School Culture: Full Lesson Tour in Community, Virtue, & Education

with Dr. Christopher Perrin

Lesson 5: The Practice of Scholé (Part 2)

Outline:

Review of Scholé (1:22)

- Definition: *Undistracted time to study that which is most worthwhile*
- Greek perspective: Work, play, & scholé!
- What is a student? (6:48)
    - *Studium*—A student is characterized by studium, or an eagerness, affection, wonder, and hunger for knowledge
    - *Humanitas*—That which creates a human being, such as the Liberal Arts; Scholé humanizes
- Luke 10: Both Martha (*Vita Activa*, Ratio) and Mary (*Vita Contemplativa*, Intellectus) are needed for a healthy balance of active and scholé learning.

A Rhythm of Scholé (10:25)

- Consider scholé as a rhythm of 1/7—a Sabbatical pattern of restful contemplation
    - Ex: 1 in 7 should be restful, such as 5 min. of a 35-min. lesson
- Bring scholé—undistracted, slow, contemplative and ecstatic moments to study the true, good, and beautiful—to your students.
- Scholé rest focuses on quality rather than quantity (14:50)
- Beautiful spaces engage the senses (15:20)
    - Ex: Monasteries, gardens, use of candles, and clutter-free spaces
- Scholé is present in the Ecclesial Tradition (Liturgical Learning) (17:08)
    - Salutation, Adoration, Confession, Absolution, Petition, Homily/Sermon, Communion, Celebration, Benediction
- Traditional practices (such as praying the hours, commonplace books, and *Lectio divina*) use scholé

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Scholé Practices: Types, Methods, Tools, & Subjects

- Types (19:22)

Scholé Practices: Types

- Poetry, Literature (Sound)
- Music, Playing Music (Sound)
- Recitations (Sound)
- Images, Paintings (Sight)
- Objects, Sculpture (Sight, Touch)
- Dining (Taste, Smell)
- Writing and Reflection
- Musing and Puzzling
- Drawing, Painting, Making

- Methods (19:40)

Scholé Practices: Methods

- Poetry, Literature (Listen, Reflect, Write, Share)
- Music, Playing Music (Listen)
- Recitations (Listen, Reflect)
- Images, Paintings (Gaze, Observe, Reflect, Write, Sketch, Share)
- Objects, Sculpture (Observe, Reflect, Write, Sketch, Share)
- Dining (Discern, Share)
- Writing and Reflection (Ponder, Muse, Write)
- Musing and Puzzling (Ponder, Wonder)
- Drawing, Painting, Making (Ponder, Imagine, Draw, Make)

- Tools (20:50)

Scholé Practices: Tools

- Poetry, Literature (Commonplace Book)
- Music, Playing Music (Computer, Speakers)
- Recitations (Vocal Chords!)
- Images, Paintings (Archive of Images)
- Objects, Sculpture (Collection of Objects)
- Dining (Good Food and Drink)
- Writing and Reflection (Commonplace Book)
- Musing and Puzzling (Commonplace Book)
- Drawing, Painting, Making (Commonplace Book, Art Supplies, Sketchbook)

- Subjects (23:55) *See next section for a breakdown of Scholé subjects

Scholé Subjects

Art (24:14)

- ***Scholé in Practice:*** Contemplate Caspar David Friedrich's "Wanderer Over a Sea of Fog" (1818)
- ***Scholé in Practice:*** Contemplate Caravaggio's "The Incredulity of Saint Thomas" (1601)
- Observe and Draw (28:10): Drawing is an observational exercise that creates scholé—a slow, contemplative activity that aids in greater understanding of a subject.

Math and Logic (29:40)

- ***Scholé in Practice:*** Puzzles at the beginning of math class engages students' minds and draws them into delighting in math
  - See Dr. Perrin's booklist at end of lecture (51:06)

Literature (35:25)

- ***Scholé in Practice:*** Contemplate Walt Whitman's "A Noiseless Patient Spider" (1868)
- Engage in scholé with literature by the following: *Lectio divina*, close readings, memorization, meditation of the text, etc.

History (41:10)

- ***Scholé in Practice:*** Compare Julius Caesar crossing the Rubicon River to George Washington crossing the Delaware River (both the historical events and paintings)

Writing (43:32)

- ***Scholé in Practice:*** Rewrite portions of "A Noiseless Patient Spider," maintaining Whitman's rhythm and movement

Latin (44:50)

- ***Scholé in Practice:*** Translate a Latin phrase into English three different ways, or translate an English phrase into Latin three different ways. Ask students to consider why you'd choose one translation over another.

Music (47:52)

- ***Scholé in Practice:*** Give students prompts before and after listening to a piece of music, such as Handel's "Messiah." Reach out to a musical colleague for guidance if you need help!

Sciences (49:24)

- ***Scholé in Practice:*** Awaken students' wonder at science and the world by showing them the natural magnificence of God's world.
  - Ex: How do sound waves convert sand into patterns at certain frequencies?

Book List & Conclusion (51:06)