

ABSTRACTS

Kirsanov V. S. Correspondence between Isaac Newton and Robert Hooke in 1679—80.

The article presents in full the first Russian translation of the correspondence between Newton and Hooke in Winter 1679—80. The circumstances of the correspondence and the problems mentioned in it are discussed and commented upon. In the light of works and findings by Koyre, Lohne, Herivel, and Whiteside, the author offers some conjectures concerning what might have been done by Newton at the time of or immediately after the correspondence with Hooke.

Ilizarov S. S. Academician Gerard Friedrich Miller, the Citizen of Moscow. The article is devoted to the Moscow period in the life of a Russian academician G. F. Miller (1705—1783), dating from 1765 on. As the first member of the Emperor's St. Petersburg Academy of Sciences to move to Moscow, the first «academician of Moscow» played a key role in its becoming an important scientific and educational center and himself pioneered scientific explorations of Moscow and Moscow province.

Bessudnova Z. A., Przhedetskaia L. T., Solov'ev Iu. Ia. Architect Klein's Last Work.

Based on various sources, mostly the archival documents, the article presents the first historical account of the construction of a building which happened to be architect Klein's last work, completed in the beginning of the century and presently housing the Vernadsky State Geological Museum.

Bashmakova I. G., Demidov S. S., Uspenskii V. A. Lust for Clarity. The article gives an account of life and work of Sof'ia Aleksandrovna Ianovskaia (1896—1966), an outstanding Russian specialist in the history and philosophy of mathematica and mathematical logics.

Kuznetsov V. I., Kornilov I. K. History of Science in Solving the Key Issue of Educational Reform. The article discusses a number of questions concerning the humanization of education, which is understood as not a mere increase of the load of humanities in educational programs, but a radical transformation of the very educational system. Analyzing the legacy of D. I. Mendeleev and A. M. Butlerov as educators, the authors consider the humanization of education as implying such an account of sciences under study that pays due credit to their real history and human aspect involved in it, revealing enormous difficulties and immense joys of creative scientific work.