

From the editorial board

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YEAR TWO: BOLDER STEPS

This marks the first issue of Volume 2 of *Cross Cultural Studies: Education and Science* (CCS&ES), *Кросс-культурные исследования: Образование и Наука*. From its modest beginnings one year ago our bi-lingual title has recognized both the American and English language home in Middlebury, Vermont, and the international community of scholars interested in Russia, the Russian language, culture and literature. Lately even greater attention has been directed to the presence of English and its role in Slavic speaking nations and the independent states that emerged from the Soviet Union. Clearly we are well into the twenty-first century both thematically and formally.

The decision to provide our journal in print and electronic format has also proved farsighted. Dozens of visitors, hundreds of views from over a dozen nations highlight the statistics for the electronic versions of the journal found at <http://sites.middlebury.edu/ccses/>. We invite you to revisit or catch up on the work of your colleagues.

Even as the reach of our journal has grown so has the number of contributors from far and wide. In these times, perhaps more than ever, we require sound fact based information, the result of scholarly investigation and scientific examination, to inform us objectively. Indeed, only such careful work by scholars can hope to provide a culture of civil inquiry and discussion so sorely needed.

This current issue builds on the work of previous contributions, but it also expands the range of our vision. Professor Yang Mingtian demonstrates the endurance of the written word examining as *the other* a Russian historian, Sergei Solvoyov, who in turn was exploring the defining characteristics of the Russian people in the middle of the ninetieth century. Ironically our Chinese colleague relies in part on electronic versions of these 150-year-old texts. The international nature of Russian literature, its global reach, finds expression in the investigation of the personality of the author in the Russian language literature written Georgia. The study by colleagues at the University of Tbilisi exemplify the global reach of reach questions and concerns.

From theory to practice A. R. Beisembayev from Kazakhstan explores how elective courses with content can be used to refine the ability of students and instructors to engage in religious discourse. A true model of international cooperation is provided in a study of English language instruction and policies and their long-term implications in both Slovakia and Ukraine provided by a team of Slovak and an Armenian colleague. Linguistics as in previous issues offers three different approaches to the issues of language and languages. Two Georgian scholars, Janeta Vardzelashvili and Natalia Pevnaya, look at the relationship between thought and verbalization in Russian. A

historical approach is taken by a Russian colleague, Larisa Moskvitina, from Saint Petersburg who examines elliptical sentences in Russian. The multilingual aspect of our journal and research interests is highlighted in an examination of Kazakh, Russian and English by the team of Sholpan Zharkynbekova, Damira Akynova, and Aliya Aimoldina from Kazakhstan.

Teaching and pedagogy, are also prominently represented, first by Alfia Rakova of the United States who uses film to compensate for the feminine and gender issues poorly represented in materials used for teaching of Russian to American students. Our Italian colleague, Monica Perotto, illustrates the increasing use of bi-lingualism and self-translation among Soviet authors in the post Soviet period. Finally, our issue concludes with review of a textbook valuable for students intending to use language in the world of business.

We are proud of where we have come in just one short year, but see the past issues as merely a prologue to a continued vibrant discussion of pertinent questions that merit your attention. We welcome your comments and contributions.