BCL ep354 Truth & Test Tubes: Soul-Building in STEM with Diane Gray

Can classical Christian schools with their perceived and real focus on liberal arts and humanities be a good fit for a child with gifts and interest in science and technology and math? Our guest today has done extensive research on the topic and her findings are good news for students and their families who want to have a rich classical education while pursuing STEM subjects in K-12 and beyond. Join us for this episode of Basecamp 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 Basecamp Live.

Now your host, Davies Owens. Welcome to another episode of Basecamp Live. Davies Owens, your host here with you on the journey of raising the next generation.

Thanks for dropping by every week to be a part of Basecamp Live. I love the fact that we, for the most part, record messages and interviews that are evergreen as they like to call them. Evergreen meaning they are just as interesting and relevant years from now.

So if you haven't been over to BasecampLive.com in a while, we've got a pretty extensive library of eight years worth of interviews. Many of them are on topics that still just as pressing today. So take a look at that wonderful library.

Of course, you can go to any of your regular podcast players and search back through the archives. Always appreciate your listening and being a part of the journey. We've got to lock arms here as we raise the next generation, as we look at topics ranging from just the important answers to what is classical Christian education and understanding all of its implications, along with the importance of knowing how to parent well in this current age, and of course, keeping our eye on the ever-changing culture around our doors.

We're going to jump into all of that here on this episode. Before we do, I always love to take a quick moment and do a shout out to a number of our partner schools out there. Thanks for listening to Basecamp Live and being a part of the Zipcast family as well.

Shout out to Fred Conley, head of school at Cornerstone Christian Academy in Abington, Virginia, as well as Rachel Orin, head of school at the Classical Academy in Indianapolis, Indiana. Thank you for being a part of our big community as we raise the next generation. Special thank you on this episode to our sponsor partners, the Champion Group and their fantastic fundraising program, Feed the Need, as well as Wilson Hill Academy, the Herzog Foundations, where we are in partnership, and of course, Zipcast, which is a part of the Basecamp Live family.

If you have not had a chance to have your school join Zipcast, take a look at zipcast.media. We've got a number of schools joining us in January and getting plugged in right now, so it's not too late. Our guest today, Diane Gray, is a wife, musician, scientist, contractor, tutor, and mother of seven. After 12 years in the biotech research and development world, she switched careers to guide her children's home education.

In addition to homeschooling, she serves as the area representative with Classical Conversations, supporting the greater Portland area. She has a bachelor's degree in microbiology and a master's in microbiology and molecular biology from Oregon State University, and she's just completed another master's in classical studies with Southeastern University. I can't think of a better person to help us understand both these worlds of science and classical Christian education.

So without further ado, here's my conversation with Diane Gray. Diane, welcome to Basecamp Live. Hello.

Thank you for having me. It's so good to be with you. I love to get different people on and their stories.

I know you have been part of the bigger Basecamp Live world for a long time and know our community well with your classical Christian hat on, but share a little bit of your story. People would love to hear your journey. Well, I am a mother of seven.

That was probably said already. And homeschooling has been part of our adventure from the beginning. And there came a time when I was working full time and looking at classical education as an option and knew we needed to dive into that.

So we joined up with Classical Conversations, and that has been our foundation for our classical learning for 17 years now. And through that, I have been able to lead communities and teach others about the classical educational model, as well as incorporate my leadership experience and science background into the various programs and environments that I've been engaging. Well, I want to hear, so just to put some finer points on what you just shared, so your discovery of classical, you didn't grow up in a classical world, so this is kind of a discovery you made later on.

It is. And to my surprise, it was something to be discovered. Now, I grew up in public school, went to Oregon State University.

And yeah, homeschooling was not something that I participated in. I had family members that did. And there was a time when I thought, there's no way I will homeschool my kids.

But then I had kids and realized there's no way I'm going to send them to any other place. I wanted to be that main influence in my children's lives and then choose the people that were going to engage with them as they grew in their learning So in your own journey, and talk just a little bit about your own professional work in the sciences, because this is obviously something

you poured a lot of years into, is near and dear to you. Talk about just your experiences there.

Yeah, I remember way back in high school, needing to think about, am I going to pursue a career or education that leads me to a career? And then what happens when I have a family? And so that's been part of my thought process for many, many years. I finished up college, was finishing up graduate school, and started working at a little mom and pop biotech shop in Eugene, Oregon. I got to stop on that.

A mom and pop bio shop. Yes. I can see the t-shirt right now.

Yes. Very curious. Yeah.

So go. Sorry. I was like, I love that name.

And like, so what's going on inside this shop? So in this shop, it was about, it was a company that had grown to about 200 people, and they made fluorescent dyes and other biochemical reagents used for biomedical imaging. And they needed a cell culturist. I was available for part-time work at the time.

So I started in their cell culture department and then eventually worked into R&D, working on some of those chemicals, figuring out how they work in cells, got into imaging and flow cytometry, and a lot of microscopy and product development. So worked there for 12 years, and I had five children in that span of time. So that was an interesting balance.

My husband was home working and doing some of the homeschooling, and we just reached a point where we needed to do a switch. So I came home, and that was about the time we became involved with classical conversations. And so it was a good time, but it was definitely a switch.

I mean, to the point we're going to jump into, there had to be sort of a discovery or even attention moment, I assume, with that amount of just involvement in the world of science, and then to have then come into this discovery of classical. And like so many of the, I think we have generally a branding, marketing problem, because you look at it, and it's like, oh, that's the school for the people who play violins and study literature and have a token science thing at fifth period on a Thursday. So it must have been for you a little bit of a, is this, are we sure this is going to work for the things that you professionally love and you want for your children? How did you work through that? That's a good question.

I think my kids were young enough that I wasn't worried too much about, okay, well, what does math and science look like for my older kids? I think my eldest was nine at the time when we made the switch. But I was convinced by reading a well-trained mind that this was the path I wanted to take. It seemed like a very natural way to learn.

It's a way I wish I had been able to learn. And so I was eager to jump in and learn as much as I could as well. And that was very fitting with the classical conversations model that parents are

the lead learners and leading their children.

And so as we grew into the program and into some of the math and science, I recognized the easy plus one idea. And I wasn't out to make my kids scientists. I just wanted them to be curious.

I wanted them to be willing to investigate, to work hard, whether it was math, science or literature, but definitely the world of classical education, the ancients, the classics, all of those opened up to me. And I'm like, where has this been all my life? So as you're describing this, and I'm imagining it for a lot of folks, so first thing I heard you say is that when you're thinking about this, the appropriateness of the school and you've got younger children and you love math and science, there's a sense, well, gosh, I mean, how hard is it? It's three-digit edition and this isn't heavy science at that age. I think for a lot of folks, as they get into those later school years, and especially when you start looking at high school and off to college, which again, we'll talk about more of this, but that's a little different question set, but it sounded like for sure the base of just raising a human being who is conversant and thoughtful and articulate, it doesn't matter where you're going to end up, you saw that for your children as a prerequisite to anything else.

Absolutely. Yes. Yes, definitely.

So the topic we want to jump into, and you've thought about this, you've written a lot about this, but it is a contentious challenge, as I mentioned, for so many who are looking either for the first time at classical who are already in it and are hitting those upper years thinking this was really, Mayberry was great, but now we got to get ready for the real world. And we live in a world, of course, that science and tech are kind of the gods of our age. And there's this underlying challenge.

I think all modern parents have a kind of FOMO, like, am I going to hurt my child? Are they going to somehow be damaged because we did the humanities violin school over here? And yet my child has this proclivity for math and science. And do we go to the IB school and do the robot thing? And I mean, that is a real, I think, real tension that's there. And so based on your research, is that a worry that's justified? It's a worry that's understandable.

And I think it's a worry that can be mitigated. I think that perspective on the role of science and technology in our society is important to glean. And what I learned by engaging with the classics and with classical education and people who appreciate classical education is that there's a lot more than just the hands-on science tech problems of today.

That they didn't just appear out of nowhere. That there's a whole history of philosophy and thought and development and ideas that are important to have in addition to the science and the technology and the math and the engineering. So science, those fields are important, but they aren't standalone.

And they really need to stand on something solid. And that's what I discovered as an adult, that that is what's needed. And I hear that all the time.

I mean, just because you can write really good code, you really need to understand the broader implications of what you're doing and how to problem solve and so on. So again, I think there's this tension between what's perceived to be classical Christian, humanities-driven, kind of weak on science, and then STEM, which of course stands for science, technology, engineering, and math. So it is simple kind of a compare and contrast.

How do you differentiate between classical Christian and STEM models as it comes to science? I mean, you're alluding to that, I think, in terms of the classical school is going to have a more, I guess, robust foundation or background or whatever you're going to call it. But how do you see, just in simple ways, the difference in the two approaches? Yeah, well, I think in both cases, they both want people to learn. They both, both models want people to be curious and wonder and to be open to helping others.

I think some of the differences are, and what I explored in my thesis were, what are the foundational worldviews? What are the sources of funding? Who is speaking into the ideas and the theories and the solutions? And what are ultimately, what are the goals? Is it just to make money and to secure, have a strong national security, which is, which are the goals of STEM education? Or is it to build a healthy, well-rounded human being who can love God and love others? So those are some of the differences that I noticed. So you, I mean, you mentioned your thesis. I mean, obviously you're pretty passionate about this to identify that as the area you wanted to go deep into.

Was that driven because, again, you saw a lot of confusion around these sort of distinctives? I have definitely heard the questions from parents. Why would I choose classical education over a STEM education? STEM seems very relevant and modern and cool and classical seems old and dry and irrelevant. And so I just wanted to dive in and compare and contrast the two and not to pick a winner necessarily, but to identify the strengths of both and see how can the two come together? Yeah.

Well, I want to take a quick break and come back and continue to unpack this event, to continue to unpack it because there's definitely that, that worry that at the end of the day, science is done in a classical school is probably going to be weaker. I mean, there's, there's just maybe hours of the, of the day are allocated more towards humanities than sciences and is it enough? And so, you know, again, be very curious how you, as you compare schools, because there are like IB schools that it's literally like 80, 90% science and technology. So just hours in the day, you know, do hours equal better outcomes or are there, are there more things to weigh in, which I know there are.

So why don't we take a break and we'll come back and get your thoughts there. Be right back. I know as a school parent and administrator that like many of you, when I hear the word fundraising, it can make me feel a little bit uncomfortable, but there's good news.

Our friends at the champion group have created something different, a fundraiser that is simple and effective. The good news is there's no selling of cookie dough, wrapping paper, light bulbs, and it's one that actually brings in significant support for our schools. It's called feed the need.

And at its core, it's a peer to peer fundraiser, but it's so much more than that. The campaign bills toward a powerful service event where students pack and ship 10,000 meals for families in need, both here at home and around the world. These meals don't just meet a physical need.

They open the door for the gospel to be shared. And that's what makes feed the needs so unique. It's not just a way to raise money.

It is a discipleship experience and giving students a hands-on service project at your school provides them an opportunity to not only connect your community to a greater mission, but it does provide your school with real financial resources that you need to thrive. Feed the need is a fundraiser with eternal impact, practical, purposeful, and Christ-centered to learn more about how your school can be a part of feed the need. Visit thechampiongroup.com or check out our partners page on the Base Camp Live website.

I'm here with my friend, Joanna Hensley, head of lower school at Wilson Hill Academy to tell you about their exciting new program. Maybe you already know about Wilson Hill Academy. We talk about Wilson Hill all the time on Base Camp Live.

They're known for their really effective and helpful online classical Christian education they offer. They have lively courses for students in grades three through 12. But what you may not know is that Wilson Hill is now offering a rich early learning program they call Forma for students in K through second grade.

I'm here with Joanna. Joanna, tell us more. Oh, thanks, Davies.

Forma is such a wonderful way to begin a lifelong love of learning. You know, we talk often about the cautions of technology. So let's just go ahead and get this out of the way.

Are you encouraging kindergartners to be on Zoom all the time? Is that what this is? Absolutely not, Davies. Forma does not involve putting five-year-olds on Zoom. Forma is a program that gives to parents valuable guidance from an experienced mentor teacher who walks them through a carefully curated curriculum for teaching reading, math, nature study, and enrichment like picture study and music, all within a like-minded, encouraging community.

I love what you guys are doing, especially for children in those younger ages. How can folks learn more about what you're doing with Forma? They can visit our website, wilsonhillacademy.com slash forma, F-O-R-M-A. Fantastic.

Thanks so much, Joanna. Diane, one of the challenges of facing so many parents today is just trying to juggle so many competing goals. I mean, what's the goal of an education? Is it just to

get your child into college? Is it to try and, you know, teach them wisdom and virtue? And what does that really mean? And then along comes science.

It's like, well, wait, we're going to fit that in there too. And now we're going to try to balance out all these seemingly competing goals. What would you say is the purpose of a Christian education, especially as it relates to the sciences? That's a great question and a really, really important one to think about and revisit frequently, especially when, if it's a homeschool family, they're sitting at the table and their tears and hair is being pulled out.

Or if you're in the car on the way and the homework hasn't been done, just thinking about, why am I doing this? What is the purpose of this? And the school down the street doesn't even give homework. We should go there. Yeah.

So to have that nugget to go back to and focus on, okay, this is my purpose. This is why I'm doing this. This is why it's important.

It's a idea to have in your back pocket. A couple of thoughts. The term education is thought to come from a couple of concepts.

One word is educare and one word is educare. The first means to rear and nourish up or to bring up. And the second, educare, means to lead out, to bring forth or to lead out.

And in practice, those are almost competing ideas. The first being, okay, I'm going to mold and form and make this child into an image that I want. The second implies, okay, we're going to lead them out of ignorance.

And if we're not ignorant, then they're educated and they will go forth and be blessed. But I think it's really a combination of those. There is a molding that needs to take place in the early years, a development of what is valued and loved, respect for one another, respect for parents, a wonder and a curiosity that ought to be developed and nourished.

And then the educare or the leading out of darkness, per se, can then be done because the character has been built and trained. And new wonders and new ideas can be challenged with more of the dialectic processes. The question asking, the exploring, those kinds of processes.

So I think the purpose of education is to nourish a child and know who the child is, and to develop them based on their God-given personalities, skills, talents. Yeah, that's really well said. And to put a fine point on it, you would say, or you said earlier that your discovery of classical Christian was that it is speaking into these things.

This is what's happening. But would you differentiate and say a classical school is going to do what you just said in all of their humanities classes and wisdom and virtue, but then it's fifth period and you walk into your science biology class, and now we're just going to do science. Periodic table is always a periodic table.

Or do you see actually this formational goal actually being a part of what's happening in the science classrooms in a classical school? I think it's important to see formation as part of the science, that the science isn't a learning about this is the way it is. This is the way things are. But this is how we have come to know what we know, that the ideas that we have now could change and are probably going to change.

And we can't hold on to that too tightly. And we're not the first ones to go through those changes of ideas and content. But to recognize that science is the study of nature, the study of everything around us that we participate in, and we need to know how to appreciate it and care for it.

Yeah. And because I think to your point, I mean, so much of modern education is really just distilled down to, you really are just memorizing the periodic table and memorizing the formulas and having a very kind of wooden approach to this. It's been ripped apart from all of that sense of discovery, which is what's made science so much a part of the outcome of the West because we came at it with this Christian view of all these, everything is all, it's all his and it's all worth discovering as opposed to it's just something to be memorized and put down on a test.

It's a very different way to look at it. So do you see within, or let me reframe that and say, I think when we look broadly at sort of science education, you have some schools that I guess kind of fall more to like that scientism bucket where it's just, it's really maybe like I'm describing, it's just science for science sake. Or you have the other ditch, if you will, there's a lot of bad science done in Christian schools because we go find the weak science textbook because it's got a creationist view to it, which is great, but it also seems to be poised sometimes as either or.

So what's the balance there? That's a really good question. And I think a lot of schools and parents are wrestling with that question. I think the balance is to recognize the place for honing the skills and then recognizing the time and place to, to think deeply and to go deep to not be afraid of challenges.

And I think that's what happens in the classical education sciences is that either the lead learner isn't strong themselves in discovery or being okay with not knowing the answers. I think it's really about an open mind, a curious mind, and being willing to ask questions and be okay with not knowing the answers and keep working at it until there are discoveries, until we can formulate some explanations. They could be wrong, but to have the humility to say, this is what I think now, but I'm open to being corrected or open to new information to change my ideas.

And as you're describing that, it occurs to me that in the humanities world, like in the rhetoric program, we don't shy away from reading complicated books or even controversial books, or even pagan books. I mean, and I think in sort of a narrow, more kind of fundamentalist view of Christian education, it's like, we are only going to read things that are, you know, have a Bible verse tied to everything. And it's all very, very safe and predictable as opposed to what we

allow.

And, you know, this is often, I've done podcasts on this, you know, we know, why do we read, why do we read the pagan books? You know, shouldn't we just read Christian books? And I think the science is, it's probably a similar kind of ditches to fall into where we can go find just, you know, Christian science books because, you know, they just, there's a Bible verse next to everything. And yet it's probably more often than not, probably weaker science or it's even evolutionary type science. And we shouldn't talk about that, but you're, I hear you saying, and I would agree.

Well, I think we need to really understand well what those arguments are. So we're both aware of them and inoculated from them so we don't get off to college and get blown out of the water by a really well articulated scientist who shreds our simple Christian science views. Maybe it is Christian science.

It's a whole other problem. That's right. Yes, that makes sense.

Well, good. Well, this is really helpful. I want to, I want to take one more break.

We're going to come back and just again, kind of go back to the core point at hand, which is really the differences between STEM and classical Christian science, approaches to science, and just some words of guidance, encouragement, both the schools and parents, if they've got a child or for all children, really, but especially with those that really have those interesting gifts, how do we really help them maximize that interest and curiosity and set them on a course for really being able to serve well? In fact, I was just last week at a school and the head of school was conveying to me, he said, you know, it's really interesting. We were touring, touring his science lab at the school and he said, you'd be amazed. We have more graduates coming out of our school and going into science and math than we've, than we do anything else.

And I thought that is not a story we do. We need to tell that story more because I don't think it's unusual, but it's, again, it's not what's perceived. So we want to figure out how do we really serve well, those students that have this interest.

So we'll be right back after the break and talk about your thoughts on this. During this short break, I have a special invitation to all school leaders, administrators, and teachers. I want you to imagine for a moment, stepping away from your everyday routine at school and diving deep into the rich foundations of Christian education surrounded by world-class scholars, seasoned classroom teachers, and administrative experts with years of experience running schools with a lot of wisdom to share.

That's exactly what the Herzog Foundation's Institute is offering. I've had the joy of serving as a training coach for the last few years, leading their two and a half day training on spiritual formation and another one on parent engagement. They offer close to 50 unique training events ranging from board governance to marketing to classroom best practices.

They even offer a training on how to teach the great books. And the best part of all, well, thanks to the generosity of the Herzog Foundation, these training events, including lodging, are completely free for Christian educators. Institutes are located around the country in beautiful locations, including at the Museum of the Bible in Washington, D.C. and the Reagan Library in Santa Barbara.

Don't miss this incredible opportunity. Check out the details at theherzogfoundation.com. Every school year tells a story. Some chapters are easy to see, like the first day of class or graduation at the end.

But the real heart of a story is often written in the quieter pages. A science experiment that sparks wonder. The decision to slow down and memorize a psalm.

The way a teacher walks alongside a student who's struggling. Those are the moments parents long to understand. They spark questions like, how do I nurture that same sense of wonder at home? What simple rhythms can make God's word a part of our family's everyday routine? How do I encourage perseverance in my child when the work gets hard? Zipcast helps schools bring those quieter pages to light.

Each week, families receive a short 10 to 12 minute episode that pairs local updates from their own school leaders with syndicated insights from trusted national experts in both Christian parenting and education. Parents can easily listen anywhere on the go, on the drive to practice while cooking dinner or during a quiet walk. It's not another notice in an inbox, it's a voice.

A voice that brings encouragement, clarity and perspective. And in every episode, parents not only hear what's happening at their school and why it matters, but also gain practical wisdom that connects the school story to the home. Nearly 100 schools are already using Zipcast this year and beginning in the fall or winter isn't too late.

It can actually be the best time to start. If you're a school leader, your school story deserves to be clearly heard. Visit zipcast.media to learn more.

Diane, I'm so impressed that you cared so much and you care so much about this topic that you did a whole thesis on it. And there's a lot there that we don't have time to put into this interview. We are going to link at the end the full research for folks that want to dive into it deeper.

But you know, share a little bit more about your research and why these findings matter. Yeah, well, thanks. I have definitely been interested in that question.

Why should a family pursue classical Christian education versus STEM education? And I really didn't want it to be an either or, but I needed to dive into the nuts and bolts of each of them in order to really answer that question. So my thesis is more of a comparison of some main topics. I wanted to look at the history.

Where did STEM education come from? Where did classical Christian education come from? I wanted to look at the philosophy undergirding those educational models. I wanted to look at what are the various features? How are they taught? What are the structures and the forms that students have to engage with as they're studying in those particular pedagogies? I wanted to look at some of the assumptions of both of the models, as well as how assessment takes place in the two models, identify the strengths and identify the weaknesses of both of the models, and then just leave it out there for people to weigh that information and make the best decision for their families. That is it.

Those are some, each one of those, I think we should just, we could do a five-part series and go through each one of those because that's really good. Those are great topics and it's deep waters, which again, folks can read and dive in deeply. But just by way of, from all of the work you've done and all of those points of comparison and discovery, are there, if you had to kind of distill it down, if you had a room of teachers sitting in front of you, what words of wisdom advice from your research would you speak into them? Yeah, good, good question.

I think that this information really matters because it can inform people's decisions about their children's education, ultimately who these students become as human beings. And so a couple of points. First, I think that the study of nature is really, really important and extremely valuable endeavor.

And that has always been the case. In fact, in the classical world, that was known as the quadrivium. So after the trivium was studied, the language was acquired, then they were able to dive more into what does nature say and discover that language.

And so I think it is important for individuals to study nature. And then the second, the study of science isn't just science, technology, engineering, mathematics. But to study that, you need the language.

We need the history or the epistemology or the philosophy and the history of those ideas and what has been known. So that it's not like we're discovering something new or we think it's something new, but really that's been thought about and tried out. And how did that work for that generation? Third, I think that the study of science and technology does help human lives.

We can do a deep dive into technology. It's what helps our world move and function and work well. But technology needs to be implemented by humans who are guided by wisdom and ethics.

And that comes from studying history and philosophy. We need people using technology that know how to use it appropriately, not just can we do it, but should we do it? And it strikes me as you're saying that, just to jump in and say real quickly, I think more than ever, as AI is taking in this, is sort of pressing in, and I think science and technology is even more kind of bowing at the AI altar and just saying, well, it can run the formula and it can do the task. And I think that ability to truly understand what's happening is something that's going to be lost in a world

where you have a technology that can make those calculations probably better than you can.

And so where is that wisdom and virtue in the marketplace for people involved in the sciences? I think we will be in more demand than ever in this world where kind of the one-trick pony purse that was learned to just push the button and the thing happened scientifically is a pretty both narrow and scary place to be. So yeah, go ahead. You had a couple other points.

No, just a final thought that so classical Christian educators can intentionally improve skill implementation in the basic math and science instruction. I think STEM instruction can be pursued, but it should begin with the classical Christian tools of skill building and perspective, looking at that process of building the grammar and vocabulary and then being able to wrestle with ideas and then being able to articulate it. Ideas are foundational to a strong jump into the sciences or the study of the quadrivium.

And so I think those are a couple of thoughts and that's what I would say. Those are really good. And so what I'm hearing is, you know, there is a place if you have, part of it's a lot of times the challenges schools have is just how many hours do we have in a day and they're not enough.

And so do we offer a robotics program? Why don't, you know, I think sometimes like, oh, that's, that's, you know, that's, that's, we're against that. Why we shouldn't be assuming that to your point, there's a foundational education that's taken place that sets, you know, the humanizes informs the thinker and then sure, go build robots and be creative. I mean, it's nothing wrong with having that expression, but I think some as we think, well, if we have a robot club, we've done all the educating we need to do.

And that's obviously the shortcoming. So, right. Yeah.

Especially because that robot that you built this year in three years, they don't even use those parts anymore because it's all in one place. So it's like, oh, shoot. Yes.

The pursuit of science is good. It just needs a foundation so that, um, it's, it's flexible, it's expandable. You can move to a new area and you're not, like you said, just a one trick pony.

Yeah. And adapt, you know, and that, that's the word I often use it. Classical education should create a highly vocationally adaptive individual who can move into the marketplace and whatever, whatever's coming after AI.

I don't even want to know what that is, but I don't even know whatever that is. Uh, we will be ready for it because we have our feet grounded on truth and we have the ability to think well, and those are the things we're after. We're dying.

Thanks so much for your, the work you're doing right now, just to further the next generation, your own journey is certainly inspiring. And I just love that you can be a classical Christian person and a scientist. These two things are not an intention that in a way shouldn't happen.

So thank you so much. You're very welcome. It's my pleasure.

Thank you for listening to this episode of Basecamp live. Be sure to check out our website, basecamplive.com for more than eight years of timeless episodes that you'll find helpful and encouraging as well as the helpful resources offered on our partners page, the views and opinions expressed in this program are those of the speakers and do not necessarily reflect the or positions of our partners like the Herzog foundation. See you back next week.