

**A RESOLUTION TO REJECT THE REVISIONIST HISTORY OF THE 1619 PROJECT**

**Legislative Background for Senate and Assembly Joint Resolution 19-**

Adopting a Statement of Intent to affirm New California's commitment to the historically established fact that the American founders believed that a foundation based upon natural rights was the only binding fabric upon which the Constitution of the United States of America could sustain a viable republic, and as established in our Declaration of Independence, that "we hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

**NEW CALIFORNIA STATE  
SENATE AND ASSEMBLY JOINT RESOLUTION NO. 19-\_\_\_\_\_**

**WHEREAS**, a destructive and radical movement within our academic system and our public media to distort history for the purposes of changing the nature and intent of the past to effect an agenda that reframes how American history will be taught in our public schools. This movement, as promoted by the New York Times under the premise of the so-called “1619 Project”, written by essayist Nikole Hannah-Jones, asserts that “our democracy’s founding ideals were false when they were written;” and

**WHEREAS**, Ms. Hannah-Jones, while completely ignoring an enormous amount of primary sources and history that contradicts her assertions, and without any evidence or examples to establish her premises, asserts and embraces a belief that “white men who drafted those words did not believe them to be true for the hundreds of thousands of black people in their midst;” and

**WHEREAS**, there is an abundance of primary sources and records, including actual historical events bearing out not only the force of their beliefs, but also the commitment of the players in the American Founding to a belief that the Revolutionary War could lead to the emancipation of blacks and appraising them equal to whites in their abilities. (See letters written to John Jay by Alexander Hamilton); and

**WHEREAS**, Thomas Jefferson’s original final draft of the Declaration clearly referred to black slaves not as property but as “men” and severely criticized King George III for suppressing parliamentary efforts to prohibit or restrain “this execrable commerce” of slavery. This sentiment is clearly affirmed in the words that “ALL MEN ARE CREATED EQUAL,.” and, “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,....” Thus establishing the American founding as a Republic, not a democracy, based upon natural, God-given rights to “Life, Liberty and the pursuit of Happiness;” and

**WHEREAS**, this project ignores that for thousands of years before the falsely promoted “founding” date of 1619, slavery was an established part of world economies, especially in the non-western countries. The entire nation of Israel was a slave to Egypt for hundreds of years until the Pharaoh was forced to release them; Barbary pirate slavers from North Africa enslaved more than a million Europeans until the end of World War I (3 times the number sold to America); Slavery was not abolished in the British Empire until 1834; Slavery continued in France and her colonial possessions until 1848, and in Portuguese colonies until 1858, as well as in the Dutch Caribbean colonies until 1861, in Cuba until 1886, and Brazil until 1888. Meanwhile, Qatar allowed slavery until 1952, Saudi Arabia and Yemen until 1962 and Mauritania until 1980. All of these continuing while it had been by Massachusetts 200 years earlier; and

**WHEREAS**, the American founders recognized the political reality before them in uniting the 13 colonies as a nation when it came to slavery. They knew that any demand to destroy the economic livelihood of entire regions to secure the rights of “all men” at one time would result in no one having their rights secured. Thus, with legislation in 1780 they banned Americans from employment or investment in the international slave trade, and under the Northwest Ordinance

of 1787, they prohibited slavery in the territories that would become Michigan, Ohio, Indiana, Illinois and Wisconsin. And in 1794, by congressional action, they barred American ships from engaging in the slave trade. Finally, as was predicated by the stipulations of the Constitution, they were officially allowed to ban the importation of slaves beginning on January 1, 1808. By 1804, New York, New Hampshire, Massachusetts, Vermont, Rhode Island, Connecticut, New Jersey and Pennsylvania had all passed laws that immediately or gradually abolished slavery; and

**WHEREAS**, the “1619 Project” claims the “primary reason” for declaring independence was to “preserve slavery” as calls to abolish it grew in London, the actual records show the contrary was the case. The abolitionist movement established by the Quakers did not have an organized presence in England until 1783. And the Society for Effecting the Abolition of the Slave Trade in England was not founded until 1787. Yet, the Declaration of Independence was the American founder’s grievance against the King of England that asserted that “ALL MEN ARE CREATED EQUAL.” To place an exclamation point to that founding belief, over 750,000 Americans would die in a conflict that would finally end the institution of slavery in America once and for all. By percentage of populations at the time, as many American lives were sacrificed to abolish slavery as there were American lives sacrificed to prevent the wave of national socialist aggression in World War II; and

**WHEREAS**, these philosophical currents being promoted by academia to change the curriculum of our schools with revisionist histories are part of a radical effort that holds and harbors absolute contempt and disdain for America’s ideals by using their own utopian standards of today to revise the history of the past. As popularized in textbooks currently used in our schools, such as Howard Zinn’s “A People’s History of the United States,” they are attempting to indoctrinate our children with the Marxist narrative of the “oppressed” versus the “Oppressor.” Even with classroom tools such as documentaries and recordings, the mantra in the schools is to demonize our founding ideals and castigate those who sacrificed all to promote those ideals for the betterment of our nation. True to their real agenda, they want to diminish the role of personal responsibility and accountability by placing the role and purpose of the state as a replacement for our moral compass and individual conscience in addressing unsocial and destructive behavior, such as racist and “class” divisions; and

**WHEREAS**, the reinterpretation and revisionist history by the promoters and implementers of social justice and social equality, especially through judicial activism via the academies and the courts, has been designed to destroy the foundational principals under which our government was established, as is evidenced in the agenda promoted in the “1619 Project”, which is reflecting and attempting to influence and inject itself into our school curriculum through the voices of that movement. As was noted in a 2017 article of the Smithsonian magazine, the 1619 revisionist history claims “distort history” and makes the emphasis of the narrative as “us” versus “them”, thereby encouraging division and an atmosphere of hate for our country’s original vision; and

**WHEREAS**, as more and more of these radical academic attempts prevail and are pushed and promoted by media to be ingested and regurgitated in our children’s classrooms and textbooks, the radical left is moving its agenda aggressively forward to change the actual intent of our founding into an insidious group of evil men who only wanted to sustain their agenda to change this country into an image of their own imagining; and

**WHEREAS**, the people of California are suffering under a tyrannical communist state government, and promotes a radical agenda in our public schools and textbooks, which by its intent fails to promote a republican form of governance, and forces parents and teachers to endure an act of war upon their united community spirit to support the unrestrained growth of a utopian egalitarian vision supported by revising our historical memory. As a result, the state of California chooses to continue its assault upon our children's minds to sustain this ideology and demonstrates no desire or intent now, or in the future, to return to the founding principals of the United States of America.

**BE IT RESOLVED**, By this joint resolution of the Senate and Assembly members of New California State, that history text books, resources and all other media adopted for use in our schools shall not be instruments for the radical indoctrination our children, designed to undermine the importance and standing of our founding documents and the principles of natural rights as found therein. The Senate and Assembly hereby reject this reconstruction of the American founding to the date of 1619 to support a radical revisionist agenda, and reject the efforts of the New York Times and other media to promote this agenda as historical fact, and fiercely reject these efforts to radically reinterpret our historical legacy and altering the original idealisms of our founding documents; and hereby move to promote and protect all of the resources, media, textbooks, tools and effects used in the public classroom so that our nation may be blessed through by promoting a truthful and clear understanding of our founding principles, and preserving the foundations of all of our unalienable rights, such that our children may willfully declare their loyalty to the United States of America, its Declaration of Independence and its Constitution, and that New California State may remain a free state within this Union.

**NOW THEREFORE, BE IT RESOLVED**

**ADOPTED** this \_\_\_\_\_ day of \_\_\_\_\_, 2019.

AYES: \_\_\_\_\_ (number of votes)

NOES: 0

ABSTAIN: 0

New California State Senate

New California State Assembly

\_\_\_\_\_  
Robert Righetti, Riverside County  
President Pro Tempore

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