

Episode 420: Live Ask Andrew Anything

Transcript

Julie Walker: Hello, and welcome to the Arts of Language Podcast with Andrew Pudewa, founder of the Institute for Excellence in Writing or as many like to say, “IEW.” My name is Julie Walker, and I’m honored to serve Andrew and IEW as the chief marketing officer. Our goal is to equip teachers and teaching parents with methods and materials, which will aid them in training their students to become confident and competent communicators and thinkers.

Andrew Pudewa: I can think of no better possible program that would train someone to write an essay on demand, efficiently, with good structure, with good style.

Julie Walker: So, one of the things that we love to do with the Ask Andrew Anything podcast is come up with some questions, Andrew, that you have not seen before.

Andrew Pudewa: You know you try to stump me, but you generally know how I would answer most of the time.

Julie Walker: This is true. This is true. And for every one of you that submitted questions for this recording, if we don't get to your question, no worries, our customer service team will be reaching out to you to answer your question.

And if they don't know the answer to it, they'll ask their boss. And if their boss doesn't know the answer, on up the chain it goes until it gets to you.

Andrew Pudewa: Every question will be answered.

Julie Walker: Every question will be answered.

Andrew Pudewa: No question left unanswered.

Julie Walker: Yes, but we have to be careful with some of the questions. There's one question in here in particular, I'm not going to say what it is because then I'd be telling trade secrets, but what do I do if this happens?

And then it's like, well, you just have to wait because we have a new product coming out to answer your question. So that's always fun to kind of get the inside scoop.

Andrew Pudewa: Hurry up and wait.

Julie Walker: Hurry up and wait. That is truly our lives here. But our first question, which I love this, our first question comes from Ashley.

And Ashley, you are of the Joyful Noise Learning Is it a blog? Is it a podcast?

Ashley W.: Well, yes, it's a YouTube channel and email newsletters. So hello, and I'm happy to be here.

Julie Walker: So I love this, I love your moniker, Joyful Noise, because I know exactly what that means. Sometimes when we sing in church, it's sometimes a joyful noise and not very beautiful. It's more of a noise.

Andrew Pudewa: I think she's talking about the chaos of having a lot of kids at home.

Julie Walker: It could be everything. Or

Andrew Pudewa: screaming, laughing, related, whining all at the same

Julie Walker: Yeah, so Ashley, you are one of our IEW affiliates and we have, almost a hundred IEW affiliates. The term now, I guess, is influencer. So Ashley, you are influencing people to learn more about all the things that you're finding to be helpful.

And we're just so honored that you have found IEW to be helpful in your learning environment. So why don't you go ahead and tell us a little bit more about yourself, your channel, and then go ahead and ask your question.

Ashley W.: All right, well, hello again to everyone listening, and hi Andrew and Julie, it's so nice to be here. I'm Ashley, and I've been homeschooling for about ten years now, and I have three kiddos, so it's not a lot of kiddos, but two of them are boys, and when you get them together, it's not very quiet in my house at all, so they're outside right now. But yes, I have my YouTube channel, Joyful Noise Learning, and I've been doing that about six years now, I believe, but I love to talk about finding joy in the chaos of life and or homeschooling. So Andrew was correct in that. My vision for my channel, I love to use Charlotte Mason-inspired resources and biblically-based resources. Those are my main goals for my family and for myself as a homeschool mom. And one little, like, secret here is I went to school to be an English teacher. So, I love literature, language arts, all the things.

Julie Walker: And yet here you are,

Ashley W.: and here I am. Yes.

Julie Walker: Talking to us about IEW, and you have a question for Andrew.

Ashley W.: Yes. And my question today is, Oh man, I learned, I learned to teach literature and I learned to teach reading. No problem. But teaching writing was a struggle. And so when I found IEW, I was like, Oh, this is how you teach writing. And so I was glad that I found it for that reason. But my son, he's 11 years old now, and he has told me he doesn't want to be a writer when he grows up. He is all about science, he is all about maybe reading, he doesn't mind reading, but his dad is a software engineer, and he wants to be a software

engineer, work with computers, or maybe a video game tester is what he says he wants to be when he grows up.

Julie Walker: He's 11. Of course he wants to be a video game tester.

Ashley W.: We're continuing to talk about what else he could do. But when I bring to him our writing instruction time, he says to me, why do I have to do this, mom? Why do I have to do this if I'm not going to be a writer when I grow up? I'm not going to be an essay writer or a newspaper writer or an author of novels. Why in the world do I have to learn to write? And when he asked me that specifically, I kind of wasn't sure what to say. It's really hard because I love to do it personally. I don't know what to say to my child who doesn't think like I do. So do you have any tips on how to help this? And what do I say to him?

Andrew Pudewa: Yeah, sure. 11 years old is almost enough to have a mature level of thinking that would allow for this type of dialogue I'm going to propose if it doesn't, especially since he's pushing back against it. So, I think it might work, if not, just put it on the shelf for a year or two, and then pull it back out.

I'm gonna give you three points here. The first point is, there's a particular part of your brain that grows when you do things that you don't want to do. And it doesn't grow when you avoid doing things you don't want to do. And this part of the brain is actually very strong, it's very large, in people who live a very long time. And so just from a purely neurological point of view doing something which you don't like will make you smarter and stronger and give you a better functioning brain for the rest of your life.

So that's point one, and my reference on that would be Andrew Huberman. So the Huberman lab podcast, if you go and look for that, he's talked about it in a few different contexts. I cannot remember the very technical description for the part of the brain that does this, but he said, it doesn't matter. You could call a cookie monster. It's just a part of your brain that will grow when you do things you don't want to do, and it atrophies when you avoid doing things you don't want to do.

Second reference I would give you here is Jordan Peterson, who talks about writing in terms of the distillation of thought. So writing is not actually the end. Our goal is not to have people who do writing well because they love it, which is, I don't even relate to that, or doing it well even because they will be in a professional position that requires it. You learn to write because it is the curriculum of learning to think better. So you collect up, you organize, you reflect on, you represent information. And that skill is absolutely cross-applicable to anything you will ever do in your life. So, don't call it a writing lesson, call it a thinking lesson, and maybe you'll get a little more traction on that.

The third thing I will cite is myself and what I often say to boys of approximately that age who tell me I don't like this. The first thing I say is, I don't care. Nobody says you have to like it. That's not even one of my goals. I don't have for a goal any of my students to like writing. That would be, I think, an unreasonable goal, any more than I would have a goal for one of my kids to like bell peppers. It doesn't even make sense to me. I don't like writing, honestly. I don't do it in my spare time. I find it tedious. What I do like is having written something. I

like the fulfillment of the task. That's where you get the positive neurotransmitters and everything. So, I don't care if a kid likes it or not. That's irrelevant to me.

But what I do tell them is this. Whatever you are called to, and you don't really know, especially at 11. When I was 11, I wanted to be a lawyer. At this moment, I just say, thank the Lord I didn't pursue that path. But let's say you do get into software engineering, or maybe you go into the military, or maybe you're in garbage collecting, or maybe you get into politics. You don't know what God's going to call you to. But whatever you go into, you will notice it's the people who can speak and write and communicate well that will rise up into positions of leadership and responsibility and therefore be able to make a greater impact on the world.

The best engineer remains an engineer because that's what he's good at. The good engineer who can speak and communicate and write engineering ideas will become the leader of the section or the vice president or go off and start a company. And that's true for any field. You look at the military, who's at the top, the people who can think and speak and write well. Who ends up owning the plumbing company? Right? The person who can best communicate with employees and clients and government agencies and deal with language-based information.

So what I would generally say to him is, you don't know what God needs you to do in life yet. You don't know what your calling is. You might think it's this or that or this or that, and that's wonderful. You can pursue those. But, no matter what you end up doing, want to do, or what God calls you to do, you will be able to have a greater impact for the kingdom if you can communicate well.

One of my favorite quotes, Francis Bacon, he's not one of my favorite people, but his quote I think is very, very practical and useful. He said, reading makes a full man, speaking makes a ready man, and writing makes an exact man.

So, we furnish the mind by reading and memorizing, practice making those ideas accessible and available in a ready to go way and, and things like speech and debate come to mind where you have a very short time to prepare. You got to stand up and speak. And then the writing is where you really hammer out and say, is this the precise idea I am trying to use to accomplish whatever I'm trying to accomplish?

So those would be three things that I would point out to him. It grows the brain, it creates very precise thinking skills, which are cross applicable in any area, and it is something that you will discover no matter what you go into, even if it's a technical or scientific field, it will give you the skills you need to do greater work for the kingdom in your life. So that's the way I would talk to him if he were here.

Ashley W.: Thank you so much. That was very helpful.

Andrew Pudewa: Let me know five years from now if this worked.

Julie Walker: when he's 16. So Ashley, I'm going to refer you and all of our listeners to Andrew's book *However Imperfectly*. And Andrew, you have an article in here called

Andrew Pudewa: “You Don't Have to Like It”

Julie Walker: “You Don't Have to Like It” And the first line, the first sentence of this is, “I don't really like to write.”

Ashley W.: I'll tell my son now, your teacher there does not like to write and he's teaching you writing.

Andrew Pudewa: There's one more thing I'd point out. You could ask your husband, do you ever write emails?

Ashley W.: Oh, every day.

Andrew Pudewa: all the time? And if you get into a management capacity, it's continuous. So, do you want to be able to write emails that are well organized, effective, and don't take you a lot of time, or do you want to have to slog through and struggle to construct emails that are going to do a job and maybe still fall a little short in terms of effectiveness. So, yeah.

Ashley W.: Or they're just saying BRB, TTL, IDK.

Andrew Pudewa: Right, well everyone has their way of communicating in a bit of shorthand. But the thinking that goes into an email. You know when you get an email from someone who did not think before they started to write. And it's not pleasant.

Julie Walker: Yeah. And I was also thinking about that email. You were talking about writing it and how if you know how to write, it's easier. And I'm thinking about the audience because you know we always have to be mindful of who's receiving it. Do they look forward to seeing your name in your inbox? Or do they go, “Oh great, another email from this person.” And we have people in our company that are really good email writers that we look forward to getting emails.

Andrew Pudewa: We would hope everyone in our company would do that.

Julie Walker: We would hope that everyone at IEW would be excellent writers. All right. Thank you, Ashley. Really appreciate that.

Andrew Pudewa: Thanks for joining us today. God bless you.

Ashley W.: Thank you for having me.

Julie Walker: Okay, so here we go. This is from Rebecca, and she's from Scottsdale, Arizona, and she is actually a full time school teacher, five-day-a-week school teacher, and she says, it's a very simple question, does IEW align with and prepare students for AP exams and courses?

Andrew Pudewa: Yeah, there's a very short answer to that. Absolutely. Much like what I was saying to our previous question, what we teach, if you boil it down at the very core, is thinking skills. And if there's anything that the AP exams attempt to evaluate, it's thinking skill. In terms of the composition side, yes, we've had dozens, hundreds probably, of kids we know who did three, four years of IEW or more, maybe less, and went in and aced their AP exams.

Now obviously, there's the content side. So if you're doing AP Literature, you'd better have read some stuff that they're going to ask you to talk about. If you're doing AP History, you'd better have read some history. But in terms of the writing skills, I can think of no better possible program that would train someone to write an essay on demand, efficiently, with good structure, with good style. And we actually have a course called *University-Ready Writing* that would be available to someone who doesn't have time to do two or three years of IEW in middle or high school, wants to get as many of the techniques and tips and ideas for organization and presentation as possible in the shortest amount of time.

That would be, I think, a very good option for high school seniors especially if they're in an AP class, if they have no previous IEW experience.

Julie Walker: Yeah, so *University-Ready Writing* and Abigail, I don't know if you can post a link in our chat or someone who is here can post a link, it's IEW.com/URW for *University-Ready Writing*. This is just a 12 week course, and like Andrew says, it presumes no knowledge of IEW. You can go into this with IEW knowledge, and that will certainly help you, but if you have no IEW knowledge, this can help you as well.

Personally, after I was done teaching, and I, I decided to go back to school and get my MBA, so you have to take the GMAT, which is an entrance exam to get into grad school, a business school. And I received a 5.5 out of 6 on my writing assignment. So that means that someone gave me a perfect score. And one person, because they give you a 5 or a 6 or, on a scale of 1 to 6, what do you get?

And I got a 5.5. So one person thought I did very good. Another person thought I did perfectly. So, that's not bad. And that's because I knew IEW. I knew how to organize my thoughts.

Andrew Pudewa: You taught it.

Julie Walker: I did teach it to my kids. And I listened to you.

Andrew Pudewa: for many years. You

Julie Walker: I taught other people's kids too.

Andrew Pudewa: We might also mention in this. We're talking about upper high school, college. It is possible for people to use our SSS-1C high school course, first year high school composition and grammar and get university credit for doing that course in a dual enrollment

Julie Walker: Yeah. Two semesters. Comp I and Comp II.

Andrew Pudewa: I don't know if our high school teacher friend, if they do any of that dual enrollment, but for other people listening, you can actually get college credit for our high school course.

Julie Walker: Yes.

Andrew Pudewa: So it is that rigorous.

Julie Walker: And that's, yes. We could go into that. IEW.com/CHI for Christian Halls International. That will give you more information about how to get dual enrollment for the SSS, *Structure and Style for Students: Year One, Level C* class.

Andrew Pudewa: That was a long answer to a quick question.

Julie Walker: It was.

Andrew Pudewa: All right. You got a long question? We can have a quick answer?

Julie Walker: Well, no, they're all kind of, okay, I'm going to go into the next one. It's kind of related to that. This is Emily and she's from North Dakota. I said that right. See, I was born in Minnesota, so I say North Dakota. That's how you got to say it if you're from North Dakota. But what is her question is, what do you do if you started late? Is it ever too late to start IEW?

Andrew Pudewa: Absolutely not. How many times, hundreds, thousands, I don't know. We've had adults come to the teacher training course as parents, as young adults, as dads, as teachers, and almost everyone says, I wish I had learned this when I was in high school, or I wish I had learned this when I was in college. It would have made my life so much easier.

So it's never too late to learn the Structure and Style program. Obviously, some of the benefits of learning anything at a younger age is it's just easier. It's more natural. It becomes more automatic. It's not something new that's replacing something you already learned or, Or potentially in conflict with that when you're young, it's just, okay, that's the way you do it.

And it's like kids go off to take college classes and the teachers, where did you learn to do this? Kid says, I don't know. My mom taught me or yeah, we did this thing called IEW. So for, for younger students, it just becomes a way of doing things that then incorporated to their whole way of reading and writing and thinking and operating.

But for adults, you can practice the thing, apply it, and yeah, you'll get better papers for your graduate degree. You'll get better emails and memos that you have to write. You'll get better blog posts if you like to do any of that.

Julie Walker: But also if you have a high school student and you don't know where to start, Year one level C. And guess what? You can get high school credit for it. I mean,

Andrew Pudewa: Didn't we just say that?

Julie Walker: We did just say that they're kind of all connected.

Andrew Pudewa: guess we want everyone to know.

Julie Walker: It's kind of a cool thing. Okay. So Marie is from Alberta.

She has a question. My husband is a principal who wants to use your material in all classes, but long time teachers and language arts enthusiasts don't see the need. Do you have any super persuasive arguments for unconvinced school staff? Now, before you answer the question, I want you to tell about that one teacher and her secret weapon.

Andrew Pudewa: I had been in a city and I had taught seminars and then I came back to this same city, I think two years later maybe, and I met this teacher. She was teaching sixth grade, I think. And she came up to me in the break and she said, "I just wanted to let you know how well this is working in my class at blah, blah middle school. It's just awesome. Thank you so much." And so I'm trying to grow the business. And so I'm asking questions like, "Well, have other teachers in your school become interested in this?" She goes, "Oh no, it's my secret weapon. It makes me look great."

Julie Walker: Can you believe that?

Andrew Pudewa: Well, yes, I can believe it. But so the answer to this question is, as an administrator in a school, you only have a certain amount of power and influence that you could exert, so you have to be very careful. And what I would recommend is start small. Find one or two teachers who are open to giving it their best effort, get them trained up with our video seminar or our summer training and get them some materials to use. Our schools division can help with that, but don't try to do an across the board, all grades implementation, because then you're just going to get a number of people who just don't do it for one reason or another--don't like it, don't want to change, don't believe they have the time, don't believe it's important, really like what they've been doing for years, and that you just let that go. But find a couple teachers who would like to try something new that might work really well and get them on your team and just have that, that small little group of the administrator and a couple teachers and do it for a year and see how it goes.

And one of my suggestions to all teachers, and you can do this if you're a homeschool parent or a co op or anything, do a before and after assessment, entirely qualitative. Nothing about running papers through AI to figure out how good the writing is, no. Just in the beginning of the year, give the kids 15 minutes, tell them to write about anything--write about snow, write about your home, write about a pet, and let them write for 15 minutes, don't help them at all, and when the time's up, ding, beep, it goes off. Collect all the papers, don't even read the papers, throw them in a manila envelope, put a date on it, stick it in a drawer, and ignore it. Then, start teaching through the system, unit 8, however far you can get with whatever age of

kids you're working with. Go through the units, teach the stylistic techniques, use one of our theme-based writing books if you need to, and at the end of the school year, give the kids the exact same assignment: "You have 15 minutes to write about snow, write about your home, write about your dog, ready, go!" Set the timer, timer's off, collect all the papers, or better, let the kids keep their paper, pull the ones from the beginning of the year out of the drawer, distribute them to the students, and let the students see, side by side, their beginning of the year and the after of the year.

And they will see tremendous differences. Tremendous differences. And I would bet a lot, very high odds, that the students who did the IEW curriculum for the year will show huge differences in the before and after, especially when compared with the students who didn't do the IEW curriculum for the year.

So that would be kind of a qualitative assessment that would then allow you to say, "Okay, we, we see the progress now, why wouldn't we all want to improve what we're doing here?" And worst case scenario, just fire the teachers who won't go along.

Julie Walker: Thank you, Andrew. That was really good. And we, we've, we have some data on our website that basically shows this type of assessment that was done by a third party, independent party. There were the, the results even surprised us.

Andrew Pudewa: Yes. And very, very dramatic results.

Julie Walker: Yes. So we're, we're pretty confident that those teachers...

Andrew Pudewa: This husband/principal, he, he should call and talk to one of our school's people and

Julie Walker: We have a whole division within IEW that is helping principals, teachers, like what we just described here, to help implement IEW in the classroom.

Andrew Pudewa: But don't try to do every classroom, all grades, find a couple teachers you can work with and do it well. And then you can really make the case. Well, the proof is in the paper here.

Julie Walker: Okay, I'm going to look for a longer question, Andrew, because you want...

Andrew Pudewa: That's okay. Can I answer this question that popped

Julie Walker: Sure.

Andrew Pudewa: She's saying she hasn't really read the links that were sent to her by our customer service, but her question is, how do we model and teach the student to not use "and, and, and, and" to connect things in their writing? How do we teach them to use new sentences when appropriate?

Well, that is a problem that almost immediately disappears and eventually is guaranteed to disappear when you teach the stylistic techniques checklist. So rather than saying to a student, don't do that, it works much better to say, Do do this, and give them a checklist. And so, here, use an adjective clause, here, use an adverb clause, here, use a prepositional phrase, here, use, some substitutes for these words, and practice this variety of sentence patterns in your compositions. And pretty soon, they're so busy checking off everything on that checklist, that they don't have the time and space to put an "and" all over the place.

So the trick to not do what you don't want to do is to do what you do want to do instead of what you don't want to do. And we will give you the list of things that you do want to do. Alright, what do you got for us?

Julie Walker: Well, there, see, that is a really good question, and I've got another one kind of like that. "My 13 year old," this is from Jen, who is in Pennsylvania, King of Prussia, Pennsylvania.

Andrew Pudewa: That's Philadelphia area. I know right where King of Prussia is.

Julie Walker: Okay. Well, there you go. Welcome, Jen, to our podcast recording. I love this. My 13 year old, I suspect... Do you suspect that they're 13 or that they struggle greatly in writing?

Okay. The SSS program plus fix it has been excellent. I'm so happy to hear that, but I don't see the skills crossover to other writing such as in science or simple note taking, et cetera. He still misses capital letters and punctuation most of the time and struggles getting his thoughts down on a paper. He's an avid reader, comprehends what he reads and can summarize the story he reads through conversation. Do I continue to trust the process? I suspect dyslexia, as he misspells many words when writing, but can give me correct when speaking to me. We've added in more copy work this year and cursive. Any other tools or tips I can try?

Andrew Pudewa: This is from Jen?

Julie Walker: This is from Jen and Jen, it's such a great question. It sounds like you are very conscientious homeschool teacher who are doing, you're doing everything right.

Andrew Pudewa: So, an analogy here would be usually music or sports are the best analogies, and what you're doing when you're doing a specific kind of exercise, right, you're trying to train the skill in that exercise so that down the line that skill will be transferable into a wider range of musical or athletic activities.

But that does take time, and so it doesn't mean that the exercise you're doing is not effective. What it means is that you do need time to see kind of the natural integration of what you can do with other tasks. Now, in terms of science, you could certainly give him a checklist to use in science reports. He may balk at that, but on the other hand, maybe he would be happy because he would feel like the product was a little better in the long run.

Julie Walker: And clear expectations.

Andrew Pudewa: And you're also following a process where he's writing, hopefully he's giving it to you, you are editing, which means fixing the spelling, putting in the capitals and periods if need be, take out the extra word, put in the missing word, be sure all the sentences are complete. Not trying to make it good, but trying to make it legal. And you give it back to him, he copies it over, and then he's done with it. So, it's just a process, and it's gonna go on for a long time, and anyone who's been involved in martial arts, or sports, or music, or fine arts, where you start is not where you end, but you have to start where you have to start.

And for most of those things, it takes years. And for a 13 year old boy, I highly doubt that writing anything is the most important thing in his life. He's probably doing it just to get it done and be happy and go back to the really important things like LEGOs or airsoft or building forts or coding games.

But it's just one of those thing-you're going to show up. You're going to do it, we're going to continue to practice it, and at a certain point, it is becoming easier and easier. And it's that point at which it becomes easier, that then it's much more transferable. And I think you'll see that happen in the later teenage years, he'll be 15, 16, maybe you enroll him in a dual enrollment class, and he has to write something for some other teacher, and he's kind of surprised, "wow, this is easy, I know how to do this." But you're kind of at the beginning of the process.

And the other thing I say about 13 year old kids is, you read their writing and it sounds awkward and you're frustrated because you want it to not be awkward. But then you look at them a little more objectively, everything about them is kind of awkward. They walk awkward and talk awkward and feel awkward and feel awkward about feeling awkward and look awkward. And then in a few years it's gone. They grow out of that awkwardness. So, that happens in biology and emotions. It also happens in skills, like writing and language skills. So, does that help?

Julie Walker: That was a great answer.

Andrew Pudewa: that person? I hope so.

Julie Walker: Okay, I think we have time for one more, and I think it might be an easy one, or not. So Celine wants to know if you have kept track of the read alouds that you and your wife did with your children.

Andrew Pudewa: Kept track?

Julie Walker: Of which books you read and whether they could be made available.

So there's two parts to this question. Celine is curious if you read the books of the *Swallows and Amazons* series.

Andrew Pudewa: yes.

Julie Walker: It Concerns Sailing. Oh.

Andrew Pudewa: So, I did not know about these books. And then,

Julie Walker: Let me just say that again. *Swallows and Amazons*.

Andrew Pudewa: Arthur Ransome.

Julie Walker: Yeah, Arthur

Andrew Pudewa: Arthur Ransom with an E on the end. I did not know about these books until maybe three years ago when we watched the movie *Swallows and Amazons*, which is a very well done movie and we enjoyed it tremendously. And then we said, we can show this to all the grandchildren.

So we showed the movie and then one of my daughter's kids just fell in love with this guy. So actually even just yesterday, Leo sent me a FaceTime video, a video message, asking me if I would please buy the next book in the series and put it in my Audible account, which he has access to. This is a nine-year-old grandson. And I don't know how many books there are total, but I know for a fact that those boys in that family are absolutely enamored beyond any other book with the *Swallows and Amazons*. I haven't either, but

Julie Walker: I haven't heard of them. I grew up sailing too, so.

Andrew Pudewa: It's a lot. It's a lot about sailing, but the movie's fantastic. Anybody can watch it. You could probably watch the movie, then read the book, or you could say you got to read the book in order to watch the movie. I'm sure there's differences, but I haven't personally read any of the books and I don't have anyone handy to read them to. I'm actually in the middle of *Pinocchio* with my Oklahoma grandchildren, but I have thought about doing that, but then it's on Audible. I've heard nothing but good things about these books.

And my daughter is pretty picky about literature and being good and true and beautiful and wholesome and appropriate and everything and she loves these.

Julie Walker: Okay, that's great. There you go. High praise. So great recommendation, Celine. And yes, Andrew has read them, but not to his children. Any other books that come to mind that you or Robin read out loud to your children as they were growing

Andrew Pudewa: Well, I think one of my favorites was *Penrod* by Booth Tarkington. That was recommended to me by, by Martin Cothran who said he read it to his children every year.

Julie Walker: Oh, wow. *Penrod*.

Andrew Pudewa: It's funny, it's delightful, it's kind of like a baptized *Tom Sawyer*, it's, it's just. It's a very, very good book. And I guess Booth Tarkington wrote a whole bunch more in that series.

And we read quite a number of the books published by Lamplighter Press, Mark Hamby's publishing. And he kind of got all these old public domain books and set them beautifully and put them into lovely leather bound. So, that's good. There's just so many books, I can't necessarily remember all of them.

One of my favorites was *Around the World in 80 Days*, I loved that one. Um, but we, we have literature suggestions in all of our theme-based lessons. And we have a downloadable file on our website called Books for Boys and Other Children Who Would Rather Be Making Forts All Day. And it has elementary, middle, and high school reading level books.

And we should give a shout out to our friend Sarah MacKenzie, readaloudrevival.com. She's got phenomenally well curated book lists in many different arrangements.

Julie Walker: I have to tell you a story about Sarah. And I subscribe to her blog. So I got a blog post from her right before Valentine's day. And one of the books, picture books that she recommended was *Someone Loves You, Mr. Hatch*. Oh, now my maiden name is Hatch. And you know I lost my dad not too long ago.

And so I sent the book anonymously to my brother, who is also Mr. Hatch. And so I was there this last weekend, and there was the book sitting on the table. So I read it out loud to my mother. And I was having a hard time because I was getting. Mr. Hatch is a little bit. quirky and shy and okay, my dad's not shy, but he's definitely quirky. Anyway, I was reading it out loud, and my sister-in-law says, yeah, that book just showed up at our door. We don't know where it came from. And I did, but Sarah's got some great recommendations for all ages of children and, and also for grownups too. I, my mom listens to a lot of audible. And so I just look and see what Sarah's recommending, tell my brother to get it for her. And she's 94 years old and still is intrigued and enamored by Sarah McKenzie's recommendation.

Andrew Pudewa: Have you ever read or heard any of the *Incorrigible Children of Ashton Place*?

Julie Walker: Oh, yes. I've read them all, *Incorrigible*. Oh my goodness.

Andrew Pudewa: I listened to all those books. I didn't even have any kids around, and I secretly listened to them.

Julie Walker: Yeah. That's great. Okay. But now one thing that we've started doing on social media. Is every month we give one book recommendation for preschool, elementary, middle school, high school, primary.

And then when we first did that in February, a lot of our people who follow us on social said, well, what about, what about me? What about for the grownups? And so we've started including recommendations that you gave on our podcast where we went through all the books of the year that Andrew was recommending.

And of course, book 2023 was...

Andrew Pudewa: *How to Think Like Shakespeare.*

Julie Walker: So that's on our recommendations for the month of, I think that's for March, which by the time this podcast launches, you'll be able to go back and see March, but then we'll have April out to, all right.

Andrew Pudewa: Is that all we have time for?

Julie Walker: That is all we have time for.

Andrew Pudewa: Jennifer is asking, Could you elaborate on how the *Introduction to Public Speaking* curriculum complements and integrates with the Structure and Style program? She could call our office and ask that question.

Julie Walker: She could ask that question. Can I answer that really quick? Briefly though. First of all, it doesn't presume any knowledge of IEW.

Andrew Pudewa: Not a standalone

Julie Walker: It's a standalone course, but we do touch on some of the models as you're preparing a narrative speech. Well, that's a unit three because you're retelling a story.

If you're doing a self introductory speech, that's kind of a unit seven where you have to come up with content on your own. So there's definitely the ability to integrate the writing and the speaking in that course, but the strategy for writing a speech is to write it, key word

Andrew Pudewa: Right. Key word outline. Write it into prose. Read it a few times. Be sure you like it. And then make an outline from the prose you wrote, and then speak from the key word outline.

Julie Walker: So you still have to write it all out. But it's a really good course. I, it's a great introduction to public speaking. Yeah. We should call it that.

Andrew Pudewa: Yeah. I think it's a catchy title.

Julie Walker: I think it is too. All right, everybody. Thank you. Thanks so much for joining us. God bless.

Julie Walker: Thanks so much for joining us. If you enjoyed this episode and want to hear more, please subscribe to our podcast in iTunes, Google podcasts, Stitcher, or Spotify. Or just visit us each week at IEW.com/podcast. Here you can also find show notes and relevant links from today's broadcast. One last thing: would you mind going to iTunes to rate and review our podcast? This really helps other smart, caring listeners like you find us. Thanks so much.