

BCL ep316 How to Stop Over-Parenting and Raise Capable Kids with Keith McCurdy

Many of you have been asking for a high-level summary of the key ideas that Keith McCurdy speaks about around the country and in many of our schools with his encouragement and training on how to raise a generation of what he calls sturdy kids, young people with confidence, resilience, and who are able to do hard things. If you've been around our podcast for any time, you know that Christian counselor Keith McCurdy is a frequent and valued voice. Join us for this special episode of Base Camp Live.

Mountains, we all face them as we seek to influence the next generation. Get equipped to conquer the challenges, summit the peak, and shape exceptionally thoughtful, compassionate, and flourishing human beings. We call it ancient future education for raising the next generation.

Welcome to Base Camp Live. Now your host, Davies Owens. Welcome to another episode of Base Camp Live.

Davies Owens here on the journey with you to raise the next generation. I've been so encouraged the last few weeks just with emails I'm getting from so many of you. Info at BaseCampLive.com. I know it's old school technology, but the email still works.

It's a great way just to send over just a quick shout out. I'm in particular curious these days if you have been impacted by classical Christian education, maybe as a parent with the, just the positive changes you've seen in your family. Maybe you're in a different school environment and you transitioned into a classical Christian school and there's been impact on your family.

I would love to hear about that. Or maybe you're a teacher and you taught somewhere else, and now you're in a school that follows the classical Christian methods. I'd love to know your impressions and thoughts.

So just, it's great to hear from all of you, whatever's on your mind. Love to hear just a quick hello, if nothing else, and where you're listening from. In this episode, as always, I like to just say hello to and a shout out to various schools around the country that are part of the Base Camp Live and Zipcast family.

Dr. David Seibel, head of school there at Coram Deo Academy in Carmel, Indiana. Just shout out to you and all of your teachers and staff. So grateful for your partnership, as well as Fred Conley, head of school at Cornerstone Christian Academy in Abington, Virginia.

Fred, thanks for being a part of our bigger community around the world, raising up the next generation for all the great work you're doing there in Abington. We are so appreciative for your partnership. We have been for years, as Base Camp Live, continuing to have amazing interviews with our friend Keith McCurdy.

In fact, I joke all the time that Keith is kind of a co-host because he's on so frequently, really because Keith has such a fantastic perspective, is deep in the weeds that we live in of raising a generation. He speaks around the country numerous times per month in schools as well as in businesses and other locations, just trying to help a modern generation sort through a lot of what is bad therapy out there and how do we raise a generation. Keith has worked with families and children and parents and individuals for over 30 years in the area of mental health.

He's seen at least, I always say the number keeps changing, 20,000 plus individuals and families. He has a Master of Arts in Education from James Madison University. He's the President and CEO of Total Life Counseling, and he's licensed in the state of Virginia as a licensed professional counselor and marriage and family therapist.

Most of all, he's been on the board of a classical Christian school. He gets our moment, our time, and the needs before us, and there's just a lot of great resources. But what so many have said is, I love these individual segments.

Could you just give me kind of the overview? So we're going to go up to about 10,000 feet and just do a good overview. Maybe this is the first time you've ever heard from Keith McCurdy. You're in for a real treat, and I know he'll be an encouragement to you.

Before we get into the interview, as always, big shout out and thank you to our sponsors for this episode, Classical Academic Press, Wilson Hill Academy, The Classic Learning Test, and The Light Phone. We are thankful for your partnerships. Without further ado, here's my conversation with Keith McCurdy.

Well, Keith McCurdy, welcome back to Base Camp Live. Keith McCurdy Thanks for having me again. Tanner Iskra Again, you're pretty much at co-host status here in a few more episodes, and you'll be all the way in as the official co-host.

Keith McCurdy I'll have to move to Idaho. Tanner Iskra Well, I don't know. We can work around the world since we have people listening from around the world.

Hey, Keith, I thought it would be really important. We've been doing this for a long time, and certainly if you go to the Base Camp Live website, there's all kinds of Live Sturdy series and just great topics we've delved into. But I thought it'd be helpful to just back up or maybe jump up a few feet, maybe even like 10,000 feet, and just look across the landscape of this Live Sturdy idea that's just at the center of everything you say and talk about, especially folks that maybe don't know much about you or haven't heard some of these specific talks, which I encourage people to listen to.

I'd love just to kind of jump in to give us the high level on this. And for folks that don't know you, I always say you are the most qualified person, I think, when it comes to just helping us get a sense of the cultural moment we're in. What are you now, 30 years into your counseling work? Keith McCurdy Yeah, well, a little bit more than that, unfortunately, fortunately, maybe.

I've been in the mental health field for about 35 years, you know, run a clinic in Virginia, worked with my staff estimates now in excess of about 30,000 individuals and families over that time. I am a licensed professional counselor, licensed marriage and family therapist, parent educator, consultant. And I also work all over the country, as you know, with many schools, goodness, you know, hundreds of schools and many, many churches, really, and how do we engage our parents better? How do we help our parents raise healthy, sturdy kids? Dr. Justin Marchegiani Yeah.

And again, your perspective, because this isn't just, you know, armchair theorist. You are literally in the presence of moms and dads and teens and children every single day and just such a, you know, such a sense of what's weighing people down and just how to get out of all of that. So why don't we jump in just really to that question? What like the changes? I mean, three decades doing anything, I'm sure you've seen some changes, but our culture is very different today than it was certainly 30 years ago.

What are you seeing just in general in terms of changes? Keith McCurdy You know, I think it's a great question. And usually, if we look backwards, kind of like looking in the rearview mirror, what I like to do is I tell folks, think just about our children and education. It's a great place to kind of show a comparison.

If you go back to, you know, like the 50s, and you look at student teacher ratio, it's kind of a weird way to start. But the student teacher ratio back then was right around, you know, 1 in 30, 1 in 29, 1 in 30 students per classroom. Today, it's about 1 in 14, 1 in 15.

And you know, if you ever want to strike panic in the minds of teachers today, you know, you say, Hey, can you imagine what it would be like to have 35 kindergartners in your class? No, absolutely not. I can't think about that at all. And when you go back and think of that, you go back to 1 in 30 students in a classroom, it's really interesting.

The goal was to educate our children. The goal was to see how efficiently and effectively can we really educate our children. And it's interesting because our children would show up to school dumb as dirt.

They didn't know how to read, didn't know how to write, they didn't understand math. And today, we have kids that show up at school, and again, much smaller classes. And they usually have some basic skills.

You know, parents get caught up in kindergarten readiness, and they think it's all about an academic readiness, this idea of I need to know basic math, I need to already know the alphabet, things like that. But the difference is this, when you go back to the 50s, the common thread that allowed us to have classrooms of that size. And actually, one side note, if you go back and Google graduating elementary classes from, let's say, New York or Chicago from the 50s and 40s, you'll see a picture of 100 kids and one teacher.

And that was normal. And the funny thing is they all look kind of happy. Everybody stood still for the picture.

And that is just unfathomable to think about pulling that off today. But the difference is, back in the 50s, or 50 years ago or so, kids showed up at the classroom, understanding their primary goal was to respect the person their parents said was their authority. Their kindergarten readiness was the ability to self-regulate, sit still when told to sit still, raise their hand when told to raise their hand.

And that's very different than the most view kindergarten readiness today. They view it as the ability to know some basic academic, have a basic academic skill set that's brewing. And yet we have children that come in the classroom today, they cannot sit still, don't take turns, don't raise their hand, speak out of term.

And we've changed the model from how do we educate this child to how do we manage their behavior in the classroom. It's a very critical point that, again, we're just so used to the waters that we swim in every day, we don't see that. But you're right.

I think you're saying that, I was thinking about it. I've got a copy of a seventh grade graduating exam from like 1873 from Salinas, Kansas. And the questions on there, I don't think most college graduates could figure out.

I mean, everything from meteorology to physics and everything. But these were like one room classrooms with multi-grade levels in there. I mean, so modern educators look at that and think, how is that even possible that you could have pulled that off? But it's interesting, your point is they showed up kind of preloaded to respect the teacher, to lean in hard to their studies, you know, that one piece of chalk they had to use or whatever it was.

I mean, it was not easy. They showed up in a sense ready to learn. Yeah.

And I would tell you, I would stack up someone that graduated in the 50s against anybody who graduates today academically. And I would argue that on standardized tests, they would typically outperform students today, to your point of the seventh grade exam that most high school seniors wouldn't want to take. So you're saying basically the change is that we've moved from really schools as places for education with kind of preloaded students and parents oriented that way to really more like behavior management.

Is that kind of what we've become? Well, it's not behavior management. It's more a process of personal self-regulation, self-discipline, ownership of responsibility. You know, what I think it points to is that we step out of that school world.

It points to what happened before they got to school. In other words, the biggest change, I would argue, is really what we've done in parenting. That's the difference we see.

And so I often use the analogy of Little House on the Prairie. And, you know, you go back to

1880s, 1890s Minnesota. We know most of what we know from that time is from the journals of Laura Ingalls.

But it also matches other historical documentation we have. And we know that when you look at those shows, they had historians to make sure they got the lifestyle correct, even if the story was made up or an elaboration or whatever. And if you think about that lifestyle, think about what a 13-year-old girl was typically doing.

You know, she was helping work on the farm. She was helping raise and educate younger siblings. She was helping manage a home.

In essence, doing every function of a mom, but not yet quite a wife at 13. Cleaning, cooking, managing. You know, I use the analogy of cooking all the time with folks, especially in the classical world.

And if you want a chicken sandwich today, where do you go? Well, you get a Chick-fil-A. Do we just know? That's where you go to get a chicken sandwich. Well, in 1880, 1890, 100 years ago or so, if you wanted a chicken sandwich, what had to happen? Well, somebody had to go out and kill a chicken.

And the process got harder before you ever got to the sandwich. Yet we know, historically, we had 13-year-old young women doing that all the time. It was a normal course of the day, doing something like that.

It was not seen as abnormal. It was not seen as overly burdensome. It was just part of life.

Life was rigorous by design, and we were equipped to engage it. If you think about a 13-year-old male, what we know from historical record 100 years ago, they were hunting, they were fishing, they were farming, dealing with large animals, helping build multiple homes in their community. And most parents today struggle to let their kids boil water when they're not at home.

This removal of basics of responsibility and ownership early in life is one of the most significant changes we have seen. And what's the outcome? The outcome is we have children today that are more fragile than we have ever seen. We have the highest levels of anxiety and depression that we have ever seen in the lives of our children.

And so, the target has really changed. If you go back to when my grandparents were alive, a couple of them really thought it was interesting, the field I was going into of psychology. And we would talk about different things.

And it was interesting because you go back two to three generations, the target in raising your kids was raising someone of good character, someone who was going to be honest, trustworthy, hard worker, have a good work ethic. That was their focus. That was their goal.

They were not interested in someone being a juvenile delinquent. That's an old school term. Their target was an individual of good character.

Now, the target today is very different. The target parents shoot for today in most cases, when I talk to them is they want a child that is happy and successful. So, in other words, we're valuing achievement over character and happy versus capable.

And so, I often ask parents, when you think about raising your kids 20 years from now, would you rather them happy and successful or of good character and capable? And they have to pause. And often they say, can we get both? And I'm like, well, the journey to both of those is really different. And ultimately, parents will come back to me and say, no, you know what? I want a child that's capable and a child that has character.

Because we know those are the things that set us apart as adults from so many other adults. But we're in a place today, unfortunately, where our children are much more fragile. And it really comes with, I would argue, the early stages of how we really begin to parent them and obligate them to ownership of life.

And this translates then to the child that's walking into the school in kindergarten or first grade. So, when you go back to the 50s, most kids didn't even go to kindergarten. So, they were showing up.

I mean, think about this. They were showing up at first grade, dumb as dirt, academically. Not even kindergarten.

Yeah, but they've been up since 4 a.m. milking a cow. So, I mean, you're right. Their sense of what struggle looks like, their orientation to authority, these are huge shifts.

So, these paradigm shifts that are happening, and certainly in the 1950s forward, it sounds like, again, it's really a shift away from... You're saying like most parents, if you'd asked them in earlier years, they would have talked about character. We want our children to know right from wrong. I remember there's a cartoon I often show.

Maybe you've seen it. It says 1960s, and it's basically like the two parents, a child, a desk, and the teachers on the other side of the desk. And it's 1960s.

It was teachers and parents kind of reprimanding the child for making a mistake. And then in 2020, it's like a child and parent yelling at teacher for what didn't go right. So, there's this shift towards what our roles are and what are the rules of engagement and what's success looks like.

Yeah. How many teachers, although parents think about this as well, how many teachers have experienced today what would not have been experienced typically 50 years ago or so? Not when I was growing up. What we experienced is when there was an issue at school, our parents accepted the authority of the teacher and rarely would question the story when the teacher

said, here's what happened.

It was okay. We're going to deal with it then. The parent had basically told that child, this is an authority.

This person is standing in my place in the educational world. So, what they say goes. And yet today, oh my gosh, the child comes home.

And unfortunately, too many times in the head of many parents today, the question is, well, I wonder what really happened. And they're immediately saying that the child in my home that is a little criminal, all of a sudden, their story about school, I'm going to believe it completely. And I'm really going to call to question the character of the teacher.

So, it has definitely flipped that script in a very problematic way. And I've heard you talk about, I mean, what's behind that again, we're really trying to figure out what's contributing to this shift is this over, putting too much value in the emotional state of our child in the moment. And that's something that again, has shifted in the last number of decades.

And I've heard you talk about Freud and others. I mean, so what are some of those historical streams that we've kind of find ourselves caught up and we don't even realize it? Yeah. If we want to ask the question, what's kind of the root of this or what's behind it? I would point to what I see is a couple of the things that I would say are the biggest contributors to the change in how we raise our kids.

We've had a real paradigm shift in how we view our children. In today's world, we view our children through psychological terms. Something happens with our child and immediately we start saying, why did that happen? Historically, we used to say, what happened? And was it appropriate or not? And what do we need to do to respond to it? But when we start asking that why question, we're assuming there's a problem, there's dysfunction, and we've really changed how we look at kids.

It used to be, we saw most children as normal, and I would argue most are still normal today. But normal included weird, quirky, smelly, annoying, too talkative, whatever. They were normal, but because they're broken in complete beings, they were in need of shaping.

Today, however, primarily because of my profession, we look at things as abnormal. In every place, we want to know why is that happening? What happened? I mean, if you walk into a bookstore, this kills me, and most of us don't go to bookstores anymore, but if you walk into Barnes & Noble, they're still around, and you go to the children and parenting section, number one, you'll see a thousand books, which to me, it's like, how can they all be right? But anyway, that's a separate topic. But the titles are amazing.

You know, the angry child, the depressed child, the too sensitive child, the slow to warm child, the bipolar child, the child that needs extra encouragement. And that shows us that our lens is, let me go in the bookstore and identify what issue I think my child has, and then how can I

intervene in that moment versus what are core principles of raising healthy children that I just need to know and be implemented? And assuming my child is normal and capable of learning and capable of growing. And, you know, that's just a different process.

You know, if you think of my profession, I pick on my profession all the time because my profession does not hold truth. And we will get to more of that later. My profession is theory-based.

It is not a true science. If it was a true science, we would have one definition of what a healthy child looks like. So, if you line up, you know, 10 professionals that are in my field and you say, you know, you give a symptom picture of a 10-year-old boy, you know, you create some symptomatology, you say, what do y'all think? They'll talk, they'll stroke their beards, and they'll come up with one or two diagnostic codes and say, oh, clearly, this is what's wrong with the child, because we're really good at identifying dysfunction.

The entire field is based in that. Our DSM, the statistical manual we use, every single thing in there is dysfunction. If you then turn to those same 10 professionals, and I have done this with many groups, and you say, what's your definition of a healthy child? Well, I would argue they won't know, right? And they'll take a stab here, there, and often you hear they'll define healthiness through the two problematic lenses that play into this most with parents today.

Either they'll describe a child that's healthy as happy, or they will describe a child that's healthy as behaved. And again, they fall into the two biggest players in the field of kind of the therapeutic intervention, keeping our children happy or controlling their behavior. But they really cannot, they do not have a cohesive definition of what a healthy child looks like.

Well, and again, so much of it is we're just in this modern moment, we don't realize, again, all of these forming, I remember taking a high school psychology class, we went down to Georgia Tech, and we heard B.F. Skinner. And it was like, you know, this is a big trip to get to go down. I saw him a couple times.

But he was right there with Freud in a different era. But it was like, this is, everything's about behavior management. And so it just shifted generations of how we interact.

And so I know you, like Abigail Schreier's book, *Bad Therapy*, I guess, is sort of addressing this. A lot of people now kind of waking up to like, what is this crazy way we have interpreted our world. And we also have to realize that we seem to forget this in the world of psychology and even culture.

We are affected by the fact that we're broken people. And it makes us a ready audience to look for dysfunction in our kids. I'll give you a great example.

When I do marriage retreats and conferences and stuff, I use this example with couples. And I say, okay, everybody, everybody's got a sheet of paper and you got a pencil. It's going to take 30 seconds.

When I say go, nobody else see your paper, nobody else gets to see it. Don't worry, your spouse doesn't get to see it. When I say go, you have 30 seconds, write down as many things as you can that drives you crazy about your spouse.

Go. And I mean, you know, smoke is flying off the wives' papers. Husbands are writing, trying to get their wives not to see what they write.

At the end of 30 seconds, I say, time. And I say, now flip your paper over. Or if you need extra paper, we'll give you extra paper.

Now you have 30 seconds, write down everything you appreciate about your spouse. Go. And the room is quiet.

And it takes a second. And then, you know, they start looking at each other and then they smile and they write a couple things down. Given no time limit, most of them, hopefully most of them would come up with more things they appreciate.

But in that 30 seconds, it is always easier to come up with the frustrations. That's part of the effect of being broken people. It's why we have passages in Philippians 4 about looking for what is good, because our tendency is not.

So when you pair that, the fact that we see frustration so much easier, we have a negative confirmation bias, we lean that way. When you pair that with this psychological idea of dysfunction, I tell you, it makes it hard for our children to be seen as normal by most parents today. We're constantly looking for the boogeyman of diagnosis.

Right. And it's definitely easier to point a finger at something like that than just maybe some root causes being kind of the way we don't have good habits in our home and things that you often talk about. So I want to, you know, there's a lot we could talk about and we're trying to keep it at 10,000 feet.

It's tempting to drop down to 1,000 and really drop into these details. But I want to, we're gonna take a quick break. And when we come back just at a very, again, high level, we've talked about the problems, where the problems have come from, but this idea of raising sturdy kids, which is really the core of your message.

It's the name of your organization of how do we, how do we, how do we make that happen? And what is a sturdy kid? Let's take a quick break. We'll come back and jump into this important answer that you've come up with. Hi, this is Dr. Christopher Perrin with Classical Academic Press.

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I want to take just a moment during our break and let you know about the great work that's being done by Wilson Hill Academy. They offer a vibrant, rich, and accredited classical Christian education available to families and schools almost anywhere. With a click of a button, students join master teachers and friends live online from all over the world to engage in deep and lively discussions, solve math problems, conduct science experiments, translate Latin, deliver thesis presentations, and so much more.

At Wilson Hill, students make lifelong friends and graduate well-prepared for college and beyond. Discover what's possible for your family or school at wilsonhillacademy.com. Well, Keith, before we get to the really solution here, we've spent the whole first part really just talking about these significant changes have happened in our culture and this emphasis on being psychologically minded about everything we do. What has that led to again? Because I just want to make sure we really understand first kind of diagnostically, here's the problem that we're all swimming in.

Let's make sure we get that down. Yeah. What do you think? Well, I would say the biggest thing it's led to, I mean, there are many things we could walk through, but from a 10,000 foot view, when I go around, I speak to about 10,000 students a year nationally all over the country.

And one of the things I talk to them about is what I call the lie of the last few generations. And it's a very simple lie. It's that how we feel is the most important part of who we are.

This idea that we have created an over-emotionalized citizenry. In other words, we've elevated the role of emotion. So how do we do that real quick? Well, you mentioned Freud, you mentioned Skinner, let's pick on them a little bit.

Prior to Freud, psychology was really the idea of how do we function the way we function? Why do we think the way we think? Why do we behave this way? It was very, very much theoretical trying to figure things out. Freud came on the scene and said, hey, we can do stuff with this now. Now, Freud is a character that most people in my profession, we laugh about, we talk about some of his strange theories, and we know that none of them really have held up to scrutiny.

But Freud gave us a really interesting thing. I'll just pull one thing out that Freud gave us. Freud gave us the idea that history determines who we are.

History defines us. Let me give you a modern version of that. It's called mom guilt.

In essence, Freud is saying nothing is your fault and your parents create you. It's amazing. I just speak to groups and I will say, how many of you have children? 200 people raise their hand in the crowd.

And I say, ladies, how many of you suffer with mom guilt? And all the hands go back up of all the women in the room. Of course, all the dads laugh because they're not sure what that is. But it's this idea that at any given point in time, I'm responsible for the outcome of my child 100 percent.

And there's this notion, especially with young children, that any problematic behavior we see is not because they're broken in need of training, which is the reality. It means I'm doing something wrong as mom. So Freud really planted that very well.

We've never gotten rid of that. There are many other things that play into therapeutic mindset, but that's a really strong one we got from Freud. And Freud, in essence, said the only way to solve your issues is to go back into yourself and find your own personal truth, subjective truth, which is based on how we feel.

So after Freud, the rebellion against Freud were the behaviors primarily. And you mentioned Skinner earlier. And Skinner threw a new kind of a new twist into the mix of parenting.

It's not only about how our children feel and their truth, and it's all our fault if they're not behaved. But he gave us this idea that, hey, we can actually control behavior. We can maneuver reward and consequence and generate any outcome we want a child.

I'm not really sure he met many children, because if you've had children, you know that is false. We also know that none of his theories have been repeatedly proven long-term in humans. It's all animal-based.

Now, that doesn't mean behaviorism is bad in and of itself. Basic habit management, basic classroom behavioral management, behavioral techniques can nudge things in a small direction for a small amount of time. But the promise of behaviorists and the millions of books they've written over the years of a token system, a chart system, to control the outcome of your child has always failed, and it's continued to fail.

In response to the behaviorists, and the behaviorists really ruled the roost for many years after the 50s with all these books on parenting and token systems, and I would see it in my office, because parents would come in and say, hey, we need to know how to either stop a behavior we don't like or start a behavior we want to see. They're thinking very behaviorally. Or I have the other group, which is the space that's owned primarily today by humanistic thinking and psychology, and that group were the folks coming in saying, I just want Johnny to feel better.

How can I get my child to be happy? And really, the behaviorists and the humanists connect very strongly, battle back and forth, and they're kind of a rebranding of Freud, saying that all truth is subjective and personal. And the humanistic movement, if you're not used to that term, it's really the self-esteem movement. Everybody gets a trophy.

You know, if we tell a child 500 times before breakfast how special they are, they're going to be special. And we know that has failed. We've had more than 30 years of studying the outcome of

that.

And I'll give you a couple of things we see. I'll give you one huge one we see. When we over-inflate self-esteem, we actually lower regard for others.

That's a major miss. And yet we have continued to wage that war. But the biggest thing we see out of the humanistic movement, self-esteem movement, is this idea that our emotions should be our barometer, the barometer for how we're doing in life, but really also our compass.

It should tell us how we should live our life. In other words, we are over-influenced by our emotions. Now, some people would say, and I have people come in my office that have bought into the self-esteem hook, line, and sinker.

They have all the books. They have all the charts of the 28 ways to tell my child they're wonderful before every meal. But it's not working.

And they say, well, what's the problem with that? I mean, our feelings, they're so rich. They're so important. We experience them.

They're so real. And I say, yes. I say, but here's the problem.

And I give them a simple scenario. And I've told this scenario in many ways, and I'll shorten it. Imagine going to New York City, and it's nighttime.

You kind of forget where your car is. You get lost. And you just had to cut through a dark alley to get to another street in the South Bronx.

Anybody familiar with New York is like, we would never do that. But let's say you did. And you're in this dark alley, and a bunch of guys run in after you.

How would you feel? Well, you'd feel scared. And we would be overtaken with fear. So that's the first scenario.

Second scenario is you're in your own home, in your own bed, and you dream that same experience. How would you feel? Well, same way. A lot of us have experienced even waking up in a fright from a bad dream.

Third experience is you go to a movie theater, and you watch a scary movie. And all of a sudden, something jumps on the screen, and you jump. Now, it doesn't last long, but in that split second, you felt scared, fear, fright, something.

What do those three scenarios tell us? Well, in the first example, are we in danger? Absolutely. We're in the dark alley in South Bronx. We're in danger.

In the second and third scenarios, dreaming, sleeping, we're at a movie theater. Are we in danger? The answer is no. What does that tell us? It tells us the simple truth that feelings

cannot tell the difference between fantasy and reality.

Feelings do not discern truth. An entire realm of our culture and psychology is in conflict with that lie. It probably snowballs because it's not only our view of our children, and the question you should never answer when you pick them up after school is, did you have fun today? Which is like just- Or even, how was your day today? Yeah.

So, we're just trading in the feelings currency, and then we ask ourselves as adults, like, how am I feeling? And this parenting is hard, so it doesn't feel good. So, everything is so tainted by that, to your point. Yeah.

Right. And so, we end up with children that are so fragile. Again, this is one of the main components to children today being raised with the highest levels of anxiety and depression, because their emotions are at the top of the pile.

And they're taught early on, because we ask them constantly, how do you feel? How do you feel? How do you feel? Oh, no, they're unhappy. They're sad. They're whatever.

And the reality is there are many reasons we should be depressed at times, anxious at times, grieving at times. These are all very appropriate emotions for certain situations. And it's- I'll capture it this way.

A young girl comes in to see me. Many have had this conversation with me. One, I remember to this day, because she was pretty fiery.

I think she was a 15-year-old. She came in and she said, can you help me feel better? And I said, I have no idea. And she went, what? That's your job.

You're supposed to help me feel better. My last three therapists told me they could help me feel better. And I said, what happened? And she said, it didn't work.

I said, okay. I said, well, I have no idea if I can help you feel better in my world. I think I could probably help you live better.

And when you're going to learn to live better, not based on your emotions, but on transcendent truth of what we know is healthy, when folks learn to live better, their emotions go to their proper place. They're valuable, but they should never run us and they're not our barometer of how we're doing. And you're right.

Parents do the same thing. Parents look at it and say, well, if my child's not happy, again, playing mom guilt, I'm failing. Right.

So it's just, it's a never-ending cycle of bad interpretation. It's like the one indicator in our dashboard is happy, not happy. And so that's everything's driven by that.

And we really want kids that accept the reality that struggle, failure, difficulty is normal. So

that's a perfect setup then to then say, this idea then solution is we want to raise a generation of sturdy kids. So what's a sturdy kid? Well, I'm going to read you a quote by Thomas Paine.

It's a great quote and I'll comment on it. I love the man that can smile in trouble, that can gather strength from distress and grow brave by reflection. So 20 some years ago, a guy named Johnny came to see me.

He lost his wife. He was in his eighties, a World War II veteran. And I knew he liked me after the first session.

He didn't like the idea of counseling. His pastor told me he needed to come and talk about losing his wife. He wasn't a big fan.

After the session, I figured it was okay because after he spoke with me, went out to his truck and brought in fresh tomatoes for me. So I passed the test. And the interesting thing about him as I got to know him, he lied about his age at 15 and went into World War II.

He was built like my son. My son at 15 was 6'5", 190 pounds, looked like he was 25 years old. This guy, even in his eighties, was 6'5", big as I am and just a good, big, sturdy dude.

And he lied about his age at 15. He flew in a bomber squadron. He worked on a bomber over Europe and told stories about getting scrap metal to lay in the bottom of the bomber so they wouldn't get shot up through the bottom of the bomber.

He's 15. He flies in a bomber squadron. War gets over.

He gets out before he's 18. He told me the joke was, I was illegal the whole time. He went on to have a family, raise kids.

Now he's in my office in his eighties, just appropriately grieving losing his wife. That's a sturdy individual. An individual that says, I'm not afraid to take on challenge.

I don't act like small problems are big problems. I think about words we hear in culture the last 10, 15 years. Everybody needs a safe space.

You got to be careful about microaggressions. Things have to have a trigger warning. My daughter used to joke that I have to have a trigger warning.

She said, wherever you go, people need to know you're a walking trigger warning. A sturdy kid doesn't have any idea what a microaggression is because they know that life is turbulent. They know that most things in life are really not a big deal.

When they face a problem or a conflict or an issue, they have this attitude that I can probably figure it out. If not, I can probably get other people to help me figure it out, rather than being so overwhelmed. Then they're avoidant of everything.

The example of knowing what a big deal really is. One of my grandmothers had a great saying. It's not a big deal unless your head's on fire or you're bleeding out of your eyeball.

It always made me want to ask, what happened in your childhood that you have that frame of reference? You know what? A sturdy kid knows that. A sturdy kid, as they grow up, they know, number one, life isn't perfect. It's bumpy.

It's difficult at times. Number two, but I'm pretty capable and can deal with it because that's how I've been raised and equipped. When I think of sturdy kids, I ask parents all the time, is that what you would like? I have yet to have a parent, when I give any description like that, say, no, that's not the type of kid I want.

That is who they want, but that's not often what they see. In some ways, you've probably had people reflect on all of this and say, gosh, Keith, that's, I think, what my grandmother would have said. This, again, it's up until very recently, this is how all humanity, certainly those who follow Christ, understood our sinfulness and our need for doing hard things.

Yeah. I mean, that's a whole nother discussion. We talked about this as a 10,000-foot view.

We are acting like that my profession, what culture has accepted, has figured out something unique about what it really means to flourish in humanity in the last 50 years. Everybody before that for centuries missed it. Yet, you go back prior to 50 years, and according to statistics, everybody was healthier.

Let me give you a crazy statistic. Think about where you were in 1986. You were probably like four.

I'm joking. No, that was my graduation year of high school. There you go, me too.

I graduated high school. So, that year in this country, based on the National Health Statistics Survey that's gone out for years, I think it's, I forget which government group does it, but in 1986, one in 400 students, so between the age of five and 18, basically, were on psychiatric meds. Yeah, I think I remember that.

One of 400. I knew that one kid in school is on the, you could just tell. Yeah, one kid in a small school.

If it's a large school, one kid in the grade. In 2000, it was one in 40. Wow.

So, in 14 years, I think that's a thousand percentile increase. Yet, you look at 86, and the reason I use the 86 number is because a lot of times in conversation, people say, well, in the 50s, we didn't really know what we were looking at with anxiety and depression. So, number one, that's not true, but change the argument.

Great, 86, we knew what anxiety and depression was in children, and we had one in 400 on meds. And if for some reason, so many more needed to be on meds, then the anxiety and

depression numbers would be much higher in their cohort, and it wasn't. So, we know, number one, very few on meds, and they were doing much better.

So, in 2000, it went to one in 40. We can find nothing from 86 to 2000 of a traumatic nature in growing children. Actually, we had more services.

We had more treatments. It's amazing. And every category would say we were getting better and better, yet they were getting worse.

2013, it was one in 13. I would argue today, based on a few groups that look at this, we're at one in seven, one in six on psych meds today. Now, we can get into, do we over-diagnose? Do we over-med? Absolutely, we do.

But just the simple reality is that demonstrates our children are absolutely more fragile than any other time we can find in history. That is really shocking and very revealing, and I guess, in some ways, actually encouraging, because there's, again, some pretty simple practical things we can put into place that I think we can kind of recover a generation. So, why don't we take another break and then come back and let's get into some of the solutions, because I want to make sure folks kind of get it, again, at the 10,000-foot level, just some of these broad brushstrokes of really encouraging news on how we kind of right the ship and stabilize our homes and our schools.

We'll be right back and continue the great conversation here. You choose a traditional education for a reason. So, why use standardized tests that don't reflect that? Basecamp Lab is proud to partner with Classic Learning Test, which offers online academic assessments that strengthen a traditional education.

CLT's assessments for grades 3 through 12 provide a meaningful metric of students' abilities, equipping parents and educators and helping students pursue a fulfilling future. Explore CLT's assessments by visiting www.cltxam.com forward slash Basecamp. Keith, as we look at this really well-articulated sort of diagnostic of where our culture is today and just so many things that we've fallen into, really the question then becomes, how do we raise a generation to live sturdy? And by the way, those who are listening right now know that so many of the episodes that we've done that you can go to Basecamp Lab and search on, really, we get into kind of the 1,000-foot or even the one-foot level detail on certain ways that you can implement this in your homes and schools.

But just sort of saying, maybe we'll lower about 5,000 feet here. We'll get a little bit more specific. But what are solutions that, again, are part of just your overall live sturdy best practices? Yeah.

One of the things I want to say, we're looking at this 10,000-foot view, and we do get into a lot of those specifics in so many other podcasts. But another reason to do this is I'm often asked at conferences. I get asked this every year.

You and I both go speak at a couple of national conferences. And there are a couple people that always ask me the same question. Hey, what do you got that's new? My comment is, nothing.

Because, and this answers your question, what do we need to know as parents? Learning to raise sturdy kids, healthy kids, learning to thrive and flourish in this world has nothing to do with the next new big thing. It has to do with us tapping into long-standing transcendent truth about who we are, how God made us, and what he calls us to. And so the day I have something new is a day I'm in trouble.

And what I have is not even mine. Now I have a new story that illustrates a point or new statistics. But so that's the first thing I tell parents is relax.

It's simple. Now, simple is not always easy. But it's not 4,000 things you need to do well.

You do a few key things reasonably well, it puts you in a completely different category of how you're raising your kids. And the starting point really, I tell parents is this. Number one, you need to figure what your goal is.

Because again, the goal for so many parents today is happy and successful. And I tell parents all the time, I ask this question, I say, would you rather your child struggle when they're older functionally, or would you rather them struggle now? Because either they're going to learn to struggle well now, or they will struggle later functionally. And so that shifts it right away.

So wait a minute, I would say this is about struggle. Yeah, it really is. So what's our goal? Our goal is maturity.

That sounds super simple. But I'm going to give you a definition of maturity. Maturity has a couple key components.

Number one, it's knowing what's true, what's right, what's good in a classical world, true, good and beautiful, but common sense, good judgment, what's right. The great thing is most students today, most teenagers today, most kids, after something has happened, when you say, hey, did you know what the right thing to do was? They say, well, yeah. We're still getting that in.

I don't know how we're doing it, but we're still getting that basic notion of right and wrong, what's good in there. Now, we are in the business, especially in the classical world of training the affections. That's another piece of training the good, training what to love, what to hate.

It's shaping our loves in a sense towards that right. But the second part of maturity, it brings together pieces we've already talked about. It's an emotional awareness.

And it's emotional awareness of two things. One, our emotions are very valuable. People say, oh, you pick on emotions.

No, just pick on our placement of them. They should never run us. They're valuable.

I mean, emotions connect us to the physical world of God's creation. He built us to be stimulated by beauty and awe and wonder in his creation. And we've all experienced that in some way.

But emotions also give us depth and meaning in relationships. When we have emotional responses, that helps stitch us together to another person, both good and hard and easy emotions, good and bad emotions, negative emotions. But the second piece of that emotional awareness is not just that our emotions are valuable, but think about the analogy of New York City.

They are, however, unreliable. So what is maturity? Maturity in process is knowing the right. And when it's in conflict with how I feel, when my emotions are pushing the other direction, I don't want to do it.

It's not cool. It doesn't feel good or it's difficult. It's uncomfortable.

I can do what's right in the face of it. That is really, it's biblical maturity. It's practical life maturity, living as I should when it's hard, difficult, uncomfortable, not cool.

And I say to parents, I've said this for years, is that what you want for your children? And they're like, absolutely. I've never had a parent say, that's not what I want. Okay.

The question is, how do we get there? Well, this bumps up against a question parents ask me all the time, but that I think is hysterical. They say, you know, what's your favorite scripture on parenting? Like I have a secret one. You know, if I just know that scripture, I'll put it on the fridge and every time my kids go out of the house, I'll smear their head against it.

So it's embossed on their forehead and they won't forget it. And I say, well, you know, there are many great passages about parenting, whether it's Proverbs, whether it's Deuteronomy, kind of that beginning of the immersive process of parenting. But the one that parents, that I challenge parents that is the root or the sausage making really of healthy parenting is the beginning of the book of James, because it's talking about growth.

And I'll paraphrase it, consider pure joy whenever you face trials, develops perseverance. What's perseverance? Huh? The ability to stick with something when it's tough. And then a little later, it says perseverance must finish its work.

So wait a minute, me sticking in the struggles, doing work on me, and it says perseverance must finish its work so that we are based on, depending on translation, mature, complete. We get this idea that healthy struggle is the actual engine to growth and maturity. That's the framing biblically of the process of parenting.

And so then parents are like, well, okay, how do we do that? Well, let me give you four things to think about. First, let's go back and think about this. It used to be in this country and still today in third world countries.

So you're back a couple generations ago here, still today in third world countries. As soon as a child demonstrated a functional ability, we gave them a reason to use it. As soon as they demonstrated a functional ability, we gave them a reason to use it.

Since they could grab kindling, they carried it. Since they were stronger, they carried firewood. Since they could reach a sink, they washed dishes.

Since they could reach the head of a horse, they learned to walk behind it with a plow. We used to meet our children at the point God made them functional. And here's a really cool thing.

That age has never changed in the history of man in any culture. And that age is right around the age of two. Fine and gross motor skill are coming together.

Three to five word sentences are starting to be functioning. And the child is demonstrating basic functional ability. So right off the bat, we have to understand every single thing we're talking about, they have the raw material to participate in it.

So the first, first of four key things to be thoughtful about. The first is, what is your family identity? It's an interesting question. What is the family identity that we will assimilate our children to? Rather than, I want to parent each child uniquely based on their uniqueness.

That's been out there in the psych world for a while. No, no. There should be one goal, one family identity, family culture that you establish it.

And you're assimilating and raising your children to that. And that should echo who God calls us to be. Well, how do we do that? Well, it begins by setting a basic boundary.

Not, not the psychological idea boundaries, but a property boundary. You know, you draw, you draw a square and our families on the inside, it's all the things we say yes to and outside are all the things we say no to. This forces us, the beginning of establishing family identity, who we are.

It's what we say yes to, what we say no to. Forces parents to evaluate things we've jumped in very deeply to on other podcasts. You know, do we say yes to video games or do we say no? Do we say yes to when technology comes in? Do we say yes or no to sleepovers? You know, do we say yes or no to certain movie ratings? Are we actually looking at life and saying, we're evaluating everything that we bring into this family? You know, are we evaluating the nature of it? What does it bring us? What does it cost us? That's the starting point.

And that actually is the starting point to happen before you have children, to be thinking about that process. Yeah. Well, it's like families, you know, in the marriage space, the idea of doing a family mission statement.

I mean, I've seen folks, there's the coat of arms, there's what we stand for. I mean, you can imagine running a business and not having some clarity around what our mission boundaries

are. We just make things, we just do things.

It's like, really? How's that working out for you? And the joke with so many parents, when I talk to them, they're like, well, you're calling us to be the redheaded ostrich in the neighborhood. I say, yeah, I am. And you and I have dove in on how do we do that, there are ways to do it.

Yeah, crazy parenting here. We're going to do it. Yeah.

But that's the general idea of the first piece. The second piece is really respecting that idea that we have to accept about our kids, that God built them to be functionally capable, and really, they're ready to be grown at the age of two. And this is beginning to do less and require more of our children.

I'll just give you a very simple way to look at it. I ask parents this in my office. I ask parents this all over the country when I'm speaking.

I say, think about this. And if you're listening to this, think about your own home. What do you or your spouse do for the functioning, upkeep, daily care of things in your home that your child cannot do unless limited by strength or development? That's the only limitation, strength or development.

Not tall enough, not strong enough, things like that. The reality is the answer is nothing. Well, then why are they not doing more? Yeah.

And that is really the jumping off piece with so many parents. And you and I have also covered another way I badge this is moving our children from consumer to contributor. And at the age of two, God has said they're ready to start contributing, load them up.

And what that does is it introduces struggle immediately, because we're going to be asking our kids to do all kinds of stuff that they don't necessarily want to do. Now, we'll tell you this, two interesting things about that. One, the earlier in life we obligate children to things, the more joyously they take to it.

You teach a four-year-old how to clean a toilet. They're done. They're like, yeah, look at that toilet, man.

You could eat off that. I mean, there's this, I would call it a healthy, godly pride of a job well done, because they're all into learning how powerful God has built them. Problem is, we usually don't do that until they're teenagers.

And at that point, we've required little of them. Then at teenagers, we see someone that we now think is an adult, and we start obligating them, and it creates massive conflict. So not only do we engage them at the place God made them, but we prime them for bigger responsibilities later in life.

When you raise a child with basic obligations, starting at two, they expect, I'll always have

obligations and responsibility. And you're saying that, Keith, I know that, you know, especially for so many listening that are in classical Christian schools, I think there's sometimes even an unintended consequence of it. As adults, we look at what our children do in school, and we think, gosh, I never had to study that hard.

I didn't know how to think that hard. And so, you know, children come home, you're like, gosh, I'm sure it was just an incredibly hard day. I think you need to relax.

So let's indulge more. And like, I wouldn't want you to do chores because you've already had such a hard day trying to manage all these academics. And so it's interesting how, I think, in a spirit of sort of empathy, we actually create these soft spots that we don't even realize we're doing.

Well, actually, I would say it's sympathy, because we buy into the idea that they're, quote, suffering in some fashion. Right. Well, that's a good point.

Right. Yeah. And I've heard you talk about, like, the Harvard study you've talked about, where, you know, again, the chores are actually highly correlated to healthy living.

Harvard Grant study, yeah, that tracked folks up into the geriatric stages. And they looked at folks and they said they went backwards to the data they had collected on them when they were children and what they knew about their families. And the highest correlated aspect for them reporting satisfaction in life when they looked back over their entire life, the ones that had the highest level of satisfaction had chores as children.

And the younger they had chores, the higher their level of satisfaction. It's such a basic life principle. I mean, I remember, now that I've ever achieved being a decent guitar player, I still, I think I knew more than three chords.

But, you know, the problem that, you know, when you start out, it's just, was it Brian Adams said, a play till my fingers bled? I mean, you've got, it's hard to start something out, but if you hang in there, it's what a callus is. Now, all of a sudden, you've got some endurance that you can, now this is easy. I mean, this is, again, it's, I think people are thinking, well, really? Is that simple? Is that, is it? Well, and the other piece this does is this begins the reordering of the big thing we talked about, emotions running us.

So I'll give you a great example. Let's, let's take a kid, let's call him Johnny. Let's say he's a first grader and Johnny trashes his room all the time and never cleans it up.

So you have to know a couple of things. Number one, children, when they're fussing and crying and screaming really are not struggling on, in almost any case, because if immediately you, you know, if you said you can't have dessert and they flip out and they're on the floor yelling and screaming, if you change your mindset, okay, you can have it. How quickly would they recover immediately? Okay.

Most of the time, children really aren't suffering in those moments. The second, we have to remember that anything a child does in one direction, unless it's involuntarily out of the body, like throw up or diarrhea, they can do in reverse. So basic facts of children.

So you have a first grader, Johnny trashes his room all the time, never puts anything away. And this really brings in 0.2 and 0.3 that we're going to come get, that we'll get to with cause and effect, because this begins the reordering. We look at Johnny and instead of saying, clean your room, clean your room, clean your room, clean your room, trying to control behavior, thinking behaviorally and harassing and creating conflict.

We say, hey, here's the deal. We don't care when you clean it, but you can't do anything else until the room is cleaned. Now, when that happens with a first grader who hadn't had that line drawn before, number one, we're giving him an obligation.

But number two, we're connecting cause and effect. And this is the third piece of parents to think about, putting life in order. We're basically saying if a man doesn't work, he shouldn't eat.

You don't move to any other privilege until your room is cleaned. Now, most of the first graders I know, when they've never had that limit before, and now it's being put on them, what do they do? Well, they flip out. They trash the room even more.

And that's fine because our job is not to make them do it, it's to hold the gate. And I will tell you, hundreds of children I've known and walked through with this, virtually everyone, unless they have some other things going on, it's a very, very small percentage, within a day, two days, week, two weeks, some have gone two weeks, they clean the room. Now, what had to happen in that child for that room to get cleaned? At some point, that child, and I'm not saying it's always conscious, at some point though, how they felt about it mattered less.

That begins the reordering process of the emotions. I mean, think about what that looks like in an adult. Most adults, we don't realize we've reordered.

Now, most adults in my generation, I know younger adults today that do ask this question. I don't get up in the morning and ask the question, do I feel like going to work today? My feelings don't play into it. If I ask that question, man, there's a lot of days I'd be fly fishing.

There are a lot of days I'd be in the mountains. There are a lot of days my wife and I'd be doing something else. Why do I not ask that question? Because my feelings don't run me.

It's just a learned process over time. And so when we begin to help our children with this by obligating them to a responsibility, do less, require more, but then putting in cause and effect routine relationship. Now, parents may say, okay, can you give me another example of cause and effect? Let me give you a simple one.

Put in routine after school. To your point, oh, a child has been in a classical school. It's been rigorous.

They need a break. They do not need a break. Their break is snack.

What I mean by break, I'm not saying they can't have downtime. I'm saying they can't have the freedom and privilege and fun time. So your kid comes in from school and you say, great, have a snack.

And instead of do your homework, do your homework, it's, hey, we don't care when you do it, if you need to chill for a little bit, but nothing else you want can happen until your homework is finished. And then when that homework is finished and complied with, nothing else can happen until you take care of your daily obligations around here, because we've already established they're capable and we need to grow that. When you put that routine in place, you will fight that battle a couple of times.

There's so many other things it does that you and I've talked about before, establishes your word. I mean, a lot of other things. But when you establish that in place through grammar school, in middle school, parents are typically not involved in homework.

Kids understand obligation and caring for the space I exist in and doing things that benefit others, selflessness, completely opposite of self-esteem, thinking about myself, that is growing in them. And we start seeing them as scripture sets out as young adults at 13. I mean, it's just basically learning to deal with delayed gratification, which is just completely unheard of in our culture.

Well, and it requires the development of self-regulation, which is the root of maturity. Right. The ability to say, I can do this even though I don't want to, or I can do this even though I want to do something else.

And then the fourth category is one I talk about, limiting distractions. The two big ones that we have to wrestle with today, the two most prominent. The first is technology.

We're in a different digital technology screen world. That's what we're talking about than you and I grew up in completely. And we know the massive effect.

I think it was Pew Research that looked at stats 2012, 2022. I think they reported 2012, 8.4% of our teenagers had clinical levels of anxiety and depression. 2022 was 29.8. We in essence went from 8% to 30% in that 10-year period.

What happened? Much like we looked at meds from 86 to 2000, the only significant contributor we can see, because again, services are through the roof for kids and everything. And our kids did not go in this country through any major traumas. The thing we saw that the belief is right around 2012 is when we crossed that 50% usage threshold of screens for kids, and we're now at 98, 99%.

As it grew, their fragile nature with anxiety and depression grew. So we have to wrestle with those things. I've got a list of things you and I are starting to go through on another, doing

some other podcasts on about technology.

I know there's a hang 10 out there, some other ideas with people trying to grab on to say, wait a minute, folks. If we don't control the footprint this has in our life, it will continue wreaking havoc and it will. The second thing that we have to realize is a distraction is how we engage in extracurriculars.

I won't go in great detail at this, but I'm heavily involved in athletics. I mean, I coached for 11 years in a classical school. I deal with actually collegiate professional athletes all over the country.

My son is a collegiate athlete. I'm more connected in this world than the average person in my profession, I would argue. We will give up church.

We'll give up family dinners. We will give up \$10,000 a year for a child to play two seasons of a travel sport. Yet, I hear from college coaches all the time, travel sports don't build the best athletes.

I mean, there's a lot of stuff we could go into there. I tell folks all the time, think about that, whether it's a travel sport, whether it's ballet, whether it's competitive cheer, whatever it is, I'm not saying they're bad, but we have to say, is it in harmony with the family identity we established back at number one? Are we able to still capture our family identity to allow some of these things to happen? There's nothing wrong with stretching here or there for a season. We're built to stretch.

I mean, it would be counter my whole argument if I said, oh, we can never stretch. I mean, if we're sturdy, we can stretch. But it has to be in harmony with the grand picture, the grand scheme of what our family identity really is.

And some tough choices have to be made. Another way to think about this is you cannot be healthy, a person, a school, a business, cannot be healthy unless we can say no to good things. And this is part of it.

It's not saying these things are necessarily bad. We have to make the decision, are they in harmony with what's healthy? And so I think those four categories, when I engage with parents, and I know you and I, again, we've gotten into specifics, we're going to be doing more of that, but broad brush. We have to say, do we have a family identity? Are we really evaluating everything that we allow into this family? The second is, are we onboarding our children to the practical nature of being a contributor in life? Third is, do we have a routine that we've built in life that is that simple process of ownership, responsibility of obligation coming before freedom and privilege? And then four, are we allowing our children to participate in things, whether it's technology, whether it's extracurriculars, in a way that's harmonious to that family identity, to what it is to be healthy? Yeah.

Well, Keith, thanks. This is, again, so many important points. Everything you've talked about,

Scott, an entire sub-conversation underneath it, which we're hitting in a lot of the podcasts.

But just maybe end on just, again, encouraging that I see certainly really a kind of a groundswell of families around the country. They're saying, enough's enough. We got to rethink these things.

And you talk about being the odd redheaded ostrich family. So I mean, we are going to be a little countercultural and that's okay. And the key then is to find other communities.

Our schools, our churches are so important because now you go to the birthday party. Yeah, none of the kids have phones because that's kind of the rules we're all playing by. And it just makes it work so well when everybody's subscribed to a shared vision for their family.

Yeah. You go back to the fifties, what parents agreed on shaped culture, meaning in anybody's community, there were standards, community standards. Everybody had norms based on their heritage of how they grew up.

Well, today, culture shapes families. It's the opposite. And families have bought into this idea of every family is an isolated thing.

And we're listening to culture to tell us what to do and how to raise our kids. So we need to reestablish that community. We need to find the other redheaded ostriches.

And I tell folks all the time when I go speak nationally, I say, Hey, you're in a room full of other redheaded ostriches that are just now got born. They just cracked out of the shell. It's your school, it's your church.

And we need to have those conversations and say, Hey, why don't we talk about what we're doing? What are the norms? Yeah. And I think it's just that in a sense, it does take a village. And I cite of the chap Clark's, um, you know, five to one ratio, you know, when you look statistically at how is it that, what is it about this 20% that statistically have stayed true to in their walk with Christ once they hit college and independent living.

And it comes back to every person. In addition to mom and dad had five other voices that were of the same message that echoed the same thing. So you can't do this alone.

And you, the idea of, well, I'll fire my kid off to XYZ school and I'll hear one thing all day and we'll go over here. We'll do that. It's no wonder these kids are, I mean, they're, they're kind of morally bipolar.

Like there's, there's too many conflicting, you know, conflicting messages. So all that to say, Keith, thanks so much. We do want to raise a generation of, of live of, of young people and adults that can live sturdy.

So this was very helpful. Thanks for the 10,000 foot view of all of this. And yeah, I hope folks will join us on other episodes and other resources.

We definitely have a deep desire to partner with families and raise up a generation that goes the distance. So Keith, thanks so much for all you do. Well, you've done it.

You made it through another episode of Base Camp Live, and I sincerely hope that you've been encouraged along the way. Thank you for being such a faithful listener. And thanks again to America's Christian Credit Union, Classic Learning Test, Gutenberg College, and Wilson Hill Academy for sponsoring this episode of Base Camp Live.

Be sure to give us a five-star rating on Spotify, Apple podcast, or wherever you're listening from. We would love to hear from you and let us know what's on your mind, what questions you have. Email us at info@basecamlive.com. We really do appreciate you as a faithful listener.

Take a moment and invite other parents and school leaders, anyone involved in raising the next generation to listen to the podcast. And we will see you back here next week with another episode that you will not want to miss. Thanks again for listening.