



International History, Philosophy and Science Teaching Group

NEWSLETTER

December 2007

www.ihpst.org

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1. IHPST Elections: Message from the Past President

The Past President of the IHPST Group, William McComas, has sent the following message to members:

“I am very pleased to report the results of the first part of our election. Please join with me as we congratulate the following:

Michael Matthews	(President)
David Rudge	(President-Elect)
Pierre Boulos	(Secretary)
Fanny Seroglou	(Council Member)
Peter Heering	(Council Member)

I am also pleased to report that approximately 50% of our members voted. This is a much higher number than is typical for professional associations and indicates the strong level of interest in moving us toward formalization.

Now, we are preparing the second part of the election to complete slate of officers. As you know we will re-vote for student member because of a problem on the initial ballot and will hold the first election for treasurer and members of the new nominating committee.

Please, if you willing to stand for election in any of these categories, let me know as soon as possible. To make sure that we don't miss anyone, it is just fine if you want to remind me that you are interested in one of these positions. I will forward your name to the nominating committee for their review.

There is no date set for the new election since we do not want to move forward without a full slate of candidates, but anticipate action early in the new year.

Thanks very much for your support during the election process.

I wish you and your families a restful holiday.”

William F. McComas, Ph.D.
Parks Family Professor of Science Education
University of Arkansas
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2. Message from the Incoming President

It is a great honour for me to be elected as the Foundation President of the now formalized International History, Philosophy and Science Teaching Group. The IHPST Group has existed as an informal group since 1987, so 2007 is its 20th anniversary; an appropriate time for it to ‘grow up’ and become formalized and structured. Through its informal history, I have had the pleasure of being secretary of the group.

GROUP AIMS

In the beginning the purposes of the IHPST Group were stated as:

“The group is concerned to improve school and university science education by utilising historical, philosophical and sociological scholarship. It promotes the engagement of these fields with theoretical, curricular and pedagogical issues in science education. It has a particular interest in bringing these fields of knowledge into teacher-education programmes”.

And it was stated that:

“The Group through its conferences and associated journal promotes:

- (a) The utilization of historical, philosophical and sociological scholarship to clarify and deal with the many curricular, pedagogical and theoretical issues facing contemporary science education. Among the latter are issues raised by Religion, Multiculturalism, Feminism, the Nature of Science, etc.
- (b) Collaboration between the communities of scientists, historians, philosophers, cognitive psychologists, sociologists, and science educators, and school and college teachers.
- (c) The inclusion of appropriate history, philosophy, and sociology of science courses in science teacher-education programmes.
- (d) The dissemination of accounts of lessons, units of work, and programmes in science, at all levels, that have successfully utilized history, philosophy, and sociology.
- (e) Discussion of the philosophy and purposes of science education, and its contribution to the intellectual and ethical development of individuals and cultures.”

The new committee, once it is finalized, might wish to look again at these aims and perhaps present augmented and up-dated ones. But in the meanwhile I am confident they are adequate enough to proceed with!

HISTORY

The IHPST Group is probably a unique organization in the history of science education. Hitherto there had been no group which over such a long period has brought together philosophers, historians, sociologists, scientists, educators, cognitive scientists, mathematicians and school teachers to jointly address the theoretical and pedagogical problems that arise in the teaching of natural science. The need for such cross-disciplinary engagement has long been recognized, with perhaps the first clear statement of it being in the 1855 Presidential Address to the British Association for the Advancement of Science given by the Duke of Argyll who urged that in teaching science ‘more of the flesh, and less of the dry bones’ be evidenced. The Duke’s admonition was echoed and developed by Ernst Mach, John Dewey, James Conant, and many others.

But until 1987 there was no scholarly group whose central purpose was the application of history and philosophy of science, or more generally of science studies, to these theoretical and pedagogical problems. These problems are today even more pressing. It is an era of frightening religious conflict, a period of flight from science and science classrooms, a time of ‘science wars’ within science studies, and a period which has seen a tidal wave of postmodernism in the academy which has severely challenged the traditional Enlightenment justifications for teaching science. In this environment, as an informal association the IHPST Group has achieved much. Hopefully more will be achieved as a formal group.

CONFERENCES

In 1987-89 the Group existed as a sort of ‘Invisible College’ marked by the publication of special issues of six different journals all of which were devoted to ‘History, Philosophy and Science Teaching’. The Group became public and staged its first, and very successful, international conference in Tallahassee, Florida in 1989. The second conference followed in Kingston, Ontario in 1992; third in Minneapolis, Minnesota in 1995; fourth in Calgary, Alberta in 1997; fifth in Pavia, Italy in 1999; sixth in Denver, Colorado in 2001; seventh in Winnipeg, Manitoba in 2003, eighth in Leeds, England in 2005; ninth in Calgary in 2007; the tenth will be held at Notre Dame University in 2009.

The conferences are attended by about 200-230 researchers and teachers. About 30-35 countries are usually represented at each conference. Full Proceedings for the early conferences were published in print form and made available at the conference, then conference proceedings were made available on CD Rom, and for the last two conferences have been available on the web. The conferences have been enthusiastically received, with participants constantly remarking that no other scholarly conference brings together the spread of disciplines, nationalities and education sectors – university, high school and elementary school. There is a fruitful mix of theory and practice.

The conferences have also developed a commendable *esprit de corp*. The presentations are informed, serious and of high quality; but discussion is predominately collegial and respectful. In academic life, this is a very happy coincidence.

JOURNAL

Since 1992 the IHPST group has been associated with the journal *Science & Education: Contributions from History, Philosophy and Sociology of Science and Education*. The journal was

initially published by Kluwer and is now published and owned by Springer. The journal is in its seventeenth year of publication and has developed a deservedly high reputation for the quality and diversity of its articles.

Among well-known philosophers who have published in the journal are: Robert Cohen, Richard Kitchner, Gerd Buchdahl, Harvey Siegel, Israel Scheffler, Wallis Suchting, Alberto Cordero, Peter Machamer, Peter Slezak, Michael Martin, James Garrison, Noretta Koertge, Robert Crease, Patrick Heelan, James Cushing, Richard Grandy, Robert Nola, Denis Phillips, Alan Chalmers, Eric Schwitzgebel, John Worrall, Alan Musgrave, Maurice Finocchiaro, Hugh Lacey, Ernan McMullin, Michael Otte, Mario Bunge, David Gruender, Yehuda Elkana, Steve Fuller, Howard Sankey, Matti Sintonen, Robert Pennock and Gürol Irzik.

Among well-known historians who have published in the journal are: Helge Kragh, John Heilbron, Lewis Pyenson, I. Bernard Cohen, Zev Bechler, Fabio Bevilacqua, Roger Stuewer, William Carroll, Stephen Brush, Roberto de Andrade Martins, Lesley Cormack, Antonio Clericuzio, Kathryn Olesko, Bernadette Bensaude-Vincent, Anders Lundgren, Antonio Garcia-Belmar and Olival Freire Jr. Between them, these philosophers and historians have published hundreds of major and influential books.

Many internationally known and respected cognitive scientists and science educators have also published in the journal. Among the educators have been at least a dozen past presidents of the National Association for Research in Science Teaching (NARST), and half-a-dozen past presidents of the US Philosophy of Education Society (PES).

The participation of philosophers of education in the group is especially important as a good many of the problems of science teaching come and go depending upon the normative question of what one is aiming to achieve by the teaching of science – Factual knowledge? Conceptual understanding? Methodological competence? disciplinary competence? Appreciation of science? Vocational preparation? Cultural and worldview understanding? These questions, and the arguments over their different answers, are familiar to philosophers of education. Science teachers are only enriched by also engaging with them.

Another noteworthy accomplishment of the journal has been the degree of participation of non-Anglo scholars. Along with the expected contributions from the Anglo-USA-Australasian world, there have been regular contributions by researchers from 15 European countries, as well as Israel, Turkey, Brazil, Argentina, Mexico, Venezuela, India, Taiwan, China, and Japan.

The diversity and quality of authors submitting manuscripts to the journal, and the rigor of the review process, is the reason why in 2006 there were 23,500 article-downloads from the Springer site, making it the most downloaded of Springer education journals; for a 'niche' journal this is a remarkable and gratifying result.

The association between the Group and the journal has been enormously productive. I expect that one of the early tasks for the formalized group will be to explore with Springer how to make more formal the link between the Group and the journal, including how to have the Group nominate the journal editor. Springer have indicated that they would welcome these discussions.

THE FUTURE

The formalized IHPST Group inherits a rich legacy of the informal group, and after the recent elections it has a firm foundation from which to move forward. The next president of the group, David Rudge is now known. David will assume the role at the Notre Dame conference. He has the ideal 'presidential' background of science, history and philosophy of science, and current engagement with science education. The new secretary of group, Pierre Boulos, is also admirably suited for the position. As well as having a PhD in Newtonian studies, he is a lecturer in computer studies and should be able to greatly expand and enhance the web presence of the group. The two Council members, Peter Heering and Fanny Seroglou, are widely known and well-connected beyond their immediate German and Hellenic academic communities.

The next conferences are already in place. Don Howard of the Notre Dame Philosophy Department will be the Programme Chair for the 2009 conference and is thus a member of the IHPST Council. The 2011 conference will be held in Greece. This forward planning is invaluable for calm conference organization and for rich and well considered conference programmes.

I look forward to working with the above Council members and our past president, Bill McComas, and the yet-to-be-elected Treasurer and Student Member to enhance the reputation and effectiveness of the IHPST Group. And I hope that those candidates who were not successful in the elections will nevertheless contribute to the Group in whatever ways are most suitable. All suggestions on how the Aims of the Group can best be realised can be made to myself or any Council member.

Michael R. Matthews, School of Education, UNSW, Australia 2052. m.matthews@unsw.edu.au

3. *Science & Education* Report

(a) Volume 17 Number 1,

Volume 17 Number 1 of *Science & Education* will soon be printed and mailed to subscribers by Springer.

The Contents are:

CHRISTIAN GREIFFENHAGEN & WENDY SHERMAN / Kuhn and Conceptual Change: On the Analogy between Conceptual Changes in Science and Children
KOSTAS KAMPOURAKIS & VASSO ZOGZA / Students' Intuitive Explanations of the Causes of Homologies and Adaptations
PANDORA HADZIDAKI / 'Quantum Mechanics' and 'Scientific Explanation': An Explanatory Strategy Aiming at Providing 'Understanding'
KEVIN DE BERG / Tin Oxide chemistry from Macquer (1758) to Mendeleeff (1891) as Revealed in the Textbooks of the Era
IOANNIS PAPADOPOULOS / Complex and Non-Regular Shapes: Their Evolution in Greek Textbooks (1749 – 1971)
PAUL JOSEPH WENDEL / Models and Paradigms in Kuhn and Halloun

The above articles, and all published articles since Volume One, 1992, and all articles that are currently accepted and 'in print', are available on the web via Springer's journal site:

www.springer.com/journal/11191 .

(b) Subscription Renewal and 2008 Numbers

Volume 17, to be published through 2008, will sustain the high quality of the journal.

As in previous volumes, some thematic issues will be published. These include:

Teaching and Assessing the Nature of Science Michael Clough & Joanne Olson (eds.)

Studies in Historical Replication in Psychology Ryan Tweney (ed.)

Women, Feminist Epistemology, and Science Education Cassandra Pinnick (ed.)

Those whose subscription to the print version of the journal expires in 2007, and those wanting a new subscription, should subscribe soon. Subscriptions are USD100 (1 year), USD180 (2 years), USD270 (3 years). For students, retired faculty and scholars in depressed economies, the

subscription is half of the foregoing. Subscriptions can be effected at www.ihpst.org under 'journal'.

(c) Journal on the Web

The journal *Science & Education* is now available on the web at: <http://www.springerlink.com/> (then PUBLICATIONS, then S, then 'Science & Education'), or more directly at: www.springer.com/journal/11191 . Or the articles can be accessed directly at: <http://springerlink.metapress.com/content/1573-1901/>

All articles can be downloaded as pdf files for free if the individual's institution subscribes to the relevant Springer journal package; otherwise they can be downloaded for a fee.

Alternatively subscription renewals for printed journals and new subscriptions (USD95 pa, with discount for students, retired faculty and scholars from depressed economies), can be effected at the IHPST web site: www.ihpst.org

The Springer site is now linked to Google, and articles can be searched in Google by typing in author name and first words of title. This goes direct to the Springer site and the pdf file of the article.

Approximately 3,000 institutions around the world have subscribed to the on-line version of the journal, while many institutions have subscriptions to both print and on-line versions.

The on-line version is heavily used. In 2006 there were 23,584 article-downloads, an increase of one thousand over 2005 downloads. These figures make *Science & Education* one of the most down-loaded of all Springer education journals.

The web site provides many services to researchers:

- # The 'On Line First' section allows access to all accepted, forthcoming articles in the journal. As soon as an article is accepted for publication, a typeset pdf version of it is posted on the web and can be accessed by individual journal subscribers or by individuals whose institutions subscribe to a Springer package that includes '*Science & Education*'.
- # The Contents of each issue of the journal, back to Volume 1 Number 1 in 1992, are available. These can be downloaded by subscribers and individuals whose institutions subscribe to the journal. They are also available, at a cost, to non-subscribers.
- # Full details of the Editorial Board and Submission process are posted.

(d) Manuscript Submissions

Scholars can submit manuscripts in file form direct to the journal at:

www.editorialmanager.com/sced/

Thereafter they can check on its progress through the review process. Most submissions are reviewed by three senior scholars, usually involving a spread of educator, historian, philosopher or cognitive scientist. The submission site also has a guide to the journal's format and style conventions.

(e) Copyediting Assistance for Manuscripts from Non-English Authors

The journal publishes many works by scholars whose native language is not English. Copyediting of these papers is very time-consuming and assistance would be greatly appreciated. The papers would all be ones that have passed review and are in reasonable linguistic shape, but they do need refinement. Volunteers would be asked to copyedit no more than one paper per year. If any members are able to assist, please just send an email to the editor.

4. Worldviews in Science and in Science Education

This coming special issue of *Science & Education* will include papers by twelve scholars from different backgrounds – life sciences, philosophy, neural physiology, history, physics, theology and education – addressing the important topic of ‘Worldviews in Science and in Science Education’. This is a timely subject given that so much current discussion, debate and best-selling books are concerned with the putative ‘Clash of Worldviews’, and within that, the supposed clash of science and religion.

The lead article is by Hugh Gauch Jrn., Professor of Agriculture at Cornell University and author of *Scientific Method in Practice* (Cambridge University Press, 2003). This paper, among other things, details pronouncements by official scientific organisations on the question of whether science presupposes distinct worldviews; that is, whether the conduct of science requires specific epistemological and ontological commitments.

The full text of the paper is available *gratis* courtesy of the Springer ‘Open Access’ scheme at: <http://dx.doi.org/10.1007/s11191-006-9059-1> .

The Contents of the issue:

HUGH G. GAUCH, JR. / Science, Worldviews, and Education

MICHAEL R. MATTHEWS / The ‘Uncashed Educational Cheque’: Teaching the Philosophical and Worldview Components of Science

GÜROL IRZIK & ROBERT NOLA / Worldviews and Their Relation to Science

MICHAEL REISS / Imagining the world: The significance of religious worldviews for science education

COSTAS D. SKORDOULIS / Science and Worldviews in the Marxist Tradition

STUART GLENNAN / Whose Science and Whose Religion? Reflections on the Relations between Scientific and Religious Worldviews

YONATAN I. FISHMAN / Can Science Test Supernatural Worldviews?

HUGH LACEY / The Interplay of Scientific Activity, Worldviews and Value Outlooks

JOHN LAMONT / The Fall and Rise of Aristotelian Metaphysics in the Philosophy of Science

ALBERTO CORDERO / Contemporary Science and Worldview-Making

ENRICO RENATO ANTONIO GIANNETTO / Electromagnetic Conception of Nature at the Roots of the Special and General Relativity Theories and its Revolutionary Meaning

HUGH G. GAUCH, JR. / Responses and Clarifications Regarding Science and Worldviews

All these above articles are available at the journal’s Springer site.

<http://springerlink.metapress.com/content/1573-1901/>

They are downloadable free for individuals whose institutions subscribe to the electronic version of the journal.

5. Darwinian Anniversary Year, 2009

Journal Special Issue

The year 2009 is a Darwinian double anniversary: 200 years since Darwin was born (12 February 1809) and 150 years since the publication of *On the Origin of Species* (24 November 1859). To celebrate the occasion a special multiple-issue of *Science & Education* will be published.

Researchers working on areas related to Darwinism and evolution education are invited to contribute to this special issue. Conceptual, theoretical, empirical or position-based manuscripts are welcome. Examples of topics may include (but are not limited to) the following:

<ul style="list-style-type: none">• Darwinism in the history and philosophy of science• Darwin's methodology and theorizing• Historical treatments of <i>The Origin</i>• Darwinism and politics• Darwinism and religion• Current status of evolutionary theory• Public understanding and acceptance or rejection of evolution, especially in non-Western cultures• Evolutionary explanations	<ul style="list-style-type: none">• Evolution and teleology• Empirical research in evolution education• Evolution and the Nature of Science• Creationism and Intelligent Design• Cognitive barriers in understanding evolution• Rationales and strategies for teaching evolution when it is controversial• The teaching of evolution in cultures where Darwinism is rejected• <i>Other appropriate topics</i>
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A number of prominent scholars are contributing invited essays. These include:

David Depew, History, University of Iowa: current historical studies of Darwinism.

Thomas Glick, History, Boston University: the comparative reception of Darwinism, with special attention to its reception in non-western countries.

Robert Pennock, Philosophy, Michigan State University: research relating to intelligent design and creationism

Michael Ruse, Philosophy, Florida State University: on Darwinism from a philosophical perspective.

Mike Smith, Medicine, Mercer University: contemporary science education research relating to the teaching and learning of evolution.

Paul Thagard, Philosophy and Psychology, University of Waterloo: cognitive and social impediments to acceptance of natural selection.

Submission Date: **December 31, 2008** Anticipated Publication Date: **November, 2009**

Manuscripts, with Abstract, should be submitted for review direct to:

www.editorialmanager.com/sced/

Notification of intention to submit and subject matter is appreciated as it assists coordination and planning of the issue. Questions and inquires should be directed to either of the guest editors:

David W. Rudge

Biological Sciences & The Mallinson Institute
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6. Creationist Pressure Mounting in Florida

The American Council for Science Education has notified its members that: “as Florida continues to consider the draft of a new set of state science standards, there are reports about mounting creationist lobbying against the inclusion of evolution and for the inclusion of creationism. Writing in the *Miami Herald* (December 9, 2007), Fred Grimm summarized: "For the past 11 years, the biology curriculum in Florida schools has ignored the one great organizing principle of biological science. Darwin's theory was blackballed ... If not exactly storming into the 21st century, at least the new standards signal that we're, well, evolving intellectually. Or so it seemed until last week, when board member Donna Callaway, a former middle school principal from Leon County, said she opposed this Godless evolution stuff."

“According to the *St. Petersburg Times* (December 6, 2007), Callaway, a member of the state board of education, told a Baptist newspaper that she planned to vote against the standards, saying that evolution "should not be taught to the exclusion of other theories of origins of life" and expressing her hope for prayers over the issue: "I want God to be part of this." The newspaper was unable to obtain comment from most of the rest of the members of the state board of education; Roberto Martinez, however, said that he favored the standards, commenting, "I respect the people who have beliefs in creationism and intelligent design, but I do not believe it should be included as part of the science standards."

“The *St. Petersburg Times* reported that Focus on the Family was rallying its supporters to weigh in ("to include intelligent design in science classes"); that a state representative who is likely to become Speaker of the Florida House of Representatives in 2011, Will Weatherford (R-Wesley Chapel), expressed reluctance at the idea of presenting evolution "from just one perspective"; and that "[t]he Polk County School Board has stated it might allow alternatives to evolution to be in its schools," referring to earlier reports (such as the *Lakeland Ledger's* story from November 20, 2007) that a majority of its members support teaching "intelligent design" in addition to evolution.

“In response to the mounting creationist pressure on the board, Florida Citizens for Science launched its All I Want for Christmas is a Good Science Education campaign, calling on supporters of the integrity of science education to send holiday cards to the members of the Florida state board of education: "This project will demonstrate that there are as many, if not more, people in Florida who support good science education as there are people against it. We want to tell them that we don't want our state to become the laughingstock of the nation like other states were in past years when confronted with similar situations."

“The current version of the state science standards, dating from 1999, received a grade of F in the Fordham Foundation's report *The State of State Science Standards 2005*, which described them as "sorely lacking in content." Two of the authors of the report have expressed approval of the new draft, however. Paul R. Gross reviewed the draft at the request of the *St. Petersburg Times* (November 30, 2007), which quoted him as saying, "Clearly, the writing committee, whoever they are, have taken to heart all the arguments that have been made about lousy standards," adding, "The organization of the plan is entirely respectable, and it pays attention to all the national models ... There's not a lot of fluff in it."

“In Lerner's assessment, the draft standards received a grade of A for their treatment of evolution in particular. NCSE's Joshua Rosenau explained, "Evolution is the central organizing principle of modern biology. Cutting-edge work in biology, medicine, computer science, and even geology and astronomy requires a clear understanding of evolution. Adopting these improved standards will mean that Florida students will be better prepared to make life-saving and life-enhancing breakthrough discoveries, to make the best use of those new discoveries as they arise, and to maintain Florida's standing in an ever more competitive world."

“Joshua Rosenau, who was in Kansas during its latest battle over the place of evolution in the state science standards there, told *Wired News* (December 10, 2007), "My fear is that Florida

will do something like happened in Kansas a couple years ago, with the Board of Education overruling the decisions made by the expert committee appointed to draft the new standards."

"For Florida Citizens for Science, its blog, and its new campaign, visit:

<http://www.flascience.org/> "

This continuing debate about creationism, evolution and the school curriculum, especially in the USA and Islamic cultures, is another example of the necessity of historical and philosophical appreciation for the adequate discussion and resolution of theoretical and pedagogical problems in science teaching. All positions in the debate appeal ultimately to historical and philosophical positions. If participants are more knowledgeable about such positions, then the debates will be more informed, and perhaps more intelligently resolved.

7. Current Research

Apart from contributions to *Science & Education* the following are some papers published in recent years that bear upon the research concerns of the IHPST Group.

Suggestions for up-dating this list should be sent to the Editor at m.matthews@unsw.edu.au

- Ben-Ari, M.: 2006, 'Whose Final Hour? The Problem of Naive Egocentric Catastrophism in Doomsayers and Catastrophists', *Skeptic* **12**(3), 2006, 40-49.
- Waters-Adams, S.: 2006, 'The Relationship between Understanding the Nature of Science and Practice: The Influence of Teachers' Beliefs about Education, Teaching and Learning', *International Journal of Science Education* **28**(8), 919-944.
- Smith, C.L. & Wenk, L.: 2006, 'Relations among Three Aspects of First-Year College Students' Epistemologies of Science', *Journal of Research in Science Teaching* **43**(8), 747-785.
- Niaz, M.: 2006, 'Facilitating Chemistry Teachers' Understanding of Alternative Interpretations of Conceptual Change', *Interchange* **37**, 129-150.
- Niaz, M.: 2006, 'Can the Study of Thermochemistry Facilitate Students' Differentiation between Heat Energy and Temperature', *Journal of Science Education and Technology* **15**, 269-276.
- Tasar, M. F.: 2006, 'Probing Preservice Teachers' Understandings of Scientific Knowledge by Using a Vignette in Conjunction With a Paper and Pencil Test.' *Eurasia Journal of Mathematics, Science and Technology Education*, **2**(1), 53-70. <http://www.ejmste.com>
- Niaz, M.: 2007, 'Can findings of qualitative research in education be generalized?', *Quality and Quantity: International Journal of Methodology* **41**, 429-445.
- Costu, B., Ayas, A., Niaz, M., Ünal, S., & Calik, M.: 2007, 'Facilitating conceptual change in students' understanding of boiling concept', *Journal of Science Education and Technology* **16**, 524-536.
- Carson, R. & Rowlands, S.: 2007, 'Strategies for Affecting the Necessary Course of Cognitive Growth as an Integral Part of Curricular and Instructional Planning', *Interchange* **38**(2).
- Schulz, R. M.: 2007, 'Lyotard, Postmodernism and Science Education. A Rejoinder to Zembylas', *Educational Philosophy and Theory*, **39**(6), 633-656.

The following books have recently been published by group members:

- Maria Rentetzi, *Trafficking Materials and Gendered Experimental Practices: Radium Research in Early 20th Century Vienna*: 2007, Columbia University Press, New York.
- Andre Koch Torres Assis & Julio Akashi Hernandez: 2007, *The Electric Force of a Current. Weber and the Surface Charges of Resistive Conductors Carrying Steady Currents*, Apeiron Books, Montreal. This book is also available as a pdf file from author at: assis@ifi.unicamp.br

8. Publications for Sale

The following publications can be ordered from the IHPST Group at www.ihpst.org :

- #1 *CD Proceedings of the 6th IHPST Conference, Denver, 2001*, 100 papers, W. McComas (ed.), USD10.
- #2 *CD Proceedings of the 7th IHPST Conference, Winnipeg, 2003*, 100+ papers, D. Metz (ed.), USD10.
- #3 *Science Education and Culture*, F. Bevilacqua, E. Giannetto & M.R. Matthews (eds.), Kluwer, 2001, 362pp, USD20.
- #4 *Science & Education* journal Volume 2, 1993, 382pp, USD10.
- #6 *Science & Education* journal Volume 12, 2003, 808 pps, USD20.
- #7 *Science & Education* journal Volume 13, 2004, 820 pps, USD20.
- #8 *The Pendulum: Scientific, Historical, Philosophical & Educational Perspectives* (Michael R. Matthews, Colin Gauld & Arthur Stinner (eds.), Springer, 2005, USD20

9. Coming Conferences

March 29 – April 3, 2008. National Association for Research in Science Teaching, Baltimore
Details at: www.narst.org

April 11-14, 2008. Philosophy of Education Society (USA), Annual Conference, Boston.
Details at: <http://philosophyofeducation.org>

July 4-6, 2008. British Society for the History of Science, the Canadian Society for the History and Philosophy of Science, and the History of Science Society joint conference, Oxford.
Details at: www.hssonline.org/

August 9-12, 2008. International Network of Philosophers of Education (INPE), Kyoto University, Japan.
Details at: http://www.ucm.es/info/inpe/call_kyoto.pdf

November 6-9, 2008. Philosophy of Science Association, Biennial Conference, Pittsburgh.
Details at: <http://philsci.org/conferences/psa2008/>

June 24-28, 2009. Tenth IHPST Conference, Notre Dame University, Notre Dame, IN
Details at: ihpst09@nd.edu, and www.nd.edu/~ihpst09

July 26-31, 2009. XXIII International Congress of History of Science and Technology, Budapest.
Details at: <http://www.conferences.hu/ichs09/>

August 25-29, 2009. ESERA Conference, Istanbul Turkey.
Details from M. Fatih Tasar, mftasar@gazi.edu.tr

10. Newsletter Items

This IHPST Electronic *Newsletter* goes to 1,500 email addresses on the IHPST list, and it is also posted to various science education, philosophy of education and HPS lists. Items for inclusion in the *Newsletter* are appreciated. These can be items for the ‘Recent Research’, ‘Recent Books’, ‘Books’ or ‘Conferences’ sections.

Submission of “Book Notes” are especially welcomed. They should follow the format and style as previously used in the newsletter, and sent as attachments to the editor. They are a way of bringing good and relevant books to the attention of the large group of scholars interested in the utilisation of historical and philosophical scholarship in addressing theoretical, curricular and pedagogical issues in science and mathematics education.

Please email newsletter material as an attachment (or journal subscriptions or publication orders) to:
m.matthews@unsw.edu.au

11. IHPST Email List

The email list is used sparingly, perhaps once a month, to send group information such as contained in this Newsletter. It is a closed list, not an open discussion list.

If you receive this email message and wish to remove yourself from the IHPST list, send a message to: majordomo@explode.unsw.edu.au . In the body of the message, not the subject line, simply write: 'unsubscribe ihpst-group'.

Alternatively, if you have friends or colleagues who would like to subscribe to the list, tell them to send a message to: majordomo@explode.unsw.edu.au . In the body of the message, not the subject line, simply write: 'subscribe ihpst-group'.