



Nat: I'm here today with **Robert Chip Williams** who is a, I think three decades long teacher, let's just say that, right. Who is here to talk about the soulful elements of teaching. The really looking at teaching as a growth profession, not necessarily through hierarchy and titles, it is a growth within a profession that can encourage personal growth. And it falls under the realm of the chapter, time to be authentic, in my book, *Time to Teach, Time to Reach*, in which Chip is profiled.

Nat: And really Chip I thought of you immediately when I was thinking about this episode because in our conversations in the past about how teaching has influenced you as you've grown through your adult years, it's just the way you speak of the job, the way you speak of it not as a job actually, but as something that you benefit from as much as your students do. I really wanted to get you on this podcast because you can speak so beautifully of what it feels like to be a teacher, what teachers really do, and remembering that everybody feels like they know what teachers do because we've all gone to school, right.

Chip: Right.

Nat: Right. But there's a lot more under the surface. And the human relational elements of teaching that you bring to the classroom, whether it's in the United States, whether it's abroad, I'll have you share where you've taught because that also is informed who you are as a person, but it's all about your view of life is an ongoing position of growth. And my questions are really going to be about, how you find teaching to promote your own growth as an authentic human being? How your students have helped you to grow? What you think when you see yourself and your students? And maybe also how environment has helped you and maybe hindered you in your own personal growth as well? Environment being school environment, location where you've lived, again, you've taught in the US and abroad.

Nat: So, Chip, I would love first just to say, welcome, and to also have you share, in a nutshell, what's your teaching journey been? Where did it start? Where are you now? And how have you, when you think about yourself as an early teacher, how have you changed to where you are now?

Chip: Well, it's very interesting because as you were asking me about the growth and trajectory of my journey as a teacher, I remember when I was still a student in college, it was the early 80s and fashion was a very big thing, supermodels were a big thing. And I remember getting a lot of flattery when I was a younger man

about, oh my god, you should be a model, and I really ... that fed my ego and I decided I wanted to be a model, right. And modeling didn't pan out for me but then I got involved in TV production and behind the scenes, and that was not working out for me either. I came up against so many big egos and a career vision that was not something that I thought really resonated with who I was at my core. And I remember deciding that I had already been on TV, I had been a model, I had traveled around the world, and perhaps it was time for me to give something back rather than expect something more from the universe, from life.

Nat: About how old were you at this time?

Chip: By this time I was 26, 27. And my mother had seen me struggling in Hollywood, I was a reader for this production company, I was a runner for Dino De Laurentiis, I would pick up his daughter's car at the harbor, and go to bank of america and deposit \$70,000 in cash that he gave me in a pouch, and I had a lot of odd jobs in Hollywood and my mother was going crazy with, you need benefits, you need a regular job. And she took me to lunch one day and said, "Son, I'm your mother and I believe that I know you very well, and you're a teacher." And I said, no way, I'm not going to be a teacher, no. I had other visions for my life and even if Hollywood wasn't working out, certainly I wasn't going to be in a classroom somehow.

Nat: Well let's break this down for a second. What went through your head? What did being a teacher connote when you are 26, 27 in a very different stage of your life?

Chip: Governmental buildings with that Pepto-Bismol or strange, green colored structures, and those old steam furnaces and heaters in the classroom, and long hours of pencil shavings and worksheets and things like that.

Nat: Mimeograph machine.

Chip: Exactly. A little bit of smell of those, wow, that's funny. Yes, so all of the stayed, matronly profession. And it just didn't vibe with where I thought I was going in my life.

Nat: So this idea of the role of a teacher being in an environment that is stayed, that is unchanging, concrete.

Chip: That's exactly right.

Nat: Right. Heavy institutional. Certainly not a place where growth and flourishing for Chip Williams.

Chip: Didn't look that way.

Nat: It did not look that way.

Chip: It didn't look that way at all. So, I'm probably jumbling time a little bit. So when I was a younger 20 something I wanted to be a model, and then I thought, I should be in front of the camera, then I wound up behind the camera, and then 26, 27 my mother took me to lunch and said, "I really think you're a teacher at heart." And I balked at that. And she said, "Just take the CBEST exam, do it for me, I'll pay for it."

Nat: Do it for me.

Chip: I took the CBEST exam, I didn't study for it, then like a week or two later I was very frustrated on one of my odd jobs in Hollywood and I loaded up my car, and I drove north to figure out what I was going to do with my life. And I was in the middle of the redwood forest in the middle of the night along the ... just close to the California Oregon border when it occurred to me, as I said before, that I had experienced all these things that most people don't experience. I've been on an album cover, I had been on the David Bowie album cover. I been an extra on TV shows, I had traveled extensively at that point in my life also. And it occurred to me that maybe it was time for me to give back.

Chip: And so for a number of miles in the middle of night, I was asking, well how do I give back? And teaching came to mind. When I reached Seattle, I called my family to tell them that I had successfully gotten to Washington and My father said, "Well, you're CBEST results came and hope you don't mind, but we took the liberty of opening them. You passed the test, we called our friends at the Pasadena Unified School District and you just have to come down here and get fingerprinted and have a real job." So, it was like, confirmation, this is what I should be doing.

Chip: So, I was an emergency substitute for a number of years because I wasn't quite sure that, that's what I wanted to do, teaching was what I wanted to do as a long term career. But the first thing I learned as a teacher, I was very intimidated. I was thrown into a classroom with some books, and it was like throwing a kid into a pool and saying, swim. I had, had no previous training, and I have these little seventh grade cha cha girls who came in and sat down with big hair and makeup, and I was like, oh my god, I was a little, who are they? I don't know who these kids are. And they taught me how to teach. I learned how to teach from my students, I feel. I had it within myself, but they had to pull it out of me.

Chip: Also dealing with my middle class assumptions about life. I was placed in a school in East Los Angeles, a feeder junior high, it fed into Garfield High School, which is the school where the movie Stand and Deliver was set, true story. So, that population. And I learned that my middle class upbringing was just one piece of a puzzle of American society and that other people did not ... even though I'm a person of color, I am a privileged person of color, and in a way that I had not appreciated before. And here were kids who might not have a surface in their home to do their homework on. There might be three or four families living in a one family apartment, just mom and dad had a fight last night and now my mother and I are living in the car, we live in a garage, Mr. Williams, there's no place for me to do my homework. All of these things were my education as a young teacher, and they changed me.

Nat: You had to be open to the education that your students were bringing you. I mean, it's so interesting because the way you built up to this career transformation for you was you were coming from a place of, what can I gain? Where can I travel to next? What TV show, or movie, or film project can I get on? What script can I try to get produced? All of that. And then hit you, and I love the idea of you driving up to Seattle, and having this road trip by night, and just coming to a realization that you do want to give back. You had to be in that open place in order to start learning from your students. It's the school of life, but it's the school of life for the teacher, and where the students become the teacher.

Nat: But let me ask you this. It implies, incorrectly, that it means that your students drove the ship and that they can, in a sense, control the classroom, but that's not what you're necessarily talking about. We're not talking about instruction in the curriculum, we're talking about you.

Chip: Yes.

Nat: So, can you give an example of a student who maybe had an influence on you, who would never know, and maybe it's, I don't know, I won't paint stereotypes, but one of the earlier students who really opened you up to the man that you were becoming.

Chip: There was a kid named Bronco.

Chip: And he was this tough character, he looked like a gang banger, he had the pressed khakis, and the press T-shirt, and gold chain, and a medallion, and he talked like this, hey, Williams, Williams. Just this really macho little kid. And he presented as a tough guy, but he would come to me during lunch, and sometimes he'd come to my classroom after school and he'd say, "Hey, Williams, who's that Buddha guy? What's Buddha? What does that mean? Tell me about Buddha."

Chip: And so, I talked to him about the Buddha, and how how the Buddha is ... his name was not Buddha, but that's a title that means the awakened one. And I talked about the Eightfold Path, and suffering, and the end of suffering, and whatnot. And he took such great interest in that, that I felt like, wow, this was my personal knowledge that was valuable to someone else. And one summer, and I don't recommend other teachers do this, I was a very young teacher. One summer he called on 411 and found my phone number and asked me, "What are you doing? Let's go do something."

Chip: This is the summer between middle school and high school, or junior high in high school for him. And I wound up picking him up and some of the other kids, he lived in the projects, and we went bike riding on Redondo Beach boardwalk. We went hiking in Eaton Canyon in Pasadena. I gave him driving lessons and I also gave him the book, *The Prophet*, by Kahlil Gibran, right.

Chip: Years later he went on to Garfield High School. And what I'm getting at here is that with Bronco I began to see that my personal interests, the person I am, had a value for the students, it wasn't just the instruction. And years later, years and

years later, I was leaving the apartment of someone I had been going out with, it was a very bad breakup. This person told me horrible things about myself, in anger. And I got in my car and started the ignition, and my cell phone rang, this is the age of cell phones now. And I pick up the phone and, hey, Williams, this is Bronco. And he said, "You remember me?" And I said, Of course I remember you. I think about 20 years ago.

Chip: And he said, "Well, I called your old number, I talked to your mother, she gave me your cell phone number." And he said, "I'm a teacher now. I teach at Garfield High School. And I have relationships with my students, and they graduate, and I wonder where they are, I care about them and I wonder what happened to them, and I realized that you probably have those same thoughts too. And I thought I should tell you where I am and what I'm doing now." And he went on to tell me that the time I took to talk to him about the questions he had outside of the curriculum, the time I took to take him and the kids in his neighborhood, bike riding and things like that, those things kept him off the street and reoriented his life, he said.

Chip: He said, "My other friends were out gang banging and getting in jail, put in jail, and I was learning how to drive, and hiking, and going to the beach, and reading the Prophet." And he said, "I still keep that book, and I read it from time to time. So I thought I should thank you for that." So that was a very meaningful relationship. And there are others like that.

Nat: Unbelievable. And that's such a powerful story in that he was resourceful enough to find you 20 years or so later.

Chip: Yes.

Nat: But what he thanked you for though Chip it's so deep because he was thanking you for your time.

Chip: Yes.

Nat: And it was time outside of the classroom, but I'm thinking that it was also the time inside of the classroom where you spent building a relationship with this student, Bronco, and others, but in this case, Bronco, that a student so different from you, yet somebody who you found a way to connect with in a very powerful way, and then it extended outside of the classroom. Let me ask you, were you thinking that you were being a hero teacher?

Chip: Not at all. No.

Nat: I mean, what were you thinking when you went to Redondo Beach, and you taught him driving lessons, and hiking in Pasadena? Were you thinking, I am taking him off the streets and I'm being heroic?

Chip: No, that wasn't the intention. The interesting thing about it is that I also needed, in a certain respect, to come out of myself. I can be ... I get lost in my thoughts, and my thoughts can be, not really destructive, but it's like I can live inside my

head. And for this young person to call me out of myself and into the world and into life, was a good thing for me.

Chip: So, I wasn't thinking, I'm going to be a hero teacher with this person, I'm going to help him, I'm going to change his life, it just happened that way. And it unfolded organically, which he initiated that, really. I mean, he initiated that but I was present. And I think being present, being available, is part of the authenticity that I've learned to bring to teaching to be open. You have your personal boundaries obviously, but to be open to students who are looking for more than just the curriculum. And even through the curriculum, when you're teaching curriculum, you can bring your personal feelings or experience around certain issues in history, for example, if you're talking about the civil rights movement, there was ... I lived through that with a child's perspective, and that had an effect on me. And I watched things change in society through my youth, and I can talk about that in an authentic way.

Chip: So, the openness and the willingness to talk about one's personal relationship to curriculum, and to questions that come up in the classroom, builds a bond and a sense that kids can trust you or come to you. So it's not really that I'm going to save someone, but I'm going to be present for them. I think that's the most important thing. And being present for one is seeing those connections not being too caught up in other things.

Nat: So in order to be present, as a teacher in the classroom, you must have to have an approach to the curriculum and the instruction that is, in a sense, placing the human element first, putting relationships even ahead of the content, is not the same as saying, throw the content out the window and let's all play get to know you games for the whole 180 days of the school year-

Chip: Bring it to life.

Nat: But you bring it to life. And I guess the teacher terms are you find ways to engage the students and also you find ways to make relevant what you're teaching. Yet, in hearing you, it's more personal than that. You are telling stories that are lived experiences of yours knowing full well thanks kids hook into authentic human experiences. And if you're telling a story about civil rights movement as a 10 year old, witnessing this or that, they will listen and lean in because you are telling something, you're revealing something of yourself, and there's a psychology behind that, that is absolutely true, we are social beings. And learning is cognitive, emotional, and social.

Nat: So, all of the say, do you find there to be a challenge as a teacher then when you are being told from those high, you must cover this curriculum, but you know that in order to do that really effectively, you need to transmit it in a personalized way?

Chip: It can be seen as a challenge, but in my experience, I'm charged with teaching these points. There's a curriculum, there's scope and sequence, there's a test. All these things need to be covered. So, what I've learned through my experience is that as long as I am covering what needs to be covered, and as long as I'm

assessing and seeing that the kids are getting what needs to be covered, then I have the liberty to present it and bring it to life in whatever way seems feasible and natural, really, more than feasible, natural.

Chip: I often find that we're tied to the textbook, to the chapter, but then an idea will spark, and I'm drawing on the whiteboard, and the conversation becomes more enlivened because there's a point in this chapter and this particular paragraph that I connect to or connects to something that just happened on the playground, and we can make that connection. And so, there's flexibility. I think you have to trust yourself to know what the curriculum is, and know what needs to be covered, and then, to a certain degree, improvise with your presentation.

Chip: I remember one ... I should probably say that most of my career I've taught middle school and so that's the age range we're talking about. And I remember once teaching ancient civilization, and I had the kids break into groups or I put them in groups and had a lot of butcher paper spread out in these different groups. And each student in each group was to design their own little kingdom in a part of that butcher paper, and is there a river? What crops do you raise? Where are the villages? This kind of thing. And then we started talking about Empire and how one Kingdom takes over other kingdoms and then the other kingdoms pay tribute and whatnot. And to make this a little more equitable, I just put, in each group, I put the names of each child in the group in an envelope and then blindfolded, picked a name out and then this person's Kingdom takes over the other kingdoms and that's the Empire, right.

Chip: And so that went well with every group. And then I got to, let's say, group five, and I took the group five envelope and opened it up and reached in there and, where are all the names? There was only one piece of paper and I pulled it out and I said, Hayden, what's this? And he said, "That's how empires are won Mr. Williams." So he had gone into my desk at lunch. And I said, wow, don't do that again, but I used that as a teaching point, as like, there is corruption in this political stuff. And it was an interesting teaching point, and I've never forgotten that. So we went with that and talked about how there's intrigue, and cheating, and these kinds of things that and certainly students learn that from Game of Thrones today.

Nat: And from your classroom as that, Hayden, you remember Hayden for that. And I think about kids now and the kids that you've taught, and because you've taught in LA kids you've taught, you've also taught in Turkey.

Chip: Yes.

Nat: Is there any difference between middle school age kids in California versus-

Chip: College kids in Turkey.

Nat: Yes, I guess college kids in turkey.

Chip: [crosstalk] I taught at the university level in Turkey.

Nat: And I don't know, I mean, or maybe that's not a fair question then since we're different ages, but what-

Chip: I think there's a different culture around education and-

Nat: How the teacher is regarded, I'm not sure.

Chip: ... teachers are, yes. So a teacher is respected in society in Turkey in a way that we are not here. Like there's some sense in the United States that a person who teaches has settled in a way for a career that is not very lucrative. A lot of people think it doesn't demand very much of you intellectually, which is completely false.

Nat: Also, just not to interrupt, but teaching is a stage profession, in concrete buildings and everything that you thought of when your mom said you should be a teacher.

Chip: I think a lot of people who look at teachers, they think of their experience as a student looking at a teacher, sitting at a desk and maybe it's not very challenging, but they don't see what goes on behind the scenes. And there are different kinds of teachers anyway. But in Turkey a teacher is respected like we respect doctors here in the United States. You walk out of your apartment building in the morning and the grocer across the street says "Hoca!" (sounds like "hodja")...He just addresses you as, teacher, with respect. Once people know that you're a teacher, they address you as teacher, respectfully. So, in society you have a sense of being respected more, which feels good. It's a nice feeling like I am a valued member of society here. And I think we get that lip service in the United States, though I think teachers are doing the hardest job, I think teachers you're doing the real work.

Nat: Teacher Appreciation Day.

Chip: Yes, that kind of thing. But we don't see that in terms of compensation, in terms of just the very fact that there are a teacher discounts and that kind of thing tells you that society does not value us in a certain way.

Nat: Sorry, what's the name given to a teacher when you're walking.

Chip: Well, the word for teacher is hoca but means, my teacher. So you're addressed as hoca, my teacher, my teacher.

Nat: And when You say that it's through respect, it's a respectful approach to teachers, what is it that they are respecting? Is it he holds the student test scores high, or is it what-

Chip: No, it's your service to society that you're an integral part of the social function of raising children, of raising the nation, frankly. You are respected for participating in our children's lives and doing what we can't do for them because we have to work, and just you are raising our children, you're raising the nation basically, and educating the nation. And so education is highly regarded, and then also your role as an educator in the lives of the children of the nation. Whereas we hear a lot of rhetoric here about schools being ... those teachers aren't teaching and kids

aren't learning anything blame the teacher for the low test scores without really reflecting on what's happening at home, what's happening in the greater society.

Chip: I think it's like apples and oranges in a way because America is a unique nation just as Turkey is, but we have so much other going on outside of the classroom here in our country, and I feel very little self reflection as a society on what children are exposed to, and how much they ... life is so fast outside of the classroom, and there's so many advertisements and so much entertainment coming at them at all times, and then we ask them to come into the classroom and focus, and concentrate, and attend to a time book or nowadays, you might have a laptop. But we ask them to come to a screeching halt in a certain respect and be attentive in a way that nothing else in life asks of them. So there's this resistance.

Chip: And I don't know what the answer is because technology certainly isn't going away, but there has to be some balance in our society where education meets technology where it is but also families understand their role in educating as well.

Nat: Why is it important for families to understand their role?

Chip: Because most of the child's time is spent with the family not in the school. And I had a parent once who had a boy who would ... We don't do everything in the school, we're not responsible for completely raising the child. I had a parent once and there are different iterations of this situation where a boy would hack up phlegm in the classroom and spit it on the floor and I adjusted, that's unacceptable, that's disgusting, clean that up. And he would continue to do it. I'd call home, there was no home phone. One day the mother arrived at school to take him to the dentist and I said, I'm so glad you're here, I've been trying to reach you, Justin has a habit of spitting on the floor and he seems to think that's okay. It's the seventh grade, would you please have a talk with him about hygiene and why that's not a good idea?

Chip: And the woman looked at me and said, hygiene, you're the teacher, that's your job. And this is an English class, right. And that's one pretty extreme example but we're expected to be a psychologist, social worker, all kinds of roles we play, which we do. But parental time is even more important, obviously, than what's happening in the classroom in terms of turning the kids on to education, making education a priority in the home, reading, that kind of thing.

Nat: So with the added pressures on teachers to be the psychologist, to be the coach, to be the parent, local practice, to be the guardian, to be the minister, the priest as well, what keeps you in the game year after year? And I know that you've taken on different roles in schools, but what is it that just keeps you in this teaching field, what does it give back to you still?

Chip: I think about that often because sometimes I feel like there may be something else I'd like to do with my life at this stage in my life. But when I have, on occasion, twice I've left teaching to do something else, and it's been teaching in a different form. When my dad died, the first day of school, wow, 21 years ago today.

Nat: Today.

Chip: Yes. And my principal took me into the office and said, "Hey, you've had a tough few months. And if you want to take some time off, you want to take a semester off, totally understand." I decided to take that time off and I worked for Tree People, a reforestation agency and I was doing planting training, training people how to plant trees to reforestation. And that was meaningful work. And then another time, years later, I was offered a position in Baltimore taking meditation into the schools in Baltimore. And I thought that, that would be something I'd like to do. The salary was much higher than what I was making as a teacher. But what I found in each situation was that I missed working with the kids, I missed the relationship, I missed watching them grow, the interaction. There is something alchemical that takes place in the classroom.

Nat: Can you define alchemical for the audience?

Chip: Where one element acts on another element and there's transformation that takes place. One of the principles of alchemy was there was believed to be a philosopher stone which could turn lead into gold, right. And so the search was there was a search for the philosopher stone. And our modern day chemistry actually has evolved from alchemy, you'll see in alchemy is the root chem. So it's the notion that one thing acts on another and there's a beneficial transformation that takes place. And so, in the classroom, there is the interaction of the teacher and students, students and teacher, and there is a transformation that takes place in each life.

Chip: I love the engagement with humanity that takes place in the classroom. Every September the doors open and here in the United States, America comes in and sits down for 10 months. And a piece of America, and a piece of humanity, and I interact with those young people and have some exchange with them which moves them along in their lives. And also I am nourished by their presence. There's a sense of family, there's that agape on my part at least, this love for them because they're young human beings who are worthy of being loved. So it's an open acceptance and that doesn't take place, has not taken place in corporate environments for me.

Nat: My last question relating to how you promote agape and how you promote an alchemic relationship between you and the students, and the students and you, as the adult in the room, as a teacher. What advice would you give for teachers? At least what's the one focus do you think is most important in communicating to your students through a classroom ethos that you create, as the teacher and your students walk into, what's one element of that classroom ethos that you think is absolutely essential, non-negotiable, this is essential for healthy, positive relational learning?

Chip: So, I have a yoga background which means a yoga philosophical background, not half yoga. And some people don't believe in God, and you don't have to believe in God to have this outlook because we don't know what ... even for people who believe in God, what does that mean, what is God? We use the term consciousness for God because it's not an anthropomorphic being out there

somewhere, it's this conscious energy which unfolds, and creates, and becomes, and has been doing that all along.

Chip: And it's to understand that the consciousness looking out of my eyes is the consciousness looking out of every other pair of eyes. There's one consciousness that has unfolded and countless ways in every form that is alive. And if you can imagine a chrysanthemum that just keeps unfolding petals after petals, and it's all blooming from one stem but each pedal is different, and each child in your classroom is another yourself, another myself. And I look in their eyes and I understand that there is a complex set of emotions, and thoughts, and conditioning that has produced the behavior, the mindset of this particular person, but all of that is swirling around this core that is no different than my own consciousness, my own self.

Chip: And so to see myself in the other, my advice to another teacher would be to see yourself in the eyes of your student and understand that what they need from you is your best. They need to be watered and they need to be shined upon as if you were the sun to grow. The sun doesn't care if you are a bank robber, or a prostitute, or a priest, or the president of the united states, it shines on all the same, the rain pours on everyone the same regardless of who they are. The teacher needs to be as impartial as the sun and the rain as well.

Chip: Another thing I would say is that, you may be 58 years old, you may be 35 years old, but within you there's still a 17 year old, within you there's still a 13 year old. And you can be in touch with that 13 year old, and relate to the 13 year old in front of you while being the adult, but also understanding you can be in the shoes of the child while standing in your shoes at the same time and try not to forget that.

Nat: Beautiful. It's the ultimate empathy. And it's the expression, be the adult you needed when you were younger.

Chip: Exactly, that came to mind but I couldn't put it in my ... It was like, how does that go?

Nat: In short, but I like your definition really beautifully articulated better. Teaching as a growth profession, teaching as a spirited profession, teaching as a generative profession, alchemic, is that the word alchemic?

Chip: Alchemical.

Nat: Alchemical. It's an alchemical profession turning stone into gold or what the material was into something beautiful. The teaching being a constant profession, you are constantly being called upon to be that son, that giver of regenerator of life force to intellectual life force and emotional to the students in your classroom. All of this is what teachers really do. And having you on this show today has helped I think anybody listening and watching to expand their view on what teaching really is. And when you were saying earlier, there's all the additional is that you're responsible for as a teacher and as in having taught in Turkey and then come back to what must have been a rough adjustment for a period to the

US, where teachers are the first to be praised until they're the first to be blamed, they're not being paid enough, their class sizes are too large, they're not getting enough time off because there's professional development and they just don't have that time for reflection. It's unsustainable overall and it's no wonder we are facing a shortage of teachers.

Nat: Hopefully, after listening to this conversation, people who may have thought about getting into teaching, who have this two dimensional view of what teaching is, are finding it to be broadened. I certainly have. I mean, I've been elevated by this conversation.

Chip: Oh, that's good.

Nat: So, I'll leave you with a final word, Chip, but I'm just so grateful for you to be on the show today. Thank you.

Chip: A final word that's a ...

Nat: Or story.

Chip: Well, I think, as a final word, I would offer that being a teacher is a lesson in your own humanity. You are called upon to be selfless in a way that unfolds you and shows you more about yourself than most other things could. I would encourage people who feel a call to teach but say to themselves, well, my social status, that's not the income that I'd like to have, I'd like to encourage you to understand that there are other rewards that come from teaching that are priceless. And once you taste those rewards, money doesn't matter so much.

Nat: Beautiful. And I have a book here actually that I thought about when you were just giving those beautiful words about the call to teach and this is a classic Parker Palmer, "The Courage to Teach", and courage being about facing your fear and having the bravery to teach truly which is about the spiritual, soulful, everything we've been talking about the bravery. But also the word courage coming from the heart core, and that being the key of what being fearless is, if you're operating with your heart forward, then you will be victorious.

Chip: That's right.

Nat: And clearly, you are a teacher who has the courage to teach. And I just, again, thank you for being on the show Chip.

Chip: Thank you.