

CCH AND THE PURSUIT OF ACADEMIC EXCELLENCE, 1955-1964

by Kenneth W. Baldrige

When President David O. McKay officially announced the formation of Church College of Hawaii, he identified the school as a junior college [Deseret News, 21 Jul 1954]. President Reuben D. Law, first president of CCH, stated in an oral history interview, however, that "both President McKay and I knew that the time was to come it would become a four-year college with a year of graduate study." [Reuben D. Law, Oral History interview OH-104, by Kenneth W. Baldrige, 6 March 1980, Typescript, p.7, Archives, BYU--Hawaii Campus, Laie, Hawaii.] In fact, in a diary entry made eleven days before President McKay's announcement Law recorded that, "The college is to begin [*italics mine*] as a junior college", perhaps implying that this situation might not always be so. And just two days later another entry reveals that Dr. Willard E. Givens, retired executive secretary of the National Education Association and former superintendent of Public Instruction in the Territory of Hawaii, "emphasized the necessity of the new school growing into a four-year college." [Law Diary, 10, 16 July 1954]

Some of the original faculty recall President Law mentioning that it was just a question of time before Church College of Hawaii became a four-year institution. In his book, Law states that he had "continually kept in mind that at an appropriate time the college should develop into a four-year institution with a fifth year of teacher education. . . ." [Law, The Founding and Early Development of the Church College of Hawaii (St. George, Utah: Dixie Press, 1972), p. 45.] Correspondence from the period, however, suggests that the adding of the third and fourth year was not, in fact, part of the original concept. It would not seem unusual, of course, that any four-year school begin as a two-year junior college with the third and fourth years added as the classes advanced, but in this case it does not appear that President McKay originally planned for anything other than a junior college. Of course, it is only natural that President Law, based on his experiences at the Brigham Young University, would desire to see the Church College become a four-year institution, but the records indicate the addition of the third and fourth year was somewhat of an agonizing process.

Educators within the Catholic Church in Hawaii had recognized the possibilities of upper-division work and were then creating a four-year institution at the new Chaminade College which had been established in Honolulu. If Church College of Hawaii did not add upper-division work, Latter-day Saint students would be forced to attend either the Catholic's Chaminade College or the Protestant's Jackson College or go to the mainland since University of Hawaii at that time was limiting new admissions.

In July of 1957 Law enjoyed a most significant visit. Dr. Willard Wilson, acting-president of the University of Hawaii, drove out to Laie with his guests, Dr. and Mrs. Mitchell Briggs of Fresno State College in California. Briggs was executive secretary-treasurer of the Western

College Association, the body to whom Church College would apply for academic accreditation as a junior college after the graduation of at least two classes. Law had previously been in contact with Briggs and had invited him to visit when next in the islands.

Although Briggs was visiting unofficially Law sought to make a good impression and apparently succeeded, according to a report Briggs filed with the Western College Association the following month. In addition to commenting on the "excellent start" and the "high character" of the lower-division program he also added some interesting comments on the possible growth of the institution stating that ". . .the four-year program, and if and when it is put into operation, will be a credit to the Church, the Islands, and to the Association." Briggs then added that it would be up to the First Presidency of the Church "to determine when the work will be expanded into a four-year program." [Mitchell P. Briggs to Commission on Membership and Standards, Western College Association, 13 Aug 1957, Law/Wootton Papers, 1:1, Archives, BYU-Hawaii] This, of course, could merely be a reflection of Dr. Law's feeling that such a move would be carried out at the appropriate time.

Law continued to work for the addition of the third and fourth year classes and about the time of Briggs' visit wrote Wendell B. Mendenhall, chairman of the Pacific Board of Education, describing another avenue of interest. Forty CCH sophomores had signed a petition requesting that they be permitted to enroll as juniors in September of that year. Law seconded the proposal and reminded Mendenhall that the Catholics were already ahead with Chaminade adding its third year in September of 1957 with the fourth year to be added in 1958. Realizing that it was already too late to satisfy the enthusiastic sophomores Law did urge that the third year be provided the following year, September, 1958, with the senior class to be offered in 1959. [Law to Mendenhall, 24 July 1957, Law/Wootton Papers, 46:3, Archives, BYU-Hawaii]

That this feeling was shared by faculty is indicated in a letter from Jerry Loveland, president of the faculty association to President Law in which he refers to a faculty recommendation concerning the establishment of a four-year college program. Loveland, on behalf of the administration and faculty of the Church College of Hawaii recommended that a four-year college program leading to the Bachelors of Arts and Bachelors of Science degrees be implemented at the time of moving to the new campus. The faculty recommendation was based on a recognized need for Latter-day Saints, as well as non-members, in Hawaii and the Pacific basin, to enjoy the spiritual and educational opportunity which a four-year college would provide. Loveland also cited the missionary possibilities of an expanded institution. [Loveland to Law, 8 Oct. 1957, Law/Wootton Papers, 6:1, Archives, BYU-H]

When President Law met with Dr. Owen Cook he soon convinced the executive secretary of the new Pacific Board of Education that a third year at the college would be feasible and in the early part of 1958 provided Cook with a list of eighteen reasons supporting the creation of a third year. ["Items discussed with Law . . .", 11-14 Nov 1957, Law/Wootton Papers, 1:3, Archives, BYU-Hawaii]

Most of the reasons had an academic base but others were couched in

missionary terms, economic considerations, the desires of students and the status of the Church. He again reminded Cook that the Latter-day Saints were "already one year behind the Catholics." The idea that Church College of Hawaii might become a teacher-training institution was crystallizing at this time which, of course, would require third and fourth years in order to be acceptable. Law had also mustered support from the University of Hawaii and the education officers of the Territory of Hawaii and the CCH faculty continued to support the idea as well. [Law to Cook, 10 January 1958, Law/Wootton Papers, 33:1, Archives, BYU-Hawaii] The Pacific Board forwarded the recommendation and Law met with President McKay in Utah in early March. Encouraged at the enthusiasm shown by President McKay, Law left for San Francisco two days later en route home to Hawaii. The message, however, that awaited him at the St. Francis Hotel, was discouraging: "After careful consideration the First Presidency has decided not to add at this time a third year to the college curriculum in Hawaii." Law quoted the brief message in his diary but made no comment to reflect the disappointment he must have felt. Also notified was Wendell B. Mendenhall, chairman of the Pacific Board of Education, who, of course, supported President McKay's decision. [Law Diary, 6 March 1958; Telegram from David O. McKay to Wendell B. Mendenhall, 6 March 1958, Hamilton, New Zealand, CR 319/1, Box 4, Folder 4, Archives, Salt Lake City]

The four-year concept did not die, however, and in July, Cook wrote at least two letters to Richard Wootton--by then appointed as acting-administrator during Law's sabbatical--expressing his support of the concept of CCH as a possible teacher-training college "for the Hawaiian Islands, Samoa, Tonga, and perhaps even New Zealand." He cautioned that neither the Pacific Board nor the First Presidency had yet approved the idea but felt that the possibilities were much greater due to the teacher-training idea. [Cook to Wootton, 7, 28 July 1958, Law/Wootton Papers, 34:1, Archives] In September, Cook appealed to the Pacific Board to push for the full four-year teacher-training program which he regarded as far superior to the original concept of a two-year normal school. "I think that our first grade effort should be to secure approval from the First Presidency for a four-year college in order to carry an adequate teacher-training program." [Cook to Pacific Board of Education, 23 Sept 1958, 319/1, Box 5, Folder 3, Archives, Salt Lake City]

In spite of the enthusiastic support of the idea of a four-year college there still seemed to be some question about whether or not it would materialize. Cook continued to push and in early October again wrote Mendenhall suggesting that the question needed to be resolved. Cook had asked Wootton to make further recommendations and with the help of visiting consultant Dr. Eugene Hilton, Wootton submitted his proposal in late November that the third year be added in the fall of 1959 and the fourth year in the fall of 1960. Wootton suggested several advantages, including such topics as reduced expense for the production of "more well-educated, vocationally-competent young people for the church," more Latter-day Saint teachers for the Pacific basin, greater number of temple marriages, and more adequate utilization of the physical plant and the faculty, both of which were capable of handling the necessary classes required by a four-year program. He conceded that the higher total costs might occur, but the cost per student would actually be reduced. Furthermore, the advantages would justify the added expense noting that "The weeds grow, the lights burn and the rooms have to be swept whether there are five or thirty in a

class." [Wootton to Cook, 24 November 1958, CR 319/1, Church Archives, Historical Department, Salt Lake City]

In subsequent correspondence Wootton continued to encourage the establishment of a third year by detailing courses which would be added to provide an elementary and secondary teacher-training program with composite majors either in the social sciences, general sciences, or language arts. He pointed out that only two additional instructors in the education department would be required. Enough students had already indicated an interest in staying a third year so that the existing fifteen-to-one student-faculty ratio could be maintained. Wootton estimated that based on the 1959 operating budget the 287 registered students would each cost \$1,015.00. Although the total cost, of course, would escalate considerably, the significant cost per student would be reduced equally dramatically from \$1,015 for the 287 full-time-equivalent students estimated for 1959 to \$670 when the school filled to the capacity of 1,000. [Wootton to Cook, 31 March 1959, copy of letter in author's possession]

The Pacific Board, however, was beginning to register some uncertainty concerning the wisdom of the teacher-training program since there was some question whether a program acceptable to the education authorities in Hawaii would be equally acceptable in New Zealand. The board was also concerned about the low number of students in each of the classes being offered. [Cook to Wootton, 11 April 1959, CR 319/1, Box 5, Folder 1, Church Archives, Salt Lake City] Wootton continued to press and provided Cook with additional arguments refuting the objections of the board and stating that the "many advantages to the students and the Church in our preparing more teachers" would justify the added cost. He strongly recommended proceeding in the fall of '59 but Cook and Mendenhall still felt that it was important to hear from New Zealand education authorities before going ahead with the third and fourth years. The two men were, however, sufficiently encouraged to state "the proposed program submitted by Dr. Wootton must be refined now." [Wootton to Cook, 14 April 1959, Law/Wootton Papers, 33:2, Archives, BYU-Hawaii; Cook to Edward L. Clissold, 11 May 1959, CR 319/1, Box 5, Folder 1, Archives, Salt Lake City]

Actually, the question was beyond the scope of whether or not there would be a four-year institution; what remained was to decide just when this would take place. As early as January 19, 1959, the First Presidency had told Mendenhall that the importance of a four-year college was recognized and that he should "set up a program to arrange for local students to come to the Church College of Hawaii to be trained as teachers as fast as we possibly can." As a result of that request and the subsequent information it generated, the Pacific Board of Education submitted a formal proposal to President McKay on June 15, 1959, for the establishment of a third year to be initiated the following September and the fourth year in 1960. The request pointed out that the Pacific Board of Education, the Advisory Committee to the president of the Church College of Hawaii, the acting-administrator, and the faculty were united in making the proposal. The missionary opportunities for the Church and the educational prospects of Mormon youth in the Pacific at what was expected to be a relatively minimal expense were the principle reasons behind the proposal.

The report indicated also that New Zealand and Hawaii education officials agreed to recognize and approve teachers trained by CCH. The

fact that very few additional faculty would be needed and no building additions would be required no doubt made the proposal seem more attractive and the entire First Presidency approved the action on June 16, 1959. [The Pacific Board of Education to the First Presidency, 15 June 1959, CR 319/1, Box 5, Folder 1, Church Archives, Salt Lake City]

Two weeks later, the First Presidency approved the press-release concerning the addition of a third and then a fourth year to the college, and one month later announced Dr. Law's acceptance of a new position on the mainland. When the latter press release was issued on August 4, Richard Wootton, who had been serving that year as acting-administrator was announced as the president of the new four-year institution. [Press Release, 4 August 1959, CR 319/1, Church Archives, Salt Lake City]

JUNIOR COLLEGE ACCREDITATION

Along with the campaign for the adoption of the four-year college format by the First Presidency, Church College was at the same time also seeking official accreditation as a two-year junior college by the Western College Association. The visit of August 13, 1957 by executive secretary-treasurer Mitchell P. Briggs might be considered the opening gun of the latter effort. The WCA Committee on Membership and Standards met in October, 1958 and approved a preliminary visit to Laie to determine whether a subsequent visit for the purpose of actual accreditation would be justified. The preliminary visit was approved and was carried out February 9, 1959 by Dr. Henry T. Tyler, executive secretary of the California Junior College Association and Dr. Briggs, again representing the WCA. The glowing report spoke very highly of the physical plant of the school, the "expert leadership" of the librarian, the vision of the administration and sponsoring institution, and the professional training of the faculty and recommended that "a full-scale evaluation be approved" whenever the college made its request. [the entire report may be found in Law's book, pp. 263-265]

An accreditation team of three California college presidents followed up with the in-depth visit in May, 1959. Again, the praise was generously administered but the committee also identified some shortcomings. One of the "most present needs" the committee pointed out was for the addition of "top-level administrative staff", a problem that was attacked the following year when Ralph Olson joined the administration as dean of students and Kay Andersen followed shortly thereafter as academic dean. The strengthening of student personnel services, the development of courses of study, and the question of whether so many faculty committees were really required were other areas in which the visitation team made suggestions.

One of their most serious cautions concerned the diploma program. The diploma was first mentioned in the 1957 catalog as an alternative to the associate degree normally offered by a junior college. The accreditation team considered the less rigid requirements a possible indication that this might lead to CCH becoming a trade school rather than a junior college. [Report of the Visitation Committee for the Church College of Hawaii, Western College Association, 21-22 May 1959, Law/Wootton Papers, 1:1, Archives, BYU-Hawaii]

Acting on the generally favorable recommendation, in October, 1959, the Western College Association granted full accreditation; further evaluation would be unnecessary before June 30, 1963. [Mitchell P. Briggs to Wootton, 27 October 1959, Law/Wootton Papers, 1:1, Archives, BYU-Hawaii] Wootton immediately wrote Law--by then back on the faculty at Brigham Young University--and shared with him the good news. [Law, p. 266] To the Western College Association he wrote, "The report of the Visitation Committee will now become our text for self-improvement in accordance with the recommendation contained therein." [Wootton to Briggs, 19 October 1959, Law/Wootton Papers, 1:1, Archives, BYU-Hawaii] It had been an eventful four months: between mid-June and October of 1959, CCH had received its first accreditation as a junior college, approval by Church leaders to become a four-year college, and a new president to oversee the changes.

FOUR-YEAR COLLEGE ACCREDITATION

Having achieved the junior college accreditation and the First Presidency's approval for a four-year college Wootton soon embarked upon the next step and in May, 1960, again contacted Dr. Briggs about the matter of accreditation for the new four-year format. Briggs assured Wootton that the limitation of the junior and senior classes to teacher-training studies would not adversely affect plans for accrediting CCH as a liberal arts college. [Wootton to Briggs, 11 May 1960, Briggs to Wootton, 16 May 1960, Law/Wootton Papers, 1:1, Archives, BYU-Hawaii] Briggs and Dean Franklin P. Rolfe visited the campus in August, 1960 and enthusiastically recommended that a full accreditation visit be scheduled, commenting in passing that the previous favorable comments concerning the school were fully deserved. [Rolfe and Briggs to Commission on Membership and Standards, Western College Association, 29 August 1960, Law/Wootton Papers, 1:1, Archives, BYU-Hawaii]

On January 19, 1961, a five-man visiting committee under Dr. William H. Lucio of UCLA arrived on the Laie campus for a two-day observation. As on previous accreditation visits, the committee offered its most lavish praise on the physical plant, the facilities available, the financial situation and the library. Committee members commented favorably on the general spirit of the school and the faculty morale although they felt that the college president should have a greater say about the selection of the faculty. Rather than offering criticism for doing too little, the committee felt that perhaps CCH was requiring too much, both from itself and from its students. Among the comments regarding curriculum, Dr. Lucio's own observations regarding the teacher education program were significant, especially considering his status as an assistant professor of education in his own institution. He felt that CCH graduates would be better prepared for teaching if they had fewer credit hours in education courses and more in the subject areas in which they planned to teach.

Other suggestions were for the addition of majors in physical chemistry and mathematics and for an advisory committee to help out with the vocational education program. There was also concern mentioned for the completely LDS faculty although they indicated they had no wish to intrude in matters of church policy. ["Western College Association Visiting Committee Report on Church College of Hawaii", 20 January, 1961, Law/Wootton

One month later the Executive Committee of the Western College association met and granted CCH the three-year accreditation sought. Another major academic hurdle had been satisfactorily negotiated and CCH was recognized as a fully-accredited four-year institution four months before graduating its first senior class.

PURSUIT OF ACADEMIC EXCELLENCE

Although Church College of Hawaii got underway in 1955 as a two-year junior college, the concept of academic excellence has been present from its inception as suggested by the designation of Attendance and Scholarship as one of the original sixteen faculty committees. Unfortunately, as grand as the name sounds, before long it was associated primarily with the record-keeping functions of the registrar's office and, in 1963 the responsibility for the improvement of scholarship was assumed by the Academic Standards Council. The council consisted of President Wootton, Academic Dean Kay Andersen, Dean of Students Ralph Olson, the division heads and the director of guidance. The 1964-65 catalog, the last in which the faculty committees were identified, showed President Richard Wootton not only chairing the Academic Standards Council but also the Academic Probation Council to survey those problems emanating from those students whose academic standards deteriorated to an unacceptable depth.

Since an enlightened and dedicated faculty is essential for the improvement of academic standards, a committee for professional advancement was organized in 1959. Renamed the following year as the professional development committee, this faculty group functioned for several years until the present procedures were standardized and entrusted to administrative supervision.

In 1961 a promotion review council and a teaching load committee also began overseeing relative aspects of the faculty's professional life. The teaching load committee soon passed out of existence but the promotion review council was later designated a committee and developed into one of the more significant faculty bodies. It reviews faculty applications for promotion and bases its recommendations on the applicant's meeting certain requirements for time in rank and service to the university in addition to demonstrating teaching competence and creativity in his or her academic discipline. Teaching competence was determined by evaluations from his peers and from his students; the applicant's creativity was determined by his or her publications or some other appropriate evidence of creative endeavor such as a recital or artistic performance. The days of automatic advancement are long over and promotion through the ranks is becoming more difficult with each passing year.

TRAVEL OPPORTUNITIES

The sabbatical leave is offered by most universities as a means by which the faculty member can recharge his or her academic batteries, usually through travel, further study, or research. At Church College of Hawaii it was initiated the very first year the institution was in existence.

The policy provided for a twelve-month sabbatical on half-salary or, for upper ranks only, a six-month leave on full salary with a requirement of one year service by the recipient at the conclusion of the sabbatical leave. (Typescript, "Partial Sabbatical Leave," 7 February 1956, Law/Wootton Papers, 3:1, BYU-H Archives.) Although the sabbatical policy was in effect early faculty members were unable to take advantage of the opportunity because the board of trustees had eliminated any transportation allowance. President Reuben D. Law tried to get the transportation allowance reinstated the following year but was unsuccessful in doing so. [Law to Dr. Billie Hollingshead, 20 March 1957; Law/Wootton Papers, 6:1, Archives, BYU-Hawaii] When Dr. Richard Wootton became acting-administrator in 1958 he continued to pursue the idea of providing travel and educational opportunities for the faculty.

In addition to the sabbatical concept, consideration was also being given to the idea of travel to professional conventions. He and Eugene Hilton, here on a one-year term as an advisor, issued a statement concerning such trips that the first criteria for awarding one should be the "area of greatest need to the most students" and if that did not decide the issue then "length of service at the Church College of Hawaii without a professional trip should be the deciding factor." [Wootton to Richard L. Harmon, 19 Feb 1959; Law/Wootton Papers, 12:4, Archives, BYU-Hawaii] In 1960 the administrative council of CCH agreed that the policy of permitting ten percent of the faculty to attend mainland conventions in any one year was most reasonable. From the perspective of a quarter-century later, the idea of a faculty member attending a convention only once a decade seems ludicrous, further evidence of how far the university has advanced in its pursuit of academic excellence.

A third category of travel under discussion in the late 1950's was viewed as sort of a mini-sabbatical. The idea of a home-leave trip to visit family and friends surfaced in the spring of 1959 when Dr. Owen Cook, then the original executive secretary of the Pacific Board of Education, suggested individual consideration of the possibility of home leaves after four years of service at LDS schools in the Pacific, including Church College of Hawaii.

Jerry Loveland, president of the Faculty Association, heartily endorsed the idea. When Joseph R. Smith, chairman of the CCH business department, applied for such a leave in 1959 he justified his application by stating his intention to attend the University of Indiana in order to further his preparation for teaching and also to attend a meeting of the American Accounting Association in California. Although recommended by Wootton, the proposal came to naught and it was not until the following year that the four-year trips began. [Richard Wootton to Owen J. Cook, 6 Apr 1959, Law/Wootton Papers, 33:2, Archives, BYU-Hawaii] Wootton suggested that a suitable loan program might be a less-expensive alternative to the four-year leave proposal and would result basically in the same ends, i.e., retaining faculty past their four-year contract period by permitting them to visit family and to advance professionally. Since the latter purpose was so compatible with the professional development goals of the administration, Wootton hoped to get it started quickly. [Wootton to Cook, 29 Apr, 15 May, 1959, Law/Wootton Papers, 33:2, Archives, BYU-Hawaii]

The first trips, however, were identified as sabbaticals, and were granted to Jerry Loveland, Nephi Georgi, and Joseph Smith, all of whom were in pursuit of doctoral degrees. As Cook wrote to the other four members of the Pacific Board of Education, Loveland's plans were to proceed to " a university near Washington, D.C." [actually, American University] to do research on problems of dependent nations. He would be gone one-half year so would be entitled to full pay plus round-trip transportation to Salt Lake City. [Cook to Pacific Board of Education, 16 May 1960, CR 319/1 bx. 6, folder 4, Archives, Church of Jesus Christ of Latter-day Saints, Salt Lake City, Utah. In 1981 a more generous home leave policy began with trips being offered every three years instead of the previous four. Although these are primarily for personal pleasure and family visits, faculty members are now being encouraged to incorporate professional conferences or some other professional development aspects into the trips in order that they might be sufficiently academic-oriented to avoid costly deductions for purposes of taxation. For the most part, however, professional development as such is confined to the professional development leave in which the faculty member has followed the established procedure for application, approval, implementation, and accountability for the project which he or she is pursuing.]

ACCREDITATION, 1963

In 1963 it was again time for Church College of Hawaii to think about accreditation. On November 25 a four-man team of the Western Association of Schools and Colleges arrived on campus for a three-day visit. In addition to evaluating each department individually the committee also made some rather serious recommendations concerning the academic objectives of the school.

The educators were especially disturbed over the presence of non-degree students and those students seeking degrees being present in the same classes in what was by then called the College Certificate Division. Although agreeing that the "unusually broad program of education [could] only be commended for its ideals, its scope, and its attempt to serve the youth of the Pacific area," the committee felt that "the magnitude of the commitment defined. . . has placed burdens on the program and resources of the Church College which have not been fully recognized by the Pacific Board of Education and by the Church and which seriously jeopardize the status of the Church College as a reputable four-year collegiate institution." [Report of the Committee on Accreditation to the Church College of Hawaii, Nov. 25-27, 1963, Spurrier Papers, 1:5, Archives, BYU-Hawaii] This unusual situation was an outgrowth of an attempt to provide for marginal students some elements of a college education--at least the spiritual and social aspects--dating back to the establishment of a Terminal Division in 1959. [Conversation with Joe Spurrier, 28 Feb. 1986] Perhaps because of the ominous ring of the title, the name was changed to the Terminal Education Division the following year and then became the College Certificate Division in 1961.

Because the credits earned by the non-degree students in this program were not transferable and also because the mixing of non-degree and degree-seeking students actually occurred very little, Wootton felt the committee's objections were unjustified. In fact, he was somewhat annoyed at the

accreditation team for even raising the issue since it had apparently been of little concern to previous committees and he felt that the 1963 team was laboring under preconceived notions concerning the academic standards of the college. Wootton's principle charge was that the committee "tempted our professors to state that they lowered their sights because of the presence of non-degree students." He reported with satisfaction, however, that only one department "gave them the satisfaction for which they were probing." [Report of the Committee. . . Nov. 25-27, 1963, Spurrier Paper, 1:5, Archives, BYU-Hawaii].

Basically, as repeated several times in the report, the committee felt that trying to serve the social and/or religious objectives of the Church and college while at the same time "offering a collegiate baccalaureate program comparable to that of America's better liberal arts colleges" was a difficult attempt "to meld two functions which do not really fuse."

In a repeat of the 1961 accreditation report the 1963 committee also repeated that there were still too many professional education courses required and that a concerted effort should be made "to broaden and deepen academic requirements." To this, Wootton again responded that CCH was bound by the requirements of Hawaii's Department of Education for most of the courses required but that perhaps one credit might be shaved from the requirements for secondary teachers. For the elementary teachers he was more optimistic that wider academic preparation could be provided.

The accreditation committee was generally complimentary of the "well-trained, dedicated faculty" and also pleased with the high morale evidenced. The team encouraged, however, the addition of more doctorates and improved salaries. The absence of a single doctorate in the English department was noted and the visitors also felt that professionally trained religion teachers might raise the academic level of that department. On the other hand, the team was complimentary of what they regarded as the overworked three-man Physical Science department and they reported they were "Impressed with the training, dedication, and competency" of the History and Social Sciences faculty. The library staff again came in for commendation although the committee felt that at least four more professional librarians were needed.

Although the library staff was complimented, the accreditation group was quite critical of the library holdings of most departments and also felt that more space was needed. Comments concerning curriculum included a recommendation that general education requirements be reduced--specifically in the business and industrial education areas--but the team was pleased to note that the Math Department was "one of the strongest features of curriculum" on the campus. [Ibid.]

The committee concluded with three specific suggestions, each of which Wootton refuted in notes appended to his copy of the report. First, the committee suggested that there be a professional counseling department responsible for handling student placement but Wootton felt that the existing counselors could handle the task adequately when they had been on the job long enough to "mature." Second, the previously problem of having inadequately prepared terminal students in regular college classes bothered the committee which recommended a distinctly separate unit be provided for

them. Wootton thought this unnecessary since junior colleges permitted terminal students in academic classes; furthermore, he added, the costs of such a unit would be prohibitive. Third, the committee suggested that a follow-up program be initiated that would permit CCH to determine how its graduates and transfer students were doing in academic institutions elsewhere. Wootton retorted that the committee had merely asked the wrong individual for the information: instead of asking registrar Joseph Spurrier, they should have asked dean of students Ralph Olsen. Based on the information that Wootton had received--or perhaps was willing to share--former CCH students were doing quite well as represented by a successful chemistry major at University of California in Berkeley, a math student at Oregon State and a graduate student at University of Hawaii.

In January, 1964, WASC secretary Mitchell P. Briggs officially informed Wootton that the association had taken a "somewhat unusual" action in their meeting January 6-7 granting Church College a three-year accreditation to June 30, 1967, with the possibility of a one-year extension should an interim report in 1966 prove satisfactory. [Briggs to Wootton, 9 Jan 1964, Spurrier File, 1:6, Archives, BYU-H] As might be expected, the association's main concern reflected the apprehension of the accreditation team about the non-degree and unclassified students and also the need to upgrade the academic holdings in the library.

As a result of the accreditation demands the administration began considering ways to remedy the situation. Just a week after the report arrived Ronald Glenn was recommended to become the head of another Terminal Division working with a committee composed of Clyde Westwood, Joseph Smith and Jerry Grover. [Administrative Council Minutes, 15 Jan 1964, Cook Papers, 17:2, Archives, BYU-Hawaii] Two months later, however, the decision was made to completely reorganize the program and establish the Terminal Training Institute which would not be a division of the college although it would be serviced by college personnel. One significant requirement--definitely related to accreditation--was that the Institute would not serve as a conduit for probationary students to work their way into a regular degree program; instead, students would be expected to remain in the Institute for two years to gain a vocational certificate or pursue another program "suited to their abilities." [Minutes, President's Advisory Committee, 20 Mar. 1964, Cook Papers, 18:3, Archives, BYU-Hawaii]

In May the CCH student newspaper announced that the Pacific Board had approved the creation of the Institute and it began functioning the following September. [Ke Ala'kai, 27 May, 1964] By November, however, it was recognized that the Institute was a failure.

In September, Dr. Owen Cook had replaced Wootton as president of the college. One of the first things he did toward the solution of the accreditation problems was to ask Dr. John T. Wahlquist, an LDS educator and former president of San Jose State College in California to serve as a temporary consultant and provide some recommendations concerning improvements that would satisfy the accreditation team. In October and November, 1964, Wahlquist prepared a series of five memoranda; his second, issued November 5, was entitled "Admission Standards, Unclassified Students and The Terminal Training Institution." As a result the Administrative Staff recommended that it be phased out at the end of the academic year for several reasons: only a small number of students were participating in the

program; it might still be too closely associated with the college to satisfy the Western Association of Schools and Colleges; the faculty and students were noticeably lacking in enthusiasm; the academic image of the college might be more suitable with the demise of the Institute. [Minutes, Administrative Staff, 11 Nov. 1964] Two weeks later the Academic Senate drove the final nail in the TTI coffin when director Ronald Glenn approved its dropping. The Senate vote was 11-2 and it was done.

And to further the acquisition of an academic image the Senate also approved Academic Dean Kay Anderson's motion to abolish associate degrees at the end of the year. [Minutes, Academic Senate, 24 Nov. 1964, Cook Papers, 16:1] With this, Cook was thus able to report the correction of some of the concerns posed by the accreditation team. ["Preliminary Analysis of 1964 Accreditation Report," 12 Jan. 1965, Spurrier Papers, 1:6, Archives, BYU-Hawaii]

Growing pains were still in evidence, but CCH had come a considerable distance since the doors opened in 1955. The years since 1964, however, must remain the topic of still another paper.