The original goal of the college system at Rice seemed reasonably obvious, to establish the mechanism of a new form of student housing. It has been over five years since the college system was established.

This original aim seems to have largely been fulfilled. Now, it is necessary for each college to establish a new set of goals to guide its future development.

It was for this purpose that the 1961-62 Baker College Cabinet established a “Committee on College Goals.” The purpose of this committee was: 1) to formulate a realistic set of college goals, and 2) to make specific recommendations as to the methods of fulfilling these goals.

THE WORK OF the committee was divided into two phases: first, arriving at goals for the college, considering such factors as the original goals of the college system, opinions of faculty and administration, and opinions of college members. Second, studying the methods of achieving these goals; and third, submitting a final report of this group.

UNfortunately, the members of the committee and chair were selected with an eye toward future political prospects. After elections, interest and enthusiasm in the work of this group waned, and a final report was never submitted. The efforts of the committee were not in vain, however. Phases one and two were completed, and the Baker College Cabinet received invaluable aid from these studies.

This information guided them in such endeavors as establishing a Baker College judiciary and creating an effective Freshman Week program. Some of the questions raised by this group are of interest to the members and officers of other colleges. The various college governments will find, as we found in Baker, that many of these questions must be answered if the college is to show continued progress.

1) THE COMMITTEE found that a college should differ from a dormitory in a number of ways. The college should allow its members to realize a high degree of intellectual, social, cultural, and recreational development. The college should be self-governing with both disciplinary and legislative functions. Each member should feel a certain sense of social responsibility resulting from belonging to a community within a university.

The college should provide a closer individual relationship between students and faculty. This relationship can help to bridge the gap that exists between the student and the professor in the classroom. And finally, the college should develop a continuing tradition separated from the personalities of its members.

These goals can not be achieved in a developing setting.

2) THE COMMITTEE found that the college system has displayed flaws in several respects. These include the program of faculty associates, integration of non-residents into the college; a clear definition of the roles of student government; participation by athletes in all phases of college activity; developing (Continued on Page 4)
3) WHAT SHOULD BE the relationship of the college to the other colleges and to the University? The committee found that each college should act independently, yet within an area of responsibility delineated by the University, in accordance with its goals. There should be a feeling of cooperation among the colleges.

However, this co-operation should be tempered by a feeling of competition, in such areas as athletics. Co-operation should occur in areas where all colleges involved will benefit. Examples are such ventures as the Inter-Collegiate Courts, combined social functions, and combined cultural ventures.

4) THE FOURTH QUESTION raised by the committee was that of the relation of the Master and other faculty associates to the college. The group agreed that this relationship should be a more personal one with the faculty serving as advisors more than as administrators. The particular abilities of each associate should be utilized and integrated into the college program. The Master should serve as a channel of communication between the college members and the administration.

The positions of faculty associate and Master should not be considered as extracurricular activity for these men. The process of selection should consider a man's personal abilities as well as the demands made of his time. The University should recognize that the services which these men render as associates can be fully as valuable as services rendered in other academic areas.

The committee's investigation led them to other considerations as well. Here, I have tried to list only the major questions which this group studied. The colleges have made a great deal of progress in only five years. If this progress is to continue, they will have to establish definite goals for the future.

Once these goals are established, the colleges must seek the means for attaining them. The future development of the college system at Rice will depend upon continued re-examination and re-evaluation of college goals by the members of each college.