promoted the historical study of experimental practices by focusing on the conduct and reporting of experiment, on the process of social negotiation leading to consensus regarding experimental results and, to a lesser but increasing extent, on the technical skills deployed in experimentation. In the present volume Harry Collins and Steven Shapin argue that the precepts of this historical methodology can be applied with profit in science education, especially the laboratory component of secondary school science. A paper by David Gooding on Michael Faraday's electromagnetic experiments of 1821 demonstrates the obvious point made by Collins and Shapin that students may acquire a more sensitive understanding of experimentation by studying actual practices than by relying on the reconstructed images appearing in textbooks.

There is much to be said for the benefits to science pedagogy that could result both from studying historical exemplars of scientific experimentation closely and from enhancing skill acquisition. But in two respects the claims made by Collins and Shapin are overstated. They call the historical literature whose utility they advocate the "new history and sociology of science" (even conferring on it an acronym, "NHS"). Yet in some respects neither their history nor their sociology is all that new. To be sure, this British group has produced some of the most historiographically mature studies of experimentation, but their efforts have not been entirely without precedent. American audiences need only think of the work of Henry Guerlac on Lavoisier, of L. Pearce Williams on Faraday, and of Frederic L. Holmes on Bernard and Lavoisier. These American authors did not take up the social dimensions in the construction of scientific knowledge that this British group considers so important, but here too the British are not entirely "new." Despite the centrality of the social negotiating process to the analyses of experiment advocated by these British historians, they make no mention of Ludwik Fleck's Genesis and Development of a Scientific Fact, a seminal work from a half-century ago that viewed the construction of scientific knowledge in terms of community consensus.

Citing the example set by the Harvard Case Histories in Experimental Science series, whose editor, James B. Conant, argued for the civic importance of understanding the methods and limits of experimental practice for making responsible judgments on the role of science in a democratic society, Collins and Shapin feel that the NHS approach aids a "radical rethinking" of how to educate nonscientists and even "scientists for their roles outside the laboratory-that is, for educating citizenry in matters scientific" (p. 70).

Insofar as critical judgments about science rely upon familiarity with the knowledgeproducing acts that occur largely within the scientific community (for example, those involved in challenges to scientific results, the achievement of consensus, or the assessment of certitude), NHS literature does help to create informed citizenry. But it does not work as effectively in teaching the concepts and tools that could be used for judging how science is to be applied in the larger world. As John L. Heilbron and Daniel J. Kevles have pointed out, properly teaching "the 'civics' of science and technology" requires a consideration of matters that lie outside the scientific community, especially the larger historical forces at work in society ("Point of View," Chronicle of Higher Education, 15 February 1989, p. A48). Some authors in this volume, most notably Bill Brock, do emphasize relating science to its larger context in order to help students think about debates involving science, but a more sustained effort at creating pedagogical material suited for dealing with broader social, political, and economic questions concerning science is needed.

The issue of scientific literacy has raised questions about the adequacy of extant narratives of the scientific past. The historical narratives found in science textbooks often depict science as a technico-rational activity serving the Enlightenment goals of progress and truth and fulfilling the liberal ideal of highly developed individual expression. The authors in this volume justifiably find that image unsatisfactory. The pedagogical demands now being placed on the history of science require an image of science more consonant with actual scientific practice since World War II, in particular one taking into account large-scale projects that are carried out by teams of individuals and are often tied to military or security interests. Historians of science now have the opportunity to offer that revised narrative to a broader audience and to shape a citizenry that is scientifically literate in the political sense. Projects on this side of the Atlanticincluding the NSF-supported summer institute for high school teachers of science and history at the University of Florida, Gainesville, conducted by Frederick Gregory and Robert Hatch-complement the efforts made in Teaching the History of Science. But much more needs to be done. It is not merely a matter, as some authors in this volume seem to think, of using exemplars from the history of science as alternative tools in teaching science. Much more is at stake. To neglect the writing of a narrative of science and technology that is accessible and that accurately depicts their roles in society would be a tragedy. One lesson

learned from recent West German debates over the role of historical knowledge in society is that those who create the memories also shape the future.

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