



Scholé Learning with Dr. Christopher Perrin

Lesson 4: The Practice of Scholé (Part 1)

Outline:

Review of Greek Words (0:00)

- *Scholé, ascholia, ponos, diagoge, thaumazein, and eudaimonia*

What is a Student? (4:10)

- Etymology
 - *Student*: to study
 - Latin *studium*: to study, zealous, dedicated, eager; a student should have *zeal for truth* and *affection for the true, good, and beautiful*.
- Roman Education
 - Human beings should be cultured to the fullest versions of themselves.
 - *Humanitas*: human nature, civilization, kindness; from this word we have the Humanities, which requires *studium*.

What are human beings for? (6:00)

- In the ecclesial tradition, *studium* and *scholé* became part of the Christian tradition.
- *Martha and Mary as Icons*: The story of Christ visiting with Mary and Martha (Luke 10) is an important moment of *scholé* in the Christian Tradition.
 - Martha's active work is necessary, but Mary's choice to listen and contemplate at the feet of Jesus is the better choice.

MARTHA	MARY
<i>Vita Activa</i>	<i>Vita Contemplativa</i>
Active Benevolence	Diligent Searching for Truth
Righteous Business: The Obligation of Charity	Leisure for the Perception and Contemplation of Truth
Orientation toward the Necessities of the Present Life	Orientation toward the Eternal
"Under the Sun"	"In Heaven" We shall see We shall love We shall praise

- *Augustine*: An active love for our neighbor compels us to embrace work, but contemplation is still important.



Philosophical Tradition: Aquinas (10:14)

- A “Double-Minded Man” is comprised of *Ratio* (Reason) and *Intellectus* (Intellect).

RATIO	INTELLECTUS
Reaching Hand	Open Hand
Collect	Gaze
Categorize	Receive
Classify	Ponder
Identify	Savor, Linger
Rationalize	Contemplate, Relish

Verbs Associated with Ratio and Intellectus (11:28)

- We tend to use *Ratio verbs*, but we should also embrace *Intellectus verbs*.

“LEARNING” VERBS 1	“LEARNING” VERBS 2
Covering	Steeping
Researching	Seeking
Cramming	Gazing
Moving Through	Pondering
Surveying	Enjoying, Delighting
Outlining	Contemplating

- Both ratio and intellectus are good, but they can often be distorted; in the classrooms, teachers should look to harmonize *ratio* and *intellectus*.

DISTORTIONS		HARMONY	
ACTIVITY	REST	ACTIVITY	REST
Frantic work, achievement	Life of Ease	Meaningful Work	Rest in God
Overwork	Idleness	Serving Others in Love	Celebration and Feast
Master Life through Work and Study	Self-Centered Pleasure-Seeking	Worship and Gratitude	Peace, Quiet, Shalom
Wealth, Achievement, Fame	Consumption	Contentment	Joy, Freedom
Rivalry, Greed	Love of Pleasure, Sloth		



Cultivating a Restful Student (16:30)

DISPOSITION OF THE RESTFUL STUDENT

- Oriented to the Sun (Heaven)
- Eager Attitude, Disposition & Posture
 - Studies with *Studium*
- Studies as a Prayer to the Truth
- Her Demands are Modest, Her Peace is Great
- She Knows Learning is from God
- Holy Leisure—Holy Study



How to Tranquilize a Student

- Modeling: Got Restful?
- The More Beautiful Thing
- Calling on them to call (Prov. 2)
- Good books, good reading
- Distract me not (king's highway)
- Redeeming time: Sabbath
- Learn Key Passages from Scripture

- To cultivate scholé, educators and parents must model what they wish to see in their students.
- Students delight in displays of the true, good, and beautiful; offer your students “treasures of gold,” such as classic literature and beautiful art.
- Eliminate distractions from your classrooms (auditory, visual).
- Find a rhythm of rest in your school, class, and family; use the Sabbath (1 day in 7; 1 hour in 7; 5 minutes out of 35) as a model for when to rest.

Cultivating Beautiful Time and Space (27:25)



Time and Space: Beautiful Things

- Five senses
 - Liturgical learning
 - Nature
 - Museum
 - Table
 - Garden
 - Cathedral
 - Monastery
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- Educators must remove distractions and create a beautiful, peaceful space for scholé.
 - Example: Cathedrals and monasteries encourage scholé with their use of light, gardens (nature), and a peaceful setting.
 - What space does your child use to study? Is it practical, quiet, and scholé appropriate?
 - The past 100 years of our schooling gave us industrial settings, boxy architecture, and harsh fluorescent lights—this is a far cry from the monastic setting that encourages scholé!
 - Practice: Use candles or the beauty of nature to create a restful, reverent space!



Liturgical Learning (35:49)



Liturgical Learning

- **Salutation:** Greet students
 - **Adoration:** Thanks for Study, Art, Subject
 - **Confession:** Confess Need, Ignorance
 - **Absolution:** Gratitude for Calling to Study
 - **Petition:** Ask for Aid, Help, Illumination
 - **Homily/Sermon:** Lesson by Teacher, Text
 - **Communion:** Contemplation of Truth Presented
 - **Celebration:** Delight and Celebration of Learning
 - **Benediction:** Dismissal with Thanksgiving
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- Liturgical practices can be analogies for helping students embrace scholé.
 - Dr. Perrin points out that this does mean not turning school into church; rather, students can celebrate what is true and what reflects the presence of Christ in both settings.

Traditional Practices: Inspiration for the Classroom (39:19)



Traditional Practices

- Pray the Hours
 - Keep a Florilegium (Commonplace Book)
 - Lectio Divina (Meditation & Memory)
 - Order Time and Space with Beauty
 - Ora et Labora (Harmonious Rhythms)
 - Solitude and Community
 - Read to Each Other
 - Multum non Multa
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- A few examples of including traditional practices in the classroom:
 - Use *Lectio Divina* as a study skill.
 - Encourage students to keep a *florilegium* of quotations and poetry to memorize.
 - Read Scripture or literature during a “Reading Lunch”.
 - “Keep the Sabbath” by having “1 out of 7” set aside for scholé.