CONTENTS

Title and author	Pages
EDITORIAL	
CERAPIE and the EC(RI)CEs G. Tsaparlis	313-314
INVITED CONTRIBUTIONS	
Teaching chemistry as rhetoric of conclusions or heuristic principles – A history and philosophy of science perspective <i>M. Niaz & M. A. Rodríguez</i>	315-322
Fixed response: What are we testing? A.H. Johnstone & A. Ambusaidi	323-328
RESEARCH REPORTS	
Learners' explanations for chemical phenomena K.S. Taber & M. Watts	329-353
Primary student teachers' understanding of the process and effects of distillation <i>N. Valanides</i>	355-364
An idea of science: Attitudes towards chemistry and chemical education expressed by artistic paintings <i>C. Hilbing & HD. Barke</i>	365-374

RESEARCH COMMUNICATION

Non-linear analysis of effect of working-memory capacity on organic-synthesis 375-380 problem-solving

D. Stamovlasis & G. Tsaparlis

THE PRACTICE OF CHEMISTRY EDUCATION: PAPERS

The presentation of chemistry logically driven or applications-led? <i>N. Reid</i>	381-392
Teaching chemometrics with photography experiments in a university-level course on experimental design <i>D. Stamovlasis</i>	393-399
THE PRACTICE OF CHEMISTRY EDUCATION: NOTE	

Periodic table software for high school (second edition)

V. Viossat

401-404

THE PRACTICE OF CHEMISTRY EDUCATION: REPORT

'Chemical Education and New Educational Technologies': An inter-university	405-410
programmme for graduate studies	
C. Tzougraki, M.P. Sigalas, G. Tsaparlis, & N. Spyrellis	

REVIEWERS, VOLUME 1, 2000	411
CONTENTS, VOLUME 1, 2000	412-416
AUTHOR INDEX, VOLUME 1, 2000	417-420
SUBJECT INDEX, VOLUME 1, 2000	421-423
GUIDELINES FOR SUBMISSIONS	424-426
NEWS AND ANNOUNCEMENTS	427-429