**RAPHAEL Z. SORENSEN II NAMED NEW PRESIDENT**

Appointment effective September 1

Called highly qualified

Ralph Z. Sorenson, II, associate professor at the Harvard University Graduate School of Business Administration, has been elected the seventh president of Babson College by a vote of the college’s Board of Trustees, it was announced today by Babson Board Chairman, Robert O. F. Busy.

Sorenson’s appointment will become effective September 1, 1974, upon the retirement of Harry A. Kriebel.

The election of Sorenson was made on the recommendation of the Presidential Search Committee chaired by Jarvis Farley, Chairman of the Babson College Corporation. This committee made its final report after a year of investigation and the screening of over 200 candidates.

Sorenson is a magna cum laude Phi Beta Kappa graduate of Amherst College, and received his M.S.A. and D.B.A. degrees from Harvard University Graduate School of Business Administration.

He has been a faculty member at Harvard since 1964, when he came to the university to complete his doctoral work as a Ford Foundation Fellow. From 1960 to 1964, Sorenson was assistant director of the Harvard University Advisory Group in Munich, Bavaria.

As director of this operation, Sorenson worked with three German universities under a Ford Foundation grant to strengthen the graduate level management education in that country. His efforts culminated in the creation of the Asian Institute of Management.

An expert in international marketing, Sorenson has been in charge of that course of study at Harvard since 1971. His background in international business includes having worked as a sales executive for Nestle Alimentum S.A. in Vevey, Switzerland, and as a research associate at the Management Development Institute, Lausanne, Switzerland.

Sorenson is currently director and co-director of General Motors Corporation at Krupp King-Skop Corporation, and Mellon Mining, Inc., and he is a trustee of the Habitat Environmental School. He has also been advising and managing development work for General Electric Corporation, Polaroid Corporation, and several firms in Europe, South America and the Far East.

Sorenson is married to the former Charlotte E. Riple, has three children (Kristin II, Katrina 9, and Eric E), and resides in Belmont, Mass.

Unanimous vote

Search committee confident in decision

by Dave Marcus and Frank Foster

The room was deceptively quiet. The search had been long, arduous and difficult, but fruitful. The final vote was taken. It was unanimous.

On February 9, the Presidential Search Committee recommended Ralph Z. Sorenson II to Babson’s trustees as its choice for the next president of the college.

Head of the Search Committee was Jarvis Farley, chairman of the Babson Corporation. In describing the Committee’s methods of selecting the man they named for the board’s approval, he said, “Our Committee was appointed about a year ago, when President Henry Kriebel advised the trustees that he would resign on August 31, 1974.

“The trustees appointed a committee to see how we would go about selecting a new president. We reached the conclusion that the committee should represent not only the Board of Trustees and the Corporation, but that it should include faculty and students too. It was that committee which carried out the task of choosing the new president. We then selected a consulting firm, Frankebrenz & Pray Associates, Inc., who were retained to give us guidance and advice. They had done some previous work for Babson, in the Master Plan and then in designing the development program.

“They were careful not to seek to influence any decision, they just made sure we had all the information we needed. They were very helpful, I’m glad we had them.

“In May we invited faculty, students, alumni and friends of the College to make recommendations. We also advertised in continued on p. 5, col. 2.
Sorensen must define new direction

Friday night, at a special trustees meeting, the Presidential Search Committee moved to narrow the search. They voted, and approved Ralph S. Sorensen as the next president of Babson College.

Sorensen will come to Babson highly qualified. Although only 32 years old, he is a graduate of Harvard Business School, as an administrator and fund raiser in the Harvard Advisory Group in the Philippines, and has also served private industry, including Goldman Sachs.

Sorensen is dynamic, young, and sharp. He was "talking frequently in his dissertation about the expectations of Babson, and his excitement carries through in his personality. This contrasts sharply with the President's conservative and inward look at most administrators. Sorensen has earned Babson as president for 33 years, and is assuming chairmanship of the Board of Trustees, before he looks like a man who has weathered the long years as a being on the top.

Many students have complained that they cannot relate to President Krabel, that he is just too conservative, and inward too hard to talk to and meet, this may be true, however, President Krabel will go down in Babson's history as one of its great presidents.

Krabel has made and developed Babson to what it is today. He has made important academic changes: the introduction of liberal arts, as many the school looks ahead to the future by introducing the Master Plan they are expanding the school, increasing enrollment and constructing new buildings. This was all being done while Babson was a "conservative" school, not trying to get the students to pay off the interest on borrowed money, while other schools' enrollments were dropping. When Babson was operating in the black which was fabulous and going out of business. Babson was building and growing because Krabel was working behind the scenes.

Krabel has made Babson what it is today, a vital living and growing city, economically specialism in management education. but with broad enough interests to include liberal arts.

However, Babson cannot stand still, and it will be Sorensen's job to keep it moving. Babson, the like any college or institution has its problems, and they must be dealt with.

One major question is where does Babson go from here? Does it develop a new five year plan, or does it now look ahead to its next 50 years? This must be answered before big Babson gets big. Is it still trying to be a small college? How much more should the school physically expand, how high does tuition increase, without pricing itself out of the college market?

These are the problems that will face Sorensen. It will be his job to look ahead in the future, and to give Babson a new direction, to confront the school's needs, and to challenge future decisions.

Toward the end of the 80's, the money curse was put on the small college. The 70's may put the small college out of business altogether. We wish Sorensen the luck and support he will need to help Babson stay on its straight and narrow path to the future.

FOURAKER cost, from p. 1

substantially conflicting interests. As an experienced Harvard faculty member, he was aware that the students, faculty and administration, and the board of trustees, were faced with a difficult problem. He was asked to chair a committee on methods for instruction for professors at Harvard. Harvard places more emphasis on teaching effectiveness than perhaps do other graduate business schools. We are very conscious of transmitting that excellence to our new faculties. One of the problems of teaching is how do you teach new faculty the experience, offices, affiliations, and alumni relations.

In the words of Bown, "Fur- thermore, we thought it was an important part of a president's job. We wanted him to be able to say for example, what is his general attitude toward Babson, if he doesn't think it's important then we can stop here."

"We asked about his philosophy on curriculum because we want to know how he feels about his ideas and how strongly he feels about Babson. What is his role in curriculum development, does he want to formulate it himself or let the community define it?"

The Babson president of more than two decades continued, "we wanted to know if he had ideas or if his ideas are too strong and transitory for Babson. What is in his role in curriculum development, does he want to formulate it himself or let the community define it?"

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Just before the Curricular Committee met, a last stop was made on its active consideration list to three. Every member of the research committee, Farley says, named Dr. Sorensen his top choice for the position.

We then introduced Dr. Sorensen, who introduced to him the vice presidents, and introduced him to faculty and students, Farley adds, "so they could ask questions of him and get a real feel for him, and we could get some feedback."

In total Sorensen was introduced to twenty-three or so people. He met all of the key ad- ministrative personnel, each division chairman, and two elected student leaders. The consensus of all was that the meetings were too brief and that the genuine answers had gone un- answered.

As a result, Mr. Bowen compiled a list of questions that many people thought should have been asked and asked Dr. Sorensen back for a second meeting with elected student faculty members.

"After the meeting," said Mr. Bowen, "the consensus was that everyone was satisfied, that there had been a representation of the different groups, and that the meeting went smoothly."

On Friday, February 8, the candidate and search committee were given this feedback and voted unani- mously that Dr. Sorensen's name be placed in nomination before the trustees.

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An interview with Ralph R. Soposen:

"A vital, growing school"

The following is an interview with Ralph R. Soposen. He explains how he became interested in Babson, and some of his philosophies about his role as principal.

QUESTION How did you get started in the entire process of being a presidential candidate for Babson? Were you recommended or suggested, or did you take the initiative?

ANSWER I heard about it through a phone call from Jay. He called me, and he came absolutely out of the blue. I still don't know who suggested my name, although it could have been some- one out of the school (Harvard Business School). At the time, I was not aware that Babson was looking for a new principal, nor was I in the process of basically searching for a position of this type.

QUESTION Had you heard of Babson before? Were you aware what type of school it was?

ANSWER I once lived in Wellesley for a year. This was in 1913-1914. I had, after graduating from the Business School in the MBA program, gone to Switzerland for 7 years, the last 3 of which I was married. My wife was a student there, and I stayed with in her Junior year. Consequently, after we had lived in Switzerland for 3 years, we came back to the Business School. We finished our last year at Wellesley. We had a baby at that time, but we moved to Wellesley for a year. So I had a chance to have some contact with the school.

QUESTION What type of qualifica- tions do you think you had to make an attractive candidate?

ANSWER The things that I think interested the Committee were: first, the fact that I have been involved in management education for the last dozen or 15 years. Second, that I have had some very relevant experiences in setting up a management school. And third, the Harvard Business School Advisory Group in the Philippines, which created and helped to create the Education Institute of Mis- susippi State University.

That particular experience was a combination of planning a new school, bringing together the people from both the academic community, the business com- munity, the students, all the consider- able exposure to what was needed for planning in an academ- ic environment. And as well, exposure to the area of raising money in the Philippines at the time; philanthropy was just not as important to me. I had the responsibility for raising all the money, for raising the largest part of the money available to the school. That was import- ant. And I will continue to put in a high priority that will help us continue to develop this kind of approach.

QUESTION What made you interested in the job? Certainly, it didn't wake up one morning and say, "Yes, I'd like to become Principal of Babson College," or any college for that matter.

ANSWER The interest goes back a number of years. I think all of us look ahead a little bit, and say, "What will we like to do?" And it turns back to my first involvement, which is that I had my first involvement at Babson College, which is that I have been there for 15 years. I think that is important to me.

Second, the fact that at the Harvard Business School, I have had various administrative experiences, as chairman of large course areas which involve 800 people teaching in an area, and how we go about planning for the future in an academic institution for any of these kinds of organizations. I think that this is important.

Finally, the strategic point of view, that there is a question of comp- rehension of the various academic programs that Babson is engaged in now, the repetitive, the management programs that each of these programs should differ the future, is the ability of the faculty to help them do that. In other words, from the undergraduate student to the graduate, what is it in the future that will make Babson unique, special and des- irable?

You have a set of questions involving a program strategy. There's a set of questions involving the development of resources needed to implement those programs; both faculty research, physical plant, such as buildings and grounds, and financial resources. And those, obviously, the following through of the planning of those resources and determination that we have a little different from what has occurred in the past and we will be planning the process a much more continuous process. Not to see something that you put into place one year, and then check your benchmarks again in two years. I think at least on an annual basis, it will be a question of scheduling back and saying where we are going during that year and now and then what our goals are.

QUESTION Talking about goals, President Kriewel has done quite a bit to uplift the academic en- vironment at Babson. He's start- ed the 5-year master plan. He's also done quite a bit for fund rais- ing. What do you see as some of your goals and objec- tives at Babson? In other words, what do you see as the areas that you will make your con- tributions to Babson?

ANSWER I think that in the past 10 years, under the present administration, the great strides have been made by the school. I first can see build- ing on that base in an evolution- ary sense rather than a revoluti- onary sense. It's quite clear that the time has come for Babson to engage in a new round of Master Planning. So I will place a very high priority on getting into place the mechanism needed to establish a new set of long term goals. I think that part of that will be an organizational contribution, part of it will be in terms of helping select the people that will be doing that planning process, and part of it will be in raising the issues and asking some of the questions that need to be asked.

In the strategic plan of view, there is a question of comp- rehension of the various academic programs that Babson is engaged in now, the repetitive, the management programs that each of these programs should offer in the future, is the ability of the faculty to help them do that. In other words, from the undergraduate student to the graduate, what is it in the future that will make Babson unique, special and de- sirable?

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