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International History, Philosophy and Science Teaching Group

NEWSLETTER

June 2008

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1. Science & Education Report

(a) Latest Issues

Volume 17, Number 5:

Studies in Historical Replication in Psychology

Guest Editor: Ryan D. Tweney

RYAN D. TWENEY / Studies in Historical Replication in Psychology I: Introduction

KELLY McCONNELL & KRISTA KONRAD / Studies in Historical Replication in Psychology II:
Fowler & Wells's Phrenology

NICOLE K. SIRRINE & SHAUNA MCCARTHY / Studies in Historical Replication in Psychology
III: Automatic Writing: An Inquiry into the Psychological Research of Gertrude Stein

THOMAS FUCHS & JEFFREY BURGDORF / Studies in Historical Replication in Psychology IV:
Patrick & Gilbert (1896) on Sleep Deprivation

CHRISTOPHER AYALA, STEVEN BORAWSKI, & JONATHON MILLER / Studies in
Historical Replication in Psychology V: The Metronome and Wilhelm Wundt's Search for
the Components of Consciousness

JEREMY ATHY, JEFF FRIEDRICH, & EILEEN DELANEY / Studies in Historical Replication in
Psychology VI: Egon Brunswik on Perception and Explicit Reasoning

MICHAEL RANNEY / Studies in Historical Replication in Psychology VII: The Relative Utility of
"Ancestor Analysis" from Scientific and Educational Vantages

Volume 17, Number 6

Select Papers from the Third Hellenic History, Philosophy and Science Teaching Conference

Guest Editor: Constantine D. Skordoulis

CONSTANTINE D. SKORDOULIS / Hellenic Studies in History, Philosophy of Science and
Science Teaching: New Perspectives

DIMITRIS P. PAPAYANNAKOS / Skepticism not Relativism is *the* Problem with the Strong
Programme in Science Studies and with Educational Constructivism

PANDORA HADZIDAKI / The Heisenberg Microscope: A Powerful Instructional Tool for
Promoting Meta-Cognitive and Meta-Scientific Thinking on Quantum Mechanics and the
'Nature of Science'

EFTHYMIOS BOKARIS / The "System of Chymists " and the "Newtonian dream" in Greek-
speaking Communities in the 17th-18th centuries

GIANNA KATSIAMPOURA / Transmutation of matter in Byzantium: The Case of Michael
Psellos the Alchemist

MARIA POURNARI / The Distinction between Epistemic and Non Epistemic Values in the
Natural Sciences

(Due to a production problem, the print version of vol.17 no.6 contains an incorrect opening paper.
The correct paper will appear in the next number printed.)

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) 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 2007 there were 37,593 article-downloads from the Springer site; this was a 60% increase over the 23,584 downloads in 2006. These figures make *Science & Education* one of the most utilised 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.

(c) 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.

(d) 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 folk are able to assist in this important task, please just send an email to the editor.

2. IHPST Tenth International Conference, June 2009.

The University of Notre Dame's HPS Graduate Program and Reilly Center for Science, Technology, and Values will host the 2009 Tenth biennial IHPST meeting June 24-28, 2009 on the Notre Dame campus in South Bend, Indiana. It will continue the IHPST tradition of sustained and serious research being discussed in a collegial and convivial atmosphere.

The Springer Lecture will be given by Robert T. Pennock who is an associate professor in the Lyman Briggs College and the Department of Philosophy and the Department of Computer Science at Michigan State University. He received his PhD in History and Philosophy of Science from the University of Pittsburgh in 1991. Pennock's research focuses on epistemic and ethical values as they relate to scientific methodology, and also on using the 'behaviour' of artificial life to examine processes of evolutionary change. He is the author of *Tower of Babel: The Evidence against the New Creationism* (MIT Press, 1999), which provides a critical analysis of the significant developments in the creationist movement in the 1990's, and editor of *Intelligent Design Creationism and Its Critics* (MIT Press, 2001).

Among Pennock's 2007 publications are articles on 'Investigating the Emergence of Phenotypic Plasticity in Evolving Digital Organisms', 'Learning Evolution and the Nature of Science using Evolutionary Computing and Artificial Life', 'Models, Simulations, Instantiations and Evidence: The Case of Digital Evolution', 'God of the Gaps: The Argument from Ignorance and the Limits of Methodological Naturalism' and 'Biology and Religion' the last in the *Cambridge Companion to Philosophy of Biology*.

Apart from scholarly pursuits, Pennock is a staunch defender of proper and sound science education. He was an expert witness in the critical Kitzmiller et al v. Dover Area School Board trial of 2005; he is president of Michigan Citizens for Science; and chair of the Education Committee of the Society for the Study of Evolution; he has long been on the Editorial Committee and a reviewer for *Science & Education*.

The submission date for conference proposals is Sunday March 15, 2009. Panel proposals on thematic topics are welcome; ideally planning for such panels should begin now.

Questions in advance for the formal call for papers can be sent to the conference chair, Don Howard, Philosophy Department, University of Notre Dame, (dhoward1@nd.edu).

3. Notre Dame HPS Summer Graduate Program for Secondary Teachers

Once again, the University of Notre Dame's History and Philosophy of Science Graduate Program welcomes secondary school science and mathematics teachers to its intensive summer graduate program in history and philosophy of science.

This summer two courses will be offered: (a) The Copernican Revolution and (b) Art and Science. Both courses will be offered during the week of June 23-27, 2008 on the Notre Dame campus. All

courses in the summer program earn full graduate credit and may be used for recertification purposes.

For further information about the courses, registration, and housing, please visit our web site:

<http://www.nd.edu/~ndhpssum/>

If you have questions that are not answered there, please email us at: ndhpssum@nd.edu

Or contact the programme director, Professor Don Howard, Philosophy Dept.: dhoward1@nd.edu

4. Division of History of Science and Technology (DHST)

(The following is a short historical note on the Division of History of Science and Technology (DHST) of the International Union of History and Philosophy of Science)

The International Academy of History of Science, the ancestor of the DHST, came into existence in 1928, at the Oslo Congress of Historical Sciences, when a group of scholars decided that the field should be institutionalised. This group first constituted an informal Academy. Over the years the Academy underwent some reforms: from a society of individual members, it gradually developed into a larger institution including more and more national committees. Its official journal was *Archeion*, which was edited by Aldo Mieli.

When UNESCO was founded, it established links with other bodies, more particularly, it set up a partnership with the International Council of Scientific Unions (ICSU), which had been founded in 1931. New scientific Unions were set up and the Academy was invited to elaborate the Statutes of the International Union of History of Science (IUHS), which were adopted in 1947, at the time when IUHS joined ICSU. On its side, the International Union of Philosophy of Science (IUPS) was created in 1949, but was not immediately admitted as a member of ICSU.

Indeed, it was in 1956 that the IUPS and the IUHS were firmly invited by ICSU to merge into a single Union, and the International Union of History and Philosophy of Science was created with its two Divisions: the Division of History of Science (DHST) and the Division of Logic, Methodology and Philosophy of Science (DLMPS). However, the two bodies have always kept organising their congresses separately. In order to bring the two divisions closer, it was decided, in 1971, to set up a joint DHST-DLMPS commission entrusted with the holding of regular joint conferences on matters of common interest for both divisions.

The Moscow congress (1971) saw the definite institutional separation between the Union and the Academy. The latter became an association of distinguished scholars publishing a journal, the *Archives Internationales d'Histoire des Sciences* and the *Collection of Studies*. From the Moscow congress on, the Academy has been playing, in an unofficial capacity, the role of adviser to the Union.

In recent years, since the IUHPS/DHST represents in some ways ICSU's historical consciousness, efforts were made to establish closer co-operation between IUHPS/DHST and the other Unions. It is in that spirit that five inter-Union Commissions were set up with the International Union of Geological Sciences (Paris, 1968), the International Union of Mathematics (Moscow, 1971), the International Geographical Union (Moscow, 1971), the International Union of Soil Sciences (Liège, 1997). Moreover, the DHST Commission on Bibliography and Documentation launched in 1999 a major project on the preservation of the archives of contemporary scientists which gathered representatives from IUPAC, IUPAP, ICSTI, ICSU Press, IUSS, the IAU.

The two Divisions, the DHST and the DLMPS organize their own international congress once every four years.

The DHST's last congresses took place in Mexico City in 2001 and Beijing 2005 and the next is going to take place in Budapest 2009. Financial support for the DHST comes from the subscriptions of the 49 national committees that adhere to the division. Its scholarly work is conducted mainly through its 13 scientific commissions, 5 inter-union commissions, and 3 independent scientific sections.

With such a structure, the quality of the DHST's work is largely determined by the vigor of its commissions and sections, and inevitably the profile of activity over the years has been variable. But, aided by the exceedingly modest support that DHST has been able to give, several commissions and sections have achieved striking results, in the form of meetings, newsletters, and scholarly publications.

The Teaching Commission

In mid-2007 the Teaching Commission was reconstituted. Prof. Michael Matthews, accepted the position of President of the Commission and Prof. Costas Skordoulis accepted the position of Secretary of the Commission.

The web site of the Teaching Commission was established: <http://dhst-tc.org>

The Teaching Commission has basically three purposes:

First a disciplinary purpose: to assist in the better and more informed teaching of history of science as a subject in universities, and in high schools where appropriate.

This goal can be achieved by advertising teaching materials, books, web sites, holding symposia and conferences on teaching history of science, etc. An important part of this function will be served by better and more sophisticated use of web communication, for instance by trying to link together the 'Teaching Committees' of the different national History of Science societies and associations, so that those inquiring to one committee can see links to our central DHST Teaching Division web site.

Second a service purpose: to promote the utilisation of history of science in university and school science courses, and in programmes for the preparation of science teachers.

This goal can also be achieved by advertising curricular materials especially national statements such as are found in the US Science Education Standards and the Norwegian Education Framework, bringing HPS&ST books and appropriate web sites to the attention of science teachers and teacher educators, holding symposia and conferences on teaching history of science, maintaining a web site listing all relevant research literature and reports pertaining to the teaching of history of science, etc. Again there are a number of national HPS&ST associations, and sub-groups within larger science education associations, that can be linked together on the web and hence back to our Teaching Commission website.

Third a cultural purpose: to show that the history of science can contribute positively to better understanding of some of the major issues concerning contemporary cultural conflict, multiculturalism and globalisation. Re-examination of the European Enlightenment and the contemporary appraisal of its core arguments is clearly one component of this cultural purpose that the Teaching Commission can promote.

Activities Plan for the Calendar Years 2008, 2009

The Teaching Commission is planning to organise a Symposium in Greece. The topic of the Symposium will be "Teaching History of Science".

The Teaching Commission also plans to hold a symposium at the 2009 Budapest conference on 'The *Origin of Species*: What are the Pedagogical Issues 150 years later?' As 2009 is also the two hundredth year anniversary of the birth of Darwin, the topic is especially appropriate.

5. Applied HPS in the Classroom, Journal Special Issue, Call for Papers

Research and discussion about the multiple contributions of history and philosophy of science (HPS) to science teaching has gone on for many years. This special issue will focus on research dealing with applied and innovative projects concerning the "realization" in the classrooms of the various proposals about the use of HPS in science teaching.

HPS has provided a fruitful background for developing Nature of Science (NOS) instructional units, materials and teaching approaches. At the same time, it has offered efficient resources to researchers and educators in order to develop and evaluate classroom activities concerning the interactions of Science and Culture. HPS also features in the many goals proposed for Scientific Literacy that can be found in current curricular materials.

This special issue of *Science & Education* will offer to educators and researchers working in all the above areas (HPS, NOS, Science and Culture, Scientific Literacy) a forum to communicate their research, ideas, questions and worries concerning the application of HPS in classrooms.

Conceptual, theoretical, empirical or position-based manuscripts are welcome. Accordingly, examples of topics may include (but are not limited to) the following:

- Instructional material design inspired by history and philosophy of science
- HPS didactical/instructional units
- HPS programs, units and textbooks
- HPS in teacher education proposals
- HPS assessment in the classroom
- HPS and ICT in classroom proposals
- Cross-disciplinary approaches to HPS teaching in the classrooms
- Identifying in the classroom new research question for HPS
- Research methodology in the classroom concerning HPS
- HPS action research

The journal, founded in 1992, is published by Springer, and is associated with the International History, Philosophy and Science Teaching Group. It is now the most downloaded of all Springer Education journals, with 37,600 articles downloaded in 2007.

Information about the IHPST Group, and journal style and formatting conventions, can be found out at: www.ihpst.org

Manuscripts, with Abstract, should be submitted for review direct to: www.editorialmanager.com/sced

Submission date: **March 1st, 2009.**

Further questions and inquiries, as well as intention to submit, should be directed to the guest editors:

Fanny Seroglou School of Primary Education Faculty of Education Aristotle University of Thessaloniki Greece seroglou@eled.auth.gr	Agustín Adúriz-Bravo CEFIEC Faculty of Science University of Buenos Aires Argentina aadurizbravo@cefiec.fcen.uba.ar
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6. Darwinian Anniversary Year, 2009, a Journal Special Issue, Call for Papers

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• 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
for Science Education, Western Michigan
University, USA
email: david.rudge@wmich.edu

Kostas Kampourakis

Geitonias School,
Athens,
GREECE
email: kkamp@ath.forthnet.gr

7. Historic Science Education Curriculum Library

The Donald L. Birdd Historic Science Education Curriculum Library at Buffalo State College, Buffalo, New York, USA already holds an extensive but incomplete curriculum collection of: BSCS, PSSC, HPP, ESCP, ChemStudy, IAC, CBA, IPS, ISCS, SAPA, ESS, SCIS I & II and various antique middle and high school science text books from the 1800s to the present. The library seeks curricular donations which complement the current holdings in this library.

For information or donations, contact Dr. Catherine Lange: langecl@buffalostate.edu.

8. Hong Kong Project for Promotion of Nature of Science (NOS) and Science Technology and Society (STS)

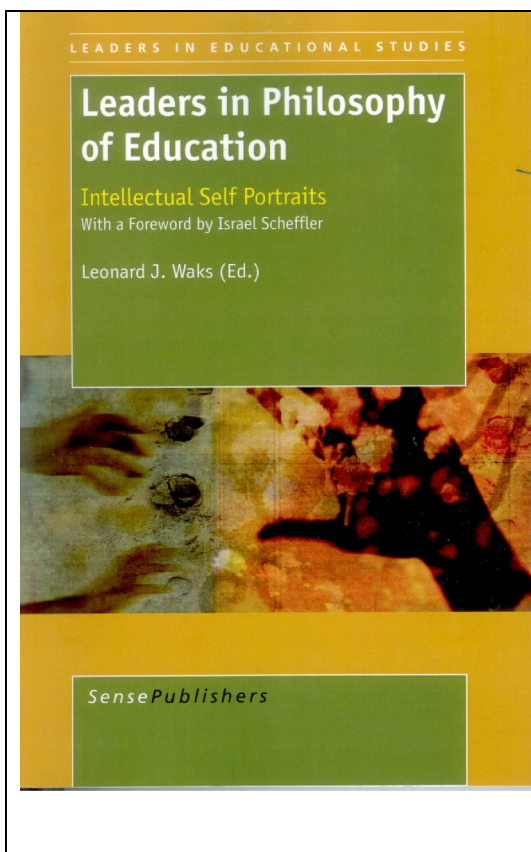
Teaching resources for infusing NOS and STSE in 12 science topics for senior secondary school (grade 10 to 12) developed by a team of Hong Kong science educators can be accessed and downloaded at the website <http://learningscience.edu.hku.hk>.

Each resource package consists of teachers' guides, students' worksheets, PowerPoint presentations and the associated video files. The developers acknowledge the generous support from the Quality Education Fund by the Hong Kong SAR government.

Further information is available from Dr. Alice Wong, Faculty of Education, University of Hong Kong (aslwong@hkucc.hku.hk)

9. Book Notes

Leonard J. Waks (ed.) *Leaders in Philosophy of Education. Intellectual Self Portraits*, Sense Publishers, Rotterdam, 2008. 310pp, ISBN 978-90-8790-286-5



This anthology consists of 25 chapters written by prominent philosophers of education in North America and the United Kingdom. Each contributor writes of their own academic training and subsequent intellectual trajectory.

Israel Scheffler provides a Foreword telling of his career in the Harvard School of Education that began in 1952 and that included the significant event of his meeting in 1958 with Richard Stanley Peters at Birkbeck College in London. These two philosophers founded the Analytic Tradition in philosophy of education, a tradition that dominated Anglo-American, and Commonwealth philosophy in the 1960s, 70s and 80s. Most of the contributors to this volume were either directly taught by Scheffler or Peters, or heavily influenced by them in their own education.

Leonard Waks provides an informative 15-page Introduction to the book that details 'The Analytic Revolution in Philosophy of Education and Its Aftermath'.

The collection will be of interest to IHPST colleagues as a number of the contributors have engaged directly with philosophical problems raised in science teaching and science curriculum construction: Israel Scheffler, Paul Hirst, Denis Phillips, Jim Garrison, Jane Martin, Harvey Siegel and Kenneth Strike (four of these scholars have served on the editorial committee of *Science & Education*).

A good many people recognise that the fundamental problems and issues in education, including science education, are basically philosophical ones. These impinge on teachers and classrooms. They involve issues such as Aims of Education, Quality in Education, Equality of Educational Opportunity, Curriculum Selection, Understanding and Reason in Children's Learning, Liberalism versus Communitarianism as political purposes of schooling, the legitimate and illegitimate roles of the state in education, Religion and Personal Flourishing, and so forth. The pity is that serious courses in philosophy of education are an endangered species in teacher education, with an ever increasing number of universities removing them from their teacher education programme. The result is that most teachers, including science teachers, have to discuss, argue and deal with the ever-present issues in a amateurish and ill-informed way.

Paul Hirst, in an appendix for the book, details the waxing and then waning of philosophy of education in United Kingdom programmes. He notes that the 1994 Education Act established a Teacher Training Agency that insisted on 'the direct practical relevance of all educational courses ..[this has] led to the near demise of all courses concerned specifically with the disciplines of educational theory within British universities' (p.309). The same pattern has been depressingly followed in Australia and elsewhere.

Nearly all of the contributors speak of the richness of their graduate training in philosophy and in philosophy of education; a training that engaged them with the work of Scheffler, Peters, Dewey, Rawls, Wittgenstein, Popper, Kuhn, Rorty, Russell, MacIntyre, Habermas, Kenny, Geach, Hamlyn and others. The tsunami of 'relevance' in teacher training (Is nothing so relevant in teaching as

having a justified and informed view of what you are wanting to achieve, and what schools are supposed to be doing?) has removed such names, and the issues they dealt with, from the formation of contemporary science teachers. Sadly this is also true of the training of science educators: increasingly doctoral programmes in science education have minimised, or removed, foundation courses dealing with philosophy, sociology and history. The result is depressingly obvious in the superficiality of philosophical discussion and debate in the field. The present anthology can at least let educators know what they are missing, and hopefully inspire them to do some catch-up reading.

10. 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

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.

El-Hani, C. N. & Mortimer, E. F. :2007, 'Multicultural Education, Pragmatism, and the Goals of Science Teaching', *Cultural Studies of Science Education* **2**(3): 657-687.

El-Hani, C. N.:2007, Between the Cross and the Sword: The Crisis of the Gene Concept. *Genetics and Molecular Biology***30**(2), 297-307.

Ford, M.:2008, 'Disciplinary authority and accountability in scientific practice and learning', *Science Education* **92**, 404-423.

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 Hernandes: 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

11. 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

12. Coming Conferences

- July 2-5, 2008. Australasian Science Education Research Association, Annual Conference, Brisbane, Australia.
 Details at: www.smec.curtin.edu.au/asera/
- 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/
- July 7-11, 2008, Seventh International Meeting for the History of Science in Science Education, Athens.
 Details from Panos Kokkotas, University of Athens (kokkotas@primedu.uoa.gr)
- 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
- October 21-24, 2008, 11th Brazilian Physics Teaching Research Meeting, Curitiba-Paraná, Brazil. The conference includes a strand on 'History, Philosophy and Science Teaching'.
 Details from conference chair: Dr. Erika Zimmermann (xiiepef@sbfisica.org.br), and at: <http://www.sbf1.sbfisica.org.br/eventos/epef/xi/index.shtml>
- October 27-31, 2008, Ninth Argentine Symposium on Physics Education Research, Rosario.
 Details from Susana Cabanellas, Graciela Utges: (sief9@fceia.unr.edu.ar)
- November 6-9, 2008. US History of Science Society and US Philosophy of Science Association, Joint Conference, Pittsburgh.
 Details at: <http://philsci.org/conferences/psa2008/> or <http://www.hssonline.org>
- 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 31-September 4, 2009. ESERA Conference, Istanbul Turkey.
 Details from M. Fatih Tasar: (mftasar@gazi.edu.tr) or <http://www.earli2009.org/>

13. IHPST Executive

After twenty years of very productive, but informal existence, the IHPST Group has held its first elections. The following members were elected to the indicated positions on the Council:

President:	Michael Matthews (m.matthews@unsw.edu.au)
Past-president:	William McComas (mccomas@uark.edu)
President Elect:	David Rudge (david.rudge@wmich.edu)
Secretary:	Pierre Boulos (boulos@uwindor.ca)
Treasurer:	Robert Carson (rcarson@montana.edu)
Council Members:	Peter Heering (peter.heering@uni-oldenburg.de) Fanny Seroglou (seroglou@eled.auth.gr)
Student Member:	Roland Schulz (rmschulz@shaw.ca)
Programme Officer:	Don Howard (dhoward1@nd.edu)

Members of the Nominating Committee:

Elisabeth Cavicchi	(ecavicch@mit.edu)
Ismo Koponen	(ismo.koponen@helsinki.fi)
Igal Galili	(igal@vms.huji.ac.il)
Mark Lattery	(lattery@uwosh.edu)

14. 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

15. 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’.