Since World War II, the curriculum has been subjected to several major revisions and to continuing minor revisions. These revisions reflect our feeling that, however good a specific curriculum may be, it can always be improved to better meet our overall objective. Curriculum revisions have moved in several broad directions. One is toward more generalized courses and away from highly specialized courses. This has been done by dropping some courses entirely, combining others, increasing the number of hours devoted to economics and liberal arts, and reducing the major field course hours.

Another, which takes effect in the fall of 1963, is a reduction in the number of courses a student takes each term. This is being accomplished by substituting four-hour courses for three, four and five hour courses in the present curriculum.

Another which also takes effect in the fall of 1963 is toward fewer electives in the professional areas. This is being done by substituting four major field courses in each field for the four, five or six courses which now exist.

Faculty committees are considering still further curriculum changes. One is the desirability of a special program for the superior student. Another is the advisability of one or more courses on quantitative methods to handle electronic data processing. My remarks illustrate several things. We have made changes over the past in an attempt to provide you with the best possible business education. We will continue to make changes in an attempt to do the same for your successors.

Wallace Mors

Our goal with regard to FACULTY remains what it has been for some time. That is, to attract and keep faculty members who are competent in their fields, are effective teachers, have an interest in working with students, and remain professionally active.

Rank and tenure, introduced in 1961, are intended to help attain the quality goal. Rank provides a means of rewarding performance through public and financial recognition. Tenure provides the Institute with a probationary period during which it can more fully assess a faculty member's quality and give a faculty member security after he has demonstrated a requisite quality level. Neither rank nor tenure have been in operation long enough to assess their effects on quality of faculty at the Institute.

Along with other forward looking schools of business, we have put increasing emphasis in the past few years on terminal degrees as a measure of faculty competence. This reflects the increasing complexity of our culture, the trend toward more generalized courses in curriculums of schools of business, and the need for faculty members who can graft experience into a broad conceptual framework of the workings of society, the economy and business.

Turning to the curriculum, our objective is to have one which is uniform, well balanced between and within professional and liberal arts areas, and tightly knit to prevent unnecessary duplication.
Since the GRADUATE SCHOOL was started, its average annual growth has been close to twenty-five per cent. This record qualifies for membership in "America's fastest growing companies."

Many factors have contributed to this remarkable upswing. An economist has said that the people of a free economy may take their increased productivity in several ways: more leisure, more goods, more children. America has taken all three. Consequently the prolongation of school training has shown a dramatic leap. In World War II the percentage of college graduates approached the proportion of high school graduates in World War I. In simple progression, the colleges of today are the preparatory schools for graduate study in about the same proportion that high schools were preparatory for college in 1914. It will not be long until professional business careers will be based largely upon graduate study even though entry is not restricted as in the other professions.

In this rapidly expanding area of graduate professional training, Babson offers some distinct advantages. It is avowedly "student-oriented," in contrast with many of the larger universities where research predominates. Its faculty considers itself a "company of teaching fellows," and although its members individually turn out a large amount of scholarly publications, they do not generally regard research as their primary role.

The graduate curriculum is organized in consonance with the functional areas of business firms; and the subject matter is presented in both the case and principles methods. It is a far from settled matter what characteristics produce a good professional manager; hence it is equally uncertain just what kind of a student we seek and how we ought to teach him. Nevertheless, readers of this piece will do their alma mater a fine service if they bring our attention to "young men of good promise."

Wilson Payne

dean of graduate school
In April of 1961, the Trustees decided to accept President Trim's recommendation that the Institute launch an EVENING GRADUATE PROGRAM. The recommendation arose from a study of the area's development and the educational needs this engendered. In September of 1961, classes met with an initial enrollment of fifty-eight students. In the second year the corresponding figures were 105 and 116.

The students' average age has hovered between thirty-two and thirty-three. They are mature people with responsible jobs in firms in the suburban area. Two-thirds of our students are engineers or liberal arts graduates and the balance hold degrees in business administration. Several have Master's Degrees and one has a Ph.D. in Chemistry. A large number of American schools are mentioned in their credentials. Harvard, Yale, M.I.T., Rensselaer, Northeastern, Boston College and Babson were frequently their undergraduate schools. But some of them are products of Canadian, German, and Egyptian schools.

There are many advantages for Babson Institute in the type of expansion the Evening Program represents. We shall rapidly add to our alumni some very promising people in the neighboring industry. This we do without the expense of building a new plant. We are also adding some very capable part-time faculty and hopefully someday shall add to full-time faculty. The program provides opportunities for extra compensation to our faculty and thus to our ability to attract and hold good faculty. One most interesting aspect of the program, which is already making itself felt, is that these students bring experience and real problems to the classroom and contribute a feedback system to teachers of business subjects. This feedback increases the scope and depth of the faculty and is reflected in their day as well as their evening courses.

Institutions, like people, grow or decay. They increase in stature or they become obese. They adapt to the needs of their society or they lose their place in that society. A sentence I saw recently makes the point nicely, "A desire for permanence is intellectually lethal in a world that is certain to transform itself."

Frank Genovese
The national challenge of our day is a challenge of our VALUES, our motivations, our sense of purpose. Our problem as a nation, and our problem in our colleges is that a too well-heeled society has caused us to get lost in the distractions of affluence.

The survival of our free society is not inevitable. It has to be worked at. Look around you! It does not take the mind of a philosopher to detect the lack of serious motivation, the shallow values, and the academic slovenliness that can be found all too frequently on college campuses today. Babson is no exception. Symptomatic of this condition are the wild melees of amoral students so widespread on eastern campuses this last spring. Carlyle once said, "It is a calumny upon men to say that they are aroused to heroic action by ease, hope of pleasure, sugar-plums of any kind in this world or the next."

Too often in college, in recent years student motivations are shallow and egotistical; they lack perspective and vitality. Too many attend just to pick up a degree which you look upon as your "union card," your passport to a job; others hope to escape the service; some don't yet want to go to work; a few unconsciously like to prolong their adolescence. Others look upon their education as a three-year term to be served out.

Sometimes faculty lack perspective, too; they look upon learning as the regurgitation of textbook facts or the ready knowledge of a bunch of formulae, or the ability to manipulate a few numbers or words in multiple choice or true-false fashion.

Education is a far broader concept than this; it is the development of the whole man, mentally, emotionally, and spiritually. It is emancipation not only from ignorance; it is emancipation from the nursery of discipline to the freedom of self-discipline and responsible citizenship.

No society, whether it be campus, state or nation can achieve greatness unless its members, themselves, have high aspirations and embrace high standards both of achievement and conduct which are demonstrable in day to day living. In my new assignment I have been charged by the trustees with the responsibility for tuning up our endeavors to the end that Babson Institute will reflect the highest conceivable excellence. To this end I shall need your help, the understanding and cooperation of our faculty and student body, and the support of alumni everywhere. Let's keep the value of that degree of yours well above par.

E. Stephens
faculty

PETER McEWAN BLACK
Princeton University

JOHN P. McMAHON
College of the City of New York

accounting
The function of the Accounting Division is to contribute its share of KNOWLEDGE to the well rounded business education of the Babson graduate and more specifically to equip those men majoring in accounting with the necessary tools to enable them to take their place in this very demanding profession. Many of our accounting graduates have made their place in public, private, or governmental accounting positions and have become a decided credit to the school they represent.

Accounting is not a static profession. Like other professional fields, new theories and concepts are constantly being introduced, and it is the aim and purpose of the staff of the accounting division to keep abreast of these new developments through study and research. Course material is constantly being studied and revised to utilize these new ideas and introduce them in our classes. The advent of the four-hour curriculum is definitely an exciting prospect as new programs have been developed which we feel will add a depth and breadth to our accounting courses that we have not had before and will greatly strengthen our position. A faculty committee is currently studying the possibility and feasibility of an electronic data processing installation on the Babson campus, which would open the door to an entirely new range of advanced study. Visual aids, guest speakers, forums and panels will be utilized to give more variety and breadth to our program of study. Members of the division are encouraged to attend meetings of accounting societies, engage in writing and research and become active in Institute and community affairs.

We feel that accounting is a challenging profession, and the need for young men with accounting training or backgrounds is an ever-expanding one. We are directing our energies and facilities to assist in fulfilling this need to the best of our ability.

Clinton Peterson
DR. WERTHEIMER'S educational philosophy is refreshing in a heavily concentrated business environment; to develop the love and joy of discovering the beautiful; an eternal curiosity in searching and reading; to become truly cultured. Without this the nobility of the individual cannot be developed. He feels it important to learn in life the meanings to which Santayana gave full expression in once having said: "This liberty to discover and pursue a natural happiness. This liberty to grow wise and live in friendship with the gods, with one another." In academic terms; to offer and encourage education beyond the scope of needed specialists, and to develop the amateur, because if anyone he will save the world.

With an awareness to the current international situation, Dr. Wertheimer feels that when it comes to technical jobs, we need a larger pool of capable students from which to draw. According to figures that cannot be challenged, Russia is training three times as many engineers of the highest level and also several times the number of our technicians with polytechnical training to incorporate the individual into the work process.

Dr. Wertheimer looks upon the forthcoming curriculum change with optimism. A major criticism of colleges of Business Administration has been the proliferation of courses, many of which are not worthy of academic standing. Dr. Wertheimer feels that we have never faced this problem here at Babson, that all of our courses have been worthwhile and selected even with sacrifices, since some always had to be omitted. The new arrangement is for the benefit of the student, not to lessen his work load, but to make his work more homogeneous and to permit greater preparations by dealing with fewer courses per term. For the economics department he
regrets that a remodeling will abolish some of the vitally important courses. However, only a four year college could provide enough time to restore the greater variety to economics that will now be offered.

Dr. Wertheimer thinks that while every course is not of equal importance, together they create a harmonious total; it is like asking whether it is more important to use salt or sugar in a cake, you need both. Because of rapidly changing specific knowledge, every course must first build up a framework of substance in order to permit a self-searching development later, after graduation.

Case studies, hypothetical cases or well ordered lectures have their place in specific courses. Dr. Wertheimer maintains that we cannot get along without a keen memory, so that we must train this; and then come the facts, not because we deal with a predominantly business world; in any discipline the facts and available knowledge on which to build further provide the basis of further advance. What we must avoid is the tendency to become one-sided and mechanical. While we enjoy stability there is no greater danger in teaching than to assume that the future simply will consist of an extension and embellishment of past experience.

Dr. Wertheimer's thought on the function of teaching is a dynamic approach in an ever-changing era. He feels that the teacher must always be in search of new avenues to visualize new developments and to guide his students accordingly. The teacher's work is similar to painting a picture the permanency of which will only be created in the minds of the young men and should be indelibly established in them for all their lives.
Since the fall of 1948, Colonel Edward McGee has been teaching Marketing, Salesmanship, Advertising and other courses in the field of Distribution. He is especially enthusiastic about the changes being made in next year’s curriculum. The Colonel feels that the new four-hour program will provide an important opportunity to give each subject a more thorough coverage. He is also looking forward to teaching a new required course for all seniors; Creative Marketing Problem Solving. This course will help the Colonel fulfill one of his major teaching objectives: to build in each student the ability to be deliberately creative and to be able to produce a quantity of good and original ideas regarding a variety of distribution problems.

Colonel McGee received his B.S. from Northeastern University and his M.B.A. from Babson. In addition to his educational background, he has been production manager for Ingalls-Minier Advertising Agency, Assistant Advertising Manager at the Dannison Manufacturing Company, and the Advertising and Sales Consultant at Viking Manufacturing Company. He is Chairman of the Educational Committee of the Advertising Club of Greater Boston and National Registrar–Bursar of the American Academy of Advertising. Participating in the United States Marine Reserve Program for twenty-three years, he has received the rank of Colonel and currently commands a reserve unit at the Naval Air Station in South Weymouth.

In the classroom, the Colonel induces as much class participation as possible. He looks upon the summer selling requirement of all Distribution majors with great favor as it provides an opportunity for young men to apply practically the salesmanship studied in their Junior year. He feels that men entering distribution should have a definite exposure to selling which enables the student to develop a better idea of a desired future career.

A major objective of any school is to provide instructors completely imbued with the subject matter, and highly enthusiastic about teaching. Colonel McGee is an excellent example of the fulfillment of this objective.