

MEETINGS WITH REMARKABLE EDUCATORS

PODCAST TRANSCRIPTION OF

Jeffrey Pflaum

with host

Ba Luvmour

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Ba Luvmour: Welcome to ***Meetings With Remarkable Educators***. This podcast is brought to you in part by you, our friends and supporters at ***patreon.com/remarkableeducators***. Each podcast is a dialogue between me, Ba Luvmour, and an educator who sees the greatness in their students and touches the whole of their being. These educators defy generalizations. So here's a little bit about what they've done and how I know them.

Today's guest, Jeffrey Pflaum, touches me in so many personal ways. First, he spent from 1968 to 2002 in New York City public schools, bringing one of the most innovative self-reflective music and writing programs, primarily concerned with writing, to the widely-diverse students in the public school in which he worked.

Second, he and I share a bit of a similar background in that you'll hear it in our voices and in the joy and excitement that we have when talking with one another. And third, as you'll hear, the man's heart just vibrates with love for life and love for children. I'm so excited today to be interviewing and working and dialoguing with Jeffrey Pflaum.

All right, welcome Jeffrey, and thank you for coming on Meetings With Remarkable Educators. Having looked at your background a little bit, and knowing some mutual acquaintances, or people who have inspired us, it's a tremendous honor to have you with us.

Jeffrey Pflaum: Oh, thank you, thank you Ba. Yeah, it's a pleasure to be here and that you're putting me on the show here for the interview. I appreciate it, really.

Ba Luvmour: All right, well I just like to start by asking you: What would like us to know?

Jeffrey Pflaum: I want you to know that I look through all of your work that's online there, with Luvmour Consulting, about Natural Learning Relationships, we're coming from very similar spots. The difference is that I'm in the classroom, or was in the classroom with like 35, 37, sometimes 40 kids, and I think you do a lot of parental work, parent/child work.

But for me, it's all about internal education and developing self-awareness and self-discovery, self-understanding, self-knowledge that eventually leads to self-motivation. A lot of *self* words in there. But I wanted your program to get it from the inside out. To get it from the kids, and not from me putting it into a child.

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- Ba Luvmour: Yeah, just to set the record straight, Josette and I have started and been run three schools, and spend many hours in the classroom.
- Jeffrey Pflaum: Oh.
- Ba Luvmour: And many hours in public school classrooms. But that's okay. Let's just leave that alone. But thank you for looking. I really am honored, and I do agree. And I think you also used the term, "Self-knowledge," which is the term we use as well. And you use it in a special way, don't you? Isn't "Know thyself," part of ... How does all that work with exactly what you do?
- Jeffrey Pflaum: The program, the contemplation, writing program that I use, which is simply putting on some music, popular music for 10 minutes, and the kids contemplate inner experiences, and then write about it, and then we discuss it amongst ourselves. But at the end of the program, I have two evaluations, mid-year and in June, where I throw out quotations. And one of the quotations is "Know thyself," because that's one of the main ideas of the whole program, is to get into yourself and know where you're coming from, and how you deal with yourself, and how that works its way out to other people in your relationship.
- Ba Luvmour: Right. All right, so let's return. So tell us again. Start with how did you end up in a classroom?
- Jeffrey Pflaum: Well, I took credits early on in Queens College, Ed courses, and Psych courses, and Soc courses, and Writing courses. And I wound up teaching. It wasn't my first choice. I wanted to become a psychologist, but was having difficulties. Not in my course work. I never eventually went back to get a masters, or anything. So I taught, and I enjoyed it. And I made up for it by creating these programs in emotional intelligence, and social and emotional learning, and reading, and thinking. Forget about it, in values, character education. Again, a lot of it falls in line with what you guys do there.
- Ba Luvmour: Well what's the draw, though? I mean, it's pretty easy to fall into traditional curriculum, and you get the payoff of the tenure, and the pensions, and all that. But you went up against all that. And what year did you start in all that by the way?
- Jeffrey Pflaum: Well, I started, actually in '68.
- Ba Luvmour: Yeah. So you really do go up against it.

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Jeffrey Pflaum: Oh yeah, right, I've been up against everything in teaching there. My school has whole history, not a great history. But the traditional methods, I mean, first of all they were boring, and I think the kids were bored with it too. But also, Ba, I found that I was teaching to no audience. Nobody was present. I didn't get the feel that they were there with me because they were bored and bummed out with basically, I think, traditional teaching.

So I started developing programs that would get them into present time. Into the present moment...To concentrate. I have a whole book on concentration exercises that will develop concentration and focus internally without me yelling, "You're not paying attention."

Ba Luvmour: One of the aspects of your work that has touched me deeply as I've learned about it and understood it, is your emphasis on self-reflection with the students with whom you work. Could talk a little bit about that?

Jeffrey Pflaum: Yeah. Self-reflection, I pretty much want them to get into their heads and to see what's happening about themselves and get into their motivations and why they're doing things, or why they're not doing things. Why they're in school, and why they're learning. To basically give them a purpose and a meaning. And the reflections get them thinking about their lives. I don't mind them going ... I want them to go backwards in order to go forwards.

Ba Luvmour: Right so what medium are you using? You started using writing as a medium to do this, is that correct?

Jeffrey Pflaum: Yeah well, the contemplation, music-writing project, that's the foundation project. Simply said, I played some music for the kids. They put their heads down on their desk, closed their eyes for 10 minutes, and when the music was over, they reflected on what happened. They contemplated their inner experiences during this time, and then they wrote about their inner experiences and followed up by a class discussion.

We read the contemplations. Sometimes anonymous. I read them without names and stuff. And I asked questions about the writings. But the program that I developed from Contemplation Writing is called *Reflection Writing*. And I took, culled themes from the kids' contemplations and made them into reflections and gave them a handful of choices to pick. Write about, recall a time when you had an argument with your friend, and so on, so forth. If they couldn't find a suitable theme for themselves, I said, just make up a theme, a reflection theme. So, that all came out of contemplation.

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Ba Luvmour: Fantastic. Well, how would you have chosen music? Because music can really affect our mood in so many strong ways. So how did you do that?

Jeffrey Pflaum: I'm not sure if I spoke about this at one other time, but originally when the kids came back from lunch, they were nuts. So I put on Billy Joel albums, which was not the favorite of Latino and African-American kids.

Ba Luvmour: I imagine it isn't.

Jeffrey Pflaum: No, the kids later on came up to me and said, "You like that music?" So I got fed up and I said, "Here ..." Remember, Ba, this is going to back to 1975 when I started the program.

Ba Luvmour: Oh my gosh. Right.

Jeffrey Pflaum: So I said, "Here, here's an audio-cassette tape. You record your music, your preferred music, and I'll play that." And they brought in Michael Jackson, Whitney Houston, people like that. Top 10 pop music and stuff. And so that's what I did. I played what they liked. But then I did add some other things. I played Native American flute music. Meditation, music for meditation. Some kind of new-age music without words. I didn't want any words at that point. And they were good with it. And by that time, I mixed it up so they couldn't complain that I was favoring just my music and stuff.

Ba Luvmour: Whoa, so were they just into it? I mean, it sounds ... I have done similar things with very small groups, but I knew the people very well, and I didn't move it as you moved it to such an important both verbal linguistic and self-reflective curriculum. Were the students into it from the beginning?

Jeffrey Pflaum: Yes. Yeah. You have to understand too, Ba, the school was a little out of hand at times and we made the papers, New York Times, for always not the greatest reasons. To bring some peace, inner peace, during the contemplation lessons really worked. They appreciated putting their heads down and listening to sounds and relaxing and stuff. I mean, but originally, though Ba, when I started the program, I just played music to calm them down after lunch. But then after a while, I said, "Na, this is too easy for you," and I added the writing component.

And also administrators walking into the room see their heads on the desk, eyes closed, and I'm playing music. And he said, "What are you doing? You're not teaching here."

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- Ba Luvmour: Right. That was my next question because, and we have to remember this is New York City public schools, '70s, '80s. Did you stay in the public school system through the '90s and the '00s? When did you leave the public school system?
- Jeffrey Pflaum: I started, actually in '68, and I retired in '02.
- Ba Luvmour: Whoa. And so the school obviously, as well as the programs for the, what's the right word, the briefs, the intentions of administrators changes radically during those times. What kinds of challenges did you run into from the administrative level?
- Jeffrey Pflaum: Well, I don't want to criticize the administration. But the good thing, Ba, with my school is that I could do my thing. I could do such a program like Contemplation Writing with the kids. Possibly in other schools, it might not have happened. The administrators might not have appreciated it. But this was such a workable program and doable program. And I showed it in a professional development period with the teachers and they loved it. But I didn't get outside of myself. I stayed with it in the class. But I never had any complaints from parents and stuff. You know, it was all good.
- Ba Luvmour: What did you notice academically? Was there an ... I guess there was an interest, obviously, which always improves academics. Did you notice any other particular changes?
- Jeffrey Pflaum: Yeah, well for example, they're doing a lot of visualization when they're listening to music and stuff, and when I gave them the *Student Contemplation Questionnaire*; I asked them, "What did you get out of this program? What good things happened?" And a bunch of the kids answered, "Well my reading got better," because in reading you're doing the same thing. You're reading words and you're translating the words into images. I mean, if you're not doing that, you're not having any fun reading, or you're not motivated to read.
- Ba Luvmour: So, Jeffrey, I am a veteran of New York City public schools, and I know how disruptive a class can be at times, and I certainly was a major disruptor. I think I'm still doing it maybe a little bit more civilized now. But I mean, I was really a sharp with a spitball and a straw, let me tell you. So I'd like to ask you, you know your work is so fantastic, and it brings kids into such self-reflection, and such a big part of themselves. What effect did it have on the interpersonal dynamics in the class?

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Jeffrey Pflaum: You're teaching the whole class, and you want, like you were saying, you were an interrupter, a disturbance, at times in the classroom, so you have issues. You have kids with issues. And not even behavioral issues, Ba, but focusing issues.

So when I stand in front of the classroom, with 35 kids in front of me. I know if they're there or they're not there as a whole. And there was no way, I think you had mentioned this before, about demanding attention. Say, "All right, pay attention now, I'm teaching." I wanted this all to come internally. And that's what happened with the Contemplation Program.

In fact, now that I mention the word, concentration, from the Contemplation Program, I got into a whole program called Concentration Workouts, which is a whole series. In fact, I have a book on this of different concentration exercises. For example, you might have done this as a kid, we used to play when we were bored out of our brains the staring content, or staring game. And we would stare at each other eyeball to eyeball. And the first person who would crack up loses. So to develop concentration, I had them pick partners and stare at each other for, I don't know, about 10 minutes...

Ba Luvmour: 10 minutes? That's a while.

Jeffrey Pflaum: Yeah right. I wanted to really test their concentration, because I know that they would lose it. But that was the whole point. I said, "So, go ahead, Just keep staring at each other. When you lose your concentration, bring it back. Relax yourself, bring it back, and start focusing again."

And then they wrote about it, and then we discussed it. We discussed losing concentration and regaining it. So that's one of the main purposes of the whole Contemplation Program is to get this internal system working and clear, and that there's no internal disruptions when a kid is sitting there listening to what I'm teaching, what's going on.

Ba Luvmour: That's just amazing, and you were able to pull this off inside of the New York City public school system, and I guess the administrators appreciated it, your fellow teachers did. Did other teachers pick up on what you were doing and try to bring their own version of this to the table?

Jeffrey Pflaum: No.

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Ba Luvmour: No good idea goes ... Whatever that is.

Jeffrey Pflaum: A lot of it I worked on my own, and what I did was I wrote articles about the program and stuff, but that was it. The teachers liked it. They saw, at one point I had a creative writing program. I think they called it at that time a whole language program. And I was the cluster teacher that went around from grade two to six and taught all this, the Contemplation Writing, the Concentration Workouts. And the teachers liked it. I mean, I know that they appreciated it because they did comment on the fact that there was some improvement coming from that.

But it was only once a week. So when you multiply that five times a week for 180 days, the kids ... I gave them something that they could take away with them, Ba, for a lifetime. Because when they went through this stuff for 180 days, they came out and they were focused. They were living in present time.

Ba Luvmour: It's teaching story time. Briefly, teaching stories invite us to see the world with a new perspective often featuring a wise fool or trickster animal. They can be humorous with many shades of meaning shining through the story. I have told teaching stories for the past 40 years with great effect not only for the listener, but for me as I have learned so much about myself through recounting these stories.

Today's teaching story is called, **"Now We're Even."**

One day the wise fool was walking along the ledge of a short barrier that surrounded a lake. Lost in the beauty of his surroundings, he began to lose his balance.

Another man on his morning walk saw the wise fool teetering on the wall and swiftly grabbed his arm, pulling him to safety. "Thank you very much," said the wise fool shaking the man's hand, "I'd be drenched right now if it weren't for you."

"Anytime said the man. I'm always happy to help."

A few days later, the wise fool was minding his own business at the market by the very same lake, when the man who saved him came running up to shake his hand.

"Remember me? I was the one who saved you from getting drenched in the lake."

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The wise fool was somewhat irked by the man's enthusiasm, but decided to humor him and shook his hand back and thanked the man a second time.

The next week, however, the wise fool met the man by the lake once more. "Remember me? I was the one who saved you from getting drenched in the lake." The wise fool completely fed up, walked over to the lake and threw himself in. Seconds later, his head lifted above the water and he pulled himself out.

After regaining his composure for a moment, he approached the man, his clothes soaking wet. "There, said the wise fool. Now we're even."

Let's have some fun interpreting this teaching story. Become a Patreon supporter at [patreon.com/remarkable educators](https://patreon.com/remarkableeducators). And you'll have access to our detailed comments on how this story applies to education and parenting. Of course, that's just our perspective. The fun comes with community dialogue as the many shades of the teaching story come alive. See you there.

Ba Luvmour: Jeffrey you were there from '68 to 2002, and as a person, myself, who has taught graduate school to educators and been asked the burnout question time and time again, and actually worked with people deeply on how not to burn out. What about yourself? That's such a long stretch, and I know there were challenges and class size and those kinds of things, so how did you deal with that?

Jeffrey Pflaum: It wasn't easy. Every day was a new day and you never knew what was going to happen. There are so many crazy things that happen. I'll give you a story here, what the heck. I'm sitting in the room early in the morning, preparing my lessons. It was around, I would say, 7:15. And they always used to say, "Oh Pflaum opens up the school." That's when I did my best thinking and stuff.

So anyway, I'm sitting there writing up a sum lesson, and the doors open and I look towards the doorway, and all there is is black smoke. I say, "This is not the right picture that I want to look at here." And I go into the hallway, it's totally filled up with smoke, I run down to the custodian, and I say, "Hey, something is going on here, something is burning here." The whole entire hallway was on fire. A kid got into the school and lit up one of the bulletin boards.

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These are the kind of things that could happen at the school, unfortunately. So you were dealing with a lot of issues there. The issue of a teacher is between he or she and the class, but it spiraled out to the school as a whole, the district as a whole. And so you were dealing with a very complicated situation beyond just simply teaching, that you had to hold your own.

And that became very, at a certain point, I did burn out. When I actually, in my synagogue, one of the people there, his father was Freudenberger, Dr. Freudenberger. I don't know if you ever ... I can't think of his first name. I did meet with him after we were talking about burnout. He wrote the book, he termed the term, "Burnout." He was the man. But my solution to the problem, to the burnout, was I did take a leave of absence for a year.

And like I said, many people rather than burnout, leave. That's like a common statistic. They would leave before five years. After like one, two, or three years, they would leave teaching because they just couldn't handle it. That's what I'm trying to do with my program, not just for the kids, but for educators.

I was telling you about the college program that I have, called Write Away to Self-Awareness, which puts all of my programs down in a weekly basis to develop ... What do I call it? *A contemplative, communicating teacher*. Something to that effect. That teachers are equipped with the skills, communication skills, internal and external, that they can handle the situation, and whatever they get into, because they have been trained. And this is something that I don't think is taught in undergraduate Ed or graduate Ed.

Ba Luvmour: Absolutely not.

Jeffrey Pflaum: And you would know. You would know.

Ba Luvmour: Yeah. So is that available? Can people buy it or access it, that curriculum that you've developed?

Jeffrey Pflaum: Actually, I spoke with somebody; he's a Dean at Western Colorado State University. And I did send him ... He's looking at the program right now to see if they would want to do it. They're a pretty innovative and progressive school, because I looked over their curriculum, and I really liked their coursework. And he said ... It's not a bad place to study either. It's beautiful where the university is situated.

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He's looking it over to see if I would do it in like distance learning course, so that's what I'm trying to get out there. And I think this would help teachers rather than just classroom practice there. This gets them into their head and hopefully gives them the skills, the emotional intelligence skills and the social-emotional learning skills to deal and handle students.

Ba Luvmour: Well if it becomes publicly available, please let me know because I would love share it with our listeners of course...

Jeffrey Pflaum: I will.

Ba Luvmour: ... and I to remind our listeners that you can find all the links for Jeffrey at the homepage for Meetings with Remarkable Educators, **meetingswithremarkableeducators.com**, and they'll be pictures and his links and a pretty extensive biography as well.

So Jeffrey, you and I are both fans of Richard Lewis. He was a guest on this podcast. He infiltrated the New York City public schools.

He told me it's his 50-year anniversary, which they should build a statute to him, except he wouldn't even like that, I think. But I know how he's inspired me. Can you tell us a little bit about how he's inspired you? Because in the podcast we love the cross-fertilization, and we love to get good ideas out there. So tell us a little about that.

Jeffrey Pflaum: Well, the things I remember right now are the different pathways that he would motivate kids to get into their creativity. It was totally different than what I do. My program is more, like, systematic. I'm basically giving them a tool that they can use. A creative tool that they can use for whatever subject, writing, reading, art, that they can go to internally to develop their skills. It wasn't exactly the same approach. But all I can say is what I remember honestly, and I did listen to the podcast with Richard, is that it's just a super-creative approach that will get kids to do a lot of amazing things in writing and poetry.

I think, Ba, if I'm not mistaken, that if he was the author ... I could be wrong on this here, the book's called Miracles, which was, I don't know if he was the editor of that. That was a big book in the '60s with all kid's writings from elementary level, I think, through high school, which was a big bestseller at that time. So he's done some amazing work there. That's the best I can recall at this point.

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Ba Luvmour: Great well, thank you very much for that and you've indicated a little bit of what you're up to. Well, before we go there, what's been the long-term effect for your students? Does opening their creativity carry on after they leave you? And how would you know? Just what's going on there?

Jeffrey Pflaum: Well, one thing I can tell you is that I'm still in touch with the students now on Facebook. They're in their 40s and 50s. So I still communicate, and I post articles that I've written, that I taught them. Let's see, some of the kids, in terms of how they did, I mean, I have one kid who couldn't write a lick and he always felt bad. And I said, you know, Jay, don't worry about it, you're a math genius. You know more math in the sixth grade than I know. And he works for Ernst & Young. He's an investment banker there doing quite well.

I kid him and say, "Well you couldn't write poetry and stuff, but you didn't do too badly." One of the students became a top DJ in New York. Noel "Speedy" Machado. He was on the air for about 20 years. WKTU-FM.

Ba Luvmour: There you go.

Jeffrey Pflaum: You know, they got me. One day, I'm walking into the school and it's early in the morning. I'm semi out of it. And a van comes up, an all colored van, and a guy comes up to me and sticks a mic in front of my face. I say, "Okay," and they say, "Well you're Mr. Pflaum. You were Noel "Speedy" Machado's teacher." I said, "Yeah, yeah." They said, "Well what can you tell us about him?" I said that he was a creative genius. And they went nuts. They were all into it, it was like a big joke there. But he did quite, quite well.

A lot of the other kids, there are a few people that are therapists, they're lawyers. So I think that there was not just ... There was a definite academic part to this program as well as real life. It combined both. Academics and real-life skills that the kids got from it.

Ba Luvmour: Fantastic. I can't say I'm surprised. I mean, that would sort of follow, but it's just so important for parents and other educators to understand that awakening the self-reflective processes and participating with them from their meaning structures out just allows a whole sense of confidence and ability to flourish.

Jeffrey Pflaum: Right, right. When you mention confidence and self-esteem, self-efficacy or self-belief, all these things, when you make contact with yourself, for better or for worse, even if it's not good what you see,

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there is a way, the whole purpose is to change it, that at least you become aware of it and you can make changes in your life. And the best time to do it is at an elementary, middle-school level. Before you even get into high school and college.

Ba Luvmour: Well spoken. So you left in 2002, and I imagine you've just been sort of sitting on the beach and snoozing since?

Jeffrey Pflaum: No, no. I couldn't. During those years when I taught, the best I could do was make it through the end of the day. I couldn't really write or anything. And so when I retired on '02, for those last 17, 18 years, I've been writing about all these programs. I wrote a book. In fact, I took a sabbatical, and I wrote a book that contains all these lessons, called *Experiences, Reflections and Insights*. I put that together amongst other things.

Ba Luvmour: Is that available publicly?

Jeffrey Pflaum: No. The book that's available that I have out, and I think I sent you something on it, is called, *Motivating Teen and Preteen Readers: How Parents and Teachers Can Lead the Way*. It's published by Rowman & Littlefield Education. It's all about reading and whatnot. Again, it follows suit with what I've been doing of getting into the internal processes of reading, and the purpose for reading, and all motivational kind of thinking for the kids. But, I've been writing on all these programs that I've mentioned here for the last bunch of years. Yea!

Ba Luvmour: Great. Okay. Jeffrey, let's stop again. Are your numbers still rolling?

Speaker 3: I'm suggesting you can just edit at this point.

Jeffrey Pflaum: Yes they are. I'm at 12:13.

Ba Luvmour: Great. Okay. So picking it up again. Jeffrey I understand that the Texas home school people are wanting your advice. Is that correct?

Jeffrey Pflaum: Yeah. The Texas Home School Coalition. I've been dealing with them, and they're terrific. I put together ... It's not up yet on their website, but what I call it, *The Emotional Intelligence, Social and Emotional Learning Project*. And this again gives them the contemplation work, the reflection work. The concentration workouts. And I said, I have great admiration for the home schooling people doing that on their own. And I think that this is something that is coming.

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I mean, they're great at teaching the basic subjects and stuff, but they did show me that they're open to this type of thinking, and so that a huge site, Ba. It has 60,000 family and 139,000 individuals. So it's a big website and I'm really happy that they want to introduce this to their kids.

Ba Luvmour: Yeah. Well you know, well, you don't know, but I started home schooling myself in about 1982. Then, Josette and I created home schooling collectives, and then we were keynoters at California home schooling conference for years. So I have tremendous respect and care and I know a lot about the challenges in home schooling. But I also brought this up because Teri Sperry, who has also been a podcast guest, hosts a site called Alt Ed Austin. And I definitely want to connect her with what you're doing there. She would love it. And I'm wondering, can you give us some specific website address, or just is it the Texas Home Schooling Coalition? How do we find this?

Jeffrey Pflaum: Yeah. If you just Google the Texas Home School Coalition website, that should definitely come up.

Ba Luvmour: Wow, everybody should go take a look at that and participate in this in my humble opinion. So Jeffrey, we've come to the end of our podcast time here, and before I leave, I like to give our guests a chance to say what they feel they haven't said, or what you would say to parents or educators to help them move over to a more self-reflective and relationship-based approach to education.

Jeffrey Pflaum: Mm-hmm (affirmative). Yeah, I would say there is one thing, there is one website I'd like to give you. Can I give it to you now, and then I'll get to that? Because I'm going to forget.

Ba Luvmour: Yes, give it to me now.

Jeffrey Pflaum: Yeah, because I think that these are all my articles and I think people will appreciate ... Because everything is there, Ba. It's called Independent.academia.edu/pflaumJ. And that's P as in Peter, F as in Frank, L-A-U-M capital J. Independent.academia.edu/pflaumJ. And they will find everything on there. And I will tell you, Ba, this has been an eye-opener for me because this is global. And I'm getting hits from countries that I never heard of.

Ba Luvmour: Well it is going global. Josette and I have just been invited to teach at Sara College in Dharamsala to work with young women, to work in their teacher's college and teach Natural Learning Relationships as part...

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Jeffrey Pflaum: Wow, that's great. That's great. Where is...

Ba Luvmour: Dharamsala is the north part of India, and it's actually the Tibetan government in exile. And it's the Tibetan government that's invited us to do this.

Jeffrey Pflaum: Unbelievable.

Ba Luvmour: Yeah I know. Hot stuff.

Jeffrey Pflaum: Unbelievable.

Ba Luvmour: Yeah I don't know if I can do it or not, but we got really excited. The letters with these cool seals on the bottom of them and everything.

Jeffrey Pflaum: Uh-huh (affirmative) yeah. I like that. Now you're asking about what advice to parents. Well, this is a skill. Look, this is not always a recognized skill for the schools although, as you well know, that it is catching on, especially with mindfulness, meditation and stuff. I mean, that's slowly ... I wouldn't say its mainstream, but a lot of schools are taking this up and doing this here. And if you're a parent of a kid that's going to public school or private school, parochial school, this is a skill that you can do with your kids.

And one of the, as I mentioned, one of the posts, articles that I have is, ***How parents can use music to change their kid's lives.*** And it just gives you the whole procedure how to set that up with your kids. This is up close and personal. So if you really want to develop communication with your kids, and with yourself, your kids and together, this will do it. But this takes some courage and it's a challenge. But I think that it would really work.

And these skills of contemplation, visualization, concentration, they're important skills. They're a subject in and of themselves even though you don't have a course called, Concentration, The Art of Concentration, or The Art of Listening. I have a whole ... I didn't even mention, I have a whole program on Listening Skills. How to develop listening, because I'm going basic. Because I don't assume that anybody has these skills. Just because you have ears doesn't mean that you listen or that you hear. So I go into everything there. And you can teach these skills to your children and they'll go a long way to developing their academic skills.

Ba Luvmour: Thank you Jeffrey, and thank you so much for your time today, your wisdom, and your commitment, and your care. It just comes

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through in every word. And we're just so appreciative of your time on Meetings with Remarkable Educators.

Jeffrey Pflaum: Yeah. No, thank you for having me and it gives me a chance, you know, when I talk and I hear myself and I see what I'm doing. It's a mirror for me, so it's been really good talking with you and hearing about what the work you and Josette are doing for sure.

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This is Ba Luvmour reminding you that, holistic relationships with children leads to joy and self-knowledge with the adults in their lives. With respect for you and for children everywhere. See you next time.

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