

*“Babson can’t stand still for it will be overtaken, or die,
or be absorbed by some other institution.”*

—Henry A. Kriebel

President of Babson College, 1961-1974

From Institute to College

Called in at the urging of Roger Babson to head the administration as chancellor following Dr. Hinckley's resignation was Carroll W. Ford, the former head of the economics department, who had recently retired. A year later, the Board of Trustees, with the blessings of Roger Babson, invited Vice President Gordon M. Trim to become Babson's fifth president.

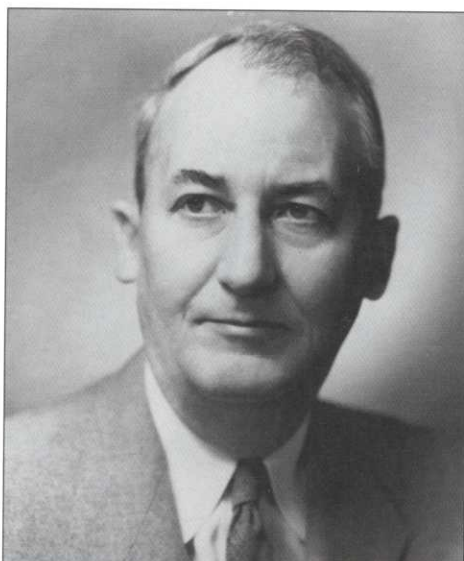
Trim's assumption of office in 1957 changed little, if anything, in governance or fiscal policy. The Institute's governing bodies, at Roger Babson's urging, continued to hold spending to a minimum in anticipation of the depression that never came. The no-growth policy, in turn, compelled the Board of Trustees and the administration to avoid new construction projects such as the classroom building that Dr. Hinckley had recommended, and to opt instead to extract "maximum efficiency" from the existing facilities by renovations and repairs. It was

an option born of desperation. So, too, was the Institute's do-nothing response to the problem of overflowing dormitories and dining facilities. At a time when applications to the school were at an all-time high, skimping limited enrollments.

President Trim put a positive spin on a bleak situation. Keeping the number of students down, he said, allowed greater selectivity in admissions, thereby improving the quality of the student body. It also meant lower expenditures, for the greater the number of students, the greater the need for additional facilities, faculty, and staff.

Roger Babson spoke to this point and about other salient issues confronting the Institute in an address to a group of alumni that had gathered on campus for a reunion in the summer of 1958. Business was becoming increasingly professionalized, he told his audience, and he believed that trend would accelerate. The Babson Institute's purpose remained what it had always been—to train men to take their places in the highest reaches of business management, Babson asserted. Therefore, it behooved the Institute to adjust to the trend toward professionalization and to other changing needs

At the Newton Library, a workman changed the name from "Institute" to "College" when Babson changed its name in 1969.



GORDON M. TRIM
President of Babson College
1957-1961

and expectations of the business order, to meet its obligations to that order and to the students.

There were limits, however, on what the Institute could or should do, Babson cautioned. For example, it should resist the temptation to follow other business colleges down the path of unrestrained growth. That path would lead to debt and financial woe. Furthermore, rising enrollments, contrary to the expectations of many colleges, spelled rising costs, because the larger the student body, the greater the need for big-ticket items such as housing, classrooms, and additional personnel.

Smallness, on the other hand, Babson reasoned, was conducive to learning and to a sense of community. It was part of the Institute's tradition, an advantage that it had always enjoyed and should never relinquish. Instead of playing the numbers game with other colleges, Roger Babson believed that the Institute should concentrate on admitting only those applicants who possessed a natural aptitude for business and who exhibited those traits of character that lent themselves to success in business and in life. He noted that the Institute was accommodating approximately 750 students in its programs. In his opinion, the school should cap the total at 1,000.

And just as the Institute should guard against unrestrained growth, so, too, should it resist pressure to clutter the curriculum with "unnecessary" courses. Babson students, the founder reminded his audience, graduated in three years instead of four because of the school's accelerated program. To weigh down the curriculum with superfluous courses such as a course on the natural sciences (a pet peeve with Babson, which, ironically, was introduced into the curriculum a couple of years later) would jeopardize this unique advantage.

Faculty salaries, too, bore watching, said the cost-conscious Babson. The college was paying its faculty more than other colleges of comparable size were paying theirs, an assertion that contradicted Dr. Hinckley's position that since faculty salaries at Babson were well below "the going rates" and that they had to be brought up to par if the college was going to attract and keep competent faculty. Babson favored pay hikes, but only if they could be managed without busting the school budget. The Babson Institute had to live within its means, if it wanted to remain true to itself as a school of business management. The school never had and never should resort to "passing the hat" to the alumni to cover a deficit, he said. It followed that, to meet the cost of higher salaries, the school had to hike the tuition.

This was the same stand that had brought on the confrontation between Roger Babson and President Hinckley in 1956. It was unrealistic then and, given mounting costs and postponed projects, it was even more unrealistic two years later. There was a limit to what students could pay for tuition and other fees and to what the college could charge and still remain competitive; and the financial needs of the Institute had begun to exceed these limits. These concerns did not exist in the prewar years when the Babson Institute catered to a wealthy clientele and could charge sky-high tuitions. But now fiscal problems loomed large. There was mounting pressure for additional funds to cover the costs of a bigger and better school that neither higher tuitions nor the school's tiny endowment could possibly satisfy. Not even the generosity of the Babson family,

which continued to pump enormous sums of money into the school, was enough to offset the financial crunch that was the price of progress.

The situation cried out for new sources of revenues, but the most promising untapped sources—the alumni and friends of the college (especially corporations and wealthy benefactors)—remained off-limits. This was the dilemma that Dr. Hinckley had tried to resolve when he took his case to the trustees. His futile efforts to reverse their no-growth stand cost him his job.

Gordon Trim was not about to follow that example. Talking to a group of alumni, he capsulized what he saw as his paramount mission as president. “The aim of all education,” he said, “is the development of character. I feel obliged to give serious consideration to the problem of making life on the Babson campus a truly ennobling, character-building experience.” The words were Trim’s, but the thought was Roger Babson’s. More to the point, character building was virtually cost-free, a not insignificant consideration for a financially strapped college.

This is not to say that Dr. Trim was content to relegate his role as president to that of a caretaker. Where Hinckley would go to Roger Babson to find out what he wanted and then go to the Board of Trustees to have it rubber-stamped, Trim reversed the order, going first to the Board, enlisting its support, and then seeking the approval of “the old man.”

Trim possessed a droll Down East wit, which he sometimes employed to poke gentle fun at Roger Babson. Paul Staake cited an example: “There’s a statue up in front of Coleman [of one of Roger Babson’s ancestors], It was made in threes—one at Midwest Institute, one at Babson Park, Florida, and . . . one here.” Trim’s comment upon seeing the Institute’s granite copy in front of Coleman: “You know, Paul, I think the old man has gone slab happy.”

At Trim’s suggestion, an ad hoc long-range planning committee was established to take stock of “our present situation” and to attempt to anticipate near-term developments that were likely to affect the Institute.



Forest Hall, a residence, was once the Convalescent Home, the property of Boston’s Children’s Hospital. Polio patients used to be sent there to recuperate. Babson Institute bought the building and several other hospital structures in 1959.

As a result of aligning policy to expectations, the Trim years were anything but static. Progress, although slow because of the curbs on spending, was made on all fronts. In 1959, the Institute stretched its budget to purchase from the Children's Hospital of Boston the property known as the Convalescent Home. Adjacent to the eastern boundary of the campus, the property consisted of several hospital buildings and more than twenty-seven acres, half of which were in Wellesley and half in Needham. (Today's Forest Hall was once the main building of the Convalescent Home complex.)

Any major move, such as the purchase of property, generally originated with Roger Babson. A member of the Board of Trustees told how Babson came to a meeting one afternoon and, without any prior notice, announced that the Convalescent Home property had come on the market and he wanted the school to buy it. It was, said the trustee, a good idea, but Babson urged its purchase for "all

the wrong reasons." He had heard that Richard Cardinal Cushing was interested in the property, and Babson made it "abundantly clear" that he did not want the Roman Catholic Church as "his next-door neighbor." The trustee found this offensive and, for this reason, spoke out against the purchase. His was a voice crying in the wilderness, for, as he observed, the trustees meetings were really Roger Babson's show. On balance, though, he realized that acquiring the property was "good for the school, and I would have been for it any other way. . . ."

Progress was made as well in faculty and curricular matters. In 1960, the New England Association of Colleges and Secondary Schools renewed the Institute's membership, following a favorable report from its evaluation committee on the quality of Babson's academic program and instructional staff. A faculty committee headed by Professor Earl Bowen and backed by President Trim pushed through a faculty rank-and-tenure system (first pro-

Professor Frank Genovese (left) with President Gordon Trim, when Trim named him director of the Babson Evening Graduate School. The school opened in September, 1961.



posed by Dr. Hinckley), which propelled the faculty organizational structure at Babson into the academic mainstream. Under Trim's guidance, the Babson Institute took its first step on the long journey toward the goal of admission into the American Association of Collegiate Schools of Business (AACSB), when he instructed the liberal arts division to restructure and expand its curriculum to bring it into conformity with AACSB requirements.

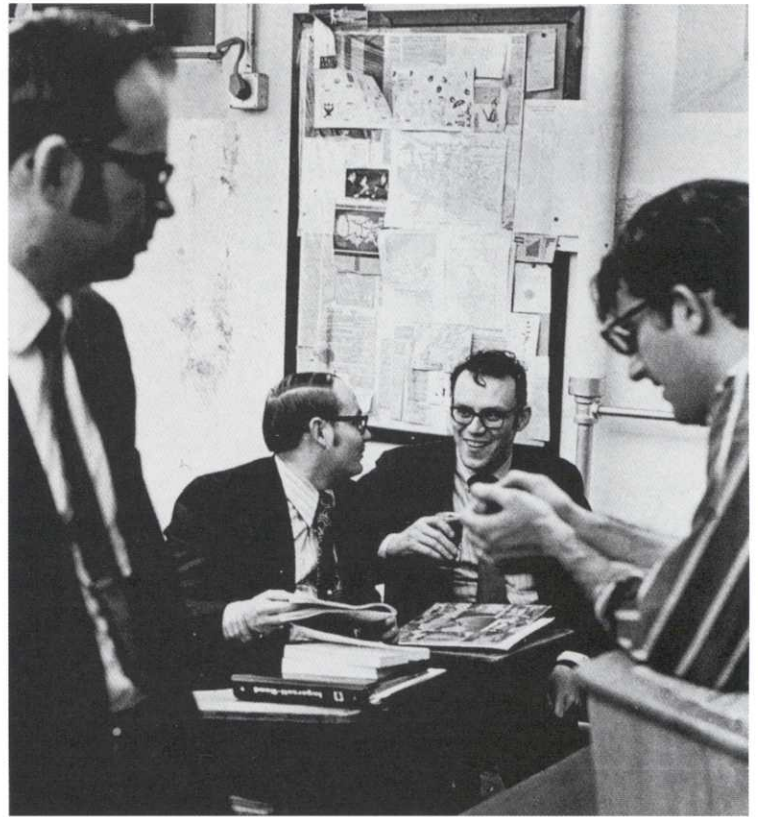
This was the record of a man who was open to ideas for institutional growth, as long as they were cost-effective; and Professor Frank Genovese had a great idea that met that prerequisite.

Genovese, while strolling across the campus one day with Gordon Trim, asked the president what he thought about the idea of establishing a graduate evening school. Trim was intrigued and asked Genovese to do a feasibility study. This came as no surprise to the economics professor, who correctly surmised that the president "was short of money for the college."

When Genovese reported back several days later, Trim turned the talk immediately to costs. How much money would it take to launch the program? What would it cost the Institute if the evening school folded? If, on the other hand, the program took hold, how long before it would show a profit?

Dr. Genovese had come prepared. He estimated that it would take \$10,000 to jump start the program and was told that he had \$13,000. He assured the president that if the program "went bust," the cost to the school would be minuscule. And he presented to the president the results of a revenue-and-cost projection that he had made, showing a profit after five years. (That particular projection was wide of the mark. The evening school ran a profit in the first year and "grew like Xerox" after that.)

Professor Genovese argued the case for the program on other grounds as well. An evening M.B.A. program, he pointed out, would add to the college's prestige; rapidly increase the number of alumni; strengthen ties with local firms by helping to train managerial employees; and expand the opportunity for more graduate teaching, thereby attracting a more highly trained and versatile business faculty.



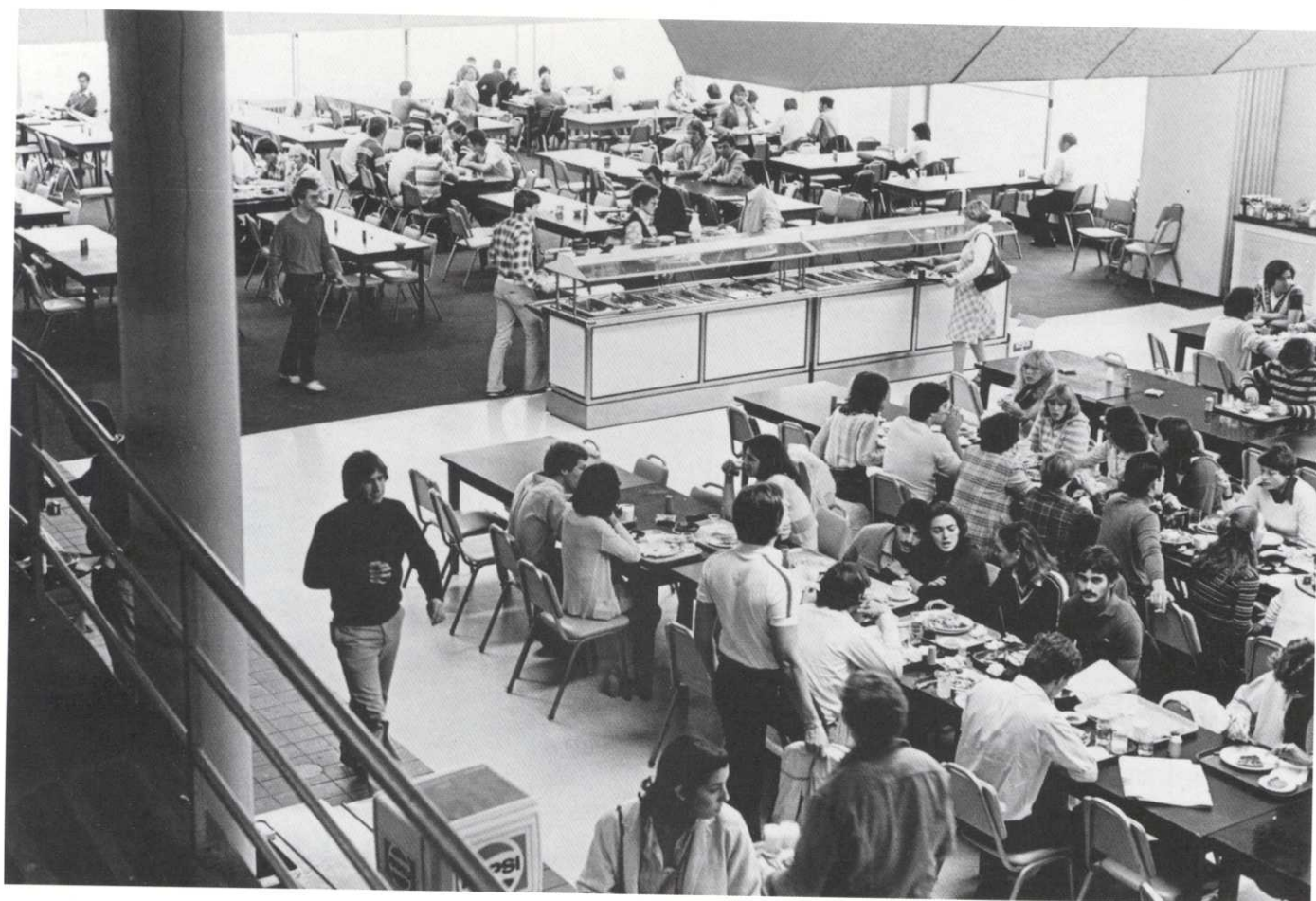
An informal discussion among Evening MBA participants, 1961.

The administration and trustees were convinced and appointed Dr. Genovese director of the Babson Evening Graduate School.

The evening school opened in September 1961 and quickly justified Dr. Genovese's optimism. It met and exceeded his projections on enrollments and income, and in the process evolved into a laboratory for curriculum experiments and program innovations, which anticipated a number of major college-wide developments. "Many seeds were sown," Professor Genovese said.

And, indeed, the evening school's pioneering record is impressive. It admitted the first women to a Babson degree program; introduced the first computer and entrepreneurial courses; and developed special on-site courses for Honeywell and other area firms years before Babson College launched its executive education program. It also adopted the semester calendar (the first Babson-affiliated program to do so), because Genovese, with considerable justification, regarded the trimester system as "deleterious to good instruction."

Another major advance during the Trim years was the decision to build a new dining hall.



Trim Dining Hall.

Circumstances dictated the decision. The main dining hall in Park Manor Central had been on a double-sitting schedule since 1946, when the influx of unprecedented numbers of students forced the Institute to replace the traditional table service (with its menus and waitresses) with a cafeteria system. Enrollments continued to climb, reaching a point by 1960 where it was impossible to accommodate all of the students swarming in at mealtime. A preliminary study was undertaken, and in December 1960, Dr. Trim reported back to the Board of Trustees with its findings: The need for the dining hall was incontrovertible; income from the endowment, tuitions, and other student fees could not meet the costs; and, therefore, the Institute would have to seek contributions from outside sources. The president suggested to the trustees the possibility of having the Alumni Association encourage its members to support the project.

Such a move would mean a break with precedent. Nevertheless, the trustees bent to the logic of the case that Trim had presented, and voted to establish an alumni dining hall fund and to allocate contributions earmarked for the proposed dining hall to the fund.

Plans for the new facility were in progress, when, in May of 1961, President Trim died unexpectedly in the fifth year of his tenure. An aging Roger Babson found a replacement close at hand—Dean of Faculty Henry A. Kriebel, who, following the official endorsement of the Board of Trustees, took office as the Institute's sixth president. The last president hand-picked by Babson and the first (and to date the only one) to rise through the ranks from the faculty to the presidency, Henry Kriebel proved to be an outstanding pivotal figure during the ensuing thirteen years of his incumbency.

Dr. Kriebel's academic background included a teaching stint at Cedar Crest College, a liberal arts college in Allentown, Pennsylvania, where his assignment was to teach every business course in the curriculum. This experience, buttressed by his work at Babson as an accounting professor, chairman of the accounting division, and dean of faculty, prepared him admirably for the task at hand: to build a better college by broadening and enriching the curriculum, improving the quality of the faculty and student body, and defining the role of the liberal arts at a business college.

At the inaugural in February of 1962, the incoming president addressed concerns voiced by some members of the Babson community over the expanding role of the liberal arts at Babson. “A distinction frequently made between [liberal arts and business] courses is that of saying that the former courses fit one for life while the others assist one in earning a living,” Kriebel told his audience. This, in his opinion, was too narrow a view: “Some of us entertain serious doubts about the validity of this distinction. To be a whole man one must obviously be equipped to do both.”

The grumbling over the liberal arts was not the only nettlesome problem facing the new president. From the outset, the Institute had promoted the distinct advantages of its accelerated programs to prospective enrollees, pointing out that, by coming to Babson, they would reduce the overall cost of their education and gain a head start on the career path. Acceleration, however, had lost its charm by the time Henry Kriebel became president. It was a matter of the changing composition of the student body, which—by the time Kriebel took over—had rendered the three-year program virtually unworkable.

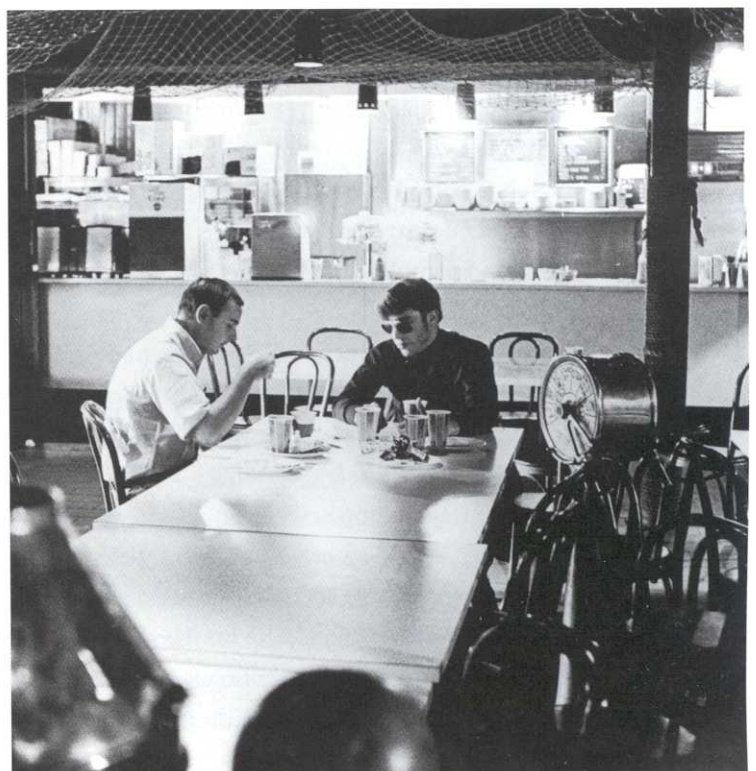
As long as most of the men attending Babson were former GIs, Kriebel later explained, the twenty-hour course load that was a necessary part of the three-year program posed no problems. “They were hungry and really mature,” he noted of the GI generation. “They were anxious to get on with their education, and we could push them.” As the years slipped by, however, the veterans of World War II and the Korean War passed from the college scene, their places filled by less mature and less highly motivated young men fresh out of high school. The result was predictable—a precipitous decline in the level of academic performance. The number of students flunking courses increased, forcing the college to reduce the course load for those having academic difficulties from twenty hours to fifteen, thereby extending the stay of these students at Babson to four years.

The new policy, however, failed to solve the problem. Borderline performance and academic failure persisted among those still taking twenty hours.



HENRY A. KRIEBEL
President of Babson College
1961-1974

The Dry Dock in Park Manor was a popular snack bar through the 1970s.



Exacerbating the problem was the Vietnam War and the draft. Former registrar Stewart Stokes related how students who had enrolled in the three-year program at registration would walk into his office and ask: "Will you give me one good reason why I should hustle through Babson to get shot at in a rice paddy in Vietnam?" The percentage of students shifting to the fifteen-hour schedule rose to such a high level (more than half) that it finally made sense to scrap the three-year program and put in its place a four-year program with a three-year option for those completing the freshman year in good academic standing.

Highlighting the four-year program (which began with the start of the 1967-1968 school year) was its "40-40-20" feature, which changed the distribution of the total course work for students from 60 percent business courses and 40 percent liberal arts to 40 percent in the management core area, 40 percent in the liberal arts, and 20 percent optional. None of this sat well with Roger Babson, who favored the three-year degree program because it was unique, and who considered the liberal arts excess baggage at a business college.

Henry Kriebel recalled another reason for the shift to four years: "Someone from the New York State CPA Board called me and asked, 'Do you have a four-year program?' So I took a deep breath and said, 'Yes, we offer a four-year program in three years.' He said 'OK' and hung up." That was enough to convince the former chairman of the accounting department of the need for change.

The most troublesome problem by far confronting Dr. Kriebel as president of the Babson Institute was the financial crunch brought on by Roger Babson's resistance to seeking external financial support. Annual operating expenses in fiscal year 1966-1967, for example, totaled \$1.75 million, of which \$1.14 million came from tuition and other student fees, and another \$21,000 from the endowment fund. Somehow, the Institute had to find additional revenues to make up for the shortfall. There simply was not enough money coming in to meet the school's immediate needs, yet the needs had to be met.

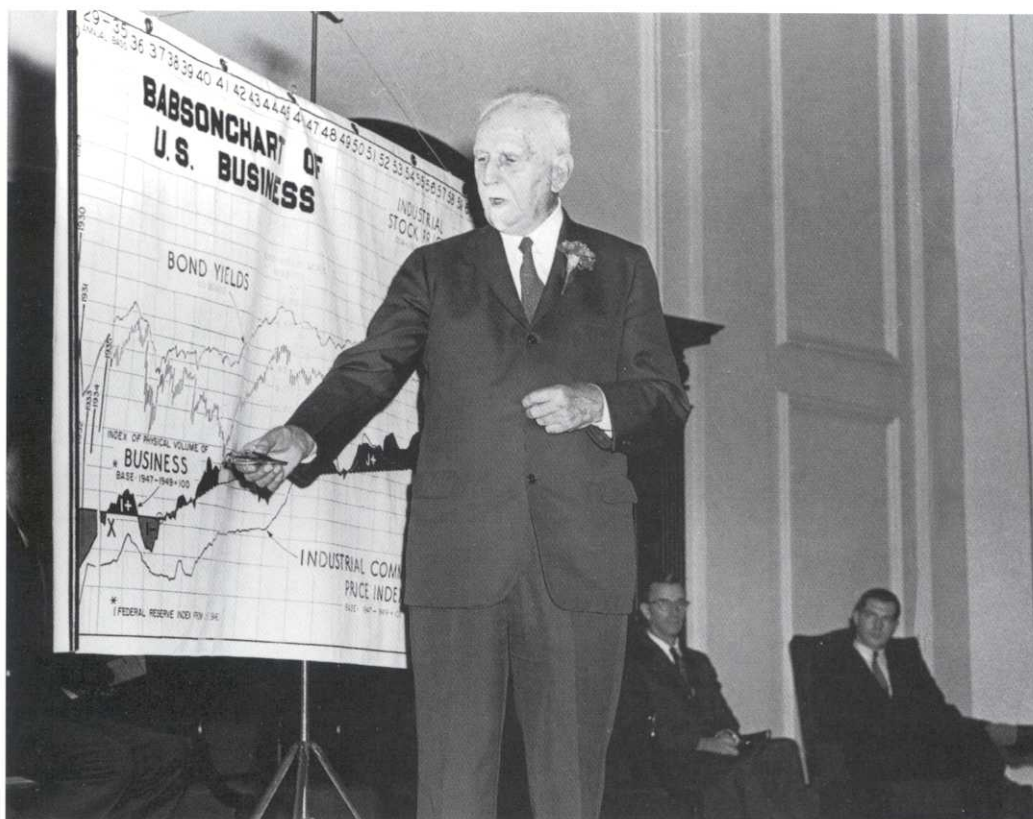
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That was a dilemma that Kriebel shared with Hinckley and Trim. In Kriebel's case, however, the situation had reached the critical stage. He had inherited the plans for the new dining hall, and, in the interim, the estimated costs kept climbing. Compounding the problem was the laggard pace of alumni contributions to the dining hall fund. "The first thing I had to do was go out and raise money for the Trim Dining Hall," Dr. Kriebel recalled.

Actually, the first thing he had to do was make the case to Roger Babson and the trustees that the Institute faced a special situation. The estimated construction costs for the new dining hall kept going up, yet the Institute's revenues and cash reserves could not cover even the original estimate. The school had but one recourse: It had to seek outside funding; and this meant either borrowing the money or mounting a fund raiser.

Even Roger Babson bowed to the inevitable. For him, it was a choice between two evils, but of the two, borrowing was by far the worse. His approval, however, was won only after some very serious infighting, and even then it was half-hearted at best.

The whole issue nearly exploded the evening that the chairman of the Board of Trustees and President



When Roger Babson lectured to students in Knight Auditorium, he often used his Babsonchart to illustrate a point.

Kriebel met with Roger Babson to see if they could resolve the impasse. The more they pressed the case for soliciting the alumni for support, the more adamant the refusal; and the more adamant the refusal, the angrier Kriebel got. At one point, Babson offered to bequeath \$5,000 to the school as seed money for a future fund raiser in exchange for a promise not to launch one while he was still alive. His proposal touched a raw nerve, prompting the chairman to hustle an angry Henry Kriebel out of the room before things got completely out of hand.

The dire threat to the well-being of the college posed by the conflict over solicitation swung the trustees behind Dr. Kriebel, enabling him to break through the barriers to holding a general fund raiser that had led to Dr. Hinckley's downfall. He encountered no resistance when he moved to reconstitute Gordon Trim's long-range planning committee into an ad hoc development committee and to appoint Professor John S. Gibson director of development to raise the capital needed to fund the new dining hall. There was no more talk of a director of development of character that had plagued Dr. Hinckley's efforts to move Babson ahead.

"Each alumnus knows the priceless contribution made to the Institute by Roger W. Babson," Henry Kriebel wrote in a special report to the alumni. "Now, however, we have reached a stage in our development where we must plan and build together. . . ." Future growth and the pursuit of excellence, he informed the alumni, hinged on their moral and financial support. The Babson Institute had many needs, some of which demanded an immediate response. Heading the list was the Gordon M. Trim Dining Hall. Only with alumni support could this become a reality.

The original estimate for the dining hall was \$450,000. An additional \$50,000 was appropriated to convert the dining area on the main floor of Park Manor into a student center, bringing the total to \$500,000. Roger Babson and his daughter, Edith Babson Mustard, had pledged \$75,000 each, to be paid in three annual installments. Another \$60,000 was to come from the Institute's building fund. To raise the remaining \$290,000, the school kicked off its first general fund raising campaign. "This was new for the school," Kriebel recalled, "as it had always been Roger Babson's policy that the endowment take care of all expenses."



Jesse Putney, vice president of business and financial affairs (left), with President Kriebel in front of a map showing the college of the future.

This was an understatement, to say the least. The 1961-1962 fund raiser, which reached out to the alumni for the first time for operational funds, proved the exception that made the rule. As such, it marked a major turning point in the college's history. Without outside financial support, the Babson Institute would have stopped expanding and would have faded into obscurity.

The first outreach program, however, was by no means an instant success. A disappointed Henry Kriebel reported to the Babson Corporation in late October 1962 that the drive, after nearly a year of effort, had barely passed the one-third mark on its march toward the goal of \$290,000. "It is apparent," he wrote, "that we considerably underestimated the amount of education and cultivation which will be necessary to accustom our alumni to the idea of making financial contributions to the support of their alma mater."

Everett Stephens attributed the reluctance of the alumni to contribute to an outlook that Roger Babson was not long for this world and that he was going to leave the school a pile of money in his will. He was, after all, an 87-year-old multimillionaire,

and as one faculty member put it, "We'll just wait, because there will be a pot of gold at the end of the wait."

Stewart Stokes, an active alumnus who at the time was working with Stephens in the Alumni Office, had a different and less callous explanation. Most alumni "had heard Mr. Babson say publicly . . . , as I heard, that when you leave the college, that's it. We expect no more from you; you've done your thing; you've paid your tuition; and that's it. And people heard that year in and year out."

Notwithstanding his disappointment, Kriebel viewed the setback as a chance to turn adversity into opportunity. "This particular campaign," he told the Babson Corporation, "has done a great deal to bring the Institute before the alumni and to revitalize alumni associations throughout the country." Thus, "it would be a sad waste of time and money if the forces put in motion by this program were allowed to lapse for lack of continuing support." As he saw it, alumni solicitations, rather than being unbusinesslike and unpopular, were an excellent means of maintaining and strengthening the ties that bound together the college and the alumni, ties

“which are so essential for the long-run growth and strengthening of the school.”

In his next report to the trustees, President Kriebel had better news. Contributions from all sources to the development fund had risen to around \$480,000, approximately \$20,000 shy of the original \$500,000 goal. Unfortunately, the ongoing construction costs had also risen—by some \$100,000.

The trustees, however, discounted the negative side of the report. On the basis of the progress that the campaign had already made, they decided to forge ahead. It proved a propitious decision. Soon after, Roger Babson and his daughter pledged another \$100,000, which, along with some additional contributions, boosted the development fund to \$596,500—enough to cover the costs of the dining hall and the renovations in Park Manor. And on September 7, 1964, the Gordon M. Trim Dining Hall opened for business three weeks ahead of schedule and just in time to greet the army of hungry students descending upon it on the first day of school.

President Kriebel came to view the Trim Dining Hall as something more than a much-needed facility. “It has stood,” he said upon its completion, “in the eyes of the faculty, administration, and student body, as a symbol of the spirit of progress and development which we feel is present on the campus.” Indeed it was, for the fund raising campaign that had made possible the construction of the Trim Dining Hall marked the coming of age of the Babson Institute. There would be no turning back to the vocational school days of the 1920s and 1930s, and no more waiting for the next great depression to finance the present and future needs of the college, now that the precedent had been set for capital fund drives that targeted all members of the Babson community, including the alumni.

Not everyone was pleased. The halting progress of the fund raising campaign had proven an embarrassment to its champions and had forced Roger Babson and his daughter to add another \$100,000 to the \$150,000 they had already pledged. That quarter of a million dollars exceeded the total alumni contribution of \$244,000. Jesse Putney



After one of Roger Babson's occasional talks to students, President Kriebel helps him put on his coat.

recounted how Mrs. Mustard marched into his office one day carrying a bag and dumped its contents—\$25,000 in stocks and bonds—on his desk. “Father told me I had to do this,” she told the startled school treasurer. “I never want to do it again.”

Her father was even more irate. It was not a matter of money with them—the Babson family had lavished millions on the school and another \$100,000 was not going to break the bank—but of principle. The solicitation of funds from alumni had run against Roger Babson's grain, and the failure of the campaign to meet its goals fueled his anger. He made plain his sentiments regarding the fund raiser to President Kriebel: “You tried it, and it didn't work,” he snapped. “Don't ever try it again.”

Small wonder, then, that the school, in Henry Kriebel's words, “didn't go into extensive fund raising until he passed away.”

In fairness to Roger Babson, it should be pointed out that he was at this time approaching his ninetieth year, and, as is so often the case with people of such an advanced age, he was not as receptive to sweet reason as in former times. Friends and admirers noted with sadness the signs of the

aging that was impairing his judgment.

Everett Stephens described an occasion when Roger Babson tottered into Knight Auditorium during Commencement. “It was close to the end of his life,” Stephens recalled. “He was carrying a cornstalk in one hand and leaning on the arm of a student with the other. He couldn’t make the stairs up to the stage, so he sat in a chair down in front of the platform. He got up and gave a little talk, the gist of which was, as he . . . scattered the seeds [of an ear of corn] around, ‘As you sow, so shall you reap.’”

Regardless of his deteriorating mental state, Babson continued to cast a very long shadow across the campus. He had founded the Institute and had built it from the ground up; and he had always felt in a special sense that it belonged to him. He had removed himself from the daily operations of the college back in the early 1920s, but when it came to major policy decisions, the administration had to court his approval right up until the end. As Everett Stephens noted, Roger Babson “created the impression that [the Institute] was his own private domain. . . .”

Another insider saw it the same way. “[Roger] thought of it as his college,” Henry Kriebel said in a 1978 interview. “Don’t kid yourself about that. He did.”

Meanwhile, the Institute moved ahead with its plans. In 1965, the Board of Trustees, the administration, and the Alumni Association reached an agreement whereby the Institute, in keeping with policies followed at most institutions, took over the Association’s annual alumni giving program which (thanks to Edward Hinckley) had been raising money for scholarships since the early 1950s.

It was a preparatory step toward converting the alumni scholarship program into an annual all-purpose solicitation campaign. Costs were again out-



Nona Dougherty, Roger Babson’s second wife, stands by the Dougherty gate, named in memory of her parents. A registered nurse, she cared for Roger Babson when he was ill. Later she became his business associate, serving as treasurer and a director of Babson’s Reports for many years. He married her in 1957 after the death of his first wife.

stripping the college’s ability to meet them, as the gap between revenues and expenditures continued to widen. Between 1963 and 1968, daytime enrollments edged upward approximately 5 percent, while spending on daytime programs during the same period surged ahead 45 percent.

Of even greater concern were projected expenditures. The administration submitted to Roger Babson a preliminary development plan that carried a multimillion dollar price tag. Babson rejected it out of hand, and that, said Everett Stephens, was when the trustees concluded, “We’ll have to do this without Roger’s blessing.” This was what Henry

Kriebel wanted to hear, and he moved quickly to exploit his advantage. "We did what we thought we had to do and hoped we would do it in a way that wouldn't offend the old man," he said, in commenting on the new ground rules for the governance of the college.

Stewart Stokes remembered another Henry Kriebel remark at this particular juncture: "We are going to embark on some fund raising. We've got to get the oars in the water, and we've got to row like the dickens." And that, said Stokes, was the "particular point in time [when] the whole ship turned; and we moved into very active cultivation of the various publics."

The Institute had no choice. It had to establish a new source of revenues if it was to move forward, and thus the decision was made to organize an all-purpose solicitation program on a permanent basis.

In his 1967 report to the Corporation, President Kriebel repeated the case first made by Dr. Hinckley a dozen years earlier. Student fees and tuition were at the breaking point, he said. To raise them much higher would have dire consequences. Both the endowment and annual giving had to be substantially increased, "if the progress of the college is to develop in the way it should to meet the demands of a sound program of higher education."

Dr. Kriebel was optimistic for good reason. The establishment of the all-college annual giving program afforded the Institute the means for raising vital funds. Costs continued to rise, but so did alumni support. In 1968, alumni contributions to the college broke through the \$100,000 level for the first time, and two years later, they passed the \$200,000 mark.

On March 5, 1967, Roger Babson died at the age of 91. He left an estate of approximately \$9 million before taxes, the bulk of which went to his daughter, Edith Babson Mustard, and her children. His bequest to the Institute was only \$55,000, an amount that raised eyebrows at all levels of the college.

Years before he died, Babson had confided to Everett Stephens that he was very disappointed with the Institute. Stephens understood him to mean that he was disappointed that the school had

neglected the spiritual side of its responsibilities. Babson was a very religious man, Stephens explained, a churchgoing Congregationalist who tried to live by the Golden Rule. He expected the college that he had founded to bring religion into the lives of its students. The students had not responded, and Babson blamed the school.

Stephens remembered attending a Sunday evening vesper service in the chapel when he first came to the Institute. These services were held regularly at the same time and place and were conducted by Roger Babson. Yet Stephens found himself "maybe one of less than twelve people . . . there, and probably ten of them were faculty and staff."

Paul Staake had a similar experience. The first time he met Roger Babson was in the fall of 1948 at a thinly attended Vesper service. Staake later found out that Mrs. Hinckley, the president's wife, used to walk through the residence halls prior to the service "trying to dig up bodies for the so-called Babson Hour," but to little avail.

Roger Babson was wise to the little game. Mrs. Hinckley remembered standing with him at the chapel door watching her recruits straggle in. Turning to her with a sly smile, he asked, "How much did you pay them this time?"

It was this sort of apathy, Stephens concluded, that contributed to Babson's growing disillusionment with the college and governed his decision to leave the college a pittance.

Paul Staake read into the terms of the will a more positive message. He called it a "sink-or-swim challenge" to the college "which was good, because we learned how to swim. It's something of 'only the strong surviving,' and it made a lot of sense. After all, a school of business ought to be able to operate in the black. . . ."

Henry Kriebel voiced still another opinion. "Roger Babson," he said, "gave the college its property—its land, its buildings. Everything the college had, the old man furnished, and it was a pretty nice piece."

As was his custom in life, so, too, in death—Roger Babson had the final word on the subject. Whatever his frame of mind when he had his will

drawn up, he chose as the final resting place for himself and his wife Grace a small plot of land just off the edge of the upper athletic field and close to the center of campus. And when Grace Babson died in 1956, he told the administration, "I would like to have student leaders be pallbearers."

Stewart Stokes, who was president of the student government at the time, served as chief pallbearer. "I still remember the ceremony and that grave site," he told former registrar Dorothea Severson in a 1987 interview, "and feeling not only very sad but very honored that Mr. Babson would, at that time, reach out to students and say, 'You're why this college is here, and I want you to be very much involved with this ceremony of life, part of her life and part of my life.'" (Roger Babson remarried in 1957. His second wife, Nona Dougherty Babson, died in 1963 and was also interred in the family plot.)

If in his old age Roger Babson posed an impediment to progress, it was but a minor inconvenience when compared to the profound contributions that this extraordinary and gifted man made not only to

the college that he had founded but to business education in general. The times may have passed him by in the end, but for most of his life he was out in front of the times.

His passing posed both a challenge and an opportunity. President Kriebel spelled them out in a report to the alumni. "The world of Roger Babson has changed," he wrote. "In fact in education today there is nothing more permanent than change." Kriebel believed that the Babson Institute had to keep pace with the change transforming the environment in which it functioned. It had always insisted on a first-rate performance in the classroom, and it had to continue to do so, the president averred. Its survival, however, depended not only on sustaining its reputation as a teaching college, but also "in a large measure upon the ability of its internal constituencies to reckon with change beyond the classroom. . . ."

In invoking the support of the "internal constituencies," Henry Kriebel was looking beyond the challenge of the moment to a golden opportunity—



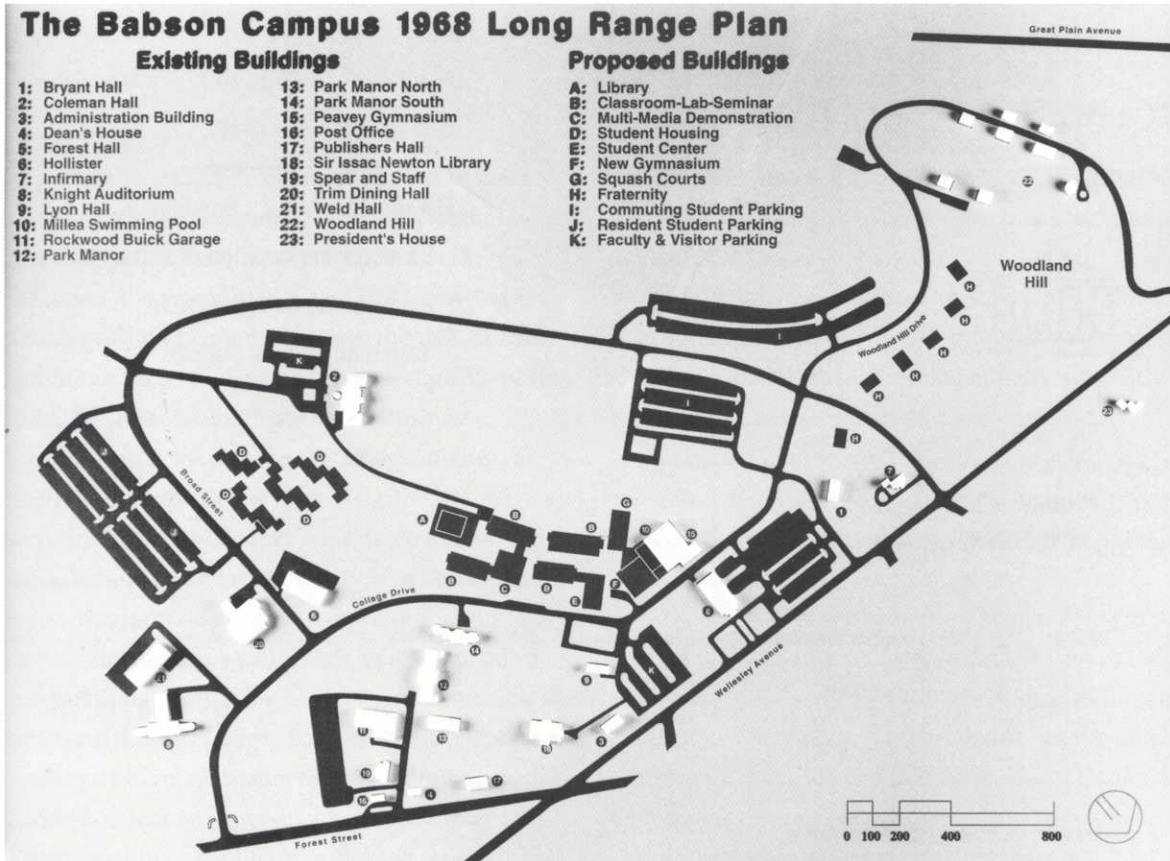
The Babson Campus 1968 Long Range Plan

Existing Buildings

- | | |
|----------------------------|------------------------------|
| 1: Bryant Hall | 13: Park Manor North |
| 2: Coleman Hall | 14: Park Manor South |
| 3: Administration Building | 15: Peavey Gymnasium |
| 4: Dean's House | 16: Post Office |
| 5: Forest Hall | 17: Publishers Hall |
| 6: Hollister | 18: Sir Issac Newton Library |
| 7: Infirmary | 19: Spear and Staff |
| 8: Knight Auditorium | 20: Trim Dining Hall |
| 9: Lyon Hall | 21: Weld Hall |
| 10: Millea Swimming Pool | 22: Woodland Hill |
| 11: Rockwood Buick Garage | 23: President's House |
| 12: Park Manor | |

Proposed Buildings

- | |
|------------------------------|
| A: Library |
| B: Classroom-Lab-Seminar |
| C: Multi-Media Demonstration |
| D: Student Housing |
| E: Student Center |
| F: New Gymnasium |
| G: Squash Courts |
| H: Fraternity |
| I: Commuting Student Parking |
| J: Resident Student Parking |
| K: Faculty & Visitor Parking |



The campus as Henry Kriebel envisioned it.

an opportunity to build a new and better college. Planning had already begun, and to turn the plans into reality, the Institute would need the support of all of its constituents. The college was fortunate that it had a leader who not only grasped what had to be done but also possessed the organizational skills to direct an internal task force in the kind of collective effort that was essential for success.

Academic progress and physical expansion require careful planning as well as money. Responding to this imperative, the chairman of the Board of Trustees had appointed a new ad hoc long-range planning committee in the summer of 1965, whose members were drawn from the Board, the faculty, and the alumni. A year later, the Board approved the committee's recommendation that a full-time director of development be brought in from the outside to coordinate its long-range plans for an endowment and capital fund program.

President Kriebel correctly forecast that these preliminary steps set the stage for unparalleled

progress. "I am sure it can be recognized," he wrote in 1966, "that the activities of the long-range planning committee, and the forces set in motion by them, portend an extremely active time for all the components that make up the Babson community. I have had the cooperation of the faculty and the administration in the past and I am sure that I can count on—and will most certainly need—their cooperation in what will prove to be a most exciting and fruitful period in the history of the institution."

Kriebel was not exaggerating. In fact, he rallied behind him all the constituencies of the college—members of the Corporation, trustees, faculty, staff, alumni, and students—in a vast enterprise, the drafting of a development plan whose purpose was to carry the college to new heights of achievement and status in the decade ahead and beyond. For the next two years, work teams composed of faculty, students, alumni, and a professional consulting firm bent to their respective assignments.

BABSON COLLEGE



The trustees and faculty are pleased to announce that the name of Babson Institute has been changed to Babson College.

HENRY A. KRIEBEL
President
September 1969

BABSON PARK (WELLESLEY), MASSACHUSETTS 02157

The master plan . . . provided a blueprint for the creation of a new Babson—a coed institution renamed Babson College.

In the fall of 1968, Dr. Kriebel unveiled the results of the collaboration—a sweeping \$20 million five-year development plan, whose implementation would alter the nature, services, purposes, and even physical appearance of the college. Breathtaking in scope, detail, and projected cost, the master plan, as it was called, provided a blueprint for the creation of a new Babson—a coed institution renamed Babson College, which would confer an unspecified bachelor of science degree consistent with its transformation from a college of business administration to a college of management.

Henry Kriebel explained the rationale behind the proposed metamorphosis: “If the private college is to survive, it must demonstrate a reason for being; it cannot imitate—it must innovate. Such innovation is the only answer of the small college in today’s world of institutional giants.”

The master plan, combining the concept of survival of the fittest and daring innovation, paid homage to the life and work of Roger Babson.

Launched on the eve of the fiftieth anniversary of the college, the plan advanced simultaneously along

three broad fronts, called “phases” by the planners, toward its goals.

Phase One aimed at 1) broadening and enriching the curriculum in the management and liberal arts areas through the addition of new courses and majors; 2) raising day and evening enrollments from the 1968 total of 1,235 to a maximum of 1,500; and 3) building and keeping a first-class faculty through higher salaries, reduced workloads, and the introduction of sabbatical leaves.

During Phase One, the college opened the doors of its undergraduate school to women for the first time since the 1920s, and changed its name from the Babson Institute of Business Administration to Babson College, its identity from a school of business management to a school of management, and its degree from bachelor of science of business administration to bachelor of science.

Behind each of these changes in Phase One was a well thought-out rationale. First, the corporate world was opening up to women aspiring to careers in management; and, at a time when demographers were forecasting an imminent decline in the college-

age population, the active recruitment of women would more than compensate for any shortfall in male enrollments.

Second, the Board of Trustees was following precedent when it voted to change the name of the institution. In 1940, Babson Institute, by vote of the Board, became Babson Institute of Business Administration so as to “clearly designate the true function of the Institute.” Similarly, the change from “Institute” to “College” was made to help the public better understand the nature of Babson’s academic programs. College conveys a different meaning from Institute, a word which, when applied to an educational institution, suggests a technical or vocational school. (Roger Babson was probably thinking of his alma mater, the Massachusetts Institute of Technology, when he named the Wellesley school. He and Mrs. Babson, after all, had called the women’s business school that they founded in Florida in 1927 Webber College.)

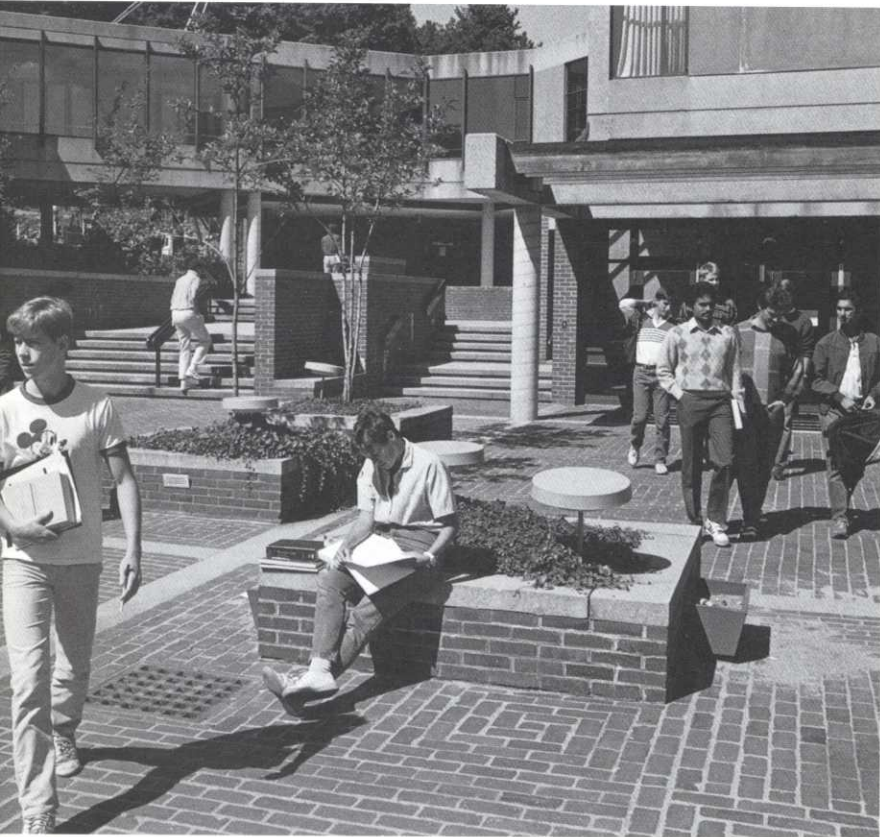
Third, although the Babson Institute’s central mission had always been to train business managers (and so it remains), the change in description from school of business management to school of management reflected a new and broader purpose—to expand management training at Babson to include nonprofit areas, such as government, health care, and education.

And, finally, the unspecified bachelor of science degree conformed to the expanded scope of the Babson mission.

Phase Two of the master plan encompassed plans for a vast building program—the greatest in the college’s history—to modernize existing buildings and construct new ones. The focal point of the building program was the proposed Educational Center, a complex of multipurpose buildings which, when completed, would house classrooms, science laboratories, faculty offices, a computer center, audiovisual facilities, and new road system. The centerpiece of

Paul Babson, a cousin of Roger Babson, wields the shovel at the ground-breaking for Babson Hall, a classroom building. With him were his wife, Edith, and President Kriebel. A substantial gift from Paul Babson made the construction of Babson Hall possible. The building is named for him and his wife.





President Kriebel with Harry Humphries '54 at the dedication of Humphries Plaza. Humphries' gift made possible the construction of the large plaza in front of the library.

the Educational Center, indeed the centerpiece of the entire college, was to be a modern library designed to meet the needs of a rapidly changing academic community. Babson was fortunate to have a new director of the library, James A. Boudreau, whose expertise was enlisted in identifying the specific services the new library should provide and what needs it should meet.

The goal of Phase Three was to improve the quality of student life by upgrading and building new athletic facilities. The plans called for new tennis courts; baseball, soccer, and lacrosse fields; and the construction of an annex to the gymnasium to house handball and squash courts.

Ambitious and far-reaching though the agenda was, the school managed to attain or come close to attaining virtually all of the master plan's major goals by the time the 1973 deadline was reached. The Babson Institute was now Babson College, a coed school of management that conferred a B.S. degree. It had enhanced the quality of its undergraduate program by strengthening the course offerings in the management area and by broadening the course work in the liberal arts. It had doubled the size of the faculty and improved its quality and morale by offering more competitive salaries, introducing sabbaticals, reducing course loads, and tightening tenure and rank procedures. The student body had grown according to the schedule set by the master plan and had achieved a mix hitherto unknown, not only because of the arrival of the first women, but also because, for the first time, the school was actively recruiting minority students.

Enriching the curriculum and strengthening the faculty, in turn, enhanced the reputation of the college and helped spur a record number of applications for admission into the undergraduate program. The graduate school, too, experienced unprecedented growth, its evening school having expanded during these years into the second largest in the Boston area. Also adding to the growing numbers on campus was the new School of Executive Education. Conceived by those who worked on the master plan and brought forth in 1972 by Stewart Stokes and Everett Stephens with

support from the president, the school was an instant hit with business firms.

But the most important factor in attracting record enrollments was the decision to go coeducational. The evening M.B.A. program had led the way by admitting women when it opened in 1961. The day graduate school followed suit, enrolling its first woman in 1967, and in the following year two women enrolled in the undergraduate school. Their numbers quickly multiplied.

Nearly as impressive as the growth in academic stature and enrollments, and in many ways facilitating that growth, was the physical expansion of the college. No fewer than six new buildings stood on what had been wooded areas and parking lots in 1968. Three of them—Keith, Canfield, and the nearly completed McCullough—added the latest word in residence halls to the campus, and the other three—Babson, Gerber, and Kriebel—vastly expanded the academic resources of the college. Facing the newly constructed Humphries Plaza, they formed the nucleus of the Educational Center and added desperately needed classroom space, faculty offices, computer and audiovisual facilities, and science laboratories to the school's holdings. Also as a consequence of the master plan, new athletic fields and tennis courts had sprouted up on campus.

To help meet the staggering costs of development, Babson College relied heavily on its newly established permanent annual giving program. But, given the costs for development on this scale, not enough funds were available to complete all of the projects envisioned in the master plan. Hence, the proposals for a new \$5.5 million library and a sports complex were put on hold awaiting the funds necessary to begin construction. The same was true of the proposal for a new multimillion-dollar student center. But where the funds for the library and sports center were soon forthcoming, the same was not true for the student center.

The master plan and its implementation was the supreme test for the Kriebel presidency, and, by any measure, it passed with flying colors. The conception of the plan, the fine-tuning of its details, and, above all, its successful implementation, were out-

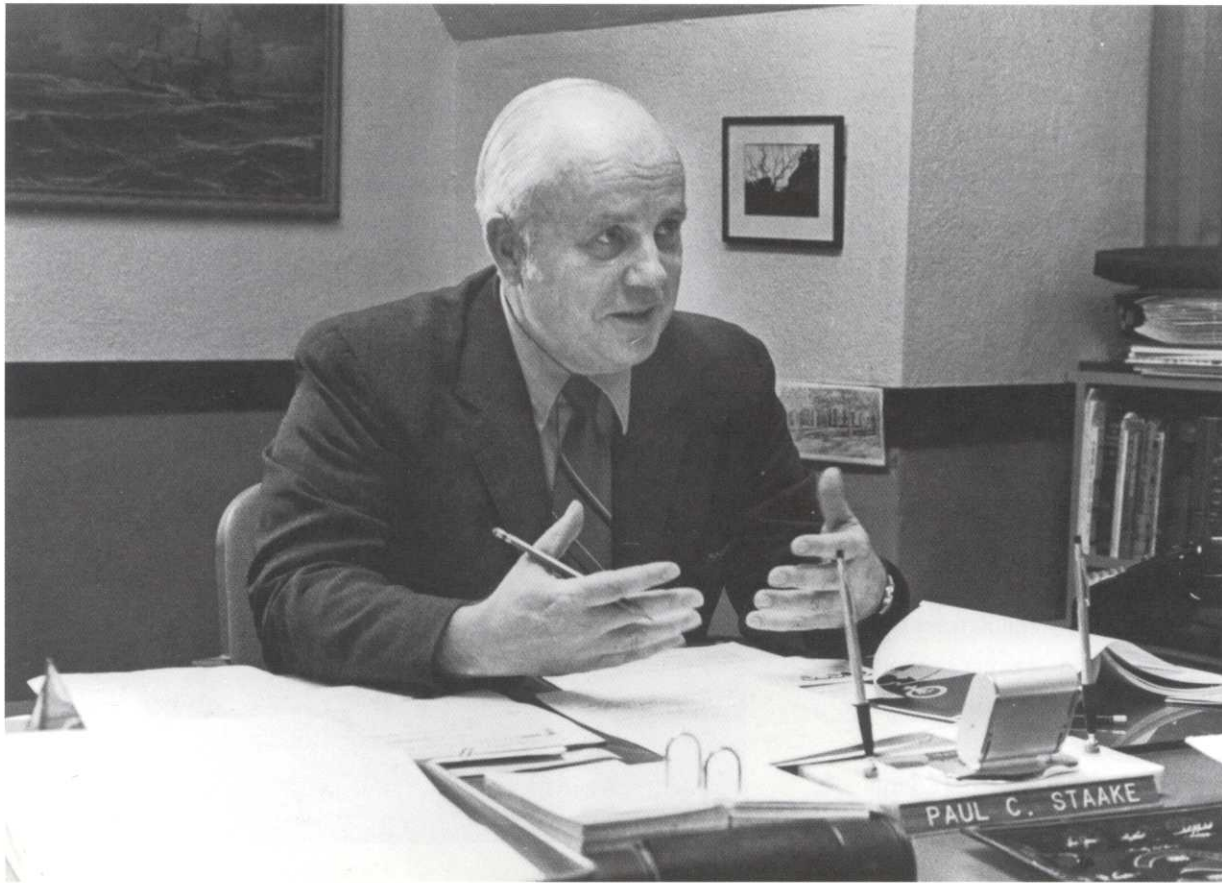
standing accomplishments that owed much to the administrative skills of President Kriebel and key members of his staff. Kriebel benefited in particular from the contributions of a troika of top administrators (who, like him, had come to Babson in the early Hinckley years), namely, Vice President of Public Affairs Everett Stephens, Vice President of Student Affairs Paul Staake, and Vice President of Student Affairs Walter Carpenter. Each worked well with the president, and each spoke admiringly of his leadership.

Paul Staake called Kriebel the right man, in the right place, at the right time, noting that Henry Kriebel had presided over “the most rapid growth in academics, numbers of people here, plant [expansion], and quality of students and programs since World War II, and perhaps of any period in the history of the school.”

Everett Stephens credited much of the progress made during the Kriebel years to a leadership style that meshed nicely with group endeavors. “Kriebel

Left to right: Vice Presidents Walter Carpenter and Everett Stephens with President Kriebel.





Paul Staake, dean of students and vice president of student affairs.

Most of those who had toiled in the vineyards of the planning committees and work teams, and who had helped bring forth the new Babson College, are enrolled in the legions of Babson's unsung heroes.

is not a man who makes unilateral decisions. They are always well thought-out," Stephens explained. "What he did was surround himself with a team that works well together without being 'yes' men. Some of our meetings are pretty hot, with the final decision something other than what the president first suggested." Each member of the team spoke for a different constituent group, and the president took into consideration their divergent points of view before reaching his decision. Out of this flexible and balanced approach to decision making came many positive accomplishments, the greatest of which, in the opinion of Stephens and most other close observers of the Babson scene, was the successful implementation of the master plan.

Walter Carpenter, too, spoke admiringly of Kriebel's administrative skills. Kriebel, he said, "has a kind of analytical ability to see a problem and its parts and to hold an objectivity while thinking it through." But Carpenter read something more into the Kriebel record. "One strength he has," Carpenter once observed, "is a great dedication to the college as a whole. His heart is with the college as well as his mind."



Freeman T. Putney was executive vice president and treasurer of Babson Institute from 1941 to 1964. A long-time colleague of Roger Babson, he played a dual role, serving simultaneously as an account executive at Babson's Reports.

None of these accomplishments could have taken place without the cooperation and the contributions of all segments of the Babson community. Much of the credit for keeping the costs in line, for example, is owed to Jesse Putney. A third-generation Babsonian—his father had preceded him in the post of Babson's chief financial officer and his grandfather had been a member of the finance committee—Putney had earned his undergraduate and graduate degrees at the Babson Institute. He returned to the college to take charge of its financial affairs following the sudden death of his father in 1964. In the ensuing years, Jesse Putney earned a reputation among those who knew him and his work best as a man who combined an ancestral love for the school with a finely honed sense of cost-consciousness. It was Putney who promoted the idea of getting the maximum use out of the campus that led to profit-making ventures like the summer camps for children.

Because of the collective efforts of such dedicated members of the Babson community as Jesse Putney, Kriebel could report to the Corporation in the wake of the largest spending program in Babson's history

that, "There is every indication that the college is on a firm basis—both financially and academically—and should be able to continue to move forward in a way which will not only maintain but strengthen its position in the academic community."

Most of those who had toiled in the vineyards of the planning committees and work teams, and who had helped bring forth the new Babson College, are enrolled in the legions of Babson's unsung heroes. Henry Kriebel knew this and thanked them all—faculty, staff, students, alumni, the governing boards, and friends of the college—for having produced such splendid results.

Babson College was indeed the product of a team effort. But it was Henry Kriebel who coordinated and gave direction to that effort, the results of which lifted Babson into the mainstream of business colleges of the day and positioned it to advance still higher in the academic and business worlds in the decades ahead.

The Kriebel years were years of unprecedented progress for Babson College, yet they coincided with an era in which American colleges and universities were, in the words of the Babson Corporation, "facing . . . the most difficult problems in their history."

Babson not only survived those times, it flourished, a feat that the Corporation credited to the leadership of the president. Upon Dr. Kriebel's decision to retire in 1974, the Corporation expressed its gratitude:

Under [Henry Kriebel's] leadership, Babson . . . reached financial stability when other colleges were forced to close for lack of it. It expanded physical facilities when others stood dormant. It strove for academic integrity when the nation questioned academic credibility. And it received student support when others received student condemnation.

Henry Kriebel was not without his shortcomings as an administrator. At times, he was cautious to a fault, given even the financial constraints under which he had to operate, and he was not always receptive to new ideas, even when they were good ones. "Dammit Frank," he once told the director of the graduate evening school, Frank Genovese,

“you’re just like Roger Babson. You have more damned ideas.” As dean of faculty, Kriebel had opposed the establishment of the evening M.B.A. program, although later, to his credit, he admitted that he had made a mistake. Some of the students seemed to have sensed the strain of caution in the president’s way of doing things. The *Babson Free Press* once editorialized that “many students have complained that they cannot relate to President Kriebel, that he is too conservative and inward, too hard to talk to and meet.” Nevertheless, the same editorial concluded: “President Kriebel will go down as one of [Babson’s] great presidents.”

If his caution was a fault, it was a minor one. As was the case with Harry Truman, the buck stopped in Henry Kriebel’s office. He made most of the final decisions after Roger Babson’s death, among which were many that were the very antithesis of caution, leading to some of the most far-reaching and daring steps ever taken in the school’s history. Perhaps the finest tribute accorded to President Kriebel was paid

to him by the student newspaper on the occasion of his retirement in 1974.

During his time as president, Kriebel has furthered Babson’s good name in the field of Business and has led the school in its continuing work to keep up with the ever-changing process of education. His influence will stay with the school as long as there are people here who recognize a man with foresight and dedication.

And in the continuing history of Babson College Henry Kriebel may be remembered as the man who, save Roger Babson, played the greatest part in molding the school’s past and guiding it toward the future.

More than any other individual, Dr. Kriebel deserves credit for the unparalleled record of growth and progress that took place during his tenure. It has secured for him an honored place among the pivotal figures in Babson’s history, and has ensured his successors a rich inheritance upon which to build.

Former faculty member and dean John Millea (shown left) came back for the 1969 reunion. Millea Hall is named for him. He was on the Institute staff from 1920 to 1942.

