





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.

Left: The 1979 soccer team won Babson's second national Division III championship. Coach Bill Rogers '73 stands at far right; Assistant Coach Tom Kelly '79 is at left.

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



During Orientation, freshmen and transfer students learn about cocurricular activities. Displays are set up on Humphries Plaza.

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.

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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-



A 1969 masquerade party at Publishers Hall.

Formal dances have always been an important part of social life at Babson.





An antiwar banner hangs from the balcony at Knight Auditorium during a protest meeting against the Vietnam War.

dents 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.”

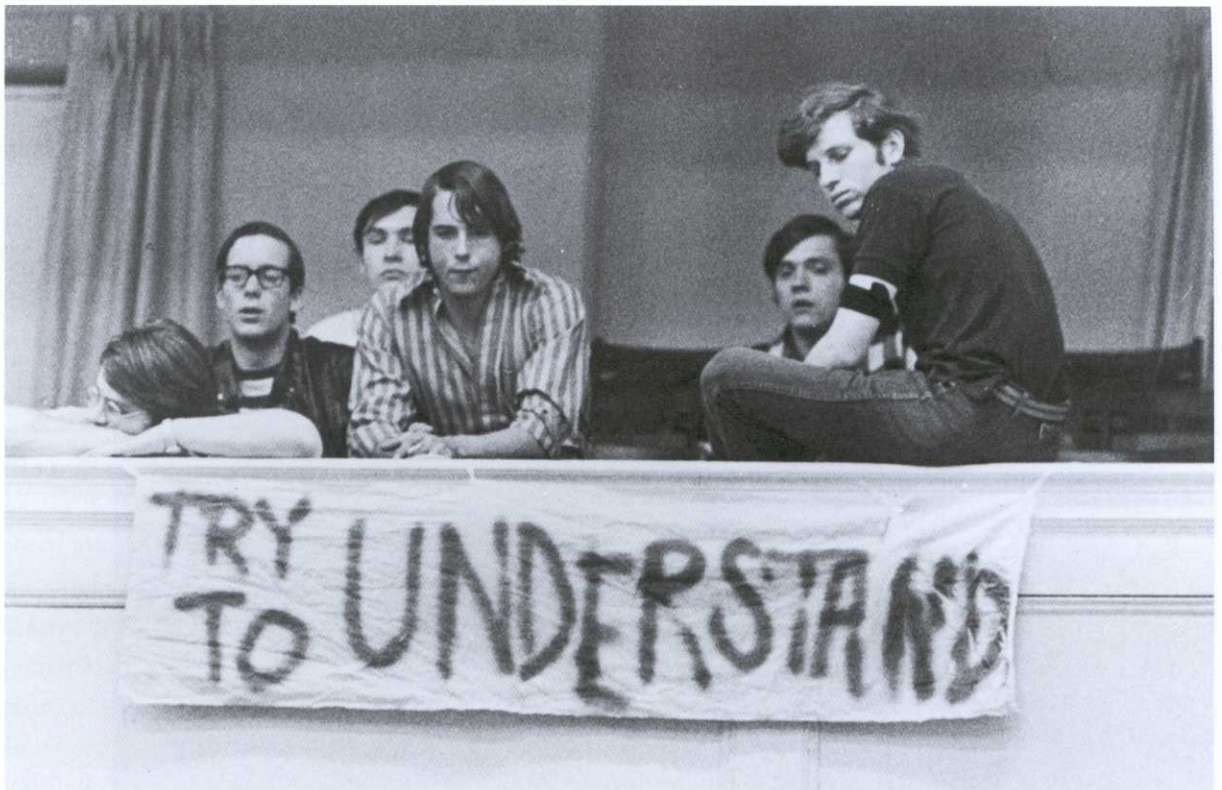
Babson’s first antiwar demonstration was held in November 1967, to protest the presence on campus of Navy recruiters. It fizzled when the handful of student demonstrators found themselves vastly outnumbered by those who turned out to heckle them.

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.”

What dorm? One of the Park Manors? Coleman? Bryant? Not on your life. What purpose



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 outmanned 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



Mike Birch '73 and Linda Knox work at the student radio station.

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 communiqué omit 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 entitled 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 upon 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 booted 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 at 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 stu-

dent 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



Working against a deadline, students prepare an issue of the Babson Free Press, the weekly newspaper formerly called The Executive.

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.



Students run on the Webster Center's 200-meter indoor track.

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-

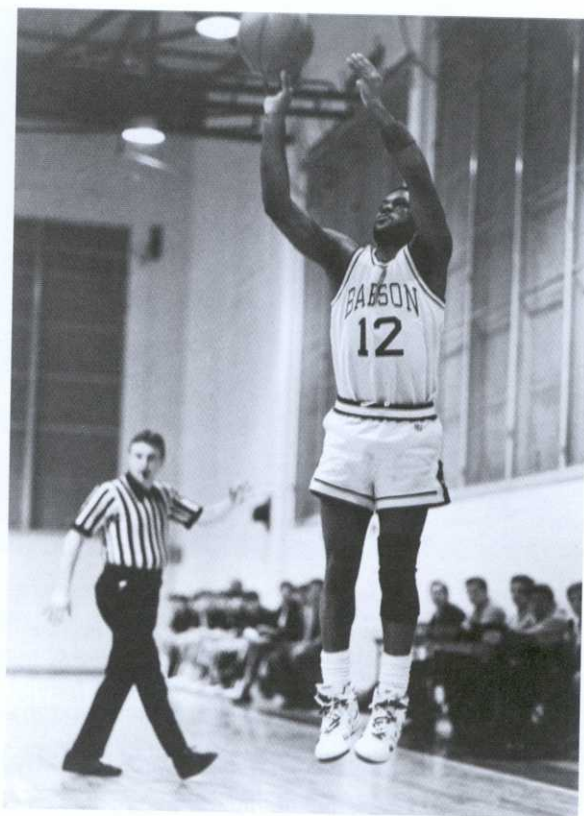
ple of years or so at this level of competition got financial support from Babson. Whereas before the war the only varsity sport was basketball, this system quickly produced varsity teams in tennis, golf, skiing, and skeet shooting as well.

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 Celtics 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.



Bobby Fuller '92 played on the 1991-92 team, Babson's first men's basketball team to play in an NCAA championship competition.

The Celtics organization returned to Babson in the early 1990s, this time to run a basketball camp for two summers in the new Paul Staake 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.

Asked by 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 cocaptain of the team, Francis Pantuosco '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-





The 1992 women's soccer team.

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.

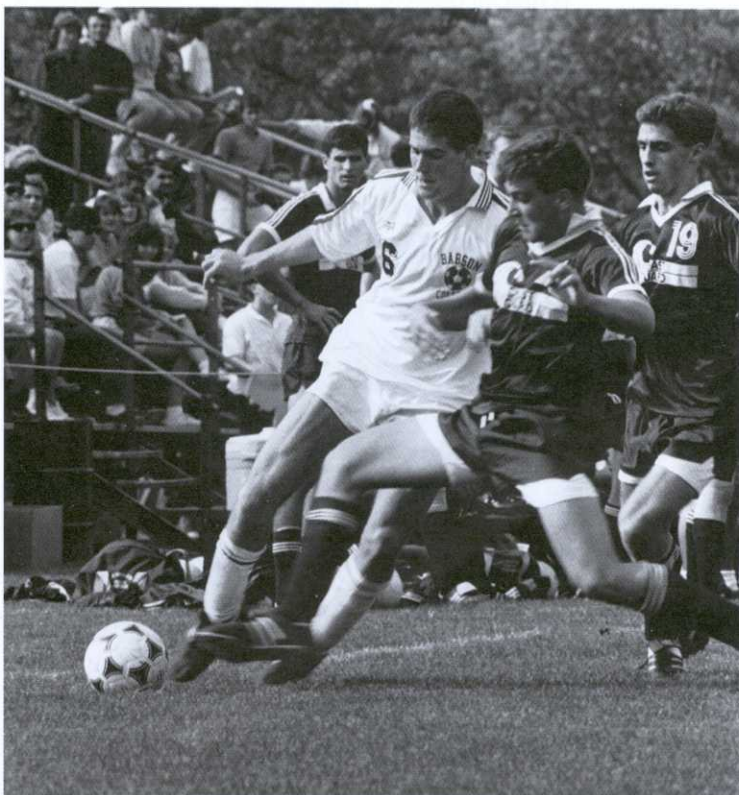
In Stirling's first five years as coach, Babson hockey teams qualified four times for postseason tournament play. Stirling's peers elected him National College Division II Coach of the Year in 1980 and again in 1982 for having turned Babson into a hockey powerhouse. He was also named Harry Cleverly Coach 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.





The Recreation and Special Events Center has been renamed the Webster Center in memory of the late R. Howard Webster '32, who was a generous supporter of Babson College for many years.

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.

Fittingly, Jon Anderson's peers named him New England Division III Coach of the Year in 1992.

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.

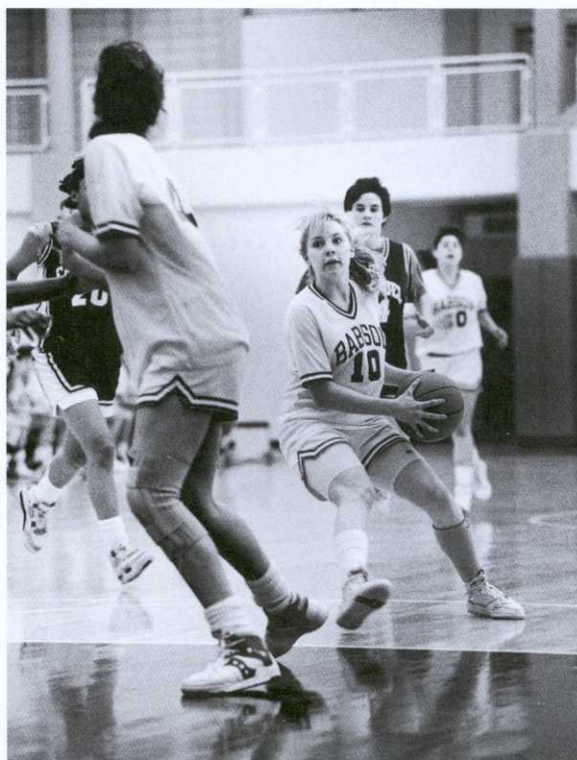
Women's varsity sports blossomed in the 1980s and have continued to improve ever since. The

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 Blinstrub 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 Blinstrub 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.





1992 Hall of Fame inductees (l. to r.): Kevin Leip, basketball; Paul Staake, administrator; Susan O'Donnell, basketball and tennis; Mark Paylor, soccer; and Waldo Pratt, hockey, tennis, and golf.

finals in both the NEW 8 Conference and the ECAC Tournament. The 1993 team again captured the NEW 8 Conference championship title and in post-season play reached the semifinals in the NCAA Northeastern Tournament.

For the outstanding record of her basketball teams, Judy Blinstrub was named NEW 8 Coach of the Year in 1991 and again in 1993. In 1993, she was also chosen New England Division III Coach of the Year and Converse District Coach of the Year.

Blinstrub's soccer teams also posted impressive records, reaching the NEW 8 Conference finals in 1991 and winning the Conference championship the following year. A member of the 1992 team, Julie Tienkin, Jr. '94, had the honor of being named Babson's first woman All-American.

Coach Blinstrub, like her teams and players, won her share of soccer honors and titles as well. Chosen NEW 8 Coach of the Year in 1991, she won the title again in 1992. In addition, she was named New England Division III Coach of the Year in 1992. Like Coach DeBari, Blinstrub credited the new sports facilities with having contributed to the improved performance level of her teams.

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).