



Nat Damon:

Welcome back to another episode of Reach. Teach. Talk. I am thrilled because I am back in the studio, the actual living, breathing studio for the first time in, gosh, two plus years. When COVID hit, everything went back home for all of us, and I was recording episodes from my own office and through Zoom. And now it is just amazing to be back with the headphones on, the microphone right here. And I am looking at our guest on a screen that you all can't see, but it certainly makes me feel like I am connecting with somebody across the table from me, not just through the screen 3,000 miles away.

And welcome back, everybody. And I'm thrilled, again, to not just be back in the studio, but to explore a topic that's that kind of recently experienced a resurgence in the past couple days. There was an article in the Wall Street Journal about a school, a boarding school in the tip of Northwestern Massachusetts, the corner, in Williamstown, Massachusetts, called Buxton School. And Buxton School began this year with a zero smartphone policy. And what they did is they decided based... It seems like it was kind of triggered by a certain situation, but certainly been in the conversations at the administrative level for a while now, to take away the smartphone.

And even the phrase taking away something makes it sound like, okay, they took something away. It almost sounds consequential, almost sounds pejorative or almost punishing. Yet we know that France, for example, took away the smartphones in their schools up through primary and middle school level back in 2018. We know that China, Israel, other countries around the world have made policies taking away smartphones from their daily school interactions.

This is a boarding school, and Buxton is a boarding school, and Buxton is a school, therefore, where the taking away of the smartphone has a 24/7 impact, not just in the classroom, but in the touchpoints, the sidebar experiences that students have both in and outside of the classroom, the sports field, theater, on the stage, also in meals, breakfast, lunch, and dinner, and in the dorm life and all the social life that happens in a boarding school. So all of this makes Buxton a very ripe kind of test, or let's say kind of lab school for the impact, to look to measure and gauge the impact of smartphone technology in the relational elements of school life.

So yes, we can talk about its impact on the academics, but as we all know, this podcast, Reach. Teach. Talk., is about relational teaching and how relationships are central to the learning experience, the teaching and learning experience. And in this way, how have smartphones impacted the relationships between students and teachers, students and peers, and parents with this new policy? So without much further ado, I'll introduce our associate head of school, John Kalapos, who is freshly from the oven, having baked ginormous chocolate chip cookies. Anybody in his proximity is lucky to be around him and smelling those chocolate chip cookies.

It is evening over in Williamstown, Massachusetts. The sun is just about to set here in Los Angeles. John, it is wonderful to have you, and I'm really excited to just have a deeper conversation about what you, what Buxton has observed with this policy. But before we start, can you explain? I mean, I just kind of

gave a 30,000 foot view of what your policy was. Maybe explain a little bit of the context behind it and what the policy actually is.

John Kalapos:

Yeah. So yeah, it's great to talk to you about this. I spend a lot of time thinking about this and talking about this on campus, and it's really exciting to share it with a larger education community, so thanks for having me. Yeah, I'd say we approached it sort of as a mindful technology policy. It would be wrong to say that smartphones don't bring value into our everyday lives. There are tools that we use. I still have a smartphone. But it's something that we as a school decided they brought more harm than good in our on-campus community.

And basically, our policy is that you may not have a smartphone. I have my dumb phone here. Let me pull it out of my pocket, or maybe it's... Actually, it's sitting right over here. But you can see, this is my work phone. It calls. It texts. That's all it does. And that's because at boarding school, something we think is really important is the idea that we're connecting with each other in these really genuine and vulnerable moments, and also, that connection with each other is paramount to anything else.

We're a community of about 100 people, and we really want to get to know everybody, but we also want to be able to get in touch with each other when we're not physically in the same space. So you can call, you can text. And then more importantly, we wanted to think about, "Well, what role does tablets have in this? What role does a smartwatch have in it?" It starts to ask all these other questions. And we actually kicked those questions to a student committee, and they were the ones ...with them, developed policies for everything else. So we as a faculty sort of planted the flag that's like, "We don't believe this to be something we want in our community." And the students sort of got us along that journey.

Nat Damon:

That's fascinating. So you had the students involved in the decision. Let's take a step back. I'm curious about whether there was any kind of precipitating event that catalyzed this urgency, in a sense, to change your smartphone policy.

John Kalapos:

I mean, there was a couple. And so I think any teacher who taught through the pandemic will think back to pre-pandemic times of thinking of a different student than the students we were teaching during the pandemic. It's just like everything went online for months at a time. We were fully online from March to June, and then we opened in person from September of 2020, I believe. And we were running a hybrid school, and so even with that, we were all very connected to our screens and very connected to our devices.

And in the fall and early winter of 2020, we started to realize how much time our students were spending on their devices and the social effect that that was having on the school. We were seeing lower participation in the arts. We were seeing it was harder to get students to come to meals, and when they were at meals, they were just on their phones, scrolling on TikTok, headphones in, as opposed to having silly, fun teenage conversations. The moment that catalyzed for a lot of other administrators was, there was a physical altercation on campus. It wasn't by any means a fist fight, but it was two kids yelling at each other, and another student was live streaming it, and that was being live streamed into all of our dormitories.

And so we as a faculty, whereas we'd usually just pull the kids aside and talk to them, then had to also go into the dorms and see how this message was spreading in a way that... The spread of technology and the instant information of knowing everything all the time and anyone you've ever met being able to reach you at any time, we felt isn't actually valuable for the type of education we're trying to provide here. We think it's important that you can intentionally reach anyone you want to reach, but that

communication can and should be intentional. It shouldn't be sort of like my phone buzzes, I look down. Oh, my friend from home wants to talk to me about something totally irrelevant to the awesome thing that's happening in front of me right now.

Nat Damon:

But it's your friend at home who's calling you or texting you, and therefore it's your friend, and therefore you're probably very caught between, right? You're in your classroom, but you also have your friend texting you, and where's my loyalty lie? I'm going to respond to my friend, and then I'll regain focus immediately, I'm sure, with what's going on in calculus. That's a good example of getting in the head of a 17-year-old student, right?

John Kalapos:

Yeah.

Nat Damon:

So thinking about the word intentionality, which you've used, I'm struck by two things that you shared right there about the impact of smartphones. One is, intentionality to me is like a freezing of time. In order to be intentional about something, one basically just pauses and hopefully reflects before making a decision on what that next step would be. So to be intentional is to be mindful, to be focused on what that next step is going to be.

And that takes taking a beat, taking a beat to reflect, taking a beat to pause. So one of things of the two that stands out to me that you noticed and that your faculty noticed was, there was less intentionality in terms of decisions being made. And I'm wondering about, how do your faculty view that impact on learning? How does intention and taking a beat impact learning, the learning experience, and how did you see that impacted with the use of smartphones, particularly during the pandemic years?

John Kalapos:

Yeah. I think every, or most teachers would agree that we have seen a precipitous loss of attention and a constant... You're not only competing with the phone, you're competing with all these other virtual or physical communities that these students are a part of. You're competing with these tools and social media networks that are designed to take people's attention and have them pick it up 30 times a day. So in terms of learning, and especially at a high school level, I believe it's really important that you sit and wrestle with an idea for like 20, 30, 40 minutes.

I'm teaching freshman English right now. We just closed out a book by George Saunders. And I have students in that classroom really wrestling with ideas of authoritarianism that you could so easily find an Instagram equivalent to, but the conversation isn't as rich because the students have to make those jumps themselves. They have to put together what they have seen and connect it to the text. It has felt to me, the discussions we had last year versus the discussions we've had this year are just so much more robust and so much more interesting as a teacher.

Everyone's phone doesn't light up and all of a sudden I've lost my class and there's nothing I can do. If I've lost my class, that's my bad. I asked a bad question, and I need to own that as a teacher, as opposed to just something that I have very little control over. And it's like my students are more present, and my classroom management that I have to do is so much more traditional, and it's honestly way more fun. I enjoy going to work way more because I'm having to deal with poop jokes from 14-year-olds as opposed to cyber bullying that's happening in front of me and is invisible to my eye.

Nat Damon:

Can you give another example of... First of all, really good articulation of the feeling of teaching when the students are engaged in what you're teaching and not distracted. I love that. What does it feel like, or what are students generally doing when they have their smartphones in the classroom? Is it simply just texting, or...?

John Kalapos:

Yeah. So something that I noticed was the need for constant stimulation. And that is, so you'd have students plugged into their headphones, running AirPods under their hair or under their hats, playing music in class. And then also when they are not so engaged with the material, instead of sitting there and being bored, which is a very useful skill, just taking out their phones, and then you as a teacher are sort of confronted, like, "Am I going to police these students? Am I going to burn some of my social capital that I have to either take their phone away, stop class and ruin the conversation that everyone else is having? Or am I just going to let this kid be disengaged for four minutes?"

And when you're making that choice again and again and again, it's honestly... It's exhausting. It's not fun, which sort of leads to an interesting anecdote, which is that when we announced this, the students were like, "Well, what if you just enforced the rules that are there?" And it's like, "We tried that. It didn't work." These are not devices that both adults and teenagers really have the ability to exercise the self-control necessary to engage in interesting, thoughtful education.

Nat Damon:

Because as you said earlier, smartphones are designed to hit the dopamine, to distract. They're designed to the endless scroll. Every deliberate decision made by developers is in order to commercialize, commodify attention. There's a great book that Johann Hari just released this summer about attention. I'll throw that up there in the description of this episode for anybody, any viewer and listener who wants to see it. But it's an incredible deep dive into the ways that our attention is being diverted through smartphone, social media, et cetera, technology.

And what you were talking about in the classroom there, the reason why I asked the question about what is it, what do students find on their smartphone when they're in the classroom... The reason why I asked that question is so that listeners can get a real understanding that it's not just that they're texting. It's not just that they're communicating with friends or parents. As you said, there's the earbuds and there's listening, there's watching Netflix, there's listening to podcasts, there's just scrolling TikTok.

There are so many different channels. I always used to say that it's like, back in the day, putting a television on every student's desk with a billion channels and saying, "Focus on pre-algebra." But what I want to actually ask you next is about what you just shared about how you as a teacher, your relationship with your students... What I'm hearing you say is that your relationship with your students has changed this fall due to this policy, because what I'm hearing you say is you no longer have to play cat and mouse with the students the way that you did before. When the student said to you, "Well, why don't you just reinforce the rules more," you don't have to do that.

You don't have to deal with that as a teacher. And if we're talking about the teacher's prime job, which is to educate and to teach and to engage students and to really motivate students using the content as the shared tool to do that, the idea of not having to worry about being the police in the classroom is... I can only imagine it opens up your mind as a teacher to different ways toward content delivery, different ways to approach the curve ball question that students inevitably ask, different emotional responses to grappling in the classroom.

It frees you as a teacher. And I wonder if it's almost been like the boiling lobster, like the lobster in the lobster pot, where over the years as technology has made its way in the classroom day by day, teachers kind of drip, drip, drip, the temperature goes up a degree every month, but it's only when you actually

remove the device from the classroom that you realize how much as a teacher your time has been spent and allocated toward this cat and mouse relationship with students. Does that resonate with you?

John Kalapos:

Yeah, totally. And I think it's important to also turn it back to on the teachers as well. We are also constantly connected. I, last year, would keep my smartphone on the desk, and I would see messages come in and I'd see my Instagram notifications and all these. And now it's like when I leave my house, I forward the calls from my personal number to my work number, and then on my laptop, I'll see notifications twice a day. But I'm really able to engage with my students in the classroom, in those moments in between classes.

We're not all just like, "Oh, I have a free moment? Look down." And I think the analogy of a lobster in the pot feels really apt, but also, when I leave campus and I look around and we're in a town with a college campus, there's tons of young people walking around, and I just see them walking around looking down. And I'm like, "This feels like a Black Mirror episode." You know what I mean? Why would you willfully do this? On campus, we're all looking up, engaging with each other, and then you leave and you see how reliant everyone else is, and it's like, "Whoa. I'm really happy this isn't a part of my workplace." You know what I mean?

Nat Damon:

Have you heard that at all from any student? I'm just curious. Honestly, has a student come to you and said, "You know what? I actually appreciate this policy because of what you just said. I walk off campus-"

John Kalapos:

Yeah, there are students that really appreciate it. And a lot of students are pretty ambivalent about it, right? It's interesting to see classic teenage rebellion and apathy come out, where they'll say, "Yeah, no, I don't mind not having my smartphone, and this year is better, but it's not because our smartphones are gone. It's just a different year." And it's like, "Well, there's one big thing that's different." But it's almost like the conversations that I have about it, they feel very either thrilled about it or, "This is fine, and I'm willing to do it," is a lot of the conversations I have with students.

Nat Damon:

Excellent. And you're saving a lot of future chiropractor bills by this policy for those necks, tech neck. Hey John, I'm curious now also about parents, because we are in this anxious age where the knee-jerk reaction, I understand from parents would be, "But wait. Something horrible could happen at Buxton. How will I know? How will I be able to communicate with my child?" So have you had any of that, and what's the answer to that? And what has in general been the unexpected or predicted obstacles toward implementing this policy with parents?

John Kalapos:

Yeah. So I mean, we made this decision in consultation with our board and as a faculty. We didn't make this decision in consultation with parents. And that was, I think, a misstep. I think we should have involved parents in this decision a little bit more. Our fear was that among bringing parents in, we wouldn't be able to make a unilateral removal of smartphones on campus. There would've been lobbying for having times and spaces and places for exactly these reasons, which is that parents want access to their kids.

I've been having these conversations for almost a year now with parents and other students, and I've just yet to hear a compelling argument about why you can't use a not smartphone to get in touch with your kid. You know what I mean? It's like, "Yes, it is more cumbersome. That's the point, right? Your kid

may not be carrying this device because it doesn't fill them with dopamine." The screen is black and white. It's [inaudible 00:20:52]. It's not fun to use. It is a tool as any other tool is meant to exist. And so we have parents that are frustrated that their kids aren't carrying their phones with them all the time and they don't have 24-hour access to them, because this phone is designed to be used as little as possible. And so we have students leaving their phones in their rooms. We have students losing their phones for days, and they don't care.

And so it's switching from a kid having a bad moment at boarding school, which happened, and immediately calling their parent, the parent immediately calling the school, and it being this hullabaloo, as opposed to a kid having a bad day, finding someone on campus to talk about it, sort of resolving it, talking it through, putting it into the context, and then telling a parent later. And I get probably about at least three or four calls, texts, or emails a week with just like, "Hey, tell my kid to call me, because I haven't heard from them in a week." And as someone who works at a boarding school, I think that's great. You know what I mean? It's like we're running a program here.

Nat Damon:

Absolutely.

John Kalapos:

And that's what we want. We want our kids to be present here in this community. And we're not trying to cut their access off from anyone. It's like, they're making the choice to be fully present here, and that's a choice that they're going to have to learn how to do and set the boundaries that they have with their communication and their technology.

Nat Damon:

John, this is awesome. First of all, for anybody who's just listening to this podcast and not watching the video version, when John held up the phone that every student, every faculty member and staff member has, they're called Light Phones. It looks like if Amazon Kindle developed a smartphone, this is what exactly it would look like. And it's that grayscale, definitely not addictive, no bright colors whatsoever, and it's just the bare minimum. It's the anti-smartphone. It's designed not to, as you said, John, to produce dopamine experiences in the students. The other pushback I would imagine Buxton School admin and faculty may have received, John, is, but what about this idea of preparing students for the real world? The real world requires integrated technology in every aspects of their lives. Has there been any response to that that you found compelling and that you've used yourself?

John Kalapos:

Yeah. I mean, I'll go back to my initial response, which is that there's very few problems that one cannot overcome with a non-smartphone and a computer. And I think that... Because every teacher has different ways of communicating this, and an argument that the students hate is like, "Well, when I was a kid, we didn't have smartphones." The students absolutely hate that argument. And fair. Fair.

Nat Damon:

Totally. Too bad for you.

John Kalapos:

The argument that I have been employing this whole time is like, "Find me something that a smartphone does that a dumb phone and a computer can't do." And there are things. There have been compelling arguments, like glucose monitors, things like that. Yeah, it's like, "For sure, you should have a smartphone in your backpack for that. I agree." But I think the notion of preparing people for the real

world, there's a study that shows that if you send three people on the same path and you give them an iPhone with Google Maps and you say, "Get to this location," and then you take away their phone and you say, "Now do it again," some large portion, like 80% of people, can't do it.

But if you give them paper instructions, it's like 50 to 40% of people can do it. And if you give them verbal instructions, almost all of them can get to that location. And I think we don't live in a day and age where we're taking away their phones when they're not at school. We run a program eight months out of the year. The other four months, they're using a smartphone. They're going to be engaged with the technical and youth-based conversations of technology.

And for us, it's almost... And I say this and the students roll their eyes at me, but it's giving you the gift of learning how to do things without your phone, because everyone is going to know how to achieve these means with their phones, but you are going to have a different set of tools in your toolbox that is going to set you aside from all of your peers, whatever you want to do next, whether that be in college, whether that be anything in the trades, anything like that.

And I think another really important thing is that our students are learning how to strike up organic, weird conversations in the downtime moments that I think we as adults have started to forget how to have and every teenager is forgetting how to have. So when I'm in public, I'll just talk to strangers, and people are like, "That's a little weird." But it's because that's what I reach to as normal because so much of my day is that, when I'm sitting around doing nothing, either I'm thinking, I'm processing, or I'm striking up conversations with my students because we all are living in that same place, if that makes sense.

Nat Damon:

Yeah, no, that absolutely makes sense. And actually, Johann Hari... And his book is called *Stolen Focus*, by the way. Highly recommend it. But he talks about a very similar experience when he gave up his smartphone, and he gave it up for three months or six months, and just lived out in Provincetown, Cape Cod. And he found himself just really, really desperately clinging to human connection, human conversation with strangers, with anybody who would listened to him, but finding that, A, it was hard to break into other people because they were glued to their phones, their devices, and/or, when he would have a conversation, it would be this awkward, kind of stilted conversation like what you're talking about.

So definitely that, too. I'm wondering... So you're the associate head of school, John, at Buxton School, a boarding school out in Williamstown, Massachusetts, northwest corner of Massachusetts, and your school has been identified in this article in the *Wall Street Journal* that came out just two days ago. I think it was on November 6th. And it is a blueprint, in a sense, or let's just say it's a photograph of a school that changed their policy and changed their policy in a significant way, in a way that other schools might be desperately hoping or wishing they could, yet there is a lot of headwinds that they would face to do it. So you guys have done it, and here we are three months now, in month three of this year. What can you say to anybody listening who is a school administrator or school leader who's really keen to implement a policy like Buxton's? What are some things that you would put as really important for them to consider, and what helped you guys as you rolled it out?

John Kalapos:

Yeah. I mean, I think we are in a pretty unique position to roll this policy out. We are a boarding school. We are pretty small. Most of our major decisions go through the faculty, and we make a lot of our decisions through consensus. And we have a background of progressive education, and so making bold decisions about pedagogy is something that we feel empowered to do based on our mission. So all of those things set us up to take a step back in what we want in order to achieve our goals of progressive education.

So I want to say, I don't actually know that this would be the best policy for every school, but it was definitely the best policy for my school. And I think that the advice that I would have to other administrators is that if this is something that's interesting to you and is something you want to pursue, I think you should do it. It feels like we have sort of found the secret sauce that has made... It's bringing the community together in a way where you see all of these small upsides to it.

Barring if you can't do it, starting to think about how technology enhances your classroom and how technology takes away from your classroom. I think we have this idea that tech is this great thing. I remember when I was a student, it's sort of like, "Oh, we're moving to use these tools." And they're sort of clunky. And ed tech, I think there's a lot of snake oil in ed tech. You have these ideas that, what makes teaching fun and gratifying is connecting with students and seeing... There's nothing any teacher says that's the mind-blowing moment. I don't care how many feel-good movies you watch. Every teacher knows, you say something 1,000 times, and then the thousandth and first time it clicks. That's what feels good, and that's about the connection you have with your student.

And so if you can break down those barriers in your classroom of getting yourself in front of your students and getting your students to connect with you, start there. I think with our policy, we saw the biggest impediment was the thing in between us, and so we removed it. But I think in a public school setting, in a private day school, you're going to be playing cat and mouse games with phones, so communicating your values... And that's what we ended up doing from the time we made the announcement til today and in our admissions process.

We're not saying these are bad devices, that we're communicating our values in such a way that's it's like, "These do not help us live up to our values, and so we don't want them to be a part of our community. If you want to be a part of that experiment, we wholeheartedly welcome you into that. And if you don't want to be, if your phone means more to you than being part of an in-person, robust community that's focused on project-based [inaudible 00:31:01]." All of these things that I could wax poetic about our mission statement forever is boring. Like, "If your phone means more to you than that, that's okay, but that's not what I believe. There's 1,000 other schools in the world, and I empower you to go to one of them." You know?

Nat Damon:

Yeah. Of course, of course. Independent schools being at each of them, independent communities, that hopefully parents understand when they're applying that there are all different types of independent schools, and Buxton being one of them. But I got to say, John, that this conversation just brings to mind so much of what resonates with relational teaching and what we talk about here on Reach. Teach. Talk., which is really about the connection between teacher and student, and student and students, and schools and parents, and schools and the outside world, the classroom and the outside world.

And certainly, the pandemic has made those borders, those boundaries far more porous, yet I was drawn to this conversation because what Buxton School has done has been able to maintain a healthy porous boundary between school and the outside world without putting up a wall and also without just letting it be free rein, free range. And coming out of the pandemic where so many mental health issues are based on isolation, the impact of long-term isolation on teenagers, on adolescents, boys and girls, the loneliness that comes with that, the social media influence, whether it's Instagram, TikTok, social media, whether it's just overdoing it on video games, just that blurriness of what are really truly interactive experiences and relational experiences and what's just occupying our time type of experiences, avoiding being bored.

You mentioned boredom earlier as an asset, a time in our lives to actually appreciate being bored. And by the way, another great book is called *The End of Absence*, which is absolutely just basically a book about boredom, but it's not a boring book. It is amazing, and it's a great book to have on your bookshelf, because so much of what you're sharing, John, is acceptance of those moments in life where we are forced to reflect, we're forced to just take that beat and then to act with intention. And clearly, that's

going on at Buxton in a way that's impacted by this new policy. Before we wrap up this conversation, is there anything that hasn't been brought up or anything that you wanted to share, or any question or any comment that you might have as a kind of concluding comment?

John Kalapos:

Yeah. I mean, I think something that I think has been really valuable that gets missed in the larger discussion about all of this is how... And going back to boredom, I think back to my teenage years and I think back to, some of the best and worst ideas I had came from when I was bored. And I think that those are both really incredible teaching moments. And I really, really think that is one of the most valuable things, is I would so much rather talk a kid through a bad decision they've made than watch them willow away in mediocre entertainment.

You know what I mean? That's easy, right? And so that's something that... Or I stumbled upon four kids building a fort in the woods the other day, and I was like, "This is awesome. Keep doing this." And they're like, "Yeah, we were bored." And I was, "Sick." As much as it sounds weird, leaning into that boredom is really important and I think has a really important space in all of our lives. I don't want to just say education. Yeah. Anyway. That's what I would...

Nat Damon:

We will conclude this conversation on that topic, on that theme of boredom and the value of boredom and how... I mean, I just think the connection is fantastic, John, because the first thing that one might think about when starting a new school year with a policy that is taking away what is such a key part of our lives immediately could lead to, "Oh, I'm going to be bored. I'm going to be bored at school this year. This is going to be just so boring."

And yet what you're saying, those four guys in the woods building a fort, are you kidding? That's so great. That reminds me of my childhood. Certainly reminds me of when I was in high school a million years ago, just we didn't even have the option or the temptation for technology. We didn't even have the internet. But you have that. You're not depleting these students of the opportunity. You've got Wi-Fi. You've got your laptops. And they don't have smartphones in the classroom, and they don't have smartphones in the dorms.

They don't have smartphones in the times of proximal interaction, which you speak so well about the importance of those moments and honoring and appreciating those moments as best as we can. So truly, truly, truly, John Kalapos, associate head at Buxton School, it has been an absolute pleasure. And thank you, by the way. Thank you for this conversation. Talk about multitasking, because you focus on this conversation the exact same time you're baking these incredible chocolate chip cookies. And maybe someday, technology will evolve to such a way that you can pass me one of those cookies through the screen from 3,000 miles away, because I'm sure they smell amazing and I'm sure they're going to taste even better. So thank you.

John Kalapos:

That's the whole Willy Wonka ideal, right?

Nat Damon:

It's absolutely the Willy Wonka ideal. Fantastic.

John Kalapos:

But yeah, it was great to chat with you. Happy to talk about this, and yeah, love what you're doing, and thanks for spreading the ideas.

Nat Damon:

Absolutely. And by the way, anybody listening, just look it up. Just Google the Wall Street Journal article. It was either November 6th or 5th when it came out. And if you check out their website, it's not just an article, text heavy. It's actually got some really nice pictures as well of Buxton School. And I'm curious. I mean, John, I'd love to come out and visit you guys just to take a look at the school in person next time I'm in the Boston area, Massachusetts.

John Kalapos:

Yeah, yeah. You're more than welcome anytime. We're about as far as you can get from Boston while still being in the States.

Nat Damon:

It's okay.

John Kalapos:

[inaudible 00:37:33] drive up too. You're more than welcome.

Nat Damon:

Route 2, Mohawk Trail, all that.

John Kalapos:

That's right.

Nat Damon:

Hit Greenfield and keep going another hour.

John Kalapos:

Exactly.

Nat Damon:

Hey, fantastic talk with you, and again, thank you so much for giving up part of your evening. And I look forward to spreading the word through Reach. Teach. Talk. to our audience here. And again, thrilled to be back in the studio. I'm thrilled, thrilled, thrilled. Armen, our producer here, giving a wave. Seeing the LED logo in the back just makes me feel like, okay, it's a homecoming of sorts. So again, John, thanks for being the first back to the studio interview.

Speaker 1:

You've been listening to Reach. Teach. Talk. With Nat Damon. If you'd like to recommend a guest for a future episode, you can send your suggestion or questions to nat@reachacademics.com.