

The Essential Study of Classics

“To be ignorant of what occurred before you were born is to remain always a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history?”

~ Marcus Tullius Cicero

In recent decades, the study of Classics has been much maligned and side-lined. Often considered “elitist” or “archaic”, Classics (comprising Ancient Greek, Latin and Ancient History) has been removed from the National Curriculum and is, more often than not, the sole domain of the children of the wealthy. Indeed, there is so much inverted snobbery around the study of Classics that many educational professionals consider it to be both pompous and obsolete.

As a Classicist myself, it is my contention that this is not only a falsehood but that this obfuscation of the subjects has been done by design, in order to further remove our children from their cultural and historical inheritance.

In 1920, the mission statement of John D Rockefeller’s General Education Board wrote:

“In our dreams, people yield themselves with perfect docility to our molding (sic) hands. The present education conventions of intellectual and character education fade from their minds and, unhampered by tradition, we work our own good will upon a grateful and responsive folk.

We shall not try to make these people or any of their children into men of learning or philosophers, or men of science. We have not to raise up from them authors, educators, poets or men of letters, great artists, painters, musicians, nor lawyers, doctors, statesmen, politicians, creatures of whom we have ample supply.

The task is simple. We will organize (sic) children and teach them in a perfect way the things their fathers and mothers are doing in an imperfect way”.

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This ethos has permeated the educational institutions of the West: for a century, our children have been subjected to the type of indoctrination which renders them not philosophers or statesmen but cattle, easily moulded and preyed-upon by the globalists who seek to dominate every aspect of our lives.

It is my belief that the removal of Classics from the curriculum has been an intrinsic part of this plan: prior to the twentieth century, children from all walks of life studied Latin and Greek. Not only the children of the aristocracy – all children who attended grammar schools or day schools were taught these disciplines and they were requisite for any young man entering public life. Since the 1960s, Classics has been set-aside in favour of subjects far simpler and far less challenging – subjects, indeed, which are easily imbued with Cultural Marxism and Leftist ideology: Media Studies, Sociology and PSHE have replaced the intellectually demanding rigours of Latin, Greek and Ancient History. Similarly, Logic, Rhetoric, Oratory and Bible Studies have all

been removed from our children's curriculum, to be replaced with useless, shallow "Religious Studies" and "Speaking and Listening" components which teach them only to parrot the unthinking views of their indoctrinated teachers.

This is no accident. Make no mistake: this was done to our children by design and I know this to be true. I know this because, as a Classicist myself, I recognise the value of Classical languages as the key to understanding **all** European tongues; I recognise the connection Classics gives me to my own history and tradition and, most importantly, I recognise the intellectual rigour, discipline and self-control required to succeed in these most challenging of studies.

In Latin, we see the cultural zeitgeist of the engineer, of the conqueror, of the builder of empires; in Greek, we find the artist, the playwright, the philosopher, the statesman. In the study of Ancient History, we learn the foundations of our world and we discover our *mos maiorum*, our common ancestry and our political roots. It is impossible for us to be cognisant of our society without some knowledge of our classical past. Who are we, as a people, without Plato and Socrates, Cicero and Cincinnatus, Antony and Augustus? How can we ever go forward, without knowing from whence we came?

Latin, Ancient Greek and Ancient History are your inheritance – they are your children's inheritance. The civilisation in which we live today exists *solely* because of the classical civilisations which preceded it. The Romans and the Greeks form the basis of our culture and, without understanding them, we are unable to understand ourselves and the world in which we live. We are atomised, we have no connection to our heritage and we are the very bovine cattle the Rockefeller Institute intended us to be.

Take back your past – take back your children's future. Give them the gift of Classics and allow them to develop into logical, thoughtful, insightful, rational adults who know where they came from and can see where they are going. Be worthy of your ancestors and defy those who wish to steal your children's cultural heritage: bring forth men and women of learning, philosophers, statesmen and poets. Bring forth Europeans. Bring forth our Folk.

Recommended Resources:

Language:

- *The Cambridge Latin Course, Books I-V*, Cambridge Schools Latin Project
- *An Introduction to Classical Greek*, Fred Pagnell and Kristian Waite

Mythology:

- *The Greek and Roman Myths: A Guide to the Classical Stories*, Philip Matyszak

History:

- *Res Gestae*, Emperor Augustus
- *Iliad and Odyssey*, Homer
- *Annals*, Tacitus
- *The Twelve Caesars*, Suetonius
- *A History of Ancient Greece*, Claude Orrioux and Pauline Schmitt Pantel