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that the traditional
image of
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erroneous and
that, contrary to
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presented a vision of science that represented how science really works. Besides giving a theoretical framework based on Feyerabend's philosophy of science, the book offers criteria that

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can help readers
to evaluate and
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research reported
in important
international
science education
journals, with
respect to
Feyerabend ' s
epistemological
anarchism. The

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book includes an evaluation of general chemistry and physics textbooks. Most science curricula and textbooks provide the following advice to students: Do not allow theories in contradiction with

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observations, and all scientific theories must be formulated inductively based on experimental facts. Feyerabend questioned this widely prevalent premise of science education in most parts of the world,

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and in contrast
gave the following
advice: Scientists
can accept a
hypothesis despite
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scientific theories
are not always
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data. No wonder
Feyerabend
became a
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anti-science.

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has shown that most of Feyerabend's philosophical ideas are in agreement with recent trends in the 21st century. Of the 120 articles from science education journals, evaluated in this

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book only 9%
recognized that
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really works.
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could even be

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considered as a
perspectival
realist. Among
other aspects,
Feyerabend
emphasized that in
order to look for
breakthroughs in
science one does
not have to be
complacent about
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theories but rather
has to look for
opportunities to
“ break rules ” or
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Mansoor Niaz
carefully analyses
references to
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literature and
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work and offers a

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then reviews and considers its reception in the science education and philosophy of science literature. This is a valuable contribution to scholarship about Feyerabend, with the potential to inform further

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