

CWU LIVING HISTORY PROJECT

BERNARD MARTIN

Smith: This is November 20th. Another interview for the Living History Project. We are gathered in Barge 410. Our interviewee today is dean Bernie Martin or Bernie Martin student or Bernie Martin faculty member. He's been all of them. To some of us he's lovingly known as Battling Bernie. Okay Bernie, let's start with a thumbnail sketch of your autobiography. You can just go ahead and tell us whatever you will tell us starting with your birth.

Martin: I was born in Whittier, California on January 1, 1928. I was the first child in my family. I have two sisters, younger than I obviously. I attended public schools in Compton, California. Graduated from Compton High School in 1944 and subsequently worked a year and then I attended Asuza Junior College in Asuza, California. I was - it was a beginning junior college and of course it was during the war so there were no men attending this junior college except me. I was too young to go in the service so I did my duty there. I graduated from the junior college in 1945. Subsequently, worked a year or so and then attended Whittier College, which was in the vicinity for one semester and then enlisted in the U.S. Army. I served until June 1952 in that branch of the service, three years of which was in Alaska. Subsequently, upon my discharge I stayed in the state of Washington and with my mathematical background I got a job at General Electric in Hanford - with General Electric at Hanford as an engineer. I worked there for about a year but I always wanted to teach school. I just knew I was cut out to teach. I had to try it and so we had a family friend who was an elementary school teacher. We had known her for many years. She was attending Central during the summer so lo and behold I decided that Central was where I needed to go. So I enrolled in the fall of '53 and got my B.A. degree in winter quarter 1955 and found my wife at the same time. We then taught my first year in Raymond Washington High School in mathematics. A little logging community. Then we were hired in Yakima where I taught three years teaching mathematics at Yakima Senior High School, now Davis High School. Then in the process I completed a masters degree during the summer at Central and later in the summer of 1959 Al Robinson called me and said there was a vacancy in the math department. Somebody was going on leave and did I want a one year appointment. So I decided I would take that for the experience because I really wanted to teach in the junior college I thought at that time. So I - we sold our home and had two children by that time. Came up here and taught that first year and subsequently the fellow I was replacing decided not to come back so I was offered a permanent position which I accepted. We raised our family here in the valley. We have three children. One is - will be 40 years old believe it or not in February. He runs his own business in Ephrata, a farm supply business. Doing quite well, I think. The middle child is a daughter. She's a physical therapist and lives in Kent. We have three grandchildren with her and the youngest son lives in Ketchikan, Alaska. He recently got married a year or two ago and we have a couple of grandchildren. One that was inherited and one that is about seven months old. The only - my wife was a student here when I met her and worked at the old Highway Grill which is where Albertsons is now. I lived in the dorm and we didn't get fed on Sunday evenings somehow I always went there and got a meal. One thing led to another. None of - and so Marlene - I took her away but when we came back eventually as a faculty wife she reenrolled gradually finished her degree sometime in the '70's I think so we have - the oldest boy went to WSU. I'm sure he wouldn't be caught dead in his dad's class. My daughter did attend Central for two years and she thought about enrolling under her mother's maiden name but she didn't but it took some of my mathematics colleagues probably a year before it dawned on them who she was. She would have died if they'd known who she was. She was a good math student. She took her preliminary work and so forth before enrolling in the UPS physical therapy school and I must say compared to many of her cohorts there she said - felt and said that she had an excellent background compared to some of those in the sciences preliminary to getting her degree. In 1962, I received an NSF grant and we went to Oregon State University for two years and I completed an MS degree and eventually the Phd degree in mathematics.

Smith: Both of them at Oregon State?

Martin: Both of them at Oregon State. Yes. I guess -

Smith: Why don't you tell us the range of courses that you taught in the math department here, Bernie?

Martin: Well, when I first came here Al Robinson who had been one of my professors. He was the only math professor. There were a few part timers but I would claim that I was the second full time math professor on Central's campus. I was the 75th faculty member. I can remember being told that when I was hired by the great white father and I say that respectfully. The president at the time, McConnell. We taught 18 hours of mathematics. Now understand, we didn't do anything else but we had large classes and Al and I each taught four or five classes a day practically and as a junior member I also taught at the Moses Lake Air Base at the time. Once a week I rode with Floyd Rodine most quarters and on Tuesday or Wednesday night. I taught a class of pilots calculus generally and I was younger then, of course. I smile now because I think of all my colleagues who teach 12 hours and they scream because and so forth and forth. Obviously we didn't do anything else but teach and grade papers. So I taught everything from college algebra, calculus, oh - theory of numbers, some modern algebra. As I look back on it and I have to admit nobody can analyze me now is that I taught some classes that I just had had myself not too long before. I got better at it I'm sure - I hope but the first time or two it was complete preparation and uncertainty at what you're doing really. I taught the whole gamut I think. We didn't have a graduate program. I - one of my - one thing I should mention, I'd like to mention is that one of my colleagues when I was a student in mathematics and so on was Dale Comstock who was a friend of my and had been here at Central quite a while too. In fact, I more or less recruited him when I was at Oregon State. He was also there. When we moved back in '64, he and I shared a moving van. We brought him back as a faculty member on campus. So we both have fond memories of our mathematical preparation, I think. One of the fondest memories, I think, is remembering who I would call my mentor, Al Robinson. He and I taught together obviously until he retired and we had great times.

Smith: He was a good guy.

Martin: He was.

Smith: Now Bernie, straighten me out on something here, at about the time you were a new teacher in the math department we had a lieutenant colonel of the ROTC on campus named Bob Benesh who was taking a class from the math department and having coffee with him one day, he jokingly said, "Can you believe it? I am taking a math class in which two and two does not equal four." What was this something he was taking?

Martin: Oh, he was probably taking a number theory type course. Maybe not the full blown course but an introductory course to number bases where you are not talking about base ten. You're talking about base three or five or some such thing or base twelve. So in those cases if it's less than two or three it is not - two plus two is not four.

Smith: Was there ever any time that you put your mathematical background to practical use outside the period that you worked for Westinghouse down at Hanford? How about summers?

Martin': Golly, well, I really can't pin point it at this time. No.

Smith: Okay. Do you have any memory of what you paid for tuition when you first came here as a student?

Martin: Yes, there were about 1500 students as I recall at the time and we paid around \$35-\$37 or something like that for what would be called tuition and fees and so forth and I remember I was on the G.I. Bill when I came here and I was drawing \$110 a month when I got married and I paid my tuition and my room and board and I had a car that I had to make payments on. I didn't have much left but it covered everything. I lived in old Montgomery Hall which is - what's up there now? It was in front of Dean Hall - where Dean Hall is now and one of the only army prefab -

Smith: Prefabs, yeah.

Martin: From the airport. But when the wind blew, you knew it.

Smith: Do you recall what rent you were having to pay up there in the prefabs?

Martin: No, I don't remember. I think room and board was like \$60 a month.

Smith: I ask this kind of question, Bernie, because it is very possible that somebody 50 years from now will get this tape and will be curious about what the expenditures were out of student pockets while they were here on campus.

Martin: All I can remember is paying my room and board and the tuition and a car payment which I didn't have money for gas later but I had a car anyway still came out at \$110 and I had a couple of bucks left.

Smith: Now, did you work part time while you were going to school?

Martin: Just in the summers. Each summer I was going to school here at Central I went back and worked at Hanford for GE each summer and each summer I had a little bit more education they gave me a raise. When I graduated in '55 they - we went back there in our Honeymoon Cottage in Benton City and that summer before we went to Raymond and worked for them and they offered me a full time position because I now had a B.A. but I chose not to and I've never regretted it. They asked me a couple of summers after that to come back to work the summers but I never did. I taught summer school occasionally. Went to school myself so -

Smith: Now, in retrospect, how did you as a mathematician take to your duties working for free enterprise system outside of education while with Westinghouse?

Martin: I looked at it as an experience where I did use my mathematical background, my science background. I majored in math in B.A. and minored in physics so I had - so I think it made me a better teacher from that standpoint because I knew some of the practical uses of the theories and tools of mathematics. You didn't just add numbers, you did some other things. I can convey that in my classroom and I think it made me a better teacher.

Smith: Good. Now other than Al Robinson as a professor when you came here as a student, do you have any fond memories of any specific profs that were significant in your education at the bachelor's level?

Martin: Yes, at the bachelor level and when I did an MED I did it under the tutelage of Bill Newschwander who is a professor of chemistry and I - I never really involved myself in chemistry other than the basic chemistry course because that was not my forte but I remember him quite well. He was a good teacher at that time. He gave me lots of direction. He was a hard master. I had classes from Jan Lowe and I learned a lot because that's biology again is not my area but I think I was a little older and I drove a little harder too. Art Ladd was one of my favorite professors minoring in physics and of course, he was - he taught it from a mathematical point of view too. He really - there weren't very many in the advanced physics classes. I think there was one or two or three of us but we got a lot of personal incentive I think from Art in those days.

Smith: Did you participate in student government at all then?

Martin: No, I didn't. I belonged to a - and I was trying the other day to remember - belonged to some service club. I don't even remember - some Greek letters, but anyway - Pi Alpha something or the other at the time. It was associated with Rotary or one of the service clubs. I can't - it sits in my mind. That was about the only time I did - was involved in the dorm council but other than that I was not.

Smith: Can you recall the names of other students whom you feel were significant contributors to college life when you were here? A student body president, outstanding athletes?

Martin: Corky Bridges comes to mind. He was in my generation there somewhere at those times. I knew him quite well and then when I was here as a faculty member he was admissions director or something and we renewed our friendship. No, I can't. I can't really recall many other than Dale Corn stock, for example, who I did associate with at the time.

Smith: Fine. Now, can you remember at all as a student what you thought or felt about college administrators?

Martin: No, I really didn't. Ed Lind, who was the Division Chairman of science at the time kind of took me under his wing being a novice and Al did too, I think. Other than - I was not - I didn't have time, I think, or interest at the time in getting involved in faculty senate or any administrative things so I more or less did my teaching, worked with my students, picked up my check at that time. It was sometime later after my family grew up and I got - I didn't have a degree pressure and that sort of thing that I got involved in politics and?.

Smith: Now Bernie, any place in your academic career as a student or as a faculty member or as an administrator, were you ever given any awards or honors?

Martin: I was given a couple of NSF grants during my career. Some personal and one for the science areas that I represented at the time and had been handed and putting together. No, I can't think of any other than that.

Smith: Do you recall when you were on campus as a student if there was any particular degree of student unrest concerning rights and privileges?

Martin: No, I don't think so. At least I can't remember any of them. A lot of - at that time there were a lot of returning service men coming back to school and I generally think the attitude of them is we want to settle down, we want to get a degree and this sort of thing so no, I don't recall that at all.

Smith: Was there ever a time when you were a student that you felt that student academic freedom was being stepped on by the administration by them protecting you from hearing controversial speakers on campus?

Martin: Not at the time that I was a student. I don't recall that at all, no.

Smith: I was actually thinking about the big fuss that was raised here on campus at a later time you will recall when Gus Hall wanted to come and talk to the student body and there were even vigilantes came over here from Spokane - "We want to stop him from talking!"

Martin: Yep, I can remember when I was here as a faculty member early and I would assume it was the '60's somewhere when we had the unrest about the ROTC and they picketed the old ROTC building that was in front - well, it is no longer there but it was across from the dining hall there. How the one group protected the flag on the flagpole.

Smith: Really?

Martin: Oh yeah. It got - there was unrest at that time but that was a period I think not just here but I do remember the Gus Hall episode vaguely.

Smith: I remember we were asked at least in our school we were asked to talk to students about Gus Hall and what he symbolized and then to be ready to talk about what they thought about what they heard and I remember opening the discussion by simply saying I assume most of you went to hear Gus Hall. What is your reaction and they laughed right out loud and said how could anybody assume that we would be - would have our mind changed by such a poor speaker as Gus Hall.

Martin: I think that was the general attitude as I recall. Yep.

Smith: I suspect that you were an administrator at the time of the Vietnam War when there was a certain amount of campus unrest because of that?

Martin: Yes I was.

Smith: That and black students were starting to be heard as an organization. Were you ever involved directly with any kind of a campus sit in or a march or something like that?

Martin: Not particularly but no I was not involved in one but I as an administrator, you know, I got involved in trying to cool it down a little bit. The ROTC when - is one that I remember being involved in in that stand point. Tried to keep the building from being torn down was one of the things. It was an unpleasant time to deal with - for students and I think, I think - as I recall at the time I almost think that there were outside agitators but there were a few faculty members that were agitating and won't mention names there.

Smith: I certainly remember when rumors ran rampant on campus that tonight the ROTC building is going to be burned. Now it's the next night. Now it's the next night. It never did burn but at least the threat was constantly there.

Martin: That's right.

Smith: Do you recall any particular problems - were you on campus as a faculty member for example at the time that Dr. McConnell was hanged in effigy from the telephone pole up on the corner of Munson Hall?

Martin: No I don't believe -

Smith: You weren't here then.

Martin: No, I don't believe so. I was here his last year here.

Smith: Oh, okay.

Martin: I was almost his last hiree, I think. He told me,

Smith: I'm so proud that I'm among those people that were hired by him.

Martin: I am too. I am too.

Smith: Now Bernie, how did you end up moving into an administrative position?

Martin: Well, I don't know how I did. We had a science division and we had a dean of arts and sciences I guess it was at the time Don Warner and I - when I finished my dissertation in '66 and was awarded the PhD soon thereafter he offered me a position as assistant dean complimenting him, I think. He was from a - he was an historian, a social scientist. I was a mathematician/scientist and I think he - I guess I think he felt

that he needed somebody to assist him who had the viewpoint of another side. At that time we had I think there were three or four mathematicians now and I talked it over with Al considerably and finally I did accept on the condition that it would be a half time position. So I taught two classes a day or whatever it was and assisted Don in that way. I made - and as a result I assisted him until he left for Minnesota. I made a policy that I be allowed to teach at least one class every quarter regardless of what administrative duties I had and I never regretted that. I did that for all of my career I taught one class - at least one class math or computer science every quarter. Kept my hand in. I was not a professional administrator. Never wanted to be. I got so that I enjoyed it, I guess. When Gillam came, Neil Gillam replaced Don Warner, he kept me on and to be honest he was different. Don gave you a feeling of backing you secure and so forth. Security and what have you and we had an excellent school. When he left Gillam came and I supported him as his associate and he kept me on as an associate dean and - but I represented the faculty too. I had a faculty point of view and it was a conflict but I never undercut him. We had long discussions. Sometimes I debated whether or not to stay on or not but I did. When Gillam stepped out the president appointed me as the dean of arts and sciences and I continued in that position for some years and I appointed an associate dean from the humanities area primarily - social sciences. Tom Waltermann for a year or two until he left. He was history. Tony Canedo in English and I guess I tried to develop a rapport with the faculty and students based on what I considered my major interests and gave Tony and Tom the development of curriculum, working with faculty in the department of curriculum for example and I think my strong points were in budgeting probably because of my math background but budgeting and personnel and it worked out very well. We had a very tight knit group, faculty at the time and with the exception of maybe a few odd times that you wished you weren't the dean and so forth but that goes with the territory I think. We - I should mention when I became the dean - or the associate dean for Don Warner we had an office in the old motel across the street which is a parking lot now, Hickey Motel and we had the psych - no sociology and anthropology or something faculty in one wing and the dean and I were in another wing and we had a secretary in the room in between. So we had three rooms that were connected. The secretary in the middle. We always laughed because it was one of the few offices that had a private bathroom and one of the few offices that had its own pull down bed. So we always laughed about that. I should mention - I'd like to mention that I remained a dean until 1980 and in all that time I had two secretaries and they don't come any better. I had Judy Couture was with me - gee whiz, for at least the last ten or twelve years and the other gal who moved to Oregon eventually. When we moved from the motel she left with her husband but I had two gals that were more than secretaries. I gave them responsibility. They were administrative right hands and they knew how I acted and how I'd react. Sometimes I didn't have to take care of the stuff. I'd tell them to do this and they'd get it done. So I was fortunate in that respect. It made the deanship a lot better to have people like that. You didn't have to fight with - they knew what you were going to think and boy I enjoyed it from that standpoint.

Smith: I remember Bernie, one time how I was on the faculty senate you appeared before us to give us some information about budgeting, where the money was on campus and where it wasn't and I can recall some of your friends said at that time that if there's any money buried in anybody's backyard, Bernie knows exactly where it is and how much is in the can. You always did seem to know where the money was on campus.

Martin: Yes, for a long time, I guess I developed that without knowing it. I developed that ability to know where the cans were buried. I got along very well with the academic accountant, Vern Labay. Not that he gave away secrets or anything and many of the people in accounting and I laugh every once in a while thinking about some of my dean colleagues needing money. They'd come to me not to the accountants because I knew where it was and when finally a few years later when I had Jim Brooks do that to me I knew I had made the top because he needed some money for something but the cans dried up eventually and I think a lot of that was due to state budget controls that were red tape and so forth so you couldn't transfer money between this account and that. You couldn't do this and you couldn't do that and pretty soon it got to the point if you didn't spend the money it went back to the state and we never had that the first several years. We were able to have some flexibility. I understand its even gotten worse if possible that same way.

Smith: Well I certainly remember that if a program needed a piece of equipment that was fairly expensive sometimes you did not have the money on hand to buy it and you really had to save toward the time you had enough money to buy it. I'm thinking of buying a table saw for the scene shop in the theater arts department. We didn't have the money on hand. We came to you and you didn't have money to cover the cost of a table saw so we had to keep shoving a little bit of money aside and hide it under a table until we had enough money and a couple times I got badly stung by having this little deposit of money saving toward curtains or toward a saw, whatever and then we come to the end of the biennium and I lose it all.

Martin: Right, right. Well, we had developed some tools to quote hide that unquote but not from an illegal standpoint. I always prided myself on the fact that I might have been devious but I was honest.

Smith: Right. Well, there were just too many ways to get into trouble if you weren't honest.

Martin: Oh yes, you bet.

Smith: As a dean, thinking of the administrators that you worked with and for, would you give us your general opinion of the Jim Brooks' and the Ed Harringtons' and these people who were functioning as the top administrators?

Martin: Well, I'd like to mention first that when I sit down and count it up I served under six presidents here at Central including the temporary ones and Perry Mitchell and Jacobson and so on. Of all of the presidents that have been here and that I served as a dean under I think that all but maybe the latter one I got along very well with. I think Jim Brooks and I when he was the president and I was a dean we were at it quite often at loggerheads. We didn't always agree but he was one of those that I'm proud to say would at least listen. He might not change his mind but at least you had your opportunity and I always appreciated that because at least I got it off my chest, I got my point of view and if I didn't convince him then that's the way it went. I think that was pretty much my reaction with all of them. They asked for your opinion. They asked for your insight as to what - with the exception of the last one I served under who didn't ask anybody for anything but I don't think I really appreciated Jim until he became a faculty member and he and I've reminisced several times about and laughed about things that went on but we were always friends but we were - we had our guard up, I think, when we were administrators. The deans that I worked with, my fellow deans, I - with maybe one exception I think we were - we melded together very well We worked together, coordinated things and so forth. Don Schliesman and I are old timers. He and I were associate deans, assistant deans, he in education and I in arts and sciences early in our career and we worked a lot together in those days. We had different points of view at least we understood each other, I think. We worked well.

Smith: While you were a dean, Bernie, do you recall having made any changes or making any decisions, introducing any practices that have become standard operating procedure on campus after you left the deanship?

Martin: Oh boy. Well, I think there are but I don't think I ever put my name on them as being my tools or my procedures. I know the dean who followed me in the science and mathematics area - I think they reorganized it then but anyway, Bob Brown did a lot of follow-up in things that I had set up and the way we ran things and consulted with me through his first couple of years and so forth at least in that respect. We tried to set up a working rapport with the department chairmen. That got - that's one reason why some years after - oh I don't know when it was - we split the arts and sciences department or school into the school of science and math and the school of arts and humanities or something. It just got so unwieldy I guess that I'd spend to give my chairman a weekly time about three or four - three of the five days a week was that's all I did and yet they felt they needed that and I felt they needed that and I know Bob continued that practice but it just got - then you couldn't do anything else. You didn't have time to do anything else because you spent so much time doing that. Puttin out fires, you may call it that. Assisting in little things if they needed done or it just - but I think from that stand point there probably are some budgetary practices that we established that we developed that are probably still going on although I haven't followed them for the last ten years.

Smith: Well I'm thinking of a problem that all of you deans faced and not always happily. There was a period when there were a number of I'm thinking of department chairman level who were also at the same time instructors. A number that were hired brand new to Central with tenure and they were not - sometimes they were not good chairmen, sometimes they were not good instructors but they had been hired with tenure. Will you make any comment for the historical record about the danger of hiring with tenure?

Martin: Yeah, there were several cases. I wouldn't say that that's always the case because I know there are some cases we hired people with tenure as administrators or chairmen and they worked out beautifully but there were several cases where it did not. I think even one of the deans who will remain nameless was hired that way - the biggest mistake and it didn't take campus long to find that out. Yes, we got - we developed some procedures so that we did a real check, I think, everything but the F.B.I. which we probably should have done to make sure that we weren't buying a pig in the poke so to speak and in many cases that worked very well. We found out if there was something hidden in the closet and that was it. Other cases we didn't and it worked out very well but there were a few cases, one at least that remains in my mind where we did a check and we did everything. We sent somebody back to the man's previous campus and interviewed people on the campus and he had a list of publications about yea long - I mean, we did everything I think humanly possible. We hired him with tenure and then before the year was up it blew up and that went on for a year or two and the department was in an uproar and oh my and we had attorneys and we had hearings in the office next to me and it went on and on but it finally got to the point where we got him off campus and then when he started calling my wife and making it personal threatening my family and so forth we did get the police on the thing and got him out. But that may - you know, it was an unpleasant situation and it was my first run in with attorneys. I never could understand how the attorneys could go out to lunch together afterwards but anyway. Yeah, it was a dangerous precedent. People holding out in a situation at the time it was - what was it? A faculty market, they were scarce. People were scarce and we needed them. We needed people or we wanted people with PhDs and we wanted this and so forth and I think, I think we really went overboard with the requirements. They had to have a publication record and they had to have this and they had to have this and so on. Well, you start limiting those and then you have to end up paying for them and they're not going to leave a tenured position as it turns out and in this case we found out he pulled the same thing at two previous institutions. Later we found this out and I think we at Central got out of that even though there was a lot of heart ache and a lot of bad publicity I think we got out of that as an institution very well. We ended up paying him off for the rest of his year and that was it. That was not what was being held out for but anyway, I'm probably saying things that I shouldn't. But anyway, that was an easy way and we got rid of it and somebody else took care of that matter later.

Smith: Now after your years as a student and as a faculty member and as an

administrator, then suddenly we discovered that Bernie Martin is very very involved full time over in computer sciences. How did that happen?

Martin: Well, when I stepped out as a dean in 1980, the president made a movement - an announcement one day and - to reorganize again, going backwards in my opinion but the first time I heard about it was from one of my colleagues. My chairman called me and asked me did you know this?. Ed Harrington and I had a long discussion and I told him that comment because it was an edict from up above. No input, no rationale. Well anyway, that happened and so I decided well, I've been in the administration for 14 years. I've had it. While I enjoyed it, it was getting to the point where the red tape and the things you couldn't do and you didn't have travel money and the faculty was - well, it just was becoming unpleasant. So I said, well I've had enough of that. No reason for that so I decided to step back and in doing so I arranged with Ed Harrington to teach - be half time computer science and half time mathematics. Math had about 13 or 14 faculty members at that time. Computer science had George Town and Fred Stanley who taught one class. I think that was about it. We borrowed some people. So that's how I went that direction. So at the end of my career I taught both math and computer science every quarter and we developed - I had set up a department program, I guess, when we hired George Town from Seattle U. in the 70's to begin a program in computer science and it did not become a department until we had another faculty member so we became a department and I'm proud to say it's continued to do very well from that stand point. So when I came back from Oregon State I had had some computer programming background as a result of my -

Smith: That's where you picked up your competence?

Martin: That's where I picked up what I had and then I had to go - I picked up some others at classes and so forth but most of my computer science which - well since 1966 the computer science has grown greatly - has been self taught. Reading, you know. Trying to keep ahead of the thing and since I've retired I haven't even worried about Windows '95.

Smith: Do you have a computer in your home?

Martin: Oh yes. Oh yes. But I'm happy with it and I know what I'm doing and so on so I haven't expanded it to that point. I haven't even gone on the Internet yet.

Smith: Do you do all of your household accounting on your computer?

Martin: Uh, yeah, some of it. Not all of it but yeah, I do a lot of book keeping and record keeping and so forth. Yeah.

Smith: Good.

Martin: I write a lot of programs for people in the church and do kind of a little free consulting for habitat and that sort of thing.

Smith: Did you feel that Central was able to finance your program in computers at a level that you felt comfortable?

Martin: Oh it never has. It never has and I don't think that's probably true of many areas on campus in the sciences for example, the equipment we have that's broken down that you can't repair. They don't make the parts anymore is on the shelf. We can't afford replacing it. We're using equipment that is outdated yet. So they build a new building so they can get equipment money so they can buy the new stuff. That's the only way we've seen to it but in computer science we gradually have gotten grants and we've gotten some - and I will say that the administration in the last several years has pushed to the stand point where most faculty have computer terminals available to them or on their desk or something. The computer science program has four terminals of a special kind to be able to do such and such when they need 10 or 20 and so on but we have some good people who patch things together and develop things and we get some grants but it's an extensive operation. There's no question. And it changes so rapidly that we can't unless you have a big influx of money there's no way you can keep up to date. We've worked with Boeing and Microsoft and so forth and occasionally we'll get a donation of equipment or something like that. The UW years ago gave us their old 70/90 if we'd haul it over here. We hauled it - it was an old? machine. Probably filled a room this size. We hauled it over here but it would have cost us too much to put it together so we cannibalized it and I think some of the parts are probably still up in the attic of Lind Hall. We used the parts that were good.

Smith: Do you recall Bernie when computers first came on the campus in the basement of this building and across the hall from the computer room where classes were held was the room where the programmer did all of the programming manually on cards with these little colored wires. I recall at the time that in order to establish a computer program on campus there needed to be a sum of money to finance it and that sum of money was subtracted from every department and every program's budget. We were reduced a small quantity and from all of those small parts there was a sum with which the school could buy computers and hire a programmer and start a program. I can still remember that that almost caused a riot.

Martin: Oh, I know it did. I was here when - when I came back essentially with a - we got a 1646. Anyway, an IBM 1640 or something computer which was the flashing lights, you know. The big thing and so on. It had a card reader and it had an IBM Selectric typewriter output. In fact, I did my dissertation research on

that thing and carried around boxes of cards and dropped them every once in a while and so on. Yeah, it did. We didn't have - we had a what you call programmer director at the time. Several of them at different times before we developed into the big system. We didn't have an administrative computer. We used that and didn't start developing and yeah, it was in the basement here. It was in the foyer of Lind Hall at one time. We gradually got bigger and bigger We even hooked up eventually found out it was more financially expedient to hook up to the UW by telephone lines. We did a lot of things over the years to the point where we are at now. Yeah, we started that by scavenging funds is about what it comes down to. But I guess I'm biased. I think that was money well spent. I remember the department screaming because - well, the budgets were minuscule compared to - well, they're probably minuscule now days too but compared to the total amount of money that we had available to the institution, they were very small. So we were starting it on a shoe string. It -

Smith: Did you have presidential support for a computer program all the way along?

Martin: I think so. I think so. The support was there even though the money was not there. The development - encouragement was there I think in that respect.

Smith: Through all of my years here as a faculty member and occasionally as a chairman, I can recall the most frustration I ever felt and I certainly was not alone was when we were told that we need to make change and you were encouraged to make change as long as it doesn't cost any money.

Martin: That's right.

Smith: Boy, does that lead to frustration.

Martin: I've heard that many times. It really is. It - you can change if you do away with that you can have this. Use the funds for that. That's the only way you can do that. We had several programs like that during the years. The one of affirmative action. We had - it wasn't affirmative action. Ethnic studies program, a religious studies program. I mean these things came out of the wood work and maybe they still exist if so they are very small I'm sure because they were costly. There's no question.

Smith: Well Bernie, now that we're just about to the end of the tape I need to introduce myself. I am Milo Smith and the camera is being operated today by a young lady named Helen Smith. Is there anything that you'd like to record for posterity before we come clear to the end of the tape?

Martin: No, other than I've - I have felt that I have had a very resourceful and exciting career teaching at Central and the faculty and the students I worked with I couldn't ask for any better.

Smith: And I can add to that you were well respected by the people that worked under you.