**Behind Common Core Education Reform**

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**Introduction**

The future of America depends on children receiving an education that develops the full potential of the individual through a solid foundation of academic knowledge that is coupled with a proper understanding of the human person. Unfortunately, the education reforms of the past 50 years (Mastery Learning, New Basics, Outcome-Based Education, Goals 2000, No Child Left Behind, and, now, Common Core) have put us in the final stages of a complete shift away from the traditional academic materials and values of previously successful generations.[[2]](#footnote-2)

Historically, knowledge has been conveyed through amassing facts, using the building blocks of language (beginning with phonics), studying classic literature, mastering sequential math, following scientific reasoning, and studying history. The study of literature served particularly well in the effort to understand human nature, and knowledge acquired was primarily measured through testing. Nationally normed tests, such as the Iowa Basic Skills Test, allowed for comparisons among groups.

In contrast, the latest government standards strive to ensure an ‘education of equity’ (rather than an education of opportunity) and are designed to convey certain attitudes and behaviors. To do this, teachers use social and emotional methods rather than rational thought. This is done mainly through project-based and group-learning activities. New methods and pedagogies pursue the goal of ‘shared understanding’ and consensus over factual knowledge and individual thought. The new government standards, the Common Core, are no longer based on academic achievement and knowledge, but instead emphasize:

1. global climate change and environmental issues[[3]](#footnote-3)
2. global economic systems and social justice issues[[4]](#footnote-4)
3. global population and reproduction issues, including sustainability[[5]](#footnote-5)

The idea is that, by focusing on non-academic social and behavioral development, children will be better prepared for life in a global community. This is considered much more important than good reading, writing, and math skills.

To address this pressing problem, this paper details the historical development and current implications of these reforms and argues for a return to a more traditional -- or even classical -- approach to education.

**Historical Background in American Education Reform**

Common Core is the just latest in a string of education reforms beginning in 1906 with the book *“The Principles of Teaching Based on Psychology*” written by Edward Thorndike. These reforms, which are new teaching methods and pedagogies, were brought to the education field by behavioral psychologists in order for schools to condition children to behave and think in certain ways. These methods were focused on the ‘socialization’ of the child, rather than academics and the intellect. Development of individual abilities and potential would give way to social conformity of the ‘conditioned’ child.[[6]](#footnote-6)

The founder of experimental psychology, Wilhelm Wundt, was born in Germany in 1832.[[7]](#footnote-7) Previously, psychology had been defined as the study of the human soul or psyche.[[8]](#footnote-8) However, Wundt asserted that man is an animal devoid of spirit and free will, and man was merely a stimulus-response mechanism that could be trained and quantified.[[9]](#footnote-9) He believed that the only knowledge worth pursuing was something that could be measured, quantified, and scientifically demonstrated, so he proposed that psychology concern itself solely with experience.[[10]](#footnote-10) Because of this, he redefined psychology as physiological -- that is, having to do with the body rather than the immaterial soul.[[11]](#footnote-11) His was the study of the brain and central nervous system.[[12]](#footnote-12)

Wundt’s work led to redefining the meaning of education. Originally, education meant the drawing out of a person’s talents and abilities by imparting the knowledge of languages, scientific reasoning, history, literature, and rhetoric.[[13]](#footnote-13) These are the channels through which those innate abilities would flourish. To an experimental psychologist, however, education became the process of exposing the student to ‘meaningful’ experiences to ensure desired reactions.[[14]](#footnote-14) Incidentally, Wundt’s thesis laid the basis for Pavlov’s principles of ‘conditioned reflex’.[[15]](#footnote-15)

Wundt had many illustrious students. His first assistant, American Raymond Cattell, had a special interest in mental testing and differences in ability.[[16]](#footnote-16) He was an advocate for eugenics, selective breeding, and measurements of intelligence. He held positions at the University of Pennsylvania, and eventually, New York’s Columbia University. He created and published five successive periodicals and trade journals, over several decades, promoting this new science by carrying it into the mainstream of American thinking. He was elected president of the American Psychologist Association[[17]](#footnote-17), and later, the National Academy of Sciences. He invented the sight-reading method, which surprisingly, had the result of being detrimental for literacy rates and brain development. He discovered that preventing fluent reading could impair logical thought.[[18]](#footnote-18)

Edward Thorndike, another student and influential psychologist, saw children as similar to monkeys, rats, and other experimental animals. He intended his results from animal experiments to be used in the classroom and in teacher-training.[[19]](#footnote-19) Thorndike’s three functions of elementary education were specialization, identifying emotional and physical capabilities, and early vocations[[20]](#footnote-20). He taught at Western Reserve University and then spent thirty years at Columbia University’s Teachers College in New York. He said, “Each child should have as much high-school work as the common good requires.” [[21]](#footnote-21) “Some students just won’t make it and should be able to be tested and shunted into useful vocational training.” [[22]](#footnote-22)

Another American student, G. Stanly Hall, was known for his studies in child development. His educational experiments on children are recorded in his two volume book “Adolescence”.[[23]](#footnote-23) He established the American Journal of Psychology, and he organized the Johns Hopkins University psychology lab where he taught and influenced John Dewey.[[24]](#footnote-24)

John Dewey, known as the “Father of Modern Education,” published the first American textbook on this new psychology and was permitted, by Johns Hopkins, to apply his experiments to education in 1895.[[25]](#footnote-25) He taught at the universities of Michigan and Minnesota, the University of Chicago, and Columbia University’s Teachers College in New York. Dewey was an avowed socialist and co-author of the *Humanist Manifesto*. He was quoted as saying, “You can’t make socialists out of individualists. Children who know how to think for themselves spoil the harmony of the collective society…” Dewey visited the Soviet Union and wrote several articles praising their school-to-work program, admiring the Soviet Poly-technical System.[[26]](#footnote-26)

Psychologists at this time were graphing physiology to behavior and applying electrical stimulation to the brain in order to study the relationship of brain function to behavior.[[27]](#footnote-27) Psychologists Cattell, Thorndike, and Dewey began what would be known as “Progressive Education”, which would soon be in every major city in the country.[[28]](#footnote-28) To these experimental psychologists, education became not “the drawing out of a person’s potential through knowledge” but the measured process of exposing students to certain emotional experiences to ensure desired reactions to shape attitudes and beliefs.[[29]](#footnote-29) Wundt’s followers established themselves at Princeton, Johns Hopkins, Wesleyan, New York University, University of Cincinnati, Yale, the University of Chicago, and Columbia University’s Teachers College in New York.

Wundt’s psychological experiments on students are particularly disturbing. He and his followers believed that humans were merely animals to be trained, students as well as teachers.[[30]](#footnote-30) These men thought they could profile people by recording their emotional and physical capacities, and that only certain students should go to college.[[31]](#footnote-31) Wundt and his followers dehumanized children and teachers with their theories and methods.

Although these experimental psychologists were very influential, it would not have been possible to inject psychology into the field of education as rapidly as they did without the Rockefeller fortune.[[32]](#footnote-32) In 1902, John D. Rockefeller’s fortune was growing rapidly, but public sentiment was not on his side, so in order to change that, he became a philanthropist.[[33]](#footnote-33) His son John D. Rockefeller, Jr. and Abraham Flexner, created the General Education Board to promote ‘Progressive Education’, “for the purpose of social control.”[[34]](#footnote-34) Through the General Education Board, Rockefeller’s fortune supplied virtually unlimited funds which were used to spread Wundtian psychological designs on American education.[[35]](#footnote-35) The General Education Board funded the Teachers College at Columbia University, the teaching Laboratory School at the University of Chicago (which was headed by Dewey), and the National Educational Association.[[36]](#footnote-36)

In 1917, the Lincoln School at Columbia University’s Teachers College in New York was created. With Dewey as head of the Departments of Philosophy and Education, and Thorndike as the head of the Department of Educational Psychology, along with Cattell and other Wundtians, it set the ball rolling for the marriage of ‘educational’ psychology and socialism (hence the phrase “socialization of the child”).[[37]](#footnote-37) Known as “Progressive Education”, it emanated from Teachers College for the next 50 years. The stated goal was “the construction of new curricula and the development of the new methods.” This meant new pedagogies, textbooks, and teachers.[[38]](#footnote-38) As the showplace for the new psychology in education, it would fulfill the urgent need for teachers formed in the methodology of ‘educational’ psychology, as it was the fourth largest graduate school in the nation.[[39]](#footnote-39) By 1953, it had produced approximately 20 percent of the public school teachers, with 50,000 having been trained at Teachers College.[[40]](#footnote-40) This was the entrenchment of a long list of educational reforms based on Wundt’s experimental psychology.

In the aftermath of WWII, Columbia University’s Teachers College assisted in the creation of UNESCO, the United Nations Educational, Scientific, and Cultural Organization. In 1952, UNESCO circulated a pamphlet that stated, “As long as the child breathes the poisoned air of nationalism, education in world-mindedness can only produce precarious results…the school should therefore use the means described earlier to combat family attitudes.” [[41]](#footnote-41)

In 1956, Benjamin Bloom, another leading American educational psychologist, wrote the book, *“Taxonomy of Educational Objectives*”. It is still considered the teachers’ ‘Bible’ on teaching. It contains his research on his theory of ‘mastery-learning’ which addresses the fundamental question of defining educational objectives. His goal was learning through affective and emotional means. He was an influential player in the new education pedagogies. He is quoted as saying “A large part of what we call good teaching is a teacher´s ability to obtain ‘affective’ objectives by challenging the student's fixed beliefs. The teacher should be able to use education to reorganize a child's thoughts, attitudes, and feelings.” “A student attains 'higher order thinking' when he no longer believes in right or wrong".[[42]](#footnote-42)

One of the most influential individuals in reshaping teacher education programs in recent times has been American professor, John Goodlad, who wrote *Schooling for a Global Age*, where social and emotional learning were to be the primary emphases in the classroom. Back in 1975, he complained vehemently about traditional teachers and principals interfering with desired reforms and failing to implement the materials prescribed. The new Common Core national standards were designed to prevent teachers from deviating. [[43]](#footnote-43)

**The Contemporary Scene**

What are the experts in teaching colleges and education departments bringing forward in terms of current reforms and pedagogies, culminating with Common Core Standards? Let’s examine a few.

1) ‘Constructivism’ in science is a new teaching method where teachers do not teach science. Instead, students are put in project groups, given a scientific question, and graded only on co-operation and consensus -- not on fact-finding or content. This is called ‘child-centered learning’, versus what we had previously which was content-centered learning.[[44]](#footnote-44)

2) Another new teaching technique is called ‘close reading’ or ‘discovering content’. Rather than reading complete works of literature, or complete historical documents, a small portion of a selection is read. The student is then required to answer questions without the benefit of any context whatsoever, making analysis a shallow and meaningless exercise. This is one example of the term ‘critical thinking’ according to our recent reforms.[[45]](#footnote-45)

3) Common Core math, in which the manual is philosophically-based, encourages the student to justify answers by individual thinking processes rather than on the foundations of mathematical science. Therefore, if a child can explain his thinking as to why 2+2=5, it will be considered correct.[[46]](#footnote-46)

4) The majority of science material revolves around climate change, earth-first issues, and evolution. Evolution is not taught as a theory in Collier County public schools but taught as fact. You will not find the words ‘theory’ or ‘evolution’ in the 6th grade world history book, *“Ancient Civilizations*;” instead, you will learn that you were preceded by four hominids in your ancestry.[[47]](#footnote-47)

5) Concerning our country, revisionist US History paints America as a nation of bigots, racists, and sexists, where the ‘good guys’ are the Progressive socialists, and the ‘bad guys’ are white Republican males and business owners.[[48]](#footnote-48) The US Government class contains material that seems to condemn free market capitalism and promote socialism as more equitable and fair.[[49]](#footnote-49) The macroeconomics course promotes only Keynesian economics, without balancing it with classic Austrian economics. These materials are currently being used in Collier County Public Schools.

More specific to our residence in Naples, Florida, we find that high school seniors at Gulf Coast are required to take a US Government course whose textbook, *US Government*: *Principles in Practice[[50]](#footnote-50)* has a section comparing capitalism to socialism: the book presents socialism as equitable and fair, while capitalism is painted as almost shameful. Meanwhile, the US History course for juniors, as well as AP US History, paints the United States as full of bigoted white men; if it were not for the progressive socialists, we would not have had the end of child labor, the 40-hour work week, nor women’s right to vote. Republicans and business owners are named as the foils of history, while the progressives are touted as ‘champions’ for the people.[[51]](#footnote-51) This is what is taught in public schools here and across the country.[[52]](#footnote-52)

These new teaching methods have the intention of engaging students on an emotional, rather than intellectual level, targeting their values and beliefs and dumbing students down, especially by using faulty materials concerning science, economics, American history, math, and literature. The 21st Century Learning model seeks to target these affective aspects of the personality before the age of 14, when students are more malleable, to create global citizens.[[53]](#footnote-53) Parents are becoming alarmed by what they believe are anti-American, pro-Marxist themes and age-inappropriate literature across the board.[[54]](#footnote-54)

These latest educational standards come with new definitions that may surprise you. According to the Common Core training manual, the word 'rigor' means "approaching Math with a disposition to accept a challenge and apply effect. Rigor does not mean difficult, as in, AP Calculus is rigorous.” An additional meaning for the term ‘critical thinking’ involves recognition of all the oppressive or unfair social institutions-spotting victims and inequality.[[55]](#footnote-55)

With the new standards come new assessments, rather than tests. The purpose of the ‘performance assessments’ is to measure the success of the change in a child's perceptions, values, and behaviors, while at the same time, psychologically profiling the child through computer-based assessments[[56]](#footnote-56). Obama’s Race to the Top money came with the requirement that each state create a longitudinal data system for collecting every child’s complete life in data from Pre-K to the workforce.[[57]](#footnote-57) This database, which can be coordinated between states and accessed nationally, will contain school records including grades, test scores, discipline and behavioral issues, medical and mental health records, family information, and the child’s personally logged ‘reflection’ journals.[[58]](#footnote-58) This is why paper and pencil testing is no longer an option- even though it is a fraction of the cost of computer testing.[[59]](#footnote-59) Data collection is the key component of Collier County Public School District’s New Strategic Plan for 2017-2019, and they are not alone.[[60]](#footnote-60) Our new standards promote the use of online textbooks and materials, online teacher planners, online quizzes, assessments, and student self-reflections, while encouraging use of personal internet devices as learning aids in classrooms. This is also a way to track teachers and what they are doing in the classroom.[[61]](#footnote-61)

The reason parents and others are prohibited from seeing the ‘formative assessments’, like last year’s failed Florida State Assessment (FSA) test (even though it will never be used again), is that they would see that much of what the kids are tested on is non-academic. It is meant to form certain attitudes and ‘habits of thought’. Many of the questions have no right or wrong answers; instead, they profile the child, while collecting every shred of information possible. The goal is to change the child on an internal level and track that.[[62]](#footnote-62)

**The Results?**

After 50 years of reform after reform, there is clear evidence the education system is failing students right here in Florida. For instance, in Collier County, we are told we live in an ‘A’ district with ‘A-rated’ schools, and yet, Florida rates 45th out of 50 states in ACT scores. Looking at a nationally-normed test for comparisons – such as the ACT -- rather than in-state tests like the FSA, will give us a clearer picture of how we are doing.[[63]](#footnote-63)

According to US News and World Report, in 2015, 42% of Collier County high school graduates cannot read at the 12th grade level.[[64]](#footnote-64) And, although nearly half of Collier students (47%) took an AP course for college-readiness, only one-fourth passed (26%). That means that nearly 75% of AP students in Collier County wasted a whole year in a class they didn’t pass, not to mention wasted taxpayer money! This leads to high school graduates having to spend more time and money on remedial classes when entering college. The Collier County Public School District spends $22,000.00 per student, while Lee County and Seminole County spend $14,000.00 and $11,000.00, respectively. So money is not the problem. In fact, the two public charter schools in Collier County, Mason Classical Academy and Marco Island Academy, spend about $7,000.00 per child, and their results are well above average.[[65]](#footnote-65)

Educators blame the problem on shifting standards and high-stakes assessments, which demonstrates that the teachers are teaching to nebulous standards in lieu of basic academic knowledge.[[66]](#footnote-66) They are teaching concepts, not facts.[[67]](#footnote-67) This is why employers are not seeing proper workforce development in our graduates, and why more testing and new standards will not improve the quality of the applicants. These young adults are functioning at a minimal level. Surprisingly, the standards do not actually require being literate to the 8th grade level in order to graduate from 8th grade (as was required in the past). Many students in Collier County are being placed in vocational schools at an early age to give the illusion that all is well, but that cheats a young person out of a complete and well-rounded education as well as the time needed to develop intelligence.

With these facts in mind, it is starting to make sense as to why the former head of the Department of Education, Arne Duncan, is a sociologist -- not an educator -- and also why the Common Core writers were so secretive. Only one of the 27 writers was an actual teacher.[[68]](#footnote-68) It also explains why the top standards writers in the country in Math and English, James Milgram and Sandra Stotsky, would not validate and sign off on the Common Core standards. James Milgram’s Math Standards made California number one in the nation, and Sandra Stotsky’s English standards made Massachusetts number one in Language Arts, prior to Common Core. Both stated that the standards would only prepare a bright student for a 2-year, non-select junior college. In fact, they both agreed the standards were not produced by qualified authors and were not research-based.[[69]](#footnote-69) Each claimed that the standards lacked rigor, reduced critical thinking, and were not internationally benchmarked.[[70]](#footnote-70) They also said the standards would not bring students up to true college-readiness, as in, ready for a 4-year university, contrary to what we were led to believe as goals of the Common Core Project.

Milgram goes so far as to say that Common Core Math will collapse our STEM programs and empty our engineering colleges of American students. As it is, two thirds of those students are foreign, while only one third are American. He stated that the first three pages of the Mathematical Standards manual were nonsense because it was ‘philosophically’ based, encouraging students to justify answers by individual thinking processes, rather than on the foundations of mathematical science. Traditional math is sequential and demands left-brain training, based on logic and linear thinking, which builds an analytical foundation for deeper learning in engineering, math, science, and technology. Common Core attempts a right-brained, artistic and intuitive method that is not a solid foundation for STEM careers.[[71]](#footnote-71) The new reforms, as in the past, are purposely designed to engage emotion, not intellect. One of the architects of Common Core, Jason Zimba, said,” If you’re a young person who wants to become an engineer, or who wants admission to a four year university, you would be advised to take mathematics beyond the Common Core requirement.”[[72]](#footnote-72)

There is an even deeper problem with the current sub-par reading materials that promote the idea of no objective moral truth to guide one: a world where nothing is true and everything is permissible. Removing great classical literature means there is no transfer of the knowledge of Western culture and values, specifically Judeo-Christian culture. Classic literature has the power to teach truth and virtue which contribute to the structure and cohesiveness of a civil society. Florida students in K-8 public schools are required to read 4 books each year of their own choosing from the Sunshine State Reader List. In order for a book to be chosen as a Sunshine reader: it has to be fiction, written by an American, and has to have been published after 2012! Unfortunately, Collier public school media centers are full of age-inappropriate and R-rated adult books.[[73]](#footnote-73)This has been brought to the school board’s attention to no avail. In fact, since that revelation, the public has been barred from having access to the Collier County School District media center catalogue.

Dr. Duke Pesta, assistant professor of English at the University of Wisconsin-Oshkosh paints a dire picture:

So much of Common Core literature is actually dystopian. It’s not just anti-hero, its anti-civilization. It’s pulling apart at the seams the religious values, the cultural values, marital values and the ethical values that for 2,000 years have made us prosperous and stable and have allowed us to progress in terms of human and civil rights. That’s all being ripped apart now in a socialist, Marxist, apocalyptic, anarchic way. And it’s really bad for kids. You have heard probably quite often that we have many clinical psychiatrists and developmental child specialists who rightly call this “developmentally inappropriate.” It’s borderline child-abuse, this destabilization and de-civilization kids are being exposed to. That includes the radical sexualization of our kids. [[74]](#footnote-74)

**How Far Will It Go?**

The public education system is not only damaging students; it is also putting their future in jeopardy. From the beginning, with each successive reform, education quality has slowly plummeted, along with the gradual loss of our traditional moorings in Judeo Christian morals in each generation. Disappearing is love of country and the knowledge of the prime importance of God and traditional family life, essential elements for the functioning of a civil and governable society.[[75]](#footnote-75) How far will it go?

According to the Elementary and Secondary Education act of 1965, it is illegal and unconstitutional for the federal government to promote or implement a national curriculum; however, because the states adopted the Common Core Standards individually, it is claimed that education has not been nationalized. Nevertheless, Arne Duncan, former Head of the Department of Education, admitted as much in a speech to UNESCO in 2010 on the topic of transformational education. He informed them that, through the American Recovery and Reinvestment Act of 2009, each governor had to provide assurances that Common Core would be adopted, complete with assessments, and data-mining systems.[[76]](#footnote-76) Children and teachers are both tracked, assuring none veer from the standards.[[77]](#footnote-77) Further, these new reforms are not just for American children.

There is overwhelming evidence of the promotion of globalization through the Common Core Standards. In 2004, UNESCO (the United Nations Educational, Scientific and Cultural Organization) collaborated with the Gates Foundation in developing educational standards for a global "master curriculum".[[78]](#footnote-78) Bill Gates spent millions promoting these in America as Common Core through the National Governor’s Association (a Washington DC-based lobbying group) and the Council of Chief State School Officers -- private entities that have copyrighted the standards.[[79]](#footnote-79) Last year, coalitions from 21 different countries met in Dubai to discuss the implementation of Common Core in their own countries. And, in 2015, Congress passed the Every Student Succeeds Act, which mandates UNESCO's ‘universal design for learning’. Those are measurements for non-academic learning.[[80]](#footnote-80)

To be an ‘education of equity’ on a global scale, the standards must be suitable for all. The curriculum promotes globalism and ‘social justice’ by using ‘climate change’ to shape global citizens. That is why proper attitude concerning the environment is paramount. ‘Global climate change’ is the number-one priority, and universal principle, for unity. However, for this global society to flourish, the standards must demote American values, undermine the Constitution, and detach children from faith and family: in other words, form the child into a good “global” citizen for a 21st century world.[[81]](#footnote-81) When these global attitudes are instilled, as evidenced by testing and other data, the student is allowed to advance to college or career. This is the meaning of the new term, ‘pathways’. If the child answers ‘correctly’, a pathway to college or career will open. Conform to move up. Rather than teaching how to think, classes teach students which opinions they must espouse.[[82]](#footnote-82)

Some people believe that, in order to have world peace, we must become global citizens first. This can be done in the un-bloody revolution of transformational change through education reforms.[[83]](#footnote-83) Organizations such as Asia Society, founded by John D. Rockefeller III in 1956, have dedicated their mission to the ideal of ‘global competence’ which is “the capacity and disposition to understand and act on issues of global significance.”[[84]](#footnote-84) The Cambridge AICE program, International Baccalaureate, and AP (Advanced Placement) courses are examples of vehicles for this mission.[[85]](#footnote-85) Today Asia Society is promoting global competence through the Common Core Standards. Arne Duncan stated, “The goal (of global competence) can only be achieved by creating a strong cradle-to-career continuum that starts with early childhood learning and extends all the way to college and career.”[[86]](#footnote-86)

This conformist global ‘education’ creates a low ceiling for children and a grim future for us all. It does not develop intelligence or unleash individual potential and ingenuity. It does not promote virtue, patriotism, love of country, or traditional family life. All Americans have a responsibility, not only to protect children, but to protect our God-given freedoms and a constitutional republic by preserving the truth about our history and how this great nation was founded. Allowing globalist brainwashing in public schools is un-American, and it does not respect the freedom, nor reflect the values, of individual American families and their children.

**Return Power to the Parents**

Parents are the primary educators of their children, so materials should be parent-approved and of high quality. Parents want a solid academic education, and this can be found in a traditional classical curriculum, the same that made this nation great and has withstood the test of time. Children should be trained to read through using phonics, and then, read great classic literature. They should study traditional sequential math, as well as scientific and historical fact- not opinion- especially concerning our great nation.

It is the parent’s right and responsibility to be shaping their child’s attitudes and beliefs. On May 20, of 2015, in his General Audience, Pope Francis said, “It is time that fathers and mothers return from their exile, because they have exiled themselves from the education of their children”…“Educational manipulation of children has its roots in totalitarianism…schools are becoming re-education camps”. The Pope stresses that parents are the experts on what is good, wholesome, and beneficial to their child’s growth: intellectually and morally.[[87]](#footnote-87)

The Catholic Church states, “The family has the primary duty of imparting education...”[[88]](#footnote-88) Since the Common Core standards were implemented essentially at the national level, parents have no control over the curriculum, materials, or methods. They cannot simply address a problem by going to the school to talk to a teacher, the principal, or the local school board. They cannot promote change at the state level, since the Common Core is privately copyrighted. The Church should not support Common Core because it takes away the rights and role of parents in education.

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