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Quarterly Newsletter for the
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AN ISSUE ON EDUCATION

In these pages we have written on the need to acquaint Canadians with the history of their science and technology. There are several ways to do this, amongst them teaching, writing, and museums. This issue will focus upon teaching, but as you will clearly see, such teaching cannot rise in a vacuum. The Bulletin's survey of courses should give us a feeling of encouragement; the number and variety of courses in Canada's post-secondary institutions on our subject is growing. These courses have a family resemblance and, as the comments show, many similar problems. However, there is a larger issue at stake. Teaching the history of science and technology of Canada is certainly intellectually sound but it is but part of a larger enterprise: the consciousness of the part science and technology play in our society. This larger issue is the domain of what is now broadly called the study of Science, Technology, and Society, which includes not only history of science and technology but also philosophy, science policy, and a variety of other approaches. This larger area has yet to make much of an impact in Canadian universities and colleges. In a recently-published study of this interdisciplinary complex, Science, Technology, and Society: A Cross-Disciplinary Perspective, edited by I. Spiegel-Rösing and Derek Price, Canada is hardly mentioned at all. Canadians have produced much good work in the STS field (notably in science policy), but we have much to do to match the work of scholars in similar countries. Our branch of this field is obviously very young but there are signs of vigour. Perhaps the true relevance of our work is to add to the insights of this larger body of knowledge.

NOTE

We hope to make available to our readers later this year (at nominal cost) a Bibliography for Courses in the History of Science and Technology of Canada. This bibliography, edited from the reading lists of those now teaching these subjects, with additional annotation, should be a valuable aid to those now teaching, or contemplating teaching such courses.