

However, insufficient attention has been paid to the situation in the recovery period after Lysenko's downfall in 1965. Because the range of Lysenko's influence was not limited to genetics research and agriculture, but reached into the broad realms of Soviet social life, various approaches to the problem of recovery can be taken. One realm worth examining is the status of biology education before and after 1965. The transfer of accurate knowledge of biology to Russian students had been frustrated since 1948. This talk elucidates an initial part of the recovery process by focusing on the situation during the years immediately following Lysenko's downfall, treating separately the situations in institutes of higher education and in secondary schools. Generally speaking, as compared with institutions of higher learning, the reform of biology instruction for secondary education went through a more complex process because it was overseen by higher levels in the administrative hierarchy. Secondary education reforms had to receive official approval for such efforts as the creation of a new biology course program and common educational materials, and required re-training of thousands of school teachers.

Soviet Russia Biology Education Lysenko

Pages from the History of the Institute of General Genetics of the USSR Academy of Sciences (from the second half of the 1960s through the beginning of the 1980s)

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The history of Soviet genetics is of a great interest for Russian and foreign researchers. At the same time, the development of "disgraced" science in the "post-Lysenko" epoch is studied much less in comparison to the previous period. In particular, the history of the big center of genetics, the Institute of General Genetics of the USSR Academy of Sciences (now – the Vavilov Institute of General Genetics of the Russian Academy of Sciences), is still insufficiently researched. The bright personality of one of the leading Soviet biologists and the first director of the Institute academician Nikolai Dubinin (1907–1998) adds more interest to the topic.

As is known, the famous decree of the USSR Academy of Sciences "On the development of genetic research in the Academy of Sciences", dated 25 December 1964 included many measures aimed at the revival of genetics. The first point was the organization of the Institute of General Genetics, which was founded in April 15, 1966. According to archival documents, the administration of the Academy of Sciences wanted this Institute to be the main genetic center in the USSR.

One of the Institute's fundamental problems during the early stage was the lack of material support. Specifically, the development of research was hindered by the short supply of equipment and chemical reagents. Also, the Institute didn't have an adequate experimental base, and till 1977 there was no modern building for the laboratories. Nevertheless, in the second half of the 1960s the documents of the Presidium of the USSR AS referred to the Institute "a large-scale scientific institution for the research of problems of general genetics" and underlined the practical achievements of geneticists.

The situation in the Institute of General Genetics was especially aggravated in late 1970s – early 1980s. It was then that the Institute began to receive negative evaluation in the documents of the Academy of Sciences. The main reasons were problems with the staff, various conflicts and ambitions of N. Dubinin, who remained in opposition to his colleagues in the Institute and other leading Soviet geneticists. As a result, the Institute did not achieve the "required" level of research and did not become the leading research center in genetics.

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102. Evolution and Heredity in Motion: Communication, Dissemination and Reinterpretation

The History and Geography of Lloyd Morgan's Canon

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Conwy Lloyd Morgan's Canon stating, "In no case may we interpret an action as the outcome of a higher psychological faculty, if it can be interpreted as the outcome of the exercise of one that stands lower in the psychological scale," has achieved near mythic status within the history of comparative psychology. It has been appealed to, attacked, critiqued, refined, and above all, endlessly interpreted and reinterpreted. While I do provide a brief analysis of the canon, the central aim here is instead to document its journey: beginning with its origination in the work of Lloyd Morgan, following it across the Atlantic into early American comparative psychology, and then tracking its mass dissemination as part of psychological pedagogy. Its story shows not only how each immediate context bled into the interpretation of the canon, but also how the canon carried its history with it. At times, its inertia left the canon being appealed to as a methodological dictum even when the backing conceptual framework in which it made sense had fallen away. I conclude by dipping into historical epistemology and tentatively deriving an Aesop. The history of the canon, I contend, is a gentle rebuke of the recent emphasis on the local and reminds us of the fractured and distributed (over time, space, and institutions) nature of our epistemology.

Morgan's Canon; historical epistemology; comparative psychology; Lloyd Morgan; Thorndike

Social Darwinism in Motion

Gregory Radick, University of Leeds

There are many well-known historical and historiographic problems associated with the vexed topic of "social Darwinism." In this talk I want to explore the promise of a trans-national perspective to illuminate, and maybe even to eliminate, at least some of these problems. Two kinds of trans-national perspective in particular will be considered in detail. The first involves trying to identify a single "big picture" historical trajectory which, for explicable reasons, takes nationally variable forms. The other involves tracking the spoor of particular ideas and texts as they travel from nation to nation, stimulating diverse responses which themselves are then set in international motion.

social Darwinism; transnational history; Herbert Spencer; Peter Kropotkin

Darwin and the Evolution of Dance in The Descent of Man and The Expression of Emotions in Man and Animals

Kate Grauvogel, Indiana University - Bloomington