



Episode 1,448: How to De-Brainwash Students

Guest: Connor Boyack

WOODS: You are I think one of the most underrated people out there in terms of how much work you do, how many things you do, and how important the stuff you do is. It's actually amazing. So I want you to start – I mean, we've got three possible things we could talk about that that you've done, three major things since the last time we spoke, which was not that long ago, by the way. You have a program – I don't even want to give away what it is, although I guess probably a minute ago in setting this interview up with the folks, I probably did sort of give away what it was [laughing]. But Free Market Rules, tell us about what that is.

BOYACK: So the biggest complaint we've had about the *Tuttle Twins* series – you'd think we'd get a lot more complaints, right? Like, *You're propagandizing children*, and whatever. *You're brainwashing them to be Trump supporters*. I don't know what, but we don't really get a lot of backlash. The biggest complaint that we get is actually from our own fans, and it's a complaint that we're not producing quickly enough. Like, *Hey, we read all the books. We want more. Hurry up*, you know? And these books take quite a while, especially the illustrations.

And so we've heard this for two, three years now, as we've been really cranking out the books, and that gave rise to this idea of having a curriculum. Especially the homeschoolers have been asking for a curriculum. But as you'll recall, Tom, last year, a year and a half ago, we started going into schools, creating a curriculum, giving books away to classrooms, and the teachers were really desirous for that, as well. They're like, it'd be really great if there was some kind of consistent curriculum that we could use. And that's what we've done. We've spent about a year working on this with a team of educators and parents and entrepreneurs, really kind of beta testing what this program should look like. And so we've called it Free Market Rules, under the idea that they're the rules of the free market, but also, *Hey, the free market rules because it's awesome*, and a little double entendre.

And so every week, families get content. They get five pieces of content a week. So they get a little bit of introductory material, because usually the parents maybe are less familiar with these economic concepts. They feel inadequate to then be in a teaching position for their children, and so we say: hey, parent, today we're talking about supply and demand, or we're talking about the labor theory of value, or whatever it is. But we make it relevant to the parent, send them to like a Mises.org article, a FEE video, whatever resource can effectively explain for an introductory-level person what that content is.

Then we provide them with two pieces of content, one for younger kids and one for older kids. And so this is like a PDF you can print off; it's an activity; it's a little workbook lesson;

it's a field trip idea. Whatever it is, it's the activity for the kids to do to really grapple with that week's idea, make it relevant for them, down at their level, make it applicable to their world.

And then we provide what we call dinner conversation starters. So the whole idea here is that the parents and the kids are all learning the same idea that week and with ideas and applications in their world. And so once they're done with that, we say, here are some dinner conversation starters, so that as a family you can all talk about it and you can better kind of understand and then talk through the issues and, well, *What unique insights did you gain, and what did you do for your activity?*

And then when we're done with that, we provide what's called "Go Deeper" material. So for the parent, if they're wanting to better understand it and learn even more, then we're sending them to a resource where they can get a little bit more advanced knowledge about that week's concept. But everyone, regardless of whether you sign up now or next year, you start on unit one, week one, and then every week we kind of hold people's hands as they kind of build in the complexity of ideas and progress in their learning. And so it's a really structured, fun way in the Tuttle Twins brand to teach the nuts and bolts of free market economics to families.

WOODS: You know, as you describe that, anybody listening has to be thinking this should have been done 50 years ago. Why? Why had this not been done? And of course, your *Tuttle Twins* series of books, which we'll talk about in a little while and we've talked about before, those are less, let's say, didactic and more enjoyable, but of course, they have lessons throughout them. But that was obviously necessary. I would tell you – I mean, I think when I get emails from parents, more than anything else, more than any question, it's: *What do I do for my kids aged* – and you know, the younger to, let's say, preteen ages? And my answer would be: I don't know. There's nothing you can do [laughing]. You have no option. And you saw that, and instead of saying, "Oh, that's just a shame. Boy, we suck. Libertarians are terrible. All they do is sit around and complain," you actually did it. How about that?

BOYACK: Yeah, well, like I say, homeschoolers want it, but what we've found is the biggest selling point is for all the rest of parents who can't homeschool, don't homeschool, which is the majority out there. And the pitch is: look, your kids are not going to learn this material in school. Like, the traditional curriculum does not cover this stuff, and if you want your child to be well-rounded, like every good parent does, then you need this. And so it's amazing, because initially, the – in fact, we're going to Freedom Fest this year, like we typically do every year, and the first year that we did the *Tuttle Twins* books, I had a booth at Freedom Fest. And that was my thinking, like, here's a libertarian conference. We'll tell all these libertarians like, hey, we've got this book about Bastiat's *The Law* for your kids and grandkids. And pretty soon, we exhausted the libertarian audience. Like, there's only so many people in that movement. So then we went to homeschoolers, and then we exhausted that audience in online marketing.

And so I started to think, like, this has broader appeal, can have broader appeal. How do we do that? And what we found is the message that resonates is that: teach your children critical thinking skills and time-tested values that schools no longer teach. And every parent gets that. Whether they're conservative, middle of the road, moderate, apathetic, whatever, they want their child to be well-rounded. They want their kid to be exposed to all sorts of ideas and to really kind of develop good critical thinking skills. And especially when we tease them

and we're like, *You know what? The schools really don't teach this stuff anymore*, it creates that scarcity mentality, where they're like, *Well, wait a minute, why not? And I want to do that.*

And so that becomes the value proposition, whether it's for the books or for this curriculum, that you're exactly right, Tom. Like, the schools aren't doing this. We can't leave it up to them. And so whether you're a homeschooler or whether you're a public schooler that wants to supplement with what the kids are not getting in school, the Free Market Rules curriculum becomes a great resource to do that.

WOODS: Remind me the ages of your own children.

BOYACK: So my kids right now are ten and eight.

WOODS: Okay, so this material is aimed partly at them, correct?

BOYACK: Yeah.

WOODS: In other words, kids that age. Did you test it out on your own kids? Do you know that kids respond well to this material?

BOYACK: Yeah, so we we've kind of used my kids throughout the whole Tuttle Twins initiative, if you want to say that, as guinea pigs. We've got a bunch of core families who are like our most voracious consumers and fans, and so we kind of just iterate through everything. We're developing a card game right now. I don't know that I've publicly announced that anywhere, but we're developing a card game, and so we've got families playing the test card game and giving us input on that. And so we try and really incubate everything, like this curriculum, with real-world families. So like, what did you like, what worked, what didn't work? Because we want to be effective. We want to provide a ton of value, and so we've gotten fantastic responses. And now that it's in the wild and we recently launched it, we're getting awesome emails back and reviews and Instagram posts of families saying, *That was great. We loved the discussion questions. We can't wait for the next one.*

WOODS: How does this fit into a homeschooler's curriculum? Is it just an add-on that interested parents can use it? I mean, is it delivered with materials that parents can use? What does it look like?

BOYACK: Yeah, so every homeschooling family is different. I mean, I am one, and we're kind of a blend between unschooling and a little bit of curriculum. My wife uses one called *The Good and the Beautiful*, which is really popular right now. And so we kind of are mixed, and some families lean more one way, and some are very regimented and they religiously follow their curriculum without fail.

And so we tried to provide something that was kind of a little structured and a little open-ended. And so every week, they're getting an email with the content. Like, here's your introductory content, where you can go learn about this week's concept. Here are the PDFs that you can print out and work with your kids on and have them do. And then also, it's a little open-ended, in that the content itself is not very didactic. It's not extremely structured. There's some room for kids to respond in their own unique way, in that the discussion

questions are free-wheeling and let's just chat as a family with a little bit of guided support in terms of what these questions are. And then at any point, if parents are struggling to understand an idea or want more clarification, they can reply to any of our emails and get direct communication from us to clarify something or help point them in the right direction.

And so we're really trying to be a crutch for parents who want to introduce these ideas to their kids. Most of these people obviously have read the *Tuttle Twins* books, but they want their children to gain a little bit deeper understanding than the books provide. And so this is the way to do it, is we're going to be there every week in their home with this content. And they can religiously follow it if they want it, or they can kind of adapt it, but we're trying to just be that support so that parents are regularly having these conversations and talking to children about these real-world situations, but at their level, so that the kids can be exposed to free market ideas and increase their knowledge as they progress and mature.

WOODS: Can you give us just a specific example of a theme or concept that's taught in this curriculum?

BOYACK: Yeah, so as I said, it's a little bit structured in terms of its order. And so whether you sign up today or whether you sign up in a year, every family is progressing at the same pace. And so we introduce all these ideas with questions. And so unit one, week one, the simple question is: do you really need that? And so in week one, it's what are wants and needs. It's understanding the differences between the two. The following week it's how do wants and needs change. From there, the question that we're trying to address and answer is: what do we need to satisfy our wants? Then we go into what do you want: how do you express preference, and how do you allocate your scarce time and resources to do that? Then we begin to address what makes something useful. So what are resources? When does something become a resource? How do people use resources?

And so these questions are kind of the triggers to open the child's mind and say, well, how would you answer that, and then we provide them a story, an activity, a lesson, a movie, you know, go watch this movie, focus on this, and trying to help them understand these economic concepts.

But all of the units progressively build on one another. So we then we go into scarcity; alternative uses of resources, so tradeoffs and opportunity cost is what the kids are learning about. Then we learn about how humans act to satisfy our wants, and so what are incentives and thinking on the margin. We get into all sorts of more complicated concepts. It's actually really fascinating.

As we've developed this curriculum, we're like, oh, my gosh, are we really – like the *Tuttle Twins* books, you're taking complex, controversial, important ideas, but with this curriculum, we're really getting into what you might otherwise call advanced concepts as the months progress. But we're doing it in a way true to our brand, where we're not beating them over the head with the terminology or these obtuse definitions. It's just pointing throughout the curriculum to real-world examples, so that with a little bit of observation, activity, or whatever, the kids are kind of understanding what that concept means. Even if they aren't going to master the terminology per se, we want them to understand the core ideas so that, as we continue to talk to them week over week and then refer back to those ideas, that that conceptual understanding is growing and building.

So we've had economists helping us with this, we've had educators helping us with this, to really try and structure it in a way that makes sense, it's enjoyable, but again, provides a lot of value and actually provides understanding so the kids are retaining this idea – not to like, *Hey, you're going to learn free market economics. Big whoop, why do I need to learn this,* but really, so the kids see the relevance in their lives, in their world, to how these ideas make sense. And so everything is brought down to the kids' level so that they're seeing how it operates in their lives.

WOODS: Let's switch gears because there are a couple other things I want to tell people about. Now, of course, all this stuff that we're talking about ,everything we're talking about if you're interested in any of it, you'll find it all linked at TomWoods.com/1448. That's where you should go, TomWoods.com/1448, which is today's episode number. You have a new book; it's a series of essays by various contributors, called *Skip College: Launch Your Career Without Debt, Distractions or a Degree*. Now, there's a lot in there. Obviously, we can get the gist of it from the title, but nevertheless, in reading it, even somebody who's maybe plugged into some of this way of thinking, what's going to surprise us in there?

BOYACK: So there's a lot of arguments for and against college. I wanted this book to be a practical resource where a kid who's on the conveyor belt, K through 12 and here we go to college – and that was me. I was never exposed to any alternatives. I was never made aware that not going to college was a legitimate option. It was inculcated that that's just what you do and what you need to do to be successful. And so this book, think of this book as a series of detour signs, number one, raising awareness that there are alternatives, but number two, should a reader express some interest in one of those detours, in one of those alternatives, very practical information on what to do and how to do it.

There are many high-level arguments to be made against college, and they exist in the book, no doubt. But the meat of the book is for a young adult, a teenager to say, oh man, if I contemplate this bold idea of not going to college, here are some phenomenal things that I can implement in my life between now and high school graduation, or becoming an adult or whatever, that I can implement to actually succeed. Not just not good college, but proactively, positively build a career, follow my dreams, develop my character, pursue my interests. Whatever that goal is, we emphasize with each of these authors that we wanted the takeaways to be very tangible, very implementable.

And I think we accomplished that. My favorite chapter probably is Isaac Morehouse's. I know you've interviewed him before, and he runs Praxis. He started a new company called Crash. And all these efforts are helping young people pursue professional success outside of the college system. In fact, all of the proceeds of this book are being donated to Praxis. Isaac's chapter was phenomenal in terms of, like, you don't need to go to Praxis at this point. Once you read his chapter in the book, it's like, do X, Y, and Z, and I guarantee you will succeed. It's just very formulaic in terms of like Isaac is standing there holding your hand to help you succeed if you indeed jump off that conveyor belt and decide to go down this path.

So again, lots of arguments floating around, lots of essays and articles and books about not going to college and the problems with college, and we get into some of those. But the purpose of this book is to hold that young adult's hand as they step off that conveyor belt and say: do this and you'll be all right.

WOODS: Tremendous. So that is another project that you've worked on. Let's talk about a third project, which is another entry in the *Tuttle Twins* series of books. Now, I've got a number of episodes with you where we've talked about previous entries in the series. And the idea is it's a series of children's books, beautifully illustrated, and then that also demonstrate certain or review certain principles or libertarian ideas. But they do so basically by taking either some classic text or some concept in the libertarian canon and jumping off from there and make a children's book. So now you have a new one that apparently is based on some of the ideas we associate with John Taylor Gatto, who died not too terribly long ago, as a matter of fact. First of all, tell people who he was.

BOYACK: John Taylor Gatto was an education reformer. He, in the past couple decades, went around the country doing public speaking, writing books. And the reason why he was so successful in that and built a name and a following was because he had the professional credibility to be a critic of the public education system. He was a 30-year veteran of public school as a teacher in the state of New York. And in the '80s, in the very year where he was awarded New York State Teacher of the Year — so here's kind of the award-winning teacher — that same year, he writes an op-ed in the *Wall Street Journal* titled, "I quit, I think," in which he goes on to say that, if you know of a job where I can help children without hurting them, let me know; I'm going to be on the job market. And he goes on to elaborate on, as he does in his books, many of the problems with public schooling, which he was trying to address within the system and trying to counteract, but got so fed up that he couldn't do it anymore. He went on speaking and writing about all the problems and was a big champion of alternative methods of education, especially homeschooling, and really developed a following because his criticisms were very pointed, but very spot-on in terms of the systemic problems in public education.

WOODS: All right, so now let's go over to the *Tuttle Twins*. What's the name of this particular entry in the series?

BOYACK: So his book that we're basing it on is *The Underground History of American Education*. Again, kind of expose, if you will. Our book is *The Tuttle Twins and the Education Vacation*.

WOODS: Okay, all right, good. So basically what's the plot? Anybody who is listening who — what's the age range that you aim these books at?

BOYACK: 5 to 11, give or take. And it's been funny that over the years as we've worked on this, we've had obviously a lot of interest with homeschoolers. And the consistent question they've given us is: why are Ethan and Emily Tuttle going to public school? I thought this was like a homeschooler-friendly book series? Because in past installments in the book, they're in a class or they're on a field trip on a bus. And this is the book where the twins are now being pulled out of school. True to John Taylor Gatto's kind of whole thesis and purpose, the Tuttle family is exposed to some of the problems with school and they decide to pursue some alternatives. In fact, John himself appears in this book, and he's presenting to a local campus. He's kind of speaking to the community, and so the Tuttle family is invited to go, and that's where they really encounter these ideas and come to recognize that there are some very systemic²³, important problems with compulsory education that inhibit the twins' ability to succeed and pursue their interests and really focus on what they want to learn about.

And they have a vacation scheduled shortly after this, and so on that vacation, they have a little bit of freedom in terms of time and priority. And so the twins end up learning when they're going to museums and cultures and all these different things in the book, and they realize how amazing it is to have the freedom to learn about the things that interest them and intrigue them. And as they're on this vacation, they're talking a lot about these ideas that Gatto presented, and they're seeing them kind of play out.

In Germany, for example, when they're on vacation there, they have a run in with a police officer who's going after them for the truancy law, thinking that they're supposed to be in school, and why aren't you in school before they realize that they're tourists. And so, you know, they almost got in trouble with the law. But again, it's showing the oppressive nature of compulsory education. It's not about learning; it's about control.

And so when they return home, the Tuttle family having had this juxtaposition of having been in school and then exposed to the problems, and then seeing kind of the freedom that they were able to pursue on this multi-week adventure in Europe, they come back and they're like, no, let's do this. We want to try it out; we think it's going to be an amazing opportunity. And so it's a book that basically talks about the problems of compulsory education, the benefits of having freedom to learn and having free will in education. And so it's not just a negative, critical book. That I think is where some of Gatto's books had a challenge of sorts, because the books are full of like: here's all the problems. But John was very light on solutions other than homeschool, right, or just pull them out. And so I think what parents especially want is they want affirmation. They want direction. They want support. And so the book tries to balance that where, yes, here are the problems, but hey, look, if you head in this direction, here are some amazing opportunities that lie ahead of you.

WOODS: I just can't get over how much stuff you're doing. I don't know what else to say. Also, I sometimes wonder, how's he going to come up with more topics – which I sometimes wonder about with this very podcast, by the way, from time to time – but how is he going to come up with new topics? After a while, there really are only so many topics you can cover. But geez, even I overlooked the education topic.

BOYACK: Yeah. Yeah, well, and we have a list. I mean, our readers keep sending us like, Hey, you should do a book on – I'll say the only one I've ruled out, probably just because of its toxic nature in terms of all the controversy generates, I've had a number of families who have suggested that we do book on vaccinations, or perhaps a little bit more broadly, like medical autonomy. And while I agree that there are a number of challenges that that presents in terms of governments mandating that and so forth, that one's probably an issue that I might not want to wade into. But again, our books are always pointing people back to original books. Like every book in the *Tuttle Twins* series is based on an important, classical, and relevant book or essay. And so we're trying to just take basically – like, if you go to the Mises campus and you walk in the bookstore, I mean, you know how many titles they have there, Tom. And so there's tons of opportunity of different little niches and topics to cover. And so we've got a list of 20, 30 other issues on our radar, where initially, I think when I was doing some early episodes with you at the time, it was, *Oh, yeah, we'll do eight to ten books, and we'll probably stop there* –

WOODS: Yeah, I remember you saying that. I remember saying you'd stop there, and I remember thinking, *Well, that's kind of a shame, but yeah, he's probably going to run out of things do.*

BOYACK: Yeah, no, now this is book ten, and I can't imagine not continuing, because there is so much more to do, and families keep buying the books and demanding even more, so now we give them the curriculum. If I can, Tom, in fact, I'll — you've been good to me. Let me be good to you and your audience. I'll share something here that I haven't shared publicly. We're going to develop a kind of sub-series of books within the *Tuttle Twins* brand, but this will be for teenagers. Are you familiar with the *Choose Your Own Adventure* format of books? Have you encountered those before?

WOODS: Oh, I must have read dozens of those when I was a kid.

BOYACK: Yeah, I loved them, right? Like, if you want to go in the cave, turn to page 53. Or if you want to run away, turn to page 87.

WOODS: By the way, by the way, I would always kind of want to secretly sneak ahead, and if one of the choices ended up ending the story, I'd say, okay, I don't want to make that choice. I was a cheater.

BOYACK: [laughing] Yeah, and I loved them. And they've written, I don't know, dozens, hundreds of these things? They were very prolific. They were a lot of fun. We're using that similar format. We're going to call the series, *Choose Your Own Consequence*, and it's going to be a *Choose Your Own Adventure*-style book for teenagers. And so in these books, the twins will be age 15. So in our current series, they're age nine. So now they'll be age 15. And we've got three books in the works, one of which we're kind of further ahead with, so I'll show the detail on this one.

It's called *The Tuttle Twins and the Hyperinflation Devastation*. And so they're in like a Southern American country on a little backpacking adventure in a country that already has a little bit of a destabilized economy, but then a natural disaster happens, an earthquake, and that exacerbates the economic crisis, because the government in response prints a ton of money because they've got to take care of everyone and fix everything. And suddenly, the twins are to some degree trapped because the currency hyperinflates very quickly. And so then they're having to figure out how to get home. That's the goal. But along the way, they're making all these different economic decisions. For example, do we buy from this backwater, tiny, little market, or do we go into this store? And, you know, you go into the store and you're going to get ripped off, and you go to the backwater little market, and someone might steal from you, and there's all these different outcomes and consequences of all these economic decisions. And they start talking about barter, and do we pull out of the ATM, and do we figure out how to use Bitcoin so that we can preserve the value of our money for this final few days before we get home?

And so it's this economic adventure, where throughout the fictional story — and this is probably going to end up total like 500 pages in the book, but there's like dozens of threads that you can go down. But the goal is that, where in our current books for younger kids, it's a shorter story, we're introducing the kids to these ideas. It makes sense, it's fun, it's great. In these older books, where these older readers are going to be able to understand more, we can take the time to expand on how these issues could play out in an actual situation, so they can, through observation, learn about it rather than just a brief book. And so we're hoping to produce three of these as like a mini trilogy by the end of the year, so that we can launch them, and then we'll do like one every year thereafter. But then we can have content for teens, as well, which I'm actually super excited about.

WOODS: That is tremendous. That's great, because these would be fun books, without a doubt. And of course — you know, here's my marketing brain — you've already got your mailing list from all the people who ordered the *Tuttle Twins* through your website.

BOYACK: That's right.

WOODS: So that way you can reach out to those people, who are getting a little older as the years go by and would be a natural market for this thing.

BOYACK: People are always having babies, right? And those babies get older.

WOODS: And then those babies get older. You could sell them multiple products. A product for the young kid, product for the — just beautiful. Excellent.

BOYACK: Yeah, we just did a survey with our list, our audience. We've probably got like 70 or 80,000 families reading these books now. And one of the questions was: do you want content for teens? And we had three options. We had: yes, no, and we had another one that was called something like, "Are you kidding me? Absolutely." Just for those who wanted to express their extreme support. And the no's were like 4%. The yes's were like 15 or 20. And then like 80-some-odd percent chose the "Are you kidding me? Yes" option, for a total of, I think it was around like 91, 92, some-odd like that, supporting this idea. So from our vantage point, we've learned from our customers. This, all of this — you'll remember, Tom, this all started out because, running a think-tank, I would come home to my young kids, they were five and three at the time, and I was like, how do you talk about property rights with a five-year-old? How do you talk about eminent domain or medical marijuana or criminal justice reform?

And so that gave way to this idea of doing these fun little kids books. But that has — it's all spinning off, right? Like we've got the curriculum now. As I said, we're working on a card game for families. We're going to have the teenager books. We want to do a cartoon eventually. I mean, that's kind of a big-ticket item. But it's really opened the door. As you point out, like no one's doing this. This should have been done decades ago. I feel extremely privileged and very pleased and content to be kind of the steering wheel for trying to provide a lot of content to fill that void. And to be very frank, Tom, I straddle between liking that I have this kind of natural monopoly where no one else is doing this, and, hey, that's great for us. But on the other side, like, I think we need dozens more people and companies providing content for this demographic and this age range, because as kind of a mission of trying to educate and improve the world, I think we need a lot more of it.

WOODS: As I've told people, we're going to have all this stuff up on the show notes page. But do you want to just give out a few websites, and people can visit them? But if not, if you're driving or something, we'll have it all at TomWoods.com/1448. But just tell people right now the most direct way to get access to any of these things.

BOYACK: Yeah, so all the books are at TuttleTwins.com. That's where you can get the books, the workbooks, all packaged together for a nice discount bonus. Use Tom's link on the show notes page to support the podcast. The free market curriculum is at FreeMarket.TuttleTwins.com. And so that's kind of a standalone landing page, where you can learn about the curriculum. Be sure and go watch the cute video of my kids pitching the new curriculum. We had a lot of fun putting that video together. So that's a

FreeMarket.TuttleTwins.com. And then the *Skip College* book we talked about, we have exclusively for now listed it on Amazon. We've got it in paperback, we've got it on Kindle, and within a few days, it'll be up on the audiobook as well.

WOODS: Tremendous. Okay, so all that stuff, TomWoods.com/1448. I guess I've got to have you on more often so I don't have to stuff three major things into one episode. But, amazing. But on the other hand, as somebody who burned himself out working too much, I want to give you a little not quite fatherly advice – I'm not that old. Maybe it's theoretically possible, but it would have been scandalous and that age for me to have had a son. But anyway, let's just say an older brother's advice.

BOYACK: All right, let's hear it.

WOODS: Just keep an eye on it. I mean, I know that especially we feel like we've got to fix the world, and it has so many problems, and the stuff you're doing is so valuable, and you get incredible feedback. But you've got to make sure you're taking care of yourself. Also, I hope this doesn't sound patronizing, it's just that I see a lot of myself in you, and I want Connor Boyack cranking out material for a long time.

BOYACK: Yeah, I am actually on the verge of hiring my first-ever executive assistant, just so I can offload a lot of the other work that I'm doing and be able to focus on this where I can uniquely provide a lot of value. But you're exactly right. And whether older brotherly advice or, as my wife likes to periodically remind me, it's a message well received, and hopefully this executive assistant can help lighten the load.

WOODS: All right, good. Good. Good. I'm glad you're thinking the right way. All right, best of luck, Connor, and congratulations on all this great stuff.

BOYACK: Thanks as always, Tom. I appreciate joining you.