THE PRESIDENT

PRESIDENT'S COMMISSION ON IDEALS, CONCEPTS AND STRATEGIES
FOR HUMBOLDT STATE UNIVERSITY
1982 - 2002

Universities exist for the purpose of nourishing the life of the mind, thereby to swell the stream of human experiences with the best results of what Mankind is capable of saying, thinking, and doing. A 1977 Presidential Commission outlined Humboldt's self-image and self-understanding as a University. The forthcoming tenth anniversary of Humboldt's formal recognition as a University now provides propitious opportunity, in both functional and symbolic terms, for all of us to examine our future potential deliberately and with prescience.

The advancement of our University will require: (1) recognition and continuation of those unique established qualities and activities at Humboldt which deserve and need to be sustained and enhanced, (2) anticipation of potential new academic combinations, themes, and emphases which can be born from the existing human and material resources of the University, (3) anticipation of the need for adaptability to inevitable change, (4) confidence and fortitude, rooted in self-understanding, sufficient to seize and act upon new and unpredictable educational opportunities, and (5) appreciation of the fact that all who work and study at the University contribute to its ambience and achievements.

To set the stage for such future advancement it will be necessary first of all to develop and enunciate a suite of transcendent principles, simple and compelling, around which the University can coalesce, and by which it can be guided into the future. Such principles should be sufficiently persuasive as to both instruct and inspire the University's faculty, students and staff in their efforts to build at Humboldt an academic community of singular style, strength, and distinction.

From the enunciation of such principles should flow declarations of academic intent which will represent a kind of conceptual plan for Humboldt State University, 1982-2002.

To draft such a conceptual statement, with kindred declarations of intent, a President's Commission is hereby established and requested to submit its recommendations in the form of a report to the President of the University by the end of May, 1982. After distribution of the report to the University community, the plan will be discussed in open forum during October, 1982, so that refinement and publication of the final report of the Commission can occur in December of 1982.
October 21, 1982

Dr. Alistair W. McCrone
President
Humboldt State University
Arcata, California 95521

Dear President McCrone:

It is a pleasure to submit to you the final report of the President's Commission on Ideals, Concepts, and Strategies for Humboldt State University, 1982-2002. This report truly represents the broad spectrum of opinions of the seventeen individuals who were appointed to this Commission. The thoughts and ideals expressed here are neither the least common denominator of the group nor the product of the sub-groups that were a part of this spectrum, but rather an amalgam.

For most of us, the early drafts left a great deal to be desired. They did not bring to the reader the excitement that we felt, the debate and differences of opinion, the agony and growth, our coming together as a community. One of our group, fittingly from the Theatre Arts faculty, redrafted the material into its current format. It was a startling departure from the form normally taken for reports of this type, but it did express much better what we wanted to say. Perhaps spirit cannot be easily conveyed in conventional form. The report went through further editing, but the format remained.

The Commission often reflected that one of the major values of our effort was the personal professional growth of its members. They gained insights and a sense of commitment and felt that our individual efforts in the future would be more effective and lead to an even better University. We wished that every member of the University community could experience what we were experiencing. We realize the difficulty of achieving total University participation, in groups such as ours, but we do urge that you seek out and be alert to opportunities for members of the Humboldt State community to sit together and deliberate on what it is they are trying to do and how to accomplish it. Individual growth will take place and the base will broaden. It is the effort of the individual that will transform our institution.
The subject of implementation was constantly on our minds. Debate never ended on how much attention should be given to this aspect in our final report. Implementation was not included in our charge, but is necessary in order to achieve the goals and ideals. Suggestions and examples on implementation came forth in every meeting. There was general agreement, however, that a great deal more work was needed before the Commission would be in a position to present a well thought out, broad based set of specific actions to implement these ideals. It was the majority opinion of the Commission to leave our statement on implementation open ended and pass on to you the task to design and carry out the strategy for the University community to generate the information, procedures and processes for implementation. We suggest that your strategy include the creation of other groups to monitor progress. We stand ready to meet with you individually, or as a group, to discuss our views on implementation.

If this report is to be placed into a formal publication, certain members of the Commission have expressed a strong interest to be a part of the design process. They feel that this report is special and provides opportunities for creative concepts.

Serving as Chairman of this Commission was very satisfying to me. The group, driven by dedication, developed an energy of its own that saw it through this tiring process. Even though none of us received assigned time for this task, no one complained. Artificial barriers came tumbling down, and all participated in good faith with only the University and its mission to society in mind. I appreciate your having selected me to work with the sixteen other members on this Commission.

Sincerely,

[Signature]

Donald F. Lawson
Chairman

DFL/jca
REPORT OF THE PRESIDENT'S COMMISSION ON
IDEALS, CONCEPTS, AND STRATEGIES FOR
HUMBOLDT STATE UNIVERSITY
1982 - 2002

This document is the product of the interaction of seventeen people appointed by the President. It is not a consensus of our views. Rather it is an amalgamation of shared search and concern. We challenge you to read the document as a fellow participant in the community we would like to create.

The single-spaced passages are statements by individual members. The double-spaced passages represent a summary of the views of those commission members who worked together to the very end.

Susan Armstrong-Buck       Suzanne Kramer
William Bigg               Donald Lawson
Daniel Brant               Peter Lehman
Frank Cheek                Jeff Lincoln
Don Christensen            Charles Lindemenn
Paul Crosbie               Peter Palmquist
John Heckel                John Pequegnat
John Hofmann               Janet Spinas
WELCOME

We seek the connection of a common language
A universal language
Whose vocabulary is the solo voices
Of those who speak it...

A language which expresses and cherishes
The singularity of those voices,
But also illuminates the similarities,
Harmonizing all voices
Into one song.

We seek the celebration of this connection.

As the individual moves toward community consciousness,
Individuality expands to meet the challenge of interaction
With others,
Nurtured by the continuity and cohesion
Of traditional values...

Comfort from the past.

As the individual moves toward community consciousness,
Communality evolves to embrace constant change,
Of revolutionary values...

Courage for the future.

We seek participants for this endeavor.
As it turned out, we learned more about ourselves. Frequently, new questions outnumbered answers. Who are we? What is a University? Is there a rational link between Humboldt State University and the individuals, community, and area it serves? Is there a global responsibility?

Today, we are a moderate-sized University, with a diverse group of about 7,500 students and 1,100 faculty and staff. We now offer sixty-four degree programs and are most noted for our programs in the Natural Resources.

At first, we met as a group of seventeen individuals, hurling disconnected statements, with a tape recorder our only scorekeeper. The systematizers looked for system, and when they found it, others changed not only the system but the rules. This was dialogue.

Our years of growth and change were favored by several important and relatively unique conditions. Humboldt State University was built upon and remains close to its frontier circumstances and as a result possesses a spirit of adventurousness, a creative spirit which is respectful of the past and eager for the future. We have been guided in our efforts by a pioneering faculty and administration who have been determined to provide an academic program fostering broad knowledge and skills.

Ideas piled up on every hand: Reward outstanding teachers... insist that only the best be allowed to teach general education courses. How? By creating a CZAR of general education who gets first choice of the entire faculty? Team teach, let the students benefit by selecting and developing their own ideas...rub shoulders with ideas, create experiences. Above all, develop a sense of community--student, staff, faculty, and administrator. Include our neighbors, near and far. Be proud of Humboldt!
Our growth and development were also influenced by our location. Humboldt State University was born in an environment of unparalleled natural beauty. This location fostered an early environmental awareness, an ethical awareness in which human activities are seen in the larger context of forests, watershed systems, and plant and animal societies. Being relatively isolated from the major streams of population and commerce, Humboldt has been able to develop and sustain a way of life which is relaxed and compassionate.

After each meeting, someone was appointed to pile our ideas into neatly organized units. We hoped that these stockpiled ideas would eventually fuel a giant conflagration with which to burn away the University's deadwood, purging our academic system and making way for the possibility of change and new growth. Later, we met in small groups. Here we learned important facts about each other—a fear of a nuclear holocaust, a need for respect, a chance for personal growth, and a challenge worthy of our time. Here each person had a chance to share dreams, reveal aspirations, and air long held complaints. A sense of fraternity emerged. That I have personally profited from this experience was voiced again and again. Dialogue metamorphosed into documents and counter-documents. Agreements gave way to dissension and challenge, and returned once again to agreement. Each individual voice struggled to be heard—some stridently—in the final articulation of our challenge to the community of Humboldt. We struggled with language. Individuals wrote paragraphs, then essays. These were rewritten or abandoned. New structures were tried. Frustrations become apparent—not with our purpose, but with our process and inability to articulate concerns and aspirations.

Finally, we are fortunate to be a part of the community of people of Humboldt County. This closeness with our surrounding community has helped to give us a greater awareness of an appreciation for individual and cultural differences and has assisted us in integrating our academic life into the broader sense of
community. The confluence of these historical streams has created within us a Humboldt state of mind, a philosophy which has come to be shared by students, faculty, administrators, and staff. It is a philosophy both of education and of life which encourages and fosters an ethical spirit and a creative mind. It is the source of our communal strength.

What kind of student do we want--what kind of faculty, administration and programs? As we moved forward, we realized that the same ideas apply to the students, faculty, and administration; so we abandoned the idea of separate sections and made them one--individual members of the community of Humboldt.

This philosophy has served us well in the past and will be needed more than ever in a future of rapid change, of great personal, social, and environmental upheaval. We believe that a future will best be served by people in the Humboldt tradition: by people who are just, honest, and compassionate in their decisions and actions; by people who are innovative and constructive in their response to change; by people who are determined in their actions and who possess a lifelong appetite for learning; by people who are mindful and protective of their physical and emotional health; by people who go beyond the limiting borders of specialization; by people who have come to understand the sense of community we call Humboldt.

How can we make our ideas meaningful? Vital? Above all, how can we share our hard-won perceptions, enthusiasm, and hopes that together WE can make a difference.

Dare to be the best you can be.

Challenge the system and insist on an introspective process for change.

Care.

Reach out...Participate...
THE SEARCH

The objective of this report is to articulate a vision which may help aid the members of the University community to participate effectively in the next twenty years. We believe that the formal enunciation of the characteristics of a "Humboldt state of mind", the manifesto of a community we call Humboldt, will assist in this mission.

I think that it is important, if these document is to reveal revolutionary ideas, that it be substantive and that "revolutionary" should not merely be semantic. I think basically that is what the President is saying. He is saying be iconoclastic, if you will, but don't leave it to the semantics alone.

However, the recognition of ideals is not enough. We must act to apply ideals in any and all phases of University life whether it be in selecting courses, developing curriculum, preparing for a class, planning a budget or a construction project, promoting University services, allocating space, participating in social or cultural activities, or recruiting, retaining, promoting, and training faculty and staff. Energy and resources should be directed toward achieving this "Humboldt state of mind."

My hope is that this document will demonstrate to every person who reads it that the problems they deal with--conflict, discouragement, frustration, insecurity, depression--are not unique to their specific situations. We all share these dilemmas; we share the hope, no, the desire to make a difference...to have our individual as well as collective voice heard.
Humboldt State University has always been at least partly guided by a set of transcendent ideals. These ideals seem to have changed little over the course of our history (see for example the histories of Homer Balabanis and the President's Commission Reports of 1968 and 1977), though they have not been offered formally as principle guiding conduct. Nevertheless, both the people and conditions of our community change, and our ideals and strategies must periodically be reexamined in the light of this change. We hope that the formal recognition of ideals offered here will promote the beneficial growth of our Humboldt community.

The University will be moving in the right direction if in all our decisions we keep in mind the ideals of ETHICS, COMMUNITY-MINDEDNESS, CREATIVITY/SELF-MOTIVATION, FUNDAMENTAL SKILLS, AND HEALTH. That consciousness does not exist now.
HUMBOLDT STATE OF MIND

How do we define what a campus is? Certainly it is tied to people, to equipment, to buildings, to flowers, to campus walks. But if you talk to students, there is also an abstract SPIRIT or some connection with the IDEA of campus.

We believe that individuals who choose to participate in the community we call Humboldt are and should be ethical in their conduct. Ethical is a term derived from the Greek *ethos*: a characteristic spirit, a settled character.

I feel that self confidence flows from a measure of self understanding. I also feel that the common bond, the compelling and unifying principle, can be purveyed through all academic disciplines. It becomes a matter of something we can call University style, something that might be manifest in the people who had this Humboldt experience. This is indeed highly idealistic, but the ivory tower does not necessarily have to be a bad image. It can be a place where creatively unconventional people can find some solace and capacity to think. I feel that mutual respect is also a very valid issue. The faculty member who is proud to be on a fine faculty and proud of his or her colleagues' achievements is a kind of unifying force.

The foundation of the Humboldt state of mind is the belief that ethical human beings have an understanding of the dynamic interplay between individual and community, and hence are both self-examining and community-minded.

I see the University as a place where we are given the opportunity, as members of the University community, to become the best that we can be.

Without self-examination, which includes both reflection concerning the basis of one's beliefs and an appetite for learning from dialogue with others, beliefs turn into dogma,
opinions into "self-evident truth", and knowledge into cause for bitter dissension. Without a sense of community and a knowledge of our place in the greater social and planetary realities, a search for personal security can become a selfish pursuit which alienates us from our fellows, an amibiton which transforms us into monsters, and a group identification which leads to militant nationalism.

Barriers should be torn down between departments, between colleges, facilitating communication, and more sharing of ideas among members of our community. One of the key problems on this campus is the direction in which we are going in the sense of compartmentalization and departmentalization—everyone getting more specialized and more territorial.

Conduct issuing from this community-minded and self-examining ethical character is characterized by honesty, justice, compassion, and the taking of responsibility for one's deeds.

I suppose my biggest dream is that there should be a sense of divinity surrounding knowledge, that it should be above budgets, above petty constraints. We will always have these with us, but if there could be some way of making the seeking of knowledge sacrosanct, it would be highest of my priorities.

The Humboldt state of mind, then, is found in individuals filled with the spirit of curiosity and a love of life, prideful of their unique contributions yet humbled by the presence of the whole. It is present in students, staff, and faculty, and it is tolerant and respectful of individual differences, knowing we participate together in one of life's most precious and rewarding experiences—the pursuit of excellence and truth.

This Humboldt state of mind is characterized not only by ethics in this broad sense, but also by the understanding of
the dynamic interplay between the individual and community. This understanding is guided by the ideals of community-mindedness, creativity, and self-motivation, and the possession of fundamental skills and health.

Ever present in the ideal of community-mindedness is the realization that we exist as a university community, and that beyond this we exist as part of a larger geographic community and the natural community that forms our ecosystem.

Inherent in any community is the tension between individual pursuits and community welfare.

The community needs to make room for the individual, individuals need to have enough respect for themselves and each other to encourage differences in opinions while still feeling they are bound together in a common community. That to me is going to become more and more important as we move toward the year 2000.

The pursuit of excellence by self-respecting, creative, self-motivated individuals must be recognized by the university community as one of its primary processes. Too often the community seems threatened by individual excellence; too often the community seems to shy away from deliberately attracting the truly outstanding student. Our concern for the well-rounded, versatile student should not create a community afraid of approving focused excellence.

I would like the University to have a goal to attract some of the best students who graduate in the state of California. How do you do that? The top ten scholars in each area, in that particular year, could meet with the President in a garden party. It would reward their course work. It would reward their creativity.
The community we call Humboldt State must foster those ingredients necessary for the pursuit of individual excellence. People of exceptional abilities should not be divorced from the whole. Their excellence should be heightened by knowing what it means to be a human being, and through dependence on their interaction with other human beings.

I feel that what we are saying here is that we don't want the kind of scholar who has very little time for students and colleagues. One of my concerns is that by the end of the quarter the students don't even know each other. At this point we do not facilitate this at all. The student has to initiate it. I have had interaction in about 40 percent of my courses and I would like to see more. It is sad that students sit beside each other for an entire quarter and do not know each other.

The campus needs to provide more opportunities for communication and exchange of ideas among all of its members--students, staff, administration, and faculty.

Find ways to break down a sense of alienation and competitiveness among the students and among the faculty. Provide more support for team teaching efforts, and break down the territoriality. Every class should be required to have built-in structured ways in which students interact, whether in small groups or in peer tutoring.

We need recognition of scholars, thereby making it possible for them to work together. There is no method today on campus whereby students from different areas can work together. A mechanism is needed for them to come together.

Let all of us accept the challenge to participate in the development of a community to which individuals can turn with pride.

Let those who possess administrative abilities prudently accept their role in the community of Humboldt. A consultative
democracy of creative individuals depends, in part, on the leadership abilities of its decision-makers. Let us collaborate in creating a communal spirit that adds to and enriches our individual spirits.

There has always been a high level of cooperation between administrators and teaching faculty that reflects a realistic understanding of our differing roles.

It's important for us at Humboldt to realize that collective bargaining may lose us quite a bit of our tradition of cooperation and trust between administration and faculty. We will have to be very alert to avoid slipping into us-them thinking.

In order to encourage this interaction, members of our community will go beyond the limiting borders of specialization. The community will lower the barriers that presently exist between departments and disciplines and between the campus community and the larger community of which we are a part. It will create an environment for individuals that fosters interrelationships, an awareness of the other, and an understanding of foreign cultures. All of us in the campus community--faculty, students, staff, administrators--are role models for each other. We learn by watching each other interact positively, from the personal level to the institutional level. From this learning an environment develops which fosters beneficial interrelationships, an awareness of the other, and a sense of understanding of self.

Our sense of community seems to be very poor. The idea that we bring people into the program for four years and produce
all kinds of disciplines equally is preposterous. We are getting a lot of people onto the four-year campus from two-year campuses who have been recruited on the basis of some sort of body count, and we are suffering from this. The only salvation that I can see to turn that around is a sense of community. If a person cannot read effectively or communicate effectively, the student should not be shoved off or given a general education course and then carried forward. The community should cause him or her to focus on that problem and solve it. Maybe that is part of what the community should focus on—to look at individuals and tailor programs to their needs so that the community is stronger in the end. When the student is finished, the sense of community ought to extend through the alumni of this institution. There should be a pride in graduating from Humboldt. This is all part of a sense of community.

Our sense of community is dependent on an understanding of our place in the evolution of humanity and an appreciation of our role as caretakers of our planet. A responsible member of our community acquires a sense of planetary and social history as a basis for this understanding.

Humboldt State University should continue to be an institution that demonstrates its concerns for the environment through the beauty of its grounds, its concern for the Humboldt Bay area as a whole, and its policies and curriculum.

Environmental consciousness is not a passing fashion. It is necessary to survival. As we learn through active participation in the Humboldt community that an individual cannot exist in isolation, so we must learn that no community can exist divorced from the community earth.

To foster the creative process in our community, we must provide ample opportunities for our members to attain these elusive goals: recognition of multiple approaches (both
traditional and innovative) to problem solving; creation of the
desire to formulate and explore new avenues of thought and
action; development of the ability to respond constructively
to changes in self and environment.

The next step of course is "How do we do this?" "How do you ask
the institution to get involved in this?" Maybe you ask that
every course on campus have an approach to creative thinking.

We must institutionalize ways that the community will
recognize achievement and commit financial resources to the
worthy self-motivated endeavors of its individual members.
We must recognize and reward those who are willing to assist
and help sustain this kind of development.

A local school may be interested in having a speaker come to
a class. For instance, I am frequently asked to go to a
school and talk about the history of the area, but I can't
get the institution to release me for the hour it would take
because I am staff. I feel this is really wrong. That is
the very basic kind of commitment this community should
have to everyone in the area.

We believe that members of the Humboldt community are and
should be self-motivated. We recognize that we often become
conditioned to the powerful motivating forces of grades, salaries,
and professional recognition, but self-motivation stands in
sharp contrast to the manipulation of such forces.

Self-motivation should be an important part of our general edu-
cation program; the training for self-motivation should become
a basic part of our general curriculum. In every course the
professor should stop to look at the idea of hands-on experiences,
creativity, and self-motivation.

By fostering natural curiosity, the joy of education as a
lifelong endeavor, an integrated, multi-disciplinary approach
to formal education, experimental educational opportunities, and encouragement of extra-curricular activity, the community can cultivate the incentives, the drive, and the excitement that a secure environment and an infectious, creative atmosphere promote.

An instructor who is motivated to do a piece of research is the best possible inspiration for students. Students should be involved as much as possible in a hands-on education, looking over the instructor's shoulder on one level, and then becoming involved as much as possible so that something comes out of that experience that will allow them to problem-solve in any situation. We should encourage personal, direct involvement.

Humboldt State University is pivotally positioned to provide these conditions. The price of meeting this challenge is a willingness to take risks.

Individuals actively involved in the essential process of creativity experience a joy of thought, discovery, and imagination vital to basic mental health. Thus, we value and hope to encourage the products of creativity, we place our emphasis on fostering the creative process.

One of the frightful things that came forward was the idea that this institution basically is an historical center of things and prophecies as they were, but deals very little with ongoing and totally current ideas. That seems to be one of the challenges of the next twenty years--how to make the institution a place of activity as well as a reporter of previous systems.

One natural by-product of self-motivated individuals involved in the creative process is a recognition of what it means to be a human being, an awareness of the impossibility
of humanness in isolation, an awareness of responsibility of one's contributions to the community.

Although academic institutions are not generally credited for outstanding leadership during periods of rapid change, it is, paradoxically, the laboratories, studios, and classrooms of these very institutions that have spawned most of the revolutionary changes and improvement of our times. We believe that Humboldt State University is uniquely positioned to continue the development of its demonstrated capacity for translating creativity in the arts, sciences, and technology into course offerings and programs that will meet the shifting needs created by rapid change. The close proximity of scholars with different specialties and of students with scholars may continue to prove to be an ideal blend for promoting adaptability. In fact, the development of interactive problem-solving ventures by students and staff in this endeavor may prove to be the most creative challenge of all. We cannot ignore the need for leadership in this field and must not shrink from such responsibilities to the larger educational enterprise of which we are a part.

And throughout all this, we will continually search for the wisdom to make truly effective use of our knowledge, our skills, and our hopes. Members of the community of Humboldt must develop certain basic skills around which a productive participation in the community can be built.

Some of these skills will be gained from direct involvement in the community's instructional process but many will be communicated indirectly through the way we conduct day to day community life.

If you accept, for example, that there are basic interdisciplinary kinds of things that we want individuals to learn, i.e., basic skills, there are many of us who are able to teach these various courses. There is a need to create a pool, and as your student interest changes from major to major over the year, your pool could rotate--still guaranteeing everyone a job, which I think is a basic
resource question. You have incredible flexibility. I would like to see the pool composed of the most choice kinds of people rather than those who do not have a commitment. That is a fundamental danger of this kind of approach. However, several times out of curiosity I have taken a list of general education courses and invariably the assignments to the general education courses are the junior faculty members. I feel this is tragic.

Communication is a basic community skill and is central to the manifestation of the Humboldt ethic. The communication skills--reading with comprehension, writing with clarity, speaking with effectiveness, listening with empathy--need encouragement at all levels--international, national, local, and in the daily interpersonal communication of community members.

We want students who have developed an ability to listen to and to read, with an open but critical mind, the messages transmitted to them by others and who have the patience and wisdom to withhold judgment until they have critically examined all available evidence. In the past thirty years the body of knowledge and technology in the sciences has increased dramatically. During this period the typical baccalaureate education has remained four years. Because of this, students attempting to become trained in a field have been forced away from the core (the basics, the tools) by glitter and diluted courses at the fringe. Students come to the university poorly equipped in the basics of math and English, of chemistry and physics--to say nothing of the classics. Without these tools, they are barely able to understand a well-presented lecture on a complex subject. They are totally unable to advance in their own thought past the point to which they have been led.

An important aspect of learning to communicate is mastering a number of languages, whether they be the traditional foreign languages or the language of computers or mathematics and science. A meaningful interplay and exchange between and among members of the community hinge on not only an appreciation
and tolerance for varying points of view, but also a basic understanding of their languages.

The world twenty years hence will be even more influenced by science and technology than it is today. To cope with this increasing influence, community members will need well developed quantitative skills. Reasoning skills should extend to critical and integrative thinking. Critical reasoning includes the ability to dissect ideas, theories, concepts, and evidence, and evaluate them for truth and merit. Integrative reasoning, on the other hand, implies the ability to apply thinking processes of one discipline to another and to organize disparate ideas into a coherent whole.

If there is any sense of continuity here, I feel it is that we all agree that in the educational process we have to try to create the whole individual, not one who is narrowly channelled. You cannot get away from liberal arts or general education or whatever title you wish to use. I think we are at least almost unanimous in that regard. We also seem to think there is a great deal of dissatisfaction with the program currently on campus, and I am not sure we can wait twenty years to solve that problem.

Not to be overlooked as a fundamental skill is the possession of knowledge of those ideas and concepts necessary to work as a professional. This professional knowledge brings with it additional benefits such as acquaintance with practitioners and future colleagues and a sense of the profession.

What we thought as a group was the most consistent statement we could make about the year 2000 is that change is going to be incredibly rapid, and that speaks to the student's being flexible and well rounded in fundamentals--not narrow. The
expectations society has of a graduate of four years and the idealistic expectations we have do not match at all. Is it possible to do both in four years?

Individuals have an obligation to themselves and to the community to be lifelong advocates of sound physical and mental health. The community has a responsibility to be concerned with the essential wholeness of the person. The health of the individual contributes to the health of the community.

The faculty right now seems to be a group of people just like the students. They have certain things they have to do to get promotions, and they are not necessarily in keeping with their character, with their strengths as individuals, with any of the things that make them feel good about themselves. I still say we need to admit that the way the system exists now interferes with optimal, sound mental health.

As we face the rising pressures and complexities of the future, it becomes more important than ever that we adopt sound physical and mental health practices. Such practices must go beyond the traditional mode of medical intervention. We must be aware of the determinants of our physical condition, of anatomy and physiology, and our sexuality and the biology of aging, of healthful nutrition and exercise.

We must also be attentive to our emotional health. We must create an environment conducive to self-awareness and respect. Good health practice recognizes the need for individual pride and self-respect. We must work toward
effective interpersonal communication and the control of stress. We must learn to be at peace with ourselves and to provide moments of introspection and relaxation. Good health practice recognizes both the importance of the mind and body, and the interaction between the two. We need to make the care of our health a lifelong avocation.
IMPLEMENTATION

Let us now discuss Implementation,
Let us discuss suggestions in reference to merit,
Letting go of our particular biases.
Uniting around individual strength
And community spirit
With a renewed conviction
To the pursuit of knowledge.

We believe that the Humboldt state of mind that we envision and the ideals we have set forth for our community and its members should permeate our interaction, planning, and decision-making. The result of applying these ideals to every aspect of university life, from course content and structure through departmental decisions and college policy formulation to university resource allocation, would be a transformation of this University into an institution uniquely prepared to meet the challenge of the future.

These ideals should be considered a blueprint for the future of Humboldt State University; they should be distributed to every member of that community and become topics for discussion by every decision making body of that community.

The charge was to formulate and present principles,
Ideals, and declarations of intent;
This has been done.
The implementation of these ideals becomes the next challenge,
And the responsibility falls on the larger body of the university community.