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

Until 2009, everyone in holistic education knew Ron Miller as the center of the resurgence that started in the late 60s and carries through to this day. Everyone, including yours truly, was enlivened and enriched by his work and presence. He started journals, wrote book after book, including the seminal, "What Are Schools For?" He mentored many of us to help bring our work to the public. He became so well-known that he was invited to speak in Turkey, England, Mexico, Canada, and at conferences around the United States.

As he had been retired for seven years, I wondered about the staying power of his work. When I attended the 2017 Holistic Education and Teaching and Learning Conference, I found that educators from Asia and Europe, as well as North America, referred again and again to his insights and, unprovoked, to Ron himself as an inspiration for their commitment. I have a close, personal relationship with Ron, and was delighted when he agreed to do this podcast, his first public comments on holistic education in seven years. I am sure you will enjoy listening to this educator, philosopher, historian, and holistic education pioneer.

Ron Miller has been an education scholar and activist, teacher, publisher, and book seller, community leader, and philanthropist. Originally trained as a Montessori educator, he received a PhD from Boston University in American Studies, focusing on the cultural and historical foundations of education. His research led to several books, including "What Are Schools For? Holistic Education In American Culture", "Free Schools, Free People", "Education and Democracy After the 1960s", and essay collections including, "Caring For New Life", "Creating Learning Communities", and "The Self-Organizing Revolution", among others.

Ron founded the journal, "Holistic Education Review" in 1988, and helped organize conferences to build a movement for holistic education. He later published the magazine, "Paths of Learning" and edited "Education Revolution" for the Alternative Education Resource Organization. Ron was on the Education Program faculty at Goddard College, and has also taught at Champlain College. He helped establish the Bellwether School near Burlington, Vermont. Since 2014, he has run a life-long learning program in Woodstock, Vermont, where he teaches American History and other topics.
Welcome, Ron.

Ron Miller: Thank you, Ba. It's really great to reconnect with you. It's been a lot of years.

Ba Luvmour: I know! I was thinking of the first times that we met. Do you have any recollection of that? Because for some reason, it's emblazoned in my memory.

Ron Miller: Oh, no I don't remember the very first time.

Ba Luvmour: I think it was ... Do you remember a woman named Elizabeth at the Peninsula Free School, outside of San Francisco?

Ron Miller: Oh yes.

Ba Luvmour: It was some sort of tea in the East Bay for her or for the school, and I don't even recall how Josette and I were invited but we were there, and I was kind of down in the dumps because we had spent all this time writing and editing with New Society Publishers our first book. Then for personal reasons, the editor at New Society had to drop out and I was feeling, "Why am I doing this?" It kind of felt like a grind to me.

I met you, and had you heard of me before that?

Ron Miller: No, I don't think so.

Ba Luvmour: Anyway, for some reason, we were attracted to each other and I started to tell you. You said, "Oh no! Don't be ridiculous!", and you gave me all this encouragement. It kind of knocked me out, and I went home with Josette and I said, "Did he just say that?" And she said, "Yeah, I heard it too." That actually kept us in the field and kept us working. So I feel a lot of gratitude, and, of course, we've had many other wonderful experiences over time.

Ron Miller: Yeah, we have. We've had some good times together. I'm glad that I did have that effect on you; because you and Josette went on to do really terrific work for many years. Encouraging colleagues was always important part of my work, so I'm glad it worked out.

Ba Luvmour: It really did. So tell me, if you would, a little bit about yourself in the sense of... you did encourage so many of us. What about it? What happens in you? Why is that so important to you?

Ron Miller: Why was it important to encourage people?
Ba Luvmour: Yeah. I mean, I know other people who kind of do their work and just don't really spend their time or concerns with what other people are doing in the field, but you always went out of your way to encourage and to promote conferences. I know you ran early websites, and different opportunities that you were always giving people new opportunities. So that seems like a part of yourself that I don't think happens very often or that not many of us do. So can you tell us any more about that?

Ron Miller: Well, my work in this field always felt like a calling, like a mission that I was given from the time that I was in graduate school learning about educational alternatives. Coming upon the concept of holistic education, I realized this was something I had to plunge into really deeply, and was very lonely. I didn't find anyone else in the academic world working on this. There was very little literature, and so it was part of my work to find colleagues, find people who were thinking along the same lines and say, "Hey, let's get together. Let's build a movement out of this because these are really important ideas and they've got some answers for the dilemmas of our time."

So I think that was the most gratifying part of doing this work, was finding people like you and many others who were discovering this way of thinking and applying it in so many ways.

Ba Luvmour: What do you mean by "a calling"? I don't mean to be intrusive here, but it's so interesting because as I talk to all the others in our field, and I go back into myself, I know what a calling means to me. I'm just wondering, what does a calling mean to you?

Ron Miller: Well, I can't define it exactly. I don't know where it comes from. All I can say is that I grew up in a very conventional, upper-middle class family in the suburbs, and I could have had a very comfortable life as a ... I don't know... as an accountant or a lawyer or something.

Ba Luvmour: Somehow, I can't see you there, Ron.

Ron Miller: Actually, I do have some fantasies now about going to law school and being a constitutional law scholar, but I think I'm a little old for that.

Ba Luvmour: That's a little bit different. Okay, I get that. I actually have that fantasy at times, too, to tell you the truth.

Ron Miller: But the reason I didn't do that when I was in college and graduate school is I just had this yearning to find out, why are things falling apart? Why is there so much violence in the world? Why is there so much unnecessary suffering? I really wanted to know. I wanted to figure that out. I went down many paths to try to find answers. I found myself going toward, first,
the field of humanistic psychology, the work of [Carl] Rogers and [Abraham] Maslow, and others. That led me into humanistic and then holistic education.

I can't really explain why it was so compelling to me, but it pulled me out of whatever conventional ways of thinking and conventional attitudes, conventional politics that I had grown up with. Something was telling me, *No, this is a better way to go. This will lead to a better world, if we can get people to recognize this.* I felt, *All right, I'm going to do my part. This is what I have to do.*

**Ba Luvmour:** It's amazing, isn't it? It's not a choice situation. We see it and it calls, and that's what we have to do. I think that's one of the beauties of it is that the choices are over. However, then it leads to the actuality of it. Tell me a little bit about those early days. You describe them as lonely. What was that like?

**Ron Miller:** Well, graduate school can be lonely anytime, because you're immersed in this research, buried in libraries ... Well, back in the old days it was libraries. I guess today you just go online. But I was coming across these ideas and this literature that very few other scholars were looking at. It made me wonder, *am I crazy or am I just really out to lunch here?, because I'm finding this interesting. Why don't other serious scholars find this interesting?*

In fact, when I wrote my dissertation, I submitted it to my advisor and my second reader, and they didn't like what I was doing. They said this is not academically ... well, they didn't use the word "kosher", but that's what they meant. *It's not within a recognized field, you're not using a literature that's academically sound. We need you to go off in this other direction.* So I was alone. I really had no support for what I was exploring at that point.

**Ba Luvmour:** Well, when you started to reach out, you obviously started to find some people. Was it because you had published? ... I know you've written many books, and much inspiration is in them. But was it the books that attracted a bigger community to you? Or did you actually find people, even at that early stage, who were agreeing with you?

**Ron Miller:** I started going out and finding them. So the research showed me the range of alternative movements. So I was already connected with the Montessori world, because I had been trained as a Montessori teacher, but I started to learn about the *Waldorf Movement* and the *homeschooling movement*, and various other approaches. So part of my dissertation research was field study. I would take trips to various parts of the country and visit schools, or visit individuals who had written an article somewhere or I had...
come across one way or another. I start building up this small network of like-minded people.

So as I began to reach the end of my scholarly work, and I had to decide, "Well, what am I going to do with this? Am I going to join a faculty somewhere and be a professor?" Again, this calling seemed to be pulling me in another direction and said, "No, I've got to be an activist. I've got to go out there and help build this movement." The way to do that was to start a journal, start a new publication that would collect the writings of these people that I was meeting.

So 1988, I launched Holistic Education Review, and once that got out into the world, more people started coming to find me. They came across the journal, and they said, "Oh, I'd like to write for this also."

Ba Luvmour: Wow, that's such pioneering work. So as it grew, were you surprised? Because it seemed to me ... And let's see, I guess we met; it had to be in the late 80s, early 90s, right? Would you say that?

Ron Miller: Well, if we met in the East Bay at that event, I was living out there from '91 to '92.

Ba Luvmour: Right, you were living out there. I do remember that.

Ron Miller: All right so that's when we would've met. I started the journal in '88 and I edited it for four years. I stepped back after '91, when I moved out to California. So I guess we didn't have any contact during the time I was the editor.

Ba Luvmour: Right. That's for sure. So were you surprised? Because it seemed to really grow pretty quickly. Or was that just my perception, since I was excited and becoming part of it, and was meeting all these wonderful people?

Ron Miller: Yeah, I think it has more to do with your excitement, and also ... [laughter]

Ba Luvmour: It is a problem for me, how excited I get. Isn't it? I think you've seen that over the years, too.

Ron Miller: But no, when you're with a small group of enthusiasts, you tend to think that you're the whole world, or you're a big piece of the world. It never really was. So the journal, I think at one point, maybe reached 2,000 subscribers, which starting from scratch and starting with ideas that most people had never heard about, that's pretty good.

Ba Luvmour: Yeah, for sure. Especially in the pre-social media days.
Ron Miller: I don't look back and regret doing it. But really it was just a blip. It never had an impact on the education profession as a whole or on the academic world. I remember I joined the Educational Press Association, and I thought, "These are my colleagues in educational publishing, and I'm going to make some good contact here." I was in the room with people from these professional magazines that were going out to 600,000 teachers, or the publisher of Highlights for Children was in this group. What's their circulation? Several million, right? So here I am sitting with these guys and, "Oh yeah, well we have 2,000 readers."

I realized that no, this is a tiny subculture that I'm speaking for, that I'm giving voice to. Yeah, we've got to start somewhere, but I was humbled very early on. It was not a major undertaking.

Ba Luvmour: But then it grew. Say like by the middle 90s or even later into the 90s, there was a lot going on. I mean, I know that you worked with Phil Gang and others on GATE [Global Alliance for Transforming Education] and many other projects. It did seem that people were reaching out into their own, and developing their own constituencies. We had several thousand constituents at one point, and that sort of thing.

So what about that aspect of the spread?

Ron Miller: Well, I guess you could look at it at a "the glass being half full or half empty". Yes, we built something there that had value for a lot of people. There's no question about that. Yet, from the point-of-view of truly shifting the culture, truly changing the dialogue about educational policy and practice, we did not ... at least not yet. I never felt we had a great impact there. I finally left the field around 2009 because I just felt I had given it everything I could and it was still such a tiny impact on the whole culture. I didn't have the energy to continue anymore.

Ba Luvmour: Sure, well, I experienced the same thing in many ways. Now I notice that almost everyone is trying to talk about positive development. When Josette and I started, nobody talked about it, or very few people talked about it. It was always about therapies and responding to what's wrong, or trying to see the pathologies. Nobody was really saying, "Hey, what does really well-being look like?" While I can't say, "Oh, well we were the influence of that", it's certainly the conversation, at least has changed somewhat.

Now that I'm doing these podcasts and I'm being directed by Cleo onto these various social media networks and different connecting opportunities out there, there's a lot of interest in, "How do I bring some of these practices into my classroom?", or "How do I stop and look back at my relationship?" You see a lot of relationship-based comments out there,

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and a lot of comments about connecting to children as the basis of a decent education. While that's a long way from the depths and the understanding that perhaps you and I share, nevertheless, that's a pretty significant switch, wouldn't you say?

Ron Miller: Yes. I can't deny all the good things that have changed. Just a few weeks ago, the new superintendent of the public schools here in my small Vermont town heard about me and asked me to come in and talk with her. They've got all kinds of ideas about personalized learning and learning out in the community, and doing all these great things. So yeah, that's a milestone. That's something that wasn't happening 30 years ago.

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. It 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. This teaching story is called Idiot.

It was an auspicious time of the year. The wise fool was expected to give a party for all the important people in the local area. The mayor was to be there, all the important business people, and all the celebrities were jammed into his house. Well, during the party, he noticed that the hors d'oeuvres were on one side of the room, and the china was on another side. "Oh no!", he said. So the wise fool went over and picked up a giant stack of china and started to go across the crowded room.

On his way, someone bumped into him and all the china flew up into the air. Well, as you might expect, a hush fell over the audience. Everyone looked up and the china came crashing down to the floor. Crash! Crash! Crash! Crash! Crash! Everyone was aghast and looked at the wise fool. He turned to them and he said, "What's the matter? Haven't you ever seen an idiot before?"

Let's have some fun interpreting this teaching story. Become a Patreon supporter at Patreon.com/remarkableeducators. You have access to our detailed comments on how this story applies to education and parenting. Of course, that's just our perspective. The fun comes with community dialogue, as the many shades of the teaching story come alive. See ya there!
Ba Luvmour: So when you look back, what relationships were particularly meaningful to you as you were able to stick to it for 21 years, which is a significant amount of time?

Ron Miller: Which relationships?

Ba Luvmour: Yeah.

Ron Miller: Like which colleagues, which individuals?

Ba Luvmour: Yeah, people or ideas. What influenced you outside of your own studies?

Ron Miller: That would be hard to single a few out. I would say events that I was invited to or participated in kept the enthusiasm going. So we called this conference of people associated with holistic education. We held it in Chicago in 1990, outside of Chicago. I don't remember now, maybe 80 or 90 people were there, but just tremendously interesting and dedicated people. That was an exciting event.

A few years later, there was an educator in Guadalajara, Mexico, Ramon.

Ba Luvmour: Ramon! Ramon's still at it, you know. In fact, I'm going to get in touch with him to see if he'll do a podcast with me.

Ron Miller: That's great! That would be wonderful. Well, one of my great memories in this work was being at one of his conferences in Mexico. We were in this huge ballroom in a hotel, I don't know, how many hundred Mexican educators. At each table, they were discussing the Chicago principles of holistic education, the document that we wrote at that 1990 conference, in Spanish. Hundreds of people were poring over this document that a group of colleagues and I had written. So that was an exciting moment.

A few years after that, I was invited to Istanbul in Turkey to a conference on educational alternatives. That was a mind-blowing experience. So events like that kept me going. They really showed me that people in other parts of the world were discovering these ideas and treating them seriously.

Ba Luvmour: Thank you for that. Yoshi is very vibrant. I met a bunch of people there at a conference recently. The Asian Pacific Rim Holistic Education Movement and Yoshi is centering it. It's in about five or seven different countries there.

Ron Miller: Yeah, they've done great work out there. I know Jack Miller from OISE [Ontario Institute for Studies in Education], who you have also interviewed, has had a lot to do with bringing holistic ideas to Asia.
Ba Luvmour: Yeah, so Ron, while all this was going on ... I know I have found it personally challenging at times in the sense that people have dismissed our work, even been kind of crude or rude to us personally, or certain things we’ve tried haven’t gone that well, or certain other things were super successful for a while and then not so successful. In other words, it’s kind of a roller coaster, and a lot of personal challenges to persevere. What kinds of personal challenges did you face?

Ron Miller: The hardest one and the one that finally did me in was just my own idealism.

Ba Luvmour: That’s so interesting!

Ron Miller: My own expectations of what success would look like. If my journal had reached 50,000 people instead of 2,000; or if my books sold 50,000 copies or could actually be found in bookstores. That’s, kind of, what I expected. Being much more marginal than that in the culture, even though as we’ve said, it was a contribution. It did start something. It was enough for my own idealistic needs. So yeah, that was my biggest adversary.

Ba Luvmour: That’s really well stated. I know for me, it’s really ... I have the intimate support of Josette and Albee and Amber and a few others. I know that they’ve picked it up when I also have tripped and had difficulty because of the challenges of bringing this forward. Pioneering is a hard thing to do.

Ron Miller: Yeah, and the other thing to keep in mind here ... and I am trained as a historian. That’s how I got into this work. You look at the historical phase that our culture was in, in the 1980s and the 1990s. That was the Reagan Era. [Ronald] Reagan appointed this commission, which came out with their report, A nation at risk, in 1983. So at the exact same time we were coming across these exciting ideas that pointed toward the future, the mainstream of our culture, the government, the corporations, the big foundations, the education profession, they were all looking to the past. They were all trying to shore up an educational system based on industrial age models and processes. They had much more power, much more influence than we ever did.

So it’s not just blaming ourselves for being idealistic. We were living at a time when our ideals were not widely appreciated. That was hard. If we had done this work in the 1960s, it would be different. That’s where you’ve got books that now are pretty much forgotten. But Summerhill by A.S. Neill, The Lives of Children by George Dennison, these books were read by thousands and thousands of people. They were very influential, because the culture at that time was ripe for it. We came along at a time when the transformational energies of the 60s and early 70s were starting to peter out.
Ba Luvmour: Yeah, I'm just pretty cynical about government in the sense ... they look like they're always last to the party to me on anything meaningful like that. I guess I resolved in myself to say, "Okay, teacher or parent, you have the child. Nobody's here between you and that child. So you can bring forth a holistic relationship." Maybe that's my idealism or maybe it's my defense, but that's where I resorted in the face of the larger scale ignorance and being ignored by them, for sure.

Ron Miller: Yes. Yeah, for sure. That reminds me of a quotation I heard along the way. I don't remember now who said it. I think it was some theater producer or director. It was, *In a time of corruption, to nurture is a revolutionary act.*

Ba Luvmour: Yes. I've often felt that way. It sounds like you have as well.

Ron Miller: Yes. But I always eventually wanted to change the whole culture of corruption. As we see around us today, that's not exactly been happening.

Ba Luvmour: Not exactly. But I still hang in there as the little tag line on the last school that we ran, it was, "Changing the world one baby step at a time."

Ron Miller: Yeah.

Ba Luvmour: Even that now sounds a bit empty to me. But we do what we can. But the thing is, since we're called, we're called. Like I said earlier, the decision-making's over. You're called, you do it until you're done doing it.

Ron Miller: Yeah, I agree.

Ba Luvmour: All right, so I know that you became a professor of History at the University of Vermont for a while.

Ron Miller: No, no not quite.

Ba Luvmour: Oh, I didn't have that right?

Ron Miller: No. So my most successful academic work was at *Goddard College*, because it's really a counter-cultural place, and the education program there was very much oriented toward progressive and holistic education. So when I was on the faculty there from the mid-90s and until, something like 2004, I had a great time. I had great colleagues, great students, it was really good work.

I left there, just felt like the right time to move on. Then a few years later, I thought, "Gee, it would be fun to teach at a more conventional college and to teach in fields that I was interested in, but had not had a chance to

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develop." So I was at a small school that's actually about two blocks away from the University of Vermont. It's called Champlain College, but it wasn't part of the university. It's a small private college. I did teach American History and current events, and things like that there for a couple years.

Ba Luvmour: Did you enjoy that?

Ron Miller: I mostly did, yes. It got harder because for the first couple years, I was able to develop my own courses. I was teaching things I was very enthusiastic about. Then they pulled together a much more ... I don't know, I don't want to say scripted, but it was a prescribed curriculum for these courses that I had to follow. I did a pretty good job with it, but it just wasn't the same ...

Ba Luvmour: Wasn't that exciting?

Ron Miller: No, it didn't involve as much creativity and spontaneity. I guess you could say it wasn't holistic education anymore. It was getting pretty conventional.

Ba Luvmour: So do you miss anything about being involved in the holistic education, I guess, movement right now?

Ron Miller: Well, I miss it in the sense that, as I said, they were wonderful people, wonderful events, it really was a good way to spend that part of my life. It would be nice to still be doing that, but I don't have a sense of longing or loss that, "Oh gee, I'm separated from my true calling, I need to get back to it." I don't feel that. I feel like I completed that phase of my life, and I'm reasonably content with what I've done since then.

Ba Luvmour: Great, and what have you been doing since then?

Ron Miller: Well, after teaching at Champlain College, I moved to this small town of Woodstock, Vermont. I bought a bookstore and ran that for a few years, which was great for getting to know people in the community. It was not financially viable, so I ended up closing it down, but I got very involved in the community here. So I was running a literary festival, I'm on the board of several local organizations, and mostly my work is still in education, but it's an adult learning program, totally informal. There are no grades or assigned readings or anything, but mostly retired people come to these classes on history, or literature, or music, various topics. We have a great time together.

Ba Luvmour: That sounds really enjoyable. Did you whisper to me once that you’re thinking of running for a State office there?
Ron Miller: Oh, so two years ago, 2016, I ran for the State Legislature. I ran to be the representative from here and didn't quite make it. I got 43% of the vote, but I lost to someone who ...

Ba Luvmour: That's a nice percentage.

Ron Miller: Yeah, I wasn't totally annihilated, but the guy who beat me had lived in this community much longer, sent his kids to school here, everybody knows him. So I probably would've voted for him myself. But it was quite an experience. I don't think I'll do it again. I don't think I'm a politician at heart, but it was very educational.

Ba Luvmour: Ron, I have a lot of contact now through this podcast and through other things that I do. There's a lot of young people, young educators now and even people beginning their educational college work to become teachers. There's a lot of interest in ... it has different names... Holistic education's not the most popular, although it is well-known, relationship-based education. What would you recommend to them, in other words more in terms of their personage, because in many ways, as we've seen in this podcast, it's very much a pioneering effort that mainstream education is a tremendous cultural weight that's going to take a lot to overcome.

But there are a lot of young people who want to become educators, and parents, by the way, who want to bring a different understanding of parenting based on more holistic understanding. What would you recommend to them in terms of both getting involved, but more deeply staying involved, given some of the challenges that you faced and I faced in our lives and our career.

Ron Miller: Well, if they can keep their eyes on the prize, and be content with small victories in a way that I wasn't myself, I think that would help just to recognize that they are surrounded by a culture that is hostile to these ideas. But as you said before, there is space within families or within small schools, within communities. There is space to work against the dominant culture without it even noticing. They're not going to bother you, so to claim those spaces and to keep at that work and not worry about whether it's causing a revolution to take place next week.

Ba Luvmour: Yes, thank you for that. I know probably the fastest growing of them all is homeschooling. Does that surprise you?

Ron Miller: No, that's been the case all along. Homeschooling started to take off in the 80s and 90s.

Ba Luvmour: Yeah, it's grown so much, and the unschooling movement also is very popular right now.
Ron Miller: I support people homeschooling. I think it's a great declaration of independence from the culture. But in my writings, and when I spoke about this, I always was concerned about our society fragmenting and becoming atomized. If all we do is retreat into our private spaces, then where does our democracy go? Where does our common endeavor go?

For generations, we said that public schools are the only place where that can happen. We're in this confusing time now where we're saying, "Well, public schools are a very imperfect way of building community." But we need something else. We can't just flee from these public institutions and have nothing. So that's the challenge, I think, is how do we keep a democratic common vision, even as we take care of our own kids and our own families and own people who are like us, people who agree with us or look like us? We would lose a lot if that's all we had.

Ba Luvmour: And exacerbating the situation, which to me is that the only way there's success in the large cultural sense is as a special interest group. In our special interest group, whatever it might be, gay rights, or whatever it might be, then we're going to mobilize our special interest group and then we'll try to reach out to others. So it seems like it's almost built into the cultural fabric that an atomization... (is that a word? I'm making it up.) An atomization has to take place to create a special interest group, which then gains enough power or enough adherence, in the sense that everybody knows someone now who's homeschooled. So it's not out there anymore.

I'm not a big fan of what I'm saying. I'm just noticing that in the culture, it seems like you have to go back to a special interest group first, build the strength from there and then reach out to others.

Ron Miller: Yes, that does appear to be how it works most of the time.

Ba Luvmour: It's very difficult. It's very difficult then, in terms of education, because the public schools funding is so tied to government.

Ron Miller: Yeah.

Ba Luvmour: If you were going to recommend one of the books that you've written for people to read as a way to get a good solid understanding of holistic education, which included also how they might go about bringing it into their lives, which one of your books would you recommend?

Ron Miller: Well, they're all out of print, so I don't know that it's a good idea to recommend any of them.

Ba Luvmour: They're all over the internet, though. They can be found.
Ron Miller: Alright well then, the first book that I wrote and then revised it a couple of times is, *What Are Schools For? Holistic Education in American Culture*. I think that gave a good overview of here's what we're talking about, here's where holistic education comes from, here's what it has looked like in practice, in many ways. Here are some of the historical and philosophical contexts for it. So I still like that book of all of them.

Ba Luvmour: That was the first one I read, and I found it really moving and it gave me a sense of substance. It gave me a sense of, "I am rooted in something that is important, and other very important people have taken a good solid look at."

Ron Miller: Yeah, that is what I intended there. It does *not* give people advice about how to start their own schools or apply the ideas in their own lives. I've never written very much about that. I'm more of a historian and a philosopher.

Ba Luvmour: Yes, and a seeder. A person who has planted many seeds in many people. I know even in my work as well, you just don't know which way those things start growing and moving forward. So we just again, tremendous appreciation for all you've done.

So is there anything else you want to leave our listeners with, Ron?

Ron Miller: Well, I would just again want to express appreciation to people who are still doing this work and who are caring for young people and challenging cultural assumptions that limit human potentials. Anyone who's doing that work in whatever way, I support that and I encourage you to keep going.

Ba Luvmour: Thanks. And is there anything else you just want to say for the podcast, Ron? Is there any question I didn't ask or anything that was on your mind that we didn't get to cover?

Ron Miller: No, I didn't really come in with an agenda. I was just ready to answer whatever you asked. So, no that seems good. Thank you for walking me through it, and for inviting me.

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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.