



THE LYCEUM LETTER

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*“To Form Liberally
Educated Catholic
Ladies and Gentlemen.”*



Quaedam Dies...

Dear Friends,

Some days when classes are out at The Lyceum, and the last student has gone home, when silence has once again taken possession of our school building and the central hall is filled with that warm glow that can only be caused by the afternoon sun pouring through stained glass, the atmosphere itself seems to beg one to sit and be still and reflect.

It is during those moments that I am able to contemplate the school day as a whole and am always struck by how perfectly a classical curriculum orders the lives of students. A classical curriculum proposes nothing less than greatness; it proposes that each student “read the words and listen to the music” of all those who were informed by nature, and therefore were informed by the Divine Intelligence itself, and hence were wise.

A classical curriculum does not propose that a student merely “shake hands” and develop a passing acquaintance with the greatest thinkers, the greatest artists, saints

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The Lyceum, February 2008

Congratulation Class of 2008! College Acceptances— 100%!

We are proud of our senior class who all were accepted to the college of **their first choice**. Does a classical education prepare a student for college? The answer from **Franciscan University of Steubenville**, and **John Carroll University**, and **Belmont Abbey College** and **Kent State University**, is yes, yes, yes, and YES!

It is gratifying to see the hard work of our seniors rewarded not only with college acceptances but also financial awards and admittance to honors programs and even offers with full tuition scholarships. We think any college that receives a member of the Lyceum class of 2008 is fortunate.

Congratulations are also in order for **Lyceum Juniors** who demonstrated the power that Classical education gives when it comes to taking the **PSAT**.

With a class average that places **Lyceum juniors above 98%** of all “college bound juniors,” we wonder why anyone would choose a school that offers anything but a liberal arts education.

With the school’s emphasis on Latin and Greek and the reading of the *Great Books of The Western World*, the Lyceum juniors— though they scored excellently on the math

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The Lyceum Choir and The Lyceum Children's Choir gathered at St. Stanislaus Church on November 30th to present their annual performance of Advent Lessons and Carols.

and prophets, but rather that he becomes so wholly habituated to their thoughts and words, their prayers and psalms, their masterpieces of art and music, that he himself becomes like those great people. He becomes great himself, or at least great minded, or he develops, if you will, a magnanimous soul.

Education and becoming men...

Classical education is not about dabbling in old writing and manuscripts, so as to become learned and glib about various philosophies and “isms” and movements in mathematics and metaphysics. *It is about enabling students to take possession of the vast inheritance that is theirs by virtue of their belonging to the human race; to take possession of an inheritance that embraces over 2,500 years of the works of those who contributed to Western Civilization. It is about absorbing and assimilating and ultimately embodying that civilization, and therefore it is about becoming a man.*

What an inheritance! And how awesome is the responsibility and how culpable are we educators, who through negligence, or sloth, or imprudence, cheat our students of this inheritance.

Even more, despite the desire that seems almost universal among students to graduate and get on with real life, it often strikes me that students at a genuinely classical school are in fact given the opportunity to live a life that actually is the very goal of every other pursuit. They are given the opportunity to live the life that history itself testifies is the mark of advanced civilizations, that is, a life that devotes its energies not solely at survival, but rather at the perfection of the interior life; the perfection of thoughts, refinement of feelings and aspirations, and the ordering of will and intellect.

The *classic* idea of a liberal education has always been precisely the kind of education that was reserved as a pursuit belonging only

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portion of the exam— they scored brilliantly on the reading and writing portion with scores like 710, 790, and even... an 800!

The school eschews the importance of standardized tests, and questions whether they have any substantive bearing on the real quality and college worthiness of a student. Thus though The Lyceum specifically does not design a curriculum to produce students who can excel on such tests— we will not hesitate to praise the excellence of our curriculum and even suggest that the other 97% who took this exam and didn't do quite as well need to consider whether taking a modern language and a non-classical course of studies was really in their best interest?

But what again is the purpose of secondary school education? Is it to achieve excellent scores on standardized tests? Is it to open the doors to specific career paths for each student? Is it mere entry into the college of each student's preference? Or is it to instill a habitual vision of greatness and a love of truth goodness and beauty?



Members of the “Chorus of Old Theban Citizens” stand at grave attention behind Antigone's sister Ismene From Left to Right: Matthew McDonald, Terry Delabre, Catherine Hogan, Anna Langley

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to those who had the leisure to pursue it. The word “*liberal*” stems from the Latin “*liber*” which means “free man,” as opposed to “*servus*” denoting he who was bound to some service or labor. Students who are given a liberal education are given a gift that, once upon a time, was reserved only for the sons and daughters of the financially elite, or those who were free. But at the same time it was reserved only for those people who happened to belong to a society that itself valued higher pursuits and was stable enough to afford that luxury. A classical liberal education was reserved for those who had the freedom to pursue it.

Now, I don’t think that the students at the Lyceum quite grasp that they *are* the lucky sons and daughters (“*liberi*”) of free men. They do not realize that, relatively speaking, very few people throughout history have had the privilege to pursue something as extravagant as a classical education; very few people have had the luxury to pursue an education which has as its goal nothing more than the production of excellent human beings.

Further, and to return to the original theme, it occurs to me that a special mark of “classic education,” as distinct from the myriad and various pursuits that nowadays is all lumped together under the name “education,” is that it admirably *orders* a student’s day.

Not surprisingly, a classical education is obtained by none other than, well, “living classically,” that is, living a life that is ordered to the pursuit of truth, practicing the good, and developing an appreciation for, or even participating in, the production of that which is beautiful. To illustrate this more vividly, allow me to trace at length an ordinary day in the life of a student that attends our small school, The Lyceum.

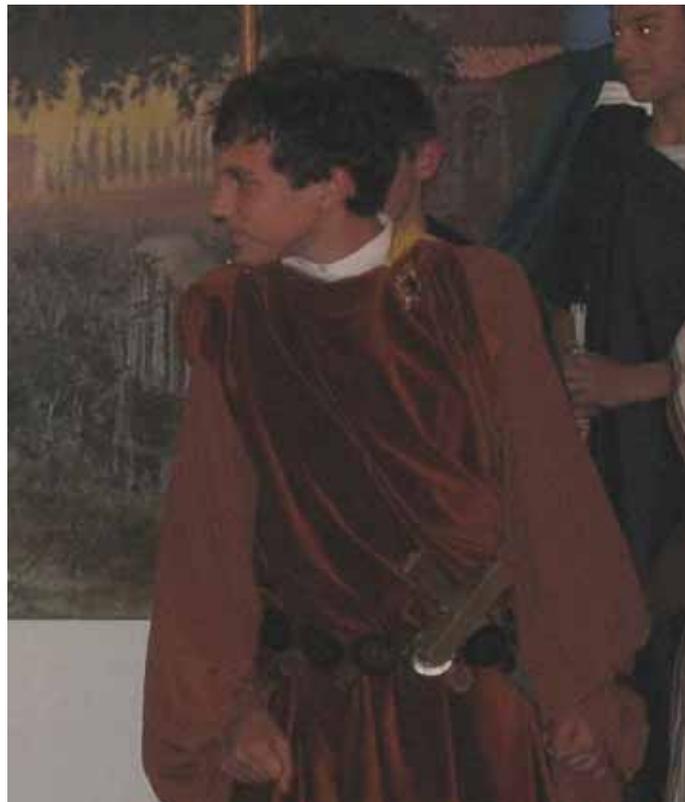
A day in the life of a Lyceum student

The Lyceum student should ideally arrive at school no later than 8:15am. This will allow five minutes for him to hang his jacket and store his books, lunch, sports clothing and any additional personal items in the simple handcrafted wooden shelves provided for each student for that purpose. Lyceum students have no more need to lock away their belongings in ugly industrial strength rectangular metal lockers than does a community of friends or the members of a family.

Instead of entering a forbidding institutional rectangular concrete school building, built to a scale that is capable of holding, say, 1,500 students, The Lyceum student enters through the welcoming

arch of a charming brick structure that, once upon a time, was a small city church.

My father-in-law, who some 30 years ago founded a small classical school in Massachusetts (called *Trivium School*), first made me aware of how the architecture of a school building contributes to the education of its students. He would often say that “**beauty is seldom efficient.**” Efficiency would seem to dictate smaller and fewer windows and lower ceilings; Not so at The Lyceum! There, as the student enters, he can feel the space of the central church hall with its thirty foot cathedral ceiling and twelve foot arched stained glass windows. Beautiful, I say, but inefficient! Nonetheless, the beauty of the space, the dark wooden molding, and the other elements of charm, or even grandeur, are suitable for one who is embarked on an endeavor to construct a



Creon, (Brian Hawersaat) *fumes at his niece Antigone with clenched fists*



Lyceum Tutor Dr. Samuel Schmitt and Mrs. Schmitt (Lyceum tutor emerita) with their new son, John Walter Schmitt, now six months old ! February 2008

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similar beauty within his own mind and heart. The space, with its high walls, is perfect for the original oils, watercolors and charcoal drawings painted by an artist who has dedicated himself to producing original works of beauty in the classical tradition. It is a space very much like a beautiful home.

“Deus in adiutorium meum intende”

A monastic brass bell inscribed in barely legible words “*qui me tangit vocem meam audit*” (he who touches me hears my voice) rings, summoning faculty and students to Morning Prayer. Really a shortened form of the Divine Office, Lyceum students recite the specific Psalms for the day and chant the *Pater Noster* together in Latin. They sing an Ave Maria and hear a reading from the Gospel. Predictable in its daily form, Morning Prayer provides the proper spiritual context for each school day.

If the pagan Greeks and Romans would never undertake a work without praying and sacrificing to their gods, should we not likewise begin every day asking for The Father’s grace to enlighten our minds and bless our efforts? We extend the principle even further; just as the day begins with a communal school prayer, so, too, does each individual class begin and end with a short prayer.

The Glory of Euclid!

Twenty minutes after prayer begins, the student is ready for his first class. His mind is now awake. He is alert and ready. The moment is just right for learning math and, even more, for engaging in the beautiful logical demonstrations of the Geometer, Euclid! For the next 40 minutes, while some Lyceum students are otherwise engaged in the sometimes sticky and humdrum intricacies of Algebra, lucky students in the Euclid class will eagerly watch and observe a fortunate peer to whom fate has allotted the joy of demonstrating a *proposition*, an individual theorem in Euclid’s *The Elements*.

Having studied the logic and gotten the “gist of the proof” the night before, the student equipped with nothing more than a good piece of chalk, will *enunciate*, *construct* the diagram, and *demonstrate* a mathematical theorem before the critical eyes of his peers. Through the course of the year, the Euclid class not only experiences Geometry as very few

**News and Notes
*Seven Beautiful Events***

Did The Lyceum schedule too many dances? Our students danced on **October 12, November 9th, December 14th and January 11th**—and there are still two more scheduled before May. Perhaps a future issue of *The Lyceum Letter* should devote an “apologia pro” the benefits of contra-dancing. In the mean time mark your calendars and join us for the next dance on **April 11th!**

On **November 16th** students in the seventh through ninth grades performed Sophocles’ great tragedy *Antigone*. We were especially proud of this performance because it marked the second time in five years that this play was performed at The Lyceum—therefore it is a Lyceum tradition. For the next performance of *Antigone* please mark your calendars for **November 2012 !**

On **November 30** The Lyceum Choir and The Lyceum Children’s Chorale gathered for another Lyceum tradition: our **Fifth Annual Advent Lessons and Carols at St. Stanislaus** (see program on page 9)

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Dr. and Mrs. Schmitt! October 2006



Mr. and Mrs. Sand, December 2006

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On December 30 *The Mignarda Duo* met once again at The Lyceum for a beautiful Concert celebrating the release of their new Christmas CD *Duo Seraphim*. The music on this CD stretches from the seasons of Advent to Epiphany. Please see www.mignarda.com to learn more about this excellent group and hear for yourself their beautiful music.

Introducing...

As you may know Mrs. Jana Schmitt (nee Draeger) and Mrs. Mary Sand (nee Bouchey) are no longer full time teachers at The Lyceum (nonetheless they appear to be doing very well as you might gather from the pictures on these pages).

The Lyceum has been privileged to have the services of three new members joining the staff in the second semester—Mrs. Susan Palmer, mother of Ben Palmer '11, Miss Teresa Henderson, a recent

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students are ever privileged to experience it, namely from the very words of the master Euclid himself, but the members of the class develop a relationship with one another that is something akin to the friendship of those who have fought a battle, or climbed a high mountain. Students now realize what a proof is and that every successive proposition in *The Elements* is yet another stone in the great cathedral of knowledge that they are building within their own minds. Students of Euclid understand how Millay could have said, “*Euclid alone bath looked upon beauty bare...*” They understand why Einstein held out no hope for those who could not become excited about the study of Euclid when he allegedly said, “*If Euclid fails to kindle your youthful enthusiasm, you were not born to be a scientific thinker.*”

Literature— The Great and Good Books

The bell rings signaling the end of the first period, which, for the student we are following, might be Classical Literature wherein at least three whole months are consumed in reading Robert Fitzgerald’s translation of *The Odyssey*. John Henry Cardinal Newman made the assertion that although a liberal education today consists in great part in reading the rather lengthy canon of western literature which we might simply call (following Mortimer Adler) *The Great Books of The Western World*, there was a time when simply hearing or reading the

Iliad and the *Odyssey* was in fact all by itself a liberal education. After all, Homer is the teacher of all: “*Homerus docuit omnes*” and we think that one should not make the critical mistake of reading such seminal works too quickly. At The Lyceum we believe in slow and thoughtful reading. Great books must be savored like a good wine—not gulped. After finishing Homer, Classical Literature students then proceed to tackle Aeschylus’ *Orestia*, and even read Hesiod’s *Theogony*. Again much of this literature is read out loud, reading, with our apologies, the works in translation, but by reputable translators.

If our student is younger, the bell might be a summons to a reading of the “Good Books”. Following the advice of the late John Senior who said that before reading the Great Books of The



Mr. and Mrs. Joseph Sand with their new baby Anastasia Clare Sand — January 2008



Conradance at The Lyceum in October—live music by “Mud in Yer Eye!

Western World, students should first be thoroughly immersed in and acquainted with the “1,000 Good Books.” Students in the seventh and eighth grade, therefore, participate in “The Lyceum Good Books Program.” They read Kipling’s *Just So Stories*, *The Jungle Books*, Irving’s *Rip Van Winkle* and of course A.A. Milne’s favorite, *The Wind in The Willows* by Kenneth Grahame. One does not argue about *The Wind in the Willows*. We can’t help but cite Milne’s famous encomium about this remarkable work, noting that what he says about it might just as well be said about The Great Books as a whole. Milne cautions the reader: “*The young man gives it to the girl with whom he is in love, and, if she does not like it, asks her to return his letters. The older man tries it on his nephew, and alters his will accordingly. The book is a test of character. We can’t criticize it, because it is criticizing us. But I must give you one word of warning. When you sit down to it, don’t be so ridiculous as to suppose that you are sitting in judgment on my taste, or on the art of Kenneth Grahame. You are merely sitting in judgment on yourself. You may be worthy: I*

don’t know, but it is you who are on trial.”

Colloquium– Leisure—Hand me a cookie!

Intellectual labor, like physical labor, must be punctuated with moments of rest and refreshment, and so we at The Lyceum have established a ten

minute “colloquium” period between 10:00 and 10:10. Theoretically, this important 10 minute break allows students to engage in a delightful back and forth banter, continuing a discussion from class. Perhaps a student will sit down at the grand piano and play a movement from a Mozart sonata or some other notable composer. Others might refresh themselves with a light snack knowing that rigorous Latin and Rhetoric periods are imminent. Moments of leisure throughout the day underscore the atmosphere and the principle that proper “leisure” really “is the basis of culture.” We would prefer that they at least refrain from sending paper airplanes or other sorts of missiles down from the choir loft!

By mid-morning, students at The Lyceum are ‘under full steam’ and the atmosphere is practically palpable with intellectual energy. Students are ready to make a fresh foray into great authors and new fields of study (sometimes, though rarely, literally with a field trip). We do not follow those who fashion an artificial barrier between the more literary subjects and the mathematical subjects, creating



Still dancing in November...and December... and January...and....

chasms in the mind of the student between them. There seems to be a tendency among many educators to label some students as “science minded” or “math minded” as opposed to others who are “poets” or “history buffs.” We would rather believe that the classically educated mind applies itself gladly with the same intellectual force and zeal to every fascinating field of study. The classically educated student knows that different subjects require different methods and can be known with various degrees of certainty. He does not demand the same kind of knowledge, or certitude, from various subjects, nor does he limit himself only to the study of a particular subject which pleases him best.

Science and The Circulation of The Blood

Thus students proceed to the study of Science. If our student is studying Biology, he will have the pleasure of reading William Harvey’s *De Motu Cordis*, the compelling first-hand account of his discovery of the circulation of the blood. Harvey embodies the scientist who, moved by wonder, enters the great conversation begun a thousand years before. He addresses the work of his predecessors, deferring to the discoveries of some and dismantling the theories of others with Euclidean reasoning on premises derived from years of careful observation and experimentation. Harvey demonstrates not only *that* his discovery is true, but *how to discover and prove that a thing is true*. Such reading is difficult. But it is rewarding, and instead of lulling the mind of each student into that scientific dogmatic slumber that is prevalent among many an unfortunate victim of conventional textbook science, reading original works of real scientists has the opposite effect of keeping natural wonder alive.

Keeping wonder alive in science is especially difficult. The overwhelming



Megan Dougherty '08, Catherine Hogan '11, Elizabeth McFadden '08

temptation is to speed-read a 750 page, 13 pound science text book and try to memorize the conclusions, formulae and nomenclature that have been discovered over the course of history, all for any specific branch of science within a single year! Eschewing such an approach, The Lyceum student would prefer to know “why” rather than “that” scientists hold a particular hypothesis. The classically educated student develops a taste for real knowledge, not the veneer of knowledge that is built from sheer memorization that quickly fades after the exam.

The other danger that classical education avoids in the teaching of science is the mistake that comes through explaining everything in terms of its material and agent causes without reference to the idea that *purpose* or *end* also plays a role. Students who become habituated to reading the excellent works of notable natural scientists such as Jean Henri Fabre or Konrad Lorenz,

gain an insight into nature and natural causation. They gain a profound knowledge and secondary experience of the wisdom and brilliant design and order that can be found among living things. Above all, students who read such authors maintain and even increase their own natural wonder which is ultimately the beginning of wisdom.



Mr. Langley skillfully handles the fancy new Lyceum popcorn machine.



Advent Lessons and Carols—members of the Lyceum Children's Chorale joined The Lyceum chorale on November 30 at St. Stanislaus Church

Away with Social Studies... Let's study History!

The bell rings, and though the schedule is demanding, students have built up the necessary stamina for handling a demanding course load. In addition, they all know that lunch time is right around the corner! At 11:00 students proceed to their History classes. No "Social Studies" at the Lyceum! What better way to study history than to read the works of those historians known as the Fathers of History itself! Classical History students read Herodotus' *Histories* of the Persian Wars and some of Plutarch's *Lives*. By the second semester they would be well into Thucydides' great work *The Peloponnesian Wars*.

By second semester American History students will have read over forty original documents from Mortimer Adler's *Annals of America*. We don't know of a better way of teaching American History and the ideas that make America great than to read the words of those who shaped the course of that

history. Shouldn't every American spend some time reading the actual words of Columbus, John Dickinson, Patrick Henry, Thomas Paine, Jefferson, Franklin, Adams, Hamilton, Madison, and Washington?

Granted that there is an important place for the memorization of important dates, names, events and places; there is an importance for what Dorothy Sayers would call the "grammar of history," we at The Lyceum are especially interested in the *characters* and *ideas* of those who made those dates and events important. We are especially interested in the study of history in so far as it supplies us with insight into civilization itself and offers examples of the height to which human virtue can be achieved. We want our students to fill their imaginations with memories and examples of great men and women, great causes and the notable high points in the history of civilization. An imagination filled with such things provides an antidote to that prevalent cynicism which denies that greatness can be achieved.

"Cibus" or "Prandium"— food helps one to go on learning. Its delicious too!

Lunch time is of course a sacred event at any school, whether in the traditional school or perhaps even more for those who home school. It ought to be pointed out that a classical school includes lunch as a formal period because without it, no further intellectual progress would be possible. A Platonist might eat his lunch with guilty pleasure because he would prefer to be an angel, an incorporeal intellectual substance. At The Lyceum, however, which is in fact, named after Aristotle's ancient school in Athens, students and faculty eat their lunch with manful zeal and even stretch lunch break to a full 40 minutes- which by most school standards, is a very generous time allowance.

Lunch time is also a time for stretching legs and if at all possible to summon enough fellows for a quick soccer or basketball game. Perhaps taking a brisk walk with a friend, lunch period allows students just enough unstructured time that they might use for developing strong friendships; time to develop friendships that are bred in an atmosphere which fosters virtue and wholesome pursuits. But alas *tempus fugit*, the allotted time elapses all too quickly and, the sound of the distant bell summons students once again for their afternoon classes.

Arma Virumque Cano...

If anyone is inclined to take an after lunch siesta at The Lyceum, that desire quickly succumbs to staccato chanting of Latin paradigms. We believe in conjugating the various forms of verbs in all of their tenses, persons, moods, voices, and number. We believe in declining the forms of

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nouns, adjectives, and pronouns in their distinct cases, numbers and genders. If the windows are open, chance passersby will be mystified by the mysterious and sonorous rhythm; they will stop and stand in admiration on the sidewalk listening to that age old sound of students chanting voices filling the air. The study of Latin is alive and well at The Lyceum. Students in Latin I, II, III and IV are variously translating texts from the delightful pages of *Lingua Latina* to the rather collegiate, yet respectable, *Sententiae* from Frederick M. Wheelock's revered tome to, of course, that ancient masterpiece written by the man who some claim was the very "Father of the West"- Virgil, and his immortal work *The Aeneid*! Latin like Mathematics, is ordered and predictable. It is easy to discern and assess each student's progress and grasp of the language. Younger students love to recite their verb paradigms "Amo, Amas, Amat" and their five declensions. They enjoy singing that old chestnut "Gaudeamus Igitur" and the beautiful and haunting round "Pauper Sum Ego" He is a lucky teacher who gets to teach Latin I especially!

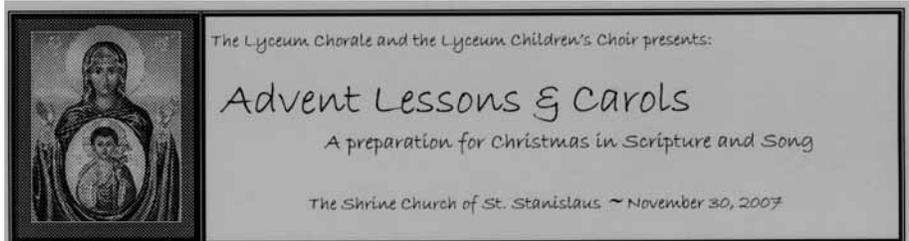
Of course the satisfaction only increases when all those early years of hard effort pay off and students can tackle reading an entire work in Latin. They are always surprised to see how easily they can read one of the gospels in Latin. It is only after several years of study that students can begin to fully appreciate the impact that the study of Latin has on them. It exerts an indelible mark on their minds that will greatly influence the rest of their intellectual development. They will never outgrow it and will bless and fondly remember the day and the year that they first encountered the study of

Latin!

Rhetoric- "could you please say that louder...stop swaying back and forth... and try articulating the vowels and consonants?"

Though some classes such as Latin and Math meet every day, Lyceum students might attend a "Rhetoric Practicum" or "Music Theory" class in the afternoon. The day is waning and it is a perfect time to get the students up on their feet to recite the sonnet, speech, or poem they are memorizing that week.

Speaking clearly and articulately before others is a wonderfully healthful practice for today's "teenager." Memorization and imitation of the words and styles of the great speakers and thinkers forms a good part of the "Rhetoric Practicum." Students choose to memorize a great deal from the *Sonnets* of Shakespeare, but they also gravitate towards Hopkins, Tennyson and Longfellow, Wordsworth and Keats, Chesterton and Belloc. Aside from learning the mechanics of effective



*O come, O come, Emmanuel, verse 1 in Latin, then English **

First Reading ~ Isaiah 45:5-8

read by Mr. Andrew Dougherty, Lyceum parent

**Rorate Caeli
Rorate Caeli
Drop Your Dew, Ye Clouds of Heaven
Ye Clouds of Heaven**

*Gregorian chant
Clemens non papa (c.1510-1555)
attr. Michael Haydn (1737-1806)
German carol*

*O come, O come, Emmanuel, verses 2 and 3**

Second Reading ~ Isaiah 7:10-14

read by , Lyceum student

**Creator Alme Siderum
Long is Our Winter
Jesu Rex Admirabilis
Maria Walks Amid the Thorn**

*Gregorian chant
German round
G. P. da Palestrina (1525-94)
Austrian; arr. Franz Wasner*

*O come, O come, Emmanuel, verses 4 and 5**

Third Reading ~ St. Luke 1:26-38

read by Mr. Dennis Rowinski, Lyceum Board of Directors

**Ave Maria
The Angel Gabriel From Heaven Came
Of the Father's Love Begotten
Let All Together Praise Our God**

*Gregorian chant
Basque carol
13th century English chant
German chorale; harm. J. S. Bach*

*O come, O come, Emmanuel, verses 6 and 7**

Fourth Reading ~ St. John 1:1-14

read by Mr. Frank Fiorilli, friend of the Lyceum

**Puer Natus in Bethlehem
This Day Is Such A Joyful Day
Puer Natus in Bethlehem**

*Gregorian chant
G. J. Werner (1693-1766)
Samuel Scheidt (1587-1654); arr. S. Schmitt*

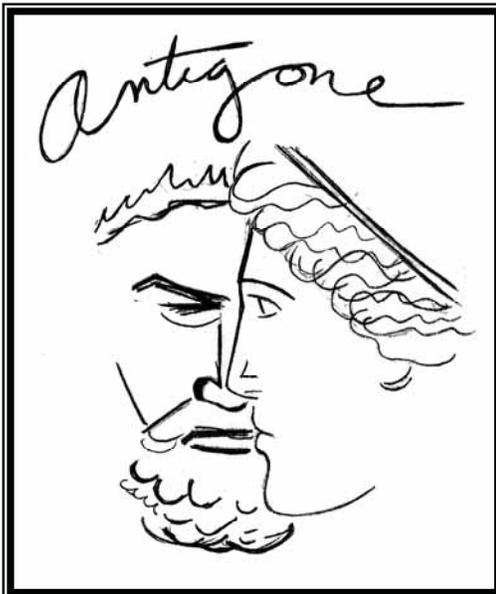
**O Maria, O Star of Morning
Verbum Caro Factum Est
Gaudete, Gaudete**

*15th century Italian carol
15th century English carol
16th century Spanish carol*

**To be sung by chorus and congregation together (see reverse)*

*The Lyceum would like to thank Fr. Michael Surisfea, O.F.M., pastor,
Mr. David Krakowski, Director of Music, and the staff of St. Stanislaus Church for hosting this event.*

Advent lessons and Carols- November 2007



The Lyceum Players
directed by Miss Caitlyn Murphy
16 November 2007

write, and prepare them for a lifetime of effective communication.

This is also the case in Drama which, aside from its own special merits, seems most apt in teaching Rhetoric. In Drama, students not only must memorize their individual parts but each student is taught to *match their speech and thoughts with the appropriate actions and gestures*. In Drama there is an integration between action and word which indeed is most pleasing communication. Additionally, there is a special excellence in Drama class that comes from the opportunity of not just reading but learning a play so intimately that the actors are not ashamed to stage a major production before parents and friends. Such an endeavor takes a great deal of time, but every moment is worthwhile if students are learning a real masterpiece. At The Lyceum we traditionally put on one of the Greek Tragedies in the Fall and one of Shakespeare's comedies in the Spring. The many practices and the excitement of staging a major performance adds an appropriate incentive to speak and act the parts with excellence.

*“...for thus beautifully singing ...
 brings rhythm to his soul, and*

*leads it, so to speak, from
 disproportion to proportion...”*
(St. Athanasius)

Soon students and faculty gather for the thrice weekly meetings of “schola”. The old term “schola cantorum,” (school of singers) aptly describes the Lyceum choir. Everyone sings at The Lyceum. There are no exceptions, for singing is a universal requirement of human nature. Now and then we have a student who claims to be “tone deaf,” but this particular ailment (and indeed all other impediments to singing) seems to be transitory, at least in our experience. Singing music from The Renaissance, in four part harmony, is a blessing for any school and is, of course, one of the advantages of having a coed high school. So naturally do their voices seem to divide into the four parts- soprano, alto, tenor, and bass- that it becomes clear to each that they were meant to be in a choir. Singing together, they are able to hear and produce the beautiful music that is impossible without a coordinated effort; they are able to enter into the tradition of singing the music of Palestrina and Bach and Mozart and Tallis.

Music, one of the seven liberal arts, occupies a special spot in

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communication, Rhetoric class affords ample opportunity for students to fill their memory with some of the very “best that has been thought or said.” We hope that a memory well stocked and brimming full with such things will enrich, enliven, and add clarity and substance, grace and facility to all the things that our students will say or



The Chorus of old Theban citizens listening to the sentry as Creon looks on.

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graduate of Hillsdale University, and Mr. Andrew Summerson, who is a fourth year seminarian in the Byzantine Catholic Diocese of Cleveland. It is a privilege to have one of Cleveland's fine seminarians here at the school.

Mrs. Palmer has taken over the rather large ninth grade Science class; a preliminary Physics class. Her students are planning on staging our first Lyceum Science Fair in April.

Miss Teresa Henderson teaches Geography, Latin 1 and Pre-Algebra. At The Lyceum we have never been comfortable without the presence of at least two Hendersons— whether teaching or attending the school.

Mr. Andrew Summerson joins the faculty this year teaching Rhetoric to ninth and tenth grade students as well as serving as adjutant Drama Director helping Miss Caitlyn Murphy as they prepare this year's Spring Play, Shakespeare's *A Comedy of Errors*.

We welcome with gratitude these teachers. We are thankful that God continues to bless the school with talented, enthusiastic and dedicated teachers.

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a classical curriculum. Great thinkers give ample testimony about its power to shape and dispose the human soul towards beauty. And is there a more potent force for ordering the passions, the emotions, especially during the turbulence of youth? It is difficult to imagine a classical education without a heavy emphasis on music.

Thus the day ends in a harmonious beauty as only those who



Ismene (R-Kate Hogan) speaks to Antigone (L-Elizabeth Knab) and the messenger (Michael Cadigan) gravely observes with members of the Chorus

participate in a regular choir know. Discord is conquered and if there was any tension, it is now dissipated. Emotions are calmed and set in proper order and the unanimity with which the day began is regained through the production of a single work of beauty. Now each Lyceum student is free to go home and prepare for the new day.

And it is then that I find myself reflecting, standing in the glow of the afternoon sunlight, about how superb a classical education is. Surely such a formation will have a profound effect on each student provided that he might just do one thing, persevere. I can only imagine the interior habits of excellence and grace, order and dispositions toward wisdom that are being stamped on each student as they strive to be true ladies and gentlemen.

Youth is the time for such an education. Youth is the time, during those impressionable and wonderful years, for making a good beginning in the acquisition of the

inheritance, the perennial patrimony that classical education proposes. But it is not primarily by studying, but rather by *living* this inheritance that such riches are acquired! And why should not all our students be given the opportunity to live such a life, if only for those years which pass so quickly? Having acquired an affection for those things which are true, good and beautiful in their youth, such students, indeed, will be well prepared to spend the rest of their lives spreading and pursuing those transcendent realities; such students will be effective apostles of civilization.



THE LYCEUM
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Mark Your Calendars!

March 20 Easter Holidays

April 11 Contradance at the Lyceum

April 18 Lyceum Spring Gala

May 2nd Senior Thesis Night

May 9th Contradance at The Lyceum

May 22 Senior Tutor dinner

May 30 Spring Drama Production

May 31 Commencement Mass and Exercises

Five years ago, The Lyceum was founded to offer students in grades 7 – 12 a Classical Catholic education, an education that immerses students in the finest and best perennial works, one that allows students to know Truth, to live Goodness, and to love Beauty.

You can help The Lyceum continue to thrive. Please join us for this year's largest fundraising event:

The Fourth Annual...

Lyceum Spring Gala

Friday, April 18, 2008

6:30 P.M. – 10:30 P.M.

Holy Spirit Hall

5500 West 54th Street

Parma, Ohio 44129

Dinner ~ Vino ~ Music

\$2000.00 Grand Prize Raffle ~ Silent Auction ~ Side Boards



Clare Hogan '08, Teresa Shumay '09, Elizabeth McFadden '08