BCL ep337 Summer Flashback: Writing and Speaking Well with Andrew Pudewa

In today's digital age, one vital life skill that is critically diminishing is the ability to speak and write with clarity and persuasion and eloquence. But classical schools have long made this a priority, from the early elementary reading and phonics programs to capstone rhetoric programs in the upper school. How do we raise students today to become articulate, thoughtful communicators in our classrooms, in our homes, and in the world beyond? In this summer flashback episode, we revisit a powerful and persuasive conversation with Andrew Pudowa.

Prepare to be inspired and equipped on this episode of Base Camp Live. Mountains, we all face them as we seek to influence the next generation. Get equipped to conquer the challenges, summit the peak, and shape exceptionally thoughtful, compassionate, and flourishing human beings.

We call it ancient future education for raising the next generation. Welcome to Base Camp Live. Now your host, Davies Owens.

Welcome to yet another episode of Base Camp Live. Davies Owens, your host on the journey of raising the next generation to what can feel like at times the top of Mount Everest, hence the Base Camp analogy we have used now for eight years, which is exciting on this journey, partnering well with families and with schools on this important task. And we look at issues ranging from what's happening in the culture around us to the very important work that happens as parents in our homes, and of course, the unique work we do as classical Christian schools.

This episode is one that we felt like was worth pulling out of the archives. Again, after eight years, there's a lot of evergreen content that we think is worth listening to again. Perhaps you listened to this years ago when we first interviewed Andrew Pudowa, or maybe it's your first time hearing this episode.

Either way, we're glad you're here. Excited as always to hear from you. Info, BaseCampLive.com. We'll also be at summer conferences, STL and ACCS here this summer, and hopefully can meet many of you face-to-face.

Special shout-out to Becky McMorris, head of school at Regents Academy in Nacogdoches, Texas. Was there earlier this year. It's great to be with you and your team, Becky, as well as Ann Lowry Forster, who is the head of school at St. Augustine School in Ridgeland, Mississippi.

Both of you are part of schools that are part of the larger BaseCampLive family, as well as the Zipcast, part of the Zipcast team, really, using Zipcast to help communicate with your family. We're just so thankful for your being a part of this big BaseCamp world that we're all in, of

taking time to pause and encourage one another as we partner well and raise up the next generation. Andrew Pudowa is the founder and director of the Institute for Excellence in Writing and father of seven.

He's traveled and speaks continually around the world, addressing issues related to teaching and writing, thinking, spelling, and his seminars for parents and students have helped transform many reluctant writers and have equipped educators with powerful tools to dramatically improve student skills. He is definitely a familiar voice and face in the classical Christian school movement. He and his wife, Robin, have homeschooled their seven children and are now proud grandparents of 15 grandchildren.

They live in Oklahoma. Andrew is a great gift to the movement, and I'm excited to give you a chance to jump in and hear this episode. Before we do, as always, just a special thanks to those great partners that are part of the BaseCamp Live community, Wilson Hill Academy, Life Architects Coaching on this particular episode, of course, Zipcast as well.

So without further ado, let's jump into this conversation with Andrew Pudowa. Well, Andrew Pudowa, welcome to BaseCamp Live. Thank you, Davies, it's good to be with you.

It's an honor to be with you, Andrew. I was trying to recall, I think it's probably been at least eight, 10 years ago, we were together at the Ambrose School in Boise. You came out to do the amazing work you do in training up educators and at the Institute for Excellence in Writing.

So, but it's good to finally be back with you. I remember the beautiful library at that school. Yes.

That is the one thing that sticks in my memory most is what would it be like to be able to come to a school like this every day and just be in this room? Yes, well, it's one that's, you know, it's a gift when the building architecture can reflect the philosophy of education and that school definitely has that figured out. But Andrew, you've got going on three decades or three decades plus of being in this space of education and helping to raise up the next generation. And I would love just to start out with just some perspective, you know, when you've done anything for three decades, you get perspective.

And, you know, what are you seeing today? Some of the challenges that modern families are facing, even those who are committed to classical Christian education. What are some of the observations you have with your kind of spans of three decades? Well, you know, not to start off on too negative of a tone, but I would say the three most significant differences are a lowered vocabulary in almost all the kids I meet, whether they're in school, homeschool, public school, private school, wherever I go. There just isn't the kind of richness of vocabulary that I was used to encountering for so many years during that really the first decade, say from 95 to 05.

And I think there are some reasons for that. We could get into it. A second thing I would guess is that the shortened attention span of most everyone, and this would include us as well as adults.

I know that I have to struggle to just put screens away, go to a completely different room, don't pick up the phone and concentrate for 30, 40, 50 minutes. That used to be a very normal, easy thing. And I don't think it's age.

I just think it's the ubiquitousness of screens in our life. And I think if that's affecting me, who did not grow up with screens other than a pretty highly monitored, regulated television, but certainly not like what we see today with children and young children, I worry about what that's doing cognitively and intellectually to the young children that I see just, it used to be you'd go somewhere and kids, if they were bored, they'd pull out a book and read it. And now it's pretty much always they've got a phone, a tablet, a screen of some sort playing some kind of dumb game like a babysitter.

And so I'm worried about that. And then the third thing, I think we went through essays, which is very good for me personally in terms of Institute for Excellence in Writing, especially in schools around 99, 2003, 2005, even to the end of that decade, there was a tremendous emphasis on teaching language arts, teaching writing in particular. People still valued that tremendously.

And I see that while there still are some people who value that, the general education population is kind of looking that as more of a secondary thing to perhaps things like technical skills or STEM or overall literacy of current things. I mean, we could get into the lack of understanding of the structure of language, the lack of historical context. We could go anywhere with that.

Those are probably the three biggest changes I've seen. On the upside, the last few years in particular have caused an explosion of opportunities in alternatives to public schools. The explosion of classical schools, particularly in the charter world with groups like Great Hearts and Hillsdale getting involved very energetically and a lot of parents becoming aware that they really do need to be involved in their children's education if they wanna have any say in what goes on.

You can't just send your kid off to a building and assume that they're gonna get everything they need. So that's kind of on the upside, I would say, and that happened a little bit before the COVID years, but it was the COVID years that really solidified for so many parents, hey, I have got to be in this with my kids here. Yeah, and I think that's really kind of the drumbeat that I, or I guess the drum I beat at base camp all the time is that even in a classical Christian school, we have to be careful not to take that outsourced mindset and we think, oh, we're not homeschooling, I paid somebody to do this education, but no, the effectiveness of the education is absolutely tied to what's happening at home, which is part of this podcast.

It was like, how do we help you when you get home parallel what's happening in school? So those are really good perspectives, Andrew, and I think you're spot on. And we call it the 301 problem here in base camp, which is we kind of control technology from 745 to three in our schools. We should be all the time, all the way, but at 301, Cyclops, the one-eyed screen

monster, pops out and you've got a different narrative that these kids are getting throughout the rest of their day, which is really detrimental and difficult, so I'm sure you're seeing that.

Yeah, we are. Fortunately, we are able to exert a minimal amount of positive influence in that world and the more we have discussions like this, like what you're doing with base camp and a lot of people involved on all aspects, and it's not even a political thing anymore. What interests me is how many of kind of your classical, like freedom-loving liberal types are now very concerned about the narrowing of what's going on in terms of information coming to people, and it's like everybody's more and more living in a bubble, and to the degree that we in education can try and point that out and help people gain the perspective of history, the perspectives of true diversity of culture, the perspectives that literature gives to kids.

I see that as almost the only hope against this narrow, bubble-minded, tribal, harmful way of looking at the world. Yeah, well, and I think we'd recorded this podcast 17 years ago, we probably would talk about things like moral relativism, which is completely there, but it's so much beyond just things are immoral to the point that now you've got a generation of students that don't know how to think, and I mean, it's extremely scary. I mean, you look around the world at places like Rwanda where genocide broke out, and I've been there and I've studied why did that happen, and it's tied to the education system, it's tied to people not being able to understand history and the world and know how to think well.

I mean, this is, like, the gloves are off. This is the real deal. This isn't just polite education, it's survival education, I believe.

I like that. That would be a good name for a second podcast someone could do, survival education. There we go, all right.

We'll come, well, let's work on that. I think it would be well-received today because it certainly feels like the gloves are off and it's no longer just interesting, philosophical conversations about better forms of education. Now, this is like your kids are, it is a real serious issue, and to your point, I would agree wholeheartedly.

I think in some ways this is the last best hope. I mean, certainly Jesus is the last best hope, but somewhere not too far from there are schools coming alongside Christian families to prepare the next generation. So with that, and again, you and I could banter on about the problems, but when I look at the work you've done in particular in the area of really teaching students to write well and to read well, I mean, in many ways it's the core essence of what classical education has always been about, this idea of rhetoric, writing and speaking well.

But in terms of it kind of being an antidote, I certainly see it that way. I mean, if a young person shows up today into the world or graduates and they can write well and reason well and speak well, I mean, not only will you get a job, but you might actually not get duped by the narrative all around you. So set this up a little bit.

I know we're gonna unpack it a little bit more, but why is this so important to you, writing and speaking well? Well, I think we have a mutual friend in Andrew Kern. Yes. And I've spent a lot of time with Andrew.

In fact, I think when I came to Boise, we were there together doing our two Andrews seminar that we did. That's right. I don't know, five, six cities.

We probably did 30 cities in five years time. But he said something once to me that just really stuck in my brain. He said, if you cannot read or write a complex sentence, then you cannot think a complex thought.

That's good. And if you cannot think a complex thought, please don't vote. Which has a humor element to it.

And I don't think we would take it literally, but we are looking at the simplification of thought through the shrinking of vocabulary, through the less complex prose, through the machine generated prose, through the quick ad bytes that are used to manipulate and control the desires of people. And it really harkens back, I think, to Orwell in 1984, which is a book that everyone should read. I used to say, read it every 10 years and see how it sets them.

I think maybe read it every five years now. But one of the things that struck me so powerfully about the book the last time I read it was this intentional shrinking of the language, the shrinking of the new speak dictionary so that it would get down to a point where thought crime, i.e. having an idea that was counter to that of the big brother, the party, the state, would be impossible. And isn't that really the dream of those who would like to control everything and everyone is to make it impossible for anyone to challenge, mentally even, let alone verbally or physically, what they want to do.

So that shrinking of thought through the shrinking of language is something that I feel like, in my small, tiny, little, humble way, I am working against because we're always talking about vocabulary and the whole writing program is about how do we help kids learn to use and understand and skillfully deploy more complex sentences and paragraphs and analytical thinking. But you have to have the words to do it in and that probably is the most bottom line thing that I have learned in 30 years is you cannot think a thought, you don't have the words to think it in. That is absolutely correct.

And again, very much, I'm struggling with words because now you've said the importance of words, but no, the challenge is certainly in front of us right now with students today that a big response to what you just said would be that's cool stuff. We really need to learn to think well and articulate well, again, ultimately, so that we have the resilience to go up against all of the narratives and the stories that are being told around us and I think Brave New World is a great reference point. Why don't we take a quick break? I wanna come back because I think there's certainly one of the things we hear a lot today is why is writing and speaking and rhetoric in general so critical, especially in a world where you've got everything at your fingertips and now

AI is actually producing pretty impressive written statements and things.

I mean, is this, are we going in the right direction? It seems like maybe the world is looking at us more and more as the antiquated educators, but in fact, I think we're going in the right direction and I wanna hear your response to that when we come back from the break. I want to take just a moment during our break and let you know about the great work that's being done by Wilson Hill Academy. They offer a vibrant, rich and accredited classical Christian education available to families and schools almost anywhere.

With a click of a button, students join master teachers and friends live online from all over the world to engage in deep and lively discussions, solve math problems, conduct science experiments, translate Latin, deliver thesis presentations and so much more. At Wilson Hill, students make lifelong friends and graduate well-prepared for college and beyond. Discover what's possible for your family or school at wilsonhillacademy.com slash Basecamp.

Hey, Basecamp Live listeners, a recent Pew research study revealed that only 30% of millennial and Gen Z parents live within a 100 mile radius of extended family. That means that many families are missing the wisdom and support of older generations and more than ever, we need strong, consistent school communities to walk next to us providing rich connection and helpful weekly tips. That is exactly why I created Zipcast.

Zipcast gives schools a proven platform to communicate more personally and effectively with their parent community. Imagine as a parent receiving a short weekly audio message from your school leadership, not just announcements, but real insights into what's on their hearts and minds paired with practical wisdom from national parenting and educational experts like Keith McCurdy and Justin Early along with experts on classical Christian education. We even include short testimonials and parenting tips from fellow parents all around the country.

You can listen anywhere and at any time. And now with Zipcast 2.0, schools can customize their messages even more, offering a truly personal and engaging way to build connection and shared vision. If you're a school leader and not yet using Zipcast, I wanna encourage you to consider it for the 25, 26 school year.

And if you're a parent at a school that is not yet using Zipcast, take a moment and encourage your leadership to explore it. It's easy to use, affordable and effective and in today's fast paced world, Zipcast is a proven tool used by over 60 schools this past school year to deliver encouragement, insights and connections in just 10 minutes a week. We like to say it's about encouraging you on the go with what you need to know.

Check it all out at zipcast.media to hold your spot as we have limited spaces available for the upcoming school year. Andrew, we classical people get blamed for being a little backwards looking, maybe a bit Amish or something. We're nostalgic, we like the old hard ways.

And here we are advocating that one of the antidotes to the current cultural moment is

reinforcing this classical idea of teaching, communicating well, writing well, speaking well. I assume this is the right direction to be going in and why in light of the cultural moment? Yeah, well, I came across a quote from one of my favorite people. He's kind of like the Confucius of the age.

I'm sure you know of him, maybe you're a fan as well, Jordan Peterson. And this is an excerpt from an interview he gave in 2021, which I think really concisely underscores what we're talking about here. Quote, there is no more exceptional form of the capacity to be dangerous than to be articulate.

One of the things that shocks me is that young men in particular are never taught this. Do you wanna be competent and dangerous or do you wanna be vague and useless? Those are your options. I don't care what your job is.

If you're a plumber and you are articulate, you can negotiate with your clients, you can introduce your coworkers, you can make a case for your employees, you can advertise your services, you're firing on all cylinders. And what's the alternative? You want to be inarticulate? You want to say uh and like and mm and pause and stumble? You would choose awkwardness over grace? It's beyond foolish. Yeah, well said, Jordan Peterson.

Yes, you can't really do better than Peterson even when he's just off the cuff. But I have often said to kids when I've been traveling around the country and teaching mostly teenagers, and I'll meet a lot of boys in particular, but a lot of kids and they don't like writing and they don't see why they have to come to these classes and do this. I said to them, it doesn't matter what you do, whether you go into engineering or the military or garbage collecting, if you can speak and write ideas well, you will rise up in that field.

The best engineer remains an engineer because that's what he's good at. It's the good engineer who can communicate engineering ideas effectively that attains positions of leadership and influence. And most of the kids I meet are in the Christian world and I think to some degree, they believe they have a mission other than to figure out a way to grow up and be comfortable.

And when you hit them with that and say, God needs you to be articulate so that you can help bring truth to people who are in desperate need of it and increasingly in desperate need of it. And to do that, you've got to prepare yourself. It's like preparing for a sports game or a war.

You can't go into a fight or a game or a battle without the strength and the skill to do that. And if we are really living in a world where ideas are the battleground, and it seems very much like it is right now, then what's the best training for you? Well, we look back and we don't have to redesign this. We know what the best training is.

We can go all the way back to ancient times and just like they figured out gymnastics, and it hasn't changed very much since then, they figured out rhetoric training and how to understand

and use grammar and logic and winsome persuasive communication to affect things in the world. So if you've got someone who will agree with you that truth exists and it can be known and communicated, you can make progress. If you're dealing with people who just don't believe that truth even exists anymore and everything's a matter of opinion, then I would say knock off the dust from the shoes and go elsewhere.

Yeah. Well, one thing that you just pointed out that I emphasize often on the podcast, because I think it's so important, and I say this somewhat provocatively, but I think often in our K-12 schools, the most neglected population are our students when it comes to them really understanding the vision for this type of education. And I think we're probably pretty quick to sit them down and begin teaching rhetoric, but not really give them that vision of like, if you were to learn this and lean into this education, here's where you would be that sort of savvy that Jordan Peterson so well articulated.

And I think that's probably not at the front of the minds of a lot of our teachers too, because we're so into the mechanics of teaching it. And then you can get, I think, easily disillusioned with this idea, well, AI is coming. Why do we need to spend so much time putting these tedious senate structures together when the computer can do it for us? And if we don't catch that big vision of changing the world and being resilient, then I don't blame them for being a little disillusioned.

A few thoughts come to mind right there. The first one is, I think that almost all of us, and I'm even guilty to this to some degree, but I think the vast majority of well-meaning parents and well-meaning teachers are looking at the purpose of education for the promulgation of wealth and comfort. The reason you get a good education is so that you can get a good job, so that you can get a good income, so that you can have a happy family.

And that is just a completely disordered way of thinking about the purpose of life. So until we can unravel that a little bit, I don't know how we make a lot of progress. Part of it, I think, connects with this next idea, which is what is the relationship between a human and technology, right? And technology is nothing new.

I mean, you, I'm sure, have heard the story of how Plato, in one of the dialogues, talks about the king of Egypt and the great god Thoth, who said, I will give you writing as a gift. And the king said, well, okay, we'll take your gift, but it will be a double-edged sword because it will let us write things down, but then we won't rely on our memories. So even writing itself is a technology that will begin to atrophy the skill which it replaces.

Now we're seeing that kind of thing on Uber steroids. But one of the things I try to talk to parents about is, you want to establish the right relationship between the human, your child, the human, or yourself, and the machine. Who's telling who what to do? Are you controlling your technology so that you can better accomplish your objectives and missions in the world? Or are you allowing technology to derail that to some degree, whether it's through entertainment or distraction or confusing information or atrophy of skills? So if we can use AI to

better accomplish our goals, then there's a potential upside.

But what we, I think, have clearly seen, just given the volume of traffic on the internet, is that the vast majority, the super majority of all information that transfers between people through internet and through screens and machines is, at worst, porn, and at best, doom scrolling. And so much of it is just not purposeful. There is an interesting upside to this world of AI.

And I heard a term not long ago, I don't know if you've heard it, Davies, but I heard this term, prompt engineer, as actually a new career category. So the idea that certain careers are going to be eliminated by AI, which will do much of the programming of bottom-line programmers and do much of the writing of bottom-line commercial writers and all that, but who's going to get that out of the AI? It's gonna be the prompt engineers. And so now that's interesting to me because that requires the skill of asking very good questions, which, in a way, is another way we might define critical thinking, asking very good questions.

And I have long tried to communicate to people that the basic skill of writing, after you get past the mechanics of the grammar, once you move into the logic and rhetoric zone of writing, it's really about, can you ask yourself good questions? Can you ask others good questions? Because the quality of the questions you ask will determine the quality of not just the writing you do, but the life that you will have. Yeah, and that's such, what a great reminder. Again, I emphasize this all the time, that this is definitely not, as somebody said, kind of a sentimental, fusty old education.

This is actually the best way to prepare for an AI technical world. And I had not heard that idea of who has to sit there and come up with the prompts. But you're absolutely right.

The response is only as good as the inputted question. And if you've been trained with classical rhetoric and you can speak and write well, you might be the first person that gets hired there at techcompany.com, who may be doing the hiring. So why don't we take another quick break? I wanna come back and just get, again, a lot of directions we could go, but just some quick advice to parents and to educators and just best practices that you've seen over the years when it comes to excellence in writing and speaking.

And we'd love to hear that from you. And then I do hear that you are a pretty serious jokester. So I would be ashamed to not get a joke out of you before we end the podcast.

So we'll promise that here in the third section as well. I'll be right back with Andrew Pudoa. Graduating can be intimidating.

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Andrew, you spent 30 years traveling around the world, encouraging educators and parents. If you had, you know, just a few minutes in a room with a group of parents and thinking about the importance of writing and rhetoric and speaking well, what just some best practices, encouragement you give to parents? And then I'm going to ask the same question, just kind of with educators in the room. Well, I'm not sure I would talk about the importance of it because if they're not sold on that, they're not going to hear anything else.

So what I would say, and I think almost all parents and teachers would agree, yes, I would like this. If what you want 20 years from now is a person who can read and listen and speak and write in their language skillfully, then the most important thing for you to do every day right now is read aloud to them in huge quantity. As much time as you can spare.

And this should start essentially, you know, at birth, which is easier if you've got older kids in a family than, you know, the infants just grow up in that environment. But as soon as you can, you start reading aloud to children every day and never stop reading aloud to them. Even when they start reading on their own, you continue to read to them at a level above their own decoding skills.

That's what grows comprehension. And that gives you shared context for conversations. It builds historical literacy, it builds vocabulary.

If you're reading things that are kind of increasingly complex, if you're willing to read things that are, you know, 50, 80, 100, 200, 1000, 2000 years old, you're getting, you know, you're bringing that child into this world of language, which really is, you know, the word. I mean, there's, it's not accidental that, you know, in the beginning was the word. And I would argue that it is in language, the way in which we are most made in the image and likeness of God, that we have this phenomenal capacity to access truth through language and language through an experience of truth.

And the fundamental way that that has been done through all of history, really just up until 40, 50 years ago, with the advent of ubiquitous television in everyone's life, was the bedtime story culture, the read aloud to the family, the what do we do when we can't go anywhere? We sit down and read books together. That was just universally done in all literate cultures. And that's my greatest fear is that we've lost that in the homes today.

So that would be my one biggest, you know, bullet point. And I think to that, just to emphasize it's not, I think most folks listening, like, yeah, that's a great thing to do with your grammar schoolers. But, you know, high schoolers, they're on their own reading that you would disagree with that.

I know and say, no, you should read even they should read on their own, but they should also, you should also read as a family. And that's, I know our family did that. And some of the best memories have been books that were read aloud in the home during high school years.

So they're never too old. Yeah, never too old. Secondly, if I can put in a plug for memorized language.

This is another thing that's been at the core of primary and even higher education for as long as history records, people memorized huge chunks of poetry, of scripture, of excerpts of the beautiful rhetoric that had gone before of historical speeches. It was a way that we would internalize in a very real way. In fact, my mother, who was a music teacher, she never used the word memorize.

She always said, you have to learn by heart, learn the piece by heart, learn the poem by heart. And there's something so true about when you memorize something, you take it into your soul in a very powerful way, a way that you really can't do any other way. And I would love to see this restored.

I think classical schools really are on the forefront of helping people understand the value of cultivating the memory as a human faculty and furnishing the mind with good and true and beautiful language. But I would like to see it much more universally understood and appreciated by, you know, the more general population of parents. Well, and I think that, again, it's I'm glad you've put an emphasis on that, because I think it's too easy today to not only assume you don't need to memorize because it's coming to you on your device, but that it's just as adults, I think most of us think anything memory oriented is tedious and difficult and therefore undesirable.

And yet we all know our grammar school kids in particular memorize anything, whether you ask them to or not, and they love doing it. So why not lean into that? And I just that's that's beautiful. I think that makes a lot of sense.

So reading memorization, anything else kind of as a quick best practice you would encourage? Well, you know, there's sometimes a question of why do Latin, right? You know, the classical school world, you know, and people are like, nobody uses Latin and it's not practical as though everything that we had to learn had to be practical. I'm going to recommend a book to you personally, Davies. If you haven't read it, I guarantee 100 percent you will love this book.

It's called How to Think Like Shakespeare by Scott Newstock. OK, brilliant, brilliant books. Tremendous wordsmith.

This guy, he's a Shakespeare scholar, so likely. And it's really it's really about the type of education that Shakespeare had. And so this value of language and rhetoric and honing and refining.

And the funny thing is Shakespeare never took an English class. What did he do? He spent his entire childhood in school basically, you know, reading and translating Latin. Yeah, and that gave him the X-ray vision into the language that made him the phenomenal wordsmith that he is.

And I could go on and on about that book. But that sounds like a guy you'd like to talk to at some point. I appreciate that recommendation.

Absolutely. And I think, again, it's easy to go. Yeah, you know, he is just in that one percenter super genius guy.

You know, he just is like, no, no, no, no. Wait a minute. How did he? He read.

He studied Latin. He worked hard. And that's part of the output.

Well, there's a lot more we talk about, Andrew. Thank you for just, again, just a fresh reminder that the work that we're doing as parents and as educators every day is really not just, again, a polite, it's survival education, as we talked about earlier, and really important work. And so thank you for all that you're doing with the Institute for Excellence in Writing and just championing this important work that we're doing.

Thank you for that. But again, we'd be remiss if we don't get a joke out of you, because I know that that's a part of, I guess that's part of rhetoric is being able to tell jokes. Andrew Kern said to me one time, the whole purpose of a great education is so that you get every joke.

Yeah, here's one of my. All right, go ahead. Here's one of my newer favorites.

So there's a woodsman out in the woods and he's chopping down trees and he's about to chop a tree and the tree shouts out, stop, stop, don't chop me. I'm a talking tree. And the woodsman says, yes, and you will die a log.

You will die a log. That's really, that's great. Did you make that one up? That's pretty good.

That's pretty creative. No, that. No, I didn't make that one up, but I locked right on to it.

That's a great one. Yeah, yeah, you will die a log. See, these are, this is why I love jokes and we need more jokes.

Well thought through jokes will develop jokes. So I do hope you'll write a joke book someday. I think everyone would love that.

Andrew would be great. So we've talked about a lot of things. There's a lot of great resources you have.

By the way, I admire you as a fellow podcaster. You guys, what, just celebrated your 400th podcast, I think. Is that? Yeah, yeah.

That's a lot of talking, but a lot of good content. And I want to encourage people. So Arts of Language is your podcast and you guys are over on, is it iew.com? Is that the best place for folks to find you? Yep, that's it.

And then any of your podcast delivery methods, Spotify or Apple iTunes, whatever you use.

Carrier Pigeon podcast, whatever's out there now. That's right.

That sounds great. Well, Andrew, it's always a joy to get to chat with you, to reconnect with you and look forward to further conversations. Thanks for all you're doing for parents and education and the next generation.

Thank you, Davies. It's been great. Well, you did it.

You stayed till the very end of the podcast. Thanks so much for listening to this conversation and a special thanks to our sponsors who make this episode possible. Classical Academic Press, Wilson Hill Academy, Light Phone and the Classic Learning Test.

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What's on your mind? Help us tell stories that may be reflective of what you've seen impacting in your personal life or as a teacher in your school what classical Christian education is doing again around the world. We appreciate you as a faithful listener. Hey, we're going to be back again next week for another episode.

Please join us. We wouldn't want you to miss.