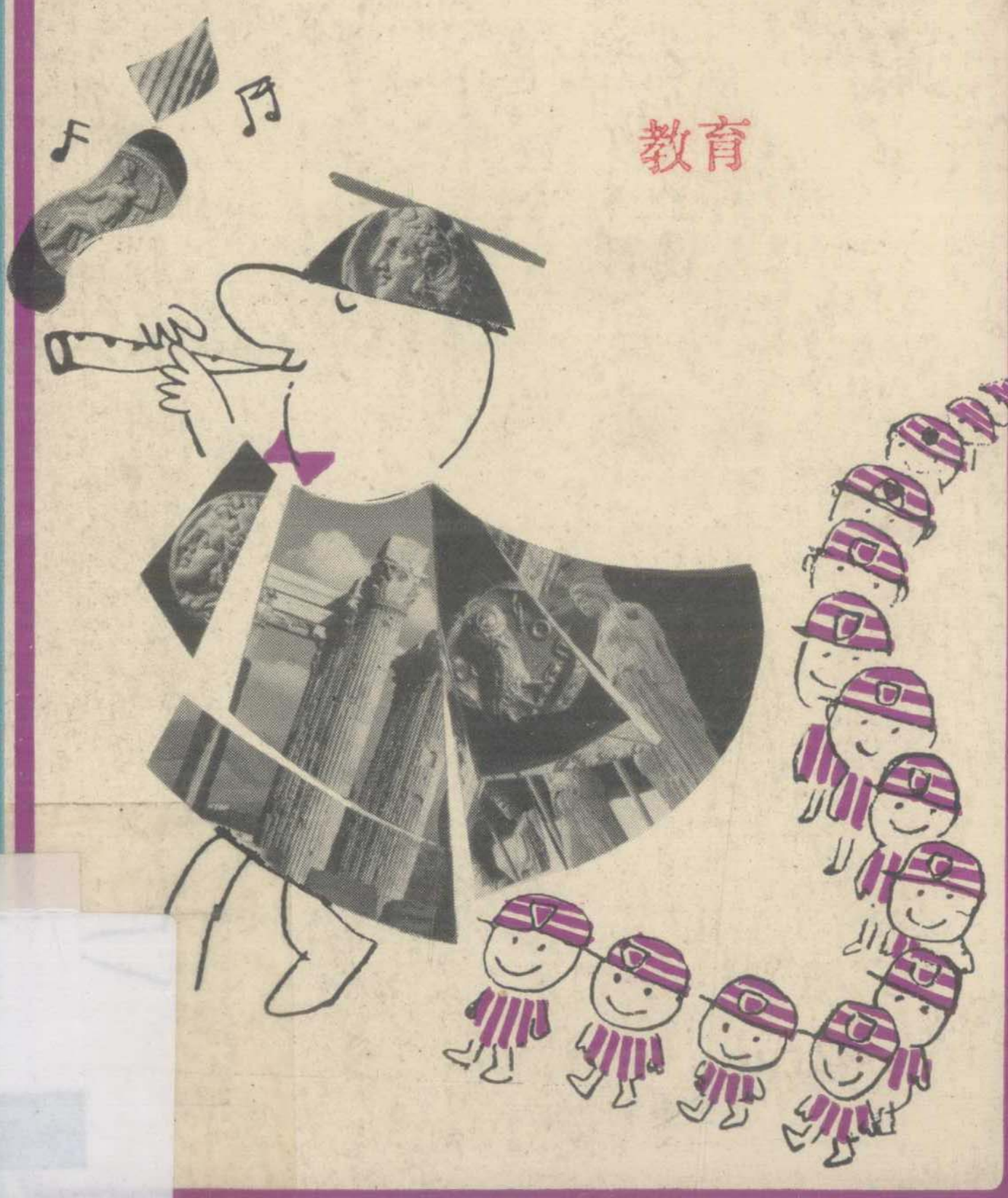
a Pelican Original

Ancient Education and Today

E. B. Castle



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CICERO AND THE ROMAN REPUBLIC

F. R. Cowell

The long and eventful history of the Senate and people of Rome is here told as a human story, seen in a perspective and setting provided by Cicero, the one figure of the Ancient World whose life-story and innermost thoughts at a supremely interesting crisis of history have been preserved in detail.

No important aspect of life in Rome has been neglected in the effort to show in order of importance all that goes to make up the form or pattern of a civilization as a complete way of life, in its wealth and poverty, sickness and health; in industry, agriculture, trade, and the relation of social classes; in war, ideas, and above all in the scheme of values in art, letters, conduct, science, and the search for truth which fundamentally guides the actions of mankind.

There are 32 pages of plates and 3 maps.

'Mr Cowell writes living history; he commands an attractive style . . . the original thought and the historical learning which have gone to the making of his book at once deserve and command success' – Sir Ernest Barker in the *Sunday Times*

'A stimulating and lively sketch of the world of the Roman Republic' – Professor H. H. Scullard in the *Classical Review*

WHAT HAPPENED IN HISTORY

Gordon Childe

Before the author's death M. C. Burkitt wrote: 'Professor V. Gordon Childe is one of the foremost prehistorians. He has travelled widely and has done much work of great importance to the specialist; he has, as it were, personally added many bricks to the edifice of prehistoric knowledge. But he has also long realized that prehistory and early history form a continuum, and that, by standing back and contemplating the whole, many general conclusions can be arrived at with regard to the rise and fall of civilizations. . . . For this reason a special welcome must be accorded to Professor Childe's fascinating little book now under review. In it he discusses the changes in material well-being and mental outlook which have taken place throughout the ages up to the break-up of the Roman Empire. He gives us a brief survey of what he describes as Palaeolithic and Mesolithic savagery, of Neolithic barbarism, of the rise of the Metal Age cultures, and so on until a climax was reached as a result of the Old World unity made possible by the exploits of Alexander the Great. Finally, there is a stimulating chapter with the author's views about the decline and fall of the ancient world. . . . This more than worth-while book contains many facts – the background material for the study; but it is primarily intended to stimulate thought and to help the reader to understand the general story of human development and, maybe, to draw lessons which will help when our own civilization, now in danger of collapse, is once again in process of reconstruction' – *Nature*

A foreword has been written for this new edition by Professor J. G. D. Clark.

EDUCATION

W. O. Lester Smith

Intended for the general reader, this book attempts to provide an account of modern trends in educational theory and practice, and it reviews current problems.

It presents for the reader's consideration most of the fundamental issues under discussion today in educational circles – aims and principles, the interaction of home and school, the curriculum, the significance of the neighbourhood, problems of control and administration, equality of opportunity, the education and status of teachers, the organization of secondary education, the influence of the Churches and voluntary societies, and the educational needs of an industrial society.

A brief survey of this kind can be a dreary catalogue if it is not selective, and for that reason there are some important omissions. It has been assumed that many readers will wish to study more closely aspects and issues that particularly interest them, and throughout there are references to relevant literature including many books to which the author is specially indebted. A reading list has also been appended in the hope that it will prove helpful. Some minor revisions have been made in this reprint, to bring the book up to date.

'Cool, unbiased, objective, tolerant'–*The Times Educational Supplement.*

Also available:

GOVERNMENT OF EDUCATION

THE GREEKS OVERSEAS

John Boardman

This is the story of a nation on the move. It is a story which must, because it casts a fresh image of an extraordinary people, be studied by anyone who is curious about the sources of European culture, arts, and sciences.

In these pages we meet Greek mercenaries crudely scratching their names on statues 700 miles up the Nile; Greek goldsmiths working on the shores of the Black Sea; Greek artists employed in the palace of the Persian King and leaving 'doodles' on the walls; Greek wine-growers introducing the grape to Burgundy; Greek traders chaffering in the markets of Egypt and the Near East; and Greek colonists living at the very ends of the known world.

The Oxford Reader in Classical Archaeology has sifted all the latest evidence in this masterly book. For the first time he fully demonstrates how much the Greeks owed and gave to their neighbours as they elbowed their way into the throng of older civilizations between the eighth and sixth centuries B.C.

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ANCIENT EDUCATION AND TODAY

E. B. Castle was born in 1897, educated at Bemrose School, Derby, and at Lincoln College, Oxford. In 1928, after war service and five years' apprenticeship at Mill Hill School, he became headmaster of the Quaker school, Leighton Park, Reading. In 1948, suspecting that he was not improving and convinced that headmastering was one of the unscheduled dangerous trades, he decided to change his profession and became Professor of Education and Director of the Institute of Education at the University of Hull, and during the years 1956–9 was Pro-Vice-Chancellor. From 1961–1965 he was Visiting Professor in the University College of Makerere, Uganda, and in 1963 was chairman of the Uganda Education Commission.

Professor Castle has written a number of books on education, the most recent being *Moral Education in Christian Times*, a history of the way adults have treated children during the last 2000 years, and *Growing Up in East Africa*, a study of education in a developing country from birth to adolescence, based on his recent African experience.

E. B. CASTLE

ANCIENT EDUCATION AND TODAY

So long as the young generation is,
and continues to be, well brought up, our ship of state will have a
fair voyage; otherwise the consequences are
better left unspoken.

PLATO, *Laws*

PENGUIN BOOKS

Penguin Books Ltd, Harmondsworth, Middlesex, England
Penguin Books Inc., 3300 Clipper Mill Road, Baltimore 11, Md, U.S.A.
Penguin Books Australia Ltd, Ringwood, Victoria, Australia

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First published 1961
Reprinted 1962, 1964, 1965, 1967

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Made and printed in Great Britain
by Richard Clay (The Chaucer Press) Ltd, Bungay, Suffolk
Set in Monotype Fournier

IN MEMORIAM

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PREFACE

In the spring of 1958 the Association of Teachers in Technical Institutions declared their revolt against 'a limited culture dominated by the glory of Greece and the grandeur of Rome reflecting little of the achievement, the ideas and the philosophy of modern science'. They wish instead to see evolved a curriculum 'which nurtures all that is good in our human and national heritage and which, therefore, also reflects the importance of science in the mid twentieth century'. Now this suggestion is thoroughly Greek in character, for the ancient Greeks were pre-eminently a people who responded with courage and intelligence to the demands of the times they lived in. They too were able to conceive and construct an educational system relevant to the needs of their age, and technical teachers have no doubt realized that they managed to do this without the aid of any ancient language. The same is not quite true of the Romans, for they eventually had to learn Greek, a 'modern' language for them, partly because their education was Greek education and partly because Greek was the lingua franca of the Roman world.

All this is true. But do the technical teachers also imply that in attempting to discover what is relevant to the spiritual, intellectual, and technical needs of the twentieth century we should regard the Greek experience as irrelevant? The Greeks began European education; they asked the profoundest questions about it; they gave profound answers to their questions both in theory and in practice; they were careful to distinguish between culture and instruction, between value and fact. In brief, they gave a good number of good answers to the questions that beset us today, because they examined the nature of human beings with astonishing insight and were courageous enough to follow the logic of their thinking. Even their failures and perversities can teach us much; and their successes and wisdom we neglect at our peril.

The Greeks were superb technicians and artists, and they founded the science of the west, but they resisted the dangerous doctrine that education was instruction in the making of things

rather than the rearing of children so that they become good men. This insistent theme in the Greek idea, that education is what makes a man, still defines our modern problem. It reminds us that if we reject the means by which men are taught to control the machines they make, we are certainly not responding to the needs of the mid twentieth century.

No man can escape from the time and place of his birth. British children have been born into the traditions of Western Europe which come down to us in a threefold stream from Greece, Rome, and Judea, continuing to inform and nourish us, as it did our forefathers in the Middle Ages, renaissance, and modern times. We cannot escape it, but we can examine and assess its lessons and transform it to our own modern needs, rejecting and adopting as we will. This small book is an attempt to examine one part of this threefold inheritance, namely, the contributions made by Greece, Rome, and Judea to our educational thinking and attitudes. There are great contrasts in the views of the Greeks, Romans, and Jews on the rearing of children, and it is hoped that these differences have been sufficiently noted. All of them can be detected in the practice of education in our schools today. Readers familiar with the subject will, no doubt, discover many omissions, especially in the sphere of higher education, but I have been chiefly concerned with the education of children, and above all with its moral and disciplinary aspect, for in the end this is what education is really about. In the choice of material I have had the student and general reader in mind.

Inevitably I am indebted to that fine French scholar H. I. Marrou, whose *Histoire de l'éducation dans l'antiquité*, now delightfully translated into English by George Lamb, will long remain the standard work on education in Greece and Rome; and also to the massive scholarship of Werner Jaeger's *Paideia*. For Jewish education I have largely relied on Dr Nathan Morris's personal and scholarly help and on his book *The Jewish School*, which is by far the most reliable work on the very controversial subject of early Jewish education. To my colleagues, Dr A. F. Norman and Mr F. W. Garforth, I am indebted for advice and correction. To all of these I express my gratitude.

E. B. C.

CHAPTER ONE

HOMER THE EDUCATOR OF GREECE

JOHN STUART MILL once remarked that the Greeks were the beginners of nearly everything, Christianity excepted, of which the modern world makes its boast. Certainly the Greeks were the first real educators of our western world. No history of education can neglect them; for they were the first western people to think seriously and profoundly about educating the young, the first to ask what education is, what it is for, and how children and men should be educated. But just because the Greeks were so interested in education they were not of one mind about it. In Sparta and in Athens, for example, we are confronted with two highly contrasted educational ideals which can easily be recognized in educational practice today.

In discussing Greek education we do not begin with teachers and philosophers but with a poet whom no Greek teacher or philosopher was ever able to neglect, for in quite a special way he formed the Greek mind and gave to the Greek way of life a character that it never quite lost. In his two great epics, the *Iliad* and the *Odyssey*, still best sellers in the twentieth century, Homer gives us a folk history of an age not unlike the fabulous days of chivalry revealed in our own Morte d'Arthur. All his more than life-sized characters are obedient to the Homeric ideal, and it is this ideal we have to examine, for this it was that so powerfully influenced not only the earliest Greeks but also their more civilized successors.

Homer's heroes were endowed with *areté*, a word which defies easy translation. It is often translated by the English word 'virtue', but this is misleading because *areté* can mean less than virtue as we understand it, with its overtones of moral goodness, and also more, because it can mean excellence