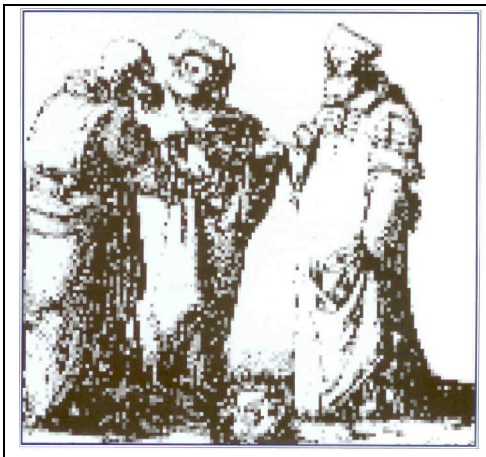


International History, Philosophy and Science Teaching Group

NEWSLETTER

March 2008

www.ihpst.org

CONTENTS

1. IHPST Elections

After twenty years of informal existence, the IHPST Group has held its first elections. In the first stage of the process, the following members were elected to the indicated positions.

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

It is anticipated that in the next newsletter, the results of the second round of the election will be known, and hence the composition of the IHPST Council that will be in office until the next conference of the group in June 2009 at Notre Dame University.

2. *Science & Education* Latest Numbers

The first three numbers of *Science & Education* for 2008 have been printed and mailed to subscribers.

(a) Volume 17 Number 1,

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 / The Concepts of Heat and Temperature: the problem of determining the Content for the Construction of a Historical Case Study which is Sensitive to Nature of Science issues and Teaching-Learning issues
IOANNIS PAPADOPOULOS / Complex and Non-Regular Shapes: Their Evolution in Greek Textbooks (1749 – 1971)
PAUL JOSEPH WENDEL / Models and Paradigms in Kuhn and Halloun

(b) Volume 17 Numbers 2-3, Special Issue: Teaching and Assessing the Nature of Science

Guest Editors: MICHAEL P. CLOUGH AND JOANNE K. OLSON

MICHAEL P. CLOUGH & JOANNE K. OLSON / Teaching and Assessing the Nature of Science: An Introduction
MICHAEL FORD / 'Grasp of Practice' as a Reasoning Resource for Inquiry and Nature of Science Understanding
KEITH STEPHEN TABER / Towards a Curricular Model of the Nature of Science
LAWRENCE SCHARMANN & MIKE U SMITH / A Multi-Year Program Developing an Explicit Reflective Pedagogy for Teaching Pre-service Teachers the Nature of Science by Ostention
WILLIAM F. MCCOMAS / Seeking Historical Examples to Illustrate Key Aspects of the Nature of Science
KEVIN DE BERG / Tin Oxide chemistry from Macquer (1758) to Mendeleeff (1891) as Revealed in the Textbooks of the Era
JIM RYDER & & JOHN LEACH / Teaching about the Epistemology of Science in Upper Secondary Schools: An Analysis of Teachers' Classroom Talk

Due to an error in the journal's production processes, the articles by Kevin de Berg in Number 1 and Numbers 2-3, have appeared in reverse order. His 'Concepts of Heat and Temperature…' paper should be part of the Nature of Science special issue.

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 .

(c) Subscription Renewal and 2008 Numbers

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

Those whose subscription to the print version of the journal expired in 2007, and those wanting a new subscription, should subscribe as soon as possible. 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'.

(d) 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.

(e) 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.

(f) 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.

3. Political Engagement and Philosophy of Science, a Journal Special Issue

Guest Editor: HEATHER DOUGLAS

In George Reisch's recent book, *How the Cold War Transformed Philosophy of Science*, Reisch argues that the political pressures of the Cold War turned the developing field of philosophy of science away from a previous pronounced political engagement in its practitioners. He argues that prior to the onset of the Cold War, philosophers of science in the United States viewed their endeavor as having both politically important and intellectually significant valences. With the Cold War, the political aspects of philosophy of science were lost.

In this collection of essays, commentators will address Reisch's book, providing critical examinations of its historical thesis, explicating its importance for understanding the history of philosophy of science, and drawing lessons from it for the current direction of the field. In particular, the issues of what constitutes political engagement, what the various forms or kinds of political engagement are, and which ones should be encouraged for the future of the field, will be addressed.

HEATHER DOUGLAS / Philosophy of Science, Political Engagement, and the Cold War: An Introduction
THOMAS UEBEL / Knowing who your Friends are: The Politics of Logical Empiricism
DAVID J. STUMP / Pragmatism, Activism, and the Icy Slopes of Logic in George Reisch's Portrait of the Philosophy of Science as a Young Field
SCOTT EDGAR / Logical Empiricism, Politics, and Professionalism
GEORGE REISCH / Three Kinds of Political Engagement for Philosophy of Science
DON HOWARD / Better Red than Dead - Putting an End to the Social Irrelevance of Postwar Philosophy of Science

All these above articles are available at the following Springer site. They are downloadable free for individuals whose institutions subscribe to the electronic version of the journal.

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

4. Worldviews in Science and in Science Education, a Journal Special Issue

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 this paper is available *gratis* courtesy of the Springer 'Open Access' scheme at: http://dx.doi.org/10.1007/s11191-006-9059-1 .

Contents:

All these above articles are available at the following Springer site. They are downloadable free for individuals whose institutions subscribe to the electronic version of the journal.

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

5. Darwinian Anniversary Year, 2009, a 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:

• Darwinism in the history and philosophy of science • Darwin's methodology and theorizing • Historical treatments of *The Origin* • 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	• 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 • *Other appropriate topics*

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

6. 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. We anticipate an exciting and productive meeting.

If you have questions in advance for the formal call for papers, please contact the primary conference organizer, Don Howard, at: dhoward1@nd.edu.

7. 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 we will offer two courses: (a) The Copernican Revolution; (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 our 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

8. History, Philosophy, and Sociology of Science Sessions at NARST Conference

The National Association for Research in Science Teaching annual conference is being held in Baltimore March 30-April 3, 2008 (www.narst.org). Strand 13 of the conference focuses on the historical, philosophical and social issues of science as related to science education. This year's program includes five paper sets and two posters on the interface between the nature of science and effective instructional techniques, assessment, epistemology, the importance of context, evolution, case studies in the history of specific scientific findings, curriculum development, pre-service teachers, STS, professional development, scientific explanation, and argumentation.

Presenters include Bill McComas, Norm and Judy Lederman, Michael Matthews, Fouad Abd-El-Khalick, Renee Scwartz, Valarie Akerson, Mansoor Niaz, and others.

Also this year, Strand 13 is co-sponsoring the much anticipated second report of the History of Science Education Committee. The strand Business Meeting will be held Wednesday morning of the conference. Further information about the strand and its sessions can be obtained from the narst web site above, or from the Strand Coordinator, Mike Smith (smith_mu@Mercer.EDU).

The strand presentations are:

Session 1

Teaching Nature of Science to K-2 Students: What Can They Gain From Instruction and What Influences Changes in Their Views?
Valarie L. Akerson, Lisa A. Donnelly,

Correlating Students' Drawings of Scientists with Interview Data: Further Validation of E-DAST

Donna L. Farlland, William F. McComas

An Instrument to Assess Views of Scientific Inquiry: The VOSI Questionnaire
Renee S. Schwartz, Norman G. Lederman, Judith S. Lederman

Session 2

The Model Muddle: The Necessity of Epistemology for Learning Science
Michael R. Matthews

Genetics Instruction with History of Science: Nature of Science Learning
Sun Young Kim, Irving E. Karen,

A Dispute on Colour Optics
Helmut F. Mikelskis, Lutz Kasper

Session 3

Children's Practice of the Social Construction of Scientific Facts: Meta-Ethnographic Synthesis and Science Education Research
James B. Cooper

Student Predispositions Toward Understanding Evolutionary Concepts
Ronald S. Hermann

The Applicability of Science to Decision Making: Moral & Reflective Factors
Sharon Dotger, Lisa Johnson, Benjamin H. Dotger

Scientists, Profit-driven Science, and School Science
John Bencze, Gervase M. Bowen, Maurice DiGiuseppe, Marijana Kanisek

Session 4

Research and Development of Nature of Science-Explicit Curricular Materials-Pedagogy Perspective
Sang-Chong Lieu, Wen-Ling Chen, Sufen Chen, Shu-Fen Lin, Mao-Tsai Huang, Tung-Hsing Hsiung

Research and Development of Nature of Science-Explicit Curricular Materials for the Dissolving Unit
Sufen Chen, Wen-Ling Chen, Shu Fen Lin ,Sang-Chong Lieu, Wen-Hua Chang

Session 5

Exploring the Influence of an Argumentation-Based Science Content Course on Preservice Elementary Teachers' Views of Nature of Science
Christine V. McDonald

What 'Ideas-About-Science' Should Be Taught in School Science? A Chemistry Teachers' Perspective
Mansoor Niaz

Experienced Science Teachers' Talks on Teaching SSI: Exploration of Teachers' Personal Practical Knowledge
Hyunju Lee, Hyunsook Chang,

Linking Progressive Development of Teachers' Understandings of Nature of Science and Scientific Inquiry with Progressive Development of Instructional Ability
Norman G. Lederman, Judith S. Lederman, Kevin White

Session 6

Conceptualizing Scientific Explanations in Science Education: Methodological and Pedagogical Considerations
Deniz Peker

Utilizing Nature of Science as the Context of Doing Science
Byoung-Sug Kim, Norman G. Lederman,

Scientific Argumentation and Teacher Expectations
Jeremy Peterson, Laura C. Price, Nikki L Hanegan

The Relationship Between Nature of Science and Argumentation
Rola Khishfe, Shannon Palouci, Todd Medintz

9. US History of Science Society & Philosophy of Science Association Conference

The US History of Science Society will hold its 2008 Annual Meeting in Pittsburgh, PA 6-9 November 2008. This will be a joint meeting with the Philosophy of Science Association. Proposals for sessions, contributed papers, and, for the first time, posters, must be submitted by *1 April 2008* to the History of Science Society's Executive Office. Papers that are part of a session are due no later than 8 April 2008. Poster proposals must describe the visual material that will make up the poster. Please contact the program chairs to discuss this. Electronic submissions are strongly encouraged – please go to: http://www.hssonline.org.

Submissions on all topics are requested. All proposals must be submitted on the HSS Web site (http://www.hssonline.org) or on the annual meeting proposal forms that are available from the HSS Executive Office. You do not need to be an HSS member to participate, but all participants must register for the meeting. Applicants are encouraged to propose sessions that include diverse participants: a mix of men and women and/or a balance of professional ranks (e.g., mixing senior scholars with junior scholars and graduate students). Strong preference will be given to panels whose presenters have different institutional affiliations.

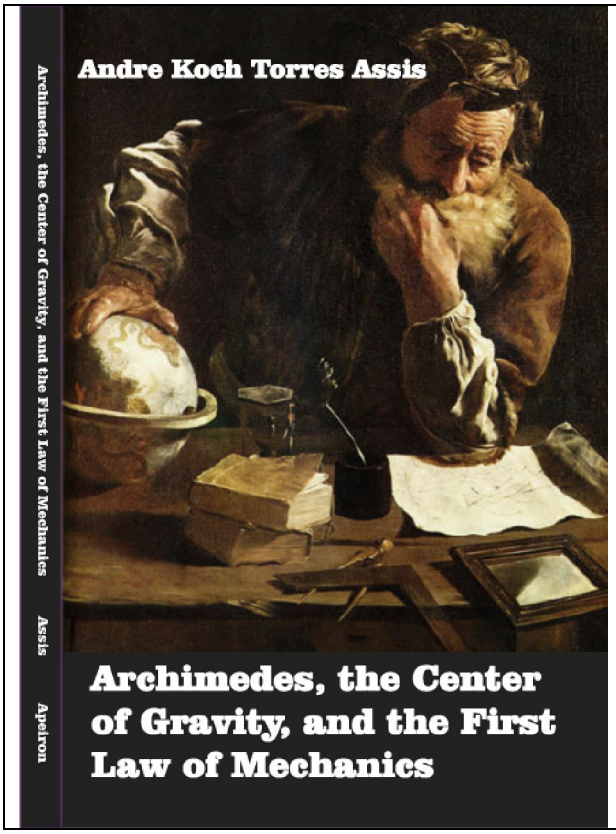
Please note that travel grants, funded by the National Science Foundation, are available for graduate students, independent scholars and junior scholars who appear on the program.

The 2008 program co-chairs are Ted Porter (UCLA) <tporter@history.ucla.edu> and Ken Alder (Northwestern University) <k-alder@northwestern.edu>.

For general questions, please contact the HSS office at info@hssonline.org, 352.392.1677.

10. Booknote

Andre K.T. Assis, *Archimedes, the Center of Gravity, and the First Law of Mechanics*, Apeiron, Montreal, 2008. 187 pages, ISBN: 978-0-9732911-6-2, US$ 20.00.
The book is available in PDF format (2 Mb) at: http://www.ifi.unicamp.br/~assis/Archimedes.pdf



This book is written for students and teachers of science, physics, and mathematics. It can be utilized in high schools or universities, depending on the level at which each aspect is analyzed and explored.

The book presents the basic phenomena of mechanics through simple experiments performed with inexpensive materials. The fundamental experiments on falling bodies, equilibrium and oscillations around equilibrium positions are thus presented. It is shown how the theoretical concepts are formed and modified during this process, just as occurred in the formulation of the basic laws of mechanics.

Although describing simple phenomena and experimental set-ups, the book deals with the most fundamental aspects of physics.

The book describes the main events in the life of Archimedes and the content of his works. It goes on to discuss a large number of experiments relating to equilibrium of suspended bodies under the influence of Earth's gravitational force. All experiments are clearly described and performed with simple, inexpensive materials. These experiments lead to a clear conceptual definition of the center of gravity of material bodies and illustrate practical procedures for locating it precisely. The conditions of stable, neutral, and unstable equilibrium are analyzed. Many equilibrium toys and games are described and explained.

The book is rich in historical information, which gives the context in which some laws were discovered, and also different approaches taken in discovering them. It is careful about in formulating concepts and physical principles. It shows, for example, how difficult is to find the correct words to precisely define the center of gravity so that this concept can encompass a whole series of experiments. The text distinguishes clearly between definitions, postulates, experimental results, and physical laws. It also distinguishes explanations from descriptions of phenomena. These aspects illustrate the sociological and human aspects of the formulation of physical laws.

The book also explains how to build and calibrate precise balances and levers. Several experiments are performed leading to a mathematical definition of the center of gravity and the first law of mechanics, also called the law of the lever. Consequences of this law and different explanations of it are described at the end of the book, together with an exhaustive analysis of the works of Euclid and Archimedes.

Andre Koch Torres Assis was born in Brazil and educated at the State University of Campinas – UNICAMP, BS (1983), PhD (1987), where he has been professor of physics since 1989, working with the foundations of electromagnetism, gravitation, and cosmology. He is the author of *Weber's Electrodynamics* (1994), *Relational Mechanics* (1999), *Inductance and Force Calculations in Electrical Circuits* (with M. A. Bueno, 2001), and *The Electric Force of a Current* (with J. A. Hernandes, 2007).

11. 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 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

12. 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

13. 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 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/
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. History of Science Society and 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 25-29, 2009. ESERA Conference, Istanbul Turkey.
Details from M. Fatih Tasar, mftasar@gazi.edu.tr

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'.