

3-Fifteen Exceptional Benefits from Reforming DOEd

Once we have a basic understanding of the background about the Department of Education (DOEd) (e.g., see [Part 1](#)), we can proceed to be creative in reforming it.

A transformed DOEd will assist States with national K-12 education issues like...

1 - Provide leadership regarding what should be the Primary Goals of the U.S. K-12 education system.

The starting point of any discussion about fixing our K-12 education system, should be that we need to agree on what are the **main objectives** of our K-12 education system. *As elementary as that sounds, we still have no consensus on that!*

In other words, what we have now is FIFTY K-12 education systems, with fifty goals! *What sense does that make?* We need to have **uniform** national education goals — *where States are left free to decide on how to attain them.*

For example, it is not generally understood by the public, but the K-12 education system has been embroiled in a profoundly consequential dispute between two conflicting education priorities. One is advocating the superiority of teaching **Content**, while the other believes that teaching **Skills** is of paramount importance.

The conclusion of my research is that effectively teaching **Skills** should be our priority — and the most important skill is **Critical Thinking**. (See my [discussion](#).)

On the other side of the fence is the Left, which is behind the **Content** emphasis. Their reasoning is simple: **1)** they can easily control what Content is taught in K-12 [which they are doing], *and* **2)** their greatest fear is to have citizens with the skill of critical thinking, so they go to great lengths to squelch that from happening in K-12.

In other words, the Left's objective for our K-12 education system is to **produce graduates who are conformists (sheeple), saturated with progressive ideology**. Due to the Right's inexplicable lack of focus on curricula, the Left's campaign has been a rousing success.

Note that this is almost entirely due to **State education departments**, *not DOEd!* (In fact, by statute, DOEd is not allowed to make policy regarding curricula...)

So, once the **3Rs** are properly taught, the #1 goal of our K-12 Education System should be to produce **Critically Thinking graduates**. (*Note: presently less than ten States even mention Critical Thinking in their Education Department Mission statements! Worse, one commonality most States do have is that they teach the opposite of Critical Thinking — e.g., see this [fine piece](#) and this [1-minute video](#).*)

Put another way, DOEd would assist in profoundly changing the education system from its current focus on teaching students **WHAT to think** (Content), to instead teaching them **HOW to think**. *Again, each State can decide how they believe this can be best accomplished.*

As no State is currently doing that, this would **revolutionize** American education!

2 - Provide leadership regarding what is the most effective Teaching Methodology.

In the education business, this is called [pedagogy](#). For example, would the best way to educate our children be to have a classical education program (like [here](#))? Or, would the best way be to adopt the state-of-the-art techniques used by [MacKenzie Price](#) in Alpha Schools — covering in 2 hours what traditional schools take 6 hours, and then using the remaining 4 hours to teach other valuable material (like financial management)? Or something else?

DOEd should solicit and evaluate a variety of teaching ideas, and then pass on their findings to the States. *What sense does it make for 50 States to do this type of research?* (Note: almost no States are seriously investigating this.)

3 - Provide leadership regarding teaching Critical Thinking.

There is no question that American K-12 education simply **MUST** produce graduates who are Critical Thinkers. We need to reduce the reliance on electronic devices and increase brain usage. The question is: **what is the most effective way to teach this invaluable skill?** There are different viewpoints here — and that is one likely reason that States are not formally doing this. DOEd should pay for research of this pivotal matter and then provide guidance to the States.

4 - Provide leadership regarding Common Core.

Common Core is a disaster (e.g., see [here](#)). Briefly, it was a States' initiative to “modernize” the teaching of subject areas like math and reading. Although not a DOEd-initiated program, it did receive federal support. Currently, many States are looking for the best way to unwind from this failed experiment. A Transformed DOEd can provide helpful guidance based on the latest objective research.

5 - Provide leadership regarding Science Standards.

Since [49 States](#) have now officially adopted the [Next Generation Science Standards](#) (NGSS) all or in part, it has effectively become a national standard. The NGSS was a joint effort by States and progressives. For example, Bill Gates's organization [Achieve](#) was a major player in the NGSS (as it was in Common Core). DOEd had very little to do with the NGSS.

Although the NGSS has multiple major flaws (e.g., see ten listed [here](#)). Separately the highly regarded [Fordham Institute](#) gave the NGSS only a “C” rating, clearly indicating that it is not worthy to become any State’s Science standards — as recent test scores continue to verify. Additionally, NGSS was trashed in this powerful [Report](#). Despite these and more, the NGSS has not received anywhere near the negative publicity it deserves, or what Common Core received.

That said, States are gradually waking up to the major deficiencies of the NGSS, and are looking for what to do now. Again, this is an invaluable guidance role that DOEd could fill, providing the latest independent research as to how States move on from NGSS, etc.

6 - Provide leadership regarding other subject Standards.

Due to the magnitude of the adverse effects caused by Common Core and the NGSS, other K-12 subject area standards have not received the attention they warrant. Probably the best example is what is happening in [K-12 History classes](#). Progressives have infiltrated this subject, particularly regarding [American History](#) — converting it into Woke propaganda. Clearly, States need assistance in resisting these political distortions, and DOEd should be set up to provide help based on objective research.

7 - Provide leadership regarding Campus Safety.

The safety of students and teachers on K-12 school grounds has become a very serious issue. For example, in North Carolina (generally considered one of the better education States) the latest annual records indicate that there were over 11,000 reports of violence in NC K-12 schools, [the highest on record](#) for NC!

An integral part of this crisis is classroom discipline. To get an indication of the scope of this issue, searching on the Internet “classroom discipline” brings up hundreds of articles, reports, and studies. These sample articles list [five ways](#), [six ways](#), [seven ways](#), [nine ways](#), [ten ways](#), up to [twenty-five ways](#) of improving K-12 school discipline. This is so out-of-hand that some states are passing legislation specifically about getting classroom discipline under control (e.g., [here](#)).

Closely related to this is DOEd guidance to States regarding student mental health issues. This is a good discussion: [Twelve Eye-Opening Statistics on Mental Health in Schools](#).

There is simply no way that there will be good education outcomes if either students or teachers feel unsafe. This is a national issue and it makes little sense to have fifty (50) States spending time and money to figure out how to minimize this problem. DOEd to the rescue!

8 - Provide leadership regarding defending Parental Rights.

A national “Parents Bill of Rights” regarding K-12 schools, could be an exceptionally helpful improvement on the country’s public school system. This would include related issues like school choice. [North Carolina](#) has such a law that’s good, but the record in other States is spotty. DOEd can easily research this issue and recommend a national standard for this very important matter.

9 - Provide leadership regarding Age-appropriate Materials.

What’s going on regarding inappropriate materials being in K-12 school classes and libraries (see [here](#) and [here](#)) is extremely disturbing.

The fundamental problem is that the powerful American Library Association (ALA) does not recognize the issue of [age-appropriateness](#)! DOEd **should officially go on record endorsing the significance of age-appropriateness in K-12 classes, libraries, and associated matters.**

This idea is already societally accepted in the US. A good example is that the rating systems for [movies](#) (and also for [TV](#)) are based on **age-appropriateness**. The movie website says “Established in 1968, the film rating system provides parents with the information needed to determine if a film is appropriate for their children.” *Exactly the same thing applies to books being considered for K-12 school classes and libraries!*

To make a profound improvement regarding this critical matter, DOEd should specify that they will not provide certain DOEd discretionary funds to schools that do not have an enforced, appropriate official written policy regarding the age-appropriateness of materials associated with their K-12 schools.

Towards that same end, DOEd should aggressively oppose federal legislation that undermines the concept of age-appropriateness — like [this](#).

Although there is some State-related activity on this matter, much of it is coming from outraged parents, rather than the State Departments of Education. Further, the ALA is a powerful national organization, so DOEd would be a much more effective opponent than States would.

10-Provide leadership regarding the Values issue in K-12 education.

For some time now the public school system has been in a conflicting situation regarding religion: which is all about a set of values. On the one hand, public schools are bending over backward not to do anything that some activists might claim is a [1st Amendment](#) violation (a federal — *not State* — matter).

On the other hand, US public schools seem to feel obligated to convey values, morals, and ethics (e.g., “discrimination is wrong.”) However, what is right or wrong is a *religious* position. Aggressively stepping into this gap are [atheism](#) and [relativism](#) — which are effectively religions (e.g., see [here](#)). If that wasn’t disconcerting enough, relativism is also “[deeply un-American](#).”

Directly related to this issue is that DOEd should take an official stand against the scourge of SEL that has infested public schools nationwide. SEL is effectively trying to replace Judeo-Christian standards with its own value system. DOEd’s position should be along the lines of [this](#).

So, despite their professed concerns about not advocating for any religion, “It is a myth that public schools are values-neutral. All schools reflect some underlying value system.” {[citation](#)} DOEd should research and take a position on this exceptionally important issue, as (again) no States are doing that.

11-Provide leadership regarding Smart Phones in the class issue.

What should be the rules and regulations for students having smart phones in class is a very important and contentious issue. To leave this up to 50 States (and/or thousands of school districts) to figure out is an absurd plan. DOEd has the money to pay for competent research, and can then publish guidelines. Schools and districts would have less resistance and legal exposure by setting rules based on federal guidelines.

12-Provide leadership regarding dealing with Artificial Intelligence.

Artificial Intelligence (AI) is bearing down on us like a tsunami. There are extremely complex and significant decisions that need to be made about how we optimize AI to improve the education of our K-12 students. AI could be a helpful tool — or an extremely bad influence (e.g., see [here](#)). To leave this complicated topic to be worked out by 50 States and/or thousands of school districts is insane.

As before, DOEd has the money to pay for competent research, and can then set helpful guidelines for States and school districts.

13-Provide leadership regarding the Teacher Training/Certification issue.

Currently, the education mills are generally producing progressive graduates (e.g., [see here](#)) who also have few Critical Thinking skills. How can such people be optimum teachers? No State can fix this on its own, but DOEd has the leverage and national influence to likely be able to.

Please carefully listen to Jordan Peterson’s recent comments on the corruptness of our teacher certification institutions, and how Republicans have been asleep at the switch for some 60 years, allowing this to happen. (Watch for 1+ min starting [here](#).)

14-Provide leadership regarding refocusing Teacher Unions.

Regretfully, some teacher unions have become more about prioritizing their own influence and existence rather than seeing that the education of students is maximized. ([Here](#) is a good example of their startling attitude.) No State has the power — and few have shown the interest — to stand up to this major negative influence on our K-12 education system. A transformed DOEd is our best chance (by far) to redirect teacher’s unions to be an education ally.

15-Provide leadership in other related matters.

Even though this is a long list, there are other K-12 education-related issues that States will have. For example, grade inflation is telling students that a token effort is OK. For example, student attendance is getting significantly worse. For example, student behavior is often problematic for not only the teacher but the rest of the class. DOEd should be carefully listening, and (where practical) provide the help States ask for (e.g., by paying for new research, adding personnel, etc.).

The Bottom Line —

All of the current US K-12 education system’s weaknesses are being taken advantage of by anti-American, Left-leaning ideology advocates. [The corruption of the K-12 Science curricula](#) is a perfect example of how American students are being Pied Pipered to a woefully inadequate education.

Yes, the above issues are a huge ask for any federal agency to properly handle. However, whether DOEd exists or not, these major problems will be there anyway. If DOEd is terminated, who will provide the leadership and guidance to States regarding how to best resolve these issues? The empirical evidence is overwhelming that leaving these serious challenges up to 50 States to resolve is non-sensical and suicidal.

Leaving our children’s education up to 50 different States to figure out will simply NEVER WORK!

A Transformed DOEd should step into this void and provide constructive and effective K-12 education leadership and assistance. **Now is the once-in-a-lifetime opportunity to do exactly that!**

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Note 1: The best chance we have for substantially transforming DOEd, is to have a quality collection of “outsiders” (outside the education establishment) participating in the process. People who have few pre-conceived ideas of what can and can not be done are more likely to be advancing the most creative improvements.

Note 2: The [National Association of Scholars](#) (NAS) has published a superior 2025 report about DOEd. After exhaustive research they also advocate reforming DOEd. Their detailed report, “[Waste Land](#),” meticulously covers essentially all of DOEd’s existing programs, and discusses what should be kept and what changed. My focus has been on transforming DOEd into a K-12 service organization. That key aspect is not emphasized in *Waste Land*.

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