

Interview with Dale Bishop

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Interview # 1: September 11, 2013

Interviewer: Philip Pogue ALPL Volunteer

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Pogue: This is Phil Pogue. We’re on the campus of Shawnee Community College. It’s September 11, 2013. Our topic is the history and development of the Illinois Community College system, and we have with us Dale Bishop, who has been involved with Shawnee College since 1969. We are going to be learning a lot about Shawnee through this interview. Dale, we’re very happy to have you with us today. Could you give us some family background and educational background about yourself?

Bishop: Thank you very much. I’m from a very large family in Southern Iowa. My Dad worked on the Santa Fe Railroad. My mother was a homemaker. I graduated from Donaldson High School in 1955 and entered the U.S. Navy, spent four years in the Navy. I was a flight engineer on a Navy patrol bomber, and I got to fly pretty well all over the world. I found this to really have an effect on the subjects that I taught, then, from 1959 on.



Dale Bishop

As I said, I graduated Keokuk Community College; if I haven't said it, I did now. From Keokuk Community College, I went on to Northeast Missouri State Teachers College at Kirksville, and then I came down to Southern Illinois University to get a master's degree.

Pogue: When you talked about being a student at a community college, what was that like?

Bishop: I had just left the Navy. For me, if it would have been anything like high school, I would have stayed one day and would have left. I absolutely loved the community college. After having one semester, I realized this is what I wanted my life to be. I wanted to teach at a community college.

Pogue: This was in the state of Iowa?

Bishop: This was in the state of Iowa, yes.

Pogue: What do you remember about the teaching staff at that college?

Bishop: The teaching staff, the government teacher, was the one that encouraged me to go in to teaching. I remember the speech teacher and the communications teacher; they were excellent, probably some of the best teachers I've ever had.

Pogue: Could you describe where that college was located? And was it in temporary buildings, regular buildings?

Bishop: The college was located in Keokuk, Iowa, which is located along the Mississippi River in southeastern Iowa. Actually, the courses were taking place at the community high school. The college was using high school facilities.

Pogue: What kind of transition did you have to go to Kirksville?

Bishop: The transition, for me, to Kirksville was really quite easy because I'd taken care of all the coursework that I needed to get into my major. At Kirksville, I took classes just dealing with my major, so the transition was quite easy. I was also married, and my wife would help me study. She was still in high school when we married. Then she also started community college. A lot of times we would be studying at Kirksville, and I would say, "Let's go to bed." My wife would say, "I know enough to get a B," and my wife would say, "No, let's go for an A." So, we would stay up, studying a little longer to get the A.

Pogue: What have your work experiences been, besides the Navy?

Bishop: I worked construction as a young man, and I also worked on a mink ranch.

Pogue: A mink?

Bishop: A mink ranch.

Pogue: What was that experience like?

Bishop: That experience was quite interesting because we had thousands; if one got out, they were worth money. You tried to catch them, but we needed special gloves because they could bite. We ground up fish and horse meat, so I could recognize horse meat. In the Navy, I was working in the cafeteria. I looked at one of the cooks, and I said, "That looks like horse meat." He just pointed—never said a word—he pointed at the box, and the box said, "Government inspected horse meat."

Pogue: You talked about your experiences about Keokuk Community College; did you have any classes on teaching at a community college at Kirksville?

Bishop: No.

Pogue: Did you do student teaching?

Bishop: I had my student teaching in Missouri.

Pogue: What kind of assignment did you have in student teaching?

Bishop: It was an interesting assignment in that I had five different classes, and it was from eighth grade all the way to seniors. It was a very small high school; we had only seven seniors. With this experience, the second day my cooperating teacher gave me all the classes. He was the junior class sponsor, and the junior class had a lot of activities going on. So, after the second day, I was teaching five different courses in five different grade levels.

Pogue: After you graduated from Kirksville, then what did you do?

Bishop: I got a job teaching at Unity High School in Mendon, Illinois. Mendon is a middleclass community. There were very few very, very wealthy and very few very, very poor. It was a well-organized school. The first day the guidance counselor went over all the names of the students, so that I could pronounce them correctly. It was a school where the majority of the teachers had master's degrees. There was only, like, two or three without master's degree. That gave me the encouragement to go on for a masters.

Pogue: What was going to be your teaching assignment at Mendon?

Bishop: At Mendon I taught civics, American history, and a government class.

Pogue: How long did you teach at Mendon?

Bishop: Two years.

Pogue: Then where did you go?

Bishop: My wife and I and our baby loaded up a truck, and we moved to Murphysboro, so I could attend the university at Carbondale.

Pogue: And what were you doing at Carbondale?

Bishop: At Carbondale, I got a job in a factory. I worked the factory at night and took courses during the daytime at Southern Illinois University.

Pogue: And were you still studying government?

Bishop: Yes. My major was government.

Pogue: When you earned a master's from Carbondale, what happened then?

Bishop: Actually, before I even completed my degree at Southern, I was looking at class schedules. The classes...I was taking a lot of educational courses, and they were taught at night. So, I looked at the schedule and decided, Why am I working in a factory, when I could be teaching? So, I interviewed for the job at Egyptian High School at Tamms. So, I started teaching government and history at Tamms.

Pogue: How long were you there?

Bishop: I taught at Egyptian for one year. When I signed on, I told them I was going to be there one year because I was going to go back up where salaries were a little better. My wife and I, in southern Illinois, we thought we were in Florida because the winters were so much nicer than what you had in Kirksville, Missouri. After I had resigned my position, one of the board members came up and said, "Dale, we'd like to keep you on as administrator." So, for two years, I was Title 1 director at Egyptian High School.¹

Pogue: What kind of assignment did you have with that?

Bishop: The assignment there was helping the needed students in special programs and hiring teachers to teach those courses.

Pogue: After you left Egyptian...?

Bishop: When I left Egyptian, I interviewed for a job at Shawnee Community College, which was just opening. I was successful in getting that position.

¹ Title 1 is the largest federal aid program for public schools in the United States. It provides federal funds to schools with high percentages of low-income students.

(https://www.google.com/search?source=hp&ei=JgmIXO7IEPDLjgS-3qqICg&q=Title+1&btnK=Google+Search&oq=Title+1&gs_l=psy-ab.3..0l10.4579.6163..6834...0.0..0.109.652.5j2....1..0....1..gws-wiz.....0..0i131.Lf-gvg6tfQI)

Pogue: You talked about having an interest at being with the community college at Keokuk, and now you are being interviewed at Shawnee. What kind of differences did you sense in that interview from your days at Keokuk or from your teaching at Mendon or at Egyptian?

Bishop: If you remember, in 1969 we were still involved in the Vietnam War, and there was some questions that kind of dealt with patriotism that I didn't experience in the other interviews.

Pogue: Let's talk a little bit about your experiences here at Shawnee. What assignments have you had, and how long have you been at Shawnee.

Bishop: My first assignment at Shawnee College was teaching history and government. I had three government classes, two American history classes. As the college experienced some lower enrollments at various times, we had teachers that would leave, so I took on additional courses, physical geography, for instance, economics, Western civilization, Eastern civilization. So, I ended up teaching several different classes. My bachelor's was actually in social studies, so I had a background in all of these different courses.

Pogue: What other assignments have you had at Shawnee, besides government and history?

Bishop: At Shawnee, I was also dean of the evening college. Then I served as academic dean for two years. Then the president, and after I retired, asked me to come back to serve as vice president of student services.

Pogue: Can you give us an overview on what it was like to be a government history teacher at Shawnee? And what are some of the interesting activities that you were doing in that position?

Bishop: Government and history of Shawnee was really quite interesting. Shawnee College also got involved in a prison program. The prisoners from the Vienna Correctional Center was able to actually come on to campus and take classes.

[Here's] one particular story. I had a student come up to me, and he said, "Mr. Bishop," he said, "I have this high-powered rifle; would you like to take this rifle out and shoot it?" I said, "Sure." I'm in the middle of the government class, and I look, and this student brings in—now this is not a prison student; this is a regular student—brings in this gun, and said, "What do I want to do with it, Mr. Bishop?" (laughs) I said, "Put it in the corner over there." Watching the eyes of these prisoners was quite interesting because this gun was kind of based on like a Thompson submachine gun, and here this student brings it in and drops it off right in the classroom.

Pogue: How did you handle that?

- Bishop: I just kept on teaching (laughs). I was in the middle of a government [class], and I just kept on teaching, never said a word. The students finally just kind of looked at me [as if] it was just a kind of old hat, having a gun over there in the corner of a classroom.
- Pogue: How many years did you teach government and history?
- Bishop: Off and on, I taught government and history for thirty years.
- Pogue: Were there any significant changes in either the way that you taught government/history or the kind of topics and equipment that you were using?
- Bishop: My courses were based on lecture. Sometimes students said that I talked a little fast. One young man said he dropped his pencil and lost 300 years of history. So, yes I did; it has changed. I think that today there is probably a little more equipment that's being used than what I used in 1969.
- Pogue: You were dealing with the issues of a turbulent time in the 1970s. Did any of that have a bearing on how students acted at Shawnee?
- Bishop: The Shawnee College students behaved very well. They did have some riots at Southern Illinois University, but they did not overflow to Shawnee.
- Pogue: Dealing with your role as academic dean for evening classes, what was that all about?
- Bishop: Actually there's two different dean's here. I was dean of the evening colleges. That dealt with registration and probably a little security, helping students find their classes. It dealt with more of an older population because a lot of these students were coming back at night. Academic dean, I served for about a year and a half. Academic dean was evaluating the instructors, coming up with new courses, and evaluating the courses that we've had.
- Pogue: What were some of the activities for the evening dean?
- Bishop: The evening dean was involved in registration and helping to hire faculty members and then evaluating those faculty members.
- Pogue: What were you looking for when you were hiring staff?
- Bishop: We were looking for someone that was very knowledgeable of their subject. So, at times, if we could get a lawyer to teach a government class, we would go ahead and hire him. If we were hiring someone to teach air-conditioning, we wanted someone in that business to come in and teach air-conditioning.
- Pogue: As academic dean, what responsibilities did you have?

- Bishop: Responsibilities included evaluating the instructors; it also included getting courses approved by the state of Illinois and then to evaluate the courses that we were already teaching.
- Pogue: How did you get the approval of the state for courses, and how did you evaluate whether they were working?
- Bishop: Of course, the state, there was a procedure that we had to go through to get these courses approved. Then, once they were approved, we wanted to make sure that we had an adequate enrollment, in order to support those particular courses.
- Pogue: Could you give us an example of an approval that you went through?
- Bishop: No, I can't. (laughs) Let me take this off and hit the restroom for a second. It will give you a little bit of a break here too.
- Pogue: Alright.
- Bishop: [Once it was] approved by the state of Illinois, then we would go ahead and put it in the college catalog. Then we would check for instructors that could teach this particular course.
- Pogue: How did the students that you had as a government/history teacher compare to the high school students you had taught when you first started teaching?
- Bishop: There seems to be a world of difference in the maturity level of students during their high school years and then when they start community college. I think they were more adult when they would enter Shawnee College. The students at Shawnee Community College were here to learn; therefore, discipline problems were non-existent. Also, as a faculty member, I felt more comfortable meeting with the college students on a social level than what I ever would on the high school level.
- Pogue: Do you have any memorable experiences tied to your work as a dean?
- Bishop: With the dean, I was, as I said, a dean for about a year and a half. I really don't have any experiences as the academic dean. I do remember, in the evening college for some particular reasons, a couple of students had squared off between the buildings, and one of them had some part of a wrench. I wasn't about to get in between them. The Illinois State Police were having a class on campus, and I went up to one of the state police, and I said, "I've got a little problem over here." Well, by the time he got there, the problem had disappeared. That's the only thing I remember there.
- Pogue: When did Shawnee begin as a college? You talked about you being hired around 1969.

- Bishop: I was one of the charter faculty members. We started teaching classes in 1969, and that's when the college started.
- Pogue: What counties does it serve?
- Bishop: Shawnee Community College serves Massac County, Pulaski County, part of Johnson County, part of Jackson County, Union County and Alexander.
- Pogue: What are the school districts that are involved in that?
- Bishop: The largest high school would be Massac County and then probably Anna High School. After that, some of them are rather small, as we have in Dongola and down in Cairo now.
- Pogue: When you were first teaching, where were the classes held?
- Bishop: Shawnee College put up what they considered to be temporary buildings. The students named this facility Plywood Tech. Our classes were held in Plywood Tech from 1969 to about 1976, when we got permanent facilities. But the buildings of Plywood Tech still exist, and they're still used by other organizations. Some may even be used by Shawnee.
- Pogue: Could you describe what it was like teaching in those buildings?
- Bishop: It was interesting teaching in the buildings because the walls were rather thin. I had students tell me they could hear four lectures at the same time.
- Pogue: What challenges did you face, being in a temporary building?
- Bishop: The challenges in the temporary buildings were whether the air conditioner was going to work, whether or not, we (laughs)...Let me get some thoughts together here. The size of the rooms were very spacious. The only problems, I mentioned before could be, maybe, some of the air conditioning problems and maybe some of the sound problems. The classrooms were designed to hold about thirty students.
- Pogue: When did that move from the temporary to a more permanent structure take place?
- Bishop: The move took place in 1976; we moved to our permanent facility. The rooms tended to be a little larger, and they were all in one area, where students didn't have to go outside to go from one classroom to the next.
- Pogue: So when Shawnee was created, the temporary buildings were ready to go, and you did not have to do teaching in high schools?
- Bishop: We did not have to teach in high schools. The temporary buildings were ready to go. It was kind of interesting; the very first day at Shawnee, of course, the

buildings were being constructed, or construction was just being completed. We had a huge thunderstorm, and because there was no grass, all the dirt came flying off the hills. Faculty members, administrators had to walk through ankle-deep mud to get into the building that day.

Pogue: Were there just, basically, two buildings that you taught in, while you were at Shawnee?

Bishop: At Shawnee, I've actually taught in... On what we call the old campus or Plywood Tech, I taught in two or three different buildings there, made up of five or six buildings. Then, on the new campus, [I] basically taught in one building.

Pogue: The current site is about 153 acres. How did this site get selected, and why is it located where it is? We're kind of out in the country.

Bishop: It was selected because it was kind of in the center of the five counties that we'd serve, the five large counties that we serve, and it's fairly close to I-57.

Pogue: Was this generally accepted as the best place to put the college?

Bishop: It was called the College in the Cornfield. I think it was probably well accepted because of its central location.

Pogue: Are there some extension sites, because this is a rather spread out district?

Bishop: Because [of] this spread out district, Shawnee College, it does have an extension center in Anna, and we also have an extension center in Metropolis. Before these extension centers, we did teach classes in some of the local high schools, some evening classes in the local high schools. We have tried to make courses available for everybody.

Pogue: How far would Anna and Metropolis be from here?

Bishop: They're both about twenty-six miles.

Pogue: Have you done any teaching in any of the extension centers?

Bishop: I have taught in the Anna extension center, and I also taught in Anna, when we were using facilities owned by the state of Illinois.

Pogue: Were there any differences in teaching at the extension centers, as compared to being on campus?

Bishop: Probably the main difference with the extension centers, you didn't have access to all of the equipment that we have here. In other words, you had to be well-prepared with enough of your tests, and you had to be prepared with

enough of your syllabus because you may not have a copy machine available at the extension centers.

Pogue: What has been the mission of Shawnee, and has that change during your thirty years?

Bishop: I don't know that the mission changed. Shawnee College wanted to make academic courses available; we also wanted to make vocational courses available. So, for a while, we tried to keep it about fifty/fifty; I'm not quite sure what it is today.

Pogue: Were many of the students that you had in class going to transfer to other institutions?

Bishop: In all of the classes that I taught, the students were basically there in a transfer program. It's been quite interesting over the years, the way Shawnee College students have spread out. My wife and I, we were in a hotel in Chicago. As we're walking down the hallway, a student came up and said, "Hello, Mr. Bishop." Of course, they were a Shawnee College graduate.

Another experience I had was at Crater National Park. Again, I'm walking along there, and a person was taking a video. I said, "You need to talk into your camera." And this female student turned around and said, "Hello, Mr. Bishop." It is amazing how our students... My brother was in a hospital in Houston, Texas, and the nurse, looked at his name. She said, "Bishop, I had a Bishop at Shawnee College." He said, "Yes, that was my brother." So, our students... We've had students that become doctors and lawyers and dentists and administrators and teachers. So, Shawnee College has had a huge effect on Southern Illinois.

Pogue: What have been some of the economic challenges facing Shawnee?

Bishop: The economic challenges facing Shawnee, of course, we have a very low tax base; we have very little industry here; unemployment tends to be high, and our high schools are rather small.

Pogue: As far as the unemployment, what has been the impact for people who live in the Shawnee district?

Bishop: The impact would be that a lot of these people have to look for jobs in Missouri and Kentucky and Indiana. Then they would have to drive a number of miles, if they wanted to continue to live in Southern Illinois.

Pogue: What special training programs exist at Shawnee because of local employment needs?

Bishop: First of all, we have our nursing program. The nursing program has been very instrumental in serving the needs of the local doctors and hospitals. We've

also had programs set up in agriculture; one of the [college] presidents was very interested in getting shrimp farming set up, catfish farming. [As a] matter of fact, he was the one that really encouraged the locals to grow grapes and get involved in the wine industry.

Pogue: You've got Shawnee National Forest in the area around here. Does that have any impact on the programming?

Bishop: Yes. We try to offer classes that will help those young men that want to go into wildlife management, forestry, or into the fishing industry, as well, so we have set up programs for that type of individual.

Pogue: Does that attract people from outside the district?

Bishop: It does attract students from outside the district because a lot of these courses are not offered at any other community college. Shawnee College did make national news a few years ago in one of the quiz programs; the question was asked, "Is there any college in the United States that teaches a cooking class?" And we did. So, it was kind of interesting that we had made one of the quiz programs.

Pogue: What unique and different issues face Shawnee students versus students at the colleges located above I-80?

Bishop: I think there's several things. We do not have dorm rooms available for our students. Our students, most of them have to drive; therefore, most of them will live at home. I'm not sure what else.

Pogue: Is Shawnee considered a small enrollment community college, mid-size or large size?

Bishop: (laughs) Shawnee would be considered low enrollment size.

Pogue: You talked about the high schools being small, but what size would those high schools be?

Bishop: Metropolis is probably the largest, with around 600 students, and Anna is probably somewhere around 500; Vienna is around 450, and then you're going to get schools like Dongola and Goreville, that's probably somewhere around 150.

Pogue: What has been the impact on the student body by the military?

Bishop: When Shawnee College started, in 1969, we had a lot of young men returning from Vietnam, so we had a very large veterans' population in 1969. Since that time, I think it's leveled off a bit.

- Pogue: From the sixties to when you retired in the nineties, were there any significant changes in the interests or needs of the students in your classes or the student body?
- Bishop: In 1969, I think because of the veteran population, we had more of what I would call the adult older population than what we did in probably 1999.
- Pogue: We talked about this campus maybe being about 150 acres. Could you kind of describe how it's set up?
- Bishop: The campus is set up...It's a very beautiful campus. We've had presidents that was very instrumental in making sure that the trees and the flowers represented southern Illinois. We have a fairly large pond that gives the college a unique appearance as well. Our baseball field and the tennis courts was also quite an attraction.
- Pogue: Is this campus mainly in one building, or are there several buildings?
- Bishop: The campus now is made up of several buildings, but they are connected together.
- Pogue: What are some of the stories that have occurred during your tenure here at Shawnee that are somewhat unique to Shawnee itself?
- Bishop: Let's stop here for a second. I don't know what stories I have here. I've mentioned some.
- Pogue: We'll come back to the memorable, unique stories of Shawnee. When you retired in 1999, did you stay retired?
- Bishop: My wife had me remodeling the house. My wife was a teacher; when she would leave in the daytime, then I would continue the construction work. It was the third week in November, and I'd absolutely put in the very last nail of the project that I was on, the trim. I get a call from the college president.

He said, "Dale, the vice president of student services is going to leave us." He said, "I'd like for you to come back and do this job for a while." I answered by saying no, because I was enjoying retirement very much. We talked some more, and he came back again. He said, "Dale," he said, "I really would like for you to come back." He said, "You've had experience as a teacher, Shawnee, experience as administrator. We would like for you to come back and do this job for about three months. Again, I said, "No."

We talked a little longer, and finally the president said, "You know, Dale," he said, "This is a deer hunting weekend. You're going to deer hunt; I'm going to deer hunt." He said, "Why don't you let me know Monday on your decision." Then he said, "Talk it over with Beverly, and let me know your decision." When Beverly came home that day, I said, "Hon, Shawnee

College has asked me to come back and work as administrator. It'd only be two or three months."

Now, the reason that Beverly would hesitate at all, I'd get up in the morning and fix her breakfast, then I would fix her lunch, and she would carry her lunch to school, and when she came home in evening, I had the evening meal on the table. So, Beverly was enjoying a pretty good life here because I was taking care of all the household work as well.

We talked it over, and I said, "Hon, the College has been very, very good to me, and this is something I can do. It'd only be two or three months." So, I called the president of the college on Monday morning, and he said, "Come on in." What started out to be a two or three months ended up being almost ten.

Pogue: Did you have the same duties that you were doing when you retired?

Bishop: No. When I retired, I was teaching. When I came back, I was serving as vice president of student services.

Pogue: What were those duties?

Bishop: Those duties included a number of things. One thing I was responsible for was the graduation ceremony. Then there were other programs; there were other student events throughout the year, dances and other student activities that I had to take care of. And, of course, when you're administrator, there's always recruitment and retention that you're concerned about.

Pogue: What were you looking for when you were trying to hire someone for teaching at Shawnee?

Bishop: Teaching at Shawnee, I think we were always trying to find someone that not only had the degree, but they also had the experience and that they had the ability to relate this experience to those that they were teaching. We were looking for top-notch instructors.

Pogue: In terms of the in-service that you would provide those new instructors, what types of things were given to them?

Bishop: We tried to show them what had been successful for other instructors, how to organize their syllabus, the help that we could give them as far as with their tests, and help them out with trying to set up office hours.

Pogue: Since you retired the second time, you've still been active with Shawnee Community College. What kind of duties have you been involved in?

- Bishop: I've been on the Shawnee College Foundation. Of course, our main job is to raise money for scholarships. Then we can offer these scholarships to students, and then they can attend Shawnee College.
- Pogue: Where does the foundation get the funding?
- Bishop: Shawnee College gets its funding by putting on different events. We have put on dinner auctions, and of course, we also just encourage people to donate money to the school.
- Pogue: How many are on the foundation board?
- Bishop: There's usually about eleven or twelve. At the present time I think there's only about nine or ten.
- Pogue: Do they represent the entire geographic district?
- Bishop: The board members represent the entire geographic area; yes they do.
- Pogue: How often do you meet?
- Bishop: We usually meet once a month. Here in the past year, though, we've hit some financial difficulties, and we've actually met less.
- Pogue: You're also involved with the annuitants?
- Bishop: Yes, the retired teachers. It's called the Shawnee Community College Annuitants Association. We meet twice a year, and our job is to keep the retired teachers and those still working [up] with what's happening with the state. Of course, right now, the State of Illinois is broke, and they keep looking at ways of taking money away from the retirees and the future retirees. So, this is a difficult time for the people that's retired.
- Pogue: What kind of things are you responsible for with that group?
- Bishop: With that group, basically, I'm the president of the organization. I'm responsible for putting on the meetings and keeping myself informed with what's happening on the State by attending meetings at the state level and local level as well.
- Pogue: Do you have much contact with your local legislators?
- Bishop: Yes. We even get local legislators to attend our meetings.
- Pogue: What have been the community's response and involvement and support of Shawnee, since it was created in the late sixties?
- Bishop: The community support for Shawnee College has been overwhelming. We have business leaders; we have labor leaders; we have our local educators,

teachers; they all support Shawnee Community College. And, as I mentioned earlier, Shawnee College has had quite an effect on the area because we have students that probably never would have gone on without getting their first two years at Shawnee. I had students that were very concerned about attending SIU. They would say, "Mr. Bishop, there's 20,000 students there, and we only have a couple hundred here at Shawnee in our day classes." I would tell them, "Yes, but you're not going to meet 20,000 all at one time." Again, I think by attending Shawnee, it relieved their fears of going on to a four-year institution.

Pogue: Where do most of the Shawnee students go, once they transfer?

Bishop: Most of our students transfer to Southern Illinois University, but they also transfer to Murray in Kentucky, and they also transfer to Southeastern College in Cape Girardeau [Missouri].

Pogue: Did you have any contact with any of those institutions?

Bishop: Yes, I was actually one of the faculty advisors to people going into education. So, I made myself very familiar with the courses that you would need to take in order to get into SIU, the courses that you would need to get into Murray and also the courses over in SEMO. I had a lot of one-to-one contact with those institutions.

Pogue: Did you ever have any problems with course transfer?

Bishop: Kind of an interesting question. If someone was going to attend SIU or SEMO, I could give them a two-year program from Shawnee, and they could transfer to SIU or SEMO, and all their courses would transfer perfectly. In two years, they would be able to complete their program. If they changed and decided, I'm not going to go to SIU; I'm going to go to SEMO, they could very well lose one year of courses.

Pogue: Did you have any other issues dealing with education academic advising?

Bishop: Can't think of any right now.

Pogue: Are there any unique stories about Shawnee, from your time here, that kind of stand out for you?

Bishop: I guess there's always kind of a dark side. From about 1982 to 1985, we were involved in negotiations. Shawnee College had started a union, and the [college's] president at the time was not interested in negotiations. We did get involved in negotiations, and it was one of the longest in the state of Illinois.

Pogue: Was this when collective bargaining became a law?

- Bishop: This was when collective bargaining became a law in the state of Illinois. It was a difficult time at Shawnee for everybody, for faculty, for staff, for administrators, even for students.
- Pogue: Are there any other unique stories for Shawnee?
- Bishop: I'm sure there's a lot more...kind of interesting. We probably should have two or three people get together and just sit around and talk, and probably [there would be] more of these stories because they remember different things than what I do.
- Pogue: As you were coming to work every day at Shawnee, what did you feel?
- Bishop: Coming to work to Shawnee was a pleasure. In thirty years, my wife never heard me say, I have to go to work today. Shawnee College was absolutely a wonderful place to work.
- Pogue: Why was it such a nice place to work?
- Bishop: It was a nice place to work because I was doing, I think, what I was born to do; that was to teach at the Community College level. I was teaching those courses that I dearly loved. I would walk out of a government class, and I'd say, "And they pay me to do this." I loved it that much.
- Pogue: What did you hope that the students who were in your government classes would get from being there?
- Bishop: I wanted the students to be able to think. In [my] thirty years of teaching, the students didn't know whether I was a Liberal, whether I was Conservative, whether I was Democrat, whether I was Republican because I would take different sides on the issue. I didn't care what the students thought about an issue; I wanted them just to be able to think this issue out and come up with some positive answers.
- Pogue: When you did a semester class, how would it be structured?
- Bishop: My classes were structured on the lecture and the question and answer method. I tried to relate to the students in such a way that they would be very, very comfortable in the classroom.
- Pogue: How did your assessment of students change, or did it stay the same during that teaching time?
- Bishop: I think my assessment of the students stayed about the same during that time and. I can't think of anything where I would say it was any different.
- Pogue: Did your classes include both transfer and non-transfer students?

Bishop: My classes included both. I would have classes as large as thirty-five and some as small as seven, but I would much rather have a class of thirty-five than I would a class of five.

Pogue: Did the wintertime present any challenges getting students to class?

Bishop: The winter did present some problems, especially if we would have a major snowstorm. Often students would be told, if you can't make it, don't risk your lives trying to get here.

Pogue: Where do you see Shawnee moving over the next decade?

Bishop: Shawnee College has always been a progressive school. I think that we're going to have to see what's happening in the nation and then in the state of Illinois. I think we're going to have to look at our courses. For example, the wine industry, who would have thought, in 1969, that we would have been promoting the growing of grapes and the making of wine in Southern Illinois in 1999 and in the 2000s? I'm sure there's other things that we will be looking at that we will have to develop programs for.

Pogue: What were some of the significant changes that took place in either the teaching methods or the programming or the equipment during your over forty-year involvement with Shawnee?

Bishop: Of course, the equipment that we were using in 1999, we had things like projectors with the old films. Of course today, they have PowerPoint and computers, so there's been a lot of changes in that particular area.

We had classes, they started off what we called telecourses. Telecourses is a matter of putting out tapes, and the students would pick up a series of tapes, and they would view these tapes on their television. They'd only meet with them a couple of times a semester, one for like a mid-term and another time for a final. So, unless they had questions, I really didn't get a chance to know these students. Today, why we have online classes, where the classes are actually taught through the computer system. I'm sure that there will be more work in that particular area.

Pogue: Well, Dale, I want to thank you very much for sharing your experiences at Shawnee, beginning in sixty-nine and how the experience you had at Keokuk as a community college student evolved into actually teaching at a community college and serving as an administrator and still being involved through the foundation and the Annuitant Association. Are there any final items you'd like to share with us about Shawnee?

Bishop: I'd like to thank you very much for having me interviewed. As I said, this is my first one, so I hope that you have some information there that you can use. As always, I'm always hoping and praying that Shawnee College will be successful from here on.

Pogue: Although we're closing our community college interview, you have some family history with Shawnee that might help us to fully understand the love that you have for Shawnee. Could you give us some information about that?

Bishop: Thank you. I dearly love this institution, and it's meant an awful lot to me and my family. My wife attended Keokuk Community College, but she ended up by graduating from Shawnee Community College. My oldest son, Mont, graduated from Shawnee College, and now he teaches courses here. My other son, Clint, also graduated from Shawnee College and went on to the University of Illinois for a master's degree, and he has taught at Shawnee Community College. Both of their wives graduated from Shawnee Community College. My oldest granddaughter graduated from Shawnee Community College, and now she's in law school in Chicago. Her younger sister graduated from Shawnee College, and she will graduate from the University of Illinois in December. So, on my immediate family, it's had a **huge** result. Our daughter, April, also attended community college, and as I mentioned, she was able to get through University of Illinois in four years.

This is an institution [where] anytime the president will ask me to do something, I try to do it because it's had such an effect on my family. I'm sure that there's a lot of people in Southern Illinois that would relay about the same story that I did, that they graduated; their wife graduated Shawnee College, and now their children have graduated there as well.

Pogue: That's a wonderful family story of involvement with Shawnee as students, transferring to other programs, and getting into law school, then coming back and actually doing some teaching here at Shawnee, giving back to that institution.

Bishop: Yes. And as I said, anytime, given the opportunity, I will give back.

Pogue: Again, that you very much, Dale, for giving us insight about Shawnee.

Bishop: I thank you for letting me add the family history; we've all enjoyed Shawnee College very, very much.

(end of transcript)