

HPS&ST Newsletter
September 2024
Vol.37 (7)
ISSN: 2652-2837

CONTENTS

# Introduction	1
# <i>Scientific American</i> endorses a Presidential Candidate	2
# <i>Report: 17th Biennial International Conference of the IHPST Group, Buenos Aires</i>	2
# Center for Philosophy of Science at the University of Pittsburgh: Annual Lecture Series	3
# Joseph Agassi (1927-2023) Website	4
# 27th International Congress of History of Science and Technology, Dunedin, June 29-July 5, 2025	4
# ISHPSSB 2025 Conference, 20–25 July 2025, University of Porto	5
# PhilSci Archive - Top 5 Downloads	5
# PhilSci Archive – Open Access Books	5
# Paul Bunge Prize for History of Scientific Instruments	6
# OPINION PAGE. The Politics and Philosophy of a New Theoretical Framework in Evolution Education	7
ÖZGÜR TAŞKIN, Education, Ondokuzmayıs University, Türkiye.	
# Varia	10
## Featured Book	
<i>A History of Scientific Journals: Publishing at the Royal Society, 1665-2015</i>	10
# Golden Oldie: HPS&ST Research from 30+ Years Ago	11
# Recent HPS&ST Research Articles	12
# Recent HPS&ST Related Books	13
# PhD Award in HPS&ST	17
# Coming HPS&ST Related Conferences	17
# HPS&ST Related Organisations and Websites	18
# HPS&ST Newsletter Personnel	18

Introduction

The HPS&ST Newsletter is sent monthly to about 11,000 emails of individuals who directly or indirectly have an interest in the contribution of history and philosophy of science to theoretical, curricular and pedagogical issues in science teaching, and/or interests in the promotion of innovative, engaging and effective teaching of the history and philosophy of science. The newsletter is sent on to different international and national HPS lists and international and national science teaching lists. In print or electronic form, it has been published for 40+ years.

The Newsletter, along with RESOURCES, OBITUARIES, OPINION PIECES and more, are lodged at the website: [HERE](#)

The newsletter seeks to serve the diverse international community of HPS&ST scholars and teachers by disseminating information about events and publications that connect to concerns of the HPS&ST community.

Contributions (publications, conferences, Opinion Piece, etc.) are welcome and should be sent direct to the editor: Michael R. Matthews, UNSW, m.matthews@unsw.edu.au .

Scientific American endorses a Presidential Candidate

“In the November election, the U.S. faces two futures. In one, the new president offers the country better prospects, relying on science, solid evidence and the willingness to learn from experience. She pushes policies that boost good jobs nationwide by embracing technology and clean energy. She supports education, public health and reproductive rights. She treats the climate crisis as the emergency it is and seeks to mitigate its catastrophic storms, fires and droughts.

“In the other future, the new president endangers public health and safety and rejects evidence, preferring instead nonsensical conspiracy fantasies. He ignores the climate crisis in favor of more pollution. He requires that [federal officials show personal loyalty to him rather than upholding U.S. laws](#). He fills positions in federal science and other agencies with unqualified ideologues. He goads people into hate and division, and he inspires extremists at state and local levels to pass laws [that disrupt education](#) and make it harder [to earn a living](#).

“Only one of these futures will improve the fate of this country and the world. That is why, for only the second time in our magazine’s 179-year history, the editors of *Scientific American* are [endorsing a candidate for president](#). That person is Kamala Harris.”

Report: 17th Biennial International Conference of the IHPST Group, Buenos Aires, Argentina

The conference took place 2-6 September 2024 in the Facultad de Ciencias Exactas y Naturales of the Universidad de Buenos Aires. The chosen venue was the magnificent building “Cero + Infinito”, by the world-renowned Uruguayan-Argentinian architect Rafael Viñoly.



Around 115 academics from 13 countries (Argentina, Armenia, Brazil, Canada, Chile, Colombia, Costa Rica, Germany, Greece, Mexico, Turkey, UK, and USA) actively participated in the Conference. Almost half (53) were from Brazil. It should also be noted that more than a quarter of the participants were advanced doctoral students and recent doctoral graduates, accounting for an important presence of young people in the event.



During the five days of the Conference, participants presented over 120 papers in 4 symposia and over 100 oral communications across four parallel rooms. During the mornings of the “long” days, the two keynote plenary lectures were accommodated: the first one (on Tuesday), by Olimpia Lombardi from Argentina.



The second (on Thursday, sponsored by Springer), by Cyrus Mody from the Netherlands.



The traditional Council, Business and *Science & Education* meetings were also held. During the Business meeting (on Tuesday), the location of the 2026 Conference was announced: it will take place in Lisbon, Portugal.

The Conference also included two special activities aimed at special populations: on Monday, a workshop for Ph.D. students (with 11 participants from Argentina, Brazil and Costa Rica); and on Tuesday, two parallel hybrid sessions of short presentations by K-12 science teachers (6 participants from Argentina, Brazil, Colombia, Greece, Taiwan and USA).

As a complement to a very compact academic programme, there was time for socialisation and relaxation. On Monday, a welcome reception with tango dancers, who taught the participants some of the basic steps; on Wednesday, a trip to the city of La Plata, capital of the Province of Buenos Aires (55 kilometres south of the City of Buenos Aires), which included a guided visit to its impressive [Museo](#), featuring dinosaurs and Egyptian mummies.

During the evening of that same day, a dinner for all was held at the German restaurant *Gambrinus* in the neighbourhood of Chacarita. During this dinner, the Lifetime Achievement Award was given to Prof. Zoubeida Dagher, from Delaware University.



Finally, in the evening of Thursday, participants were summoned for a “cultural night” at the Teatro Empire in the city centre, where a performance of the Italian opera “Cavalleria Rusticana” took place with the Chair of the Conference (Agustín Adúriz-Bravo) as one of the singers!



Center for Philosophy of Science at the University of Pittsburgh: Annual Lecture Series

The Center for Philosophy of Science at the University of Pittsburgh invites you to join us for our 65th Annual Lecture Series Talk. YouTube at

<https://www.youtube.com/channel/UCrRp47ZMXD7NXO3a9Gyh2sg>.

The Annual Lecture Series, the Center’s oldest program, was established in 1960, the year when Adolf Grünbaum founded the Center. Each year the series consists of six to eight lectures, about three quarters of which are given by philosophers, historians, and scientists from other universities.

Thomas Ryckman

Friday, September 27 @ 3:30 pm - 6:00 pm EDT

Niels Bohr: Transcendental Physicist

Abstract:

While it would be unwarranted to label Bohr as “neo-Kantian” or indeed adherent of any philosophical school, his understanding of quantum theory crucially employs an intricate transcendental argument. Bohr deemed the quantum postulate, or “wholeness” of interaction between agency of measurement and atomic system, to call into question a core epistemological distinction between subject and object familiar in the concept of ‘observation’ from everyday life and classical physics. Re-conceptualizing that distinction led to redefinition of the term ‘phenomenon’, a corresponding non-representationalist account of the wave function, and to situating the notion of objectivity within “conditions of the possibility of unambiguous communication”.

Zoom at <https://pitt.zoom.us/j/99943669767>

YouTube at

<https://www.youtube.com/channel/UCrRp47ZMXD7NXO3a9Gyh2sg>.

Joseph Agassi (1927-2023) Website

A new website dedicated to Joseph Agassi's archive has been launched by Abraham Meidan. The website features a selection of Agassi's correspondence with Wisdom, Feyerabend, Polanyi, and Lakatos. It will be of great interest to scholars researching the ideas of Agassi and these prominent philosophers.



Marx Wartofsky, Joseph Agassi, Mario Bunge (Boston University 1978) Charlie Sawyer, photographer. See other of Sawyer's Agassi photos [HERE](#))

Visit the Agassi website at:

<https://agassi.wizsoft.com/>

Abraham Meidan

27th International Congress of History of Science and Technology, Dunedin, June 29-July 5, 2025



The 27th International Congress of History of Science and Technology will be held from **29 June - 5 July 2025** at the University of Otago in Dunedin, New Zealand.

Symposium Proposals due by 1 May 2024.

Standalone Papers due by 1 December 2024.

The International Congress of History of Science and Technology (ICHST), held every four years, is the world's premier meeting for history of science and technology. The 27th Congress will be held as a hybrid in-person and online event at the University of Otago's Dunedin campus in June-July 2025. Delegates registered for virtual participation will be able to both present and attend online. The Congress will bring together a diverse group of the world's leading scholars and students in the fields of history of science, technology, and medicine as well as related disciplines. It will be the first time the Congress has been held in Australasia and only the second time in the Southern Hemisphere.

The **theme** of the 27th ICHST is “Peoples, Places, Exchanges, and Circulation.”



Details [HERE](#)

ISHPSSB 2025 CONFERENCE, 20–25 JULY 2025, University of Porto

The [International Society for the History, Philosophy, and Social Studies of Biology](#) (ISHPSSB) brings together scholars from diverse disciplines, including the life sciences as well as history, philosophy, and social studies of science. The biennial ISHPSSB summer meetings are known for innovative, transdisciplinary sessions, and for fostering informal, cooperative exchanges and ongoing collaborations.

The upcoming ISHPSSB meeting will be held in Porto, Portugal, from 20–25 July, 2025. The [website for the upcoming conference](#) is currently under development.

The submission deadline is 1 November, 2024.

PhilSci Archive - Top 5 Downloads

PhilSci-Archive is the official preprint repository for the PSA and the best place to host your philosophy of science preprints. It offers a free, stable, and openly accessible archive for scholarly articles and monographs. With PhilSci-Archive, researchers can search the open-access repository and get curated alerts about new work delivered to their inboxes. Many journals encourage authors to post preprints on archives like the PhilSci-Archive in order to increase readership, and historical data suggests that posting to the archive increases a published paper's citation rates (see <https://philsci-archive.pitt.edu/20778/>). Visit philsci-archive.pitt.edu today to create a free account and post your preprints.

The most downloaded preprints for the last six months of articles deposited in the previous two years are:

[Cobb, David \(2022\) Empiricism in the Philosophy of Science](#)

[Wiggleton-Little, Jada and Callender, Craig \(2022\) Screening Out Neurodiversity](#)

[Chen, Eddy Keming \(2023\) Laws of Physics](#)

[Ardourel, Vincent and Bangu, Sorin \(2023\) Finite-size scaling theory: Quantitative and qualitative approaches to critical phenomena](#)

[Stern, Julio Michael and Pereira, Carlos Alberto de Braganca and Lauretto, Marcelo de Souza and Esteves, Luis Gustavo and Izbicki, Rafael and Stern, Rafael Bassi and Diniz, Marcio Alves and Borges, Wagner de Souza \(2023\) The e-value and the Full Bayesian Significance Test: Logical Properties and Philosophical Consequences](#)

PhilSci Archive – Open Access Books

Duran, Juan Manuel (2025) *Beyond transparency: computational reliabilism as an externalist epistemology of algorithms*. Synthese Library. (Submitted)

Millstein, Roberta L. (2024) *The Land Is Our Community: Aldo Leopold's Environmental Ethic for the New Millennium*. University of Chicago Press, Chicago, IL. ISBN 9780226834481

Norton, John D. (2024) *The Large-Scale Structure of Inductive Inference*. BPS open . University of Calgary Press/BSPSopen, Calgary. ISBN 978-1-77385-541-7

Seifert, Vanessa A. (2023) *Chemistry's Metaphysics*. Elements in Metaphysics . Cambridge University Press.

Baxter, Janella K and Bausman, William C and Lean, Oliver M and Love, Alan C., eds. (2023) *From Biological Practice to Scientific Metaphysics*. Minnesota Studies in the Philosophy of Science, 23 . University of

Minnesota Press, Minneapolis, MN. ISBN
9781452970547

University of Pittsburgh Press. ISBN
9780822946267

Roberts, Bryan W. (2022) *Reversing the Arrow of Time*. Cambridge University Press, Cambridge. ISBN 978-1-009-12332-7

Love, Alan C. and Wimsatt, William C., eds. (2019) *Beyond the Meme: Development and Structure in Cultural Evolution*. Minnesota Studies in the Philosophy of Science, 22 . University of Minnesota Press, Minneapolis, MN. ISBN 9781452964690

Domski, Mary (2022) *Newton's Third Rule and the Experimental Argument for Universal Gravity*. Routledge Focus on Philosophy. Routledge, New York. ISBN 978-1-032-02036-5

Ramsey, Grant (2013) *Human Nature*. Elements in the Philosophy of Biology . Cambridge University Press, Cambridge, UK. ISBN 978-1-108-71606-2

Weber, Marcel (2022) *Philosophy of Developmental Biology*. Cambridge Elements in the Philosophy of Biology . Cambridge University Press, Cambridge, UK. ISBN 978-1-009-18415-1

Paul Bunge Prize for History of Scientific Instruments

Williamson, Hugh and Leonelli, Sabina (2022) *Towards Responsible Plant Data Linkage: Data Challenges for Agricultural Research and Development*. UNSPECIFIED.

The German Chemical Society (Gesellschaft Deutscher Chemiker - GDCh) and the German Bunsen Society for Physical Chemistry (Deutsche Bunsen-Gesellschaft für Physikalische Chemie - DBG) invite proposals for the [Paul Bunge Prize 2025](#).

Norton, John D. (2021) *The Material Theory of Induction*. BPS Open Series (1). BPS Open / University of Calgary Press, Calgary, Canada. ISBN ISBN 9781773852539 (softcover) | ISBN 9781773852751 (international hardcover) | ISBN 9781773852546 (open access PDF) | ISBN 9781773852553 (PDF) | ISBN 9781773852560 (EPUB)

The Paul Bunge Prize honours outstanding research publications on all aspects of the history of scientific instruments. The prize is endowed with 7.500 Euro. It is awarded for either individual books or papers published within the last five years or for lifetime achievements. Submitted works may be published in English, German or French.

Tahko, Tuomas E. (2021) *Unity of Science*. Elements in Philosophy of Science . Cambridge University Press. ISBN 9781108581417

Submit your application or nomination, including cover letter, CV and publications on the history of scientific instruments, by September 30, 2024, via the online form at www.gdch.de/paulbungepreis or to j.herr@gdch.de. Though digital versions are explicitly preferred, printed copies can be sent to the GDCh office attn: Dr. Jasmin Herr.

Leonelli, Sabina and Tempini, N (2020) *Data Journeys in the Sciences*. Springer.

The award ceremony will take place at the DBG Bunsen-Tagung in Leipzig, Germany, on March 17-19, 2025.

Crețu, Ana-Maria and Massimi, Michela (2020) *Knowledge from a Human Point of View*. Synthese Library . Springer Nature. ISBN 978-3-030-27040-7

Ankeny, Rachel and Leonelli, Sabina (2020) *Model Organisms*. Elements in the Philosophy of Biology . Cambridge University Press.

For a brief history of the Foundation and the Prize see: [Charlotte Bigg & Christoph Meinel \(eds.\), Paul Bunge Prize: History of Scientific Instruments, 1993-2023 \(Frankfurt/Main: GDCh, 2023\), 96 pp.](#) (free download).

Brown, Matthew J. (2020) *Science and Moral Imagination: A New Ideal for Values in Science*. Science, Values, and the Public .

Contact:

Gesellschaft Deutscher Chemiker,
Dr. Jasmin Herr, j.herr@gdch.de
Varrentrappstr. 40 – 42
60486 FRANKFURT a.M. / Germany

OPINION PAGE

The Politics and Philosophy of a New Theoretical Framework in Evolution Education

ÖZGÜR TAŞKIN, Education, Ondokuzmayıs University, Türkiye.



Taşkın earned his BSc and MSc degrees from the Soil Sciences Department and was a research and teaching assistant at Ankara University. His thesis was about biological activities in soil. He spent a year on PhD courses in the same area. He completed his PhD at the Science and Environmental Education Department at Indiana University in 2004. Taşkın's interest areas are environmental and evolution education and argumentation on the nature of science. Taşkın is an Associate Professor in the Faculty of Education, Ondokuzmayıs University, Türkiye.

All serious scientific papers state that the foundations of biology are based on the theory of evolution and, further, the difficulties of teaching evolution are routinely noted. Although the nature of science (NOS) is emphasized as something to be learnt in evolution pedagogy, epistemology is ignored. Likewise, the influence of politics and

commercial interests in evolution education is oft ignored by researchers. This influence is marked in contemporary Türkiye.

Critics of Evolutionary Theory

A Turkish case concerning Adnan Oktar or Harun Yahya, who is known for his anti-evolution work, has been progressing for five years. News about the case has been reported in the Turkish press, as well as in Israeli and British media outlets such as *The Jerusalem Post*, *Haaretz* and *The Guardian*. Although some of the accusations against Oktar and his team include the misuse of religious beliefs and personal data, there is not a single mention of Oktar's anti-evolution work in the public discussion.

In the book titled *The Gülen Movement in Turkey* (Tee 2016), Caroline Tee brought together Fethullah Gülen's interest and views on science. Her book is supported by the [John Templeton Foundation](#). According to Gülen, science should not be atheistic and secular but compatible with religion. Gülen's perspective on science can be seen in the foreword he wrote to the book *The Creation and Evolution Debate in 110 Questions: The story of an endless ideological fight*. The book was written by İrfan Yılmaz, a well-known creationist, who has similar works to Adnan Oktar. The book provides a very contested account of the nature of science and how science is demarcated from non-science. Account not shared by most philosophers.

Some of the visible and organized attacks that have worked for decades to disrupt the teaching of evolution are available in the literature ([Harun Yahya](#), the [Institute for Creation Research](#), and others.). From the 1960s to the 1990s, opponents of evolution presented their arguments under different names: *Creation Science*, *Creation Theory*; *Intelligent Design*, *Theory of Intelligent Design*, and *Biological Design Theory*. Anti-evolutionary documents were prepared in a very conscious, organized, and financially supported manner (e.g. [Atlas of Creation](#), 3 Volumes by Harun Yahya).

Constructivism in Evolution Education

From the early 1990s to the present day, *constructivism* has been both epistemologically

and pedagogically the most dominant philosophy, theory and approach informing science education (Matthews, 2021). Constructivists have been significantly influenced by Thomas Kuhn, who severed the realist referential link between science and reality, hence bringing a whole new understanding of the nature of science into science education (Matthews, 2024). Significantly, Kuhn later regretted his self-described "excessive plasticity" statements about "paradigm" (1977, pp. 293-294). His regrets, and second thoughts, went largely unnoticed by constructivists.

The common explanatory theories used in evolution education research are based on different paradigms called *conceptual change*, *conceptual ecology* or *traditional conceptual ecology*. They all have an epistemological and pedagogical affinity with constructivism, even if the names change. Most of these structures, sometimes called *lenses*, sometimes *paradigms* or *theoretical frameworks*, are utilized as explanations of student learning of evolution.

The ReCCEE Framework

The Barnes and Brownell School (B&T 2016, 2017, 2020) started to use a theoretical framework called the *Religious Cultural Competence in Evolutionary Education* (ReCCEE), which is claimed to be explanatory. Although ReCCEE is derived from the theory called *Cultural Competence*, and its source is constructivism (Cross et al., 2020; Garneau & Pepin, 2015), it is noteworthy that Barnes and Brownell do not mention constructivism in their paper. ReCCEE focuses on being sensitive to the religious knowledge and feelings of the student. Barnes and Brownell make the following claims, arguments and suggestions for evolution education.

- 1- Biology teachers in the USA teach evolution in an atheistic form, so the ReCCEE should be preferred.
- 2- Religious scientists should be invited to schools as role models.
- 3- Secular teachers should pay attention to the religious sensitivities of students.
- 4- With the ReCCEE, disadvantaged groups, including LGBTQIA individuals, can learn evolution in a more inclusive environment when it has an agnostic or theistic form.

- 5- The statements of authority figures in the field support the above suggestions.

Barnes and Brownell's pedagogical claims apply to both Christian and Muslim students. The theoretical framework of the ReCCEE has become so popular that not only in the US but also in Israel and Taiwan, academic studies in evolution education have started to use the ReCCEE (Chen, Lin, & Chang, 2024; Stahi-Hitin, R., & Yarden, A., 2022). Although we leave aside the inconsistencies of these claims and proposals for a moment, there are invisible attacks on evolution education from within the system, as Haarscher describes them. These are in addition to the visible and organized attacks mentioned at the beginning of this essay.

Playing with Liberal Values in Evolution Education

The invisible attacks are those who try to disrupt the individual's reasoning and interpretive process by pretending to accept evolution. Haarscher maintains:

"If the listener is naive or uninformed, he or she may take sides in the debate and defend these positions, even if they fundamentally contradict liberal-democratic values, because they are being discussed from within the system ..." (2009, p. 362).

Haarscher gives examples of the language chosen by those who use efforts to enter or appear to enter the system: "tolerance, freedom of scientific research and teaching, open-mindedness, acceptance of contradictory ideas, discussion about epistemology" (2009, p. 365).

Based on Haarscher's account, there are questions to be asked about the claims of Barnes and Brownell (2017).

- 1- How do biology teachers in the USA teach atheistic evolution? Is the aim of bringing the religious scientist type to schools really inclusive education, or is it to prioritize the sensitivity of a particular religious group?
- 2- Although secularism and atheism are different terms, why do Barnes and Brownell use these two terms as synonyms in their articles? Also,

what could be their purpose in going beyond the dictionary meaning of secularism and creating the perception that there is hard secularism in the US? When defining secular culture, Barnes and Brownell prefer the expression "overtly opposed to religion". However, there is not a single negative statement about religious groups and their organized attacks in their articles.

- 3- Even if the term 'anti-secular' is not used, how can the classroom environment provide a more inclusive education for LGBTQIA individuals with a warning to secular teachers? Di Marco, Hichy, and Sciacca's (2020) research shows that LGBTQIA individuals live most safely in secular countries. How can LGBTQIA individuals learn biology more quickly in an anti-secular environment?

In their article, Barnes and Brownell refer to a speech by Stephen Jay Gould¹. However, Gould emphasized in his speech that Evangelical parents oppress biology teachers in America. Incidentally, Gould was an atheist (de Waal, 2013, p.109), regardless of Barnes and Brownell declaring him an agnostic. Although Gould said that science and religion can be reconciled, the theoretical framework for this is his *Non-overlapping Magisteria* (NOMA) doctrine (Gould, 1997). For Gould, religion and science do not address the same issues; they travel in different wagons. However, Barnes and Brownell present Gould without NOMA.

Obscurantism

Haarscher emphasizes that creationists refer to Darwinism as a "secular religious doctrine" (Haarscher 2009, p.367) and that they attempt to use liberal values to distort the process of reasoning and interpretation. Philosophy articles describe the situation differently, with some describing it as 'obscurantist' (Matthews, 2023; 2021, p.259). In Bien's (2021) definition, the approach used by Barnes and Brownell is basically 'obstructive' and 'cryptic and systematic nonsense'. According to Buekens and Boudry

(2015), some authors do not hesitate to create ambiguity and systematically offer inconsistent and disconnected proposals. These adjectives rightly describe the articles of the Barnes and Brownell school.

Conclusion

The similarity of Barnes and Brownell's proposals for anti-secular, religiously compliant, and non-atheistic science teaching with Gülen's is apparent. Comparably, Tee (2016) devotes a chapter of her three-part book to Gülen's perception of science. Gülen has clearly shown this perception in his above-mentioned foreword to creationist İrfan Yılmaz's book *The Creation and Evolution Debate in 110 Questions: The story of an endless ideological fight*.

In any case, an epistemologically idealist, pedagogically anti-atheist and anti-secular evolution education format is being promulgated in the US and many other countries. It is on its way to becoming the new orthodoxy in evolution education. Readers might consider why this is the case: Is it the strength of argument or the strength of political and commercial support?

References

- Barnes, M. E., Dunlop, H. M., Sinatra, G. M., Hendrix, T. M., Zheng, Y., & Brownell, S. E. (2020). "Accepting evolution means you can't believe in god": atheistic perceptions of evolution among college biology students. *CBE—Life Sciences Education*, 19(2), ar21.
- Barnes, M. E., & Brownell, S. E. (2017). A call to use cultural competence when teaching evolution to religious college students: introducing religious cultural competence in evolution education (ReCCEE). *CBE—Life Sciences Education*, 16(4), es4.
- Barnes, M. E., & Brownell, S. E. (2016). Practices and perspectives of college instructors on addressing religious beliefs when teaching evolution. *CBE—Life Sciences Education*, 15(2), ar18. <https://doi.org/10.1187/cbe.15-11-0243>

meeting of the American Institute of Biological Sciences in the Museum of Natural History, Smithsonian Institution, Washington DC.)

1

<https://www.youtube.com/watch?v=DRB19MYxaUs> (Lecture from March of 2000, at the annual

- Buekens, F., & Boudry, M. (2015). The dark side of the loon. Explaining the temptations of obscurantism. *Theoria*, 81(2), 126-142.
- Byun, J. (2017). Thomas Henry Huxley's Agnostic Philosophy of Science. The University of British Columbia, Unpublished Doctoral Thesis.
- Chen, H. C., Lin, M. C., & Chang, C. Y. (2024). Exploring Diverse Views of Taiwanese Christians on Teaching Evolution from the Perspective of Worldviews. *Science & Education*, 1-28.
- Cross, R., Bone, E., Ampt, P., Bell, T., Quinnell, R., & Gongora, J. (2020). Embedding Cultural Competence in Science Curricula. In *Cultural Competence and the Higher Education Sector* (pp. 255-275). Springer, Singapore.
- De Waal, F. (2013). *The bonobo and the atheist: In search of humanism among the primates* (Bonobo ve ateist: Primatlar arasında insanı aramak). İstanbul: Metis Bilim.
- Di Marco G., Hichy, Z., & Sciacca, F. (2020). Values, secularism, and attitudes toward gay and lesbian civil rights. *TPM: Testing, Psychometrics, Methodology in Applied Psychology*, 27(4).
- Garneau, A. B., & Pepin, J. (2015). Cultural competence: A constructivist definition. *Journal of Transcultural Nursing*, 26(1), 9-15.
- Gould, S. J. (March 1997). Non-overlapping Magisteria. *Natural History* 106, 16-22.
- Haarscher, G. (2009). Perelman's pseudo-argument as applied to the creationism controversy. *Argumentation*, 23(3), 361-373.
- Kuhn, T. (1977). *The essential tension: Selected studies in scientific tradition and change*. Chicago: The University of Chicago Press.
- Matthews, M.R. (2024) 'Thomas Kuhn and Science Education. Learning from the Past: The Importance of History and Philosophy of Science' *Science & Education*, Vol.33 No.3, pp.609-678.
<https://www.tandfonline.com/doi/epdf/10.1080/00131857.2022.2060817>
- Matthews, M. R. (2023). Cultural studies in science education: A philosophical appraisal. *Cultures of Science*, 6(2), 199-213. <https://doi.org/10.1177/20966083231173721>
- Matthews, M. R. (2021). *History, philosophy and science teaching: a personal story* (pp. 235-259). Dordrecht: Springer.
- Mayr, E. (1997). *This is biology: The science of the living world*. Cambridge, MA: Harvard University Press.
- Stahi-Hitin, R., & Yarden, A. (2022). Scientists' and teachers' attitudes toward relating to religion when teaching evolution. *Evolution: Education and Outreach*, 15(1), 18.
- Tee, C. (2016). *The Gülen movement in Turkey: The politics of Islam and modernity*. Bloomsbury Publishing.
- Yılmaz, İ. (2008). *The Creation and Evolution Debate in 110 Questions: The story of an endless ideological fight (110 soruda yaratılış ve evrim tartışması: Bitmeyen bir ideolojik kavga'nın hikayesi)* Altınburç Yayınları (Prepared by: Faruk Çetin, Salih Şeref Duran et al.)

Invitation to Submit Opinion Piece

In order to make better educational use of the wide geographical and disciplinary reach of this *HPS&ST Note*, invitations are extended for readers to contribute opinion or position pieces or suggestions about any aspect of the past, present or future of HPS&ST studies.

Contributions can be sent direct to editor. Ideally, they might be pieces that are already on the web, in which case a few paragraphs introduction, with link to web site can be sent, or else the pieces will be put on the web with a link given in the Note.

They will be archived, and downloadable, in the OPINION folder at the HPS&ST web site [HERE](#).

Varia

- Eight HPS&ST books downloadable gratis [HERE](#)
- *Science & Education* Open Access articles (148) [HERE](#)

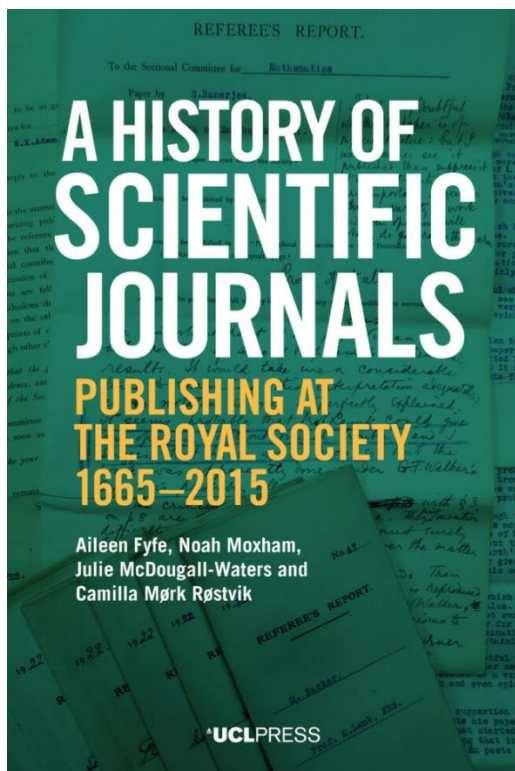
Featured Book

***A History of Scientific Journals: Publishing at the Royal Society, 1665-2015*, University College of London Press, 2022.**

<https://doi.org/10.14324/111.9781800082328>

Aileen Fyfe (Author), Aileen Fyfe (Author), Noah Moxham (Author), Noah Moxham (Author), Julie McDougall-Waters (Author), Julie McDougall-

Waters (Author), Camilla Mørk Røstvik (Author),
Camilla Mørk Røstvik (Author)



“Modern scientific research has changed so much since Isaac Newton’s day: it is more professional, collaborative and international, with more complicated equipment and a more diverse community of researchers. Yet the use of scientific journals to report, share and store results is a thread that runs through the history of science from Newton’s day to ours. Scientific journals are now central to academic research and careers. Their editorial and peer-review processes act as a check on new claims and findings, and researchers build their careers on the list of journal articles they have published. The journal that reported Newton’s optical experiments still exists. First published in 1665, and now fully digital, the *Philosophical Transactions* has carried papers by Charles Darwin, Dorothy Hodgkin and Stephen Hawking. It is now one of eleven journals published by the Royal Society of London.

“Unrivalled insights from the Royal Society’s comprehensive archives have enabled the authors to investigate more than 350 years of scientific journal publishing. The editorial management, business practices and financial difficulties of the *Philosophical Transactions* and its sibling *Proceedings* reveal the meaning and purpose of journals in a changing scientific community. At a time when we are surrounded by

calls to reform the academic publishing system, it has never been more urgent that we understand its history.”

Download pdf [HERE](#)

AUTHORS OR PUBLISHERS of suitable HPS&ST books who would like an appropriate Preface, Introduction or First Chapter of their book featured in the newsletter, and placed in the [RESOURCE](#) folder of the HPSST website, should contact newsletter editor [Michael R. Matthews](#)

Golden Oldie: HPS&ST Research from 30+ Years Ago

Good HPS&ST research is clearly written, philosophically informed, well-argued, and has enduring value. Clarity encourages critique and evaluation, where flaws can be identified and corrected. This is a condition for the advance of knowledge.

Much education research is timely. This is useful. But an unfortunate consequence can be that what is timely today might be irrelevant tomorrow. Circumstances change. The research might leave no trace. Conversely, some research can leave a big trace but be philosophically flawed and so do educational and, ultimately, cultural damage.

Good HPS&ST research has a long shelf-life. In defence of this claim, the [HPS&ST Newsletter](#) will identify 30+ years-old articles that had, and still have, philosophical, historical and educational value. They are Golden Oldies.

Second in the series:

Kragh, H.: 1992, 'A Sense of History: History of Science and the Teaching of Introductory Quantum Theory', *Science & Education* 1(4), 349-364.

Abstract

This paper argues that some kind of historical perspective is a *conditio sine qua non* in the teaching of physics. Without a proper historical perspective the student will not experience physics as the living, human endeavour it is; in addition, the historical-exemplaric approach is often beneficial also to the technical and

conceptual aspects of physics education by offering a deeper and more critical look at particular physical problems.

However, the relationship between physics and history of physics is intrinsically problematic in that the lessons to be learned from history are often counterproductive to those aimed at in science teaching. The tensions between the two approaches may lead to a historically unsatisfactory quasi-history adapted to the perceived needs of science education, but although this dilemma is genuine, there is no reason why it should block a historically oriented teaching of physics.

Based on the example of the history of the photoelectric effect as a case in the teaching of introductory quantum theory it is argued that the dilemma between ‘historical truth’ and ‘didactic usefulness’ may be circumvented by focussing on a few, carefully selected case studies. The didactic potentials of one such example, the early introduction of the light-quantum, are discussed.

Available [HERE](#)

Recent HPS&ST Research Articles

Auchynnika, A., Habibov, N. (2024). Is the Effect of Educational Attainments on Trust in Scientists Underestimated?. *Sci & Educ*, 1-17. <https://doi.org/10.1007/s11191-024-00551-x>

Basir, M. (2024). The Power of Tentative Truth: The Impacts of Enhanced Science Instruction on Student Paranormal Beliefs. *Sci & Educ*, 1-37. <https://doi.org/10.1007/s11191-024-00552-w>

Beeghly, K., Gao, S. & Kruse, J. (2024). Preservice Secondary Science Teachers’ Nature of Science Views, Rationales, and Teaching During a NOS Course Guided by RFN: a Multiple Case Study. *Sci & Educ*, 1-42. <https://doi.org/10.1007/s11191-024-00548-6>

Chen, F., Chen, G. (2024). Technology-Enhanced Collaborative Inquiry in K–12 Classrooms: A Systematic Review of Empirical Studies. *Sci & Educ*, 1-43. <https://doi.org/10.1007/s11191-024-00538-8>

de Landázuri, M. C. O. (2024). Schlick and Popper on Causality and Quantum Physics: Origins and Perspectives of the Debate.

International Studies in the Philosophy of Science, 1–20. <https://doi.org/10.1080/02698595.2024.2379742>

Develaki, M. (2024). Uncertainty, Risk, and Decision-Making: Concepts, Guidelines, and Educational Implications. *Sci & Educ*, 1-32. <https://doi.org/10.1007/s11191-024-00544-w>

Gizaw, G.G., Sota, S.S., Zinabu, S.A. et al. (2024). Exploring Nature of Science Understanding, Science Self-efficacy and Their Relationships Among Secondary School Pre-service Science Teachers in Ethiopia. *Sci & Educ*, 1-24. <https://doi.org/10.1007/s11191-024-00543-x>

Gorelik, G. (2024). The drama of ideas in the history of quantum gravity: Niels Bohr, Lev Landau, and Matvei Bronstein. *EPJ H* 49, 18. <https://doi.org/10.1140/epjh/s13129-024-00080-9>

Han, Z., Wei, B. (2024). When Nature of Science Meets Quantum Physics: Insights from NOS Representation in Chinese Physics Textbooks. *Sci & Educ*, 1-21. <https://doi.org/10.1007/s11191-024-00550-y>

Högström, P., Gericke, N., Wallin, J. et al. (2024). Teaching Socioscientific Issues: A Systematic Review. *Sci & Educ*, 1-44. <https://doi.org/10.1007/s11191-024-00542-y>

Kalemkuş, J., Kalemkuş, F. (2024). The Effects of Designing Scientific Experiments with Visual Programming Language on Learning Outcomes. *Sci & Educ*, 1-22. <https://doi.org/10.1007/s11191-024-00546-8>

Lee, Sg., Park, B.S. (2024). Anthropocene Literacy for Science Education. *Sci & Educ*, 1-18. <https://doi.org/10.1007/s11191-024-00541-z>

Lessel, B. (2024). From history of physics to “history for physics”: Introduction to the EPJ H special issue on “History for Physics: Contextualizing modern developments in the foundations of quantum theory”. *EPJ H* 49, 19. <https://doi.org/10.1140/epjh/s13129-024-00084-5>

Li, J. (2024). Understanding the Interaction Between the Divergence of Science and the Convergence of Technology Based on Polanyi’s Thoughts on Science. *Found Sci*, 1-13. <https://doi.org/10.1007/s10699-024-09961-0>

- Li, L., Zhou, G. (2024). On a New Taxonomy of Concepts and Conceptual Change: In Search of the Brain's Probabilistic Language of Learning Scientific Concepts. *Sci & Educ*, 1-31. <https://doi.org/10.1007/s11191-024-00545-9>
- Lorenzetti, C.S., Raicik, A.C. & Peduzzi, L.O.Q. (2024). Periodic law, chemical elements and scientific discoveries: considerations from Norwood Hanson and Thomas Kuhn. *Found Chem*, 1-19. <https://doi.org/10.1007/s10698-024-09512-2>
- Maschietto, M., Milici, P. (2024). Exploring a New Geometric-mechanical Artefact for Calculus. *Sci & Educ*, 1-28. <https://doi.org/10.1007/s11191-024-00547-7>
- Park, W., Shaby, N. & Newman, R. (2024). 'We Often Forget It Was a Disaster': Cross-Curricular Teacher Collaboration to Develop a Curriculum Unit on the Titanic Disaster. *Sci & Educ*, 1-28. <https://doi.org/10.1007/s11191-024-00540-0>
- Santo, F.D. (2024). Between Understanding and Control: Science as a Cultural Product. *Found Sci*, 1-17. <https://doi.org/10.1007/s10699-024-09960-1>
- Schmidt, E., Zeyer, A. & Kremer, K. (2024). Preservice Biology Teachers' Beliefs About Evidence-Based Medicine and Alternative Medicine. *Sci & Educ*, 1-36. <https://doi.org/10.1007/s11191-024-00549-5>
- Toma, R.B., Yáñez-Pérez, I. & Meneses-Villagrà, J.Á. (2024). Measuring Self-Efficacy Beliefs in Teaching Inquiry-Based Science and the Nature of Scientific Inquiry. *Sci & Educ*, 1-17. <https://doi.org/10.1007/s11191-024-00553-9>

Recent HPS&ST Related Books

- Bowler, P. J. (2024). *Evolution for the People: Shaping Popular Ideas from Darwin to the Present*. Cambridge: Cambridge University Press. ISBN: 9781009449007

“From Darwin's *The Origin of Species* to the twenty-first century, Peter Bowler reinterprets the long Darwinian Revolution by refocussing our attention on the British and American public. By applying recent historical interest in popular science to evolutionary ideas, he investigates how writers and broadcasters have presented both Darwinism and its discontents. Casting new light on how the theory's more

radical aspects gradually grew in the public imagination, *Evolution for the People* extends existing studies of the popularization of evolutionism to give a more comprehensive picture of how attitudes have changed through time. In tracing changes in public perception, Bowler explores both the cultural impact and the cultural exploitation of these ideas in science, religion, social thought and literature.” (From the Publishers)

More information [HERE](#)

- Collodel, M., & Oberheim, E. (Eds.) (2024). *Feyerabend's Formative Years. (Volume 2.) Feyerabend on Logical Empiricism, Bohm & Kuhn: Correspondence and Unpublished Papers*. Cham: Springer. ISBN: 978-3-031-57518-1

“The authors Matteo Collodel and Eric Oberheim take the reader on a journey through the early life of the famous Austrian philosopher Paul Feyerabend, whose groundbreaking work *Against the Method* forged new paths in the philosophical understanding of science.

“Collodel and Oberheim's book contains the translated correspondence of Feyerabend (1924-1994) with equally influential philosophers and scientists of the time, including Rudolf Carnap, Herbert Feigl, Carl G. Hempel, J.J.C. Smart, David Bohm, and Thomas Kuhn.

“ This book offers an entirely unique approach to the philosopher Paul Feyerabend. Informative, challenging and profound, it immerses the reader deeply in the mind of a truly revolutionary philosopher of science.

“The main focus lies on the explanation of Paul Feyerabend's ideas on logical empiricism and quantum mechanics, which he developed especially in the 1960s. In order to appreciate the celebrated work of the philosopher, it is important to create an understanding of these formative years in Feyerabend's life and work.

“Anyone who knows similar discussions, like the paradigm shift of Thomas Kuhn, or has a passion for history, philosophy and science will

be fascinated by the works of Paul Feyerabend. As scientists and followers of Feyerabend, Collodel and Oberheim strive to pay respect to the philosopher and to make his work accessible to a whole new generation.” (From the Publishers.)

More information [HERE](#)

Daum, Andreas W. (2024). *Alexander von Humboldt: A Concise Biography*. Princeton, NJ: Princeton University Press. ISBN: 9780691247366

“In this lucid biography, Andreas Daum offers a succinct and novel interpretation of the life and oeuvre of Alexander von Humboldt (1769—1859). A Prussian nobleman born into the age of European Enlightenment, Humboldt was a contemporary of Napoleon, Simón Bolívar, and Charles Darwin. As a naturalist and scholar, he traveled the world, from the Americas to Central Asia, and recorded his observations in multiple volumes. Humboldt is still admired today for his interdisciplinary outreach and ecological awareness.

“Moving beyond the conventional views of Humboldt as either intellectual superhero or gentleman colonizer, Daum’s incisive account focuses on Humboldt in the context of the tumultuous period of history in which he lived. Humboldt embodied the contradictions that marked the age of Atlantic Revolutions. He became a critic of slavery and embraced the emerging civil society but remained close to authoritarian rulers. He dedicated his life to scientific research yet was driven by emotional impulses and pleaded for an aesthetic appreciation of nature. Daum introduces a man passionately striving to establish a “cosmic” understanding of nature while grappling with the era’s explosion of knowledge.

“This book provides the first concise biography of Humboldt, covering all periods of his life, exploring his personality, the vast range of his works, and his intellectual networks. Daum helps us understand Humboldt as a seminal historical figure and illuminates the role of science at the dawn of the global world.” (From the Publishers.)

More information [HERE](#)

Hunter, Michael (2024). *Boyle Studies: Aspects of the Life and Thought of Robert Boyle (1627-91)*. London, UK: Routledge. ISBN: 9781032924427

“The significance of Robert Boyle (1627-91) as the most influential English scientist in the generation before Newton is now generally acknowledged, but the complexity and eclecticism of his ideas has also become increasingly apparent. This volume presents an important group of studies of Boyle by Michael Hunter, the leading expert on Boyle’s life and thought. It forms a sequel to two previous books: Hunter’s *Robert Boyle: Scrupulosity and Science* (2000) and *The Boyle Papers: Understanding the Manuscripts of Robert Boyle* (2007). Like them, it conveniently brings together material otherwise widely scattered in essay volumes and academic journals, while nearly a third of the book’s content is hitherto unpublished.

The collection opens with a substantial introduction that places the studies that follow in the context of existing studies of Boyle; appended to it is an annotated edition of Boyle’s telling list of desiderata for science. The next three essays comprise a group of essentially biographical studies, exploring various aspects of Boyle’s life and intellectual evolution, after which three others provide further evidence of the ‘convoluted’ Boyle divulged in *Robert Boyle: Scrupulosity and Science*. Finally, we have two chapters, one hitherto published only in French and the other not at all, which throw important light on topics that preoccupied Boyle in the last few years of his life - the supernatural and the exotic. Together, these essays add greater depth to our understanding of Boyle, both as an individual and as a natural philosopher. (From the Publishers)

More information [HERE](#)

Lala, K. N., et. al (2024). *Evolution Evolving: The Developmental Origins of Adaptation and Biodiversity*. Princeton, NJ: Princeton University Press. ISBN: 9780691262413

“A new scientific view of evolution is emerging—one that challenges and expands our understanding of how evolution works. Recent research demonstrates that organisms differ greatly in how effective they are at evolving. Whether and how each organism adapts and diversifies depends critically on the mechanistic details of how that organism operates—its development, physiology, and behavior. That is because the evolutionary process itself has evolved over time, and continues to evolve. The scientific understanding of evolution is evolving too, with groundbreaking new ways of explaining evolutionary change. In this book, a group of leading biologists draw on the latest findings in evolutionary genetics and evo-devo, as well as novel insights from studies of epigenetics, symbiosis, and inheritance, to examine the central role that developmental processes play in evolution.

“Written in an accessible style, and illustrated with fascinating examples of natural history, the book presents recent scientific discoveries that expand evolutionary biology beyond the classical view of gene transmission guided by natural selection. Without undermining the central importance of natural selection and other Darwinian foundations, new developmental insights indicate that all organisms possess their own characteristic sets of evolutionary mechanisms. The authors argue that a consideration of developmental phenomena is needed for evolutionary biologists to generate better explanations for adaptation and biodiversity. This book provides a new vision of adaptive evolution.” (From the Publishers)

More information [HERE](#)

Millstein, Roberta L. (2024). *The Land Is Our Community: Aldo Leopold's Environmental Ethic for the New Millennium*. Chicago, IL: The University of Chicago Press. ISBN: 9780226834481

“Informed by his experiences as a hunter, forester, wildlife manager, ecologist, conservationist, and professor, Aldo Leopold developed a view he called the land ethic. In a classic essay, published posthumously in *A*

Sand County Almanac, Leopold advocated for an expansion of our ethical obligations beyond the purely human to include what he variously termed the “land community” or the “biotic community”—communities of interdependent humans, nonhuman animals, plants, soils, and waters, understood collectively. This philosophy has been extremely influential in environmental ethics as well as conservation biology and related fields.

“Using an approach grounded in environmental ethics and the history and philosophy of science, Roberta L. Millstein reexamines Leopold’s land ethic in light of contemporary ecology. Despite the enormous influence of the land ethic, it has sometimes been dismissed as either empirically out of date or ethically flawed. Millstein argues that these dismissals are based on problematic readings of Leopold’s ideas. In this book, she provides new interpretations of the central concepts underlying the land ethic: interdependence, land community, and land health. She also offers a fresh take on of his argument for extending our ethics to include land communities as well as Leopold-inspired guidelines for how the land ethic can steer conservation and restoration policy.” (From the Publishers)

More information [HERE](#)

Pievani, Telmo (2024). *Serendipity: The Unexpected in Science*. Cambridge, MA: The MIT Press. ISBN: 9780262049153

“How many times have we looked for something and found something else? A partner, a job, an object? The same thing often happens to scientists: they design an experiment and discover the unexpected, which usually turns out to be very important. This fascinating phenomenon is called serendipity, which takes its name from the mythical Serendip, a place from which, according to a Persian fable, three princes set off to explore the world, making chance discoveries along the way. In *Serendipity*, the award-winning author of *Imperfection* Telmo Pievani returns to weave a compelling story about the unexpected in science and its fascinating role in our understanding of the world.

More information [HERE](#)

“Going far beyond the usual examples of penicillin, X-rays, the microwave oven, and Christopher Columbus, Pievani shows that the most surprising stories of serendipity in the history of science reveal profound aspects of the logic of scientific discovery. In this book, he presents for the first time: an archaeology of the idea; a taxonomy of serendipitous discoveries; an “ecology of serendipity” (the surrounding conditions and factors that can promote it); and lastly, a theory of serendipity (why it occurs so frequently in so many sciences).

“From Zadig to Sherlock Holmes, Pievani shows that such great discoveries are not just the product of luck. Instead, serendipity comes from a mix of cunning, curiosity, sagacity, imagination, and accidents caught on the fly. *Serendipity* illuminates how much we don't know and how much we don't even know we don't know. Above all, Pievani reminds us that the human brain is of a piece with the world it is investigating—a world so much bigger than our knowledge—and it has also evolved within that world, adapting as it has to.” (From the Publishers)

More information [HERE](#)

Shan, Yafeng (Ed.) (2024). *Rethinking Thomas Kuhn's Legacy*. Cham: Springer. ISBN: 978-3-031-64228-9

“Thomas Kuhn is widely considered as one of the most important philosophers of science in the 20th century and his *The Structure of Scientific Revolutions* is regarded as one of the most influential works in the philosophy of science. This book not only revisits his legacy in the history and philosophy of science but also explores and reflects on the prospect of the Kuhnian philosophy. Moreover, it includes the edited text of Kuhn's ‘Does Knowledge Grow?’, which was never published before. Comprised of 15 newly written chapters by leading Kuhn scholars and philosophers of science across the globe from ten countries, this book is of great interest to researchers and advanced students, but also to general readers. (From the Publishers)

The collection includes:

Andersen, H.: 2024, ‘Kuhn on Creativity and Tradition in Education’. In Y. Shan (ed.), *Rethinking Thomas Kuhn's Legacy*, Springer, Cham, Switzerland, pp.253-267.

Sokolsky, Pierre (2024). *The Clock in the Sun: How We Came to Understand Our Nearest Star*. Columbia, NY: Columbia University Press. ISBN: 9780231202480

“On the surface of the Sun, spots appear and fade in a predictable cycle, like a great clock in the sky. In medieval Russia, China, and Korea, monks and court astronomers recorded the appearance of these dark shapes, interpreting them as omens of things to come. In Western Europe, by contrast, where a cosmology originating with Aristotle prevailed, the Sun was regarded as part of the unchanging celestial realm, and it took observations through telescopes by Galileo and others to establish the reality of solar imperfections. In the nineteenth century, amateur astronomers discovered that sunspots ebb and flow about every eleven years—spurring speculation about their influence on the weather and even the stock market.

“Exploring these and many other crucial developments, Pierre Sokolsky provides a history of knowledge of the Sun through the lens of sunspots and the solar cycle. He ranges widely across cultures and throughout history, from the earliest recorded observations of sunspots in Chinese annals to satellites orbiting the Sun today, and from worship of the Sun as a deity in ancient times to present-day scientific understandings of stars and their magnetic fields. Considering how various thinkers sought to solve the puzzle of sunspots, Sokolsky sheds new light on key discoveries and the people who made them, as well as their historical and cultural contexts. Fast-paced, comprehensive, and learned, *The Clock in the Sun* shows readers our closest star from many new angles.” (From the Publishers)

More information [HERE](#)

Von Mertens, Anna (2024). *Attention Is Discovery: The Life and Legacy of Astronomer Henrietta Leavitt*. Cambridge, MA: the MIT Press. ISBN: 9780262049382

“Our galaxy, the Milky Way, has a diameter of about 100,000 light years—a figure we can calculate because of the work of Henrietta Leavitt (1868–1921), who spent decades studying glass plate photographs of the night sky. Visual artist and researcher Anna Von Mertens's *Attention Is Discovery* is a fascinating portrait of this remarkable woman who laid the foundation for modern cosmology, as well as an exploration of the power of looking and its revelatory role at the center of scientific discovery. Ushering us into the scientific community of women who worked alongside Leavitt, now known as the Harvard Computers, Von Mertens describes the inventive methodologies Leavitt devised to negotiate the era's emerging photographic technology.

“Interspersed with Von Mertens's meticulously researched and lyrically written essays are collaborations with art historian Jennifer L. Roberts, cosmologist Wendy Freedman, astrophysicist João Alves, and novelist Rebecca Dinerstein Knight. Alongside Leavitt's process, evident in her astronomical logbooks and ink notations on the glass plates, Von Mertens includes details of the hand-stitched quilts and graphite drawings she made in response to Leavitt's legacy. Photographs made by Jennifer L. Roberts using a macro lens amplify the material richness of these artworks and archives. This interweaving of text and image engages and rewards the reader's own close attention. Highlighting ways that subtle, repeated actions build meaning—whether skilled, technical observation, the crafting of an object, or the mundane tasks that construct our exquisite lives—Von Mertens's pairing of close looking with close reading creates a layered portrait of Henrietta Leavitt that acknowledges the significance of her discovery and the richness of its inheritance.” (From the Publishers)

More information [HERE](#)

Authors of HPS&ST-related papers and books are invited to bring them to attention of the Newsletter's assistant editor Paulo Maurício (paulo.asterix@gmail.com) for inclusion in these sections.

PhD Award in HPS&ST

We welcome publishing details of all PhDs awarded in the field of HPS&ST. Send details (name, title, abstract, supervisor, web link) to editor: m.matthews@unsw.edu.au

Coming HPS&ST Related Conferences

October 28-30, 2024, Conference on Philosophy of Technology, Maastricht University, the Netherlands

Details: either

darryl.cressman@maastrichtuniversity.nl or

massimiliano.simons@maastrichtuniversity.nl

September 4-7, 2024, 11th European Society for History of Science conference, Barcelona

Details [HERE](#)

December 5-7, 2024, 8th Pan-Hellenic Conference on Philosophy of Science, Athens

Details: [HERE](#)

March 6-10, 2025, US Philosophy of Education Society, PES, annual conference, Baltimore.

Details: [HERE](#)

March 23-26, 2025, NARST Annual Conference, National Harbour, Maryland, USA

Details: [HERE](#)

March 27-29, 2025, Integrated History and Philosophy of Science, 10th conference. CIT Pasadena, CA

Details: [HERE](#)

June 29-July 5, 2025 International Congress of Science and Technology, Dunedin, New Zealand

Details: [HERE](#)

July 20-25, 2025 ISHPSSB Conference, University of Porto.

Details: [HERE](#)

August 25-29, 2025, European Science Education Research Association, biennial conference, Copenhagen

Details: [HERE](#)

22-25 June 2026, 8th ICASE World Conference on Science & Technology Education, University College, Cork, Ireland

Details: [HERE](#)

HPS&ST Related Organisations and Websites

[IUHPST](#) – International Union of History, Philosophy, Science, and Technology
[DLMPST](#) – Division of Logic, Mathematics, Philosophy, Science, and Technology
[DHST](#) – Division of History, Science, and Technology
[IHPST](#) – International History, Philosophy, and Science Teaching Group
[NARST](#) - National Association for Research in Science Teaching
[ESERA](#) - European Science Education Research Association
[ASERA](#) - Australasian Science Education Research Association
[ICASE](#) - International Council of Associations for Science Education
[UNESCO](#) – Education
[HSS](#) – History of Science Society
[ESHS](#) – European Society for the History of Science
[AHA](#) – American History Association
[FHPP APS](#) - Forum on History and Philosophy of Physics of the American Physical Society
[HAD AAS](#) - Historical Astronomy Division of the American Astronomical Society.
[ACS HIST](#) – American Chemical Society Division of the History of Chemistry
[GWMT](#) - Gesellschaft für Geschichte der Wissenschaften, der Medizin und der Technik
[ISHEASTME](#) – International Society for the History of East Asian History of Science Technology and Medicine

[EASE](#) - East-Asian Association for Science Education
[BSHS](#) – British Society for History of Science
[EPSA](#) - European Philosophy of Science Association
[AAHPSSS](#) - The Australasian Association for the History, Philosophy, and Social Studies of Science
[HOPOS](#) – International Society for the History of Philosophy of Science
[PSA](#)– Philosophy of Science Association
[BAHPS](#) - Baltic Association for the History and Philosophy of Science
[BSPS](#) – The British Society for the Philosophy of Science
[SPSP](#)- The Society for Philosophy of Science in Practice
[ISHPSB](#) - The International Society for the History, Philosophy, and Social Studies of Biology
[PES](#)– The Philosophy of Education Society (USA)

The above list is updated and kept on the HPS&ST website at: [HERE](#)

HPS&ST related organizations wishing their web page to be added to the list should contact assistant editor Paulo Maurício:
paulo.asterix@gmail.com

HPS&ST NEWSLETTER PERSONNEL

Editor

Assistant Editor (Publications & Website)

Regional Assistant Editor (North America)

Regional Assistant Editor (Latin America)

Regional Assistant Editor (Asia)

Regional Assistant Editor (Europe)

[Michael Matthews](#)

[Paulo Maurício](#)

[Sophia Jeong](#)

Vacant (inquiries welcome)

[Huang Xiao](#)

Vacant (inquiries welcome)