



## Common Arts Education with Christopher Hall

### Lecture 5: Fearfully and Wonderfully Made

#### Outline:

#### Fearfully and Wonderfully Made

- How do the common arts, liberal arts, and fine arts fit together?
  - We have never met mere matter.
  - The common arts are designed around our embodied needs.
  - How did these orders get there in the cosmos?
  - How do we best use these orders in the service of not just ourselves, but for God?
  - How do we order ourselves to nature?
  - The liberal arts manifest themselves in the common arts, but the common arts must come back to the liberal arts in time (Möbius band image).
  - Whenever the common arts or liberal arts are rendered so well that they evoke an aesthetic response of goodness, truth, and beauty, then we've ascended into the fine arts (symphonies, music, dance...fine woodworking, reading G.K. Chesterton, a good meal).
- Sub-creators
  - Who are we?
  - What are our limits? Where do we end?
  - We are sub-creators (Tolkien) not co-creators.
  - We are in a world created by God working with natural orders that reflect His order. Do we become the wise men of old (third chapter of *Abolition of Man*) and use our knowledge in the service of our position? Do we look at ourselves in the proper place as sub-creators rather than co-creators?
- How do you approach right story with students?
  - Latent talents lie dormant unless they are kindled through our educations.
  - How do we lead children out of ignorance and apprentice them into the liberal arts and the common arts?
  - College prep track versus vo-tech tracks: Explore the whole of it.
  - Students who are college bound should learn how to change a tire...work a little metal and wood.
  - Students who are going into automotive mechanics or going into agriculture need to understand geometry and read great literature.
  - Each of us will have a specialized role, but the encounters with the fullness of reality (academics and skills of the hands) is one gift to give to all students.
  - Bring everyone together at the same workbench.



- We need to be overt with our students about this journey.
- Do we talk about the meta-patterns of our cosmos?
- Can we blend our geology with our physics?
- What are our roles, boundaries, freedoms, and responsibilities as stewards?
- Do we come back to safety?
- Do we consider frugality? Take just as much as we need.
- Can we look at our responsibility to attention of the rhythms and patterns of nature?
- Can we worship?
- How do we live out the gospel in the way that we go?
- How do our students apprentice well? What do you bring and how to you bring it?
  - How do you enter a classroom?
  - How do you stay on task?
  - How do you govern yourselves?
- In what ways can I practice my arts virtuously and raise my performance to the level of the fine arts?
- By asking these questions the imaginations of the students are formed.
- “We use our devices, but they also use us.” Jaron Lanier, *You Are Not a Gadget*
- “We make things, but how we make them, also makes us.” Jaron Lanier, *You Are Not a Gadget*