

## Interview with Terry Martin

# EC-A-L-2013-145

Interview # 1: June 14, 2013

Interviewer: Phil Pogue

### **COPYRIGHT**

**The following material can be used for educational and other non-commercial purposes without the written permission of the Abraham Lincoln Presidential Library. “Fair use” criteria of Section 107 of the Copyright Act of 1976 must be followed. These materials are not to be deposited in other repositories, nor used for resale or commercial purposes without the authorization from the Audio-Visual Curator at the Abraham Lincoln Presidential Library, 112 N. 6th Street, Springfield, Illinois 62701. Telephone (217) 785-7955**

**Note to the Reader:** Readers of the oral history memoir should bear in mind that this is a transcript of the spoken word, and that the interviewer, interviewee and editor sought to preserve the informal, conversational style that is inherent in such historical sources. The Abraham Lincoln Presidential Library is not responsible for the factual accuracy of the memoir, nor for the views expressed therein. We leave these for the reader to judge.

Pogue: It’s June 14th, 2013. My name is Phil Pogue. We’re in rural Waterman, Illinois. We’re going to be talking to Terry Martin about Kishwaukee College. This is part of the Abraham Lincoln Presidential Library Project on Community Colleges. So at this time, Terry, welcome to our Oral History Project and could you give us some background about your family, your work experience and your education level?

Martin: Okay, thank you Phil. My father was Ross Martin and he was a truck driver when I was a very young child. WWII had opened and he decided—well actually had to go into the service, and unfortunately in 1945 he was killed in Germany. My mother never remarried. We moved in with my grandparents. I was at that time just slightly over two years old. So I never had a chance to really get to know my father. My mother never did remarry and my grandparents became somewhat even as the parents. My wife Sherrie and I married in 1968 and we’ve been married for forty-seven years. I think back to some of my earlier work experiences.

I started out for a short time, even in high school and a little bit even in the first year of college, working in some restaurants. Then eventually in the summertime became a life guard at the Batavia Quarry and eventually became the pool manager. When I graduated from college I went to a teaching profession the entire time. I started out teaching two years at Geneva High School. The community college system was really catching on right around

then. There was the opportunity out here in DeKalb County for Kishwaukee College and Kishwaukee College was going to open in 1968. I was one of the charter members from there during that period of time. My education included graduation from high school in Batavia. Then I commuted to North Central College in Naperville and that went on for fully two years. I decided I really liked the biology area and looked into possibly places to transfer and transferred to Northern Illinois University where I eventually got my Bachelor of Science Degree in Education. Continued on without any pause in education for a Master's Degree and then over time continued to take many courses while I was teaching at Kishwaukee College and received a Certificate of Advanced Study which is often times referred to as CAS. All of those degrees are from Northern Illinois University.

Pogue: When you talked about having two years of teaching at Geneva and then the rest of it at Kishwaukee, was there any college courses that you took that prepared you for the community college student?

Martin: No, there weren't but right after that was probably a first for Kishwaukee College. There was a course on the NIU campus that I took. I believe the title of it was the junior college rather than possibly the community college and anyway it was a course on the NIU campus. It was a night class and it was something that I got involved in. If it wasn't the first year it was the second year of teaching.

Pogue: What detracted you to leave high school teaching to go to the community college?

Martin: I did like high school but some of the extra duties in relation to teaching high school involved helping build floats—in that case because I was a freshman sponsor—and that was challenging. I was relatively young and felt not much older than the high school students. So there was just some aspects of the job that were outside the classroom that I didn't enjoy quite as much. It just seemed like the community college—it was a venture. It was maybe a gamble because it was something new in the United States. I thought it's worth taking a chance. I'm so glad that I did take that chance because how exciting it was for a career.

Pogue: What did you know about Kishwaukee prior to being employed?

Martin: I knew best about it because of my father-in-law living also in rural Waterman had talked to one of the original people involved with the beginnings of Kishwaukee College. He ended up on the board of trustees. His name was Dutch Johnson. He told my father-in-law in relation to that. I was beginning to be a little concerned in the area of Batavia; it was also developing so rapidly, particularly because of area Fermi Lab, and I loved to get out in the country and walk. I was just after something more rural, also. It just seemed like a great opportunity. A house became available through my father and mother-

in-law that we were able to move into and it was close enough to Kishwaukee College and it worked out perfectly.

Pogue: As far your work at Kishwaukee, what have you been involved with over the course of time?

Martin: At Kishwaukee College of many aspects of that and many of these things are going to be mentioned in some of the future questions, or I can cover some of them here?

Pogue: Why don't you just give us an overview of what those assignments were?

Martin: I was a biology instructor and because at that time a typical biology instructor would be teaching courses as botany and zoology at the community college. I was involved with those. Eventually, there were many more courses that we started to develop and I taught environmental biology. We introduced a field biology course. Kishwaukee College in its early days wanted to start a nursing program and they did. I was involved as the anatomy and physiology instructor of the biology course that was necessary for a nursing major. That's ended up the course that I became the most specialized in and enjoyed the most, and taught that for over forty years at Kishwaukee College.

Pogue: When you look at that first year of teaching at Kishwaukee and compare it to what you were doing at the Geneva High School, what were the differences?

Martin: The students wanted to be there. It was an exciting time, I think, in the educational progression in the United States. The student administration worked very well. The community well received us and I just felt at home so quickly. The classroom is something that I always enjoyed the most in teaching and in working directly with the students.

Pogue: What is environmental biology and field biology?

Martin: Environmental biology was a course that eventually became quite popular because of all of the problems with the environment of pollution, various spills that were occurring. The use of energy, renewable versus non-renewable type of energy. This became a lot of issues of interest to the general public. We introduced as many of the other community colleges did and still have such courses in environmental biology.

Pogue: How did your field change over the course of your teaching career?

Martin: The field biology class or the...?

Pogue: The total gamut of the science department.

Martin: The total gamut of the science department: there were lots of changes in the science department. A lot of things due to the changes eventually of

technology and just how the courses are actually taught in this case. Used to be more of, you know, chalk and talk and a blackboard. Eventually there's so many other ways to present the information, especially once the computer situation was developed and started to be utilized a great deal more.

Pogue: How did that impact what you call field biology?

Martin: In the case of field biology the higher technology was probably not involved much at all. It was much more of an environmental type of biology. However, it got you out into the natural areas. It was basically a field course. You had some classes in the regular type of classroom, only in preparation of places that you were going to go. Through Kishwaukee College, I eventually was able to expand that due to some training that I had in Bermuda, actually. The field biology class, I took students there on two different years of field biology and it was particularly of a marine biology nature in that case. With a lot of snorkeling opportunities, so... One of the years that I was there with Kishwaukee College, it was the second time there with students, a hurricane was coming upon us. It was named Felix and it hit the island. It was winds about a 110 miles an hour. We were hit in the middle of the night. We were in the library in the most secure building there, in between the rows of books of that particular building. There was a lot of damage on the island and eventually we were stranded there extra days because there's only one airport with a runway only one direction. We had to stay there for a much longer extended period time.

This is back before the days where we had good phone service. We were out of communication really with what was going on over here in the United States. Families were also worried about what's going on over there with the students and we weren't able to communicate, way before the days of cell phones. Eventually when a plane came in, our group was the first group to get on that airplane and a whole different route to get us back to Illinois. We were all safe, however.

Pogue: And did you take other trips to Bermuda after that?

Martin: No trips after that, although, I've been there now three times. It's a wonderful country.

Pogue: When you talk about the change from chalk and talk to the computer, what did that allow you to do as a teacher?

Martin: Allowed you to give different types of presentations to the class. Eventually really in more the last maybe decade or maybe more than that, the power point opportunities were available. And that's what many of the instructors used. I was a little more traditional in the relation to that once the chalk boards got replaced by white boards, I found that so delightful because I loved to use the

various colored markers, and the students could keep up with the pace of how I was getting the information across to them.

Pogue: From your original time at Kishwaukee to when you left, how many science teachers were there in the department?

Martin: In the biology department at one time there were originally only two of us. We were the entire department and one person was also the divisional chairperson, so it was really a person and half, I guess, and then eventually we hired more in that area. We had a single chemistry teacher. A single physics teacher for a period of time. Eventually those departments expanded also. Physical science course was introduced, taught mainly by a person who was more part-time. Then it certainly became—because many of our courses were courses that were needed for some of our programs that are Allied Health. Microbiology and anatomy and physiology courses became extremely important classes on our campus, as they were I think in most of the community colleges in the State of Illinois.

Pogue: When you talked about Allied Health, what certificates and degrees are found in that area? (talking softly asking Martin if he was ready to go)

Martin: Yes. In the science area in the Allied Health there were certificates and degrees. Over this period of time various programs and certificates and degrees occurred. There's certificates in medical billing and coding, medical transcription, practical nursing and basic nurse assisting, therapeutic massage, EMT basic and paramedic. The degrees in the Allied Health field include radiologic technology, EMT paramedic and for the longest period of time, nursing.

Pogue: Has that department grown during your tenure at Kishwaukee?

Martin: Nursing has grown tremendously. They're now in the newest phase of construction which was Phase Six. The referendum was passed that's the most recent one and it involved a change in the whole structure of some of the areas of the college. The area where I was teaching, which was science and included nursing, it now becomes just the Allied Health wing and it'll include a radiologic technology, the EMT and the paramedic programs, although many of those classes meet at the other locations also, the nursing classes and also massage therapy.

Pogue: What have been the major events that have taken place at the college during your experiences there?

Martin: Interesting things here.

Pogue: Okay, ready to go?

Martin: Some of the major events that occurred at Kishwaukee College that I feel over this entire time included the area of sports. We had several of our baseball players that have been drafted into the major leagues and one of the sports that had great notoriety is our volleyball team. It has won five national titles including three of them in a row.

There was a period of time that bomb threats started to occur at the college. It created a major dilemma. What was very unfortunate, these calls that came in about a bomb on the campus, seem to occur right in and around final exam period of time. The college has no choice except to close down at that particular point. Search dogs came in. This went on for a couple or three years; eventually, they figured out a way to trace some of these calls coming in but even during this period of time, a better part of a semester, there was only one entrance into the entire building. Everybody had to go through security in that case, so they knew they were safe on that particular day. This has been worked out now and we have not had problems for at least a quite a period of time, fortunately.

Our horticulture department, under the agricultural area, had for quite a number of years some all-American gardens to test seeds. This resulted in just some beautiful flowering and vegetable displays on the campus that were of great interest to the community. There were people that would come out. There's so many people that are interested in flowers and gardening, and people would visit the campus so often and just walk through some of this beautiful area.

Some other major events I think, were more like celebrations. The college opened in 1968 and in that same year within about a month, anyway in October, our first open house occurred. There was so much interest in the community, I think we were almost shocked at how many people attended. There were over three thousand people that attended and you have to think back that the size of our college at that particular time was very small. I think the first year we had like 608 students. In 1971 we had a special celebration of a building called the—well an area of the campus, the original farm location, the farmstead, which there's a house there and a barn and a silo. It got nicknamed the Ponderosa. There was special celebration because of what events occurred leading up to that.

We had a very active Vets Club on Kishwaukee College campus. This is during, I think, the late sixties, the first half or so of the 1970s. The Vietnam situation was occurring. We had many veterans that were coming back and taking up some of those benefits of going to college. These students were so active that they thought it would be a good idea to do something with the old farm buildings. This was before people would be quite as concerned about safety issues. Some of the students, although we felt it was very safe. It's maybe in today's standards it wouldn't be but there were classrooms that were made into some of these areas of the barn. An art gallery was in there. Several

of the classes were also used in some of the places, and then in the loft area part of the building there was a theater. Plays were put on and it also became a dance floor area. One of the very unusual things, I remember, our first college president was Dr. Lamar Fly. He was from Texas. He was also a caller, down in Texas, for square dances. He participated and a couple of different times there was a special square dance in and he was the caller. That was particularly rewarding, I think, and fun evening.

In 1995 there was an investigation of the Phi Theta Kappa Society of which I was advisor from 1990 through 2001. In 1995, we unveiled a bronze marker on the campus that marked the first paved mile of Lincoln Highway. There was certainly speculation that that first paved mile was somewhere in that immediate Malta area. We took on that particular task in this case and eventually unraveled the exact beginning and the exact end of that mile and much to our surprise it borders part of the actual Kishwaukee College on Route 38. That was a special event. In 1992, we had a twenty-fifth anniversary open house and we had a second major open house in 2008 our fortieth year anniversary.

Pogue: Could you give us some details about the boundaries found in the community college district?

Martin: The boundaries include most of the DeKalb County, there's small parts that aren't, and adjacent sections of Ogle, LaSalle, and Kane Counties.

Pogue: How did your area of teaching expand its communication with the high schools?

Martin: We invited some of the high school teachers to come on the college campus periodically. Maybe at first it was almost an annual event and then maybe it started to be less frequent, so that we invited some of the high teachers onto the campus for fellowship to actually see the facilities and to take tours of the campus. I invited high school advance biology classes to come onto the campus, in this case, with their high school teacher. If they were in an advanced biology class, not in general biology, and were interested, therefore, very likely in more science and they were invited to come out and actually with my assistants we viewed the cadavers that we had on our campus.

Pogue: What is Kishwaukee known for?

(talking in the background)

Martin: Some of the things that are well noted for Kishwaukee College is we have a study abroad program and a faculty exchange. I had the good fortune of being selected for one of the faculty exchanges and in this case it was in the country of Ireland. We were among the early colleges to really study the importance of trying to get going with a recycling program on the campus. It resulted because of our teaching environmental biology, and what we felt is we're

going to talk about all these environmental issues. What can we do about it? We can't just talk about the individual problems if recycling is that important. There was period of time when we were monitoring all of the waste, as far as what would be recycling and what wouldn't be recyclable, in this case, the waste for an entire day. We got volunteers to help there and just to paw through this and put it into categories. Which eventually resulted in our complete recycling program, also we see in so many locations throughout our country not only at colleges.

Agriculture was very important in the early days of Kishwaukee College. In fact there was so much interest in the community college partly because of the great possibility of more agriculture types of courses. And so that was a very dominant program for some of the earliest years. Eventually, as part of that area, horticulture became very important on the campus and still very much is. We were among the very earliest to start a massage therapy program at Kishwaukee College. Up until our program started about the only way you could learn that particular profession would be at the Chicago School of Therapeutic Massage or there was a private school up in Sycamore. So we tried that on our campus; it has been very successful and continues to be now a major aspect of our Allied Health area of the college.

About twenty-five to thirty years ago I attended a particular meeting of biologists. We met quite frequently in the Chicagoland area. In some of those workshops we had the first opportunity to see cadavers. The cadavers, up until around that time, were pretty much available for colleges that are for chiropractic training or for medical students. We investigated this to the point of why can't we have cadavers at colleges and community colleges? We investigated that and we found that it is possible. About twenty five years ago I brought a great opportunity, I think, to the college and we've continued to have cadavers and use it in our biology programs since that time.

We were very, I think, instrumental in starting an aspect of education called Outcomes and Assessments. Counted a little bit like objectives or it became behavioral objectives and eventually changed the name to Outcomes and Assessments. If you're going to have an outcome which is like an objective there needs to be a way to measure that if it's working. We were quite instrumental in that within the whole community college system. That resulted in even further assessment in relation to degree portfolios which are required at the college for certain degree types of programs, and those are actually submitted by the students. It's a requirement for graduation and instructors actually do read those. In fact, I did the readings of many of the portfolios for many years.

Kishwaukee College has a great opportunity because we are connected with another part that was built on the campus that was allowed to be produced there, the Kishwaukee Education Consortium. The consortium is for technical types of education for high school students. They come onto the



campus, and what advantage they have is that they are also able to, at the same time, take some of the special courses at Kishwaukee College that are for, again, a technical type of education. For example: welding, the auto body repair, auto repair. That's a great association the college has with the high schools in the area and the college working together. I did mention earlier the Seedling Mile in relation along the edge of the campus because many people in the country are certainly aware of the Lincoln Highway extending all the way across the country. But Malta and Kishwaukee College right there, that was one of the really significant items that, I think, occurred.

Pogue: When you talked about being in Ireland, what did you learn from that experience?

Martin: It started with one of the instructors that actually taught something very comparable to what I taught which in this case was biology. It started out that that person came and lived with us in our own home. That's one of the requirements, and not the whole family, just the individual that's involved in the exchange. The instructor in this case, I would provide the transportation. He would just listen to some of my classes for the first time, and he eventually would be incorporated into teaching a major aspect of those. Then about a half a year later I went over to Ireland and did a similar thing living with that particular family. Whatever the family did on evenings and weekends and so on, you did that with them and then you would actually teach on their particular campus. The results that I think relationships developed between various countries. It's not only the United States and Ireland but it's in a number of different countries. Because I had a somewhat Irish background, I was interested in possibly Ireland. It has resulted in great friendships. Both my wife and I, after the exchange program was over, had visited Ireland again. Lived with them in their own house. His entire family came over here with his wife and two children and stayed in our house for an extended visit.

Pogue: Northern Illinois University is in your community college district. What working relationships have you had with Northern?

Martin: I think it's always been a good working relationship because so many of the students at Northern Illinois University need some extra help in some of the classes. So many of the students at NIU will attend classes at NIU and Kishwaukee College in the same semester. There's that working relationship. I think some of our intra-level courses, where they need some extra help, are even taught on the NIU campus. It's always been a positive relationship, not an area of competition between each other. I think the administrations, the university president and our college president, it's always been a good working relationship.

Pogue: Did any of the major events in the United States have an impact upon Kishwaukee such as those events of the sixties and seventies and the various recessions and the conflicts in the middle east?

Martin: Well, what certainly comes to my mind is the civil rights movement and Vietnam in the sixties and the seventies. It resulted in some riots in DeKalb, in the area of the NIU campus. It never did extend, at least the riots, to Kishwaukee College, but the president of the Northern Illinois University at that time, I think, tried to work very well with the students and it did not become anywhere near the severity of some of the problems that occurred in some of the other parts of the United States. I think the Vietnam situation is the one that was impacting us so substantially in its early days, which was maybe fortunate in some ways for Kishwaukee College, because we had so many vets and the vets, called veterans, attended Kishwaukee College. Many of them were older. They had some life experiences. Not only were they active in the Vets Club but the student association. It just was such a positive working relationship between the administration and the staff and the students. We were all on the right wave length on working together for the final goals of receiving an appropriate education and for them a career. I did mention the Ponderosa and the barn in relation to some of the things that were involved with the student association and the Vets Club.

Pogue: How have the labor relations been with the college, and has the college had to deal with strikes?

Martin: Especially when you start out with the new college without bargaining rights, it was a controversial issue for a long period of time. The faculty actually had to struggle for a long period to even get representation for labor relations. Eventually a faculty senate was formed but many individuals of the faculty still negotiated individually. This was individually with the administration in this case. This kept the faculty for a long number of years, split among each other. The faculty stated that we weren't working together as one team for the goals that would be best for the college. There was a group that were negotiated for as far as the faculty senate. There was always resentment for the ones that were negotiating as individuals and one group or an individual thought that they could do better by doing that. This just resulted in, I think, a lot of unrest; some faculty members would be so upset with some other faculty members that it just broke up even working relationships and sometimes within the same department. Eventually, however, a faculty union was formed, although it took many years. The faculty were kept from getting on the board of trustees' agendas for negotiation purposes. They were protected very much by the college president from that. Unrest eventually started to occur to the point that leading up---which could have been a strike, however, was informational picketing and that occurred on the campus. We were able to get one person that was going to be able to speak to the board of trustees on one special night. This was still back in some of the buildings, the temporary buildings that were there where the Board of Trustees met. I was selected as the faculty representative to talk to the board of trustees. I was denied entrance by the board of trustees. By then there had been so much informational picketing and, I guess, unrest that the board decided on that particular night to end this thing and give in on some of the key issues. As a

result of that, no strike ever occurred and that, as I look back on it, was kind of a progression of things leading up to that. Certainly there's negotiations every year. Administration and staff don't always agree, but it has not been a major issue on our campus compared, I think, as it has been in a number of campuses in the state.

Pogue: As far as building construction, you've been here almost from the beginning and you talked about the Allied Health wing. How many different buildings were you involved in and how did the building construction take place at Kishwaukee?

Martin: In 1968, they built some temporary buildings on the campus. They were quickly put up in time for the college to open in fall of 1968. I think the plans were that they would try to pass another referendum to get the construction of the major phases going and more permanent buildings. The temporary buildings lasted for an extended period of time. Probably a third of my teaching career there was in the temporary buildings. Although, I have to say even though there were drafts under some of the doors and so on, we had the equipment. The faculty was very content there. It was working very well for us. Eventually construction was needed for more permanent facilities. There were six substantial construction phases that occurred over the years. Most of our courses are taught on the hundred and twenty acre campus. We have no single or major extension site. Many of our classes are taught in the various school districts and in some various specialized sites.

Pogue: What's the difference between fulltime and adjunct faculty?

Martin: The fulltime faculty have a full load and are expected to have office hours and participate in various committee duties, fill out various forms that have to do with the department, work up budgets for the various departments and carry the brunt of making sure the college goes on continuously. As far as "adjunct", that was a word that was used very hesitantly at Kishwaukee College for a long period of time. They were actually called part-time instructors which is very similar to adjunct. I think, as I look back on it, they were called part-time instructors for so long, because the word adjunct instructor made it a little higher level in the eyes of some people. I think the college was hesitant of that. They are called adjunct instructors now. That working relationship is much better. But in the case of an adjunct instructor they don't have to have office hours. They are part-time as far as they might teach a night class. It could be a day class. It could be at a special site. They don't have other obligations they have to attend to on the campus. Although, I have to say, as the adjunct instructor numbers kept increasing, they did have special programs for the adjunct instructors to bring them on and to do special training sessions, and many of those were well received. We give a lot of credit for Kishwaukee College for initiating that kind of help for special skills or teaching skills or computer skills of some of the people that were part-time and were eventually called adjunct instructors.

When I ended as a fulltime instructor I came back as an adjunct instructor for nearly ten years. In my case, my adjunct instructor load happened to be a lot more than like one class or something. In fact, I was almost full-time for many of those years. It worked out very well for me. I didn't have to do the committee meetings and just to me it worked out: teach the class. It's what I enjoyed the most all the time. It just worked out very well for me. I'm still involved to some extent but only teaching portions of some of the EMT and the paramedic classes.

Pogue: You've written some articles on the college and you're also involved with a new book *The History of DeKalb County 1963 to 2012, Acres of Change*. What have you learned through that experience?

Martin: My wife and I are volunteers in the DeKalb County Historical and Genealogical Society. We decided to do a fifty year update of DeKalb County history. Well there's twelve chapters involved with this book that the name is *Acres of Change*. One chapter is the education chapter. My wife and I are the co-authors of the education chapter. The education chapter includes the Northern Illinois University, all of our major school districts, special and technical education, even home schooling, but does include, yes Kishwaukee College. Up until this date the complete history of Kishwaukee College hadn't been written in such a form. There have been articles that have occurred even over a period a time of the college but in this case of we're in the mid-forty years or so of the college history, I thought this is just a great time to put together the history of Kishwaukee College in somewhat of a condensed from the onset up to this point in time. Anyway the book only takes it through the end of 2012.

So this gave me the opportunity, plus I had been teaching the entire length of time, so I was very knowledgeable on aspects of the college and the changes that has occurred. One of, I think, the great things that I was able to do was get into the archives. I was aware that people in the library were keeping up some of the archives but this gave me a chance to really get in there and delve into how well it was organized and how much information there is, minutes of board meetings and committee meetings. I spent a great deal of time in there not only to put together what is in the book *Acres of Change*, however, but to actually enjoy reading some things that I wasn't even aware of. I'm finding that a community college is so much more than what goes on in the classroom as you start to see what it takes to put this together. What it took for the inspiration of some of the original people to come up with the idea of producing a community college. Study groups that took place well before 1968. Many years as far as getting people in the community to see if a community college will fit in this particular area. Look what resulted. Just a wonderful community college system that was well received and appreciated and still is, I think, to the same level as the idea that first popped up in the early- mid-nineteen sixties.

Pogue: Why did the community accept this new concept of a community college?

Martin: I think there so many small schools in DeKalb County and the adjacent counties that I mentioned of the counties to produce the community college district. Many of the students from the smaller feeder schools would be a little hesitant to step into one of the large universities. Plus there was a lot of interest in the agriculture in DeKalb County and still is. Still extremely important part of DeKalb County. In fact in *Acres of Change* one of the major chapters also is a chapter on agriculture. The community college system was so well received and, I think again, agriculture had a great deal to do with that. To attest to that there has never been a strike. We have been able to pass referendums which is quite surprising, I think, especially the latest one for Phase Six construction because hardly anybody thought that anybody could pass a referendum during this more recent times of some recessions. The vote in favor of what this major construction was on campus, was approved by our taxpayers which, I think, shows how well the college has performed and has spent their money wisely rather than as many other places like get so far in debt. We have been very fortunate to have an administration and a board of trustees that has watched the use of the funds and the money and the budgets from the very beginning, and that has continued. We're very fortunate.

Pogue: Tied to that question of community involvement, are there any specific classes that were developed because of the industry found in this community college?

Martin: The Center for Business Development occurred and continuing education partnered with area businesses and industry for training and support services. This became extremely important during the educational downturn in our economy that was occurring in and around 2008 and so many people were losing their jobs. The community college system can more quickly respond to local needs. I think that's been one of the great assets of the community college system. If there's something unique that is needed in a particular area or because a particular business or industry in the area, we can come up with special training courses for those. We can get a person that actually works in that particular industry or business to be the instructor for such programs. I think that has been a great help for our economy during some more recent years of trying times. It's probably true in some of the other community colleges too, but it's been working out very well for Kishwaukee College, and hopefully people in our community are able to get placed in some jobs and some special training or retrained or trained in a different way.

Pogue: Another part of the community is the Kishwaukee Foundation. How active is that group?

Martin: The Kishwaukee College Foundation is a private 501(c)3, nonprofit organization. In the earlier days of Kishwaukee College we did not have such, although it's been there for a long period of time. It supports various programs to enrich them or maybe supplies and scholarships. This is well established on

our campus and working out very well. As a result of that we have many individual donations or people even setting up endowments. My wife and I have set up two endowments through the Kishwaukee College Foundation for the benefit of scholarships and for purchasing of special equipment.

Pogue: As an instructor you've talked about the many changes at the college over your forty year period. Were there any others that we should talk about before we end our interview?

Martin: Well I mentioned something that kind of relates to the security issues. Unfortunately we did have one shooting on the NIU campus that happened on Valentine's Day in 2008. Security issues at our schools have become a changing thing. Some of that, even since I was talking earlier about the bomb threats. Access of doors to buildings has changed dramatically. I think back to some other issues in this area. The smoking issue. There was a lot of smoking that occurred on the campus. Private offices, the hall ways, student lounge even some of the earlier board meetings where smoking was going and that obviously would irritate some of the board members. Through the help of the student association, they worked on cutting it back to smaller areas and now the smoke-free environment is within the buildings. But I certainly remember many times over my career somebody coming into my office smoking. I had an old turtle shell there that served as an ashtray for them. I wish—it's kind of historical—I should have saved it, but unfortunately we don't have that anymore. The students and the faculty and the general public have been very tolerant during those changes.

Private offices certainly changed a great deal. In fact there wasn't any private offices. The early offices were like bull pens. I mean we would share an area. There would be one telephone for that entire group. If the phone rang, you wouldn't know what instructor it would be for. We would leave notes for a faculty or a staff member in relation to who called and what number to call back. Phones have changed dramatically. Eventually individual private lines started to develop. Because I'd been living on a farm now for forty-five years or so, it was exciting to even get a private line at our own house. This is well before the days, of course, of cell phones. Everybody's got a cell phone now. The students want to see if they have any messages on their phones. You have to have new rules in relation to turning cell phones off when they're in the classroom.

There was some major changes, in textbooks over time, too. Textbooks got greatly expanded, more color was introduced. Many of them now are linked to websites and many of the books are in the form of E-books, also. Traditional classes also started to be expanded in such ways that there were some classes that could be taught on-line, where the student is utilizing computer skills and the actual college class is at a distant location. I did mention it one other time about chalk dust and now we have white boards. Power points are some of those particular trends, also. There's been a lot of

changes in fashions. Certainly, I've seen the trends in fashions over time and it's just part of the community college system. We have diversity on the campus which is probably just one of the great aspects of the community college system that works well for our country.

Pogue: Two final questions. What do you feel will be the biggest challenges for Kishwaukee over the next decade?

Martin: They've always tried to have balanced budgets I have to comment on how important that is. I think our community is fortunate that they have watched their budgets so carefully and don't spend money they don't have. However, it's becoming tougher. Mainly due to the problems in our entire country and the State of Illinois. It's just going to become more and more difficult to obtain enough funds. For the community college because they get some of their funding from tuition and some from local taxes and some from the state. The community college funding system which was set up, was set up in an admiral way. But state funding aspects and federal funding help has just diminished. If it's coming, it's coming late or it's been cut less than what the community college expected to receive. I think it comes down to the legislative issues in the State of Illinois, at this point.

Pogue: As we close what positive memories do you have of teaching at Kishwaukee?

Martin: It was exciting to be part of the community college movement. It was an unknown thing. How is this going to work out in the United States? Even though we have a very old one in the state, Joliet Junior College, you know, but as far as a movement of community colleges scattered across the country in a convenient location for people to be able to drive to it and hopefully, you know, in a short drive. It was an exciting movement. I look back on it now: it works so well. I'm glad I was such a part of the—I guess the embryology, to use that word in relation to the movement of the community college system. I had the great fortune to have the main part of my teaching career in the 1980s and the 1990s. That was the golden age of education. Things were funded. Programs were initiated and then they were funded. Special projects took place. Special training courses were able to be set up for instructors to take whether it'd be summers or evenings, so it worked very well. Eventually, however, the economy started to change around 2008, somewhere in there; it was a somewhat gradual change. Things were a lot different then.

I feel very fortunate that I selected the profession that fit for me. How many people can look back on their career and say that I made the right choice? How many people just can't wait to retirement? That's why I'm still in the classroom some, nowhere near as much, but I enjoy that very, very much. My wife also taught third grade at the Waterman School which became the Indian Creek School District. We both feel that was just the right pick for us and we never resented the decisions we made. Education is exciting. Some of the rewards are working with the students and seeing them and what

happens to them. They come back and tell you in relation to things like that. Now at my age, I'm starting to have a little bit of a problem with my lower back. Just a couple of days ago I had an MRI at Kishwaukee Hospital. I made a call to make the appointment and I hear this student tell me, "Are you the Terry Martin that taught at Kishwaukee College?" I says, "Yes." She says, "You were my instructor." I was there just like I said a couple of days ago, three people in that department for this particular test, all three of them were my former students. They made comments to me how on much they enjoyed my class and how much it meant to them and how it's helped them with their profession. A very rewarding career and I appreciate that I had the opportunity.

Pogue: Well, Terry, I want to thank you very much for sharing your experiences at Kishwaukee and your enthusiasm for being a member of the Kishwaukee family and giving us more in depth as to the role of the community colleges in Illinois.

Martin: Thank you, Phil, very much.

Interview ended.