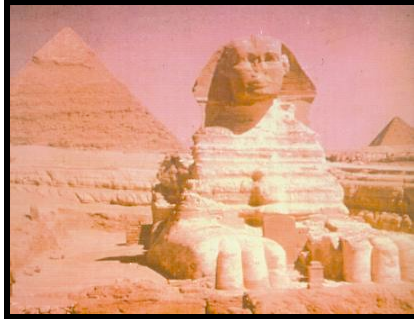


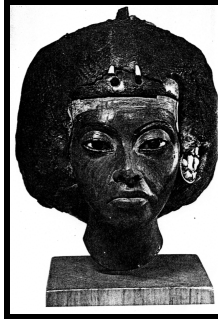
Attachment # 1

TRUTHS MY TEACHER NEVER TOLD ME:

**An Analysis of History Textbooks and Public
Mis-Education with Wholistic Solutions**



*Hor-Em-Aket (Sphinx) and "Horizons
Of Kemetic (Egyptian) Kings,
under-girded by a profound philosophy-
theology of liberation-salvation..*



QUEEN TIYE



*Ruins of Ipet-Isut — "The Holiest of Places"
-- the first university in the world in ancient
Kemet (Egypt).*

**"Those who do not treat you right cannot be expected to teach you right."
--Elijah Muhammad—**

"I'm tired of hearing of a Black history which begins with slavery. A perfect example is the popular Black history book, From Slavery to Freedom. Wherever there is humanity, you find Black people. I want all Black people to embrace their African-ness. Why is this important for us? Because we are trying to become whole again. What you do for yourself, depends on what you think of yourself. And what you think of yourself depends on what you've been told."

--Dr. Runoko Rashidi --

"The fact that we Africans in America lack a thorough knowledge of self and others is taking a devastating toll upon us. If our children knew our ancestors created the first civilizations and the great cultures of the Nile Valley, Nubia, the Sudan, Ethiopia, Southern Africa, Mesopotamia and Indus Kush, would they still kill each other over sneakers and clothing with other folks' names, images and logos on them. I don't think so!"

--Junious R. Stanton "The Power of History"--

"My people are destroyed for lack of knowledge"

-- Hosea 4:6, The Holy Bible—



Minister (Dr.) Gyasi A. Foluke

OVERVIEW

"America Can't Deal With Reality -- We Must Be Exposed to the Truth, Even If It Hurts. Many people inhabit a closed belief system on whose door they have hung the 'Do Not Disturb' sign."

-- Bill Moyers--

In this book, the author examines the inherently controversial issue of racial bias--omissions or distortions--in two academic textbooks on World and American history respectively, in the context of problems in public mis-education, with related-proposed wholistic solutions. It is a follow-up to his first book, *The Real-Holocaust: A Whoistic Analysis of the African American Experience, 1441-1994* (1995-07)--more specifically to Chapter 7, "Mind Destruction," and to his third book, *The Crisis and Challenge of Black Mis-education in America: Confronting the Destruction of African People Through Euro-centric Public Schools* (2001). Initially, he embraces, in part, "The Ghost of Dr. Carter G. Woodson"—the Father of Black History Week-Month—who in his classic book, *The Mis-education of the Negro* (1933), proclaimed that African Americans should not expect to be educated, authentically, in an "antiquated" public school system, designed to promote the socioeconomic interests of White Americans. Furthermore, Woodson proclaimed, many professionally "educated" or mis-educated Blacks were all but "worthless" in promoting the collective development of their people.

After identifying both micro and macro problems related to textbooks and mis-education--"The Funeral Syndrome Under Majority Tyranny"--the author provides an abridged outline or examples of thirty six specific topics that constitute "**The Big Cover-up**" of truths related generally to Euro-centric textbooks. Subsequently, he offers a general assessment of these books, followed by meticulous analysis of two specific textbooks, providing support for his earlier (1995 and 2001) premises on the underestimated damage-destruction uniquely to Blacks through mis-education and socioeconomic oppression-suppression in the larger society. Moreover, he offers conclusions and over 40 specific recommendations to promote wholistic reforms--changes in the public school system and broader society--seeking to make of us "whole."

In essence, the author, proclaims the partial-major **failure** of both the racially segregated and desegregated--"re-segregated" school systems, while advocating a synthesis--combining the best of both of these two failed systems--into a new **Pyramid Model of** wholistic--spirit, mind, body--development. And these proposals also mandate changes in two prevailing thought patterns of reform, the "victim deficit" and "system deficit" models of change respectively, i.e., a balanced focus on "disadvantaged" students, with a much stronger focus on a deficient educational-socioeconomic system.

Finally, as an aspect of both old and new systems, the author proposes, as appropriate, the creation of a series of **African-centered Supplemental Centers within public schools**, the potential "re-structuring" of school boards, as well as temporary--from three to five decades--of **African-centered, charter-school education for many Blacks**, as a **critically-needed corrective** for protracted public school mis-education. He also proposes a "new" philosophy of education-human-Divine salvation, based mainly on precepts in ancient Africa, B.C.E. And this philosophy extends, inexorably, to the socioeconomic system where "Ma'at"--truth, justice, and righteousness--or "the balancing of the land," becomes the ideal operative-normative value throughout society.



CONTENTS

"White society has taken the best from the African and African American people and claimed it as their own, while portraying or misusing the worst aspects of our condition/behavior--"bitter fruits," sown mainly by Whites---as a weapon to destroy us."

--Gwendolyn H. Haynes, Oklahoma City, Oklahoma, 1990--

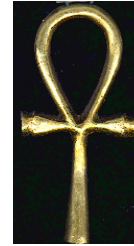
"I'm for truth no matter who tells it. I'm for justice, no matter who is for or against it. I'm for a human being, first and foremost, and as such I'm for whoever and whatever benefits humanity as a whole."

---Malcolm X---

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ABOUT THE AUTHOR-LECTURER*



Minister (Dr.) Gyasi A. Foluke

An author-lecturer-consultant, Nontraditional Minister (Cosmic Christian-Universal Spirituality), and part-time CEO of The Kushite Institute for Wholistic Development in Charlotte, NC, Minister Dr. Gyasi A. Foluke has been an activist-scholar-author in the struggle for human rights and dignity for over 50 years, beginning at age 16 when he established the first Youth Council of the NAACP in his hometown of Columbia, SC.. As a senior high school student, he also wrote the Alma Mater for the new C.A. Johnson High School. Having written many professional articles, monographs and studies to promote wholistic—spirit, mind, body—development, including social-institutional change in America, he is the author of *The Real-Holocaust: A Wholistic Analysis of the African American Experience, 1441-1994* (1995-07)--used as a textbook at the University of Oklahoma per attached "Testimonials"--*The "Old Time Religion": A Wholistic Challenge to the Black Church* (1997)--stolen by a bankrupt publisher--*The Crisis and Challenge of Black Mis-education in America: Confronting the Destruction of African People Through Euro-centric Public Schools*, (2001), *The Scoundrel Syndrome: Essays on the African American Experience, 1996-2003*, (2004), and *Truths My Teacher Never Told Me: An Analysis of History Textbooks and Public Mis-Education, with Wholistic Solutions*. (2011)

A graduate of Howard University, Washington, D. C., 1958 (BA Political Science/Economics, *Magna Cum Laude*) and American University, Washington, D.C., 1960 (MA Public Administration), the author has pursued 6 years of additional post-graduate studies at several universities-institutions and protracted (over 35 years), of independent, academic-supervised research on Black Studies, Religion-Metaphysics, while earning a Non-traditional Doctor of Divinity Degree from the Neotarian College of Philosophy, Kansas City, Missouri, 1981. (Thesis: *Universal Oneness: Metaphysical Perspectives on Life*). He also served as Adjunct Professor-Lecturer of Black Studies at six universities and colleges, beginning at Creighton University in 1969, and completed two study tours to Africa (Kemet/Egypt, 1986 & 1991) and a trip to Ghana (2002) where he lectured at Wenneba University, Wenneba, Ghana.

A former Air Force Officer/Intelligence Analyst (11 years) who officially was evaluated as “a consummate expert on race relations matters” at the Armed Forces Staff College (1972), he served subsequently as Social Action Officer and Chief of Training, USAF School of Social Actions (5 years) with responsibilities for teaching instructors in Race Relations Education, Drug/Alcohol Abuse Prevention/Treatment and Equal Opportunity/Treatment. Later, he served as President/CEO of several nonprofit corporations, including the Tarrant County/Forth Worth anti-poverty agency and two Affiliates of the National Urban League, creating or managing over 50 socioeconomic programs for poor and “disadvantaged” citizens. He was a non-traditional Air Force Officer, having spent most of his off-duty time working in the civil rights movement, including brief work with Dr. Martin L. King Jr. in 1963. He also opposed the war in Vietnam in 1966 and paid a price for his moral-professional posture--later proven correct by Cabinet level officials through their belated-profitable books. A recipient of numerous awards for community service and winner of the Bronze Star Medal, he is listed in *Who's Who in Black America*, 1985.

*The author provides power-point presentations, seminars and wholistic messages on his work.

Testimonials

As printed on the back cover of *The Real-Holocaust*, 2007 Edition (Foluke, 1995)

"During my class on "Critical Issues in African American Studies" at the University of Oklahoma, *The Real-Holocaust* served as a highly effective academic tool because it afforded students the opportunity to become acquainted with historical, economic, and spiritual issues from the point of view of the oppressed."

--Khepra NuRa Khem, PhD—

"A book for Economic Empowerment, *The Real-Holocaust* by Gyasi A Foluke brilliantly illustrates the African American experience in the Western Hemisphere. To get an in-depth look at where we have come from will help to get to where we should be. "

--Harry C. Alford, President/CEO, National Black Chamber of Commerce, Inc.—

"Dr. Foluke's subject matter selection, analysis of documents, and insight into phenomena reflect a great degree of scholarship. His work contributes to the social, political, and economic knowledge base of the country, its communities, and people."

--Dr. Warren C. Hope, Associate Professor, Florida A&M University—

"*The Real-Holocaust* is a factual account of the African American experience by a consummate expert in the area of race relations and intercultural relations. On a personal level, I know him to be a man of his word, with impeccable character and integrity.

--Attorney John R. Ross, President, Dallas County/White Rock NAACP—

"This book was very enlightening and provided me with a tremendous thirst for knowledge about my history and my ancestral background. Many of the chapters told stories of the abuse of our women, men and children, the countless number of rapes, beatings and senseless killings. The chapters dealt with the big picture, and laid a foundation about the lasting effects of *The Real-Holocaust* experience, while analyzing the psychological, emotional, spiritual, and economical oppression we feel today."

--Mia Fleming, Student, University of Oklahoma--



Ankh

Ancient Kushite-Kemetic symbol of LIFE, translated as the Divine or Natural Law of Opposites--male-female, light-darkness, positive--negative, liberal-conservative, etc--with both opposites containing aspects of the other opposite, e.g., some male in every female, liberal in every conservative and vice versus. Theologically, it represents the fourth or creative power of God beyond the Trinity--the monotheistic ONE that permeates all life on this mundane or earth plane of existence. And the goal of generic man is to become and later to BE Godlike--aware or spiritually attuned to his real God-Self--as we follow self-transcendent patterns of Divine Heroes, historical and/or mythological, such as Heru (Egypt), Zoroaster (Persia), Jesus (Israel), Krishna (India), etc, in quest of enriched lives through BALANCE and HARMONY by extracting-obtaining the best aspects, talents, partnerships and/or features between both opposites. Amen!