

MEETINGS WITH REMARKABLE EDUCATORS

PODCAST TRANSCRIPTION OF

Riley Foundation Presents

Spirituality in Children

with

Josette Luvmour, PhD and Ba Luvmour, MA

A Production of
Luvmour Consulting II, LLC
Portland, OR 97221

Copyright © Ba & Josette Luvmour, 2018

Meetings with Remarkable Educators Podcast Transcription

Copyright © Ba & Josette Luvmour, 2018

ba@luvmourconsulting.com • josette@luvmourconsulting.com

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***.

Rev. Sue M.B.: So, I am so thrilled with our speakers today, their wisdom and their way. But, I also have to introduce you Tim, Tim Riley. He has gifted this to our center. He has allowed these two wonderful people that he met many years ago, that transformed his life with his child. So, that being said, who am I talking about? I'm talking about the Luvmour's.

Rev. Sue M.B.: Their books are phenomenal, and their beautiful smiles, and their wit, and their way, and their sincerity of truth is something that you're about to witness here. They have a natural learning relationship with the child. And, they recognize that this is able to restore the authenticity to parenting and teaching. Indeed, *Natural Learning Relationships* is inspired by the greatness in each of us.

Rev. Sue M.B.: Today, we're going to hear from two of the frontline workers in this field of family dynamics and child development. Ba Luvmour and Josette Luvmour have revealed what so many of our family learning partners have intuited for years. Some of the information many people [who hear it] say, "I kind of knew that". They've grasped that, they've been able to articulate that, share that, grow that and, focus on the optimal health and wellbeing is what is the most valuable to focus on in the child, and that's what's most important. So in today's talk, lean back into yourself and listen with an open heart and new ears. Our children are our future. I know you've heard that a lot. Indeed, it is our future. May we find a way to be the agents of change in our relationships with our children. So, I honor you both so much for your travel, for your way, for working with our teachers for these last few months. So, God bless you very much. Everyone, welcome the Luvmour's.

[applause]

Ba Luvmour: Wow! My heart's going. I have not... I've spoken in many places, but, what introductions. What a beautiful reading. To hear one's words like that, my goodness. Well, as you can imagine, Josette and I are so glad to be here. And, I won't take the time now to give you a lot of background and all that sort of thing. But, feel free to Google us, or we're all over the place, we've been around for a long time.

Meetings with Remarkable Educators Podcast Transcription

Copyright © Ba & Josette Luvmour, 2018

ba@luvmourconsulting.com • josette@luvmourconsulting.com

- Ba Luvmour: There is a spiritual essence expressed in through, and as nature, that is in each of us, and expresses itself in the natural development of children. Josette will tell us a little bit about natural learning relationships in a minute. But first, I want to frame our work a little bit more, with the help of my understanding of some of Ernest Holmes' work.
- Ba Luvmour: Holmes had much to say about nature and natural laws. He said, "The road to freedom lies, not through mysteries or occult performances. But, through the intelligent use of nature's forces and laws." Then he went on to say that, "Nature operates through a law of logical sequence." Well, what are the natural laws that operate through children? And, what is their natural sequence? That's a question that, of course, naturally follows.
- Ba Luvmour: Perhaps, the most obvious law of nature and logical sequence is the unfolding of life stages in every form of life. And of course, we as humans unfold in life stages as well. Every culture and society has recognized this, and tried, somehow, to incorporate it into their approach to children. But, in general, child development, so far, and human development, has reflected more the cultural values, than actually the natural laws and understandings as they operate through children.
- Ba Luvmour: It is through the understanding of consciousness. It is how consciousness unfolds in us by which we can understand the natural laws. We can't understand them just by following this or that behavior, or this or that attitude, because those are so shaped by the given culture. But naturally, who we are, our essence, and our consciousness, that's where the natural laws can most clearly be seen. And, by connecting there, we create a leverage when we actually interact with children, so that all of their great, natural capacities can unfold.
- Ba Luvmour: You can do all sorts of things. You can correct speech. You can teach cognitive development. You can do all these sorts of things. But, all you're doing is kind of, fixing a part here, and fixing a part there. And, that's what child development has been until now in the West. You have emotional development, and social development, and physical development. But, we don't grow in segments, do we? We grow as whole people all the time.

- Ba Luvmour: And, at the core, at the essence is our consciousness, our consciousness, our field of knowing, without, which, Holmes said, "Nothing can be known. The only real thing," Holmes says, "Is consciousness." And I, for one, know that to be true also. So, if we're going to be with children, be with our life essence, be with the unfolding of our humanity, we have to be in consciousness with children. We have to understand how the natural laws unfold in a consciousness way.
- Ba Luvmour: And, as I said, Josette will have a lot more to say about that in a minute.
So, I want to also just say one more thing, because time is... I mean, Josette and I can talk for days! And, we do, on this sort of thing! And, we've had such a great time with the teachers here. And, one of the things I'm hoping to do is to energize all of *you*, and hope you'll energize other congregants to recognize how important the children's program is. And, how the future here is in large measure, not just in humanity, but right here, it's in large measure by how those children are connected to, seen, and related to throughout.
- Ba Luvmour: But, before we go into that little bit of what Josette can share with us, I want to say something about how, knowing and engaging the whole of our children, what it means to *us* as parents, as teachers, as devotees to the greatness in life that is in each of us. Holmes referred to Gandhi when he said, "It appeared, it didn't matter if he spoke or not. As the audience gradually merged into the influence of his presence or whatever he may call it." By the way, in the East, this is long recognized as Darshan.
- Ba Luvmour: We have a relationship right now, right here. There's a wholeness that's here. And, in that relationship, my words, what are they? Unless, how they live in you, and how they come back. And, that flow, that relationship, that essence, that spiritual quality that is the relationship. So, if it's important between the consciousness of the audience and the speaker, in this case, how does it work with the parent or grandparent, or anyone interacting with the child or a teacher, that is such an intimate ... and, for a child, it's such, it's almost a universal event. It's the wholeness of their moment. Who are we, as we entered into that? Are we participating consciousness to consciousness? Are we understanding ... not just thinking about it. Not objectifying outside of ourselves; "Oh, there's the kid over there. Let me fill them up." But, how is the unfolding? What are the natural laws for them and for us that we can be and recognize this flow that we have together? That's at the heart of what's available to us.

Meetings with Remarkable Educators Podcast Transcription

Copyright © Ba & Josette Luvmour, 2018

ba@luvmourconsulting.com • josette@luvmourconsulting.com

Josette Luvmour: So, one of the things that Ba and I have done in our career is to try and make child development, human development very accessible. Not foreign, not academic, not a language that is a little bit too bound up into terms that we don't all understand. We want to make it very, very accessible, and that's what I hope to do this morning. So, what I'd like to do is start with a quote from Holmes, and then, build-out from that.

"The principle of any science," says Holmes, "Is invisible. As is the idea of spirit, invisible. No one has actually seen God. No one has actually seen life. What we have seen are the manifestations of life. No one has seen intelligence. We've experienced it. The Mathematician solves a problem, but the problem is not the principle of mathematics. The solution of the problem is an effect, or a result of the application of the principle. We do not see life. We are experiencing living."

Josette Luvmour: That's from Holmes. So, following that, we can easily say, spirit itself is unseen, yet, it is experienced. The principles that comprise the natural laws of human development are not always visible. So, yet, we experience their application every day in our interactions with children in everyday life. So, I'd like to give you some information here that will contribute to making that a better holistic experience.

Josette Luvmour: *Natural Learning Relationships*. *Natural* is that which we're born with. *Learning* is that which we acquire during life. And, the *Relationships* we have with children, and the children have with us, activates their natural capacities, so that they can learn in each age and stage of life. It's a developmental science. And, as a science, we can understand that these capacities we are born with, they're innate, we all have them.

Josette Luvmour: But, we need the right environment to make those natural capacities accessible to us. Children in every age of childhood need the appropriate environment so that they can access their natural capacities, that which they're born with. In child development, we have some basic premises; capacities are innate, which I just said. But, *development* depends upon *relationship*. Our relationships with our children, and with everybody else's children, all the children are our children.

Our relationships with children are creating the environment that allows that child to touch their natural capacities. So, these inherent capacities are developing through every age, and stage of childhood.

Meetings with Remarkable Educators Podcast Transcription

Copyright © Ba & Josette Luvmour, 2018

ba@luvmourconsulting.com • josette@luvmourconsulting.com

But, different capacities are available at different ages. And, I'm going to make that a little more explicit here this morning.

Josette Luvmour: So, every age of childhood, and every age of development, something different is organizing. And, I can cross-correlate this with brain science, and all kinds of things. But, time permitting I'm just going to stick with development. The organizing principle at each age of childhood let me talk about that for a second. It can't be seen. We can't see what's organizing, except in how it manifests. What you see is behavior. What you see are the child's interests. What you see is the child's enthusiasm for life, the development of trust. These are the kinds of things that you see. So, the organizing principle is an immaterial essence. It's life force energy that is moving the child. It's an animating principle, an actual, actuating cause of an individual life. Its expression changes with each age of childhood, with each stage of development, while integrating all previous stages.

So, every stage we go through gets integrated, and something new emerges, that allows us to access a new inner capacity. And, the organizing principle is always inexorably, moving toward accessing and actualizing well-being. So, let me talk about the organizing principle in each age of childhood and make this very down to earth and practical.

Josette Luvmour: This is law conformable, in other words, development, human development, is a natural law. We're all unfolding in stages. The variable is the environment. And, what is the child exposed to in the environment? And, that's where we come in to play, because we *are* the environment of the children around us. We create it, we organize it, we organize our time, and our space, and our relationships to them.

But, what's organizing in the child? From, and we've been talking about this with the teachers, with Lori here at the church. So, from the first beginning of life, through age seven, what's primarily organizing in the child is a sense of *rightful place*, a sense of *belonging*. Where do I belong? Who do I belong with? It refers to a sense of joy and strength in the experiencing the body as connected to the whole, as connected to you.

Josette Luvmour: A child needs, all humans, actually, a sense of place in the world. And, it is from that sense of place that all future learning occurs. I have to know my place. I have to feel secure in my place. And then, all future learning occurs. Moving forward in development from

Meetings with Remarkable Educators Podcast Transcription

Copyright © Ba & Josette Luvmour, 2018

ba@luvmourconsulting.com • josette@luvmourconsulting.com

about the age of eight through 12, there organizes, different part of the brain comes into play, organizes a sense of *trust*, a sense of *relationship with others*. I and other in relationship...and, how do I trust?

Josette Luvmour: A feeling sense emerges, and this energy of respect and community really becomes very, very important. And, admiration and care for the family within the community impacts this age tremendously, and trust grows. So, creating an environment that allows the child to access a sense of inner trust, and trust of you, trust of others, grows the community.

Josette Luvmour: From 13 through 18, a sense of autonomy. The individuation process occurs. And, as agents, we can manifest and actualize the spiritual laws of creating. And, intense idealistic affection comes into play in the teen years. You know, always think of teenagers as a little bit of a problem. We never think of them as intense, idealistic affection is available in these teen years when we create the right environments, and when they can access their innate capacity to organize a sense of healthy autonomy.

Josette Luvmour: From 18 through 23, and yeah, childhood goes through 23 years. We human beings have very complex brains, a very complex system. And, we need all 23 years to access a sense of interconnectedness, the full realization of our wholeness, not only with the natural world, but, as an essence of our own spiritual nature. We are that spirit. And, it is in those 18 to 23 years that the child can come into a blossoming of the self-knowledge that, that is who we are.

Love of all developmental organizing principles is available to this age individual. So, that gives you a bit of a taste, what's organizing through all of those developmental years. And, each of those things, each of those organizing principles require something different from us in a relationship, in the way we speak to them, in the language we use, in the environments we create.

Josette Luvmour: We were just walking through the environments of the classrooms yesterday, giving suggestions and ideas about how to make this their space, so that they feel welcome and whole within it. And, feel that they can, they are able to access their wholeness, no matter which age they are. So, if you think about it,

- the first developmental stage, *body awareness*, BodyBeing; *I am the center of my world*.

Meetings with Remarkable Educators Podcast Transcription

Copyright © Ba & Josette Luvmour, 2018

ba@luvmourconsulting.com • josette@luvmourconsulting.com

- To the second developmental stage, *myself and other; I and other, is a community in a “we”*.
- As a third developmental stage, *teen autonomy, organizing, healthy self-autonomy*. It's, *I*.
- To the fourth developmental stage, *reasonableness* is the organization of a global perspective; *I and the global perspective. I and others*. So, *I – We – I - and – Other*. And, work for the common good. And, that's the age where a child starts to look for a sense of purpose, a sense of meaning in life, and to really organize all former development to accessing, and creating, and expressing, and giving back.

Josette Luvmour: So, in this Natural Learning Relationships, though, it includes the whole family. You can imagine that, any adult who puts themselves in a position to provide, and create, and really consider this, you're going to change in the process. We don't get to stay the same. When we're in relationships with children, we are also changing with them, and that, if you want to know more about that, you can look at *Grow Together*ⁱ.

However, the good news is that, this grant that has been given to the community here, provides for upcoming classes for all families, and anybody who wants to participate. And, it'll take place on the Internet. So, you can do it from the comfort of your home. There are fliers for that. Where are they Lori, in the back? In the back, there are fliers for that. And so, there's Saturday classes, four of them, hour-and-a-half, a mere hour-and-a-half of your time, four Saturday classes. And, we'll go through this in a lot more detail. And, that's available as granted by *The Riley Foundation*, so, it's a really beautiful gift. So, I want to give the microphone back to Ba for completing remarks. And, thank you all.

Ba Luvmour: Well, I know that's just a brief, brief look at consciousness, and I can't encourage you enough to take advantage of this wonderful gift. And, we can all meet on ZOOM, our first four weeks with the teachers here, was on ZOOM. And, I think we all found it very successful. So, *NLR, Natural Learning Relationships* centers on the consciousness of the child. And, in so doing, provides practical understandable insight into the child's consciousness; and, easily applicable approaches to every aspect of life with children. So, when you talk about supporting the environment, how do we feed our children? We're starting to think much more about; Hey, what diet works for that child? There's many ways to give them protein; but,

Meetings with Remarkable Educators Podcast Transcription

Copyright © Ba & Josette Luvmour, 2018

ba@luvmourconsulting.com • josette@luvmourconsulting.com

how? They have to have protein. Well, that young, young child needs their rightful place honored.

Ba Luvmour: What are the nourishments? What is the environment? And, you can think about it the same way you think about diet. That's some of what we'll go through on the class. "Our consciousness," as Holmes said, "Our consciousness and awareness constitutes the only absolute solid soul evidence of *being* there is. Because, if you would take away consciousness, there would be nothing left."

Ba Luvmour: So, we can move away from the hurtful conditioning imposed on children. Holmes warned that, *practically the whole human race was hypnotized because somebody else told it how to think*. In other words, we're not coming from our natural selves in the natural laws, being to being. So, in Natural Learning Relationships, the sooner you hit it on the head, it's like, we're not saying anything new. We're articulating a natural law that's been in us. And, Holmes, and, you probably all know the quote where he makes an analogy to electricity. *Electricity's always been there until somebody uncovered; oh, there it is*. And then, we don't say, it's not natural. It is very much natural. In the same way, Natural Learning Relationships has always been there. It's time for us, as a culture, it's time for us to move forward, and step into that essence.

Ba Luvmour: And, I want to conclude with a teaching story from the Persian tradition. And, this is, anybody ever hear of *Mullah Nasreddin*? Ah! Bravo! So, he's a wise fool in the old Persian tradition. And, the Mullah, every year, in his home community, or actually in the country, the king has to give a parade. And, if you catch the king's eye, the king has to grant you a boon. So, Mullah, in a typical way, during the parade, runs right up to the king, looks him in the eye.

Ba Luvmour: And, the king goes; *Oh my gosh. Okay Mullah. What do you want?* And, Mullah says; *50 thousand gold pieces*. Then, the king says; *Mullah, that's quite a lot. You're a religious man. Ask God!* And Mullah says; *I did, and he said to ask you!* And, I'm putting it back at you, friends. I'm saying; it's us. We're it. Holmes knew it. Every spiritualist philosophy I've studied, and I studied many says the same thing over and over.

The actualization of wholeness. The actualization of spirit, is lived through us, through the life force, and through consciousness.

Meetings with Remarkable Educators Podcast Transcription

Copyright © Ba & Josette Luvmour, 2018

ba@luvmourconsulting.com • josette@luvmourconsulting.com

And, if we start relating to children in that way, then we have this great opportunity to allow a transformation to emerge and unfold according to natural laws, just like the flowers in your garden, the food in the vegetable gardens.

I could go on...okay. Thank you. Thank you.

Ba Luvmour: Meetings With Remarkable Educators is brought to you in part by our friends and supporters on Patreon. If you enjoy our podcast, and want access to enriching gifts for parents and educators, please visit patreon.com/remarkableeducators ... that's all one word, *remarkableeducators*; and consider becoming a Patreon. Your support means the world to us, and will allow us to continue this essential project.

Our sound engineer is Demitri Young. Our webmaster is Nathan Young. Transcription and production is by Josette Luvmour. All podcasts are transcribed with show notes and can be found at **remarkable-educators.com**

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.

References:

-
- ⁱ Luvmour, J. (2017). *Grow Together: Parenting as a path to well-being, wisdom, and joy*. N. Charleston, South Carolina: Create Space Publishing.