HY: This is the second session with Jean Lum. It's May 3, 1999. We're at the Social Sciences Building at UH Mānoa, and the interviewer is Holly Yamada. Okay, last time we left off, and you were talking about President Hamilton.

JL: Right. You had asked me what I remember about some of the people in the UH administration and what it was like during their presidency. I think I mentioned that I thought President Thomas Hamilton was one of our very good presidents. At that time I felt that he brought a wonderful vision for the university; he seemed to know very clearly what was higher education and quality education. Fortunately at that time, I believe the state had sufficient resources. So I felt at that time, the university was getting adequate resources to be able to fulfill some of the goals and dreams that President Hamilton had for the entire campus. It just seemed that it was a very positive time on campus, and people felt good about what they were doing. They felt good about each other; they felt good about the president. It was just a stimulating, happy time, as I recall, being on the faculty and having him at Bachman Hall.

HY: And did you have a take on the Oliver Lee controversy?

JL: Well, I believe during the Oliver Lee period, I was not on faculty at UH at that time. I believe it was during the time I was working on my doctorate at the University of Washington. (However) I would hear stories about what was happening here in Hawai‘i. I think a colleague of mine was nice enough to periodically send me news articles about what was happening in Hawai‘i. I remember it was during the time when all over the Mainland campuses there were demonstrations of a wide assortment. I guess the country was very divided among those who supported the US involvement in Vietnam, and of course others who were on the other side. And I believe Oliver Lee, and it seemed like a segment of the student body here in Mānoa, were opposed to the war and they would have these sit-ins.

At the same time, while I was reading about all of this going on at Mānoa, I was at the University of Washington, Seattle campus, and Washington was also having similar kinds of uprisings. I remember I was living at the dorm at the University of Washington, and I remember it was scary walking on the campus or even in what they called the University District nearby the school. Washington had a lot of student demonstrations, and people over there also took over—some of the opposing students would take over the ROTC [Reserve Officers’ Training Corps] buildings. You would see some of the police or the security people on campus with their helmets and guns drawn. It was an unsettling time. So even though I wasn’t here at Mānoa, I could feel some of
those kinds of things occurring on the Washington campus as well.

I felt saddened when I did hear that President Hamilton made the decision, his decision, then, to step down, because of that whole situation.

HY: What about some of the other administrators when you were dean and when you came back, and when you were . . .

JL: At that time—over the years—the structure of the Mānoa administration had changed. There had always been a very controversial debate—and I don’t believe it’s resolved yet—as to what’s the best arrangement as to who should be the head of the Mānoa campus [i.e. the Chancellor of Mānoa or the UH President].

Durward Long was another controversial administrator. I don’t know if you remember his name at all. I believe he was the chancellor at Mānoa [1979-81], Fujio Matsuda at that time had become president [1974-84] of the university.

At that time, they had a chancellor designated to head up the Mānoa campus. And often times, I know the debate was difficult, because the Mānoa faculty felt there were so many layers of bureaucracy to get things approved, and at times it seemed you weren’t quite sure how much authority the chancellor had or could sign off on things, and then how often things had to go on up to Bachman Hall.

I remember it was so controversial during Durward Long’s tenure as chancellor. He would go around to the different departments and different schools to meet with the people, and I remember he came over to the School of Nursing and met with the entire faculty. I remember sitting in the room and listening to him talk. He brought his vice president for academic affairs—I believe that was his title—David Heenan. Now David Heenan is out in the business community. But David would sit down and be the one who took notes of all that transpired in the conversation.

He was so controversial—he, Durward Long—that I guess eventually he did leave the campus. It just seemed that during his tenure as chancellor, things were a lot more unsettled as contrasted to, let’s say, when President Hamilton was president. With President Hamilton people knew their roles, knew what they could and couldn’t do more clearly. It seemed things were a lot hazier, and people were uncertain as to even whether or not their unit might continue to survive or not. So I remember it just seemed like there was a lot more controversy on Mānoa under Chancellor Durward Long’s tenure.

HY: Did that affect the nursing program at all?

JL: Well, I was trying to remember whether it really had that great of an impact on nursing or not. Probably not. I guess it may have had more [impact] on other parts of the campus, but I think at that time it didn’t seem to affect the nursing school that much. I don’t know if that was good or bad, but the School of Nursing seemed more self-contained at that time. Maybe the professional schools were sometimes treated differently or in a category of their own as contrasted to the larger [Colleges of] Arts and Sciences, some of those other schools and colleges.

HY: Did you perceive that throughout, that it was perhaps a little more self-contained? I mean, you were there for so long. Did that change for you at all?
JL: Well, you know, always within nursing, there’s always been this continuing debate—and I don’t think it’s there right now—but over the years as resources became more limited for the entire university system, meaning all the community colleges, Mānoa, and the various campuses, and because we had grown so large, and at that time the state’s budgetary resources were diminishing, everybody was struggling hard to maintain an adequate budget for their programs. I know nursing, over the years, has always struggled with the issue of wanting to maintain independence and autonomy. I guess it’s very similar to the issues the School of Public Health is currently undergoing. I think each professional school always wants to maintain its own separate, autonomous standing as a separate school or separate college, not as a department in another professional school. The (School of) Public Health is debating, wanting to stay as the School of Public Health and not as a department under medicine or something like that. I think nursing, when the resources are tight, it’s always a struggle: can we maintain an autonomous School of Nursing or College of Nursing? That name has changed over the years. (Can nursing) not be subsumed again as a department under the School of Medicine. There was (also) a debate (as to) whether or not all the health schools should just be (placed) under one major, massive college. On paper, during the time I was at the university, they did have a paper college called the College of Health Sciences and Social Welfare. Under that college, there were really four separate schools: medicine, public health, nursing, and social work. (The decision) it seemed depended on the availability of resources—because if there were resources, that was not a problem—I mean, each school or college could maintain its own autonomy and have its own dean. I think when resources were tight, there was always this conversation and fear that they might want to consolidate and not have just a paper college that had four separate schools with four separate deans, (but) that they might consolidate things and have a dean for health sciences or some such title, and then have individual departments.

It just seemed that has always been in the back of one’s mind, as one worked in the School of Nursing or College of Nursing. Would we continue to have autonomous standing? I think right now, the nursing school at this moment, even though the budget seems to be tight, at least from what I read in the paper, seems fairly okay. But one never knows. It seems the president realizes it’s a needed program area that is important to the state. I guess always the university will struggle with the issue of what are the programs and disciplines that are a part of what one would define as a university, and what are those disciplines and programs that may not be a part of the core university disciplines, but make a major contribution to the needs of the state. I know when those issues would come up and when faculty and deans were asked to rank programs, it was a very hard exercise. I remember being involved in some of those kinds of exercises from administration: sit down and rank the various campus programs, disciplines—research units as well as academic units. It was always very, very difficult. I think nursing would come out as not necessarily crucial to what one would traditionally define as academic disciplines that make up a university, like the humanities, and English, and things of that nature, but it was viewed by nursing as well as the larger Mānoa community as a program that was of vital importance in preparing nurses for the state of Hawai‘i. It’s always been controversial, especially during times of economic limitations.

HY: I wanted to ask you about the placement of your students, throughout the years. When you mentioned earlier about a lot of the students were local students in the nursing program.

JL: Yes, I would say about 90, maybe 95, percent of the students are local.

HY: And still yet?
JL: And still, mm hmm.

HY: Would you say most of them are placed?

JL: I would say most of them, when they graduated continued to work in Hawai‘i. I would still say that that has been true. The state wanted us to admit a large number from Hawai‘i, and then fortunately, when they graduated, they did stay in Hawai‘i to work. I think that’s a plus. We have a few (who) go away, but I would say the majority definitely stay in Hawai‘i.

HY: I remember reading somewhere in the mid-[19]80s, Webster [Hall] had—there was some problem about whether there was some toxic...

JL: Some environmental problem. Yes, you’re correct, now that you brought it back to my recollection. I guess that was the beginning of that environmental thrust. I guess prior to that, I don’t think anybody heard too much about it or paid too much attention to it. I think in this day and age, there’s a lot more discussion about environmental pollutants and sick buildings.

Well, at the time that you mentioned, in the late [19]80s or early [19]80s when that was taking place, I guess Webster Hall was one of the earlier buildings that some of the faculty were citing as having symptoms. I remember at that time, Bruce Anderson, who is now [with] our current state health department, was involved in this whole area. I guess he was one of the early specialists or experts in this area of environmental health. We—meaning the university, not myself personally, but the university chancellor’s office, I believe—did contact the state health department. And they did send a team of people out to the school, and they did test faculty. I think they took hair samples of everyone. I don’t know, they measured certain content in the hair to see whether there were high levels of certain—I’m not sure what they were looking for—certain ingredients or chemicals that might be toxic.

I know that controversy lasted quite a while. But initially some of the faculty felt the administration was not moving quickly enough. So it was controversial in that people felt they should have moved faster, and others felt maybe there was some stonewalling. But eventually, the administration, chancellor’s office, did bring in people from the health department. They did do these sample surveys. They did ask faculty to answer a survey if they were experiencing some of the symptoms, et cetera. I think when the final report came out, it said that whatever they found was not at the level to be concerned [about] or be toxic. Although as I recall, there was one faculty in particular (who felt) she really was suffering from a lot of symptoms. But it was difficult to assess her situation as I recall, because as I remember, (before) she had been hired, she did have some medical problems from her previous—wherever she had come from, and I believe it was New York or some place in the east. But I don’t know how that entered in—how one could determine what it means when the university hires a person who may have had some previous—whether it was a chronic illness or some other thing that people didn’t really understand or document—whether that then became the university’s responsibility. How do you sort out whether the symptoms she was experiencing now at Mānoa was something that was now resurfacing from an earlier time, or was it really indeed things that were aggravated or triggered by what she felt were these toxic things that they thought were coming from Webster Hall? So I think it was very difficult to sort all of that through. I believe at the end, the university was very compassionate in working with this faculty member. She did go on sick leave, because it got to the point where it was difficult for her to be able to carry her work load. I think she was on a leave of absence. The university, I felt, was very compassionate, and they continued her salary
until she passed away.

But that was very controversial because always you would have some sector of the faculty (who) probably felt that the university wasn't doing enough. Others didn't know what to make of this whole situation, whether it was just Webster Hall's problem, as they referred to it, or whether it was just that plus a whole lot of other previous things.

HY: Do you remember if there were students that complained as well?

JL: No. As I recall, we never had an incident, that I was aware of, where students would say I was experiencing any kind of symptoms. So, in fact, the only person I can remember really saying that they were experiencing these kinds of symptoms was that one faculty. I don't recall that there were other faculty that complained of headache, or dizziness, or things of that type.

HY: The whole program, was it at Webster at that time? This was before you moved into the new [renovated] facility?

JL: Well, there hasn't been any new facility. I mean, the time that I've been with the university, in the nursing program, other than the times when I was a student, remember, I told you we were at Hale Aloha, where the business college is. But when I came back on faculty in '61, I was already working in Webster, and until the time I retired, it was still Webster. So they renovated. They did renovate Webster, I guess in the late [19]80s or early [19]90s. They finally had enough resources to renovate or felt they had better because there was a lot of controversy over the space. Facilities management finally felt that they had better move that priority up, and they did renovate it.

HY: Was the renovation because of this sick building syndrome?

JL: You know, I don't know. It probably was a factor, I'm sure. I'm not really sure because I wasn't privy to the discussion by facilities people and chancellor's office as to how they arranged their priorities. But I can't imagine that it wouldn't have had some impact or some influence. They finally did renovate it. It probably took a while, so it was probably in the early [19]90s before they finished the renovation. By that time I think I had retired or I was not going to Webster very often.

HY: You retired in '95?

JL: I retired in '95, yeah, right. But all the times I was on campus, my home base, so to speak, was in Webster. When space was getting tighter and tighter—on the whole campus and not just for our program—I did remember that sometimes we had courses, non-nursing courses on campus, (where) I would teach in buildings other than Webster. Sometimes I would have courses in George Hall, sometimes I would have it here, in the Social Science[s] Building, and sometimes over at St. John's auditorium. So we did have some of our classes assigned to different buildings on the campus. They were just running out of room. Sometimes we even went down to the engineering building for some classes, late, late in the afternoon.

HY: I think last time we left off at the point in your career where you came back from Washington after getting your Ph.D. and you became dean then.

JL: No. When I came back from Washington, they were advertising for a position as chair for the
Department of Professional Nursing. And remember, I was describing that within the school, the school had three separate departments. The Department of Professional Nursing included the bachelor’s program and the master’s program. They had the Department of Associate Degree Nursing that had the two-year associate of science program. Then we also had under our umbrella in nursing the Department of Dental Hygiene, which is interesting. Dental hygiene had been a part of the School of Nursing for quite a while. In the really early beginnings dental hygiene had been a part of the College of Education. Through the changes and whatnot I guess eventually they came under the umbrella of nursing. They’re still under the umbrella of nursing, although periodically they discuss where they should be housed. I know there’s always talk. Should they stay with nursing or should they go as a department under medicine? So again, there’s always a controversy on how to structure and where to put the various academic units.

HY: Oh, was the demographics of the students in the dental hygiene program very similar to nursing?

JL: In terms of ethnic background, I would say yes. Again, I would say that just about all of their students are local students, from Hawai‘i. I believe that the majority, when they graduate, they stay in Hawai‘i to work. So in that sense it’s very similar.

I believe they have now moved from a certificate program—it used to be a certificate program in dental hygiene—to a bachelor’s of science in dental hygiene. They’ve moved on to a baccalaureate program as well.

HY: I think you were talking about some of the real frustrations you had as chair. You were chair for three years [1973-76], right?

JL: Yes, about three, three and a half years. Right.

HY: And then maybe you can continue with what you did.

JL: Well, I was frustrated. (Laughs)

HY: Well, if there was anything you wanted to add to that.

JL: I guess initially, when you come in and take a new position, there’s so much to learn about that new position. I like to get information—accurate, good, complete data. Because unless you get full, accurate, complete data, your decisions aren’t going to turn out really well. I think it was frustrating (especially in that initial period when) I was trying to get a handle on the programs, the academic programs. As I said, one big aspect of the chair’s role is trying to allocate the resources properly, making sure you have adequate positions to carry out your program goals. I guess what was difficult was that I felt I (wasn’t) getting appropriate data in terms of how the faculty student ratios were being conducted or divvied up, and I would see inconsistencies in what they would publish in the registration bulletins and what was happening in reality.

So in that sense, those kinds of things were really frustrating. It was hard. You’d think (you’re) asking a simple question like, “How many students have we admitted?” But it was hard. At that time I didn’t initially understand, but now I understand. I guess that’s why the citizens of the state get very frustrated when they ask the university how many positions do you have? Because they didn’t understand. And I was learning this at that time: what’s a full-time, state-funded position; and part-time position, soft-mooled position; and what’s the FTE, and all of these kinds of things. So it was really hard. You thought it was a simple question when you (asked)
how many students do we have, and how many faculty do we have? You think we would get a single number. But in actuality, that didn’t turn out to be the case, because we had all these categories of full-time and part-time and how many credits they’re taking and how many credits they’re teaching and what was the source of their funding.

So it took a little while just to get the hang of all of that. Once I did get a hang of it, I think I felt fine. I served out my three, three and a half year term as chair. I think most chairs on campus usually stay on for one term and usually go back to teaching. Sometimes some are willing to take it on for an additional term.

**HY:** Since you had your Ph.D. now, in sociology, has that changed the kinds of courses you’d be teaching now?

**JL:** Yes, it did, because prior to my going away to school—to work on my doctorate—I really loved doing the clinical nursing. I really loved that, where I’d take a group of students. Luckily at that time we were still at a 1:6 ratio. Later it went to 1:8 and then 1:10 and 1:12 as resources got tight. We were fortunate at our time, and I loved doing the clinical with the small, 1:6 ratio. Students got to know you really well, and vice versa. You knew everybody very well. So that was really great.

As my career changed, in the sense of having gone back and working on a doctorate, I was finding myself so far removed from the clinical aspect. I knew that in order to be able to teach the clinical course well, you really had to be on top yourself, clinically. Since I had been getting further and further removed from the clinical area, I knew that (while) I still loved to teach, clinical was not my area of expertise anymore.

Even though I was chair, I would assign myself some courses to teach, but they were the non-nursing courses. There were some courses in trends and issues, and nursing research. I believe they taught nursing research at both the undergraduate level as well as the graduate level. So I ended up teaching more of the non-nursing courses in both the bachelor’s as well as the master’s program.

**HY:** Now, in your master’s program, are the students—did they tend to be students that continue from the bachelor’s program, or did you have people from the Mainland and whatnot coming in?

**JL:** That’s where the demographics differed. The master’s program students differed in the sense that I would say 50 percent came from out of state. At that time—I don’t know about now—we had a lot of students who came from Canada. I loved having the Canadian students. They were so committed, because many times, their government was sending them to school to get their master’s, so that they could go back and help their country’s health concerns. They made wonderful students. I thought they were just really super. Now they’ve gone back, and I hear from some of them, and they’re in very responsible positions in their country. So that was really great.

We also had a large number of master’s candidates who were in the military. We had a special arrangement with the military, working mostly with the nurses at Tripler (Army Medical Center) where part of their assignment was to work on their advanced degrees. They were active duty military, but part of their assignment was to work on their master’s. They were also good students. They had a role; their government, the military, said, your job is to go and work on your advanced degree in nursing.
We had people from all over the Mainland—East Coast, West Coast, Midwest, you name it. We really had a nice grouping of students from all over the Mainland, military, Canada. Once in a while we might have some students from Japan, and some of the (other) Asian countries. So it was a nice mix, as well as 50 percent residents of Hawai‘i. That was a nice mix of students in the master’s program.

Now, to Hawai‘i’s benefit, sometimes, even though the students had originally come from the Mainland, when they graduated they stayed in Hawai‘i. So we were lucky in that sense, that they loved Hawai‘i, and they stayed in Hawai‘i after they got their master’s degrees. So Hawai‘i benefited.

HY: Yeah, I guess that happens with a lot of other disciplines, too.

JL: Other programs, too, I’m sure, yes.

HY: So then after you left the chair, and you continued teaching. You had some opportunities to . . .

JL: Yes I did. At that time, another person assumed the deanship. Helen Burnside became the dean. (It was) during her tenure (that) I had two opportunities to do something exciting and very different, (things) that I hadn’t ever thought would occur. One (occurred) in ‘77 (when) I had a call from the director of the Western Council in Higher Education in Nursing, which at that time was the nursing program arm of WICHE, which is the Western Interstate Commission on Higher Education. At that time, the federal government had a lot of resources, and they had funded a large project out of Colorado to look at nursing personnel distribution and what was the proper staffing pattern of nurses in various clinical settings. They had already finished one year of the project. They were entering year two, and they were looking for a project codirector.

So I got this call just before Thanksgiving, and I went up for an interview, not thinking very seriously of it other than to just go and see what they had to offer. But lo and behold, I guess they convinced me, and so I took their offer. I went back in January of that year—it was January ‘77, I believe—and I ended up spending nine months in Colorado, at the nursing program office in Boulder. I was a staff member (working) with a panel of expert nurses across the country, (coming) up with ideas, a model, of how to project nursing personnel needs and resources in different units across the country. That was very exciting. At that time, because the federal government was quite good in their funding levels, they had other federally funded projects going on at the same time at the nursing program office. It was just really exciting to be able to interact and mingle with other program directors of other federally funded projects. I felt that that was one of the highlights in my professional career. It was just exciting, and you met fine, smart, bright people. It was just a fun place to work. The project was nine months, and then after that I came back.

I was surprised, not too many months later, I was surprised that Dean Burnside was encouraging me to apply for a new program that the National Institutes of Health [NIH] was instituting. I was not aware of it at that time, but apparently NIH was trying to respond to the needs of minority schools across the country, and minority people, (when) they felt hadn’t had a fair share in understanding the process (by) which one goes (through) to get grants. So NIH created this summer program, six-month program, called the Extramural Associates Program.

She encouraged me to send in my application. It was quite a lengthy application. I was surprised
to be asked to come in for an interview. I went, and lo and behold, I was really surprised (to find) out I was one of five individuals selected for this very first Extramural Associates Program. I believe it’s still ongoing. So we spent six months—I believe it was July ’78 ’til whenever the six months, I guess end of December, January—spent that period of time in Washington D.C., but mainly on the NIH campus, which is really located outside of Washington in Bethesda, Maryland, and Rockville and that whole area.

What was exciting and different about this program was that individuals came from all (different) disciplines and backgrounds. I happened to be in nursing. We had a priest from a school in Texas, and I believe he taught either physics or chemistry or something like that in one of the sciences. We had people in biology. We had people in both the physical sciences as well as the social sciences as well as the health sciences there. Because we all came from such varied backgrounds, they enabled us to individualize and tailor-make a program that would best meet our own individual needs.

We were each mentored by a senior NIH scientist. I was mentored by Dr. Betty Pickett. I believe she was head of one of the social science units. She and I worked out a program where I would spend a period time at the Division of Nursing (and the) Division of Medicine. I also visited the National Science Foundation, spent some time there. We had a chance to sit in on the review committee meetings, where people came in and had their grant proposals reviewed so we could see what (took) place in there. Then we would have seminars with various senior scientists from different branches of the government just to help us understand what these various agencies did and how to make contact with them.

I guess the best part were the contacts one made, just meeting people and knowing (when) to call, and whatnot. So when I returned here, I worked with Joan Snook, who was working in the Office of Research Administration. They had a research office to coordinate all of the grants going out from the university at Mānoa. I worked with her, and she knew that I had been a participant in this program. She and I periodically would hold seminars, and we opened it up to everybody on Mānoa (who) wanted to come to share what I had learned in my experience and help them understand the whole grant-seeking process and how to submit a grant and things like that.

That was something very different that I hadn’t anticipated. In fact, I thought, wow, I had just come back from the WICHE experience and I thought gee, it was kind of soon to go again. Luckily, Dean Burnside said that that was good to get that experience. So that was very nice and very unanticipated.

HY: So it sounds like you found it was very applicable to the situation in Hawai‘i?

JL: Yes.

HY: Were there people that were having difficulty navigating the granting process? I think you mentioned it was for minorities.

JL: Right. But I think in Hawai‘i, we have a very good track record for obtaining federal grants among our researchers. But I think [it was] especially [helpful] for some of the younger researchers. The senior professors and the senior researchers, they knew how to do it, and they’ve been doing it very well and very successfully. I think we did reach some of the younger researchers and some of the women professors, because again, probably the major grant-getters
were still the senior professors who were mostly males, white males, at that time. I think in that sense we reached the group that the Extramural Associates Program was really trying to help become more knowledgeable, and to get a bigger share of the funding resources. So I think in that sense, it was helpful.

HY: And so you continued teaching?

JL: Yes. After I finished all of that, I went back to teaching.

HY: You never went back to any kind of clinical?

JL: No, I never went back to any clinical. Right.

HY: And you’ve mentioned that you retired in ’95.

JL: I retired in ’95, when the state offered early incentive. I thought, well, this was probably as good a time as any. It was time for the new generation to have their chance. At that time too, you asked me, did the characteristics of the student body change? I was really beginning to see a change in both the faculty as well as the student body. So I think that also influenced my decision, that maybe this was time to retire.

In earlier times, people were much more committed to pursuing the goal of getting their degrees. That was their priority. But I think later on, so much had changed in the society, and people had so much on their agenda. I began to feel that coming to the university and getting their degree were not necessarily their priority. Or they might have said it was, but in watching their behavior. . . . The behavior wasn’t matching up. You could see that they were so stressed out. Many times they had to work, and they were so tired when they came off work. Some of them really had a hard time staying awake in class. You could tell that they had other priorities. Many of them now were married and had children. Often times, they brought the children to school, to classes, because they didn’t have a sitter. Many times that worked out okay, and the other students didn’t mind. Sometimes they did mind, when the children started to cry, and sometimes they were breast-feeding the children. It was a totally different era, totally different.

So everything changed. Priorities changed; you couldn’t get students to volunteer. Remember I told you earlier that it was easier to get people to volunteer to do all sorts of community service? I think in this day and age it would be very difficult to get very many because they had so many of their own pressing needs and priorities. The expectations, I felt, the expectations changed of what you expected the students to be able to do.

I guess students felt I was a hard teacher. Sometimes you get a reputation for being a hard teacher or an easy teacher. I guess for good or bad, I think I probably had a reputation of being a hard teacher because I had expectations of what I thought they needed to meet as a minimum. The sad part about all of this—and that I think influenced also my decision to retire—was I had to begin to lower my expectations. I didn’t want to do it, but I didn’t really have a choice. I thought, no, this isn’t what it’s all about, at least not for me, anyway. I thought, I’m finding myself lowering my expectations. I found that when students were turning in term papers, their thought was, as long as I got the idea down, that was fine, that was the content, that’s okay if it’s not in a sentence. Many of them didn’t even know what a sentence was. I mean, they would turn in a term paper and supposedly this is to reflect university-level, undergraduate, or graduate work. It was really sad for me, because, as I said, I had expectations, and I guess I felt wow, I
really had to lower my standards. I didn’t really want to keep doing that. I think that was a big change that I could see in both the graduate as well as the undergraduate students.

HY: Turn the tape over.

END OF SIDE ONE

SIDE TWO

HY: So it sounds like towards the end, you were kind of disappointed.

JL: I was. I thought, that’s not good because I loved teaching in my early years, and you could tell I was excited. At the end, I could see that I was beginning to lose that enthusiasm and excitement for a variety of reasons—some of which nobody had any control. It was just the nature of society changing, you know? And so I felt, oh, it’s time for the new generation. (Laughs) It was time to just exit gracefully.

HY: And your feeling was that way with the faculty as well?

JL: You know, unfortunately, that was so. After I came back from all these experiences and went back to teaching, Dean Burnside decided to leave the position. For a long time, the School of Nursing was really having a difficult time recruiting a dean. We had an acting dean for several years, about two, three years or so. Or it seemed that long. People on the faculty asked me to be a candidate. I didn’t seek the job in that sense. I didn’t seek it. But at that time, we had had several people come look at the position. One person from the Mainland took the position and then later changed her mind. At that time, Marvin Anderson was the chancellor. Chancellor Anderson asked me if I would serve as acting dean. So I said okay, I would. So I did. Then he asked me if I would then continue on as the permanent dean. I did say that I would. And even that was very controversial, because it took a long time for my permanent deanship position to be approved by President [Fujio] Matsuda. I finally said to Chancellor Anderson I didn’t want to continue on as acting dean forever. There were, at that time, so many positions that were acting. So many people were acting. People in Mānoa were getting totally frustrated, because everything seemed like it was backlogged up at Bachman [Hall].

Finally I did say to Chancellor Anderson that unless he was able to get a permanent appointment, I think I would just as soon go back as faculty. Much to his credit—I guess he was frustrated in his role—he did contact President Matsuda, and lo and behold, the appointment did come through, finally. So then I served as dean—I served as acting dean from July ’82—and then my permanent position was approved in October of ’82. I stayed on as dean until ’89. (I took a sabbatical in 1989-99 and returned to full time teaching until my retirement on June 30, 1995.)

HY: So you left, and what have you been doing in the four years since then?

JL: Well, since I (retired), I’ve been doing caregiving, or I did caregiving for a little while. Because some of the people who live near me—my family has some apartments that they rent—some of the elderly people, they needed some assistance. You know, little things like taking them to the doctor, or shopping, and (things) like that. I’ve been doing that sort of thing, where it’s not
nursing, like in clinical nursing, but simple duties. I've been doing some caregiving, and I help my family now with property management. It's a very different field, and it's fun.

HY: Maybe some final thoughts about your career, or your thoughts about the future of the program here?

JL: When you say the program you mean the university at large?

HY: Or just maybe the nursing program.

JL: Well, I agree with so many people. There really are a lot of good people in the state, who really have an *aloha* and a commitment to the state, as well as to the university. We really want it to be a good, fantastic, quality university. And it can be, because we have some top-notch people here. You'd like to see it, somehow, be able to get the resources, and (have) an environment where it really can accomplish the things it has the potential to become. We have shown the university is successful in certain special programs. They're successful in their funding efforts. They're really doing good things. It would be great if they could get beyond whatever it is that somehow are barriers to all of this.

I don't know, Holly. Even this whole situation we're in now in Hawai'i. You think something's gotta happen to revive hope, revive the economy. But we're going into nine years into this thing (of economic downturn), and we really don't see any big sparks of enlightenment. I don't know. I wish that we would have some leadership or whatever it takes to get things moving, not only at the university, but just in the whole state. I don't know.

HY: Anything else?

JL: No.

HY: You sure?

JL: I think I've talked enough.

HY: Okay. Thank you so much.

JL: Yeah, you bet.

END OF INTERVIEW