Masters Supply Link With Past To Complement College System

By DAVID PACE

The success of the college system vitally depends upon the role played by the individual master in the life and affairs of his student community. A profile of each college master, depicting his background, family, and his views on students, colleges, and university life as a whole, has been sketched below for those who are still very much unacquainted with these important campus figures.

BAKER COLLEGE
Carl Riehle Wischmeyer, Master of Baker College, is a Professor of Electrical Engineering. He holds degrees from Rose Polytechnic Institute and Yale University. He lives in Baker House with his wife and three children.

Professor Wischmeyer believes it is of primary importance that the freshman reassess his criteria for success upon entering Rice, to better realize his own possibilities. He says "A 2" or a "3' may represent a fair day's pay for a strenuous day's work," but he warns against using this as an excuse to keep one from exerting his fullest effort.

It is his belief that "faculty-student contact is the heart of the college system" and he encourages all students to avail themselves of it.

Professor Wischmeyer will be on leave in the Netherlands for the first semester. Dr. W. S. Dowden will serve as master during his absence.

HANSENZEN COLLEGE
William Henry Masterson is not only Master of Hanszen College but also Dean of Humanities and Professor of Philosophy. He lives in Hanszen House with his wife and two daughters. He received his B.A. from Rice, and his M.A. and Ph.D. from Pennsylvania.

Dr. Masterson believes the master deals chiefly with the long range objectives of the college and leaves the daily operations to the college president. He desires the college to have an increasing part in the student's life through an expanded tutorial system and college library, and closer contact with the off-campus students.

Dr. Masterson is going to England to conduct research, and Dr. Ronald Sass will temporarily assume his duties as master.

WIESS COLLEGE
The Master of Wiess College, Roy V. Talmage, is a Professor of Biology, chairman of his department, and author of over fifty articles and forty abstracts in his field. He has a daughter at Wilson College, a son at Swarthmore College, and another son at St. John's High School.

Dr. Talmage looks forward to a year of expansion at Wiess with the addition of 36 new beds, library, and recreational area. He hopes this will help bring campus students into college life.

He believes that "the purpose of the college is to identify the individual with an academic and social group interested in him." It should "add enthusiasm to his studies and offer him social opportunities."

Dr. Talmage believes it is the purpose of the master to add continuity to the college program. He is pleased with "the growing independence of college government."

WILL RICE COLLEGE
James Street Fulton, Master of Will Rice College, is a Professor of Philosophy and chairman of that college. He received his B.A. and M.A. at Vanderbilt and his Ph.D. at Cornell. He has a son doing graduate work at Georgia Tech and a daughter at Cornell.

Dr. Fulton believes the purpose of a university is to develop "a unity of personal growth." The role of the college is to aid the informal side of the development.

He stresses the importance of the role of the college in teaching the student how to deal with men and is flatly "not interested in hard-nose, intense intellectualism," but rather desires spontaneous intellectual development.

JONES COLLEGE
Calvin Miller Class, master of Jones College, has just returned to campus from a seven-month leave. He is an Associate Professor of Physics, who received his A.B. & Ph.D. from John Hopkins.

Dr. Class believes the "college system is an expression of the interest of the University in broadening the students' experience and aiding his social development."

He believes the college system should serve as a mechanism to represent the needs of the student to the administration and believes that the college master must be "individual-centered rather than administration centered."

Dr. Class believes that the college governments have now thoroughly mastered the mechanics of daily college life and should emphasize intellectual development.