3-10-2014

John Shrader interview

John Shrader

Follow this and additional works at: http://digitalcommons.cwu.edu/cwura_interviews

Recommended Citation
http://digitalcommons.cwu.edu/cwura_interviews/120

This Book is brought to you for free and open access by the University Archives and Special Collections at ScholarWorks@CWU. It has been accepted for inclusion in CWU Retirement Association Interviews by an authorized administrator of ScholarWorks@CWU.
Bob Jones: I'll introduce myself; I'm Bob Jones, as the interviewer and we have with us today John Shrader. I'll let you take over from there. State your name and etc.

John Shrader: I'm John Shrader. I live in Bellevue at the present time.

Bob Jones: Your academic assignment at the time you were here?

John Shrader: I was hired originally in 1957 as a Science Educator. The individual that had had that position apparently came into town in the middle of July and left the next day and they were helpless, so the word went out to the placement office at the University of Washington and the director said, "They're desperate John; I think they'll take anybody," so I came over and applied, was hired in the Science Division. I think I was number 13.

Bob Jones: And the date again?

John Shrader: 1957. I began to develop the science education program which at that time consisted of I think two, 2 credit courses. I also began teaching General Zoology, General Biology and as time went on I developed clusters for elementary teaching that is Science labs and increased the credit allocation of both elementary and secondary science education. The elementary science education program course became a requirement and we, as the school grew, began to have more sections so we hired Ron Bolles and Don Dietrich as Science Educators and I continued in that role for six years. During that time I also took over the directing of the Outdoor Education Program, the Conservation Program which was practically defunct and I directed it. After three years we began turning students away. We had a strong fulcrum of [inaudible] valley.

I left one year. I had an offer to teach at the University of Florida. I'd come under a good deal of pressure from my old colleagues. I had been awarded full professor after and that upset some of them so then I came back and continued in that position until I began to take on some other duties, so for a lot of years I was about half time teaching because I was occupied in other activities.

Bob Jones: You came aboard with what rank?

John Shrader: Associate Professor. I didn't know what rank was when I came here. I was pretty green. We dickered about salary and they were surprised at what I was going to get in Seattle. I was teaching in Seattle at that time, had been there for eight years. I actually broke a contract to come here. They raised their ante $500.00. Fine with me. I found out later that that title made me an associate professor. Frankly, it didn't make any difference to me. My attitude was, just give me the money. I don't care about rank.

Bob Jones: Then five years later you became a full professor?

John Shrader: Yes. Ed Lambert was chair at that time of the division, apparently liked what I was doing. I published several papers, developed the Conservation Program, Science Education Program was growing, so he was chronically happy with me.

Bob Jones: You took phased retirement when you retired, right?
John Shrader: Yes. In fact I was the one that initiated that idea to the retirement committee I guess, the faculty, whatever; pointing out to them that those who chose phased retirement might be better off if they continued to teach. I declared phased retirement in '62 and I taught four more years, teaching one class a day. I drew my retirement. It worked fine for me.

Bob Jones: Did you stop or quit the phased retirement at the age of 66?

John Shrader: Yes.

Bob Jones: Would you tell us something about the schools you got your degrees from before you came to Central.

John Shrader: I went to Yakima Valley College one year. I came up here to Central when it was College of Education. I came up here in 1940 and was here two years. Then I went to the University of California during the summer of '42. From there in March of '43 I went into the service and was discharged in '46. I entered the University of Washington. I got my bachelor's degree there in 1947, my teaching certificate in '48 and began teaching in Seattle at Garfield High School. I taught there seven years, took another year off, taught at Roosevelt for one year and finished writing a dissertation. I got my doctorate degree in 1957.

Bob Jones: Do you have an EdD or....?

John Shrader: Yes, EdD.

Bob Jones: What branch of the service were you in?

John Shrader: Medical Administrative Corps. I got a commission when I was 21. Had an easy time. Ended up teaching officer candidates school, medical field service school. It was an easy time. I made one trip to Africa.

Bob Jones: Are you a native of this area?

John Shrader: Yes, Yakima.

Bob Jones: You were born there and grew up there?

John Shrader: Yep.

Bob Jones: Did you teach in any other department other than the original departments at that time?

John Shrader: I suppose. I was in another activity though, but not teaching.

Bob Jones: What problems do you recall that you would class as significant during your tenure at Central?

John Shrader: Well, probably the most serious problem was back there after I'd been promoted. Some people tried to stop the promotion. I heard a lot of this second and third hand. These were people I'd been working with for four to six years wouldn't speak to me. It was ugly.

Bob Jones: Is that right?

John Shrader: They mistreated Ed Lind very badly. He took an early retirement and he left. They were really ugly. It was making me physically ill. That offer to go to Florida came right out of the blue and I
talked to the Dean, Wes Crum, and he said "Take it John." The salary is a lot better and I got away for a year. Fortunately the individual they hired to take my place, who I had not recommended, turned out to be a real poor choice. Some of them were a little bit mad at me about that. I continued to have problems with a couple of the faculty, particularly the Chair of the Biology Department. He was very antagonistic toward me and I think it had to do with professional education. He wanted Science Education out of the department. It had become a part of the Biology Department then.

I'd teach Science Education to any department; it didn't make any difference to me. They voted six to four to keep me and he eventually left as did several of the others that were really causing a good deal of difficulty. The university had made a mistake. They hired four people out of one place. That's bad business. Four out of the University of Oklahoma.

Bob Jones: Related to the academic relationship, not to the salary situation?

John Shrader: No, with salary, I kept getting raises and merit increases. I just did my job. I taught a lot of night classes off campus early on which helped better my salary. I guess I never even worried about salary. It wasn't a big issue with me.

Bob Jones: What administrators and faculty come to mind as important leaders while you were teaching here?

John Shrader: Well, I think Jim Brooks, as an administrator, in terms of buildings and that kind of thing, increasing the size of the college. He did a very fine job. There were some boo boo's, but as long as he kept his hands off the curriculum he was all right. As far as I'm concerned he really wasn't very knowledgeable about curriculum, but he dealt well and I think it was timely. We had several conferences during that time. He was always friendly and open.

Ed Lind was a good administrator. He and I got along pretty well, in fact quite well. Phil Dumas became Chair of the Biology Dept and was open. He was a good administrator. Let's see. The man in Chemistry who became Associate Dean and had cancer. Who was that? He became Associate Dean, had cancer, he's a Chemist.

Bob Jones: Biochemist. David Lygre?

John Shrader: Yeah. He was here awhile. For all I know he's still around. He did a good job. A couple people I tangled with. I tangled with Con Potter on several occasions. I think probably, for his division, he was a good administrator, but I was at odds with him on issues with student teaching and he and I had a couple of innings together.

Let's see. Okay. I guess that's enough about that.

Bob Jones: Any memories of problems which existed between the teaching faculty and administrators or the Board of Trustees?

John Shrader: When I first came here why there were a lot of problems. Faculty was at odds with the administration over the Faculty Senate. Rosellini appointed two former students from Central who were here when I went to Central, Herb Legg and Roy Wahle to the board. It's my understanding they made things so difficult for McConnell that after 18 months he took his leave. I never had any meetings with McConnell. I have no feelings about him one way or the other, but there were a lot of hard feelings in there.
The administration hired some real, in my estimation, duds. They didn't investigate them thoroughly. For example, the Chair of the Foreign Language Department, I think lasted one quarter if not two. They hired a Dean of Arts and Sciences who lasted one year. He had no concept. I and I went at it because he wanted to institute Greek and Latin. I was chairing the all college curriculum committee at that time. We had a big meeting. He was giving his spiel. After he was through I told him, I heard about this and the first thing I did was call him up and find out how many Latin teachers there were in the State of Washington. There were fewer than 100. How many Greek? None. I called the University of Washington and asked how many majors they had in Latin. They said 22. We're sitting in this meeting and I recited the data to the individual and pointed out, "You're not going to draw anybody." So, he still was retained on the faculty though. Let's see. They had trouble with the Chair, I don't know if he was a Chair or not but an Art professor. They ran into several problems with faculty hiring. I always wondered, don't they ever make a phone call? For example, the Russian professor they had here for a couple of years who didn't even have a degree. [Laughing] Weird behavior on the part of administrators.

They would hire people into administrative positions that were either ill qualified or they did not investigate several individuals, but it didn't affect me particularly. I'm sure there were other problems.

Bob Jones: Do you recall any significant differences with roles between students and faculty or students and administration?

John Shrader: Yes. Well, again I think at that time I either was chairing the curriculum committee, I can't remember the year. That was a time when there were confrontations between students and faculty all over the country. We had a small group of students who became vocal and they wanted to change things. I think there was a day that that group invaded Brooks' office and wanted change. I'm not sure how it all came about, but I had agreed to meet with that group that evening. There were 50-70 down at Shaw-Smyser and they wanted to know about curriculum. So, I started talking to some individual who wanted to smart off. I told him, "Hey, if you want to find out about a thing I'll tell you. Now keep quiet!" So I told them for about 20 minutes. In the first place I said Jim Brooks has nothing to do with the curriculum on this campus. He doesn't do anything with it, the faculty does it. I explained to them how faculty change is brought about, in an orderly fashion. The institution initiates the courses, there is departmental approval of that, approval by Curriculum Committee and Faculty Senate and I got through and they clapped. I think I met with one group later on that wanted to have student initiated courses. I said fine. Here's what you need to do. I pointed out to them they had to design the course, get course outlines, identify the kinds of work that students will be doing, the practical cost of the course, etc. Then they had to find someone who'll teach it. I said, "You have to plan the course." and that ended that kind of nonsense.

Never heard from them again, so I don't know of any other conflict. I guess my attitude was that, fine, listen to students, but you don't let some of these 18, 21, 22 year olds try and tell knowledgeable faculty how the university should be run; at least not me.

Bob Jones: Would you care to comment on the collegiality existing between faculty and administration?

John Shrader: There were individuals who didn't like some of the administrators. I got into it seriously with Vice President and Academic Vice President, in that case over salary which thought he was being less than honest. He'd been dishonest. There were issues I'm sure.

Bob Jones: How about publish or perish on campus?

John Shrader: There was not much of that. When I came here publishing was, I think, a rarity and the fact that I had two papers published a year or two after I got here and gave a paper back in Atlantic City; that was a rarity. That helped in that promotion. Yes, it became important that people published, but typically I think if they published a couple of three at the most, if the teaching was good their other activities were
good, why, it was not a question of perishing if you didn't publish. You might not get promoted, but at least you weren't ostracized completely and told to leave the campus simply because you didn't publish. But, it did effect promotions I think, but there again, I guess, I was amazed that Ed Lind wanted to promote me. In fact he wanted to promote me after four years and I told him, "Ed, you're out of your mind." So the next year he pushed it. I guess I didn't pay a lot of attention then after that. It did affect me and I recommended people that were suitable for promotion.

Bob Jones: What was the relationship between research and the Master in Teaching?

John Shrader: Oh, the emphasis here at Central I think, the focus here is on classroom teaching and research, yes. A lot of people did some. I did some. Mine was what I did for fun. I got a couple papers published because of it, but it was pretty much something I wanted to do on my own. I wasn't pressured to do it; I just decided to do it. I guess there are a number that were really into research; Bud Klucking for example and I need to think who else in the department. Several of the Chemists as well as Biologists. Can't think of their names right now. My mind is slipping.

Bob Jones: How did you feel about the pre college preparation and quality of students here at Central at the time?

John Shrader: I chaired the committee on matriculation and graduation and...

Bob Jones: Retention?

John Shrader: No, it was ... anyway, we dealt with a number of students who were less grade point wise. We'd get the petitions. At that time there were two entrances. There still may be. They have what's called the EOP entrance where students who are really not qualified were allowed to come in through the Educational Opportunity Program. I objected violently to that. I said there should be one committee that has to do with entering Central, entrance requirements. Let those who are not qualified then go to EOP; let's have the matriculated entrance requirements committee that, at that time, I chaired for two years, at least let's see that. Let's have that as the initial deal. I felt very strongly there should not be two avenues to entering Central. There should be one avenue and then let a second committee look at those that we said we're not sure about; those who did not meet entrance requirements. You look at them and see if there are extenuating circumstances to enter their special program.

We did have students coming that were allowed. At one time they tried to entice Indian students. I look back on some of this and at that time I was laughing. But we had individuals who were, who wanted, I guess new majors and they were trying to entice Indian students here. They wanted to take, probably a major or something in Ethnic Studies. They hired a Chinese man, I think, who was responsible for that particular aspect of the curriculum here. I think he was here two years and he did fine. However, they will complete a second major that will get them a position or job. It is my belief, about the Indians at Central Washington that they won't attend simply because, from what little I knew, they required attending classes, keeping to a schedule, maintaining standards. Well it wasn't what was in the culture. That's what happened. Apparently they'd come, come to classes when they wanted to and not come to class. They were not getting credit for the courses. They were remedial courses. Of course the whole thing fell by the wayside. It was an effort I guess, perhaps legitimate, to try to draw students to come to college, but let's face it, Central is not the greatest location for an ethnic mix. I know they used to try to get African American, Black students to come here, and they had some, but there's nothing in this community that speaks to non Caucasians. There's really nothing.

We had a number of students from Hawaii and Asian students, a smattering of Blacks and that was about it.

Which I think is too bad, but it's hard to change a town.
Bob Jones: What specific contributions do you feel you made to the progress of the department or school?

John Shrader: I already spoke to the fact that the Science Education, I feel I was very much responsible for the initiating of the courses and increasing credit hours of courses. I was involved in putting through required courses for elementary teachers, laboratory required courses. Up until that time elementary teachers hadn't, but now have to take a lab science. I initiated them, taught them, and developed them. Credit requirements in Science Ed increased from two to three in elementary and from two to five in secondary in Science Methods.

I already mentioned the fact that the Conservation Program is now almost defunct. After the first year I thought it was going to be defunct, but we increased the numbers and so I felt responsible for that in the sense that I was fortunate enough to be able to find good instructors, suitable location and the program grew. I also helped increase the numbers of scholarships by contacting various industry people and places to get money to help teachers come back.

Charles McCann was an Acting Vice President at one time, but he is also, I guess, the academic vice president so I guess that's the best title. He wanted to study in the university when I was appointed to that committee. I chaired it for two years. He wanted to study down there for six weeks or three months. I told him to forget it. He spent two years. We had over 50 meetings, with every department, Board of Trustees, all the Deans, student groups, etc. and came up with a report. One of the most significant things that came out of that was to modify the way in which curriculum is changed and streamline it. So, they decided to have an All Class Curriculum Committee. This is history now. I felt like I'd chair the thing better than anyone else on the committee. There were six on it. They had a vote. I received three votes and I withheld my vote from the second individual and voted for the third so I became Chair. I chaired that for four years. It became a half time assignment.

We made a lot of changes. For example, Ray Smith and I sat down in a tavern downtown one afternoon, maybe two, and developed curriculum change forms. I don't know, they still may be around, but I know they were used for many years. There's some kind of formal procedure. We had colored forms, particular kinds for program changes.

Well, all the stuff then came to us. I'd leaf through it and if it looked pretty poor I wouldn't even give it to the committee. I'd take it back to the chair and say, "Look, we cannot deal with this." All right now this is history, but for an illustration, we got a long proposal from the Music [side one ends abruptly]

The chair at that time came in and said, "Well, why didn't you touch this?" Well, why not, because I said what are you going to have in these courses? How many students you going to have? How much is it going to cost? Who's going to teach it? Of course I was under considerable pressure from the then Dean of that area, John Green, and the chair of the division over there, Wayne. They tried three times to get it through. I refused because I said, "First place, these kinds of programs have to go to a sister institution. I said, you send this crap out and they're going to laugh at you." Wayne didn't speak to me for six months. I'm just saying, I wasn't looking for trouble, I just knew enough that the committee was not going to pass changes that were inappropriate, so why give them the stuff. They'd send it back, I'd work with them, we'd go through it and so, I chaired that for four years.

Then Harrington came on board and he apparently liked what I was doing and he got me to the top step in one year salary wise, so I thought I'd made a considerable contribution there. I was not well liked by some people because they had come into their Philosophy of Love course and I sent it back saying, "You guys are pretty funny aren't you?" [Laughing] The Philosophy of Biology, there was another one. That was a dandy. [Laughing]

But anyway, then the next time I started teaching.... well a number of us began teaching off campus to have methods to survive. We were in grave danger of losing a lot of faculty when the Vietnam War was
over. We were losing students. We dropped from something like 7,000 down in the area of 5200 to 5300. They started developing off campus programs such as Law and Justice over in Everett.

I began teaching a class in Everett, Friday nights and Saturday mornings. I came back and told Don Schliessman, who was the Dean of Undergraduate Studies about these problems over there. The man running the program didn't have a clue about requirements for Central. There was no library over there. The students couldn't see an instructor from one week to the next. They couldn't even see their fellow students. I brought back these problems. I said, "Now I don't know how many of these can be cleaned up," but I said something had to be done. Well, as I recall the history here, the afternoon before they had a big meeting Harrington called me in and wanted to know.... let's see; Bernie Martin was chair of the Science area, if we wanted to direct a new program in the Tri-Cities. Fine. Then they had the meeting that afternoon and bounced around these problems. Don Schliessman had called me. I didn't really know about what was going on. I was asked to come to the meeting. As I recall there were three Deans, a Vice Chair and I don't know how many administrators were there. Don says, "Now John, I have some complaints." I thought, you so and so, you're the Dean. I thought, fine. I told him what the problems were. That off campus was a limited option, regardless of where they were was going to be second class. There was no way that it was going to be the equivalent courses and offer them off campus. The thing to do was to make it as good as possible by holding the standards at a number of hours spent in class, good requirements, maintaining the same standards of the courses we have on campus and find some way to fix it so instructors might come to class early so they could meet with students. In other words, do the best you can.

Bernie Martin was furious, because he thought I'd killed the chance of my being in charge of the Tri-Cities program. I didn't care. I ended up directing it for years. They've made a lot of progress because the Vice President was convinced there were a lot of students in the Tri-Cities. I went searching through the catalogue. I decided there were only eight departments could take courses down in the Tri-Cities. I told them that. Ed, I said, forget it. You can't take Math because you don't have enough upper division students. You can take none of the lab sciences. You can take none of the Music, none of the Art, none of the Home Ec, none of the Industrial Arts. You can take Political Science, History, and English. Those are the ones you can take. That's what happened.

They have now for several years. I kept urging Ed to introduce Business Administration down there. He told me. He says, "I can't do it because that's WSU's bailiwick." I says, "Who cares?" But finally they did. Right away they had a couple courses down there.

After three years I'd had it. He wanted me to move down there and direct it. That was it. I didn't want any part of that. I'd need another half time secretary. But, at least I made that contribution.

Bob Jones: How long were you down there?

John Shrader: I commuted down there three years, half time. Actually, less than half time because I was doing more than half time teaching.

Bob Jones: I'm curious about the current status of the Science Education Program. Do you know anything about it?

John Shrader: I haven't got a clue. I haven't talked to anybody. Perhaps I'm remiss at doing that, but like I tell people, I wasn't social with faculty for various reasons. I’ve remarried. She's unaware of anything that goes on over here. I no longer have any property left in here. I have a couple of divorces.

Bob Jones: You mentioned several campus committees that you were on. Are there any that you left out?
John Shrader: Oh yeah. Education Committee, Faculty Salary Committee. I was President of the Local AAAP [American Association of University Professors] at one time. Curriculum Committee, Teacher Education Committee, I was a strong member of that for years. Matriculation and Graduation Committee, chaired it for two, was on it for years. Faculty Senate for a couple years. I was pretty active.

Bob Jones: Which of these do you feel most contributed?

John Shrader: Curriculum Committee to me was the one that I made the most contribution to, to the university. I'm not saying it was the one that did the most, but I'm saying it's the one I dealt with I felt probably had the most impact of long change in the university. The fact that I was the first chair and longtime chair and that I stayed around for 40 years.

Bob Jones: Did you ever serve as an administrator?

John Shrader: I directed the Tri-Cities program. I guess you might call me an administrator. They didn't have anything other than Director of the Science Ed Program. I directed the Conservation Workshops, I suppose quasi-administrative jobs.

Bob Jones: I'd also like to know if you were married before you came to Central and where did your spouse get his or her education?

John Shrader: She graduated from Central in 1944.

Bob Jones: You've already mentioned that you were a student at Central before you were faculty. Did you get a degree here?

John Shrader: No, I did not get a degree here. I didn't get my degree until the spring of 1947 from the University of Washington.

Bob Jones: That was your Bachelors?

John Shrader: Yes, I got a Masters there and Doctorate there.

Bob Jones: You have any relatives who attended Central?

John Shrader: Yep. My son was here a couple of years and my dad, who was a teacher in Yakima but did not have a degree. He had a physical accident so he never finished, but he came out here and actually taught in Ellensburg one year. He was Superintendent/Principal out at Thorp from 1915-1918. He planned to stay here. His brother died from the flu in 1919 and he moved to Yakima and taught. They instituted the requirement of having to have a degree so he drove from Yakima to Ellensburg for two quarters and took a couple classes and got his degree here.

Bob Jones: You mentioned that you had been in the military. Can you be more specific about what you did and where you were?

John Shrader: It really didn't amount to a whole lot. I was going to California in September of 1942 to go to the University of California and I no sooner got there and I got a draft notice. My mother in Yakima called the board. They said "Well, okay, but next month you got to show up." Well, at that time they had what was called an Enlisted Reserve Corps. So, I quickly enlisted, not knowing all the good stuff that came out of that. I didn't know until three or four years ago, my serial number was different than a lot of people. It was indicative that I was an enlistee with the Corps. Didn't hurt anything when I came up before the board. This guy was eager.
Anyway, that enabled me to stay out until March of 1943. I was attending the university. They called us in blocks and I choose medics.

Went through the basic rigmarole, applied to officer candidate school and was accepted. I got a commission in December of 1943. Took a concentrated First Aid Medical Administrative course in six-weeks and supposedly was going into battalion aid stations. I was assigned aboard ship and was to take a trip to Africa. Nice. I liked it. I was busy. I came back, got sent back to Texas. They asked me if I wanted to teach or be a platoon leader. I chose to teach. I went through this. So I had a teaching job there. I taught in Fort Lewis, down in San Antonio. Didn't accomplish a whole lot. Got a promotion to First Lieutenant and that's where the discharge is, July or August 1946.

But because of all that I milked the GI Bill for 17 quarters.

Bob Jones: Is that right?

John Shrader: I had three days left. I got clear through my Doctorate degree.

Bob Jones: I'm curious about the use of adjunct professors. Had that transpired during your time at the Centers?

John Shrader: Oh yes.

Bob Jones: Was that the beginning?

John Shrader: Oh, I'm not sure. I don't know when they had adjunct professors. I have no idea.

Bob Jones: Did you have any control over their use?

John Shrader: No. The departments would assign people to teaching down in the Tri-Cities. The only thing I could do was try to ride herd on the quality of the program down there. For example, now I don't remember when it was. I think it was when you had a five credit course with three hours of lecture a week. I said, I don't know where you're going to teach this, but you're not going to teach it in the Tri-Cities. If you want a five credit course they will meet in class five hours like they do on campus. They can come down twice/week. That's what happened.

I mean, I was not going to allow lack of control. On a couple of occasions I called the Chair and said don't ever send that turkey back. All he did was cause problems down here. "Students would complain. They wanted an education. They would complain about the poor quality of the instruction and gave me their reasons why. I called the Chair and told him, "Hey, it's my problem. The students want an education." There was no point in sending somebody down here who doesn't have any course requirements, gives a blanket B as a grade and spends their time mouthing off. That's what I hear. So yes, I had some control there.

Bob Jones: Where along in the process did they name the Dean of Off Campus Studies?

John Shrader: I don't know. They wanted a Dean, an undergraduate Dean and they wanted to appoint me. They found out apparently that wasn't possible, so they put it up for grabs. I think 15 of us applied. I found out who they were. I didn't know, but I went to him and said I wasn't on the list they were going to submit. Of that list there's only one that knows anything and told them his name. I said the other two were nice, but they would be a poor choice. He was a little upset at me because I was presuming to interfere with his appointment. Don was a good choice. Don was rather even tempered and diplomatic so... what was your question?
Bob Jones: We're running out of time I think aren't we?

You must have some questions. Can you think of anything else John that we haven't covered so far that you'd like to say to them for the archives?

John Shrader: Central was a good life. I tell people I'm one of the luckiest individuals in this world. It was 40 years, I did what I like to do and that's teach. I thought about trying to teach on the west side, and I thought, no, I'm interested in getting out of bed and preparing tests, etc. I enjoyed teaching. As far as I know I was an effective teacher. I'm told I was considered to be a hard teacher, demanding, which I was. I know I was a lot more than any of my colleagues. None of them required certain papers for example. But, I didn't lie to the students.

Bob Jones: Well, thank you very much.

John Shrader: Thanks. Gosh, this was fun.

[End of interview]