

разование переживает свой последний расцвет, ознаменовавшийся деятельностью таких выдающихся наставников как Либаний и Хорикий, Марий Викторин и Фемистий, Авзоний и Гимерий, функционированием столь значимых образовательных центров как Афинская, Александрийская, Газская, Бурдигальская, Беритская и другие школы. Изучению широкого спектра факторов, обеспечивших развитие интеллектуально-культурной и образовательной традиций, а также исследованию взаимодействия старых и новых элементов образовательной жизни Средиземноморского мира III–VII вв. посвящен данный выпуск «*Nurothekai*».

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, выпускающему редактору М.А. Ведешкину и замечательному многогранному исследователю, доктору исторических наук, главному научному сотруднику Института всеобщей истории Российской академии наук М.С. Петровой за помощь в издании этого выпуска.

В.К. Пичугина

EDUCATION IN LATE ANTIQUITY

(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 in Late Antiquity*”. The period of Late Antiquity was a time of rapid transformation of all spheres of social life, the emergence of new and the development of old cultural

and religious traditions. Education in Late Antiquity was a sphere that was controlled both by pagans and Christians at different periods and with different degrees of success. The specifics of their relations determined the specifics of the space of education and knowledge, which differed significantly from city to city. The pagan philosophy of education in Late Antiquity existed largely due to the ability of mentors / teachers to adapt to the surrounding religious climate. The Christian attitude to pagan education changed significantly during religious conflicts and when some pagan teachers became too free-spoken in their teachings.

Despite numerous dramatic events that shook the Roman world in Late Antiquity, traditional education continued to be highly valued in the Empire — but only as long as it was not actively opposed to regional Christian norms. In the era of the decline of the Roman Empire, the traditions of ancient education experienced their final rise, marked by the activities of such outstanding mentors as Libanius and Choricus, Marius Victorinus and Themistius, Ausonius Hymerius, as well as the functioning of such important educational centers as the schools in Athens, Alexandria, Gaza, Burdigala, Beritus, and others. We dedicate the third issue of “Hypothekai” to the studies of a wide range of factors that provided for these socio-cultural and educational traditions and the study of the interaction between the old and new elements of the educational life in the 3d-7th centuries’ Mediterranean world.

To submit materials and check the themes 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, the Issue Editor M.A.Vedeshkin and the remarkable multifaceted researcher, Doctor of Historical Sciences, Chief Research Fellow of the Institute of General History at the Russian Academy of Science M.S. Petrova for her invaluable help in producing this issue.

V.K. Pichugina