

the great tradition classic readings on what it means to be an educated human being

richard gamble

The Great Tradition Classic Readings on What It Means to Be an Educated Human Being: Richard Gamble's Insights

the great tradition classic readings on what it means to be an educated human being richard gamble offer a fascinating window into the enduring quest for intellectual and moral development. These readings, carefully curated and interpreted by Richard Gamble, illuminate a rich philosophical and literary heritage that has shaped Western thought on education and the cultivated life. If you've ever wondered what it truly means to be educated—not just in terms of knowledge, but in wisdom, virtue, and understanding—then exploring Gamble's work and the great tradition he highlights is a rewarding journey.

In this article, we'll delve into the essence of the great tradition as presented by Richard Gamble, examining the classic texts that define it, and exploring why this approach to education remains relevant today. We'll also uncover practical insights on how these readings can inform modern conceptions of being an educated human being.

Understanding the Great Tradition: A Foundation for Education

When we talk about the "great tradition," we're referring to a lineage of thinkers, writers, and philosophers whose works have stood the test of time. This tradition encompasses figures from ancient Greece and Rome, through the medieval period, Renaissance, and Enlightenment, to modern thinkers who have grappled with the nature of knowledge, virtue, and the good life.

Richard Gamble's work centers on this tradition as a foundational source for understanding what it means to be truly educated. Unlike a mere accumulation of facts or technical skills, the great tradition encourages a holistic development of the person—intellectually, morally, and spiritually.

The Role of Classic Readings in Shaping the Educated Individual

Classic texts like Plato's **Republic**, Aristotle's **Nicomachean Ethics**, Augustine's **Confessions**, and Aquinas's **Summa Theologica** are more than historical artifacts. They are dynamic conversations that continue to challenge readers to think critically about life's deepest questions. Gamble emphasizes that engaging with these readings isn't about memorizing content but about wrestling with timeless ideas that shape character and judgment.

By immersing oneself in these works, the educated human being learns to appreciate the

interconnectedness of truth, beauty, and goodness—a triad central to the great tradition. This approach fosters not only intellectual growth but also ethical sensibility, preparing individuals to navigate complex moral landscapes.

Richard Gamble's Interpretation of Education through the Great Tradition

Richard Gamble is a prominent philosopher and educator who has dedicated much of his scholarship to reviving the great tradition's relevance for contemporary learners. His approach highlights how classical education forms a bridge between past wisdom and present challenges.

Education as Formation, Not Just Information

One of Gamble's key insights is that education, according to the great tradition, is fundamentally about formation. It's about shaping the soul, cultivating virtues like courage, temperance, justice, and wisdom. This contrasts sharply with modern views that often reduce education to vocational training or information transfer.

Through reading and discussing classic texts, students encounter models of exemplary human beings and grapple with the virtues these figures embody. This process nurtures a disposition toward lifelong learning and moral responsibility.

The Dialogue Between Teacher and Text

Gamble stresses the dialogical nature of engaging with classic readings. The relationship between the student and the text is interactive—the reader is invited to question, interpret, and apply the insights found in ancient and medieval works. This dynamic engagement cultivates critical thinking and self-reflection.

In this sense, the great tradition is not static but living. It invites each generation to contribute to an ongoing conversation about what it means to be educated, human, and fulfilled.

Core Themes in the Great Tradition Classic Readings

Exploring the great tradition through Gamble's lens reveals several central themes that define what it means to be an educated human being.

The Pursuit of Truth

At the heart of the great tradition is a relentless pursuit of truth. Whether through philosophy,

theology, or literature, these readings engage with questions about the nature of reality, knowledge, and existence. Education is thus seen as a journey toward understanding the world and our place within it.

The Development of Virtue

Virtue ethics is a cornerstone of the tradition. The classics teach that intellectual knowledge without moral character is incomplete. Being educated involves cultivating virtues that enable individuals to live well and contribute positively to society.

The Integration of Mind and Heart

The great tradition emphasizes the unity of reason and emotion, intellect and will. Richard Gamble points out that true education harmonizes these aspects, encouraging not just rational understanding but also heartfelt commitment to the good.

Applying the Great Tradition Today: Insights and Tips

So, how can modern readers and learners benefit from the great tradition classic readings on what it means to be an educated human being, as interpreted by Richard Gamble? Here are some practical ways to bring this timeless wisdom into contemporary life.

Embrace a Curated Reading List

Start by exploring a carefully selected set of classical texts that represent key moments in the tradition. These might include works by Plato, Aristotle, Cicero, Augustine, Aquinas, and more recent figures like Locke or Rousseau. Reading these texts with guidance—whether through study groups, lectures, or annotated editions—can deepen understanding.

Engage in Reflective Dialogue

Don't just passively consume the readings; engage actively with them. Write reflections, participate in discussions, or journal your responses. This kind of interaction fosters critical thinking and personal growth.

Focus on Character Formation

Remember that education is about more than intellectual achievement. Reflect on how the virtues and insights from the readings apply to your own life. Consider ways to cultivate qualities like

patience, honesty, courage, and humility.

Integrate Learning Across Disciplines

The great tradition encourages seeing connections between philosophy, literature, history, and art. Try to approach learning holistically, recognizing how different fields contribute to a well-rounded education.

Why the Great Tradition Matters in a Modern World

In today's fast-paced, information-saturated environment, the great tradition classic readings on what it means to be an educated human being—as presented by Richard Gamble—offer a much-needed anchor. They remind us that education is fundamentally about human flourishing, not just career preparation or data acquisition.

By returning to these classical sources, learners can find a compass for navigating ethical dilemmas, cultivating wisdom, and participating meaningfully in civic life. The great tradition's emphasis on virtue, truth, and holistic formation provides a counterbalance to the fragmented and often superficial nature of contemporary education.

Moreover, Gamble's interpretation encourages a renewed appreciation for the dialogical process of learning—one that respects the past while engaging creatively with the present. This dynamic approach not only preserves cultural heritage but also equips individuals to face the challenges of an ever-changing world with insight and integrity.

Exploring the great tradition classic readings on what it means to be an educated human being through Richard Gamble's perspective invites us to reconsider education as a lifelong journey of growth and discovery. It's an invitation to engage deeply with ideas that have shaped civilizations and to cultivate a mind and heart prepared for the complexities of modern life. Whether you are a student, educator, or lifelong learner, immersing yourself in this tradition opens pathways to richer understanding and a fuller human experience.

Frequently Asked Questions

What is the main focus of Richard Gamble's 'The Great Tradition: Classic Readings on What It Means to Be an Educated Human Being'?

The book focuses on exploring the essential qualities and knowledge that define an educated human being through a collection of classic readings from Western intellectual history.

How does 'The Great Tradition' define an educated human being according to Richard Gamble?

According to Gamble, an educated human being is someone who possesses a deep understanding of the great ideas, moral virtues, and cultural heritage that have shaped Western civilization, enabling them to think critically and live a meaningful life.

What types of readings are included in 'The Great Tradition' anthology?

The anthology includes classic texts from philosophers, theologians, historians, and literary figures such as Plato, Aristotle, Augustine, Aquinas, Shakespeare, and others that have contributed to the Western intellectual tradition.

Why is 'The Great Tradition' considered important for modern education?

'The Great Tradition' is important because it emphasizes the value of engaging with timeless texts that cultivate critical thinking, moral reasoning, and a broad cultural literacy, which are essential for a well-rounded education in the modern world.

How does Richard Gamble's work relate to the concept of liberal education?

Gamble's work supports the principles of liberal education by advocating for a curriculum grounded in the study of classic works that develop intellectual virtues and foster a comprehensive understanding of human nature and society.

Can 'The Great Tradition' be used as a guide for self-education?

Yes, 'The Great Tradition' serves as a valuable guide for self-education by providing readers with a curated selection of foundational texts that offer insights into what it means to be truly educated beyond vocational training.

What role do moral and ethical questions play in 'The Great Tradition' readings?

Moral and ethical questions are central to the readings, as they challenge readers to reflect on virtues, the good life, justice, and human purpose, which are key aspects of being an educated human being according to the tradition presented by Gamble.

How does 'The Great Tradition' address the challenges of contemporary education?

'The Great Tradition' addresses contemporary educational challenges by reasserting the importance

of classical knowledge and critical thinking skills in an age often dominated by specialization and technical training, encouraging a holistic approach to learning.

Additional Resources

The Great Tradition Classic Readings on What It Means to Be an Educated Human Being: Richard Gamble's Perspective

the great tradition classic readings on what it means to be an educated human being richard gamble provide a profound exploration of education's enduring purpose through the lens of Western intellectual heritage. Richard Gamble, a noted scholar and editor, compiles and interprets these classic texts to articulate a vision of education that transcends vocational training, aiming instead at cultivating wisdom, virtue, and a deeply informed understanding of human nature. His work invites readers to reconsider contemporary approaches to education by reconnecting with the great books and ideas that have shaped what it means to be truly educated across centuries.

The phrase "the great tradition classic readings" refers to a carefully curated selection of canonical texts that have historically influenced Western thought—ranging from Plato and Aristotle to Augustine, Aquinas, and beyond. Gamble's scholarship situates these readings not merely as historical artifacts but as living dialogues that challenge modern assumptions about knowledge, culture, and the human condition. This article examines the core themes of Gamble's perspective, analyzing how these classical works collectively offer a blueprint for education that is holistic, reflective, and oriented toward the formation of character.

Reclaiming Education: The Essence of the Great Tradition

At the heart of Richard Gamble's engagement with the great tradition is a critique of contemporary educational models, which often prioritize technical skills and career preparation over intellectual and moral development. The great tradition classic readings on what it means to be an educated human being richard gamble highlights emphasize education as a lifelong process of cultivating the intellect and soul. The texts included in his collections focus on what it means to live well and think deeply—qualities that modern curricula sometimes overlook in favor of specialization and practicality.

Gamble's work underscores the timelessness of the great tradition by demonstrating how these classical readings remain relevant to questions about human flourishing. For instance, the Socratic method, central to many of the included conversations, fosters critical thinking and self-knowledge. Similarly, Aristotle's concept of *phronesis* (practical wisdom) bridges abstract knowledge and ethical living. Through these lenses, an educated human being is one who not only possesses information but also understands how to apply it wisely in life's complex moral landscape.

The Role of the Great Books in Formation

One of the key contributions of the great tradition classic readings on what it means to be an educated human being richard gamble curates is the reaffirmation of the great books as

indispensable tools for intellectual formation. These texts serve as a common language and reference point, enabling learners to engage with the perennial questions of existence, justice, beauty, and truth. Gamble argues that exposure to these works fosters a shared cultural literacy that is necessary for meaningful participation in civic and intellectual life.

Moreover, the great books encourage dialectical engagement, where readers are challenged to interpret, question, and sometimes contest the ideas presented. This dynamic interaction nurtures intellectual humility and rigor, qualities essential to the educated individual. By revisiting these classical readings, learners can develop a nuanced appreciation for the complexity of human thought and the development of ethical frameworks.

Comparative Insights: Traditional vs. Modern Education Models

It is instructive to compare the educational philosophy embedded in the great tradition to contemporary pedagogical practices. The great tradition classic readings on what it means to be an educated human being richard gamble emphasizes a liberal education grounded in the cultivation of virtue and wisdom rather than mere technical proficiency. In contrast, modern education often compartmentalizes knowledge into specialized fields, sometimes at the expense of interdisciplinary understanding and moral inquiry.

This divergence has practical implications. For example, graduates of traditional liberal arts programs often demonstrate stronger critical thinking skills and adaptability, as highlighted in numerous educational studies. They are equipped to grapple with ambiguity and complexity—a direct outcome of engaging with classical texts that resist simplistic answers. On the other hand, the vocational approach may yield quicker job placement but can leave individuals less prepared for ethical dilemmas or civic responsibilities.

Features of the Great Tradition Approach

- **Holistic Development:** Focuses on intellectual, moral, and spiritual growth rather than just technical skills.
- **Dialogical Learning:** Encourages active questioning and debate, mirroring the Socratic method.
- **Historical Continuity:** Connects learners to a lineage of thinkers, fostering a sense of cultural identity.
- **Character Formation:** Emphasizes virtues such as courage, temperance, and justice as integral to education.
- **Enduring Questions:** Engages with universal themes that transcend time and culture.

These features distinguish the great tradition from more utilitarian models, positioning education as a transformative journey rather than a transactional experience.

Challenges and Criticisms

While Richard Gamble's advocacy for the great tradition classic readings on what it means to be an educated human being presents a compelling vision, it is not without its critics. Some argue that a curriculum centered predominantly on Western classics risks excluding diverse perspectives and perpetuating cultural hegemony. In an increasingly globalized world, critics emphasize the need for education to be inclusive of non-Western philosophies and histories.

Another challenge lies in the accessibility of classical texts. Their often archaic language and dense philosophical arguments can be intimidating for modern readers, potentially limiting their appeal and practical adoption. Educational institutions must therefore balance reverence for tradition with pedagogical innovation, ensuring these readings are presented in ways that resonate with contemporary learners.

Despite these challenges, Gamble's work does not advocate for exclusion but rather for integration—inviting the great tradition to serve as a foundation upon which broader, pluralistic education can be built.

The Impact on Modern Educational Philosophy

The resurgence of interest in the great tradition within certain academic circles and educational institutions reflects a growing recognition of its value. Gamble's editorial efforts contribute to this movement by making classic readings accessible and relevant. His work aligns with a broader philosophical critique of modernity's fragmentation and the search for coherence in educational aims.

Institutions that incorporate the great tradition often report enhanced student engagement and a deeper appreciation for the interconnectedness of knowledge. By grappling with the questions posed by classical authors, students cultivate a habit of reflective thinking that benefits both personal growth and professional competence.

In sum, the great tradition classic readings on what it means to be an educated human being articulates a timeless ideal of education—one that seeks to form individuals capable of thoughtful judgment, ethical responsibility, and meaningful participation in the life of their communities. This approach continues to inspire educators and learners who aspire to education as a pathway to wisdom, not merely information.

[The Great Tradition Classic Readings On What It Means To Be An Educated Human Being Richard Gamble](#)

the great tradition classic readings on what it means to be an educated human being

richard gamble: *The Great Tradition* Richard M. Gamble, 2023-03-28 Frustrated with the continuing educational crisis of our time, concerned parents, teachers, and students sense that true reform requires more than innovative classroom technology, standardized tests, or skills training. An older tradition—the Great Tradition—of education in the West is waiting to be heard. Since antiquity, the Great Tradition has defined education first and foremost as the hard work of rightly ordering the human soul, helping it to love what it ought to love, and helping it to know itself and its maker. In the classical and Christian tradition, the formation of the soul in wisdom, virtue, and eloquence took precedence over all else, including instrumental training aimed at the inculcation of useful knowledge. Edited by historian Richard Gamble, this anthology reconstructs a centuries-long conversation about the goals, conditions, and ultimate value of true education. Spanning more than two millennia, from the ancient Greeks to contemporary writers, it includes substantial excerpts from more than sixty seminal writings on education. Represented here are the wisdom and insight of such figures as Xenophon, Plato, Aristotle, Seneca, Cicero, Basil, Augustine, Hugh of St. Victor, Bonaventure, Thomas Aquinas, Martin Luther, John Calvin, Erasmus, Edmund Burke, John Henry Newman, Thomas Arnold, Albert Jay Nock, Dorothy Sayers, C. S. Lewis, and Eric Voegelin. In an unbroken chain of giving and receiving, *The Great Tradition* embraced the accumulated wisdom of the past and understood education as the initiation of students into a body of truth. This unique collection is designed to help parents, students, and teachers reconnect with this noble legacy, to articulate a coherent defense of the liberal arts tradition, and to do battle with the modern utilitarians and vocationalists who dominate educational theory and practice.

the great tradition classic readings on what it means to be an educated human being
richard gamble: Reading for the Love of God Jessica Hooten Wilson, 2023-03-28 A timely and accessible primer.--Christian Century What if we viewed reading as not just a personal hobby or a pleasurable indulgence but a spiritual practice that deepens our faith? In *Reading for the Love of God*, award-winning author Jessica Hooten Wilson does just that--and then shows readers how to reap the spiritual benefits of reading. She argues that the simple act of reading can help us learn to pray well, love our neighbor, be contemplative, practice humility, and disentangle ourselves from contemporary idols. Accessible and engaging, this guide outlines several ways Christian thinkers--including Augustine, Julian of Norwich, Frederick Douglass, and Dorothy L. Sayers--approached the act of reading. It also includes useful special features such as suggested reading lists, guided practices to approaching texts, and tips for meditating on specific texts or Bible passages. By learning to read for the love of God, readers will discover not only a renewed love of reading but also a new, vital spiritual practice to deepen their walk with God.

the great tradition classic readings on what it means to be an educated human being
richard gamble: Passing the Torch Louis Markos, 2025-04-29 What is the purpose and meaning of classical education? Imagine a world where education isn't just about information transfer but about shaping the soul, where students are nurtured to become virtuous, morally self-regulating citizens. *Passing the Torch* makes an energetic case for the critical role of classical Christian education in today's world. From the pre-Christian musings of Plato to the modern reflections of C. S. Lewis, *Passing the Torch* intertwines the wisdom of diverse epochs to argue for an educational renaissance grounded in classical Christian values. *Passing the Torch* takes educators and parents on a literary and philosophical pilgrimage that includes: Bibliographic Essays: Each essay serves as a gateway to key texts and influential thinkers, making it an invaluable guide for educators and homeschooling parents alike. Close Readings: Delve into thoughtful examinations of pivotal figures such as Augustine, Rousseau, and Dorothy Sayers offering an intimate understanding of the moral and educational imperatives they championed. Passionate Advocacy: *Passing the Torch* ignites a fervor for the value and necessity of classical Christian education that is both infectious and inspiring. In an era where educational paradigms often prioritize technological proficiency over moral formation, *Passing the Torch* is a call to return to the roots of classical Christian education. Reflecting on the writings of literary and philosophical giants from Plato and Augustine to C.S. Lewis and Dorothy Sayers, Markos makes a strong case for the benefits of classical education over the

modern public education system. - Library Journal Review, April 2025

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richard gamble: Leisure and Labor Anthony P. Coleman, 2019-11-27 Using Josef Pieper's *Leisure* as a point of departure, the contributors to this volume share a mutual concern for the diminishing role of the liberal arts in Catholic higher education. The overwhelming impression they share is that U.S. Catholic universities, with notable exceptions, have forgotten the very goal of university education, and especially Catholic university education: to aid in forming young men and women to pursue the truth and helping them to become freer persons.

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richard gamble: From Aristotle to Christ Louis Markos, 2025-09-23 Discover how Aristotelian thought has shaped Christianity through history and remains relevant for Christians today When Christians of any age, country, or denomination debate the nature of the good life, the soul, free will, or design, Aristotle lies behind their logic as well as their rhetoric. Although Aristotle did not have access to the Bible's special revelation, he made full use of general revelation to arrive at deep truths about the nature of God, human identity, and the universe. In the Catholic Middle Ages the spiritual vision that undergirded Dante's *Divine Comedy* was strongly indebted to Aristotle's cosmology, and in the Protestant Reformation and Enlightenment the social vision of a well-run state was equally indebted to his political science. In a follow up to his well-loved book *From Plato to Christ*, renowned scholar Louis Markos takes us on a vigorous and celebratory journey through the work of Plato's greatest student, demonstrating Aristotle's often unacknowledged influence on the Christian faith. In Markos's hands, Aristotle is far from an irrelevant ancient philosopher but is instead an important conversation partner for some of history's greatest Christian thinkers and a thoughtful guide to today's most challenging questions. With this book, you'll: Consider the influence of Aristotle's thought on the Christian faith, Carefully analyze several of Aristotle's best-known texts, Trace Aristotle's influence upon many key theologians in Christian history, and Understand Aristotle's continuing importance for Christians today. This book is a perfect addition to any classroom that seeks to understand how classical thought intersects with Christianity, both past and present. Grab your copy today and explore the relationship between Aristotelian philosophy and Christianity.

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richard gamble: Against Worldview Simon P. Kennedy, 2024-12-04 Reframing the lenses of Christian worldview Recognize the limits and failures of Christian worldview education Consider a more organic approach to Christian learning and education Understand the value of wisdom over rigid frameworks In *Against Worldview: Reimagining Christian Formation as Growth in Wisdom*, Simon P. Kennedy challenges the conventions of Christian worldview education and provides a better way. Although the current concept of Christian worldview appears incontestable, it rests upon shaky philosophical foundations, fails to account for the complexities of how we interact with the world, and may even undermine the curiosity essential for true learning. But rather than shattering the lenses of Christian worldview, Kennedy reframes worldview around wisdom. A biblical worldview is not downloaded all at once. It is cultivated piece by piece, as we learn about God, his world, and ourselves. Christian education is an organic process of learning to wisely nurture a biblical worldview.

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richard gamble: Aristocratic Voices Richard Avramenko, Ethan Alexander-Davey, 2024-12-15 In the 21st century, political debates appear to center on fundamental conflicts between "the people" and "elites." Most of these discussions emphasize strategies to protect and empower the oppressed masses against a predatory ruling class. Much of classical political thought, however, was written from an aristocratic point of view: that is, it ascribed paramount importance to the question of elite formation. Assuming inequality as a permanent feature of human associations, what virtues would elites need to have, what institutions and traditions would cultivate the best qualities in members of the ruling class, and curb their extravagances. *Aristocratic Voices: Forgotten Arguments about*

Virtue, Authority, and Inequality consists of essays by political theorists who explore these questions in the works of aristocratic thinkers, both ancient and modern. The volume includes analyses of aristocratic virtues, interpretations of aristocratic assemblies and constitutions, both historic and contemporary, as well as critiques of liberal virtues and institutions. Essays on Plutarch, Nicholas of Cusa, Marsilius of Padua, Sir Thomas Elyot, John Henry Newman, Wilhelm Heinrich Riehl, Henry Adams, Friedrich Nietzsche, Irving Babbitt, Oswald Spengler, Julius Evola, and Robert Nisbet explore ways of preserving and adapting the valuable aspects of the aristocratic ethos to the needs of modern societies.

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richard gamble: Liberal Arts and Sciences Christopher A. Ulloa Chaves ED.D, 2014-05-28

"Liberal Arts and Sciences ... should be read by those persons who wish to seek a higher level of critical, compassionate, and creative thinking. It is well-written, insightful, and is a fascinating examination of education...and significant traits such as honesty, creativity, ethical behavior, and wisdom—concepts that are sorely needed in today's global world." -US Review of Books Nominated for the American Association of Colleges & University's 2015 Frederic W. Ness Book Award. Nominated for the 2015 Eric Hoffer Book Award. "This book will help individuals become more open, courageous, and willing to engage in meaningful and constructive dialogue in their search for truth." -Miriam Montano, undergraduate student in California This book will, first, move the reader through philosophy's major conceptions as ideas that initiate and sustain educational and learning processes. The book will then provide an historical account of the key periods, development, and continuing contributions of the liberal arts enterprise. The book also includes three chapters on the application dimensions of the liberal arts model of higher learning, mainly its development of critical, creative, and ethical thinking competencies for effective citizenship and problem solving in the world.

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richard gamble: Something Beyond Nothing? Brian Niece, 2018-07-13 In life there are a few major questions. Among them are, "What do we gain?" "What's new?" and "What's the point?" This book creatively uses the Book of Ecclesiastes—where these questions often pop up—to investigate how we question, what we question, and why we question. Along the way you will encounter some of history's great questioners: Socrates, Soren Kierkegaard, Virginia Woolf, Friedrich Nietzsche, G. K. Chesterton, and others, though they may appear in unexpected ways. *Something Beyond Nothing?* is an experiment in finding and making meaning that focuses on the unpredictable journey of living with questions. Taking the awkwardness of Ecclesiastes as a cue, Brian Niece's odd book is a mix of storytelling, theological analysis, poetic meditation, philosophical investigation, drama, and biblical interpretation. Herein is nonfiction and fiction—with no clear line between the two—suggesting that our modes of meaning may be as significant as the meaning they lead us to. What's more, if there is something beyond nothing, it may not be quite like what we think we know. And the God we don't yet know may surprise us.

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richard gamble: Theory and Practice in the Philosophy of David Hume James Wiley, 2012-07-31 An original interpretation of Hume's philosophy as centered on the relationship between theory and practice. The author argues that Hume's *Essays and History* represent a humanist practical philosophy derived from the speculative philosophy of *A Treatise of Human Nature* and the *Enquiries*.

the great tradition classic readings on what it means to be an educated human being
richard gamble: American Cicero Bradley J. Birzer, 2023-06-20 Aristocrat. Catholic. Patriot. Founder. Before his death in 1832, Charles Carroll of Carrollton—the last living signer of the Declaration of Independence—was widely regarded as one of the most important Founders. Today, Carroll's signal contributions to the American Founding are overlooked, but the fascinating new biography *American Cicero* rescues Carroll from unjust neglect. Drawing on his considerable study of Carroll's published and unpublished writings, historian Bradley J. Birzer masterfully captures a man of supreme intellect, imagination, integrity, and accomplishment. Born a bastard, Carroll

nonetheless became the best educated (and wealthiest) Founder. The Marylander's insight, Birzer shows, allowed him to recognize the necessity of independence from Great Britain well before most other Founders. Indeed, Carroll's analysis of the situation in the colonies in the run-up to the Revolution was original and brilliant—yet almost all historians have ignored it. Reflecting his classical and liberal education, the man who would be called The Last of the Romans advocated a proper understanding of the American Revolution as deeply rooted in the Western tradition. Carroll even left his mark on the U.S. Constitution despite not assuming his elected position to the Constitutional Convention: by inspiring the creation of the U.S. Senate. American Cicero ably demonstrates how Carroll's Catholicism was integral to his thought. Oppressed because of his faith—Maryland was the most anti-Catholic of the original thirteen colonies—Carroll became the only Roman Catholic to sign the Declaration of Independence and helped legitimize Catholicism in the young American republic. What's more, Birzer brilliantly reassesses the most controversial aspects of Charles Carroll: his aristocratic position and his critiques of democracy. As Birzer shows, Carroll's fears of extreme democracy had ancient and noble roots, and his arguments about the dangers of democracy influenced Alexis de Tocqueville's magisterial work *Democracy in America*. American Cicero reveals why Founders such as John Adams assumed that Charles Carroll would one day be considered among the greats—and also why history has largely forgotten him.

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richard gamble: *When Soul Appears* Al McGee, 2022-03-02 After a painful confrontation with a Senior Pastor, his associate, the Rev. Al McGee, dealt with it by exclaiming the unsayable: "I don't believe!" And thus began a wrestling match with the Divine. Al was struggling with God. Arguing with God. Contending with God. And found that instead of a lightning strike he was given the grace of deeper understanding. Like the Old Testament character, Jacob, who wrestled all night with God to wake up with a new identity, Al, too, entered a realm of greater possibilities. By having it out with God, he realized God more deeply. He experienced a felt shift into a surprising inner cohesion of body, mind, and soul. For Al, the protest - the raised fist against heaven - was the catalyst for what he calls the appearance of soul. Marked by depth, variety, and a wealth of "voices," *When Soul Appears* will challenge readers to look at their beliefs and to ponder whether these are inspiring or restricting.

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richard gamble: *The Impact of Political Economy* Piet Naudé, Michael Welker, John Witte Jr., 2023-06-23 In our late modern pluralistic societies, there are tensions and complementarities between a plurality of individual and social claims and activities to shape societal life and a constructive pluralism of what is known as social systems. The latter provide normative codes and powers emanating from the areas of law, religion, the family, the market, the media, education, academic research, health care, defense and politics. A better understanding and steering of this complex division of powers is crucial for the common good and for freedom and peace. In this volume, a multi-disciplinary team of experts from Germany, Italy, Australia, the UK, the USA, and South Africa bring their conceptual, empirical and historical insights to bear in three broad sections: »The moral dimension of social systems«; »The interaction of religion, law and education with political systems«; and »The moral (mal)-formation evident in case studies on the global financial crisis and social media«.

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richard gamble: *The Core: Teaching Your Child the Foundations of Classical Education* Leigh A. Bortins, 2010-06-08 In the past, correct spelling, the multiplication tables, the names of the state capitals and the American presidents were basics that all children were taught in school. Today, many children graduate without this essential knowledge. Most curricula today follow a haphazard sampling of topics with a focus on political correctness instead of teaching students how to study. Leigh Bortins, a leading figure in the homeschooling community, is having none of it. She believes that there are core areas of knowledge that are essential to master. Without knowing the multiplication tables, children can't advance to algebra. Without mastery of grammar, students will

have difficulty expressing themselves. Without these essential building blocks of knowledge, students may remember information but they will never possess a broad and deep understanding of how the world works. In *The Core*, Bortins gives parents the tools and methodology to implement a rigorous, thorough, and broad curriculum based on the classical model, including: - Rote memorization to cement knowledge - Systematic learning of geography, historical facts, and timelines - Reading the great books and seminal historical documents instead of adaptations and abridged editions - Rigorous training in math and the natural sciences

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richard gamble: Humanities Perspectives in Peace Education Nicole L. Johnson, 2021-08-01 In *Humanities Perspectives in Peace Education: Re-Engaging the Heart of Peace Studies*, scholar-teachers across a variety of humanities fields explore the content, methods, and pedagogies that are unique to their respective disciplines in contributing to the study of peace and justice. In recent decades, even as peace scholarship has burgeoned, many peace studies texts—including those that purport to be interdisciplinary in nature—have emphasized social science perspectives and, in some cases, have foregone exploration of the role of the humanities altogether in comprehensive peace education. While humanities scholars continue to stake out space for peace scholarship within their fields, no volume has attempted to collect the wisdom of multiple humanities disciplines in order to make the case for their critical role in authentic peace education. *Humanities Perspectives in Peace Education* addresses that shortcoming in the field of peace studies by exploring the ways in which the humanities are uniquely situated to contribute particular content, knowledge, skills, and values required of comprehensive peace education, scholarship, and activism. These include the development of empathy and understanding, creative vision and imagination, personal and communal transformation toward “the good” in society (such as the pursuit of justice, nonviolence, freedom, and human thriving), and field-specific analytical lenses of their own, among other contributions. Both teachers and students of peace will find value in this interdisciplinary humanities volume. Each chapter of *Humanities Perspectives in Peace Education* offers a deep-dive into a particular humanities field—including philosophy, literature, language and culture studies, rhetoric, religion, history, and music—to mine the field’s unique contributions to peace and justice studies. Scholars ask: “What are we missing in peace education if we fail to include this academic discipline?” Chapters include suggestions for peace pedagogies within the humanities field as well as bibliographies and suggestions for further reading.

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