LOYOLA MARYMOUNT UNIVERSITY

Centennial History Project Interview:
Lane Bove, 1969

December 3, 2010
Lane Bove Interview

[START OF MZ000260-268.MP3]

MS. ARIANA QUINONEZ: So I'd like to start by asking you why you chose to attend Marymount College.

MS. LANE BOVE: Oh, that's an interesting story. I grew up in Indiana, born in New York. My brother went to the Naval Academy, and I wanted to go to an all-girls school. So that was the frame. And I wanted to go back east because all of our relatives were in New York. I had applied to Marymount Tarrytown and Wellesley College and Indiana University as my backup. In those days if you applied to two or three schools, it was pretty extravagant. Now people, you know, apply to 10 schools or 15 schools.

And Wellesley was my first choice. Marymount had accepted me. I told them no, I was waiting for Wellesley and Wellesley rejected me, and then I went ah, I didn't want to go to Indiana University. So I called Marymount College back and said I've changed my mind; I'd like to come. And they said no, I'm sorry, but you have to live on campus and all of our housing is full. But we have a school out in Los Angeles. I said Los Angeles? And I said well, thank you very much and hung up the phone.

And I told my mom, and she and my dad had just come back from a trip to Southern California. They had taken a road trip. And she said California is fabulous. You'd really like California. And the Beach Boys were big then. And so, I said okay. Well I called and they accepted me. So my thought was to come out for a semester or maybe a year at the most. And that was in 1965 and I'm still here.

MS. QUINONEZ: Was the fact that Marymount was a Catholic institution at all important in your decision?

MS. BOVE: No. It was really that it was all women. It is really important to remember the time frame.

MS. QUINONEZ: So what can you tell me about your first years at Marymount? Prior to the move.

MS. BOVE: Prior to the move. Well, we were out there on the peninsula. It was us and the whales and porpoises, because it was just Marymount and Marineland.
MS. QUINONEZ: Yeah.

MS. BOVE: And there was really nothing else around. And the hills were planted with flowers by the Japanese gardeners. And that was fabulous cause we could walk down the hill to the little flower stand and for $5 you could buy bushels of flowers. It was great. So everybody always had flowers in their room; it was very nice. Marymount at that time was very small. You know, it was probably less than 400 students, but it was a very nice environment. It was very affirming of women and having never gone to a Catholic school or having never gone to a girls school or a women's school, it was really a supportive environment.

And, you know, as women we were the editors of the yearbook and we were the first in class and we ran the student government. And, you had the role models there that said you could be the president of the institution if you wanted. It was really very liberating in that regard. Very close-knit. Lots of very good friends. I would not trade that experience for anything.

MS. QUINONEZ: And what were your classes like, or the dorms?

MS. BOVE: Well, there were two main resident halls. We had suites so there were two bedrooms, a bath and a dressing area. That's how the rooms were arranged. We had sisters. The Religious of the Sacred Heart at that time were called Mothers, so Mother Raymond McKay, for example. And, there were also, unfortunately, a second tier of sisters who were sisters, not Mothers, and who cleaned our rooms for us everyday.

MS. QUINONEZ: That's astounding.

MS. BOVE: It is astounding, isn't it? [Laughter]. It was fabulous actually! You had to be in the resident hall by seven o'clock and if you weren't in the resident hall by seven o'clock, you would get campused. You could not wear pants at all--only in your room. Also there were only two phones on a floor.

MS. QUINONEZ: For everyone.

MS. BOVE: [Laughs]. Two phones for everyone! My boyfriend was going to Notre Dame back in Indiana and my parents lived in Indiana so on Sundays I would always get a call from my parents. So I would try not to be in my jeans since I knew the call was coming. But every once in a while I'd get a
call from my boyfriend whom I didn't know was going to call, and so someone would answer the phone, run down and say Lane, you have a telephone call. So I would run back out. And one day I was in jeans and I ran out cause I knew was a long-distance call and it was expensive at that time unlike what it is now. And the R.A. in the building came back into my room and wrote me up. And I said for what? And she said well, you were in the hall in pants. I said I had a long-distance telephone call. And she said well, I'm sorry. So I got campused for the week. To this day I felt it was unfair! [Laughter].

So what I am trying to say is that it was very different. We had a dorm mother, an older woman, probably my age now who lived in the resident halls who kind of kept track of us, if you will. Every time you left the campus you had to sign out as to where you were going, and then you had to sign back in when you got back.

MS. QUINONEZ: So you had to say where you were going as well.

MS. BOVE: Yes. Yes. It was much different than it is today. And when we came to this campus one of the things that we were able to achieve was that anyone who was 21 or older got the key to the resident hall! It was quite a progressive step.

MS. QUINONEZ: So they could come and go -

MS. BOVE: [Interposing] Yes.

MS. QUINONEZ: - whenever they wanted to.

MS. BOVE: Mm-hm. We didn't have a curfew.

MS. QUINONEZ: So you attended Marymount during some pretty interesting years and this -- LMU cause that was when Marymount and Loyola, they kind of began the merging process.

MS. BOVE: Yes. Right.

MS. QUINONEZ: And you were—so in 1968 Marymount started taking classes at Loyola? Is that correct?

MS. BOVE: Yes, that is correct. Right.

MS. QUINONEZ: And so what was that like that you -

MS. BOVE: Actually women could always take classes here in particular subjects. So biology, for example. If you were going to be a science major at Marymount College you could
take classes even before the merger started. But in '68 there was more of that happening. I was not one of those who took classes here. And then when we moved onto campus in the fall of '68. The entire Marymount College moved here in '68. You could either take classes from Marymount faculty or you could take classes from Loyola University. And my class, class of '69 really did not want to be here. We liked Marymount College the way it was. Certainly—and at that time we called them the Loyola boys—the boys certainly didn't want us here either. We took their golf course—so where the west side of the campus is, where McKay and Leavey Center and that whole area—that was a golf course.

MS. QUINONEZ: Oh,

MS. BOVE: A 9-hole golf course. So not only did they have women here on campus, they lost their golf course and so they weren't happy. However, that was really only true for the two senior classes of 1969. After that, it was really one institution even though the two schools didn't merge until '73. In McKay, the only places you could smoke were in the Smokers, right? That's what it was called. And the top floor of McKay was all seniors. And we kind of took one of the lounges and we renamed it the Bluestocking lounge which was also part of the women's movement in the 1920s. And, to some extent, that kind of became our sacred spot.

And one night towards the end of the year, near graduation, we met in the lounge. It was very late—like two or three o'clock in the morning. And we had gotten blue water-based paint and brushes and we went all over campus and painted M's, for Marymount, everywhere, on the lion, all of that. And I find it ironic that today I sit in this seat and have to reprimand students for doing exactly those kinds of things. But it was great fun!

Also that first year there were panty raids. I mean, you know, it just sounds—and so anachronistic!

MS. QUINONEZ: I've heard a little bit about them, but—

MS. BOVE: Yes.

MS. QUINONEZ: Could you elaborate?

MS. BOVE: Well, it was, you know, it was the Sixties and times were changing a little bit. And it was just guys being guys.
But I remember it being quite [gasps] scandalous. But fun! Looking back, it was quite innocent.

**MS. QUINONEZ:** So what exactly did they do? Did they hang panties from flagpoles?

**MS. BOVE:** You know, I can't remember. I think they ran through the resident hall and actually tried to take panties. And then what they did with them after I'm not quite sure.

**MS. QUINONEZ:** Were there any repercussions for these—like the M painting or—

**MS. BOVE:** There were not. No, and we all were very quiet—the Administration didn't make an issue of it and we certainly weren't telling anyone.

**MS. QUINONEZ:** So LMU is based on the three principles of a commitment to social justice, academic excellence and the education of the whole person. How did your education at Marymount reflect these principles and how were you impacted by them later on?

**MS. BOVE:** Absolutely. I think the RSHMs, Religious of the Sacred Heart, really base their spirituality on Ignatian spirituality. So there's a lot of congruence between the two orders. And I felt very challenged academically. I was a history major and English minor. And in fact, everybody at that time had a theology and philosophy minor as well cause we had to take so many of those classes. So academically I was very challenged. And in terms of the social justice issues, you know, the war in Vietnam was going on. There was the civil rights movement and there was the women's movement. Social justice thinking was alive and well. And in terms of the development of the whole person, I think the thing that was most important in my development from my Marymount years was the affirmation that I could do or be anything I wanted to do or be. And that's pretty powerful.

**MS. QUINONEZ:** So you touched on this a little bit, but the historical context of the 1960s during your undergraduate years of '65 to '69 were pretty tumultuous around the country in the form of Vietnam and like the civil rights movement. Did you experience any of that or was there protest on campus, or how did that affect campus life?

**MS. BOVE:** You know, in some ways certainly there was a very large support for John F. Kennedy who died in '63, but his brother
Robert ran in '68 and was killed here in Los Angeles. Murdered. But he represented really the protest to the Vietnam War. And so I think there was a lot of rallying around that. There was also a lot of rallying around Cesar Chavez and the work that he was doing. And also in terms of Martin Luther King. So I don't remember that time on campus as protest so much as there was so much going on in the United States that you were able to just be very politically active and supportive.

And it really is significantly different, our political activism in comparison to the activism, or lack thereof on campus today. You know, the fact that this war in Iraq and Afghanistan goes on and it doesn't even cause a blip on this campus is phenomenal to me.

MS. QUINONEZ: So that was also a time of civil rights as well.

MS. BOVE: Mm-hm.

MS. QUINONEZ: How diverse was the campus during those years and was there a sense of inclusion or exclusion in the culture?

MS. BOVE: Well, at Marymount it was really pretty white, though the student body president who followed me was African-American.

MS. QUINONEZ: Irma Dillon [phonetic].

MS. BOVE: Yes. Right. And she went on to law school and onto a judgeship. She now sits on the board of trustees. So while we might not have had a lot of persons of color during that time, I certainly felt as if the ones that were there were very much part and parcel of the campus.

MS. QUINONEZ: So you were the president of Marymount College, right?

MS. BOVE: Mm-hm.

MS. QUINONEZ: And that was separate from -

MS. BOVE: [Interposing] Yes.

MS. QUINONEZ: - the Loyola side. What did you do as president, or what were your duties?

MS. BOVE: Well, the duties were same as the student body president today. My office was on the fourth floor in this building (Malone). And most of the time was spent liaisonsing
with the - I don’t even know if that’s a word-serving as a liaison or collaborating with Loyola University student government. Or fighting them. When the women came on campus, the men outnumbered us. So there was that sense that we had to maintain our distinctiveness and be strong and all of that, so that we wouldn’t be subsumed by them.

Again, it's ironic that today women are 60% of the institution.

MS. QUINONEZ: So you were also a member of Gryphons [phonetic] Circle –

MS. BOVE: [Interposing] Yes.

MS. QUINONEZ: - which is a women's service organization. Can you tell me about that group and the role that you played there?

MS. BOVE: Yes actually. Mother Raymond McKay asked if I would start a service organization on campus. This was back at Marymount campus in PV. And we were there just to serve at her beck and call. And that's really what we did. And if that meant when trustees would come on campus we would serve dinner for them or we would wash the plates and clean up afterwards. We served as hostesses for the campus. In fact, I have a great picture of the Gryphons. Want to see it?

MS. QUINONEZ: Yeah.

MS. BOVE: I think it’s here. Let me see if that’s true. So that was the cabinet. That’s Mary Ellen Godzecki [phonetic]. She was president of Marymount High School; she just recently retired from that position. But that’s not the picture I want to show you. But anyway, it was a great picture of the first set of Gryphons with Mayor Sam Yorty. He had invited us to the Cocoanut Grove—and then we had a picture taken with him. And we were all dressed really properly. I mean, looking back it really gives a particular perspective. I don’t know where that picture is. I need to look for it.

So we served as a service organization and at that time the service organizations really, unlike the service organizations today, were really focused on campus and providing service to the campus. And that's what we did. But it was great because we would also have dinner with Mother Raymond McKay once a semester. She would convene it, and it was great chatting with her. She was really a brilliant woman.
MS. QUINONEZ: So in 1987 you became the Senior Vice President for Student Affairs here at LMU. Can you tell me how that came about, or how has the transition been? From being student to-

MS. BOVE: Ah ha. So you don't want to know how I got to be Senior Vice President. You want to know about the difference -

MS. QUINONEZ: Well, both. Both.

MS. BOVE: Okay. So I was teaching in the public schools and a job opened up here on campus for the Director of the Learning Resource Center. And so they did a national search. I had applied for it. Sister Mary Lou Ryland actually was a mentor of mine and she had encouraged me to apply. So I did. And I got the job. So that was nice. And essentially started the Learning Resource Center in the form that it is today.

At the time I reported to Father Koppes. And there was an opening for this position. And Father Koppes had recommended me to Father Loughran that I serve as the interim vice president. So I met with him a couple of times, and on the third time we met he said, "Lane, I'd like for you to do this job for the year, but you can't apply for the permanent position." He said, "I'm going to do a national search and you can't apply.

And I said, "Well, Father I don't think I can take the job then." I have no idea why I said that. You know, you go back to spots in your history and certain things get said or you take certain actions and they completely change your life, right?

MS. QUINONEZ: Mm-hm.

MS. BOVE: And he said, "Well, why not?" And I said, "Well, it just doesn't seem fair." And he said, "You don't want this job. I mean, you're on the academic side. Why would you want to be in student affairs?" I said, "Well, you're probably right, but it just seems to me that if I do want to be in student affairs that I should have that opportunity." He said, "okay, fine, you can apply for the job."

So I came over to Malone from the Learning Resource Center. At that time the LRC was in the library—in the old Von Der Ahe Library. The VP’s office was down on the second floor. And after about two and a half minutes, I realized that this was the best job on campus because it was really about working with students in all of their important developmental
areas. It is a time when students make lifelong friends and they struggle with their own individualization. The job was dynamic and it was exciting. So I put my hat in the ring and it came down to two of us—myself and a fellow who was from Boston College. And, the rest is history.

And I have reported to Father Loughran, Father O’Malley, Father Lawton and now President Burcham. I’ve really felt like I’ve had four different jobs. I think the constant has been the mission. When a student has the good fortune of being able to integrate all three facets of our mission, that integrative experience provides a really excellent education bar none. So I think that we continue to do a very good job with our students in providing them with a really fabulous educational experience. And I think it’s nurturing, supportive, and challenging. I think we provide a lot of personal care both inside and out of the classroom. One of our main objectives is to be sure to meet the students where they are. And I think we do that really well, and we help students process through whatever issue they’re having. So I think we’re doing a good job.

I think students are different today than when I first started this work, for one they have complete freedom and many more opportunities. Telephones and technology have really changed the ways students respond to each other and also to the external world.

Also, I see students being much more politically apathetic, which is really a shame. I feel very strongly that a democracy is only as good as the citizens are willing to take action. And I don't see our students very involved in the political process. So I think we're failing in that regard. Not necessarily LMU is failing, but I think America is failing in that particular area. Students are much more committed to volunteerism. There's a much greater emphasis on volunteerism than there was in the Sixties. I was going to say I think students are a little bit more entitled now than they were then, but I was pretty entitled. I mean, I felt the world was in my palm, so I don't know if that's really true. I don't know, I'd have to think about that a little bit.

MS. QUINONEZ: And the campus culture. You've talked a little bit about how students have changed. Do you think the campus culture has changed in a way too?
MS. BOVE: Well, the world has changed. I mean, if you think about 1965 to 2010 that’s 45 years. A lot has happened to America and to the world in those 45 years. So I think the campus is very reflective of the changes that have happened. We don’t have dorm mothers anymore. Students can come and go as they want. Students could be gone for a month and while we would know about that, they are not required to tell us. I can’t talk to parents unless I have permission from students to do so. Whereas in 1965 an administrator or faculty member could pick up the phone and say to a parent, you know, your daughter is suicidal or she’s just had an abortion or whatever. Almost nothing can be disclosed to parents today without students giving their permission.

Also the campus is much more diverse. And so that is really exciting. Approximately 30% of our students are from out of state. Five percent of our students are international. Forty to forty-five percent of our students are students of color. So there's a great mix. We have all 50 states represented on the campus. So it's really exciting in terms of what happens in the residence halls; it makes for a dynamic educational experience.

When there is a moment of crisis on this campus, I think the campus responds exactly the same way as the campus did in the Sixties and Seventies. It comes together. There’s a definite sense of community. I think that the Church plays a significant role in creating that sense of community even though today 50% of our students are not Catholic. I believe that Ignatian spirituality permeates the campus.

So in some ways LMU is very similar in its way of proceeding and in other ways, you can see the effects of 45 years. It’s almost been a half a century since I was a student. So, if you think about it that way, a half a century from 1900 to 1950, the world changed from horse and buggy to cars and airplanes, and almost getting ready to go to the moon by the end of the Sixties.

So, if you look at a 50-year change, of course, the University has changed, but the spirit and the mission have remained the same.

MS. QUINONEZ: So regarding gender, obviously some things have changed since the merger, as you said, it's now 60% women on campus. How do you see the position of women on campus has changed?
MS. BOVE: Well, first of all, the fight is over. You know, I always felt as if that merger were like a marriage. And at the top of the marriage, in terms of the administration and even, to some extent, faculty, it wasn't a very happy marriage because everyone was fighting for turf. There was a real sense that the women had a second position because we didn't come in with as much money as an institution. With as much money, with as many students, with as many faculty, you know, whatever that checklist was, Loyola University at that time could trump us.

So there was always that sense of really trying to maintain your position. And so whenever you're doing that there's not good communication, there's not good collaboration, it's not how you want to run an institution. And today that's just not there. I mean, two of the senior vice presidents are female, two out of the five. And at the vice president's level I've never done that count, but I think we probably have more female vice presidents than male vice presidents.

And from my perspective I feel as if women certainly have equal footing on this campus. And our female students have really surpassed our men in terms of achievement and engagement. Which is interesting. That's not only true here, but it's true nationally.

MS. QUINONEZ: So what changes or goals would you like to see in the future of LMU?

MS. BOVE: Well, as we move into our second century I would really like to see LMU begin to reach its potential. I think this institution has phenomenal potential to be, as Father Lawton would say, one of the premier Catholic institutions in the nation. That's the big vision, that's the 50th floor vision. Some more concrete goals would be for us to have a very strong athletics department, both for men and women, and particularly for our men's basketball program to be consistently excellent. We're moving in that direction, but we have a ways to go.

I'd like to see LMU to be much more global, for every one of our students to have an international experience. I think that that would be fabulous. I'd also like to see a mandatory internship for each of our students. I think that would really help on a practical level as they go out into the work world. I think that we do a very good job in terms of service and volunteerism. Our students give about 180,000 hours a
year in terms of service. But is there a way to shape that so that it can create a greater impact than what we're doing? You know, be a little bit more intentional as we focus those hours. Right now if a student group decides that they want to go be helpful 50 miles from here, they do so. And that's great. And, we help them; we support them in their efforts to do that. But does it make greater sense to focus those 180,000 hours in a particular area? I think that could be really powerful and transformational.

And I guess the last part of that, of course, would be the academic area. Academically, it is critical to be rigorous and to challenge our students to be the best that they can be.

MS. QUINONEZ: So those are really the end of my questions for you. Do you have anything else you'd like to discuss, or you can leave us your fondest memory of your Marymount years or your administration years.

MS. BOVE: Well, there have been so many really fabulous moments in my history with the University, starting at Marymount College. I have had some wonderful mentors--Mother Raymond McKay, Mother Peter Damian and Sister Nancy O'Connor, CSJ. They were really a very strong influence in my life. Then as a graduate student, Sister Mary Luke Ryland. And professionally, Father Al Koppes and Sr. Mary Milligan were enormously helpful.

So the mentorship—I just feel I've been so blessed to have had really very strong, wise people in my life who have helped shape me. So I think there's been fabulous moments, but probably if I were to focus on just one thing, it would be the mentorship.

MS. QUINONEZ: Well, thank you so much for your time.

MS. BOVE: Thanks. How'd we do on time? Oh good, perfect.

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