

MEETINGS WITH REMARKABLE EDUCATORS

PODCAST TRANSCRIPTION OF

Demetri Young

with host

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- Ba Luvmour: Hello everyone and welcome to another episode of *Meetings with Remarkable Educators*. I have a unique guest today, a young man who I've known since how old, Demetri?
- Demetri Young: Oh geez, well I mean you've known my parents for longer than you've known me, but I guess we met when I was in fourth grade...
- Ba Luvmour: Fourth grade.
- Demetri Young: Third grade, something like that.
- Ba Luvmour: And Demetri's now a senior at Wilson High School.
- Demetri Young: Yep.
- Ba Luvmour: And is a sound engineer aficionado, and really quite, quite competent, and has moved into being a co-producer of this show, for which I am very, very grateful. Welcome, Demetri.
- Demetri Young: Thank you. So yeah, we decided to do this podcast because I've been going through and editing all of the previous podcasts, and I've been in normal public school for my entire life, aside from a brief three years at the Odyssey Program which was a magnet school, but I didn't really know what holistic education was, and the just the things that was spoken about in previous interviews seemed like they were sort of directed towards, just somewhere over my head. So, I thought that if we talked about it a little bit, it could widen the audience of these podcasts.
- Ba Luvmour: And I so appreciate that, Demetri, because in my entire professional career I have often been told that I talk a little bit over people's heads, which is not an endearing comment to hear. So what I'd like to do, if it's all right with you is just open the floor and I do really well with answering questions.
- Demetri Young: All right.
- Ba Luvmour: So, what's on your mind?
- Demetri Young: Well, I guess we talked about it briefly, but what is the briefest definition of holistic education you could give?
- Ba Luvmour: Well, there's two ways to look at it. The briefest definition is to account for the physical, emotional, social, cognitive and spiritual, or deeper aspects of a person, all in the same moment. We're never

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separate people. You're never, "Now, you're emotionally developing." Or "Now, you're spiritually developing." You're always a whole person. And so holistic education says, "This is a whole person that I'm engaging with. And as a whole person, what we do together has to accommodate all of those, at least not deny them and in any way I can, support them."

Demetri Young: I see.

Ba Luvmour: And there's one other aspect of holistic education, and that is it's relationship-based. And just to make it quite simple, I can't really engage you in all those ways that I spoke about unless we have a meaningful relationship, unless we know each other.

Demetri Young: Like on a personal level. So Wilson High School has a Mindful Studies program, and physical education and health, and that sort of thing. Does it count as holistic education just while you're in those classes, or is it...

Ba Luvmour: Well, you tell me, Demetri. Is there a relationship with the teacher with Mindful Education?

Demetri Young: Well, I personally haven't had the class, but I've definitely built rapport with my teachers like personal, I want to say personal relationships, but I guess I never really talked to them outside of school, but it feels like a friendship. Like sometimes we would have some amount of banter, or just an understanding of each other in a certain sort of way.

Ba Luvmour: That's towards what we're trying to do, and there's trends all over that's indicated towards what we're trying to do with holistic education. I wouldn't want to take anything away, it's just it's not quite as potent as it could be really-

Demetri Young: I see.

Ba Luvmour: Much more easily. So, I'm happy those educators were willing to talk with you in that way, that's great. And as I can see by just looking at you right now, that that had a positive effect-

Demetri Young: Oh definitely, yeah.

Ba Luvmour: Imagine if that was all of your education. That's what holistic education tries to do.

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- Demetri Young: So, does holistic education also push for smaller class sizes, and all of the other things that public schools theoretically strive for, like more teachers, more subjects? Is that also kind of built in?
- Ba Luvmour: That's kind of this. That can help in the structure of the education, but really holistic education starts with a basic understanding or a basic appreciation in what I would call consciousness. That is, what are we really trying to do together? In public education, and especially as articulated by the government and even the administrations before this one, it's been, "How do we create citizens to compete in the global marketplace?"
- Demetri Young: Right.
- Ba Luvmour: That is not the aim of holistic education. Holistic education is much more hands-off. It says, "I don't know your destiny, Demetri. I have no clue. But I do know that if the wholeness of you is nurtured, supported, if the curriculum matches strengths in you, so that you feel good about yourself, that you will be the person that you need to be to make sense out of a very complex world."
- Demetri Young: I see. So, I guess I'm seeing definitely all of those things are important. Certainly at any age, but at my stage of development, I don't see how that could be particularly beneficial to me. Does it have more effect on children when they are younger, and does it seem to-
- Ba Luvmour: Well, yes and no.
- Demetri Young: Okay.
- Ba Luvmour: There are different opportunities at different ages, that's what Josette, and my work in natural learning relationships is about, and why it's an important part of holistic education. That is usually in terms of development in the way children are understood, it's either physical, or emotional, or-
- Demetri Young: Intellectual.
- Ba Luvmour: Cognitive, intellectual. It's not really seen, for instance there's nobody else I know who has really organized to understand how does trust develop in a child? How does autonomy, which I think is a big issue for people your age.
- Demetri Young: Yeah.

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Ba Luvmour: And autonomy is often confused with individual, but individual literally means to make separate, autonomy means to self-govern. How does education allow your autonomous self to really flourish? That's a very powerful question that holistic education takes on. In younger years, there's different qualities of self that are dominant. That are more to the fore. But in each and every case, we need to organize curriculum in relationship to meet that which is really developing in the young person. This is true through age 23, actually.

Demetri Young: Wow, so are there holistic high schools in Portland right now, or anywhere in Oregon? Because I know the Summa Institute only went up to grade eight or something.

Ba Luvmour: Right, yes. I want to now stretch the notion of holistic to mean independent, and progressive. And that includes a wider field. Fields of a background in John Dewey type stuff, there's high schools that are dedicated to what are called democratic education on what's called the Sudbury model. We have one in southern Washington, not here in Portland. And you might try to include some Waldorf stuff, some Montessori stuff, and if you open it up that way.

So, I've investigated this quite thoroughly because my granddaughter Ruby is 11, which means she's not that far away of course from going to high school, and the closest that we found is a small school called Pacific Crest over on 32nd and Burnside or just off the Burnside. And they do much more curriculum that matches student's interest, much smaller classes and you certainly have a lot of relationship with the teachers, and that sort of thing. So that's pretty close, and I would include them in the field. I don't include certain schools that call themselves that, for instance Catlin Gabel, or...

Demetri Young: Oh.

Ba Luvmour: OES, Oregon Episcopal School.

Demetri Young: Do they purport to be holistic, or...

Ba Luvmour: No they self-report to be progressive.

Demetri Young: Oh, okay.

Ba Luvmour: And I don't see them that way. They see themselves that way, but they're much too achievement, as opposed to student oriented.

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- Demetri Young: Right, numbers basically.
- Ba Luvmour: Numbers, yes.
- Demetri Young: Yeah, I had a friend who went to OES, and it was just very intensive, intellectual.
- Ba Luvmour: Right, one of the aspects that we name, that's always raises questions for people is that we recognize and organize ourselves to support the spiritual self, the spiritual opportunity that we have, but in holistic education, that is nonsectarian.
- Demetri Young: Right.
- Ba Luvmour: And that's very important. So OES can make believe that they're that way, but Episcopalian runs through the school in many, many ways.
- Demetri Young: I think they literally have mass from time to time, I believe.
- Ba Luvmour: Sure, that sort of thing. So that's an incredible question, and we have some podcasts coming by Tobin Hart, Sam Crowell, and a few other people who we've now recorded, but haven't finished editing, who will bring forth some very interesting and exciting understandings of nonsectarian holism in education. And Marnie Binder, her work in art and children is really indicative of this as well. So, that's an important part. And we are upfront about that. There is a spiritual nature. We have a greater consciousness. We have incredible opportunities for relationship, for empathy, for knowing ourselves, really interconnected in a powerful way.
- Demetri Young: Right, something I've thought about from time to time, throughout editing these things is would they have something like a sound engineering course, or a digital media design course? Can a holistic program raise the money for that? Because the room at my school is \$10K to \$15,000 worth of equipment, and there for as few as 100 kids. Is that possible in a small setting like that?
- Ba Luvmour: Well, first let's acknowledge that Wilson is one of the better endowed public high schools-
- Demetri Young: Is it?
- Ba Luvmour: In Portland. Wilson and Lincoln, particularly, and that's great. Thank goodness for that. Do actually have class time to do that? Or is extracurricular for you?

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- Demetri Young: Oh, no. Well, it's both, definitely. But I actually take the class sound engineering before, and I get a credit for it.
- Ba Luvmour: That's great. That's fantastic. In a holistic high school, there would be that, and there would be many other things as well that are more unique and speak more to the proclivities and strengths of any given student. It might not be that we could afford what a public high school can at times, especially when where parents contribute, but then there would be opportunity and support to go off campus and relationships are easily made by high schools, by any schools with the general commercial public, with businesses. So, you could actually be placed in a business to use their equipment, and even perhaps an internship. These are avenues that are often pursued in holistic high schools.
- Demetri Young: That actually sounds really great. I feel like that's the type of thing that would be a really easy thing the public high school could jump onto as well, if the word got out about that thing. Although I just can't service that many people.
- Ba Luvmour: Yeah, I don't know, the difficulties in public high school are many in terms of providing that sort of thing. Well, let me ask you a question, Demetri. I would imagine in whether it's called health or whatever, that you've had sex education.
- Demetri Young: Yes, multiple times.
- Ba Luvmour: Multiple times, and is it always about penises in vaginas, and the way things fit together and the rhythms of the body, and biological and physiological stuff?
- Demetri Young: The first time, when I was in fifth grade, definitely. Yeah, it was pretty straightforward in that sort of way. The second time, at Odyssey, a history magnet school, we had one of the counselors come in and talk about it, and it was a little bit less of that, because it wasn't like in fifth grade, literally, the teacher just showed a film that just went over the biological details, basically. Broke the news.
- But then surprisingly, in my health class, there were a lot of other things involving like consent, basically, how sex is viewed in other countries, and how it's kind of odd here in that basically just the way that society here can cast out people who are known to be having sex before marriage, or under 18 or that type of thing. In Sweden or Holland, or one of those countries over there, somebody conducted an interview of parents and children would actually have conversations about it, and come to an agreement, and actually the

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parents would be okay, and accept that their child was having sex under the age of 18, or whatever, which was interesting. There are other things just about general mental health and that as well, but...

Ba Luvmour: How about just the relationship? What does it really mean to have a sexual relationship? What are the feelings and experiences in terms of the importance of whom you do it with, afterwards, whether or not the relationship persists, how you'd make a decision or don't make a decision to engage that? Was there anything in that in your health education?

Demetri Young: I'm trying to recall. We had this really awesome woman come in and speak from Planned Parenthood about that type of thing. If she talked about that, I'm not really remembering it that much. But it was kind of one of those things that yeah, it was glossed over, and were words used like intense, like, "Sex is a very intense experience." Or like, "The feelings you may be having, will be overpowering." Just very general blanket terms like that. Like, it's this really big deal. I guess it didn't go into detail, though.

Ba Luvmour: Well, in holistic education, there would be round table discussions. It's very, very important. I'm sure you can agree it's a very important part of growing up. It's a very important part of meaning in relationship. It has huge effects when we don't stay with the same partner, how we view the next partner, how we begin to develop our sense of relationship. And then specific issues like oral sex or different things like that, which are all part of sexuality for some people at different times of life.

Demetri Young: Oh yeah, so that is now incorporated. All the oral sex, gay sex, that's mentioned and briefed, and she brought in dental dams for the people who might already have an STD [sexually transmitted disease] in high school. That type of thing.

Ba Luvmour: Okay, so anyway, just to contrast it a little bit, I'm so happy that there is progress in this compared to when I went to school, you could imagine. So, at any rate, in a holistic school, we would go into all of that. We would go into your fears and concerns at the moment, whenever we were talking about it. We would allow for that to be you, and okay, and allow a really profound looking back, because we all carry so much energy around sexuality, to really the back of ourselves, in that.

Demetri Young: Right.

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Ba Luvmour: At your age, and even younger in high school and up, meaning making is a really important part of holistic education. Understanding how we make meaning out of our world, which is just a fundamental question in life. That's ignored, just to give an example.

Demetri Young: That's a good example.

It's Story Time

Ba Luvmour: This is one of my favorite wise fool stories. The wise fool was on an airplane, and the captain's voice came over the loudspeaker and said, "I'm sorry to tell you, one of our engines is out and we're going to be an hour late in landing." Well, a murmur of course ran through the cabin, and among the other passengers.

But, the wise fool stood up and said, "Hey, hey, it's one hour, relax." So, everyone calmed down until the captain's voice came over the loudspeaker again and said, "I'm sorry to tell you, a second engine's is out, and we're going to be two hours late in landing. Well, now there was much consternation among the passengers.

But the wise fool stood up and said, "Hey, hey, it's better than going on donkey back, isn't it?" Well, calmed by this irrefutable logic, the people sort of relaxed until the captain's voice came over the loudspeaker again and said, "I'm sorry to tell you that a third engine is out, and we're going to be three hours late in landing."

And the wise fool jumped up and said, "I hope that last engine doesn't go out, or we'll be up here all day."

Can you find meanings in this story about education? If so, send your insights to ba@luvmourconsulting.com. A three-person panel will select the most relevant stories, and they will be read at end of a subsequent podcast. Again, that's ba@luvmourconsulting.com. I look forward to your insights and to learning from you.

Those insights selected, will receive the award-winning book, so valuable for parents and educators, *Grow Together, Parenting as a Path to Well-Being, Wisdom and Joy*, by Dr. Josette Luvmour. Yes, we have the same last name, and we are married, and we have been working together in holistic education for more than 30 years, but that's not the reason I offer this book. Check out her many accolades, and the book reviews on our website, luvmourconsulting.com.

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Demetri Young: So, when I heard some of the things about the Summa Institute, I really wanted in. I wanted to go. I was like, "No homework? What? Can they really do that?" But I don't really remember, or I don't think I even understood at the time what a day would've really been like, there. What types of things did the kids, was there a lot of learning going on in the general sense that public school takes it? Was there testing? Was there...

Ba Luvmour: Okay. That's the most common question. And I want to point out that every holistic school is different. Every progressive school is different. So, I don't want what we did at Summa to be the template for others. But, a day in the life would've been you'd come at around 8:30, 20 to 9:00, and the first 20, 25 minutes are just easy socializing because, "Hey, we're here. We're going to spend and all these hours together, so let's just get relaxed and let's just try to be with each other." and that sort of thing.

Then you would have physical education, every single day for 40 minutes. And that was many times cooperative activities. What happens, which is typical in a holistic school is, we start off with this plan, which was brilliantly conceived around this combination of using the basketball court, with a football, and dodge ball, and capture the flag, some mishmash of all that, and the students develop their own version of it. "Hey, it's not working this way. Hey, we should add this." And before too long, it's very popular. That was outdoors. And indoors, there would be dance, or yoga, or just any sorts of indoor type activities for the kids who weren't going outdoors. So there are two physical activities. You had to choose one.

Then, it's back to the classroom, and then it's off to traditional academic endeavors, not taught traditionally though. And using whatever materials, curriculum, and trips in the neighborhood, or whatever was necessary to learn whatever was needed to learn. Some educators would use something as traditional as Khan Academy for math, others would look at that, and just go, "Oh never, never."

Let me ask you a question, Demetri. What's the equals sign? What is it meant for something to be equivalent?

Demetri Young: Well I mean, I could just give synonyms of equal, but I guess...

Ba Luvmour: Let me ask you this...

Demetri Young: Same?

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- Ba Luvmour: Did anyone ever ask you that question, or were you just told, "This is equal sign, and this is how you operate with it."?
- Demetri Young: I guess I don't really remember either, because it's just been in there for so long. But I guess I couldn't really imagine somebody asking that, at least not the elementary school that I went to.
- Ba Luvmour: At Summa, that would be an inquiry, for anywhere from third grade, up. And it would happen several times. And every other operator. Subtraction, all the others. Division, less than, more than, all those sorts of things.
- Demetri Young: Right, well I've thought about those, but I guess the equal sign is particularly odd in that way.
- Ba Luvmour: It's very odd, and the one that I like best came from a fifth-grade class, who said, "Well, it means that the things the entities on one side are either true with the entities, or they're false. They're true together, or false together." Think about that. That's a completely different way than just saying, "Well, here's this operator." Saying, "Whoa, they're either true or false." And then you can expand it to biology, and physics, and all sorts of other places, because what you're looking for then, is the truth.
- Demetri Young: I suppose so. If I were in that class, I guess I would've talked about the continuum between truth and falseness, but...
- Ba Luvmour: And the equal sign being where it turns over?
- Demetri Young: I don't know about that. It has all sorts of...
- Ba Luvmour: If you did that, what you would be, "Wow." That would be welcome by far-
- Demetri Young: I think we've already been...
- Ba Luvmour: And then we would go into it. What do you mean? Does anybody else have any ideas? Maybe somebody can draw something to help us understand. How can we go about this? Demetri, I know you love music. Maybe there's something in music that has equivalency in there for you.
- Demetri Young: Right, and then there's also many different operators working around the equals sign in computer science that all do slightly different things.

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Ba Luvmour: Right, so we would start there. At Summa, we start with not just the rote, "Oh, $2+2 = 4$." But what are these things we're doing? What are we using? How are we using them? Can we use them anywhere else? Those kinds of questions, so that approach is an approach, say to mathematics that's based in trying to understand what we're doing, as opposed to just the rote aspects of it. And then the rote aspects of it are covered as well.

But if you understand what you're doing, you don't need to do 4,000 problems at home that all look ridiculously similar, and that cause arguments with you and your parents. "Did you do your homework yet?" "Awe, do I have to?"

Demetri Young: Or "Yes."

Ba Luvmour: "Yes, sure."

"So nice to see it."

Demetri Young: Right.

Ba Luvmour: Yes. And homework, by the way, there is no research that supports homework as necessarily valuable in learning.

Demetri Young: I've had classes where there weren't homework, and I ended up thinking more about it just on my own time.

Ba Luvmour: Sure.

Demetri Young: Otherwise, if I was truly interested in-

Ba Luvmour: And if you're not curious about it, then you're not going to learn. Let's go to another part of holistic education, which tries to take brain research very seriously. And in brain research, we know that the limbic system, which is also called the mammalian brain, and is right in the center of your head, is a mediator of emotion. And at the same time, it's the mediator of memory. And when you look back at your life, you will see that you remembered according to the emotional quality of the event, not the data. So, if you don't like math, and I give you 200 problems, you can do it, but you will not retain them because they don't have an emotional value. What you will remember is disdain and dissatisfaction. "I didn't like it. I didn't like the teacher." That kind of thing.

Demetri Young: Right, absolutely.

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Ba Luvmour: So, your curiosity is a clue for a holistic educator as to not only what to teach, but how to teach it.

Demetri Young: That's awesome, actually. I think. I also heard something about how, I guess this is unrelated, but it's just interesting that it reminded me of how generally, the first things that people can remember is when they start putting things into words. Just because that's, once you can describe it in your head, then you can remember it, which I don't know if that could relate...

Ba Luvmour: That's an important part of learning also, because holistic education certainly includes very early childhood education, and three things are happening at that time, and it's a very significant moment in development. Sometime between ages 2¹/₄, and 3 years of age. A little longer, little less, whatever. That is the corpus callosum in your brain is activated. That runs down the center of your brain, and it allows the two hemispheres to talk to each other. So all of a sudden, everything is starting to work together, and you can go from a specific naming of an object, "This is a recorder." to noticing, "Oh, there's a whole series of recorders."

The second thing is that physically, and just in terms of your body development, generally speaking, you're much more able to take care of yourself. Toddlers toddle, and they'll go anywhere. And in many supermarkets, it's the 2¹/₂ and 3-three-year-olds who are wandering alone down the aisles, and that sort of thing. So it's extremely important moment in development.

In terms of memory, what's happened is we've gone from episodic memory, that is, if you can recall a memory before about 2 1/2 or three, it's an episode. It's just, "Oh, I have this notion." But after that age, it's called auto-noetic memory: Auto, meaning self, noetic meaning that you have an awareness of yourself. So, that's the first time you're in the center of your memories, and that's what you're pointing to. That's exactly what you're noticing.

I want to go back and just finish the day in the life. So, there'll be 45 minutes or so of academics, whatever it might be. Then a break. A good 15 or 20 minutes. Go outside, run around. Or maybe you're artistic, take time to draw, relax. Kick around, then another academic block, and then lunch, recess for an hour. And then in afternoons, there'd be one more academic block. These academic blocks are 30 to 40 minutes.

Demetri Young: Oh, wow, that's awfully short.

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- Ba Luvmour: Yeah, but sure, I guess. Even when you were younger?
- Demetri Young: Yeah, honestly.
- Ba Luvmour: And then project-based learning. Project-based learning in our school, we were the only school that I know who did whole school project-based learning. That means you had kindergartners and eighth-graders...
- Demetri Young: They would all work together?
- Ba Luvmour: ...all working together on a given project. But then, we also did things with just two or three classes working on different projects at the same time. Project-based learning is great because you have to bring all your skills to it. There's the whole interpersonal and emotional learning involved.
- Demetri Young: The organization, the planning. Yeah only just now are we starting to delve into that in senior year computer science, pretty significantly. I'm working with four the people project, and it's like if they had emphasized this in earlier years, I feel like this would come a lot more naturally.
- Ba Luvmour: And we really emphasize it in the years about 8 to about 12. Because that is the burgeoning sense of community. So many people these days talk community, and appropriately, and wanting social justice, but what they don't seem to realize is that there's a developmental window in which we learn that. Just as there's a developmental window in which we learn language. And that developmental window is between 8 and 12, so if we don't create project-based learning and education during those years, then the social and emotional window, which of course triggers that mammalian brain to say, "This is great." Doesn't happen, and we don't have a chance to mentor the young people in that. And because we don't mentor the young people in a project like that, then they don't get to see one another, and learn about one another. And boys and girls learn they have much more in common than differences. And, that sort of thing.
- Demetri Young: Right, I remember I went on one of the boys to men retreat type things, and somebody told me that when I was in like seventh grade, or something and it absolutely blew my mind. And I was in disbelief for a long time.
- Ba Luvmour: Well, the culture wants you separate, wants you to believe you're separate, and then it can sell you all sorts of things to make believe

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that you can get together, but you are together. It's really not the problem that it's cracked up to be.

Demetri Young: All right, so anyway, going back, I remember you talking about the physical education at the beginning of every day. Why is that so important for all of the grades at all? Because the last year PE I took was freshman year, and I haven't had it since. Do you think that's an important part of education?

Ba Luvmour: Well, I don't want to comment at the high school level.

Demetri Young: Okay.

Ba Luvmour: I think there's a lot more opportunity for each student to self-govern who they are in that. For instance, at Pacific Crest, they have an agreement with the local climbing gym, but it's optional whether the students go or not. But younger, yes.

Here's why it's important. You come from home, and you come with all the stuff from home, and we register these things in our body. Again, holistic—the emotions, the experience of home, most people get up, go to brush your teeth, do this, do that, do this, get out of the house. Oh, you're at school. And the kids come in saying, "Okay, I made it. I'm here." And that's not a good learning moment. So you want to create a good learning moment. So just get it out of your body. You just go, "Oh, let's just run around, have a good time. Let's learn something, a skill, a throwing skill, a dancing skill."

And in doing that, I start to relax and I start to go, "This school's a pretty cool place. We can come here and just do that." So, then we start to relax. So, then I have a little snack and I go into learning, and I'm there, because my body is not saying, "Nervous. Get out. Jump around." I don't know about you, Demetri, but when I went to school, my knee went 1,000 miles an hour while I was sitting in class.

Demetri Young: Oh, every so often I'll have something like that. For some reason particularly when I'm fatigued. Or just sleep deprived or something like that. Definitely.

Ba Luvmour: Well, one more thing I just want to make sure we'll cover, and that is that you brought up the idea of homework, and the testing, and that sort of thing. And those activities, homework, testing are designed to move a person along to come out, again, able to compete in the global marketplace. And holistic education, as I said,

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takes a risk. But I don't want to make believe that, "Woo woo, wah wah. Oh, take a risk, everything's cool."

Demetri Young: Right.

Ba Luvmour: Because, it's not that way. First I want to root holistic education in the understanding of emergence. Now emergence is a paradigm that is coming in our world, and has actually been here since quantum mechanics, the theory of relativity, ethnographies, in anthropology and cultural anthropology. I could go on and on. Humanistic psychology, existential philosophy, the merging of East and West philosophies that's going on. The merging of quantum mechanics and spiritual experiences that is also taking place, right now. There are these very powerful fields that are coming together, and they're all saying the same thing, which is basically that it is a nonlinear world, it's not just cause effect, cause effect, cause effect.

But it's a world in which whatever happened in time one, affects time two along with many other things that affect time two, so something else can emerge. And again, that's the basis of relationship. We each come honest and honorable in it, and allow something else to emerge that neither of us knew before, otherwise we get bored with each other. So, that understanding of emergence, which is a coming dominant paradigm, is at the basis of holistic education. That is as you emerge into your deeper, more complex, more whole self if you will, you will have greater and greater opportunities to participate in this world in ways that satisfy your curiosity, and bring you happiness and also no doubt will bring you an income.

Demetri Young: I would hope so.

Ba Luvmour: Oh, absolutely.

Demetri Young: Speaking of which, I guess, would holistic high school, or even as early as middle school, I started getting actual high school credits that a college would accept. Is there any of that in holistic education?

Ba Luvmour: Oh, sure. Oh, sure. And this answers another question you have. Every student at Summa who went on to either high school or transferred schools, or went back to public school for financial reasons did well in their new institution. So you asked, well, do you learn the skills? Well, first you learn how to learn, which means you can apply it across the board, and then you earn enough of the skills

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so that if those skills are required, you can dive in and apply them. So, that's really important. What was your question again?

Demetri Young: Transcripts, basically. Are there transcripts, and grading?

Ba Luvmour: Right, and this is very acceptable now. There are a long, long evaluations. Three, and four and five pages, which actually go through each academic subject, as well as social, emotional development, and describe the kind of learner the child is, the student, and tries to describe as deep an understanding of the student as possible to pass on to the next educator. That's totally understandable, and students in holistic schools, if they desire, have no problem going to universities. Absolutely, no problem, and I personally have shepherded a dozen different people in that way into really top-end universities.

Demetri Young: That sounds great. One of my teachers that I didn't have them for the whole year, but we really got to become friends, and we talked a while about just like the inner workings of a public school, he was basically like, "There's this thing here called virtual scholars, where you get 30 kids in a room. They all have computers, and they're redoing a course that they failed in the past."

And his prediction, that he was very adamant about, was basically in the next decade or two, every classroom is just going to be taught like that, where you have like 10 teachers in the entire district who are basically like remoted into the computers, and they'll give a lecture to 200, 300 students through virtual scholars, and then the students will do things like Khan Academy, and send one major assessment in, and they'll bring more teachers into like a stadium and grade all of them at once, and evaluate it. What does that pose for the future of holistic education, if that were to happen? Do you think they're still going to be a demand for it....

Ba Luvmour: Oh yes, I think there will be more of a demand if that unfortunate future does unfold with us. And I know it is partly here already, but there'll be an ever more demand. You know, Demetri I'm 70 years old. I (together with Josette) organic farmed in 1979. I walked in *Take Back the Night*, which was a feminist movement against rape in 1971 in New York City. So, I've been around, and I've been involved for many, many years. And I watched on the one hand, the deterioration occur in the environment, I think in the politics, and so on.

And on the other hand, I watched this groundswell come up, for example, in organic food. Now it's everywhere. It's absolutely

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everywhere. And that's good. That's good, because it tastes better, and it's better for the soil and it's all those things. And that's been true all along.

When I first went to an acupuncturist, I think there were two where I lived, and now, thank goodness, they're everywhere, because I think it's great to have that option. So, there are these countervailing forces happening, and I don't know much about who wins, or who loses or anything like that, but I do know that there's a line in the Tao teaching, which I've always loved. It says...*The more laws there are, the more outlaws there are.*

So, I think that you have to be really careful here, and there's a huge groundswell in academia, in film, in the arts, certainly in education to go, *Wait a minute. Wait a minute. Do I really want to look at my child as a cog in a machine? Or do I want to look at that child as radiant, beautiful and able to live the life that it is important and meaningful to them?*

Demetri Young: Geez, have you ever read One Flew over the Cuckoo's Nest?

Ba Luvmour: Oh, sure. Oh, when it first was published.

Demetri Young: I'm just hearing it all over the place in here. Just being part of the combine, that type of thing. That's a pretty intense story. Well, thank you.

Ba Luvmour: Oh, Demetri. Let's talk forever. I love it.

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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.

[*music*]