

1 - A Brief Overview of DOEd Today

I've had many private and public (e.g., [here](#)) discussions about what to do with the Department of Education (DOEd), and the consensus is that it should be terminated.

As a scientist and a national K-12 education expert, my view about what to do with DOEd is in direct **opposition** to the prevailing opinion. (FYI, I listed fifteen common reasons given for scrapping DOEd, and provided a [rebuttal](#) for each.)

Although there is agreement that the US K-12 education system is a disaster, very few:

- 1 - fully appreciate the **extraordinarily negative** impact this has on the American experiment (which will soon get *much worse*),
- 2 - actually understand the **underlying causes** of this debacle, *and*
- 3 - are advocating a **prompt, practical, meaningful solution**.

This is a complicated matter, and our only hope of making meaningful progress here is to **carefully** and **objectively** look at the current activities of DOEd *separately*. My comments are exclusively about **the DOEd part that is involved with K-12**.

To understand what the Department of Education (DOEd) should do, please absorb these seven key facts:

- a) The US K-12 education system is in deplorable condition and is progressively getting worse.
- b) Although there are multiple K-12 problems, the corruption of the curricula is BY FAR the most important. (Here is a [graphic representation](#) of the situation.)
- c) 95%± of the blame of our failing K-12 education system (and curricula) is due to poor actions or inactions by the States — **not** DOEd!
 - i) I've repeatedly written (and proven) that the States are responsible for 95%± of the K-12 education failures, and that the curricula is the core issue... Jordan Peterson was interviewed by Megyn Kelly 3-26-25. Regarding K-12 he said: *"Republicans have been asleep at the wheel for some four generations. Now the Trump administration is taking aim at DOEd — but that's only a tiny proportion of the actual trouble. The REAL trouble is at the State level. I can't see how the US K-12 school system could be set up any worse..."* (Listen [here](#) for 30± seconds. **What else do you need to hear?**)
 - ii) Another piece of empirical evidence (of many) is that **not a single State** is formally teaching their K-12 children to be Critical Thinkers. **Zero!** How many States' K-12 education programs exemplify leadership, competence, and creativity? **Zero.**
- d) As such it makes no sense whatsoever to turn over our children's education to nearly 50 second-rate bureaucracies — most of whom have been effectively taken over by progressives.

- e) We now have a once-in-a-lifetime opportunity to profoundly **improve** (and relatively soon) our K-12 education system.
- f) Trump's real education objective (and directive) is: "**Quickly make significant improvements to the US K-12 education system,**" *and*
- g) We are in such dire straits, that we simply **MUST** make major national improvements within the next two years.

There are 4± Million graduates from US high schools, every year. Almost all of these students have been extensively indoctrinated with Left ideology, *and* have been specifically taught NOT to be a critical thinker.

Some 3± Million of these miseducated graduates soon become voting citizens!

This needs to be stopped immediately or America's future will be determined by citizens with **no Critical Thinking skills**, and who have been **thoroughly propagandized by Left-leaning ideology**.

Solutions proposed for this have ranged from: **a)** scrapping the entire K-12 public school system, to **b)** eliminating DOEd (e.g., [here](#)). Although the rationale behind these is very understandable, none of these suggestions are wise, practical, or effective resolutions to quickly and significantly improve the extremely dangerous national situation we are in.

There is only one imperfect option that can accomplish this: **a Transformed DOEd**.

A Critical Thinking approach for those skeptical of this path would be to do an accurate and objective two-part analysis:

- a) assessing the legitimacy and applicability of the claims against DOEd. (For detailed explanations concerning fifteen [15] inaccurate or inappropriate arguments against DOEd, see [Part 2](#)), and
- b) identifying the **advantages** of completely transforming DOEd *vs* turning over our K-12 education to 50 States (see [Part 3](#) for many).

The Transformed Department of Education would start by making major internal changes like:

A: Get rid of bureaucratic bloat.

Strip down the DOEd to the bare essentials. There were over 4100 employees. How about aiming for 400 — a 90% reduction? Four hundred competent, motivated, well-directed employees can do a LOT!

Then divide DOEd into Higher Ed and K-12 Ed. In the K-12 part set up fifteen (15) teams. Each team would have 5-10 people, focused on one of the issues listed [here](#).

So, for example, if the Oklahoma School Superintendent wanted advice about dealing with the challenges of AI, there would be DOEd AI specialists (group #14) who would share with him: **a)** what competent and relevant scientific research (DOEd and otherwise) has been done regarding AI, **b)** what other States have tried out and found useful, *plus* **c)** what discretionary DOEd funds might be available.

B: Redefine DOEd's Mission.

[Here](#) is the boilerplate pabulum that is DOEd's current mission. Its objective should be upgraded to include something like:

“The Department is fully committed to provide timely state-of-the-art leadership and guidance to States, to constructively assist them in producing high school graduates who are competent, productive, healthy, critical thinkers, ready and willing to be contributing American citizens.”

Further, the Transformed DOEd's new Mission statement should make clear that it exists to provide leadership as well as unique and valuable assistance to States, so that they can do a better job at educating our children. In other words, DOEd would now be a **competent service organization**. States would have no obligation to take advantage of DOEd's services — but these should be of such high quality that it would be foolish for them not to.

(BTW, this is part of the answer to those who ask “What happens if a different administration comes in and undermines DOEd?” If this means that the DOEd services are degraded, then States would just ignore DOEd and it would wither on the vine.)

C: Optimize its unique position.

DOEd should focus on providing accelerants to quickly and significantly improve States' K-12 education results, like:

- a) Pay for Scientific research on education topics of national interest (e.g., see the fifteen examples [here](#)). *It makes no economic or practical sense to have fifty (50) States researching these national matters individually!*
- b) Poll and periodically meet with every State as to what their main concerns are, and how DOEd can best assist them in providing a superior K-12 education product. Along the same lines, DOEd should sponsor an exclusive blog where State education professionals can ask and answer questions posed by their counterparts in other States. Additionally, DOEd should sponsor an annual national K-12 Education convention for all State education professionals to inter-relate and personally exchange ideas.

- c) Reward States for creative efforts and/or for doing a superior job in improving their K-12 education system with some of DOEd's \$80± Billion in annual discretionary funds [out of a \$250± Billion budget].

In other words, DOEd should leverage the power and money of the federal government to effectively service States in upgrading their currently inferior K-12 education systems. DOEd would do this by providing competent leadership and guidance, paying for new research, and financially rewarding States that are making good progress in improving their K-12 education product.

THE BOTTOM LINE —

Today we have to power to completely transform DOEd.

For example, DOEd Secretary Linda McMahon has the authority to:

- 1- Fire anyone in DOEd that she wants, *and*
- 2- Hire anyone for DOEd that she wants, *and*
- 3- Establish any DOEd policies and procedures that she wants, *and*
- 4- Annually spend \$80± Billion of discretionary funds any way she wants.

This translates to the reality that we have an extraordinary opportunity to profoundly improve the K-12 education system, relatively quickly.

To not take full advantage of this opportunity would be a major dereliction of duty.

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