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Prentice Hall Science Explorer, Part 1, , , Pearson Prentice Hall, 2000, 0134345711, 9780134345710, 208 pages. .

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Electricity and magnetism , Michael J. Padilla, Ioannis Miaoulis, Martha Cyr, Camille Linda Wainwright, Prentice-Hall, inc, 2002, , 176 pages. .

Prentice Hall science explorer , Michael J. Padilla, Martha Cyr, Ioannis Miaoulis, 2000, Science, 208 pages. .

Prentice Hall Literature Timeless Voices, Timeless Themes : Platinum, Prentice-Hall, inc, Kate Kinsella, 2002, Education, 1085 pages. .

Astronomy Guided Reading and Study Workbook, Ð½Ð¼Ñ¼Â§â€Ð»Â¶Ð,, Apr 30, 2004, Science, 68 pages. .

FROM BACTERIA TO PLANTS (PRENTICE HAL SCIENCE EXPLORER A)(Ð¼â€â€Ð¼Ñ¼Ñ¼Ñ¼Ñ¼), Volume 1 , Jan Jenner, Mar 30, 2008, , 214 pages. 1. Living Things2. Viruses and Bacteria3. Protists and Fungi4. Introduction to Plants5. Seed Plants.

Addison-Wesley science, Volume 1 , Verne N. Rockcastle, 1984, Education, . .

Science Explorer Environmental Science Guided Reading And Study Workbook, Michael J. Padilla, Ioannis Miaoulis, Martha Cyr, 2004, Science, 85 pages. .

Sound And Light , Jay M. Pasachoff, Rose-Marie (CON) Botting, Edward (CON) Evans, T. Griffith Jones, Ph.D. (CON), Jul 7, 2004, , 182 pages. Set of books for classroom use in a middle school physical science curriculum; all-in-one teaching resources volume includes lesson plans, teacher notes, lab information

Chemical interactions , , Jan 1, 2002, Science, 176 pages. .

Science Explorer Bacteria To Plants, Michael J. Padilla, Sep 15, 2004, , 75 pages. 1. Living Things2. Viruses and Bacteria3. Protists and Fungi4. Introduction to Plants5. Seed Plants.

Earth's changing surface , Michael J. Padilla, Ioannis Miaoulis, Joseph D. Exline, Martha Cyr, Prentice-Hall, inc, 2002, , 176 pages. .

Thanks for sending me those exhibits pertaining to the three Science Explorer, Texas Edition textbooks that Prentice Hall has submitted for adoption by the Texas State Board of Education. I have paid particular attention to the pages from Science Explorer, Texas Edition, Grade 7 and

Science Explorer, Texas Edition, Grade 8.

Texas officials will play ball with the publisher and will scorn the interests of teachers and students. The books will be adopted, even though they are manifestly incompetent and fraudulent. As soon as the books are formally adopted, the publisher will sell them to helpless school districts, in quantity, and will collect millions of dollars from the Texas treasury. While the publisher's functionaries congratulate themselves on another successful scam, teachers and students in Texas's middle schools will be left to contend with books that never should have got into any science classroom.

The same corrupt routine has been performed in Texas many times before, as I have noted in some of my reviews. (See, for example, "The Tiny Green Specks and the Two-Time Loser" in *The Textbook Letter*, July-August 1998; "Beavis and Butt-Head Do Biology" in *The Textbook Letter*, November-December 1998; and "Students in Texas Have Been Betrayed Again" in *The Textbook Letter*, July-August 1999.)

The only novel element in this year's performance, so far, has been a brief appearance by some clowns from Texas A&M University. The Texas Education Agency ostensibly hired A&M to check the Science Explorer, Texas Edition books (and many other books involved in the current adoption) for the purpose of ensuring that they were "factually correct" -- but as far as I can tell from reading A&M's report, A&M's checking of the Science Explorer, Texas Edition books was, at best, a sham. A&M's appraisals of the three Science Explorer, Texas Edition books may serve as raw material for some new Aggie jokes, but otherwise they are useless.

Looking at the Science Explorer, Texas Edition pages that you sent to me, I find that most of the material on those pages is quite familiar. Though each Science Explorer, Texas Edition book shows "2002" as its copyright date, each is -- at bottom -- a repackaging of stuff that Prentice Hall concocted in the late 1990s, for use in a series of books called Prentice Hall Science Explorer. The individual books in the Prentice Hall Science Explorer series were slim (typically 170 to 210 pages), and there were fifteen of them. All fifteen books were dated in 2000. Prentice Hall began selling them in 1999.

Those fifteen Prentice Hall Science Explorer books could not be taken seriously by anyone who knew much about science. They were too obviously phony, and a knowledgeable reader could easily discern that Prentice Hall's writers were both ignorant and dishonest. They continually pretended to be experts in matters of which they knew little or nothing, they contrived "facts" out of thin air, and they larded their books with lies.

The results of these efforts were sometimes so bad that they seemed comical. For instance: The writers evidently had heard that elephants use infrasonic signals for communication, so they took a wild guess and told students that elephants "stomp on the ground" to create infrasonic vibrations! The writers obviously didn't know that the infrasonic signals emitted by elephants are vocal signals. Another funny item was the writers' announcement that fish-farming "reduces the demand for fish caught in rivers and oceans." And I had to laugh again when the writers invented a fake, impossible "experiment" and attributed it to Joseph Priestley!

For the most part, however, the fakery in the Prentice Hall Science Explorer books wasn't comical at all. It was just disgusting. Especially repugnant (to me, at least) were the many cases in which Prentice Hall engaged in deliberate, sustained misrepresentation or plain lying. In this context, let me describe three features of the Prentice Hall Science Explorer books that seemed particularly noteworthy. I have chosen these three features because all of them have now been recycled into the Science Explorer, Texas Edition books.

A. Each of the fifteen Prentice Hall Science Explorer books displayed -- on the page after the copyright page -- a colorful box that introduced three persons who allegedly had worked on the Prentice Hall Science Explorer series as "Program Authors." We saw photographs of these three specimens, we learned that their names were Michael J. Padilla, Ioannis Miaoulis and Martha Cyr, and we read about their impressive credentials. Padilla was a professor of science education at the

University of Georgia (in Athens). Miaoulis and Cyr held positions in the College of Engineering at Tufts University -- and Prentice Hall emphasized the Tufts connection by claiming that "Faculty from Tufts University" had "participated in the development" of the Prentice Hall Science Explorer volumes and had "reviewed the student books for content accuracy."

The representation that Padilla, Miaoulis and Cyr were the "Authors" of the "Program" (or of anything else) was absurd on its face, because neither Padilla nor Miaoulis nor Cyr appeared among the writers listed on the title pages of the fifteen books. It seemed clear that Prentice Hall was merely using the names and affiliations of Padilla, Miaoulis and Cyr -- along with the newly contrived notion of "Program Authors" -- to create the false impression that the Prentice Hall Science Explorer books were respectable and scientifically accurate.

B. Prentice Hall's "explanation" of airplane wings appeared in the Prentice Hall Science Explorer book titled Motion, Forces, and Energy. The "explanation" was a rewrite of some nonsense that had been printed, year after year, in other fake "science" books, and it had no connection to reality. It had been concocted long ago by someone who had no idea of what he was writing about, and it was not only wrong but ridiculous as well. Moreover, it had been discredited repeatedly by scientists, engineers and competent teachers.

Now I must tell you that I couldn't resist amusing myself by writing to Miaoulis and Cyr. In an e-mail that I sent to both of them in March 2001, I told them that I had seen the Motion, Forces, and Energy book in the Prentice Hall Science Explorer series, and that I had given attention to the book's material about wings. I then recommended some sources (a journal article, a NASA Web site, and a book) that Miaoulis and Cyr could consult if they wanted to learn how an airplane wing actually generates lift.

C. The writers of the fifteen Prentice Hall Science Explorer books sometimes combined fake "science" with phony "history." This sort of double-barreled fraud was displayed with exceptional virulence in the Prentice Hall Science Explorer book titled Cells and Heredity, where the writers pretended to sketch the "history" of Darwin's voyage aboard H.M.S. Beagle and his formulation of the theory of evolution by natural selection.

Though the writers of Cells and Heredity held themselves forth as persons who knew about Darwin's life and work, the "history" that they offered was actually a mess of fantasies, lies, and gee-whiz "facts" that were false. Indeed, their opening sentences sufficed to demonstrate that the writers hadn't read Darwin and were faking the whole thing:

How ridiculous! Reading Prentice Hall's account, one had to infer that Darwin had wandered onto the Beagle for no reason at all. Then -- "eventually" -- Capt. Fitz-Roy noticed him and decided that he should serve as the ship's naturalist, instead of just roaming the decks and whistling nautical tunes all day.

The truth, as you know, is that Fitz-Roy had appointed Darwin to the post of naturalist (during a meeting in London) before Darwin ever saw the Beagle. The circumstances of that appointment are well known because Darwin later described them in his Autobiography, but Prentice Hall's fraudsters hadn't bothered to read Darwin's account.

Excepting the statement about "seals covered with fur," everything in that passage was rubbish -- and the sentence about "diversity of life forms" contradicted Darwin's own report. The claim about "seals covered with fur" was true but idiotic. Fur seals occurred widely in the Pacific Basin, so the presence of such seals in the Galapagos Archipelago wasn't remarkable (nor did it signify anything about "diversity").

When the fifteen-book Prentice Hall Science Explorer series was developed, Prentice Hall was a division of Simon & Schuster. Since then, Prentice Hall has been absorbed into Pearson Education, an operation owned by the British company Pearson PLC. (See "Another Acquisition" in The Textbook Letter, March-April 1996, and "Pearson's New Schoolbook Enterprise" in The Textbook

Letter, November-December 1998.) As far as the content and shoddiness of Prentice Hall's books are concerned, the change in ownership hasn't made any difference.

In March of 1999, Pearson Education announced, with much hoopla, that it would launch a program aimed at improving its schoolbooks in several ways, including the elimination of "factual errors." Pearson's announcement, however, was a publicity stunt. Pearson executives knew that one of their phony "science" books would soon be pilloried on the national television program 20/20, and they evidently hoped that their hoopla would serve to counteract the 20/20 presentation. (See "First the Hoopla -- Then the Whitewash" in The Textbook Letter, January-February 2000.)

The much-publicized improvement program has turned out to be a hoax, and the "new" books that Prentice Hall is peddling today are typically as bad as any books that Prentice Hall produced in the past. Indeed, many of the "new" Prentice Hall books are old Prentice Hall books that have been wrapped in new packaging. This brings us to the three Science Explorer, Texas Edition books that Prentice Hall has submitted for adoption in Texas.

I've already said that each of the Science Explorer, Texas Edition books is, in effect, several of the old Prentice Hall Science Explorer books bound together. And I've already told that the Science Explorer, Texas Edition books retain the three features that I described -- as items A, B and C -- in Part 1 of this memo. Those features alone, because they so clearly bespeak duplicity and dishonesty -- should suffice to disqualify the Science Explorer, Texas Edition books from being considered for adoption in Texas or anywhere else.* Now it's time to play "Name That U."

Recall: Prentice Hall claims that no one on the faculty of Tufts University knows how an airplane wing produces lift. Question: Can you name another university where nobody knows how an airplane wing works? Can you name another U where nobody understands that the principle underlying the induction of lift by an airfoil is Newton's third law?

A&M's report about textbooks and other instructional materials involved in Texas's current adoption is so uneven that it is weird. In some cases, the appraisals of specific books and ancillary materials are detailed, precise and well presented, and they bespeak diligent work. In other cases, the appraisals are incompetent or worse.

A&M's appraisals of the Science Explorer, Texas Edition books are worse. They are ludicrous. A&M's functionaries say that they found no factual errors at all in Science Explorer, Texas Edition, Grade 6, five errors in Science Explorer, Texas Edition, Grade 7, and one error in Science Explorer, Texas Edition, Grade 8. I'm not joking. These fact-checkers (or whatever they call themselves) say that they examined all three Science Explorer, Texas Edition books and found only six items that require correction. We must conclude that the checkers were completely unqualified for the work that they accepted, or that they merely glanced at the books and didn't even try to do their work in any serious way. Given three books that collectively contain scores and scores of errors -- not to mention absurdities, gross misconceptions, and flights of sheer nonsense -- these clowns noticed a total of six!

We could regard that as funny, in a pathetic way, if we weren't aware that Texas routinely allows corrupt publishers to make nominal "corrections" in submitted books -- even when the books are so bad that the notion of "correcting" them is laughable -- so that the books can then be adopted and the publishers can make money. This is one of the most obvious manifestations of the corruption that pervades textbook-adoption proceedings in Texas. It is one of the most obvious manifestations of how Texas officials serve the interests of publishers while scuttling the interests of students.

It is also the reason why publishers know that they can submit books that are junk. If something goes wrong and somebody makes a fuss, Texas officials will help the publishers to stage little "correction" charades, and then announce that the books have been made right. A fix-it charade costs a few bucks, but this cost is minuscule when compared with what the publishers would have had to spend to hire competent writers and to produce books that were respectable.

I stated, earlier, my opinion that the sheer duplicity and dishonesty of the Science Explorer, Texas Edition books -- never mind their loads of factual errors and other defects -- should result in their being disqualified from consideration. Of course, I don't expect this to happen. I expect that Texas officials will tell Prentice Hall to fix the six items cited in the A&M report, and perhaps some other items as well, and then will adopt the books. Teachers and students will lose again, and the guys at Prentice Hall and Pearson Education will get bonuses.

* I should note that Science Explorer, Texas Edition has a slightly altered version of the fake "history" of Darwin and the Beagle. In one paragraph, which appears on page 617 of Science Explorer, Texas Edition, Grade 8, a few words have been changed. The net effect has been to turn a statement that was merely wrong into a statement that is truly absurd. This matter is amusing but doesn't merit any more attention here. If you want the details, I'll provide them by telephone.

rick joyner3s,preschool teacher thank you poems from kids1s,parent thank you letter to teacher sample3s,paracord projects0s,compare and contrast essay examples short stories1s,black girls tattoo in their private parts3s,short thank you poems for preschool teachers2s,math makes sense 7 teachers manual3s,types of rainbow loom bracelets1s,different types of rainbow loom bracelets2s,la county fire 2014 shift calendar1s,ecol 2013 psle passlist0s,directions to jhb stevenson rd and selby3s,texas department of insurance practice test0s,ucf spring 2014 calendar3s,ucf calendar 2014 spring1s,metro police academy johannesburg direction0s,450 word spelling bee list2s,mastering sociology henslin0s,dha exam for pharmacist 1000 questions2s

During new and full moons, the sun, moon, and Earth are nearly in a line. The gravity of the sun and the moon pull in the same direction. This combined force produce a tide with the greatest difference between consecutive low and high tides. When this happens, high tides are higher than usual, and low tides are lower than usual.