

1 **Dr. Gant:** Hello, Vernard Gant Speaking.

2 **Brent Stevens:** Dr. Gant, this is Brent Stevens. How are you?

3 **Dr. Gant:** I'm fine, Brent. How are you?

4 **Brent Stevens:** Thanks so much for spending time aside to talk more to it.

5 **Dr. Gant:** Sure.

6 **Brent Stevens:** OK. So there's just a couple orders of business that I need to take care of

7 before we start the interview. So, if I could have your permission to record the interview.

8 **Dr. Gant:** Yes, you have my permission.

9 **Brent Stevens:** Excellent! And then I will be uploading this to something called the

10 University of Dallas oral history repository. So, it's just a database where a number of the

11 students have done projects similar to this, and then uploaded it for scholarly use. Do I have

12 your permission to put into that?

13 **Dr. Gant:** Yes.

14 **Brent Stevens:** Thank you so much. I will be sending a transcription to you and you can look

15 over it and if there's anything that you need to redact, I will redact whatever it is that you

16 would want me to fix, so that it's 100 percent accurate and everything you want to be in there.

17 **Dr. Gant:** Okay.

18 **Brent Stevens:** So, really what I'm hoping to capture is just your experience as an educator. I

19 mean you have a wealth of knowledge and experience and you know and learning and so I

20 would like to just glean as much wisdom from you as I possibly could. And then, you know

21 how me as a young educator, as a young administrator would use my time.

22 **Dr. Gant:** Sure.

23 **Brent Stevens:** So, I can start really broad, and just ask what, you know, what caused you to

24 give your life to education?

25 **Dr. Gant:** Well, my wife and I started in ministry over 40 years ago. And our desire was to

26 address the plight of our people, African-Americans.

27 **Brent Stevens:** Yeah.

28 **Dr. Gant:** Given the fact that at this point back in the late 70's regarding very dismal records

29 on the plight of the black community. This was on the heels of reports like the Mordihan

30 Report that was published in 1965 under the Johnson Administration, and fast forward 12

31 years later, what I call a generation of students - 14 years. We were not only not seeing any

32 kind of real progress. It was regressive. Like I said very dismally. So, we started with what I

33 call adult change ministry. Church-based ministry that included things like job training.

34 Service ministries, etc. We came to the conclusion that we were dealing with generational

35 problem that wouldn't have lived up to five years or even a year goals. Instead, we had to

36 back way up to say, "What can we do now that will make a difference a generation from

37 now?" So, now you're talking about children. We were doing a youth ministry both the

38 church level and the camping level. And, again, came to the same conclusion that, as our

39 parents, and what their parents had known. That the real way out was is an education. And

40 we backed into education, we didn't come into it on the front end. As a career thing, as a

41 graduating college with teaching credentials. And we came to it by way of conclusion. We

42 started our first school in mid 80's, and then our second school 7-8 years later.

43 **Brent Stevens:** What was the name of the first school you guys started?

44 **Dr. Gant:** It was called Frontier Christian School. The name of it now is Restoration

45 Academy in Birmingham, Alabama area. I think it's actually in Fairfield. It's Restoration

46 Academy, now. My wife was the first principal of the school as well.

47 **Brent Stevens:** What was the name of the second school you all started?

48 **Dr. Gant:** Cornerstone School of Alabama. At one point she was the principal of that school

49 as well.

50 **Brent Stevens:** That's awesome.

51 **Dr. Gant:** Anyway, that's how we got started. What put us on the national stage was a report  
52 that appeared late 90s. This was in the middle of our second school, Cornerstone. An article  
53 published by Education Week, which was the nation's largest education publication, and this  
54 report was the first comprehensive study of the educational plight of children in urban school  
55 districts. Children like the ones (can't understand). That report state there were 575 urban  
56 school districts in the nation. Those schools were serving the 11.6 million children.

57 **Brent Stevens:** Wow.

58 **Dr. Gant:** And that not a single one was considered academically successful. That kind of  
59 catapulted me to write to ASCI, Association of Christian Schools International. I wrote a  
60 letter to the president of that School. We had met him earlier at an event we hosted at our  
61 school. So, I sent the essence of that report to him. And eventually I asked him to dream with  
62 me, that what if the people of God established a Christ-centered school like ours? And, ever  
63 one of these urban school districts. And, what if those schools were only serving 100  
64 children? I stated that that would mean that nearly 60,000 children would come under the  
65 influence of Jesus Christ like no ministry could boast. And those children would be given a  
66 life altering education. Now, what if there were two schools, and those schools were serving  
67 200 children, and held out the promise and the hope, and the greatest impact that any ministry  
68 could have, to the plight of the children living in those districts under those conditions. I was  
69 invited to share that with the board. The ASCI board. I received a letter a couple weeks later,  
70 whereby the board voted to not only establish a position, but to create an entire department  
71 dedicated to that end. And, I was invited to head it up. Long, long story, less long I accepted,  
72 and that was 18 years ago.

73 **Brent Stevens:** Okay, so that was in 2000. Where did you guys, this is just out of curiosity,  
74 where did you get the funding to start both Frontier Christian School, and Cornerstone of  
75 Alabama?

76 **Dr. Gant:** The first school, Frontier started as a tuition-based school. And so, we charged a  
77 very modest tuition. We were targeting moderate and low income families. I think tuition was  
78 only \$50 a month, or so. My wife basically worked for nothing. We set it up using a model  
79 that allowed multiple grades per classroom and it was largely program based. It would be  
80 equivalent today to a digital classroom, but it wasn't digital then. And, so that allowed us to  
81 get it started. It struggled financially. Our second school, Cornerstone, was just the opposite -  
82 it was donor based. we raised 90% of the funds for running that school. The tuition only  
83 covered 10%, so we set that school up on a sliding scale of tuition based on the family's  
84 ability to pay. And, so it was not tuition based at all. As a matter of fact, even what we  
85 charged the families was not on a per student basis, but on a per family basis. Whatever our  
86 formula indicated was that family's ability to pay on a private education. That's what their  
87 tuition was, no matter how many children were in the family.

88 **Brent Stevens:** So as the curriculum at Frontier Christian School, was that full day school?

89 **Dr. Gant:** It was.

90 **Brent Stevens:** And you said, so it was, programmatically based. Does that mean you guys  
91 kind of worked off of modules?.

92 **Dr. Gant:** So the students worked at their own pace. They didn't sit at desks, they sat at little  
93 cubicles, and worked at their own pace. So, we didn't have to have credentialed teachers, or  
94 anything since it was kind of a self-directed program.

95 **Brent Stevens:** Did you have to have students that were pretty adept already. Already, you  
96 know, just naturally gifted to where they can teach themselves? Did that limit?

97 **Dr. Gant:** No, and that's why it didn't last very long. Our children needed more direct  
98 instructions, they really needed more hands on engagement. The ones who were adept could  
99 easily manipulate the program, I mean, they could figure out, you know, how to get the  
100 answer. So, it was a very anemic instructional tool.

101 **Brent Stevens:** Yeah. I was wondering how that would of, you would really just need to  
102 have students that were self-guided, self-motivated, for that to be successful. In a lot of ways,  
103 a digital platform now probably provide more of the accountability that you're hoping to  
104 have.

105 **Dr. Gant:** Exactly. Because, at our second school we did implement that as a supplement, it  
106 wasn't the core of what we were doing. But we knew that the urban reality for the student,  
107 from an academic standpoint, was that children could be all over the map in terms of their  
108 abilities. So, the rule of thumb is whatever grade you have, that's how many grade-levels are  
109 probably present in the class. So, if you're teaching a 5th Grade class, the children can be  
110 performing at 5 different grade levels. So, the concept that, the digital platforms, the digital  
111 learning systems have really matured over the years and allowed not only for the instructional  
112 piece, but for the assessment component as well. It's kind of like miles from where we were.

113 **Brent Stevens:** Yeah. Do you suppose, there's, I mean like you said there's a real  
114 stratification of ability. Once you get into urban district, do you suppose that, when thinking  
115 within a liberal arts paradigm, which most thinkers tend to push against a digital platform as  
116 a viable option for a liberal arts education. Do you suppose the difficulties inherent in  
117 education in urban contexts lends a digital platform to delivering a liberal arts curriculum?

118 **Dr. Gant:** The only other option is hands on, which are several times more costly. and that  
119 would be so so, so resource intense, as to make it impossible. The schools that are  
120 implementing blended learning are the ones that are making significant strides.

121 **Brent Stevens:** Yeah.

122 **Dr. Gant:** In that arena, because the best teacher in the world can only teach by  
123 approximation, you have 15 children in the class with multiple abilities. I mean, the best  
124 teacher is only going to operate within a certain lane - their zone. So, children will only be  
125 left behind or held behind. So, there is no substitute for time on task in this. So, the digital  
126 component is the only real viable way to address it. Now, the question is what is the ratio  
127 between high tech and high touch component? And, again, that's going to vary on a  
128 classroom by classroom, and even a child by child basis. But, definitely the reality now for us  
129 is not an either-or, it's a combination. Finding that magic combination. Really now falls into  
130 the hands, whether the new tools that educators must be equipped with.

131 **Brent Stevens:** Ya, that's interesting. I just think about the liberal arts tradition, and  
132 especially as a Christian school, character formation and training in virtue is one of the  
133 critical elements at the center of the education. And, it's hard to do that on a purely digital  
134 platform, and so finding some blending between the two, would really be ideal for the kind of  
135 challenges that urban schools are facing.

136 **Dr. Gant:** Well, and then I don't even subscribe to a character-based curriculum, because it  
137 won't lend itself to that. Transformation is always, always, and only, a life-on-life transaction.  
138 You don't put it in a book, you never heard a testimony of a child saying, "oh, it was this  
139 character book that changed my life! Oh, that school got a new curriculum and I'll never  
140 forget where I was when the head of school announced it!" Nobody, nobody ever shares a  
141 programmatic testimony. They always name a name. And whether it is a character-based  
142 school, a traditional public school, or a high-resourced Christian school. And so I don't - I  
143 really don't...I've said this Brent, to reformers in Washington, D.C. and everywhere, the  
144 reason that despite now more than 50 years and time bring about education reform for the  
145 most disadvantaged children. And, as you know, we have gotten away from the "urban"  
146 label. "Urban", was outdated when we started. Urban has gone the way of "inner city" and  
147 "ghetto." In the minds of too many conservative whites it means black, and brown. And not  
148 just black and brown, but the worst of black and brown - the scary black and brown. And, so  
149 we've, uh, and again it doesn't capture the reality that most of the poor children in this nation  
150 live rural areas of the 50 poorest counties in the nation, 47 are rural. And that is why we have

151 adopted the description ACE for children that are academically disenfranchised, culturally  
152 diverse, and economically disadvantaged. These are the children that we've been trying, for  
153 over 50 years spent untold dollars to try to effectively educating, but we keep coming up  
154 short. We celebrate the smallest gain, that really doesn't move the needle unless there's a  
155 microscope to see it. We've taken a two dimensional approach to educating these children,  
156 from the standpoint of what teachers know in their heads, but what their credentials show,  
157 and from the standpoint of professional development that includes all of these other things of  
158 what we've just said. Don't mean there is no rational development which would include all of  
159 these other things that we have talked about. And I have said that as long as we continue to  
160 put all of our emphasis on those two dimensions, we are going to keep coming up short.  
161 Because, I say to them: "Think about it." Every testimony you've heard, every book you've  
162 read, every movie you've seen, you don't even have to go out (can't understand) The teacher  
163 always had a profound impact on children, particularly the disadvantaged. It's always the  
164 teacher that brought heart into the equation - it's the critical 3rd dimension. The "Law of the  
165 Limited" those are all equally important. So, yes, the teacher has to know her content. Yes,  
166 the teacher has to know how to deliver that content. Equally important, that teacher has to be  
167 able to connect with their children in an inspirational way. And whichever one of those that is  
168 in the least supply is the determining factor in the growth of that child. So, if the teacher  
169 knows all of the content in the world, and had the biggest heart, but don't know how to teach,  
170 it would limit the impact. You can apply that to any one of the combinations. Well, the  
171 world, of course, cannot come up with heart. It goes with what looks like heart - the whole  
172 character component. Training teachers to have more relational skills, etc. But, it can't be  
173 imported. it has to be there, and my strong belief is that the people of God start with heart,  
174 because the love of God has been poured out into the hearts of his people by his spirit. And,  
175 therefore it does not matter what curriculum what is used, does matter what philosophy of  
176 education the schools embraces, but what is going to impact that child, is what happens  
177 between that teacher who stands daily before that child in the classroom. When you go out  
178 from there now to what I call the proximity impact principle. And that is: impact is felt by the  
179 closest person or entity to the source. If you look at the epicenter of an earthquake. If you  
180 start going out from the teacher to the principal, to the superintendent, to the district level, to  
181 the state level, to the federal level. The impact, the way you know the impact is that if you  
182 remove that person, will the child feel it? Well we can change the superintendent, or  
183 secretary of education all day and all night, but the child will never feel it. So, we need to be  
184 driving all of those resources to where there's no degree of separation. And, realizing that the  
185 heart component, which has been that critical missing dimension is what needs to be  
186 cultivated the most, but you can't operationalize, you can't program it. And it's one of those  
187 things that you know it when you see it. But then you try and do what Simon tried to do in  
188 Acts when he saw people receiving the Holy Spirit from the laying on of Peter's hands. He  
189 know what he saw, his response was, "hey, how can I get that? How can I buy that? And then  
190 what I shared this with the Gates Foundation, that was the response of the program directors.  
191 They agree whole-heartedly with it, but you know, they're thinking: oh, okay. We've got to  
192 try and get this into the hands of all of the teachers. How do we do that? How do we divide it  
193 into a curriculum, or into a program. How do we operationalize it.

194 **Brent Stevens:** I mean, it goes back to, you know, when Christ said, "it's enough for the  
195 people to become like their teacher." I mean, the idea that the teacher proceeds the child in all  
196 things, and that includes their character. So, if you have a shyster in the room, it's likely that  
197 the child will go in that direction, or at least to learn some things that are ill from that teacher.

198 **Dr. Gant:** To that point, Jesus of course is the greatest teacher that ever walked the face of  
199 the earth. This exactly why he (can't understand). He knew his content. He knew how to  
200 teach. He taught using parables, illustrations. He knew his pedagogy. He would say to them,

201 "no longer do I call you servants, but I call you friends." He was a relational teacher. And so,  
202 they don't come more three dimensional than that.

203 **Brent Stevens:** So, what do you, I mean if you're to step back and look at education over the  
204 last, say, 40 or 50 years. What would you say is the most important development. If you look  
205 at the things that encourage you, encourages you the most. It gives you hope for the future.  
206 Can any point to one or two things?

207 **Dr. Gant:** The thing that I'm most excited about is what I'm involved with in terms of  
208 shifting the focus from the institutional focus to a people-based solution. God never proposed  
209 an institution-based, a program-based solution, it was always people-based. And I'm  
210 convinced that God has educators everywhere that ACE children are. And I see that there are  
211 two models that He's using. One I call the extraction model. That's Christian schools that  
212 extract children from their settings, bringing them into a setting regulated by the people of  
213 God. And, endeavoring to bring to bear upon the lives of these children what I call a kingdom  
214 class education, which is infinitely above a world class. The challenge to the extraction is that  
215 you're only going to extract a small percentage of children, even with school choice. You're  
216 going to only be able to extract a small percentage of these children who are going to have to  
217 be predisposed to success because they're going to have a lot of success factors in place, such  
218 as engaged parents, such as a culture that is regulated by the people of God. So, the  
219 atmosphere is favorable, but they come from favorable conditions, etc. I'm thankful for the  
220 parental choice programs, we now have 30 states, unlike Texas, that have some form of  
221 parental choice, and all of the parental choice programs in a nation are geared towards ACE  
222 children. All of them. They have an academic component, or an economic component, once  
223 you marry those two you are automatically talking about the cultural component, because  
224 children of color disproportionately occupy those areas. The other model is what I call the  
225 infiltration model. In all of my years now of doing this. This is the part that is absolutely  
226 thrilling, and exciting. These are the folk that God has placed in the schools where the vast  
227 majority of ACE children are, and they are simply operating in systems and institutions that  
228 are publicly regulated. Nevertheless, they have direct access to the children.

229 **Brent Stevens:** You're thinking like charter, or public schools?

230 **Dr. Gant:** I'm not thinking of schools at all, I'm thinking about people, only.

231 **Brent Stevens:** Oh okay.

232 **Dr. Gant:** So there you have a charter school, a traditional public school, alternative school.  
233 I've seen all of the above, and there is a large network of them. They're like that when God  
234 said to Elijah, where he had thousands, in this case we're really talking about hundreds of  
235 thousands who have not bowed the knee to Baal, and who have the opportunity to bring a life  
236 altering education to bear upon children. We have network in communist China going on  
237 now. Um, there's large group in the New York city that I visited a week ago today. There's  
238 this work in New York City is lead by the the recently retired deputy chancellor, who is the  
239 number three person in New York City Public Schools - the largest school district in the  
240 nation. We have with educators from across three boroughs and they are kingdom-class  
241 educators. And I use a couple of illustrations that paint a picture of what is happening in the  
242 extraction model is like what happened in the Old Testament. If you knew wanted to come to  
243 God. You had to come from your nation and become a part of Israel. You were extracted.  
244 When Jesus came it was just the opposite. It was God coming to where the people were.  
245 Jesus came as an infiltrator.

246 **Dr. Gant:** [00:36:54] The Old Testament model is very, very limited. It was confined to one  
247 nation, to one people. With the filtration it is now possible to go to the ends of the earth. The  
248 Christian school model is an extraction model. Praise God for those children that can get  
249 there, but it will always be limited. Infiltration now we can get the children to the ends of the  
250 nations and beyond. And the principles are equally the same. It requires an intentional

251 educator, so I know people who have come to Christ that are in full-time Christian service,  
252 etc. who were lead to Christ by Christian educators in public school. Just as I know people  
253 who were so damaged in Christian schools that they say adamantly, "I would never put my  
254 child in a Christian school." Well, you see the school can't do either one. Schools can't do  
255 anything. We certify schools, but they can't act. It's always the people within the schools that  
256 are the actors. That said, you could have a three-dimensional educator in any place at anytime  
257 with any child. It doesn't limit itself to geography; it doesn't limit itself to government; it  
258 doesn't limit itself to funding sources, etc.. It is the spirit of God inherent within his people.  
259 So, the extraction model said, "Hey, come to this well; come to our school and drink from  
260 this well." The infiltration model says, "the teacher stands up there, and it is said of her: 'out  
261 of her innermost being will flow rivers of living water. So that, with the infiltration model,  
262 you could even have streams in the dessert. There's no program. There's not any entity that's  
263 driving that. The only explanation for this, Brent, is the Spirit of God, because these children  
264 were never left out of his equation. No more than the Gentiles were left out of his equation. It  
265 was a tactical move. And it operates within God's timing.

266 **Dr. Gant:** Now his timing has come for the children who we would deem as the "least of  
267 these." And the forty years that I have been doing this, this is the most exciting thing that  
268 I've seen, because in all of all of my travels, Everywhere I go, I'm witnessing what God is  
269 with his educators to address the plight of these children who are so near and dear to his  
270 heart.

271 **Brent Stevens:** So, me asking this question is personally selfish. So before, before I started  
272 working at Covenant, I applied to 20 plus Title I schools in Fort Worth, Austin, and in part of  
273 Dallas, because I wanted to do exactly what you're describing. And just in the Lord's  
274 sovereignty for whatever reason, didn't find any work and landed here at Covenant, which  
275 has been fantastic. And I think I sort of live in this tension of knowing the situation I'm in,  
276 right, and so does Eric, and Andrew and a number of the teachers here. And so, what would  
277 you, if you could, if you could vision cast for us. How do you see schools like Covenant, who  
278 are operating with an extraction model. I mean they're not even really or you know we're  
279 we're we're an all white school right so we are not directly serving any African-American  
280 student.

281 **Dr. Gant:** Or any ACE children for that matter.

282 **Brent Stevens:** Right. No, Right. So, what do we do to come alongside teachers, institutions  
283 that are serving ACE children.

284 **Dr. Gant:** It's going to take some discipline to get there, but institutions don't serve children.  
285 I'm working with everything within me to say to God's people, "you've got to stop  
286 personifying this thing," it is called anthropomorphism in the Greek. Where attribute you  
287 know human actions to to inanimate objects.

288 **Dr. Gant:** Oh, that's a terrible school. That's a good school. This was a low performing  
289 school. Schools can't be terrible and perform. It's always the actors within them. I Absolutely  
290 cannot subscribe to an institutional solution. So, if you take Covenant and say, "So we've got  
291 a great system here. Now we're going to replicate this. Covenant is only as replicable as the  
292 people in Covenant. It is not the classical model that is doing anything. It's not a Charlotte  
293 Mason philosophy that does anything. You know you could just go down the list.

294 **Brent Stevens:** Right.

295 **Dr. Gant:** I have to process it that way. Otherwise, I'm going to keep doing what we've been  
296 trying for fifty years and expecting a different outcome. A Classical, Covenant model is  
297 across the nation and there are exceptions, as to what is happening there. ACSI is struggling  
298 for survival because we have half the schools in our membership. That's what I started  
299 eighteen years ago, and the pickings are becoming slimmer and slimmer. It is that model  
300 pretty much is now left, if I were to use Acts as an illustration, Acts 1-12 was all centered on

301 the Jews, and it was all centered in Jerusalem. In chapter 13, if you recall, the Holy Spirit  
302 does a seismic shift, saying separate the Barnabas and Saul for the work that I have called  
303 them to do, and then as God's tactician very methodically and systematically starts taking this  
304 thing to the ends of the Earth. We no longer hear about that original batch. Peter and the  
305 others who Jesus mouth the words, they're only mentioned one other time in Acts 13-28. And  
306 that one time they're still in Jerusalem. God's plan includes Jerusalem, just as I believe God's  
307 plan includes Covenant, because God loves those children too. But the shift has been now  
308 towards the River Trees, Hope Academy, I mean Promise Academy, rather, in Tyler Texas.  
309 These new schools that are springing up that don't even have to charge a tuition that is the  
310 wave of the extraction model.

311 **Brent Stevens:** Right.

312 **Dr. Gant:** But the bigger wave, the tsunami, is with the infiltration model.

313 **Brent Stevens:** Are you're seeing an uptick in the number of Christians who are entering into  
314 public education?

315 **Dr. Gant:** Well, I think they've already been there in terms of a sleeper cell. Like a sleeper  
316 cell. You go to Liberty University, Wheaton College, Niach, Baylor, Biola. Their Deans of  
317 Education say seventy plus percent of our graduates going to public school. Wow.

318 **Brent Stevens:** Wow.

319 **Dr. Gant:** There's been a steady line of that happening over the years. They've been unsung,  
320 like I said they've been more like sleeper's. We don't know of the impact that they're having.  
321 But, now we are seeing an awakening that's happening, and they're identifying each other.  
322 They are joining together. We got educators, principals, who march around their public  
323 schools doing lunch. Like the people did Jericho, believing God to break on their school. We  
324 have folk, administrators, superintendents, who are emboldened now. They don't hear what  
325 you can't do in the public school. One of them tell me what I can't do, all they're telling me is  
326 what I can do. And so, realizing that the Holy Spirit is absolutely not bound by anybody's  
327 institutions, regulations etc. Because, transformation is always, always, always, a life on life  
328 transaction. And, so they're discovering that...So, you can't pray in the the public  
329 school...You can't pray out loud. You can pray without ceasing. You can't share the gospel,  
330 you can show the Gospel. One brother said last Tuesday: share the Gospel at all times and if  
331 necessary use words. So, they're discovering that they're being unleashed to do that. And so,  
332 I'm encouraging all of God's educators to bring down the dividing wall. It is artificial. God  
333 did not put that up. It's an artificial dividing wall. And so, joining hands like we saw last  
334 Tuesday infiltrators and extractors come together around God's one agenda, because he does  
335 not have an agenda for extractors of a different agenda for infiltrators. Jesus came with one  
336 agenda, and so all of his educators should be able to say with Christ: the Spirit of the Lord is  
337 upon me, for he has anointed me to teach the poor; He has sent me to heal broken hearted  
338 children, and proclaim liberty to children who are bound up, and recovery of sight to children  
339 who are blind, and to set at liberty children who are already oppressed at their very young  
340 age. And to proclaim the year of the Lord's favor, because God favor's these babies. The  
341 acceptable year of the Lord, because he accepts every single one of them. No matter who  
342 their parents are. No matter what school they have been enrolled in, and no matter who is the  
343 President of the United States. No matter who runs the district - whatever. They are all  
344 equally precious in His sight. And His educators have, all of His educators have, that singular  
345 agenda. And so, we need bring down this "us against them." The enemy is the one who likes  
346 to divide, because he knows that division brings down the a house, brings down an effort.

347 **Brent Stevens:** That's a good... that's a really good word. It's refreshing in a lot of ways. I've  
348 felt that tension between, you know, as you call them, the extractors and infiltrators. I've felt  
349 that present tension, and it's it's not, I mean you're really helpful to point out that it does, it  
350 does no good, and it divides us unnecessarily.

351 **Dr. Gant:** Yes, because if the enemy can divide he can conquer. Jesus stated that. He stated  
352 that very well.

353 **Brent Stevens:** Well, Dr. Gant I really appreciate your time. I know you're a busy man, so let  
354 you continue with your day, but this is really helpful.

355 **Dr. Gant:** OK. If you have any follow up questions or anything of that nature, please feel  
356 free to call me. You don't have to try to schedule something. This my cell. Direct. I'm 24/7.  
357 So, if there is anything I can do to support you in any way I can, I'm happy to do so.

358 **Brent Stevens:** Thanks again I really appreciate it. I hope you have a good day.

359 **Dr. Gant:** OK, Brent. You too, my friend.