

SCHEDLER HONORS COLLEGE ORAL HISTORY PROJECT

Andrew Thomas Oral History Interview Transcription

Narrator Name: Thomas, Andrew

Interviewer Name: Trujillo, Dianne

Date of Interview: 03/11/2022

Location of Interview: The Woodlands, Texas (Remote Interview - Zoom Recording)

Acronyms:

DT= DT (Interviewer)

AT= Andrew Thomas (Narrator)

UofA= University of Arkansas

OU= Oklahoma University

UCA= University of Central Arkansas

SAT= Standard Assessment Tasks

OB-GYN=Obstetrician-Gynecologists

NES= Nintendo Entertainment System

Interview Summary

The following oral history is the result of a recorded interview with Andrew Thomas conducted by Dianne Trujillo on March 11th, 2022. This interview is part of the Schedler Honors College Oral History Project.

Readers are asked to bear in mind that they are reading a transcript of the spoken word, rather than written prose. The following transcript has been reviewed, edited, and approved by the narrator.

DT [Dianne Trujillo] [00:00:05] This is Dianne Trujillo with the Schedler Honors College Oral History Project. Today is March 11, 2022, and I am interviewing Andrew Thomas, who is in his home in The Woodlands, Texas. We will be talking about Andrew's experience leading up to during and after their time in the Schedler Honors College. Please state your name and age for the recording.

AT [Andrew Thomas] [00:00:29] My name is Andrew Thomas, and I am 36.

DT [00:00:33] And what year did you enter the Honors College?

AT [00:00:36] In the fall of 2004.

DT [00:00:39] And when did you graduate from the Honors College?

AT [00:00:42] In spring 2008?

DT [00:00:45] All right. Andrew, so where are you originally from?

AT [00:00:51] Well, I was born in Little Rock, Arkansas, and moved when I was about a year old to Norman, Oklahoma. I was there through middle school and then— Or the beginning of middle school, and then moved to Texarkana, Texas for middle school and high school, and then to Conway for college.

DT [00:01:13] Is there a reason that you moved around when you were younger?

AT [00:01:19] So I'm not sure why. Actually, we started out in Little Rock. Both my parents went to UofA [University of Arkansas]. I think Dad had a job there in Little Rock. and then got a different job in Norman. And then got a different job in Texarkana, we also have— My mom isn't originally from there, but she ended up going to high school there in Texarkana, where she met Dad. Both of my extended families are in Texarkana, so we were there to see them. He saw a, "Help Wanted" ad [advertisement] basically in the newspaper and applied and got a job so we moved to Texarkana.

DT [00:02:03] OK. And how did moving around affect you in school? Did it at all? You said you moved in middle school and stuff, so—

AT [00:02:15] It was— I kind of lucked out I think. I had some good friends and community there in Norman. Church and stuff that we were plugged into really well. But then when we moved to Texarkana, I had kind of a built-in community there with my family, cousins, aunts, uncles, your grandparents, and stuff. And I also, I don't know what circumstances led to it, but I was able to kind of transition really easily into school there and made friends quickly, so it was actually a positive experience for me to make that change. I went through high school and stuff with everybody and worked out well I think so.

DT [00:03:17] And did you go to a big or small high school?

AT [00:03:23] It was a decent size in Texas, it was Four A— I'm not sure if that's a if that's a meaningful classification outside of Texas, but our graduating class was around five hundred. I think so it was a good size. It was, I think it's the largest one in Texas, but it's definitely not very big for Texas with cities like Dallas, Houston, other much larger schools, but there's a

good size. It wasn't so big that I didn't know just about everybody. I wasn't close friends with everybody or anything, but at least knew their names and would recognize them when I go back to Texarkana, if they're if they happen to be there.

DT [00:04:14] OK, were you involved in any extracurriculars in high school?

AT [00:04:20] I was very involved in high school. I was on the swim team. I was in the student council. Then I was also involved in the— It's the Rotary Clubs kind of high school thing. It was, Interact was the name, and so I was involved with that, and we would do— I mean, it was that one was basically a few times a year we'd go and put out American flags for businesses or homes that paid the Rotary Club a certain dues to have that service provided on the 4th of July and Flag Day and stuff like that.

And then being one of the officers for Interact, that got me into— It was a leadership class there at Texas High. And that was kind of— We felt we ran the school [Laughs] and we actually did a lot. I mean, we weren't involved in administrative decisions or anything like that, but we would put together dances. If there was some award ceremony or something like that, we would kind of volunteer to do a lot of the coordinating, making up fliers, and doing a lot of that kind of grunt work basically that gets done to put on a lot of stuff like that. I learned a lot from doing that and met a lot of people in town and stuff that were kind of at the— Not only at the school level, administration and stuff, principals and superintendent of the district, but also community leaders and stuff around town that were kind of involved with the school district. So that took up a lot of time. But yeah, and then swim was the other big time sink, and then my wife and I started dating in high school. In kind of the middle of our junior year, and [Laughs] her share of my time increased and then the extracurricular

activities kind of took a back burner, but it worked out pretty well I think [Laughs]–

[Crosstalk]

DT [00:07:01] [Crosstalk] Definitely worth it– if ya'll are married now so. How did UCA [University of Central Arkansas] cross your radar, a result a school that you were always considering, were there other schools or?

AT [00:07:20] I want to say that it was– It had a lot to do with the scholarships that were offered. Those were very competitive. It was one that my wife and I both got into, which was another big thing. And then the Honors College was another big sell or selling point for them. And it wasn't I didn't want– I went to grew up in Norman and went and toured at OU [Oklahoma University]. And it was such a big school and felt really impersonal, when we went to the tour and stuff, it felt like you just kind of– It already felt like you were a number just at that very initial experience. And so it wasn't too small, it wasn't too big, and they had some stuff like scholarships, and the honors college and stuff that were in their favor that that in addition to being one that my girlfriend at the time and I could both go to that checked off all those boxes. And it was close enough to home that it was I was away, but I could come in for holidays and stuff. That was also– I didn't want to be halfway across the planet.

DT [00:08:52] Yeah, I feel it offers enough space, but still close enough. And what were your career goals? Or what majors did you have in mind prior to coming to college?

AT [00:09:07] I actually started out as an English major. I started reading– Tolkien was my biggest and still is my my favorite. I started reading him. I started reading *The Hobbit* when I was in fourth grade, but then *Lord Of The Rings* and stuff later on in middle school and high

school. That, I guess, kind of convinced me that I wanted to do English, but that didn't last [Laughs] a real long time. I kind of wanted to find— It's been long enough I changed majors I think after my freshman year to biology, which I ended up graduating. I cannot remember all the thoughts and decisions that went into that or what changed my mind. I think it basically I love to read, and I didn't want it to be a job. I just wanted to be able to enjoy it and not have to have to subsist on it. I think that was probably the biggest the biggest thing was, “I really have to read and write a lot about what I've read and stuff”, and that just wasn't as enjoyable as was being able to being able to read about it and move on.

DT [00:10:50] Yeah, that makes sense because going from an English major to a biology major, that's very different. But it makes sense if you wanted to keep it as one of your interests— [Crosstalk]

AT [00:11:00] [Crosstalk] Right.

DT [00:11:01] As opposed to being made to do it, OK? So whenever you came to UCA, who were you leaving behind?

AT [00:11:10] Family, basically, like I said, my girlfriend was was coming to school there too. And then friends from high school to that, there were a handful of us that ended up going to UCA and actually had a cousin too— [Unclear] Two cousins that were at UCA. One actually went through the honors college, and he was kind of a a magnet for me because he really thoroughly enjoyed his experience there. His name is Gerard Matthews, so he was there and that was part of part of touring and stuff was I went and stayed with him and it was him and his younger brother who was not in honors college but did go to UCA.

So I still had some family up there. I had a great aunt and uncle who lived in Conway. But it was leaving mom and dad behind was kind of the big thing and siblings. But it was. It was time for that. I mentioned my time with Katie. My wife now increased and then other things kind of decreased and there was a lot of tension at home in that regard. So it was good to remember that we didn't just hate each other and fight all the time. We could have some distance and have our space. And then when we saw each other less often it was, "Oh yeah, I do enjoy being around you sometimes."

DT [00:13:00] [Laughs] Yeah. And then you mentioned your cousin was in honors. So is he kind of the one who told you about honors? Is that how you learned about it?

AT [00:13:07] I I think that was more or less now when I think I had heard about it through— You get the fliers or whatever literature in high school, or they're trying to get you to come to come to school. But I think having him there was kind of the, what turned me on to the honors college probably because of just how thoroughly he really, really did enjoy it. I think he actually was on his way out. He graduated, I think, the semester before I got there. But while I was going to tour the school and do stuff like that, he was living there and showed me around and stuff.

DT [00:14:02] OK, and I'm curious. I know that nowadays we have what we call I-Squared Day, which are— It's an interview process basically to get into honors, but that didn't exist. I think it's fairly new, like last year. So what was your application process like?

AT [00:14:20] Goly. I think there was a writing component where we had some prompt to write about and or provide some sample of of writing that we'd done in high school. That plus grades, your transcripts, SATs [Standard Assessment Tasks] and stuff. I'm trying to remember what the process was like. I think that was largely it, and there was, if I remember correctly, there was writing involved. But I can't remember exactly how it worked back then.

DT [00:15:01] Any interview or anything that or when you came in—

AT [00:15:06] It seems like maybe I did a tour. That maybe when there was a just general tour, there's a bunch of seniors from wherever coming to tour UCA. And I'm positive that my wife, or girlfriend then was there with me and then at a certain point, I think they were like, “OK, who’s interested in the honors college?” You guys come this way and everybody else goes over there and kind of split the group. And I think we kind— I don't even know if I'd met any of the professors or anything at that point, and we might have just kind of walked through the honors, McAllister Hall something like that. But it wasn't super involved, I don't know, nothing stands out, that was a real hoops to jump through. I mean, there was a[n] application process and stuff like that, but it wasn't very elaborate. If I remember correctly.

DT [00:16:21] OK. And were you nervous at all while applying? Did you have any doubts I guess?

AT [00:16:27] [Laughs] I should have. Like I said, the girlfriend thing was a big deal, and so it was just kind of, “Yeah, wherever I get in, it'll be good. And as long as as long as she's there, [Laughs] everything will be fine.”

I'll talk about this a little bit more, but I think college— I still had a lot of growing up to do. Even after college I mean obviously everybody's learning and growing every day, but I joked because I went to grad school after UCA and would joke with one of my professors and we would both commiserate that we were— We taught, I can talk about this more later, but we taught human anatomy at OU, I ended up going there as a grad [graduate] student. The undergrads who took this human anatomy course, it was a cadaver dissection lab, and they learn thousands of structures in the human body and what they do. And muscles that work on X, Y, Z bones and all that kind of stuff that just an incredible amount of information. And regularly, my professor and I would say, we couldn't have done this as grad student or as undergrads. We were we were terrible. We were not this kind of

DT [00:18:10] Ready for it?

AT [00:18:12] Type A personality. We had a lot of growing still to do, to be able to to knuckle down like that. And so I think that level of immaturity going into college, I don't think I had. I don't think I had a, an appropriate understanding of kind of the importance of a lot of things. That was stuff that I am still continuing to discover now, but definitely then I just, “Yeah,” it's kind of roll with the punches and it'll work out and it did. But no I was not— Trying to think of the right word, I was not worried enough. Appropriately concerned about kind of major life choices and stuff that I was that you go through at that age, so [Laughs]

DT [00:19:22] It seems like you spend a little bit of some waking up to do, would you say I was like, [Makes hand quotes] I wasn't—

AT [00:19:29] Yeah no, I definitely not. Yeah and my aunt jokes now. And it doesn't matter how long ago in the past it was, it could have been earlier that morning. But her joke is, "Man, I was stupid then." [Multiple laughs] It could have been an hour ago or could have been 20 years ago, but goly I was stupid. And that was, yeah, that's the story of my life. As I look back I'm like, " Oh I can't believe that." Whatever it was. That's definitely one of those things I did not have an appreciation for that kind of stuff.

DT [00:20:06] Gotcha. So originally, when you knew about the Honors College and stuff, I'm assuming that maybe your impressions kind of changed a little bit once you were here. Did it at all?

AT [00:20:20] Yeah, yeah, definitely. I really— and that was I mean, it all ties back together. I didn't have an appreciation for it at all. Not not for the honors college specifically, but just for college and life choices in general. That kind of well, and part of it, too, to go back just a minute into high school and stuff. And this is probably a familiar refrain for a lot of honors college students. Things came pretty easily as far as school, and I didn't really have to apply myself much to do well. And just kind of coast, 3.9 or whatever, but it was not difficult to do for me. I think that probably was the reason that I didn't have that maturity was because I didn't really have to earn much. It just kind of happened.

When I was in the process of applying and stuff, I really didn't have an understanding of what the honors college was. I knew it was— In high school, you want to take the AP courses or the college credit or whatever to take the most challenging cause your parents won't let you, "No you can't just take the regular class because you're smart enough. You got to take the the smart kid class." That was basically what I thought honors college was. It was just that extra

umph that you had to have because that's just what you always did in school. You got to be in the student council and you got to take AP classes. So that's what honors college was, was just AP in college. So no, I had absolutely no idea [Laughs] I was getting in it. [Multiple voices unclear.] It didn't— I was like, “OK,” I remember kind of coming to a realization that this was completely different in Core I and Core II, this was not at all what I expected. I loved it. It was great and definitely a life changing experience. But no, I had no idea going into what it was going to be like. And that's probably, probably a good thing. And it worked out well anyway.

DT [00:22:59] OK, before I touch on Core I and Core II because I'm really excited to hear what that was like. Did you all have a freshman retreat?

AT [00:23:11] We did. We did. And I vividly remember a number of things about that retreat. The comical one, in hindsight, kind of makes me chuckle. I didn't know at the time what it was, but there was a band that played, and Rick Scott played the keyboard. He later became the director of the Honors College for a number of years or was at the time. It was like, “Oh, hey, he can do something other than be a college professor, he can play keyboard in a band.” They were called The Boomers. That's what they called themselves, and it was a bunch of professors and other head of an English professor was the singer and played guitar and stuff. I remember now looking back and realizing what the boomers was. “Oh, OK, that's funny.” And it was a bunch of— I mean, it was a quintessential 60 something college professor band is what it was. And all the stuff that goes with that.

But I remember there were a few things cause I don't really remember the activities, but I remember kind of the interstitial stuff. I remember that night. I mentioned this in the

pre-interview of the day, so there were two of my classmates from high school. Three. Four [Laughs] It's gonna take me a second or remember everybody that I went to school with. There were a number of us that came from Texas high and one in particular, Derrick Steel, was my roommate. When we first started at UCA. He was in the honors college and his girlfriend at the time was also from Texas high. Her name is Maegan Murphy, and they are now married. I was there with them because we knew each other from high school. She was on the swim team and he and I just kind of got along well in school. We weren't super close in high school. He was in band. I was in swim, and we just kind of knew each other and got along well but not really very close. We had a similar sense of humor and we could kind— I remember— I hope the teachers enjoyed it in high school. I don't know if they did or not, but we would kind of wordplay at each other and stuff in class, and I liked it. I enjoyed it. But who knows what the teachers thought? Anyway, so it was me and Garrett and Maegan, and I remember it was at night after whatever official activities were done and okay, lights out at ten thirty or whatever, and it was half an hour before that, and so we were walking around the place. I want to say it was, I don't know where they do it now, but it was— Is it Heifer International? Is that a thing? What's the—

DT [00:26:48] I honestly don't know. My class we didn't have one until this— I'm a sophomore now.

AT [00:26:52] True? Yeah, OK. Yeah, that's yep. Well I believe it was at the headquarters, and I want to say the organization is called Heifer International. It's an American charitable organization that lets people buy cows and goats and whatever for people in Third World countries that need assistance with that kind of thing. And this is their headquarters, which is somewhere in Arkansas. I think that's where it was. We were kind of walking around the

property and we're walking on the road, it's this asphalt road and and it was dark and August. I remember just laying down on the road and looking up at the stars and having one of these Freshmen, you think you're so smart. "Wow the universe is a really big place" kind of conversations with them, which was fun.

And I remember too, so coming from kind of an insulated background in a smallish town, not super small, but not a bright lights big city, either. I was kind of a dick. If you'll excuse my French, and I had a lot of growing to do. I remember college, in retrospect, in high school my default position was that everybody was straight. That was just what ground level was. It took a lot to kind of move beyond that. And part of it was, it was actually another classmate from Texas high. Honors helped out with that, and it was, I remember, vividly having a conversation with a guy who was, I think, a year or two older than us, it was there is kind of a mentor at the freshman retreat that kind of helped out and was there in that capacity. And having this conversation, we're standing in line waiting on getting dinner or something. And just, "Hey, we're having a conversation" and not think anything of it, but kind of getting along with them. That was it then and then later, it's like, "Oh, he's gay. Oh what? I had a normal conversation." That was something that honors was big about was confronting you with the "other." And I'm sure that. [Laughs]

DT [00:30:03] Yes [Laughs]

AT [00:30:04] You've heard that a lot. It was all about, not all about, but a lot of it is about the other. It's about looking somebody in the eyes and not having all this extra baggage, but just being able to see another person. That was probably, almost definitely my first experience with that. That kind of drew me out of small town high school mentality, and into

the real world for all intents and purposes. So those are probably two of my most vivid memories and meaningful memories, I guess, from that from that retreat.

DT [00:31:01] OK, well, it sounds like owners definitely had some very impactful things that you took with you, I mean, just the way that you're talking about it. That's the purpose. But going back to the Core I and Core II, what were your experiences with professors, class discussions, anything that you remember?

AT [00:31:28] Yeah, when we talked about that the other day and I was trying to remember how it was set up. Because I want to say and maybe I can be completely, completely off with this. Well, I want to say it was maybe one group lecture and one class session a week or something like that because I know we had reading to do where we read Plato and. I'm not even going to start listing cause I'm sure I'm going to be wrong, but I remember, Plato—
[Crosstalk]

DT [00:32:03] [Crosstalk] Socrates, Aristotle—

AT [00:32:04] Yeah, those guys. Yeah, yeah, sure. Hobbes, Locke.. But we had reading to do, and then we would discuss it, and I'm sure that was part of it. I remember the group lectures more because that kind of appeals to me as a student more I guess. Like I said about the English thing, I enjoy reading stuff, but I don't really like writing about it and making it into work. I remember I remember Norm's lectures having a big impact on me and kind of his mode of teaching. He had a few phrases that he would come back to and talking about, the “other” was one of those he wanted to. He wanted to insult us, and he would talk about, “Why do I want to insult you? Well insult means to jump at you, that if you look at the root of

word insult, it's jumping out at you. I want to catch you off balance. I want to— I don't want you flat footed when I catch you, I want you to be back on your heels a little bit so that these ideas can gain traction and you have to walk around them for a little while.” I remember his lectures having a big impact on me at the time.

The other big thing that I remember about Core I and Core II was he kind of went through the groundwork. The foundations of Western philosophy and civilization, Plato, Socrates, Aristotle, and those guys. Maybe Core I was mainly more kind of geared toward that, and the history of philosophy. Then I remember I think maybe in Core II being more about the “other.” We learn about how we know and how we think, and then we learn more about other people. I remember there being these kind of paired lectures where they would bring in various professionals or whoever from wherever, and they would have kind of a point Counterpoint set up. One of them in particular, I think they brought in an OB-GYN [obstetrician-gynecologists]. Then they brought in the only abortion provider in the state of Arkansas to come and do another lecture. It's that kind of showing different sides of different issues and different arguments was another thing that kind of stuck out.

And it and again kind of going back to that “other” thing. That was part not necessarily having to agree with somebody or having to admit the defeat of your own ideas, but at least the kind of know that there's a larger intellectual space out there that that you don't corner the market on. That you don't know everything. That was— [Laughs] I learned that a lot. I think that was that was probably the bigger thing in the Core II was those kind of dichotomies.

DT [00:36:18] I think for the Core I, it's the Search for Self. So it's focusing on—

AT [00:36:22] right

DT [00:36:23] You and what is the self and then Core II is about the community so differently talking a lot about the “other.” I don't know if this is a question that was often asked for, y'all, but it was the main question we had to answer in Core I is where is the self and how do you define that? Do you remember having that as well?

AT [00:36:44] I do. I remember Norb asking us about that and talking about how at different points in history somebody was like, “Well you dissect the brain and inside, here's the hypothalamus or whatever, and that's where the self is.” Of course, science kind of systematically breaking them all down, saying, “Well, it's not.” If you cut off your hand are you still you? All that, oh yeah. [Laughs]

DT [00:37:13] Yeah, you remember your answer? [Laughs]

AT [00:37:15] I don't. But it's definitely. I mean I can probably guess.

DT [00:37:27] Or what is it now even?

AT [00:37:29] Yeah, I was going to say that that's something that it's interesting having this discussion and kind of, “Oh yeah, the search for self” and here is some of where the seeds were planted and I can see, “Oh yeah, that's why I think about that all the time.” I had forgotten about where it came from.

But no, having thinking about that self and where your self is, and I actually— It wasn't until just within the last couple of years where it kind of landed on the idea that I'm walking around in now. So my— [Laughs] I could talk a lot longer than an hour and a half. I remember— I'm trying to think of a way to say this coherently. I imagine at the time that my answer was something like the soul or the spirit, but I don't think I really understood very well what that meant.

And that was definitely— So I was raised Catholic and I still am, but at that stage in my life I would have given you the answer, probably some of the same answers or most of the same answers that I would today, but I wouldn't have understood why I was doing it the way that I do now. At the time, I probably would have said, “Well, it's your soul or your spirit. That's that's who you are.” But I didn't really know. I don't think what that meant because I was stupid then.

And now I think I would give that same answer, but it wasn't until very not too long ago. I was listening to somebody talking about Thomas Aquinas, and I'm thinking about the spirit and the way that was kind of dismantled in Core I was, “No it's not this little glowing orb in your brain somewhere.” The way that I think it quite is describes it is. Your spirit is not so much this ghost in the machine that's piloting your body, but it's in an envelope that surrounds your body. It's in it. Your you, you're body, your physical self is inside contained within the spiritual self so that yes, your hands and feet and legs and everything are all you.

The Catholic understanding of it is that we are as this, this dual nature that's kind of in tension because of the state of affairs in the world that we have the spiritual and the physical self. But those are both us, that's we are physical, yes, but we are also spiritual. The physical self isn't

bad inherently and the spiritual self is an either, and they're both on this journey together.

Yeah, and I don't think I would have articulated it at all in that way in college.

DT [00:41:37] OK. Well, I think that that's a— I like how you answered that, it being an envelope. [Unclear] is, you within that.

AT [00:41:46] Yeah, it's all you.

DT [00:41:48] So earlier you were talking about how in high school it all sort of came easy to you. There wasn't this is— You didn't really have to try. But in honors, having these ideas like, where's the self, these questions, what was that like for you? That change of a learning environment? And how did it make you feel?

AT [00:42:08] Well, part of it was the caliber, I guess, of the reading that we had to do was completely different from what we had in college. I mean, we were reading these really dense philosophers that are a challenge. So just getting through the reading was tough. But it was also— I do remember it being, I mean, it was it was tumultuous because at various points in the four years that I was in college, my entire worldview was suspended in air.

It was just kind of like, Okay, it's all, it's not been erased. But it's all been completely thrown up in the air, and I have to think about. And I don't know if it's kind of what the process is, but you're not selecting which ideas you want to hold on to. And maybe there are some ideas that are even more foundational than the ones that are all up in the air. But I remember about various things having to juggle these ideas. And then hope that I didn't drop anything important until the dust kind of settled and I was like, “Okay, this is the one that makes the

most sense to me that Norb and his lecture that tried to convert everybody to communism for a while that tossing those ideas around and thinking about what they mean, but then also realizing, well, "I don't really agree with nature, so I'm not really on board with this whole communism thing." Not necessarily anyway. Not necessarily from a political standpoint, but from what are the theological philosophical underpinnings of communism and why do I either agree or disagree with those? But that's an example of one that's just diametrically opposed to what I was brought up to believe. And it's one word for a time, it's like, "OK, I'm going to walk around in this for a little while, I'm going to try it on. I'm going to think about it and look at it from different angles." And then ultimately, maybe it'll fall by the wayside, but there is a process of going through that, and that happened a lot because of honors college. There was a lot of stuff [Laughs] kind of fundamental beliefs and stuff that were just all up in the air, and it was kind of a who knows what's going to land and stick.

DT [00:45:17] During our pre-interview, you talked a little bit about having class in the attic?

AT [00:45:28] Mhm.

DT [00:45:29] In Mcallister? What was that like? I think that that's interesting and I've heard stories, but—

AT [00:45:33] I mean, I don't know if it was the attic or not, but it was on the fourth or fifth, whatever is the highest floor in McAllister. That's what it was. And if you look at the building, it's got angled roof and there's a window up in the corner. There— I can't remember how [Laughs] how that building is put together, but the top floor is smaller than the other floors because the other floors don't have the same roof or the same [Unclear] or something.

And so once you get up to the top floor, there's only that one room or two rooms or something. I remember that room, first of all, I think it had slanted ceilings and it just had the one window at the end where it was up against the end of the building because the other windows would have been roof. There was this big, there's this big wood cutting of a tree on the wall that you'll see. You see similar things at hospitals or something where they've got a bunch of different plaques all over the tree because that was another one of Norbs metaphors that he liked to use about, "The best time to plant a tree was 10 years ago, and the next best time is today." That's another one that's stuck with me.

There were oak trees and acorns and stuff all over the place that were just kind of crop up in McAllister Hall. And that was one of the places where there was a tree. It was a kind of a long table down the middle of the room, and it was it was a decent sized room, and it wasn't like it was a finished classroom. It wasn't an actual attic, but it felt kind going up to the top of the spire, if you're isolated because there's only one staircase to get up there and there's no other. It's kind of apart from the rest of the building because it's up there by itself. I had a few classes up there, and I want to say Core I was one of them. I know it took Donna's theology 101 God, or God 101 is what she called it up there. And I think I had a few others.

DT [00:48:19] You mentioned a film class that she had– [Crosstalk]

AT [00:48:22] [Crosstalk] Yeah, yeah– That one was not there. That was– there was kind of a common room in McAllister that had couches and it had, I think, a little kind of a kitchenette, the Forum. That's where that was. And she'd had, I think she had a baby projector or something that she would show the films on. That's where that was.

DT [00:48:57] During our pre-interview, you mentioned that you remember starting and Donna was pregnant and she had left on maternity leave and you all had a sub, so what was that like?

AT [00:49:08] I yeah, I it was something like that. And Donna, of course, would know much better than I do what the timeline was, having a completely different experience of that situation. And now having gone through having had kids, it's— I can't even begin to imagine how she was able to do all that. The intellectual rigor it takes to teach these courses at honors. I mean, I was [Laughs] struggling just to keep up and be able to do that while you're that pregnant or about to have a baby or having just had a baby. Just I— Hat's off to her. It must have been quite a challenge.

I want to say it might have been— Maybe she was just coming back from maternity leave or something, I really can't remember exactly how it worked. I think for maybe a number, that's maybe what it was. For a number of classes, we had somebody sub in like Doug, and I think it kind of— I don't think it was very consistent. I don't think we had just one sub the whole time, I think it was it was catch as catch can. I don't think that ended up being a bad thing that we were kind of exposed to different perspectives on the various things, so we didn't just get one brand of whatever idea we were discussing at the time. But I do remember her coming back. And like I said the other day, I remember her having the sling, just one of those like a tube of fabric that you wrap around, and she had her baby there with her in class. I want to say it was her second child, but it may have been her first. I can't remember, but I do remember that. She did it. [Laughs] She taught us, Core I anyway which is pretty impressive. That's kinda what I remember about that.

DT [00:51:59] OK. I think it's so interesting to hear you talk about some of the things that Norb said because a lot of us never got to meet Norb. We've only seen them in pictures or seen videos. So what was it like to have classes led by him and just have conversations with them?

AT [00:52:21] Yeah. So he physically reminded me, his hands especially, reminded me a lot of my of my grandpa. Taller and Midwestern, and something about their hands was very similar. His hands always struck me as looking like my grandpa's hands, so I- He kind of had me at a disadvantage because of that. I already was like, "I like this guy because he reminds me of grandpa." There was something about him that I just was very drawn to.

I remember just kind of soaking up what he had to say in lectures like a sponge, and he'd make kind of these little self-deprecating comments about the quality of his lecture or something, and you're like, "Okay, yeah, no, you're" I mean, he may have been sincere, but at the time for college freshman, it's like, "You've got to be kidding me. You're the smartest person I've ever met." And there's everything that comes out of your mouth is gold. That's just how uncritical I was at the time.

It was interesting to watch him teach because he did have that self-deprecation. And he understood- I mean, he knew he was he was smart, and he knew he knew a lot more than we did. But at the same time, he was fallible and he was comfortable with that. That came through in his lectures where he would kind of- [Laughs] At times, just kind of [Unclear] I really don't think I'm getting this across to you in the way that I want to. But this sounded so much better in my head, that kind of thing. But at the same time and again, that was for

college freshmen, like, “What are you talking about? This is incredible stuff. I've never heard anything like this before.”

I remember I don't remember how exactly it started, probably started by just kind of like, OK, these are this is one of the smartest people, probably the smartest man I've ever met. So I want to stick around after class and pick his brain. And so I just kind of— “Hey, I wanted to ask about whatever,” and we'd start talking about whatever topic and kind of riff off of that. That kind of developed into pretty regular meetings where I would just kind of wander around, McAllister, and find my way up to his office and knock on the door. [Laughs] It was incredibly gracious of him in hindsight to have stoop down, condescended to this to this me. [Laughs] And just kind of talk for hours, and I ate up so much of his valuable time. But he was always very gracious. If he had something else to do, he wasn't shy about letting you know. But that was kind of the exception. He was generally like, we would just sit and chat, and I'd sit there in his office and just kind of shoot the breeze and we'd talk about all kinds of stuff.

I'm very grateful for those memories of hanging out in his office and his office was— It's kind of like in Harry Potter. In the bookstore or whatever, where there's just books everywhere and there's bookshelves and it's like there's almost books covering the ceiling. That was his office. He had kind of had a sitting area and then his desk was actually back behind a little dividing wall or the corner or something like that. And just everywhere books, he had some wall space with posters. I remember he had a Yoda poster, but I can't remember what it said, but it just was a picture Yoda and it was like, “Do or do not. There is no try” or something like that.

I remember him sitting in his desk at his chair and kind of leaning back and following his arms he had that bow tie on all the time. And those glasses and his New Balance sneakers. Yeah, that was his dress code was it was usually a dark blue navy blazer. Some kind of white dress shirt underneath it, sometimes with a real light plaid lines and the bow tie, and then some kind of khaki pants and New Balance sneakers and those sunglasses, those round glasses. When I was there he still had, I don't know if it was natural or not, but he still had darkish hair on top, but his beard was mostly white. And he'd sit there and sometimes he'd kind of steeple his fingers and whatever and just kind of— But I do remember that those conversations.

Then I talked to him about whatever I had going on in my life or current events or— He'd give me his take and kind of talk about a lot of stuff that I did not understand. [Multiple Laughs] Just kind of sit there at the feet of the master and let his words wash over me and kind of nod and make it look like I knew what was going on. That was definitely a special memory of honors college, and I did that from freshman year through senior year. I would just go and bug him. God bless him, he let me. So yeah, that was neat. He was a good guy.

DT [00:59:59] I feel it's very heartwarming to hear about what he was like. It explains a lot about how this community came to be and why the professors that we have decided to lead us the way they do.

AT [01:00:14] I would be interested to see what it's like now. That was one of the things that he talked about and kind of what I was thinking about when Donna was gone, and she was subbed by a few different people. What I remember Norm saying like, “I don't want a bunch of Norbites or Donnaites or Dougites. I want you guys to figure this out on your own. I mean

you have to have help, but we don't just want carbon copies of each other running around. We want you guys to be your own individuals. He had some of that kind of absent minded professor. Where you could be talking to him about something, and you knew that there was probably a whole nother dimension of conversation that you could not understand going on in his head. But in general, he was very patient and [Audio cuts out] to talk to. Again, if he had something to do or if you were wrong, he wouldn't hesitate with letting you know. In general he was a very easy person to talk to and just fascinating to listen to him kind of go off about whatever.

DT [01:02:09] I mean if– You'll definitely have a chance to hear about what it's like now, if you happen to listen to any of these other interviews.

AT [01:02:18] Yeah– [Crosstalk]

DT [01:02:20] [Crosstalk] By current students– and anybody who came in after you.

AT [01:02:22] Absolutely sure, yeah.

DT [01:02:23] So around– When you were here, how else would you describe the honors community like among students?

AT [01:02:37] One, we kind of talked about this last time that– My girlfriend now wife was there. I want to say. She made it– She was only there for the first semester of freshman year, and then she had to go back home to Texarkana. And from then on, I was in Texarkana pretty

much every weekend. It's one of those— I missed out on a lot of honor stuff, but I'm happily married, so there was a trade off.

DT [01:03:26] It's a balance.

AT [01:03:28] Right, right. But I know that I missed out on a lot of the kind of community stuff that happened extracurricular. Extracurricularly. I had— And so as far as like official honors, get togethers or, something happening over the weekend. I almost never would have would have been involved with that, but kind of the unique at the time anyway nature of the honors dorms.

The fact that it's it was me and Garrett I mentioned earlier and then we had a living room that we shared and a bathroom. That kind of home life, I guess, lent itself to being able to spend time with a number of people that became my friends over the years that I was there because what they ended up doing, Garrett after that year went and he had a different roommate. I think pretty much for the rest of our time there. But he— The two guys, Garrett and Nathan, were gracious enough basically to open up their living room as the communal living room. And they had— [Laughs] Were doing important college stuff like playing video games. And so they had every different Nintendo system from the NES [Nintendo Entertainment System] on and PlayStation, Xbox. I mean they had all of it, and we just kind of hang out and play video games, and watch movies, and Scrubs the TV show. And so that kind of community, and we played a lot of video games, but then you're also just hanging out with people that were all in honors college together and everybody was doing similar things.

So we'd end up talking about whatever philosophical topic was being covered in class at the time. And we'd have those kinds of conversations too. So that was that the living room was definitely my big community. My most important community there UCA at the Honors College. There was, I think four or five of us that all went to high school together that ended up being in the honors college that all hung out at the living room. We just— there'd be 10 people in a room that was about big enough for 10 people, [Laughs] only just and just hanging out watching somebody play video games. I did a lot of watching other people play video games, someone very good and there were a lot, a lot more accomplished players there. But, yeah, lots of discussions happened as well, staying up way too late. And yeah, that was good.

DT [01:07:04] You mentioned in our pre-interview, too that you might have seen Whit at some of those hangouts. Right?

AT [01:07:09] Yeah so she— I'm sure she sat down in there and occasionally she had— And I may have been kind of a similar, had similar attendance, but I'm thinking she would have been recurring cast, not one of the stars of the show or maybe a special guest for something that would come on occasionally. I may have been kind of more, I was there more than she was, but I wasn't one of the every day guys. But yeah, no, she was there a bit anyway. And she would kind of pop in because I think she had— Because she was a year younger than us, and so I think she had her own kind of cohort that she ran around with more. But now she and Garrett were good friends. And so he kind of was her draw into the into the living room. And yeah she was there, but I don't think we ever really talked. But I recognize her and know who she is and stuff.

DT [01:08:37] See, I still think that's so cool. She's our professor, but it's cool to hear that Whit was once our shoes and did similar things that even now so.

AT [01:08:48] Yeah, and that and it's interesting because I have been a better friend on Facebook for a number of years, which I think is how I saw the stuff about this interview. I've seen her post stuff in conversation with Garrett and stuff like that so I kept up with her, but yeah she's definitely still the girl who would kind of pop in occasionally in the living room for me and not the professor. Yeah so we're all still frozen in college in my mind but—
[Laughs]

DT [01:09:24] Yeah. Or are you going to say something else? I don't know if that was—

AT [01:09:32] Oh no. Just in time. Time has moved on, but everybody is the same in my head.

DT [01:09:38] So I didn't even get to ask you, but do you remember what your capstone project was or your thesis? What that might have been—

AT [01:09:48] Yeah so I think the setup has changed since I was there, and it was a thesis then. You know what, I remember what it was, but I'm trying to think because now it's a course.

DT [01:10:11] Yeah, we take a few classes that kind of help us get there, I guess.

AT [01:10:17] Right. So it was— I want to say that we would kind of talk about it occasionally, but I think it's become more formalized maybe? Since I did it, it was— Not that it wasn't a big thing, but that it's kind of become more structured maybe since then. So I did a— I don't know what it was, so. It was an essay or a long form essay.

I started out as an English major, and then I went into biology, and so I tried to kind of combine what my understanding at the time of scientific writing was. With just kind of an essay, and I wrote it about the property that my grandparents bought in 1965. It's about 80 acres just outside of Texarkana, and it's where my dad grew up. Where we've all— That's been our place. There's a sign on the side of the road, a homemade sign that says Thomasville. It says population nine and then the nine crossed out and it says 10. And that's when my uncle was born. [Laughs] They changed how many people lived out there.

So I wrote the essay thesis on that. I conceptually I wanted to kind of do an introduction to what it was, and then follow it back in time and do the the history of— I guess modern recorded history of the property and of the area, but then also go back to the pre-colonial history in the area with my family is found because they farmed the fields and stuff out there and would find arrowheads and pieces of pottery and stuff like that, and little bits of flint rock that were obviously chipped off of arrowheads and tools that they were making that were kind of the leftovers to the trash. And so we knew that there were Native Americans there at one point, and so I wanted to do some research into that and talk about who would have lived there throughout history, and then also go back into kind of the geological history of the area. Kind of trace down just the entire history of Thomasville.

That was the idea, the execution— [Laughs] And this goes back to what I was saying before about commiserating with my grad school professor, about not being the kind of student that could have been successful in one of these difficult courses. I regret how I ended up doing that. I wanted to put a lot more effort into the research and just kept kicking that can down the road. And so rather than having a well-documented paper about all the different history. I wrote it, and I think it turned out OK. But it was a lot more— A lot more, I don't wanna say fiction, although it was, but it didn't blend scientific writing into a narrative essay the way that I wanted it to. That I kind of set out to just because I was I didn't do it how I should have. It was not as good as it should have been, and that's something I regret. Not taking the time and effort to to make it better than I did. But hopefully they won't rescind my college diploma or anything [Laughs] for admitting that it just did it. I'm not—

The the first chapter was my description of the property and kind of turning off the road and driving back down this dirt road. I'm proud of that, and I'm proud of the stuff that I wrote about that I do know. So the property itself and my family's history out there. Stories about getting together and everybody having a good time and that kind of stuff. But then the mixed component of the scientific research and stuff, I just I didn't do a good job on. And I wish that I had. But here we are.

DT [01:16:33] It's some— a learning experience I feel like.

AT [01:16:39] It is, and I eventually. Like to think that I learned how to write better when I went to grad school, but that was not— [Laughs] I was stupid then.

DT [01:16:54] You say that, but I feel there is just a lot of growth that you got from it that makes you look back and that's what you see. But I think, I mean— You definitely made some very good decisions even before coming to college, just applying to the honors college whether— That alone shows you, you cared, and that's— [Crosstalk]

AT [01:17:15] [Crosstalk] No yeah— I did. I did. It's not— It's something that that just haunts me to this day. It's the consistency and the follow through. I mean— and I'm not a writer. I don't have the disposition to be a writer of these like Stephen King or Brandon Sanderson, where they, “Every day at seven o'clock, I'm at my desk and I'm writing 2000 words, and that's just every single day.” I don't have that kind of f a work ethic. And if I did then, then that essay and other things in life could have been different, but here we are. And hopefully I am improving or have improved over the years.

DT [01:18:08] OK, so other than probably going back to change the way you might have completed your thesis? What are other things about your experience? If you had the chance to what what else would you have done differently?

AT [01:18:25] So that's another [unclear] moment. I taught a class I think in my senior year because by that time I changed the biology major, and I had decided that I wanted to be a paleontologist and which would've been just my fascination since I was a kid. I got the idea in my head that. I think is part, and they may still do it or they may not, cause they may have learned their lesson with students like me. There was— I got credit for teaching. I got class credit for teaching a class, and it was I think sophomores who took it. And the point of it was a— trying to think of a way to frame it. To try and make it kind of a multidisciplinary class but about paleontology but also about the way that the way that the past has been presented in art

and literature. We read Jurassic Park and some fictional stuff like that, but then also non-fictional stuff about the history of paleo art. And that's another thing. I kind of went through the history of paleontology. We did a field trip to the Sam Noble Museum in Oklahoma City or in Norman, where I ended up going to school at OU. And so there are a few things there that I did well but overall, I just did not put the necessary preparation then it could have been a much better course, but I'd again. I didn't have that kind of follow through at the time. It's kind of me, my personality in general. I am happy as a clam, if somebody else is in charge. I can all sit here and I'll take my notes and I'll do whatever the assignments are, but I don't really have a huge desire to get out in front and and lead. That's just not— Doesn't appeal to me, I can kind of stay in my lane and do my thing. That was [Laughs] that was that was one of the experiences that that I slapped my own hand back after that I was like, “Yeah, I'm not—” I didn't do what I should have done for that, and I think probably the reviews at the end of the course [Laughs] corroborated. But we live and learn too.

DT [01:21:50] So I guess overall, what would— How would you? Describe how the Honors College influenced your life after graduation. Just undergrad cause you did pursue grad school, right?

AT [01:22:05] I did. I did well, and that was one of the— That was one of the big— I believe from talking to my professors think my grad school professors afterwards, that the fact that I was in the Honors College was one of the kickers that got me in to grad school. [Unclear] On my CV going into grad school. That had one of those kind of immediate, tangible effects on the course of my life. I think kind of most fundamentally it's been more about the way— Not only the way that I think about things, but the breadth of what I think about was definitely increased substantially dramatically in honors. The fact that we were exposed to so many

different ideas, so many different thinkers and had so much— This was something that I kind of— I was saying before took advantage of with Norb’s generosity of his time.

Being able to have that kind of one on one time, but not even just just those conversations, but the small class sizes where it's you and Donna, 10 other kids in there learning about whatever it is. Having that kind of accessibility or access to such intelligent people taught me a lot. I think probably more so— I think honors college not just in what it taught me, but how it taught me or that it taught me how to how to teach myself. It wasn't just about the content, but it was about the process and the way that I go through the world had a pretty profound impact on that. Cause it's I mean, and it comes down to little sayings of Norb about the “other” or being insulted or planting a tree ten years ago and stuff like that, and those littlen breadcrumbs are still there that take me back to that.

DT [01:25:16] And you're married and you have kids, right? You have three.

AT [01:25:22] I do. We do.

DT [01:25:27] If one of them— When it's time for them to go to college, if they were to ask, “Hey, dad, what is the honors college? Should I go and what do they do?” How would you describe that to them?

AT [01:25:42] First of all, I would say absolutely they should because of the impact that had on my life. That you walk around in the world of ideas, you are able to live in your mind to such a degree in honors. And thats had that kind of lasting impact on me because it's so important for people to think. It's important to know stuff, and you got to know history and

you got to know so many different things. I think it's even more important that people think, and that they think critically, and that they think compassionately. That's what I learned in honors.

I think because it's had such, an impact on me, I want something similar for my kids to kind of break out of. As painful as it is, you break out of your your insular home life leading up to college. Then you're these horizons open up because the world's a lot bigger place [Laughs] than it was when you were home with mom and dad. I think having that— Having that vulnerability because your worldview is like I was talking about before everything's up in the air and who knows what's going to shake out ultimately? I think that there your parents and your upbringing up to that point has a lot of effect and probably more than we realize on how that shakes out. To have had that experience and lived through it, [Laughs] which at times there's that many kind of fundamental assumptions being questioned that, “How do I how do I get through this?” As challenging and as dangerous as that is— Which I think is kind of an interesting. An interesting—

And I'd be curious to see what the history of this, cause the “safe spaces.” It has become kind of this de rigueur concept and it's interesting because when I hear people talking about that, a lot of it reminds me of a lot of a lot of honors college and being. There's one aspect where where it is safe and we're not. There's an acceptance or tolerance or appreciation or whatever for. Whoever, wherever, whenever. But at the same time, it was a really dangerous place to be too because, like I said, all these [Laughs] underpinnings of who you are as a person and the way that you see yourself and the way that you see the world are all up for grabs. And so it's kind of an interesting dichotomy there between having a safe space and recognizing and

treating people compassionately and then and all that, but then also we're really going to just tear you apart. [Laughs] We'll see what how you build back together again afterwards.

There was— I took that God 101 class with Donna. One of my classmates from Texas High took that course with me, and I think that was our sophomore year. He was a kind of a fundamentalist Christian going into that course. Had kind of, and this is my I may be projecting or observing anyway of his experience, but the difference between he and I that I saw kind of in real time as we were taking that course was that my faith wasn't so rigid. It allowed some some push and pull and kind of bending in the wind, but there was such rigidity to the way that we saw things that it only took a few really direct attacks to what was underneath it all. That it just broke and he was a card carrying atheist at the end of that course because the Bible was written by multiple people over thousands of years was just such a challenge to the way that he had been raised. That he couldn't subscribe to it anymore afterwards because it was just— It was not what he— It was just so different from what from what he what he thought it was. And so it's dangerous. I mean, there's there's— You could come out a completely different person.

I think for me, it's important that you that you have those experiences and that you that you'd be tested, that you be challenged, that you are confronted by the “other.” Because that's what life is. I think if more people had those kinds of experiences that we wouldn't be [Laughs] in the place we are in a lot of our political and geopolitical realities that we're facing right now. That people just kind of have this incredible ability to bury their heads in the sand or just stare at their belly buttons all day long and not realize that there's so much more out there. That that ultimately, I think, is the most important thing that I want my kids to have. Is to be

able to go through life with the compassion that I think I– Not exclusively, but definitely gain in a large part from from my experience in honors.

DT [01:33:46] OK, I feel that was all really well put. I feel– I don't know if I'm in class right now and listening to one of my honors professors speak so really well put. Is there anything else you would like to share that I didn't offer?

AT [01:34:05] Just trying to think of what we were talking about last time.

DT [01:34:11] Even any advice that you would have for any current students or anything that you just want to say.

AT [01:34:21] Well, I mean don't be like I did. [Multiple Laughs] Be a better student, apply yourself put in– That one has always been my biggest challenge is just the day to day, show up, chip away at it because on the thesis or capstone or what, you have this huge project that's due. It looks so impossible in the distance. That one of my biggest challenges and still to this day is just breaking it off into little bite sized pieces and working at it consistently. That's kind of my biggest personal struggle. And like I said, I think that came out of high school and not really having to apply myself all that much. When you are presented with a challenge that you do have to apply yourself to, you don't really know how to respond to it. That's something that I still struggle with.

I think too– My experience and that God 101 course was really was pivotal, and I did. I mean, there were times during and then after that course, especially where I was just stripped down to the marrow of trying to, do I– One of the most fundamental questions, do you do you

believe in God? And I had kind of a long, dark night of the soul as a result of that. But I was gone [Unclear] before, as you come through those challenges stronger and better and hopefully more compassionate than you went into them, knowing that other people may be going through similar things, or just whatever challenge they may be going through.

I think one of the other things that I was thinking about– I don't know that– I think honors had something to do with it, but it was one I've kind of learned since then is your life is probably not going to go in a straight line. I kind of had this idea, and it's what you're what you're raised with, and maybe that's changed in the 20 years since I was raised. You go to school, you go to college, find somebody, get married, you have kids, you have a job, and it's just this checklist of things that you do in your life. That's kind of just the base assumption of what life is supposed to look like. But the details when you go through it are almost definitely going to be messier than that.

I had honors college and then went to grad school and I got my master's degree in paleontology and I wrote, actually what I think is a pretty good scientific paper manuscript that was my master's thesis. I did learn from the mistakes. In Honors College, but that helped me do better. And stuff putting in the work day to day and stuff like that helped me do that but I ended up parting ways, not really mutually. I was kind of parted with I started working on my Ph.D. at OU. And got a semester or two in and my my professor who had been my Masters adviser, said it's not going to work. And so overnight I was basically– I wasn't quite jobless, but really, really close. I had kind of a because he did it. He sent me an email three days before Christmas. We were just at the beginning of the Christmas holiday between semesters. They were gracious enough to give me kind of a “You're not really a grad student,

but we'll let you keep working here because this is a difficult situation” that spring. Then I had to go get a job and and stuff after that.

That was a huge blow to my self-esteem and self-confidence and self-worth and as a husband and a father. I have this expectation for myself, that I'm going to take care of everything and everybody is going to rely on me and they can, and that's how it's supposed to be. I have to I have to do it all. And to kind of have that that rug jerked out from underneath me was a big deal. That's one of the one of the times when I kind of got this plan, this is how my life is going to go and I've just got to go through these steps. And that was not in the plan for me anyway. On the other side of it. There was good that came out of that experience and life continued and got better and worse in some ways, and, it just life goes on. And it it's not going to go the way that you think it is. They're gonna to be setbacks and they're going to be challenges. And you're going to wake up one day, and it's all going to be completely different than you thought it was when you went to bed. But that's OK. I mean it may suck, and god it sucks when you're in it, it really, really sucks. But you just keep me on and and learn from it and look for that, what's the next step that I take? It's worked out pretty well so far.

DT [01:41:42] Sounds like a– I really like all of that. I'll definitely keep that in mind for myself, so I appreciate that. But OK, thank you so much for your time. Oh yeah. Thank you so much– sorry. Thank you so much Andrew. This concludes our interview.