



The Monastic Tradition of Education

with Dr. Christopher Perrin

Lesson 6: Rhythm of Solitude and Community

Outline:

Rhythm of Solitude and Community

- Solitude enriches community, community enriches solitude
 - The vast majority of monks lived in community with one another.
 - There is time for the monks to be alone.
 - When you go and spend time in deep thinking, restful engaging, reading, meditating, contemplating, and praying, how does that bless the community?
 - The insights that come to you in the moments of solitude become the great gift that you can share with the community. Your brothers and sisters do the same.
 - You get a virtuous cycle going.
 - Every student work begins with a moment of ecstasy, where we are caught up in the good, true, and beautiful. (A.G. Sertillanges, *The Intellectual Life*)
 - We need to order language, time, and space so this can actually happen.

What might you do in your own school and homeschool to create a rhythm solitude and community? When do we ever give students a space to be alone and contemplate?

- The monastic tradition:
 - They had times of prayers (seven times a day). There were times of silence in the prayers.
- Ideas
 - What if we had a silent lunch or portion of lunch?
 - What if we had times to walk and be quiet?
 - What if we had students go out in the garden after having read, heard, or created and be silent and alone in a beautiful place?
- We could create rhythm and community amongst our faculty teams.
 - Some schools have begun to adopt houses to gather together for discussion or service.