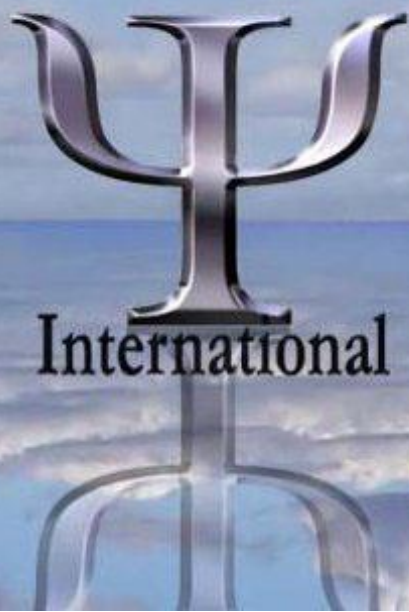


British Educational Textbooks: a rich or impoverishing diet?

by
The Truth University & British Constitution Group

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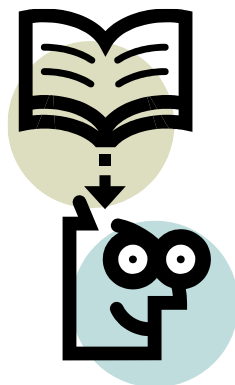


International

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The Truth University and British Constitution Group

March 2022



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British educational textbooks: a rich or impoverishing diet?

1. Why information matters

It was the third President of the United States, Thomas Jefferson (1801-1809) who wrote that: 'If a nation expects to be ignorant and free, it expects what never was and never will beThe People cannot be safe without information. When the press is free and every man is able to read, all is safe'.

It follows logically from this that when information is not 'free' – in other words tainted by certain influences – then people can neither be safe nor enjoy freedom and safety. In this quotation, Jefferson refers only to the media as a major source of information but a further source is of course education. It was perhaps the ability to influence minds that led Rockefeller to hire Frederick Gates, a reassuring Baptist minister, to oversee the new General Education Board that Rockefeller had set up and funded in 1902.

From this position, Gates wrote Occasional Letter No. 1, published in 1912, in which he stated that 'in our dream, we have limitless resources, and the people (rural folk) yield themselves with perfect docility to our moulding hand... unhampered by tradition.' Ominously, he went on to add that 'We shall not try and make these people or any of their children into philosophers or men of learning or men of science.'

Just six years later, we find Dr Inglis detailing in his 'Principles of secondary education' of 1918 the purposes that he ascribes to education. Of these, two are:

- a. to establish fixed habits of reaction to authority. He calls this the adjustive or adoptive function
- b. via the integrating function, to make children as alike as possible (Gatto, p.xviii)

Dr Inglis was in charge of secondary textbook publishing divisions of Houghton Mifflin, an established leader in textbook publishing, and so one can begin to see how textbooks could form the vehicle for achieving certain educational outcomes. Note also that another prominent educationalist, Ellwood P Cumberley, Dean of Stanford's influential school of education, was in charge of Elementary school texts at Houghton Mifflin. His views? In his book 'Public School administration' (1922) he writes that 'our schools are ... factories in which the raw products (children) are to be shaped and fashioned and that is the business of the school to build the school according to the specification laid down' (Gatto, p.xxi).

A little under twenty years later, similar sentiments regarding the power of education to mould people's minds are found in Britain. These come from the pen of Thomas Thompson, a man who was the son of a clog-maker and cotton-mill worker. By his eleventh birthday, he worked half the day in the mill and the other half at school - he once called his education 'a poor do' and left both school and the mill as soon as he could. He went on to have a regular column in the *Guardian* and have sixteen books published. One of these was his book *Lancashire for Me* (1940) where he proposed that:

‘So-called education can be used to produce slaves, soldiers and snobs, as well as gentlemen ... You can Bolshevize people by education, or you can make them into the perfect Nazi. Unless the intended victim has trained himself to think for himself.’

2. Information literacy

Information literacy and critical thinking are related concepts (Hollis, 2019) and so, given the relationship between functional literacy and information literacy, an understanding of how literacy today compares with the past is important. According to data gathered in the US military at the point of enlistment, literacy and illiteracy rates were as follows:

	Illiteracy	Literacy
1930s	2	98
1940	4	96
1951	19	81
1960s	27	73

Table 1: literacy/ illiteracy rates over time in the US (Gatto, 2017)

These American figures show a sharp decline in literacy over time and the fact that the performance of the UK is only slightly above that of the US in the international comparison of literacy attainment in 65-77 countries – this is the OECD’s Programme for International Student Assessment known as ‘Pisa’ - in 2018, with the US and the UK appearing as *just average* (see <https://i2.wp.com/factsmaps.com/wp-content/uploads/2019/12/pisa-2018.png>), suggests perhaps that the UK and US, as first world countries, have followed a similar downward trajectory.

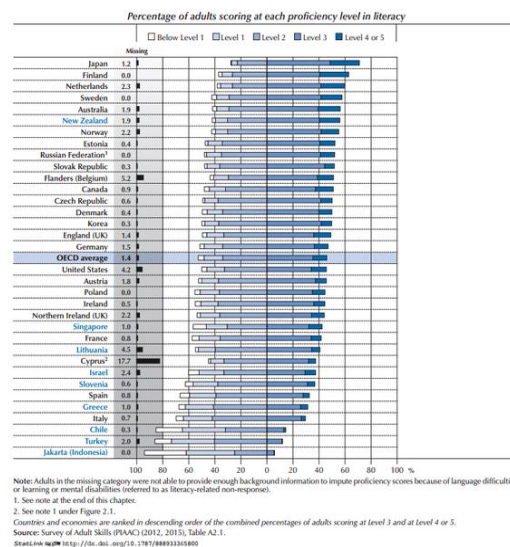


Figure 1: literacy proficiency among adults (Pisa, 2018)

Low rates of literacy proficiency would reduce information literacy and the ability to think critically. This is something to bear in mind when considering the content of contemporary educational textbooks as we do in the rest of this small-scale survey of textbooks.

3.School textbooks: objectives of study

The twin objective of this study of secondary school textbooks is to:

- a.document current information offered across a range of subject disciplines spanning the sciences, social sciences and humanities
- b.critically evaluate the information contained there

In critically examining the textbooks, the focus will be on the impartiality and accuracy of information presented. It would not be realistic to evaluate all of the information but a selection of topics can be scrutinised.

4.Selection of textbooks

In terms of the selection of textbooks, the choice of titles came from information / textbooks supplied by:

- a.The parent of an 'A' level student who had completed her 'A' level studies in a state comprehensive school in summer 2021
- b. A teacher in a state comprehensive school
- c. The parent of a child studying for GCSEs in a large independent school

So, the choice of textbook was random because it derived from a sample that emerged from the contacts available to the authors of this investigation. The textbooks that came from these contacts and used as the basis for this study of textbooks were the following:

- KS3 Science, Collins, Student book
- Combined science: the revision guide higher level (2016), CGP (GCSE course)
- 'Go Science' (2008) Heinemann (aimed at pupils aged 11-14)
- Physics: Pearson Edexcel International GCSE (9-1) student book Brian Arnold, Penny Johnson and Steve Woolley (Published by Pearson)
- KS3 Geography (2014), CGP (aimed at pupils aged 11-14)
- 'Geography Review' (2019), A level geography, Sep 33 (1), Hodder Education
- 'Geography Review' (2019), A level geography, Nov 33(2), Hodder Education
- 'Geography Review' (2020), A level geography, Feb 33 (3), Hodder Education
- Economics Edexcel AS/ A level year 1 (2015), Theme 1 Introduction to markets and market failure, Mark Gavin, Hodder Education
- Economics Edexcel A level year 2 (2016), Theme 4 A global perspective, Quintin Brewer Hodder Education
- 'Modern World History', Option B: The 20th century (2013), Ben Walsh, Hodder Education (part of GCSE course)
- KS3 English, CGP (aimed at pupils aged 11-14) (no date of publication provided)
- Key Stage Three English: the study guide, CGP (no date of publication provided)

5. Textbook publishers

Two publishers dominate the random selection of textbooks shown above, namely Hodder Education and CGP. What do we know of these?

Where Hodder is concerned, **Hodder Education** is the second largest publisher for secondary education in the UK and a market leading publisher in the International market. Hodder Education is part of Hachette UK, the largest and one of the most diversified publishers in the UK (for their board, see <https://www.hachette.co.uk/landing-page/hachette/our-key-staff/>).

The company works with a number of bodies offering GCSE and A level qualifications including OCR, AQA (set and mark over half of all GCSEs and A-levels taken in the UK every year), Edexcel, WJEC and Eduqas. The close ties between Hodder and examination boards shows the tight connections between textbook production and examination systems used in the UK and overseas.

In terms of **CGP**, their books are used in nine out of ten schools (see <https://www.cgpbooks.co.uk/>). They claim that 12 million products were sold in 2020 so they have an extensive reach into the minds of young people. They claim that their books 'meticulously crafted by top teachers and our resident subject specialists' (see <https://www.cgpbooks.co.uk/info/about-cgp>).

So, the size of these two publishers shows the potential reach and influence that they have on young minds.

6. Population of schools: number of young people

A total of 8.9 million pupils attended 24,400 schools in England in 2020/21. This includes state-funded and independent schools. Of these, a little over 3 million attended a state secondary school (<https://explore-education-statistics.service.gov.uk/find-statistics/national-pupil-projections#dataDownloads-1>) with the size of the independent secondary school market unfortunately unknown. If we were to assume that it was 500,000 per year, then over a period of ten years, 35 million pupils would have been influenced by school textbooks.

This number of 35 millions assumes that the 20% of children known to have left the system annually at the age of 16 pre-2012 (see <https://www.telegraph.co.uk/education/educationnews/9072482/OECD-fifth-of-British-teenagers-drop-out-of-school-at-16.html>) was stemmed by the law change in 2013 that obliged children in England to continue in education, employment or training until the age of 18. The effect of this change will, *inter alia*, have extended the reach and influence of school textbooks to those over the age of 16.

7. School textbooks: findings

In the sections that follow, selective reference is made to information provided by the

textbooks listed above, with detailed commentary then offered on the statements made in the textbooks. This overview begins with science, geography and economics and then moves on to History and English. For ease of reading, reference to the text appearing in textbooks is presented in a box and the commentary on that follows immediately after that.

1.KS3 Science Student book, Collins

Climate and Earth Resources (pp.122-141)

Includes information on how humans influence the carbon cycle and in the section on Global Warming states that: 'Some human activities are thought to effect the rate at which climate is changing'.

Commentary: The text introduces the reader to anthropogenic climate change, the accuracy of which is discussed on pp.16-19 and 24-26 below.

2.Combined Science The revision guide higher level (GCSE level) CGP, 2016

GM crops

The text states that 'Information about these crops might need to be communicated to farmers who might benefit from growing them' (p.3). Later on, it states that the only risk to human health identified is that 'people are worried that they may develop allergies to the food - although there's probably no more risk for this than eating usual foods' (p.78).

Commentary:

An unbiased account would make reference to possible adverse side-effects of GM crops. These would include the fact that:

- Other crops and wild plants may become contaminated with the foreign genes added to the GM crop
- New 'super-weeds' may evolve which will be difficult or even impossible to eradicate
- Pollution arising from the use of harmful chemicals may increase or decrease
- Wildlife may be harmed by new toxins in the environment or changes in agricultural practices (for this and the points above, see <http://www.genewatch.org/sub-532322>)

Developing nation farmers have been committing suicide in large numbers due to the financial burdens of buying new seed, and not recycling non-GM seeds.

Statins

The textbook writes of the widespread benefits of statins whilst limiting the disadvantages to the fact that they can cause kidney failure, liver damage and memory loss (p.34).

Commentary:

Greater balance in the discussion would have been achieved by referencing the fact that the raw data from the clinical trials on the positive and negative impacts of statins has yet to be released. Statins are the most widely prescribed, cholesterol-lowering drugs in the world with total sales from statins was estimated at US\$1 trillion for 2020 and a bitter dispute has erupted among doctors over suggestions that statins should be prescribed to millions of healthy people at low risk of heart disease. Unfortunately, the textbook makes no reference to these debates and whether the risks of taking statins outweigh the benefits for people at low risk of cardiovascular disease.

For more background, on the disturbing lack of transparency regarding statins see: Demasi, M. (2018), [Statin wars: have we been misled about the evidence? A narrative review](https://bjsm.bmj.com/content/52/14/905), <https://bjsm.bmj.com/content/52/14/905> and also <https://www.bmj.com/campaign/statins-open-data>

Virus

The text asserts in respect of viruses that 'They're tiny and reproduce rapidly inside your body. The cell will burst releasing all the new viruses. The cell damage is what makes you feel ill' (p.43).

Measles is described as a viral disease (p.44) that is spread by droplets from an infected person. It is described as 'very serious or fatal (producing pneumonia or encephalitis)' although the textbook states that 'most people are vaccinated against measles when they're young'.

Where HIV is concerned, the text states that antiretroviral drugs can control the condition whilst noting the view that these drugs can be extremely toxic and not as effective as initially anticipated (p.44)

Commentary:

In discussing viruses, no mention is made of the emerging view that viruses do not exist (<https://jermwarfare.com/blog/sam-bailey>) and so this is far from introducing young minds to new scientific thinking. Moreover, in stating that antiretroviral drugs can control HIV, the text ignores critical views such as this of Nobel prize winning Chemist, Dr Kary Mullis who argued against the use of AZT (see <https://www.weblyf.com/2020/08/quotes-from-dr-kary-mullis-regarding-the-baseless-hiv-aids-hypothesis/>).

Vaccination

The textbook includes a section (p.45) on how the spread of disease can be reduced or prevented, listing vaccinations as one of four strategies that can be adopted. Here is the text: 'Vaccinating people and animals against communicable disease means that they can't develop the infection and then pass it on to someone else'.

Then, a couple of pages later, a complete page is dedicated to the topic of Vaccination and the assertion is made that:

'Vaccines have helped control lots of communicable diseases that were once common in the UK (eg polio, measles, whooping cough, rubella, mumps, tetanus...). (p.47)

Commentary:

The final statement on p.47 overlooks mention of the spike in polio outbreaks that may have been caused by the DDT spraying initiated in 1945, an argument put forward by Dr Morton S. Biskind in 1953 in an article in the American Journal of Digestive Diseases. (see <https://onecellonelightradio.files.wordpress.com/2017/02/everything-about-polio-is-wrong-ddt-good-for-me.pdf> and <https://christianobserver.net/the-ddt-polio-sham-polio-caused-by-pesticide-exposure/>). Dr Biskind argued there that 'Central nervous system diseases (CNS) such as polio are actually the physiological and symptomatic manifestations of the ongoing government- and industry sponsored inundation of the world's populace with central nervous system poisons.'

By way of background, the incidence of polio in the US had been increasing prior to 1945 at a fairly constant rate with its epidemiologic characteristics remaining unchanged. From 1946, however, the rate of increase more than doubled. Since that time, remarkable changes in the character of the disease were noted and, contrary to all past experience, the disease remained epidemic year after year.

Dr Biskind posed the following question:

'When the population is exposed to a chemical agent known to produce in animals lesions in the spinal cord resembling those in human polio, and thereafter the latter disease increases sharply in incidence and maintains its epidemic character year after year, is it unreasonable to suspect an etiologic relationship?' (see <https://crazzfiles.com/everything-you-learned-about-the-cause-of-polio-is-wrong/>).

This is a perfectly valid question which, along with the data concerning DDT, should have been included in the text.

Vaccination: prevention

The text goes on to state that 'Big outbreaks of disease - called epidemics - can be prevented if a large percentage of the population is vaccinated.if a significant number of people aren't vaccinated, the disease can spread quickly through them and lots of people will be ill at the same time'.

Commentary:

No mention is made here of the body's natural immunity, an important omission. However, a statement of the kind that appears in the text book is just the sort of priming that will have assisted with a drive towards mass-vaccination of the kind witnessed during the Covid pandemic.

Vaccination: disadvantages

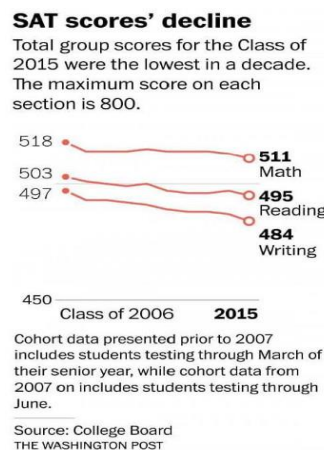
Noted down against the 'Cons' of vaccination, the text limits itself to asserting that:

(a) 'sometimes vaccines don't work'

(b) 'You can sometimes have a bad reaction to a vaccine (eg swelling or maybe something more serious like a fever or seizures)'

Commentary:

No mention is made in the text of the fact that those who have received the MMR often develop measles. Nor is there reference to the possible link between vaccines and reduced cognitive function. The following graph shows decline in SATs scores in the US:



and Robert Kennedy's Children's Health Defense website, providing details of the cognitive decline experienced in many developed nations, finds a possible cause in the aluminium and mercury used in vaccines.

As the website states (see <https://childrenshealthdefense.org/news/childrens-health/declining-iq-a-race-to-the-bottom/>):

'Heavy metals such as mercury and aluminum represent a category with documented detrimental effects on intelligence. Vaccines are one of the most widespread and ongoing sources of prenatal and childhood exposure to these metals. Prenatal exposure—as occurs with the mercury-containing flu shots and aluminum-containing pertussis vaccines now routinely administered to pregnant women—is particularly dangerous as early exposure can impair subsequent growth and development of neurons. The U.S. requires the largest number of vaccines for school entry of any developed nation, although compulsory vaccination has been trending upward in Europe as well'.

There is no discussion of these issues in the textbook, a concerning omission.

Biodiversity

The message in this section is 'more people, more mess, less space, fewer resources' (p.91)

Commentary:

The depletion of natural resources has become a major focus of governments and organisations such as the United Nations (UN). Their Agenda 21 Section (2) outlines the steps that countries need to take to sustain their natural resources and the statement in the textbook links to this. However, any such view should not be presented uncritically without offering counter-arguments.

Global warming (p.92)

The text states that 'The earth is gradually heating up because of the increasing levels of greenhouse gases – this is global warming'. Amongst the consequences listed are: 'Higher temperature causes seawater to expand and *ice to melt*, causing the sea level to rise.

A question posed in the textbook asks readers to 'Explain how global warming could lead to the loss of low-lying habitats' (p.92). Later, the textbook sets down how greenhouse gases absorb the long wavelength radiation (not the short wave length radiation) and how this results in warming of the earth's surfaces (p.158).

The book describes this as the 'greenhouse effect'. States that '**most scientists agree**' that the extra CO₂ from human activity is causing the increase in the average temperature and that this will lead to climate change. Goes on immediately after asserting this, in fact, to state that 'evidence for this has been peer reviewed – so you know that the information out there is reliable' (p.92). The book then acknowledges that it's hard to fully understand the earth's climate', citing the complexity of it and the number of variables as factors.

Commentary:

There is much that could be written about this text but we will confine discussion to just a few of the points made:

A. 'Most scientists agree'

In fact, there is no consensus on climate change amongst scientists. There is a paper arguing for a scientific consensus on man-made climate change (Cook *et al.*, 2013) but a lacerating riposte (Legates *et al.*, 2015) argued that only 41 out of the 11,944 published climate papers examined by Cook explicitly stated that man caused most of the warming since 1950. In reaching this conclusion, the authors of the second article, Legates *et al.*, stated that Cook had excluded around 8000 papers in his sample on the unacceptable ground

that they had expressed no opinion on the climate consensus. What is more, the authors went on to point out that the 64 papers identified by Cook as explicitly supporting anthropogenic climate change reduced down to 41 since 23 of the 64 had not in fact supported it.

B. Ice is melting

According to analyst James Taylor, head of the Spark of Freedom Foundation, the current state of the polar ice caps has not receded since NASA started collecting satellite images of them in 1979 (see <https://www.ibtimes.com/nasas-shocking-discovery-global-warming-isnt-melting-polar-ice-caps-analyst-claims-2801469>) 18 June 2019

As indicated in [NASA's satellite data](#), the polar ice caps have maintained their extensive size from 1979 until the early 2000s. Although there are years when the ice caps lost a bit of their size, they were able to quickly bounce back in the following years. Taylor explains that in the beginning of NASA's satellite observations, the polar ice caps emerged from a 30-year cooling trend, which ended during the late 1970s. This made the polar ice regions significantly larger compared to their past states in the previous decades. Despite the fact that they were abnormally large, the state of the polar ice caps in 1979 became the standard baseline in NASA's study. Not surprisingly perhaps in view of this, a slightly constant decrease in the size of the polar ice caps was recorded by 2005. Through a post in [Forbes](#), Taylor explained that the polar ice caps had receded by about 10 percent since 1979.

Despite the decrease, Taylor maintained that 10 percent was not a significant loss especially since the baseline for NASA's observation showed an unusually large size for the polar ice caps. In addition, by 2012, the ice caps grew larger again and were even able to surpass their original size average in 1979. In fact, Taylor noted that the recorded decrease from 2005 to 2012 was not sufficient to constitute definitive proof of the effect of global warming on the Polar Regions. It also appears that Arctic sea ice has stabilised, with only three years since 2007 showing lower ice extent than that year.

In fact, the decrease was an indicator only of the fluctuating environmental conditions that Earth is experiencing and was not a sign of any danger to human beings. Indeed, not only were human beings not at risk, but neither were polar bears. In 2012, an aerial survey of the northern shore of Hudson Bay, where the polar bear is supposedly most threatened, shows a population some 66 percent greater than what many scientists predicted (https://www.centralmaine.com/2012/04/16/inconvenient-truth-polar-bears-are-flourishing_2012-04-15/). The aerial survey's results, released by the Government of Nunavut, shows a bear population along Hudson Bay of 1,013 animals, when the alarmists predicted the number would be as low as 610.

This is not an isolated case. Indeed, the worldwide population of polar bears has risen from about 10,000 in the 1960s to an official estimate of 26,000 in 2015. Surveys conducted since then suggest a total of about 28,500 (see https://polarbearscience.files.wordpress.com/2018/02/crockford_state-of-the-polar-bear-

[2017_gwpf-report-29_feb-2018-final.pdf](#)). By 2018 it appeared polar bears were continuing the same steady rate of increase that began after a 1973 international treaty protected them from overhunting.

Susan Crockford who reported on the positive state of the polar bears was dismissed from her academic post of adjunct professor at the University of Victoria (UVic) in British Columbia, Canada (<https://climatechangethefacts.org.au/wp-content/uploads/2020/11/CCTF-fact-sheet-1-Walruses-Polar-Bears-And-The-Fired-Professor-V1.pdf>). Here is her blog site describing the flourishing of polar bear communities <https://polarbearscience.com>

Note that, in terms of the arctic climate, Antarctica has just experienced its coldest six months period and coldest daily temperature since measurements began 64 years ago. The linear trend over the past 35 years has fallen by almost three degrees and has accelerated since 2000.

C. A rise in temperatures is leading to climate change, with peer review publications backing this up and providing the litmus test of reliability

To regard peer review as providing any kind of litmus test is to disregard a mass of evidence attesting to the contrary. Editors in chief of three of the top ten medical journals (the BMJ, the Lancet and the New England Medical Journal) have written, sometimes at length, about the unreliability of peer review and there is a mass of other evidence too attesting to the problematic nature of peer review.

Recently a new aspect of the failure of peer review was provided by respected science blogger, Joanne Nova. She featured a computer scientist's discovery that to get published, 'organised' and 'sophisticated' methods have been used to trick journals like *Nature* and publisher Elsevier by 'hyping up, adjusting and exaggerating their cherry-picked papers and incompetent models;' and using 'fake e-mail addresses'. In some cases, according to Nova, people posing as scientists were invited to guest-edit issues which they then filled with fraudulent papers.

Following on from these revelations, steps have been taken to retract hundreds of articles. So, Elsevier is withdrawing 165 articles that were currently in press at the time that she wrote her blog, and planned to retract a further 300.

The implications were vividly described by Ms Nova when she writes that: 'Western civilisation is paying trillions of dollars to change the weather based on 'The Science', according to peer review — which appears to have no more intellectual prowess than a Nigerian 419 email scam'.

Ms Nova's writing is quoted in the pages of the 'Spectator' in an article by Maurice Newman of 27 November 2021 entitled: 'Global warming's great leap backwards: what if man-made warming was a hoax all along?' It suggests that there may some truth to the claims that 'Ideology and money shape the world's perceived scientific knowledge and truth comes a distant last.' (<https://spectator.com.au/2021/11/global-warmings-great-leap-backwards/>).

The textbook, as an educational text, should be bringing these arguments to the attention of its readers.

3. Go Science' (2008) Heinemann (aimed at pupils aged 11-14)

In its section 'Science in the media' (pp.150-1) it writes:

'... every day we hear about real science on the news, read about it in newspapers or magazines, or view it on the internet. Some sources of information are more reliable than others'. It goes on to state:

'If the science is being reported on a national news programme or in a major newspaper then the reporters will probably have checked the information to make sure it is correct. Information on the Internet isn't always checked. People often put information that is wrong or silly on their web pages. If you come across websites with the words 'alternative', 'alt' or unofficial' in their addresses then the information may not be correct' (p.150).

One of the follow-up exercises invited pupils to say which of 2 websites, that of NASA or the Starzcool website is the more reliable. The textbook also states that 'Most real science is carried out by teams of scientists and their findings are checked by other scientists before they are reported. This is called peer review'. (p.151).

Commentary:

The view that a major newspaper can be relied upon to have checked its information should not be presented in the uncritical manner presented here. Discussion should be encouraged, with evidence including (but not limited to) the following statement by David Rockefeller when addressing the *Washington Post*, in June 1991:

'We are grateful to The Washington Post, The New York Times, Time Magazine and other great publications whose directors have attended our meetings and respected their promises of discretion for almost forty years. It would have been impossible for us to develop our plan for the world if we had been subject to the bright lights of publicity during those years. But, the work is now much more sophisticated and prepared to march towards a world government. The supranational sovereignty of an intellectual elite and world bankers is surely preferable to the national auto determination practiced in past centuries.'

As regards the trust that the textbook suggests should be placed in peer review, this has already been discussed on pp.18-19 above.

4. Physics: Pearson Edexcel International GCSE (9-1)

There is a reference to 'a cylinder containing a vaccine' (as a rather random example of a physical object) on page 15. The student is asked to calculate how long a cylinder containing a vaccine will take to hit the ground when dropped from a helicopter.

Commentary:

One might ask why the case of a vaccine was selected as the particular object used in this example.

5. KS3 Geography, CGP, 2014

The Geological timescale

States that 'humans have only been around for the last 200,000 years' (p.15).

Commentary:

It is said that man in his current form, *homo sapiens*, only goes back 200,000 years (skull discovered in Morocco) but one account puts the timeframe for humans back millions of years before that, stating that: 'we guess that the first humans existed between five and seven million years ago: the median time is six million years ago. These humans walked upright on two legs, just like us. Around 90,000 years ago, these humans started making tools to catch fish. Then, around 12,000 years ago, humans began to grow food and change their surroundings in order to survive and eat. As food became more sustainable, and living became easier, humans began to produce more' (see <https://nineplanets.org/questions/how-long-have-humans-been-on-earth/>).

One link describes hominids as existing 11m years ago - <https://earthhow.com/human-timeline/> with evidence in the form of artefacts (eg stone mortar) found in gravel in Table Mountain in California in the 1860s that could date to as far back as 33-55 million years BC (see <https://cdn.preterhuman.net/texts/history/Michael%20A.%20Cremo%20and%20Richard%20L.%20Thompson%20-%20Hidden%20History%20of%20the%20Human%20Race.pdf>).

The evidence that humans have existed for no more than 200,000 years is therefore not as clear cut as the textbook would suggest. Some reflection of this varied evidence should appear in the textbook, providing an opportunity for lively debate.

Tectonic hazards

The textbook states that strengthened roads and railways can reduce damage caused by tectonic hazards but that sometimes this does not work. Cites the 1995 Kobe earthquake as an instance that unexpectedly bent the track of the Bullet train (p.21)

Commentary:

In 1960, Soviet Premier Khrushchev announced the existence of a new technology capable of creating earthquakes and making sleeping volcanoes erupt. This Longitudinal Wave Interferometer or Tesla Howitzers technology relies on the fact that what is assumed to be a

Countries (LDCs) have a relatively small share of it. Essentially, the argument presented corresponds to 'Development theory' according to which LDCs' raw materials would be manufactured in More Economically Developed Countries (MEDCs) whose products would then be sold back to LDCs at a price that rises faster than that of raw materials. In this way, the LDCs can never build up a surplus.

Commentary:

The textbook does not explain the geo-political factors that prevent American and African countries from being self-sufficient. The examples of Bolivia, Venezuela and Burkina Faso could have been provided to help explain this.

Section on acid rain

States that Acid Rain comes from burning fossil fuels (p.118)

Commentary:

This assertion should not be presented in its current form since there is strong evidence to contradict it.

In the same year as the publication of the textbook, *Forbes* magazine presented vastly more nuanced evidence showing that in the course of a 10-year long National Acid Precipitation Assessment Study initiated in 1980 and with a cost of in excess of \$1/2 billion, only one species of tree at a high elevation suffered any notable effect. Moreover, acidity in lakes was traced to natural causes leading the scientists to report that 'the problem is far more complicated than it had been thought; that other factors combine to harm trees; and that sorting out the cause-and-effect was difficult and in some cases impossible'.

The article went on to state that the media-fuelled alarm about acid rain provided the basis for new allowance trading legislation to create markets for buying and selling excess sulphur dioxide credits (Bell, 2014).

It is unclear why the textbook could not have reflected the conclusions of a study completed over 20 years previously.

Section on Climate change

The textbook asserts (p.37) that 'The temperature increase over the last century has been very fast. Many scientists think that the changes in climate over the last century are a result of human activities'

Later on (p.119) it adds that 'ice-sheets ...are beginning to melt'. It goes on to state that: 'Global warming also causes freak weather eg storms and droughts and might change the world's climate'. Following this, there is the heading: 'Greenhouse gases need to be reduced' and the assertion that 'The energy we create by burning fossil fuel creates gases around the earth. This traps heat around the Earth's surface, causing flooding and a host of other problems'.

Commentary:

This text makes a number of claims about climate change that take no account of counter-evidence as to the likely (a) causes and (b) effects.

(a) Causes: the textbook refers to man-made factors in climate change, an argument advanced by President Obama in 2013 when stating that climate was real, man-made and dangerous. The reference to 'man-made' is linked in the textbook to increasing levels of Co2 in the atmosphere (so-called 'greenhouse gases'), all attributed to humans. This view of anthropogenic climate change fails to refer to other possible causes:

(a) Blocking the sun and manipulating the weather with HAARP (causing droughts, floods, storms and so on). The documentary 'The Dimming' sets out the evidence for global climate engineering operations (see <https://www.geoengineeringwatch.org/>), referencing weather modification patents going back 100 years plus. It also quotes the President of Iran on the drought experienced by Iran as being part of a 'soft war' backed up by NATO operations.

Corroboration of covert climate operations comes from Catherine Austin Fitts, former US Presidential Cabinet member for George Bush, who quotes Lyndon Johnson's words: 'he who controls the weather, controls the world' when referring to 'an economic model operating based on covert force'. Note also the reference in the above video (15.54) to the National Weather modification Act 1976 whose purpose was to 'develop a comprehensive and coordinated weather modification policy and a national program of weather modification research and development'.

(b) Climate change is naturally occurring and not linked to human activity. Glaciers were melting in Greenland before Co2 levels reached high levels, and while being quite low. Further evidence comes from the Arctic Ocean in Canada where, four hundred years ago, trees grew to the edge of the ocean. In 1879, it was reported that palm trees were found fossilised in Greenland where it used to be much warmer than now. In the 1930s and 1940s, the climate was warmer than in the 1970s but some reports always use the colder 1970s as the baseline for discussions of climate change.

A proponent of the belief that climate change is naturally occurring is Dr Leslie Woodcock, emeritus professor at the University of Manchester school of chemistry and analytical Science . He asserts that the term 'global warming' does not mean anything unless you give

it a time scale and in terms of the last 100 years, there is no reproducible scientific evidence that CO₂ has significantly increased. He states that the temperature of the earth has been going up and down for millions of years and that, if there are extremes, it is nothing to do with carbon dioxide in the atmosphere and is not caused by us.

Two other academics argue against CO₂ as a causal factor. Greenpeace co-founder, Patrick Moore, that 'There is no scientific proof that human emissions of carbon dioxide are the dominant cause of the minor warming of the Earth's atmosphere over the past 100 years ... no actual proof, as it is understood in science, actually exists.' Dr. James Lovelock also questioned the climate change movement describing it as becoming like 'a religion, and religions don't worry too much about facts.'

Sunspot activity may in fact be a significant factor in so-called 'global warming'.

(b) Effects. While the effects of CO₂ are presented as being pernicious, commercial greenhouse users increase the CO₂ inside their greenhouses to more than 1000 parts per million with optimum CO₂ levels for excellent plant growth being 1000 parts per million (according to geologist Leighton Steward, plants grown with higher CO₂ make larger fruit and vegetables and also use less water). In fact, it is thought that 540 million years ago, CO₂ was its peak and life exploded so fears associated with increasing CO₂ appear to be baseless.

In terms of actual effects, John Coleman, founder of the Weather Channel, stated in 2015 that 'The ocean is not rising significantly. The polar ice is increasing, not melting away. Polar Bears are increasing in number.' (see <https://www.express.co.uk/news/clarifications-corrections/526191/Climate-change-is-a-lie-global-warming-not-real-claims-weather-channel-founder>).

In fact, geologist Leighton Steward (see <https://www.usnews.com/news/blogs/washington-whispers/2009/10/07/scientist-carbon-dioxide-doesnt-cause-global-warming>) formulated several reasons why CO₂ is not harmful to humans or the environment:

(i) Earth's atmosphere currently has about 338 parts per million of CO₂ and the danger level for carbon dioxide in Navy submarines is not reached until the air has 8,000 parts per million of CO₂

- Rising CO₂ levels do not cause temperatures to rise since temperatures over time have fluctuated while CO₂ levels have remained steady
- Sea levels will not rise 20 feet by the end of the century and the Intergovernmental Panel on Climate Change predicts only a 17-inch rise, and 'most climatologists predict a rise of only 7 or 8 inches'
- Storms are not more frequent and intense because of global warming. According to the National Hurricane Centre, storms are no more intense or frequent worldwide than they have been since 1850
- Temperatures were high in the 1920s and 1930s when there was much less CO₂ in the atmosphere
- A jawbone of a polar bear has been found that is 120,000 years old, a time during the previous interglacial when temperatures were 5 degrees Celsius warmer and sea level 19 feet higher than today. They adapted then so why not now?

- As Earth warms, the climate will not become much drier and windier. Ice cores prove the opposite. The colder times were both windier and drier (see <https://www.accuweather.com/en/weather-blogs/climatechange/top-10-global-warming-myths-according-to-steward/63353>)

Note that in 2012, a group of NASA scientists, including seven Apollo astronauts and two former directors of NASA's Johnson Space Centre in Houston, were dismayed over the failure of NASA, and specifically the Goddard Institute For Space Studies (GISS), to make an objective assessment of all available scientific data on climate change. They charged that NASA is relying too heavily on complex climate models that have proven to be scientifically inadequate in predicting climate only one or two decades in advance (see <https://www.businessinsider.com/nasa-scientists-dispute-climate-change-2012-4?op=1&r=US&IR=T>).

6. Geography Review

Geography Review, (2019), Sep 33 (1), Hodder Education

1. Article on 5G pp.16-17 by Dr Simon Oakes, senior examiner in Geography, citizenship and law

The opening sentence reads: 'The super-fast fifth generation mobile internet service known as 5G is on its way. By 2020, it should be available in most UK urban areas'. Goes on to list the benefits of 5G including its role in the internet of things and smart cities. The only risks of 5G referred to are:

- 'increased vulnerability to cyber attacks'
- increasing the digital divide
- cost

The article accepts uncritically the benefits of driverless cars.

Commentary:

This account fails to outline the evidence for the negative impacts of 5G on human health. By way of a single example, the International Agency for Research on Cancer (IARC) at the World Health Organisation (WHO) in May 2011 classified RF radiation in the frequency range of 30 kHz to 300 GHz to be a 'possible' human carcinogen, Group 2B. According to academics, the evidence since the IARC evaluation in 2011 shows strong risks of human cancer from RF radiation. This evaluation is based on human cancer epidemiology reports, animal carcinogenicity studies and experimental findings on oxidative mechanisms and genotoxicity. As a result of these findings, the IARC Risk Category for 5G should be upgraded from Group 2B to Group 1, a human carcinogen (Hardell, L. and Carlberg, *Oncology Letters*, 20(4) 15 <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7405337/>).

In terms of driverless cars, the textbook includes no discussion of the disadvantages (a list of some of these can be found here <https://vittana.org/20-pros-and-cons-of-driverless-cars> to name just one of many sources of information).

2. Article 'Changing gender equality', pp.18-19, Dr Alice Evans, Lecturer King's College London

The article contrasts the fact that 60 years ago, men were breadwinners and women were housewives with the fact that now 'women ... are thriving in employment, leading large companies and heading governments' (p.18).

Commentary: This article presents a misleading picture of women's working life, not discussing the many obstacle to their progress. The fact that in 2022 women constituted no more than 11.3% of Executive Directors of FTSE 250 companies (see [file:///C:/Users/user/Downloads/Female%20FTSE%20Report%202020%20\(2\).pdf](file:///C:/Users/user/Downloads/Female%20FTSE%20Report%202020%20(2).pdf)) is testament to the difficulties that women face since Executive directors are those who rise through the ranks of the company to reach board level seniority. In view of this, the reference in the article to women as 'thriving' in employment is inaccurate. In the legal profession and in academia, fewer than 30% of women reach the senior positions of partner and professor for example.

Moreover, there are still sizeable pay disparities between the salaries earned by men and women. By way of example, women on FTSE 100 boards are on average paid 73% less than their male counterparts, new research shows. Moreover, analysis by New Street Consulting Group found that female directors at the UK's biggest listed companies are paid an average £237,000, a sum that compares to £875,900 for men. The pay gap found here represents a gender pay gap which is substantially larger than the average 15.5% disparity to be found across the UK workforce as a whole (<https://uk.style.yahoo.com/women-boards-ftse-100-companies-162600074.html>).

Moreover, the article speaks of women as having historically had to bear the burden of domestic work and how 'that volume of work was hugely reduced' by labour saving devices.

Commentary: The phrase 'Hugely reduced' implies that the women are still responsible for domestic work and it is surprising to find the assumption that is not questioned (p.18).

Finally, the article discusses how 'macroeconomic change led people to regard female employment as advantageous ' and 'to recognise their equal competence with men' (p.19).

Commentary: This statement fails to allow for the possibility that women may surpass men in ability and do things differently, bringing greater value to tasks.

3.Feature: 'Researching literature for your NEA' (non-examined assessments) pp.38-41

Table 2 in this article (p.39) presents a classification of research literature with a hierarchy

of bias.

It presents peer-reviewed papers as 'likely to be 'least biased' while 'unregulated information on the internet' is 'likely to be more biased'.

Commentary:

There is growing dissatisfaction with peer review and increasing numbers of editors and academics speaking out against it, so it is disturbing that the author makes no reference to the debate and negative evidence regarding peer review. By way of example, Dr. Richard Smith, former editor of the *BMJ* and for 13 years the Chief Executive of the BMJ Publishing Group, stated that peer review, 'is a flawed process, full of easily identified defects with little evidence that it works.'

Robbie Fox, the great 20th C editor of the *Lancet* wondered if anybody would notice if he were to swap the piles marked 'publish' and 'reject'. He also joked that the *Lancet* had a system of throwing a pile of papers down the stairs and publishing those that reached the bottom.

Geography Review (2019), Nov 33(2), Hodder Education

1. Article 'Human vulnerability to 'natural' disasters' (pp.2-5) by Christine Eriksen, Senior Lecturer in Geography and Sustainable Communities, University of Wollongong

The article describes how on 29 Aug 2005, Hurricane Katrina wreaked havoc and caused flooding in New Orleans. The cause of the disaster is given as substandard design of floor walls and poor levee maintenance. States that 'human error was the root cause of why the natural hazard became a human disaster' (p.5)

Commentary:

The storm smashed the Gulf Coast from Texas to central Florida, causing power outages and a massive storm surge that topped the levees in the city, causing massive flooding. Nearly 2,000 people died, most in New Orleans, and another 1 million were displaced. Krushchov boasted in 1960 about the means to create a war that is not in the public eye and the US then tried to catch up. The 'clean' break in the levee was very suspicious since it had just been reinforced and strengthened by a contractor.

Katrina originated as a small medium hurricane, but suddenly and inexplicably over the Gulf of Mexico exploded into a monster category 5+ hurricane. This was allegedly due to the warm Gulf waters that had never behaved this way any time before. Could the weather have been magnified using scalar weather engineering? Before hurricane Andrew in 1992,

apparently a time when scalar technology was now available (for the view that hurricane Andrew was not a 'natural' disaster, please see https://www.bibliotecapleyades.net/sociopolitica/esp_sociopol_FEMA09.htm), there were only two recorded category 5 hurricanes in the U.S.A. Hurricane Katrina was even larger than this being a 5+ level hurricane (there is no level 6).

Note also that New Orleans was a centre of oil refining for the U.S.A. and the disruption to supplies pushed up the price of oil to over \$70 dollars, something that may have helped Bush and his allies.

2. Article 'How can we manage global warming?' (pp.10-13), by Prof Noel Castree, University of Manchester, and Rob Bellamy, Presidential Fellow in Climate and Society in the Department of Geography at the University of Manchester

The text accepts climate change completely uncritically, writing that 'Anthropogenic climate change will lead to significant alterations to the world's physical and human geography in the decades and centuries to come'. Refers to the 'recent bleaching of the Great Barrier Reef' as a result of the acidification of the oceans (p.10)

Commentary:

The counter-arguments to anthropogenic climate change are shown on pp.16-19 and 24-26 above. As regards the particular instance of the Great Barrier Reef (GBR), one of the 7 Natural Wonders of the world, this is the largest coral reef system in the world consisting of over 2,900 separate reefs, stretching over 1,600 miles. The bleaching of corals can in fact be quite normal – especially in dramatic El Ninos like the one the GBR experienced in 2017 which reduced the sea level, leading to bleaching (see <http://landscapesandcycles.net/falling-sea-level--bleached-great-barrier-reef.html>).

That is not all. For, it has been asserted that 'all coral retain greater densities of symbiotic algae (symbionts) in the winter but reduce that density in the summer, which often leads to minor seasonal bleaching episodes that are usually temporary. Under those circumstances coral typically return to normal within weeks or months. Furthermore by ejecting their current symbionts, coral can acquire new symbionts that can promote greater resilience to changing environmental conditions. Although symbiont shifting and shuffling promotes adaptation to shifting ocean temperatures, symbiont shuffling cannot protect against extreme low tide desiccation, and dead desiccated coral can no longer adapt. Humans have little control over El Niños or low tides' (<https://www.breitbart.com/politics/2017/04/10/delingpole-gullible-fools-believe-great-barrier-reef-dying/>).

So, one has to ask why, in an educational text, the article does not draw counter-arguments to the attention of the reader.

3. Article 'Landscapes, climate and disease' (pp.14-16), by David Redfern, Chartered Educational Assessor and A level consultant.

Refers to cyclone Idai as a disaster (p.15) under the heading 'Climate hazard and disease'. Two million people were displaced by the storm which devastated much of Mozambique and large parts of Zimbabwe and Malawi.

Commentary:

The United Nations called it possibly the worst ever weather related disaster to hit the southern. There is information calling into question the role of climate change in this since, according to Dr Jennifer Fitchett of the *University of the Witwatersrand* in South Africa, the frequency of tropical cyclones has decreased ever so slightly over the last 70 years (see <https://notalotofpeopleknowthat.wordpress.com/2019/03/21/the-bbc-cyclone-idai/>). So climate change is most unlikely to have been the agent of this, a causal agent presupposed by the textbook.

Geography Review (2020), Feb 33 (3), Hodder Education

1. Article 'Rising seas and coastal communities' (pp.2-4) by Clive Schofield, Head of Research at the WMU-Sasakawa Global Ocean Institute, World Maritime University (WMU) in Malmö, Sweden

Opening sentence: 'Sea levels are rising because of anthropogenic Climate Change. This will have global impacts' (p.2). This is asserted as unassailable fact. Later, the following assertion appears:

'As a recent IPCC report indicates, there's broad consensus in the scientific community that global mean sea level is rising. There are also strong indications that the rate of sea-level rise has speeded up.' (p.3).

Later, the article refers to the fact that the rate of coral growth reef is in decline because of ocean acidification (p.4)

Commentary:

The reader is referred to evidence presented in other parts of this document showing how the effects of climate on sea levels and coral reefs may not operate in the manner asserted in this article (please see the earlier points made on pp.16-19 and 24-26). This counter-

evidence should be presented in a text with an educational purpose and its absence is extremely disturbing.

2. Centrepiece 'Reducing the UK's carbon footprint', pp.20-21

Writes that 'The UK's carbon footprint is an estimate of the greenhouse gases released globally to produce goods and services' (p.20).

In a section on reducing your carbon footprint, the text states 'You can think about buying less or buying second hand; using sustainable forms of travel ...not discarding products that are still working....leasing instead of owning items you use less frequently' (p.20)

Commentary:

See the points against climate change on pp.16-19 and 24-26

3. Article 'Extinction Rebellion' (pp.25-27) by Simon Oakes, Senior examiner in Geography and the author of 'A level Geography Topic Master: Global Systems', Hodder Education

The article states that "'Anthropogenic extinction' is the idea that humanity has permanently altered the course of Earth's history for the worse, driving atmospheric and other changes that will ultimately lead to a planetary-scale ecosystem collapse – massive extinction of species. Climate impacts occurring on a non-linear timescale could mean that the collapse of societies worldwide is both inevitable and nearer than we think' (p.26).

The article goes on to assert that: "...societies now must accept the need for deep adaptation in a 'post-sustainable' world". It states that 'this means that normal service cannot be maintained and 'deep adaptation' will be needed' (*ibid*, p.26).

Commentary:

In the light of the counter-evidence presented elsewhere in this document to the climate change narrative (see in particular discussion on pp.16-19 and 24-26 of this document) it is difficult to describe the points made here as anything other than propaganda. This is no longer education but indoctrination.

7. Economics Edexcel

2015: AS/ A level year 1, Theme 1 Introduction to markets and market failure, Mark Gavin, Hodder Education

Concept of 'external benefit'

The textbook presents the concept of 'external benefits' and what these might signify in the production and consumption of a good or service. The text provides the example of receiving a vaccination, stating that this 'reduces the possibility of other people catching a disease who come into contact with the vaccinated individual' (p.38).

Where the external benefit of a University education is concerned, these are given (p.70) as concerning

- (i) the increased labour productivity of graduates and
- (ii) the increased tax revenues accruing to government from graduate employment

Climate change

There is a section presenting advantages and disadvantages of an Emissions Trading System (ETS), a system described as curbing CO2 emissions by major polluters in the EU (pp.52-3).

Commentary:

It appears that, once again, propaganda is being dressed up as education whether in respect of an Emissions Trading System, predicated on Climate Change, or in relation to the alleged societal benefits of a University education. Where the benefits of a University education is concerned, the text limits itself to discussing transactional processes rather than any transformative processes impacting the individual and /or for society, benefits discussed by other commentators (Bylsma, 2015). Consequently, the omission of any reference to the transformative effects of a university education on the individual and society (in the latter sense being a 'public good') is extremely concerning.

In terms of reference to an Emission Trading System, it is concerning that the discussion of ETSs leaves no space for the learner to question the need for an ETS system (ie whether Climate Change is a problem for which solutions are needed) only to question its *modus operandi*.

2016, Economics Edexcel A level year 2, Theme 4 A global perspective, Quintin Brewer Hodder Education

Economics A Theme 4 A global perspective Quintin Brewer Hodder Education 2016

Concept of debt relief (p.48)

The text discusses the debt that countries experience as a result of taking out loans and how

the World Bank, via the International Bank for Reconstruction and Development (IBRD), imposed structural adjustment programmes (SAPs) with the conditions for the loans (p.49). The text explains that the aim was to ensure that debtor countries did not default on the

debt repayments.

We are told that SAPs were based on free market reforms (for example the removal of state subsidies on food and privatisation) and that these were the object of criticism on account of the devastation that they could wreak on developing countries. It recounts how this led the World Bank to change its focus to poverty reduction strategies with aid directed to:

- healthcare and
- broadening education

Role of central banks (pp.54-5)

The text states that it is the responsibility of central banks to control the cost and supply of money (p.54). We are also told that many Central Banks are now independent of their governments.

Commentary:

As indicated earlier, the text makes no reference to the fact that countries can produce sovereign money themselves and bypass banks completely. There are at least three precedents for this:

(1) In the US, Greenbacks were issued during the American Civil War. They took two forms: Demand Notes, issued in 1861-1862, and United States Notes, issued in 1862-1865.

(2) In the 1820s, the States of Guernsey exercised the rights inherent in all sovereign government to issue money in order to fund the building of a Meat market (see <https://www.michaeljournal.org/articles/social-credit/item/guernsey-s-monetary-experiment>). Guernsey gained in prosperity after this and suffered no debt.

(3) In Britain in August 1914, at the outbreak of the First World War, in order to avoid the imminent collapse of the private banks and the Bank of England itself, Parliament passed a Bill through Parliament in two days which authorised HM Treasury – not the Bank of England – to create, issue and control money that was debt-free and interest-free because it was based entirely on the wealth and potential of the British nation. The high street banks reopened and people who had planned to withdraw their savings in gold were more than happy to accept these new Treasury notes created by HM Government (see <https://www.britishconstitutiongroup.com/articles/the-bradbury-to-the-rescue-by-justin-walker>).

8. 'Modern World History', Option B: The 20th century (2013), Ben Walsh, Hodder Education (part of GCSE course)

The Tsar in Russia

In July 1918 Tsar Nicholas II, his wife Alexandra and all their children were murdered during the Russian Revolution. The textbook states: 'The Bolshevik commander ordered the execution of the Tsar and his family, Lenin could not risk the Tsar being rescued and returned as leader of the Whites' (p.205).

Commentary:

Tsar Nicholas II had already abdicated some five months earlier, on March 2. One view is that it is misleading to present the Bolshevik Revolution in Russia as a popular uprising of the downtrodden masses against the hated ruling class of the Tsars. According to this view, the planning, the leadership and especially the financing came entirely from outside Russia, mostly from financiers in Germany, Britain and the United States (see <https://rielpolitik.com/2020/01/26/hidden-history-who-financed-bolshevik-revolution/> and http://lovethetruth.com/history/rothschilds_and_the_romanovs.htm).

From these sources, we learn that Jacob Schiff, head of the New York investment firm Kuhn, Loeb and Co., was one of the principal backers of the Bolshevik revolution and personally financed Trotsky's trip from New York to Russia. He was a major contributor to Woodrow Wilson's presidential campaign and an advocate for passage of the Federal Reserve Act. The evidence?

Two pieces of evidence stand out. Firstly, on March 24, 1917, the day after a mass meeting at Carnegie Hall to celebrate the abdication of Nicolas II, a telegram from Jacob Schiff was published in the New York Times in which he expressed regrets that he could not attend and described the successful Russian revolution as '...what we had hoped and striven for these long years'. (Mayor Calls Pacifists Traitors, The New York Times, March 24, 1917, p. 2).

Secondly, on February 3, in the 1949 issue of the New York Journal American, Schiff's grandson, John, was quoted by columnist Cholly Knickerbocker as saying that his grandfather had given about \$20 million for the triumph of Communism in Russia. To appraise Schiff's motives for supporting the Bolsheviks, we must remember, that he was a Jew and that Russian Jews had been persecuted under the Tsarist regime. Consequently the Jewish community in America may have been inclined to support a movement that sought to topple the Russian government

The motive? One possible motive concerned the strong financial incentives for Wall Street firms, such as Kuhn, Loeb and Company, of which Schiff was a senior partner, to see the old regime fall into the hands of revolutionaries who would agree to grant lucrative business concessions in the future in return for financial support today. This point links to research by Anthony Sutton, Professor at California State University, presented in his book 'Wall St and the Bolshevik Revolution'.

Indeed, Sutton reveals the role of Morgan banking executives and Wall Street in:

- funnelling illegal Bolshevik gold into the US

- co-opting the American Red Cross to provide a cover for the sending of \$1m to Russia (a sum worth 100 times that amount in 2022)

- intervening to free the Marxist revolutionary Leon Trotsky whose aim was to topple the Russian government

- assisting major corporations capture the huge Russian market a decade and a half before the US recognized the Soviet regime

- the secret sponsoring of Communism by leading businessmen who publicly championed free enterprise

Moreover, Sutton shows how the British and the Americans aided Trotsky's travels from the US to Russia with President Woodrow Wilson assisting Trotsky obtain an American passport and Visas to Russia and the British Embassy in Washington rescuing him from Canadian custody in Halifax. The Embassy was allegedly acting at the request of the US Department of State, which was also pressured by even more powerful forces, namely Wall Street bankers. In fact, Sutton's research found documents by Canadian intelligence officer John McLean who wrote that Trotsky had the support of secret forces, whose power was so great that the intelligence forces had to give everything he demanded unconditionally.

By the same token, according to Sutton's account, the real purpose of the Americans army in Siberian was to protect the Siberian trans-Siberian railroad until the Bolsheviks were strong enough to take it over. The local Commissar thanked the Americans for aiding the revolution (clipping from the NY Times reports this) since the Bolsheviks could not have won without the west. Whereas the Tsarists factories had technology, according to Sutton, that was on a par with the rest of technology, the top capitalists went in and restarted and built the factories and plants (Caterpillar, Ford, Douglas aircrafts).

The textbook makes no allusion to this back-story, despite the fact that nearly 50 years has elapsed since Sutton's work was published in 1974 and despite the strong evidence that he presents in support of his thesis. The reason for it being overlooked? According to Richard Pipes, Baird Professor Emeritus of History at Harvard University, Sutton comes to conclusions that are uncomfortable for many businessmen and economists. For this reason, according to Pipes, Sutton's work tends to be either dismissed out of hand as 'extreme' or, more often, simply ignored' (quoted from Pipes' *Survival Is Not Enough: Soviet Realities and America's Future*).

So, the role of the West in killing the Tsarist family and formenting revolution and the devastation that came in its wake are brushed under the carpet in the textbook as also the following:

- Trotsky's visit to NY
- the \$10,000 of gold that Trotsky brought into Russia (equivalent in value to c. \$254K today)

- The help offered to him by the Americans (incl the President Woodrow Wilson) and the British
- His cruelty (instead the textbook quotes a source who describes Trotsky as a 'genius' (p.203) and the author of the text writes that the Bolsheviks succeeded because they 'had some outstanding personalities in their ranks, particularly Trotsky andLenin' (p.202).
- The way many of Russia's riches were repatriated to the US and Europe

A short account that includes these elements is that of Galima Galiullima in 2017 (<https://www.veteranstoday.com/2017/10/31/trotsky-the-wall-street-thug/>). There she tells us how:

'the Revolution of 1917 and the Civil War ruined Russia, and removed her from the world arena of competition in the economy, science, culture, and military. By 1920, the volume of production had decreased 7 times compared with 1913!However, this did not prevent Trotsky from ordering 2,000 locomotives from Sweden and paying 200 million rubles in gold in advance. By his order, concessions were established with American, British, Norwegian, Swedish corporations that divined to plunder the natural resources of Russia. Ural emeralds, Siberian furs, platinum and other precious resources went through the port of Tallinn without any customs inspection. Especially valuable prey were unique works of art from Russian museums and treasures of the Romanovs' house.

Rare icons, gold ritual objects were bought for nothing and disappeared in the West forever. In the US, in museums and private collections, you can find nearly 80 percent of these valueables. A quarter of Russia's gold reserves were taken to the United States.'

Why are these facts overlooked? Is it to stop young minds from learning how forces in the west have intervened in conflicts that are reported as having a purely domestic origin? This impression is reinforced by consideration of the textbook's account of the Reichstag fire in 1933 (see next section).

Reichstag fire

The textbook states that: 'He (Hitler) called another election for March 1933 to try and get an overall Nazi majority in the Reichstag....Then on 27 February, there was a dramatic development: the Reichstag building burnt down: Hitler blamed the Communists and declared that the fire was the beginning of a Communist uprising. He demanded special emergency powers to deal with the situation and was given them by President Hindenburg. The Nazis used these powers to arrest Communists, break up meetings and frighten voters'. It goes on to state that:

'There have been many theories about what caused the fire, including that it was an accident, the work of a madman, or a Communist plot. Many Germans at the time thought that the Nazis might have started the fire themselves' (p.246).

Commentary:

The burning of the Reichstag building by the Nazis is merely one option offered by the textbook (p. 246) and you have to ask why the author was not more definitive about the burning of the building being a False Flag when new evidence emerged in April 2001, 12 years before the textbook was published, that the fire was the work of the Nazis.

Details of the new evidence that the fire was indeed initiated by Hitler in order to discredit the communists and impose emergency rule can be found here - https://history-groby.weebly.com/uploads/2/9/5/6/29562653/telegraph-proof_the_nazis_set_the_reichstag_on_fire.pdf The thrust of the new evidence, supported by four leading German historians, is that Adolf Rall, a thief and Nazi stormtrooper, is said to have told prosecutors of a meeting of the SA stormtroopers during which the SA leader, Karl Ernst, ordered them to enter the Reichstag through a tunnel and sprinkle flammable liquid inside. Ernst is said to have told his men that an excuse was needed to begin attacking Communists and indeed, following the fire, 25,000 Left-wing activists were arrested and tortured and an emergency decree passed establishing absolute Nazi authority.

What brought this evidence to light? It is reported that a massive 50,000 pages of hitherto unexamined documents from former East German and Soviet archives became available and were studied by the four historians, Hersch Fischler, Jurgen Schmaedeke, Alexander Bahar and Wilfred Kugel. According to them, a former stormtrooper working in the jail where Rall was serving a sentence, heard of his statement and tipped off the SA. Its leaders are then said to have arranged for the statements to be destroyed by accomplices in the prosecutors' office and for Rall to be murdered (indeed, his body was found in woods near Berlin in November 1933). Rall's remarks moreover are said to have been referred to in other papers found in the archives and Nazi complicity in the blaze was kept secret by ex-Nazi journalists after the war. Following the burning of the Reichstag, the Nazis won the largest share of the votes in the election.

Note that the article in the *Telegraph* newspaper that reports these findings also states that 'historians have agreed that there is no substance to Nazi claims that German Communists were to blame for the blaze' and so one has to ask why the textbook gives Communist complicity as one of the theories behind the fire (see p.246) when in fact this theory should be shown to now have little validity.

City bombing including the bombing of Dresden

The text writes: 'In 1942, the Allies decided on a new policy towards the bombing of

Germany. Under Arthur 'Bomber' Harris, the British began an all-out assault on both industrial and residential areas of all the major German cities. One of the objectives was to cripple German industry and the other was to lower the moral of civilians and to terrorise them into submission. The bombing escalated through the next three years, culminating in the bombing of Dresden in February 1945 which killed between 35,000 and 150,000 people in two days' (p.266).

Commentary:

This account is misleading since it:

- a. cloaks a British initiative as one carried out by the allies collectively
- b. fails to reveal that the city bombing began in fact in 1940 with raids on Berlin and Mannheim. Only mentions the raid on Dresden and fails to mention raids in 1942 on Cologne and Lubeck and then on Hamburg in 1943
- c. fails to reveal that the first incendiary bombs set everything afire and that this was followed by high explosives to prevent firefighters from controlling the fire blazes.
- d. fails to reveal that the purpose was to provoke a German attack on London which Churchill thought would bind the British to him and create sympathy in the US.

For further information on the above, the reader may wish to consult the following article <https://www.veteranstoday.com/2016/12/02/lies-about-world-war-ii-and-the-lying-liars-who-told-them/> and also <https://nationalvanguard.org/2019/06/the-lies-about-world-war-ii/>. The second link, with an article by Paul Craig Roberts, states that 'the purpose of Churchill's bombing — first incendiary bombs to set everything afire and then high explosives to prevent firefighters from controlling the blazes — was to provoke a German attack on London, which Churchill reckoned would bind the British people to him and create sympathy in the US for Britain that would help Churchill pull America into the war.'

The article mentions that, as part of the pre-Dresden bombing of German cities, Churchill ordered that poison gas be added to the firebombing of German civilian residential areas and that Rome be bombed into ashes, but the British Air Force refused to follow these orders. There is no mention in the textbook of the British air raids on Berlin (August 1940), Mannheim (December 1940), Cologne (March 1942 after the Lindemann plan of bombing was adopted by the British), Lubeck (May 1942) and Hamburg (July 1943) with the latter killing 50,000 and then 40,000 civilians in two separate attacks.

It should be noted that no mention was made of Churchill's campaign of the bombing of German civilians until C.P. Snow in 1961 in his Harvard Lectures on *Science and Government* revealed the manner in which the Lindemann plan had been 'put into action with every effort the country could make:' Later that year, the official account of how the UK had developed terror-bombing in accord with the Lindemann plan revealed the death total of

. . . For we are opposed around the world by a monolithic and ruthless conspiracy that relies primarily on covert means for expanding its sphere of influence.

It depends on infiltration instead of invasion, on subversion instead of elections, on intimidation instead of free choice. It is a system which has conscripted vast human and material resources into the building of a tightly knit, highly efficient machine that combines military, diplomatic, intelligence, economic, scientific, and political operations. Its preparations are concealed, not published, its mistakes are buried, not headlined, its dissenters are silenced, not praised, no expenditure is questioned, no secret is revealed . . . I am asking your help in the tremendous task of informing and alerting the American people.

Unfortunately, the media was already controlled by the secret societies and bankers and so this message was largely curtailed. Returning to the textbook, however, if it genuinely set out to inform, it would have presented Kennedy's views and might have linked both statements to that of the 19th century British Prime Minister Benjamin Disraeli who stated:

The world is governed by very different personages from what is imagined by those who are not behind the scenes (1844).

There is in Italy a power which we seldom mention in this House . . . I mean the secret societies . . . It is useless to deny, because it is impossible to conceal, that a great part of Europe – the whole of Italy and France and a great portion of Germany, to say nothing of other countries – is covered with a network of these secret societies, just as the superficies of the earth is now being covered with railroads (1856).

Twenty years later came the following thoughts: the government of this country has not only to deal with governments, kings and ministers, but also with secret societies, elements which must be taken into account, which at the last moment can bring our plans to naught, which have everywhere their unscrupulous agents, who incite assassinations and can if necessary lead a massacre (1876).

As regards the second point (b), one that concerns the weapons used by the US, the text fails to mention the use of weather modification by the US. Serious omission since, as part of the US's attempt to win the Vietnam War, the US military undertook a secret **weather manipulation** operation in South East Asia. More than US\$3 million was spent from 1967 to 1972 as the secret project sought to make the monsoon season longer and flood the Ho Chi Minh trail, which was being used by the North Vietnamese as a supply route (See <https://www.warhistoryonline.com/war-articles/weather-manipulation-during-vietnam-war.html?chrome=1>). This was known as Project Popeye.

Weather modification was conducted from Thailand over Cambodia, Laos, and Vietnam and allegedly sponsored by secretary of state Henry Kissinger and the CIA without the authorisation of then secretary of defence Melvin Laird who had categorically denied to congress that a programme for the modification of the weather was in use as a weapon.

Sanctions on Iraq

The text refers to the large number of children who died ('between a quarter and half a million children died during this period' [of sanctions] but does not openly criticise the West for the blockade of Iraq and the problems that this gave rise to. The only hint of moral rebuke against the West appears in a comment, the purport of which may or may not be ironic:

'Saddam allowed the filming of mass suffering especially for Arab television networks so that the image of Iraq as the victim of the greedy, uncaring West would be propagated.' (p.165).

Commentary:

The sanctions against Iraq took the form of a total financial and trade embargo imposed by the UN Security Council through Resolution 661, adopted on August 6, 1990, four days after Iraq had invaded Kuwait. After the end of the 1991 First Gulf War, the economic sanctions were intensified through Resolution 687, which included provision for the removal of weapons of mass destruction from Iraq. These resolutions remained firmly in force until May 2003 (UNSC Resolution 1483), with some parts persisting until today. While the officially stated aim of the sanctions was to bring about Iraq's withdrawal from Kuwait, payment of reparations, and eliminate suspected weapons of mass destruction, the underlying purpose, according to some accounts, was to force a regime change.

Critics have written in negative terms about the sanctions. Author and journalist, John Pilger, referred to the sanctions as 'One of the greatest acts of aggression: the medieval siege of Iraq' and Hans von Sponeck (UN Humanitarian Coordinator in Iraq), in his book 'A Different Kind of War' (2006), poignantly illustrates the suffering of the Iraqi people under the sanctions. He referred to the 'harsh and uncompromising sanctions regime' that 'punished the wrong people'.

The effect of sanctions? The country lost sovereignty over its trade; oil exports were under the control of Western nations with revenues stacked in the French Banque Nationale de Paris; Iraqi-owned assets were frozen; there was a 70 percent dependency on imported foodstuff to cover the basic needs of the population; and more than \$5bn worth of supplies was blocked from entering Iraq in mid-2002; Iraq's infrastructure – sewage, water, electricity, and oil systems – had been largely destroyed or incapacitated through the 1991 war and the subsequent attacks. The 'Oil-for-Food Programme' by the UN Security Council (presented as generous humanitarian response plan) was fully funded by the Iraqi state and deepened the hardship of ordinary Iraqis.

Weapons of Mass Destruction and inspections (p.165)

The textbook refers to weapons inspections and the fact that Iraq confessed to the production of some anthrax and nerve gas while claiming that the stockpiles had been destroyed during the Gulf War. The text states that 'the United Nations Special Committee (UNSOM) demanded proof but this was not forthcoming'. It also relates that Saddam's son-in-law alleged that Saddam's second son had been given the job of hiding Iraq's WMD. It then states that 'the Americans were now increasingly suspicious and distrustful of the Iraqi

government and they began to demand 'regime change' (p.165).

On p.166, the text states: 'Saddam did not want to give up all his secret weapons and had always tried to disrupt the UN weapons inspectors. Besides, he knew that the inspection team was working closely with the US Central Intelligence Agency (CIA) and other Western intelligence agencies. He no doubt suspected that they were planning to overthrow him. When the UN inspection team demanded access to the headquarters of the Iraqi special security services and to the presidential palaces, Saddam refused and, in 1997, the inspectors were forced to leave Iraq. A year later, in 1998, American (and British) planes started bombing Iraqi military sites, despite the commonly-held view that Iraq had no more WMD.'

Commentary:

In the light of the testimonies provided by Charles Duelfer, head of the Iraq Survey Group and Hans Blix, former Swedish Diplomat who was brought out of retirement and who from 1981 to 1997 headed the International Atomic Energy Agency and then served as the United Nations' chief weapons inspector from 2000 to 2003, the text could have argued more strongly in favour of Iraq.

Here is information put out by the Associated Press on 26 April 2005 regarding Duelfer: 'In his final word, the CIA's top weapons inspector in Iraq said Monday that the hunt for weapons of mass destruction has "gone as far as feasible" and has found nothing, closing an investigation into the purported programs of Saddam Hussein that were used to justify the 2003 invasion.

The statement by Charles Duelfer, head of the Iraq Survey Group, in an addendum to the final report, went on to state: 'After more than 18 months, the WMD investigation and debriefing of the WMD-related detainees has been exhausted,'.....' As matters now stand, the WMD investigation has gone as far as feasible.' Duelfer provides a look at an investigation that occupied over 1,000 military and civilian translators, weapons specialists and other experts at its peak, with his latest addenda including an 1,500-page report <https://www.nbcnews.com/id/wbna7634313>

Here is information recording the view of United Nations' chief weapons inspector from 2000 -2003, Hans Blix:

'There were about 700 inspections, and in no case did we find weapons of mass destruction.....We went to sites [in Iraq] given to us by intelligence, and only in three cases did we find something - a stash of nuclear documents, some Vulcan boosters, and several empty warheads for chemical weapons. More inspections were required to determine whether these findings were the "tip of the iceberg" or simply fragments remaining from that deadly iceberg's past destruction'. Blix's work in Iraq was cut short when the United States and the United Kingdom took disarmament into their own hands.

Blix maintains that in the build up to the war, Saddam Hussein and the Iraqis were cooperating with U.N. inspections, and in February 2003 had provided Blix's team with the names of hundreds of scientists to interview, individuals Saddam claimed had been involved in the destruction of banned weapons. Had the inspections been allowed to continue, Blix said, there would likely be a very different situation in Iraq today.

Blix stated repeatedly that the important thing to remember was that Saddam was cooperating with the inspections, despite the difficulties they create for a leader. Indeed, Blix said that not only did Saddam have to endure the indignity of submitting to searches of his palaces but the dictator also harboured the valid fear that the inspectors would pass on their findings of conventional weapons to foreign intelligence agencies, providing easy future targets. Taken from

https://www.berkeley.edu/news/media/releases/2004/03/18_blix.shtml

9. KS3 English, CGP (aimed at pupils aged 11-14) (no date of publication provided)

The sinking of the Titanic (p.16)

A passage is presented on the sinking of the Titanic and comprehension questions follow upon this. The story of how the boat struck the iceberg and how this caused icy water to enter the boat are recounted in the text.

Commentary:

No reference is made in the passage to the fact that the boat hit an iceberg, allegedly causing ice to enter the boat. However, John Hamer in his critical commentary on the incident (see <https://rielpolitik.com/2016/06/11/questions-surround-official-titanic-story/>) states that the gouge in the side of the ship itself – 1.6 meters deep through the outer steel plates and into the inner skin – could not have been caused by the impact with the ice since compacted ice is known to be very strong and not capable of doing such damage to steel. He asks whether a nearby boat with a yellow funnel could have been involved in the incident, mentioning that the iceberg was seen from eleven miles away.

The fact that no reference is made in the English textbook to the many books that have explored the anomalous aspects of the Titanic episode strange. Moreover, a good opportunity for critical thinking (and constructing an argument) would have presented itself had the text in the book been presented alongside passages from John Hamer’.

Writing to persuade and argue (p.121)

This page advises the reader remove their hesitancy in using exaggeration when putting forward good points in an argument. So it contrasts the effectiveness of this sentence –

‘Some scientists think the earth is getting warmer quite quickly..... so many people might not have enough food’ with a separate sentence which is presents as being more effective: “Many scientists believe the earth is getting warmer at a frightening ratecausing billions of people to starve’.

The advice continues with the caution to ‘be careful’ and the notion that ‘you’re allowed to exaggerate but you’re not allowed to lie’.

Commentary:

The advice that we see offered here in this textbook aimed at children aged thirteen to fourteen here is breathtaking since it rests on condoning exaggeration. At the same time, young people are being told that what is being revealed about climate change is based on exaggerated claims. In fact, these inflated claims are based on untruths.

The claim that ‘many scientists’ believe in the ravages of climate change will leave young minds with the notion perhaps that there is a scientific consensus whereas, as we saw earlier (see p.10), the impression of consensus produced in the paper by John Cook *et al.* (2013), *Quantifying the consensus on anthropogenic global warming in the scientific literature* by, *Environmental Research letters*, https://legacy-assets.eenews.net/open_files/assets/2013/05/16/document_cw_01.pdf is based on misleading data. AS to the ravages, they are also hotly disputed by evidence as we saw on pp.17-19.

10. Key Stage Three English: the study guide, CGP (no date of publication provided)

In the section on Shakespeare, the only advantage offered for studying Shakespeare’s plays is that it will facilitate ‘writing a good answer’. In the words of the textbook, ‘The way the speeches are so long-winded might be a bit irritating but it’s the key to writing a good answer’ (p.39). Shakespeare’s language is described on several occasions in fact as likely being perceived as ‘weird’, ‘boring’ and ‘bizarre’ and ‘utter twaddle’ (pp.37 and 41).

Commentary:

An instrumental argument is advanced for the study of Shakespeare’s plays (reference is made to ‘writing a good answer’) but this cannot surely be the only one guaranteed to inspire the textbook’s young audience?

Other arguments could surely be mustered to inspire the children to see merit in the plays – the merits of the plays’ language and treatment of human foibles – but in fact no attempt has been made to explain why Shakespeare’s plays may have value other than the

instrumental one of producing a good answer. This is to remove all higher value purpose to the study of the two plays discussed namely *Romeo and Juliet* and *The Tempest*.

11. French: French as a Foreign Language for Cambridge IGCSE

The text begins with the greeting “Bienvenue en Francophonie » and a map showing all the French speaking countries - France, parts of Canada, Algeria, Côte d’Ivoire, Madagascar, Vietnam and so on.

There follow features and Question and Answer exercises comparing children’s days in these different parts of the world. So, Matthieu in Paris wakes at 7:30am, checks his phone, then has a shower; Rosine in Bana (Cameron) wakes at 5:30am and goes to gather firewood - she does not have a shower since there is too little water; Tien in Hanoi starts school at 7am and then goes to private tuition at the end of the school day. Between these “cameo” pages there are grammar pages teaching specific grammar points - correct use of adverbs, correct use of the subjunctive and other grammatical features.

Later on in the text, the cameos feature sections in ever more sophisticated French on how doctors interact with patients in different countries (face-to-face in Lyon, by telemedicine in Africa); on restaurants (menus from different countries). On pages 85-85 there is a piece about volcanic eruptions in Haiti, and on pp 86-87 two pages about global warming and anthropogenic climate change, set out as fact rather than theory.

Commentary:

Globalisation and climate change are being introduced into a French textbook where previously textbooks focused on the French language would have concentrated on the language and French culture. This has two effects. Firstly, it detracts from the study of Western culture and French culture in particular, an action that will lead to a levelling out and abandonment of unique nation-state cultures. Secondly, it beats the drum of climate change in a text that purports to be education.

Both globalism and climate change are themes pursued by global agencies (eg the United Nations and the World Economic Forum) and have no place in an educational textbook.

Conclusions

The random sample of textbooks examined here was gathered from parents whose children are using or have used these texts currently or in the recent past. The children concerned are based both in the independent and comprehensive school sectors.

From a deep dive into this sample of textbooks that span the Sciences, the Social Sciences and the Humanities, there appears to be much in the textbooks that is of great concern. In terms of generic concerns, these relate to:

1. Bias in the presentation of information on Climate Change, vaccination and history in which Britain has played a role.
2. Related to point (1) are numerous factual inaccuracies. These include the views expressed on the impartiality of the mainstream media and peer review and the lack of reliability of internet sources. These views fly in the face of evidence pointing to the contrary.
3. An approach to learning focused on producing good examination answers. Such an approach leaves little room for varied opinion or discussion of the facts. On the contrary, there are right and wrong answers, not points well or badly argued.
4. Constant beating of certain political drums – climate change, vaccination and critical race theory – with these themes appearing even where arguably they have no place (for example in a modern languages textbook).

Given the close links between the textbooks and examination boards and papers, any reform of textbooks would need to be accompanied by reforms, also, to examination curricula and systems. So, comments on the evidence presented here are invited with responses please to be sent to: infotruthuniversity@protonmail.com. Ideally, comments should be received by the end of March 2022.

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