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Designed for the two-semester general chemistry course, Chang à €™s best-selling textbook continues to take a traditional approach and is often considered a student and teacher favorite. The book features a straightforward, clear writing style and proven problem-solving strategies. It continues the tradition of providing a firm foundation in chemical concepts and principles while presenting a broad range of topics in a clear, concise manner. The new edition of Chemistry continues to strike a balance between theory and application by incorporating real examples and helping students visualize the three-dimensional atomic and molecular structures that are the basis of chemical activity. An integral part of the text is to develop students' problem-solving and critical thinking skills. A hallmark of the ninth edition is the integration of many tools designed to inspire both students and instructors. The textbook is a foundation for the unparalleled, effective technology that is integrated throughout. The multimedia package for the new edition stretches students beyond the confines of the traditional textbook.

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This book is ideal for use in a one-semester introductory course in physical chemistry for students of life sciences. The author's aim is to emphasize the understanding of physical concepts rather than focus on precise mathematical development or on actual experimental details. Subsequently, only basic skills of differential and integral calculus are required for understanding the equations. The end-of-chapter problems have both physiochemical and biological applications.

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It goes without saying that atomic structure, including its dual wave-particle nature, cannot be demonstrated in the classroom. Thus, for most science teachers, especially those in physics and chemistry, the textbook is their key resource and their students ' core source of information. Science education historiography recognizes the role played by the history and philosophy of science in developing the content of our textbooks, and with this in mind, the authors analyze more than 120 general chemistry textbooks published in the USA, based on criteria derived from a historical reconstruction of wave-particle duality. They come to some revealing conclusions, including the fact that very few textbooks discussed issues such as the suggestion, by both Einstein and de Broglie, and before conclusive experimental evidence was available, that wave-particle duality existed. Other large-scale omissions included de Broglie ' s prescription for observing this duality, and the importance of the Davison-Germer experiments, as well as the struggle to interpret the experimental data they were collecting. Also untouched was the background to the role played by Schr ö dinger in developing de Broglie ' s ideas. The authors argue that rectifying these deficiencies will arouse students ' curiosity by giving them the opportunity to engage creatively with the content of science curricula. They also assert that it isn ' t just the experimental data in science that matters, but the theoretical insights and unwonted inspirations, too. In addition, the controversies and discrepancies in the theoretical and experimental record are key drivers in understanding the development of science as we know it today.

This book argues that the traditional image of Feyerabend is erroneous and that, contrary to common belief, he was a great admirer of science. It shows how Feyerabend 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 can help readers to evaluate and understand research reported in important international science education journals, with respect to Feyerabend ' s epistemological anarchism. The 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 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, and in contrast gave the following advice: Scientists can accept a hypothesis despite experimental evidence to the contrary and scientific theories are not always consistent with all the experimental data. No wonder Feyerabend became a controversial philosopher and was considered to be against rationalism and anti-science. Recent research in philosophy of science, however, 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 book only 9% recognized that Feyerabend was presenting a plurality of perspectives based on how science really works. Furthermore, it has been shown that Feyerabend could even be 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 the truth of the theories but rather has to look for opportunities to " break rules " or " violate categories. " Mansoor Niaz carefully analyses references to Feyerabend in the literature and displays the importance of Feyerabend ' s philosophy in analyzing, historical episodes. Niaz shows through this remarkable book a deep understanding to the essence of science. - Calvin Kalman, Concordia University, Canada In this book Mansoor Niaz explores the antecedents, context and features of Feyerabend ' s work and offers a more-nuanced understanding, 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 research as well as science education practice. - David Geelan, Griffith University, Australia

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