

Truth University

Disturbing news from universities and schools, plus exciting plans



**July 2023
Newsletter
#1**

www.truthuniversity.co.uk

**"The function of education is to teach one to think intensively and to think critically",
Dr Martin Luther King**

This first issue of our newsletter presents some of the harsh realities of universities and schools today, as well as Truth University's plans for a better future and how you can play a part.

**"What sculpture is to a block of marble,
education is to the human soul", Joseph Addison**

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Stanford takes a hit

Scandal-torn Harvard

First Class Degrees still rampant

1. President of Stanford takes a tumble

Last year, Stanford University appeared in stellar second place on the Wall Street Journal/ Times Higher Ed league table of US universities.

Stanford presents itself as a university with a difference whose mission is to “Extend the frontiers of knowledge, to stimulate creativity and to solve real-world problems; to prepare students to think broadly, deeply and critically, and to contribute to the world”. Its allegedly unique vision is summed up in its motto “Die Luft der Freiheit weht” – “The wind of freedom blows”.

So, imagine the shock to discover that the President of this elite institution, Dr Tessier-Lavigne – a former President of Rockefeller University and one-time Chief Scientific Officer at Greentech – failed to correct mistakes in co-authored papers. The student newsletter, *The Stanford Daily*, did not mince its words:

“At various times when concerns with Dr. Tessier-Lavigne’s papers emerged—in 2001, the early 2010s, 2015-2016, and March 2021—Dr. Tessier-Lavigne failed to decisively and forthrightly correct mistakes in the scientific record.”

It went on to quote a [report](#) that identified both manipulations in Tessier-Lavigne’s neuroscientific research and also a culture in which Tessier-Lavigne “tended to reward the ‘winners’ [*that is, postdocs who could generate favourable results*] and marginalize or diminish the ‘losers’ [*that is, postdocs who were unable or struggled to generate such data*].”

None of this is particularly savoury, but then neither is the fact that Stanford is a member of the Global Universities Leaders Forum (GULF), a grouping of universities under the aegis of the World Economic Forum (WEF). Given the WEF’s aspirations to achieve a Great Reset – a Fourth Industrial Revolution in which people own nothing and are happy – we can only ask where this leaves Stanford’s aspirations to be a force for freedom? A similar question applies fellow GULF members including:

- UK: Oxford, Cambridge and Imperial College
- Italy: Bocconi University
- US and Canada: Harvard, MIT, Princeton, Berkeley, Colombia, Chicago and McGill Universities

Are GULF universities irreversibly compromised?



We ask this given the views expressed by a senior member from one of these institutions, Oxford University, in an article written in 2020 for the WEF: [Great Reset: What university entrepreneurship can bring to the post-COVID world](#). Writing with a professor from Queensland University, he states that:

“Through their engagement, teaching and research, universities must redouble their effort to work alongside corporations, governments and NGOs as they search for new business models and policies to assist the ‘Great Reset’”.

Do we really expect that the *raison d'être* of universities is to serve the Great Reset? And what does the WEF have to say about education? You can read the WEF’s vision of education in the Fourth Industrial Revolution in this 2023 WEF document ‘[Education 4.0](#)’ (from this WEF page [Defining Education 4.0: A Taxonomy for the Future of Learning](#)).

You will quickly perceive that the role assigned to education is limited to ensuring that “skills acquired during early childhood, primary and secondary education continue to be developed and defined in the workplace”. Indeed, the document goes on to state, all too brazenly, that:

“Most education taxonomies that pertain to childhood through secondary education identify three primary groups of aptitudes:

(1) abilities and skills, (2) attitudes and values, and (3) knowledge and information [see Figure 2 in ‘[Education 4.0](#)’]. The Education 4.0 Taxonomy places particular focus on the former two categories, as experts and employers indicate that these learning areas will require additional emphasis in future education systems relative to the emphasis they get today”.

Having the so-called top universities of the world linked to this narrow vision of education as a handmaiden to the workplace is concerning indeed. Is this the future that we want for our children, where learning is focused on skills relevant to the workplace? Or would we sooner provide people with an education that puts knowledge and Critical Thinking centre stage? This is a question to which we will return in the third news item.

Meanwhile, we move on to more news from a top university, this time the institution heading up the Wall Street Journal/ Times Higher Education league table of US universities: Harvard.

Harvard Memorial Church (source Flickr)



2. Harvard: a tale of dodgy data and tenuous truth

Harvard logo

(source: Flickr, Nathan Forget)



If you can't trust research on dishonesty, what can you trust?

Harvard, the oldest university in the US, dating back to 1636 and in second position in the Times Higher Education league table (following Oxford University), has put a leading scholar, Professor Francesca Gino, on administrative leave, after accusations that she falsified data over an extended period.

This led to the [retraction of three papers](#) that she co-authored, and [doubt is now cast](#) on the entire field of behavioural science, the field in which she worked. We say this since it was the unlikely hypotheses presented in these papers, all backed up by spectacularly good statistics, that led a team of three outside academics to call them into question.

Of course, the allegations of falsified data raise the all-important question as to the motivation behind this. Interestingly, nine years ago, Professor Gino states that people can get side-tracked because of external pressures (see the first minute of this video [Ethical Behavior](#)). So, it is conceivable that the relentless pressures on academics to publish in an increasingly small number of journals and to bring in substantial research-related funding are unsustainable. What is more, Gino's 2019 tax filings show her pay from Harvard and 'related organisations' as running to around \$1 million, and she may have, Faust-like, doctored her data in order to preserve this income.

This is in no way to condone her action but merely to explain some of the factors that may have played a part. And if these are correct, then the falsification of data highlighted here may be widespread in academia. This in turn raises the question as to whether Professor Gino was alone in manipulating the data.

Did she act on her own?

According to the three Professors who started their investigation in 2021 – the trio consisted of Uri Simonsohn of ESADE Business School in Barcelona, Leif Nelson of the University of California and Berkeley and Joseph Simmons of

the University of Pennsylvania – none of Gino's co-authors are implicated. However, it is hard to grasp since how such a conclusion could have been reached since it is only very recently that an investigation has been launched into the data held by different parties. As part of this, Simonsohn and five of Gino's co-authors are gathering information from nearly 150 collaborators as to who collected and handled the data for the journal articles; which files are available for analysis; and whether they still consider the published work to be credible.

It will be extremely interesting to see the outcome of this investigation since a large number of institutions collaborated with Gino's research. If we take the case of two of the most prominent papers co-authored by Gino (one from 2012 and one from 2015), other authors included academics from Northwestern, Duke, South California and Toronto Universities, as well as a colleague from Harvard, and in the now notorious paper from 2012, she was shown as the third of five authors and so, by definition, did not have the leading role.

Were academic journals to blame too?

Moreover, since the articles in question were published in top journals, for example, the American Psychological Association's *Journal of Personality and Social Psychology* and the journal *Psychological Science*, one might also ask what share of the responsibility they should take. After all, if Simonsohn, Nelson and Simmons had suspicions concerning the findings, why did these so-called 'top' journals not also ask questions?

This is to enter the world of academic journals and concerns regarding the lack of reliability of Peer Review, issues exposed in Truth University Press's recent publication by *The Secret Professor: [The Dark Side of Academia – How Truth is Suppressed](#)*. So, we can see that the falsification of data at Harvard calls many aspects of academia into question. Perhaps the ultimate irony is the fact that Harvard's logo is emblazoned with the word 'Veritas', a truth that is anything but present in this tale of dodgy data.

3. The nightmare prospect of the defunding of Humanities Degrees



In July 2023, the Education Secretary Gillian Keegan asked the universities' regulator, The Office for Students, to impose limits on courses in which low proportions of graduates achieve a professional job. So now, the value of an education is measured in terms of its ability to generate professional work. Is the intrinsic value of education being sidelined in favour of a utilitarian one?

This is dangerous territory. Several decades ago, in 1976, then Prime Minister James Callaghan launched the Great Education Debate in which the objective of education was defined as being the creation of “lively, inquiring minds and an appetite for further knowledge that will last a lifetime”, alongside the preparation of young people for the economy.

Lively minds vs pawns for the workplace

The tension between these two aims was left unresolved. However, in July 2023, Britain's Prime Minister presented the purpose of education as being in the first category as you can see from his following words:

“Too many young people are being sold a false dream and end up doing a poor-quality course at the taxpayers' expense that doesn't offer the prospect of a decent job at the end of it. That is why we are taking action to crack down on rip-off university courses, while boosting skills training and apprenticeships provision. This will help more young people to choose the path that is right to help them reach their potential and grow our economy”.

Dangerous assertions here. To state that taxpayers are footing the bill for degrees when the major financial burden has been passed to students is misleading. Moreover, to define ‘rip-off’ courses as those that do not abut in high salaries is to overlook Callaghan's aspiration of educating “lively, inquiring minds”. This goal of education is wholly absent from the PM's vision.

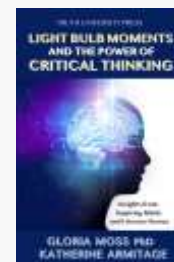
Taking the knife to courses

The courses that will be the object of government cuts have yet to be announced, but figures released on 6 July by the longitudinal educational outcomes (LEO) database highlight those subjects with the highest and lowest employment rates and salaries in 2020-2021. First-degree graduates in languages and area studies, creative arts and also design, had the lowest median proportions of sustained employment, further study or both. Then, the Augur review, established by Theresa May in 2017, found that male graduates in creative arts, English and philosophy earned less compared to those who did not complete a degree, and you can anticipate that ‘low value’ courses will be defined as those not focused on the acquisition of skills.

What is overlooked are the findings of an [OECD report last year](#) on Critical Thinking, a generic skill described by the OECD as valued by the global marketplace. The study's stark findings were that only 22% of graduates evidenced Critical Thinking skills at a proficient or accomplished level across the seven countries (the UK, US and Australia included) in which the study was conducted.

Crucially, while science and humanities graduates achieved the best scores, graduates in applied subjects such as Business Studies and Agriculture, achieved relatively low scores. So, encouraging a menu of exclusively skills-focused courses will lead to a deficit in Critical Thinking. We must keep pressing for an education system that develops ‘lively and enquiring minds’ and Critical Thinking.

This is the message of Truth University's latest book: *‘Light Bulb Moments and the Power of Critical Thinking’*, which can be obtained at truthuniversity.co.uk or through [Amazon](#).



4. Bombshell statistics regarding First Class Degrees



It is official. The statistics announced by the UK's Office for Students on 20 July show that in 2021/22 32.8% of students across 144 institutions were awarded a first class degree. Whilst this may be a drop of 4.6% on the previous year's numbers, the proportion of first class degrees is double that in 2010/11, when only 15.5% of students were awarded a first class honours degree.

Mind you, if you go back to 1970, you find that the 2010/11 tally figure was more than twice the tiny 6% of undergraduates who achieved a first class degree at Warwick University and the 8% at Bath University.

The Chief Executive of the Office for Students (OfS) commented that "we're not out of the woods yet", but this remark suggests that the target is within sight, whereas the discrepancy between the 1970 figures and those of today is so vast as to be unbridgeable. Are we to accept that a first class degree classification, something of a rarity in the past, is now to become the norm for a third of students?

And there are institutions where in 2020/1 the inflation is off the charts, with Queen Mary University, London awarding first class degrees to 45.8% of students; the University of Leeds pushing that figure up to 47.5% and – would you believe it? – University College London (UCL) handing out this accolade to 52% of its students.



What are we to make of this? Well, an interesting case arose in New York University (NYU) in autumn last year when 84-year-old Professor Maitland Jones was fired from the Chemistry Department following complaints of low grades from students. His reaction? According to him, students "Performed abysmally on exams that would have seemed too easy only a few years ago". Having taught at Princeton University from 1964 until 2007, and at NYU for 15 years,

this stalwart of the academic system should know. His testimony speaks volumes about a sharp decline in standards.

Of course, this decline does not start with universities since it has its roots in a school system plagued by grade inflation. In 2021, for example, 44.8% of grades awarded in the UK were either A or A*, nearly double the average normally achieved since 2001.

And the rot goes back further still. We know this since in 2020 a report by Alan Smithers documented how, following the introduction of the A grade for 'A' levels in 1963, a ceiling of 10% was put in place (and maintained until 1982) concerning the number of people receiving this grade. In 1983, the year after the ceiling was removed, the proportion of A grades allocated was 9.1%. Then, by 2010, this figure had reached 27% (p.6 refers).

The question of whether this increase in the allocation of A grades reflects increasing achievement or reduced standards was addressed in a 2016 report focused on mathematics. Entitled 'Fifty years of A-level mathematics: Have standards changed?', the authors, Matthew Inglis, reader in mathematics cognition at Loughborough University and Chris Wheadon, compared exam answers from 66 papers taken from 1964, 1968, 1996 and 2012.

Their conclusions highlight a substantial decline in standards since the 1990s, with the level of answer receiving a grade 'B' in 2016 awarded the equivalent of a grade 'E' in the 1960s. This is shocking indeed.

The lessons for us now? Higher standards must be re-instituted so that our young people are provided with Critical Thinking skills. Doing this will involve creating a new system of exams, a new set of textbooks and new research findings.

If you might be interested in helping us with this mammoth task, please do contact us at infotruthuniversity@protonmail.com. You are guaranteed a very warm welcome!



**PLEASE JOIN US TO HELP US FIGHT FOR BETTER
EDUCATION FOR ALL!**

If you are concerned about the decline in standards and the compromising of truth in schools and universities, and you would like to see a better system, then support Truth University, the Home of Critical Thinking. You can do this in a number of ways whether as:

- **A Student, writing a piece of research to revolutionise our understanding of a piece of knowledge (Diploma and Masters level)**
- **An Academic, supervising student research work**
- **A Writer, producing a 'Critical Thinker's guide' or new school textbooks**
- **A Project Manager to help us coordinate our activities**
- **A Marketing Expert to help us spread the word that there is another system of education**
- **A Member of our Mailing List**
- **A Participant in our Questioning Science conference on 18-20 August 2023 - flyer below. We look forward to seeing you there!**
- **A Reader – the latest books from Truth University Press are shown below.**

If you are interested in any of the above, then please just write to us at infotruthuniversity@protonmail.com. We would love to hear from you!



QUESTIONING SCIENCE

16-20 AUGUST 2023 PEAK DISTRICT

Join RICHARD VOBES as he introduces cutting-edge speakers questioning mainstream Science on 18-20 August. Explore the hidden history of the Peak District, industrial revolution and more on 16-18 Aug and relax in the pool/gym.



MARK DEVLIN

- A. THE POWER OF THE SUBLIMINAL MIND
- B. ENERGY, FREQUENCY AND VIBRATION

TREVOR GUNN

- A. THE TRUE NATURE OF DISEASE;
- B. UNDERSTANDING THE IMMUNE SYSTEM

DR THORNTON STREETER

THE HUMAN BIOFIELD: WHAT IT CAN TEACH US

ROSALYN PALMER

EPIGENETICS: HOW OUR MIND CAN CONTROL OUR CELLS AND HEALTH

GLORIA MOSS

- A. THE TRANS AND TRANSHUMANIST AGENDAS
- B. THE TENSION BETWEEN EGO AND COMMUNITY
- C. OVERCOMING OBSTACLES TO CRITICAL THINKING (WITH KATHERINE ARMITAGE)

KATHERINE ARMITAGE

THE POWER OF HOMEOPATHY: WHY THE MAINSTREAM FEAR IT

T MOSS

THE ANTI-PSYCHIATRY MOVEMENT AND ITS IMPACT

JOHN HAMER

- A. QUESTIONING CLIMATE CHANGE
- B. SUPPRESSED TECHNOLOGIES IN THE AREAS OF TRANSPORT, HEALTH AND ENERGY

PROF DAVID HEALEY

MENTAL ILLNESS' MANAGEMENT PROBLEM

HEATHER RAINBOW

IT'S NOT ALL IN THE MIND: POLYVAGAL THEORY TO OVERCOME TRAUMA

BOOKINGS

Join the insightful and witty RICHARD VOBES as he introduces cutting-edge thinkers at the conference on 18-20 August. Before that, relax and chat with like-minded people in the Peak District and Staffordshire: explore an energy circle, a key industrial revolution site and the Grail mystery at Shugborough Hall.

a. Conference: 18-20 Aug: all talks, full board (veggie/vegan options) and 2 nights in ensuite bedroom from £354

b. Holiday: 16-18 Aug: from £210

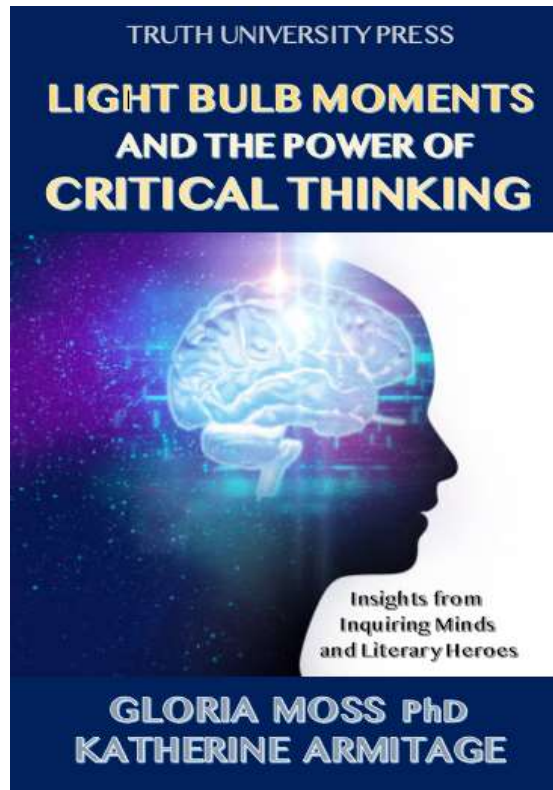
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Light Bulb Moments and the Power of Critical Thinking
by Gloria Moss and Katherine Armitage



£16.99 + £2.97 P&P in UK

This book has received a 5-star rating on Amazon, with some reviews below:

“I have found this to be the most thought provoking and interesting book I have ever read. I am going to re-read it as there was so much more that I want to get from it”, Jane Glanville

“I came across this book by chance. It was a lucky day. So, five stars and well worth spending a bit of time with”, Nigel Stubbs

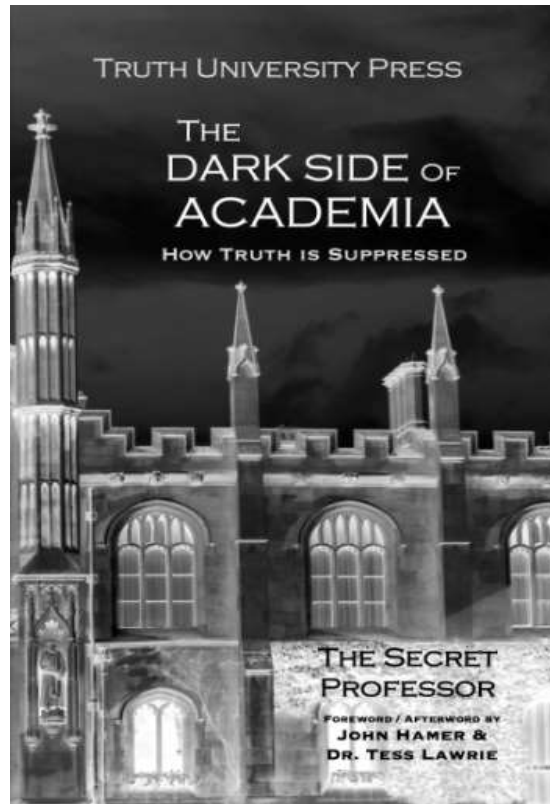
Can be purchased directly from [Truth University Press](#) (or from [Amazon](#)).

For information about Truth University, visit truthuniversity.co.uk.

TRUTH UNIVERSITY PRESS

The Dark Side of Academia – How Truth is Suppressed

by The Secret Professor



£12.99 + £2.80 P&P in UK

“After reading *The Dark Side of Academia*, I have come to the conclusion that critical thinking and genius have been long banished by these legacy institutions that are rotted to the core and now in need of dismantling before they do any further damage to young minds. *The Dark Side of Academia* is thus a very timely book”, Dr Tess Lawrie, MBBCh, PhD, Co-

founder of the World Council for Health

“In this book ‘The Secret Professor’ questions the knowledge coming out of the University system and with good reason too. The author has gathered evidence that questions the official narrative in science and the humanities and through tightly woven argumentation presents an alternative truth, for example on the Great Fire of London 1666 and alleged climate-induced damage to the Great Barrier Reef. The amount of knowledge and research presented in this book is simply staggering”, Markus

Can be purchased directly from [Truth University Press](http://TruthUniversityPress.com) (or from [Amazon](http://Amazon.com)).

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