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The 1968 Report of the President's Commission on the Future of Humboldt State College

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THE 1968 REPORT

OF

THE PRESIDENT'S COMMISSION ON

THE FUTURE OF HUMBOLDT STATE COLLEGE

Arcata, California
September 1, 1968

PREAMBLE

"We, the faculty and students of Humboldt State College, hereby declare that teaching is the only function of Humboldt State College.

"Teaching is defined as the interaction of faculty and students, of students and faculty towards the expansion of awareness of self in our past and our present, and towards the aim of reaching our fullest personal potential—now and in the future.

"Since this is so, all activities will be justified only in terms of improving, encouraging or expediting this interaction."

—President's Commission on the Future of Humboldt State College

I. HISTORY OF THE COMMISSION

A. Chronological History of the Commission

On October 6, 1966, President Siemens established the President's Commission on the Future of Humboldt State College, also known as the "Goals Commission," with the following charge: "The commission is requested to prepare a report including the results of its deliberations, with plans, programs, and data which will assist the president to develop a Master Plan Proposal for Humboldt State College extending over the next twenty years. The commission is charged to recommend the best answers for this institution in all areas of appropriate concern."

The president, with assistance and advice of the Committee on Appointments, of the Academic Senate, appointed the following members of the commission:

Kate Buchanan	David Lauck
Reese Bullen	Gerald Partain
Robert Ewigleben	John Pauley, chairman
James Gast	Theodore Ruprecht
James Householder	John Russell

Homer Balabanis, consultant

Alternate members: Kathryn Corbett
James McNelis
Jack Shaffer

Kathryn Corbett and Jack Shaffer have been assigned to full membership since their original appointments, and Theodore Ruprecht is on leave for this academic year.

In January, 1968, John Pauley asked to be relieved of the chairmanship as a result of heavy demands placed upon his time by the Academic Senate of the California State Colleges. Gerald Partain was then elected chairman by the commission.

The initial meeting of the commission was held on October 17, 1966, and approximately forty-five meetings have been held since that time, most of them two hours in length.

The commission also met with selected students and faculty in separate meetings on February 3, 1967.

On February 9, 1967, the commission met with Master Plan architects and landscape architects.

In April of 1967 Dr. Pauley submitted to the General Faculty an interim report on commission activities to that date.

Subcommittees of the commission visited campuses at the University of the Pacific, University of California at Santa Cruz, Claremont Colleges, Foothill Junior College, and El Camino Junior College during December, 1967.

On April 11, 1968, the commission met with Chancellor Dumke and two vice-chancellors for three hours of discussion of the work of the commission.

This is the final report of the commission.

B. Recommendations of the Commission

1. Recommendation, by a unanimous vote, of the adoption of the following preamble:

"We, the faculty and students of Humboldt State College, hereby declare that teaching is the only function of Humboldt State College.

"Teaching is defined as the interaction of faculty and students, of students and faculty towards the expansion of awareness of self in our past and our present, and towards the aim of reaching our fullest personal potential--now and in the future.

"Since this is so, all activities will be justified only in terms of improving, encouraging or expediting this interaction."

2. Consequent recommendations of the commission:

a. Approved, by a vote of eight to one, the following statement on undergraduate education:

"Humboldt State College has as its paramount aim the excellence of undergraduate instruction and everything else must be measured against that aim."

b. Approved, by a vote of eight to two, a five-point guide line encouraging undergraduate exploration:

(1) The college should provide an atmosphere in which the student can explore himself and his interests in the academic world, free from undue constraints toward specialization.

(2) Effective plans should be adopted to encourage the freshman to explore the academic world in an effort to better define his interests.

(3) In order to implement (1) and (2) above, it should be clearly understood that it is quite respectable and almost expected that a major field not be declared during the first year or two.

(4) Advising should be designed to facilitate student exploration and should be student- rather than discipline-oriented. This would imply careful selection of lower division advisors, and establish means for their communication.

(5) Although specialization during the first two years would not be expected or generally encouraged, it still should be possible for a student with a passionate interest in a field to progress as rapidly as he wishes and as his abilities permit.

c. Approved, unanimously, the following statement on graduate programs:

(1) Faculty overloads should not be used to support a graduate program.

(2) Rigorous standards for admission to graduate student ("classified") status must be implemented and maintained.

(3) Faculty who are qualified to teach courses, direct research, or direct creative activity, at the graduate level, must be available at the time of initiation of any new graduate program.

(4) Before implementation of any new graduate program, the discipline concerned must have adequate library resources, graduate student work space, and equipment, consistent with the intent of the program.

(5) Before implementation of any new graduate program, assurance of adequate continuing state support must be obtained.

(6) Teaching assistantships:

(a) Graduate students employed on the instructional staff should be restricted to the role of assistants both in principle and in fact.

(b) Every course of study must be under the direction and supervision of a regular staff member who is assigned a sufficient portion of work load to permit him to organize the work, present or supervise the presentation of the work, and to make himself available to students for consultation.

(c) Every teaching assistant must be observed in his classroom or laboratory by qualified staff members and must receive the benefit of criticism and helpful suggestions on a regular basis.

(d) The work load of teaching assistants must be based on actual hours of effort rather than on quarter or semester hours.

(e) Teaching assistants should have office accommodations sufficiently ample for extensive tutoring and consultation with students.

(f) Teaching assistantships should be assigned for a one quarter interval. Reappointments should be made only after a thorough evaluation of the teaching assistant indicates that his performance during the previous quarter has been satisfactory.

(g) The major criterion for hiring graduate students for instructional purposes should be their teaching potential, rather than financial need or other considerations.

(7) Financial support for outstanding graduate students should be available.

(8) Departments with graduate programs should be encouraged to seek qualified graduates from institutions other than Humboldt State College.

(9) Each student's graduate program should be designed to permit completion in a reasonable length of time, thereby preventing exploitation by faculty members or departments.

d. Approved, unanimously, the following statement:

"The Goals Commission is solidly and enthusiastically behind the idea of a cluster college at Humboldt State College. The commission recommends that you, as President of the College, implement this idea. They also asked you to periodically report to the commission the progress of this implementation as long as the commission is in existence."

e. Approved, unanimously, the following statement on the evaluation of existing and new programs:

"Continual evaluation by all departments of the college should be an integral part of institutional planning, with the development of the student's individual and social potential as the essential ingredient. Such aspects as future vocational opportunities, future life patterns, articulation with other educational institutions including both the two-year college and the university, professional accreditation when appropriate, availability of necessary supporting community facilities, optimum faculty requirements, cost factors, academic respectability, and unique environmental situations and opportunities, are all deserving of inclusion in any adequate evaluation.

"While ideally all departments should be in an evaluative continuum, the feasibility of such a procedure is questionable from both professional and institutional standpoints. Thus some systems of priorities for evaluation should be initiated with immediate implementation. The prime factors in the priority should include, but not be restricted to, viability of the curriculum, adequacy of faculty, and projection of future needs.

"Evaluation falls within the motivational area of "the carrot and the stick," those being evaluated being both given incentive for development and prodding toward academic excellence. Both outside evaluation teams from comparable academic institutions and self-evaluation procedures from within may be desirable and essential."

f. The commission voted nine to one to establish a Master Plan limitation of 6,500 FTE for Humboldt State College. The commission further voted eight to two to hold the mix of students to 50 percent lower division and 50 percent upper division.

C. Philosophical History of the Commission

Throughout the existence of the commission, in every meeting, the discussion tended to treat details of administration of policy recommendation rather than the policy itself. We recognized the difficulty of

separating policy and detail. Frequently we could not agree on a line of demarkation. However, the commission feels that in the main this report deals with policy recommendations and only with such details of administration as are necessary for clarity, explanation and communication of idea. It is the philosophy of the commission that the development of additional details--space, time, budgets, feasibility, faculty coordination and cooperation, etc.--can be assigned to individuals or groups for study and further recommendation. Some of the recommendations of the commission may have to wait for implementation on such further study. Most, however, need no long, drawn-out investigation.

The commission is aware that many of the ideas in this report may be startling to the faculty. Initially, some of the ideas may engender negative response. However, the commission is confident that this report, given full consideration, can be adopted by a majority of the faculty. We feel this because of our experience during the past two years. The members of the commission, as diverse a group of the faculty as may be found at Humboldt State College, came week by week to a firm consensus. Frequently our recommendations were adopted unanimously. Even negative votes on almost all of the recommendations were two, compared to eight or nine positive votes. We feel this, too, because over the past two years an excitement developed in what we were doing and in the recommendations we were evolving. Given enough study, we feel that the majority of the faculty will be imbued with that same excitement.

In spite of this excitement, many members of the commission had moments of depression. Generally, this depression had its origin in the subjective fear that we were really "spinning our wheels"--talking to each other only--exciting ourselves over ideas that would be received, filed, and perhaps forgotten. We kept reassuring ourselves by stating that this would not be just another report from a committee that would shortly be assigned to the archives to gather dust. We had faith. This report is a demonstration of that faith.

"This has been a good experience for me, being on the President's Goals Commission. I got to know well people I did not know well before, and as happens, I found that I like them. And I enjoyed thinking with people I already knew well and admired.

"Good experiences are not easy experiences. Good experiences have the doubleness of joy and pain. That's how I know that those Thursday morning happenings over the past two years were good, they made me feel both moments of hope and joy, and of shame and pain.

"The joy we all say we have felt, came from those moments when we dared for just a short while to forget, and to believe that there were actions that could be taken, and processes in our school that could be eliminated or begun which would make for all of us a <u>good</u> school. I believe you will

agree that the pain came when we remembered again, or were forced to remember again, what is now not good, and what is not good that may never be changed. I felt shame when I obstructed, and when I compared some of the dreams I talked about in the meetings with what I am not doing in my office and my classrooms.

"If we have done anything worthwhile, we, on the present commission, have not made it clear that we have in our formal report. We will, in our report, do what is expected of us, we will report that we spent time talking, and list some of what we talked about, and we will also tell what were some of the things we agreed and disagreed upon.

"We did more, but it isn't made clear that we did, in the report. Almost for the first time in the past twenty years we went beyond the usual limits of a committee--we reached the capability to talk and think and hope for a better college, and to do these things with little fear or cynicism. We only reached this capability, but by doing so we proved it can be done. This is all we did of much importance, and while some would then say the cost has been too high, I say that is not to the point--hope has no price. And, 'for the first time the only thing you are likely to break is everything . . . .' Tate."

While the substance of this report constitutes recordation of the major areas of acclamation among commission members, it would be a serious omission not to report that one of the accrued benefits for commission members was the opportunity to participate in the deliberations. In fact, the process of open discussion among faculty in attacking a common problem of deep professional concern may be the most important result of the commission's work.

Ofttimes the minutiae of daily existence obscures the important, and this is as true of academic life as any other. So the chance to participate in thoughtful discourse with colleagues on a subject which lies at the very marrow of one's academic commitment, namely the goals of the college, provided an experience of professional and personal growth which rarely exists on a campus. And for the vitalization of a college, it is important that the academic community be in a constant state of intellectual inquiry about the meaning of their existence.

The Goals Commission is in unanimous agreement that this dialogue be encouraged to the extent of becoming a continual, integral part of the life of Humboldt State College. Out of this can come untold benefits in the deepening of our continued search for meaning in our academic community.

II. INNOVATIONS RECOMMENDED FOR IMMEDIATE ACTION

A. Tribune for Innovation

If innovation at Humboldt State College is to be encouraged, then the first and probably most important step is to make a real effort to establish a "climate" for innovation. We now have at Humboldt State College, and in the state college system, a different "climate," a climate of fairly rigid checks by career administrators justified by civil service type regulations which may have originated from one mind in answer to a temporary situation, but which have since been sanctified into the aura of policy without ever having been subjected to any tests of reasonableness, of potential for excellence, even sometimes of common sense.

Much like every other governmental organization, educational administration is frequently bent on protecting the mass against the abuses of the few. This results in bureaucratic clamps being imposed on the many, perhaps even the majority, who have a fervent desire to experiment, to innovate, to teach better. Too frequently this strong impulse can run up against tyranny--of an administrator, of a committee, of "the system," of a political reality; the tyranny of the in-baskets which have no "out," of the strong tradition which keeps higher education in the middle ages, of a fear of change and the security of precedent; the tyranny of the reluctance of an administrator to make a decision, to assume responsibility, of the jealous protection of one's prerogatives or the fear of losing status, of personality conflicts extraneous to the idea presented, of interdepartmental jealousy, of the inability to communicate; the tyranny of a budget which blesses the status quo and damns any innovation, of audits and auditors that only understand formulas and numbers; the tyranny of elected officials who, in a real politic sense, must have a greater fear of the scandal that would result from the misuse of thousands of dollars than of the expenditure of billions to sustain mediocrity, of all of these and of a thousand other tyrannies.

President Siemens and Chancellor Dumke are to be commended for their encouragement of innovation; more than that, of their challenge to the faculty to come up with innovation. But innovation has been encouraged in the past. Clarion calls of challenge have gone out. Faculty have responded, for the faculty is generally naive and idealistic. Many of the members of the faculty say to themselves, "I have dreamed great dreams in the past. I have had visions of teaching with distinction. I have been consumed by inspiration, dedication, and dreams of communicating my excitement to my students. And I have been <u>shattered</u> because my dream didn't fit into a formula, required a catalogue change, might raise the eyebrow of an auditor from the State Department of Finance, was a prerogative

of another department, etc. But this time it will be different, may be different, might possibly be different, won't be different (but in conscience I still must try)."

Is there a change in the "climate for innovation?" President Siemens and Chancellor Dumke are urging the faculty to experiment. And they have powers, in their own realm, similar to the powers of the President of the United States in his realm. But the President of the United States, as he begins his term, finds that he has inherited a huge bureaucracy of ingrained policy, of methodology, of consecration to the status quo. This is normal, natural, in some ways beneficial. Change takes place slowly, if at all. So, too, the Chancellor of the California State Colleges and the President of Humboldt State College are restricted, restrained, made almost immobile, by vice-chancellors and deans, by faculty senates, and other faculty organizations, by assistant deans and associate deans, by curriculum committees, and academic councils, by experts and theorists, by jealous faculty and intellectual dead and dying faculty, and probably by writers of manifestoes such as this.

Only the most exceptional of circumstances could allow the rare innovation to "luck out" by winning the almost interminable battles it must fight before it can be given the "green light" of permission to be born, of struggle to live, of the right to be wrong, of the possibility of success--or failure. Even then, a successful idea may die with its creator, or with his retirement.

We submit that, in a usual and natural environment, where everything is aligned against innovation, except the persistence, the creative compulsion, the dream of an individual or a group, the cards are "stacked." We propose, therefore, the establishment at Humboldt State College of a Tribune for Innovation. This tribune would have the privilege of listening to ideas for innovation, a person whose creative energy would be exhausted during his short term of office by finding ways to implement an innovative proposal--rather than by looking for or remembering all the reasons why that idea can't or should not be implemented. He (it should be an individual so as to eliminate the tyranny of a committee) should have direct access to the highest levels of decision-making on the campus. He must be persuasive, since his greatest responsibility will be to combat all the various tyrannies on the campus, through logic, emotion, and ethos. The tribune should have a limited term of office, perhaps one year; otherwise the other tyrannies will be exchanged for the tyranny of the tribune. Above all, he should be a teaching member of the faculty who has been at Humboldt State College for a long enough time to have become aware of the need for establishing a climate for innovation.

The cards will still be "stacked" against innovation. But at least the establishment of such a tribune will give a new impetus to faculty members

who have been "bloodied" so many times in the past that they have settled into an euphoria of pessimism or a cynicism of despair.

Many of the functions of the proposed tribune have been served on the Humboldt State College campus in the past by the dean of instruction-vice president for academic affairs. It would probably best be assigned to this person if it could be designated as his main function or even chief function. But, we submit, in the bureaucratic restrictions of the state college system, perhaps of any public system of higher education, the position of academic dean does not permit enough time for this function. Further, some of his other responsibilities are highly incompatible with this responsibility.

A similar position with similar functions might be established for the statewide system of state colleges near, but not in, the Chancellor's Office.

Finally, since no permanancy could accrue to a tribune, either on a local campus or statewide, if the suggested experiment proved unsuccessful, or failed of its purpose, it could easily be abolished, changed, modified or otherwise corrected. We would hope, however, that the verdict would not be given on the basis of the failures of the innovative ideas--there will be many such failures. Rather the experiment could be hailed as a success if there resulted only a few exciting innovations which were adoped, perhaps even if there was only one.

B. The New College

The Goals Commission is solidly and enthusiastically behind the idea of a New College at Humboldt State College.

The California system of higher education is in trouble. The source of that trouble, as Clark Kerr says, is in undergraduate training, particularly in general education. Glenn Dumke, chancellor of the California State Colleges, in a December letter to the faculties of that system, said: "These are critical days for our nation, our colleges, our students, our faculties--and I am convinced that many of the events which have occurred at San Jose, Chico, Los Angeles, San Francisco, and other public as well as private colleges, reflect the mood, the frustrations, and the problems of our society. The frequency, intensity, and in a few instances, the violence of campus demonstrations on a variety of issues have grown markedly in recent weeks."

The charges of these distinguished educators and charges by students of "impersonalness" and indifference on the part of instructors and administrators alike will not be easily put down. If it does not whilly account for the Berkeley and San Francisco incidents, it plays a role in the final

reckoning. Over 50 percent of our college students are dropouts; more than 300,000 college students transfer every year, an army of academic nomads, and a deplorable waste of human resources.

It seems the conditions of middle-class college life are exquisitely calculated to increase tension and heighten anxiety because the pace, whether fast or slow--and it is sometimes agonizingly slow--is somebody else's pace and somebody else's schedule. The tension cannot be normally discharged by decisive action and doing things one's own way. There is competitive pressure to act a role, yet paradoxically one is rarely allowed to do one's best or use one's best judgment. Proof of success or failure is not intrinsic in the task but is always in some superior's judgment. Spontaniety and instinct are likely to be gravely penalized, yet one is expected to be creative.

What has gone wrong? Chancellor Roger Heyns, of the University of California at Berkeley, charges that "there is no agreement on the basic nature of the academic community. Furthermore, our lack of clarity, our lack of agreement as to essential properties of the academic life has made us indecisive, uncertain, and divided."

Is Chancellor Heyns right? Can the academic community agree on the function of the college?

Is it to transmit knowledge imaginatively from one generation to another? The public would say that this is so.

Is it to provide society with a body of trained professionals? The professional would say that this is so.

Is it to expand the boundaries of knowledge through research and to discover new truths? The professor would say that this is so.

Is it an agent of direct social action? A rapidly growing number of students would say that this is so.

Even if the academic community could agree that these are indeed the goals of a college, it should be clear that in view of recent events on our campuses, the disaffiliation, the rioting, the lawlessness, the violence, and the destruction of property on the one hand; the apathy, the indifference, the boredom on the other--that these goals are not good enough, that they do not serve to unite us in the common task which is the search for what Plato called the good life.

The trouble is that we have justified our educational programs in essentially pragmatic terms. Education is good economics, sensible politics, and sound defense; it trains character, helps people get ahead,

and incidentally keeps them off the labor market for protracted periods. All these arguments, of course, are quite valid; education does create wealth; it does heighten the desire of achievement; it does promote political stability; and it does enhance military effectiveness. But such justifications are only immediate in character. The ultimate justification of a democratic educational program must be in its ability to enhance the quality of individual lives, or to use Dewey's phraseology, to encourage the intellectual, moral, and aesthetic growth of individual human beings.

We recall Plato's argument that in order to talk about the good life, we have to talk about the good society; and in order to talk about the good society we have to talk about the kind of education that will bring that society into existence and sustain it. Hence, there is no vision of the good life that does not imply a set of educational values and policies; and conversely, every educational policy has implicit in it a vision of the good life.

The time has come for us in higher education to reconcile our conflicting points of view, to arrive at a consensus, a common bond which will unite students, teachers, and administrators in a common cause, the cause of the good life, and to describe the kind of educational policies that will bring that good life into existence.

We begin by affirming that man is freedom and that we need free men.

We affirm that the educated man is a free man, that he is slave to no man, to no doctrine, to no ignorance. In short, we think that education is learning the arts of freedom.

We affirm that in the last analysis it is the function of the college to make certain that the good is there to contemplate.

We affirm that it is the function of the college to nurture the mind's private vision and to discipline, respectfully, the idiosyncratic expression of that vision.

We affirm that it is the function of the college to foster feeling and thought in interaction, mutually disciplinary, to the end of helping students develop and become fully aware themselves in their tense relationship to their culture.

We affirm that it is the function of the college to help individuals become human by learning to use their minds to think critically, to question, to prove, to evaluate, to balance, and to perceive.

We affirm that the task of the teacher is acculturation and stimulation of a creative and responsible criticism of American life.

And finally, we affirm that the humanities are the arts of freedom and that the purpose of freedom is to create it for others.

We turn then from an educational philosophy which we think will most effectively realize our purpose which is to develop and foster free men to the means by which we mean to implement that philosophy.

Mass education is a repellent term; it involves a contradiction. A mass can be trained or informed or indoctrinated, but it cannot be educated. But since 1946 the number of students enrolled in higher education has increased from one and one-half million to six million, while at the same time the number of degree-granting institutions has increased more slowly. While the new publicly supported colleges have expanded at a more rapid rate than that of private colleges, most of the growth in the public colleges has been absorbed by merely expanding in existing institutions the student population. Already major state universities approach student populations of from 20,000 to 80,000 students.

As usual, bigness, the American criteria of goodness, was the criteria of progress.

Is the answer to remain small? The troubles of many small colleges indicate that smallness is not the answer. Small colleges often have other kinds of problems, problems as difficult to cope with as those of the larger institutions.

Academic planners began to face up to many of these problems in the early 60's. One solution to growth that has evolved is what has been called the "cluster college," a concept which some think is the best of "both worlds."

In the cluster college experiment, large institutions have "spun off" their growth in a series of new, small, autonomous colleges which are, however, adjacent to the parent institution.

Although not an experiment, the Claremont group represents a pioneering effort of this type in American higher education. Faculty and facilities are shared, yet each autonomous college within the group developed its own uniqueness. The University of the Pacific now operates three completely autonomous degree granting colleges in addition to the regular program of the University. The term "cluster college" was coined by University of the Pacific to describe their evolving program.

Well before the difficulties of 1964-65 the University of California was studying ways of coping with bigness. Their new campus that opened at Santa Cruz in 1965 was designed to specifically combat the impersonal nature inherent to the multiversity. The Santa Cruz planners insisted that peer group influence can contribute to the worth of a college education if the students really know one another.

The Santa Cruz plan is collegiate units sufficiently small to facilitate personalization. The plan envisioned a new academic approach with an imaginative faculty to devise course offerings that would be genuinely relevant to today's students.

Michigan State University has established "living-learning" units each with facilities for 600 men and 600 women. Justin Morrill College, which opened a year ago, provides a "rigorous liberal education in the humanities, the social sciences, and the sciences, with the integrating theme of international understanding and service."

Fairhaven College is the first of several new liberal arts units being established at Western Washington State College in Bellingham. Each unit will have its own dormitories, with dining, social, and recreational facilities as well as a building for seminar rooms and faculty offices, but all students will have full access to the laboratory and library facilities of the parent institution.

At Ohio State a group of 300 freshmen enrolled last fall in a new program designed to create a small-college atmosphere with the advantages of a large university.

The University of North Carolina has established a "residence college program" to reduce the student's experience to a college community with no more than 1,200 to 1,500 students. New colleges are established through student referendums.

Livingston College, the newest unit of the State University of New Jersey, will be a coeducational college with 500 students. Other small colleges are being planned.

The University of Michigan hopes to provide undergraduates with "the best of two worlds" by establishing a self-contained residential college of 1,200 students.

University College of the University of Massachusetts will provide for students in residential groups of 1,000, each with its own master or dean.

These experiments, varied as they are, possess some common elements:

1. Limited size. (Who is to say what constitutes small?) From 250 (UOP) to 1,200 with 500 probably the most common size now being planned. In any case, small enough to encourage identity and participation.

2. The development of a special teacher-learner relationship and a genuine involvement and feeling of relevance.

3. Opportunity for new curricular approaches and the utilization of new methods of teaching.

4. High degree of autonomy thus permitting opportunity for testing innovations and change without threatening the traditions and order of the existing establishment.

5. Programs generally concerned with a refocus on liberal education.

6. Residential, with classrooms and faculty offices as part of the complex that tends to keep the student in the climate of learning.

7. Some dependence on parent campus for specialized facilities and services.

8. Sense of community fostered by self-government with students, faculty, and administration fully participating.

What are we to make of this story?

It appears that Clark Kerr, Chancellor Heyns, and Chancellor Dumke are right: higher education is in trouble, and that trouble is upon us in California.

And the significance to Humboldt State College should be clear. What happened to some will happen to all. With a student body of 4,500 and given the present rate of growth of Humboldt State College, we will soon reach 5,000; and how far off is 10,000? Under the present administrative system, this is mass education, which is to say that it is not education at all, although it might be training. Those of us who are alarmed and concerned over the future of Humboldt State College; those of us who are concerned with the difference between education and training; those of us who are concerned with the difference between hostility and indifference; those of us who are concerned with the difference between alienation and involvement; those of us who are concerned with the difference between apathy and engagement; all of us, students, faculty, and administrators alike, who are alarmed and concerned over the future of Humboldt State College, maintain that we have lost a sense of academic community. Whether we ever had a sense of academic community when we were small, we have lost that sense of common purpose, and as we grow larger we will lose even more that atmosphere which fosters it.

What we have lost we can recapture; what we have lost we must recapture.

In order to realize our democratic goal of education for a free society, and in order to define our emerging role, the college can sponsor educational and aesthetic alternatives that are excellent. Humboldt State College

proposes, therefore, the formation of an autonomous, degree granting, liberal arts college to be called New College.

1. The Philosophy of New College

   a. We begin by affirming that man is freedom and that we need free men. The educated man is a free man that is slave to no man, to no doctrine, to no ignorance. In short education is learning the arts of freedom.

   b. We affirm that the humanities are the arts of freedom and that the purpose of freedom is to create it for others.

2. The Task of New College

   a. To nurture the mind's private vision, and discipline, respectfully, the idiosyncratic expression of that vision.

   b. To foster feeling and thought in interaction, mutually disciplinary, to the end of helping students develop and become fully aware themselves in their tense relationship to their culture.

   c. To help individuals become human by learning to use their minds to think critically, to question, to prove, to evaluate, to balance, and to perceive.

   d. To stimulate a creative and responsible criticism of American life.

NEW COLLEGE is seen as more than a nostalgic attempt to recapture a lost small-college atmosphere and an old liberal arts curriculum, more than a new way of keeping track of masses of students and more than a new way of housing them. The program will not only be innovative--concerned with achieving established goals by new means--but unapologetically experimental. It will search for new goals, by new means, for new times.

Every large institution must finally devise a place where experiment can occur without threat to the whole enterprise. Where no place for limited innovation exists, innovation tends either not to occur or to be so decimated in the process of universal acceptance that it becomes ineffectual. The semiautonomous college provides a place where innovations may be seriously tested, and if necessary abandoned, without threat to the stability of commitments of the larger institution.

To combat depersonalization and the related feeling of powerlessness, new primary groups will be formed. These groups will be communities of learners in which students will learn from each other, from books, from experience, from anything. Students will participate in planning their

courses and formulating their assignments, thus preparing for a life which is essentially self-directive.

New College will be dedicated to distinctions that matter. Differences which really make no difference do not matter.

C. The September Term

It is proposed to establish a "September Term" at Humboldt State College. This would be a four-week term in September, which would precede the regular Fall Quarter, and during which a student could enroll in a single course for an appropriate amount of academic credit. During September Term the courses offered by the college would be widely varied in nature and would be designed to take advantage of the freedom from the usual constraints imposed by conventional course programming and scheduling. The student would be expected to put in a normal amount of work per day, but all of his academic efforts would be applied to a single course.

The courses offered during September Term could include: supervised research projects carried out in the laboratory or in the field; protracted field trips to areas which provide resources not available near Humboldt; work experience in public or private agencies; art, drama, and music camps; special symposia; and many other variations. Each course would be one which would be difficult or impossible under the present academic calendar.

Participation in September Term would probably be optional for those departments which desire to take advantage of the opportunity and might also be optional, at least at first, for the student. Eventually, if the plan proved successful, a requirement of participation in several September terms might be made of each student.

D. A "Free" Hour

A college may consist only of the sum of its parts--the faculty, the students, the courses, the rules and regulations. Such a college can be no more at best than a collection of scholars. It is possible to convert a collection to a community by establishing certain relationships among the members of the collection. These relationships may be of an intellectual or emotional nature, or they may be so shaped as to preclude such classification. They constitute, in any case, an impalpable condition among the parts which makes the whole much more than the sum of those parts.

A collection is converted to a community sometimes by accident, sometimes by fortuitous circumstances. It is difficult if not impossible to create such a conversion by means of a fully detailed plan wherein the end is shrewdly designed to comprehend every variable and is expressed in terms of

precisely defined objectives with means reduced to a set of operationally defined procedures. A genuine sense of community is unique to the situation in which it grows. The degree and nature of the engagement in common endeavors and aspirations depends not only on the concrete nature of the contributions of the leaders but on how those contributions are made.

In order to avail ourselves of our best talents under the most hopeful of circumstances, we must provide a variety of activities whereby large and interlocking segments of the college may confront comprehensive conceptions of the nature of Humboldt and of their role therein. No one format can serve all of our contributors. No format which is excessively structured will be likely to produce unexpected results. We must become accident prone in various ways with no more structuring than is necessary to make the anticipated accidents fortuitous rather than calamitous.

With these considerations in mind, the following proposal is made with full awareness of the fact that it provides neither a universally useful outlet for our talents nor a sure avenue to fruition. It is hoped that other proposals suited to different talents, styles, and intentions will be evolved and implemented.

1. The Proposal

   a. The eleven o'clock hour on Tuesdays and Thursdays is to be exempted from all scheduling except for meetings and activities designed for attendance by cross sections of the college community.

   b. Lectures or other activities suitable to the time and facilities be conducted during these hours each week. The nature of these lectures or other activities may be as general or as specific as the contributor desires, but they must be designed, planned, and delivered to excite interest and stimulate thought in cross-sectional audiences.

   c. The Vice President for Academic Affairs will have full administrative responsibility for the series. He may select participants from volunteers among the faculty and student body, or he may request individuals either from the campus or elsewhere to contribute.

   d. The series should avoid the appearance of being devoted to one subject or area of interest; catholicity is of the essence.

   e. A required general education course carrying one quarter unit of credit shall be established for the purpose of initially acquiring the attention of lower division students. Passing grades should

be assigned for sufficient attendance. The course should be required of all freshmen during one of their first three quarters as a student here.

f. The operation of the plan must remain flexible and subject to change or elaboration as its potential becomes evident. Variations such as panel discussions, limited debates, subsequent discussion periods, question periods and other variations should be kept in mind not as possible structural addenda, but as occasional appropriate additions.

E. Administrative Support for Teaching

F. An Experimental Campus

Most of the innovations presented are not new. Similar plans are now in effect at several private colleges and experimentation is beginning to occur in state-supported institutions. However, we do believe that our enthusiasm and hope for implementation is new. The student unrest with present teaching methods is obvious. Our group, although composed of contrasting and at times even conflicting philosophies and ways of thinking, has come to a meeting of the minds in regards to future teaching. If education is to meet the challenge of the future, new ways and methods of teaching must be found. No one individual, nor even this group or other groups will find this answer. The answer for one individual may be the nightmare for another; the answer for 1980 will not be right for 2000. But this commission agrees that the answers will be found only in a climate favorable to innovation.

This commission has presented some of the possible innovations they would like to see implemented at Humboldt State College. We wish to emphasize that these are only examples; other innovations of larger magnitude to those of less complexity have also been discussed by the commission. Furthermore, one of the main purposes of this commission is to help establish reality for the present climate at Humboldt State College rather than present innovations. Therefore, due to the enthusiastic atmosphere and advantageous qualities of Humboldt State College, our commission at this time would like to propose that Humboldt State College be designated as a special college for experimentation in innovative teaching. Successful changes in a well established, but yet small institution such as Humboldt State College could later be transferred to the large State "Universities." The cost of these innovations on a small campus would be feasible and the seriousness of failures which are inevitable in any experimental program would be minimized. Given such an opportunity, Humboldt State College could devise adequate testing, evaluation, and dissemination of innovative programs. Time is too short to present a detailed plan for an "Experimental College for Innovative Teaching," nor at

this time has such a plan been formulated. However, we do hope that the idea of an "Experimental College for Innovative Teaching" will be intriguing enough to motivate the Chancellor's Office in pursuing the possibility with Humboldt State College.

G. A Continuing Commission

"If I were God, I would ask the President to appoint a small (in numbers!) commission, chosen for its members' dedication to wanting a better college, and charge them to 'plan ceaselessly, without fear or bias,' to put the results of such planning into recommendations when such results are believed to be significant, and carry them to him immediately, regardless of the season. The commission would be assured that they were not being duplicated somewhere else by other groups, charged to do the same thing. And, if I were God, I would know that the President would not expect data, plans, and programs, but only the important things--ideas. I would also know that these ideas would be planned, programmed, and made available to the teaching staff for study, recommendations, and approval. And the commission would go on.

"When a commission member used up his usefulness to the commission, he would leave for a time and be replaced by someone else. This would be the way, I believe, that the commission should change itself and how it could remain viable and effective."

III. AREAS RECOMMENDED FOR IMMEDIATE STUDY*

A. The Reward System for Faculty

B. Balanced Growth of Humboldt State College

C. General Education

D. Student Personnel Services

E. The Student as a Participating Member of the College Community

F. Financial Support for Interdisciplinary Instruction and Research

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*Refer to Commission minutes for additional information.

IV. A VISION OF THE FUTURE

The growth and development of Humboldt State College has been a relatively undirected, uncontrolled expansion. It has been more or less tacitly assumed that the mere existence of students who were interested in studying in a particular academic area, and who wanted to pursue their studies at Humboldt, constituted adequate justification for adding a course, a department, or a curriculum. It is true that various administrative controls, such as those exercised by the Curriculum Committee, the President, the Trustees, and others, exist, but by and large we have undertaken to show a "need" for a program merely by showing that we can easily fill its courses with students. Continuation of such a growth pattern will, however, eventually result in a large "multiversity" structure in which any overall institutional purpose becomes largely forgotten by individual faculty members in their well-meaning efforts to build up and improve their own departments.

We hope that Humboldt State College will not become a multiversity. Instead, we hope that the Trustees will permit and authorize Humboldt State to grow in such a way that it becomes a college at which there is a sharp academic focus on education in the liberal arts and sciences. To achieve such a focus, which would be greatly different from the current superficial observance of the liberal arts and sciences as the core of the curriculums at the state colleges, would require that a major portion of the teaching and administrative faculty be personally committed to the worth of this kind of undergraduate educational experience. It would require that individual faculty members subordinate efforts to expand and improve their departments and major curriculums in favor of efforts to expand and improve the character of a core of courses which would be the foundation for the total educational experience of the student.

We visualize the college as being a special college, recognized by the Trustees as being different from the other California State Colleges. Such recognition, with its financial and other implications, would be necessary in order for the college to grow in the direction suggested here.

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