

BCL ep342 Beyond the Test: Real Education vs. College Board Checklists with Sarah Novlan

This week we're diving into the world of advanced placement, that's AP testing, and for years AP classes have been seen as a smart move, a way to impress colleges and earn credit before stepping foot on campus. But like many things, the educational landscape with APs has also shifted. Testing has changed, and not often for the better, but with those changes come promising new alternatives.

Join us as we explore what's changed and what new opportunities and alternatives are emerging for students today. 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 another episode of Base Camp Live, Davies Owens here with you on the journey of raising the next generation up to what feels like the top of Mount Everest sometimes.

I don't know, hopefully in the summer it's not quite so hard climbing up there, and along the way we do need these moments each week to come together around the base camp fire, although it's summer, so maybe we're hanging out by the lake right now, but we're together, and we're on a journey, and I appreciate you listening. It's a blessing to hear from so many of you out there. I mentioned last week that we are putting together little promo kits for schools that would like to have some of our flyers and resources that you can hand to parents at parent nights that are coming up, or put in the front office, or also just ways to connect better the resources that we have, like our RSS feed that you can put on your school website.

All of that and more is on our sharing page, and you can also just drop me a quick note, info at basecamplive.com if you want some of those resources, and I always love to hear from you. Special shout out in this episode to Diana McKee, head of school at the Imago School in Maynard, Massachusetts, as well as Cameron Cook, head of school at Veritas Academy in Austin. We are so grateful for both of you being part of the world of Basecamp Live and sharing this journey that we're on, as well as part of the Zipcast family.

In this episode, I wanna say a special thank you to Wilson Hill Academy. They are an amazing organization that offers online classical Christian education for the entire school day, as well as they're a great resource for finding individuals to teach specific classes, and it's a wonderful place for teachers who are looking for some part-time work. Also, on this episode, thank you to the Classic Learning Test.

As always, our partner page is a great resource to learn more about these great resources. Our guest today, Sarah Novland, has been in Christian education for two decades and currently

serves as the chief academic officer at Hill Country Christian School. She holds degrees from the University of Texas and is a doctoral student at Abilene Christian, where she's completing her dissertation on the Harkness Seminar model in the humanities.

She lives in Texas Hill Country with her husband and kids and spends her free time hosting literary dinner parties, wrangling chickens, and reading the great books. Love that combination. I'm sure we'd all love to be a part of her literary dinner parties.

So many great things that she's doing, and without further ado, here's my conversation with Sarah. Sarah, welcome to Base Camp Live. Davies, thank you for having me.

It's a joy to have you on. I'd love just to start out and give folks a little bit of an opportunity to hear your story, Sarah. Tell us a little bit about you.

Yeah, well, I am the chief academic officer at Hill Country in Austin, and this is actually my 10th year there. I'm actually a born and raised Texan, and I had a little bit of a unique background in my K-12 in that I got to experience public school. I got to do a little bit of homeschooling, private school, and then back to public school.

All very similar. It's not something I would pick for my own kids, but the one thing that I loved about homeschooling was it really helped me, and my mom allowed me to lean into my love of literature, my love of reading, and that kind of set me on the path to becoming an English teacher. Did my undergraduate at the University of Texas, not really knowing at the time that there was this thing called classical education, and I think in retrospect, I would have picked a great books program, but I went to UT for my undergraduate, got a degree in English and education, and then, this is a story for another podcast, but I moved to South America.

Wow, okay. To teach English there. When I got back, I started in private Christian education.

Okay. Ended up getting my master's at SMU, and then finally in 2016, ended up at Hill Country, and that was where I was introduced to classical education. There in Austin.

Yeah, that's, I love the variety of your experience. I think God often has, I don't know if it's a sense of humor, but just knowing what is ahead for you to have had those various settings that you were in. Yes.

Has given you, I'm sure, some really good perspective. Yeah, I love the Shakespeare quote, the past is prologue. There's been so many times in my education, in my career, where I've like said, oh, this is why I experienced.

That's right. Prepare me for this moment. That's right.

I ended up as the English Rhetoric Chair for a couple of years before starting my doctorate, which hopefully I'll finish in December, God willing, and transitioning to the Chief Academic Officer. So that's how I got here. You've got, so what are you in like year 28 of school? I mean,

have you tried to figure that out yet? I stopped counting, I think.

28th grade, yeah, that's when you're working on your doctorate. Yeah. Well, congratulations.

That's a lot of work and a lot of accomplishment. Along the way, you've obviously been aware of just the journey that's often put before students and families, and one of those things, one of these we're gonna be talking about here is this AP test. Flashing back, I won't even tell you how many decades ago it was when I was a starry-eyed high schooler running around at a private school in Atlanta after I'd been in public school, after I'd been in private school.

So I had a very eclectic journey myself. But there I was in a private high school, and of course, we were told from all the voices of smart people supposedly around us back in the day that if you're gonna kind of have the edge on the college that you wanna apply to, you need to do these AP tests. So I remember many a grueling late night and weekend studying for AP American History, and my American History teacher, Mr. Lineberry, who was a great teacher, but he was teaching us to get ready for this AP, it was such a big deal.

And of course, the carrot at the end of the stick is colleges will put you at the top of the admission line and you'll maybe even be able to get some credits as you come in. So it seemed like it was a pretty much a no-brainer. And over the years, things have changed a lot.

In fact, I remember 15 years ago, I was head of school in Atlanta at a NAIS, National Association of Independent Schools, kind of big private school gathering. There was a keynote speaker actually sort of demystifying or even critiquing the APs to say, yeah, even 15 years ago, things were starting to change. And so I know a lot of parents are listening, or perhaps like me and kind of fear, well, isn't that just what you're supposed to do? It's almost a rite of passage, but things have changed.

So kind of give us a sense of what's happened out there. And first of all, what is AP? Advanced placement, it sounds like a good thing, but what is it? What's going on with it? Yeah, so I mean, AP, you kind of talked about this college prep, right? Like it's this idea that we are getting our students ahead and the college board, they offer, I think last time I checked, 43 advanced placement exams. Right, 43 to students.

And the idea being that they take this course, this college board provides a course exam description. It's a loosely prescriptive outline for schools to follow centered around these big ideas in each category. And then at the end of that, they're prepared to take an assessment that demonstrates that they can receive advanced placement, like clepping out of these courses at the college level.

And that's the original intent behind advanced placement. And there's a huge draw for parents for them to do this because they end up getting to opt out of paying for these courses at the college level, which can be very expensive. But it also, for many students, they're told it looks, and it does, it looks good on their college resume that they were taking these advanced classes.

And I think in theory, in theory, it's a great idea, especially when you have students who are motivated to take on advanced work, to challenge themselves. But ultimately it's become like so many things in education, like so many things in my own education, just a very transactional system of you do this, you fill out the essay this way, you complete this many complete multiple choice questions, and we will say that you are prepared for advanced college work. And the reality is, it's not, that's not what's happening.

And we hear that from the K-12 side, and we're hearing that from the college side. Is it fair to say like so many things in education in the modern world, there's basically a dumbing down effect. It may be interesting to see what I did decades ago in terms of what I was asked in the form of the test.

And I mean, is that a fair assumption too? Well, I think there's two things that are going on. And on the philosophical level, so I, in my role in chief academic officer, when I started, I became associated with the classic learning test because I was asked to think through all of the pillars of our academics as a classical school. And when I got to the pillar of testing, it was so clear to me with what we were doing with our testing that it was completely out of alignment with our curriculum, with our professional development, with the portrait of a graduate, what we would hope for students as we're educating them.

And then I came across classic learning tests, and I thought this is not only bringing the testing pillar into alignment with who we are, the mission and vision of our school as a classical Christian school, but it's not a distraction, it's an accelerator. It is giving us information to help us continue in our mission and vision. And what's happened now for so many schools is they are having this missional drift in order to continue offering AP because not only has AP content, especially in the humanities, which is where CLT is launching what we're calling enduring courses.

So not only has there been a content drift, but there's been a drift in the rigor. And so these schools that want to continue offering this because parents want it, some students want it, it ends up being a compromise. And I said to our academic team at our school, I think it's not a question of if we are gonna need to move away from AP, but when.

And yeah, go ahead. No, I mean, it sounds like a very parallel de-evolution on this to what, I've talked to Jeremy Tate, who's obviously head of CLT, and his story, which was looking around going to ACT and SATs that were the, they were the essential doorway everyone had to walk through, began to realize, wait, this doesn't even represent our education or the learning that we're doing. And so that was obviously the impetus behind the creation of the CLT test.

But it's really what you're saying is the APs are following a similar de-evolution, if you will. Yeah, I mean, we call these classes advanced and college prep. And I say college prep because the alternative is a lot of schools turn to dual enrollment, but that's not a silver bullet either.

Because you have, I think about educators, we just got back from SEL. I think about educators

in classical Christian schools who are so passionate about what they're doing. They're committing their lives to it.

But then when we get to our advanced classes, the terminal class, like these courses that our juniors and seniors are taking, we're okay to outsource the curriculum. We built up to this moment, and yet these, whether it's the college board or a dual enrollment program, that's not necessarily in perfect alignment with what we're doing. We say, yeah, well, we will adopt this because our students need college credit and we need to offer it in order to be attractive to families.

And I hate to say this, but in many of these alternate programs that are being offered, there's nothing in those courses that's teaching students to be a flourishing human being. Nothing, go ahead. Well, no, it's just increasingly, to your point, the terminal test to say, okay, we have done, we've achieved this great education that we've set forth to strive for.

We have a test that doesn't match up. My brain always goes to analogies, and as you're sharing this, I can't help my son, my youngest, who's really into Formula One racing right now. And so it's almost like, so you've taken a driver, not that every classical Christian student's at that level, but let's assume that they're pretty proficient drivers, to use my analogy, and you send them down to the DMV office to test to see how good their driving is.

I mean, it's kind of like, well, yeah, but you really haven't reflected the whole ability of this individual. And I know that was, again, the emphasis of CLT. So with AP, again, just kind of setting up the changes that have happened, it seems also, 15 years ago, when I heard this presentation, that colleges are, again, recognizing that it's almost, it's so ubiquitous, everybody now does the AP, because what used to be a real differentiator is now so common.

So then, and because the test is getting dumbed down, it's now, in many cases, am I right, not really considered a real distinctive in terms of college admission. Is that a fair statement? Yeah, I mean, we've been talking to a lot of colleges and academic leadership as we've been rolling out this process and development on the admission side, and in terms of the provosts of colleges. And I think that there is a recognition of the dilution of these courses.

But I think this is why it's so important that CLT is doing this now, is because, for so long, in what I've said to our academic leadership at our school, is we have to move away from this, but what's the alternative? Like, we can't, we're beholden to this because there's no other option. And that's how I got connected with CLT, was I had, so I have taught AP Lang and then AP Lit. I've taught AP Lang for over a decade, and it used to be, I could pretty consistently teach the class and then do the test-taking strategies, feel like I prepare my students.

But the last straw for me was, I was in my AP Lang class this past year, offering them some practice material, and we got to a question. And I don't really wanna share the content of the question. It was so egregious that my students got the answer wrong because they didn't understand the incorrect bias of the question.

And I remember thinking, like, this is ridiculous. I told them, I said, I'm sorry, I'm gonna throw this question out because it's ridiculous. And in my head, I thought, if it's ridiculous, and I firmly believe in what I'm doing as an educator, then why am I still offering this? And so I reached out to the CLT and said, you guys need to build something now, because so many schools have already completely eschewed any involvement with the college board, and there's educators, academic leadership, who are dissatisfied.

How many more schools are going to recognize this in five to 10 years? There needs to be a solution so we're not beholden to the college board. Yeah, no, I think that's, again, as you've said, we need a better indicator of the work we really do, and we need to be able to present ourselves in a way that's more inclusive of everything that we do as classical educators. So I think it makes perfect sense that the APs would need some help as well.

So in fact, why don't we take a quick break? I wanna come back and really hear more of this enduring courses that CLT's creating because of this wonderful opportunity to really add value back into ways that we assess our students. We'll be right back after this break. 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 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.

So I love the general spirit of the CLT and the desire to look at what's broken and say, well, let's not leave it like that. Let's try to bring a solution to it. And these are not small solutions.

I remember when Jeremy was like, I think I'm gonna take on the ACT and SAT. People were like, are you crazy? Like little Jeremy David with his slingshot and Goliath there going, you know, back off little boy. And he's back with, and you're back with another audacious goal of trying to not necessarily displace the AP.

It'll probably never go away, but at least provide a viable alternative. So talk about enduring courses. What is the distinctive of it? How does it work? What do you, and I know you're still, it's still being developed.

It's still in formative state in many ways, but share some of the vision. Yeah, I think, you know, you're absolutely right. Like that idea of you mentioned CLT and the SAT, that David and Goliath.

I think that analogy is one of the reasons that so many schools have identified with CLT is like they are in the arena fighting and fighting the good fight. And I think enduring courses for educators is a really an opportunity to go back to what's the whole goal of the humanities? What are we trying to do here? We thinking about some of the distinctions of it and in the contrast with what's going on in typical classrooms today. One of our goals is just to connect to these classes, to have a degree of humanistic depth and breadth that we're not seeing in the AP classrooms.

So one example that I've shared with educators is, you know, there's a school district that's not too far from me, where even in their AP classes, they've moved away from reading entire novels. So you could potentially train, you know, be prepared quote unquote to take an AP class without having read a novel at all. And so one of our goals is to really work with educators and on K through 12 and the college side to develop assessments that have humanistic depth and breadth to them that reconnect the humanities to discernment and intellectual virtue.

I think one of the ways that we're considering doing this, you know, AP has, many AP courses have writing components to them and we're definitely looking at that as well, but with the rise of AI, with the rise of plagiarism and for many of our classical schools that they were preparing our students to be articulate, to be eloquent, to be thoughtful, engage in civil discourse. We're also looking at having potentially an oral component to the assessment. I think that would be really unique.

I was about to ask about that because that's the advice I give schools all the time. I ask, what do we do about the AI problem? And I'm like, well, go back to what we've always done, which is have an oral test, have a conversation. Yeah, and I think there's a unique value proposition for colleges too, you know, to be able to see how a student articulates themselves under pressure.

And I think that many of our students at classical schools will do well in that kind of an

assessment. We're also looking at potentially developing a teacher guild. So some of the schools that are involved and, you know, CLT is not just classical schools that take CLT, right? There's tremendous, tremendous value in having unique perspectives from different schools that are involved in this.

So we want to connect educators in the classical lane, Catholic schools, charter schools, but all the schools that are involved in this, there's an understanding that there's a higher telos in what we're doing here in education. So similar to how AP has AP Summer Institute, they have AP Classroom, where it's a reservoir of resources for educators, CLT wants to, in some way, connect educators to have access to materials that really, we're not just, you know, nurturing and developing our students, but we need to be nurturing and developing our teachers as well. They're the ones, you know, so to say, on the front lines with our students day in and day out.

And- Well, I was gonna say to that point, so many people who teach in classical environments are not classically trained themselves. And so it's very hard, I think, to really find what does assessment look like if it's not teaching to a test and sort of embedding, as you're talking about, the intellectual virtues and, you know, literacy at a level that was originally core to a classical education. How does that really get assessed? And it's very hard if you're, as we said in the first part, if the assessment is at such a low bar, it causes the teaching to drop down a bit too.

So it makes sense the teachers need to catch a vision for what to aim for. Right, yes. And I think we have an opportunity to equip our teachers.

Like I said, these are people who, educators who have committed their lives to this mission. They want to be fighting the good fight, want to be helping our students connect, right, with and have a deep understanding of the humanities, of these subjects that we love ourselves so much. Can we give them tools that they can use to help prepare their students? I think that's something that there's a tremendous potential for.

So practically, you mentioned before this shocking number. There are 43 APs out there right now. So you're obviously not aspiring to knock out all of them or provide all terms.

All of them, there's too many and too varied. But within that humanities structure, I mean, how do you envision this, I guess, because we're practically playing out, you're talking to a college and you're saying, hey, we have students now that are taking this. The this is what? It's a humanities, that's the jurisdiction of, I guess, the test is really assessing a little of humanities.

Starting with the humanities, because I think I don't wanna be too hyperbolic or extreme here, but I think there's a lot of people who would say that humanities are in crisis in many different levels. I mean, just the fact that down the street for me, a kid can take an English class without reading a book, like, very problematic. So starting in the humanities for that reason, in terms of what assessments, those are details that the CLT is still working out.

Like you said, it's such a big problem, but it's one that we want to strategically address. And

part of what we're doing is working with leading schools, K-12 schools and colleges to determine which assessments, which courses are going to be the most valuable to the broader community. It is fast.

I think we're all, most who are listening, classical Christian parents and educators, I mean, we live isolated in many good ways from, like you said, what's happening down the street. I think we'd all be shocked by that. And we think about, it's always been befuddling.

How do you educate in a world where there is no truth and therefore all literature is just, it's kind of the Stanley Fish deconstructionist view of, well, who cares what the author intended? It's whatever you want to make it out to mean and be. And it's all about your own interpretation, very narcissistic way to read literature. I mean, how could you possibly assess something like that other than just maybe your prompt is, how did this book make you feel? And then the rest of it is whatever you want to.

I mean, it's really crazy to think there's even a way to assess something that's that detached from the reality of the world. Yeah, and I think that there's two prongs to this, right? On one hand, there's the content, but then there's also, which for AP, that's problematic. And that's, I don't want to say an easier thing to address and replace.

But there's also this, I would say audit of what's missing from these assessments in the first place, right? And I think about in my own classroom, when I started teaching AP, it wasn't at a classical school. And again, it was very much about the test. You're writing these rhetorical analyses because you need to demonstrate the canons and then you're just, it's a formula.

And then I remember picking up for the first time Scott Kreider's book, *The Office of Assertion*, that talks about eminent design and the connection that we have as human beings to our creator and the whole goal and the weight that we wield as words, this idea of creating meaning and the responsibility we have as rhetoricians to articulate ourselves well because of the image that we're created in. And starting a class on rhetoric with that, in the beginning was the word and the responsibility we have to wield our words versus, okay, here's an AP essay, we're gonna deconstruct it and then try to score a five on it, right? It's a totally different class. While running it through kind of a woke filter of what this, I mean, there's just so many, again, every school teaches religion, there's a philosophy that sits behind all of that.

So there's that element too, which is now they're scoring you to see how maybe politically oriented you are, not just what even you actually formed of depth and thought in yourself. It was just could you pare back what you were hoping, teaching to the test effectively. So yeah, it's a mess.

And I think that's the issue, not to grovel in the mess, but most of us are living out in this world of alternative education because we believe that this is what's essential because of how challenging it really is out there. So I love what you guys are doing with that. I wanna take another break and come back and just get really practical for teachers that are listening, for

parents.

And again, I know you all are still formulating a lot of the details around the enduring courses, but just how can folks kind of follow what you're doing and stay involved. We'll be right back and hear a little bit more about all of this. I'm here with my friend Joanna Hensley, head of Lower School at Wilson Hill Academy to tell you about their exciting new program.

Maybe you already know about Wilson Hill Academy. We talk about Wilson Hill all the time on Base Camp Live. They're known for their really effective and helpful online classical Christian education.

They offer, they have lively courses for students in grades three through 12. But what you may not know is that Wilson Hill is now offering a rich early learning program they call Forma for students in K through second grade. I'm here with Joanna.

Joanna, tell us more. Oh, thanks Davies. Forma is such a wonderful way to begin a lifelong love of learning.

You know, we talk often about the cautions of technology. So let's just go ahead and get this out of the way. Are you encouraging kindergartners to be on Zoom all the time? Is that what this is? Absolutely not Davies.

Forma does not involve putting five-year-olds on Zoom. Forma is a program that gives to parents valuable guidance from an experienced mentor teacher who walks them through a carefully curated curriculum for teaching reading, math, nature study, and enrichment like picture study and music, all within a like-minded, encouraging community. I love what you guys are doing, especially for children in those younger ages.

How can folks learn more about what you're doing with Forma? They can visit our website, [wilsonhillacademy.com slash forma](https://wilsonhillacademy.com/forma), F-O-R-M-A. Fantastic. Thanks so much, Joanna.

Sarah, we are so grateful just to have a chance to kind of catch up with what's going on in this world of APs. As we said from the beginning, so many parents are listening or are thinking, this is just the normal rite of passage and you've helped open our eyes to things have changed. No surprise, so many things have changed in the world of education.

And then giving us some wisdom on just perhaps taking a little less pressure off of ourselves and off of our children and to know there are other paths forward. But just for a moment, as you think about those who are listening who are parents, what else might you just give them by words of encouragement here on this topic? Yeah, I mean, I think that parents who are choosing an alternate mode of education for their students are already thinking outside of the box, right? And recognize that what's happening in a lot of mainstream in education is not what they want for their students. And yet there's this added pressure, I think, which is natural to want our students to be successful post-graduation.

And I would just say, it's okay for that tension to exist. I think that taking AP or dual enrollment programs, while they're not ideal, they do solve for many people a problem. But I think that I would just encourage them to look a little deeper at AP, at the content.

That's something that's readily available online, what they call course exam descriptions. So you can just Google College Board in the name of the test, and it's CED. And that will show you what's on those.

But I would also just encourage them to have those conversations with the teachers and with their administrators about the courses. Because it's something that I think of as a parent, you're not willing to compromise. And what is the goal of education for your student? It's not transactional, right? That's not what you've chosen.

And so I think about what the CLT is doing here is offering a better way that still solves a problem. Yeah. I keep thinking about that phrase, we need to be measuring what actually matters.

That's the thing that is at the heart of it, I think. So for those who are listening who are teachers or educators, you've mentioned some exciting plans underway as far as offering faculty development. Just again, what are some next steps? What's available right now? What's coming? How do people stay in touch with what you're doing? Yeah, so we are in the development process right now.

And we have some schools that are pilot partners. If a school is interested in being involved, then I would encourage them to send me an email. My CLT email is S-N-O-V-L-A-N at cltexam.com. We can include that, I guess, in the show notes too.

So reach out to me. We're looking at, and I think I mentioned this, the goal is to have a certain number of assessments and courses rolling out each year. So not all at once, but we'll be providing those opportunities for schools to be in the first academic cohort.

And we'll be taking a certain number of those. So schools that are interested can reach out to me and share their information. And then I would also just encourage teachers to have these conversations on their campus, have these conversations with their administrators.

And for me and my academic team, it's a question of going back to, like you said, measuring what matters, but also what are we really doing here? Let's go back to the mission and vision of why we're dedicating our lives to this. I love that. And I often say on the podcast, I think in some cases our students end up being the most neglected population in our schools.

I always say that a bit provocatively to say how often students are assuming that, well, we take these tests to get the carrot at the end of the stick. And they don't own the richness of this opportunity to assess well this rich education they've been given. So I love the idea of just creating these conversations and saying, what is the goal of your education to begin with? What are the ways that we should measure successful education? And I think the more our students

really understand that, I think the more they'll appreciate it.

And so at any rate, I love the fact you're stirring up the conversation. You're helping us just to kind of do a reality check of where we are, and you're working on a great solution. So we'll definitely have to have you back as you guys get into the next phase of this and give a chance for people to really get their hands on it and get to using it, which will be great.

So thank you so much. Thank you so much, Davies. 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. Hey, wanna encourage you, if you're out there, whatever podcast player you're on, leave us a five-star rating, Spotify, Apple, podcast, whatever it may be.

We'd love to hear from you as well. As always, InfoBase Camp Live, 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 of what classical Christian education is doing, again, around the world.

We appreciate you as a faithful listener. Hey, we're gonna be back again next week for another episode. Please join us.

We wouldn't want you to miss.