depression) that must have given Babson second thoughts.

In any event, by 1925, just six years after it had opened as a one-room schoolhouse, the Institute needed just one building, a library, to fulfill the founder's dream of a self-contained campus college. The sudden blossoming of the Babson Institute into a full-fledged beautiful campus college was, in the words of the Babson Institute Alumni Bulletin, "nothing short of phenomenal." Of all his accomplishments, Roger Babson was proudest of this.

He also had reason to be proud of how he accomplished it. Most of the property adjacent to the original 125-acre campus consisted of small family-occupied farms. Babson offered their owners the same deal he had made with the Lyon family—lifetime occupancy for current family residents. In an interview, one townsman recalled a solitary farmhouse standing in the middle of the campus long after the completion of the first set of school buildings. Its former owner, who was pushing 100, still lived there, and Roger Babson, as good as his word, kept his commitment not to uproot him.

Meanwhile, the students did most of their research work in the small business libraries set aside for them in Lyon and Bryant Halls. For more detailed projects, they had to resort to either the Boston Public Library in Copley Square or the more readily accessible B.S.O. library in Babson Park, which contained extensive holdings of business publications.

The missing piece was finally added, with the dedication of the Sir Isaac Newton Library on October 14, 1939. Named in honor of the man that Roger Babson liked to call "the godfather of Babson Institute," the library achieved an instant measure of international renown thanks to the generosity of Mrs. Babson.

Over the years Grace Babson had pursued an interest in collecting memorabilia associated with the great English scientist. Her avidity as a collector knew no bounds. On one of her many trips to

The Sir Isaac Newton Library, dedicated in 1939, honored the British scientist whose theory of action and reaction influenced Roger Babson.
The Newton apple tree on the campus, an offshoot of a Pennsylvania tree that was grown from a graft of Isaac Newton’s own tree in England. A falling apple allegedly caused Newton to develop his theory of gravity.

London, word reached her that the parlor salvaged from Newton’s home when it was torn down in 1913 was about to be auctioned off. She rushed over, arriving just in time to put in the winning bid. She had the room dismantled piece by piece, crated, and shipped to Wellesley, there to be reassembled—wall paneling, carved mantel, fireplace, and all—in the new library. Known as the Newton Room and located today in the Horn Library, it houses the second largest collection of Newtonian memorabilia in the world. Both the room and the collection attract visitors and scholars from all over the world, and both stand witness to the generosity of the benefactor who bequeathed them to the college.

Grace Babson’s death in 1956 occasioned the following tribute from the Board of Trustees:

Mrs. Babson was . . . a pioneer in spirit. One of the greatest of her many interests was in the life and works of Sir Isaac Newton. She brought to America and to this Institute an enduring memorial of his work. In the Isaac Newton Room, . . . the writings and the spirit of this great scholar inspire students to follow his gleam.
When Sir Isaac Newton’s London home was torn down, Grace Babson bought the parlor. Here Roger Babson posed next to Newton’s portrait in the Newton Room (below). Originally reassembled in the old library, it is now on the third floor of Horn Library as is the Roger Babson Museum (above), which commemorates Babson’s life and work.

Roger and Grace Babson also brought to the campus the Newton apple tree, which is located in the Quadrangle, between Tomasso and the Park Manor residence halls. The tree is an offshoot of a tree in Pennsylvania, which was grown from a scion taken from the Newton tree in England. This makes the Babson apple tree the “grandson” of the tree that, according to legend, Newton was sitting under when he was hit on the head by an apple and came up with the law of gravity.

Another of the early buildings deserves special mention—the Coleman Map Building, situated at the crest of the highest point on the campus, where once had stood a wooden observation tower. Begun in 1924 and completed in 1925, Coleman has served as an industrial museum, classroom building, and dormitory over the years. But it was designed primarily to house the world’s largest relief map of the United States. Extending sixty-five feet by forty-five feet and covering a 3,000-square-foot expanse, the map’s curvature corresponds exactly to the curvature of the earth. Horizontal distance is scaled one inch to four miles, and vertical distance ranges from six times the horizontal in the case of high moun-
Above: The world’s largest relief map of the United States is housed in the Coleman building. The map attracts large numbers of tourists and school children, and it was used by the U.S. Army Air Force during World War II.

Below: The Coleman Map Building, completed in 1925, has served as museum, classroom building and residence hall. The letters “Babson Park” on the roof were placed there to guide pilots who were landing on the Babson airfield.
Looking down on the map from the balcony above, the viewer sees the United States as might an astronaut in orbit 700 miles above the planet Earth.

tains to twelve times in low relief areas to bring out details in the topography.

Dr. Coleman called the map “a nine days’ wonder,” which was hardly the case in terms of construction time. Some fifteen years in the making, the giant topographical mosaic consists of 1,216 individually fitted blocks, each cut to exactly one degree of latitude by one degree of longitude.

Looking down on the map from the balcony above, the viewer sees the United States as might an astronaut in orbit 700 miles above the planet Earth. From that vantage point the nation’s major topographical features—its great rivers and lakes, deserts and plains, mountains and valleys—stand out, demonstrating at a glance how geography dictated the path of transportation routes, the location and growth of cities, and the westward course of empire, from the Atlantic to the Pacific and from Canada to Mexico.

Educators quickly grasped the map’s significance as a teaching tool. The college put it to use for instruction in commercial geography. Elementary school teachers from Wellesley and neighboring communities shepherded their classes on field trips to the Coleman Map Building, so that the children could see for themselves the significance of the geography lessons they had studied at school. Photographs of the map soon cropped up in geography texts and road books. Its fame attracted large numbers of visitors from all over the country. During World War II, the U.S. Army Air Force reproduced sections of the map, which it distributed to airports throughout the country. The detailed information contained in the reproductions proved invaluable, providing aviators and weather stations with precise topographical information that, according to Roger Babson, saved thousands of lives.

Overarching the college that Roger Babson had built was the vision. An alumnus took note of this, when the school was celebrating its fifth birthday. "Babson Institute," he wrote, "in the vision of its founder, and as it should be in the mind of every alumnus, is more than a beautiful campus, modern buildings, unusual methods, and equipment." Transcending the physical reality is a great ideal—to make better men as well as better businessmen. Every alumnus, the writer concluded,
is charged with helping to turn that ideal into reality.

Roger Babson, by any measure, was the driving force behind the creation of the college. "One of the great pleasures of life," he had once observed, "is to conceive an ideal and then to work to make the ideal become a reality. And that is just what the Babson Institute is doing, not only along intellectual lines but also in physical growth." He had stamped his mark on the college, and that was no small source of personal satisfaction to the founding father. He watched the unfolding of his dream as the school began to take form, commenting laconically that it was "gratifying to see the progress that is being made in the development of the beautiful campus grounds."

Just how gratifying it was came to him some years later in a moment of painful personal crisis. The occasion was a heated confrontation between Roger Babson and an assembly of ministers that took place at a meeting in Dedham of the General Council of the Congregational Christian Churches. Babson was the national church moderator, and he was present to defend his controversial recommendations for reform that had stirred the wrath of the audience. For his troubles, he was literally hissed off the stage. For once in his life he was crushed.

*After it was over, I went out and got into my car, slumping down into the seat beside my chauffeur. What had I done? Was it good or bad—or just futile? . . . My car slid along the black, curving roads, coming in sight of the Babson buildings at Wellesley, on great sweeps of green lawn. The air smelled of lilac and apple blossoms. This was real, tangible, definite—buildings planned for a purpose—buildings and more buildings—that I had planned and built.*

The bond that Roger Babson felt between himself and his college that spring day dulled the pain of rejection and revived his spirits. More than a palliative, that binding force was a manifestation of his creative pride. His vision, his ideas, his commitment had given the college its form and substance. That reality served as a reminder to him that his accomplishments in life far outweighed his failures.
"The need of today is not more business, more labor, or more material; the real need is more men trained to lead."

—Charles M. Schwab
American industrialist
Roger Babson had once suggested to President Franklin D. Roosevelt the creation of a new cabinet post—the Department of Character. Nothing came of the suggestion, but that it was made in the first place illustrates the prominent place that character occupied in Babson’s outlook on life. For him, character was destiny; he believed familial traits passed down through the generations set the course of most people’s lives. “We are born,” he said, “with definite characteristics that are difficult to change.” In his own case, Babson attributed his entrepreneurial spirit to genetic predisposition.

The Babson family counted among its progenitors a long line of ship captains, men who had sailed with the tide from the harbors of Boston and Salem in windjammers bound for the far corners of the earth. Young Roger, as befit a son of Gloucester, took special pride in those among his forebears who had first ventured out onto the storm-tossed deep as cabin boys, and who had risen by dint of hard work and skill to the lofty height of captains of clipper ships plying the seven seas. It took courage, self-reliance, and initiative, traits that lent themselves to a willingness to brave the perils of the unknown and to cope with the sudden, violent whims of nature, for men to have gone down to the sea in the age of wind and sail. It took skill, too, in the tacking of the vessel and in the setting of the sails to beat against the wind as well as with it.

“The sailing-ship carries a constant moral,” Babson recorded in his autobiography. By this he meant that it stood for those who knew their destination and who possessed the skills and daring to reach it. And just as these qualities accounted for the rise of his ancestors from cabin boys to captains, so, too, he believed, did they account for the rise to positions of leadership in business. That is why the clipper ship appears on the seal of Babson College and why the seal bears the inscription:

*It is the set of the sails, and not the gales,*  
*That determines the way it goes.*

Left: Babson Institute classrooms were designed to resemble business offices.
As early as 1924, Roger Babson had elaborate plans for the college of the future.

Given Babson’s assumption that the individual inherits at least 90 percent of his character traits, it followed as an article of faith with him that great businessmen, like great artists, were born, not made. Consistent with this premise was his belief that because heredity had bestowed upon him a natural bent for business, it endowed others with similar leanings. By the same token, no college could turn a student into a businessman where there was no predisposition.

Babson envisioned his college having a profound impact on the lives and careers of its students. For one thing, he believed that many young people were not given to reflection and self-examination, and the unexamined life too often was an unfulfilled life. Alerting students to their latent talents and providing sage counsel on how to cultivate that potential could bring the success that otherwise might elude them. For another, experience had taught Babson that in business, hard work and creativity, when joined to a practical goal, obtained the best results. Not surprisingly, he incorporated into the curriculum and classroom of his new school of business management the same qualities—diligence, origi-
nality, and practicality—that best defined his own work and accomplishments. And finally, Babson realized that while self-made businessmen like his father had gotten by on common sense and experience, changing world conditions growing out of the First World War had given rise to a new and more sophisticated way of doing business, which required “positive, practical, scientific thought and study.”

In his youth, Roger Babson had vowed to be different; and he had succeeded through his works. Each of his major business ventures had arisen at the command of an original spirit. Predictably, when it came to launching a new college of business administration, he chose to blaze a new trail rather than follow in the footsteps of others.

Out of a study that Babson had made of the several ways that young people prepared for business, he concluded that business experience in itself was by far the best teacher. If, as he believed, business administration was a profession, then like surgery, sculpturing, or preaching, it would be best learned in the doing. It followed that, even though it had never been tried before, a college of business administration could be run like a business by businessmen for students (whose training combined study and business work) to improve and accelerate the process of producing well-trained, experienced business managers.

The outcome of his reflections was the Babson program, a system of course work and instructional methods, which, like its creator, was unlike any other anywhere in the world.

From the outset, the Babson Institute projected itself more as an alternative to other business colleges than as a competitor. In drawing the distinction between the Institute and the four-year business colleges that were sprouting up all over the United States during the 1920s, the founding father noted that while there were “many fine schools to teach men business, [there were] none to train men for business.” He italicized the words teach and train to underscore the Wellesley school’s unique approach to business education. The Babson catalogue stated that “The Babson Institute is organized to give an intensive training in preparation for executive work in industry and finance by methods which are peculiar to this institution.”

Not bound by tradition, the Institute left the teaching of detailed business courses to others, substituting an intensive one-year training program that immersed students in a simulated business environment, rooted them in the fundamentals of production, finance, distribution, and management, and drilled them in the routines and demands of real (as opposed to theoretical) executive work. Part school and part business office, the Babson Institute, by striking a balance between studying and doing actual business work, managed to condense into a single academic year a complete course in business administration.

Such an achievement would not have been possible if the curriculum had been weighted down with the kind of detailed business courses offered in other colleges. In Roger Babson’s opinion such courses were unnecessary. Any businessman in need of specific details could find the information

The title page from the first catalogue, 1919-20.

THE BABSON PROGRAM
in a library or textbook. As for the Babson student, knowing how "to apply his knowledge productively" was far more important than having his head crammed with facts.

In addition, the Babson student enjoyed a head start over the competition, thanks to the Institute’s unique training program. Whereas enrollees in other business colleges faced a difficult period of adjustment from the world of books to the world of business, the Babson graduate had no need for entry-level training, having already gained experience in the duties and routines of managerial work at the Institute. In a word, the Institute promised those completing its program a shortcut to a lifetime career.

There were other, more transcendent reasons for the formulation of the Babson program. Like other devotees of the Gospel of Wealth, Roger Babson viewed wealth not as an end in itself but as the means of advancing a higher cause—the betterment of mankind. He wanted it understood that in founding the Institute he had a higher goal in mind than "helping young men get richer." Money and material possessions, he wrote, are merely "the scenery of life and not the primary purpose."

Students enrolling at the Babson Institute were told that the first thing any young man contemplating a career in business should do is disabuse himself of the notion that money is the measure of business success. Profits did follow "as a natural consequence of satisfying needs and wants," but true business success would come to those who developed the right habits and rendered service to others. To impress that message upon the students, the Institute required them to sign two pledges: 1) to conform to the rules of the Institute "in an earnest endeavor to acquire the habits of industry, integrity, concentration, promptness, and thrift"; and 2) to embark on a business career as a means of "rendering service to humanity."

Roger Babson had once come across a study citing that, in a given population, only 2 percent of the people were leaders and the rest were followers. This finding intrigued him, and based on it, he estimated that a relative handful of businessmen—some 20,000 in all—controlled the destiny of American business life. In their hands rested an "enormous power for good or evil and failure or happiness." It struck him that it would be a relatively simple matter for a college engaged in training the business leaders of tomorrow to dramatically alter the nature of capitalism itself by channeling into the corporate boardrooms of America a steady flow of young crusaders. These leaders, by dedicating their professional lives to curbing the excesses of the free-enterprise system, would moderate the extremes of inflation and depression of the boom-bust cycle and open up the opportunities and benefits of the market economy to all levels of society.

"If we could train a thousand of these young men every year," Babson reasoned, "we could, in a short time, exert a marked influence over a majority of the leaders of our business world." The first order of business for the college was to impress upon the students "the fundamental truths of business"; the second was to inspire in them "the will to make business an agent for the advancement of the good of the state." Men who combined business acumen with this higher purpose "can serve their..."
Program of Study

First Year

First Semester

BUSINESS ECONOMICS, Dr. Amir
2 hrs.

CORPORATION FINANCE, Mr. Fritz
2 hrs.

INVESTMENTS, Messrs. Fritz and Harned
2 hrs.

STATISTICS, Dr. Amir
2 hrs.

PERSONAL RELATIONS, Mr. Gates
4 hrs.

APPLIED PSYCHOLOGY, Dr. Shin
3 hrs.

SALES MANAGEMENT, Mr. Bryant
1 hr.

ACCOUNTING, Mr. Fritz
1 hr.

Second Semester

BUSINESS CYCLES, Dr. Amir and Mr. Powny
2 hrs.

BUSINESS LAW, Mr. Fritz
2 hrs.

SPECULATION, Messrs. Fritz and Shefter
2 hrs.

BUSINESS ETHICS, Mr. Gates
1 hr.

BUSINESS MANAGEMENT, Dean Wilson and Mr. Fritz
3 hrs.

APPLIED PSYCHOLOGY (Continued), Dr. Shaw
3 hrs.

ADVERTISING, Mr. Huntington
1 hr.

ACCOUNTING (Continued), Mr. Fritz
2 hrs.

(Mr. Babson will conduct frequent informal discussions through the year.)

Second Year

First Semester

EVOLUTION OF MODERN INDUSTRY, Dr. Amir
4 hrs.

MONEY AND BANKING, Mr. Fritz
3 hrs.

BUSINESS MANAGEMENT (Continued), Dean Wilson and Mr. Fritz
3 hrs.

SOCIAL ECONOMICS, Dr. Amir
2 hrs.

EXECUTIVE TRAINING, Mr. Babson and other members of the staff
2 hrs.

LABOR PROBLEMS, Mr. MacMillan
3 hrs.

Second Semester

EVOLUTION OF MODERN INDUSTRY (Continued), Dr. Amir
4 hrs.

DOMESTIC COMMERCE (6 weeks), Mr. Stone
2 hrs.

FOREIGN TRADE (6 weeks), Mr. Welden
2 hrs.

COMMODITY PRICES AND PURCHASING (6 weeks), Mr. Linscheid
2 hrs.

SOCIAL ECONOMICS (Continued), Dr. Amir
2 hrs.

BUSINESS MANAGEMENT (Continued), Dean Wilson and Mr. Fritz
3 hrs.

EXECUTIVE TRAINING (Continued), Mr. Babson and other members of
the staff
2 hrs.

EMPLOYMENT MANAGEMENT, Dean Wilson and Mr. Fritz
2 hrs.

HYGIENE AND SANITATION
1 hr.

An early catalogue lists the courses, names of faculty members who taught them, and the number of hours devoted to each course.

day and generation as vitally and nobly as the greatest statesmen, educators, preachers, and poets." Such was the beau ideal of the founding father.

Babson's ideas pertaining to curriculum and pedagogy were more down-to-earth. From his study of the careers of hundreds of America's "captains of industry," Babson culled some eighty common traits that had a bearing on their success. He distilled from these what he judged to be "the few really fundamental laws" of business that accounted for their rise to the top. It required a solid grounding in just a few fundamentals—how to handle money and property; how to influence people; how to control oneself; and how to gear production, purchases, and sales to the business cycle—for these men to have reached the "two-percent class" in business. It stood to reason, therefore, that, by concentrating on them, a college could produce a disproportionate share of the future business leaders.

Babson had designed the Institute's training program with this goal in mind. He fully expected that its implementation would inspire his young charges "to want to pull the cart instead of riding in the cart." Moreover, he expected them to pull the cart in the right direction.

Curriculum at the Babson Institute came neatly packaged in conformity with that mission, all courses falling into one of four broad subject areas called "departments"—1) practical economics, 2) financial management, 3) business psychology, and 4) personal efficiency. Training in all but the latter department (whose principal function was to make better men of the students by familiarizing them with Roger Babson's creed for a successful life) stressed the fundamentals of production, finance, distribution, and management. Particular attention was given to their practical applications in actual job situations, an approach that Babson deemed essential for successful executive work.

Courses in the department of practical economics dealt with a wide array of subjects, ranging from statistics and business cycles to the buying of raw materials and the marketing of finished products. Where relevant, instructors demonstrated how economic laws such as supply and demand related to business conditions and why companies should base policy decisions on these laws. By the 1930s
the department had evolved into the production division.

Work in the department of financial management was predicated on three premises:

1. Stagnation and failure will dog the businessman who does not know how to finance the seasonal and permanent needs of his company or how to provide for its expansion.

2. Heirs to fortunes or family businesses must know how to care for property and keep it intact lest they lose their inheritance.

3. Although “almost anyone can save” (clearly a proposition that invites challenge), only the wise investor achieves financial independence.

In addition to courses in finance and investments, the department also offered the principles of accounting. The rationale for joining two distinct disciplines under one departmental roof was that because “many good businessmen have failed through lack of understanding of accounting and by being helpless in the hands of [an incompetent or unscrupulous] bookkeeper,” knowledge of accounting would serve as a tool for the preservation of wealth. It was not long, of course, before accounting branched off on its own into a full-blown area of the core curriculum.

Training in the department of business psychology focused on nurturing leadership skills. Babson recognized that to succeed in business required the ability to influence others or, more specifically, the ability “to get others to do what one wants them to do.” For the business executive to shape to his advantage his relationship with customers, employees, or anyone else with whom he deals, he had to know how to lead. Thus, he needed to master the basics of business psychology, the “science” that specializes in the techniques and skills of leadership. Grouped under the rubric of business psychology were courses such as advertising and sales and labor/management relations where leadership skills had practical applications. An indirect but invaluable benefit of leadership training, the school emphasized, was that to learn how to control others was to learn how to control oneself, bearing in mind that “unless a man is able to govern himself, his influence on others is either nil or detrimental.” Elements in the departments of practical economics and business psychology provided the foundations for two future divisions—marketing and management.

Woven into the business curriculum at Roger Babson’s insistence was his pseudoscientific notion that the business cycle operated according to the fixed laws of nature spelled out in Sir Isaac Newton’s third law of motion. Babson’s most famous prediction—the October 1929 stock market crash—was based on this idea, but so were his annual forecasts of imminent recovery following the crash, even as the nation slid deeper into depression. Like medieval alchemists who believed in a philosopher’s stone that could turn base metal into gold, Babson retained throughout his lifetime a conviction that Newton’s law of action and reaction provided a blueprint for unlocking the secrets of the waxing and waning of the market economy.

But where the quest for the philosopher’s stone proved barren, such was not the case with training students how to track business trends, even though the exercise was based on the false assumption that cosmic law determined the process. The students followed the same modus operandi as analysts at Babson’s Reports—studying current business tendencies and long-term trends carefully and comparing them to similar phases of past business cycles. It was a much sounder basis for economic forecasting than pure guesswork, and, as Roger Babson noted, businesses rose and fell on the ability to gauge future market conditions.

Another article of faith for Roger Babson was his belief that “one of the great secrets of business success is the right kind of personality.” He thought of youthful personality as he did of character, a latent condition that needed nurturing to produce the best results. Thus, to train the student “the better to understand himself, his employer, his employees, the better, in fact, to get along with people” was to help him develop a successful personality. This task was assigned to the department of personal efficiency, but it was by no means that department’s sole mission.
Whereas the function of the three business departments was to present in clear, simple, and understandable terms the basics and practical applications of production, finance, distribution, and management, that of the department of personal efficiency was to administer a strong dose of practical idealism to the students. Rooted in this department were Roger Babson’s hopes for promoting a more accessible and humanitarian free-enterprise system by infusing it with better businessmen and better men—that is, with business leaders whose moral sensibilities and sense of civic responsibility matched the vigor of their mental and physical faculties. Thus, to the classical ideal of a sound mind in a sound body, the department of personal efficiency added a third component—a sound character. Students—indeed everyone—would profit if every college were to emulate the Babson Institute and expand its horizons beyond its focus on intellectual performance to include the whole person, for “no man can be at his best who is not sound in character, mind and body.”

Taking as its gospel Babson’s observations that “the greatest factor in any man’s success is the right attitude towards life and work” and that “a personal philosophy of life will ensure the greatest success and happiness,” the department of personal efficiency strove to set the student on the right path. The department featured a unique blend of courses that combined instruction in ethics with training in personality development, personal hygiene, interpersonal relationships, and practical skills such as how to concentrate, plan ahead, and communicate. Much of the departmental work, especially the debates or formal discussions on topics such as equality and privilege or the responsibilities of wealth, had a threefold purpose:

1. to sharpen communication skills;
2. to heighten awareness of some of the ethical implications inherent in the condition of wealth and in the conduct of business; and, most important,
3. to encourage students to think through clearly “those principles which must be fixed in a man’s

Roger Babson hired unemployed stonemasons to carve mottoes on boulders in a large tract of land he owned in Dogtown, a section of Gloucester. These messages reflected the same moral philosophy he tried to instill in Babson Institute students.
mind in order to give purpose, balance and effectiveness to his life's work."

As might be expected from a man whose life centered on education, business, family, and religion, Roger Babson took special pride in the department of personal efficiency, hailing it as "perhaps the outstanding contribution of Babson Institute" to business education. For him, the department's central purpose—the development of a strong character and the right kind of personality—was essential for permanent success in business. He pinned his highest hopes on the department of personal efficiency. It proved his greatest disappointment.

The passing years brought disillusionment, as it became increasingly clear that the crusade to reform the free-enterprise system from within by seeding it with practical idealists was not working. It could hardly have been otherwise. The personal efficiency department's goal—to shape the character of students along lines laid out by Roger Babson—proved unrealistic. Simply put, no college, no matter how deep its commitment, could produce business leaders in sufficient enough numbers to effect change on the order that Babson envisioned.

Although the Babson Institute was not up to the task of changing the world, it could fulfill its promise to provide solid training in business management. The Institute operated on a trimester calendar, the school year running from September to June. Covered within that nine-month time frame was an academic program consisting of a score of courses. In addition to class work and group study projects, there were regularly scheduled field trips to local industrial plants and service industries, and weekly showings of industrial films. Upon satisfactory completion of the school year, the student received a certificate.

On opening day, the administration divided the student body into three groups, assigning one to the department of practical economics, another to financial management, and the third to business

Roger Babson devised the Babsonchart, a method of forecasting business trends. It was used regularly in Institute classes. Professor Earl Bowen is shown here teaching a statistics class.
psychology. Each group worked exclusively in its assigned area of the curriculum during the first three-month term, then, having fulfilled the department’s requirements, shifted to a second business department for the next term, repeated the process, and spent the final term in the third business department.

The department of personal efficiency was exempted from the three-month interval system. The pedagogical assumption was that, although discrete, relatively short bursts of intense concentration lent themselves to the task of absorbing business fundamentals, the mission of the department of personal efficiency—to train students how to think, learn, communicate, and, above all, acquire a moderate or balanced business outlook and lifestyle—demanded repetition and practice spread over an extended period. Consequently, all students attended personal efficiency classes one morning a week throughout the school year.

Acceleration had its price. For one thing, there was no room for what Roger Babson called “frills”—that is, for majors, electives, drop/adds, or liberal arts courses. For another, all courses were required, which forced the student to quickstep across the entire sweep of a varied and extensive curriculum in a single academic year. And, finally, acceleration left little time for make-up work and none for failure: Students had to pass every course to graduate.

Whatever the drawbacks, however, interval training proved popular with the students, who were anxious to get on with their careers. It fulfilled the promise of the college to prepare them within the brief span of nine months to step directly into executive positions, and it accomplished this through its unique approach to the learning process. Total immersion in one department at a time enabled students to absorb the fundamentals of each, free from the distractions and confusion that inevitably crop up when trying to learn everything at once. Thanks to the Institute’s learning-through-concentration approach, students finished the school year not only with a better grasp of each unit of the core curriculum than if they had had to absorb the fundamentals of production, finance, distribution, and management simultaneously, but also with a keener appreciation of their interrelationship.

Department heads also benefited. They could schedule the weekly field trips that were an integral part of the training program without the worry of possible conflicts with assignments from other departments. The same held true for instructors and their outside-of-class assignments. And, thanks to the grouping of students, the department heads and instructors got to know their charges better and could follow their progress (or lack thereof) more closely.

Not the least of the advantages of interval training was that it mirrored the procedure commonly followed in the corporate world, where a fledgling manager in a large company spent several months or longer in a single division, concentrating on the operations of each department before moving to another division, and so on through every branch of the company. Only by following this procedure, it was thought, could the newcomer grasp the interrelationship between the different divisions and their departments and appreciate how the entire program
Whenever they entered or left Lyon Hall, students punched a time clock.

operation of the company hinged on that inter-
relationship.

Because of admissions requirements, students
came to the Babson Institute from other colleges or
from the business world. On average, they were in
their early twenties, or about the same age as today's
seniors. Younger applicants fresh out of high school
or (more likely) preparatory school who were eager
to embark on a business career but who were not
ready for the Fundamentals of Business program
could enroll in an introductory class held in the
Abbott House, the former residence of Mr. and Mrs.
Roger Babson. Satisfactory completion of the
course qualified these students for admission to the
regular program the following year.

Eventually this arrangement crystallized into a
permanent two-tiered system—the regular one-year
program for seniors and a two-year program for
juniors, who, upon completion of a year of prepara-
tory work, were eligible to join the august senior
body.

The Institute also ran a one-year postgraduate
specialty course during the 1920s called Advanced
Research for students interested in pursuing a career
in a specific company or industry. It, too, offered a
shortcut along the career path by instilling in stu-
dents the kind of thorough and intimate working
knowledge of the industry in which they intended
to work that, according to the catalogue description,
ordinarily would take years of on-the-job experi-
ence to acquire. An applicant for admission had to
hold a college degree or be currently employed in
the industry or company where he intended to pur-
sue "his lifework." Students spent the entire year
engaged in research projects and work assignments
that were relevant to their field of concentration.
They worked under the close supervision of
instructors and research advisors. The emphasis
was on the practical. The school enlisted business
executives to assign projects that involved the post-
graduates directly in solving actual problems in
their chosen fields.

Narrow of focus and not a degree-granting pro-
gram, Advanced Research nevertheless enrolled
students who, because of their educational or
employment background, were able to shoulder a
heavier and more demanding workload than those
enrolled in the regular program. In this context,
Advanced Research may be regarded as a somewhat
distant ancestor of the Babson graduate school.

Perhaps the most controversial feature of the
Babson program was its price tag. Tuition was set at
$2,000 at a time when other business colleges were
charging a fraction of that amount and an Ivy
League education ran from $600 to $750 a year.
Criticism notwithstanding, the cost of a Babson
education remained well above the norm until the
hard times of the Great Depression forced a reduc-
tion. Moreover, the opening of the first residence
hall (Park Manor South) added a $900 charge for
room and board to the total bill. Roger Babson saw
no need to apologize for the $2,900 sticker price,
calling it “a bargain” and “a sound investment.” The
Institute, he maintained, actually reduced costs and
saved time for its enrollees by compressing its pro-
gram into a single academic year, and it managed
this without sacrificing quality.

The school, too, justified the expense by making
a persuasive case for the comparative advantages of
a Babson education. The Babson Institute boasted
that it was “training executives, not clerks”—and,
unlike other colleges, it lived up to this pledge by
familiarizing students with the fundamentals and
daily routines of managerial work, so that they
would be ready on the first day at the office to carry
out duties with the dispatch of seasoned profes-
sionals. It was this kind of practical preparation
afforded by the Babson training program that distin-
guished the Babson graduate from other new-
comers. There was no need to break a Babson
graduate into the job.

A young man coming into the ranks of manage-
ment directly from secondary school or college
faced the operational side of business for the first
time. For him, it was an encounter with terra
incognita, and all too often it proved an unnerving
experience. Lacking a background in managerial
work, the fledgling manager had, perchance, to spend
several years making the painful adjustment from
the world of books and theory to the practical

---

**STUDENT OFFICES**

1. Unless engaged in field trips or
other class work, students are required
to occupy themselves with the pre-
paration of reports and other assign-
ments in the student offices during the
afternoon office hours, from 1:30 to 5:00
p. m. inclusively, Monday through Fri-
day.

2. Students are required to observe
the procedures and regulations ordi-

dinarily maintained in a business
office with respect to quietness, use of
business equipment, and care of desks,
papers and other materials.

3. Students will be held responsible
for the observance of all office regu-
lations and procedures which are
posted on the official bulletin boards
in the student offices, and also for all
rulings on office procedures ordered by
the supervisor in charge of each
student office.

---

**ATTENDANCE**

1. Regular hours are required. There
are no "cuts." Student office hours are
from 8:30 a. m. to 12:30 p. m. and from
1:30 to 5:00 p. m., except on Satur-
days when the hours are from 8:30 to
11:30 a. m.

2. Time cards, provided in racks
beside time-clocks in both Lyon and
Bryant Halls, must be stamped in the
time-clock each time the student en-
ters and leaves the office buildings.

3. Any student who finds it neces-
sary to be absent from any group con-
ference or afternoon hour must secure
signed leave of absence from the Per-
sonnel Office IN ADVANCE of the ex-
pected absence. A student assigned to
laboratory work off the campus must
obtain a leave of absence signed by
the instructor making the assignment.
No leave of absence is required from
any member of a group making a
field trip under the direction of an
instructor.

4. No absences on account of ill-
ness will be excused unless the ill-
ness is reported to the Personnel Office
by the nurse.
At $2900, tuition and board at Babson Institute were far higher than the cost at most U.S. colleges.

The world of business; and while he was floundering around trying to learn the ropes, his Babson counterpart was advancing steadily along the career path. Thanks to the training that he received at the Institute, the Babson graduate was thoroughly versed in the routines and responsibilities that went with the territory. Thus, he began his career with a two- to three-year head start over those with an ivory-tower education. And all other things being equal, he would never relinquish that lead.

To spare young men aspiring to careers in business the prolonged and “demoralizing” period of transition from ivory tower to business management, the school urged “every father who can afford it” to enroll his son at the Babson Institute. In fact, cost was no object for most of the fathers deciding in favor of Babson. The great majority of them were successful businessmen.

Among the benefits that the $2,900 charge made possible was round-the-clock dental service. The first resident dentist was Babson alumnus Abner Toothacher Wing ’25, whose middle name, for obvious reasons, caught the attention of more than one nervous patient. (A faculty member, after having made an appointment with “Doc” Wing, thought it the better part of wisdom to check his files to see how Doc had fared in his classes. To his relief, he found that he had given his former student an “A.” Thus fortified, the professor kept his appointment, and the session went smoothly.)

The Babson Institute’s open appeal to the sons of prominent businessmen earned it a reputation at the outset (that would stick for years) as a college catering to wealthy young men. The costs alone placed a Babson education beyond the reach of all but the sons of well-to-do parents. Yet, as readers of Babson’s autobiography know, Roger Babson held no special brief for the rich. Quite to the contrary, his youthful encounters with Gloucester’s upper crust had permanently soured his opinion of the idle rich, most of whom he judged too spoiled and indolent to prevail in the rough and tumble of a competitive world. For the wealthy young to overcome the handicap of a soft upbringing, he said, they must first learn how “to scratch gravel.”

At the same time, Babson grasped that the sons of prominent businessmen constituted a vulnerable group whose birthright carried a heavy responsi-
bility—the protection of their legacy. Simply put, they had more at stake than most people, because they had more to lose. One's station in life, like life itself, was not immutable. In an uncertain world, there was no guarantee that the successful father could make smooth the path of his son—and the son who rested his plans for the future entirely on an anticipated inheritance was flirting with disaster. Only those "physically, spiritually, and mentally" prepared to seize opportunity when it arose and to adapt to changing conditions could flourish "in the keen competition of the business world." Even the heir to fortune was subject to the imperative of survival of the fittest.

Roger Babson, ever the entrepreneur, was keenly aware of the need of the offspring of successful businessmen to protect their inheritance, and that no other college in the country addressed that need. He was not one to turn down a chance to corner such a market. A lifetime of work in the investment field taught him that protection of wealth was a form of insurance; and, accordingly, the Institute furnished as "a special object" individual counseling in the care of property "for young men soon to occupy positions of authority, responsibility, and trust—especially those who have inherited or who are to inherit wealth." Consistent with its general policy of encouraging students to focus on the particular business or line of work they were most apt to pursue, the college sought, where relevant, to stimulate interest in family-owned companies.

The Institute made no effort to recruit from the general population. It had no need to. Its appeal was to the wealthy. Roger Babson himself never passed up a chance to make a pitch to the well-heeled. Each fall at the annual National Business Conference held in Knight Auditorium, he would announce to the audience of prominent businessmen, "If you'll just lend us your sons . . ., you'll reap a handsome return on your investment."

Shortly after the Institute opened, Roger Babson gave a speech in Wellesley in which he outlined to his fellow townsmen a brand-new approach to business education.

If you want . . . to buy an automobile that has a genuine leopard skin seat, if you [can] pay for it, they'll make it for you . . . You can buy a lamp that is gold plated, if you want to have it gold plated. But in education, you can't do that. You have to take the curriculum that the college offers. . . . You can take a course in astronomy if a college gives it, but you can't go in and say you want a course in how to make steel. If the college doesn't give that course, you don't get it.

My Institute is going to provide people with anything they want in the way of [business] education, if they're willing to pay for it . . . I'll teach them anything, because I'll find a person that's an expert in it, and I'll bring him in, and put him on the faculty, and he will then give the course. And that's the basis of my Institute.

John Millea (center), known as "the Dean" to many Babson students, dominated the classroom and encouraged students to do their best, together with Charles Butler (left), a professor of Economic and Social Trends, who made lasting contributions to the extra-curricular opportunities available at Babson Institute.
The basis, in other words, was a curriculum tailored to the individual needs of sons who someday were going to take over the family business. And this meant, observed one of Roger Babson's neighbors who heard the speech, "not only the technical part of the [family] business but how to do the bookkeeping and how to run a [business conference], and how to dictate into a Dictaphone."

Fortunately, as the school grew and began to attract students with a more general interest in business, the Institute had to concentrate more on the fundamentals of business and less on custom-tailoring its curriculum to suit the needs of heirs apparent to family businesses.

Roger Babson's reputation as one of the nation's premier financial analysts and his involvement with the school sufficed to stir inquiries from clients of his financial advisory service company and from businessmen from all parts of the country, and to attract far more applicants than the school could accommodate. The long-term building program launched in 1921 alleviated the situation somewhat as the decade progressed, but even as new facilities came on line, the number of qualified candidates seeking admission continued to exceed the number of available openings.

Formal requirements for admission to the college were almost nonexistent. There were no entrance examinations or standard testing procedures. Babson was open to any young man of good character regardless of race, creed, or color—subject, of course, to ability to pay. Education at the Institute was for those who could afford it. Absence of adequate provisions for financial aid based specifically on need virtually excluded the poor and the working class.

Another consideration influencing the school's admission decision was a promising bloodline. A family tree crawling with ancestors who had made their mark in business was taken as a positive sign that the applicant had the right stuff.

But if lineage and station in life weighed heavily on the admission decision, so did ability, character, and commitment. Candidates for admission had to pass through an elaborate screening process designed...
to identify those who by reason of "inherent traits of character" were most likely to succeed in business. Specifically, the admissions office was looking for evidence of maturity, experience, and commitment. The only stipulated requirement for admission was a minimum of one year of college or the equivalent in business experience, the assumption being that, as a general rule, the more mature the student and the broader his educational background, the easier his adjustment to the rigors of the Babson program and the greater its benefits to him. Many of those entering Babson held college degrees, which was consistent with the school's preference for students who had obtained a foundation in the liberal arts prior to their enrollment at the Institute.

The Babson program, as the school was quick to point out, aimed at fashioning business executives, not at educating scholars. Prospective students were also put on notice that the Babson Institute was no country club: "We do not want men who go to college for a good time; and we do not keep men if they do not maintain a keen interest in their work."

That was the official line put out by the college. A neighbor of the Babsons, who went to grade school with their daughter, Edith, remembered it differently. Babson Institute, he said, had "kind of a bad name" in town in the early years because it attracted an oversupply of playboys.

Their fathers had plenty of money. They weren't smart enough to get into some of the colleges, or they didn't want to work hard enough to get in. But they could justify their existence by saying they were enrolled in Babson Institute... So he [Roger Babson] got some of these playboys in there and... some of his boys had automobiles [which was rare for college students in those days]... And the fact that they were quite close to Wellesley College and Dana Hall was an attraction to the boys, so it made [Babson Institute] a nice place for them to spend a couple of years before they faced the business world.

The word at Wellesley College at this time about their Babson neighbors lends some credence to this side of the Babson story. Some of the Wellesley women claimed that a high percentage of Babson men—"Babson babies" they called them—had flunked out of other colleges. Their parents
enrolled them in Babson as an alternative so that they could acquire the thorough grounding in business fundamentals that the Institute specialized in.

The truth probably lies somewhere between the school’s version and that of outsiders. On the one hand, most of those matriculating to Babson undoubtedly had it pretty easy before their arrival; but on the other, Roger Babson was a no-nonsense sort of man who made it clear from the outset that every student had to measure up academically and had to conform to the Institute’s rules and regulations governing conduct or be sent home.

As was the case with curriculum, so, too, with pedagogy—emphasis was on the innovative and the practical. At the Babson Institute, the cardinal rule of instruction was, “We believe the best way to learn is to do.” Every effort was made to distance the Institute from the traditional lecture and note-taking method of instruction practiced in other colleges, and adopt instead a system favored by the founder, which he called “laboratory work.”

Hailed by the Institute as a radical departure from the standard instructional practices pursued at other business colleges, laboratory work combined study, experimentation, and actual business work. The aim was to enable students to build a knowledge base in the fundamentals of production, finance, distribution, and management through study and research, while simultaneously accumulating experience in how to apply this knowledge by wrestling with real business problems and situations and by making policy decisions that applied to real companies. To obtain the best results, it was necessary to strike the right balance between study and work.

Competence and skill in business—as in any profession—are the offspring of training and experience. As Roger Babson noted, just as it is necessary to get into the water in order to learn how to swim, so, too, is it necessary to get hands-on experience in the workplace to learn how to manage. “It is all right,” Babson added, “to talk about taking a rich

*Edith Babson Mustard (front row) shown here with the class of 1923.*
boy . . . and putting him into overalls in a factory, but it is demoralizing both to the young man and to the wage workers," because he lacked the experience to function at that level. By the same token, "it is just as demoralizing to take a young man out of a school or college and put him at once into an executive position."

Instruction at the Institute took many forms: reading and discussing case studies, presenting class demonstrations (such as making a sales pitch), showing industrial films weekly, working on the school's financial books (surely a first), taking field trips, holding tutorial sessions, even attending an occasional lecture. But what typified instruction at the Institute was the group conference, a precursor of today's Policy course.

The quintessence of the work/study ethos, the group conference consisted of a team of fifteen to twenty students gathered like a board of directors around a conference table in a boardroom. The team's assignment was to analyze and try to solve actual problems confronting real companies. In some instances, Babson's Statistical Organization assigned a significant problem or operational quirk perplexing a client company to students; in others, students had to research the operations of a local firm in preparation for a forthcoming field trip.

It was an exercise that compelled students to summon up relevant points they had learned about business fundamentals, and apply them. Volleying ideas and insights back and forth to forge a consensus, and kept on track by their instructor (who, as chairman of the board, sat at the head of the table), the students gradually worked as a team toward a decision on what, in their collective judgment, held the greatest promise for a successful resolution of the company's difficulties.

Laboratory work, involving as it did a combination of study and work on real business problems facing real companies, marked a breakthrough in business education and provided a viable alternative to the typical lecture-and-textbook approach to instruction dispensed at other colleges, a fact that the Institute did not let pass unnoticed. "Doing practical things while studying the theory," the Institute claimed, "not only enables the student to complete in one year the course work of a certificate-granting program in business administration, but at the same time enables him to acquire the kind of hands-on experience in all phases of business that ordinarily would take at least a decade on the job to accumulate."

Not the least of the advantages accruing from laboratory work was its positive impact on the confidence of students. Roger Babson believed that in business, self-confidence, not silence, was golden. Problems in business, as in life, he said, come in legions—a fact that pressed home the need for faith in one's ability to cope with the myriad crises that confronted the businessman from time to time. Anyone contemplating a career in business, Babson said, should bear in mind that it was doing business, not studying it, that enabled one to assess his potential as a businessman and gain the confidence necessary for realizing that potential.

Toward that end, instruction at the Institute, whether class discussions and demonstrations, one-on-one tutorial sessions, or round table conferences, encouraged active participation by the student in
The ultimate confidence-builder was the field trip, such as this visit to the Wellesley Press.

the learning process. Working on actual business problems was an attention-grabber, because it gave students a taste of the real thing and added zest to the assignment. Even more significantly, out of the give-and-take of the team approach (in which everyone was expected to contribute) blossomed the student's confidence (if he was up to snuff in the first place) in his capacity to handle managerial work.

A member of the class of '38 remembered a classroom encounter in which the ideal and real parted company: "My sales project was to sell [Professor] Canfield an Esso dealership. After I was halfway through my presentation he butted in, saying, 'I hate Rockefeller and all the big oil companies.' I didn't do so well that quarter."

The ultimate confidence-builder was the field trip, an exercise that brought students and knowledgeable businessmen and specialists together for an open exchange regarding the problems or operational techniques of a specific company. The Institute judged these meetings important enough to set aside one or two afternoons a week for visits to local businesses. (An exception was the annual visit to the floor of the New York Stock Exchange, a
One or two afternoons a week were set aside for visits to local businesses.

The minuteness of intricate facets of manufacturing and distribution processes that "he could not acquire in a dozen years in the classroom." Left unrecorded was any mention of the eager anticipation with which the students awaited the gift of knowledge that they were about to receive first thing Saturday morning.

More so than at any time since, the culture of business reigned supreme at Babson during the first quarter of a century of its existence. The entire curriculum was business-oriented. Faculty drawn from the ranks of business brought a business perspective and years of business experience to the classroom. Outstanding business leaders addressed the student body at assemblies held in Knight Auditorium. Others came regularly to the campus to discuss the fine points of business with student groups. The renowned National Business Conference, which held its sessions in Knight Auditorium each September, was open to students. The student was enveloped in a business atmosphere. It was as if the founding father expected students to eat, drink, sleep, breathe, and even dream business. Certainly, it was Roger Babson's intention to make a day at the school seem like a day at the office.

To familiarize students with office routines and to instill in them a positive outlook and positive work habits, the school immersed them in a business environment in which the same standards and discipline observed in the workplace prevailed on campus. Students kept business hours, the school day, like the workday, beginning at 8:30 a.m. sharp and ending at 5 p.m. on weekdays and at noon on Saturdays. They had to punch a time clock upon entering or leaving the classroom building (Lyon Hall), a ritual that registered an accurate record of attendance and punctuality. Whenever the student left the building during regular hours, he had to leave word at the office before clocking out, just as he would on the job. These constant assaults on the time clock were anything but mindless exercises, according to Roger Babson. Punching the clock as a matter of routine helped foster "the habits of regularity and promptness," which counted for much in the daily conduct of business.
School policy covered personal hygiene and attire as well. Dressing for success in those days meant reporting for class each day freshly scrubbed and attired in an ensemble that included a neatly pressed suit, clean shirt with starched collar, necktie (tightly fastened at the neck at all times), and shined shoes. Proper attire was de rigueur not only throughout the school day but also at the evening meal.

Until the opening of the Newton Library in 1939, Lyon Hall functioned as the instructional heart of the Institute. It was there in the entryway that the time clock stood sentinel, monitoring the comings and goings of each and every student, and it was there that the students gathered in the morning for class discussions and group conferences and in the afternoon for work in “the office,” a large room furnished and equipped exactly like a business office.

Roger Babson was a stickler for detail, and it was his intention that time spent in Lyon Hall replicate as closely as possible time spent in a real business office. Each student sat at his own desk, working on assignments and special projects. At his fingertips were standard business reference materials, a telephone, calculating machine, typewriter, and Ediphone (an early Dictaphone developed by Thomas Edison).

Because it was school policy not to accept handwritten work, no matter how exemplary the penmanship, the Ediphone and typewriter proved mightier than the pen at the Institute. The reason given was that in the office, the businessman does not write. He telephones, confers with associates, issues orders and gives instructions, conducts interviews, and—when he wants his thoughts put to paper—dictates. Accordingly, dictation was built into the training program. The student had to dictate his reports and daily assignments into an Ediphone and his business correspondence to a specially trained secretary who transcribed it and the work left on the cylinder of the Dictaphone. Only when typed up in proper form was the work ready for submission.

*In the early years of the Institute, students dictated into an Ediphone. Their letters and reports were transcribed by secretaries.*
Even in those distant days of in loco parentis, such regimentation and extensive an intrusion into the lives of students may have struck some of them as more suitable to a seminary or military academy than to a secular campus college. Indeed, a proposal by the administration in the early 1960s to re-institute the dress code (which had fallen into disuse after World War II) triggered a blizzard of student protests, including one that made precisely that point.

But Roger Babson had his reasons. He viewed education in puritanical and utilitarian terms—as a means of modifying human behavior. Properly focused, the school—like the family and the church—helped mold character, personality, and outlook on life. Requiring the student to keep business hours, adhere to a dress code, and conform to office routines and procedures during a school day that stretched from 8:30 a.m. to 5 p.m. was calculated to alert him to the realities of the regimen that he would encounter in the workplace, while instilling the kinds of work habits and attitudes that would serve him best in such an environment. This was but one aspect, albeit a significant one in the eyes of its creator, of the overall design of the Babson program.

To make his case, Babson cited the statistic that, in the early twentieth century, only 15 percent of America’s “captains of industry” had graduated from college. Obviously, formal education had little to do with the success of these outstanding business leaders. To explain their success, one need only to look at the record. All of them had to work their way up; and in their long climb to the summit, they acquired “the right kind of habits,” such as integrity, industriousness, and initiative, that accounted for their superior performance.

Habit is the child of repetition. Roger Babson was aware of this. He had students punch the time clock to inculcate in them the habits of dependability and punctuality. “It is not mere business knowledge that the successful businessman needs,” Babson observed, “but rather business habits and the willingness to do what he does not want to do when he has to do it.” Any modern-day freshman rushing off to an early morning class can appreciate the point.

In any event, however intrusive or strange the time clock or dress code might seem to later generations, students and alumni in the 1920s and 1930s registered few complaints. One reason for this was the ingenuity of students in finding ways around school regulations. Homer Denison, who was a member of the Institute’s first class, cited one example of Roger Babson’s carefully laid plans going awry. The founding father was so caught up in creating a business ethos at the Institute that he failed to anticipate one of the realities of the human condition—the office romance! Several of Denison’s classmates married their secretaries during the year, forcing Babson to hike the minimum age for secretaries to 30.

A more important reason why student grumbling was minimal was the exceptionally close association between students and faculty. The tiny size of the student body and the extraordinary amount of time that students and faculty spent together fos-
tered a camaraderie more typical of a close-knit college community than of one divided against itself.

"I liked the small, intimate classes and the close relationship with our professors," recalled a member of the class of '28. No doubt most veterans of the early years shared the sentiment.

Roger Babson was particularly fond of a quotation attributed to the great American jurist and sage Oliver Wendell Holmes: "The greatest thing in the world is not so much where we stand as in what direction we are moving." It was the same kind of thinking that had led Babson to develop a unique and practical educational program to teach young men the fundamentals of business, while at the same time training them how to think analytically, communicate clearly and convincingly, solve problems, and influence others—in other words, how to manage.

The expressed goal of the Babson Institute was to prepare the student to step directly from the campus to a position of command in the business world; and in keeping with that goal it adopted as the school motto: "Training for leadership."

Turning the student into a manager was an ambitious promise, especially so because the Institute had but one year to accomplish the metamorphosis. Nevertheless, it was a promise that the Institute, thanks to its unique program, was confident it could keep.

Roger Babson prophesied the use of grain alcohol as an alternative fuel as early as 1936.
"Certainly we're changing, but change which keeps the best of the past, yet which meets the needs of today's students who will be living in tomorrow's world."

—Walter H. Carpenter
Vice President of Academic Affairs
Crisis, Conflict, and Change

No sooner had Roger Babson founded the Babson Institute than he discovered that, for a man of substance heavily engaged in business affairs such as himself, it was simpler to create a college than to run it. Just two years later, he stepped down as president and turned the office over to Dr. George W. Coleman, a 54-year-old retired businessman. The choice proved a happy one.

In George Coleman, Roger Babson had found a mirror image of himself, right down to the Kentucky colonel moustache and goatee that Coleman cultivated after coming to the Institute. Coleman, like Babson, had no prior experience in school administration, and, like Babson, he did many things well. An entrepreneur, civic leader, and former president of the Boston City Council, he assumed his duties at a time when the Institute was struggling for survival. As mentioned previously, Babson credited Coleman as one of the key people who helped turn the college around and put it on the path of growth and progress.

It was no accident that George Coleman came to the office of president without experience in school administration. Roger Babson was looking for business leaders to run the new school, and Coleman fit the bill. So did Sidney Linnekin, the former carpenter, who started out selling Roger Babson’s correspondence courses. Linnekin had never attended college. He had, however, demonstrated a talent for sales and administration as head of the Babson Extension Division. That was enough for his patron, who not only appointed Linnekin the Institute’s first vice-president but also its first dean. Linnekin also taught an occasional course; and for many years, he served as a member of the school’s governing boards.

During the fourteen years of the Coleman presidency (1921 to 1935), the Institute grew from a tiny, touch-and-go experimental school operating out of a brick office building on Washington Street to a flourishing, self-contained campus college. Built during his administration were Bryant Hall, the Coleman Map Building, Hollister, the Knight Auditorium, Lyon Hall, Millea Hall, Mustard Hall, Park Manor South, the Peavey Gymnasium, the Post
President George Coleman, left, at the inauguration of the Mail Air-Pilot beacon light on the Babson campus, January 4, 1927. Others (left to right), Capt. Raymond Brooks, Creighton Hill, A. M. Peterson.

Office, Park Manor Central, the first President’s House (today’s Westgate Health Center), and Publishers Hall. Enrollments climbed steadily from 44 in 1921, when Coleman took over, to 129 in 1931, after which they tumbled because of the Great Depression. Curriculum and the part office/part school method of instruction underwent fine-tuning during these years, as the administration added new courses or ironed out unanticipated kinks in the program. Overall, however, there were few substantive changes to the original program, and the fundamental goals and principles, as might be expected, remained unchanged. They were, after all, the creations of Roger Babson, and represented some of his bedrock beliefs.

Coleman’s chief responsibility as president was to administer the day-to-day operations of the Institute. Decisions for major changes came from a higher authority. There was never any question
where the buck stopped at the Babson Institute. At the top of the chain of command was the Babson Corporation, whose members, the incorporators, elected the trustees. Chairman of the Corporation was Roger W. Babson, a post he held until 1955.

President Coleman expected and got full cooperation in running the school, although it was not always easy. Roger Babson never made a secret of the fact that he liked being the boss. He was accustomed to doing things his way; and he possessed an authoritarian streak that could surface in the heat of the moment. One incident, in particular, illuminates this feature of his personality.

Babson enjoyed tooling around campus in his automobile, slowing down from time to time to startle unsuspecting students with blasts from his horn. On one uncommonly warm spring day while on his rounds, he spotted a professor holding class outdoors. Some of the students, horror of horrors, were reclining on the ground. It was a scene that chilled the blood of the founding father, violating as it did the Protestant work ethic. He returned to his office and fired off an angry note to John Millea, dean of students. He received a prompt reply—not from the dean, but from the president of the college. Dr. Coleman’s note came right to the point. Concerning classes held outside on hot days, Coleman wrote, it is indeed proper that students sit up, but the following points should also be kept in mind: “1) We have permitted outside classes in hot weather for nine years. 2) Good business would call for the use of all one’s assets, including an exceptional location. 3) Please let me run my job.” No more was heard about the incident.

It was a learning experience for Roger Babson. Out of the exchange of notes came a keener appreciation for the administration’s need for more latitude in running the school. Henceforth, he was less prone to intervene directly, adopting instead a hands-off policy regarding day-to-day operations. But he never relinquished his grip on the tiller. All appointments to the Board of Trustees had to pass muster with him, and this enabled him to pack the Board with members who were certain to be compliant to his wishes.

In the 1930s, America experienced the most severe and prolonged depression in history. Notwithstanding Roger Babson’s cheerful annual forecasts that the economy was about to turn the corner, no one knew for sure when, or even if, the hard times would end.

Throughout it all, Roger Babson remained unalterably upbeat. At the 1931 Commencement, for example, the message that he passed on to the graduating class was introduced in the form of three quotations: 1) “Blessed is he to whom adversity comes early in life”; 2) “It is much better to start at the bottom of the ladder than at the top”; and 3) “Those who go up like a rocket come down like a stick.” Babson ended his pep talk on the same cheerful note:

You men now graduating must scratch for a job and scratch even harder to keep them after you get them. . . . Yes, you are surely having adversity early in life and hence are greatly blessed. So here’s a hand, men, for you all. I envy you.
There is no record of whether or not the members of the Class of ’31 shared the founder’s enthusiasm for their prospects. But it is a matter of record that never in the nation’s history had business conditions been so terrible, the economic outlook so dismal, or job prospects so wretched. It is also a fact that, as the depression dragged on, alumni began to feel the crunch of the disaster that had befallen the country. So did graduates like those of the Class of ’31, who were not having any luck “scratching” for jobs.

Things got so bad that Dean Millea issued pleas in the alumni magazine for assistance in finding jobs for graduating seniors and unemployed alumni.

Inevitably, the depression years took their toll on the Institute itself. Everett Stephens, Dean of Students and later Vice President of Public Affairs, recounted that the Institute had catered to a special clientele in the predepression years—wealthy young men who “were used to driving around in Stutz Bearcats, wearing coonskin coats, being served by waitresses in the school dining room, and selecting from the menu pickled tripe or roast beef or what have you.” Cost was no object. Room and board alone cost their parents more than what elite schools like Amherst, Williams, Mount Holyoke, and Wesleyan were charging for everything. The Great Depression changed all that, because, as Stephens noted, it “hit many of these family businesses terribly, terribly hard, and $3,000 was a lot of bucks to pay and so enrollments began to suffer.”

Like the nation, the Institute hit bottom in the bleak winter of 1932-1933. Enrollments plunged, falling from their 1931 peak of 129 to 46 in 1933, a 64 percent drop in just two years. Babson Institute was facing a life-or-death situation, and it was apparent to the administration that something more than the power of positive thinking was needed if the school were to survive.

One response was to cut staff and slash wages and salaries by 20 percent. Another was to reduce spending on the Great Relief Map. None of the cost-cutting measures, however, addressed the root cause of the slumping enrollments—affordability.

In the winter of 1933, the Institute tried a new tack—a cost-cutting experiment that slashed the combined tuition and room and board charges for college graduates attending Babson from $3,000 to $2,000. The experiment worked. Degree holders rushed to take advantage of the lowered prices. Twice as many signed up for the fall term as had the previous year, proof enough for the trustees that the experiment worked. They announced that, effective January 1934, the reduction would apply to all students. Enrollments rebounded, and the crisis passed. In addition, the introduction of the two-year course for secondary school graduates boosted enrollments to new heights.

In 1935, Dr. Coleman retired and the Board of Trustees, at Roger Babson’s bidding, chose as his replacement Dr. Carl Smith. A professional educator, Smith was dean of the College of Business Administration at Northeastern University when he accepted the offer to become the Institute’s third president. Smith was anything but crestfallen over the school’s prospects when he arrived. The corner had been turned; enrollments had resumed their upward climb; and he welcomed the challenge.

Like Roger Babson, Carl Smith believed in the survival of the fittest, a concept that he applied to
colleges as well as to businesses. "Babson Institute is an integral part of the environment in which it exists," he asserted, upon taking up his duties. "It could not, if it would, be oblivious to the necessities of the economic and social order, for it must face and honestly deal with the changing obligations which inevitably find their source in the shifting circumstances of society."

However, Smith’s June 1935 Commencement inaugural address, stressed a different theme: the need for continuity as well as for change. The Babson Institute had met its end of the bargain with the Class of ’35, he told the graduating seniors, by preparing them to shoulder the responsibilities of leadership. They were the recipients of an education that enjoyed respect in business circles, because it met the criteria of a good, solid business education—teaching effectiveness, well-defined aims and objectives, and a curriculum fitted to the needs of the student and business.

Smith reminded the seniors—who needed little reminding—that they were graduating at a critical moment in time. Solutions to the grave and deep-rooted social and economic problems afflicting American society, he told them, rested in the hands of business leaders and business educators. They were about to join the vanguard of those waging war against the depression. This was the greatest challenge facing the Class of ’35—and, thanks to the basic training that they had received at the Institute, Smith was confident they would prevail.

It was a fine speech, and it was well-received by the audience; but it was more a recapitulation and an endorsement of the educational ideals and goals of Roger Babson than a vision of the future. Only when the talk briefly touched on the theme of an educational institution "as an essentially living organism . . . subject to the principles of evolution" did it foreshadow, albeit faintly, the seminal changes that lay ahead. Like his predecessor, Smith was content to leave unchallenged the ideas and convictions of the man who had given life, form, and substance to the Institute. The times, no less than the founder, would scarcely have permitted otherwise.

Notwithstanding the perception that he was reluctant to express his own ideas, Dr. Smith did have his own vision of the institution. Eight years later, with the world plunged into the darkness and
chaos of the most destructive war in history, he peered into the future through a different prism. What Smith saw rising from the ashes of war was a world transformed and opportunity unbounded.

Wartime prosperity had triggered the greatest social and economic uplift ever experienced by the American people and had catapulted millions of poor and working-class families into the ranks of the middle class. The number of Americans filing income tax returns almost doubled from 1940 to 1941, nearly doubled again the following year, and again by 1945. Economic progress was the father of rising expectations; and the implications of this were profound for higher education. The number of young Americans who could afford a college education had grown exponentially. Adding to this reservoir of potential students were the millions of young men serving in the armed forces, who (thanks to the recently passed GI Bill) were eligible, once they left the service, to go to college, compliments of a grateful nation.

The Babson Institute stood at a crossroad. Once the war ended, it could either proceed along the path carved out for it by Roger Babson and continue to recruit almost exclusively the sons of affluent businessmen, or it could take a different direction and open its doors to a new clientele—returning veterans and youths from all walks of life. Dr. Smith clearly favored the latter course.

But the democratization of the student body was not his main concern. Just as Roger Babson had foreseen the rising demand for better-trained business managers that arose in the wake of World War I, Carl Smith anticipated in 1943 a growing preference in postwar business circles for holders of a college degree. If this proved true, the conclusion was inescapable. The Babson Institute would no longer be able to rely on the uniqueness of its training program to remain viable. To follow a status quo policy would relegate it to an educational backwater—a certificate-granting vocational school competing in a field in which the baccalaureate degree opened doors.

What President Smith had in mind to ready the Institute for the postwar adjustment was the adoption of a three-year degree program to replace the standard certificate program as the educational centerpiece of the Institute. To accomplish this, he had to clear it with Roger Babson, no easy matter. Babson was less than enthusiastic about a proposal that threatened the one-year program to which he remained wedded for both philosophical and sentimental reasons. He had conceived and brought forth that program and had nurtured it for nearly a quarter of a century. Over that time, the program had proven its worthiness, serving well the interests of both students and business.

Another sticking point was the state law that required a business college to include liberal arts courses in its curriculum in order to secure legislative approval to confer the baccalaureate degree. To endorse Smith’s proposal would necessitate the
World War II was a critical period for higher education. On the one hand, the government turned to the nation's colleges and universities for the kinds of skills and programs that they could contribute to the war effort—and on the other, it siphoned off young men from the college ranks to help meet the manpower needs of America's armed forces. In 1942, the first full year of the war, enrollments at Babson dropped by nearly one-half, from 112 to 58.

Even before America's entry into the war, it had become obvious that the nation's defense industries faced a critical shortage of men trained in management and production, two basic components of the defense buildup that were vital to overall military and naval effectiveness. Babson, as a school of management, had much to offer in this area. It moved quickly to take advantage of the sudden demand by developing a special course entitled "Training in Production and Management." Mindful of enrollments, which were slumping badly, the Institute

![Roger Babson and Dean of Faculty John J. Horner (center) join an adult education class in 1946.](image-url)
promoted the course as an opportunity for draft-age men to acquire “valuable training which will increase their opportunities and usefulness in the armed forces.” For those not subject to the draft, the course offered “a quick and practical route” to opportunities in defense industries.

The Institute made other adjustments as well. It added a summer term to better the student’s chances of completing his schooling before having to answer the call to duty. Geared to two-year men (juniors), the four-term year enabled high schoolers to start classes immediately following their graduation in June and, by going full-time, to lop six months off the two-year course.

In the 1942-1943 school year, some students enlisted in the Army or Air Force Reserves or in the Navy’s V-1 program, which allowed them to defer active service until graduation. Nevertheless, student concerns over the prospects of exchanging their business suits for khaki uniforms continued to depress enrollments, prompting the Institute in early 1943 to try a new tack—the announcement of a guaranteed refund of “the unused portion” of the room, board, and tuition payment to any student called up by the military during the school year. At the same time, the school slashed its tuition and other fees to $1,250, effective June 1943. But there was little that it could do to reverse the enrollment trend. In a world at war, the students and the Institute alike faced an uncertain future. Some all-male colleges went coed in an effort to remain open. Babson, however, took no steps to follow suit, other than to enroll 119 men and women in 1941-1942 in “war training” courses run through Northeastern University in cooperation with the U.S. Office of Education.

The Babson administration put on a cheerful face, announcing that the regular Institute program would continue as usual and that work was in progress to convert Bryant Hall into a residence hall for students.

Stopgaps like these could not stave off the inevitable, and when only a handful of civilians signed up for the 1943 spring term, it forced the school’s hand. In the summer of 1943, having granted the U.S. Navy permission to use the entire campus and all of its facilities, the Babson Institute shut down for the duration of the war. President Smith, bowing to circumstances, resigned. For the next two years, the Navy’s Supply Corps School at Babson made its contribution to the war effort by training and graduating a total of 2,038 reserve officers.

Hard on the heels of Japan’s surrender on August 14, 1945, ending the Second World War, the Babson Institute reopened its doors. Only seventy-six students signed up for the fall term—a meager total, even by prewar standards, but one that reflected more the sudden reopening of the school than potential applicants’ lack of interest. It was a bare-bones operation—the entire faculty consisted of just three professors—put together on the spur of the moment by a skeleton staff that Roger Babson had employed to stay on after the Institute had shut down.

The spring term brought an enrollment of 277, twice that of the peak prewar year (1940); and the crush of returning veterans jamming the admissions office in the summer of 1946 was so overwhelming that it forced the Institute to reject nearly five applicants for every one it accepted. In the fall term, a record-shattering 494 students began classes. Of that total, 95 percent were veterans and 280 (or well over half) had registered for the new three-year degree program.

Much that the entering students encountered at the Institute in September of 1945 was as it had been before the war. The buildings and grounds looked the same; and the goals and ideals that Roger Babson had breathed into the Institute at its birth were intact. Also in place were the one- and two-year programs, the trimester school year, and Saturday morning classes.

The curriculum remained focused on the fundamentals of business. Instruction continued to rely on the conference method and case studies. The part school/part office routines had not changed. Students still kept regular business hours, punched time clocks, wore business attire, went on field trips, and attended regularly scheduled showings of industrial films. The school, as before, combined a commitment to the development of character and personality, with the promise of preparation for careers “above the level of routine clerical work.”
In 1949, this Babson classroom resembled a boardroom, as students carried on a lively discussion around the table.

Students continued to hold their dances at Knight Auditorium, the site of the autumnal National Business Conference and the annual Commencement exercises. The student assemblies (attendance required) held there remained unpopular. The school catalogue continued to ramble on about volunteers "from the frontline of business" who had consented to visit the campus on a regular basis to share with students the enlightenment and insights born of experience; and students continued to complain that seldom, if ever, had they spotted one of these luminaries, let alone engaged any of them in dialogue. And, finally, the ultimate authority of the Institute still resided in the person of Roger W. Babson who, while content to let others run the school, had the final say on major policy decisions, especially when they required financing, since he, after all, footed much of the bill.

Nevertheless, the school that entered the postwar era, for all of its continuities, was a fundamentally different place from what it had been during its first twenty-five years. Among the seventy-six students who began classes in September of 1945 were the
thirty-six members of the Class of ’48, the first ever to enroll in a degree program at Babson and the first ever to take liberal arts courses. Their presence on campus signalled that the Institute was banking on its new three-year degree program to transform itself from a vocational school into a bona fide business college.

Even so, the school continued to run both of its prewar courses. As in 1919 when the Babson Institute opened, so, too, when it resumed operations at the close of the Second World War, the one-year certificate program proved popular with ex-service men. These veterans—anxious to make up for time lost during the war years—were looking for a refresher course to bring them up to speed or for a short, intensive training course that would gain them quick entry into business. The Institute catered to their needs, even waiving the requirement of a high school diploma for “promising veterans.”

But this was a special situation for a special group whose members soon began to dwindle as the GI generation of students moved on into post-college careers. Shrinking enrollments in the non-degree programs bestirred the Institute to scratch the two-year course from its offerings in 1950. The one-year course proved more durable, lasting another six years before being phased out. Its passing went unremarked, a sad commentary on the fact that the program, which for many years had defined the mission that Roger Babson had set for the Institute, had outlived its usefulness.

While enrollments in the nondegree programs waned, those in the degree program soared. Thanks to the prescience of Dr. Smith, the Institute had positioned itself as early as 1943 to respond to the intensified demand for a baccalaureate. The times made for spectacular growth. The Babson Institute had reverted to civilian status just in time to catch the first ripple of what proved to be a tidal wave of veterans that swept into the nation’s colleges and universities. Joining the veterans were youthful members of working-class and middle-class families, whose numbers continued to climb even as the so-called “veterans’ bulge” began to taper off. As a result, each year brought record-breaking numbers, until the outbreak of the Korean War in 1950 temporarily halted the boom.

Room, board, and tuition for the first postwar term was $1,250—the same amount charged the last civilian class in 1943 and far less than half of what students paid in the 1920s. Even at this reduced price, however, the cost of a Babson education was relatively high compared with other business colleges; but, as the Institute was quick to point out, its accelerated degree program, by eliminating a full year from the four years required at other undergraduate colleges, placed the overall cost of a Babson education well below that of the competition. Moreover, it put the Babson graduate on the career path (and payroll) a year ahead of schedule.

According to the Institute, the savings in time and money were major advantages achieved at minor costs, namely a “slight” extension of the school year (by four weeks) and a “slight” increase in the course load (from 15 hours per term to 20). Doubtful though it may be that those shouldering the extra work load regarded the burden as slight, there were few complaints. The GI generation of students was more intent on making up for lost

In the late 1940s, businesses were directly encouraged to “interview Babson men” for jobs in the postwar economy.
A Babson education... put the Babson graduate on the career path (and payroll) a year ahead of schedule.

time than on grousing. Besides, by 1950, the school was more competitive price-wise, charging $1,400 for room, board, tuition, and fees—which, according to the school, was “definitely lower” than what “many other leading colleges” (whose tuition and other fees had gone up more rapidly than Babson’s) were charging.

Concern over keeping costs competitive was one sign of the changing times. Another was the adoption of a new school advertising slogan: “Practical Training for Business Responsibility.” Changing times had brought changing demands from the business community, one of which (as Dr. Smith had foreseen) was a growing preference for entry-level junior managers with college degrees. In response to that preference, the Institute reversed itself on a major selling point of the prewar program—practical training for management positions that eliminated the need for on-the-job training. (Also abandoned was the practice of custom-tailoring courses to fit the needs of students who were slated to take over family businesses.) No longer did the Institute promise to turn out “finished executives” in a year or two (or three, for that matter), spotlighting instead the special advantages of starting out in a subordinate position. To start at the ground floor in a company, it noted, afforded the newcomer the opportunity to acquire through experience “an intimate knowledge of the business that is essential for working one’s way up through the organization.”

Majors were also new to Babson. Their emergence heralded a new educational mission for the Institute—the training of specialists in fields like accounting, marketing, finance, or management.

Still another significant change was the incorporation of liberal arts courses into the curriculum, which stirred rumblings among some of the undergraduates who raised for the first time what has become a perennial question: Why require liberal arts courses at a business college? Rather than simply respond that it had to in order to satisfy the requirements of state law and various accrediting agencies, and let it go at that, the Institute made the case for the relevance of liberal arts at a business school. “Business does not function in a vacuum,” it explained, “but in a maelstrom of social and economic complexities where science, language, government, economics, and ethics play ever increasing and important roles.” Sooner or later every young businessman “comes face to face with the necessity of having a broader background than is afforded by an education limited solely to business subjects.”

To support its case, the Institute published the results of a nationwide survey that it had conducted among leading businessmen and educators. On the question of what proportion of the curriculum a business college should devote to liberal arts, an overwhelming majority—82 percent of the businessmen and 93 percent of the educators—favored at the minimum 40 percent. The Institute hailed the findings as a reaffirmation of the principle that a curriculum comprising a mix of business and liberal arts courses was superior to one confined solely to business subjects, and announced that henceforth its undergraduate program would consist of 60 percent business courses and 40 percent liberal arts. Not willing to close the door completely on the past, it added that those intent on a business-only educa-
tion could still sign up for one of the school’s two certificate programs.

Most students not only came to accept the idea of liberal arts courses as part of the curriculum, but they also actually enjoyed them. There were a few diehards (there always are) who continued to complain that “the college is just trying to teach us the difference between chicken cacciatore and Shostakovich.”

Rumbles of discontent were heard as well from some of the alumni. Many of them wanted to know, “Have you gone academic on us?” Those posing the question were voicing a concern that the incorporation of the liberal arts into the curriculum would transform their alma mater into something quite different from what Roger Babson had intended when he created the Institute.

They were at least partly right. The college was indeed taking on a new mission, but not because it had opted in favor of the liberal arts. Their inclusion in the curriculum was the effect; the cause was the decision made in 1943 to convert Babson into a degree-granting institution, and Roger Babson, albeit somewhat reluctantly, had agreed to that decision.

The transition from wartime to peacetime created confusion as well as opportunity. For one thing, the Babson Institute had no president when it reopened for classes. Dean of Faculty John K. Horner agreed to serve as interim director while the school conducted a search for a replacement for Dr. Smith. In June 1946, the Institute, backed by Roger Babson and the trustees, chose Dr. Edward B. Hinckley.

Like his predecessor, Hinckley was a professional educator, having begun his career as an English professor at the University of Tampa. He then headed the English department at Kalamazoo College in Michigan, where he filled in as acting president during the war. In 1945, he was appointed academic dean, a post he held when the Institute recruited him. He became Babson’s fourth president in 1946, and over the next ten years led Babson through a period of unparalleled transition.

Everett Stephens, who served as dean of students under Hinckley, described the situation confronting the new president upon his arrival:

*President Hinckley took over in a difficult period in the college’s history. From its founding, the Institute had as its primary purpose the education of sons from wealthy families to enable them to eventually take over their fathers’ businesses. Then Babson got the reputation as a rich boy’s school. After World War II, Roger Babson realized that this had to change if the college was to move forward. Edward Hinckley was to bring about that change."

The Hinckley years were difficult ones. They were also exciting. It was a decade of spectacular growth. Former servicemen flocked to the school in the immediate postwar years, transforming the Institute in the process from “a rich man’s club” for the sons of wealthy businessmen to a school whose rank and file hailed from all walks of life.

Some years later, Stephens fondly recalled the impact of the GI generation.

*It was really the veterans of World War II who made Babson... Boy, I remember so well the classes of 1948, ’49, ’50... they were like missionaries going out in business, and they were older, they were more mature, they were anxious to move*
ahead fast, and they all got their education in three years. . . . And they did a great job in spreading the word for Babson College.

Babson Institute had in Dr. Hinckley a man with an eye on the future and a leader whose enthusiasm proved contagious. Walter H. Carpenter, who applied for a teaching position in 1947, said that the president sold him on Babson during the job interview. “We have a great opportunity at Babson, because we have to build a college,” Hinckley told the future vice-president of academic affairs. It was this observation that convinced Carpenter on the spot to join the team that was building the new Babson. “You can have buildings and grounds,” Carpenter later explained, “yet to be a college you must have a program and a faculty to teach it. I came to Babson to help build a college.”

Henry Kriebel shared the feeling of excitement characteristic of that generation of college builders. He had arrived at Babson at the start of the second postwar term (January 1946) to head the accounting division. Dr. Hinckley immediately enlisted him in the task of building a first-rate degree program. In Kriebel’s case, this entailed a major revision and expansion of the accounting curriculum. Kriebel was delighted. “I began to see there was a real future in this place,” he recalled. “It was a wonderful time to be around.”

Not everyone considered President Hinckley to be a leader. There were widespread feelings that he was too much in the tow of Roger Babson to fight for programs that his boss opposed. Still, as one alumnus who served on the Board of Trustees observed, “Hinckley had to live with Roger Babson [and] for the president of the school it was sometimes difficult. . . .” (Nor was Hinckley the exception in this regard. Every president from Carl Smith to Henry Kriebel experienced difficult moments in their dealings with Roger Babson. It could hardly have been otherwise. Babson was a man of firm opinions who liked to lead; and when his opinions on school matters conflicted with those of the president, tensions mounted. This was particularly the case in the postwar era.)

Roger Babson was uneasy with the direction that the Institute was taking. It was pulling away from its original moorings, and he feared that the college was in danger of losing its uniqueness. He was not
Roger Babson spoke at the 1955 dedication of the Globe. He contributed the entire $200,000 cost, and he hoped it would stimulate an interest in world geography among students and the general public. It has attracted thousands of visitors.

Built at a cost of $200,000, the Babson Globe measured 28 feet in diameter, weighed 25 tons, and rotated on its own axis.

above second-guessing the administration, but he was reluctant to interfere. Paul Staake, who served as registrar in the early postwar years, explained why:

Mr. Babson at that time had some regret that... we were conforming too much to what others did. There were other institutions that had undergraduate programs in Business Administration. He was never one to see us give up our uniqueness. I think that perhaps the one thing that made our program palatable to him at that time was that we were still unique. We were operating the program in three years instead of four... And I think that its uniqueness was appealing to Mr. Babson.

Henry Kriebel added another reason. Roger Babson, he said, was a bit of a impresario and "no showman can put on a show unless he has something unique to show." Offering a three-year degree program was certainly different from what other colleges were doing, and this appealed to the showman in Babson.

One facet of the drive to raise academic standards was the tightening of admissions require-
ments. Before the war, the formal requirements for admission were virtually nonexistent, other than some college or business experience. In the postwar period, however, the more academically demanding degree program led the Institute to require a strong secondary school background in English, mathematics, science, and social studies.

Despite the tighter standards, enrollments climbed from 76 in the first postwar term to 591 in 1955, or close to an eightfold increase in a single decade. Bryant Hall, Publishers Hall, and Coleman Hall were pressed into service to help the Park Manor residence halls (Central and South) meet the demand for on-campus housing. But the demand proved insatiable. Not even the opening of Park Manor North in the fall of 1951, with accommodations for seventy-five students (only one fewer than the entire enrollment when the school reopened in 1945), solved the problem.

Another major project undertaken in the early 1950s was the construction of the world's largest globe. Built at a cost of $200,000, the Babson Globe measured 28 feet in diameter, weighed 25 tons, and rotated on its own axis. At the ground-breaking ceremony held in May 1953, Roger Babson dedicated the Globe to the United Nations. He hoped it would impress upon students and other viewers an appreciation of the world as a whole and that it would stimulate an interest in world geography, history, economics, transportation, and trade. Completed in 1955, the Globe immediately established itself as Babson Institute's most popular landmark, attracting thousands of viewers each year.

Designer of the Globe, George C. Izenow of New Haven, recalled in a 1981 interview how Roger Babson called him one night out of the blue to tell him, "You know our ancestors up here in New England used oak as the masts of the sailing vessels... I would like very much for you to investigate mounting the Globe on an oak tree trunk."

The Globe was Babson's brainchild. He paid for it out of pocket, and he was set on having his way. Nevertheless, Izenow could not quite fathom how a 25-ton globe could rest, let alone revolve, on a tree trunk. "I had one hell of a time arguing him

On the stage of Knight Auditorium in 1951, Grace Babson received a silver pitcher from President Hinckley.

[Babson] out of the idea," he said. "That oak tree thing, that was pretty amazing."

Amazing, certainly, but so were the Globe and the giant relief map of the United States (also the largest in the world) which attracted up to 25,000 visitors to the campus each year until the late 1970s. By then, the Map and Globe had fallen into such a state of disrepair that the crowds ceased coming.

In June of 1948, the Babson Institute passed another milestone with the graduation of the first baccalaureate class. (A few students who had transferred in from the certificate program had received their degrees earlier.) Two years later, the Institute chalked up a major breakthrough in its drive to enhance its academic standing when it received accreditation for its baccalaureate program from the New England Association of Colleges and Secondary Schools. With accreditation came full membership in the regional body and recognition of the Babson degree by colleges everywhere in the country. A jubilant President Hinckley called it the biggest news to hit the campus since the reopening of the school in 1945. It was, the president said, "absolutely essential to our growth that we should
become accredited.” Hinckley, reflecting on his
career at Babson in a 1987 interview, called accredi-
tation “my proudest moment.”

Now that the Institute had established its cren-
entials as an undergraduate college, it turned its at-
tention to the establishment of a graduate school.
Thanks to the foresight of Carl Smith, the state legis-
lature had approved the Institute’s request to con-
fer the master of business administration degree in
1943. However, the school was forced to put its
plans on hold while it built its undergraduate pro-
gram and strengthened its faculty to the point
where it could support an M.B.A. program.

Thus, it was not until September of 1951 that the
graduate school opened. Only twenty-five students
enrolled in the first M.B.A. class, a disappointing
total that inspired little confidence in the future of
the program. Still, the new school had before it the
example of the mother institution. The Babson
Institute had started with an enrollment of twenty-
seven, and it had evolved over the years into a thriving
institution with brilliant prospects.

In December of 1951, the Institute purchased a
19-acre tract of land on Woodland Hill, adjacent to
the campus. The site of the former Channing
Sanatorium, the Woodland Hill property consisted
of twelve buildings surrounded by a wooded park.
The plan was to convert the buildings into a self-con-
tained center for the graduate school. Unfortunately, the plan
fell victim to the college’s
growth. Babson’s burgeoning
student population and the con-
comitant pressure for additional
residential space forced the
school instead to convert the
buildings on Woodland Hill into
housing. Among those moving
into the Woodland Hill apartments were married stu-
dents, who hitherto had to find accommodations off
campus.

As with the undergraduate program at the Institute
in the prerat years, the graduate school operated on a
two-track system, a one-year course for holders of a
baccalaureate degree in business administration and a
two-year course for those with baccalaureate degrees in
nonbusiness fields. Despite the disruption of the
Korean War (1950 to 1953), the graduate enrollment
had reached sixty at the start of the 1954–1955 aca-
demic year, prompting the trustees to create the office of
dean of the graduate school and empowering it to
administer the program. Picked for the post was
Chairman of the Finance Division, Wilson F. Payne.

Acquiring property, constructing and renovating
buildings, establishing the degree program, enriching
the curriculum, expanding and strengthening the fac-
ulty and administration, attracting better-qualified
students, and launching the graduate school advanced
the standing and reputation of the Babson Institute in
the academic and business worlds. Development on
this scale, however, came with a very high price tag.

Fortunately and few are the colleges blessed with
enormous endowments. Postwar Babson Institute
was not among them (nor is it today). It relied almost
exclusively on tuition and other fees, and the generos-
ity of the Babson family, for its funds. In the prerat
period these sources were adequate for a tiny school
run by a handful of administrators and faculty.
Student enrollment at its peak in 1940 stood at 139.
Tuition was pegged at what the market (that is, wealthy businessmen) could bear. Even after the
Institution sliced its charges by a third in the 1930s,
the income derived from tuitions and other fees, combined with contributions from the Babsons, was more than adequate for running the school.

In the postwar transitional period, however, the soaring costs of physical and academic expansion and improvements created a pressing need for new sources of revenues. An ideal source was close at hand—the alumni. But there was a major sticking point. Roger Babson opposed asking the alumni for financial support, asserting that his "boys" had already met their financial obligations to their alma mater during their school days. It was a bedrock conviction born of his sense that he had given his word to generations of students that the Institute would never ask them for money once they had graduated. Moreover, he believed in running the school on a pay-as-you-go basis. "A Business Institute," he said, "should be operated on a balanced budget, or else it is misnamed." In other words, if costs exceed revenues, raise the tuition.

It was bad advice, and it was bad policy. For one thing, it assumed a student body with deep pockets, which was no longer the case; and for another, the only way to operate on a pay-as-you-go basis without hiking tuition through the roof would be to cut back on expansion and abandon the drive to make the Babson Institute one of the nation's premier business colleges. Unfortunately, the founder had the final word on the subject, and it was no.

Roger Babson did make one concession. He approved the request of the Alumni Association to ask its members to contribute to a scholarship fund for needy students. Adamant though he was in his opposition to "passing the hat" to make up for a deficit in the operating budget, he conceded that "we are justified in asking for partial scholarships for worthy men of exceptional native ability."

In 1952, the Alumni Association kicked off the first of a series of annual alumni fund raisers with a goal of $5,500. The following year, the Association upped its target to $6,000. The Babson Institute Alumni Bulletin, in an outburst of enthusiasm, pronounced both drives successes, cheerfully burbling that the 1953-1954 drive had set "a new high."

Indeed it had, but because it had only the previous
year’s collection with which to compare itself, this was hardly an epic accomplishment.

In truth, both fund raisers had fallen short of their modest goals, the initial campaign garnering only $4,186.15 and the follow-up, $4,390.12. After two full years of earnest effort, the Alumni Association had a paltry $8,576.27 to show for its trouble. Obviously, the alumni needed educating on the importance of giving. To encourage their support, the Association first had to make them aware that donations to the alma mater helped not only the college but also themselves, for as the school’s prestige rose, so did the prestige and marketability of a Babson degree. But with Roger Babson opposed to tapping the alumni to help defray operational costs, no such educational message was in the works.

In December of 1955, matters took another major turn with the announcement that the Institute had received its first foundation award ever, a Ford Foundation grant of $107,700, to be used with future Ford grants to increase faculty salaries over a period of ten years. President Hinckley was euphoric, ranking the award second only to the New England Association’s accreditation of the college five years earlier as a measure of Babson’s rising stature as a degree-granting institution. (Roger Babson did not share Hinckley’s enthusiasm, since his objections to external solicitations extended beyond the alumni to include corporations and wealthy benefactors as well.)

In any event, the president seized the moment to define his vision of Babson Institute’s destiny and to alert the loyal sons and friends of the college that only with their financial support could the Institute fulfill that destiny.

We’ve come a long way since our Degree Program was instituted ten years ago. We’ve achieved accreditation, recognition, reputation. With this grant, a tremendous impetus has been given to the accumulation of the physical, financial, and intellectual resources necessary to retain our preeminent place in the academic world.

The challenge is tremendous; we cannot fail to meet it.

Unfortunately, the Institute did fail to meet the challenge, at least in the short run. Rising costs, brought on largely by Hinckley’s determination to improve the Institute’s standing in the academic world, and the need for alumni financial support, had combined to create an irresistible force. At the same time, Roger Babson’s intransigence on the subject had solidified into an immovable object. He had given his word to the students, and he intended to keep it. If anything, the greater the pressure for soliciting the alumni, the stiffer his resistance to it. “So long as I live,” he told the Class of ’56, “there will be no drives by the Babson Institute for contributions toward operating expenses. . . . I see no reason why any college which properly invests its funds cannot balance its budget without pestering the alumni for help.”

The issue was joined, but there never was any doubt about the outcome. Former Superintendent of Buildings and Grounds, Edward Sullivan, who had come to Babson during the Hinckley years, explained why in a 1990 interview.

Roger Babson had control of everything that happened, one way or another. He appointed the trustees, more or less. When he said yes, they said yes; and when he said no, they said no. . . . And if they went against him, then they weren’t trustees any longer. And that was the way it was with everything. He put his people in, and he wanted them to do it his way.

But his way brought on a severe money crunch that halted progress. Sullivan remembered well the impact that it had on Buildings and Grounds: “There just wasn’t any money to do anything. We patched; that’s how we scraped by.”
A group of students in the early 1950s.

Under the circumstances, President Hinckley concluded that he could no longer lead Babson Institute in the direction that he wanted to take it. "I am submitting my formal resignation as the President of the Institute to take effect September 30, 1956," he wrote in a letter addressed to the chairman of the Board of Trustees and dated April 10, 1956. "This has not been an easy decision to make."

But it was a necessary one nevertheless. He was resigning, he said, because of the "administrative pattern" in place at the Institute, which he felt stymied the kind of progress that he had in mind for the school.

Hinckley was referring specifically to the in-house composition of the Board of Trustees, whose members were under the spell of Roger Babson and shared with the founding father an abiding faith that the law of action and reaction governed the business cycle.

Because "every living thing must continue to grow or it ceases to live," the letter continued, and because the present system of governance was incapable of keeping up with the pace of change at Babson, it was imperative that the Institute's chief governing body, the Board of Trustees, broaden its base. The Board should reach out beyond "the Babson organizations" from which it had always drawn its members and recruit new people, particularly alumni, who had achieved prominence in business and other professions. Diversification would benefit the entire Babson community by infusing the Board with fresh ideas and perspectives and by bringing in members "able to make substantial [financial] contributions."

At the heart of Hinckley's message was his challenge to the school's autocratic system of governance. The Board, he wrote, had to assume a greater responsibility for the future of the college, and it should begin by scrapping "the present unsatisfactory and dangerous situation which [places] far too much responsibility on Mr. Babson and on me, ..." Such responsibility, Hinckley warned, should be shared.

It is noteworthy that Hinckley submitted his resignation to the Board without first conveying his grievances or intentions to Roger Babson. He probably hoped to convince the trustees of the gravity of the situation facing the college and through them to
persuade Babson to change his mind on the question of alumni solicitation.

If so, it was a high-risk ploy. Roger Babson was a volatile man who over the years had hired, fired, and (after sober reflection) rehired so many people that employees deemed it an honor to be a member of the so-called “Fired Club.” In Hinckley’s case, however, matters had gone too far.

Roger Babson was in Florida when word reached him of Dr. Hinckley’s decision. He professed himself “stunned” by the news. Nevertheless, he had sufficient presence of mind to fire off a letter to Vice-President Gordon M. Trim with instructions to have it read at an all-college assembly in Knight Auditorium. In the letter he called Dr. Hinckley “my beloved personal friend” and described himself as saddened and terribly hurt that Hinckley, the man Roger Babson had once urged the alumni to back to the hilt, because “if anything should happen to [the president], the security of the Institute would . . . be shaken,” should have resigned without first having consulted him.

Babson defended the trustees and pronounced himself “in one hundred per cent accord” with the “administrative pattern” that Dr. Hinckley had condemned.

As Roger Babson saw it, the differences between Dr. Hinckley and the Board of Trustees boiled down to three issues: 1) finances and fund raising; 2) management of the college; and 3) creating a full-time position for the development of the college.

The Babson Institute’s current prosperity, Babson said, in addressing the first issue, was due almost entirely to the faithful adherence of the trustees to a course of investment based on Sir Isaac Newton’s law of action and reaction. What people could see—the 250-acre campus, over a score of buildings, a sizable endowment fund—was paid for by holding costs down during the booming 1920s and using the savings to invest and build during the depressed 1930s.

Changing times had not created the need for a reversal of policy. History was about to repeat itself,

*For many years the students’ mail boxes were in Park Manor. Now they are located in Hollister along with other student services.*
the economy having entered the second half of the business cycle. Thus, the trustees were currently keeping building and operating costs at a minimum and squirreling away the savings in preparation “for building and investing when the next crash comes.”

Regarding the issue of management of the college, Babson pointed out that whereas Dr. Hinckley recommended changing the composition of the Board of Trustees in order to reverse its fiscal policy, the Corporation fully backed the Board and its “Action and Reaction Program.” To “mess up the Board” by adding nationally known professionals and businessmen would be “suicidal,” Babson said, because the current trustees were following a policy of “storing up every penny now when most professionals and businessmen are bullish . . . to reinvest during the next depression when these same professionals and businessmen will be bearish.” To change the Board would be to change a policy with a proven record of success, Babson asserted.

He urged the Babson community to exercise patience regarding the Board and its policy. The Board expected to multiply the endowment several times over and to earn ample funds from its investment policy to pay for the buildings, higher salaries, pensions, scholarships, and other needs. That is why the trustees were opposed to “begging funds” from graduates. Babson shared the Board’s confidence. “It is a labor of love with them,” he observed, “and if left alone—without any fund raising—they will provide millions for new buildings, more salary raises and pensions.” All it would take to bring about this happy state of affairs was another depression.

Addressing the third issue, that of a full-time person in charge of development and fund raising, Babson noted that Dr. Hinckley had never broached the subject with him. However, Babson would support the recommendation and the trustees would be happy to entertain nominations for the position, provided that the “man in charge of Development . . . will not be limited to material development.”

It seems that, for Roger Babson, the word “development” as applied to the Institute had a radically different meaning from what it meant to Dr. Hinckley. “Mrs. Babson and I,” he remarked, “would be very unhappy if we knew that our time and energy were being used to help our students only materially.” Development might very well need a full-time person to be done right, but to Babson, that meant whoever filled the position would have to also help students develop fundamental spiritual values. “I would like to see such a man,” he added, “responsible for bringing back our once important Vesper Services and more often emphasizing the importance of Religion, Character, and the fundamentals of life.”

Dr. Hinckley said farewell to the Babson community at the same assembly in Knight Auditorium in which Roger Babson’s letter was read. He was leaving Babson with deep regret, Hinckley told the audience, but at a time when the Institute was never stronger. It had a solid foundation, steadfast purpose, clear goals, and an international reputation. “I am proud of having [taken] part in its growth in the past decade. I wouldn’t swap the experience for $10 million,” he said. “I am leaving because it seems to me the only way to underline to those in positions of responsibility the inadequacy of our present administrative pattern.”

Dr. Hinckley said that he was leaving Babson Institute without bitterness, but the sentiment was not shared by those he had challenged. His attack on the autocratic system of governance had stirred up considerable rancor at the highest reaches of the college. His letter of intent, dated April 10, 1956, and specifying September 30, 1956, as the effective date of resignation, provided adequate time for all parties to adjust to the transition. The Board, however, accepted his resignation, effective April 16. It seems that, no sooner had Hinckley notified his superiors of his intention and this was communicated to Roger Babson, than the man who just two years earlier topped Roger Babson’s list of the Institute’s most valuable personnel and who less than a year earlier had been reelected to a three-year term was told to clean out his desk and leave.

However intense the hostility displayed toward Hinckley at the top level of the college, the rest of the Babson community showered him with accolades. There was much in the record of the depart-
ing president to praise. The college had undergone vast change for the better during his tenure. It had activated the baccalaureate program, launched the graduate school, and overhauled and redesigned the business curriculum to meet the demands of the burgeoning postwar business order and the changing needs of students aspiring to careers in business. Furthermore, it had laid the foundations of the liberal arts division, expanded and strengthened the faculty and administration, and set higher standards for faculty and student performance.

Enrollments had climbed by one-third over the decade, despite the departure of the World War II veterans and the precipitous downturn during the Korean War. Major building projects completed during Hinckley’s term included the Millea Swimming Pool, Park Manor North, and the Babson Globe. In addition to the woodland Hill property, the college purchased the home of Mr. and Mrs. Babson on Whiting Road to house the president of the college. Finally, the accreditation from the New England Association and the Ford Foundation award stood proof that the effort to put the Babson Institute on the academic map had succeeded.

President Hinckley may have fallen on the sword of alumni solicitation, but not before he had helped establish the Babson Alumni Association “to weld together students, alumni, and faculty in mutual enterprise.” In this, as in so many other matters, he anticipated the future direction of the college.

When Edward Hinckley left Babson, its standing in the academic world was secure, resting on the solid foundation of an accredited undergraduate program and a small but growing graduate school. His colleagues paid tribute to the departing president, noting that under his guidance the Babson Institute “had taken its place in the academic world by way of accreditation, recognition, and reputation.” Babson had evolved during the Hinckley years from what was essentially a vocational school into the only private independent accredited college of business administration in the United States.

Hinckley credited the metamorphosis to “the efforts of a great many people building on the foundations laid by Mr. and Mrs. Babson.” Indeed, it was the result of a team effort, but it was President Hinckley who had personally hired many members of that team and who had inspired them to join him in a great pioneering venture — building a college that someday would take its place in the forefront of the nation’s business colleges. That vision and that mission is part of the Hinckley legacy. Each of his successors has shared that vision, and each has succeeded in moving the college closer to the goal that Dr. Hinckley had bequeathed to them.

In a poignant postscript to the Hinckley story, the Babson Bulletin carried an account of his brief visit to the Babson campus in 1981, his first in twenty-five years. “I just wanted to slip onto the campus quietly and look at the renovated map,” he explained, when his presence on campus was discovered. He also expressed interest in the church bell that had been hung in the belfry of the former Newton Library during his tenure. “Tell me,” he asked, “does it still ring ship’s time?” After lunch with President William Dill and a brief reunion with Vice-President of Student Affairs Paul Staake (whom Hinckley had brought in from Kalamazoo to take over as registrar in 1948), Dr. Hinckley left almost as silently as he had come.

He returned once more, in 1987, to attend a reception held in his honor to celebrate his gift to Babson College of a collection of 400 books on sailing. He died one year later, without having visited again the college he had served so well.
"Babson can’t stand still for it will be overtaken, or die, or be absorbed by some other institution."

—Henry A. Kriebel

President of Babson College, 1961-1974
Chapter 5

From Institute to College

Called in at the urging of Roger Babson to head the administration as chancellor following Dr. Hinckley’s resignation was Caroll W. Ford, the former head of the economics department, who had recently retired. A year later, the Board of Trustees, with the blessings of Roger Babson, invited Vice President Gordon M. Trim to become Babson’s fifth president.

Trim’s assumption of office in 1957 changed little, if anything, in governance or fiscal policy. The Institute’s governing bodies, at Roger Babson’s urging, continued to hold spending to a minimum in anticipation of the depression that never came. The no-growth policy, in turn, compelled the Board of Trustees and the administration to avoid new construction projects such as the classroom building that Dr. Hinckley had recommended, and to opt instead to extract “maximum efficiency” from the existing facilities by renovations and repairs. It was an option born of desperation. So, too, was the Institute’s do-nothing response to the problem of overflowing dormitories and dining facilities. At a time when applications to the school were at an all-time high, skimping limited enrollments.

President Trim put a positive spin on a bleak situation. Keeping the number of students down, he said, allowed greater selectivity in admissions, thereby improving the quality of the student body. It also meant lower expenditures, for the greater the number of students, the greater the need for additional facilities, faculty, and staff.

Roger Babson spoke to this point and about other salient issues confronting the Institute in an address to a group of alumni that had gathered on campus for a reunion in the summer of 1958. Business was becoming increasingly professionalized, he told his audience, and he believed that trend would accelerate. The Babson Institute’s purpose remained what it had always been—to train men to take their places in the highest reaches of business management, Babson asserted. Therefore, it behooved the Institute to adjust to the trend toward professionalization and to other changing needs.
and expectations of the business order, to meet its obligations to that order and to the students.

There were limits, however, on what the Institute could or should do, Babson cautioned. For example, it should resist the temptation to follow other business colleges down the path of unrestrained growth. That path would lead to debt and financial woe. Furthermore, rising enrollments, contrary to the expectations of many colleges, spelled rising costs, because the larger the student body, the greater the need for big-ticket items such as housing, classrooms, and additional personnel.

Smallness, on the other hand, Babson reasoned, was conducive to learning and to a sense of community. It was part of the Institute’s tradition, an advantage that it had always enjoyed and should never relinquish. Instead of playing the numbers game with other colleges, Roger Babson believed that the Institute should concentrate on admitting only those applicants who possessed a natural aptitude for business and who exhibited those traits of character that lent themselves to success in business and in life. He noted that the Institute was accommodating approximately 750 students in its programs. In his opinion, the school should cap the total at 1,000.

And just as the Institute should guard against unrestrained growth, so, too, should it resist pressure to clutter the curriculum with “unnecessary” courses. Babson students, the founder reminded his audience, graduated in three years instead of four because of the school’s accelerated program. To weigh down the curriculum with superfluous courses such as a course on the natural sciences (a pet peeve with Babson, which, ironically, was introduced into the curriculum a couple of years later) would jeopardize this unique advantage.

Faculty salaries, too, bore watching, said the cost-conscious Babson. The college was paying its faculty more than other colleges of comparable size were paying theirs, an assertion that contradicted Dr. Hinckley’s position that since faculty salaries at Babson were well below “the going rates” and that they had to be brought up to par if the college was going to attract and keep competent faculty.

Babson favored pay hikes, but only if they could be managed without busting the school budget. The Babson Institute had to live within its means, if it wanted to remain true to itself as a school of business management. The school never had and never should resort to “passing the hat” to the alumni to cover a deficit, he said. It followed that, to meet the cost of higher salaries, the school had to hike the tuition.

This was the same stand that had brought on the confrontation between Roger Babson and President Hinckley in 1956. It was unrealistic then and, given mounting costs and postponed projects, it was even more unrealistic two years later. There was a limit to what students could pay for tuition and other fees and to what the college could charge and still remain competitive; and the financial needs of the Institute had begun to exceed these limits. These concerns did not exist in the prewar years when the Babson Institute catered to a wealthy clientele and could charge sky-high tuitions. But now fiscal problems loomed large. There was mounting pressure for additional funds to cover the costs of a bigger and better school that neither higher tuitions nor the school’s tiny endowment could possibly satisfy. Not even the generosity of the Babson family,
which continued to pump enormous sums of money into the school, was enough to offset the financial crunch that was the price of progress.

The situation cried out for new sources of revenues, but the most promising untapped sources—the alumni and friends of the college (especially corporations and wealthy benefactors)—remained off-limits. This was the dilemma that Dr. Hinckley had tried to resolve when he took his case to the trustees. His futile efforts to reverse their no-growth stand cost him his job.

Gordon Trim was not about to follow that example. Talking to a group of alumni, he capsulized what he saw as his paramount mission as president. “The aim of all education,” he said, “is the development of character. I feel obliged to give serious consideration to the problem of making life on the Babson campus a truly ennobling, character-building experience.” The words were Trim’s, but the thought was Roger Babson’s. More to the point, character building was virtually cost-free, a not insignificant consideration for a financially strapped college.

This is not to say that Dr. Trim was content to relegate his role as president to that of a caretaker. Where Hinckley would go to Roger Babson to find out what he wanted and then go to the Board of Trustees to have it rubber-stamped, Trim reversed the order, going first to the Board, enlisting its support, and then seeking the approval of “the old man.”

Trim possessed a droll Down East wit, which he sometimes employed to poke gentle fun at Roger Babson. Paul Staake cited an example: “There’s a statue up in front of Coleman [of one of Roger Babson’s ancestors], . . . . It was made in threes—one at Midwest Institute, one at Babson Park, Florida, and . . . . one here.” Trim’s comment upon seeing the Institute’s granite copy in front of Coleman: “You know, Paul, I think the old man has gone slab happy.”

At Trim’s suggestion, an ad hoc long-range planning committee was established to take stock of “our present situation” and to attempt to anticipate near-term developments that were likely to affect the Institute.

Forest Hall, a residence, was once the Convalescent Home, the property of Boston’s Children’s Hospital. Polio patients used to be sent there to recuperate. Babson Institute bought the building and several other hospital structures in 1959.
As a result of aligning policy to expectations, the Trim years were anything but static. Progress, although slow because of the curbs on spending, was made on all fronts. In 1959, the Institute stretched its budget to purchase from the Children’s Hospital of Boston the property known as the Convalescent Home. Adjacent to the eastern boundary of the campus, the property consisted of several hospital buildings and more than twenty-seven acres, half of which were in Wellesley and half in Needham. (Today’s Forest Hall was once the main building of the Convalescent Home complex.)

Any major move, such as the purchase of property, generally originated with Roger Babson. A member of the Board of Trustees told how Babson came to a meeting one afternoon and, without any prior notice, announced that the Convalescent Home property had come on the market and he wanted the school to buy it. It was, said the trustee, a good idea, but Babson urged its purchase for “all the wrong reasons.” He had heard that Richard Cardinal Cushing was interested in the property, and Babson made it “abundantly clear” that he did not want the Roman Catholic Church as “his next-door neighbor.” The trustee found this offensive and, for this reason, spoke out against the purchase. His was a voice crying in the wilderness, for, as he observed, the trustees meetings were really Roger Babson’s show. On balance, though, he realized that acquiring the property was “good for the school, and I would have been for it any other way. . . .”

Progress was made as well in faculty and curricular matters. In 1960, the New England Association of Colleges and Secondary Schools renewed the Institute’s membership, following a favorable report from its evaluation committee on the quality of Babson’s academic program and instructional staff. A faculty committee headed by Professor Earl Bowen and backed by President Trim pushed through a faculty rank-and-tenure system (first pro-

*Professor Frank Genovese (left) with President Gordon Trim, when Trim named him director of the Babson Evening Graduate School. The school opened in September, 1961.*
posed by Dr. Hinckley), which propelled the faculty organizational structure at Babson into the academic mainstream. Under Trim's guidance, the Babson Institute took its first step on the long journey toward the goal of admission into the American Association of Collegiate Schools of Business (AACSB), when he instructed the liberal arts division to restructure and expand its curriculum to bring it into conformity with AACSB requirements.

This was the record of a man who was open to ideas for institutional growth, as long as they were cost-effective; and Professor Frank Genovese had a great idea that met that prerequisite.

Genovese, while strolling across the campus one day with Gordon Trim, asked the president what he thought about the idea of establishing a graduate evening school. Trim was intrigued and asked Genovese to do a feasibility study. This came as no surprise to the economics professor, who correctly surmised that the president "was short of money for the college."

When Genovese reported back several days later, Trim turned the talk immediately to costs. How much money would it take to launch the program? What would it cost the Institute if the evening school folded? If, on the other hand, the program took hold, how long before it would show a profit?

Dr. Genovese had come prepared. He estimated that it would take $10,000 to jump start the program and was told that he had $13,000. He assured the president that if the program "went bust," the cost to the school would be minuscule. And he presented to the president the results of a revenue-and-cost projection that he had made, showing a profit after five years. (That particular projection was wide of the mark. The evening school ran a profit in the first year and "grew like Xerox" after that.)

Professor Genovese argued the case for the program on other grounds as well. An evening M.B.A. program, he pointed out, would add to the college's prestige; rapidly increase the number of alumni; strengthen ties with local firms by helping to train managerial employees; and expand the opportunity for more graduate teaching, thereby attracting a more highly trained and versatile business faculty.

The administration and trustees were convinced and appointed Dr. Genovese director of the Babson Evening Graduate School.

The evening school opened in September 1961 and quickly justified Dr. Genovese's optimism. It met and exceeded his projections on enrollments and income, and in the process evolved into a laboratory for curriculum experiments and program innovations, which anticipated a number of major college-wide developments. "Many seeds were sown," Professor Genovese said.

And, indeed, the evening school's pioneering record is impressive. It admitted the first women to a Babson degree program; introduced the first computer and entrepreneurial courses; and developed special on-site courses for Honeywell and other area firms years before Babson College launched its executive education program. It also adopted the semester calendar (the first Babson-affiliated program to do so), because Genovese, with considerable justification, regarded the trimester system as "deleterious to good instruction."

Another major advance during the Trim years was the decision to build a new dining hall.
Circumstances dictated the decision. The main dining hall in Park Manor Central had been on a double-sitting schedule since 1946, when the influx of unprecedented numbers of students forced the Institute to replace the traditional table service (with its menus and waitresses) with a cafeteria system. Enrollments continued to climb, reaching a point by 1960 where it was impossible to accommodate all of the students swarming in at mealtime. A preliminary study was undertaken, and in December 1960, Dr. Trim reported back to the Board of Trustees with its findings: The need for the dining hall was incontestable; income from the endowment, tuitions, and other student fees could not meet the costs; and, therefore, the Institute would have to seek contributions from outside sources. The president suggested to the trustees the possibility of having the Alumni Association encourage its members to support the project.

Such a move would mean a break with precedent. Nevertheless, the trustees bent to the logic of the case that Trim had presented, and voted to establish an alumni dining hall fund and to allocate contributions earmarked for the proposed dining hall to the fund.

Plans for the new facility were in progress, when, in May of 1961, President Trim died unexpectedly in the fifth year of his tenure. An aging Roger Babson found a replacement close at hand—Dean of Faculty Henry A. Kriebel, who, following the official endorsement of the Board of Trustees, took office as the Institute’s sixth president. The last president hand-picked by Babson and the first (and to date the only one) to rise through the ranks from the faculty to the presidency, Henry Kriebel proved to be an outstanding pivotal figure during the ensuing thirteen years of his incumbency.

Dr. Kriebel’s academic background included a teaching stint at Cedar Crest College, a liberal arts college in Allentown, Pennsylvania, where his assignment was to teach every business course in the curriculum. This experience, buttressed by his work at Babson as an accounting professor, chairman of the accounting division, and dean of faculty, prepared him admirably for the task at hand: to build a better college by broadening and enriching the curriculum, improving the quality of the faculty and student body, and defining the role of the liberal arts at a business college.
At the inaugural in February of 1962, the incoming president addressed concerns voiced by some members of the Babson community over the expanding role of the liberal arts at Babson. "A distinction frequently made between [liberal arts and business] courses is that of saying that the former courses fit one for life while the others assist one in earning a living," Kriebel told his audience. This, in his opinion, was too narrow a view: "Some of us entertain serious doubts about the validity of this distinction. To be a whole man one must obviously be equipped to do both."

The grumbling over the liberal arts was not the only nettlesome problem facing the new president. From the outset, the Institute had promoted the distinct advantages of its accelerated programs to prospective enrollees, pointing out that, by coming to Babson, they would reduce the overall cost of their education and gain a head start on the career path. Acceleration, however, had lost its charm by the time Henry Kriebel became president. It was a matter of the changing composition of the student body, which—by the time Kriebel took over—had rendered the three-year program virtually unworkable.

As long as most of the men attending Babson were former GIs, Kriebel later explained, the twenty-hour course load that was a necessary part of the three-year program posed no problems. "They were hungry and really mature," he noted of the GI generation. "They were anxious to get on with their education, and we could push them." As the years slipped by, however, the veterans of World War II and the Korean War passed from the college scene, their places filled by less mature and less highly motivated young men fresh out of high school. The result was predictable—a precipitous decline in the level of academic performance. The number of students flunking courses increased, forcing the college to reduce the course load for those having academic difficulties from twenty hours to fifteen, thereby extending the stay of these students at Babson to four years.

The new policy, however, failed to solve the problem. Borderline performance and academic failure persisted among those still taking twenty hours.
Exacerbating the problem was the Vietnam War and the draft. Former registrar Stewart Stokes related how students who had enrolled in the three-year program at registration would walk into his office and ask: "Will you give me one good reason why I should hustle through Babson to get shot at in a rice paddy in Vietnam?" The percentage of students shifting to the fifteen-hour schedule rose to such a high level (more than half) that it finally made sense to scrap the three-year program and put in its place a four-year program with a three-year option for those completing the freshman year in good academic standing.

Highlighting the four-year program (which began with the start of the 1967-1968 school year) was its "40-40-20" feature, which changed the distribution of the total course work for students from 60 percent business courses and 40 percent liberal arts to 40 percent in the management core area, 40 percent in the liberal arts, and 20 percent optional. None of this sat well with Roger Babson, who favored the three-year degree program because it was unique, and who considered the liberal arts excess baggage at a business college.

Henry Kriebel recalled another reason for the shift to four years: "Someone from the New York State CPA Board called me and asked, 'Do you have a four-year program?' So I took a deep breath and said, 'Yes, we offer a four-year program in three years.' He said 'OK' and hung up." That was enough to convince the former chairman of the accounting department of the need for change.

The most troublesome problem by far confronting Dr. Kriebel as president of the Babson Institute was the financial crunch brought on by Roger Babson's resistance to seeking external financial support. Annual operating expenses in fiscal year 1966-1967, for example, totaled $1.75 million, of which $1.14 million came from tuition and other student fees, and another $21,000 from the endowment fund. Somehow, the Institute had to find additional revenues to make up for the shortfall. There simply was not enough money coming in to meet the school's immediate needs, yet the needs had to be met.

That was a dilemma that Kriebel shared with Hinckley and Trim. In Kriebel's case, however, the situation had reached the critical stage. He had inherited the plans for the new dining hall, and, in the interim, the estimated costs kept climbing. Compounding the problem was the laggard pace of alumni contributions to the dining hall fund. "The first thing I had to do was go out and raise money for the Trim Dining Hall," Dr. Kriebel recalled.

Actually, the first thing he had to do was make the case to Roger Babson and the trustees that the Institute faced a special situation. The estimated construction costs for the new dining hall kept going up, yet the Institute's revenues and cash reserves could not cover even the original estimate. The school had but one recourse: It had to seek outside funding; and this meant either borrowing the money or mounting a fund raiser.

Even Roger Babson bowed to the inevitable. For him, it was a choice between two evils, but of the two, borrowing was by far the worse. His approval, however, was won only after some very serious infighting, and even then it was half-hearted at best.

The whole issue nearly exploded the evening that the chairman of the Board of Trustees and President
When Roger Babson lectured to students in Knight Auditorium, he often used his Babsonchart to illustrate a point.

Kriebel met with Roger Babson to see if they could resolve the impasse. The more they pressed the case for soliciting the alumni for support, the more adamant the refusal; and the more adamant the refusal, the angrier Kriebel got. At one point, Babson offered to bequeath $5,000 to the school as seed money for a future fund raiser in exchange for a promise not to launch one while he was still alive. His proposal touched a raw nerve, prompting the chairman to hustle an angry Henry Kriebel out of the room before things got completely out of hand.

The dire threat to the well-being of the college posed by the conflict over solicitation swung the trustees behind Dr. Kriebel, enabling him to break through the barriers to holding a general fund raiser that had led to Dr. Hinckley's downfall. He encountered no resistance when he moved to reconstitute Gordon Trim's long-range planning committee into an ad hoc development committee and to appoint Professor John S. Gibson director of development to raise the capital needed to fund the new dining hall. There was no more talk of a director of development of character that had plagued Dr. Hinckley's efforts to move Babson ahead.

"Each alumnus knows the priceless contribution made to the Institute by Roger W. Babson," Henry Kriebel wrote in a special report to the alumni. "Now, however, we have reached a stage in our development where we must plan and build together..." Future growth and the pursuit of excellence, he informed the alumni, hinged on their moral and financial support. The Babson Institute had many needs, some of which demanded an immediate response. Heading the list was the Gordon M. Trim Dining Hall. Only with alumni support could this become a reality.

The original estimate for the dining hall was $450,000. An additional $50,000 was appropriated to convert the dining area on the main floor of Park Manor into a student center, bringing the total to $500,000. Roger Babson and his daughter, Edith Babson Mustard, had pledged $75,000 each, to be paid in three annual installments. Another $60,000 was to come from the Institute's building fund. To raise the remaining $290,000, the school kicked off its first general fund raising campaign. "This was new for the school," Kriebel recalled, "as it had always been Roger Babson's policy that the endowment take care of all expenses."
Jesse Putney, vice president of business and financial affairs (left), with President Kriebel in front of a map showing the college of the future.

This was an understatement, to say the least. The 1961-1962 fund raiser, which reached out to the alumni for the first time for operational funds, proved the exception that made the rule. As such, it marked a major turning point in the college's history. Without outside financial support, the Babson Institute would have stopped expanding and would have faded into obscurity.

The first outreach program, however, was by no means an instant success. A disappointed Henry Kriebel reported to the Babson Corporation in late October 1962 that the drive, after nearly a year of effort, had barely passed the one-third mark on its march toward the goal of $290,000. "It is apparent," he wrote, "that we considerably underestimated the amount of education and cultivation which will be necessary to accustom our alumni to the idea of making financial contributions to the support of their alma mater."

Everett Stephens attributed the reluctance of the alumni to contribute to an outlook that Roger Babson was not long for this world and that he was going to leave the school a pile of money in his will. He was, after all, an 87-year-old multimillionaire, and as one faculty member put it, "We'll just wait, because there will be a pot of gold at the end of the wait."

Stewart Stokes, an active alumnus who at the time was working with Stephens in the Alumni Office, had a different and less callous explanation. Most alumni "had heard Mr. Babson say publicly . . ., as I heard, that when you leave the college, that's it. We expect no more from you; you've done your thing; you've paid your tuition; and that's it. And people heard that year in and year out."

Notwithstanding his disappointment, Kriebel viewed the setback as a chance to turn adversity into opportunity. "This particular campaign," he told the Babson Corporation, "has done a great deal to bring the Institute before the alumni and to revitalize alumni associations throughout the country."

Thus, "it would be a sad waste of time and money if the forces put in motion by this program were allowed to lapse for lack of continuing support." As he saw it, alumni solicitations, rather than being unbusinesslike and unpopular, were an excellent means of maintaining and strengthening the ties that bound together the college and the alumni, ties
"which are so essential for the long-run growth and strengthening of the school."

In his next report to the trustees, President Kriebel had better news. Contributions from all sources to the development fund had risen to around $480,000, approximately $20,000 shy of the original $500,000 goal. Unfortunately, the ongoing construction costs had also risen—by some $100,000.

The trustees, however, discounted the negative side of the report. On the basis of the progress that the campaign had already made, they decided to forge ahead. It proved a propitious decision. Soon after, Roger Babson and his daughter pledged another $100,000, which, along with some additional contributions, boosted the development fund to $596,500—enough to cover the costs of the dining hall and the renovations in Park Manor. And on September 7, 1964, the Gordon M. Trim Dining Hall opened for business three weeks ahead of schedule and just in time to greet the army of hungry students descending upon it on the first day of school.

President Kriebel came to view the Trim Dining Hall as something more than a much-needed facility. "It has stood," he said upon its completion, "in the eyes of the faculty, administration, and student body, as a symbol of the spirit of progress and development which we feel is present on the campus." Indeed it was, for the fund raising campaign that had made possible the construction of the Trim Dining Hall marked the coming of age of the Babson Institute. There would be no turning back to the vocational school days of the 1920s and 1930s, and no more waiting for the next great depression to finance the present and future needs of the college, now that the precedent had been set for capital fund drives that targeted all members of the Babson community, including the alumni.

Not everyone was pleased. The halting progress of the fund raising campaign had proven an embarrassment to its champions and had forced Roger Babson and his daughter to add another $100,000 to the $150,000 they had already pledged. That quarter of a million dollars exceeded the total alumni contribution of $244,000. Jesse Putney

recounted how Mrs. Mustard marched into his office one day carrying a bag and dumped its contents—$25,000 in stocks and bonds—on his desk. "Father told me I had to do this," she told the startled school treasurer. "I never want to do it again."

Her father was even more irate. It was not a matter of money with them—the Babson family had lavished millions on the school and another $100,000 was not going to break the bank—but of principle. The solicitation of funds from alumni had run against Roger Babson's grain, and the failure of the campaign to meet its goals fueled his anger. He made plain his sentiments regarding the fund raiser to President Kriebel: "You tried it, and it didn't work," he snapped. "Don't ever try it again."

Small wonder, then, that the school, in Henry Kriebel's words, "didn't go into extensive fund raising until he passed away."

In fairness to Roger Babson, it should be pointed out that he was at this time approaching his ninetieth year, and, as is so often the case with people of such an advanced age, he was not as receptive to sweet reason as in former times. Friends and admirers noted with sadness the signs of the
aging that was impairing his judgment.

Everett Stephens described an occasion when Roger Babson tottered into Knight Auditorium during Commencement. "It was close to the end of his life," Stephens recalled. "He was carrying a cornstalk in one hand and leaning on the arm of a student with the other. He couldn't make the stairs up to the stage, so he sat in a chair down in front of the platform. He got up and gave a little talk, the gist of which was, as he ... scattered the seeds [of an ear of corn] around, 'As you sow, so shall you reap.'"

Regardless of his deteriorating mental state, Babson continued to cast a very long shadow across the campus. He had founded the Institute and had built it from the ground up; and he had always felt in a special sense that it belonged to him. He had removed himself from the daily operations of the college back in the early 1920s, but when it came to major policy decisions, the administration had to court his approval right up until the end. As Everett Stephens noted, Roger Babson "created the impression that [the Institute] was his own private domain...."

Another insider saw it the same way. "[Roger] thought of it as his college," Henry Kriebel said in a 1978 interview. "Don't kid yourself about that. He did."

Meanwhile, the Institute moved ahead with its plans. In 1965, the Board of Trustees, the administration, and the Alumni Association reached an agreement whereby the Institute, in keeping with policies followed at most institutions, took over the Association's annual alumni giving program which (thanks to Edward Hinckley) had been raising money for scholarships since the early 1950s.

It was a preparatory step toward converting the alumni scholarship program into an annual all-purpose solicitation campaign. Costs were again out-

Nona Dougherty, Roger Babson's second wife, stands by the Dougherty gate, named in memory of her parents. A registered nurse, she cared for Roger Babson when he was ill. Later she became his business associate, serving as treasurer and a director of Babson's Reports for many years. He married her in 1957 after the death of his first wife.

stripping the college's ability to meet them, as the gap between revenues and expenditures continued to widen. Between 1963 and 1968, daytime enrollments edged upward approximately 5 percent, while spending on daytime programs during the same period surged ahead 45 percent.

Of even greater concern were projected expenditures. The administration submitted to Roger Babson a preliminary development plan that carried a multimillion dollar price tag. Babson rejected it out of hand, and that, said Everett Stephens, was when the trustees concluded, "We'll have to do this without Roger's blessing." This was what Henry
Kriebel wanted to hear, and he moved quickly to exploit his advantage. "We did what we thought we had to do and hoped we would do it in a way that wouldn't offend the old man," he said, in commenting on the new ground rules for the governance of the college.

Stewart Stokes remembered another Henry Kriebel remark at this particular juncture: "We are going to embark on some fund raising. We've got to get the oars in the water, and we've got to row like the dickens." And that, said Stokes, was the "particular point in time [when] the whole ship turned; and we moved into very active cultivation of the various publics."

The Institute had no choice. It had to establish a new source of revenues if it was to move forward, and thus the decision was made to organize an all-purpose solicitation program on a permanent basis.

In his 1967 report to the Corporation, President Kriebel repeated the case first made by Dr. Hinckley a dozen years earlier. Student fees and tuition were at the breaking point, he said. To raise them much higher would have dire consequences. Both the endowment and annual giving had to be substantially increased, "if the progress of the college is to develop in the way it should to meet the demands of a sound program of higher education."

Dr. Kriebel was optimistic for good reason. The establishment of the all-college annual giving program afforded the Institute the means for raising vital funds. Costs continued to rise, but so did alumni support. In 1968, alumni contributions to the college broke through the $100,000 level for the first time, and two years later, they passed the $200,000 mark.

On March 5, 1967, Roger Babson died at the age of 91. He left an estate of approximately $9 million before taxes, the bulk of which went to his daughter, Edith Babson Mustard, and her children. His bequest to the Institute was only $55,000, an amount that raised eyebrows at all levels of the college.

Years before he died, Babson had confided to Everett Stephens that he was very disappointed with the Institute. Stephens understood him to mean that he was disappointed that the school had neglected the spiritual side of its responsibilities. Babson was a very religious man, Stephens explained, a churchgoing Congregationalist who tried to live by the Golden Rule. He expected the college that he had founded to bring religion into the lives of its students. The students had not responded, and Babson blamed the school.

Stephens remembered attending a Sunday evening vesper service in the chapel when he first came to the Institute. These services were held regularly at the same time and place and were conducted by Roger Babson. Yet Stephens found himself "maybe one of less than twelve people . . . there, and probably ten of them were faculty and staff."

Paul Staake had a similar experience. The first time he met Roger Babson was in the fall of 1948 at a thinly attended Vesper service. Staake later found out that Mrs. Hinckley, the president's wife, used to walk through the residence halls prior to the service "trying to dig up bodies for the so-called Babson Hour," but to little avail.

Roger Babson was wise to the little game. Mrs. Hinckley remembered standing with him at the chapel door watching her recruits straggle in. Turning to her with a sly smile, he asked, "How much did you pay them this time?"

It was this sort of apathy, Stephens concluded, that contributed to Babson's growing disillusionment with the college and governed his decision to leave the college a pittance.

Paul Staake read into the terms of the will a more positive message. He called it a "sink-or-swim challenge" to the college "which was good, because we learned how to swim. It's something of 'only the strong surviving,' and it made a lot of sense. After all, a school of business ought to be able to operate in the black... ."

Henry Kriebel voiced still another opinion. "Roger Babson," he said, "gave the college its property—its land, its buildings. Everything the college had, the old man furnished, and it was a pretty nice piece."

As was his custom in life, so, too, in death—Roger Babson had the final word on the subject. Whatever his frame of mind when he had his will
drawn up, he chose as the final resting place for himself and his wife Grace a small plot of land just off the edge of the upper athletic field and close to the center of campus. And when Grace Babson died in 1956, he told the administration, “I would like to have student leaders be pallbearers.”

Stewart Stokes, who was president of the student government at the time, served as chief pallbearer. “I still remember the ceremony and that grave site,” he told former registrar Dorothea Severson in a 1987 interview, “and feeling not only very sad but very honored that Mr. Babson would, at that time, reach out to students and say, ‘You’re why this college is here, and I want you to be very much involved with this ceremony of life, part of her life and part of my life.’” (Roger Babson remarried in 1957. His second wife, Nona Dougherty Babson, died in 1963 and was also interred in the family plot.)

If in his old age Roger Babson posed an impediment to progress, it was but a minor inconvenience when compared to the profound contributions that this extraordinary and gifted man made not only to the college that he had founded but to business education in general. The times may have passed him by in the end, but for most of his life he was out in front of the times.

His passing posed both a challenge and an opportunity. President Kriebel spelled them out in a report to the alumni. “The world of Roger Babson has changed,” he wrote. “In fact in education today there is nothing more permanent than change.” Kriebel believed that the Babson Institute had to keep pace with the change transforming the environment in which it functioned. It had always insisted on a first-rate performance in the classroom, and it had to continue to do so, the president averred. Its survival, however, depended not only on sustaining its reputation as a teaching college, but also “in a large measure upon the ability of its internal constituencies to reckon with change beyond the classroom...”

In invoking the support of the “internal constituencies,” Henry Kriebel was looking beyond the challenge of the moment to a golden opportunity—
The campus as Henry Kriebel envisioned it.

an opportunity to build a new and better college. Planning had already begun, and to turn the plans into reality, the Institute would need the support of all of its constituents. The college was fortunate that it had a leader who not only grasped what had to be done but also possessed the organizational skills to direct an internal task force in the kind of collective effort that was essential for success.

Academic progress and physical expansion require careful planning as well as money. Responding to this imperative, the chairman of the Board of Trustees had appointed a new ad hoc long-range planning committee in the summer of 1965, whose members were drawn from the Board, the faculty, and the alumni. A year later, the Board approved the committee’s recommendation that a full-time director of development be brought in from the outside to coordinate its long-range plans for an endowment and capital fund program.

President Kriebel correctly forecast that these preliminary steps set the stage for unparalleled progress. “I am sure it can be recognized,” he wrote in 1966, “that the activities of the long-range planning committee, and the forces set in motion by them, portend an extremely active time for all the components that make up the Babson community. I have had the cooperation of the faculty and the administration in the past and I am sure that I can count on—and will most certainly need—their cooperation in what will prove to be a most exciting and fruitful period in the history of the institution.”

Kriebel was not exaggerating. In fact, he rallied behind him all the constituencies of the college—members of the Corporation, trustees, faculty, staff, alumni, and students—in a vast enterprise, the drafting of a development plan whose purpose was to carry the college to new heights of achievement and status in the decade ahead and beyond. For the next two years, work teams composed of faculty, students, alumni, and a professional consulting firm bent to their respective assignments.
In the fall of 1968, Dr. Kriebel unveiled the results of the collaboration—a sweeping $20 million five-year development plan, whose implementation would alter the nature, services, purposes, and even physical appearance of the college. Breathtaking in scope, detail, and projected cost, the master plan, as it was called, provided a blueprint for the creation of a new Babson—a coed institution renamed Babson College, which would confer an unspecified bachelor of science degree consistent with its transformation from a college of business administration to a college of management.

Henry Kriebel explained the rationale behind the proposed metamorphosis: "If the private college is to survive, it must demonstrate a reason for being; it cannot imitate—it must innovate. Such innovation is the only answer of the small college in today's world of institutional giants."

The master plan, combining the concept of survival of the fittest and daring innovation, paid homage to the life and work of Roger Babson.

Launched on the eve of the fiftieth anniversary of the college, the plan advanced simultaneously along three broad fronts, called "phases" by the planners, toward its goals.

Phase One aimed at 1) broadening and enriching the curriculum in the management and liberal arts areas through the addition of new courses and majors; 2) raising day and evening enrollments from the 1968 total of 1,235 to a maximum of 1,500; and 3) building and keeping a first-class faculty through higher salaries, reduced workloads, and the introduction of sabbatical leaves.

During Phase One, the college opened the doors of its undergraduate school to women for the first time since the 1920s, and changed its name from the Babson Institute of Business Administration to Babson College, its identity from a school of business management to a school of management, and its degree from bachelor of science of business administration to bachelor of science.

Behind each of these changes in Phase One was a well thought-out rationale. First, the corporate world was opening up to women aspiring to careers in management; and, at a time when demographers were forecasting an imminent decline in the college-
age population, the active recruitment of women would more than compensate for any shortfall in male enrollments.

Second, the Board of Trustees was following precedent when it voted to change the name of the institution. In 1940, Babson Institute, by vote of the Board, became Babson Institute of Business Administration so as to "clearly designate the true function of the Institute." Similarly, the change from "Institute" to "College" was made to help the public better understand the nature of Babson's academic programs. College conveys a different meaning from Institute, a word which, when applied to an educational institution, suggests a technical or vocational school. (Roger Babson was probably thinking of his alma mater, the Massachusetts Institute of Technology, when he named the Wellesley school. He and Mrs. Babson, after all, had called the women's business school that they founded in Florida in 1927 Webber College.)

Third, although the Babson Institute's central mission had always been to train business managers (and so it remains), the change in description from school of business management to school of management reflected a new and broader purpose—to expand management training at Babson to include nonprofit areas, such as government, health care, and education.

And, finally, the unspecified bachelor of science degree conformed to the expanded scope of the Babson mission.

Phase Two of the master plan encompassed plans for a vast building program—the greatest in the college's history—to modernize existing buildings and construct new ones. The focal point of the building program was the proposed Educational Center, a complex of multipurpose buildings which, when completed, would house classrooms, science laboratories, faculty offices, a computer center, audiovisual facilities, and new road system. The centerpiece of

*Paul Babson, a cousin of Roger Babson, wields the shovel at the ground-breaking for Babson Hall, a classroom building. With him were his wife, Edith, and President Kriebel. A substantial gift from Paul Babson made the construction of Babson Hall possible. The building is named for him and his wife.*
the Educational Center, indeed the centerpiece of the entire college, was to be a modern library designed to meet the needs of a rapidly changing academic community. Babson was fortunate to have a new director of the library, James A. Boudreau, whose expertise was enlisted in identifying the specific services the new library should provide and what needs it should meet.

The goal of Phase Three was to improve the quality of student life by upgrading and building new athletic facilities. The plans called for new tennis courts; baseball, soccer, and lacrosse fields; and the construction of an annex to the gymnasium to house handball and squash courts.

Ambitious and far-reaching though the agenda was, the school managed to attain or come close to attaining virtually all of the master plan’s major goals by the time the 1973 deadline was reached. The Babson Institute was now Babson College, a coed school of management that conferred a B.S. degree. It had enhanced the quality of its undergraduate program by strengthening the course offerings in the management area and by broadening the course work in the liberal arts. It had doubled the size of the faculty and improved its quality and morale by offering more competitive salaries, introducing sabbaticals, reducing course loads, and tightening tenure and rank procedures. The student body had grown according to the schedule set by the master plan and had achieved a mix hitherto unknown, not only because of the arrival of the first women, but also because, for the first time, the school was actively recruiting minority students.

Enriching the curriculum and strengthening the faculty, in turn, enhanced the reputation of the college and helped spur a record number of applications for admission into the undergraduate program. The graduate school, too, experienced unprecedented growth, its evening school having expanded during these years into the second largest in the Boston area. Also adding to the growing numbers on campus was the new School of Executive Education. Conceived by those who worked on the master plan and brought forth in 1972 by Stewart Stokes and Everett Stephens with
support from the president, the school was an instant hit with business firms.

But the most important factor in attracting record enrollments was the decision to go coeducational. The evening M.B.A. program had led the way by admitting women when it opened in 1961. The day graduate school followed suit, enrolling its first woman in 1967, and in the following year two women enrolled in the undergraduate school. Their numbers quickly multiplied.

Nearly as impressive as the growth in academic stature and enrollments, and in many ways facilitating that growth, was the physical expansion of the college. No fewer than six new buildings stood on what had been wooded areas and parking lots in 1968. Three of them—Keith, Canfield, and the nearly completed McCullough—added the latest word in residence halls to the campus, and the other three—Babson, Gerber, and Kriebel—vastly expanded the academic resources of the college. Facing the newly constructed Humphries Plaza, they formed the nucleus of the Educational Center and added desperately needed classroom space, faculty offices, computer and audiovisual facilities, and science laboratories to the school's holdings. Also as a consequence of the master plan, new athletic fields and tennis courts had sprouted up on campus.

To help meet the staggering costs of development, Babson College relied heavily on its newly established permanent annual giving program. But, given the costs for development on this scale, not enough funds were available to complete all of the projects envisioned in the master plan. Hence, the proposals for a new $5.5 million library and a sports complex were put on hold awaiting the funds necessary to begin construction. The same was true of the proposal for a new multimillion-dollar student center. But where the funds for the library and sports center were soon forthcoming, the same was not true for the student center.

The master plan and its implementation was the supreme test for the Kriebel presidency, and, by any measure, it passed with flying colors. The conception of the plan, the fine-tuning of its details, and, above all, its successful implementation, were outstanding accomplishments that owed much to the administrative skills of President Kriebel and key members of his staff. Kriebel benefited in particular from the contributions of a troika of top administrators (who, like him, had come to Babson in the early Hinckley years), namely, Vice President of Public Affairs Everett Stephens, Vice President of Student Affairs Paul Staake, and Vice President of Student Affairs Walter Carpenter. Each worked well with the president, and each spoke admiringly of his leadership.

Paul Staake called Kriebel the right man, in the right place, at the right time, noting that Henry Kriebel had presided over "the most rapid growth in academics, numbers of people here, plant [expansion], and quality of students and programs since World War II, and perhaps of any period in the history of the school."

Everett Stephens credited much of the progress made during the Kriebel years to a leadership style that meshed nicely with group endeavors. "Kriebel

Left to right: Vice Presidents Walter Carpenter and Everett Stephens with President Kriebel.
Paul Staake, dean of students and vice president of student affairs.

Most of those who had toiled in the vineyards of the planning committees and work teams, and who had helped bring forth the new Babson College, are enrolled in the legions of Babson’s unsung heroes.

is not a man who makes unilateral decisions. They are always well thought-out,” Stephens explained. “What he did was surround himself with a team that works well together without being ‘yes’ men. Some of our meetings are pretty hot, with the final decision something other than what the president first suggested.” Each member of the team spoke for a different constituent group, and the president took into consideration their divergent points of view before reaching his decision. Out of this flexible and balanced approach to decision making came many positive accomplishments, the greatest of which, in the opinion of Stephens and most other close observers of the Babson scene, was the successful implementation of the master plan.

Walter Carpenter, too, spoke admiringly of Kriebel’s administrative skills. Kriebel, he said, “has a kind of analytical ability to see a problem and its parts and to hold an objectivity while thinking it through.” But Carpenter read something more into the Kriebel record. “One strength he has,” Carpenter once observed, “is a great dedication to the college as a whole. His heart is with the college as well as his mind.”
Freeman T. Putney was executive vice president and treasurer of Babson Institute from 1941 to 1964. A longtime colleague of Roger Babson, he played a dual role, serving simultaneously as an account executive at Babson's Reports.

None of these accomplishments could have taken place without the cooperation and the contributions of all segments of the Babson community. Much of the credit for keeping the costs in line, for example, is owed to Jesse Putney. A third-generation Babsonian—his father had preceded him in the post of Babson's chief financial officer and his grandfather had been a member of the finance committee—Putney had earned his undergraduate and graduate degrees at the Babson Institute. He returned to the college to take charge of its financial affairs following the sudden death of his father in 1964. In the ensuing years, Jesse Putney earned a reputation among those who knew him and his work best as a man who combined an ancestral love for the school with a finely honed sense of cost-consciousness. It was Putney who promoted the idea of getting the maximum use out of the campus that led to profit-making ventures like the summer camps for children.

Because of the collective efforts of such dedicated members of the Babson community as Jesse Putney, Kriebel could report to the Corporation in the wake of the largest spending program in Babson's history that, "There is every indication that the college is on a firm basis—both financially and academically—and should be able to continue to move forward in a way which will not only maintain but strengthen its position in the academic community."

Most of those who had toiled in the vineyards of the planning committees and work teams, and who had helped bring forth the new Babson College, are enrolled in the legions of Babson's unsung heroes. Henry Kriebel knew this and thanked them all—faculty, staff, students, alumni, the governing boards, and friends of the college—for having produced such splendid results.

Babson College was indeed the product of a team effort. But it was Henry Kriebel who coordinated and gave direction to that effort, the results of which lifted Babson into the mainstream of business colleges of the day and positioned it to advance still higher in the academic and business worlds in the decades ahead.

The Kriebel years were years of unprecedented progress for Babson College, yet they coincided with an era in which American colleges and universities were, in the words of the Babson Corporation, "facing ... the most difficult problems in their history."

Babson not only survived those times, it flourished, a feat that the Corporation credited to the leadership of the president. Upon Dr. Kriebel's decision to retire in 1974, the Corporation expressed its gratitude:

Under [Henry Kriebel's] leadership, Babson ... reached financial stability when other colleges were forced to close for lack of it. It expanded physical facilities when others stood dormant. It strove for academic integrity when the nation questioned academic credibility. And it received student support when others received student condemnation.

Henry Kriebel was not without his shortcomings as an administrator. At times, he was cautious to a fault, given even the financial constraints under which he had to operate, and he was not always receptive to new ideas, even when they were good ones. "Dammit Frank," he once told the director of the graduate evening school, Frank Genovese,
"you’re just like Roger Babson. You have more damned ideas." As dean of faculty, Kriebel had opposed the establishment of the evening M.B.A. program, although later, to his credit, he admitted that he had made a mistake. Some of the students seemed to have sensed the strain of caution in the president’s way of doing things. The Babson Free Press once editorialized that “many students have complained that they cannot relate to President Kriebel, that he is too conservative and inward, too hard to talk to and meet.” Nevertheless, the same editorial concluded: “President Kriebel will go down as one of [Babson’s] great presidents.”

If his caution was a fault, it was a minor one. As was the case with Harry Truman, the buck stopped in Henry Kriebel’s office. He made most of the final decisions after Roger Babson’s death, among which were many that were the very antithesis of caution, leading to some of the most far-reaching and daring steps ever taken in the school’s history. Perhaps the finest tribute accorded to President Kriebel was paid to him by the student newspaper on the occasion of his retirement in 1974.

During his time as president, Kriebel has furthered Babson’s good name in the field of Business and has led the school in its continuing work to keep up with the ever-changing process of education. His influence will stay with the school as long as there are people here who recognize a man with foresight and dedication.

And in the continuing history of Babson College
Henry Kriebel may be remembered as the man who, save Roger Babson, played the greatest part in molding the school’s past and guiding it toward the future.

More than any other individual, Dr. Kriebel deserves credit for the unparalleled record of growth and progress that took place during his tenure. It has secured for him an honored place among the pivotal figures in Babson’s history, and has ensured his successors a rich inheritance upon which to build.

Former faculty member and dean John Millea (shown left) came back for the 1969 reunion. Millea Hall is named for him. He was on the Institute staff from 1920 to 1942.
"It is better for Babson to do a few things superbly than many things poorly."

— Ralph Z. Sorenson

President of Babson College, 1974-1981
Chapter 6

America's #1 Business Specialty School

In April of 1973, Dr. Kriebel announced to the Board of Trustees his plans to retire at the end of the following school year. He would turn sixty-five by that time, he explained, an age at which most people retire. By that time, also, he would have completed twenty-eight years of service to the college in various capacities, the last thirteen of them as president.

The year's grace that the letter of intent conveyed afforded ample time for the college to organize its first presidential search committee and for the committee to complete its assignment: to find a successor to President Kriebel. Headed by Jarvis Farley, the chairman of the Babson Corporation and the Board of Trustees, the search committee screened more than 200 applicants before narrowing the field down to eight finalists.

Each of the eight met individually with the committee to respond to questions regarding the central concerns of Babson College. Above all, the committee wanted to explore the candidates' views on fund raising. Professor Earl Bowen, one of the two faculty members on the search committee, explained why: "Fund raising is the most important part of a president's job. We want to know if he is afraid to solicit money and what his general attitude is toward it. If he doesn't think it's important, then we can stop there."

Bowen's remarks pointed to the silent revolution that had taken place in the governance of the college during Henry Kriebel's tenure. Prior to Kriebel's assumption of the office, the president devoted his efforts almost entirely to academic matters. He had little to do with financial affairs or with generating contributions to the college. Roger Babson's stiff-necked opposition to the solicitation of funds not only tied the president's hands but everyone else's as well. But Henry Kriebel's persistent demands that the president assume a leading role in budgetary considerations had forced Roger Babson and the trustees to give ground—so much ground, in fact, that the chief criterion for choosing Kriebel's successor was the perception of the candidate's potential as a revenue producer.

Left: A $4.3 million gift from the Olin Foundation made possible construction of the Horn Library, which opened in May 1980.
On February 8, 1974, the search committee announced its choice—Professor Ralph Z. Sorenson, a marketing professor at the Harvard Business School. The 41-year-old Sorenson came to the Babson presidency with outstanding credentials. He was, in the words of a colleague, “an academic by training and an administrator by choice.” The dean of the Harvard Business School spoke highly of the man he had recommended to the search committee. “He’s impressed almost all of us with his remarkable combination of human skills and the ability to get the job done,” the dean said. “I have great admiration of him as an administrator, faculty member, and as a human being.”

Dr. Sorenson was just as anxious as the search committee to divine whether or not his views on education and administration were compatible with those of Babson College. Shortly after the search committee announced its decision, Babson’s seventh president sat down with the editor of the Babson Free Press and talked about the concerns he had when he first interviewed for the position. “I was trying to see if Babson as a school had a sense of forward movement—whether it was a growing, viable, vital or a stagnant, dying school,” he said. “I wanted to probe into Babson, whether it had a sense of direction . . . [and] people that really care about it, and who had a sense of commitment, dedication, and loyalty that go along with it.”

Sorenson came away from his first meeting with the search committee satisfied that Babson was “a very dynamic and vital institution.” If the enthusiasm and commitment of the committee members were representative of the Babson spirit, he reflected, it boded well for the college’s future.

Like Roger Babson, President-elect Sorenson was a firm believer in setting goals and objectives and in drafting plans to achieve them. He was clear from the outset about what he wanted to do for Babson College, and that was to develop its maximum potential. He was also in a hurry to get started. On the eve of his inauguration, he announced that the time had arrived for the Babson community “to join hands once again to plan systematically for the years ahead.” Accordingly, work would commence on drafting a new master plan immediately following the inauguration. In fact, he was already appointing members to a long-range planning committee to be chaired by Jarvis Farley.

The committee had its work cut out for it. Dr. Sorenson expected it to reach a consensus on a reasonable set of long-range objectives and on a clear sense of direction for the college by May, a short seven months away. “By that time we will define the role and mission of each major program we’re involved in,” he vowed.

In another interview with the Babson Free Press, Dr. Sorenson explained the haste. Work on the 1968 master plan, he said, had taken more than two years to move from drawing board to implementation. He felt that Babson could no longer afford the luxury of such an extended dialogue to set “the direction in which we want to go and the broad lines of strategy for getting us there.” The competition would not stand still while the planning committee debated these matters. Moreover, the task facing the committee was not as daunting as it might appear. “We can meet the deadline if we understand that what we’re trying to achieve is not a
complete blueprint but rather a sense of overall direction," he told the student reporter. Once the committee agreed on the direction, it would be positioned to fill in the details regarding curriculum, faculty, students, buildings and grounds, revenues, and other important matters.

Dr. Sorenson already had some thoughts on these subjects. In an idea-packed inaugural address, he described Babson College as a school of management engaged in the pursuit of excellence—in teaching, in learning, and in the quality of its programs. The surest way for Babson to excel, he told the audience assembled in Knight Auditorium, was to stick to what it had always done best: build on strengths and break new ground with experimental programs.

Whether building on strengths or breaking new ground, Sorenson asserted, Babson had to avoid the pitfalls of overdiversification and concentrate instead on doing "a few things superbly." This entailed positioning the students "clearly in the center of our institutional orbit"; assigning top priority to teaching and learning; delegating a vital role to the liberal arts in the undergraduate program; strengthening ties to the business community; and adopting a mechanism for producing detailed strategic plans each year.

President Sorenson set his sights high. The overall goal of the second master plan, as he saw it, was to help make Babson College "the finest undergraduate management education college in the country." To ascend to such a lofty height, however, necessitated shaking things up below.

In guiding the school through the early stages of the master plan, Sorenson acquired a reputation among some of his co-workers as a hard-driving, tough-minded administrator whose hurry-up style of running the school sometimes proved unsettling to those used to a more relaxed way of doing things.

Perhaps this approach was part of the price of progress. Certainly, progress was the hallmark of the Sorenson administration. The 1970s had opened with Babson beset by student unrest (which at one point shut the school down), and ended with the school's standing in the ranks of business colleges at an all-time high. During the decade, Babson had accelerated the drive toward academic excellence begun under President Hinckley twenty-five years earlier, redoubling efforts to build a first-
rate faculty; recruit a more diverse, academically proficient student body; enrich and expand courses and provide facilities worthy of a top-ranked college. And thanks to the successful implementation of the Kriebel and Sorenson master plans, the school had succeeded.

The flurry of construction under way since the early 1970s continued under Sorenson. The opening of the 104-bed Pietz Hall dormitory and a new twelve-unit apartment building on Woodland Hill in 1978 alleviated the pressure for on-campus housing. Down on the “Back 40,” the Babson Recreation Center opened its doors in 1981. Consistent with Jesse Putney’s concept of extracting revenues from unused campus land, the new complex was run as a profit-making venture. In addition, its eight indoor tennis courts and ice-skating rink proved invaluable to Babson’s tennis and hockey programs. The capstone of the building boom was the Horn Library. A $4.3 million donation from the Olin Foundation covered its cost. Foundation Director Lawrence M. Milas ’58, made the announcement of the gift—the largest foundation grant to the college to date—to a delighted audience at the 1979 Commencement.
Ralph Sorenson had assigned the highest priority to the construction of a new library, and for good reason—the old library was beyond redemption. Virtually untouched by the revolutionary changes taking place in library services and its stacks filled to overflowing, the antiquated Newton Library was serving ten times as many people as it was designed to accommodate when it was built in 1939. School planners had dreamed of a replacement for more than a decade. And now, thanks to the generosity of the Olin Foundation and to a successful capital campaign launched under President Sorenson, the dream was realized. The crown jewel of the Babson Education Center, indeed of the entire college, the Horn “learning resource center” catapulted Babson’s research and learning facilities into a new dimension when it opened its doors in May of 1980.

Housed in the Horn Library are the Babson College Archives, the Sir Isaac Newton Room, and the Roger Babson Museum, the costs of their new accommodations largely covered through the generosity of the founder’s daughter and the Institute’s first alumna, Edith Babson Mustard ’23. These special resource areas attract scholars and visitors from all over the world.

In the late 1970s, work commenced on converting the Newton Library into a combination classroom and faculty office building. Named in honor of the family of Babson alumnus Victor F. Tomasso ’51, whose generous gift helped fund the extensive renovations, Tomasso Hall opened in 1981. Also opening in 1981 after undergoing a complete overhaul was Alumni Hall, formerly known as the Spear and Staff Building.

Physical improvements were also made to the college grounds. Major modifications in the school’s road and parking network, begun under the first master plan, continued. They included the blocking off of old entrances to the campus and the construction of a new one (College Drive). The purpose was to produce a “walking campus,” so that, in the words of one administrator, “education

Professor William Bygrave teaches a class in Tomasso Hall, the old Isaac Newton Library. The renovation provided large interactive classrooms and faculty offices.
could replace the automobile in the center of things."

Not everyone among those forced to slog through heavy downpours and snowdrifts in keeping to their appointed rounds was ecstatic about the change. Others, however, approved, content in the knowledge that in the perennial clash between asphalt and greenery that marks the path of development, the advantage this time went to the environment.

Nor was this the only advantage. Jesse Putney pointed out in an article in the student newspaper that the new system had resulted in safer traffic patterns both on and off campus. For this benefit alone, the throngs of pedestrians, bicyclists, joggers, skateboarders, and happy preadolescent campers who daily or seasonally wend their way unscathed through the environs of Babson College owe thanks.

In February of 1980, President Sorenson met with representatives of the student government to discuss the future of Babson College. Babson specialized in management education, he told them, and in preparing students "not only for a career but for rich and full lives as well." To meet these commitments and to remain competitive, he believed the college had to attract the finest students, build the strongest faculty possible, and continue to lead in curriculum development. Sorenson likened the college to a tripod and its three programs or schools—undergraduate, graduate, and continuing education—to the tripod's legs. There was a critical need to strengthen each of the three legs, he asserted, and the key to meeting this need was sound strategic planning. "I see this whole process," he said of long-range planning, "as the beginning chapter of a way of life at Babson—a process that is going to carry over into the next year and the succeeding years."

Out of President Sorenson's idea for a mechanism to produce annual strategic plans came the Planning and Review Committee (PRC). Commissioned to evaluate the objectives of the school's three academic programs each year, the PRC was also responsible for forecasting the direction each was likely to take over the next five years.

In the curriculum area, Babson posted another first—the first undergraduate school of business in the United States to offer a major in entrepreneurship. Chieftly responsible for this breakthrough was Professor of Management John Hornaday whose classroom experience convinced him that contrary to conventional wisdom it was possible to teach entrepreneurial skills.

The most exciting innovation in Babson's management curriculum since Roger Babson introduced the one-year program, the concentration in entrepreneurial studies won high grades in academic and business circles. The establishment of the Center for Entrepreneurial Studies in 1978 marked Babson's emergence as one of America's top colleges for training future entrepreneurs.

The graduate school also took pains to build a stronger, more stimulating curriculum. It introduced a new course, "the Living M.B.A.," with con-
siderable fanfare, hailing it as an opportunity for M.B.A. students to work under the supervision of a faculty member in small groups to solve actual management problems of participating companies. The consulting-team concept employed in the Living M.B.A. course bore a marked resemblance to Roger Babson's "laboratory work." But regardless of how old the idea, it was still a sound one. The course (renamed the Management Consulting Field Experience, or MCFE) proved so popular that it was opened to undergraduate students as well.

The nationally acclaimed International Management Internship Program (IMIP), introduced in 1979, provided opportunities for qualified M.B.A. students not only to earn graduate credit by working as interns overseas for international business organizations, but also to gain insights into the host countries. Said one satisfied M.B.A. student of his work experience in Northern Ireland: "The experience of making decisions while trying to learn how your co-workers view the world teaches you that life in America is only one of many styles of living."

Dr. Sorenson had prophesied that the combination of the emphasis on fieldwork and the international thrust of the M.B.A. curriculum would carve out for the Babson graduate school "a special niche among M.B.A. programs." Subsequent developments suggest that he was right. Certainly, the new directions in the graduate program sparked interest among prospective applicants. Total enrollments in the graduate school rose 28.3 percent between 1974 and 1980. In the same period, the percentage of female M.B.A. students at Babson nearly tripled, surging from 12.3 percent to 32.4 percent. A delighted President Sorenson, having read the returns, lavished praise upon Babson's M.B.A. program, calling it "one of the largest and best in New England."

Babson made progress on the gender front at the undergraduate level as well. In just five years (from 1975 to 1980), the percentage of women enrolled in the undergraduate school jumped from 17 percent to 31 percent.

The third leg of the tripod—the school for executive education—evolved during the Sorenson years.
from an experimental program into a robust operation whose specially designed courses were proving increasingly popular with a growing number of participating firms. In 1979, approximately 2,000 people took executive education courses at Babson. Not content with this, the Babson administration commissioned a study to examine the feasibility of building a deluxe residential executive conference center on campus. The study focused on the prospects (since borne out) of such a facility propelling Babson College into the forefront of continuing management education programs in the United States.

Progress at every level fueled more progress; it took on a life of its own. The stronger the graduate and undergraduate programs, the higher Babson’s academic standing; the higher the standing, the greater the college’s name recognition and prestige, making it easier to fill faculty and staff openings with outstanding people and to recruit more academically qualified students.

Applications for admission to the undergraduate school nearly doubled during Sorensen’s tenure, even as other business schools experienced shrinking enrollments; this afforded Babson the luxury of tightening the selection process while accepting more applicants. Babson’s decision to go coed helped matters considerably, attracting as it did greater numbers of top-ranked secondary school graduates. As a result, the average SAT scores of entering freshmen rose during the 1970s, bucking the downward trend nationwide. Particularly satisfying was the fact that Babson’s mean SAT scores consistently outpaced the mean posted by the collective body of the American Assembly of Collegiate Schools of Business (AACSB).

Babson College had long sought admission to the AACSB, the national professional accrediting agency for schools of management. Spearheading the drive for accreditation was Vice President of Academic Affairs Walter Carpenter. For him, it was a personal crusade whose aim was to elevate Babson to national prominence. He proved a dogged and tireless champion of the cause. The college had first applied for membership in 1965, only to be turned down on the grounds that the AACSB conferred accreditation only to business colleges that were affiliated with a university; Babson, an independent business school, was therefore ineligible.

Subsequently, the AACSB suspended that rule, prompting Babson to reapply. In January 1980, an AACSB evaluation team arrived on campus. Its mission: to decide whether the quality of Babson’s curriculum, faculty, and student body met AACSB standards.

Walter Carpenter was keenly aware of how much was riding on the outcome. A professional school like Babson would gain enormously in stature and recognition, he told a student reporter, if accredited by so prestigious a national assembly as the AACSB. Moreover, AACSB accreditation would demonstrate to the public that a team of independent experts had subjected the college to intense scrutiny and that, in its judgment, the quality of the school’s educational program met the highest professional standards, Carpenter said.

The AACSB announced its decision in June. It had voted full accreditation for Babson’s undergraduate school. Babson had passed another major
milestone on the road to national prominence. Accreditation was a singular honor of great moment, for by it, Babson College became the first independent undergraduate school admitted into the AACSB, whose membership rolls include the nation's top business schools.

As Walter Carpenter had predicted, accreditation brought instant recognition. Beta Gamma Sigma, the national business honor society, installed a chapter at Babson immediately following the AACSB's favorable vote on the undergraduate school.

Meanwhile, action was pending on the graduate school's application, and, in 1981, the AACSB approved it as well.

Tragically, the man most responsible for winning the approval of the AACSB was unaware of these developments. Dr. Carpenter had been struck down by herpes encephalitis, a virulent brain-damaging disease, shortly before the AACSB evaluation team had reached its decision. He never recovered.

Godfred Christiansen of Denmark, chairman of Interlego, was named a Distinguished Entrepreneur in 1986. During his visit he joined some children to play with Lego blocks.

The Distinguished Entrepreneurs in 1978: from left, Kenneth Olsen, Berry Gordy, President Sorensen, Soichiro Honda, Ray Kroc, and Royal Little.

AMERICA'S #1 BUSINESS SPECIALTY SCHOOL
Under Sorenson’s leadership, Babson kicked off its first major capital fund raising drive in May of 1979 with a strike target of $12 million.

The leaders behind the successful 1979 capital campaign: Trustee Robert Henderson, President Sorenson, Trustees Philip Peters and Charles Thomas.

Walter Carpenter saw himself as a coordinator who had helped put together a successful organization. “I have had the opportunity to build a fine team,” he told a student reporter when asked about his contributions to the college. “But I alone have not done anything.”

His colleagues in the administration and faculty, as well as those alumni and students who were familiar with his dedication to Babson, thought otherwise. For them, he was more than a small cog in a large machine. They regarded him as a gifted team leader who not only helped build the machine but also kept it running smoothly.

Dr. Carpenter had come to the Babson Institute in 1947 intent on building a college. It is a mark of the man and his achievements that when he stepped down as Vice President of Academic Affairs in 1981 in order to return to the classroom, the college that he helped build had emerged as one of the finest small business colleges in the United States.

Few things were left unchanged by the march of progress during the 1970s, including one of Babson’s oldest traditions—the celebration of Founder’s Day. Observance of Founder’s Day dated back to November 14, 1947, when President Hinckley decided that it made more sense to set aside one day each year to honor Roger Babson and his accomplishments while he was still alive rather than to save the tributes until after his death. During Henry Kriebel’s tenure, the school decided to update the celebration and focus instead on a general business theme each year.

Finally, in 1978, Founder’s Day assumed its present form when it became an annual celebration of entrepreneurship.

The adoption of the entrepreneurial theme for Founder’s Day turned a public relations dream into reality. Bringing world-renowned entrepreneurs to the campus and holding ceremonies in their honor that culminate with their induction into the Academy of Distinguished Entrepreneurs has gotten the Babson story out, particularly to the business and academic communities.

But the college had a more important goal in mind. By promoting the entrepreneurial spirit as its special competence, Babson carved out a unique niche for itself in business education; and it has underscored that achievement with an annual cele-
bration consistent with Roger Babson's homespun philosophy: It is original and it makes good sense.

The list of inductees into the Academy is impressive, including some of the world's most renowned entrepreneurs. The names and titles of the original inductees make the point: Berry Gordy, president and chairman of Motown Industries; Soichiro Honda, founder of the Honda Motor Car Company, Ltd.; Ray Kroc, chairman of McDonald's Corporation; Royal Little, founder and former chairman of Textron, Inc.; and Kenneth Olsen, president of Digital Equipment Corporation. Small wonder that President Sorenson called Founder's Day 1978 "a high spot in Babson's history."

Missing from the membership rolls of the Babson Academy of Distinguished Entrepreneurs is the one who got away. In 1990, Ross Perot accepted Babson's invitation to become a member of the Academy. As it turned out, however, Perot had no intention of sharing the stage with others. Months after having accepted the invitation, he demanded that he be the sole inductee, and when Babson stuck to its terms, the Texas multibillionaire withdrew his acceptance. It was not the first time nor the last that the nation's most famous dropout withdrew from a commitment.

Among the many talents Ralph Sorenson exhibited as president of Babson College, the single most important one was his ability to generate contributions to the college. Under his leadership, Babson kicked off its first major capital fund raising drive in May of 1979 with a strike target of $12 million. Called the Babson Plan, it was a smashing success. The first year of the drive netted nearly $7 million, a sum greater than the total amount of funds raised in the preceding sixty years. And by the time the capital campaign concluded in the spring of 1981, it had raised $17.8 million, surpassing its $12 million goal by nearly 50 percent.

Like all of Babson's presidents, many of the successes racked up during the Sorenson years stemmed from programs already in the pipeline and decisions already made before he arrived. None could have reached fruition without the support and contributions of others. Development is not a one-man show. It is an ongoing process that demands commitment and cooperation from many people. As Walter Carpenter once observed, "It is an achievement of the entire college that Babson is a going/concern that is making a significant contribution to the management profession."

President Sorenson understood this. "I think the thing that gave me the most satisfaction," Sorenson recounted in a 1991 interview, "was the fact that it was really a team effort. There were a lot of people who were involved in the process. . . . Obviously not everybody on campus agreed about everything we were doing, [but] we had a pretty good consensus."

Still, it is the president who sets the pace of change. More than any of his predecessors except Roger Babson, President Sorenson made things happen. Strolling past McCullough Hall with David Carson one day in early September 1977, Sorenson pointed to a wooded area and asked the future director of planning: "Can we have a dormitory here by this time next year?"

"How many beds?" Carson asked.

"Around a hundred," came the reply. One year later, the 104-bed Pietz residence hall stood on the very spot.

The Babson Free Press, in its final issue of the 1970s, exuded the can-do spirit that permeated the college under Sorenson. "There has been a tremendous upgrading of standards at Babson during the past decade," it editorialized. "Babson College seems prepared to face the 1980s, happily, with similar progress and improvement."

In August 1980, President Sorenson announced in a letter to Jarvis Farley his intention to leave Babson College to become president and chief executive officer of Barry Wright Corporation, a major diversified firm headquartered in Watertown, Massachusetts. His resignation was set for the end of the forthcoming school year, to allow a search committee adequate time to find a replacement. Sorenson described his years at Babson as "clearly . . . the happiest and most satisfying of my professional career." He was departing, he wrote, satisfied that "most of what I set out to accomplish has been achieved."
The Corporation paid tribute to President Sorenson as an extraordinary leader.

During his tenure as President, the College has prospered and his leadership has left an enduring mark. Babson College is now widely known and respected as a premier educational institution, in great part because of the efforts of Ralph Z. Sorenson. The quality of the student body, the faculty, and the curriculum has been visibly enhanced under his direction. . . . Among the many projects shepherded by him, the Academy of Distinguished Entrepreneurs has brought great honor to the College.

Special praise was reserved for what the Corporation called the “crowning achievement” of the Sorenson presidency—the highly successful capital campaign, which produced millions of dollars needed to see the college through the years ahead.

The chairman of the Corporation concurred with his colleagues. In a letter to the Babson community extolling the man that he was instrumental in bringing to Babson, Jarvis Farley wrote: "Ralph’s years of leadership have carried Babson College a long way on its road to preeminence in management education."

Indeed they had. Each of the three legs of the tripod had grown in stature and strength during these years. Accreditation by the AACSB marked the greatest single professional advancement for the undergraduate and graduate schools since their establishment under the laws of the Commonwealth of Massachusetts as degree-granting programs. The school of executive education had evolved beyond the experimental stage; it was beginning to realize its potential. With the completion of the Horn Library, Babson boasted one of the finest small college campuses in the United States, striking in its beauty, its proximity to the great cultural center of Boston, and its outstanding facilities. Finally, the completion of Babson’s enormously successful first major capital campaign, and the administration’s faithful adherence to the pay-as-you-go tradition of financing, left the college in robust financial health. Total annual revenues had risen an impressive 160 percent from during President Sorenson’s tenure.

Truly, Babson College was, as President Sorenson had written in his letter of resignation, “well positioned to meet the challenges of the 1980s.”

Ralph Sorenson’s announcement of his resignation effective June 1, 1981, led to the establishment of a fourteen-member presidential search committee. Like its predecessor, it was chaired by Jarvis Farley and composed of trustees, staff, faculty, alumni, and students. And like its predecessor, its first order of business was to decide what direction the college should take in the decade ahead; its second was to comb through more than 200 applications before narrowing the field down to eight finalists.

Five months of innumerable meetings and interviews later, the committee reached its decision. By unanimous vote, it chose William R. Dill, dean of New York University’s Graduate School of Business. Dr. Dill’s background in college administration and five-year stint as program director of education, research and development in the Data Processing Division of the IBM Corporation decided the outcome. He had, in the opinion of Jarvis Farley, "an awfully strong record in administering and inspiring a school of management."
A second grant from the Olin Foundation, totaling $2.35 million, enabled Babson College to build the Horn Computer Center, completed in 1987.

Dill's academic credentials were particularly impressive. A summa cum laude graduate with a B.A. in English from Bates College and a Ph.D. in Industrial Administration from Carnegie Mellon University, the former Fulbright and Ford Foundation scholar had taught at Carnegie. Dill had authored books and numerous articles on management and management education. He was, at the time of his selection by the search committee, serving as a director of the Carnegie Foundation for the Advancement of Teaching. Dr. Ernest L. Boyer, president of the Foundation, described his colleague as "an outstanding scholar, a careful and creative thinker, and a most effective administrator."

At its meeting in March, the Babson Board of Trustees ratified the search committee's choice, and William R. Dill became Babson's eighth president.

For his part, the new president was impressed by Babson's educational philosophy: to teach students how to make a living as leaders in management and how to live as individuals, parents, and citizens. Dill also liked the college's can-do spirit. Babson, he noted, was not immune to the soaring costs of a college education and the demographic trends that had triggered a downturn in college enrollments elsewhere—yet where a mood of defeat pervaded other campuses, Babson looked to the future with optimism. Best of all, there was sound reason for its cheerful outlook, he said. The college had "an orientation in the marketplace of higher education, a base of accomplishment, a location and facilities, and good people to continue moving ahead while others struggle to stay even."

In his inaugural address, Dr. Dill reflected on the past, present, and future of Babson College.

You have turned over to me a beautiful campus, an exciting community of students and faculty, successful alumni, imaginative and relevant academic programs, a good reputation with employers, a tradition of planning for the College's future, an outstanding record of financial stability, and success in fund raising.
Babson was indeed blessed with many strengths and assets, he continued, among which was its clearly defined mission to educate future managers for careers and for life. A second asset was its appropriate size—small enough to provide the advantages of a compact, close-knit community and large enough to offer the range of subjects and the diversity of opinions that students needed to broaden their horizons. A third was Babson’s strong ties with the business community, as evidenced by the generous contributions that helped push the recent capital campaign over the top. Still another strength was the college’s emphasis on teaching. There was a vital link between classroom performance and the school’s future prospects, the president noted. “Nothing will determine Babson’s progress in the years immediately ahead so much as the quality of our teachers,” the president said.

From such ingredients a world-class college could be built, but only if the faculty and administration continued “to pioneer in teaching, in research, and in collaboration with business.” A willingness to experiment and innovate was an integral part of the Babson tradition, the speaker reminded his audience. Roger Babson had founded the Institute in 1919 to provide a truly unique approach to schooling young men for careers as managers. Dill noted that many changes and much growth had taken place at the school since then, thanks to which Babson College enjoyed a reputation as a topflight school of management. However, Babson was no longer alone. There were many other fine schools engaged in educating tomorrow’s managers. To keep its edge, Babson had to strive, as it always had, to be different and better in the ways that it would educate future managers. To ignore this imperative would place Babson at risk, Dill warned, for “our only assurance of continued success is to continue to pioneer.”

Several months into his new job, President Dill, in a wide-ranging interview with the Babson Free Press, spoke again about the need to be different. Daring innovation, he said, was the key to Babson’s future successes just as it was to its past successes. Babson had come far by pursuing a policy that combined continuity and change, by building on what it did best while at the same time experimenting with imaginative new programs. It was well to remember, Dill said, that “the idea that made Roger Babson go was that maverick image.” Roger Babson enjoyed going against the grain by doing things differently; Babson College must do likewise.

Unfortunately, the trend in management education in recent years had turned away from a willingness to be different, Dill remarked. Babson must avoid the temptation of conformity that had drawn other schools into following the crowd. Babson’s strength, its vitality, its very future depended on innovation, not imitation.

President Dill made clear that he shared Ralph Sorenson’s vision of Babson’s ultimate destiny. “We want to be known for the best in liberal education,” he told the student interviewer, and as “the best place around to learn management with an entrepreneurial flair and a place to get both practical perspectives and a broad understanding of the role of managers and business in society.”

In advancing toward these goals, Babson enjoyed singular advantages over its competition. Whereas other schools of management were attached to large universities, Babson was a freestanding college with its own liberal arts division, and while business and liberal arts professors at other schools of management were separate and distinct, at Babson, all faculty members worked together as a team. Dill concluded with the observation that, for Babson to rise above the competition, it had to stay ahead of business trends, and this mandated a policy of experimentation and innovation in its educational programs.

Among the business trends unfolding during the 1980s, the one that Dr. Dill anticipated as having the greatest impact on Babson was the spread of the global economy. Dill believed that Babson was on the right track; it had already taken steps to become more international. However, he felt it had to do more. For example, Babson needed “a strong international student body on campus and a reasonable number of faculty well acquainted with international conditions.” The college also needed cross-
cultural studies and more management courses that examined the international dimensions of business. A foreign language program would certainly help, he added.

The Dill era (1981-1989), like those of his two immediate predecessors, was a time of vigorous growth for the college. Commitment to excellence in teaching remained as firm as ever. To attract outstanding faculty and improve teaching performance, the administration targeted additional funds to support a more competitive salary scale, increased the number of sabbatical leaves, reduced teaching loads, and subsidized research. Other improvements included the introduction of seminars on teaching, and tightened procedures for rank promotion and tenure. Steps were also taken to invigorate and enrich course offerings in the undergraduate, graduate, and executive education programs.

President Dill was keenly aware when he assumed office that he was building on past accomplishments. In his first annual report, he commended the Kriebel and Sorenson administrations for having bequeathed to him an outstanding institution.

The Center for Executive Education, which opened in March 1987, has gained national recognition. The $13.5 million building contains 15 classrooms, a large dining room and 130 bedrooms (lounge area pictured above).
Men and women come from all over the world to study at the Center for Executive Education. Here, Babson Professor J.B.M. Kassarjian leads a seminar.

Babson College moved ahead dramatically during the 1970s, he said, and established itself as one of the leaders in management education. Most notably, it stepped out in front of the field with its concentration in entrepreneurial studies and its focus on the expanding global economy.

Consistent with Dr. Dill's pledge to maintain Babson's lead in these increasingly competitive areas was his commitment to produce a curriculum that would familiarize students with the international dimensions of business and teach students how to work effectively in a diverse, multicultural world.

At the same time, the administration carved out new niches for the school of executive education, introducing innovative specialty programs tailored for middle managers. New courses in retailing, human resources, and procurement, for example, won instantaneous recognition as being among the best in the nation.

Adding luster to Babson's reputation for excellence in entrepreneurial and management studies was the establishment of four new endowed chairs—the Charles Clarke Reynolds Professorship of Marketing and Retailing, the Walter H. Carpenter Professorship of Management, the Paul T. Babson Professor in Entrepreneurial Studies (the first dedicated chair in entrepreneurship in the United States), and the Frederic C. Hamilton Chair for Free Enterprise Studies. Made possible through the generosity of alumni and friends of the college, the chairs underscored the growing importance of endowment funds in advancing the college's academic stature.

Dr. Dill had come to Babson determined to elevate the liberal arts side of the curriculum to the same level as the management side. "In treating the liberal arts as a partner rather than as a competitor or distant cousin to the management courses, we enrich what both halves of the curriculum provide," he announced. Specifically, the study of the liberal arts helped Babson students "to understand the world as a whole, and to prepare them for both life and career."

There was nothing new about the rhetorical backing that Dr. Dill tendered to the liberal arts program. Every president as far back as Edward Hinckley had expressed essentially the same sentiments. What was new was the unprecedented
degree of support and resources funneled into the liberal arts division during President Dill's term in office. Not coincidentally, Babson gained increasing recognition during this period as an innovator in teaching liberal arts to management students.

The Dill administration shared with its predecessors the problem of generating sufficient funds to meet the demands of progress. The success of the Recreation Center on the "Back 40" as an income producer persuaded the administration to lease another section of raw land for profit.

Tucked away in a corner on the Needham side of the campus was a sixty-acre site known as North Hill. In 1982, the college leased the land to LifeCare Services, Inc., which agreed to pay rent for the use of the land in return for the right to build a retirement complex at North Hill. The proposed complex would consist of 375 apartment units, a library, recreation areas, and an attached nursing facility with sixty beds. Under the terms of the contract, Babson would take possession of the buildings and property at the end of fifty years.

Much of the credit for the Recreation Center and the North Hill life-care center belongs to Jesse Putney, who convinced the college to use some of its open land for profit and for the benefit of surrounding communities.

The building boom begun in the 1970s continued unabated in the 1980s. Extensive renovations and additions costing several million dollars added fifty beds to the Forest Hall dormitory, a snack bar (The Exchange) and a new pub (Roger's) to Park Manor Central, new quarters for the liberal arts division and the Office of Career Services to Hollister, and new offices for the undergraduate admissions office to Mustard. Nichols was converted into a multipurpose office building.

Completion of two contemporary apartment buildings on Woodland Hill for the start of the 1984-1985 school year added forty residential units to the on-campus facilities available to graduate students. The following September, the New Hall dormitory for undergraduates opened. With 150 beds, New Hall (since renamed Putney Hall in recognition of the contributions made by the Putney family to Babson) was, at the time of its completion, the school's largest residence hall.

The opening of the Horn Computer Center in the fall of 1987 added the final piece to the Babson Educational Center. Its construction was made possible by another grant from the Olin Foundation, this one in the amount of $2.35 million. Speaking at the dedication ceremony on October 16, Olin Foundation President Lawrence Milas '58, stated, "The new Horn Computer Center places Babson at the leading edge of colleges of similar size and programs." Hailed as one of the finest small college computer facilities in the country, the Horn Computer Center marked a major advance in the college's ability to provide state-of-the-art computer services vital to management training.

The new $13.5 million Center for Executive Education provided a similar boost to Babson's executive education program. Its opening in March
the start of another major project—the construction of a recreation and special events center and a new gymnasium. As with the recently erected computer and executive education centers, the administration and Board of Trustees had greenlighted the project in response to a pressing need.

The Peavey Gymnasium dated back to the 1950s when Babson was an all-male college with an enrollment of around 400 students. Since then, the college had gone coed and had tripled its undergraduate enrollment. Prospective students, touring the campus, made no secret of their dissatisfaction with the gymnasium facilities. The athletic department, too, was unhappy, pointing out that the existing facilities placed Babson’s teams at a distinct disadvantage, especially the women’s teams. A member of the 1986 women’s soccer team pinpointed the problem: “When our team needs to practice inside, the only times the gym is available are 6:30 a.m. on Wednesday or 11:00 p.m. on Monday.” Expanded facilities would open up the gym to the entire Babson community and give Babson’s athletic programs a major boost. Much to the liking of the planners was the promise that a modern, fully equipped gymnasium would help produce winning teams and generate school spirit. President Dill added a note of urgency, pointing out that a number of other colleges in Massachusetts, especially those in the state system, were building new gyms to attract students.

The need to modernize and expand the indoor athletic facilities was as urgent as it was obvious; and that led President Dill to recommend launching the project before Babson had the funds in hand to pay for it.

It was, said a trustee, a “gutsy decision.” It was also a gamble, coming as it did on top of the school having borrowed millions to pay for the Center for Executive Education. Piling debt upon debt had never been done at Babson before. And whereas the Center for Executive Education promised to become a revenue producer (a promise since fulfilled), such was not the case (or intention) with the proposed Recreation and Special Events Center.
Nathaniel Babson’s calling card bore the symbol of a ship, which later became the symbol on the Babson College seal.

Nathaniel Babson more than once had cautioned his son: “Roger, remember that debts are more dangerous than germs.” It was a warning that took root. Years later Roger Babson commissioned unemployed stonemasons to inscribe on some of the huge granite boulders in the Dogtown section of Gloucester a set of brief, pithy messages intended as guidelines for posterity. Among them was “Keep Out Of Debt,” a precept akin to sacred scripture for Roger Babson, a commandment, so to speak, by which he had lived his life and one which he had passed on to the college. And, for nearly seventy years, the college remained (with minor exceptions) faithful to the pay-as-you-go principle set down by its founder. Even during the construction boom of the 1970s, borrowing was kept to a minimum and the books were kept balanced.

President Dill and the Board of Trustees were well aware of the tradition. It was old-fashioned, and it placed severe restraints on growth; but it kept Babson College in the black when other colleges found themselves in dire financial straits because of overborrowing.

In May of 1986, Babson kicked off its second major capital campaign with a goal of $25,150,000, to include funds to cover the costs of the gym and special events center. It is worth noting, as evidence of mounting concerns over funding, that the plans for the new sports complex had undergone major revision—the price tag was slashed from the original estimate of $15.4 million in 1985 to $9 million a year later. By January of 1988, the estimated cost had climbed back to $9.7 million (its final cost was $11 million), but regardless of estimates, the money needed to cover the project was not available. Given the disappointing progress of the capital campaign, it was not likely that the necessary funds would be forthcoming anytime soon.

Not surprisingly, then, the proposal to start construction without the funds in hand to pay for it touched off a heated debate in the inner councils of the college. At a meeting of the trustees’ physical facilities subcommittee, President Dill stated that the executive committee of the Board of Trustees, having reviewed the borrowing potential of the college, had “tentatively agreed” to proceed with the project. The need was urgent, so urgent, in fact, that it was decided to break with precedent and borrow money from the endowment to cover some of the construction costs.

Some of the subcommittee members received the news with alarm. “What is our debt situation today compared to five years ago?” asked one. Jesse Putney’s reply did nothing to ease concerns. “The college was $2 million in debt five years ago,” he said, “and is currently in debt $22 million; and if the project goes ahead with borrowing up to $6 million [more], then the college debt will be around $28 million.” (In total, this would amount to a 1,400 percent increase in debt in five years!)

Another member expressed the opinion that taking on so much debt when graduate enrollments were down and when it was too early to tell whether the recently opened Center for Executive Education would produce “a good revenue stream” did not make sound fiscal sense.

But the major concern voiced by the subcommittee related to the current state of the capital-fund
drive. Asked how much the campaign had raised for the project and whether it had brought in a "lead gift" (a substantial gift that attracts large numbers of smaller donations), President Dill replied that the drive had netted only around $800,000. No lead gift had come in yet. "Why is it taking so long?" he was asked. "Because," he answered, "we simply haven't found a contributor." He promised that "more hard work will go into the efforts to raise the necessary funds," adding that he himself was not happy about borrowing such a huge sum. It was a gamble, he admitted, but a gamble that the college had to take. Otherwise, Babson would lose ground to other colleges in the competition to attract qualified students.

The capital campaign finally drew to a close in March of 1990, nearly four years after it was launched and well into the first year of the next administration. The drive exceeded its strike target by more than a million dollars, but the time it took to achieve this and the fact that a new administration had carried it over the top drew mixed reviews.

In January of 1988, two months prior to the scheduled ground breaking for the new sports complex for which he had fought so hard, President Dill announced his resignation, effective at the end of the 1989 school year. He was leaving to become director of the Office of Global Enterprise and adjunct professor of management at the University of Southern Maine in Portland.

Over the years, Dill had come under increasing attacks in the pages of the student newspaper, which, laboring under the misapprehension that crude invective is the soul of wit, made a practice of firing salvos of personal insults at the president.

But rare is the college president who is not the target of student ridicule. Other members of the Babson community, especially among those who worked most closely with him, held President Dill in the highest regard. Longtime alumni leader and chairman of the Babson Corporation, Richard Snyder ’60, called Dill "the least selfish person I have ever known. He has been totally devoted to Babson. He had no other agenda except to strengthen the college in every way he possibly could." Jack Muller, chairman of the Board of Trustees, praised the departing president for the vision and courage he displayed in making the decision to break precedent...
and proceed with the Center for Executive Education and the Recreation and Special Events Center projects without first having secured the means to pay for them. Crucial decisions like these have an immediate and long-term impact on the college, Muller said. (Time has borne out the wisdom of Muller’s observation.) Gordon Prichett, who served under Dill first as a faculty member and then as vice president of academic affairs, agreed, adding that his boss was “a delight to work with—extremely knowledgeable, articulate, and approachable.”

Still, criticisms of the administration persisted, and it was by no means confined to students. After years of uninterrupted growth, the graduate school had hit a period of declining applications, a situation that aroused widespread concern. Enrollments soon resumed their upward climb, but too late to prevent some negative fallout.

To lead is to court criticism, and Bill Dill had his share of critics. But his actions spoke louder than their words. When he stepped down after eight years at the helm, Babson College enjoyed a reputation as an outstanding school of management, and for good reason.

Buildings and grounds, for example, had experienced remarkable growth—comparable, in fact, to that of the 1970s. Four new major buildings—the Horn Computer Center, the Center for Executive Education, the Recreation and Special Events Center, and Putney Hall—stood proof that Babson’s physical plant was keeping pace with demand.

Even more impressive was the progress made in the academic area, as a result of which all three legs of the tripod were stronger than ever.

Associate Vice President for Academic Affairs Henry Deneault, in a 1992 interview with the Babson Bulletin, pointed out that, before “globalization” had become a buzzword in business circles, Babson College had committed itself to a global focus. “It is really a case of other institutions catching up with us,” he noted.

Roger Babson would have liked that, and Bill Dill shares with Ralph Sorenson credit for this pioneering achievement. Their combined drive to inter-

nationalize the curriculum produced the establishment of one of the first international M.B.A. programs in the United States, international electives for undergraduates, international internships for M.B.A. students, and the Center for Language and Culture, which expanded the opportunity for students to study foreign languages and cultures.

Nor were the advances made in curriculum development during President Dill’s tenure confined to the international sphere. In 1987, the AACSB, having completed an extensive investigation of Babson’s undergraduate and M.B.A. programs, judged both sufficiently meritorious to warrant renewal of accreditation for a nine-year term. Accreditation by this august body places Babson in the company of some of the nation’s finest business schools. Only 20 percent of the colleges and universities that confer undergraduate degrees and 40 percent that confer the M.B.A. are accredited.

Groundbreaking ceremony for the Center of Executive Education, 1986. (L. to r.) former President Ralph Z. Sorenson, President William R. Dill, Dean of Continuing Management Education Douglas Ready, Phil Peters, Chairman of the Board of Trustees Richard Snyder, and Melvyn Copen.
Also taking stock of Babson’s academic growth during the Dill years were several college-rating publications. Mention has already been made of the Bricker Bulletin’s finding that Babson’s executive education program ranked among the very best available. Another publication, Peterson’s Guide, placed Babson among the most selective schools in the nation, citing as evidence that it was one of the fewer than 100 colleges in the United States that offered admission to fewer than half of its applicants. In 1984, Barron’s Profile of American Colleges upped Babson’s rating to “highly competitive,” the second highest category in its listings. With the new rating, Babson took its place alongside such prestigious institutions as Brandeis, Emory, Johns Hopkins, and Tufts Universities; and Middlebury and Wellesley Colleges.

The flurry of publicity that marked Babson’s academic progress during the 1980s culminated on October 16, 1989, with the publication of U.S. News & World Report’s third annual special issue on “America’s Best Colleges.” In the category “colleges for specific needs,” Babson ranked “No. 1 among the nation’s 24 specialized schools [of business] that are not affiliated with larger colleges or universities.” The magazine based its ranking on Babson’s “exceptionally strong faculty, stringent admission standards and a high student-retention rate.”

It was an honor that brought instant fame and immediate returns. “Nothing better illustrates the richness of American higher education than do the nation’s specialty schools,” U.S. News & World Report commented. “By and large, students who enroll at these institutions already have decided on the careers they want to pursue….” Having Babson’s name spotlighted in a magazine read by millions was bound to catch the eye of many business-oriented students.

Ironically, U.S. News & World Report’s special issue on American colleges hit the newsstands in mid-October of 1989, several months after the man who had contributed so much to Babson’s rise to national prominence had departed.

In his final annual report (1987-1988), President Dill wrote:

_I came to Babson in 1981, like our freshmen or first-year M.B.A. students, a relative stranger, intrigued by what I had learned of the college, but puzzled by its uniqueness and its deviation from the conventional wisdom of higher education. I shall leave as our seniors and M.B.A. graduates do, an active partisan for what Babson College is and what, with added support, it has the potential to become._

Thanks to the steps taken during the 1980s to strengthen the school’s academic and physical environment, Babson College was closer than ever to realizing that potential.
"We were not all made from the same mold, but we can learn to benefit from each other's differences."

—Arthur Bayer, Chair
Babson Diversity Committee
Annual class photographs of Babson’s graduates from 1919 to 1943 reveal some striking differences between yesterday’s students and today’s. Of the hundreds of seniors posing for the camera in the 24 class photos, all but two—Edith Babson ’23 and Ching Hsi Li ’34—were white males. Although no records of church affiliations have survived to verify the fact, almost all certainly were Protestant. On average, they were between twenty-two and twenty-three years of age, and, on paper, they were well-educated, most having attended college before coming to Babson.

Nevertheless, there was diversity. Among the marked differences between then and now—and the one that gave the early Institute its greatest claim to diversity—was the wide geographic distribution (within the United States) of its student body. Approximately three-quarters of Babson’s pre-World War II students came from outside New England, a statistical marvel that the Institute was quick to publicize. A student body drawn from all parts of the country, it noted, “makes for a wholesome exchange of ideas [and] ... a breadth of view and receptiveness to new ideas which are invaluable to the young man who is studying for a business career.”

Relatively few foreign students attended the Institute from 1919 to 1943, and most of them were Canadian. The paucity of numbers did not reflect a policy of exclusion. In fact, by its twentieth anniversary, the Institute boasted alumni living not only in Canada and virtually every state in the Union, but also in China, Latin America, and Europe.

There was a pronounced Protestant tone to religious activities on campus. The school chaplain was Protestant, as were the weekly chapel services held in Park Manor. But these features of campus life reflected the Protestant composition of the student body. Appearances notwithstanding, the Institute and its founders displayed a commendable ecumenical spirit. In 1927, for example, Rabbi Stephen S. Weiss of New York delivered the Commencement address to a capacity audience in Knight Auditorium.

Left: Students from many countries participated in the college’s International Festival in 1990.
A sprinkling of Irish and Jewish surnames began to crop up on class rosters during the 1920s, and as the years passed, their numbers grew. At no time in the pre-World War II period did Catholic and Jewish students constitute more than a tiny minority, but their presence and their acceptance by their classmates signaled that there were no invisible walls at Babson barring entry of ethnic and religious minorities.

Not everyone attending Babson in the early years was wealthy. The Institute awarded two fellowships and two full tuition scholarships to qualified residents of Wellesley and Needham; the recipients had to demonstrate need. In addition, the school awarded partial scholarships, which were also based partly on need.

Student loans dated from 1923, when Roger Babson’s friend Ernest T. Gundlach established a rotating loan fund, which deferred the tuition payments of “deserving young men of limited financial means, ... sound character, and high scholastic standing.” Over the next eighteen years, the fund dispensed $127,684 in financial aid to a total of eighty-nine students, which averages out to loans of $1,434 each to approximately five students per year, or approximately half of their basic college costs during the 1920s and close to full coverage following the tuition reduction in 1933.

The rotating fund reflected Roger Babson’s notion of student aid: grant tuition remittance to deserving students in the form of a loan that they were expected to pay back into a fund that was used to help other students. Essentially, recipients were told, “You’re granted an advance on your tuition and we hope that you will pay it back when you’re successful.” Almost all of them did, and as a result the revolving fund—because of the interest it accrued—actually took in more than it loaned out.

Taken as a whole, loans and scholarships were few in number, but, in a school with relatively tiny enrollments, financial aid did inject an element of socioeconomic diversity into the affluent mainstream. As Henry Kriebel remarked, “You had the very wealthy, but you also had people that were scratching for it.”

It would be futile, however, to argue that Babson Institute during its first quarter of a century exemplified the melting pot at work. Other than regional
It would be futile to argue that Babson Institute during its first quarter of a century exemplified the melting pot at work.

distribution and a handful of international students, religious minorities, and recipients of financial aid, the only other elements of diversity in the student body were the half-dozen women who enrolled in the 1920s and a solitary Asian—the aforementioned Ching Hsi Li of China—in the 1930s. Demographically speaking, the Babson Institute, with these few exceptions, remained, at the end of its first twenty-five years, what it had been at the beginning—a rich man’s school attended by white male Protestants.

The general absence of diversity notwithstanding, the Babson Institute did not discriminate on the basis of race, creed, or color. Economics, not race or religion, was the major barrier to admission. With the exception of recipients of financial aid, only the wealthy could afford Babson, and affordability was color-blind. Simply put, the cost of a Babson education was far beyond the means of average Americans, whatever their color or religious persuasion.

The close of World War II brought throngs of former GIs—and working-class young men—to the Institute, altering in the process the socioeconomic and ethnic and religious mix from one that was overwhelmingly affluent and Protestant to one somewhat more reflective of American society as a whole. Still, it was not truly representative. There were no women or people of color when Babson reopened in September 1945; and as late as mid-century, Roger Babson could write with conviction that “Babson Institute is essentially a Protestant Christian educational institution serving without distinction men of all creeds.”

The times were changing and so was the demographic composition of the student body. For one thing, there was a growing international presence on campus, thanks mainly to the flow of students from Latin America, who had replaced Canadians as the dominant international group. In September 1950, Babson Institute began its thirty-first year with an enrollment of twenty-six foreign students, fifteen of whom were Latin Americans.

On April 19, 1955 (Patriots’ Day), Dr. Edward Hinckley, Babson’s president, hosted a ceremony held in the rotunda of the Newton Library to honor the Institute’s growing international community. Students representing six different countries presented their nations’ flags as gifts to the Institute. Dr. Hinckley directed that the flags be hung in the foyer of the library, henceforth to be known as the Hall of Flags.

Since 1955, the number of flags has multiplied from six to eighty-eight, and the simple ceremony that marked the dedication of the Hall of Flags has evolved into a college-wide commitment to building a more diverse and international community at Babson.

President Sorenson’s master plan set a goal of boosting the international student population to 10 percent of the total undergraduate enrollment. One way to increase the flow was to assure newcomers from other lands that they would receive a warm welcome and helping hand when they arrived on campus.

This was precisely what a small group of international students had in mind when they banded together in 1975 to form the Babson International Student Organization (BISO). According to
spokesman Ricardo Weisz of Venezuela, BISO was meeting a critical need—to help international students through culture shock. All newcomers face a period of adjustment when they arrive at Babson; for foreign students, the experience can be traumatic. "If I had somebody else to show me the way, it would have been much easier," Weisz said.

BISO was not the first international student organization on campus—some five or six others had preceded it—but it succeeded in achieving permanence because its founders obtained a charter, gained the sponsorship of the student activities office, and secured funding from the student government budget.

The student founders took pains to make clear that they wanted to avoid turning BISO into a separatist organization. "We don't want to separate international students from the rest of the Babson community," Weisz said. "We want to bring them closer." On the whole, BISO has succeeded in fulfilling its goals, but this is not to say there have not been problems. Some American students complained that BISO violated its promise to bring its members closer to the rest of the Babson by forming instead a tight-knit separatist organization. On at least one occasion, members of BISO responded in kind. Asked their opinion of life on campus, some of them criticized their American classmates for their addiction to television and beer-drinking. Observations like these are common enough, even among the native-born, but, coming from foreign students, they stirred up some petty resentments and a few letters to the student newspaper of the "America, love her or leave her" variety.

Fortunately, cooler heads prevailed. The Babson Free Press, in an editorial entitled "On importance of foreign presence on campus," chided the few who attacked diversity. "We should not look at cultural differences as a way to separate us in our lifestyles," it said. "We should welcome them as an opportunity to broaden our educational experiences."

The black experience at Babson in some ways parallels that of international students. Some African-American students who have grown up in all-black communities and who have attended all-black or predominantly black schools also experience a culture shock upon their arrival at Babson. Being a few among the many, they, like foreign students, tend to cluster together on campus.

Surging enrollments at the end of World War II brought only a trickle of students of color to Babson. First to arrive was D.W.K. Chin, a Chinese-American from Hawaii. He graduated in 1951. The following year, Stanley L.C. Wu from Shanghai, China, became the second Chinese national to graduate from Babson. Several other students from Malaya, Thailand, and Japan followed. The first blacks to attend Babson were classmates John H. Dwight and Lafayette K. Morgan from Monrovia, Liberia. They graduated in 1957, one year ahead of Nathaniel Wright, Jr. of Los Angeles, California, Babson's first African-American student.

As late as October 1964, a student newspaper editorial, "Opening Eyes to Reality," praised the administration for its open-door policy of admitting students regardless of race, color, or creed, even

*In 1975, the Babson International Students Organization was established by the students to help them integrate their cultural perspectives into campus life.*
as it bemoaned "the lack of Negro students on the Babson campus." But the 1960s were a period of social ferment and of growing demands for social change, especially on college campuses.

On May 9, 1968, came a defining moment with the publication in the student newspaper of an open letter, addressed to President Kriebel and signed by the president of the student government and the chairman of an ad hoc student committee on racial equality (who was from Eritrea). The authors of the letter demanded in the name of the student government that "the Babson Administration end its racial isolation in admission policy [and] actively . . . recruit and accept a minimum of ten (10) American Negro students for the 1968-1969 academic year." The need for this quota was critical, the authors insisted, because "too much time has transpired wherein Babson's Negro population has been incongruously slight." The letter concluded on a note of optimism: "We feel that the advantages of such an enactment would provide a monumental beneficence to Babson Institute—both as an educational institution and as a conglomeration."

Despite the overblown prose, the letter made sense and produced results. President Kriebel apologized to the student government for the failure of "our past efforts applied to this effort [that is, recruiting African-Americans], extensive as they have been." He proposed that students, administrators, and faculty join forces in recruiting a quota of ten qualified African-American students, and pledged that the college would provide the necessary financial support. Meanwhile, pressure on the administration continued to mount. On May 14, Babson's fourteen African-American students presented a set of "nonnegotiable" demands to the administration, which called for more scholarships for black students, a black student recruitment committee, a meeting room on campus for the black student body, a special orientation program for black freshmen, and an option for them to choose their own roommates.

Nonnegotiable demands were the rage on college campuses in the late 1960s; in this case, however, the demands were moderate and had merit. Generally speaking, the problems or obstacles that other freshmen encountered in adjusting to life at Babson
paled by comparison with what faced inner-city and rural blacks.

Everett Stephens spoke to this point in an article that he wrote for the Babson Alumni Bulletin:

On campus the Babson blacks are a tightly knit subculture banded together for their own common good. And this is important to a black, for the gulf which exists between blacks and whites is not somehow magically eradicated just because blacks get a chance at a Babson education. While Babson had never discriminated on account of race, religion, or color, Babson has remained, like most American colleges, a predominantly white institution.

The average Babson graduate expects that for him the American Dream will come true... but for the black the American Dream has been a nightmare of frustrations. His culture is radically different, and is looked upon as radically different....

The point is that at this stage of our civil rights development, while whites may have understand-

ing and compassion, it is impossible for them to understand fully the black. And it is just as impossible for the black to comprehend the white. From the blacks' experience, our culture is not 'unracial'; it is bi-racial—one black, another white.

Profound changes have taken place in American society since Everett Stephens penned those words a quarter of a century ago. Opportunities undreamed of just a generation ago have opened up to African-Americans. Millions have scaled the socioeconomic ladder, and in the process have vastly expanded the size of the black middle class. Nevertheless, the problems of the black ghetto remain. In fact, they may have grown worse.

Initially, the combination of financial assistance and stepped-up recruitment efforts produced positive results. Black enrollments at Babson climbed steadily in the early 1970s, reaching a high watermark of fifty-five in 1973-1974.

But at this point, black enrollments plunged. The 1978-1979 school year began with only twenty-six black undergraduates and five of these students dropped out during the year. In just six years, Babson's black student population suffered a 62 percent decline. And the downward trend was accelerating. In September 1969, seventeen blacks had entered the freshman class (nearly 8 percent of the class total). A decade later, black enrollments were down to six or seven a year. Put another way, more blacks were leaving through graduation and withdrawal than were entering.

For a school committed to diversity, the free-fall of black enrollments was an embarrassment. It was also perplexing, for it coincided with the commitment on the part of the college to increase the black presence on campus. The Sorenson master plan had taken note of the trend toward greater diversity in America by setting as one of its primary goals an increase in the proportion of minority students, with special emphasis on blacks. But instead of rising, their numbers sank.

The college realized it had a crisis on its hands, and in an effort to reverse the downward trend, the administration appointed a full-time minority recruiter and established the Office of Minority
Affairs (OMA), a resource center whose specific aim was to provide academic and social support for minority students.

Undergraduate Admissions Director Joseph Carver applauded these actions, calling them "self-induced pressure" on the part of the college "to get its minority act together."

Unfortunately, Babson's reinvigorated recruitment efforts did not pay off, leading the school to try a variety of experiments aimed at encouraging prospective African-American students to choose Babson. It invited local black high schoolers to spend the weekend on campus so they could experience life at Babson firsthand and learn about opportunities for careers in business. And it followed up by bringing in guidance counselors from high schools with large black populations to tell them about the advantages of a Babson education for minority students. The OMA took the recruitment program one step further when it sponsored a week-long campus visit for fifty African-American high-school students from all over the United States. They were housed on campus, participated in special social and recreation activities, and attended lectures given by Babson professors and black business leaders. In sum, they enjoyed a firsthand encounter with life at Babson that was designed to quicken their interest in business as a career and in Babson as their school of choice. In addition to these special programs, the college today earmarks ten scholarships each year for qualified African-Americans.

Other than the scholarships, none of these outreach programs worked. According to a 1992 survey, Babson's Diversity Study, blacks comprised only 1.6 percent of the student body, a proportion far below that of their 11 percent total of the U.S. population. By comparison, the same study showed that Asian-American students had increased their total to 3 percent of the student body, which corresponds exactly to their representation in the U.S. population.

A number of black students spoke of their experiences at Babson in a series of interviews that appeared in the Babson Bulletin in the late 1970s.

These interviews shed considerable light on why college-bound African-Americans tended to shy away from Babson College.

The interviewees themselves were a study in diversity, coming as they did from different parts of the country and from different social, economic, and cultural groupings. Just as whites from disparate backgrounds need to adjust to each other, so do African-Americans. "You don't know where you'll fit," one student commented. "I see brothers and sisters from New York, Chicago, Washington, and Baltimore and other places. They have different ideas..."

One common problem that the interviewees encountered was the tendency on the part of their white classmates to think of them in monolithic terms. Some resented being stereotyped; others learned to roll with the punches. "I had some problems with other girls at first," a coed recalled. "They had this idea that black people were all like the Jeffersons on TV. But I've learned to get along. I

Babson College strives to provide a nurturing environment where students can achieve their highest potential.
just take it in stride.” For an accounting major from Cape Cod, adjusting to her white classmates presented few problems. "In this school you'll find most of the kids have hardly been around blacks at all. Now I've always gone to school with white kids, so it's nothing new to me," she said. But familiarity by no means bred content. A coed from New York, who also had gone through school with whites, found herself unprepared for the college scene that she encountered upon her arrival at Babson. "I was appalled that there weren't more blacks here, and my freshman year, I tell you, I was miserable," she said. "I was used to being around whites a lot, but they weren't used to me. People here are prejudiced for ignorant reasons. They don't understand that black people aren't all the same."

None of those interviewed spoke of overt racism, but, like the New York coed, most complained of racial prejudice born of ignorance. "A lot of [white] kids have preconceived notions, stereotypes about black people," commented a black senior. "I've had to tell them it's just not like that."

One common theme threaded through the interviews was that, in choosing Babson, African-Americans tended to weigh the prospects of racial isolation at an overwhelmingly white college against the prospects of a bright future in business. "A lot of businesses are looking for minorities. Babson's got a good name and being a minority and graduating from here, they've got to look at, you're worth looking at," commented a black sophomore whose part-time job in the Office of Career Counseling afforded him an insider's view. "From what I've seen, every black who has graduated since I've been here has landed a good-paying job."

Adjusting to life at college is seldom problem-free, but for many of Babson's blacks, being part of a tiny minority at a white college located in an affluent white suburb presents a unique problem—social isolation. It is a problem that lies at the heart of Babson's failure to recruit appreciable numbers of African-Americans. A number of Babson's black alumni have complained of feeling ignored during their college years. Aaron Walton, an African-American whose fellow students elected him president of the student government, was not one of them; but he could identify with those experiencing a sense of isolation. "I think a lot of black kids feel left out because all the campus social events are white-oriented," he said. "There just aren't many activities [for black students] on campus."

Babson's first coordinator of minority affairs, Kaidi Bowden, brought to that position a perspective born of experience. A native of Roxbury, she had attended a predominantly white college. "I know it's tough having no social life, or not being able to find a suitable girl or boy friend," she said. "Believe me, I know. I had the same kind of problems when I was in school. So I try to keep the kids from focusing on their social problems and concentrate on their academics and the value of what they are getting here."

According to Bowden, whether or not the student stuck it out to graduation hinged on which one of two considerations—social isolation or the value of a Babson education—predominated. "I don't

---

Sigmund Freud may have thought that he had the last word on the subject of women when he said: "For women, biology is destiny." Roger Babson would have none of that.
The Babson Dance Ensemble rehearses for a performance.

think any of our black students would deny they are getting a good education," she said. "But on the other hand, living through the college years takes a toll. You have to decide if your education is worth the problems... I think many of the black alumni would say it is."

Babson is not alone in its quest for greater diversity. Competition among colleges and universities to recruit minorities is intense. Wealthier colleges with large endowments have an advantage, because they can earmark larger sums for financial aid. Babson's difficulties selling itself to prospective African-American enrollees are compounded by the fact that it must convince them to choose a suburban white college when they could just as easily enroll in an urban one with a large black student body.

A former minority student recruiter at Babson summed up Babson's failure to attract African-Americans in catch-22 terms: "Here at Babson we are starting with a small group with an aim to enlarge it but cannot because the group is small."

While the failure to attract and retain African-Americans remains the college's most intractable problem in its quest for diversity, the transformation of Babson into a coed college marks its greatest success.

Sigmund Freud may have thought that he had the last word on the subject of women when he said: "For women, biology is destiny." Roger Babson would have none of that. Though reared at a time when a woman's place was in the home, he was an early and enthusiastic advocate of equal educational and employment opportunities for women. Too often, he asserted, gender was raised as an artificial barrier to stymie the ambitious and intelligent woman. The trend set during World War I of growing numbers of women entering the workplace drew from him this warm endorsement: "Certainly the men of the world were successful for many thousands of years in hoodwinking the women [and] we certainly cannot blame the women for at last asserting their economic independence."

Babson summoned up statistical evidence to support the case for women taking a more active role in the realm of business management and in the management of their own financial affairs. Women, he noted, were the beneficiaries of 80 percent of all life insurance policies and two-thirds of
probated estates. They comprised a majority of bank depositors. In all, they owned more than 40 percent of the nation's wealth. Yet they did not control it. Trust companies and trustees handled most of their money, a fact that, for Roger Babson, argued the case for offering women the same kind of training in the fundamentals of business management and conservation of wealth as the Babson Institute made available to men.

Grace Babson shared her husband's opinions on these matters. She, like him, envisioned that women in the not-too-distant future would establish their presence in the command posts of the business world. Thus, it is not surprising that the Babsons entertained the idea of making the Babson Institute coeducational.

The question took a personal turn in 1922. Their daughter, Edith, was attending Boston University at the time, where she was majoring in geology. Both parents were satisfied that Edith was receiving a fine cultural education, but they were uneasy about its practical applications. Roger Babson described the situation in his autobiography:

"Our daughter was receiving little training [at B.U.] . . . which would fit her for financial responsibilities. Furthermore, we wanted her to be in a position of independence to the extent of being able to care for herself should her husband die prematurely or should anything happen to Mrs. Babson and me. We therefore asked our daughter to study a year at Babson Institute in order that she might learn the difference between working and loafing, and between deeds and mortgages. She at least would then be capable of talking intelligently in years to come with the executors of our estate or with her own attorney. . . . My daughter fell in with the suggestion and consented to spend a year at the Institute."

While this little family drama was unfolding, the coeducation issue was heating up within the inner councils of the Institute. Other parents were just as anxious as the Babsons to have their daughters enrolled in the Institute's unique program, and they were making their wishes known to the trustees. Now they had precedent on their side. Edith Babson had started classes, thus achieving instant fame as the Institute's first coed. Actually, she was not alone. Another young woman, Dorothy Boal, had enrolled at the same time. Unlike Edith Babson, however, Boal was not listed on the official class roster. Neither was Selma Eversole, who became the third coed, when she enrolled in the three-month finance course later in the year.

Roger Babson seems to have been of two minds on the subject. He clearly favored opening up to women the kind of unique training that the Institute specialized in, which was why he urged his daughter to transfer from Boston University. And years earlier, he had opened up the Institute's extension courses to women. On the other hand, going coed would present certain logistical problems. Roger Babson's plans for the Institute included a new residence hall to house students on campus. A coeducational Babson Institute would eventually necessitate separate dormitories, and at $200,000 a building, that spelled a lot of money out of pocket. A more immediate concern, it seems, was that, in Roger Babson's mind, commingling the sexes in the
tight quarters of the "business office" in the school building on Washington Street might lend itself more to office romance than to education.

Babson had sounded out the opinions of the trustees on the subject and found them all enthusiastic supporters of coeducation. Roger Babson, however, had reservations. He called a meeting of the board on September 27, 1922, at which he suggested that women students be admitted to the school for instruction only, that they not be assigned office desks, and that they leave the building at the end of the class period. As usual, the trustees endorsed their chairman's suggestions.

These restrictions applied to the Institute's two full-time coeds—Edith Babson and Dorothy Boal. Both women fitted in well. They were popular with their classmates, and they proved adept students, finishing their course work in June. However, only Edith Babson was allowed to graduate, thus becoming the Institute's first alumna. Dorothy Boal, on the other hand, achieved a distinction of a different sort. She was the first and only student in the history of Babson Institute to have completed the one year program without receiving a diploma or graduating.

In 1984, Edith Babson, now Mrs. Mustard, confided to a Founder's Day audience the reason why she transferred from Boston University to the Babson Institute: "My father wanted me to know the difference between a stock and a bond and to be able to read a balance sheet." Was it good advice? According to the woman that the Natick Suburban Press called "the spicy Mrs. Mustard," she learned enough about personal finance in her year at the Institute to guarantee that "nobody could put anything over on me."

Dorothy Boal (later Brierly) also shared her experiences in a 1984 interview with the Babson Bulletin. She had been informed at the time of her admission that she would not receive a diploma upon completion of the course. That presented no problem. She held a degree from the Florida State College for Women and was not particularly interested in a diploma. Her reason for coming to Babson was to sharpen her business skills.

After leaving Babson, Mrs. Brierly managed her family's hotel business, operating a hotel in Chautauqua, New York, during the summer months and another hotel in Winter Haven, Florida, during the
To educate women in business and financial affairs, Roger and Grace Babson established Webber College in Florida in 1928, naming it in honor of their granddaughter, Camilla Webber. Top: the Grace Knight Babson dormitory. Left: Edith Babson Webber (later Mrs. Mustard) with her son Roger. Right: the entrance to Webber College.
It was here, in Florida, that the Babsons built their second college—a women's college modeled after the Babson Institute, named Webber College.

winter season. On occasion, she would bump into Roger Babson, who wintered in nearby Lake Wales. “I liked to razz him that I wasn’t smart enough to get a Babson diploma,” Mrs. Brierly recalled.

Evidently the razzing made an impression. In 1931, the Board of Trustees voted to grant a diploma to “Dorothy Boal Brierly as of the date she finished her course at the Institute.” She received the diploma in the mail. No letter of explanation accompanied it. It can safely be assumed, however, that Roger Babson had a hand in righting the wrong.

In addition to Babson, Boal, and Eversole, three other women attended the Institute during the 1920s. Mary Ives and Charlotte Reed arrived in 1924. Like Selma Eversole, they took the three-month finance course. The sixth and last woman to enroll in the 1920s was Harriet Ellison, whose father was a friend and business associate of Roger Babson’s. Both men convinced Harriet to enroll for a single term in 1926 to acquaint herself with business fundamentals.

But despite the admission of several women on a part-time basis after 1922, coeducation had become a dead letter. An article appearing in the January 1923 issue of the Babson Institute Alumni Bulletin tipped the administration’s hand. A number of women had expressed interest in attending the Institute, the article reported, “but we cannot give them any encouragement.” According to Roger Babson, it was the students who decided the fate of coeducation at the Institute. The decision, he said, was taken only after he and Mrs. Babson had talked the matter over with some of the students “who, strange to say, . . . did not feel at all enthusiastic over the idea.”

Out of this setback was born Webber College. The decision having been made by the Institute to bury the issue of coeducation, Mr. and Mrs. Babson fell back on a contingency plan—the creation of a women’s college “in which young women could be prepared to properly handle and conserve the responsibilities they will handle.”

Roger Babson had bought a large parcel of land consisting of hundreds of acres located in central Florida near Lake Wales, and developed a new community on it, which he christened Babson Park, Florida. It was here, in the heart of Florida’s citrus country, that the Babsons built their second college—a women’s college modeled after the Babson Institute. Named Webber College in honor of their first grandchild, Camilla Webber (Edith Babson had married Winslow Webber ’22 shortly after graduating from the Institute), the college opened on January 9, 1928.

At the time of its creation, Webber College shared with the State College in Tallahassee the honor of being one of the only two women’s colleges in the state of Florida. Its curriculum, similar to that of the Babson Institute, provided training in the fundamentals of business and the management and conservation of property. Mrs. Babson, in particular, felt strongly that the practice of wealthy parents bequeathing property to their daughters without having providing them with the know-how for taking care of it was “nothing short of a crime.”

The Babsons spoke with pride of their handiwork: “Webber is unique, as it is the only [women’s] college in the country where training of such nature can be secured.” Another unique feature was its
dual residency. Students divided their time between Boston and Florida, spending the fall term attending classes in business management in the Back Bay’s Hotel Lenox near Copley Square. They spent their winter and spring terms on campus in Florida, wrestling with the complexities of investments, property management, and secretarial studies (the better, the school said, to get a foot in the door of a company that otherwise might be closed to women seeking a management position).

However intent the founders were in creating a women’s college in the image of the Babson Institute, there were marked differences. At Babson, the men went to work promptly after punching the time clock at 8:30 a.m.; at Webber, there was no time clock and the school day began with a morning prayer. At Babson, the conference method of instruction and case studies were favored; at Webber, lectures were standard. At Babson, the men learned how to give dictation; at Webber, the women learned how to take dictation. Finally, Babson men returned to “the office” after lunch; not so the Webber women. In what might be called a concession to climate, Webber students spent their

afternoons outdoors exercising. Lest prospective students be misled into thinking this meant humdrum calisthenics, the school assured applicants that there was “no extra charge for the use of riding horses, the golf course or tennis courts.” The Babson Institute Alumni Bulletin, perhaps with a touch of envy, saw fit to highlight this feature of the Webber experience. “In Florida,” it reported, “every opportunity is given these girls to be out in the healthful sunshine during the greater part of the day and the tan with which they will return [to Boston] will incite the envy of their friends who have had to remain at home.”

Local Florida newspapers were more blunt, homing in on the rich-girl angle with eye-catching headlines like “Fees High at Novel Institution,” “School Shows Heiresses How To Hold Money,” and “Society Girls Babsonized at Exclusive School.”

Despite the panning, Webber College survived, but not as a sister institution of the Babson Institute. In 1940, the war in Europe and the national defense buildup in the United States disrupted domestic travel conditions and forced Webber College to abandon its Boston base and to operate year-round in Florida. The move snapped the ties that bound the two schools; and Webber College went its separate way.

During the early years of the Great Depression, a remarkable experiment which included female students took place at Babson Park. Roger Babson had concluded that the government was not responding to the plight of unemployed white-collar workers and professionals who, regardless of gender, needed jobs. Babson, the entrepreneur, spotted in that need an opportunity to snatch profit from the jaws of adversity. The result was the School for Positions, which, like so many other ventures launched by Roger Babson, was one of a kind.

In August 1933, the School for Positions opened its doors. Its purpose: to enable local unemployed professional and white-collar men and women to land jobs in the worst job market in the nation’s history.

Among the seventeen men and five women who signed up for the two-month course were graduates
of Harvard, Dartmouth, Tufts, and MIT, and a banker, electrical engineer, plant superintendent, graduate nurse, and sales executive. For the first month, they attended classes during the morning in Park Manor South; they spent afternoons analyzing their individual strengths and weaknesses and researching the job market, with an eye out for the kind of work that might prove interesting.

The second month was devoted to job hunting, a formidable task at a time when up to one-third of the nation's work force was unemployed, but one made easier by another great Roger Babson idea—to have each student broadcast daily his or her job qualifications over the Institute's radio station, WBSO. "This," the school proudly boasted, "is probably the first time radio has ever been used to apply for jobs." In the afternoon, the students were out pounding the pavement and knocking on the doors of prospective employers. The following morning, they shared experiences at a "sales meeting."

The fee for the course was $75, and it carried a guarantee of a $65 refund to anyone who had not landed a job within sixty days of his or her last radio broadcast. There were few takers for the refund. The course ran for several years, and it ran in the black.

However, the School for Positions did not signify the reemergence of coeducation at Babson, despite the fact that it admitted women. It was a noncredit, nonacademic course fitted to the needs of a special group—unemployed white-collar and professional workers. Another generation would pass before coeducation emerged from its long hibernation.

The awakening came in September 1961, when the graduate evening school opened its doors to male and female M.B.A. candidates. For the first time ever, Babson admitted women to a degree program, albeit several years were to pass before the first woman enrolled. That precedent sent a signal. If a woman could earn an M.B.A. nights, why not days?

Why not, indeed? Carolyn Levosky of Newton took the initiative. She applied to the daytime graduate school for the fall of 1967 and was accepted, thus becoming the first coed on campus since 1926. In an interview, Levosky made it clear that she was interested in getting an education, not in being first. She had decided on Babson, she said, because of its small size and its reputation for close personal contact between students and faculty.

Asked about her initial impressions, the University of Massachusetts graduate replied: "When I walked into Accounting to pay my bill, the secretary greeted me by saying, 'Oh... so you're the one.' Until then, the thought that it was unusual for a girl to attend Babson Institute had never crossed my mind... At first I was a bit shocked, but everyone has been very nice to me."

Carolyn Levosky was not surprised that this was the case. "Very quickly, the other students accepted me and judged me on my merits," she recalled. "Being the only woman was a positive experience."

Upon graduation in June of 1969, Levosky joined Mrs. Mustard and Mrs. Brierly as one of Babson's three alumnae. A year later, Carol Horgan of Chestnut Hill became the first female evening student to receive an M.B.A. She was also the first woman to enroll in the evening graduate program when she began her studies in 1965.
What was taking place at the graduate level was also in the works for the undergraduate school. The recently drafted master plan called for the admission of women to the undergraduate program, a prospect that disturbed some of the alumni. They wanted to know, "Why and to what extent are women to become part of the Babson scene?"

Dr. Kriebel met the question head-on: "As a graduate myself of an all-male institution, I think I understand the feeling of exclusivism in an all-male college: the 'women are for parties only' attitude that exists on many a male campus. Such an attitude is out of touch with current developments." Women, he noted, were assuming in ever-increasing numbers greater responsibility in the business community, and that trend dictated a shift to coeducation. (Nearly half a century earlier, Roger Babson had made the same observation.)

The first female undergraduates were Sandra Adams and Anne McCormick, who transferred into Babson in September 1968. The previous spring, McCormick, the daughter of a Babson alumnus, interviewed with the admissions office and was told that the school expected to take in more than fifty coeds in September. Thus, it came as quite a shock to her when she showed up for the first day of orientation to find herself the only coed present.

"There were a lot of women at first," she recalled, "and then they all left, because they were all mothers and girl friends, and it was just me." Adams joined McCormick shortly afterward, thus increasing the total coed contingent on campus to three, one graduate student (Leovsky) and two undergraduates.

McCormick received the same kind of friendly reception as had Carolyn Leovsky the previous year. "I never felt the slightest tinge of uncomfortableness or lack of acceptance," she said. "I was an oddity, but I don't think that is the same thing as not being accepted. The professors, particularly, were all great."

The only thing that McCormick thought out-of-the-ordinary was the strong sense of competitiveness that her male classmates exhibited toward her. But that worked to her advantage. "They were very interested in what my grades were at all times," she
recollected. "If we had a situation where... blue books... were passed back to you, mine was opened and read by everybody who passed it back to me, to see what my grade was. And it had an effect on me of making me a much better student than I'd ever been."

But as far as Anne McCormick was concerned, there was not the slightest sign of resentment:

I honestly feel that there was never the feeling at Babson, as with many other men's colleges in New England, against having women. I don't think the alums were ever up in arms like the Bowdoinians and the Williamsians and those colleges. I really don't think that was ever as strong here... .

One thing I can't stress enough is how accepting the campus was... I ran for student government and won... Student government was a very real thing and there was a serious election and contest and that sort of thing... There was just a small group that was sponsoring me. It was a general overwhelming response.

Anne McCormick, Sandra Adams, Carolyn Levosky, and Carol Horgan exuded the kind of pioneer spirit that Roger Babson so much admired. So did Ina Mae Harmon of Camden, New Jersey. The second woman to enter the full-time M.B.A. program, she was the first black woman to enroll at Babson and the first to graduate. These first few trailblazers opened up the path to management education for women at Babson College. Others followed, slowly at first and then in ever-increasing numbers.

Adams and McCormick graduated in 1970, a pivotal year in the history of coeducation at Babson, for not only did the college award baccalaureate degrees to women for the first time that year, it also admitted 37 women to its freshman class. Not an impressive number, perhaps, but with 886 males on campus, it posed certain problems that demanded quick solutions—there were no women's organizations on campus, no gym facilities (which meant no athletic programs or gym classes for women), and, most serious of all, no housing accommodations.

Obviously, the college would need to restructure some of its existing facilities and build new ones to meet the needs of its expanding female population. Fortunately, school planners had already taken this into account.

Tuesday, September 8, 1970, was D-Day (Dorm Day). Twenty of the thirty-seven female freshmen occupied the top floor of Park Manor Central. Concerns about their reception were quickly dispelled. "It's great," commented one male neighbor, a few days after D-Day. "Everybody worries now about looking nice. The guys aren't so grubby. As soon as three girls sit down on a blanket, the whole dorm is out there playing football."

Security riled that of a sheik's harem, and a good thing it did. One enterprising male, in a move that anticipated the Watergate burglars by two years, taped the latch of the door to the women's quarters, which was kept locked at night. An alert senior proctor spotted the tape, putting an end to whatever plans the would-be interloper had in mind.

The female freshmen had mixed reactions to all the attention. On the one hand, it was flattering but on the other, it drove home the point that they were the few among the many. One of them likened the experience to "being thrown into the lions' den."

Still, their tiny numbers bred a sense of solidarity and purpose. "We felt that the way we performed would determine the future of coeducation at Babson," recalled one. "Whenever we were asked to do something on campus, we did it." And they did it exceptionally well, both academically and as leaders on campus. On their way up, Babson's first generation of coeds established a number of firsts. To name a few: first international coed (Dominique Pidou '71); first female class president (Cheryl Williams '73); first female managing editor of the student newspaper (Ellen Monahan '73); and the Free Press's first female editor-in-chief (Elizabeth McCarthy '78).

Coeducation was an idea whose time had come. June Cohen '71 chose this as the theme of an article that she wrote for the Babson Bulletin:

The successful introduction of coeds on the Babson campus has been a joint effort by all members of the Babson community. The days of Babson
Institute for men have passed, and the days of Babson College for men and a few women are rapidly coming to an end. As graduation approaches for me, I feel confident that Babson College will develop into a truly coeducational college of management. The coeds now enrolled can be proud of their pioneering efforts, and the administration can be proud of its foresightedness in recognizing that there is a demand for women in the management area. Babson is meeting this demand by providing women with the same fine education that once only men could receive.

Nearly a quarter of a century has passed since June Cohen penned these words. The passage of time has done nothing to diminish either the accuracy of her observations or the sense of immediacy conveyed by them. The tradition of excellence established during the early years of coeducation has continued. To cite one example, Marci Soreff (Lerner) ’86, M ’91, set a record that may be tied but will never be broken. She is Babson’s only two-time valedictorian, having ranked first in both her undergraduate and graduate classes.

Seventy-five years have passed since the Babson Institute first proclaimed itself open to young men regardless of race, creed, or color. Changing times have extended the writ of nondiscrimination to cover all members of the Babson community. Today the college stipulates that it does not discriminate “on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation/preference, life-style, age, handicap, and veteran status.”

In June 1992, Babson issued its “Statement on Valuing Differences,” setting forth the college’s policy and goals regarding diversity. Babson, the statement reads, “strives to be a diverse community that values differences and cherishes opportunities to interact across class, racial, gender, ethnic, national, and other lines, in order to enhance creativity, productivity, innovation, and quality of life…”

It would appear from Babson’s expanding concept of diversity that the college is engaged in a never-ending process.
"We are like one big fraternity, always doing things together, bearing each other’s burdens and enjoying each other’s happiness, a thing to be envied by many."

—“Bud” Kersting, Class of 1929
Roger Babson is remembered in the history books as the man who predicted the stock market crash in 1929 and who ran for the presidency on the Prohibition Party ticket in 1940. The former points to his acumen as a financial wizard; the latter to the puritanical zeal with which he attacked John Barleycorn and a host of other sinful, albeit legal, enterprises. Alcohol, of course, topped his enemies’ list, but he also called upon like-minded citizens to join him in a crusade to smite hip and thigh the legions of darkness that pushed legalized gambling, harmful over-the-counter drugs, deceptive advertising (his friend George Coleman coined the slogan “Truth in Advertising”), indecent publications, and violent and blue movies.

While there is much to be said in support of Babson’s opinions, he tended to carry things too far in matters of this sort. For example, he had a penchant for censorship.

Roger Babson brought the first movies to the town of Wellesley, opening the auditorium of the Babson’s Statistical Organization to his fellow townsmen for twice-weekly screenings. These shows proved so popular that he expanded the enterprise by building Wellesley’s first movie theater. Nevertheless, he had mixed feelings regarding the motion-picture industry. Babson’s entrepreneurial side appreciated the profits to be made, whereas his puritanical side fixated on the potential for evil. It was the latter that induced Babson to arrange with the Wellesley Women’s Club to appoint a censor from its ranks for the films shown in his new theater.

Lord knows, a censor was needed, if Roger Babson had his facts straight. Movies, he said, were the root cause of the crime waves that were engulfing America during the Roaring Twenties. Babson put his reputation as a statistician at risk when he ascribed to the baneful influence of the movie industry no less than 85 percent of all the crimes committed in the United States.

As with motion pictures, so too with radio. Included in the long list of firsts that Babson introduced to the town of Wellesley was radio station WBSO. The same spirit that had moved Babson to authorize censorship of objectionable films in his movie house reigned at station WBSO. As long as the station remained under his management, it
Roger Babson won national renown for his accurate prediction of the 1929 stock market crash.

never carried advertisements for liquor, tobacco, or patent medicines.

Not surprisingly, Roger Babson's moral views permeated the rules and regulations of the Babson Institute. Much of the time and effort that went into training Babson students was devoted to the development of character. Roger Babson, in a letter to the trustees dated December 31, 1926, informed them that a basic purpose for the Institute was "to instill into the students the Christian [sic] spirit of service, emphasizing that real profits come only from helping make the world better." Getting that message across entailed imparting to the students ethical and moral values both inside and outside the classroom, values that were founded on religious principles.

Religion played a major part in shaping the lives of Roger and Grace Babson. Experience had taught them the wisdom of the old folk saying that as the twig is bent, so grows the tree. They believed that religion had the best chance to take root if the seed were planted early in life. Small wonder, then, that the Babsons wanted religion made part of everyday life on campus.

Roger Babson considered the post of school chaplain important enough to engage a Congregational minister to fill it, and to have him appointed to the faculty. The chaplain conducted Sunday services in the chapel, located on the second floor of Park Manor South. He also served as religious adviser to the students and made himself available for private consultation when the need arose. In addition, Babson expected churchgoing faculty members to provide personal counsel to students seeking spiritual guidance and to use the bully pulpit of the classroom to transmit religious values.

Efforts to stir a spiritual awakening on campus took the form of a school-sponsored campaign to encourage students to participate in religious programs and activities available at the Institute. The Babsons made clear that they wanted the faculty involved: "We, of course, hope that all our faculty are praying men and will use their personal influence to have our students properly grounded spiritually." The school bylaws specified that professorial duties included "emphasizing the importance of righteousness."

Back when Roger Babson was a boy, it was an article of faith with the townspeople of Gloucester that the fundamental force behind the progress and stability of the nation was religion. This belief, along with other old-fashioned New England values, had since fallen out of favor, leaving Babson to wonder if schools and churches could revive them. As he saw it, the destiny of the nation hung in the balance. "Does the future of America depend upon education or religion or both?" Babson asked. He believed the answer was both, and thus he committed the resources of the Institute to awaken in the students an awareness of the significance of religion in their lives and careers.

Although Mr. and Mrs. Babson were eager to galvanize the religious spirit abiding in the hearts of students, the Babsons and the administration were careful to spread the word by example and persuasion, and not by command. A student committee on religion made the arrangements for transportation to local churches on Sunday and promoted attendance at the weekly chapel services and at the
biweekly "fireside chats," in which interested students and faculty gathered in the chapel on Sunday and Wednesday evenings to discuss religious topics. Attendance was strictly voluntary, at least for the students. Roger Babson did recruit "volunteers" from his churchgoing faculty to lead the discussions, but the students were free to come and go as they pleased, and most of them were pleased not to come.

The Institute assumed a nondenominational stance—as befitted a nonsectarian school—in its campaign to bring religion into the lives of students. The Institute had no intention of proselytizing, it claimed, nor was it promoting a particular creed or dogma. The Babson Institute did not discriminate on the basis of race, creed, or color, it stated. The policy, as laid down by the school, was to encourage all students—Catholic, Jewish, and Protestant alike—to get involved in their churches and synagogues. Roger Babson’s advice to the students—"See your priest, rabbi, or minister once a month"—had a nice ecumenical ring.

And yet, for all the assurances that the Institute was not pushing a particular creed or doctrine, the chaplain, chapel services, Sunday baccalaureate ceremony that was held each year in either the Wellesley Congregational Church or the Unitarian Universalist Church, and every other formal religious function or celebration on campus had a distinctly Protestant tone. It took more than forty-four years to bring the first non-Protestant service to Babson. (Credit for the breakthrough goes to the Babson Newman Club. It sponsored a Roman Catholic mass that was celebrated in the Fo’c’sle in December, 1963, with forty-five students in attendance.) Roger Babson’s ideas regarding the spiritual renaissance that he so earnestly desired may have had a Protestant bent, but they were broad enough to embrace the world beyond Babson Park. In 1927, one of the first radio stations in the northeastern United States began broadcasting under the call letters WBSO from the Hollister Building. Operated by Babson’s Statistical Organization (thus,
Because many Babson Institute students did not have cars, the proximity of the Wellesley Hills railroad station was a great convenience. It was only a short distance from both 31 Abbott Road and the Stuart Building, and an easy walk when the new campus opened in 1923. (Photo credit: Wellesley Historical Society.)

the WBOSO), it transmitted market reports and other financial news. Roger Babson was quick to seize upon the new medium to bring the solace of religion to the troubled and to shut-ins. He made the station available to the Massachusetts Federation of Churches to broadcast its afternoon “Good Cheer Service” and to the “Midnight Ministry” to beam the good word to night owls seven nights a week from midnight until one o’clock in the morning.

In 1929, the Federal Radio Commission granted permission to WBOSO to build a new station with 1,000-watt transmission power near the Great Plain Avenue entrance to the Babson campus. The new station, at Roger Babson’s insistence, was designed in the form of a church and contained a small chapel-like auditorium with a seating capacity of forty-eight. Standing sentinel on either side of the station were twin 185-foot high antenna towers spaced 350 feet apart.

The station opened in 1930 under both old and new management. Joining the B.S.O. and the Massachusetts Federation of Churches were the Babson Institute, Wellesley College, and Dana Hall. Fittingly, WBOSO broadened its programing to include school items.

The Babson Institute’s commitment to the development of “exemplary character” and its constant drumming on the theme that lasting success came only to those who lived healthy, spiritual, and moral lives, sometimes caused it to slip over the line into practices more properly reserved to sectarian schools. It pursued its role as promoter of religion and morality with a zeal born of conviction, pushing its views right into the classroom.

Instructors were under orders to encourage students, when relevant, to analyze specific ethical or moral problems associated with “liquor, gambling, petting, etc.” The Department of Personal Efficiency took that charge seriously enough to devote an entire course—“Sex, Hygiene and Alcohol”—to some of these concerns.

Roger Babson made clear in a 1922 memorandum to the Institute’s first Board of Trustees that the rules and regulations established at the outset
for governing the behavior of students would shape
the destiny of the college. He wrote:

At your meeting today it would be well to discuss
two questions of policy:

Is the Institute to become a rescue mission for rich
men's sons or is it to become a training and
research institute for serious-minded men? . . . . It
seems to me . . . that we should definitely determine
what our policy should be and be honest with the
parents concerning the same.

Surely the sons of rich men need to be helped and
straightened out. They are to inherit wealth and
responsibility and the future of the country
depends very largely on saving them. If, however,
this is the purpose, the Institute is not a place for
young men who already have good habits, as under
such circumstances it is liable to do them more
harm than good.

On the other hand, if the policy is to be followed for
making it a school for business training and
research for seriously-minded men, then we should
insist on the same rules of conduct as we have
established for [the employees of] the B.S.O. . . . As
soon as a boy is found under the influence of liquor
or with liquor in his possession, or doing other
things for which he would be discharged at the
B.S.O., then he should be sent home from Babson
Institute.

The trustees responded to Babson's recommenda-
dations by imposing a campus-wide ban on alcohol,
gambling, and firearms. Dormitory regulations
were particularly restrictive. Students had to con-
form to the dress code outside their rooms. To
receive guests in the dorm lounge, the student first
had to clear it with the front office in the adminis-
tration building (Mustard Hall), and the office at its
discretion could assign a chaperone to accompany
the visitor, which it invariably did when the guest

Before the Dry Dock, an earlier Babson Institute snack bar was located in the Hollister Building.
was a young woman. The playing of phonographs was prohibited after 10:30 p.m., and to thwart clandestine visits and late-night returns, entry doors were locked at 11 p.m. It is only fair to point out that the Institute's parietal rules were consistent with those of most colleges at the time.

News of the repeal of Prohibition in 1933 did nothing to weaken Roger Babson's resolve to keep the campus bone-dry. He fired off a note to the administration with the following instructions: "I am having sent to you with my compliments 50 copies of a booklet on Alcoholism which I would like distributed in the bureau drawers of the dormitories. To keep the boys from throwing them away, you might write on each, 'Property of the Babson Institute.'"

Roger Babson was not one to hide his light or opinions under a bushel. When he pronounced a total ban on alcohol, he meant total ban. On one occasion, the student manager of the college yearbook, the *Babsonian*, secured a full-page ad from the Lower Falls Wine Company. Earl Bowen, who was faculty adviser to the yearbook at the time, wisely decided to run that one by President Hinckley. To no one's surprise, the ad never appeared.

Moral issues may have aroused the puritanical zeal of the founding father, but his was a puritanism leavened with a sense of humor. "What does your father do?" he asked a student one day. "Well, sir, he exports liquor," came the reply. "Good," Babson fired back. "I hope he exports all of it."

Humor on the subject cut both ways. Roger Babson never lost an opportunity to speak out on the evils of alcohol. Once, he delivered a speech on the Prohibition Party from a platform set up in the middle of the Quadrangle. Babson was facing the Newton Library (now Tomasso) with his back to Park Manor. It was a solemn talk, as befitted a subject so close to the heart of Babson. Yet to his surprise, the audience was in stitches. What he could not see was the pair of students behind him in Park Manor Central who had hung a rope out of an upper-story window with a liquor bottle attached to its end, which they kept hoisting up and down, to the delight of the audience and the confusion of the speaker.
How effective were the school's efforts to stamp out drinking on campus? Not very, according to alumni accounts.

Sir John Horlick '47—an English baronet, no less—remembered showing up at the Babson prom somewhat the worse for the drink and having to sit next to President Hinckley. "I must say he took it awfully well," Sir John remarked, "considering that, as the president of Babson, he wasn't allowed to drink, either."

Another alumnus recalled the time he was taking a nap in his room in Park Manor, when he heard a knock at the door. It was Roger Babson with a prospective student and his parents in tow. Babson wanted to show them what dorm accommodations were like and he barged in with his guests. It was a moment of terror for the room's occupant. "My problem," he explained in an interview years later, "was that in the sink there were cans of beer with the water running to cool them." Discovery would mean instant expulsion. "I thought," he continued, "this is the end of my career at Babson, but fortunately he [Babson] was so determined to go into the other room he never looked. [He] just walked right through and I lived by the grace of God."

While alcohol was banished from the campus, tobacco was not, but this did not mean that smoking met with the approval of Roger Babson. He despised the noxious weed, so much so, in fact, that he put the fear of God into employees and students alike who were hooked on the habit. To escape his wrath, the tobacco addicts in the administration building had worked out a Rube Goldberg-like system that allowed them to puff away in peace. As soon as Babson left his office at Babson's Reports, an insider would call ahead to the administration building to tip them off that the boss was on his way over. Controller Bill Coughlin, whose office was in Mustard, gave an eyewitness account of the pandemonium that followed: "They'd [the smokers] have all the old-fashioned air fresheners and everybody would get the ashtrays and somebody would run down to the men's room to flush it all down the toilet and then [they would] spray everything around.

Then Mr. Babson would come in the side door and everything would smell great."

Imagination is key to fun times on campus, and there was an abundance of that in the early years of the Institute. Babson was not a suitcase college in those days. For one thing, because most of the students came from other parts of the country, they could not go home on weekends; and for another, social life in those days was anything but dull. Take, for example, the evening of November 22, 1926, when the famous "Flim Flam Guild" of Hollywood threw open the doors of its studio (the Peavey Gymnasium) to the students, faculty, staff, and friends of the Babson Institute. There, before the eyes of the audience, was a Hollywood studio, replete with elaborate scenery, floodlights, motion-picture cameras, and, best of all, a covey of beautiful movie queens (played by female employees of the B.S.O.) and handsome actors (drawn, naturally, from the ranks of Babson men), all in costume.

The actors played to a capacity crowd, the show having sold out days earlier. Kicking off the evening's entertainment was a presentation of a playlet from the theater of the camp, "The Cold, Cold, Cruel World," subtitled "Pitched into the Sea of Life." It was a hit, as was the follow-up—a screen
test featuring impersonations of such luminaries of the silver screen as Mary Pickford, Douglas Fairbanks, Bebe Daniels, Harold Lloyd, and Charlie Chaplin. The surprise winner was Adolphe Menjou (played by debonair Frank Decoudray), who was signed on the spot to a $50,000 "movie contract" with the "Flim Flam Studio."

Highlight of the evening was the filming of "Uncle Tom's Cabin." The audience roared its approval of Topsy and Uncle Tom and hissed Simon Legree, but the star of the performance, indeed of the entire evening, was Little Eva played by "the fastest student in the Institute." Little Eva's painfully slow ascent heavenward by means of a block and tackle brought down the house and the curtain.

In the prewar years, Babson Institute, with a student body that never numbered more than a few score and with a staff consisting of a handful of faculty and administrators, truly fit the mold of a small college. With its tiny size came certain advantages, not the least of which was the esprit and group bonding generated among the small bands of young men who journeyed through the school year together. For many the annual experience cemented lifelong friendships; for all, it spelled good times and fond memories.

Not only did every student have close personal contact with every other student, but also with every member of the faculty, thanks to a curriculum that obliged them to take every course taught at the Institute. Add to this mix the many social events during the school year in which faculty and students came together on a social basis, and it helps explain the extraordinarily close relationship that existed between the students and their instructors. When the students and their dates glided across the dance floor of Knight Auditorium to "the modern syncopation" of Ray Lamson and His Harvardians, the professors and their spouses glided with them. (There was no rock 'n roll in those days to part the generations on the dance floor.)

Even at formal events, informality reigned. Such was the case with the biennial student-faculty banquets, which brought the students and faculty together in the dining room of Park Manor to celebrate two special calendar events—the kickoff of the school year in September and the wrap-up in June. What could have been evenings of uncomfortable solemnity instead featured roasts in which good-natured gibes flew back and forth; a spirit of camaraderie, by all reported accounts, "permeated the atmosphere.”

Consistent with the philosophy of Roger Babson, the Institute proclaimed extracurricular activities "just as significant for the growth of the student as any other phase of his college experience." And the school practiced what it preached, encouraging student participation in a wide variety of social, recreational, and athletic activities. Another Roger Babson touch was putting the students themselves in charge of the extracurricular program. No sooner had the Institute moved to its new campus in 1923 than student committees were at work planning dances, parties, musicals, and a host of other on-campus activities that added sparkle to life at Babson.
No sooner had the Institute moved to its new campus in 1923 than student committees were at work planning dances, parties, musicals, and a host of other on-campus activities that added sparkle to life at Babson.

A perennial favorite was the Babson Smoker, an evening of entertainment staged on the eve of final exam week. A master of ceremonies, chosen by the students from their own ranks, presided over the evening's entertainment. Typical of this event was the 1937 program, which included a wrestling match, a demonstration on how to use a yo-yo, and the pièce de résistance of the evening—four reels of Mickey Mouse cartoons.

Each year in early June, a band of two dozen or so Babson fishermen arose from their slumber "not long after the birds began to chirp" for the annual fishing trip. Departure time was 6 a.m. The ride to Scituate Harbor was made in silence, the anglers struck dumb no doubt by the unfamiliar sight of the sunrise. Once on board the fishing boat and on their way out of the harbor for a full day of deep-sea fishing, the group's spirits revived and the chatter on the ride back home about who snagged the biggest one that got away provided a stark contrast to the silent reverence with which they had greeted the dawn.

Friday night informals at Babson meant record hops, complete with phonograph and an electric amplifier loud enough to bring the music of the best bands in the land to the swinging and swaying couples on the dance floor at Park Manor. Poor disadvantaged youths, they were born too soon. Musical technology has marched on, bringing in its wake the capacity to share with everyone within a five-mile radius through the modern miracle of high-tech stereo equipment, synthesizers, tweeters, woofers, and boom-boxes the glory of rap and the grandeur of heavy metal at a pitch calculated to strike the dumb deaf.

From 1919 to 1943, tiny enrollments, inadequate facilities and equipment, and lack of support from the administration precluded the emergence of a bona fide athletic program at the Institute. Nevertheless, the students did manage to get something going on their own. In 1921, they fielded the school's first team, a baseball squad that was edged three games to two in a series played against Babson's Statistical Organization nine. The students kept at it and finally exacted their revenge in 1924 by defeating their B.S.O. rivals and capturing the trophy.

The opening of the Peavey Gymnasium in 1924 heralded the arrival of basketball on campus. In fact, the top sports event that year, at least as far as the fans were concerned, was the contest between the administration and faculty all-star basketball teams, which the administration finally pulled out 62-3.

By 1926, enrollments were large enough to form athletics teams from each of the curriculum divisions. A Production touch-football team bested a Finance team 52-18 in the first intramural game played by curriculum division teams. But the sport of choice for these teams was basketball, and out of the intramural competition came the decision to form the Institute's first varsity team—a basketball squad composed of the best players from the curriculum divisions.

It is a pleasure to report that Babson won its first varsity game ever by trouncing the Dri-Bow Club of Wellesley 32-4. A subsequent loss to Wellesley High School, however, raised some troubling questions concerning the caliber of play of the Babson team that called itself the "Ferocious Financiers."
Babson’s tennis players initially had to practice on a clay court on nearby Maugus Avenue. Practice must have made perfect. During the 1921-1922 school year, they won their matches against the female tennis players from Dana Hall and Wellesley College. This particular contest between the sexes was a first and a last. In 1923, President Coleman presented the school with a permanent tennis trophy in the form of a shield. This marked the beginning of Babson’s annual males-only tennis tournament, in which students and faculty competed for the Coleman Shield.

President Carl Smith once wrote that the Institute “has been particularly successful in understanding the needs, the abilities, the capabilities, and the future vocational outlook of its students . . .” Babson students, he asserted, “are here for business and study.” They were not interested in “the side shows” that take up the time of “the rah rah boys” at other colleges. Fortunately, Dr. Smith was dead wrong. Babson never was, nor was it intended to be, a place of all work and no play. The president’s protestations to the contrary, there was plenty of “rah rah” spirit on tap at Babson, even as the Great Depression tightened its stranglehold on the nation’s economy. Dr. Smith as much as admitted the fact, when he himself succumbed to the roar of the crowd.

Nothing pleased students more than to even the score with faculty and administrators by besting them in sports. Thus, they were delighted when Babson’s senior citizens fielded a volleyball team anchored by none other than the venerable Dr. Carl Smith, whose lightning-like moves on the floor dazzled teammates and opponents alike. The old-timers went on to place second in the annual volleyball tournament, much to the astonishment of their youthful opponents. “Where they [the geriatric squad] get their stamina and skill is a mystery,” ran one student lament. “They not only ‘run the legs off’ their disciples in class, but they insist on doing it in the gym.”

On a Saturday morning in the winter of 1926, a group of Babson students and faculty descended upon the Nashua Country Club in Nashua, New
Before World War II, the Institute provided no comprehensive athletic program. But students organized their own teams, and after the opening of Peavey Gymnasium in 1924, basketball became a popular sport.

Hampshire, to try their luck on skates, skis, sleds, and "the exciting toboggan hill." Despite the spills, sprained ligaments, and assorted aches and pains, this marked the start of the annual Winter Sports Festival. Each winter, the Babsonians returned lemming-like to Nashua to test their threshold of pain. Strange to say, out of this mayhem evolved today's annual Winter Weekend.

In 1926, the students also organized a bowling league, which quickly blossomed into a favorite intramural sport. The league consisted of several teams, and it took a score of seventy-five or higher in qualifying trials to make the team. Interest in the league ran so high that practically every student in the school bowled in the trials. Once the slots were filled, the tournament began.

Each Wednesday evening during the ten-week season, the teams, bearing names that ranged from the fiercely independent "Unholy Rollers," to the conformist "Non-Drinkers," to the intriguing "Vineyard Queens," trooped to the bowling alleys in Needham Center where they faced off in tournament competition. Student fans packed the gallery to cheer on their favorites.

The cost for the evening's entertainment is a reminder that times have changed. Each bowler kicked sixty cents into a kitty, forty-five cents of which paid for three strings of bowling. The remaining fifteen cents went into "his banquet account which at the end of the season will leave plenty of money in the treasury to pay for a dinner and then some." The dinner referred to was the annual bowling banquet held at the Wellesley Inn, and the buck and a half total in each student's account at the end of the season covered all the expenses for the banquet "and then some."

The appearance of a faculty team in the bowling league lineup in 1932 brought some chuckles from the students and, in deference to the ragged performance of "the old men" in the qualifying trials, the students offered them a handsome handicap.

The students soon had cause to rue their generosity. An eyewitness account suggested that they had been hustled. "Most of the old men just rolled enough to qualify and, of course, everybody thought this team would be easy for the young fellows." It turned out that "the young fellows" were in for a surprise. The account continued: "But,...
old men got the jump on the rest of them... and are now leading the tournament by two points.

The front-runners never surrendered their lead and went on to win the tournament.

Unfortunately, pride goeth before a fall. Several of the students had taken on the Needham police bowling team and had won. This prompted the faculty team to issue a challenge, which the police accepted. Without their accustomed handicap, the faculty bowlers found their true level. "The faculty lost," reported the Babson Institute Alumni Bulletin, "and lost badly."

Perhaps it was the initial (and only) faculty win in the bowling tournament that led the administration to assure students that although "the younger members of the instructing staff take an active part in some of the sports, such as bowling... no attempt is made by them to dominate these activities." If such were the intention of the administration, the faculty softball team carried it out to the letter.

In terms of a single contest, nothing matched the popularity of the annual student-faculty softball game, which was played on a day before Commencement. What came to be known as "the annual classic" began in 1923 and was played every year until World War II.

Excitement ran so high that the entire school let out for the day, allowing everyone to gather on the field of dreams to watch the clash of titans. Well, not exactly titans. The students let the professors score a parcel of unearned runs—or so they said—in order to keep the scores close. There is reason to doubt the claim, judging by the football-like scores the younger set consistently ran up against their hapless elders.

In 1928, the "nine old men" broke a five-year losing streak, posting their first win, a ten-inning epic whose 26-25 score spoke more to the underhand deliveries of the pitchers than to the batting prowess of the lineups.

But a single victory a winning streak does not make. There followed a decade-long drought for the faculty. Not until 1938 did the faculty nine cop its second win, edging out their tormentors in a 19-18 thriller.

The Babson Institute Alumni Bulletin, in the finest man-bites-dog tradition of American journalism, used caps and exclamation points to highlight the reversal of fortune: "Faculty Wins! Biggest Upset in Ten Years! Annual Student-Faculty Softball Game Is Runaway For Faculty (BY ONE RUN!)."

The faculty was on a roll. It took only another three years for them to notch their third win, this time by an 8-7 score in a game played on Friday the 13th (June 13, 1941). Unfortunately, the outbreak of World War II terminated the annual classic and dashed whatever hopes the faculty might have entertained for back-to-back wins.

A large part of college life is unrelated to organized activities—bull sessions in the dormitories, for example, or just hanging out. A favorite spot for prewar students was the country store, located in what is now the post office on Forest Street. There, knots of students would sit on the stoop, drinking soda pop and watching the occasional flivver as it hiccuped its way past.

Another good take-in, while it lasted, was the bird show down in the "Back 40." In the 1920s, Roger Babson had set aside this thickly wooded section of the campus as a bird and wildlife sanctuary, and hired an ornithologist named Lester W. Smith as bird warden to oversee it. In the course of his rounds, the warden had struck up a friendship with a resident partridge, who, to mix a metaphor, was a bit of a publicity hound. Every time Smith ventured into the partridge's neck of the woods and whacked the butt of his axe against the trunk of a tree, out would flutter the bird and perch on the barrel of his rifle.

For a sleepy country town, this performance ranked as high drama. Word of it filtered to the outside world and brought a covey of newspaper
photographers and motion-picture cameramen flocking daily to the hinterlands of the Babson campus to film the show. Babson's crowd-pleasing partridge did not disappoint them. Photos and accounts of the bird hit the newsstands. Newsreels of its soaring solo flickered in movie houses all over the country. It proved a public-relations windfall for the college, and a delight for all who had the privilege to watch the feathery virtuoso swoop to command.

Lodgings presented a problem for students until the construction of the first residence hall in 1925. All but the few commuters who lived at home had to make their own housing arrangements. A lucky few managed to book rooms at the Abbott House the first year, so all they had to do was tumble out of bed and pop into class next door. The rest lived farther afield.

One popular residence was the Rock Hill Lodge, a former boys' prep school, situated, according to the Babson catalogue, just 15 minutes by foot from the Institute's 1920-1923 Washington Street location in downtown Wellesley Hills. Another favorite was the Wellesley Inn. Its distance from the school—a 20-minute hike—was offset by its excellent accommodations and superb bill of fare, no small consideration for a student clientele accustomed to the best of both.

Whatever the arrangements, students had to punch in at school at 8:30 a.m. sharp, a ritual that compelled them to allow sufficient time if coming by shanks' mare, or to grab a trolley or taxi (the standard cab fare was two bits, which most of these lads could handle) if in a rush or if the weather was inclement.

One student stood out in the crowd of twenty-seven who showed up at the Abbott Road schoolhouse opening day 1919. Dan Gerber drove up in a spiffy new Cadillac and immediately became the most popular member of the Class of 1920. Being the only owner of an automobile carried heavy responsibilities. It was Dan Gerber who had to decide where to go and with whom on a given evening and on weekends. Others might offer suggestions, but the final nod came from Gerber. Perhaps it was this early exercise in leadership and decision-making that first stirred the inner talents of the Institute's most famous pre-World War II
alumnus. (After graduation, Gerber gained fame and fortune by developing a method for canning pureed baby food and parlaying that breakthrough into a giant new industry. Through the years, he proved to be a generous benefactor to the school he loved, and Babson’s Gerber Hall remains an enduring reminder of that spirit.)

Living off campus had certain benefits as well as disadvantages. For all of the Institute’s talk that it expected students to comport themselves at all times as “self-respecting gentlemen,” once the young members were off campus, they were no longer subject to the close scrutiny and paternalistic controls that they experienced while in school.

Freedom is a heady tonic, especially for the non-conformist. One who fit that mold was McCormick Moore ’28, who transferred into Babson in 1927 from a Pennsylvania college after “I was fired for getting in too late one night.” Evidently Moore had a penchant for late hours. He and his roommate once raced their touring cars—each drove a Stutz, naturally—at 108 miles per hour down Commonwealth Avenue at four o’clock in the morning.

Above: In the early days of aviation, Babson Institute had an emergency landing strip on the upper field. Occasionally a student or alumnus would land his plane there, as occurred in this photograph circa 1929.

Below: Dan Gerber ’20 arrived in the fall of 1919 driving a Cadillac. Most students did not have automobiles, so for them Gerber’s car became a popular means of transportation.
The Babson administration may have frowned on unauthorized use of the emergency landing strip, but, for the students, it was the best show in town.

Fortunately, "Mac" lived to tell about it, and the Babson Bulletin in 1985 recounted what happened in the aftermath: "A couple of weeks later, driving more sedately in Back Bay, Mac was stopped by a policeman who recognized his car, confessed his inability to catch him, and let him off with a warning."

Those certainly were different times. For example, radio station WBSO's twin antenna towers were lighted at night, as beacons for passenger planes making the New York-to-Boston run. In addition, the federal government had a separate beacon tower constructed on campus to guide planes experiencing trouble aloft to the small emergency landing strip that Roger Babson had built on the upper field across from Coleman Hall.

Several planes did, in fact, come in for forced landings, to the consternation of their passengers and the delight of the students. However, the distinction of being the first pilot to intentionally set down on the upper field goes to John M. Kennedy '28. On the spur of the moment, he flew in from Boston in his Great Lakes Biplane to catch up with some of his buddies for a brief reunion.

The Babson administration may have frowned on unauthorized use of the emergency landing strip, but, for the students, it was the best show in town. On a crisp fall Saturday morning in 1929, only a handful of students put in an appearance at Knight Auditorium for the obligatory assembly. Because attendance was required, there had to be a reason, and a good one, why the absentees were willing to court the wrath of officialsdom. They were up on the playing field, gazing skyward for the sight of the single-motor Travelair Monoplane scheduled to touch down at any moment. Its mission: to pick up five Babson students who had chartered the plane to fly them down to New Haven for the Yale-Princeton football game. At the appointed time, the orange-and-black six-passenger aircraft swooped in for a graceful landing and was at once surrounded by an excited mob of students. To their delight, the pilot rolled the plane down to the lower end of the field, revved the motor, and took off. Once aloft, he circled the campus in one great arc before coming in for another smooth landing.

The five passengers, suitcases in hand and dashingly attired in raccoon coats, clambered on board. Again, the plane taxied to the lower end of the field, and with the throttle wide open, roared skyward. With one final swoop around the campus, off it headed in the general direction of New Haven.

Babson's most famous aviator was John L. Vette, who arrived at the Institute in September 1933, having flown from his home in Oak Hills, Illinois, to Boston in his blue-and-orange biplane. Vette was a favorite with his classmates, who dubbed him "our boy aviator," and elected him class president. He also captained the varsity basketball team. To prove himself worthy of these honors, the "boy aviator" dazzled his classmates with a daring aerial stunt. Flying in from Boston, he pulled a neat "forced landing" on the hill just behind Park Manor South. "Mighty bumpy," he grinned, as he alighted from his plane to the cheers of his fans.

One final item on college life in the early days deserves comment—the Boston connection. School catalogues incessantly reminded readers of the advantages available to them because of the
Institute's proximity to Boston—a cultural and historical mecca just 13 miles and a 25-minute train ride away. There in the Athens of America was a veritable treasure-trove of wonders, wonders that the student had read about and now could see for himself—historic landmarks like the Old North Church, the Bunker Hill Monument, the Constitution, and other reminders of the nation's epic past. Or if the mood struck him, he could go to one of the city's museums, there to gaze in awe at some of the world's most splendid works of art or to Symphony Hall to sit in silent rapture while listening to a performance of the world-renowned Boston Symphony Orchestra.

O ye men of small minds and smaller imaginations! Ye scribblers of school catalogues! Babson men in those bygone days pursued culture and history after their own fashion, making their way into the heart of the big city's Scollay Square section on Saturday afternoons, there to behold on stage live at the old Howard Athenaeum outstanding performing artists such as novelist (The G-String Murders) and strip-tease artiste nonpareil, Gypsy Rose Lee, or the internationally acclaimed fan dancer, Sally Rand, fresh from her triumphs (adults only) at the 1939 New York World's Fair.
Babson has placed the responsibility for an active co-curricular life on the students themselves. The college encourages students to sponsor special projects, to found clubs and organizations, to participate in athletic and social events.

—1968-69 Babson College catalogue

"You get out of this college what you put into it."

— John Fleming ’89
College Life: Part II

However far students may have strayed from the path of righteousness off campus, their deportment at all times remained the concern of the college. Not even the outbreak of World War II diverted the Babsons and the administration from their determination to bring religion into the lives of students. "Certainly it would be a crime," the Institute asserted shortly before shutting down for the duration of the war, "to permit our young people to graduate from college in the economic and social chaos to follow World War II, without a sounder religious background than most of them now have." But the conclusion of the war brought instead profound changes in student attitudes, not the least of which was a growing secular sentiment and students' resentment of the administration's campaign to make religion an integral part of their Babson experience.

The renewal of Mr. and Mrs. Babson's efforts to transform the Institute into a community of saints following the school's reopening in September 1945, quickened few pulses on campus. If anything, the campaign to stir a great awakening was met with a great yawn. Students simply were not going to toe the party line. Even so, a poll taken in 1950 revealed that approximately half of Babson's student body regularly participated in some form of religious activity (most of it off campus), an impressive total by today's standards, but one that nevertheless disappointed Grace and Roger Babson, who grieved over the half that got away. "We hope someday to solve this problem [of nonparticipation]," they vowed, "although we must have the prayers or examples of their parents to accomplish our goals."

Their hope was never realized. The idea of a great spiritual awakening on campus ran counter to the flow of social attitudes, and by the 1960s, religion had become a nonissue at Babson.

Among the changes for the better taking place on campus when the Institute reopened at the end of World War II was the mushrooming growth in school-sponsored student activities. Organizations
and programs sprouted up to satisfy practically every taste but the criminal. There were clubs for classical music, chess, foreign affairs, skeet shooting, and outings. Babson debaters matched their skills against the likes of the Harvard, MIT, Clark, and Wellesley teams. The Babson Dramatic Club (the forerunner of today's Babson Players) and the Glee Club joined forces with their counterparts at Wellesley, Simmons, and Lasell to stage theatrical performances on their respective campuses. The closing of Babson's athletic field as a landing strip for daredevil pilots like John Vette led members of the Aviation Club to make arrangements with Norwood Airport for instruction and flying time and to berth the Club's plane in a hanger at the Norwood airfield.

Best of all, the students ran these clubs and activities themselves. Somehow, the Student Council managed to oversee the student government and the yearbook and campus newspaper and still find time to organize informal get-togethers with coeds from neighboring colleges. Among the favorite attractions were skating parties, on-campus Friday evening movies, smokers (considered socially attractive at the time), and (blush) splash parties at the new Millea Swimming Pool.

The student-run Athletic Council, which directed the recreational, intramural, and intercollegiate sports programs, offered virtually every sports activity imaginable: skating, skiing, ice hockey, basketball, softball, volleyball, handball, squash, mountain climbing, sailing, bowling, swimming, fishing, horseback riding, horseshoe pitching (the sport of presidents), tennis, golf, badminton, Ping-Pong, canoeing, and even the Scottish game of curling.

College life extended beyond student activities, of course. For example, in September 1958, the Babson Institute played host to the most distinguished group ever to assemble on campus. The occasion was the Fourth Assembly of the Atlantic Treaty Association (ATA), an international body whose purpose was to promote the aims and activities of the North Atlantic Treaty Organization (NATO). The ATA's choice of Babson as the site for its Fourth Assembly was a great honor for the college, and no doubt the decision was influenced by Gordon Trim, who was president of a Boston branch of the ATA.
Among the changes for the better taking place on campus . . . was the mushrooming growth in school-sponsored student activities.

Among the delegates attending the week-long sessions, which were held in Babson’s Fo’c’sle, were political and military leaders from the NATO member states and eminent representatives of American business and government. Members of the faculty hosted the delegates and attended Assembly meetings (which were closed to the public). Delivering the addresses at the final session were NATO Secretary-General Paul Henri Spaak and United States Secretary of State John Foster Dulles.

Four years is but a moment in the life of an institution like Babson College, but for undergraduates, they are years of profound transformation, marking the rite of passage from youth to adulthood. The intellectual part of the maturation process takes place in the classroom and study halls; the social part takes place on and off campus in a variety of social settings; and a combination of intellectual and social occurs in the residence halls. School catalogues consistently hailed the mix. For example, on the social side of dormitory life: “Many social activities are centered around life in the residence hall. In addition to the informal floor and suite get-togethers and study breaks, many halls host large campus-wide parties and community events.” And on the intellectual side: “Residential life offers valuable learning experiences—learning from other students about different interests, attitudes, backgrounds, lifestyles, and about mutual consideration and respect.”

That in a nutshell was the party line. Student behavior over the years, however, points to a discrepancy between the ideal proclaimed in school publications and the realities of student life.

When Edward Hinckley arrived in 1946, he was shocked to learn that the locals regarded the Babson Institute as “a place where wealthy dropouts drove fast cars and got drunk [and that] whenever any of the Babson students got into trouble their fathers would wield a big stick and talk to Mr. Babson and get them off.”

Whether or not the rap had merit, it certainly did not accurately portray the immediate postwar generation of students, most of whom were hardworking veterans anxious to make up for the years they had spent serving their country. This is not to say, however, that it was all work and no play. Students had their share of good times.

Among the most popular activities were the formal dances, held off campus at the Copley Plaza in Boston. A night out at the Copley was a big event, tuxedos for the gentlemen and corsages and gowns for the ladies, and a live orchestra.

“We’d often stay at the hotel, and rent a suite,” recalled a member of the Class of ’49. “We had music; everybody conducted themselves well; we had a lot of fun.”

But not always. He remembered a formal in his senior year when things got out of hand. “A group on one of the floors took the fire hoses,” he recounted, “and pulled them out and turned them on, and they did a fair amount of water damage . . . .”

The dance committee had to work it out with the manager of the hotel who, fortunately, was “trying to walk a line [between] keeping our business which [with three or four formal dances a year] was a fairly good business . . . and seeing about getting paid for the damages.” Putting their Babson training to work, the committee members negotiated a
compromise whereby both parties agreed that the students would pay part of the bill for the damages, and the hotel’s insurance company would cover the rest.

College life in the 1950s was similar to that of the immediate postwar years. Many of the prewar traditions and regulations remained in place as well. Students still had to wear jackets and ties and punch in and out on a time clock, and they still took their meals in the dining hall in Park Manor Central. A neat little touch had been added for the benefit of upperclassmen. Freshmen had to line up and sing the “Babson Hymn” before they were allowed to sit down and eat.

In addition to school-sponsored and student-run activities, there were the usual and unusual assortments of youthful high jinks that are part of coming of age, and that taxed the patience of administrators. Firmly in place were the age-old restrictive school rules and regulations based on in loco parentis, and just as firmly in place were plenty of high-spirited youths willing to challenge them.

Babson was still a tiny college in the early 1960s, with fewer than thirty-five faculty members. Buildings and Grounds had just two snowplows—one of them small—to clear the campus after a storm. Professor Charles Rotman, who joined the faculty in 1963, said that the students, “being very creative,” would flatten the tires of the snowplows so that the roads could not be cleared and school would be called off.

Faculty and their spouses continued to chaperone school dances. “We didn’t have any casualties at these functions,” Professor Rotman remembered, and, he added, there was no such thing as a security force on campus in those days, because there was no need for one.

Members of the Class of ’63 attending Homecoming ’79 shared their reminiscences of the early sixties with the rest of the college community. Life on campus, it seems, was not as staid and proper as the school catalogue would have its readers believe. Take, for example, the story of “the moving still.” Some enterprising students had built a still in Forest Hall Annex. The administration “caught wind of it” (whether literally or figuratively was not mentioned), but before they could move in for the bust, the students shifted their still and base of operations to a different location.

As the decade of the sixties advanced, direct challenges to the established order surfaced and spread. At their root was the Vietnam War, and their overall impact was to permanently alter the way things were done at Babson.

No issue so dominated college life in the United States as did the Vietnam War, the most unpopular and divisive war in American history. The longer it dragged on and the greater the American involvement, the wider and more intense the antiwar sentiment sweeping across the nation’s campuses.

Babson College, too, was caught up in the turbulence of the times, but where many colleges were the scenes of riots and firebombings, Babson’s administration managed to avoid violent confrontations, which was no mean feat in those trying times. The 1968-1969 student handbook contained a section on drugs, demonstrations, riots, and defiance of school authorities. But it was not by laying down the law that the administration kept the peace. On the contrary, its approach was the soul of flexibility.

Like most college administrations, Babson’s began by redefining, in collaboration with the faculty, the school’s rules of conduct. Barriers and restrictions infringing on student independence collapsed under the pressure of more progressive views. Students no longer had to arrive in class on time. In fact, they no longer had to arrive at all. Women guests were finally permitted in dormitory rooms—there were no coed dorms at the time—but only if a majority of the residents voted by secret ballot in favor of an open-door policy. (Strange to say, no dormitory voted no.)

The administration put a brave face on the sudden switch in parietal policy: “The underlying philosophy [behind the abandonment of in loco parentis] is founded upon a belief in the desirability of association with members of the opposite sex, a chance to entertain, and most importantly an opportunity for privacy.” Students should not mistake permissiveness for license, the administration
warned, for the school would "neither sanction nor condone fornication in the dormitories." It is best to draw the curtain over that one without comment.

Also scrapped was the administration's policy of screening guest speakers invited to speak on campus. "The institutional control of campus facilities should not be used as a device for censorship," President Kriebel wrote in a memorandum to the Babson community. What prompted the change was the Babson Student Forum's engaging Jerry Rubin, a counter-culture radical, to speak on campus. Rubin's idea of a funny line was to tell his youthful audiences to go home and kill their parents. Lest some of the parents take exception to the sentiment, the presidential communiqué stressed that "under no circumstances should our failure to object to any of their [the Student Forum's] selections be considered in any way an endorsement of any speaker or his views."

Among the academic casualties of what former chairman of the liberal arts division Edward Handler called "the student revolt era" was Babson's first Honors Program, which he had helped organize and run during the 1960s. It fell victim to the same spirit that had toppled in loco parentis—in this case, the demand that the students themselves run the program. Another change—and the one destined to have the most far-reaching consequences—was the repeal of prohibition on campus. There was nothing new about student drinking at Babson. What was new was lifting the ban on alcohol and the restriction on student drinking on campus. Students no longer had to sneak drinks for fear of expulsion. Those old enough to drink, could drink.

How did the students react to their newfound freedoms? As might be expected, most took them in stride. A few, however, went bonkers. Alternative life-style became their catchword. Drugs hit the campus with a vengeance. Timothy Leary, with his "Tune in, turn on, and drop out" mantra, became the guru of choice for some of those who spent the next several years trying to find themselves. Some found themselves flunking out of school. In 1968, the attrition rate at Babson—the number of stu-
students suspended or withdrawing—hit 18 percent (or approximately six times the average rate).

Other students committed themselves to changing the world. This group, though few in number, had quite an impact on the college.

At the height of the Vietnam War, the Babson Alumni Bulletin reported that, “Most Babson students do not march or demonstrate, but they are haunted by the war and the draft. . . . No matter where you go [on campus] it’s hard to find anyone who defends the war in Vietnam. Virtually everybody wants America to get out. Just as hard to find, however, are militants and radicals at Babson.”

Babson’s first antiwar demonstration was held in November 1967, to protest the presence on campus of Navy recruiters. It fizzled when the handful of student demonstrators found themselves vastly outnumbered by those who turned out to heckle them.

Efforts to recruit students to participate in the Moratorium and to go to Washington to march against the war likewise drew few volunteers. But this is not to say that this particular effort to rally Babson students against the war fell flat. What the student body lacked in political commitment, it made up for in entrepreneurial spirit. Joining the tiny Babson contingent that went to Washington were two of Babson’s finest, who made a $400 profit selling hot dogs to the marchers.

Babson remained eerily quiescent as college campuses all over the country erupted into demonstrations, riots, and violent confrontations with the police and National Guard. On the night of April 14, 1969, however, the artificial calm that had enveloped the college was suddenly dispelled, when some 50 to 60 Babson students decided that direct action was the only solution to the frustrations that they had kept bottled up for far too long.

A participant described the scene: “I . . . joined the crowd of raiders amassed in one of the fields outside the main dorm, and waited in the shadows until everybody was there. Soon, somebody gave the signal and we charged. In a matter of seconds the door was opened and we stormed inside.”

In the late 1960s and early '70s, students were haunted by the Vietnam War and worried that they would draw a low number in the draft.

would that serve? The dormitory hit by the first wave of Babson raiders was Shaw Hall. Other Babson students gained entry to Wingate and Brown Halls. All three buildings are located on the campus of Mt. Ida, a junior college for women in Newton.

It seems that the invasion had more to do with the birds and the bees than with the war and student power. It was, in the words of the Boston Evening Globe, "A panty raid, a throwback to the dark ages of college campus cavorting, in which young men invade the living quarters of college girls, seeking as many items of frilly apparel as possible for trophies."

The evening's lark turned to panic when the Newton police arrived in force to assist the badly outnumbered Mt. Ida security force in restoring order. This the cops did, merely by putting in an appearance. No sooner did the Babson raiders spot the men in blue than they scattered like a covey of quail. One of them, in a panic, leaped from a second-floor window to the ground fifteen feet below, hurting his leg, although not so badly that he was not able to pick himself up and escape on foot. The only other injury was sustained by a Babson freshman who, while in the act of "proudly displaying a piece of lingerie," was collared by a Mt. Ida guard and in the ensuing scuffle sustained a broken nose for his trouble.

There were fourteen arrests—the bulk of the invading force having vanished into the night—and those who could not post bail had to remain overnight in a Newton jail cell.

At their arraignment the following morning, the defendants pleaded guilty. The presiding judge sagely remarked, "There are worse things than this going on on college campuses today." Turning to the defendants, the judge told them that he was continuing their cases until the end of the school year, at which time the charges would be filed, pending good behavior. With these gentle words, the judge brought to a close another unusual episode in the history of Babson College.

Elsewhere in the nation, student radicals were having a field day. Babson's student newspaper, The Executive, took note of what it called "a recurring pattern." Student radicals—many of them members of Students for a Democratic Society—would
occupy a building, evict the administrators, rifle personal files, and ignore demands to get out. The administrators would thereupon call in the police or National Guard, but this proved self-defeating, because the use of outside force to disperse the radicals would rally the moderate majority on campus to the side of the radicals.

There was a better way to deal with the problem according to *The Executive*. In an April 17, 1969, editorial, the student newspaper recommended,

> Responsible collaboration between administrators and protesters [which] might end in favor of the protesters but put the administration in a more favorable relationship with the student moderate majority. With the present trend for student power growing on college campuses across the nation, a joint committee of students, faculty, and administrators set out to discuss all aspects of student life and direction of administration policy might avoid the motives of protest.

This is precisely the policy that the Babson administration adopted, and, as the editorial predicted, the administration retained the support of the moderate majority and the protesters got their way.

The Kent State tragedy (in which a contingent of National Guardsmen had opened fire on student rioters, killing several of them) triggered a wave of student strikes all across the country. At Babson, student activists drew up a list of demands, at the heart of which was the demand that students be allowed to opt out of classes with the letter grade they had at that point or with a "Pass" (full credit) if no grade were available. This would enable students to pursue a political agenda consisting of free-lance seminars and workshops on the Vietnam War and other issues.

The demand for academic credit for political activities outside the classroom was couched in diplomatic language. "We realize," the document read in part, "that those students who choose not to participate in normal class activities are assuming the responsibility for mastering the subject matter necessary for completing the academic program at Babson. It must be understood that those students who assume this added responsibility do so conscientiously, out of the belief that this ultimate course
of action is more relevant to their present environment than 'normal class activity.'"

Seldom in those trying times did any student communicate the word "relevant." As used in this context, relevant cloaked a dubious proposition: since political activism had a more direct bearing on student lives than the classroom, it entailed students engaged in political activities to academic credit without having to meet course requirements.

Adding a sense of urgency to the demands were rumors of a plot to firebomb the library and Knight Auditorium that sent some members of the faculty and administration into a dither.

A special meeting of the faculty was held on May 5, 1970, to consider the student demands. Dean of Faculty Walter Carpenter urged their passage. Few voices were raised in opposition, and when the motion was put to the vote, an overwhelming majority approved. The faculty vote was a rush to judgment that ultimately produced unanticipated consequences.

A week after the faculty meeting, President Kriebel sent a letter to the parents (almost all of whom were picking up most of the tab for the education of their offspring), justifying the course of action taken by the administration and faculty. The faculty, he wrote, "had uppermost in their mind the importance of maintaining class activities for all students who so desired. The college is opened, regular classes are being held..." The letter went on to summarize the "adjustments" made in the grading system for those students who wished to devote the remainder of the semester to seminars and workshops outside of class. This was not an "easy out" for the students, the president assured parents.

"The faculty felt, and I as president agree, that this small part of a total four-year program could be a very meaningful part of a student's total educational experience."

Years later, a Babson administrator spoke admiringly of the response of the Vietnam generation of Babson students to their times: "During this period, not only were classes suspended, but students also demonstrated a level of political activism quite unlike anything which had ever occurred at Babson."

Indeed they did. Even as parents were perusing the contents of the president's letter, their sons and daughters were opting en masse out of their classes, thus forcing their suspension and the cancellation of final exams. Simultaneously, it dawned on the undergraduates that they could attend seminars and workshops on the war just as easily in Bermuda or Fort Lauderdale, or any place other than Babson.

A general exodus from the campus ensued. Administration claims to the contrary notwithstanding, the students had, for all practical purposes, shut the college down.

Only the seniors remained in the neighborhood in appreciable numbers because of graduation, but even for them, nonconformity was the rule. Ann McCormick vividly recalled that at the June 1970 Commencement, "over half the group [of graduating seniors] didn't wear a cap and gown, because you could do whatever you wanted."

Not all members of the Babson community agreed that the intensity of student feelings on national issues justified cancellation of classes. Some students protested the protesters. Many alumni were equally incensed. A history professor (whose modesty does not permit this writer to mention his name) took direct action by refusing to sign the withdrawal form handed to him by a student he had never seen before.

The youthful stranger made it clear that he was entitled to credit for the course because he was enrolled in it. The professor made it equally clear that because the student had never attended class, taken an exam, or submitted a paper, he would be delighted to give the student an "F" or, if that were not satisfactory, a "WP" (withdrawal without penalty), but no way would he give academic credit for zero performance.

From there, the contretemps was boot ed upstairs. Dean Carpenter told the faculty member that he was indeed obliged under the terms of the faculty-approved resolutions (the former student demands had, through the miracle of the faculty vote, metamorphosed into resolutions) to pass the student. The professor fired back that even correspondence schools that advertise their wares on the
back of matchbook covers require some evidence of work from their enrollees.

Talk of the student's commitment to principles failed to budge the professor. He saw his own principles as stake. If the profession he had chosen and the work he was doing at Babson had any validity, he could not in conscience abandon his commitment to them.

At the suggestion of President Kriebel, the professor appealed to his colleagues to resolve the issue at a special faculty meeting. It was quite a donnybrook, with emotions running high on both sides.

Dean Carpenter led the charge of those demanding credit for the student. His argument that the recalcitrant professor must conform to the recently passed resolutions governing this matter, however, fell mostly on deaf ears. A number of faculty members rose to question the right of the administration or even the faculty to dictate the grade for a course. Tempers flared. The chairman of the finance division, Wallace Mors, who himself had once served as dean of faculty, rose to say that, in all his years in administration and teaching, he had never seen such a gross violation of academic freedom.

Finally, the issue was resolved by a vote of the faculty to allow the student either to take a makeup final examination or to withdraw without penalty—he chose the latter—and the school breathed a sigh of relief.

The sigh, however, was somewhat premature. The first motion passed by the student government when classes resumed in the fall read: “From October 22 to election time [the first Tuesday in November] Babson College will postpone exams in order that students may attend political workshops held on or off campus.” A copy of the motion was sent to President Kriebel for his approval.

President Kriebel made clear in his response that the administration had no intention of going through a repeat performance:

> In the light of the guidelines laid down by the American Council on Education [which prohibit colleges from participating in political campaigns] it would appear that any formal college action to curtail academic activities in order to facilitate student political activities might jeopardize the college position as

1. a tax exempt institution

2. an institution to which gifts may be taken as a tax deduction.

In light of the above facts, I do not feel it appropriate to make a general request that the faculty cancel all exams between October 22 and November 3 as a matter of college policy. . . . It goes without saying that no cancellation of classes to facilitate political activity can be allowed.

Mention of tax-deductible gifts alluded to another consideration that may have contributed to a stiffening of administration policy—the sudden drop in alumni contributions.

Rumblings of student discontent again surfaced in the 1971 spring term over the refusal by Professor John Hornaday to write letters of recommendation for any student who had participated in the student strike, a refusal that affected just about every senior with a major in management who had participated in the strike, because Jack Hornaday happened to be the chairman of the division.

Once again, the lines were drawn between one professor's commitment to academic integrity and those siding with the right of students to opt out of classes without penalty as an expression of their political ideals. And once again, a professor refused to give in to pressure from administrators and colleagues, one of whom told the Babson Free Press: “Hornaday probably doesn't have to write any [recommendations] but he is establishing a dangerous precedent with this action. Other faculty may decide to follow the same course if Hornaday succeeds with this action, leaving all students in a precarious position.”

Hornaday felt that if any dangerous precedent had been set, it was by giving credit and recommendations to students who had not fulfilled their educational obligations. Since Hornaday was well within his rights under the school's "Policies and Procedures," which defined faculty responsibilities, the matter went no further.
Among the many newfound freedoms arising out of the Vietnam War era and the scrapping of in loco parentis, the one destined to have the greatest long-range impact was the lifting of the ban on alcohol on campus.

Alcohol made its first legal appearance on campus in 1967, when the administration removed the prohibition against drinking in the residence halls. How did the students respond to their newfound freedom? Initially, there was a positive response. Most, whose idea of a good time did not include wrecking the joint, continued to act responsibly. Dean of Students Paul Staake reported in 1969 that, “Our experience, on the basis of almost two years, . . . has been most favorable. Certainly the consumption hasn’t increased and the responsibility which the students have shown toward the use of alcohol is encouraging.”

In the early 1970s, two developments—the lowering of the legal drinking age to 18 and the opening of the first campus pub (the Beaver Brau) in Coleman—brought new challenges. Most students were jubilant, crediting the availability of liquor on campus “for bringing an end to the days of Babson as a suitcase college.” Many hosannas were offered up, both to the state government for lowering the drinking age and to the administration for relaxing school policy on student drinking. “Now we have the Beaver Brau, mixers, concerts, and many other weekend activities, which have built a more unified body,” the students exulted.

Back in the late 1960s, drugs were the rage among aficionados of the counterculture. Babson, like all colleges, was plagued by the problem. In 1971, the student government established the “Special Student Committee Against Drugs” to explore the problem of abuse of hard drugs on campus. There was even talk of students taking vigilante action to rid the community of heroin and cocaine.

But during the 1970s, alcohol emerged as the drug of choice on the nation’s campuses, much to the relief of parents and administrations, who, for good reason, were worried sick about the contagion of the drug culture. Once again, Babson was subject to the shifting tides of youthful indiscretions. As drug usage subsided, alcohol consumption ballooned into a problem of unbelievable proportions.

In 1974, the Babson Free Press ran a series of articles and editorials excoriating the explosion of theft, false alarms, and vandalism that was sweeping the campus. The root cause of the problem, the student newspaper duly noted, was booze. One editorial under the heading “Ghost Town’s return hastened by animals” opened with the observation that, “The Babson campus usually suffers some minor damage each weekend. This weekend was an exception. It didn’t just suffer ‘some’ damage; it was virtually destroyed.” The article went on to itemize the weekend’s damages, thefts, and frequent fire alarms. It concluded with a warning: “If Babson students continue acting like animals, . . . it could turn into a freeze on social events, and return Babson to the weekend ghost-town whose memory everyone has been trying to forget.”

In December, the student newspaper reported that the Wellesley fire chief was so incensed at the rash of false alarms at Babson and the abuse that the firemen received when they arrived on the scene,
that he urged nonrenewal of the Beaver Brau’s alcohol license.

The confrontation over false alarms blew over (the school ended up paying $500 for each false alarm), but not the problem of vandalism. By 1978, damage from vandalism averaged an incredible $1,000 per week. Ninety percent of the destruction took place in the dormitories, which all too often resembled a war zone. Among the common sights were kicked in doors, wiring and telephones ripped from walls, smashed toilets, torched furniture, wrecked hallways, and broken windows. A favorite method of turning out lights was to break the bulbs.

Buildings and Grounds had to divert money and manpower to keep up with the student wrecking crews running amuck in the residence halls. Responsibility for “foolish repairs” fell on the broad shoulders of Buildings and Grounds Superintendent Edward Sullivan and his staff. Crews would rush in to repair the damage, only to have the repairs destroyed.

School policy did little to alleviate the problem. The college assumed the cost for “normal wear and tear.” Individuals found guilty for damages had to pay the costs, but because students were reluctant to snitch on their fellows, this seldom happened. Unassignable damages in a dormitory were billed to all of its residents.

Despite the rising costs of vandalism, the school kept the problem under wraps for a long time. Superintendent Sullivan took it upon himself to bring the problem out into the open, writing letters to the Free Press and speaking out whenever an opportunity presented itself. “I’m trying to bring it to the surface,” he told the student newspaper. “Sometimes I feel like the Lone Ranger, letting everyone know about the problem.”

Sullivan pointed the finger of blame at mixers, large parties held in Knight Annex, and, especially, the open-door dormitory parties. “Fraternity parties are also bad,” he added. (In 1926, Roger Babson, aware of the reputation of fraternities as drinking clubs, shot down as “contrary to the purpose of the Institute” a suggestion made at a Board of Trustees meeting to allow fraternities on campus. The ban was finally lifted in the 1950s.)

The Free Press took the cue and began extensive coverage of the issue. Administrators and staff also began to speak out. Dean of Students David Carson, commenting in 1979, said, “there is a lot more drinking on campus than there was six to eight years ago.” He attributed the rise to the lowering of the drinking age. In doing this, society sanctioned drinking for students and therefore, he said, they “feel less adverse to the activity.”

Whatever the cause, the results amounted to a disaster, not only in terms of wanton destruction and other antisocial behavior but also in social costs to students that ranged from dropouts and expulsions to fatal car crashes. There was an alarming rise in chronic alcoholism. A few students suffering from acute alcohol poisoning were rushed to the Newton-Wellesley Hospital, where they underwent emergency treatment. According to a 1979 statement by the health-care nurse at the Babson Health Center, 80 percent of the students reporting to the center for “stress-related problems” were suffering from the effects of excessive drinking. She, too, pointed the finger of blame at society. “What our society tells us to do is use alcohol when under stress,” she explained. Earlier generations, laboring under the delusion of individual responsibility, used to call it “paying the piper.”

In 1980, college students in Massachusetts learned a basic fact of political life—what the state government gives with one hand, it can take away with the other. In 1973, Massachusetts had lowered the drinking age from 21 to 18. Campus pubs—including the Beaver Brau—sprouted up on campuses all over the state. Six years later, the state government, horrified by the wreckage that had ensued, raised the drinking age back to 20, and in 1980, it restored the 21-year-old minimum.

Students were outraged. At Babson, the student government issued this bitter announcement: “Due to the Carrie Nation mentality of Governor King and the state legislature, the Student Government Semi-Formal has been scratched.” David Carson expressed a more moderate view. “It will reduce the number of large parties and mixers,” he said. “But it
in the 1970s, a golden age for Babson intercollegiate athletics dawned.

Michael Hobbs '92 was the college's first four-time All American. The butterfly was his strongest event.

won't turn Babson back to being a suitcase college. We're not the same institution we were ten years ago. The college has changed tremendously in recent years. There is a much more attractive social life, even though alcohol will be less available."

Student behavioral patterns, like swallowing goldfish or streaking, run in cycles, a point that Eddie Sullivan made when discussing the problem of vandalism in a 1990 interview.

The administration has started running the school again, and not letting the kids tell you what is best for them. . . . They're moving in the right direction. . . . You've got some good professional people here. The kids know that if they [screw up] they're not going to be here. . . . [Also] the economy is such today that the kids are aware of where their money is being spent. . . . And I think one of the big factors . . . is that we have so many girls now. I've always said that if you have a troubled area, you move girls into it immediately. Girls can raise hell and have fun, but they don't destroy.

The days for kicking walls out and throwing radios and TVs out through closed windows . . . and thou-
sands and thousands of dollars worth of damage are long gone.

Drunken rampages at Babson were always the exception, not the rule. Positive developments outpaced the negative. As vandals tore down, others built up. Students engaged in charity work and community service. Others organized relief efforts for victims of natural disasters in all parts of the world. Without student volunteers, most campus organizations would have shut down. And even as wanton destruction on campus reached its peak in the 1970s, a golden age for Babson intercollegiate athletics dawned.

As in the past, the focus of Babson's athletic program in the postwar period was on intramural sports. But where before the war, teams drawn from the curriculum divisions (Finance, Production, and Management) dominated the intramurals, now it was the dormitories' turn. The intramural program was dubbed the Punch Bowl League, after the Punch Bowl trophy awarded each year to the dormitory whose teams collectively earned the highest total score in intramural competition.
Whether the quality of athletic performance improved as a result of the changeover from curriculum to dormitories remains an open question. What is beyond quibble, however, is that the change made it easier for fans to cheer their favorites on. “Come on, Coleman,” clearly has a ring to it that “Let’s hear it for Production” could never match.

Also beyond quibble is that intramural sports dominated the sports scene at Babson for twenty years following the reopening of the school in 1945. One reason for this was that intramurals made it possible for any student who wanted to play to join in—which is what Roger Babson had always advocated. A second, and more important reason, was that the Institute lacked the resources, both in funds and adequate facilities, to support a full-scale intercollegiate athletic program. Despite the relative poverty of resources, the program worked well, mainly because the students made it work.

Professor Earl Bowen, who served as athletic director in the early 1950s, explained how it was done.

*I ran [the athletic program] for about four years, essentially under the intramural Punch Bowl League umbrella. It was a very successful undertaking. The students ran the show in terms of the budget which was very small. Each dorm had its athletic director and together they formed the Athletic Council [which met regularly with Professor Bowen]. When budget time came up they distributed the money to various sports. I remember how happy Paul Staake was when . . . his sailing club got $500 to buy a new sailboat. That was done by the students themselves. They ran the show. They ran everything. They even had to take themselves by car if they wanted to play in other places. But, of course, you couldn’t hold them back.*

But change was in the works. Bowen and Staake convinced the Babson administration to apply for membership in the New England Colleges Conference on Athletics (NECCA). In 1952, the NECCA elected the Institute to its membership, a step that qualified Babson teams to compete with other NECCA schools.

NECCA approval marked the birth of Babson’s intercollegiate sports program. Student-organized teams began scheduling games with other NECCA members. Those teams that stuck it out for a cou-
ple of years or so at this level of competition got financial support from Babson. Whereas before the war the only varsity sport was basketball, this system quickly produced varsity teams in tennis, golf, skiing, and skeet shooting as well.

But progress was slow. Militating against a full-fledged intercollegiate program was the primitive condition of Babson’s gymnasium. At the time that the Peavey Gym was built, no thought was given to organized sports at Babson, let alone intercollegiate competition. The building was unheated and cramped, and it had only six temperamental showers. Earl Bowen provided this classic account of the ritual that went with the ablutions at Peavey: “The rule in taking a shower back in those days was, turn on the hot water, soap yourself up, turn it off, get all clean, turn it on, get the soap off, turn it off. Because otherwise, there wouldn’t be enough [hot water] to go around for other people.” It was, Bowen concluded, “a pretty rustic environment.”

The gymnasium sufficed for the limited prewar sports activities for which it was built, but not for the 1950s. The school recognized this, and, in 1958, funded a complete overhaul of Peavey, which doubled its size, modernized its facilities, and connected it to the Millea Swimming Pool. Especially impressive was the new basketball court.

On December 6, 1958, President Trim dedicated the new Peavey Gymnasium in a brief ceremony before a crowd of nearly 500 fans. The gym’s basketball court brought fame if not fortune to the Babson campus in the persons of the world-champion Boston Celtics. Under the watchful eye of Coach Red Auerbach, the Celts had a ten-day preseason training session at Peavey Gym in 1959, a practice that they continued for the next several years.

Whenever the Celts got off to a fast start during the regular season, Babson fans credited the streak to their gymnasium. The Celts returned the favor. In an exhibition game played in the Peavey Gym in October 1961, the green-and-white team (Babson’s colors, too), led by former Holy Cross great Bob Cousy, delighted fans by downing the Syracuse Nationals. All proceeds from the game went to the Gordon M. Trim Scholarship Fund.

The Celtics organization returned to Babson in the early 1990s, this time to run a basketball camp for two summers in the new Paul Stueke Gymnasium. The camp afforded basketball fans a chance to watch some of the Celtics in action against gifted young athletes who had dreams of making it to the National Basketball Association.

Unfortunately, the constraints of space permit mention of only a selected few of the varsity teams, athletes, and coaches who have contributed so much to the quality of student life at Babson College.

In 1966, the Institute at last committed itself to building a full-fledged intercollegiate athletic program by bringing in Bill Olson from the University of New Hampshire as athletic director. Olson took over a threadbare operation that was barely limping along—there were only seven varsity sports at Babson at the time—and pledged to breathe life into it through expansion of the coaching staff, vigorous recruitment of high school athletes, and the scheduling of better teams.

Asking the student newspaper whether he thought Babson would do well in competition against “name” schools, the new athletic director
The 1983-84 hockey team won championships in both and NCAA Division III and ECAC Division II. In the second row are Assistant Coach Ken Frates (far left) and Coach Rob Riley (second from right).

Right: The James M. Sampson trophy awarded by the N.E. College Soccer League. The championship was won by Babson College many times, most recently in 1993.

A dive by Amy Fairclough ’81 during a swimming meet.

replied: “It's up to the kids here, if they really want to play ball. You can be amazed what a little willpower and hustle will do. You can't win constantly, but, boy, you can do a lot with knocking a guy off now and then.” Olson faced a daunting task: to build winning teams at a school that had never taken varsity sports seriously and did not award athletic scholarships. Daunting though it was, under Bill Olson's guidance, Babson sports went big time. During his twelve-year stint as athletic director, the number of intercollegiate sports at Babson doubled from seven to fourteen, a total that included the first three women's varsity teams (basketball, tennis, and volleyball).

Olson had his successes as a coach. His basketball teams won the Naismith Basketball Conference championship three times, and he was named Naismith Conference Coach of the Year. Further recognition came when he was chosen president of the New England Basketball Coaches Association. But Olson's greatest contribution to Babson sports was as a builder. He took over a moribund program and, with the assistance of some top-notch coaches, built it into a first-class intercollegiate operation that brought honor and glory to the college.

Among the coaches that Olson hired was soccer coach and swimming instructor Bob Hartwell. Hartwell shared Olson's belief that a good intercollegiate program needed strong student support as well as quality athletes. He took over what was essentially a happy-go-lucky soccer program, whose strongest tradition was losing, and built it into a national powerhouse. On the eve of the 1967 season—Hartwell's first—the student newspaper predicted a turnaround for Babson soccer. “The Beavers have shown their desire to win by giving their best throughout every [exhibition] game,” the newspaper reported. “They have built up, with the help of Coach Hartwell, a spirit which should disprove the perennial belief that our soccer teams are perennial losers.”

Hartwell once said, “I am not paid to win. I’m paid to teach.” Maybe so, but what he taught was team pride, and team pride brought victory. The 1972 team went undefeated until Holy Cross edged
it 2-1 in the final game of the season. The following year, the team ran off fourteen consecutive wins, and, after turning the tables on Holy Cross 3-1 in the final game, finished the regular season with a perfect record. "It's unbelievable," Coach Hartwell exulted. "This is a once-in-a-lifetime experience. We came so close last year, and to come back one year later and do it is just unbelievable."

In the postseason NCAA College Division III regional tournament, Babson's team advanced to the finals before bowing to New England's top-ranked Springfield College team. In addition to its second-place finish in the regionals, the 1973 Babson team won the Samson trophy as the best small college team in New England.

Team pride not only helped produce great teams, but also produced great fans. Some 300 to 400 Babson loyalists traveled to New York to watch the 1974 team square off against nationally ranked Adelphi College. Babson lost, but according to all accounts, the shouts and cheers coming from the stands made it seem as if Babson were playing on its home turf. After the game, Hartwell had as much praise for the fans as for his players: "Our fans are the greatest soccer fans anywhere. They supported us the entire game, and our team definitely played better because of them. . . . This is what Babson College is all about. The fans' support shows the kind of spirit Babson people have. I can't express how much the team and I appreciate the fans for their effort."

Babson's soccer program was building toward a climax, which it reached in 1975 in what the school's sports information director, Marty Bauman, called "the greatest sports accomplishment in the college's history." Bauman had it right. The 1975 team achieved what every team and every coach dream of—a national title—by sweeping the Division III national tournament.

Two members of the 1975 national championship team, Franz Grueter and goalie Shane Kennedy, later made All-American, the first Babson soccer players to achieve this honor. Kennedy, who graduated in 1977, set a national record of 41 shutouts during his four years in goal. Another member of the 1975 team was Jon Anderson, Babson's current soccer coach.

Coincidentally, after graduation both Grueter and Kennedy pursued an avid love for sculpturing. Grueter as an amateur and Kennedy as a professional. The college commissioned Kennedy to create the sculpture celebrating the spirit of Babson athletics that stands outside the main entrance to the Recreation and Special Events Center.

When Bill Olson retired as athletics director in 1978, the school turned to Bob Hartwell, the winningest coach in the history of Babson athletics, to replace him. Hartwell—a five-time winner of the New England Soccer Coach of the Year award—announced that he was resigning as soccer coach to devote full time to his new duties.

Moving up to the head soccer coach slot was the team's assistant coach and former star soccer fullback, Bill Rogers '73. "Having Bill Rogers available to take over," Hartwell remarked, "made my decision a lot easier." It was an apt observation. Bill Rogers continued his predecessor's winning ways.

Rogers piloted the 1978 soccer team—his first as head coach—into the NCAA Division III regional tournament, where it lost in the finals in overtime 3-2 to North Adams State. Center halfback and co-captain of the team, Francis Pantuocco '79, became Babson's first soccer player twice named All-American.

The 1979 squad was another dream team, winning for Babson its second national crown. Amazingly, the 1980 team repeated. These back-to-
back triumphs brought to three the total number of national championships garnered by Babson soccer teams, which was more titles than any other college in Division III held.

Other Babson intercollegiate teams and athletes have shared in the glory of Babson’s golden age of sports. Babson College’s first All-American, Craig Saint-Amour ’75, won the honor three years in a row (1973 to 1975), which was also a Babson first. Small wonder. In the 110 individual races that he competed in during his four years on the Babson swim team, Saint-Amour never finished out of the money, placing first 102 times, second seven times, and third once. He set seven individual records at the Babson pool and another forty-five records at other New England college pools.

Records, as the saying goes, are made to be broken. In 1992, Michael Hobbs ’92 became Babson’s first four-time All-American with his sensational performances in the butterfly and individual medley events.

Under Coach Hartwell, the 1975 swim team competed in the NCAA Swimming and Diving Championships held at Cleveland State. Four Babson swimmers—Richard Braverman ’77, H. Brune Levering ’76, and brothers Craig ’75 and John ’78 Saint-Amour—were named All-American for their tenth-place finish in the 400-yard freestyle relay. Another team member, Spencer Miller ’78, also copped All-American honors for his ninth-place showing in the 200-yard backstroke, which made him the first Babson freshman named All-American for an individual event.

Senior diver Paul Cuneo ’85 posted another school first when he achieved double All-American status with spectacular performances on the one-meter and three-meter boards at the 1985 NCAA Division III Swimming and Diving Championships. Coached by Fran Hartwell, Cuneo placed tenth in the one-meter board competition and eighth in the three-meter, out of a field of seventy of some of the best divers in the United States.

In 1980, the Babson ski team reemerged after a long dry spell, capturing the Thomson Division title for the first time in seventeen years. The next year, the team followed this up by placing seventh in the National Collegiate Ski Championship. Rodolphe von Berg ’83, a member of the 1980 team, became Babson’s first All-American skier. Babson’s skiers practically retired the Thomson Division prize following their 1980 victory by winning the title five years in a row.

Rugby, although not an intercollegiate sport at Babson, has had its share of enthusiastic players and fans. Future entrepreneurial star Tim DeMello ’81 was the prime mover behind the establishment of rugby as a competitive sport. DeMello founded the Babson United Rugby Club (BURC) in his freshman year, and served as its president from 1979 to 1981. The club got off to a fast start, thanks in large part to its two voluntary advisers, Professor John “Duke” McKenzie and Media Operations Coordinator Steve Wilhelm, an active player on the prestigious Beacon Hill Rugby Club.

Among the honors racked up by the Babson rugby club are first-place finishes in the 1982 Division II Collegiate Tournament, the 1983 Babson Invitational, the 1983 Holy Cross Invitational, and the 1983 Boston College Beanpot.
The BURC’s consistent winning records led to an invitation to join New England Division I Rugby, thus elevating rugby to the only Division I sport at Babson.

Facilities are a major factor in the development of first-class intercollegiate teams, and Babson met its obligations to student athletics by providing them. Babson’s soccer field, for example, is good enough for the college to host national championship games. Similarly, the completion of the Babson Recreation Center in 1981, with its 1,500-seat ice hockey rink, meant that Babson hockey teams could now practice and play on their own turf instead of having to travel to a rink in Natick.

Men’s soccer was not the only varsity sport at Babson to hit the big time. Just as Babson soccer began its rise to the top in regional and national standings in the early 1970s, the ice hockey team began its ascent in the late 1970s. And just as soccer captured the loyalty of Babson fans in the autumn, hockey brought out fans in droves in the winter.

Two developments in particular account for the surge in the hockey program: the opening of the rink at the Babson Recreation Center and the arrival of Coach Steve Stirling in 1978. In the facility, Babson hockey players at long last had their own on-campus rink, and in Steve Stirling, they had an inspirational leader. A native of Toronto, the former All-American center at Boston University had played professional hockey for a number of years before entering coaching.

Athletic director Bob Hartwell brought Stirling to Babson to breathe life into the struggling hockey program, and after only two years at the helm, Coach Stirling led the Babson icemen to their first Eastern College Athletic Conference (ECAC) Division II Tournament. Goalie for the 1980 team was Gary Whear ’81, the first Babson hockey player named All-American.

In Stirling’s first five years as coach, Babson hockey teams qualified four times for postseason tournament play. Stirling’s peers elected him National College Division II Coach of the Year in 1980 and again in 1982 for having turned Babson into a hockey powerhouse. He was also named Harry Cleverly Coach of the Year in 1982.

In 1983, Stirling accepted the position of head hockey coach at Providence College. He left behind a great ice hockey program. The 1984 team, coached by Stirling’s replacement, Bob Reilly, and captained by Babson’s all-time leading scorer, All-American Paul Donato ’84 (86 goals and 140 assists), swept to Babson’s first national hockey championship by hammering Union College 8-0 in the NCAA Division III finals.

Stirling returned to Babson in 1985 as head hockey coach and assistant athletic director, and took over as athletic director following Bob Hartwell’s resignation.

As the 1980s progressed, it became obvious that the inadequacies of the Peavey Gym were hurting both the athletic program and the school. It was too small and the facilities were too limited to meet the needs of varsity sports (especially basketball).

Terry Jackson ’92 was a midfielder on the 1991 soccer team that made it to the final four in the NCAA Division III competition. He was one of nine seniors on the team.
intramural programs, and recreational activities. Vice President for Student Affairs Paula Rooney pointed out that prospective students touring the campus were turned off when they visited the gym. “Is that all there is?” they asked.

Out of this critical need came the Recreation and Special Events Center, which opened in September 1989. The 14,000-square-foot Paul C. Staake Gymnasium features an NCAA regulation-size basketball court, two full-size practice courts, and seating for 600 spectators. A glass block wall separates the gym from the adjoining Student Fitness Center, which contains a variety of exercise equipment. Other facilities include a 200-meter indoor track, a dance aerobics studio, a racquetball court, two squash courts, a sports medicine area, and administrative offices.

The former Peavey Gym was transformed into the PepsiCo Pavilion, thanks to a one million dollar donation from the PepsiCo Foundation. Director of the Foundation and president of the Pepsi Cola Co. is Roger Enrico ’65. The Pavilion is a 14,000-square-foot field house with a seating capacity of 1,500. Steve Stirling, noting the many uses of the field house, called it “ideal for recreation and intramural sports like street and field hockey, rugby, lacrosse, whiffle ball, and Frisbee.”

The momentum in Babson’s intercollegiate sports program begun under athletic director Bill Olson continues today, despite the fact that the college holds fast to its policy of no athletic scholarships. Men’s soccer, with three national championships and fifteen NCAA tournament appearances, retains its reputation as a Division III powerhouse. Coach Jon Anderson picked up where his predecessors—Hartwell and Rogers—had left off.

Nineteen ninety-two was another great year for men’s soccer. The team made its fifth consecutive trip to the NCAA tournament; and it also won the Samson trophy as the best Division III soccer team in New England. In goal for the 1992 team was All-American Steve Webber ’92.

Babson soccer has produced a long line of great goaltenders over the years, none better than Steve Webber. Twice All-American, three times All-New England, twice Adidas Scholar Athlete, and 1992 New England Male Division III Athlete of the Year, Webber broke both the New England and Babson
records for most career (forty-five) and single season (fifteen) shutouts.


Men’s ice hockey continues to run neck-and-neck with men’s soccer in prestige and performance. The 1984 national championship team won both the NCAA Division III and ECAC tournaments. A member of that great team was All-American Paul Donato, the current hockey coach. In 1993, Babson’s ice hockey team made its twelfth consecutive appearance in the NCAA Division III tournament and sixteenth consecutive appearance in the ECAC tournament. That same year, Steve Stirling retired from coaching in order to devote his full time to the duties of athletic director. Stirling’s teams had run up an outstanding 290-129-28 record over a fifteen-year span; the twenty-sixth best college ice-hockey coaching record in the United States.

The opening of the Paul Staake Gymnasium in 1989 proved a godsend for men and women’s basketball. The Babson men’s team made it to the ECAC Division III tournament semifinals in 1990, the finals in 1991, and the quarterfinals in 1993. Coached by Serge DeBari and anchored by senior Jim Pierrakos, the 1992 team played in the NCAA Division III tournament. Pierrakos was named All-American (the first for Babson basketball), All-New England, and ECAC Division III Player of the Year; and Coach Serge DeBari was chosen National Association of Basketball Coaches (NABC) Division III District Coach of the Year and New England Basketball Coaches Association (NEBCA) Division III Coach of the Year. In 1993, Babson’s men’s basketball team won the Constitution Athletic Conference championship.

Asked what effect the Staake Gym had on the quality of performance of the men’s basketball team, Coach DeBari replied that between 1980, when he came to Babson, and 1989, three of his teams played in postseason tournaments; in the four years since the gym opened, his teams qualified each year for postseason play.

Women’s varsity sports blossomed in the 1980s and have continued to improve ever since. The women’s tennis team won back-to-back state championships in 1984 and 1985. Women’s field hockey became a varsity sport in 1984, and caught on fast. In 1985, “the ladies with the sticks” participated in the postseason Northeast college field hockey tournament. Also competing in postseason tournament play in 1985 was the women’s volleyball team. That same year, Judy Blinsbrub debuted as women’s basketball coach, leading her team to a second-place ranking in the Massachusetts Association of Intercollegiate Athletics for Women (MAIAW), the highest posting for a Babson women’s basketball team up until that time.

Like Bob Hartwell (soccer and swimming coach), Judy Blinsbrub coached two sports teams—women’s basketball and soccer—and, like Hartwell, both she and her teams racked up great records.

The 1987 women’s basketball team made it to the ECAC quarterfinals. In 1991, the team won the New England Women’s Eight (NEW 8) Conference championship, and the following year it reached the  

Betsy Willgos ’93 (10) was a cocaptain of the 1992-93 women’s basketball team, the first women’s team in the history of the college to compete in an NCAA Division III championship.
In 1991, the college created a Babson Athletics Hall of Fame "to honor and perpetuate the memory of those individuals who either through participation, support, or interest have made outstanding contribution to Babson Athletics."

In 1991, Babson decided that it was time to create a Babson Athletics Hall of Fame "to honor and perpetuate the memory of those individuals who either through participation, support, or interest have made outstanding contribution to Babson Athletics and who have helped to bring recognition to Babson College and its intercollegiate athletic program."

Each year, the Hall of Fame selection committee, composed of faculty, staff, administrators, and alumni, reviews and votes on a list of nominees submitted to it by members of the Babson community. Winners are honored at a banquet in November, at which they are inducted into the Hall of Fame.

An effort has been made in this narrative to avoid lists, especially so at the end of a chapter; but the Babson Hall of Fame merits an exception, because of the honor it bestows on those who have contributed so much to campus life at Babson College.

In 1991, there were six inductees: Robert Hartwell (athletic director); Craig Saint-Amour (swimming); William Rogers (soccer coach); Judy Pearson (soccer, basketball); Paul Donato (hockey); and Shane Kennedy (soccer). The five 1992 inductees were Paul Staake (administrator); Waldo Pratt (hockey, tennis, golf); Mark Paylor (soccer); Susan O'Donnell (basketball, tennis); and Kevin Leip (basketball). The five winners honored in 1993 were Bruce Chalas (golf); Brian Lynch (lacrosse); Richard Renwick (baseball); Thomas Groth (basketball); and Thomas Sasso (hockey).
“Babson is a fascinating school that has never stopped developing; it exhibits a dynamic quality. We have not yet achieved all that we can.

The important point is Babson’s future, not its past.”

—Walter H. Carpenter
Vice President of Academic Affairs
Looking Ahead

President Dill's announcement of his intention to step down at the end of the 1988-1989 academic year set in motion Babson's third presidential search committee, an eleven-member body headed by trustee Elizabeth P. Powell M'76. What Babson College needed, the Babson Free Press editorialized, was a strong leader with a clear vision for the college and the ability to increase its visibility, to foster a sense of community, and to raise revenues—a leader, moreover, who was “charismatic, articulate, a tinkerer, a planner and an implementer, someone with integrity, honesty, and warmth, and . . . who knows when to listen and when to lead.”

In May 1988, the committee members set to work, meeting more than thirty times over the following nine months. They combed through some 200 applications and interviewed thirteen finalists before announcing their unanimous choice—William F. Glavin.

A graduate of the College of the Holy Cross and of the Wharton School of the University of Pennsylvania, where he had received an M.B.A. in industrial management, Glavin had a long and distinguished career in business, having risen to senior management at IBM before joining Xerox in 1970. At Xerox, he held several top management posts, including a six-year stint as managing director of Rank Xerox. Headquartered in London and with branches in thirty countries around the world, Rank Xerox proved an invaluable training ground. It was at Rank Xerox that he saw the future—the rapidly expanding global economy—and came to appreciate how it worked.

In 1985, Glavin was named vice chairman of Xerox, a post he still held when the Babson search committee first contacted him. The timing was propitious. For a number of years, Glavin had been actively involved as a member of the president’s council at Holy Cross and of five boards at Wharton, including the board of overseers. He enjoyed the experience, and it piqued his interest enough to get him thinking about a second career in management education.

Left: Students in an MBA class. Thirty-eight percent of Babson’s graduate students are women.
Several colleges had approached Glavin with offers, but it was not until the Babson search committee contacted him that he saw a challenge sufficiently enticing for him to apply for early retirement at Xerox and embark on a new career. "The thing that really interested me about Babson was the faculty and student body. They were easy to interact with because they were business-oriented," Glavin said, explaining his decision. "I felt almost immediately I could do many things to help move this school forward."

William Francis Glavin came highly recommended. His commitment to the work ethic drew this comment from his friend, Donald J. Barr, publisher of Sports Illustrated: "He demands the best of himself and those on his team. That is why he has been so successful in each endeavor he has undertaken." Said David T. Kearns, chairman and chief executive officer of the Xerox Corporation: "I have known Bill Glavin as a friend and associate for more than a quarter of a century. I can tell you firsthand that Babson College is fortunate to have Bill as its president. He is an excellent leader, a compassionate human being, an exemplary family man, and a visionary—the type of person that will lead Babson to even greater success in the 1990s."

Elizabeth Powell saw Glavin as the right fit for the times. "Bill Glavin has a truly global perspective," she noted. "He understands, from his broad experience in both business and education, what is required to prepare businessmen and women to succeed in an international community." The search committee had been especially interested in his potential as a fund-raiser. "We were looking for someone who could raise money for the college," remarked one member. "And Bill Glavin looked awfully good."

The president-elect was equally enthusiastic about his new career. "Working for the two schools I graduated from has been very satisfying," he said, "and as Babson's president, I look forward to becoming more directly involved in the education of young people for business careers."

Babson's ninth president was the first since Roger Babson to come to the office directly from the ranks of business and without experience in the classroom or college administration. Unlike Babson, however, Glavin's educational background and work experience sharpened his appreciation of the importance of the liberal arts to the education of business leaders. "When I majored in accounting [at Holy Cross]," he recalled, "I was also a liberal arts major. The liberal arts content of my education was larger than the accounting and economics content. Fortunately for me, the liberal arts courses taught me to think, how to learn, and to have a thirst for continuous learning."

The paucity of academic experience notwithstanding, Glavin brought a clear vision of the direction that he wanted Babson to take as it forged ahead toward the next millennium, and of the kind of curriculum needed. "Today's managers must know about both liberal arts and business," he asserted. "To work in a global marketplace, they must have knowledge of languages, history, the arts and sciences, and have an appreciation of other cultures."

Clearly, heading Rank Xerox helped shape that vision. Business and the world it functions in were
in the throes of radical change, and Glavin was more aware than most that corporate America had to adapt if it were to flourish in the growing global marketplace.

Glavin had ideas about the message he wanted to convey to Babson students. Prior to his inauguration, the president-elect told Babson Bulletin editor Diane Coryell of his plans to visit classes and discuss with students the ideals that he felt were important to them as members of the business community. "Helping students to think about their values is even more important than textbook learning," he said, a comment that would have drawn an "amen" from Roger Babson.

In early April 1989, Glavin sat for an interview with Coryell and the editor of the Babson Free Press. Asked what led him to choose Babson, he replied: "I have a great interest in education...I want to participate. I want to contribute.

"The whole scene is changing drastically. The [future] is not going to be one of managers, but business people. Business people need to be able to operate in all environments: family, quality of life, business, et cetera."

Speaking at an all-college Convocation a few days later, Glavin elaborated on what he considered Babson's role. "We are living in a global economy," he told the audience assembled in Knight Auditorium, "that affects our lives, not just in the business sense but in education and culture as well." That reality created a new imperative for business schools—to educate a new kind of manager. Rapid change was the hallmark of the global economy, he explained, and tomorrow's managers had to be prepared to function in an environment that was constantly changing. Hence, it would no longer suffice for Babson simply to train managers in specialized fields. It had to broaden its mission and educate for business "in all its forms [because] the business leaders of tomorrow that we are educating here today must be different from the ones already in the world."

In his inaugural address delivered on October 20, 1989, Glavin chose as his major theme the United States' decline in the emerging global economy and ways that business in the United States could regain its competitive edge. While businesses in other countries were becoming more efficient and effec-
Prevising to go to Japan as an intern, Pamela Gill, M '93, used a software program to study the language. She worked at the New Otani hotel in Osaka, part of the Matsushita conglomerate.

Students relax at Humphries Plaza between classes.

tive, he said, U.S. companies were no longer listening to customers, and until and unless they did, they would continue to lose ground. "Fulfilling customer requirements is the cornerstone of business," he asserted. "If you don't do it, your chances for failure are greater today than ever."

Schools of management in the United States shared some of the blame for the decline of American business, he continued. They, too, were ignoring the needs of customers—the students. "If we are not educating our students for what employers and society need—not for today but for the future—then we are not supplying the kind of product that is needed to become competitive in today's world."

Just as Roger Babson had foreseen the need for a new kind of business education in the wake of World War I, and President Carl Smith had obtained authorization to confer the B.S.B.A. and M.B.A. degrees in anticipation of the changing demands of business in the post-World War II era, President Glavin focused on the need to transform the way business was being taught on the eve of the 21st century. "It is critical that we... meet the changing requirements of the universe of which we are a very important part," he said. Business education in the United States was complacent, sluggish, and "most frightening of all... not keeping up with the times in which we live." Radical change demanded radical reform. That was the challenge facing business schools in general and Babson College in particular.

Babson, he noted, was fortunate to have a solid foundation on which to build the curriculum of the future. Thanks to the accomplishments of the Kriebel, Sorenson, and Dill administrations, the college had earned a national reputation as an outstanding school of management. Now it had to achieve international recognition as a world-class college of management education. That was Babson's new goal, and to reach it, Glavin said

_We must emphasize comprehensive learning, by blending studies in management, sciences, and humanities, with practical applications. We must encourage the development of an entrepreneurial_
Expanding diversity on campus was linked to Babson's quest for international recognition as a premier school of management.

spirit and a global perspective. We must develop the skills associated with motivating people to work together toward common goals as well as the skills required to fully understand the new technology. And we must do this while teaching the highest educational standards.

Work on implementing this agenda began with the formation of a strategic planning group, consisting of 129 people recruited from Babson's constituencies—faculty, administrators, students, trustees, and alumni—and organized into eight committees called excel teams. The yearlong collective effort produced “Strategic Plan 1990-1995,” a carefully crafted plan that framed the issues and outlined strategies for each functional area of the college. Its overall aim was to position Babson to meet the needs of business in the 21st century, when U.S. corporations would face much more rigorous competition in the global marketplace.

According to 1990 demographic forecasts, most U.S. businesses will be global by the year 2000, and women and minorities will constitute a majority of those entering the work force. These projections sent a clear message to the excel teams: Babson needed to create an on-campus environment that exposed students to people from different backgrounds and cultures so they might learn to understand and appreciate diversity and multiculturalism in the workplace.

“Our ultimate goal is a campus where everyone feels a sense of belonging and where the things that make us different from one another become our strongest assets,” President Glavin told a student reporter in a 1990 interview. The college was committed to creating an environment on campus conducive to diversity and internationalism, Glavin said, noting that women constituted 40 percent of the 1990 freshman class and that the percentages of minorities and international students were also up.

“The whole aspect of diversity is paying off because people are working on it,” he said.

The emphasis on pluralism on campus led the administration to set its near-term enrollment goals for the undergraduate school: 50 percent women, 15 percent international students, and 15 percent African-American, Hispanic, Asian, and Native American (AHANA) students. Figures for the Class of 1997 showed the school running well ahead of schedule in most areas. Eighty-four of the 375 freshmen (22.4 percent) were from countries other than the United States and represented a total of thirty-two nations. Another 17.5 percent were AHANA students, up from ten percent in 1992.

The college had the luxury of choosing from an applicant pool of more than 2,000, thus enabling it to be very selective. Most members of the Class of ’97 had distinguished themselves in a variety of ways in high school. Most had served as representatives in senior class governments or in student councils; as writers or editors for school newspapers and yearbooks; or as participants in volunteer organizations or in school orchestras, bands, and theater groups. Nearly three-quarters had played varsity sports, and close to half had captained their teams. They carried impressive academic credentials as well. Thirty-six percent of them were members of the National Honor Society.

Expanding diversity on campus was linked to Babson’s quest for international recognition as a
A driving force behind GIVE, Babson's volunteer organization, was Juan Fernandez '92. He later became director of the program.

premier school of management. So, too, were the recommendations of the excel teams for tighter, more competitive admission standards, recruitment of outstanding faculty, and restructuring the curriculum of all three schools—undergraduate, graduate, and executive education. And to make sure that word of Babson's progress got out, a college marketing division was created to promote Babson locally, nationally, and internationally.

As Babson was positioning itself to forge ahead into the front ranks of international schools of management, it continued to remind students of the importance of service to others. In 1990, a new volunteer organization—Get Into the Volunteer Experience (GIVE)—expanded the opportunity for students to perform community service. The brainchild of Peter Hunt '89, who predicted that Babson students would volunteer if they knew where they were needed, GIVE is a clearinghouse for students who want to volunteer on and off campus. GIVE's first director, Jodi Raybuck, credited Juan Fernandez '92 with being the driving force behind GIVE during its formative stage. "His enthusiasm, willingness to work long hours, and his sensitivity to the needs of people of color, the elderly, and the homeless have contributed significantly to the program," Raybuck said of the student intern.

Another vital cog in the operation was Tim DeMello '81 and his wife, Mary, whose generous donation made the purchase of essential materials for volunteer projects possible.

In 1991—the first full year of GIVE—450 volunteers gave 1,100 hours of work and raised $3,000 to help fund charitable projects. It was an impressive record but one that Juan Fernandez (who had become director of the program), was determined to better. He spent the summer of 1991 working in the GIVE center in Hollister, organizing resources for more than 200 community service opportunities. Thanks to his commitment and that of others, Babson students had faster access to organizations that needed volunteer support, such as Rosie's Place and the Pine Street Inn in Boston, the Toys for Tots drive cosponsored by Babson's Department of Public Safety, and the Newton-Wellesley Committee for the Retarded.

Commitment to others comes from within. Perhaps without knowing it, these Babson volunteers were living Roger Babson's version of the Golden Rule—by helping others, you enrich your own life.

President Glavin, speaking at the all-college Convocation on September 11, 1991, pronounced volunteerism in the larger community the theme for the upcoming academic year. Liberal arts Professor Fritz Fleischmann applauded the president's choice in an editorial carried in the Babson Bulletin, calling it an example of the "refreshing spirit" of philanthropy, volunteerism, and service to the community-at-large at Babson College. "If Babson students, who expect to succeed in life, are being drawn to helping others, they follow an American tradition," Fleischmann wrote. "In the history of American ideas, the notion of individual success is never far from the notion of individual and voluntary responsibility."

Helping others has been a governing principle at Babson since its inception. In fact, the commitment of the Babson community to volunteerism and
philanthropy in the 1990s represents a recommit-
ment to Roger Babson's original purpose for found-
ning the college—to make better businessmen and
better men and women by inspiring the future busi-
ness leaders of America to dedicate their lives to the
ideal of service to others.

None better exemplified the spirit of volun-
teerism at Babson than the students and other
members of the community who played leading
roles in the restoration of the college's most
renowned landmarks—the Great Relief Map and
the Babson Globe.

As an undergraduate, Tim Domini '78 had
worked as a Babson tour guide, shepherding crowds
around Coleman to view the map and globe.
Because the school had stretched its budget to the
limit to help defray the enormous costs of new con-
struction during the 1970s, both structures were
starved for funds for their upkeep and badly in need
of repair. The situation grew worse following the
death of map and globe museum curator Teresa
Gubellini in 1977.

Shortly after his graduation, Domini returned to
Babson as the new curator. He was a man on a mis-
ion—to save the Great Relief Map. The map was in
a sorry state, with more than one-third of its 1,216
plaster of paris tiles broken. Domini spent the sum-
mer of 1979 on his hands and knees removing
nearly forty years of dirt and grime from the tiles
(no mean feat, considering that they spanned a sur-
facer of 65 feet by 45 feet). But Domini's greatest
contribution was alerting the Babson community to
the map's deplorable condition and the need for
restoration.

The school took note. In June 1980, Jaime
Quintero, a cartographer and geographic artist,
began work on recasting and repositioning hun-
dreds of tiles and repainting the entire map.
Student volunteers pitched in to help Quintero, and
the team completed the renovation in 1981.

In the summer of 1992, the map underwent a
second face-lift. Each tile was again scrubbed clean,
this time with a toothbrush wielded by Colin
Roskey, the son of Babson's Associate Director of
Human Resources, Susan Roskey.

The Great Relief Map was in disrepair until major
renovation was undertaken in 1979.

Meanwhile, the condition of the Babson Globe
had gone from bad to worse. Some of the 574
enamed tiles that formed the outer surface of the
globe had fallen off, prompting a decision by the
administration in 1983 to remove the rest of the
tiles and place them in storage.

Five more years of neglect followed, during
which time the machinery and electric-
ical system that turned the globe broke
down. All that was left of what had
once been the world's largest revolv-
ing globe was a two-story-high rust-
ing eyesore. In 1988, a cash-
strapped administration, faced with
a choice between a $250,000
restoration bill or an $18,000
expenditure to dismantle it,
reached a bottom-line de-
cision—to consign the Babson
Globe to the scrap heap.

That decision triggered a
backlash. Sophomore C.
Christopher Lingamfelter '91
took the lead, forming the
Save the Globe committee. Joining him was Professor Larry Meile, and together they rallied other members of the Babson community to the cause.

Students in particular were anxious to make their feelings known. They drafted and signed petitions, wrote letters to the editor of the student newspaper, and festooned their coats, backpacks, and bookbags with “Save the Globe” buttons. The Babson Free Press and its editor-in-chief, Lon Ross, turned the issue into a cause célèbre with a stream of front-page stories and editorials.

Alumni too urged the administration to reconsider. F. Craig Klocker ’58 wrote an impassioned letter to the Babson Bulletin, calling the globe “a historical landmark and an important part of Babson’s heritage.” Klocker recalled when, at the 1958 Commencement, Roger Babson appeared on stage carrying a large brown paper bag.

Those of us who were privileged to know Roger Babson, either personally or by reputation, knew him to be eccentric and unpredictable. We couldn’t wait to see what he had in the bag.

When he was called upon to speak, he . . . announced that his globe had just had babies. He reached into the bag, took out several miniature globes and pitched them into the audience. . . . To this day, I regret that one wasn’t thrown in my direction.

I suggest that those who made the decision to dismantlement the Globe take time to listen. Listen to the students, listen to the faculty, and . . . listen to the alumni. Just as important, listen to your hearts. The Globe symbolizes the memory of Roger Babson to . . . the Babson College community as a whole.

The “Save the Globe” campaign scored an important victory when Professor Meile won faculty approval of his motion to postpone the scheduled demolition of the globe. The postponement afforded Lingamfelter and Meile time to rally additional support and to reorganize. No longer content simply to stave off the wrecker’s ball, they transformed the Save the Globe committee into the Globe Restoration committee.

In 1988, the administration decided reluctantly to scrap the rusting Globe, but it was saved by a hardworking committee of students, faculty, alumni, and others. Now the Globe is once again a major landmark on the campus, attracting thousands of visitors.
To restore the globe to its former glory, however, required lots of money, and the campaign that Lingamfelter and Meile had organized to raise funds was going slowly. Founder’s Day 1989 brought a major breakthrough. Academy of Distinguished Entrepreneurs inductee Michael Smurfit chose the occasion to announce that he was donating $75,000 to the restoration fund.

Lingamfelter was jubilant. “The gift was a real shot in the arm for us,” he exulted. “It had fired our enthusiasm for continuing to find ways to raise the total amount. Now we are approximately one-third of the way to our goal . . . of restoring the globe . . .”

One of the first students that Bill Glavin met upon his arrival on campus was Lingamfelter, who was eager to convert the president-elect to the cause. Glavin liked what he heard, observing that he would “like to study the possibility of restoring the globe . . . and drawing upon it as a major resource in terms of establishing an international image for Babson.”

In the fall of 1989, President Glavin announced the formation of the Future of the Globe committee to examine these and related issues. Among those appointed to the committee were Lingamfelter and Meile. In making the announcement, the president expressed a willingness to commit the resources of the college to the restoration project, subject to the findings of the Future of the Globe committee.

Spearheaded by Lingamfelter and Meile, the committee issued its report on March 15, 1990. It contained a strong recommendation that the college furnish whatever additional funds were necessary for restoring the globe. President Glavin agreed, thus ensuring that Lingamfelter and Meile’s dream of a restored globe would become a reality.

Meanwhile, contributions to the project continued to pour in, including a $55,000 gift from William Yeager ’49 and his family, which carried the fund raising campaign over the top.

Work on the project got under way in 1991, and took more than two years to complete. First came technical work on the steel base and repair of the mechanical equipment that turns the globe. Next came sandblasting, rustproofing, and repairing and painting the surface of the gigantic 25-ton sphere. The final stage involved the installation of the outer shell, consisting of 506 vinyl panels, which, once in place, displayed the wondrous majesty of the blue planet Earth as it appeared in advanced satellite imagery.

Perhaps the proposition that money is the root of all evil is a debatable one. That it is essential for growth and progress at Babson, however, is incontrovertible. The presidential search committee was on the prowl for an outstanding fund raiser to head the college. It hit the mark when it settled on William F. Glavin. One of the first steps Glavin took on assuming office was to establish the President’s Society, for those who contributed $1,000 or more each year to the college. In 1989, 146 donors qualified for membership. Three years later, there were 428 members—an almost 200 percent increase in just three years. This remarkable outpouring of support has caused the president to set a new challenge—to boost the Society’s membership to 1,000 by 1995.

Another new gift program, five-year term chairs, was created to strengthen the faculty by earmarking funds to attract and retain exceptional professors. Donors contribute $50,000 each in five consecutive annual installments of $10,000. (As of early 1993, there were nineteen term chairs.)

In the fall of 1992, President Glavin reported that “we have just completed the most successful year in Babson’s history in terms of fund raising.” Headed the list of contributors was Junichi Murata M’60, the owner and president of a billion-dollar global company headquartered in Kyoto, Japan. His $7 million pledge to Babson to help pay for a graduate school building marked the largest single gift in the history of the college.

Success in fund raising helped launch several construction projects. Bryant Hall was first on the list. Despite protests from several alumni preservationists who wanted to retain Bryant’s distinctive “Animal House” ambiance, the interior was totally gutted, leaving only the exterior walls of the 70-year-old building standing. When reopened in 1993, Bryant had a new identity, that of a glistening
The newest and largest residence hall, completed in 1993, is Van Winkle Hall, named in honor of Arthur Van Winkle '32 for his generous support of the college over the years.

new ultramodern residence hall. Malloy Hall, a second-floor addition to Knight Annex, was completed in the summer of 1993, thanks to the generosity of James B. Malloy '51. The new facility contains classrooms and faculty offices. Also completed in the summer of 1993 was Van Winkle Hall, a stunning residence hall, which President Glavin proclaimed the most beautiful in the United States. Located near Coleman, it was named after Arthur D. Van Winkle '32 for his generous support of the college. In 1993, Van Winkle Hall not only was Babson's newest and most beautiful housing facility, with 168 beds, it also was the largest. Its opening enabled the college to guarantee housing to every undergraduate student wanting to live on campus.

On Saturday morning, October 2, 1993, Babson College kicked off its yearlong 75th anniversary celebration. Among the highlights were the dedications of Malloy and Van Winkle Halls and the rededication of the Babson Globe. Arthur Van Winkle was on hand for the dedication of the residence hall. He spoke of the importance of giving back, "a lesson I learned at a church service many years ago, and it's a lesson I have tried never to forget."

Next came the unveiling and rededication of the globe. President Glavin singled out Chris Lingamfelter and former math/science faculty member Larry Meile for leading the fight to save the globe. The president recounted how the Save the Globe committee made an early and lasting impression on him. "I wasn't even officially on the job yet," he told the audience of nearly 300, "and already I was facing a situation that could turn out to be my Waterloo."

Glavin also thanked Michael Smurfit and William Yeager '49 for their generous donations to the globe fund and Director of Planning David Carson for his work on the restoration project. With that, Richard Snyder '60, chairman of the Babson Corporation and chair of the 75th Anniversary committee, called on Mrs. Glavin to "move the world." She threw the switch and the spectacular new Babson Globe began to revolve to the delight and cheers of the crowd.

It takes dedicated people and funds to build a great institution. Without volunteerism and the spirit of giving back, there would have been no magnificent additions to the Babson campus for the
crowd of Babson loyalists to celebrate on that October morning.

As of December 1994, *U.S. News & World Report* has ranked Babson the number one business specialty school in the United States every year since it added that category to its annual survey of "America's Best Colleges" in 1989. Babson's transformation over the course of three-quarters of a century from a one-room schoolhouse to one of the nation's finest business schools was made possible by its adherence to a philosophy of continuity and change—sticking to what it does best on the one hand and initiating path-breaking innovation on the other. Applications to the undergraduate school have soared on the wings of national recognition, bringing record-breaking numbers of students to Babson at a time of dwindling enrollments nationwide.

Babson, however, is by no means content to rest on its laurels. It looks for greater emphasis on what President Glavin called "a dynamic presence for international learning at Babson," an example of which is the International Business Studies major.

In August 1993, the administration announced that, "Over the next five years, the program will establish itself as the preeminent undergraduate college of management of its type in the nation." Vice President of Academic Affairs Allan Cohen commented that, for Babson to reach that target, "it needs to create . . . a program that will integrate course work in a unique way, instead of a program that looks like everyone else's and does not take advantage of Babson's potential."

Babson's School of Executive Education (SEE) has also enjoyed great success. Profits from the executive education program, Bill Glavin remarked, enable the college to divert a greater portion of its limited resources for improvements to its other academic programs. But there is more to SEE than a positive cash flow. President Glavin described the school as "a vital link in the Babson academic experience and . . . an important outreach to the corporate community." He was referring to the exchange of fresh and relevant ideas between professors and executive participants that stimulates insights and

*Knight Annex has become Malloy Hall, a two-story building containing classroom and faculty offices. It was named for James B. Malloy '51, whose generosity made the building possible.*
encourages new ways of looking at things in the classroom and boardroom.

SEE's arrival as a major-league player in executive education dates from the opening of the Center for Executive Education in March 1987, and it has continued to grow in stature ever since. Business Week, in its October 1992 "Special Report on Executive Education," ranked Babson's SEE among the top 20 executive education programs worldwide. Other schools in the top twenty included the University of Michigan, Northwestern, Duke, Stanford, and Harvard. Business Week based its findings on a survey of executives who participated in the programs.

Much of the credit for Babson's outstanding record in executive education belongs to SEE's first dean, Morton Galper (1987-1993), and to the faculty who developed the curriculum and taught it.

SEE intends to retain its standing as an international leader in a highly competitive field by following the guidelines established by the Strategic Plan: enriching its open-enrollment programs with a continuous flow of new courses and creating customized programs tailored to the needs of individual corporate clients.

The steady progress and growing reputations of the undergraduate and executive education programs produced favorable publicity for the college. Applications to both programs continued to mount, despite the downward trend nationwide. However, the administration realized that for Babson to gain recognition as an international leader in management education it had to develop an outstanding M.B.A. program.

The Strategic Plan addressed that need. The quality of an M.B.A. program, it noted, was "a key factor in determining the reputation of a management college." It followed that the sooner Babson developed an outstanding graduate program, the sooner it would achieve its goal of becoming an internationally recognized leader in management education.

Babson's commitment to establishing an up-and-coming graduate program produced quick results. In 1992, U.S. News & World Report placed Babson's M.B.A. program in the second tier of the fifty-one best in the United States. The findings were based on surveys of chief executive officers and deans and directors of graduate schools of business regarding
All three Babson schools were ranked among the nation’s leaders, an impressive accomplishment but one that President Glaivic described as “the beginning, not the culmination, of our endeavors.”

---

student selectivity, placement success, graduation rate, and reputation of academic quality. Adding luster to the honor was the fact that Babson’s graduate school was the only one on the list unaffiliated with a major research university. In the same report, U.S. News & World Report ranked Babson’s graduate entrepreneurship program third-best in the United States, behind Wharton and Harvard. In 1993, Babson again ranked in the second tier of the United States’ fifty best graduate schools of management, according to U.S. News, and it edged out Harvard in the entrepreneurship category to move into second place behind Wharton.

For the first time, all three Babson schools were ranked among the nation’s leaders, an impressive accomplishment but one that President Glaivic described as “the beginning, not the culmination, of our endeavors.” Glaivic had something more dramatic in mind to promote Babson’s academic standing, especially with regard to the graduate school.

Having spent most of his professional life in the highest reaches of the corporate world, the president understood the global economy and how it was revolutionizing the way companies were doing business. “This period,” he said in the fall of 1991, “marked by continuous technological innovation, organizational restructuring, globalization of markets, and an increasingly competitive environment, will extend well into the next century.” Glaivic came to Babson with a clear vision of how the school should respond to the rapidly expanding universe of the global economy. For the college to become the international leader in management education, he said, it had to create a curriculum geared to producing a new kind of manager—a resourceful, innovative leader capable of “initiating, managing, and implementing change.”

Crafting such a curriculum was a formidable assignment, and the assignment went to the graduate school. The Strategic Plan established the general guidelines. The graduate school, it stipulated, should focus on two themes—innovation and globalism.

Like the corporations that they served, U.S. graduate schools of management were facing a crisis:

MBA graduate Gloria Raven and her proud family at the 1990 Commencement. She was one of the students whom the U.S. Army sends to Babson to earn an MBA.
caused by the pace and scope of change in the burgeoning global economy. For more than thirty years, they had been churning out M.B.A. graduates steeped in the unidimensional skills of functional disciplines such as marketing, finance, accounting, and management. But the rapidly changing global business environment was rendering this kind of training increasingly irrelevant. More and more corporations were voicing a concern that graduate schools were producing specialists whose knowledge was “too theoretical and narrow, defined by traditional disciplines that in isolation are not much use in solving real-world problems.”

Several graduate schools of management responded to this concern with redesigned M.B.A. programs, but none went as far as Babson College. Contacts with the business world helped focus the deliberations of Babson’s curriculum planners. The word from the corporate community, accounting professor William Lawler reported, was “there’s no such thing as strictly a marketing or financial person. Every decision today is multidimensional.” Managers must be proficient in many areas in order to help a corporation meet global objectives.

In the summer of 1992, the graduate school unveiled the results of its labors—a revolutionary new Two-Year M.B.A. curriculum. Gone were the standard first-year functional courses. In their place were four integrated modules taught in sequence and connected by the theme “entrepreneurial management in a changing global economy.” Students would acquire the functional skills and tools formerly taught in conventional courses by “just-in-time learning” delivered in the modules—faculty members would step in just in time to teach students the skills and techniques they needed to cope with particular business problems and situations as they arose.

In the second year, students would take electives, and also a required two-semester course on global strategy. This would enable students to focus on areas of special interest to them.

The same kind of thinking that led Roger Babson to introduce real business experiences into the original Babson training program inspired the crack faculty team working on the new graduate curriculum to build an innovative business mentoring component into it. Teams of five graduate students
work as consultants to local companies during the first year. Each team works on real business projects assigned to it by the mentor company. "At Babson, we actively encourage faculty to go out and consult, and then bring their discoveries and insights back to the classroom, so it is an easy and natural fit to have our students do the same," explained Allan Cohen. The sponsoring company benefits from the team's consulting work, and the students get a taste of the real world of business.

Another unusual feature of the new M.B.A. program is its cross-cultural requirement, which reflects the graduate school's commitment to train students to manage in the global environment. Students gain experience abroad in one of three international programs: a semester at a sister school; an intensive three-week course at a participating institution; or a work assignment in the International Management Internship Program (IMIP). (International students meet the requirement by enrolling at Babson.) To manage effectively in the evolving global economy demands an understanding of the nuances of working across cultural boundaries, and that is precisely why the graduate school curriculum designers created the cross-cultural requirement.

Former dean of the Graduate School Thomas E. Moore's explanation of the rationale behind Babson's radically different approach to management education bears an uncanny resemblance to what Roger Babson had to say about his one-year program. "As businesses eliminate layers of staff," he said, "they need M.B.A.s who can pull their own weight from the first day on the job; managers who understand the implications of their decisions across the organization. By totally integrating the first year of the program, we'll deliver a curriculum that reflects the way managers solve complex problems."

President Glavin described the new Two-Year M.B.A. program as "the most innovative change in graduate management education in forty years," and predicted that it "will drive management education into the 21st century." A number of independent commentators shared his opinion.

News of Babson's M.B.A. program traveled fast and far. Boston Globe business reporter Paul Hemp credited "tiny Babson College" with having generated "some of the most radical ideas" of what and how M.B.A. students are taught. "If the new curriculum is successful," Hemp wrote, "it will provide a model for change at bigger and more prestigious universities." A visiting American Assembly of Collegiate Schools of Business team, on campus to review the academic quality of the graduate school, came away highly impressed. Babson's approach to curriculum renewal "could be seminal in the field of management education," it reported. The MBA Newsletter, a monthly publication covering national M.B.A. news, spotlighted Babson's new program in its January 1993 issue. "If this experiment works," the newsletter enthused, "it could provide valuable insights—even become a model—for many other B-schools still trying to revise M.B.A. programs so that they meet corporate requirements in the global economy."

Stephen Allen, professor of management and international business, was the curriculum coordinator for the Two-Year MBA.
Group work continues to be a cornerstone of Babson's M.B.A. curriculum.

From the corporate world came this comment by Roland E. Magnin, executive vice president of Xerox Corporation: "Babson has taken a leadership role in changing its M.B.A. curriculum to keep pace with the rapidly changing needs of business. . . . The Babson M.B.A. will prepare a new breed of leaders capable of dealing with demands of the global marketplace."

Path-breaking experiments generally carry an element of risk, and the Two-Year M.B.A. program was no exception, as Dean Moore readily admitted. "Some faculty fear that we are going too far," he said. "And we do have to ensure that students leave with the same skill sets as they do now. The potential is that we'll end up with graduates who have great insight but no skills." Whatever the attendant risks, the alternative is worse, according to Moore. Bold change, he warned, "is absolutely essential. Otherwise, M.B.A.s may not be around in ten years."

Launched in September 1993, the new M.B.A. program represented the most daring and radical experiment in curriculum development at Babson since Roger Babson introduced the original one-year program. "Tiny Babson," as a number of commentators noted, had truly stepped out in front of every graduate school of management in the country. Roger Babson would have savored the accolades. His approach to management education in post-World War I America had also been unprecedented. The two programs—his and the graduate school's—though separated by seventy-four years, shared many ideas and concepts: simulating the corporate setting, mentoring with area companies, encouraging group study and teamwork, applying skills learned in the classroom to actual business situations, teaching courses or modules in sequence, and focusing on themes such as leadership, creativity and critical thinking, entrepreneurship, and values and ethics. Both programs were designed to meet the needs of a radically altered business environment and in both cases this meant eschewing specialization in favor of training for making decisions across a wide spectrum of disciplines. Undergirding each was the idea that the best way to learn is by doing.

Roger Babson was an American original. Never content to follow the crowd or to accept without question conventional wisdom, he preferred to do his own thinking and to act on his own convictions and insights. His uncanny knack for anticipating developments gave birth to highly innovative and successful ventures, including the Babson Institute, whose approach to management education was unlike any other anywhere in the world.

The pioneering spirit of Roger Babson lives on at the college he founded in Babson Park. As in the beginning, so too, today, Babson College prides itself on being on the cutting edge of change in management education. "We . . . recognize that only through innovative programming and continued commitment to quality will Babson remain the leader in management education," President Glavin wrote in 1993. "Therefore, we continually seek new ways to improve all that we are doing."

Dean Moore addressed the same point when commenting on the college's latest path-breaking venture—the Two-Year M.B.A. curriculum. "In most fields, the strongest innovations come from the 'challengers' rather than 'market leaders,' who have so much invested in the status quo. These innovative organizations are 'fast, focused, and flexible,'" he said.

It took courage and vision to forge what Dean Moore called "our unprecedented approach to learning." The same was true for the creation of the original one-year program. That pioneering spirit is part of Roger Babson's enduring legacy to the college that he had created in his own image.
Get Into the Volunteer Experience (GIVE), 202-203
Glavin, William F., 197-212
Globe, 77, 84, 203-205, 206
Gordy, Berry, 121
Graduate school, 78, 104, 208-212
Gundlach, Ernest T., 22, 23, 26, 27, 136
Handler, Edward, 177
Hartwell, Bob, 188-191
Hartwell, Fran, 190
Hinckley, Edward B., 74-84, 120, 126, 175
Hinckley, Mrs. Edward, 99
Hollister (building), 63
Holmes, Oliver Wendell, 60
Honda, Soichiro, 121
Horn Computer Center, 127
Horn Library, 32, 114-115
Hornaday, John, 116
Horner, John K., 74
Humphries, Harry, 104
Humphries Plaza, 105
Hunt, Peter, 202
International students, 137-138
International Management Internship Program (IMIP), 117, 211
Keith Hall, 105
Kennedy, John M., 169
Klocker, E. Craig, 204
Knight Auditorium, 29-30, 57, 63, 71
Knight, Rev. Richard, 30
Kriebel Hall, 105
Kriebel, Henry, 75, 76, 92-108, 111
Kroc, Ray, 121
Lawler, William, 210
Lerner, Marci Soreff, 152
Leovsky, Carolyn, 149
Liberal arts, 73-74, 91, 93, 126-127
Life Care Services, Inc., 127
Lingamfelter, Christopher, 203-205, 206
Linnekin, Sidney, 63
Little, Royal, 121
London School of Economics, 21
Lyon farm, 26
Lyon Hall, 30, 58, 63
Malloy Hall, 205-206
Malloy, James B., 206
Management Consulting Field Experience (MCFE), 117
Map (relief map of U.S.), 33-35, 77, 203
Massachusetts General Court, 69
Massachusetts Institute of Technology, 8-10
Master plans, 102-104, 112-113, 140, 201
McCarthy, Elizabeth, 151
McCullough Hall, 105
McKenzie, John, 190
Meile, Larry, 204-206
Midwest Institute, 19, 89
Milas, Lawrence M., 114, 127
Millea Hall, 63
Millea, John, 65, 66, 108
Millea Swimming Pool, 84
Monahan, Ellen, 151
Moore, McCormick, 168
Moore, Thomas E., 211-212
Muller, Jack, 130
Murata, Junichi, 205
Mustard, Edith Babson, 26, 97, 115, 135, 144-145
Mustard Hall, 29, 63
Name change to Babson College, 102-103
National Business Conference, 57, 71
Newton Library, 31, 58, 84, 115
Newton, Sir Isaac, 16, 21, 31-33, 44, 82
Nichols, 127
North Hall, 127
Office of Minority Affairs, 140-141
Olin Foundation, 114-115, 127
Olsen, Kenneth, 121
Olsen, Bill, 187-189
Park Manor Central, 30, 64, 127
Park Manor North, 84
Park Manor South, 30, 63
Paul C. Staake Gymnasium, 187, 193
Payne, Wilson F., 78
Peavey Gymnasium, 30, 63, 128, 163, 187, 191, 192
PepsiCo Pavilion, 192
Perot, Ross, 121
Peterson's Guide, 132
Pitou, Dominique, 151
Pietz Hall, 114, 121
Planning and Review Committee, 116
Post Office, 63-64
Powell, Elizabeth P., 197, 198
Pratt, Waldo, 194
President's house (Whiting Road), 84
President's Society, 205
Prichett, Gordon, 131
Professorships, 126
Publishers Hall, 64
Putney, Freeman T., 107
Putney Hall, 127
Putney, Jesse, 97, 107, 116, 127, 129
Quintero, Jaime, 203
Radio station WBSO, 156, 158, 159, 161, 169
Raybuck, Jodi, 202
Religion on campus, 99, 156-158, 173
Roger Babson Museum, 115
Rogers, Bill, 189, 194
Rogers (pub), 127
Rooney, Paula, 192
Roosevelt, Franklin D., 39
School for Positions, 148-149
School of Executive Education, 104-105, 117-118, 126, 128, 207-208
75th Anniversary, 206
Severson, Dorothy, 100
Sir Isaac Newton Room, 115
Smith, Carl, 66-74, 164, 200
Smith, Henry P., 26
Snurfit, Michael, 205, 206
Snyder, Richard, 130, 206
Sorenson, Ralph Z., 112-122, 128
Stake, Paul C., 76, 84, 89, 99, 105, 186, 194
Stephens, Everett W., 9, 66, 74-75, 96, 98, 99, 104, 105-106, 140
Stirling, Steve, 191, 193
Stock market crash, 44
Stokes, Stewart, 96, 99, 100, 104
Sullivan, Edward, 80-81, 184, 185
The Executive, 179, 180
Tomasso Hall, 115
Tomasso, Victor F., 115
Trim Dining Hall, 91-92, 94-97
Trim, Gordon M., 82, 87-92, 187
Tuition, room, and board, 49, 50, 66, 72-73
Two-Year MBA curriculum, 210-212
U.S. Navy Supply Corps School, 70
Van Winkle, Arthur D., 206
Van Winkle Hall, 206
Vette, John L., 169
Vietnam War protest, 176, 178-183
Webber College, 19, 102, 146-148
Webster Center, 128-130, 192
Wellesley College, 53, 158, 164
Westgate Health Center, 64, 184
Wilhelm, Steve, 190
Williams, Cheryl, 151
Wing, Abner, 50
Woodland Hill, 78, 114, 127
World War II, 69-70, 173
Yeager, William, 206