



“The surest way to live forever is through the giving of love, time and money.

To live today, we must earn and save;

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

—Roger W. Babson

Created in His Own Image

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

One way to make the world a better place was through education. Roger Babson’s father was fond of saying that “the chief difference between a man and a boy is the expense of his toys.” Money brought few changes to the life-style of Grace and Roger Babson. They continued to lead frugal lives,

but now that they had the money they did indulge themselves in a few “expensive toys,” most notably the educational institution that bears the family name—Babson College.

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

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

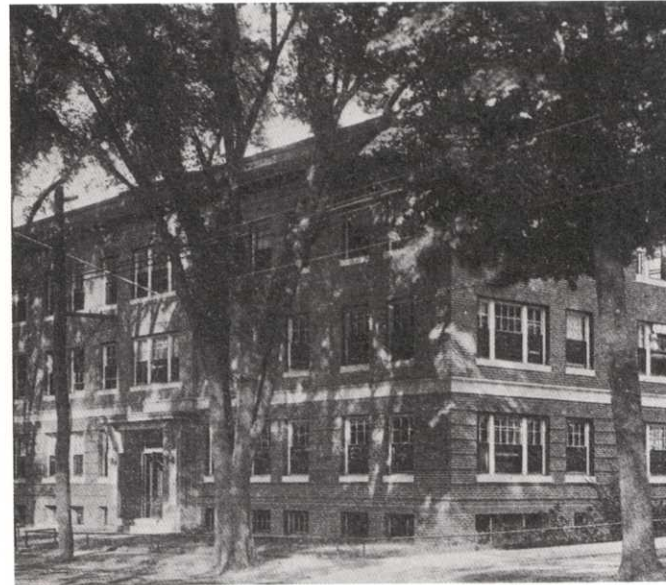
Left: The class of 1920, 27 young men, most of whom were the sons of Roger Babson’s clients.



Above: Roger Babson with associate, Leroy D. Peavey, in Babson's office in the Stuart Building.

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

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



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

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

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

Babson's experiment with correspondence courses reflected more than entrepreneurial insight. In establishing the correspondence school, he had joined two of his greatest passions in life, business and education, into a single venture. It marked the

first in a series of steps that were to lead to the launching of a far greater educational institution.

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

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

Babson tells us that these personal educational experiences—the creation of the correspondence school, the first-hand contact with the London School of Economics, and the work with the government during the war—planted the seed of an idea in his mind. Perhaps he could extract from what he had learned from these experiences a plan for a new undertaking that somehow related to his lifelong interest in education. For a while the seed remained dormant; when finally it germinated it

quickly blossomed into a full-blown plan for a college to provide practical and ethical training for young people contemplating careers as business executives.

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

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

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

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

Roger Babson was happiest when immersed in a creative enterprise. "Pioneering," he once said, "is

an expensive luxury, but there is a lot of fun in it. Besides, the world benefits most from those who do something new or . . . do it better or differently.” In business Babson’s greatest pioneering achievement was the path-breaking work that contributed to the rise of the financial services industry and modern economic forecasting; in education, it was the Babson Institute.

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

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

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

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

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

Babson had more in mind than a new kind of business college. Later he revealed what lay at the heart of his plans. He wanted to leave the world a better place than the one he found; and he felt that

Wellesley Hills, Mass.
August 5, 1919

Special Announcement

**BABSON INSTITUTE
FOR TRAINING MEN TO BECOME
BUSINESS EXECUTIVES**

For many years, our clients have complained that most young men graduate from school or college absolutely unprepared for the business world. For this reason we have decided to operate a short course in Business Fundamentals. A catalog of the Babson Institute, containing full details, is now ready for distribution.

The Institute will open October 1, and offer an intensive one or two year resident training to develop the executive ability of young men who by inheritance or other circumstances are to occupy positions of authority, responsibility and trust.

The school will instruct by unique methods in these essentials for executive work.

- Practical Economics and the Handling of Commodities.**
- Financial Investments and the Care of Property.**
- Business Psychology and the Management of Men.**
- Personal Efficiency and the Control of One's Self.**

Courses include manufacturing, financing, banking, merchandising, domestic and foreign trade, investments, accounting, business management, labor problems, executive training, individual efficiency and specialized research work.

The Institute does not graduate experts in any one department of business; it aims rather to give basic principles of all departments and to show their interrelations. Methods of instruction and many of the courses required are different from what has been attempted before. For example, through the two years the student is getting the fundamentals. He is also kept in close touch thru the Babson Reports with current tendencies and monthly changes in business conditions.

Experience shows that the fundamental basis of business success is the ability to get others to do what one wants them to do; that is, the ability to influence men. A two-fold benefit accrues to those who make a study of how to control others; for in so doing they unconsciously learn how to control themselves. Realizing that the power to influence men is greatly enhanced by an understanding of individual and mass psychology, the Institute has made this course one of its features.

The staff of instructors includes teachers of well-established standing, the experts of the Babson Statistical Organization, including Mr. Babson, and special lecturers from the business world. Details of various phases of business are given, not with the thought that the student plans to do routine work, but that he may oversee and check up those who do. The Institute is training executives, not clerks. Through the entire program the subjects are presented from the administrative point of view. An effort is made to impress upon the student that if he would survive in the keen competition of the business world, he cannot depend upon inherited wealth or position, but he must keep himself prepared both in body and mind to utilize opportunities and adapt himself to the conditions of success.

When you write for a catalog, it will be mutually helpful if you include the age and previous training, name and address of the young man you have in mind.

Babson's

In the summer of 1919, Roger Babson sent this flyer to his business clients to advertise the opening of Babson Institute.

the best way to do this was to bestow upon it a gift that would last through the ages. “I am interested in permanent results,” he said.

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

As in mechanics and economics, so in human relations every action is followed by an equal reaction.

So wrote Roger Babson, who drew from his reading of Newton’s third law of motion two precepts that he believed governed human relations:

- 1) What we get out of life is simply a reaction to what we put into it; and 2) we cannot harm or help

others without likewise harming or helping ourselves. Babson followed these two rules in his own life, and he wanted to pass the word on to the next generation of business leaders.

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

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

it on a more stable footing was a strong dose of the Golden Rule.

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

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

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

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





Roger Babson bought the Lyon Farm in 1921—125 acres of farmland and woods.

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

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

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

His quarrel was not with the liberal arts per se—he appreciated the value of their contribution to the total education of the individual—but with their absolute domination of the typical college curriculum. Knowledge acquired through a classical education is in itself a wonderful thing to have, he said, but educators concentrated too much on filling

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

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

Higher education in America, Babson argued, was in a state of crisis, and at the heart of that crisis was an educational philosophy hopelessly out of touch with the realities of the modern industrial world. Babson felt that only by developing and refining new kinds of curricula to provide students

with a balanced mix of courses and practical professional training could colleges respond to these realities and meet the critical needs and demands of a rapidly changing industrial order.

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

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

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

The announcement struck a responsive chord. On September 3, 1919, the Babson Institute began

operation with an enrollment of twenty-seven students, a majority of whom were the sons of clients.

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

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

The school was anything but an instant success. Babson, who was not a humble man, was forced to

admit that he knew little about the intricacies of running a college and had badly miscalculated. The difficulties inherent in the administration of an institution of higher learning, particularly the

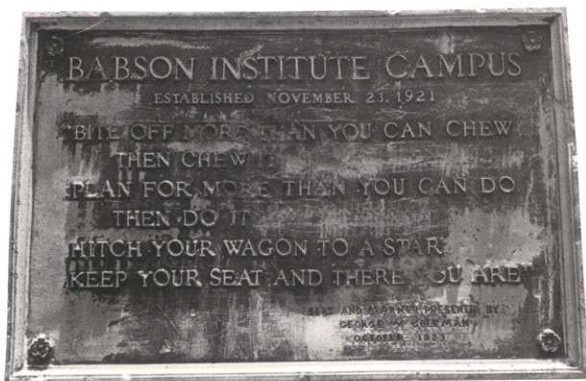
costs, had proved far greater than anything that he had anticipated. To his dismay, the Institute began hemorrhaging money shortly after birth, thrusting the school into a crisis that threatened to shut it down. Things got so bad that the administration commissioned a member of the faculty to apprise his colleagues that because of the uncertainty of the school's continuation "they might wish to seek positions elsewhere." As Dr. Samuel Johnson might have said, an open-ended financial drain concen-

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

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

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

The story had a happy ending. The son, having reached adulthood, left home, whereupon Lyon's daughter (by now an elderly woman) agreed to sell on the condition that she could live in her home for the rest of her life. The sale was consummated in 1921, the same year that Dr. Coleman succeeded Roger Babson as president of the fledgling college.





Groundbreaking for the Newton Library in 1938.

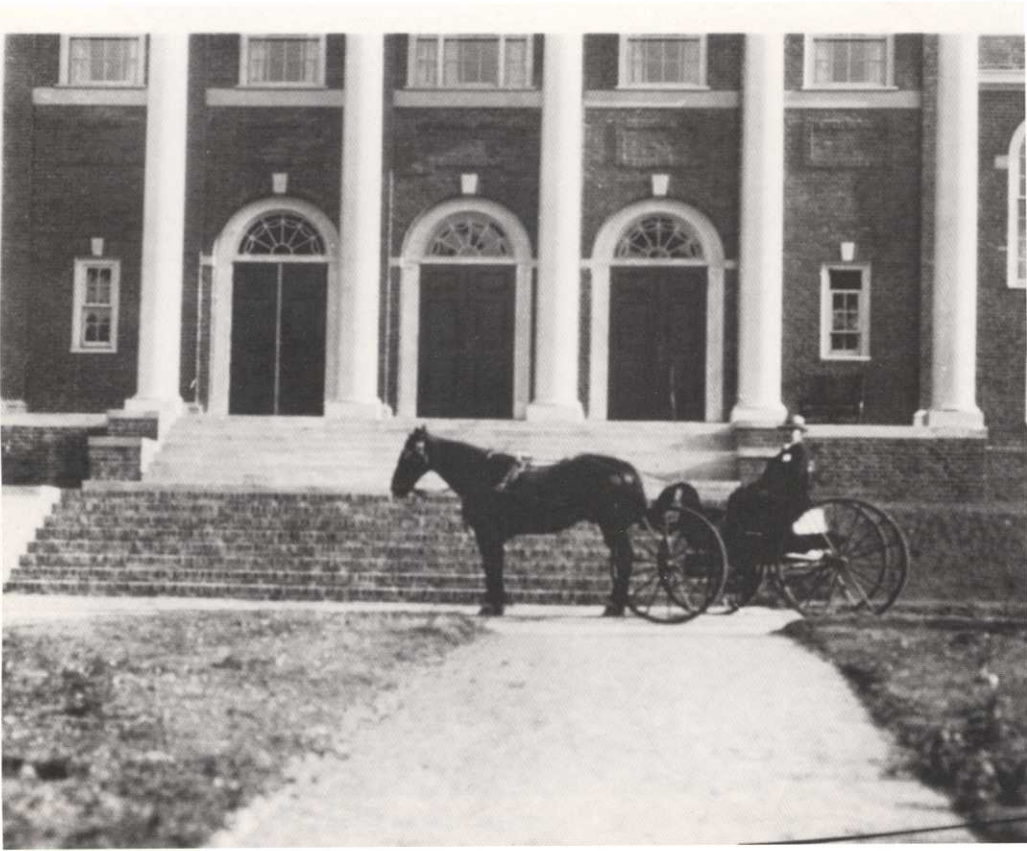
Left: Marker presented by President George Coleman.

Ultimately, it was Roger and Grace Babson who saved the Institute. In 1921, they took the necessary steps to have Babson Institute incorporated under the educational laws of the Commonwealth of Massachusetts as a nonprofit institution. And they poured money into the school, spending more than a million dollars in just three years to purchase land, construct buildings, and establish an endowment fund with the stipulation that, for every dollar put into land or buildings, a matching dollar would go into the endowment fund. In this fashion, they got spending under control, and put the Institute on a pay-as-you-go basis. In 1922, revenues exceeded operating expenses for the first time, marking the end of the financial crunch that had threatened to shut the school down.

Another friend who proffered invaluable advice, albeit some time after the college had turned the corner, was the great inventor, Thomas A. Edison. He told Babson that the best insurance that money could buy for the protection of Babson Institute was title to the land and property immediately adjacent to the college. Expand your holdings,

Edison said, to meet the demands of future growth. This Babson did, adding key parcels over the years to the original tract, the whole now encompassing 450 acres of woodlands and beautifully manicured grounds on which are situated forty-seven buildings.

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



Knight Auditorium, the gift of Grace Babson, was named in honor of her father, the Reverend Richard Knight.

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

Right: The decision to build Peavey Gymnasium reflected Roger Babson's belief in the value of physical education.



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

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

Bryant Hall, completed in 1923.

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

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

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

Lyon Hall, the first classroom building, 1923.





The Babson Park Club House was a combination hotel and residence hall. Opened in 1925, it was renamed Park Manor South five years later.

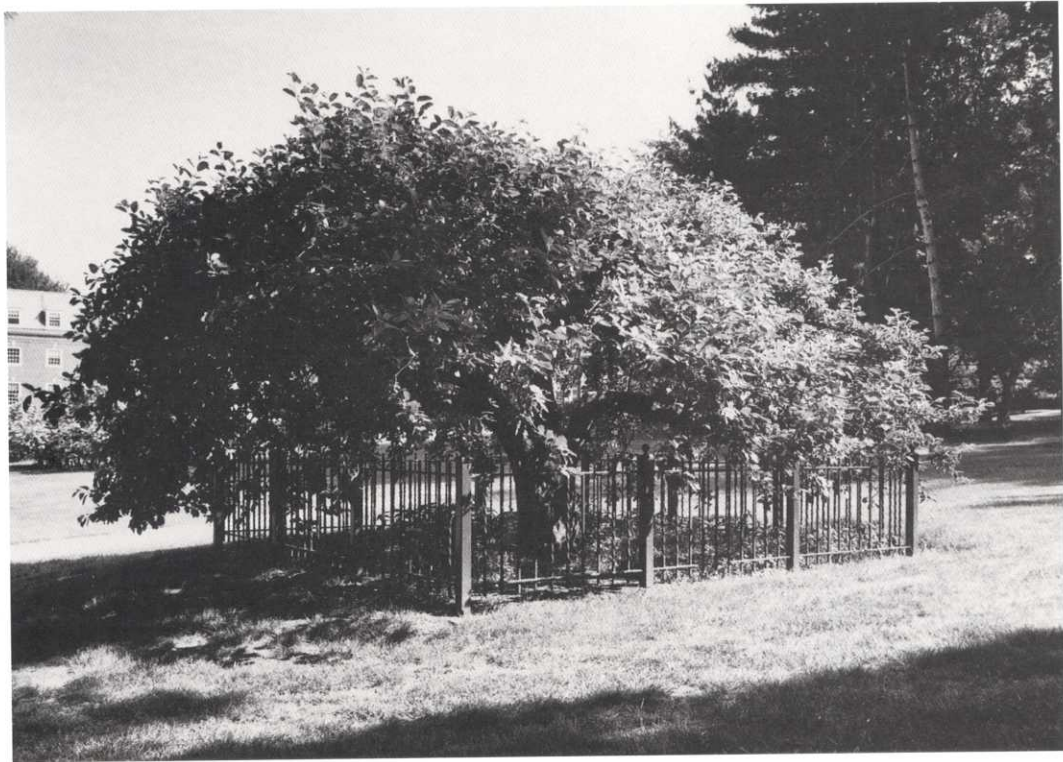
Auditorium. The gift of Mrs. Babson, who contributed the funds for its construction, it was named in honor of her father, the Reverend Richard Knight. The architectural twins, Bryant Hall and Lyon Hall—which provided critical classroom and office space—rounded out the buildings completed in 1923. In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

Park Manor South met the critical need for on-campus housing, as well-heeled students commandeered most of the hotel's pricey rooms. But the

solution proved temporary. Soaring enrollments, from thirty-seven in 1924 to fifty in 1925, the same year that Park Manor South opened its doors, and from fifty to seventy-six the following year, made it apparent that additional residential accommodations had to be provided.

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

But even Roger Babson had to bend to the imperative of rising enrollments, and in 1930, he authorized funds for a new residence hall. A year later, Park Manor Central was added to the complex of buildings dotting the campus. Ironically, its completion coincided with a disastrous drop in



The Newton apple tree on the campus, an offshoot of a Pennsylvania tree that was grown from a graft of Isaac Newton's own tree in England. A falling apple allegedly caused Newton to develop his theory of gravity.

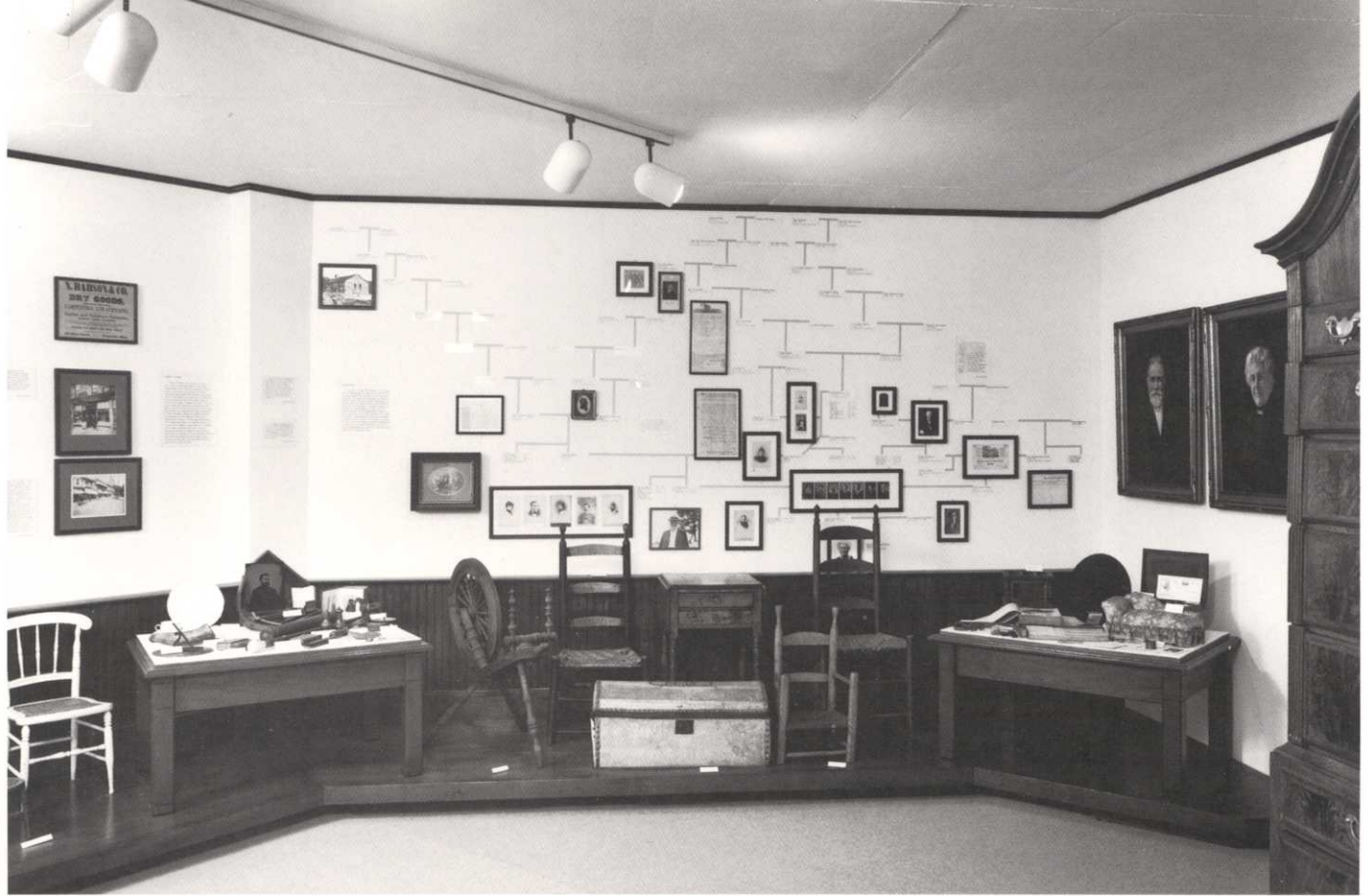
London, word reached her that the parlor salvaged from Newton's home when it was torn down in 1913 was about to be auctioned off. She rushed over, arriving just in time to put in the winning bid. She had the room dismantled piece by piece, crated, and shipped to Wellesley, there to be reassembled—wall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

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

Mrs. Babson was . . . a pioneer in spirit. One of the greatest of her many interests was in the life and works of Sir Isaac Newton. She brought to America and to this Institute an enduring memorial of his work. In the Isaac Newton Room, . . . the writings and the spirit of this great scholar inspire students to follow his gleam.

Grace Babson.





When Sir Isaac Newton's London home was torn down, Grace Babson bought the parlor. Here Roger Babson posed next to Newton's portrait in the Newton Room (below). Originally reassembled in the old library, it is now on the third floor of Horn Library as is the Roger Babson Museum (above), which commemorates Babson's life and work.



CREATED IN HIS OWN IMAGE

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

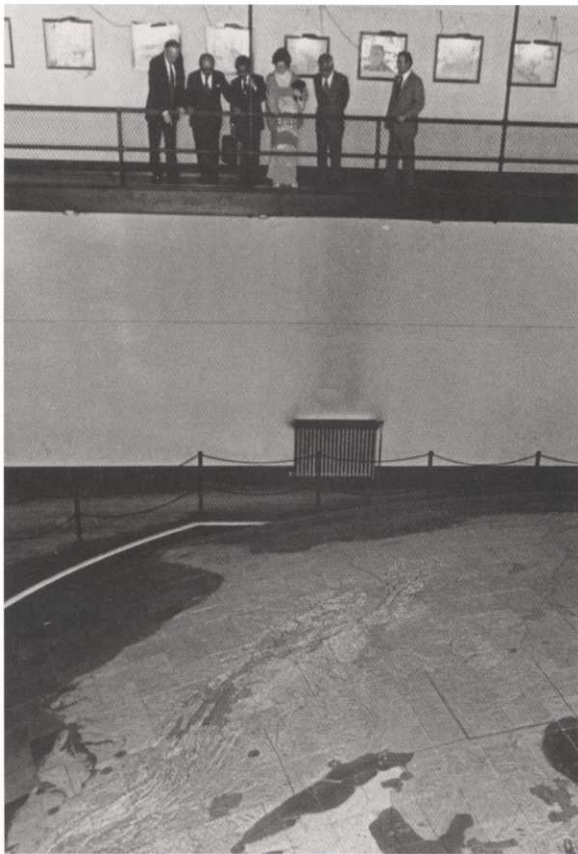
Another of the early buildings deserves special mention—the Coleman Map Building, situated at the crest of the highest point on the campus, where once had stood a wooden observation tower. Begun in 1924 and completed in 1925, Coleman has served as an industrial museum, classroom building, and dormitory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



Above: The world's largest relief map of the United States is housed in the Coleman building. The map attracts large numbers of tourists and school children, and it was used by the U.S. Army Air Force during World War II.

Below: The Coleman Map Building, completed in 1925, has served as museum, classroom building and residence hall. The letters "Babson Park" on the roof were placed there to guide pilots who were landing on the Babson airfield.





Looking down on the map from the balcony above, the viewer sees the United States as might an astronaut in orbit 700 miles above the planet Earth.

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

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

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

Educators quickly grasped the map’s significance as a teaching tool. The college put it to use for instruction in commercial geography. Elementary school teachers from Wellesley and neighboring communities shepherded their classes on field trips

to the Coleman Map Building, so that the children could see for themselves the significance of the geography lessons they had studied at school. Photographs of the map soon cropped up in geography texts and road books. Its fame attracted large numbers of visitors from all over the country. During World War II, the U.S. Army Air Force reproduced sections of the map, which it distributed to airports throughout the country. The detailed information contained in the reproductions proved invaluable, providing aviators and weather stations with precise topographical information that, according to Roger Babson, saved thousands of lives.

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

