

A RESOLUTION TO RESTORE CIVICS, MATH, SCIENCE AND ARTS

Legislative Background for Senate Resolution 19-

Adopting a Statement of Intent to affirm New California's determination reverse the toxic influence of the progressive education agenda currently adopted in our curriculum and mandated in practice within the California state education system. This toxic influence stems from the influential work and writings of dedicated collectivists (Marxists) of the past, such as John Dewey, who once wrote: "I believe, therefore, that the true center of correlation on the school subjects is not science, nor literature, nor history, nor geography, but the child's own social activities." (My Pedagogic Creed, 1897).

This toxic influence continues to permeate our education system both in K-12 and the higher academies, manipulated under the influence of a determined progressive agenda that has gained in momentum over the past century. Instead of promoting and equipping children with the knowledge and skills that will make them effective and competitive in their life pursuits and social environment, the result of this agenda is to invert the primary reason for the existence of our public school system by advancing the collectivist goal of social conditioning, social justice activism and social engineering to reshape society to the will and benefit of the state.

Our country's founders reverently believed and embraced the idea 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." They firmly embraced the idea that, given the liberty and freedom for each individual to improve and sustain their potential in these pursuits, the overall community would be the beneficiary of this endowment. However, progressives, like Dewey, believed that "the mere absorption of facts and truths is so exclusively an individual affair that it tends very naturally to pass into selfishness. There is no obvious social motive for the acquirement of mere learning, there is no clear social gain in success there at." (The School and Society, 1899)

Our founders believed it was the responsibility of government to protect and safeguard the exercise of these rights, and to promote a secure environment that allows individuals to express their conscience and embrace those truths within any public domain, forum or setting, most especially in any public education institution where the exchange of ideas is primary to its goals. However, the progressive, post-modern collectivists running our education system today believe that the purpose of government is to indoctrinate future generations to reform society through social engineering within the school setting.

**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 our knowledge of civics and history for the purposes of changing the nature and intent of the past to effect an agenda that reframes how American governance and history will be taught in our public schools. This movement attempts to exclude and/or revise the historic role played in our past upon which our founding culture was established both in reverence for those founding ideals, built upon a constitutional framework, and bound within the principles of our religious convictions and moral values to preserve a stable and peaceful society; and

WHEREAS, starting in the 1960's, modern academics became infatuated with Italian Marxist Antonio Gramsci and his philosophy of "cultural Marxism" that promoted the ideals of "social justice," "affirmative action," "diversity," "multiculturalism," "political correctness" which has evolved into a hodge-podge of racial, ethnic, gender-based and sexual disorientation that has transformed morality and real knowledge into "constructs" and social and economic power as commodities to be transferred from the "oppressor" to the "oppressed"; and

WHEREAS, recent studies and reports now demonstrate that nearly 80 percent of the students graduated from our K-12 school system lean "far-left" in their social viewpoint; and

WHEREAS, as our universities embraced the radical movement of deconstruction of the Western middle class, this radicalism and post-modernism gradually descended to our K-12 schools by means of the graduating classes of educators who carried this new mission statement into their classrooms. This anti-Americanism, anti-capitalism and progressive transition is effectively demonstrated by the educational mediums used in the classroom such as videos like "The Story of Stuff," which is a venomous distortion of Western society; and

WHEREAS, recent studies, such as the work of University of Arkansas researcher Sandra Stotsky, has found that schools now push "evidence-free theories" to influence the curriculum that is developed for use. Theories such as "constructivism" promotes the ideas propounded by Dewey and others that children learn best by "constructing" class topics and methods in ways that will leverage their personal experiences, without any factual basis to underly them. This theory recklessly assumes that racial, ethnic, gender-based, and sexual orientation-based subgroups learn what is truly important as their teachers dissect Western middle-class knowledge and values. Stotsky affirms and demonstrates that "evidence-free" educational theories use concepts such as "social justice" to encourage students to embrace their grievances against other so-called class or groups, such as "middle-class whites."; and

WHEREAS, another progressive construct, "reader response theory" teaches students to ignore the author's actual words and assign their preferred meanings to written works, thus leaving the children to condition themselves into thinking that "truth" is relative to their individual or tribal experience. By this means, government manufactures or creates pressure groups, such as the movements currently seen in our streets and on our campuses in order to organize society to deliver their intended agenda; and

WHEREAS, social justice education de-emphasizes knowledge retention and the development of traditionally productive skills. These programs hold that teaching American history to blacks and Hispanics is oppressive, thereby promoting government dependency, stunted achievement

and the disintegration of the family unit and traditional structure. As found in a study by Stanford professor David Labaree, teachers are “conditioned” to “integrate the disciplines,” use “socially relevant themes,” and push morally relativistic versions of “community, cooperation, tolerance, justice, and democratic equality” to make these concepts appear to be more noble and innocent in effect. Meanwhile, these lesson plans are warped into platforms to moralize against capitalism, certain classes or groups, and even against American interests; 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 pledged and sacrificed their lives, fortunes and sacred honor to promote those ideals for the betterment of our nation. True to the Marxists 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 expressing our personal beliefs and respect for the values we cherish; and

WHEREAS, the results we are reaping are students who score near the bottom of the industrialized world in math, reading, and science, all by government design; and

WHEREAS, elaborate gimmicks like New Math, Reform Math and Common Core Math have left students without the needed skills to effectively solve and use math in a productive and meaningful way; and

WHEREAS, out of 35 recent studies, all but 2 found that traditional phonics was far superior in results to the current use of sight-words and the memorization of word designs; and

WHEREAS, promoting more education of the citizens of foreign countries over our own as prescribed by “multiculturalism” results in children who do not recognize our own historical assets and monuments while being able to spell the names of rivers in China.

BE IT RESOLVED by this joint resolution of the Senate and Assembly members of New California State that in every public school there shall be a return to the original purpose of education and personal improvement and achievement, and an abandonment of any focus upon radical ideals, utopianism and a failing progressive agenda; and

BE IT ALSO RESOLVED, that we as the citizens of New California State, having observed the dismantling and corruption of our once proud republic via our public school system in favor of a system modeled after socialist Russian vision, hereby pronounce and sound out a clarion warning to the other states of the union that the old California Republic, which has been the experimental laboratory for cultural Marxism to promote social engineering, economic and racial division to radically change individual achievement into a collective failure. This end goal to achieve a utopian vision of equal outcome, which they seek to export to other states for the destruction of the republican forms of government that they hate, shall no longer prevail.

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
