

that peculiar kind of dialogue which Cicero initiated with the ancient Greek tradition of intellectual and political education. The authors of this issue invite the reader not only to follow the logic of the formation, development and practical embodiment of Cicero's educational ideal and its further manifestation in other epochs and cultures, but also to rethink some fundamental educational ideas in the history of pedagogical culture.

The title of this collection is *Hypothêkai* — a polysemantic word («instructions», «advice», «precepts»), which should not mislead the reader: they will not be taught by the ancient texts or tired by some clever advice. This title was suggested by Brett M. Rogers, a specialist in ancient pedagogy and lecturer at the University of Puget Sound, whose knowledge of ancient texts is leagues ahead of mine. I would like to express my deep gratitude to him for this idea as well as for our scientific discussions, during one of which he pointed to the fragments of the precepts of the centaur Kheiron «*Hypothêkai of Kheiron*» («Precepts of Kheiron») often ascribed to Hesiod. According to the legend, that lost poem of collected wisdom was passed to humans by the centaur Kheiron, the famous mentor of Achilles. The collection title just alludes to that lost work, inviting to a deep study of ancient texts. I wish to express a heartfelt gratitude to my colleague, Professor Vitaliy G. Bezrogov for his support and his inspirational insistence on the highest academic standards. In conclusion, I would like to thank the authors and translators as well as the executive editor of this issue Yana A. Volkova.

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.