

MEETINGS WITH REMARKABLE EDUCATORS

PODCAST TRANSCRIPTION OF

JACK MILLER, PhD

with host

Ba Luvmour

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

Copyright © Ba & Josette Luvmour, 2017

Meetings with Remarkable Educators

Copyright © Ba & Josette Luvmour, 2018 • ba@luvmourconsulting.com

Ba Luvmour: Welcome to Meetings with Remarkable Educators. 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 bit about what they've done and how I came to know them.

I can't remember whether I first met Jack at a retreat for leaders in holistic education at Goddard College in Vermont, or when he hosted the International Holistic Education Conference at the University of Toronto. His commitment to the spiritual ground of all life, and especially how it applies to holistic education has been an inspiration to me and to many, many others. All of us look to Jack for deepening our understanding and our practice. He is truly a giant in our field.

Jack Miller's been working in the field of holistic education for over 35 years. He's the author/editor of 20 books on holistic learning and contemplative practices in education, which include *The Contemplative Practitioner*, *The Holistic Curriculum*, *Transcendental Learning: The Educational Legacy of Alcott, Emerson, Fuller, Peabody, and Thorough*, and the soon to be published *Love and Compassion: Exploring Their Role in Education*. His writing's been translated into nine languages, and the *Holistic Curriculum* has provided the program framework for the Equinox Alternative School in Toronto where Jack has been involved in an advisory role.

Jack's worked extensively with holistic educators in Japan, Korean, and Hong Kong for the past 20 years, and has been a visiting professor at universities in Japan and Hong Kong. In 2009, Jack was one of 24 educators invited to Bhutan to help that country develop their educational system so that it supports the country's goal of gross national happiness. Jack teaches courses on holistic education and spirituality education for graduate students, and students in the initial teacher education program at the Ontario Institute for Studies in Education, at the University of Toronto, where he is a professor.

Everyone here just loves you and so inspired by all that you've done over the years. I'd like to know what drew you to it.

Jack Miller: Well, it comes from my experience in the late 60s. I was a draft-age American and having to decide whether if I was called to go to Vietnam, whether I would go or not. That got me, first of all, looking at ... It radicalized me politically. I came from the Midwest, Kansas City. I grew up in a very conservative family. I started reading a lot in resistance and non-violence, and Thoreau (Henry

Meetings with Remarkable Educators

David Thoreau), in particular, was important and always has been. Thorough and Emerson have been so important to me throughout my whole life.

But the other thing is I had a lot of stress, and I wasn't coping very well. So I started looking for ways for integrative things. Right? So I hit upon a book called Yoga, Youth, And Reincarnation by Jess Stearn. In the back of that book were a set of asanas, and I just started doing them on my own.

Ba Luvmour: Me too.

Jack Miller: Really?

Ba Luvmour: A different book, but I just started doing asanas on my own as well.

Jack Miller: Yeah. It wasn't anything like yoga as it is now. I mean, there weren't all the studios and everything. So immediately after a month of doing them, I was doing so much better. So I got interested in eastern thought, and started reading. The teachings of Ram Dass became very important to me and my wife. We started listening to these tapes at night, and falling asleep listening to them. In 1974, he was at a conference in Naropa, and he brought Joseph Goldstein in to do meditation at that conference. So I got these tapes of Joseph Goldstein doing Vipassana Meditation, and again, I started doing the meditation on my own in 1974, and have been doing it ever since.

I really believe that almost everything that's come out of my work has come out of my practice, particularly the meditation practice, because it's about, as I understand it, it's about experiencing inner connection, at not an intellectual level, but more of an experiential level. That's how I got into it.

Ba Luvmour: Thank you. I started in 1977 and have been going ever since. Isn't that great?

Jack Miller: Yes.

Ba Luvmour: It's unbelievable isn't it?

Jack Miller: Well, I think there's a whole group of us that incarnated at a certain time. If you look at the dates that Goldstein and these people were born, it's like a whole ... And hopefully it's not just us that we can help. I mean, that's what our work is, is to encourage other younger people to become involved.

Meetings with Remarkable Educators

- Ba Luvmour: Wow. So you went to live in Canada. Were you welcome there?
- Jack Miller: Yes. It took a while. We left in 1969, and my wife was very important to me in that whole process. She died in 1988, but I could have never done it without her support. I did a master's of arts and teaching at Harvard University, and then I met her in Boston. She came from an Irish Catholic family. I'm still close to that family. But we decided if I was called we would go.
- Ba Luvmour: You would leave to Canada?
- Jack Miller: Yeah.
- Ba Luvmour: I had my ticket, and I failed the physical. It's a whole story I don't need to go into.
- Jack Miller: Yeah, sure. But I passed all those things. And I was very near getting 26 years old, and that's when you were free. But I don't want to go into the history of my drafting. But I was called, so we decided to go. I applied immediately to OISC because it had just started then. Because they had just started, and they had a lot of money in those days, I was accepted right away. I applied in April, and then accepted to go start the doctoral program in June.
- Ba Luvmour: Did it have a holistic perspective?
- Jack Miller: They did not have a holistic perspective, but I was able to do a thesis on taking Carl Rogers and Robert Carkhuff work about how you can train teachers to be more empathetic and congruent, and that kind of thing. So right at the beginning I was ... The work of Carl Rogers initially was very important to me [inaudible 00:07:23]. Then, it was humanistic ed. There was no holistic ed at that time. The word was either humanistic, or affective, or confluent education.
- So I was able to do my doctorate, and then I was hired by "OISE" (Ontario Institute for Studies in Education) in the fall of 1971 to work in what they had at that ... field centers. The first field center I worked in was in Thunder Bay, which is 200 miles north of Duluth, Minnesota. So I didn't do teaching then, but I worked with school boards. But at that time in the 70s it was values education. That's what I was involved in. So we did conferences and stuff, and the Coburg, and values clarification work, and all of that. That was sort of the work at that time.
- But in 1976 I wrote a book called Humanizing the Classroom. I took these models of teaching and applied it to humanistic ... It was

Meetings with Remarkable Educators

called Models of Teaching, Models in Affective Education. That was my first dip into this whole area.

Ba Luvmour: So what's going on inside you as you're going through these processes with field study or whatever it might be? Something must be changing inside you. You've been practicing asanas now, and you've studied meditation. What's going on inside?

Jack Miller: Well, again, the meditation and the yoga gave me some inner strength. Because again, going up there into a part of the world that is, again, it's remote, and I didn't know anybody. Me and my wife went up there without any contacts or any ... But they were very welcoming. Any help that they, the school people, any help that I could give them. And I was very green then. I couldn't give them that much. But just trying to be helpful, to be present. They found that helpful.

Over time, I developed more confidence in working with school people. It was a great introduction to what was going on in the Ontario school system. I did a lot of work with people over the ... I was up there 11 years. I worked-

Ba Luvmour: Up in the remote station for 11 years?

Jack Miller: Yes. I developed a lot of friends, and a lot of sense of practice of what was going on. That's helped me tremendously. I just have one year of full teaching experience, which I had in my MIT program. So that experience gave me a grounding to work with teachers. Because most of the people at OISE, many of them are just so theoretical and have no experiential thing. I mean, I'm not saying all of them. There's a lot of them that have some teaching experience, but, I mean, a lot of them are theoreticians.

So eventually I was gaining confidence in being able to work with people, and mine was a very low key thing in terms of trying to share my practice. I didn't do much of that in that point of my life. A big turning point in my life was in 1982 when my wife contracted breast cancer. So we decided, because I had to travel so much in the north that we should move in the south so I wouldn't be away so much from home. So we moved to St. Catharines, Ontario, which is only like an hour outside of Toronto. That's when I began and started teaching at OISE. In 1985 I taught my first course in holistic curriculum, and it was just like blossoming then.

Ba Luvmour: This is going to sound strange. It just appeared?

Meetings with Remarkable Educators

- Jack Miller: I can't even recall exactly ... One of the things that I had been ... I had written a book in curriculum with another person, and I talked about three positions: transmission, transaction, and transformation. And I said, "Well, if you bring those three together, you have something that's holistic." And that was sort of the lead in to that. I'd also written a book in 1980 called *The Compassionate Teacher*. That was my first coming out. Again, it was a beginner's-like thing, I mean, compared to the stuff that I'm writing now. It didn't have the depth. But some people found it helpful. I did talk about my practice in that book.
- Ba Luvmour: Were you surprised at the reception that's happened over the years for yourself and your work?
- Jack Miller: Yes, I'm very deeply gratified, and I'm very gratified at the university that I worked in. Because then in 1988, that course, *The Holistic Curriculum*, I started requiring students to meditate for six weeks. Which, in most universities in the USA, they would just never let you do that. Right?
I mean, it was a real ... Over the years I've introduced well over 2,000 teachers to meditative practice. And I've never had one who said ... I had four out of all of those who wouldn't do it for various reasons. And I've never had one who said, "I'm really angry that you made me do this."
- The thing is, I give them a lot of choice. I don't make them, like, "This is the one you have to do." I introduce them to eight different types, and then, "you sort of work out your own daily practice." They keep a daily journal, and that's how I interact with them. I think that's the most important thing I've done as a teacher. Because again, at the end of the six weeks they write a reflection, and again, over the years there's been some amazing things that they've said.
- Ba Luvmour: And we all know that teacher training in its traditional sense is problematic.
- Jack Miller: Very much.
- Ba Luvmour: Teachers management, et cetera, et cetera. So what have you noticed from these teachers who you've influenced in the holistic disciplines?
- Jack Miller: Again, my reason for ... I mean, I have to give them a rationale for why they should do this practice, and I say it's about presence, mostly. I say, "When you go into the classroom this is going to give you a deeper sense of who you are." And again, there's a lot of

Meetings with Remarkable Educators

evidence that meditation is very good in terms of dealing with stress which, again, teaching is a very stressful thing. Right?

Ba Luvmour: It is.

Jack Miller: But the other thing is, again, most practices is you sit and look at your experience. So it's a form of self-learning. Most of our learning in the university is either the professor of the text telling you what to do. So it's an attempt to bring some kind of holistic experience into higher education.

I don't think meditation should be the thing. There are many different practices that people could do. I also in, I guess it was in the 90s, I started a course in spirituality and education. That course, I just give them a choice of a wide range of practices that they can do, so a gratitude journal, or whatever.

Ba Luvmour: What have you noticed of the people over the years who you've worked with? What kinds of things do they bring forward? Do they tend to be more holistic educators? What happens to them?

Jack Miller: We've done two follow-up studies with people that have been in my classes, and have continued to do the practice. Again, it's helped them a lot personally, but I don't think it's changed ... because again, we went through a period in Ontario where the conservative government came in and it was a very kind of retro thing, and all of the work that I was doing ... When I was in St. Catharines at that period in the 80s, I was working with the school boards. They got interested, and then the minister was receptive to holistic education, so I was working with the school there about trying to bring a lot of these ideas into practice. Then, it just dried up and it was like 1996. That's when I moved into Toronto to teach full-time, so I've been teaching ever since.

One of the teachers in the Toronto board, or a few of them, read my book *The Holistic Curriculum*. They came to me in 2007 and they said, "We want to start a school based on the idea of the connections, the six connections that are in *The Holistic Curriculum*. That school was approved. It was called the Whole Child's School, initially. They had to change that to Equinox School; because the problem with the Whole Child is adolescents in grade 7 and 8 don't want to go to a school that's Whole Child. Right? They're grown then, right? So they changed the thing to Equinox. So that started in 2009. It now is the largest alternative school in Toronto with 200 kids.

Meetings with Remarkable Educators

I've had an ongoing connection with that school. I did a qualitative study of that school in ... it was two years ago. I interviewed all the teachers, nine parents, and nine kids. And I was just so impressed by, again, the enthusiasm and the commitment to teaching the whole child. So in terms of, well, my legacy or whatever, that school is very ... Again, it just came out of nowhere. I wasn't going around saying, "Will somebody start a school based on this thing?" It didn't happen that way. It just happened organically.

Ba Luvmour: Is that school state-funded, or is it privately funded?

Jack Miller: It's a public school.

Ba Luvmour: It's a public school.

Jack Miller: It's a public school doing holistic education, and that's-

Ba Luvmour: Fantastic.

Jack Miller: It's just a wonderful thing. They started because they said, "Hopefully it can be a model for other schools who want to go in that direction." And I'm going to Norway in October because they want to start a school similar in Norway.

Ba Luvmour: It's teaching story time. Briefly, teaching stories invite us to see the world with a new perspective, often featuring a wise person, a wise fool, or a trickster animal. They can be humorous, and often have many shades of meaning shining throughout the story. I have told teaching stories for the past 40 years, and I love them. I have to tell you, each time I tell one, I learn much more of myself. For our first podcast, I'm going to tell a story with a wise teacher in order to give you a sense of the many ways a teaching story can be approached.

There once was a wise teacher whose words of wisdom students would come from far and wide to hear. One day, many students began to gather in the teaching room. They came and sat down very quietly, looking to the front with keen anticipation, ready to hear what the teacher had to say. Eventually, the teacher came in and sat down in front of the students. The room was so quiet you could hear a pin drop. On one side of the teacher was a large glass jar. On the other side was a pile of dark, gray rocks. Without saying a word, the teacher began to pick up the rocks one-by-one and place them very carefully in the glass jar. When all the rocks were in the jar, the teacher turned to the students and asked, "Is the jar full?" "Yes," said the students. "Yes teacher, the jar is full."

Meetings with Remarkable Educators

Without saying a word, the teacher began to drop small, round, pink pebbles carefully into the large glass jar so that they fell down between the rocks. When all the pebbles were in the jar, the teacher turned to the students and asked, "Is the jar now full?" The students looked at one another, and then some of them started nodding and saying, "Yes, yes, teacher. The jar is now full. Sure."

Without saying a word, the teacher took some fine silver sand, and let it trickle with a gentle sighing sound into the large glass jar, where it settled around the pink pebbles and the dark gray rocks. When all the sand was in the jar, the teacher turned to the students and asked, "Is the jar now full?" The students were not so confident this time, but the sand had clearly filled all the space in the jar, so a few nodded and said, "Yes, teacher. The jar is now full. Sure."

Without saying a word, the teacher took a jug of water and poured it carefully into the glass jar. When the water reached the brim, the teacher turned to the students and asked, "Is the jar now full?" Most of the students were silent, but two or three ventured to say, "Yes, teacher. The jar is now full. Now it is."

Without saying a word, the teacher took a handful of salt, and sprinkled it slowly over the top of the water. When all the salt had dissolved into the water, the teacher turned to the students and asked once more, "Is the jar now full?" The students were totally silent. Eventually, one brave student said, "Yes, teacher. The jar is now full." The teacher then said, "A story has many meanings, and you will each have understood many things from this demonstration. Discuss this among yourselves. See how many meanings the story has for you." The students looked at the wise teacher and the beautiful glass jar filled with gray rocks, pink pebbles, silver sand, water, and salt. They quietly discussed with one another the many meanings the story had for them. After a few minutes, the teacher raised a hand and said, "Remember that there is never just one interpretation of anything. We all have taken away many meanings and messages from this story and each meaning is as important and as valid as any other."

I chose this for the first podcast, as it wonderfully illustrates the many meanings in a teaching story. 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 the end of a subsequent podcast. Again, that's B-A at L-U-V-M-O-U-R-C-O-N-S-U-L-T-I-N-G.com. I look forward to your insights and to learning from you. Those insights selected will receive a copy of the award winning book so valuable for parents and educators, *Grow*

Meetings with Remarkable Educators

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.

- Jack Miller: So the work that has been the main, in terms of the connection with the ... As you say, "Well, where has this work gone?" That would be the main ... But, I mean, I run into many teachers, and again, Thich Nhat Hanh read a thing at Brock University. He'd run these workshops for happy teachers, and if we have happy teachers, then we have happy schools, or whatever it's called. Somebody was at that conference that was in my class way over 10 years ago. And she came up to me and she said, "Thank you for making me," I was like, "an intellectual Buddhist", and, "Thank you." She had tears in her eyes. She said, "Thank you for making me do the practice." So again...
- Ba Luvmour: More than anyone I know, you've been able to bring the spiritual practices right to the education climate. Congratulations, I mean, to all of us for the gift that you brought. That's a wonderful, wonderful gift. We all work with that, and we talk about it, but to bring the practice directly to them, "Hey, start here. Work it out from there. There's lots of ways to go about this." What a beautiful message.
- Jack Miller: Yeah, because, I mean, I just believe that we all need some kind of practice. The whole university world, they're all in their heads.
- Ba Luvmour: I know. It's one of the reasons I avoided it. I applaud you. But why I became sort of an independent scholar and practitioner is because I personally didn't have the emotional stability really to deal with it. It pissed me off all the time.
- Jack Miller: Exactly. Right? Yeah, But again, the whole mindfulness thing, now it's so mainstream.
- Ba Luvmour: You're right. It's a little scary at times.
- Jack Miller: It's a little scary, because I don't think ... I mean, again, I think there is, like a spiritual ... when you do it, it's about reverence and all of that, and I think a lot of that's lost.
- Ba Luvmour: Well, there's an old Persian statement that says if there wasn't the real, the counterfeit wouldn't exist. I can pass you a \$3 bill. Right? So that's what we have to live with.

Meetings with Remarkable Educators

- Jack Miller: We have to live with it. But I'd rather have it than nothing. Because again, there is enough goodness there that real transformation is going on in some places.
- Ba Luvmour: I don't know if you have a lot of contact with the Equinox parents. I know you just referred to the little bit of contact, but I know that in my work over the years the parents' fears, and pullback to the cultural norms, it's been excruciating for me and my loved ones, really, at times.
- Jack Miller: Yes. I mean, I have to say there have been real challenges for the school with parents. They had a couple of parents who created chaos for a while among the staff. But at this point that's quieted down. The school right now is in a very good place. But they had gone through, as you say, some really difficult times.
- Ba Luvmour: So challenging. And for those of us who had to also create funding it was really, really difficult. I mean, I was just talking to Paul (Freedman), as you know, at Salmonberry School, and they own their land now. I know! You know me, I've tried different things over the years. The funding stream...that's where the parents think they have this power comes in: power, money, fear.
- Jack Miller: Yes, the whole thing.
- Ba Luvmour: The whole thing. It just chokes that ... May anyone hearing this just try to think, "Where do the resources really need to go?"
- Jack Miller: Yes.
- Ba Luvmour: Wow, so you've done so much. I hear, there's been a rumor, but I have to tell you, it's been around for several years, that you're retiring.
- Jack Miller: No. I'm 74.
- Ba Luvmour: I'm 70.
- Jack Miller: Okay. This year I moved to 50% because I have a pension now. I don't need to have a full salary and a pension. I felt guilty about doing that. But I still want to work. So I moved to 50% this year, and I have no plans. I had the whole year off last year to do writing, and I wrote this book on love. So I came back and I taught for the first time in a year this summer, and I just loved it.
- Ba Luvmour: I know. They say, when am I going to retire. I say, "Retire from what? From life?"

Meetings with Remarkable Educators

- Jack Miller: Exactly. Right? I mean, I will retire when my health gives out, and that will happen at some point. Right?
- Ba Luvmour: At some point.
- Jack Miller: But as long as ... I'm teaching a spirituality course in the winter, and I've already got a waiting list of like 30 people.
- Ba Luvmour: I'm sure.
- Jack Miller: But again, because we don't offer enough in this realm. And because I've cut back, I'm just doing two instead of four, there's probably a little bit more demand. Although this summer I was fine. I didn't have a waiting list. I had 22 people, and it was just lovely. Again, in the teaching I just try to just ... we start with a circle, get the tables out of the way. Again, the university environment is they set these tables up. Already, that sets a model of learning, that's in their mind, it's like the seminar, right? People giving these presentations, and no flow of energy, just stuck.
- Ba Luvmour: I know.
- Jack Miller: Yeah, so again, I think the physical setting of our classroom and how it's arranged is so incredibly important.
- Ba Luvmour: Every little part of it, no question about it.
- Jack Miller: Yeah.
- Ba Luvmour: Really. Wow. I have so many questions. I don't even know where to go. To me, there's always this question of the courage that we've all had to somehow find. I know for me it wasn't a second ... there was a point where it was just, "What else could I do?" Was it like that for you?
- Jack Miller: Yeah, well, it's interesting. The year that my wife died, in April of 1988, that sort of gave me the courage that summer to require them to do the meditation. There was just something there. I said, "Well, I faced death, right? Well, I can do this. This has got to be easier than seeing my wife die. Right?"
- Ba Luvmour: Yeah, wow. Do you know Phil Gang?
- Jack Miller: Yes.
- Ba Luvmour: So Phil lives in Portland now.

Meetings with Remarkable Educators

- Jack Miller: Yeah, I heard.
- Ba Luvmour: And we've become friends. Actually, he was my first podcast.
- Jack Miller: Yeah, okay.
- Ba Luvmour: His wife Marsha sunk into Alzheimer's, and then she's passed.
- Jack Miller: Yeah, Paul told me, yeah.
- Ba Luvmour: He's come out with this film, and he says-
- Jack Miller: I heard it's a really nice film, yeah.
- Ba Luvmour: It is a really nice film. And he said the same thing. He said, "I've known this from my own grief, grief is cleansing, and liberating, and so meaningful." I think that's another thing people are so afraid of. They're afraid of grief, they're afraid-
- Jack Miller: Yeah. That, I guess, gave me the courage to do that.
- Ba Luvmour: Wow. I'm just looking at my watch. I know you're a wanted man. Can you just speak a little bit, you've really brought different cultures into this conference, and into my world, and our world here. Did that just happen because you were known or did you go out and seek-
- Jack Miller: It happened ... One of the things in my life, again, I wrote the book Holistic Curriculum the same year that I introduced the meditation, and Holistic Curriculum was published in 1988. In 1994, I got a letter from people in Japan saying they had translated the Holistic Curriculum, again, on their initiative without anything from me, and then they said, "Would you come to Japan?" So my first trip to Japan, 1994, I spent nine weeks teaching at this women's university there in Kobe, which I've had a continuing contact since then. That's how I met my present wife as well. I don't think you've met (my wife) Metairie.
- Ba Luvmour: No, I haven't.
- Jack Miller: But she is one of the most healing presence of any person ever. She's the happiest person I've ever met in my life. She's just an incredible human being. So again...
- Ba Luvmour: Is that not unbelievable?

Meetings with Remarkable Educators

- Jack Miller: It's unbelievable, like, the chances of us ... And again, she, when I had been working in Japan, she was translated, we basically teach a course together because when she translated it all comes out through her, right? That led to contacts with people in Korea. My student Yoshi Nakagawa went back-
- Ba Luvmour: Who I'm going to do a podcast with.
- Jack Miller: Yes. Has become the leader in organizing what's called the Asia Pacific Holistic Network, where it brings all these people, again, from Thailand, Korea, Malaysia together once a year. The first one was about five years ago. This one this year is in Thailand. The great thing is, they're coming here. This is the first time they've ever come over to a North American conference. That's William Green. He's the one who's really-
- Ba Luvmour: Amazing. He's an amazing man.
- Jack Miller: Right. He's the one that's really made that happen. Again, I've learned so much by being in Japan, being with those people. It's been incredibly humbling, just to be in another culture like that [inaudible 00:35:01]. And I've been very close to my wife's family. I was there when her mother died, and experienced what a funeral is like there. It's much different than it is over here.
- Ba Luvmour: I'd had my 10 year old and 11 year old students study funerals around the world. It just really blew their minds, you know, we went to cemeteries, and crematoriums here in America. "You want to take a look? Here's what it looks like."
- Jack Miller: Anyway, I just think they deal with death better there than we do here. It's much more grounding.
- Ba Luvmour: That's why I'm going to do a little thing on Sunday around children and death. Wow. Well, lucky you. I mean, blessings [crosstalk 00:35:46]-
- Jack Miller: Again, I never planned any of this. I'm not a good self-promoter.
- Ba Luvmour: I'm not either.
- Jack Miller: Yeah, exactly. And I've never promoted my books very well. You know, you're supposed to run around. Four Arrows is great, he got like 20 endorsements, right?
- Ba Luvmour: Unbelievable.

Meetings with Remarkable Educators

Jack Miller: And if I get two I'm happy. I'm just grateful for what's ever happened to me.

Ba Luvmour: Well, we're out of time. Just one last question. I would like you to say something to the people on the edge, whether they're educators or parents, who are looking and seeing the corruption of the mainstream schools and they're saying, "Well, what else is out here?" And there's all kinds of independent schools, and just like in yoga there counterfeit and real. What can you say to them to allow them to give them the courage to begin to explore something new, and what should they look for?

Jack Miller: Well, they should look for allies, other parents, other teachers, and if they can, again, the school system varies so much, but some school systems, again, like the Toronto board, they are very receptive to groups of parents coming together and saying, "We would like this kind of school." So it has to be a ground up thing. If you have to go private, you go private. Each of those has pluses and minuses. You have more freedom if you can get the money to do a private school, but as you say, the funding is such a problem. But if you can get a public system to support ... And that's what I would like, the public system, I think, should have a rainbow of schools, and not one model for [inaudible 00:37:45].

Ba Luvmour: Great. Thank you.

Meetings with Remarkable Educators is a production of Luvmour Consulting II, LLC, copyright Ba and Josette Luvmour, 2018.

Our sound engineer is Demetri Young, our webmaster is Nathan Young, and our all-important social media maven is Cleo Young. All podcasts are transcribed with show notes, and can be found at www.LuvmourConsulting.com/podcasts.

Please visit us on Patreon at patreon.com/remarkableeducators to help us reach more listeners and to invite more remarkable educators to engage us with their inspiring work and ideas in Holistic Education.

Ba and Josette Luvmour would also like to thank SelfDesign Graduate Institute. We teach there, and at SelfDesign, we nurture each learner's ability to explore inner and outer worlds and discover his or her own deep understanding and vision. Go to the SDGI website and see for yourself. That's – www.selfdesigninstitute.org

Meetings with Remarkable Educators

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.