“Plant the seed of curiosity, water with wisdom and knowledge, reap the harvest of education.” —Anonymous
The problem of educating a large, heterogeneous group of students from all kinds of backgrounds is a major problem encountered by faculties of educational institutions. For each class, they must spend long hours preparing and revitalizing the material to be covered. This great task becomes secondary in the light of an even greater attempt: the will to satisfy the hungry minds of the learning. With this goal, the educational process is made challenging and rewarding.
Dr. Wilson F. Payne began his association with Babson in 1937.

Dr. Morse, Dean of Faculty, first came to Babson Institute in 1948.

Dean Payne, like Dr. Morse, received all his degrees from the University of Chicago. Besides his duties as Dean of the Graduate School, Dr. Payne still finds time to teach.

Dr. Wallace P. Morse became Dean of Faculty in 1961. He received his Ph.B. from the University of Chicago in 1933. Dean Morse also received his M.A. and his Ph.D. at Chicago.
Dean Stephens received an Honorary Doctorate of Education from Calvin Coolidge College in 1961.

Dr. Genovese is the Director of the Evening School.

Everett W. Stephens, Dean of Students, received his A.B. in 1936 from American International College, and his A.M. from Hartford Seminary Foundation. Dr. Stephens also did Graduate Study at Boston University. He has been a member of Babson Institute since 1946.

Dr. Frank C. Genovese came to Babson in 1955. He received his B.A. at the University of Toronto, and his Ph.D. at the University of Wisconsin. Dr. Genovese is a teacher of economics.
What happened to that $200?

ACCOUNTING

To a Freshman, Accounting is an insurmountable obstacle placed in the curriculum by a wicked administration for no other purpose than torture. He is placed in the black abyss of the accounting room and surrounded by hungry balance sheets, snapping debits and credits, and assignments that are Herculean tasks. All Juniors face the evils of Statistics with curiosity and fear. It is a course that ruins curricula, morale, and finger nails, not mentioning its failure to produce a “system for Wonderland or Monte Carlo.” Some Lucky Juniors face advanced accounting, a course somewhat less feared, equally difficult, and the Rover Styx for Accounting majors. Seasoned Seniors face taxes, cost accounting, and auditing with thoughts that they should have been management majors.

The rulers of this inferno are far from the orgies they appear to be to Freshmen. As successive years pass the instructors seemingly become more and more humane. Their office doors are always open, and their specialized training is at the disposal of their students.
DISTRIBUTION

The end of the term is always heralded by the appearance of clean-shaven, smartly clad Juniors, nervously clutching attache cases and diligently concentrating on their about-to-be-given spiel in the lobby of Lyon Hall. Other marks laying their foundations in the Distribution Department are the late hours and frantic rush prior to the ad deadline, the worried Senator wondering what interesting things he can tell about a dull summer job, and the over-cut slip from skipping one too many marketing lectures. The Distribution major is subjected to the entire process of goods for market by lists, actual experience, movies, lectures and books. Augmenting interest in the course are the free samples given out by a benevolent lecturer, and the trips with happy salesmen.

Glowering over the unsuspecting in distribution, is a faculty armed with whips and instruments of persuasion used to induce customers into selecting and buying products they do not want. Through careful guidance and instruction these weapons and their usage are entrusted into the hands of the Distribution Department majors.
FINANCE AND INVESTMENTS

Hours of drudgery go into the analysis of various forms of a company’s position. The result is a sweat-stained paper from which the finance teachers make their fortunes on the side. Not without benefit, the student learns the full gauntlet of business activities including real estate and insurance. The learned professors lift the veil of mystery surrounding the object of interest known as the stock market and impart their vast accumulation of experience and wisdom to the budding magnates.

Freshmen face finance with fears that rival accounting, but as the three years pass it becomes more palatable and at times even enjoyable. Artfully presented, the finance courses rank among the most important at Babson.
MANAGEMENT & PRODUCTION

Legend of the infamous Management and Production Department reaches the Freshmen long before the school year commences. Wonderous tales of ten minute finals, true-false questions, and Coleman basement conjure up visions of a Valhalla on earth. The realization of these myths is even more wonderful than the visions. Lurking behind the merriment, however, is a creature named Knowledge who, despite prevailing conditions, implants a good deal of his product into the minds of the learning. The outcome is a student with a solid background in management and production techniques plus the ability to meet and solve new situations.

Masterfully controlling the balance between fun and learning is a staff of unusual and talented teachers, each highly trained through schooling and personal experience. School would be quite boring without the delight of the Management Department.
LIBERAL ARTS

Babson men exist in a state of nature that is "culturally barren," according to certain adjacent feminine institutions. It is therefore, the task of the Liberal Arts Department to span the gulf of ignorance and open the doors to light. By a series of valiant stands the goal is slowly attained with much blood and sweat from both sides. Use of two syllable words, footnoted passages, and books are only a few of the arts that must be mastered in the culture quest. The student is submerged in a vast divergence of subjects ranging from history to speech in an effort to humanize him. A measurement of the valid accomplishments under this department cannot be shown through marks; only the actions of the individual throughout life will tell.
Subjecting the student to horrors seemingly worse than a Poe tale is a variety of professors in all sizes, shapes, and styles with backgrounds as diverse as the subjects. Each student is offered the complete utilization of these backgrounds, and it is hoped that he will take full advantage of the opportunity. Few students leave Babson without the mark of some Liberal Arts professor deeply imbedded in his skull.

The Liberal Arts Program is designed to augment and complete the business education by maintaining the balance between a specialized and a diversified world. It aids the student in developing his capacity to think and even more important, it enables him to investigate and understand life and to take his place in the society of today and tomorrow.