



Written by [Rebecca Terrell](#) on November 21, 2023

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Restoring True Science Education in Schools

John Droz of North Carolina is proof-positive that one person can move mountains. The retired physicist recently convinced his state's board of education to restore a vital component of school science curricula that had been ousted by leftists a decade ago.

The culprits in this drama are two documents: *A Framework for K-12 Science Education*, published in 2012 by the National Academy of Sciences (NAS), and its companion document, *Next Generation Science Standards* (NGSS), released the following year by a consortium of state and national education groups.



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Lagging behind: According to the international PISA test, science students in the United States trail far behind their peers in countries such as China, Japan, Canada, and the U.K.

On the surface, the publications seem innocuous and even praiseworthy. After all, who wouldn't support new and improved educational standards? But, says Droz, "the overall objective of the *Framework* and NGSS is to replace real science with political agendas."

He gives an example of a fifth grader presented with the assignment: "Discuss the benefits of wind energy." *Shortcomings* are conveniently ignored, as are pros (and cons) of fossil fuels. In fact, any issue demonized by eco-radicals is simply not up for debate. As are their parents in the public forum, students are brainwashed in the classroom with the hackneyed mantra that "the science is settled."

The indoctrination begins long before fifth grade, however. Kindergartners are expected to "develop understanding of patterns and variations in local weather and the purpose of weather forecasting to prepare for, and respond to, severe weather," while third graders must hypothesize about how the "impact of weather-related hazards" might be reduced.

By the time they get to high school, students are accustomed to navigating the woeful world of bureaucratic eco-babble through projects such as developing an environmental policy that presents "a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural and environmental impacts." What?

Lone crusader: Retired physicist John Droz of North Carolina realized that educators in his state had expelled the scientific method from their classrooms. He successfully fought to have it reinstated in their K-12 curricula. (*The New American*)



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Bad Grades

With homework like this, it is small wonder that pundits at the Thomas B. Fordham Institute granted the “weak” program a middling grade of C in its June 2013 *Final Evaluation of the Next Generation Science Standards*. It’s a damning assessment, considering that the nominally conservative education-policy think tank has been a great promoter of the destructive Common Core State Standards.

More-strident conservatives considered Fordham generous to NGSS; political commentator and Manhattan Institute fellow Heather Mac Donald was more severe. In a scathing 2013 *National Review* critique, she wrote that “the standards are a recipe for further American knowledge decline” because the “authors anticipate the possible elimination of traditional classes such as biology and chemistry from high school in favor of a more ‘holistic’ approach.” She warned that “this contempt for traditional disciplines” spells doom for “American scientific literacy,” since the conventional subjects “represent real bodies of knowledge that must be mastered before one can begin to be legitimately interdisciplinary.”

Eight years later, the National Association of Scholars would prove Mac Donald’s prophecy true in its report *Climbing Down: How the Next Generation Science Standards Diminish Scientific Literacy*. Comparing NGSS to the “disastrous” and “botched” Common Core, implemented a few years beforehand, and to the failure of so-called new math introduced in the 1960s, the report authors condemned NGSS as “an uncontrolled experiment in how to ruin education in the name of reform.”

“The NGSS severely neglect content instruction, politicize much of the content that remains, largely in the service of a *diversity and equity* political agenda, and abandon instruction of the scientific method,” reads the summary. (Emphasis in original.)

Promoters

That NGSS should earn such condemnation is no surprise when one considers who is behind this sweeping sell-out of American students. *Climbing Down* identifies the Bill & Melinda Gates Foundation (BMGF) as one of its most notable promoters.

Indeed, that purveyor of all things progressive backs each of the organizations that took a lead role in development of the NGSS, including the *Framework’s* crafter, NAS. Other recipients of BMGF largess



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include the National Science Teaching Association and the American Association for the Advancement of Science.

Likewise, the BMGF beneficiary organization that managed the NGSS development process (and which had played a similar role regarding Common Core) is a nonprofit called Achieve.

Formed in 1996, its backers amount to a list of usual suspects who fund virtually every radical agenda imaginable, from abortion and LGBT to open borders and gun control. Besides BMGF, Achieve supporters include names such as AT&T, Carnegie, Cisco, DuPont, IBM, and Microsoft. Red-flag namesake financiers are the William and Flora Hewlett Foundation, the Leona M. and Harry B. Helmsley Charitable Trust, and the Charles and Lynn Schusterman Family Philanthropies — all infamous promoters of leftist causes.

Trending Trash

Thanks to the lobbying clout of this radical bunch, 49 states and the District of Columbia currently use NGSS or have developed their own standards based on its foundational *Framework*.

That's great news for Columbia University's Climate School (CCS), which praises NGSS for its brainwashing capabilities. Its website explains that by targeting elementary- and secondary-school students with "man-made climate change" in science classes, "educated youth [will] develop personal connections to climate change solutions, and change their behaviors accordingly throughout their lives."

Eager to impose the indoctrination, Columbia laments that the standards are currently voluntary. But it applauds both New Jersey, which in 2020 "became the first state to mandate the teaching of climate change in all subjects beginning in kindergarten," and Connecticut, which followed suit in 2022, though limiting its dictate to science curricula.

Other states are sure to follow. E. Calvin Beisner of the Cornwall Alliance notes that in 2011, Maryland added "environmental literacy" to its basic skills required for graduation. Within two years, NGSS appeared on the scene as the perfect fit for Maryland, as well as for the other states that have since followed its example.

Legislators in Oregon have so far been unsuccessful in their attempts to mandate climate-change teaching in science classes. Nevertheless, NGSS still holds sway in their schools. In fact, Oregon is one of 26 "Lead NGSS States" whose educators contributed to creating the standards.

North Carolina also makes that dishonorable list. (Only Florida remains entirely free from *Framework* and NGSS dictates.) However, the Tar Heel State owes a debt of gratitude to John Droz for helping to turn its situation around.



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Undermining education: The Bill & Melinda Gates Foundation provides the financial muscle to most of the organizations responsible for the destructive *Next Generation Science Standards*. (AP Images)

Change Agent

Droz has been researching the U.S. education system for decades. He has served on two local-level private-school boards, and he publishes an information-packed Substack entitled *Critically Thinking About Select Societal Issues*. With degrees in physics and mathematics as well as a successful investing career to his credit, his expertise qualified him to testify before the U.S. Congress at the request of the House Science, Space and Technology Committee in 2012.

What concerned him then, as now, is the mediocre quality of American schools. He noticed that after pouring so many resources into education, the United States ranks only 25th in science on the international assessment test PISA (Programme for International Student Assessment). Our nation trails far behind countries such as China, Japan, Canada, and the U.K.

Coupled with this “sub-par science education,” Droz noticed an evident “indoctrination of progressive ideology” among U.S. students. It did not take him long to find the source of the problem in the NGSS and its *Framework*.

“I read a review of North Carolina’s standards,” he told *The New American*, “and was concerned that nowhere was the scientific method even mentioned.”

Scientific Method

The scientific method is rooted in antiquity and “has long underpinned examination of the physical world and technological advancement,” explains Gregory Wrightstone of the CO2 Coalition. It “requires that questions be asked, observations made and hypotheses formulated, tested, and proven or rejected.” Most significantly, conclusions are “*always* subject to challenges with new evidence and insights.” (Emphasis added.)

“The NGSS scraps this centuries-old process for computer models whose products are proof of nothing unless they are verified against real-world data and survive the challenges of new information,” Wrightstone notes. Yet those who call the models out when they conflict with real-world data are often “dismissed as ‘science deniers.’”



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With his penchant for critical thinking, Droz has certainly earned that label from the Left. Undeterred, he decided to examine the NGSS, and again came up empty-handed; there was no mention of the scientific method. Finally, he researched the *Framework*.

“There was *one* sentence,” he recalls, “that said the scientific method is being scrapped because ‘it promotes linear thinking.’”

Immediately, Droz objected. Not only is linear (or analytical) thinking a good thing that students should learn, but the scientific method skillfully combines both linear and lateral (creative) thinking. Moreover, “the scientific method has been around for 4,000 years,” he said. “And now this group of self-appointed experts is scrapping it? The audacity of that is mindblowing!”

However, “the real reason they don’t want it around is because the scientific method is embarrassing them,” Droz asserts. His Substack is full of examples of real-world proof that man-made climate change is nothing more than a political fiction used to rob us of our freedoms.

He calls the scientific method the “bedrock” of critical thinking and the “universal problem-solving tool,” without which students “will repeatedly become easy marks of those who are cleverly packaging a wide assortment of self-serving agendas.”

“Science is where critical thinking should be taught, as real scientists are skeptics and question things,” notes Droz. “The Left does not want to teach this to students, so the K-12 science standards, based on the *Framework*, are divorced from critical thinking.”

Taking Action

To his dismay, Droz found that no conservative organizations had taken the lead in resolving the problem. Taking matters into his own hands, he filed a written complaint with the North Carolina Department of Instruction and was informed that his was the only one (of around 14,000 comments they had received about the standards) that addressed the absence of the scientific method.

He further learned that, across the country, school curricula are decided by state boards of education. Many falsely believe that local school boards make those decisions, but the local level only determines which textbooks and materials will be used. State officials decide what is included in those resources.

Why have so many state boards succumbed to such an inferior standard? Droz discovered that groups such as NAS, Achieve, and teachers unions, backed by ample BMGF support, approached “every single state board of education and made the pitch for NGSS.”

“They knew from their Common Core experience how to get NGSS pushed through,” he explains. “The Left is laser-focused on undermining science curricula,” and they “would not be doing this if it wasn’t powerful and effective.”

So Droz decided to fight fire with fire. “I went to the 17-member North Carolina State Board of Education,” he remembers, and made them aware of his concerns. He fielded (and ultimately demolished) many objections, and finally convinced them to redraft state standards. After several iterations, this past July the board approved an updated version that reinstates the scientific method as required material for K-12 schools in the state.

The news thrilled scientists across the globe. “Thanks to John Droz,” wrote Jim Simpson of Australia’s Climate Realists of Five Dock, “we have a small, albeit positive step forward in restoration of the



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scientific method.... One can only but hope that same common-sense reaction gathers speed and spreads throughout education bodies globally.”

John Dunn, physician, attorney, and policy advisor to The Heartland Institute, sent his praise to colleagues by email. “I have known and admired John Droz for more than 10 years,” he wrote, noting that he “worked to get the [scientific] method as part of the curriculum in N.C. Good for him.... Send him an uurah.”

Eternal Vigilance

Droz calls the victory an “education game-changer,” and remains optimistic that state officials will soon address other concerns he has. After all, though North Carolina’s update now includes the scientific method, the fight is far from over. Droz cautions that NGSS is still the board’s go-to for curriculum dictates. Of course, he wants it tossed altogether, but he knows that will not likely happen in one fell swoop. “My next goal,” he declares, “is to get critical thinking actually taught in U.S. K-12 science classes.”

He also points out that most other states require someone to dedicate this same level of diligence in both reinstating the scientific method as a curriculum staple and ultimately removing the *Framework* and NGSS entirely.

To get people started, he composed a report called *The Key to Fixing the U.S. K-12 Education System*, available on his website, [c19science.info](#). The well-organized PDF contains three short overview chapters that identify both the problems and the solution, followed by nearly two dozen appendices packed with detailed information and a step-by-step guide for concerned parents and educators.

He is certain that a grassroots effort is the only hope for the country’s schools — and for its future.

“Regretfully, almost no one on the right is doing anything meaningful about this integral part of our education system,” he laments. Though he acknowledges that education is not a proper function of government, he points out that public education is here to stay, at least for the short term, and even private and parochial schools are adversely affected by the *Framework* and NGSS.

“Taking full advantage of this lack of attention, progressives have aggressively infiltrated the curriculum of subjects like science and history with deception and misinformation. This results in some three million propagandized new U.S. citizens every year. For America to survive, we simply cannot let this continue.”



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