

fame during the 1930s. His remedies, which today can be found also on the Internet, were published 36 years after his death (Father Gymnasium, 369 Monk Recipes, 1975).

The first part of the paper focuses on the social and political implications of the monk's actions, as represented in newspapers of his time, whereas the second part deals with modern notions of folk medicine and its practitioners as revealed through the acceptance or rejection of the monk's remedies by current Internet users.

The Goals and Role of the Rockefeller Foundation Public Health Programs in Central and Eastern Europe between the two World Wars

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The Rockefeller Foundation (RF) established in 1913 was the first US based philanthropic organization focusing on funding public health activities not only in the United States, but also worldwide. Between the two World Wars, one of the priorities for the RF became building State Institutes of Public Health in Central and Eastern Europe designed to provide public health services and administration linked up with research and education. The public health projects of the RF in Europe can be characterized by the following features:

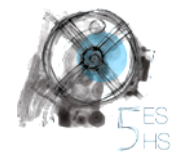
- 1) The State Institutes of Public Health were planned as part of a general scheme of creating a standardized global international network of top public health institutions with well trained personnel guided by the RF and its International Health Board.
- 2) The public health projects made use of the American experience and were designed with the aid of American advisors, nevertheless these always worked hand in hand with the local government agencies and specialists; therefore the crucial component of the project in each country was advanced training of the local experts.
- 3) The projects focused on the specific problems, needs and requirements of the individual countries and respected their degree of the cultural, scientific and social advancement.
- 4) Public health was understood very broadly in terms of a discipline based preferably on science and education, therefore the activities of the RF also targeted some special areas of basic biological and biomedical (e.g. bacteriological, genetic, biochemical) research.

Czechoslovakia was the first Central European country where this model was applied in the years 1920-1939, followed by Poland, Hungary and partially Yugoslavia. In these countries, the RF projects created conditions for disease prevention and effective fighting epidemics, providing education, grants and scholarships. They also acted as models of advanced international scholarly cooperation and practical philanthropy, and vehicle of democratic ideas. From the RF public health projects came the impetus for establishing the League of Nations Health Organization, forerunner of the WHO. The paper will focus on the comparative aspects of the RF activities and show some differences in implementation of the public health projects resulting from the political, social and scientific unevenness of the individual countries.

The Role of Novosibirsk Scientific Center in the Revival of Genetics in the Soviet Union in the «Thaw» years (1957–1964)

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The history of genetics in the USSR is important and at the same time it is an insufficiently studied question. As it is known, in 1948 the science about heredity has been defeated at the notorious VASKhNIL session and by the beginning of the Khrushchev's «Thaw» it was still in a difficult position. In these circumstances, the establishment of the Siberian Branch of the USSR Academy of Sciences (1957) offered a unique opportunity for a revival of the «disgraced» science within its institutional framework.



The establishment and subsequent development of the Institute of Cytology and Genetics at the Novosibirsk Scientific Center was of a paramount importance for the advancement of research in genetics. It was an important precondition for overcoming the Lysenkoism. It provided an institutional base for the 'second wave' of geneticists, who had been following Vavilov' approach. Among them were Nikolai P. Dubinin, Julius Y. Kerkis, Peter K. Shkvarnikov, Zoe S. Nikoro. A number of substantial practical results were achieved within these years; they were accepted by the academic community and were acknowledged by the Soviet government.

The advancement of genetics in the new scientific center was inhibited by a number of factors. Certainly, political and ideological context played the most negative role. There were also serious problems with technical equipment and with recruitment of personnel. However, on the whole, the establishment of the Siberian Branch of the USSR Academy of Sciences was an important stimulus for the revival of genetics in the Soviet Union, and the principled stance taken by the founders of the Siberian Branch proved to be one of the main factors that ensured its success.

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The Type of Religiosity as a Factor Influencing the Acceptance or Rejection of Scientific Theories: the Case of Evolution

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Our present contribution is a resume of a series of our studies by which we make an effort to explore the factors that are related to the acceptance of evolutionary theory among Greek and other various countries perspective and active educators using the conceptual ecology for biological evolution as a theoretical lens. Our central question refers to the role of the type of religiosity of a certain population in making their willingness for acceptance or rejection of evolution in the school environment.

The Theory of Evolution (ET) is considered as concept - threshold that needs to be passed before someone can develop his/her understanding (Kinchin 2010) of a broader perspective of natural phenomena and of the nature of science. Most educational research has shown that the result of the teaching of ET is not positive in different parts of the world. Moreover research shows that the acceptance of the ET is restricted and the knowledge is limited and controversial among school science students and teachers. Large percentages of science teachers—close to a majority in many samples—reject ET and support the teaching of antievolutionary ideas in schools (Nehm & Schonfeld, 2007). Thus evolution remains a problematic subject for many science teachers.

We make the hypothesis that the type of qualitative characteristics of the religion a nation or population group holds, is an essential factor in determining the level of acceptance of evolution, and their readiness to make changes in their believes, as well.

More specifically, we advocate that the student and teacher populations that come from countries with a Greek-Orthodox background are more ready to find ways on how to reconcile their religious believes with the acceptance of evolution. In that matter, they remind the very one Theodosius Dobzhansky, the father of Neo-Darwinism, who according to his students Ayala and Krimpas, was a Christian Greek-Orthodox but at the same time put the foundations of Neo-Darwinism. Dobzhansky described his religious beliefs: "It is wrong to hold creation and evolution as mutually exclusive alternatives. I am a creationist and an evolutionist. Evolution is God's, or Nature's, method of Creation". We suggest a further discussion within the presentation on his Russian origin and some of the characters of the Eastern-Orthodox theology.