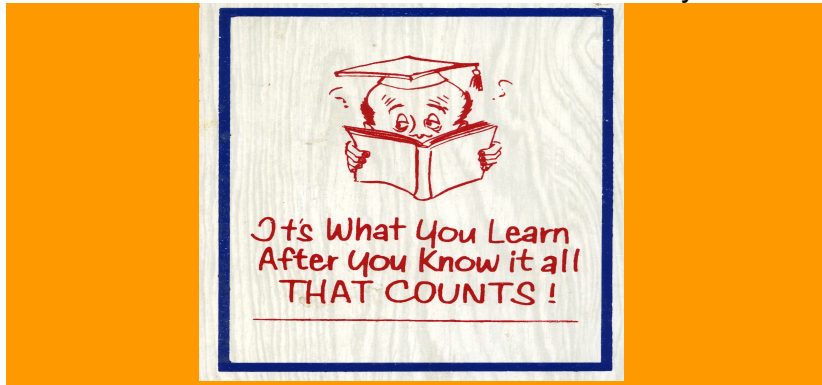


Attachment #2  
**RELEVANT QUOTATIONS & COMMENTARY FOR REFLECTION**

Gyasi A. Foluke



- ❖ *"History is not something merely that we study; for it is to history that we owe our frames of reference and we carry history within us."*

--James Baldwin, "The Past for a Future," Carlene Young, Editor, *Black Experience*, 1972--

\* \* \* \* \*

- ❖ *"The greatest tragedy engulfing the African American community is not drugs, homicides, crimes, illiteracy or even racism; it is an inability to know who and what we are. The fascination with the Flava Flav, Beyonces, Snoop Doggs and Puff Daddys (or whatever he's calling himself this week) of the world is proof that not only have African Americans lost their way, they also have forgotten the struggle."*

--William Blackmun, "It's about more than history," *The Charlotte Observer* Forum, February 6, 2007

\* \* \* \* \*

- ❖ *"Our problem is the disintegration of a sense of people-hood. Pure and simple, we have reached a point in our history where we have been socialized to see ourselves as individuals and cultural neuters. We socialize our children to be the same way. As we become more and more isolated, alone, and culturally undefined, we lose the capacity to see group problems. . .*

*"There really is no escape. Either we belong to a people or we belong to no one. Many of us try to belong to new groups or to the mythical 'mainstream.' Such attempts are accompanied by a profound sacrifice -- the sacrifice of thousands of years of cultural heritage. The aesthetic loss is bad enough. Yet there is also a painful psychological, political, and economic cost as well. The lack of group unity is a guarantee of group vulnerability."*

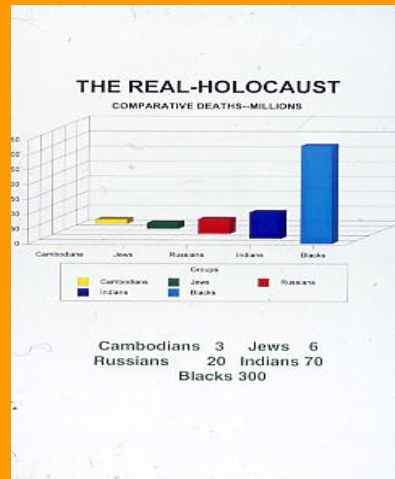
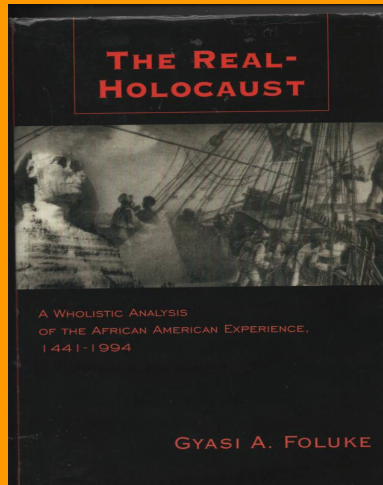
--Dr. Asa G. Hilliard, III, *The Maroon Within Us: Selected Essays on African American Community Socialization*, 1995--

\* \* \* \* \*

- ❖ *"Long ago in the United States basic decisions were made. The most important of these made color the crucial variable. This began as the cornerstone of the system of Black slavery. After refinements, it has remained to become imbedded in the national character. Persisting to this day is an attitude, shared by Black and white alike, that Blacks are inferior. This belief permeates every facet of this country and it is the etiological agent from which has developed the national character."*

--Dr. William H. Grier & Dr. Price M. Cobbs, *Black Rage*, 1968--

This UNIQUE-Cumulative Black Experience Reflects Unprecedented, Under-estimated Major Damages—Economic and Psycho-Social, With Under-estimated Levels of Commitment Required to Resolve Problems Related Thereto:



- ❖ "My purpose is to teach the American people, Whites as well as Blacks, an unadulterated version of American history. Things that they don't teach in school.... They holler about the Jewish Holocaust...Jews weren't the only ones with a holocaust. Indians had it too but we had it the worst."

--James Cameron, *A Time of Terror*, 1982--

- ❖ "To know that one is a victim is to be aware of mundane reality. To know that one can overcome victimization is to be attuned to a higher psycho-spiritual Reality, i.e., God.

-- Gyasi A. Foluke, *The Real-Holocaust: A Wholistic Analysis of the African American Experience, 1441-1994*, 1995--07

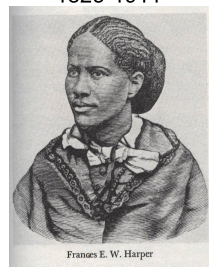
\* \* \* \* \*

- ❖ "Truth is the Spiritual Light which falls upon the prism of mankind and breaks into many colors whereby individuals interpret it."

--Paul Brunton, *The Secret Path*, 1974--

### Learning To Read

1825-1911



Very soon the Yankee teachers  
came down and set up school;  
But, oh! how the Revs did hat it,  
It was agin' their rule.

Our masters always tried to hide  
Book learning from our eyes;  
Knowledge didn't agree with slavery  
'Twould make us all too wise.

Tragically, it was a CRIME to educate Blacks during slavery or even to "train" them on the "basic" 3Rs. Why? A formerly enslaved Black writer, Ms. Frances Harper, shown and quoted above, gave us part of the answer, i.e., it would "make us all too wise," obviously while threatening the **PROFITS** of the slave master. For one cannot



enslave wise people, determined to be free--not without a major FIGHT, even unto death. As one of those "Founding Fathers" of America once stated, "Give me liberty or give me death," but the British were **NOT** physically enslaving the White American colonists--simply taxing them "without representation"--yet they **FOUGHT** a **REVOLUTION**, **misusing Blacks as usual**, for THEIR "freedom" while hypocritically keeping Blacks in dehumanizing-barbaric physical bondage.

**WHAT ENSLAVED AFRICANS, INCLUDING THOSE MIS-EDUCATED TODAY  
GENERALLY WERE OR ARE NOT BEING TAUGHT  
ORIGIN OF HUMAN LIFE IN AFRICA**



There is only **ONE** Human-Divine Race, scientifically-genetically and, from this Authors perspective, spiritually, with a putative origin on earth in ancient Africa.



**A Brief Look: Built by African-Black people—thousands of years before a single European or Arab nation existed—with "Heru on the horizon" or the Sphinx (Greek) having distinct African-Black features.**

"There a people, now forgotten, discovered, while others (read: Europeans, Arabs, etc) were yet barbarians, the elements of the arts and sciences. A race of men, now rejected from society for their sable (read: black) skin and frizzled (read: "woolly") hair, founded on the study of the laws of nature, those civil and religious systems which still govern the universe."

- Constantine Volney, *Ruins of Empires*, (short title) 1890 --

# BLACK EGYPTIAN PHARAOKES

The Rev. Adam Clayton Powell, Sr., pastor of Abyssinian Baptist Church in New York City and father of the famed Congressman, gave his opinion following an early 1920's visit to Egypt and Jerusalem.

"No colored man can go to Egypt and study like past and present achievements of its people without being proud that he is a colored man, for the Egyptians are undoubtedly Colored People. The features of all the pictures that are in the temples, pyramids and palaces of the old Egyptians are Negroes. All their statues have Negro features. Anyone who has seen the picture of the Sphinx knows that it resembles a genuine colored man."



1. Menes (or Narmer)  
1st Pharaoh of Egypt



2. Pharaoh Men-Kae-Ea  
(Known: Pharaoh Myserion)  
Dynasty IV  
Built the Third Giza Pyramid

Menes (Narmer-top), a Divine King, was the "Father" of Dynastic Kemet (Egypt), uniting the "Two Lands" and its first capitol, Memphis, was named in his honor. Mankaura (bottom) was a builders of one of the Great "Horizons," Akets or Pyramids of the Old Kingdom period in Kemet. Note: Most of the Pharaohs were "us" as well as the Black *Afrim* people or Hebrew-Israelites of the Bible. "The color purple" reflects royalty.

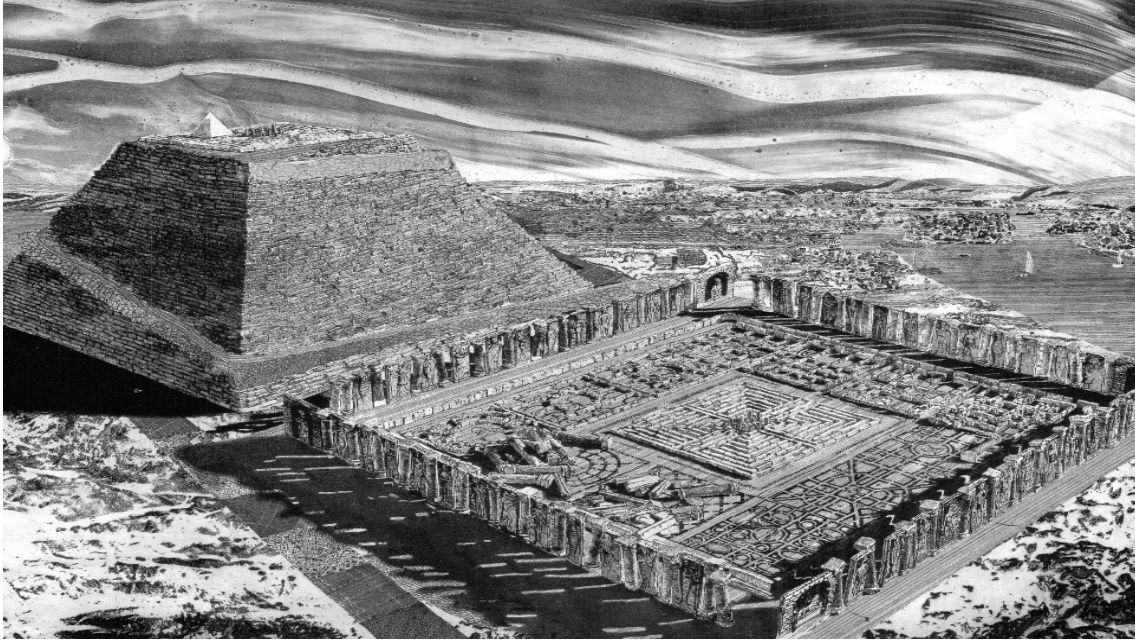
## IPET-ISUT--THE HOLIEST OF PLACES



John Hicks

Ruins of the first university in the world where many Greeks were taught under a wholistic system of "Secret Divinity"—no "separation of 'church' and state" since generic man was presumed to be a Spiritual Being. I believe in church-state separation, but not spirituality from the affairs of state





The Kemetic (Egyptian) Labyrinth, believed to reflect, in part if not totally, their strong preoccupation with spiritual development. The Greek historian, Herodotus, who visited Kemet in the 5th century B.C.E., described the Kemetic people "as Black and woolly haired." He also wrote of the Labyrinth during this ancient period (*History*, 2.148-49): "Furthermore, they resolved to leave a memorial of themselves in common, and in pursuance of this resolve they made a labyrinth, a little above Lake Moeris, and situated near what is called the City of the Crocodiles. I saw it myself and it is indeed a wonder past words; for if one were to collect together all of the buildings of the Greeks and their most striking works of architecture, they would all clearly be shown to have cost less labor and money than this labyrinth. Yet the temple at Ephesus and that in Samos are surely remarkable. The pyramids, too, were greater than words can tell, and each of them is the equivalent of many of the great works of the Greeks."

(Ref: Dr. Yosef ben Jochannan, *Black Man of the Nile and His Family*, 1972 & <http://www.catchpenny.org/labyrin.html>)



Temple of Queen Hatshepsut, designed-built by the architect, Senemut, whose black face is carved on a column of the Temple wall--personally observed by this Author on two study tours of Kemet (Egypt)--1986 and 1991 respectively.



Queen Tiye--one of many female African leaders, past and present.  
Note: There was no need for "Women's Liberation," as in the West.

### Masters of Mathematics

Greeks mathematicians studied in ancient Africa, including Pythagoras who studied in Kemet (Egypt) for 22 years

### Math Puzzles' Oldest Ancestors Took Form on Egyptian Papyrus



- **CALCULATIONS** The scribe of the Rhind Mathematical Papyrus, a Kemetite document more than 3,600 years old, introduces the roughly 85 problems by saying that he is presenting the "correct method of reckoning, for grasping the meaning of things and knowing everything that is, obscurities and all secrets."

University of Sankore, Timbuktu, Mali, 15<sup>th</sup> and 16<sup>th</sup> Centuries: African-Islamic Spiritual and Intellectual Center.



"At Timbuktu sit numerous judges, doctors and clerics all appointed by the King. He greatly honors men of learning. More profit is made from the book trade than from all other branches of commerce." No "Tarzan and Jane here!"

-- Leo Africanus, 16th Century--





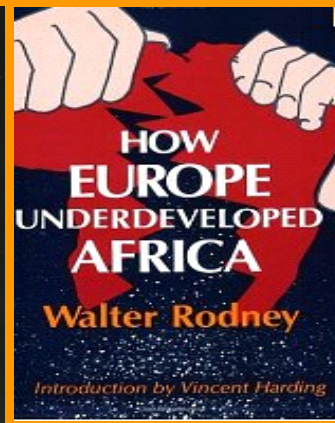
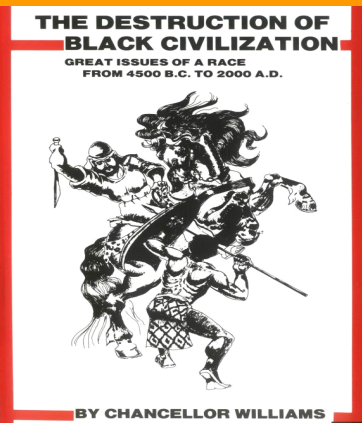
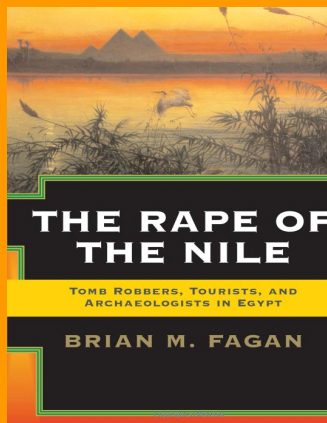
## An Enlightened Black High School Student Speaks Carl Noldon, Bronx, New York

"What I have to say is designed for the enlightenment of those who suffer from a school system that hypocritically manipulates Black history in a way that causes a disconnection from Black students and their history...If you try to make a Black child co-exist with a racist school system or a Eurocentric school system, then you are basically putting that child back into slavery, perhaps mental slavery...

Noldon continued: "All the history teachers I ever had were White and from every last one of them I never received the link to the genius of Africa. Those teachers always taught European history with a much stronger emphasis. The result was I was brainwashed. I was brainwashed because I thought genius equated to White people because the teachers talked about how much a genius a person like Einstein was or the Greeks. Later on I had to realize that those people that the White history teachers talked so greatly about were used as devices to implant a slave mentality in me and an inferiority complex. But, what the textbooks never taught me was how Europe took a lot from Africa and how Africa precedes Europe with thousands of years of philosophical, religious, mathematical, scientific, artistic, and medicinal knowledge. The African represented a genius so powerful that advanced civilizations flourished even before the concept of Europe was thought of."<sup>20</sup> Bingo!

### **Question: What Happened to This Great Civilization?**

Answers in Books Below, Plus *The Real-Holocaust* and article, "The Three Rapes of Africa" (Foluke, 2011,) Appendix F, TMTNTM,)

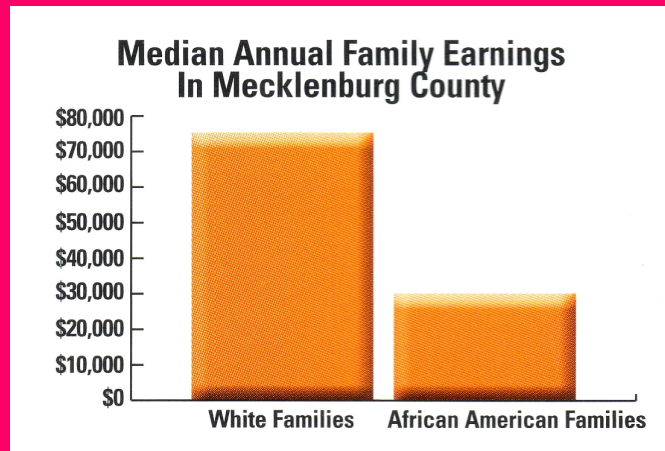


### **THE SECOND RAPE ARAB SLAVE TRADE—900-1820 CE**



After the "The Second Rape of Africa," depicted above, "The Third Rape" was-is *The Real-Holocaust* (Foluke, 1995-07), beginning around 1441. C.E. Moreover, after nearly 250 years of brutal-barbaric chattel slavery--also blatantly hypocritical--the slave master was determined to subordinate and to economically exploit Blacks, misusing laws, Black Codes (slight modifications of Slave Codes), to enhance and to sustain his **wealth**--now passed on from generation to generations of Whites, as **poverty** was/is passed on from generations of Blacks. "Take a look at the disparity in **WEALTH** between Black and White families today in Charlotte, NC., while considering its relationship to poverty schools, as well as to our **LEGACY** or history of "Separate but Unequal" mis-education in America.

**POVERTY GAPS EVERYWHERE; A LOOK AT  
CHARLOTTE, NC, 2005**



As a 5 years old boy, this Author--shown above at age 9--was "arrested" by city policemen for playing in a racially segregated "WHITE ONLY" park, along with his slightly older brother, now a retired Pastor in Richmond Virginia. Moreover, although an honor student in high school, I was excluded-banned, legally and physically (a unique story), from attending the University of South Carolina in my native state (not home). For home is where one is emotionally embraced, socially accepted and treated fairly. And while experiencing such blatant racism, initially in the South, I have travelled nationwide and internationally, having observed and been victimized by racism-tribalism

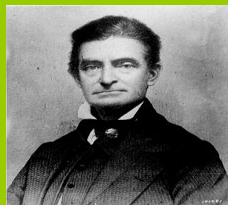
and its despicable by-product, "kneegroism,," throughout my long life. Indeed, although I was deeply wounded and scarred--economically and psycho-socially--I was determined, even while remaining resolved NOW, to continue working **spiritually-constructively** for socioeconomic change, "God willing and the creek don't rise." For when this society, metaphorically, gave us "lemons," some of us sought to make "lemonade," perhaps as we recalled those profound words of our GREAT High School Principal, Mr. J. Andrew Simmons, during this ugly era of racial segregation, a message repeated to us during our weekly student Assembly--to wit:

"Thank God a man can grow;  
He is not bound by earthward gauge  
To creep along the ground.  
Though his beginning be but poor and low;  
Thank God a man can grow."

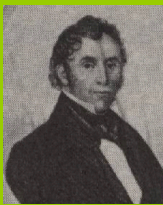
Florence E. Coles

Throughout our LONG and wearisome Black struggle for freedom, we have had a relatively few, but VERY GOOD White friends who have joined us in this struggle, with the following examples cited below. Indeed, the essential MORAL or SPIRITUAL Black liberation movement in America, generally, has never been an anti-White posture, but one that was anti-racism, with the important caveat that most Whites have never provided proactive support to our moral crusade, perhaps a gross understatement; for even today, about 50 percent of Whites are opposed to affirmative action for Blacks--but not for White females--with 90 percent of Whites opposed to reparations for Blacks, the latter a litmus test for racial justice. Indeed, most Whites--57 percent--did NOT vote for President Obama in 2008. Nonetheless, "some of my best friends have been/are White"--a facetious 180 degree reversal or twist on a very common expression among many Whites when challenged about their racism. Apparently though, what the teachers of these putatively fearful Whites did not tell them was that **MIS-EDUCATION** through public schools and a plethora of traditional churches, effectively have controlled many, if not most Black minds--and "behinds," perhaps a misperceived "success" from the oppressor's viewpoint. Therefore, "the greatest weapon in the hand of the oppressor is the mind of the oppressed"--a well-known aphorism in certain circles.

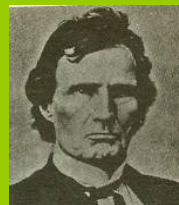
## EXAMPLES OF UNSUNG WHITE HEROES OF AMERICA



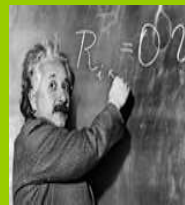
John Brown



Benjamin Lundy



Thaddeus Stevens



Albert Einstein



### **EINSTEIN ON RACE AND RACISM, 1995**

By Fred Jerome and Rodger Taylor

"More than one hundred biographies and monographs of Einstein have been published, yet not one of them mentions the name Paul Robeson, let alone Einstein's friendship with him, or the name W. E. B. Du Bois, let alone Einstein's support for him.

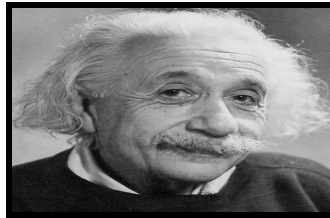


Nor does one find in any of these works any reference to the Civil Rights Congress whose campaigns Einstein actively supported. Finally, nowhere in all the ocean of published Einstein's--anthologies, bibliographies, biographies, summaries, articles, videotapes, calendars, posters and postcards--will one find even an islet of information about Einstein's visits and ties to the people in Princeton's African American community around the street called Witherspoon.

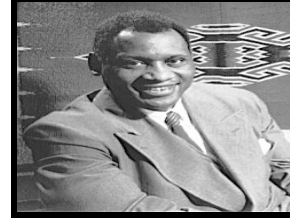
One explanation for this historical amnesia is that Einstein's biographers and others who shape our official memories felt that some of his 'controversial' friends, such as Robeson, and activities, such as co-chairing the anti-lynching campaign, might somehow tarnish Einstein as an American icon. That icon, sanctified by *Time* magazine when it dubbed Einstein the 'Person of the Century,' is a myth, albeit a marvelous myth. In fact, as myths go (read: lies of omission), Einstein's is hard to beat."



Dr. W. E. Dbois



Dr. Albert Einstein



Paul Robeson



### Einstein "Speaks" Directly:

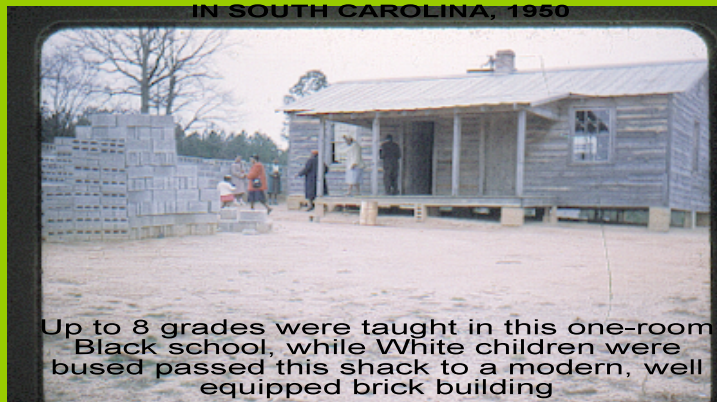
"There is, however, a somber point in the social outlook of Americans. Their sense of equality and human dignity is mainly limited to men of white skins. Even among these there are prejudices of which I as a Jew am clearly conscious; but they are unimportant in comparison with the attitude of the 'Whites' toward their fellow-citizens of darker complexion, particularly toward Negroes. The more I feel an American, the more this situation pains me. I can escape the feeling of complicity in it only by speaking out.

"Many a sincere person will answer: 'Our attitude towards Negroes is the result of unfavorable experiences which we have had by living side by side with Negroes in this country. They are not our equals in intelligence, sense of responsibility, reliability.'

"I am firmly convinced that whoever believes this suffers from a fatal misconception. Your ancestors dragged these black people from their homes by force; and in the white man's quest for wealth and an easy life they have been ruthlessly suppressed and exploited, degraded into slavery. The modern prejudice against Negroes is the result of the desire to maintain this unworthy condition."

---Albert Einstein, "The Negro Question," 1946--

### A "SEPARATE BUT UNEQUAL" SCHOOL IN SOUTH CAROLINA, 1950



Up to 8 grades were taught in this one-room Black school, while White children were bused passed this shack to a modern, well equipped brick building



## “Separate But Unequal”—Blatant Racism

Rhetorical Question: To what extent does this racist mind-set still prevail in America?

Per-Pupil Expenditures In Selected Southern States			
1939-1940 School Year			
State	White	Negro	Percentage Gap
Alabama	\$47.59	\$14.63	225.3%
Arkansas	36.87	13.73	168.5%
Florida	69.76	26.95	158.8%
Georgia	55.56	16.95	227.8%
Louisiana	77.51	20.49	276.3%
Maryland	--	--	--
Mississippi	52.01	7.36	606.6%
North Carolina	46.02	28.30	62.6%
South Carolina	57.33	15.42	271.8%
Texas	72.72	28.49	155.2%
Average	\$58.69	\$18.82	211.8%

Note: Data are based on average daily attendance  
Source: Unpublished data from U.S. Department of Education

In conjunction with the above, clearly **racist, immoral double standards** of **funding** between segregated White and Black schools, there were related double standards in relation to the **curriculum**, textbooks and other material used between these segregated schools. Indeed, this Author, vividly recalls that our-Black textbooks were "hand-me-down," most often "worn out" or ragged books formerly used by White students in their schools. More germane, virtually all historic lessons on "race" were replete with **BIG LIES** that promoted the emaciated ideology of White supremacy, as reflected in the following examples below:

"I am apt to suspect that the Negroes in general are naturally inferior to whites. There has never been a civilized nation of any other complexion than white."

--David Hume, 1748--

"Let us forget Africa never to return to it, for Africa is no part of this historical globe, it is outside of history."

--Georg Hegel, 1928--

"Of the 21 great civilizations of the world, not one has been produced in Africa."

-- Arnold Tonybee--

"I advance it therefore, as a suspicion only, that the blacks, whether originally a distinct race or made distinct by time and circumstance, are inferior to the whites in endowments of both body and mind."

--Thomas Jefferson--

"There never has been a civilized Black nation in history"

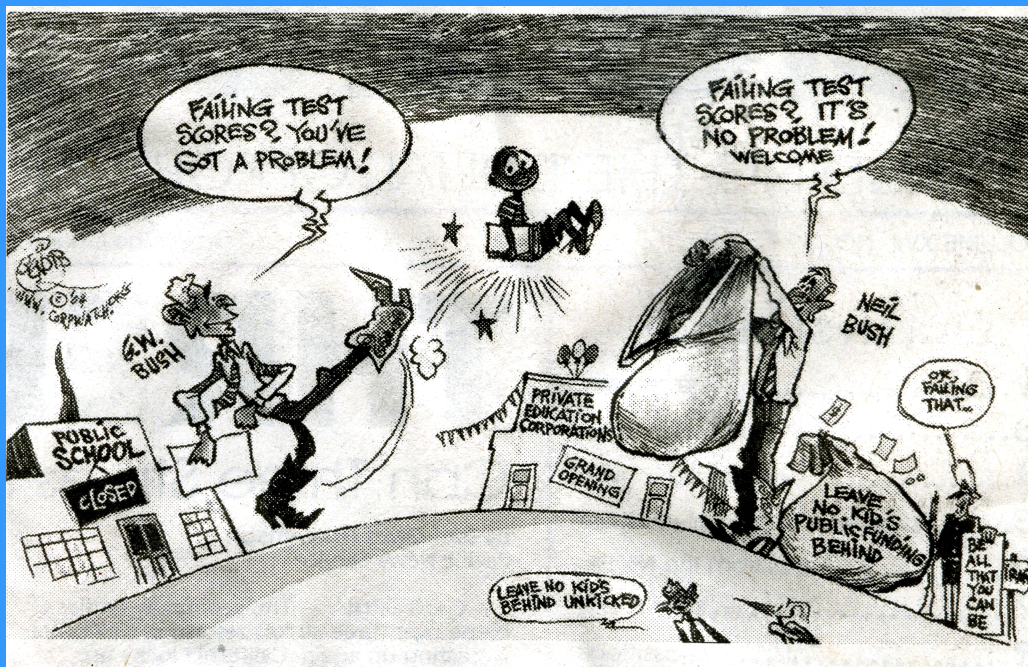
--Richard Nixon, *The Halderman Diaries*, 1993--

**IMPORTANT NOTE:** Many of these LIES were "internalized" by most Blacks, negatively impacting what some Blacks believed about themselves-ourselves, only "the tip of the iceberg" of a large number of dehumanizing-debilitating psycho-social factors, perhaps best defined collectively as "Internalized Victimization" which, unquestionably, affects Black communal values, lifestyles and academic achievement.

Racial School Desegregation, legally mandated by the U.S. Supreme Court in 1954-55--the latter year, "with all deliberate speed" (sic)--was **strongly resisted**, often violently, by major segments of the White community (examples, Little Rock, AR and Boston, MA), at times using slogans, such as, "Two Four Six Eight, We Don't Want To Integrate" and "Go Home Nigger." Nonetheless, a spiritually committed, but distinct minority of "Blacks and White together," heroically confronted these majority evil forces in society, i.e., *The Scoundrel Syndrome* (Foluke, 2004). Moreover, because of continuing **major** "White Flight" to suburban areas and protracted continuing resistance to school desegregation, even during this New Millennium era, many public schools have "re-segregated"--the latter word a misnomer since schools were never fully desegregated, irrespective of failing EVER to "integrate;" for the latter is a psycho-social-spiritual concept which presupposes "a nurturing environment," in contradistinction to a hostile one. In essence, authentic integration entails "community" (common unity) in a society that is relatively balanced socioeconomically, based upon reciprocity of mutually perceived interests, with strong elements of caring and sharing people who "Belong" (Maslow) to or who emotionally embrace each other--again, in "common unity."

Bottom line: Because of multiple factors under *The Scoundrel Syndrome*, school desegregation, in many respects, has **FAILED** and the time has come--indeed, it is far past due--for major, unprecedented reforms under the present "re-segregated" system and/or to create a new Pyramid Model System that synthesizes the best features of two partially failed systems--the old racially segregated order and the present desegregated-"re-segregated" system. Indeed, in this context, GOD, not "the devil is in the details" and such details of the proposed PMS system may be found in Chapter 6 of this Author's latest book, *Truths My Teacher Never Told Me* (2011). Therefore, the time to READ and to ACT progressively on education and "liberty and justice for all" is NOW!

## Study-Observe-Push-outs



**Example of Black Abuse During Desegregation-Re-segregation. "The first principle of racism is that you always blame the victim"--John H. Griffin.**



**"COME BY HERE LORD"**  
**It is no accident that "we" have**  
**New System of Slavery—A School To Prison Pipeline**

"We have about a million Black men in  
prisons waiting on justice and millions  
more people in churches waiting on Jesus"

--Dr. Julia Hare--

What's wrong with this double-ugly reality?



**WHAT'S WRONG?: IMBALANCE OF WHITE FEMALE TEACHERS**

- ❖ About 80 percent in Charlotte and other cities where I have resided, including Oklahoma City and Youngstown, Ohio. No accident!
- ❖ "The future of the black race lies in the hands of white, female teachers. The problem with that, says Dr. Jawanza Kunjufu, is many white female teachers have no clue how to educate black youth. "You can't teach a child you are afraid of"
- ❖ "I must agree with (Dr. Jawanza) Kunjufu. Deny him, deny me, hate us both, but the mathematical reality is that Black male students are suspended and expelled at greatly disproportionate rates. How do you account for that except to say that the Black male students clearly do not get along with their teachers? Most teachers are women, white women. Without assigning blame to anyone, how can the education establishment continue to ignore the obvious?"-----  
--Edward Hays--
- ❖ Observations and testimony of Black students: Generally, White teachers have lower expectations for Black students. Moreover, because of fear of their Black students, White teacher tend to be more intolerant of Black students—often suspending or expelling them at the slightest provocation.

**Dr. Kunjufu**



**Note:** Scholarly research reveals that Blacks students fare better under Black teachers. However, even many, if not most Black teachers, having been mis-educated under a Euro-centric "education" system, may be relatively "worthless" (Woodson) in promoting the progressive development of their people. Therefore, most teachers, beyond ethnic considerations, should receive "re-education" on our Black History-Culture to preclude the continuing-prevailing "professional mal-practice" in "our" public schools.

**CMSTest Scores, 2002, Percent At Or Above Grade  
Level**

**Conclusion: Woodson was correct; Blacks should not expect to be educated (or properly “trained” in “the 3Rs”) in a Euro-centric system of mis-education**

Subject	White	Black	Gap
U.S. History	70	28	42
Geometry	70	23	47
Biology	83	42	41
Economic, Legal & Political Systems	81	40	41
Reading	91.5	62.3	29.2
Math	94.5	70.1	24.4
Social Studies	84.3	44.3	40

**Dr. Eric Smith, former CMS Superintendent, appointed Commissioner of Florida Education in 2007, promised publicly in 1996-97 to close the Black-White test score gap to within 10 percentage points by 2001. Apparently, many people believed him, for he received multiple financial bonuses for his “work.”**



**“The Ghost of Dr. Carter G. Woodson”**

African people should not expect authentically to be educated in a Euro-centric system (imbalanced), devoid of spirituality and permeated with “dog eat dog values, i.e., excess individualism, greed, injustice, a win-lose paradigm (testing mania), a virtual absence of cooperative learning, and promotion of “self-actualization” in contrast to “self-transcendence.”

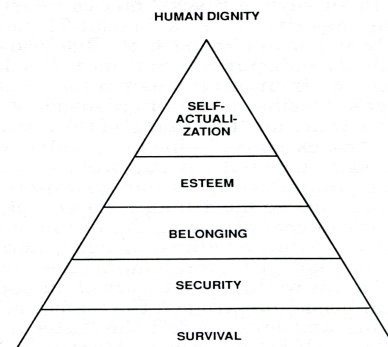
Note: Win-lose is good in sports, but the Creator promotes win-win balance in the game of life.”

**WHAT’S WRONG: Failure to discuss or confront “The Ghost of Dr. Carter G. Woodson**



The Father of Black History Week-Month

**Hierarchy Of Human Needs  
(Abraham Maslow)**



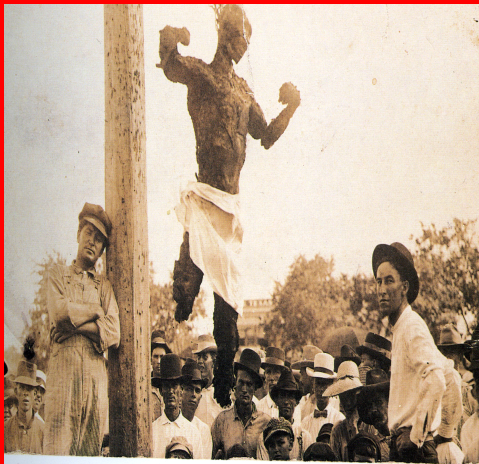
As postulated by Abraham Maslow.



- ❖ As narrated and graphically noted above, this Author was reared in a grossly UNEQUAL, racially segregated society--"we was po ya'll," too "po" to put the "or" on the word--having existed (not lived) on Maslow's "Survival" level, with many very ugly stories to tell about the blatant inhumanity of this dehumanizing socioeconomic order. Indeed, my Father was nearly lynched in Columbia, SC for fighting with a White man who had cheated him over a small piece of "Half and Half Tobacco." Moreover, my family and Black friends in the housing projects of that city were constantly insulted, especially by White politicians, with the so-called "N" word and much more ugly rhetoric. And it was against "Southern Hospitality" (sic) for any Whites--including very poor ones also living in adjacent but segregated housing projects--to respect Blacks by calling them-us "Mr." or "Mrs."--only using our first names or "boy," although we, respectfully, had to prefix the names of all Whites, including teenagers beyond the age of twelve. And such "Hospitality" and related misbehavior double standards have created an ugly-**CUUMLATIVE LEGACY** of racist incivility or **HATE**, both generally based upon **ignorance** and/or **GREED**--those two factors that have destroyed nations or empires in the past, as observed by Count Constantine Volney in his classic *Ruins of Empires* (short title), 1890. Rhetorical question: America are we next in line for destruction?

#### **OTHER INHUMANE-DEHUMANIZING-DEATHLY MISBEHAVIOR**

**What's Wrong? Lynchings—Numbers Covered Up—a  
“Guesstimated” 17,000 “Strange Fruit” Hanging From Trees.**

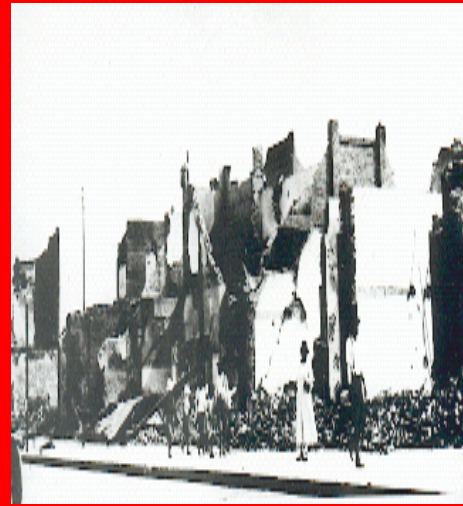


A conservatively “guesstimated” 17,000 Black lynchings occurred in America, but you may not find a single lynching “scene” in some American “his story” textbooks; however, you may find multiple scenes or photographs of the Jewish Holocaust in “American” textbooks, although the Jewish Holocaust occurred in Germany. Many Blacks who were lynched were castrated and falsely accused of “rape” by White females. Tragically, there were virtually no arrests or trials for those thugs who committed these “crimes against humanity.” Nonetheless, White America generally went berserk when ONE Black man, O.J. Simpson, allegedly beat their “just us” system through a “not guilty” verdict in a 1995 criminal case. However, “they” finally got “O.J.” through sheer racist determination and/or his stupidity.

What's Wrong? Failure to teach, truthfully, about  
**URBAN POGROMS** or anti-Black "race riots"--about 69  
 pogroms, including "riots" on "free" Blacks communities  
 before Civil War

Pre-Civil War Pogroms

Partial Tulsa Aftermath, 1921



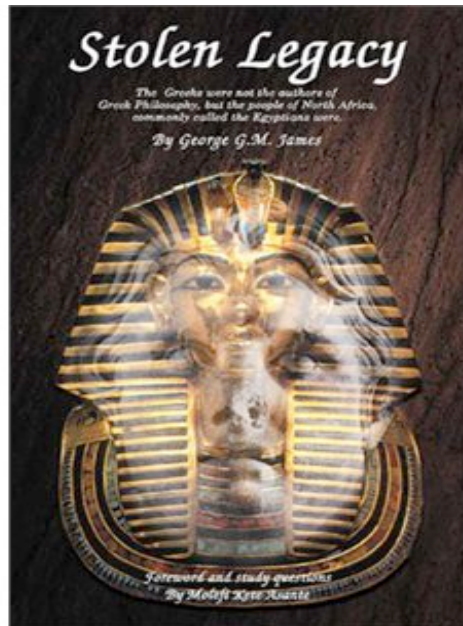
### Testimony of a Another Persecuted Educator

"African educators, on all levels, who are African-centered in their approach, are in jeopardy of losing their jobs or ridiculed for teaching the truth about the state of Africans. At the university level, Dr. Leonard Jeffries of City University of New York in the early 1990s was also excoriated for statements concerning the role of ancient Africans in science, religion, and the arts. During my thirty years as an educator I have experienced isolation, hostility harassment, demotions, suspensions, and termination because of the role I played in successfully educating children of African descent. ..

"It is essential for the ruling elite to take the mind of the African and keep the body. In order to live peacefully with the very people you enslaved, lynched, beat, burned, castrated, stripped of their religion, language, sense of family, culture, identity, *et cetera*, you must find a way to control their thoughts. If African people in America understand who they are, where they come from, and what was taken away from them, they would have no choice but to revolt. Imagine 40 million Black folks armed with the truth still living in the land of the very people who enslaved them. America, therefore, must continue to mis-educate the African and keep him docile." Bingo! However, this Author questions the "essential" and "must continue" words in this "Testimony."



Sister Yaa Asantewa Nzingha,



About *Stolen Legacy*, 1976, by Professor George G.M. James: This book, like *Ruins of Empires*, quoted above, is must reading by those who are seeking truth and the truth is that Greek Philosophy IS stolen philosophy of Ancient Kemet (Egypt)--as well as other disciplines of the arts and sciences from ancient Kemet. Indeed, this book and others similarly related, points out facts that no-one has been able to disprove from Alexander's conquest of Egypt (332 B.C.E) to the Egyptian God Atum (several thousands years before the Greeks). . Rush Limbaugh and Kim Peterson tore this book up refuting every word in it, but did so without disproving anything that the book has said... just like Mary Lefkowitz in 'Not out of Africa.' However, this book presents solid facts that nobody has been yet able to disprove, and the scholars that want the people of the world to think that Black people are inferior are afraid of this book. Indeed, this Author has made three trips, including two study tours, to Kemet ("Egypt,") in 1986 and 1991, having included scholarly documented, on-site information on the blackness of ancient Kemet in all five of my books; therefore, the blackness of ancient Kemet is a "closed case" for African-centered scholars, authors and serious writers on this subject.

### **Examples of Contemporary White Promoters of Racial Justice-- Ma'at**



Tim Wise, Anti-racist  
Activist-Author



Donna Lamb, Anti-racist  
Activist-Journalist



Dr. Andrew Manis, Associate  
Professor of History-Author



- ❖ "Most white people desire, or perhaps even require the propagation of lies when it comes to our history. Surely we prefer the lies to anything resembling, even remotely, the truth. Our version of history, of our national past, simply cannot allow for the intrusion of fact into a worldview so thoroughly identified with fiction. But that white version of America is not only extraordinarily incomplete, in that it so favors the white experience to the exclusion of others; it is more than that; it is actually a slap in the face to people of color, a re-injury, a reminder that they are essentially irrelevant, their concerns trivial, their lives unworthy of being taken seriously."...

"So what can we say about a nation that values lies more than it loves truth? A place where adherence to sincerely believed and internationalized fictions allows one to rise to the highest offices in the land, and to earn the respect of millions, while a willingness to challenge those fictions and offer a more accurate counter-narrative earns one nothing but contempt, derision, indeed outright hatred? What we can say is that such a place is signing its own death warrant. What we can say is that such a place is missing the only and last opportunity it may ever have to make things right, to live up to its professed ideals. What we can say is that such a place can never move forward, because we have yet to fully address and come to terms with that which lay behind." (Underlines inserted)

--Tim Wise, "Of National Lies and Racial America," April 10, 2008--



Hurricane Katrina Victims

"Though the events in New Orleans might have brought American racialized poverty into the national spotlight, we know that these images will not endure. After all, Americans suffer from a society-wide case of historical amnesia...Besides, even if the media coverage of Katrina's aftermath forced large numbers of Americans to confront a racially and economically marginalized population in New Orleans, this does not necessarily guarantee that this suffering engaged their moral consciences. White Americans have a long and rich history of recognizing black suffering but excluding it from their universe of moral concern. A less widespread but equally disgusting moral evasion (concerning the black poor) takes place daily among a growing number of blacks, particularly affluent ones."

--Jerry G. Watts, *Black Commentator*, 11/17/05

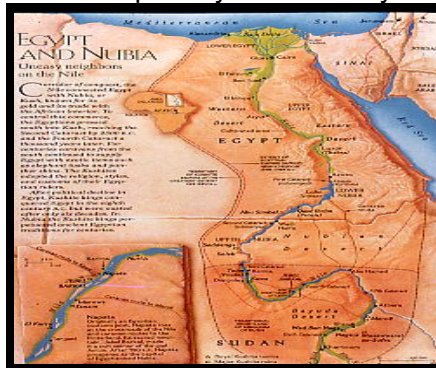


The eye of Heru, lost in battle with the evil Seth in ancient Kemetic (Egyptian) mythological spirituality, i.e., the perennial fight between good and evil or light versus darkness.



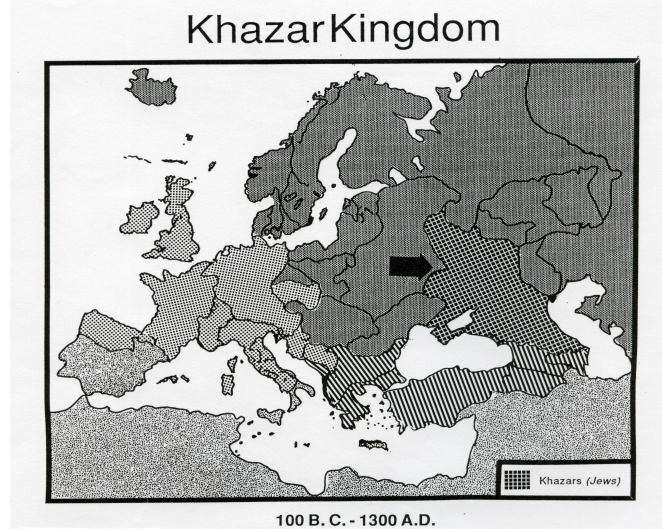
## POSTSCRIPT: FINAL CLARIFYING THOUGHTS-COMMENTARY\*

- ❖ "The Cradle of Civilization," almost totally inhabited by "black and wooly haired" people (Herodotus), was in ancient Kemet (Egypt) and Kush (Ethiopia), the latter extending from Africa across the Eurasian continent, including and beyond present-day India. Therefore, the present-day "Egyptians" are mainly ARABS who conquered North Africa, including "Egypt," beginning around 651 C.E. These Arabs, while trading in enslaved Africans before Europeans began their similar ignominious trade, were unable to extend their brutal conquests to Southern Africa, primarily because of a large and effective army (200,000 strong) in ancient Ghana--not to be confused geographically with present Ghana where I visited in 2002. Moreover, these Arabs, with conscripted Black soldiers (an ethnic mixture of which were called "Moors") also invaded Europe through Spain and Southern France, but they also were defeated--metaphorically stopped in their tracks--militarily by those stronger European forces under direction of their leader, General Charles Martel at the Battle of Tours in 732 C.E.; otherwise, we may speculate, that much of Europe, like North Africa, could or would have been occupied by Arabs today.



- ❖ The Arabs, including present-day Palestinians, also conquered ancient lands inhabited by Black Kushites-Canaanites in the so-called "Middle East"--the latter a concocted name allegedly traceable to World War II, but in earlier times it had been a part of Northeast Kemet-Kush ("Egypt" "Ethiopia"). Indeed, according to a Ghanaian scholar, Dr. Nana B. Darkwah, it was *The Africans Who Wrote The Bible: Ancient Secrets Africa and Christianity Have Never Told* (1995). And these Black African people, mainly, were called *Afrim* (or, later, Essenes by Euro-centric "scholars"), subsequently Hebrew-Israelites and then Jews. Moreover, these alleged "first Christians" lived a life of celibacy and shared property in common, which means that they were authentic COMMUNISTS--metaphorically a FAR CRY from many, if not most, politically right-wing "Christians" in America today. For generally these latter traditional "Christians" apparently "preach" Christianity but whose political "leaders" and/or their quasi-blind followers PRACTICE a GREEDY form of individualistic, "dog eat dog" Darwinian CAPITALISM. "Woe unto you scribes, Pharisees, hypocrites?" (Luke: 11:44, *The Holy Bible*). Moreover, this present "Christianity" is the very anti-thesis of more genuine Christianity preached by the gospel Jesus, although this Author promotes a "Three Jesus Concept"--historic, mythological and mystical. (Note: For greater theological details of this Author's viewpoints, see Appendix F of *The Scoundrel Syndrome*, 2004, and Chapter 4 of *Truths My Teacher Never Told Me*, 2011 by this Author).
- ❖ In fact, the White "Jews" (Ashkenazim) which dominate Israel--and some alleged "anti-Semites" would argue--America today, were not the people of the Bible, according to multiple scholarly sources (Ref: Chapter 9 of *The Real-Holocaust* by

this Author), but a people who, initially from the Khazar Kingdom in Eastern Europe (100 B.C.E. to 1300 C.E.), converted en masse to Judaism (circa 620 C.E.) under direction of their King Bulan, mainly for geopolitical reasons, being caught between competing major powers, i.e., Christians and Islamic people. And this historic struggle, to some degree, continues today--ending where, "God only knows." However, we should be reminded that this proclaimed "Holy Land," that is being fought over, like ancient Kemet (Egypt), was originally occupied by Black people.



- ❖ Finally, let us be informed or reminded that a much earlier, perhaps original, "Holy Land" was in ancient Kemet (Egypt)--where the God Asaru-Osiris was "buried" and "resurrected" at a location called Abdju by Africans, Abydos by Greek conquerors of Kemet and later el-'Araba el Madfuna by the Arabs, following a succession of other outside conquerors, e.g., Persians, Greeks, Turks, Vandals and British.
- ❖ Rhetorical question: When will people of this earth learn to live simply by "the golden rule"--"do unto others as you would have them do unto you"--as a critically needed substitute for the prevailing philosophy-practice, as expressed in the aphorism, "those who have the gold rule." Indeed, to reiterate, according to ancient African spirituality, as compiled in *The Husia*, (Karenga, 1985), "the balancing of the land lies in Ma'at--truth, justice and righteousness. ..Do not rob, rather act against the robber. For one is not really great, if he is great with greed." In conclusion, let us recall a related, much later, biblical admonition--to wit: *Woe unto them that turn aside the needy and take away the right from the poor of my people.* --Isaiah 10: 1-2, *The Holy Bible*. Bingo-Amen!

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*"Here's to the crazy ones. The misfits. The rebels. The troublemakers. The round pegs in the square holes. The ones who see things differently. They're not fond of rules. And they have no respect for the status quo. You can quote them, disagree with them, glorify or vilify them. About the only thing you can't do is ignore them. Because they change things. They push the human race forward. And while some may see them as the crazy ones, we see genius. Because the people who are crazy enough to think they can change the world, are the ones who do."*

-- Apple Inc.--

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