

Аристофана, Теренция и др.), а также особенностям воспитания военного лидера и эфеба, которое нашло отражение в искусстве, материальной культуре и текстах разных жанров (диалогах Платона и Ксенофонта, речах и письмах Цицерона, сочинениях Геродота и Фукидида, текстах Варрона, Онесандра, Иосифа Флавия, Вегеция и др.).

По вопросам предоставления материалов и уточнения тем последующих выпусков, а также для высказывания замечаний, пожеланий и комментариев просим обращаться к главному редактору по следующему электронному адресу: Pichugina_V@mail.ru — Пичугина Виктория Константиновна. Я очень благодарна заместителю главного редактора А.Ю. Можайскому, который согласился стать выпускающим редактором этого выпуска.

В.К. ПИЧУГИНА

EDUCATION OF A WARRIOR IN GREECE AND ROME

(PREFACE)

This issue of the journal continues a series of annual thematically selected materials on the history of ancient pedagogical culture. Like the previous one, this issue combines scientific articles and translations of foreign scientific works on the topic. This will provide the reader with a wide range of opinions belonging to representatives of various research schools and areas, as well as initiate an interdisciplinary field for scientific discussions.

The theme of the issue is “Education of a warrior in Greece and Rome”. In the Greek and Roman cultures, military prowess and military skills were viewed as decisive factors of what it meant to be a citizen and, in general, a Greek or a Roman. Military memorabilia and trophies were everywhere: on monuments and tombs, in the sculptural decoration of temples and even in the dining halls of private houses, where offensive and defensive weapons hung on the walls, and elegant dishes

were decorated with military scenes. The military theme was present in the theater and at the popular assembly (the *ekklesia*), in councils and courts, in markets and at funerals. Antique education always went hand in hand not only with physical education, but also with “literary education,” which implied the study of Homer and other poets who praised military prowess. It was the Latin word “*virtus*” that, along with the ancient Greek word “*ἀρετή*”, characterized a man and suggested civil and military service to the state. The fourth issue will be devoted to the pedagogical dimension of military conflicts, the themes of war and peace in the tragedies and comedies by mentors-playwrights (Aeschylus, Sophocles, Euripides, Aristophanes, Terence, etc.), as well as the specifics of the military leader and ephebe education, which is reflected in the material culture and a wide range of texts (Plato and Xenophon’s dialogues, Cicero’s speeches and letters, Herodotus and Thucydides’ writings, the texts by Varro, Onesandrus, Josephus, Vegetius, etc.).

To submit materials and check the theme of the next issues, as well as to make remarks, suggestions and comments, please contact the Editor-in-Chief at the following e-mail address: Pichugina_V@mail.ru — Victoria Pichugina. I express gratitude to the Deputy Editor-in-Chief A.Yu. Mozhajsky, who agreed to become the Issue Editor.

V.K. PICHUGINA

ERZIEHUNG EINES KRIEGERES IN GRIECHENLAND UND ROM

(VORWORT DER *CHEFREDAKTEURIN*)

In dieser Lieferung der Zeitschrift wird die Reihenfolge jährlicher thematischer Materialien zur Geschichte der alten pädagogischen Kultur fortgesetzt. Wie auch die vorhergehende Lieferung enthält sie originale Forschungen und Übersetzungen fremdsprachiger wissenschaftlicher Schriften. Diese Struktur ermöglicht dem Leser eine breite Palette an Meinungen von Vertretern verschiedener wissenschaftlicher Schulen und Richtungen sowie ein interdisziplinäres Feld für wissenschaftliche Diskussionen zu schaffen.