

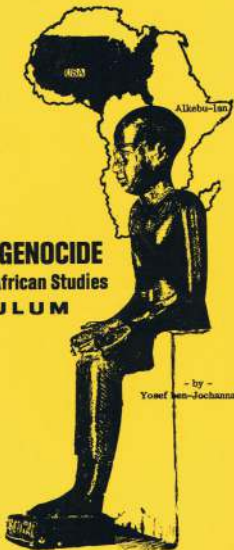
**CULTURAL GENOCIDE**  
**In The Black & African Studies**  
**CURRICULUM**

- by -  
**Yosef Ben-Jochannan**



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# MAP Of AFRICA

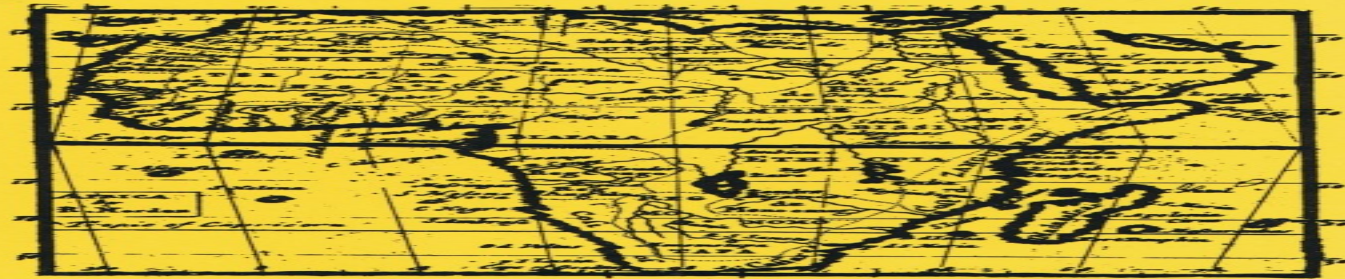
1688 A.D.



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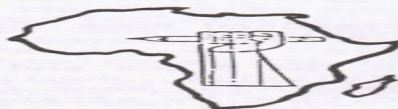


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**CULTURAL GENOCIDE IN  
THE BLACK AND  
AFRICAN STUDIES  
CURRICULUM**

**by**

**YOSEF BEN - JOCHANNAN**



**ECA Associates**  
New York \* Chesapeake  
1989

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**1989**

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## Foreword

When this work was first published in 1972, the academicians in Black and African Studies programs throughout the United States almost without exception, virtually ignored the challenges raised by Doc Ben in this work **CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM**.

Today, in 1989, many of the same academicians are struggling against tremendous odds to fight off institutional efforts to dissolve their programs.

**CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM** by Dr. Yosef ben-Jochannan is destined to become a "classic" work as its contemporary significance is "unfortunately" still needed and just as relevant today as it was in 1972 when Black Studies programs were trying to find a place in the college and university arenas.

The indefatigable, Dr. Yosef ben-Jochannan, was a Senior Lecturer on the faculty of languages at Al-Azhar University located in Nasr City, Arab Republic of Egypt (ARE) during the 1988-89 academic year. After years of commuting between Harlem and Ithaca, New York, Doc Ben is presently a professor Emeritus of Egyptology and History in the Africana Studies and Research Center at Cornell University at Ithaca, New York.

In spite of his so-called retirement, Doc Ben has recently been granted permission to begin an excavation project in the Aswan area of Nubia where he no doubt will continue to unearth more documentation to further establish the African primacy in the creation and development of Ancient Egypt.

When will Doc Ben retire? In his own words when the question was raised to him, he answered, "I will retire when the gods of mother Africa call me to the Netherworld."

For sure his energy level has not diminished appreciably, because as of this writing, Doc Ben is in Egypt leading an educational tour. This October 1989 tour is the 4th tour for Doc Ben since July of this year. So much for his retirement.

This work is of particular importance to me as a Pan-Africanist educator and a student of "Our Story" since my initial meeting with Doc Ben in the summer of 1969 which began a process of re-education. Although I was working on my first masters degree in early childhood education and child psychology at the Bank Street Graduate School of Education in New York City. I had not been expose to the foundation shaking information that Doc Ben was spreading. For example on page 50 of this work, Doc states:

... THOSE WHO SHAPE OUR THINKING OF RIGHT AND WRONG also control the funds that underwrite our BLACK and AFRICAN STUDIES CURRICULUM and DEPARTMENTS even in so-called "NEGRO SCHOOLS," and as such they are able to maintain their role as "MASTERS OF CULTURAL GENOCIDE IN THE BLACK AFRICAN STUDIES CURRICULUM."

The notion of miseducation was not unknown to me, but to link miseducation with "cultural Genocide" was mind-blowing to say the least. In fact, I had graduated two years earlier from a "negro college" -- Norfolk State, and I had to constantly fight with my colored Negro history professor on the glories of "Our Story" with my limited knowledge in the field. Nevertheless, I knew even then that the half had not been told.

The late sixties and early seventies were exciting times in New York City. There were many controversies concerning the resurgence of Africans to determine their own destinies and to not be lumped into a hodgepodge of minority categories. Although there was much rancor over so-called black anti-semitism

during this period, Doc Ben never relented from setting the record straight for black studies educators. On page 17, he states:

"THE PROBLEMS FACING THE NEGRO MINORITY ALL OVER THE UNITED STATES ARE SIMILAR TO THOSE OF THE (WHITE) JEWISH MINORITY," which is nothing more or less than a MONSTROUS LIE. Any educator with the least bit of intelligence knows this is a LIE, as there is no way in which the "PROBLEMS" facing African Americans (BLACKS) in European-America (White) could be the same as for the WHITE JEWS who are equally a part of WHITE AMERICA; think like WHITE America; run from BLACK America as all other tribal European groups of WHITE America run to the suburb to hide from BLACK America (sic); register on the census as WHITE Americans and have institutions that bar BLACK Americans equally in all areas of WHITE America."

Writing in 1972, Doc Ben clearly shows that the struggle to educate African people is the responsibility of African people themselves. The challenge he raised in 1972 concerning the redefinition of African people vis-a-vis the minority question is still one that plagues us in 1989, not only in New York City but throughout the entire country.

The opportunity to reprint this classic work is a great privilege and tremendous honor. We thank Dr. Yosef ben-Jochannan for granting us permission to make this work available for yet another generation of Africans. My wife Barbara has risen to the occasion once again as she added the necessary pages to make this work a reality.

Lastly, the challenge made by brother James Matthews, "to move beyond the rhetoric and do something," at our last meeting in Egypt was accepted by the "Fellow Travelers"

as shown on the acknowledgement page.

This reprinting of CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM is a testimony to the quiet-kept secret that "BLACK FOLKS CAN WORK TOGETHER TOWARD A COMMON GOAL."

HOPE,

Mwalimu I. Mwalilifu  
Chesapeake, Virginia  
October, 1989

## ACKNOWLEDGEMENTS

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CULTURAL GENOCIDE IN THE  
BLACK and AFRICAN  
STUDIES CURRICULUM

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front and rear covers designed by Y. ben-j.

DEDICATED TO

TARI, ELI, DOR, SETI, ALKEB, RU and NATA [Tricia, Eleanor, Dorothy, Selwyn,  
Alfredo, Ruth and Naomi] - my adult children, and their children - my grandchildren,  
ALL OF WHOM NILE VALLEY NAMES REPRESENT THE CULTURAL FUTURE OF  
"MOTHER ALKEBU-LAN" [Africa, etc.] AWAY FROM HOME IN THE "DIASPORA"  
ALL OVER THE ENTIRE WORLD

[A People Known By Any Name Other Than Their Own Are Easily Identified As Slaves]  
y. hen-j/1972



GOD IS A CREATOR OF THE MIND  
 AS HE THINKS, SO IS HE  
 THE BRAIN IS CERTAINLY HEAVEN



African-American Children At Study In The Countee Cullen Regional Branch Of The New York Public Library Harlem, New York City, N. Y. [From a photo by Yearwood in: "A Pictorial Report of the North Manhattan Project at the Countee Cullen...," etc., page 21]. What Is In Those Books? Is It the TRUTH?

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## ? "AND THE TRUTH SHALL SET YOU FREE" ?

If this is in itself True, you [BLACK EDUCATORS] know that one does not love with the heart, but with the mind. That the sole purpose of the HEART is to pump blood.... This is the "TRUTH" that "WILL SET YOU FREE;" not "CONJECTURE" like in Genesis. Then, WHY do we - BLACK EDUCATORS - teach the opposite... LIES? Because of OUR acceptance of...  
CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM.

## ABBREVIATIONS:

B.C.E. [B.C.] Before The Christian Era  
C.E. [A.D.] The Christian Era  
A.H. The Year After The Hajira (or Hejeria, etc.) - The Year Mohammed ibn Abdullah fled Mecca and took refuge at the Oasis of Yathrib where he established the Religion Of Islam, otherwise known as "Mohammedanism" and/or "Mohametiam," etc.

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## PRELUDE TO GENOCIDE:

"...since 1932 the federal government has used more than 600 Black men as 'human guinea pigs' in a U.S. Public Health Service study to determine the effects of untreated syphilis on the human body. All of the victims are Black males, most of them poor, uneducated and unaware of their illness or the purpose of the study. When some of the men died, they were given a free burial and the family received \$100 from a New York memorial fund - if the body was turned over for an autopsy [Jet Magazine 5/17/72]."

What could have made the so-called "RESPONSIBLE NEGRO EDUCATORS" keep as quiet as they have done so far with respect to the above revelation of PHYSICAL GENOCIDE [the type Adolph Hitler and his Nazis employed against the White Christians and Jews of Europe] although the victims were all BLACK PEOPLE? The answer is very simple...

## CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM.

But this began under the presidency of Franklin D. Roosevelt, continued under Harry. S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, and up to the present time - Richard M. Nixon; all of them allegedly...

## "CHRISTIAN MEN OF GOOD WILL TOWARDS ALL..."

except "NIGGERS"- the people their government practiced PHYSICAL GENOCIDE on daily without a single pause between prayers to Jesus Christ and Jehovah. But what type of response do we hear from "BLACK POLITICIANS" who cry out daily against Soviet anti-Semitism and the memory of Hitler's GAS CHAMBERS? Two of them issued the following:

"I find this appalling and disgusting, one of the most frightening forms of GENOCIDE...that I have heard of.

There was no need for this type of experiment. There have been too many people who have died from syphilis for us not to have obtained all of the information that we needed...

My question now is: How many more of these human sacrifices are being made elsewhere in this country?"

The above remarks were made on the floor of the United States of America's Congress by the Chairman of the Committee on Health of the [so-called] Black Caucus, Representative Ralph H. Metcalfe [D. Ill.]. But this "RESPONSIBLE NEGRO LEADER" missed the boat when he associated himself with the "...WE..." in his speech; "WE" being the repressive government that committed the wanton act of PHYSICAL GENOCIDE against BLACK MEN like his own father, himself, and his son if he has any.

"We find it unconscionable that throughout the 40 years of the experiment these men were never treated for syphilis, even though penicillin has been used for about 25 years.

In retrospect our assessment of this incredible study is that it was a MORALLY indefensible act, that it was based upon a callous premedita-

tion... The overall effects of this immoral revelation extended far beyond the lifelong sufferings of myriad of Black families and their unborn offspring. It poignantly reflects the defaulted value that white people have historically placed upon Black lives."

The above remarks came from another member of the so-called "Congressional Black Caucus, its Chairman - Representative Louis Stokes [D., Ohio].

Certainly we are very much impressed by the ability of these men to use the KING'S LANGUAGE in such a manner that even the families of the victims cannot even understand what they are saying if the letters in each word were as tall as the Empire State Building in New York City, New York. But these "BLACK POLITICIANS" could not distinguish between "MORALITY" and BESTIALITY. They are surprised at the action of a people who EXTERMINATED almost everyone on the continent of North America, EXTERMINATED millions more in South and Central America, EXTERMINATED practically everyone throughout the Caribbean Islands, and ENSLAVED millions upon millions they did not EXTERMINATE on the continent of Africa.

What would have happened if this GENOCIDAL attack was directed against any so-called "WHITE MINORITY" of any tribal group from Europe? Would their Representative settle for an academic speech in English grandeur and apologizingly speak of the VANQUISHED and the MASTERS OF GENOCIDE as WE. They would have already secured all sorts of INDICTMENTS from GRAND JURIES after GRAND JURIES. And they would have demanded that all concerned with this act of bestiality name be made public, equally the PROTECTED "New York Memorial fund..." that paid the lousy \$100 for each "...BODY..." they used for their insidious AUTOPSIES.

#### "IT COULD NEVER HAPPEN HERE"

is the constant retort to the outcry against CULTURAL GENOCIDE and PHYSICAL GENOCIDE when Black Educators somehow reach pass the "RESPONSIBLE NEGRO EDUCATORS" and "NEGRO LEADERS" of White controlled "INTEGRATED NEGRO ORGANIZATIONS" and receive an occasional mention in the news media. But the above is no different to the GENOCIDE committed against the two BLACK STUDENTS at Southern State University in Baton Rouge, Louisiana. GENOCIDE against African People by European People began in ca. 1503 or 1506 C.E. by the European - style Christian Church of Rome; when Reverend Bartolome de LasCasas had 4,000 Africans (Moors) brought to the Island of Hispaniola (Hayte or Haiti) and enslaved them with the blessings of the King and Queen of Spain and the Pope of Rome; to this very day this vicious malady has never ceased but only at times changed form.

viii

With regards to CHANGED FORMS OF GENOCIDE against African [BLACK] People all over the earth we can observe a simple aspect of its CULTURAL FORM is the following article extracted from LIFE MAGAZINE of Summer...1971 dealing with foreigners in South and Central America before the so-called "DISCOVERY OF AMERICA BY CHRISTOPHER COLUMBUS IN 1492 A.D." However we will not overlook the fact that the manner in which BLACK CULTURAL GENOCIDE appears is not always noticeable to the average trained or strained person in African, African-American and/or African-Caribbean HISTORY, CULTURE and/or HERITAGE. Thus we find the reference to the...

"Tlapacoyan head, left, has white characteristics; the recently discovered Mixtec head is Negroid."

To the average BLACK EDUCATOR or BLACK LAYMAN this type of presentation would have been flattering to his or her ego; but it is neither flattering nor ego-building; it is totally CULTURAL GENOCIDE, consciously or unconsciously.

First: What is... "WHITE CHARACTERISTICS..." There is no such thing as "WHITE" or any other COLOR having a physical "...CHARACTERISTIC..." that is either facial or "ethnic"?

Second: "NEGROID" is supposed to be a term expressing a PHYSICAL "CHARACTERISTIC" of African [BLACK] People, generally associated with the so-called "AFRICANS SOUTH OF THE SAHARA;" the opposite of this would be "CAUCASIAN" - the type of PHYSICAL "CHARACTERISTICS" we were taught originated at the foot-hills of the Caucasus Mountains between Asia and Europe.

Third: The term "SEMITIC" came from the Biblical RACIST MYTH about Noah and his sons, particularly one called "SHEM" or "SEM." How could Noah and his wife, of one so-called RACIAL STOCK, give birth to so many races? Also, is it not a fact that this term does not apply to "PHYSICAL CHARACTERISTICS" but to LANGUAGE GROUP; and as such, is it not equally a fact that the Ethiopians and other Africans [BLACKS] speak a "SEMITIC LANGUAGE?"

Fourth: When did the "EGYPTIANS" become a different "RACE" of people to the other Africans that they should have been treated separate from the so-called "NEGROID" Africans?

Fifth: If the so-called "pre-Columbian Indians" also...

"DESCENDED FROM THE CARTHAGINIANS..."

etc. - according to "Fray Gregorio Garcia's THE ORIGIN OF THE INDIANS OF THE NEW

WORLD, published in 1607 A.D., would it not also stand to reason that they were at least very strong in their "NEGROID CHARACTERISTICS?"

Sixth: Is it not strange that "NEGROID CHARACTERISTICS" was only mentioned ONCE throughout the entire article, but all kinds of different European people under different tribal names and titles ARE presented as the original source of the so-called "pre-Columbian Indians?"

Obviously Karl E. Meyer's "SEMITIC" and "NEGRO" syndromes made it impossible for him to keep within the boundary of REPORTING NEWS rather than trying to be a PROFESSIONAL archaeologist or theologian. This we were able to observe very easily when he made the following analysis about certain racial types:

"Some sculptured faces look unmistakably Negroid, some Semitic and some - such as figures from Nayarit, on the Pacific coast of Mexico - look remarkably like pensive Chinese mandarins."

I would like to recall Mr. Meyer's attention to the following from Herodotus' HISTORIES, Book Two, written and published between ca. 457 - 450 B.C.E. (or B.C.):

"THE COLCHIANS, ETHIOPIANS AND EGYPTIANS HAVE THICK LIPS, BROAD NOSE, WOOLLY HAIR, AND THEY ARE BURNT OF SKIN..." etc.

This description by the "First [European] Historian" on record was verified in the works of others that followed him during the periods before and since the "Christian Era" - such as Polybius, Julius Africanus, Flavius Josephus, Flavian and numerous others too many to mention at this juncture. Mr. Meyer should realized that "COLCHIS" was a nation that occupied all of today's ISRAEL and other parts of the so-called "MIDDLE EAST", where the so-called "SEMITES" and "HAMITES" equally live today; these areas and peoples Herodotus was quite specific about in his details of how they derived their HIGH-CULTURE from the "Negroids" of Egypt, Nubia, Meroe, Ethiopia, Punt, and other indigenous "NEGROIDS" all the way to the SOUTHERN TIP OF MONOMOTAPA (today's South Africa).

This introduction, or PRELUDE, into the current attempt to exterminate African [BLACK, NEGROID, ETC.] People CULTURALLY, and of course PHYSICALLY, not too far off in the future, should open the reader's mind to better understand the intricacies of why what we have read on pages vii and viii disturbed very few AFRICAN [black] AMERICANS. It will only touch the surface of the malady I am almost certain; never the less, it will also be one step in the very long mile African [BLACK] Educators have to travel in redirecting our BLACK brothers and sisters to their rich and beautiful AFRICAN HERITAGE. And it will deter...

"CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM."



## Was there a pre-Columbian melting pot?

TERRA-COTTA FACES ACROSS THE SEA

One of the pleasures of archaeology is that it repeatedly bears out an aphorism I once heard in Prague—that nothing is more difficult to predict than the past. The epigram applies as well to anthropology as it does to recent history. Take Alexander von Wuthenau's book, *The Art of Terra-cotta Pottery in Pre-Columbian Central and South America* (Crown). The author, a lecturer at the University of the Americas in Mexico City, soberly argues that the whole Family of Man is depicted on pre-Columbian pottery, suggesting that Semites, Africans and Japanese all reached the New World long before Columbus.

Not long ago, the mere suggestion would have been met with patronizing academic scorn. The orthodox view was that the Indian civilizations of the New World were entirely autochthonous, which is to say that foreigners had nothing to do with creating them. Earnest A. Hooton, a distinguished Harvard archaeologist, once complained: "We have set up for ab-

to interpreters of the Holy Scriptures" because the Americans seemed to confuse verse in the Psalms which declared that the sound of the songs had reached to every edge of the world. This was taken to mean that faith in Christ had spread over the entire earth through the mouths of the Apostles—an interpretation contrary to truth. Guicciardini coolly observed, "because no knowledge of these lands had hitherto been brought to light, nor have any signs or relics of our faith been found there."

Confronted with this scriptural embarrassment, Spanish friars in Mexico and Peru rejoiced to hear tales of fair-faced and bearded gods who had supposedly come to the New World long ago from far away. Clearly these must be the Holy Apostles. And the Indians were manifestly the lost tribes of Israel.

Still, one can hear a doubting friar snorting, "But Brother Diego, they don't look Jewish." More ingenious explanations were proffered. A favorite hypothesis was that the Indians were survivors of drowned Atlantis. As early as 1667 a book was published entitled *The Origin of the Indians of the New World* in which Fray Gregorio Garcia speciously claimed, "The Indians descended neither from one . . . part alone of the Old World, or by the same road, or at the same time; some have probably descended from the Carthaginians, others from the lost Atlantis, from the Greeks, from the Phoenicians, and still others from the Chinese, Tartars and other groups."

Until recently, scholars dismissed this as rankish moonlight. Two generations of research had established a conventional view—that the aboriginal stock of the Americas derived from Asia via migration across the Bering Strait beginning around 15,000 B.C. or earlier. They dispersed through the Americas, and their descendants, without an American help, created the high civilizations the Spaniards found.

Still, difficulties persisted—for example, the absence of formative pottery leading to advanced styles and the sometimes striking resemblance between certain artistic motifs and those found in Asia. After the Second War, a new generation of Americanists began looking with a fresh eye at just such problems.

A major breakthrough came a decade later on the humid coast of Ecuador. There, at a site called Valdivia, archaeologists found incised pottery dating to around 3200 B.C. without any known New World pedigree. The discovery was made by Clifford and Betty Evans of the Smithsonian Institution, who worked in collaboration with Emilio Estrada, an Ecuadorian businessman-turned-digger. The pottery was of an established date earlier than any other found



*Thipecoye head, left, has white characteristics; the recently discovered Mixtec head is Nigroid.*

original America a sort of *ex post facto* Monroe Doctrine and are inclined to regard suggestions of alien influence as acts of aggression."

Many scholars are still resolutely hostile to the notion of alien influences, but the air of dogmatic dismissal is gone. The possibility is reluctantly accepted that Africans, Mediterraneans and Orientals may have sailed here before Columbus, and the evidence Herr von Wuthenau presents—the variety of facial types on Indian pottery—can no longer be dismissed.

The whole controversy forms a curious epilogue to a debate that began when Western explorers first encountered the Sun Kingdoms of the Americas. The discovery posed a basic theological problem. As the Italian historian Guicciardini wrote in the 1530s, the Columbian voyages had "given some cause for alarm

in the hemisphere, and its style uncannily resembled pottery made in the same period in Japan, a place from which favorable winds and tides could send a stray fishing raft to Ecuador.



*An Olmec figure with almost 1,500, and typical turned-down mouth reflects Olmecs' Asian origins.*

That such a lengthy, involuntary trip was possible had already been proved by Thor Heyerdahl, who had sailed 4,300 nautical miles on the open Pacific on *Kiva-Tiki* (and duplicated the feat on the Atlantic to show that the Egyptians might have reached Mexico).

The effect of the Ecuadorian discovery was to puncture the scholarly Monroe Doctrine. The Valdivia pebbles have removed the notion of trans-Pacific contacts from the realm of conjecture to the firmer realm of arguable fact. This does not mean that the diffusionists (or proponents of such contacts) have carried the field. Aikward anomalies remain. Why, for instance, was the true wheel unknown in ancient America? The only wheel so far discovered has been on children's toys in Mexico. If Old World pilgrims reached these shores, how could they have failed to commercialize so obvious an invention to the Indians? (Diffusionists reply that the cheapness of human labor and the lack of draft animals meant that there was no need for the wheel in the New World.



*This Veracruz teen many experts considered to be more modern Veracruz figure of a pregnant girl.*

—an argument I find unconvincing.)

And here we come to Hart von Warburg's slim book, a beautifully illustrated tract in terra-cotta by a convinced diffusionist. The author has combed through museum shelves and private collections to assemble a portrait gallery of startling variety. Some sculptured faces look unmistakably Negroid, some Sinitic and some—as such as the figure from Nazari, on the Pacific coast of Mexico—look remarkably like pensive Chinese mandarins.

Regrettably, in his zeal, Herr von Warburg, more art historian than archaeologist, has written a rambling text inadequately documented and laced with conjecture. He mentions, for example, that an African skull has been dug up from deep strata in Argentina by a German but fails to identify her. This indifferent scholarship does not strengthen his case or lend support to such eccentric theories as his claim that Ulysses reached the Gulf of Mexico. Never mind. The photographs are admirable and make their own argument. They clearly suggest more surprises to come.

**by Karl E. Meyer**

*Mr. Meyer is a Washington Post correspondent whose The Pleasures of Archaeology owes not least work.*

More than thirty thousand (30,000) years ago indigenous African [BLACK] People called... "ERIMALDI"... migrated from the southern tip of the continent of Alkebu-lan [AFRICA, where the ancient Monomotapa Kingdom and Empire once stood and the present "Republic of South Africa" now occupy] all the way to the northern tip of the continent where they crossed the Pillars of Hercules [the modern Rock Of Gibraltar - Gibrat Tarikh] and upwards into Europe as far as Willendorf, Austria. The figurines they left behind in Alkebu-lan are all like this one below they left at Willendorf - which has been given the title... "VENUS OF WILLENDORF."



*(Carving of the American Indians of Navaho [Navajo])*

We will no doubt find that this too will be said to have... "NEGROID CHARACTERISTICS"... as the ... "MIXTEC HEAD"... on page xi; and that will be all that we ever hear about it in said context. Of course Cultural Genocide will equally play its usual role in this case also.

G-E-N-O-C-I-D-E

It's strange, but it seems like it was only yesterday that I was playing on the block  
That long and narrow block, with rows of tenement houses  
Some low, some high  
Some narrow, some wide  
And on each side of that block there was always a Cadillac ride  
The sun sending down its rays of heat  
And rising up are the fumes from the garbage that lies in the street  
The people, some are lost  
Some will never find the course  
Some are trying, but worst of all some are dying  
Dying without ever really living  
And there we sit, on the stoops, on the steps, in the chairs playing cards and having fun  
And thus a new day begun  
Children, Children, Children all around  
Some are playing  
Some are sitting down  
Wondering I suppose, will it always be this way each and every day  
Nowhere to go  
No one to see  
No one to talk to that indeed will understand me  
Years have passed and what have we now  
Some have survived  
Some are still sitting down  
And some have drowned in that rolling sea of disquietude, that wipes out communities  
Communities filled with you's and me's, and he's and she's  
Wiped away in waves of oppression, depression, and possession  
Need I say more  
How many more will that "WHITE LADY" heroin lure and destroy  
How many John's, Carol's, Tony's will have to die before we see the reason why  
Can you see the man's laughing at us  
He's got us singing, laughing, dancing, clapping while in waiting  
Because concentration camps are next in line  
Then the man won't have to mess with your mind  
NUMBERS, NUMBERS, NUMBERS  
Hey, I heard Jack hit the NUMBERS for a thousand dollars or more  
If that were me, it would just about even the score  
But that's okay  
Maybe this is my lucky day  
Hey man, give me 348  
For ten dollars straight  
Look there and see, not much to my amazement  
There's a cop going down the basement  
And I'm sure you and I know why  
The cops choose to look and ignore  
What they alone can only cure  
You can't tell me that they don't see  
What goes down in our communities  
They play a game called "HIDE AND SEEK"

While the PUSHERS still roam our streets  
 From the police, you can always expect to get their least  
 "LORD JESUS, JESUS LORD"  
 These are the words our ancestors cried  
 When it would have been easier to lay down and die  
 We have used those words for a long long time  
 That's the only reason we don't lose our minds  
 The CHURCH has had and has the power to lead us in our cause  
 But first the CHURCH has got to get a divorce from the "WHITE MAN's" clause  
 That same clause that has got us in chains in our knees  
 Praying and waiting for Jesus to set us free  
 Oh I forgot  
 We've got to die before we reach the mountain top  
 Well I don't want freedom when I'm dead  
 I WANT IT NOW  
 The stench of death surrounds me  
 I see the dead sitting up, laying down, walking around  
 I see death for a dime  
 Death over a bottle of wine, Death of the mind  
 Death because a "NIGGER" tried to play bad  
 And found out that he didn't have what he thought he had  
 Death by homicide, suicide, genocide  
 The only ray of hope that's left, dwells within ourselves and within the lives of our children  
 We're got to teach them who they are, where they are from, and what they're all about  
 We've got to love our children  
 And they will learn to love each other  
 We've got to guide them, not lead them, and they will find their way  
 We're got to listen to our children and perhaps we too can learn  
 The future belongs to our youth is true  
 But for them to reach that future  
 DEPENDS ON ME AND YOU

[from Madeline Travitt Rodgers, 1972 C.E.  
 adopted from her most outstanding repertoire of  
 poems of the African [BLACK] Experience]<sup>1</sup>

1. "I feel the burning sensation of my people yearning for a new tomorrow" said the great African-American poetess - M.T. Rodgers as she read the following manuscript. "I have just the place for that poem" said I to her; thus the above. M.T. Rodgers book of poems on African [BLACK] People will be following very soon; like her reading and acting, she'll WIN.



Roman Emperor Honorius - of African-European parentage [From a painting by the noted French painter Jean Paul Laurens]. Of similar birth as Emperor Septimus Severus and his son Emperor Caracalla.

"Near these approaching with his radiant ear  
The sun their skins with dusky tint doth dye  
And costly hue; and with unvarying forms of fire  
Crisps their tufted locks," 1

1. From the ancient Greek writer Theophrastus describing the Ethiopians COLOR and HAIR.

(2) Albert Shanker's United Federation of Teachers Union [AFL - CIO], Local No. 2, hereinafter called the "UFT", sets the tone for the AFRICAN-AMERICAN HISTORY or BLACK STUDIES curriculum to be used in New York City's Public School System. It reminds one of the "CULTURAL GENOCIDE" and "PHYSICAL EXTERMINATION" of African people today, the same as it was with our ancestors during the beginning of the ARAB SLAVE TRADE in the 12th Century C.E. [5th Century A.D.], and the EUROPEAN and EUROPEAN-AMERICAN SLAVE TRADE that followed in the 16th Century C.E. [A.D.]. This excuse for HISTORY is no different than the UFT's struggle to suppress "COMMUNITY CONTROL OF THE SCHOOLS IN BLACK COMMUNITIES" of the City of New York, New York. And it is no surprise, as today the greatest CONTROVERSY in education within the continental and colonial limits of the United States of America [USA] - particularly in the elementary, high and advance levels of public, private and parochial schools and colleges...18:

"WHO IS TO CONTROL WHAT IS TO BE TAUGHT IN THE AFRICAN AND BLACK STUDIES CURRICULUM IN THE SCHOOLS OF AMERICA?"

The issue of what is the difference between "BLACK" and "AFRICAN STUDIES" - is not even given a thought in this dilemma. For it is a forgone conclusion that AFRICAN STUDIES will remain under the control of paternalist and neo-colonialist minded so-called "White Liberal Africanist Authorities" who have dominated it from the beginning of the "PARTITION OF AFRICA" by French military forces during their invasion of Genda Kingdom of Morocco in 1830 C.E., which was culminated at the Berlin Conference in 1884 - 1885 C.E. between the twelve [12] colonialist powers of Europe, Great Britain and the United States of America as declared in what was later called the "BERLIN ACT," all of which have been carefully recorded in Sir Edward Hertslet's three volume work - THE MAP OF AFRICA BY TREATY, London, 1895; Sir J. Scott-Keltie, THE PARTITION OF AFRICA, London, 1912, THE BERLIN CONFERENCE, London, 1928; and of course in countless other documentary volumes from the late 1800's to the present.

But, WHY is the above information of such importance to African-American, African-Caribbean and African [BLACK] Educators? Because it is wisely written that:

"HE WHO CONTROLS YOUR MIND CONTROLS YOUR VERY EXISTENCE."

"A MAN THAT ESTABLISHES HIS OWN VALUES OF RIGHT AND WRONG, PRIDE AND MORALITY, CANNOT BE RULED SUCCESSFULLY BY ANY OTHER MAN, WOMAN OR CHILD ANYWHERE IN THE UNIVERSE."

Albert Shanker's UFT Union, predominantly European-American in its composition, and almost totally the same in its official command, PRETENDED to speak as the "AUTHORITY"

on behalf of African-American [BLACK] children's interest in the "COMMUNITY CONTROL" dilemma of the Harlema<sup>2</sup> of New York City, New York; thus it expected to have defied this common law of nature. The same leadership and union have gone ahead and established what the "AFRICAN-AMERICAN CHILD" in the City of New York's Public School System is to learn about him or her self and African ancestral heritage; a heritage that is supposed to be free of any "JEWISH" background, at least from the point of view expressed in the so-called "LESSON PLANS ON AFRICAN-AMERICAN HISTORY" the United Federation of Teachers Committee on African-American History masterminded. Thus on page 39a of the "Committee's" masterpiece the following appears:

#### \*Slavery

"The black people were not the only ones who were slaves. Many different people were slaves long ago. Some were white, some were brown, while others were yellow. When an army went to war and captured enemy soldiers, these soldiers became their slaves no matter what color they were."

"One group of people who were slaves thousands of years ago were the Jews in Egypt. Their Egyptian masters made them work very hard building cities and palaces. They were also made to take care of the animals, boxes and fields of the Egyptians."

"It is believed that finally a man named Moses came to lead the Jews to freedom. They escaped with him from Egypt and then were able to lead much happier lives."

"The black slaves in the United States learned about Moses and the Jews from the Bible. They composed songs about them, but when they sang these songs they were really saying that one day they too would be free."

What we have just read is surpassed on page 41 of the same masterpiece in terms of its apparent racial bigotry and religious demagoguery, as a purely religious and cultural group is presented to the "AFRICAN-AMERICAN [Black] CHILD" in a manner suggestive of his or her exclusion from said group's experiences in Africa solely upon the basis of COLOR OF SKIN and RACE. Total disregard for the fact the story being told took place in the ancestral homeland - ALKEBU-LAN [Africa]<sup>1</sup> of the African-American Child is displayed by these "TEACHERS." This is quite obvious in the following extract from the UFT's "LESSON PLAN" demonstration on page 41, as we find "Moses" was not... "BLACK." ???

1. See page 45 for various names this continent was called before the Greeks and Romans gave it the name "AFRIKA" or "AFRICA."

2. There is more to all of this in other works of mine.



## "LESSON PLAN"

<u>*Topic:</u>	Slavery
<u>Aim:</u>	To learn that all races have been slaves at one point or another in history.
<u>Motivation:</u>	Tell class that long ago people were held as slaves in Egypt. Have children locate Egypt on the map.

### Procedure and Points to Emphasize:

1. Tell story of Jews in Egypt and of the custom of slavery in the ancient world as described in Background Information.
2. Relate the sufferings of the Jews as written in the Bible to the suffering of black people under slavery. Ask: Why did Jews want to escape from Egypt?
3. Discuss how the story of the escape of the Jews from bondage gave hope to the American slave.
4. Discuss meaning of the words Egyptian, Israel, oppressed and Pharaoh.
5. Sing "Go Down, Moses." Tell class the following: Legend has it that this song was written about Harriet Tubman, the heroic 'engineer' of the Underground Railway who led hundreds of slaves to freedom in Canada. The slaves felt that she was 'God-driven' and they called her 'Moses', the Moses of her people. It was sung by black regiments in the Civil War and since that time it has become a song of the whole world. (From Folk Song U.S.A. by Alan Lomax, p. 433)
6. Ask: What did these lines mean to the slave, "Go down, Moses, / Way down in Egypt's land; / Tell old Pharaoh, / Let my people go".  
Who is Moses? (Harriet Tubman)  
Where is Egypt's land? (The South)  
Who is Pharaoh? (The slave owner)\*

The implication here is that there were no ancestors of the "African-American [BLACK] child" among the ancient "JEWS" that were allegedly "SLAVES IN EGYPT" for African people like themselves [BLACK], all of whom were called "EGYPTIANS" from the biblical story about "...NOAH AND HIS SONS..."[and their children], as we carefully forgot that the people of this land called their nation such names as "TA-MERRY, KIMIT, SAIS," etc. but never "EGYPT." And that said "EGYPTIAN JEWS" (Hebrews or Haritha, also Habiru) and "WORSHIPERS OF RA" and/or "AMEN-RA" were different from the African-American children who have to locate "EGYPT ON THE MAP," equally their parents - RACIALLY and in COLOUR. What else is this if it is not a part of the RACIST and BIGOTED RELIGIOUS "Semitic" syndrome to which we are all being subjected, and as we have been

for more than the past one hundred [100] years in WHITE STUDIES institutions whose curriculum is always predicated on the GREAT WHITE RACE of the JUDAEO-CHRISTIAN mythology, which not too long ago even excluded those who now can be simultaneously "SEMITES" and "CAUCASIANS" within "ANGLO-SAXON CAUCASIAN INDO-EUROPEAN ARYAN" American civilization? If this is not a part of the past and current "anti-NEGRO, anti-BLACK, anti-AFRICAN, anti-NIGER" negrophobia of WHITE RACIST AMERICA [both Christian and Jew alike], then nothing else is or ever was. What was the biblical "MOSES" other than an AFRICAN like the "children" of the black communities to whom the above story is taught in the Harlems of New York City, New York as well as the Harlems of the United States of America and its colonies in the Pacific Ocean and the Caribbean Sea? Is it not a fact that Pharaoh Rameses II,<sup>1</sup> allegedly the man who chased Moses and his fellow Africans of the "Jewish" or "Hebrew Religion" from Succoth [central Egypt] all the way to Mount Sinai [northeast Egypt], more than likely was a "BLACK MAN" as the vast majority of the Africans of Egypt (Egyptians) Herodotus described in Book Two of his HISTORIES, published in Greece in ca. 450 B.C.E., when he wrote the following...

"THE COLCHIANS, EGYPTIANS AND ETHIOPIANS HAVE THICK LIPS,  
BROAD NOSE, WOOLLY HAIR, AND THEY ARE BURNT OF SKIN..."

etc., etc., etc. If the above is the TRUTH, and this is what we have been told by the eyewitness Herodotus, also by other ancients who came at the turn of the B.C.E. - C.E. period in history that separated the calendars of ancient and modern history - such as Polybius and Josephus, then ... why this presentation by the UFT's historians and theologians about a BLACKLESS Moses if it is not to impress upon the "African-American children" and European-American children's mind that the entire drama about Moses plight that took place in an African [BLACK] nation - "EGYPT" - had nothing whatsoever to do with the African-American [BLACK] children history and heritage, but with the European-American [WHITE, Caucasian and/or Semite] children's parents and other ancestors who were in Europe when the story in question was being enacted? Maybe it is so because these teachers who concocted this bit of "CULTURAL GENOCIDE" directed against BLACK PEOPLE everywhere believe that all of the African-American "EDUCATORS" who read this bit of RACIST and RELIGIOUS negrophobia are too ignorant to detect its subtle concepts of RELIGIOUS BIGOTRY and WHITE SEMITIC RACISM and/or RACIALISM? Certainly the perpetrators

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1. See Y. ben-Jochannan's BLACK MAN OF THE NILE AND HIS FAMILY, pp. 11 - 12, 148 and 149.

of this exclusion of the African-Americans [BLACKS] from this African or BLACK EXPERIENCE cannot claim that they were not aware of the geographic location of EGYPT<sup>1</sup> on the continent the Greeks called "AFRICA" or "AFRIKA," particularly when they directed the African-American, the European-American children, and others to...

#### "LOCATE EGYPT ON THE MAP"

For if they do, how can they justify their certification as "TEACHERS" in the New York City Public School System? If such was to be expected for all of us - African-American [BLACK] Educators, they have completely failed, except in the case of the few "NEGRO" and "COLORED" educators who still hide among us. They have failed, because they must have been led to believe that the terms "JEW" and "SEMITIC" indicate RACE and/or COLOR, but that the term "EGYPTIAN" does not have any of the RACIAL or COLOR characteristics of the previous two. For in neither of these terms are the "African-American children" included with the story about Moses and his fellow Jews' experiences in Africa other than a mere remark of an allegedly similar historical experience their ancestors from 1619 or 1860 C.E. suffered in the southern States of the United States of America. Of course these teachers' understanding of the history of the United States of America shows very little improvement to their knowledge of that of Africa, as they seem to be unaware of the fact that the enslavement of the African [BLACK] people extended to the northern, eastern, western and central areas of what is today the United States of America, the only difference being degrees of enslavement to the present day.

The religion Moses and his fellow African [BLACK] Jews or Hebrews practiced in Africa is taught in the European and European-American [WHITE] version of the HOLY TORAH or Christian OLD TESTAMENT as if it did not have its Nile Valley religious, philosophical and historical foundations that we equally find in the BOOK OF THE COMING FORTH BY DAY [Egyptian Book of the Dead and Papyrus of Ani, according to its English translation by Sir E.A. Wallis Budge from the original Hieroglyph]; thus Moses' nationality as an EGYPTIAN;<sup>2</sup> his continental relationship as an AFRICAN; and his ETHNIC or RACIAL characteristics of his fellow Nile Valley Africans from as far south as Mosomotaps [South Africa] were all either denied, suppressed or otherwise carefully distorted to satisfy the "WHITE CAUCASIAN SEMITIC" syndrome of today's education in WHITE STUDIES. There is not a bit of evidence that Moses did not receive the same type of education as all of the other

1. See reference to Moses' identity on page 6 following.

Africans of Egypt. Not a single word was divulged to the African-American children so that they could realize that MOSES AND HIS FELLOW RELIGIONISTS OF TA-MERRY WERE OTHER THAN BLACK LIKE THE OTHER AFRICANS OF EGYPT WHO WORSHIPED AMEN-RA INSTEAD OF JEHOVAH according to the Second Book of Moses - otherwise called "EXODUS," where we see Moses identified by Zeporah - the woman who was later on to become one of his many wives. Speaking to her father - Raquel, a Priest of Madian, with respect to her return from fetching water at the well with her other sisters she is recorded as having said the following about Moses:

"AN EGYPTIAN SAVED US FROM THE INTERFERENCE OF THE SHEPHERDS....," ETC.

Obviously, unless some one is willing to change this description in EXODUS, Chapter II: Verses 15 - 22, we are obliged to accept that Moses'COLOR and RACE were similar to all of the Africans of the Nile Valley High-Cultures Herodotus described, which we read before in this work.

On pages 39a and 41 of the "LESSON PLANS ON AFRICAN-AMERICAN HISTORY" there is not a single mention of the same "African-American children" and those of European-American origin that in many of the Harlems of the United States of America, and the world in general. There are BLACK PEOPLE by the thousands, collectively millions, who are as much "JEWS" and "SEMITES" from the same biblical background as the European-Americans and Europeans who simultaneously describe themselves as "WHITE SEMITES" and "WHITE CAUCASIANS" for the Census Takers - many of whom teach the same "African-American children" mentioned in the Committee's... LESSON PLANS ON AFRICAN-AMERICAN HISTORY to the contrary of the facts in the above quotation from Exodus. But, why are the "children" of all RACES not told that the "JEWS" [Black, White, or whatever else they may have been] also owned "SLAVES" in biblical times;<sup>1</sup> and that they even stopped to purchase their own "SLAVES" while they were in fact fleeing from their fellow Africans to escape their own "BONDAGE IN EGYPT," North Africa; or that the Africans of Egypt were also Nubians, Ethiopians, Puanits, Libyans, Merottos, etc., etc., etc. - Africans from as far south as Monomotapa [South Africa]? Because they must have forgotten the following extract from the SECOND BOOK OF MOSES [Exodus], Chapter 21: Verses 1 - 26. It deals with the proof that the Jews equally enslaved Jews and others who did not belong to their own religion. It shows the various rules and regulations which the the Jewish SLAVEMASTERS and SLAVEOWNERS were to abide by - obviously according

to the "...INSPIRED WORDS OF JEHOVAH..." since we were made to believe that all of the teachings in the "HOLY SCRIPTURE" [both Old and New] came down to us from Jehovah through "...HIS HOLY SCRIBES..." born among "...GOD'S CHOSEN PEOPLE..." the Jews, Israelites or Hebrews - which ever name or title fits one's religious affiliation best. It reads:

21 "Now these are the ordinances which you shall set before them. 22 When you buy a Hebrew slave, he shall serve six years, and in the seventh he shall go out free, for nothing. 23 If he comes in single, he shall go out single; if he comes in married, then his wife shall go out with him. 24 If his master gives him a wife and she bears him sons or daughters, the wife and her children shall be her master's and he shall go out alone. 25 But if the slave marry a free, 26 I love my master, my wife, and my children; I will not go out free, 27 then his master shall bring him to God, and he shall bring him to the door or the doorpost; and his master shall bore his ear through with an awl, and he shall serve him for life. 28 When a man sells his daughter as a slave, she shall not go out as the male slaves do. 29 If she does not please

her master, who has designated him for himself, then he shall let her be redeemed; he shall have no right to sell her to a foreign people, since he has dealt fairly with her. 30 If he detestates her for his son, he shall deal with her as with a daughter. 31 If he takes another wife to himself, he shall not diminish her food, her clothing, or her marital rights. 32 And if he does not do these three things for her, she shall go out for nothing, without payment of money.

33 "Whoever strikes a man so that he dies shall be put to death. 34 But if he did not lay in wait for him, but God let him fall into his hand, then I will appoint for you a place to which he may flee. 35 But if a man willfully strikes another to kill him treacherously, you shall take him from my altar, that he may die.

36 "Whoever strikes his father or his mother shall be put to death.

37 "Whoever steals a man, whether he sells him or is found in possession of him, shall be put to death. 38 "Whoever curses his father or his mother shall be put to death.

39 "When men quarrel and one strikes the other with a stone or with his fist and the man does not die but keeps his bed, 40 then if the man whose pain and wages are about him sues him, he that struck him shall be clear; only he shall pay for the loss of his time, and shall have him thoroughly healed.

41 "When a man strikes his slave, male or female, with a rod and the slave dies under his hand, he shall be punished. 42 But if the slave survives a day or two, he is not to be punished; for the slave is his master's.

It is very improbable if I knew that this type of acceptance and perpetuation of SLAVERY was part and parcel of the Hebrew or "Jewish Religion" I would have believed in it as long as I did. In this little bit of Jewish double-talking about the "ENSLAVEMENT OF THE JEWS IN EGYPT LAND", as presented in the LESSON PLANS ON AFRICAN-AMERICAN HISTORY, one must wonder if the teachers who prepared said work realized the Holy Torah or Old Testament is one of the fundamental documents that justified the ENSLAVEMENT of one man by another? The ENSLAVEMENT of the African-Americans in the southern parts of the United States of America - equally in the NORTH and elsewhere, was basically moralized upon biblical quotations used by the Christian Church and its theologians from the teachings of Jewish scholars and rabbis like those of the 6th century European Talmudists who wrote the RACIST interpretation of Noah's drama already shown in this work. This kind of RACISM and RELIGIOUS BIGOTRY provided the seed that is producing the deep-seated hatred we are experiencing in Forest Hills, Queens and in Canarsie, Brooklyn over the residence of BLACK ADULTS in the former and BLACK CHILDREN studying in the latter, all of which is pregated with ranked WHITE SUPREMACY and tactfully blinded ignorance of the type we have accused Adolph Hitler, Adolph Eichman, George Lincoln Rockwell, Benito Musolini, the White Citizens Council and the Daughters of the American Revolution of harboring; but of course, all of which we cannot mention is also rampart in every sector of WHITE AMERICA - Jewish, Christian or other-

wise; and all because we still have people other than ourselves deciding for us WHAT, HOW and WHEN we are to believe, and WHO is our authority.

The last question I have introduced is only for the sake of our own knowledge of the type of "CULTURAL GENOCIDE" being practiced against "African-American children" in the classrooms throughout the United States of America consciously and unconsciously. But in view of the past and present history of the United States of America with respect to the BLACK-WHITE CONFRONTATION that existed from the time the first set of Africans were brought here against their will in ca. 1619 or 1620 C.E. in Jamestown, Virginia, it is virtually impossible for any "BLACK [African-American] EDUCATOR" who has done his or her homework to conclude that it is not CONSCIOUSLY done to most of the courses of study in public, private and parochial schools, as it is in the colleges, universities, churches, synagogues and temples. Of course the Rustins, Wilkins, Randolphs and other so-called "INTEGRATIONIST RESPONSIBLE NEGRO [and "colored"] LEADERS" have not raised a single voice against this form of "CULTURAL GENOCIDE" directed at the African-American children, of which they were once. Yet, we can always depend upon such as these to decry and demonstrate their contempt for the teaching of "KISWAHILI" and other languages indigenous to their own African heritage, but never against German, Hebrew, French, Yiddish, Russian and other European languages and dialects, all of which they do when they are in the midst of those Europeans and European-Americans [WHITES or SEMITES] celebrating their own version of their Hebrew or "JEWISH HERITAGE" a-la-European style as if African-Americans [BLACKS or SEMITES] by the hundreds of thousands are not equally connected to the same biblical Hebrew or "JEWISH HERITAGE" a-la-African and Asian original which began in West-Central Asia and North and Northeast Africa before there was a Moses or a Holy Torah [Old Testament]. The saddest aspect of this malady is that "NEGRO [and "colored"] EDUCATORS" are equally as closed-mouth with regards to this form of "CULTURAL GENOCIDE" directed against themselves, all of which we see in the materials [books, magazines, academic papers, movie scripts, television scenes, periodicals, liturgical masses, theological treatises, etc.] some of us still use in teaching BLACKS and WHITES alike. The malady continues because BLACK EDUCATORS do not research for ourselves on the main. We do not deal with the works of "BLACK AUTHORITIES" as "AUTHORITY," even when such scholars are from the "Motherland" - ALKEBU-LAN [Africa] - and writing from an African [BLACK] frame of reference; not even from the outstanding works of BLACKS like professors Chancellor Williams, Samuel

Tate, Frank H. Snowden, John H. Clarke, Joel A. Rogers/Carter G. Woodson, John G. Jackson, Wilfred Carty, Cyril L. R. James, George C. M. James, and countless others both living and deceased, all of whom wrote or still write from an African [BLACK] perspective just as any good European and European-American historian writes from a WHITE perspective dealing with matters of European and European-American experiences. There is no doubt that our own confusion as Christians, Jews and Muslims has forced us into feeling afraid to challenge any and all manner of things coming forth from the so-called "JUDAEO-CHRISTIAN CAUCASIAN-SEMITIC" and "ISLAMIC-HAMITE" academic world as the "... INSPIRED WORDS OF GOD..." even when such is totally directed towards our own GENOCIDE in every aspect imaginable. Yes, there seems to be not a single word of protest in public against this aspect of Shanker's UFT's "COMMITTEE ON AFRICAN-AMERICAN HISTORY" apparent RACISM and RELIGIOUS BIGOTRY. However, the same people who condemned the "COMMUNITY CONTROL" efforts of the African-American administrators and faculty, along with the support of the parents of the children to be taught in the Ocean-Hill Brownsville and Harlem I.S. 201 school systems, have been carefully and conspicuously quiet on this issue. Why are we not surprised of this type of baffocracy on the part of the "integrationist" and "amalgamationist" buffoons who always find their voice to condemn BLACK STUDIES, but never WHITE STUDIES? And, why are we not aware of the age-old maxim that reminds all of us:

"HE WHO PAYS THE FIDDLER [always] CALLS THE TUNE?"

Because we have been too much accustomed to having WHITE mis-educators constantly as the "AUTHORITIES" who decide who are our "BLACK [formerly "negro"] HEROES" and what should be taught about them, particularly when said HEROES or HEROINES were involved in killing their WHITE SLAVEMASTERS, TALKING BACK TO WHITE FOLKS, and ever not wanting to LIVE AMONG WHITE FOLKS, not to mention those African-Americans who are still living and fighting in the present "BLACK-WHITE CONFRONTATION" throughout the world today. But which other group within the multi-ethnic culture or "civilization" of the United States of America permits such a perverted presentation of their own ethnic, racial, religious and/or socio-political heritage as what we have read so far from the so-called "LESSON PLANS ON AFRICAN-AMERICAN HISTORY" without some sort of violent protest and physical action on their own behalf but the so-called "NEGROES" and "COLORED FOLKS"? None whatsoever. Thus we have witnessed the result of this type of adverse

WHITE RACIST HISTORY and HERITAGE of the African-American when the name of Crispus Attucks was forced upon us as a "BLACK" or "NEGRO HERO." Yet Attucks name is pushed down our throat each and every day by so-called "White Liberal Authority On The Negro" and their Negro understudies as "...ONE OF THE GREATEST NEGRO THAT EVER LIVED IN AMERICAN HISTORY," when in fact Attucks did nothing whatsoever towards relieving his fellow Africans from their enslavement in the "THIRTEEN COLONIES" he died to make free for White European-Americans who were fighting against White European slaveholders and traders from England and Europe. Attucks was in the company of his own SLAVEMASTER when he was massacred by his SLAEMASTER'S SLAVEMASTER - British soldiers who represented George III of Great Britain. Certainly being martyred for the benefit of one's SLAVEMASTER cannot be considered a "HEROIC ACT" by the other SLAVES of the SLAVE SYSTEM. Attucks life was given in vain, so far as the African [BLACK] people were concerned in the latter part of the 1700's and it has never changed to the present time; and no amount of wishfull thinking on the part of "White Liberal Authorities on Negroes" or "Colored Folks" and their "Negro" apologists can manipulate this into acceptance by BLACK EDUCATORS to change this fact of the history of the Africans in the Americas. Attucks died to free his WHITE COLONIST EUROPEAN MASTERS from the enslavement imposed upon them by WHITE EUROPEANS like themselves. But we are told by the same White Liberal Historians who write most of the "NEGRO HISTORY" and "SOCIOLOGICAL TREATISE" used in Black Studies courses that Thomas Jefferson and George Washington were equally "...FIGHTERS FOR OUR FREEDOM..." etc. This may be quite true for a WHITE America; but is it equally true for a BLACK America? At the time when Washington and Jefferson were fighting against somewhat of a type of their own enslavement by their fellow-Europeans from Great Britain they had Africans ENSLAVED and were practicing both "CULTURAL" and PHYSICAL GENOCIDE" against them - both being the owners of two of America's most extensive SLAVE PLANTATIONS and STUD FARMS. This could not be true for the descendants of said SLAVES who now live in the Harlems of the United States of America and its colonies in the Caribbean Sea and Pacific Ocean. Even the so-called "LOVER OF THE NEGRO PEOPLE", massm Abe Lincoln, was not a HERO of the African SLAVES nor their descendants; as Lincoln tried every way he knew to compromise the freedom of the African people his fellow European-Americans held in SLAVERY both in the North and South before and during the Civil War between the WHITE



## MALES MARRY NEGRO FEMALES IN THE UNITED STATES., " etc.

Black Educators admitted to this, as this too is expected of us; and equally we assist in the RACIST data used for the above conclusion? WHO forgot that marriage has nothing to do with how many "WHITE MALES" have had, and are still having, sexual intercourse with "BLACK [negro] FEMALES?" Yes! "NEGRO MALES" marry "WHITE FEMALES" way out of proportion to the reverse for "WHITE MALES" and "NEGRO FEMALES." But; WHY? Because Black Educators have failed to make "NEGRO MALES" realize that our "WHITE" [Christian and Jewish] colleagues propaganda about the "OVER-SEXED NEGRO MALES" found in the piece of Sixth Century C.E. European Jewish mythology about "Noah" and his family's genealogy is, at its best, "WHITE [Caucasian or Semitic] RACIST BUNK; that the skin of any WHITE WOMAN makes her no different beneath than under the skin of any BLACK WOMAN; that the statistical data used in the above declarations did not reveal BLACK-WHITE fornication, BLACK-WHITE rape during slavery, BLACK-WHITE stud farms, BLACK-WHITE out of wedlock relationships and births, BLACK-WHITE slave-masters like George Washington and Thomas Jefferson's extra-marital activities - from the Big House to the Slaves Quarters. But are we to forget that the data did not reveal the statisticians' personal prejudice and bias with respect to his or her "NEGRO" this and/or that. Certainly BLACK ["negro female" without the capital letters] WOMEN have been raped from ca. 1619 or 1620 C.E. when they first arrived in the Thirteen British Colonies that became the United States of America; before that on the slave ships that brought them to the entire "Western World" - from ca. 1506 C.E.; and even before that, as they walked up the gang plank to board the slave ships, But worst of all, they were raped in the presence of their BLACK ["negro male"] HUSBANDS, who were bound with hands and feet tied to neck and testicles. Do we tell them any of this Black Educators? Why Not? Do we not tell them about the same treatment the Nazis Germans did to European Jews and Christians - the entire gory details about lampshades from human skin, gas ovens, chemical baths, etc. ? Certainly, we most surely do, our "White Liberal Africanist" underwriters see to it that we do. Yet we refused to tell "Black Children" and "Black Adults" anything about the same type of gory details the same Nazis and their Fascist allies of Italy did with the blessings of the Pope of Rome, all of whom raped and committed all forms of "CULTURAL" and "PHYSICAL GENOCIDE" against our own African brothers and sisters of Ethiopia, East Africa before October 5, 1935 on through the Second World War to 1945 C.E. No! This only involved AFRICAN [black] PEOPLE; our own people! I guess we are to assume that the

African people of Ethiopia that were exterminated and maimed for life by Benito Mussolini and company are not like European Christians and Jews that were [later] equally exterminated by the Nazis and their quislings of Germany and other nations of Europe; thus there was no need at all for any "MILITARY TRIBUNAL" or "CIVILIAN TRIBUNAL" to try the "Fascist War Criminals" as the "Nuremberg Tribunal" which tried "Nazis that committed Crimes Against Innocent Civilian Victims. After all, the Fascists only committed acts of torture against, and exterminated thousands of,...

"SAVAGE NATIVES OF DARKEST AFRICA."

(12) "THE CHOICE" are the two words leading the title of Samuel Yette's most timely new book on the pending "PHYSICAL GENOCIDE" African-American People, including African-American children like those mentioned in the UFT's book, are facing this very moment in the United States of America and its colonies in the Caribbean Sea and the Pacific Ocean. All of his researches and revelations have the earmark of a holocaust that would make Adolph Hitler's "GENOCIDE" against European Jews and Christians, Benito Mussolini's "GENOCIDE" against African Christians and Jews of Ethiopia, East Africa, and George Washington [also other members of his cabinet] "GENOCIDE" against the African slaves of their slave farms appear to have been insignificant by comparison. But behind such facts as these, and others too numerous to detail here as in Yette's work, BLACK STUDIES and AFRICAN STUDIES Black Educators have not yet tackled in any serious and meaningful way which would have stirred up action of the sort those who would have heard could have rallied around for "BLACK SURVIVAL." WHY? Again, because of what we were taught by WHITE STUDIES miseducators in WHITE STUDIES courses, all of which have CONDITIONED OUR MIND TO ACCEPT any pending disaster that intends to result in our own GENOCIDE culturally and physically; but to be extremely concerned and fight against the same set of realities when the victims are our WHITE miseducators' tribal [ethnic] groups in the "WHITE GHETTOS" of the United States of America, South and Central America, Great Britain and Europe, even in Africa and Asia - such as the so-called "Christian Missionaries" and "Colonialist Settlers" caught-up in colonialism and neo-colonialism as they assist in the exploitation of the African people from ca. 1830 C.E.<sup>1</sup> to the very present day. Thus, we became extremely emotional and alarmed when the Soviets

1. The French military invasion of Coasta, North Africa in 1830 C.E. began the "Partition of Africa" to the present day.

moved military forces into Hungary and suppressed the Hungarian people's uprising against "Communist tyranny" when the Greek military overwhelmed the royalists and for a time forced their Royal Monarch to flee Greece; when European and European-American Jews ["Israelis"] invaded the Arab nations [including Africa's Egypt] in the so-called "SEVEN DAYS WAR" of 1967 C.E.; and even when Britain sent its military colonialist murderers into Northern Ireland to suppress both Roman Catholic and Protestant WHITES to protect its economic interests in 1972 C.E. But did Black Educators equally become aroused when Britain sent the same type of colonialist murderers into Kenya, East Africa in the 1940's to exterminate the so-called "MAU-MAUS;" when Britain sent them to do the same kind of GENOCIDE in colonial British Guiana [today's Republic of Guyana, South America]; when Britain refused to send her WHITE RACIST murderers into colonialist "Rhodesia" [correctly named Zimbabwe by the indigenous African population] to stop its Englishmen, White Americans and other Europeans from continuing their EXTERMINATION [genocide] and ENSLAVEMENT of the Africans in their own homeland, the land which their African GOD... "GAVE HIS CHOSEN [black] PEOPLE;" and when the Portuguese of Portugal sent North Atlantic Treaty Organization (NATO) armed troops and military hardware provided by the United States of America to suppress the legitimate and internationally established government in the Republic of Guinea, West Africa? Not for a solitary moment! "Negroes" are carefully trained like Ralph Ellison's "INVISIBLE MAN."

The type of AFRICAN and/or BLACK STUDIES materials Black Educators in the future [like at least one hundred years too late] MUST interpret and teach from MUST have an AFRICAN [black] PERSPECTIVE, POINT OF VIEW, INTEREST and NEED. Strange as it may seem, the late Honourable Marcus Mosiah Garvey - Founder and First President-General of the Universal Negro Improvement Association (UNIA), Inc., while writing in the middle of the 1920's C.E. in his PHILOSOPHY AND OPINIONS,<sup>1</sup> saw it the same way when he noted the following:

#### "EDUCATION"

To be learned in all that is worth while knowing. Not to be crammed with the subject matter of the book or the philosophy of the classroom, but to store away in your head such facts as you need for the daily application of life, so that you may the better in all things understand your fellowmen, and interpret your relationship to your Creator.

You can be educated in soul, vision and feeling, as well as in mind.

1. THE PHILOSOPHY AND OPINIONS OF MARCUS GARVEY, pp. 15 - 16.

" To see your enemy and know him is a part of the complete education of man; to spiritually regulate one's self in another form of the higher education that fits man for a nobler place in life, and still, to approach your brother by the feeling of your own humanity, is an education that softens the ills of the world and makes us kind indeed.

" Many a man was educated outside the school room. It is something you let out, not completely take in. You are a part of it. for it is natural; it is dormant simply because you will not develop it, but God creates every man with it knowingly or unknowingly to him who possesses it - that's the difference. Develop yours and you become as great and full of knowledge as the other fellow without even entering the classroom."

The above remarks and philosophical concept by one of Africa's "greatest sons" - Marcus Moziah Garvey - bring back to memory the manner in which Black Educators taught, and are still teaching, about the "CONTROVERSY" that existed between the late Mr. Garvey and Dr. William E. B. DuBois over their ideas in carrying forward their respective program of "Pan-Africanism" at the end of the 19th and beginning of the 20th Century C.E. Mr. Garvey 100<sup>0</sup>/<sub>2</sub> BLACK PHILOSOPHY which chided African people in the "Western Hemisphere" to return...

"BACK TO AFRICA"...

against Dr. DuBois' "TALENTED TENTH NEGROES" of the "New Left Coalition with Whites" is a kind of "BLACK AND WHITE UNITE" propaganda that was very common among the so-called "White Liberal [OLD] Left" of the first half of the 20th century C.E. - a conglomerate of people organized with their main objective being what they preferred to call:

"A COMMON STRUGGLE AGAINST WORLD-WIDE IMPERIALISM AND CAPITALISM...AS LED BY GREAT BRITAIN, THE COLONIALIST POWERS OF EUROPE AND THE UNITED STATES OF AMERICA."

Certainly to teach that DuBois was "ALL GOOD" or "ALL BAD" is no better than doing the same about Garvey. Never the less too many Black Educators have carefully left Garvey out of their textbooks and courses, as they have carefully followed the appraisal of both of these men according to the so-called "New Left White Liberal Writers." They have approved and disapproved one or the other by the same standards established by said "White Liberal Writers." Yet most of us have not dealt with the original documents and sources used by the so-called "White Liberal Writers" to make up their conclusive interpretation of either of these two "giants of the BLACK EXPERIENCE in the Americas and the Caribbean," all of which mean different things to WHITE than they do to BLACKS. Mainly Garvey projected an "All Black" survival philosophy. DuBois' was a "Black and White

Integrationist" who abhorred the "All Black" projection of Garvey, and referred to Garvey's projection as "NEGRO CHAUVANISM"-a very popular slogan among the "Old Left" of his era. But each of these two men's positions served two groups of the same African [BLACK] People; Garvey philosophically committed to "AFRICA'S INDEPENDENCE FREE OF ANY WHITE MAN WOMAN OR CHILD IN ANY OF THE AFRICAN GOVERNMENTS; DuBois committed to an "INDEPENDENT AFRICA WITH BLACK AND WHITE SHARING RULE OF THE GOVERNMENTS."

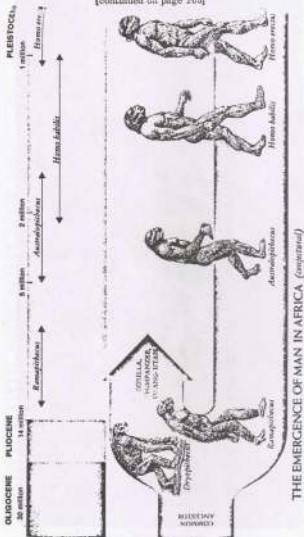
[13] In keeping with the above context, how do we treat the alleged "White Liberal Africanist Authorities" like professor J. Desmond Clark, who graphically demonstrated his own "MODERN MAN [conjecture]" of a WHITE AFRICA before his "NEGROES" got there - as shown on pages 105 and 106 following? What do the "Caucasian Characteristics" the artist placed on "MODERN MAN" in Clark's graphical chart suggest for...

"THE EMERGENCE OF MAN IN AFRICA [conjecture]..." etc., etc., etc. even with the word Clark inserted in brackets to ease the RACIST presentation of this affront to Black People's memory? For, were we not taught that the Europeans and European-Americans [Whites, Semites, etc.] originated at the foothills of the Caucasus Mountains of Europe? But now we are being told that "...the negroes and bantus, as other africans, were preceded in Africa by caucasians, indo-europeans, arians, semites and hamites" - all of whom are placed under one heading called "MODERN MAN" OF AFRICA SOUTH OF THE SAHARA. Why? Because most of the HUMAN FOSSILS related to the original source of man's evolution have so far proven that:

"MANKIND ORIGINATED IN AFRICA SOUTH OF THE SAHARA."

We cannot take Dr. Clark's "conjecture" of "The Emergence Of Man In Africa" without utter contempt for its obvious RACISM. For having examined his "conjecture" - the good doctor [another of the "White Liberal Africanist Authorities"] failed to show any justification for the pointed nose, straight hair, and general physical characteristics we are taught belong to the Caucasians and Semites, and not to the so-called "Native Africans" [negroes, bantus, hutentots, pygmies, etc.]. But do we just use the usual barrage of academic superlatives behind closed doors in the typical form of an "Uncle Tom" or "Aunt Tomatina" to describe the good doctor's "NEGROPHOBIA?" Should we give it credence because one or more of our Black Educators have an article or two in the same book with Clark, or served as "CONSULTANTS?" This type of "BLACK CULTURAL GENOCIDE" forces us to ask whether the writers and/or consultants involved with this work knew of this "conjecture" before it was published and did not take positive steps to secure fellow Black Educators' aid in counteracting it everywhere.

[continued on page 105]





## Skull Pushes Back Man's Origin

By WALTER SULLIVAN

Ancient bones found in Africa have been assembled into a skull that may extend man's immediate ancestry back more than one million years earlier than previously believed.

The fragments, making up a skull with striking resemblances to that of modern man, were found in a layer of material that had been deposited about 2.5 million years ago.

Richard Leakey, co-leader of the expedition that found the bones, said the skull seemed to displace two other man-like creatures widely thought to represent the early stages in man's development.

One of them, a beetle-browed type known as *Homo erectus*, lived far more recently—about a million years ago—yet is less like modern man than the newly found skull.

The other reputed ancestor, *Australopithecus*, an ape-like "man" that walked relatively erect, lived 2.5 to 3 million years ago. It now appears to have been a contemporary of the more modern-looking type, rather than ancestral to the men of today.

"There is now clear evidence that in eastern Africa a large-brained, truly upright and bipedal form of the genus *Homo* existed contemporaneously with *Australopithecus* more than 2.5 million years ago," Mr. Leakey said.



Richard Leakey with the skull, found in fragments

The new find was made in a desert region on the east side of Lake Rudolf, one of the chain of elongated lakes within the rifts of East Africa. In the last two years the site has produced a rich harvest of stone tools, considered to be the oldest known artifacts of man.

According to Dr. J. Desmond Clark, professor of anthropology at the University of Cal-

ifornia at Berkeley, whose former student, Dr. Glynn Isaac, was co-leader of the expedition with Mr. Leakey, the tools lay within a layer of congealed volcanic ash, or tuff, known to be about 2.6 million years old.

Dr. Isaac is in Kenya, but Dr. Clark was reached by tele-

Continued on Page 16, Column 1



## Skull Pushes Back Man's Origins One Million Years

phone in Berkeley. The skull, he said, was originally buried by this ash layer and so must be at least as old.

The skull had been crushed to hundreds of fragments that were found, eroding on a slope, and have been pieced together by Dr. Marvin Leakey, Richard Leakey's wife. Mr. Leakey is the son of the late Louis S. B. Leakey, pioneer collector in this region, of fossil remains of man's earliest ancestors.

The list was announced yesterday by the National Geographic Society, which, with the National Science Foundation and the National Museum of Kenya, provided support for the Lake Rudolf excavations. It quoted Mr. Leakey as saying: "While the skull is different from our own species, *Homo sapiens*, it is also different from all other known forms of early man and thus does not fit into any of the presently held theories of human evolution."

## Cranial Volume: Larger

Mr. Leakey, who is administrative director of the National Museums of Kenya, said the cranial volume of this skull was large, indicating a brain size of 900 cubic centimeters.

By contrast, the cranial volume of this early man's contemporary, *Australopithecus*, was less than 500 cubic centimeters, he said. That of modern man is some 1,500 cubic centimeters.

Unsettled is the relationship of the new find to *Homo habilis*, whose skull fragments were found in Olduvai Gorge, 500 miles south of the Lake Rudolf site, in a layer 1.75 million years old. The hand bones of this species suggested a dexterity approaching that of modern man, and Dr. Clark suspects the new find may be an earlier form of *Homo habilis*.

However, the brain chamber *Homo erectus*, represented by the latter was only about Java Man, Peking Man and 450 cubic centimeters, compared to the modern man in Europe and paid to Mr. Leakey's estimate Africa, had a brain volume from 800 for the newly placed 505 to 1,225 cubic centimeters, modern skull. The subsequent *Homo erectus* had

the extremely heavy brow bone that continued to be typical of the early cave dwellers of Europe, as well as a thick jaw bone, these features seem to be far less prominent in the new, though much earlier, skull.

"The whole shape of the brain case is remarkably reminiscent of modern man, lacking the heavy and protruding eyebrow ridges and thick bone that are characteristic of Homo Erectus known from young deposits in both Africa and Asia," Mr. Leakey said.

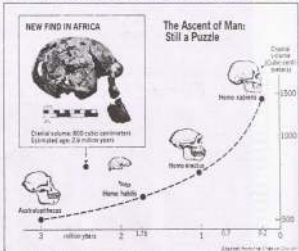
### High Hopes Faded

Also found at the site were two intact high heels from other individuals as well as parts of the lower leg (fibula and tibia). They indicate that at this stage men had already graduated from the striped, loopy garb inherited from his ancestral ancestors. Previous studies, Mr. Lindsay said, fueled in the belief that this graduation occurred much later.

The big specimens, he added, "have confounded anatomists and other scientists because they are practically indistinguishable from the same bones of modern man."

### Dating of the African Node

### The Ascent of Man: Still a Puzzle



The gradual evolution of man's brain has been represented as a progression from the skull of *Australopithecus* to *Homo sapiens*. This progression is challenged by the recent discovery (inset) of an ancient skull near Lake Rudolf in Africa.



has been done by three methods. In one, a sample of radioactive debris or other material associated with the blast is analyzed to determine the extent to which a radioactive form of potassium has decayed into argon gas. This indicates the time since the material existed at high temperature.

Another method measures how long a specimen containing uranium has been in existence through the number of tracks left in it by the radioactive decay of that uranium.

The third technique uses the known time-scale of reversals in the earth's magnetic field over the last few million years as a time scale. When lavas cool, after eruption, it becomes imprinted with the direction of the earth's magnetism at the time of cooling. Under favorable circumstances determination of the magnetism of a specimen can be fixed to the time-scale of field reversals to obtain the age of a lava flow associated with a particular event.

Specimens from the African rift valleys have been dated with particular confidence because volcanic activity there has been frequent, burying the specimens in layers that could be dated by one or all three of these methods.

Black Educators must be constantly on guard against this type of "Cultural Genocide", and remain responsible for any failure to inform the general public of said doings. But, where are the "RESPONSIBLE NEGROES" who are always against...

"REVERSED NEGRO RACISM AND RELIGIOUS BIGOTRY?"

Are they not aware of this kind of "RACISM"? Or, are they too busy looking for "IRRESPONSIBLE NEGROES" to challenge because a fourteen (14) year old African-American high school girl allegedly wrote an "ANTI-SEMITIC POEM" that stopped an entire show by chicken-hearted White Liberals" and their "Responsible Negroes" at New York's Metropolitan Museum of Art. Do you not wonder what would happen if all of the "ANTI-BLACK POEMS" at the same Museum were stopped; equally if the Egyptians display returned to all of the African exhibit on the other side of town with Africa South of the Sahara? Yes, even the so-called "BANTUS, NEGROES, PYGMIES, HOTTENTOTS," etc. are no longer the Africans that preceded the so-called "Semites, Hamites, Indo-European Aryans, Caucasians" [MODERN MAN] South of the Sahara according to Dr. M.D.W. Jeffreys, Dr. D.L. Wiedner and Dr. J. D. Clark et al. Thus millions upon millions of Africans and Europeans who were taught that:

"THE CAUCASIAN ORIGINATED AT THE FOOT-HILLS OF THE CAUCASUS MOUNTAINS BETWEEN EUROPE AND ASIA..."

will have to return from their grave to be re-educated to the new fact, as they too were told a monstrous "WHITE LIE." The New Fact is that:

"MODERN MAN ORIGINATED IN AFRICA BEFORE THE AFRICANS [Bantus, Negroes, Hottentots, Bushmen] SOUTH OF THE SAHARA."

After all, did not Dr. Clark and other "White Liberal Africanist Authorities On Africa and African People" made this possible with their own God Inspired Words of "Conjecture."

Lavidson, Wiedner, Croson, Oliver, Fago, Gallagher, Shinnis, Groves, Seligman, Musolini, Goebels, Marx, Herskovits, Jeffreys, Johnstone and other Europeans and European-Americans who wrote extensively about the so-called "Negroes, Bantus, Africans South of the Sahara," etc. origin in Africa before anyone else should be quite embarrassed whether they are living or dead; or should it be Dr. Clark and his ilk? Why associate all of these men together? Because they too have presented the same type of "BLACK CULTURAL GENOCIDE" conjecturally like Dr. Clark and his ilk. All of them have maintained their snide tid-bits of "White Racism" and/or "White Racialism," which equally amounts to nothing less than Nazism and Facism's "WHITE SUPERIORITY". We can recognize it in

RACIST and RELIGIOUS BIGOTS of both sections of the United States of America, whose descendants are still fighting over who shall control the "NIGGERS." And, of course both WHITE Jews and Christians benefited from the exploitation of the African SLAVES then as they equally do now. This they have equally shared in since the beginning of the SLAVE TRADE by Reverend [later on Bishop] Bartolome de LasCassa and the representative of Jesus Christ on earth - His Holiness the Pope of the Roman Catholic Church in Rome who received some of the first Africans to be made slaves in ca. 1503 or 1506 C.E. - the MOORS that ruled Spain from ca. 711 to 1492 C.E. and then others from North and North-west Africa along the so-called "SLAVE" and "IVORY COAST." From this point on until ca. 1619 or 1620 C.E. the Africans were UPROOTED and TRANSPLANTED in a state of CULTURAL and PHYSICAL GENOCIDE never before experienced by any other group of human beings - even the European Jews of Hitler's Europe. Yet no one in his right mind would consider Pharaoh Rameses II, Dictator Adolph Hitler and King Haman "HEROES OF THE [European or White] JEWISH PEOPLE." Why then expect that African-Americans of either the Jewish, Christian, Muslim, Yoruba, Voodoo or any other religion to accept their own African ancestors' SLAVEMASTERS and MASTERS OF THEIR GENOCIDE as "HEROES?" It would be equally as atrocious to consider Emperor Hirohito, Benito Mussolini and Adolph Hitler as names to be used for scholarships to be awarded to European and European-American Christians or Jews; but why not the same consideration and resentment of Henry Morton Stanley, Lord Lugard, King Leopold II, Cecil Rhodes, Queen Victoria of Great Britain and others engaged in the extermination [mass genocide] of more than fifty million [30,000,000] Africans in order to steal their land - AFRICA, natural resources of every kind, and their personal belongings - much of which we see in museums all over the so-called "Western World" as "GREAT WORKS OF WESTERN CIVILIZATION" - to accept scholarships in these murderers' honour. And why were these facts missing from pages 29a through 41 and all of the other pages of the so-called "LESSON PLANS ON AFRICAN-AMERICAN HISTORY" instead of trying to prove to the children that WHITE JEWS are the only people in history which they should relate the Africans ENSLAVEMENT in the United States of America to. As late as 1969 C.E., when this piece of UFT's masterpiece was published we were still in the midst of MENTAL SLAVERY of the type that can only result in our "CULTURAL GENOCIDE" and eventual "PHYSICAL GENOCIDE." The answer is very simple however; at least it should be to BLACK EDUCATORS. It is:

the following apparently harmless critique of those of us who dealt with Herodotus' "Racial" or "Physical" description of the African people who ruled, and were indigenous to, North and East Africa during his stay there as a student and traveler in ca. 457 - 450 B.C.E. along the Nile Valley in Dynastic Egypt. Basil Davidson states the following in his book - THE AFRICAN PAST - about Herodotus' description of the Africans of Egypt, ... etc.:

He also thought, striking once again a very modern note, that continental Africa's influence on Egypt was both wide and deep. On circumcision, for example, "as between the Egyptians and the Ethiopians [that is, the Kushites], I should not like to say which learned from the other... "As to the skin color of the Egyptians, he recalls the story of a dove connected with the Egyptian oracle at Dodona. This bird was said to have been black. Why black? "As to the bird being black," says Herodotus, "they merely signify by this that the woman was an Egyptian." Explaining why the Colchians "are of Egyptian descent," he suggests that they may have descended from Egyptian soldiers who had served under Sesostria, a Pharaoh whose armies had invaded the Near East. But "my own idea on the subject was based first on the fact that they (the Colchians) have black skins and woolly hair [not that that amounts to much, as other nations have the same], and secondly, and more specifically, on the fact that the Colchians, the Egyptians, and the Ethiopians (the Kushites) are the only races which from ancient times have practiced circumcision." "Black" notwithstanding, it will be rash to build any "racial" conclusions from this much-commented passage; what interested Herodotus was not the "racial" origins of people but their habits and relationships.

Basil Davidson or other "White Liberal Africanists" notwithstanding - Herodotus made himself very clear as to what he wanted his readers to understand about the Egyptians, Colchians and Ethiopians' "BLACK COLOR." He was very certain about their - "RACE" - which he brought out. The above comments by Davidson demonstrate what happens when another man INTERPRET'S YOUR HISTORY for himself and you. But what "INFLUENCE" did continental Africa have on Egypt other than it had on all of the other African nations in itself? Egypt was, and still is, a part of "Continental Africa." It is rather shocking for an educator to go to such lengths to make his readers believe that color - BLACK in this case - and physical characteristics - "WOOLLY HAIR" - only refer to people's "HABIT" and/or "RELATIONSHIP" with each other, but not their "RACIAL" attributes. If this is not a case of "White Liberal Africanist" RACIST DOUBBLE TALKING, what else is? Herodotus did not need any apology from Davidson; he said what he wanted to say; and he said what he meant clearly.

But, to what extent should we really hold these so-called "White Liberal Africanists" guilty of "WHITE RACISM" and "BLACK CULTURAL GENOCIDE" when African-American Edu-

...are acquiescing to their negrophobia and White Caucasian Semitic syndrome in both position above? To the extent that they are quite aware of the distorted and perverted history of Africa and the African people they are constantly projecting to their captive students and reading public about their NEGROLESS North and East Africa, and now even NEGROLESS parts of Central and South Africa, in order to make said regions comply with their Semitic and Hamitic syndrome, along with the new WHITE RACIST "CONJECTURE" designed to claim Zinjanthropus boise - the second oldest fossil-man shown on pages 40 and 41 of this volume, and his older African brother shown on page 100. Their southern approach is to lay claim to the so-called "Negroes, Bantus" and Bushmen" - the IRON MAKERS South of the Sahara - who proved to be the original inventors of iron, thus showing up the BIG [white] LIE they have been teaching all the time about...

"THE PERSIANS INTRODUCED THE SCIENCE OF IRON-MAKING TO AFRICA,"  
Thus we see, not only in Basil Davidson's THE AFRICAN PAST,<sup>1</sup> that the so-called "White Liberal Africanist" is nothing but a farce when the issue boils down to RACE and/or COLOR. Certainly the following does not in any way, shape or form support our "White Liberal Africanist Authorities" claim they have been making in the past, nor does it validate it now; it does quite the contrary. Their attempt at "BLACK" or "AFRICAN CULTURAL GENOCIDE" against their own "Negroes" and "Bantus" in this case is no more successful than they did with Zinjanthropus boise - trying to present it as "MODERN MAN" [White, European, Caucasian Semite," etc.] as shown on pages 40 and 41, and the much more direct WHITE RACISM of a "MODERN MAN" South of the Sahara on pages 105 - 106. Evidence of the OLDEST IRON MINE ever worked by man in the world appears on the following page - 112.

One should not be too much surprised if in the morning some kind of ancient African man's remains are uncovered along the Senegal, Niger or Congo River and the "White Liberal Africanist Authorities" assign its origin to "MODERN MAN." We notice this very same conduct when the so-called "White Settlers" in Zimbabwe [colonialist Rhodesia] refused to allow any material to be published or distributed in their Nazis-like concentration camp they have declared a "Republic" dealing with the fact that:

"THE NATIVES [Africans of Zimbabwe] BUILT THE METROPOLIS OF ZIMBABWE....,"

etc. shown on page 113 following. Of course they are not equally concerned with the unfounded

1. See Basil Davidson's THE AFRICAN PAST, p. 46.

43,000 - YEAR-OLD MINES  
discovered in Swaziland



Los Angeles Times

Feb. 4, 1959

Search for the new Iron Stone

**JOHANNESBURG, South Africa, Feb. 3**—South African Archaeologists have reported discovering the world's oldest mine. The mine, in an iron-ore mountain in neighboring Swaziland, is 43,000 years old, according to radio-carbon dating.

It was discovered by Alfred Boshier, field research officer for the Museum of Man and Science in Johannesburg. Mr. Boshier made his discovery at Boreas Ridge in the Nwenya (Crocodile) mountain range in Swaziland.

He discovered caverns extending into the mountain with stone-age mining tools, including flint, prehistoric men had been there mining iron-ore—a source of iron.

The early miners had excavated the hematite rich in iron-ore—one of the most prized pigments and constituents of ancient dyes, he said.

Mr. Boshier was joined by another young archaeologist, Peter Beaumont, who excavated deeper. Mr. Beaumont found deposits of charcoal from old fires. The samples were sent to radio carbon dating laboratories at Yale and Groningen.

1. One can only wonder how soon it will be, if it has not yet happened, when some disciple of the Jeffreys' and Wiedners lay claim to the above African mine being the work of shipwrecked Caucasians or Semites as they did with respect to the RUINS OF ZIMBABWE. Of course it will be said that 'THE BANTUS [Negroes] HAD NOTHING WHATSOEVER TO DO WITH ITS OPERATION.' But as in all of their other denials of the indigenous African creations and development done below or "SOUTH OF THE SAHARA," this too will equal the Grimaldi skulls, Boekop Man and Zinjantropus boissie disclaimers.



(1) Vulture's head; (2) Model of house; (3) Ostrich; (4) Head of man;  
(5) Man (the human is shown as suffering from sunstroke)

From J. C. deGraft-Johnson's *AFRICAN GLORY*, London,  
1954, page 52, etc.

Note the majesty of the architectural beauty and aesthetic richness of the Africans of Monomotapa (South Africa), Aikebu-lan. The engineering achievement demonstrated in this structure has never been surpassed in any of ancient Ta-Merry, Ta-Nehisi, Riopi, Namidia, Khart-Haddas or Puanit. They were of the same indigenous African High-Culture.

rumor that:

"ANCIENT SHIPWRECKED GREEKS BUILT THE ZIMBABWE CONE TOWER"...

must be restricted, even as ridiculous as it sounds. Why do you think the latter is so? Because we have been told all through our own education that only the "CAUCASIAN" is able to plan such a great engineering and architectural feat. But Dr. Gertrude Caton-Thompson, in her very highly recognized research paper she made into a book - THE ZIMBABWE CULTURE, cited her fellow Europeans unfounded WHITE RACISM in the above claimers and disclaimers related to this African ["negro, huntu, pygmy, African south of the Sahara," etc.] "WONDER OF THE WORLD."

In spite of the above genius of the African people we are dealing with, we are still hearing professors and Nobel Prize holding scientists from colleges such as Amherst in Massachusetts, saying practically the same snide RACIST remarks that amounted to BLACK CULTURAL GENOCIDE against African-Americans without protest of any kind by the "Negro President" of the so-called "LEARNED SOCIETY" where such was presented as an academic and scholarly dissertation. Certainly we do. And most certainly, at least once again, it is our "White Liberal Friends" we allowed to defend our integrity against their own fellow "MODERN MAN's" racism.

How do we, Black Educators, equate the following information extracted from M. Oldfield Howey's THE CAT IN THE MYSTERIES OF RELIGION:

"OSIRIS, THE EGYPTIAN GOD OF THE UNDERWORLD WAS BLACK...",

etc. against the graphic presentation by Dr. J. Desmond Clark on pages 105 and 106, along with Basil Davidson's comments on Herodotus on page 110, also with the following from page 96 of C. G. Seligman's RACES OF AFRICA?

Apart from relatively late Semitic influence...the civilizations of Africa are the civilizations of the Hamites, its history the record of these peoples and their interaction with the two other African stocks, the Negro and the Bushman, whether this influence was exerted by highly civilized Egyptians or by such wider pastoralists as are represented at the present day by the Beja and Somali...The incoming Hamites were pastoral 'Europeans' - arriving wave after wave - better armed as well as quicker witted than the dark agricultural Negroes.

Seligman's "Semitic" and "Hamitic" RACISM was surpassed by another White Jewish



writer and traveler of the Twelfth Century C.E. by the name of Benjamin of Tudela, who wrote the following about the Africans that provided him with the means by which to make his livelihood:

...There is a people...who, like animals, eat of the herbs that grow on the banks of the Nile and in their fields. They go about naked and have not the intelligence of ordinary men. They cohabit with their sisters and anyone they can find...they are taken slaves and sold in Egypt and neighboring countries. These sons of Ham are black slaves/

To what extent do we believe that "African-American children" sitting in classrooms around the United States of America, and being taught by most of our "WHITE STUDIES" teachers, will not be subjected to the "INTERPRETATIONS"<sup>2</sup>citing the same WHITE RACIST suture of this type of BLACK CULTURAL GENOCIDE against their African-American ancestors that were related to the American PLANTATION SLAVES [black] EXPERIENCE? Would they hear it as they did the alleged ... "WHITE MOSES"...of Africa's Egypt, the same Egypt [or Ta-Merry, Kimit, Pearl of the Nile, etc.] and Black [or "Negro, Bantu," etc.] Egyptian people's descendants mentioned above? None whatsoever, unless Black Educators see to it that this too become a part of the history of the sordid past all of the African-American children's ancestors everywhere EXPERIENCED in one form or another during African people's bondage to "MODERN MAN" - [the Europeans and European-Americans - Christians, Jews, Muslims, and all others of the so-called "Great White Race"], all of which we still suffer as a result of the MENTAL DAMAGE caused by the PHYSICAL EXPERIENCE our ancestors suffered, and all of which became part and parcel of the current CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM we are discussing. We, Black Educators, have to recognize that, in reality, none of the above is truly different in intent than that which we found in Donald Wiedner's book - A HISTORY OF AFRICA SOUTH OF THE SAHARA..., etc., where he excluded all of his "NEGROES" from the entire regions of North, East, and even South, Southwest and Northwest "AFRICA BEFORE 300 B.C. (Hypothesis)." This satisfied Wiedner's negrophobic "hypothesis" on his "Caucasian-Semitic" RACISM

1. See R. Graves and R. Patai's HEBREW MYTHS.

2. The HAM-NOAH-CANAAN racist myth that included a grave amount of religious bigotry from the Sixth [9th] Century C.E. European Jewish rabbis and talmudists' scholars' writing shown on page 29 of this volume still set the tone for "modern racism" against the "NEGRO."

I have cited on page 42. Of course Wiedner did not surpass the following racist comments I have extracted from another so-called "White Liberal Africanist Authority on Africa and African People" [ Dr. M.D.W. Jeffreys] article, "The Negro Enigma," which he wrote for THE WEST AFRICAN REVIEW, September 1951. According to the "Africanist" Dr. Jeffreys:

The Negro is divided linguistically into main groups. The Bantu speaking Negroes of West Africa and the Bantu speaking Negroes of the Congo, East and South Africa. All are of one race and are remarkably uniform in appearance.

The Black Belt, anthropologically speaking, is that area on the earth's surface that comprises the dark-skinned races. Excluding the American Negroes who were brought there by Europeans. The Black Belt extends from Africa via India, to Melanesia and Australia. In this great arc the position of the Negro is the enigma. At the two ends, at horns, are the people who are Negroes, but in the centre there are none. The centre is occupied by a dark-skinned race, the Hinds, but he offers no difficulty. He belongs to the same race as the "European," namely the Caucasians - the inhabitants of Europe - and the dark-skinned Caucasians, the inhabitants of North Africa, Asia Minor and India.

Like all of the other "White Liberal Africanist Authorities", the good doctor is confused by his own findings on wall-to-wall "Negroes" everywhere but in Europe, thus he questioned:

How comes it then that east and west India is flanked by Negroes? That is the puzzle: i.e. that there are Oceanic and African Negroes separated from each other by Arabia, India and Malaya? Let us view the problem from another angle. The Caucasians come from an old human stock - a stock that is today called Modern Man. Modern Man goes back a long way in time. The Swanscombe skull found in Great Britain is dated 250,000 years and is our stock, not Negro. The skeletal remains dug up by the Leakeys in East Africa are us, not Negro. Bushy man, found in the Cape, is dated 30,000 years and falls into our group not that of the Negro.

Certainly the above racism is easily offset by the opposite in kind; that which we have equally failed to deal with in preference to the much more "modern rhetoric" which makes us look like "Black Militant" political knights in shining armour for such as their comrades - Karl Marx, Fidel Castro, Chairman Mao, Premier Castro, et al. of the "NEW" and/or "OLD" Left that joined with the so-called "CAPITALIST AND IMPERIALIST PIGS" to divide the natural resources of the African people and their African continent. Yes, we do not tell the "African-American Children" that in one of "Modern Man's" greatest books he admitted that

The African continent is no recent discovery; it is not a new word like America or Australia... While yet Europe was the home of wandering barbarians one of the most wonderful civilisations on record had begun to work its destiny on the banks of the Nile.<sup>1</sup>

And of course we have not told them that the above remarks were topped by the following comments from Dr. H. Robinson's historic work - CIBA SYMPOSIA:

*It is one of the paradoxes of History that Africa, the Mother of Civilization, remained for over two thousand years the Dark Continent. To the moderns Africa was the region where ivory was sought for Europe, and slaves for America. In the time of Johann Smith (1467 - 1746), as the author informs us, geographers in drawing African maps would fill in the gaps with savage pictures. Where towns should have been they placed elephants.<sup>2</sup>*

No amount of "THICK LIPS" which allegedly added to the "DEFORMITIES" suffered by Pharaoh Amenhotep IV [otherwise known as "Akhenaten, Ekenaten, Ikhnaton," etc.], according to "White Liberal Egyptologists" like the "AUTHORITY" shown on page 94 nor the alleged "ABCESSED TEETH" Pharaoh Ramees II supposedly suffered in order to make him chase "MOSES" all over North Africa's Egypt, will change the fact that Africa's American [BLACK] Educators have not even told our BLACK STUDENTS that the Africans who entered the Iberian Peninsula of Europe as conquerors in ca. 711 C.E. were responsible for the introduction of the... "COMMON BATH"... to the Europeans of that region of Western Europe, which of course spread to other areas of the continent of the "Great White Race." We find this specifically cited in Stanley Lane-Poole's historic writings on the Africans - [otherwise called "Moors"] - in Spain. Lane-Poole stated:

*The misguided Spaniards knew not what they were doing... The "infidels" were ordered to abandon their native and picturesque costumes, to assume the hats and breeches of the Christians, to give up halberd and adopt the dirk of the conquerors, to renounce their language, their customs and ceremonies, even their names.<sup>3</sup>*

1. See HISTORY OF NATIONS, Vol. 18, p. 1.

2. See Stanley Lane-Poole's THE MOORS IN SPAIN, London, 1886 for further details on this aspect of the Africans' civilizing influences which brought the Europeans out of their "WHITE AGE OF IGNORANCE" into the beauty of "BLACK HIGH-CULTURE."

3. See Lane-Poole's work; also Y. ben-Jochannan's BLACK MAN OF THE NILE AND HIS FAMILY, Chapter I; Jane Seames' COAST OF THE BARBAERY; Mrs. Stewart-Erskine's VANISHED CITIES OF NORTHERN AFRICA; J. C. deGraft-Johnson's AFRICAN GLORY.

Lane-Poole touched upon another major reason for the claim of the alleged "MINORITY STATUS" of the so-called "AMERICAN NEGROES" when he cited the following:

It is stated that no less than three million of Moors were banished between the fall of Granada and the first decade of the seventeenth century. . . . But the Spaniards did not understand that they had killed their golden goose. For centuries Spain had been the centre of civilization, the seat of arts and sciences, of learning and every form of refined enlightenment. No country in Europe had so far approached the cultivated civilization of the Moors. The Moors were banished, and for a while Christian Spain shone like the moon, with a borrowed light; when came the eclipse, and in the darkness Spain has grovelled ever since. The true memorial of the Moors is seen in the desolate tracts of other barrenlands, where once the Moors grew luxuriant vines, olives and yellow corn of corn; in a stupid ignorant population where once art and learning flourished, in the general stagnation and degeneration of a people which has hopelessly fallen in the scale of nations and has deserved its humiliation.

H. G. Wells reduced the above remarks of all of the European and European-American writers cited to the least common denominator of human reality when he observed that:

We have to remember that the human races can all interbreed freely and that they separate, mingle and recede as clouds do. Human races do not branch out like trees with branches that never come together again. It is a thing we need to bear constantly in mind, this remingling of races at any opportunity. It will save us from many cruel delusions and prejudices if we do so. People will use such a word as race in the loosest manner, and have the most preposterous generalization upon it. They will speak of a "British" race or "European" race. But nearly all the European nations are confused mixtures of brownish, dark-yellow and Mongolian elements.<sup>1</sup>

Is it not strange that it was the same Moors mentioned above became the first of the African ["negro"] People to be enslaved by the so-called "Christian Europeans" [the forerunners of European-America] of Spain and Rome" in the so-called "Western World of the Americas" . . . which later became the "Western Hemisphere?" For it was the Reverend [later Bishop] Bartolome de LasCasas and his Pope in Rome who had the Moors that refused conversion to European-style "Christianity" in Spain sent to Hispaniola [Hayti or Haiti] in ca. 1503 or 1504 C.E. [some historians claimed ca. 1513 A.D.] to begin the infamous and most bestial form of "Cultural" and "Physical Genocide" of the entire history of mankind. . .

THE ENSLAVEMENT OF AFRICAN [black] PEOPLE IN CHAINS BY EUROPEAN AND EUROPEAN-AMERICAN [white] PEOPLE IN THE AMERICAS.

1. H.G. Wells' A SHORT HISTORY OF THE WORLD, pp. 49 - 50.

Presenting each and every side of the argument about our alleged "INFERIORITY" could be richly rewarding I must admit. But our worse side is the only one the vast majority of our fellow African-Americans are aware exist. Thus we have no time to engage in the negative side here since we already know that our "White Liberal " and/or "Conservative" friends will not let us forget what they consider to be the ONLY TRUE SIDE of our own heritage, which they have indeed colored "PURE WHITE" for us in order that it could lose its ugly "BLACKNESS" - the color they have given us from the Noah-Ham-Shem-Canaan syndrome. This same syndrome I have noted in a textbook published by W. H. Sadlier Company, New York City, and edited by D. O'Donnell under the title - ARAB WORLD, NEW AFRICA, particularly in the following map that supposedly listed all of the "RACES OF AFRICA."



[WHAT? NO CAUCASIAN AFRICANS?]

In the same context of the above we find Elay Leuzinger writing the following in her book - THE ART OF AFRICA, under the heading on page 233... "Tables Of African Races And Cultures":

{Based on H. Savmann, Volkerkunde von Africa, greatly simplified}

#### I. WHITE AFRICA

Mediterranean, Ethiopia, Semitic and Cro-Magnon races.  
Advanced cultures, oriented towards the Mediterranean

A MASTER CAN NEVER SEE HIS SLAVE'S HISTORY AND HERITAGE IN THE SAME LIGHT AS THE SLAVE SEES HIS OR HER MASTER'S OWN; NEITHER WILL THEIR DESCENDANTS, BE THEY BLACK OR WHITE.

[2] "BLACK HEROES" did not begin in the United States of America or the Caribbean Islands, neither in South or Central America, and of course not in the "Holy Scriptures" of the Christians or Jews, Muslims or Mormons, nor in Egypt when men like Pharaoh Rameses II and Moses allegedly had their civil war; their origin, prehistory, history and High-Cultures preceded Judaism, Christianity and Islam by hundreds of thousands of years dating back into the reaches of Central Africa - the home of the most ancient fossil-man... ZINJANTHROPUS BOISE. Known to the entire world to this very day, ZINJANTHROPUS boise, BOSKOP MAN, ZIMBABWE [so-called "Rhodesia"] MAN and BROKEN HILL MAN" are only a mere handful of the ancestors of the same African-American children mentioned in the UFT's LESSON PLANS ON AFRICAN-AMERICAN HISTORY, all of whom predated Adam and Eve and the Garden of Eden by over one and one-half million [1,500,000] years. These fossil-men and those that came very long after along the Great Lakes of Africa and at the beginning of the Blue and White Nile are equally the ancestors of the Africans who created and developed what turned out to be Puanit, Ethiopia, Nubia and Egypt - the latter being the last in which they reached the maximum of their zenith in human High-Culture. Yet there were those who even came later than these two periods only to become SLAVES for Europeans in Europe and the Americas.

The textbooks used by African-Americans with regards to their "HEROES" must revert back to African interpretations of who is "BAD, GOOD" or "DIFFERENT" in terms of an African frame of reference. For example: Moses violated "LAW AND ORDER" in Egypt, East Africa. The "AUTHORITY" of the Egyptian nation at the time of Moses was Pharaoh Rameses II, who reigned from ca. 1298 to 1232 B.C.E. following his father - Pharaoh Seti I's death. It was Pharaoh Rameses II who is to be praised for defending "LAW AND ORDER" to prevent "VIOLENCE IN THE STREET" and "ORGANIZED CRIME" in Egypt; this will be in keeping with the current thinking of the United States of America's President and Vice-President, equally all other Americans who are still associating "CRIME IN THE STREETS" with African-Americans. If we defend Moses position in VIOLATING LAW AND ORDER we must equally defend this position when African-Americans VIOLATE LAW AND ORDER established by modern SLAVEMASTERS of the United States of America's Egypt in Washington D.C. Moses was a MURDERER when he premeditatedly "KILLED THE

and the Orient, in the sub-tropical region. Egypt, the Sahara and area of the Atlas mountains: river valley, desert and highlands with mountain ranges and salt steppe. Oasis agriculture with artificial irrigation, ploughing and hoeing; pastoral cultures.

## II. BLACK AFRICA A - Negroes

1. SUDANESE CULTURES (from the borders of the Guinea lands to the Upper Nile, and from the Sahara and Sahel to the Congo forests): Sudanese and Nilotic races, with an Ethiopian admixture. Old Nigritic patriarchal culture, with a Hamitic upper class.

Leuzinger's SEMITIC and HAMITIC "negrophobia" reached its zenith when she noted the...

## B - Non-Negro Peoples of Black Africa

1. EASTERN HAMITIC CATTLE-BREEDERS (East Africa, including Ethiopia, and scattered over the whole of South and West Africa): Ethiopian upper stratum, pure or intermixed with negroids: Hamito-Nilotics. Pastoral culture, with large-size cattle (in part as overlords over Old Nigritic settlers and remnants of hunting peoples).

The basic problem in educating BLACK CHILDREN is that these acts of historical anti-Negroism - BLACK CULTURAL GENOCIDE, particularly by people who always identify with the so-called "UNDERDOG POSITION" within the United States of America's socio-political ethnocentrism, have become foundations of what we have accepted as our own "INFERIORITY STATUS" is that of the so-called "Caucasian " [Modern Man]. This condition was purposefully perpetuated by the "Master White Race" that divided Africans into the following:

"BUSHMAN, HOTTENTOT, NILOT, TUAREG, NILO-HAMITE, NILO-SEMITES, PYGMY, AFRICAN SOUTH OF THE SAHARA, FORREST NEGRO, RANTU....

and a host of other "ITES, MANS, TICs" and "LOTS." But Black Educators have extended all of these myths which our European-American miseducators have established, especially those of us who are hell-bent on becoming part of the "New Thing":

"THE THIRD WORLD OF OPPRESSED PEOPLES UNDER CAPITALISM."

Of course this "New Thing" has its usual "WHITE LEFT" and/or "WHITE RIGHT" leadership that finance, research, write, interpret, publish and distribute, even teach, all that they say BLACK PEOPLE need to know about ourselves; all of which they control to this very day.

[14] Unless we who call ourselves "BLACK EDUCATORS" are willing to lead the frontal attack that is so vitally necessary against the "anti-African" and "anti-Black" negrophobia by

"White Liberal" and "White Orthodox Conservative" so-called "AUTHORITIES ON AFRICA AND AFRICAN PEOPLE," who take it upon themselves to set all of the "STANDARDS" for what we must READ, THINK and BELIEVE about ourselves, we shall very soon indeed find that whatever leadership we still have left will be violently denied us in the not too distant future; and justifiably so. For it is the Black Educator's obligation to "EDUCATE," not MIS-EDUCATE, our own fellow African people who look to us for guidance in our historical, political, social, cultural and spiritual information related to our own heritage from "Mother Alkebu-lan" [Africa] to Europe, to Great Britain, and to the Western World - the so-called "Americans" and "Caribbeans." It is also...

OUR OBLIGATION TO ESTABLISH AND CONTROL OUR OWN AUTHORITY OF "RIGHT" AND "WRONG" RELATIVE TO EVERYTHING HAVING TO DO WITH OUR PAST, PRESENT AND FUTURE EXISTENCE AS OTHERS DO;

as there could be no...

EXPERT OR "AUTHORITY" ON AFRICAN [black] PEOPLE OTHER THAN THOSE AFRICAN ["negroes, banhas, pygmies, hottentots, niggers, africans south of the sahara" with or without capital letters] PEOPLE CERTIFIED AS SUCH BY AFRICAN PEOPLE, IRRESPECTIVE OF KOSHER SEAL OF APPROVAL FROM ANY SOURCE OF WHITE LIBERAL OR CONSERVATIVE ACADEMIA - RELIGIOUS, SECULAR AND/OR OTHERS NOTWITHSTANDING.

Black Educators must make certain that all BLACK STUDIES departments, as well as AFRICAN STUDIES departments be, if they are not now, under direct and total control of African [BLACK] people - "EDUCATORS" and "ADMINISTRATORS." We MUST fight against the newly devised machinations by the so-called "White Liberals" and "White New Left" to coopt "BLACK STUDIES" and/or "AFRICAN STUDIES" into what they now call...

"URBAN STUDIES DEPARTMENT."

This latter trick - the classification of "Negroes" and "niggers" with or without capital "N" - is no different than any of the other "Confidence Games" we were caught-up into before the rules changed on us. Everytime we learned the "White Man's Game" for the future we always found that it was nothing but the same OLD one with "New White Rules." Here we are once again asked to...

PLAY THE WHITE MAN'S CONFIDENCE GAME BY RULES WHICH HE HAS CONCOCTED TO SUIT HIMSELF FOR OUR INTEREST WITHOUT OUR KNOWLEDGE OR CONSENT - ALL OF WHICH WE ARE EXPECTED TO ACCEPT.

"Urban Studies" for Black People is just another aspect of the "Benign Neglect" with which we are to be treated. This aspect of "White Liberalism" is replete with "WHITE RACISM"



just as the university of the person who coined the above phrase - "BENIGN NEGLECT" of "niggers" - Patrick Moynihan, and Harvard University, who once advised President Richard M. Nixon of the United States of America on what so-called "Ghetto Negroes" have labeled "GHETTOSTRONICS" - the "Science of Anti-Negroism" which most of our "White Liberal" professors dominate as the sole "AUTHORITIES." But today "Ghettostronics" is fed to us as our only true salvation from "poverty" on the "modern slave plantation" - a sort of...

GOD-GIVEN FOUNDATION... "BLACK CAPITALISM" - OUR SALVATION.

In line with the above it is equally the obligation of Black Educators to deal squarely and positively with the so-called "Responsible Negro [or Colored] Leadership" - whose main ritual for survival seem to be the constant business of decrying every independent effort on the part of non-integrationist Africans, African-Americans and African-Caribbeans in projecting OUR own African heritage without the benefit of the White Man's Kosher Seal of Approval; which includes our right to accept or reject the teachings in the Jewish, Christian or Muslim "HOLY BOOKS" - Old Testament, New Testament and Quran. For Black Educators, by this time, should have been totally aware that the participants of the "Conference Of Bishops" [made up of human beings like ourselves] who met at Nicene were the same men that suppressed much of the information of the so-called "INSPIRED WORDS OF GOD" they did not want the average parishoner to know, all of which the so-called "LOST BOOKS OF THE BIBLE AND THE FORGOTTEN BOOKS OF EDEN" still contain. The "Nicene Conference Of Bishops" was ordered by an Edict of Emperor Constantine "the great" in ca. 322 C.E., just ten [10] short years following his assumption of the throne of the Roman Empire of the East and West - followed by his dropping of his own "SYMBOLS OF DIVINE AUTHORITY" and the adoption of the stance of the "North African Christian Religion" that became "The Holy Roman Church" - later on "The Holy Roman Catholic Church." We should be careful to note that all of this preceded the writing of the KING JAMES VERSION of the Old and New Testament by at least one thousand two-hundred and forty [1,240] years - ca. 322 to ca. 1563 C.E.

Black Educators are duty-bound to let the "African-American Children" mentioned in Albert Shanker's UFT "Lesson Plans On African-American History" know that the so-called "CULTURAL REVOLUTION" is not that more effective because of the size of our "AFRO," the intricacies of our twisted or platted HAIR, exorbitant cost of our most colorful "DASHIKI," neither is it going to move by our worn-out cliches and cries of "POWER TO THE PEOPLE;" nor will it become reality by quoting from Marcus Moziah Garvey, William E.B. DuBois, Malcolm X (al hajj) Malik Shabazz, Frantz Fanon, Fidel Castro or Che Guevara, not even

from Karl Marx, Lenin, Thomas Jefferson or Abraham Lincoln alone; hard work and sweat, tears and blood, remain to be spilled - NOW.

Unfortunately for Black Educators of our EBONY LEAGUE Negro and Colored colleges and universities - those of which the image is one "WHITE COLLEGE" or another which still keeps our numbers to a bare minimum, if at all we are admitted, as the criteria of our greatest social and cultural achievements. For to continue referring to Howard University in Washington, D.C. as...

"THE NEGRO HARVARD"...

is an insult of the worse kind to place on those African-American [BLACK] Educators and Administrators who labored against all forms of religious bigotry and racial prejudice to make it the first class educational institution it became when the "WHITE HARVARDS" of the United States of America could not have cared less whether it exist or fail. Why could we not refer to it as...

'THE AFRICAN-AMERICAN UNIVERSITY OF SANKHORE'

OR

'THE AFRICAN-AMERICAN UNIVERSITY OF LUXOR'

in the United States of America? The West African and North African universities I have just mentioned were created and developed by the ancestors of the "African-American Children" in Albert Shanker's UFT "Lesson Plans On African-American History;" and they preceded all of the educational institutions bearing the name "UNIVERSITY" in Europe, much less the United States of America; included is the "UNIVERSITY OF SALAMANCA" - Europe's "first built in Spain by Africans called "Moors" when they ruled the entire Iberian Peninsula [Spain, Portugal and parts of Southern France from ca. 711 to ca. 1385 C.E. Black Educators MUST make it our sacred duty to combat such conduct of assumed "INFERIORITY;" and MUST avoid all appeal to White Standards set for us in everything. Labeling our children, our places and things MUST cite names of African, African-American and African-Caribbean -people, places and institutions of historical greatness. This MUST be done, particularly with BLACK OWNED AND OPERATED institutions of every type there are.

Black Educators MUST make it a part of our "Sacred Oath Of Honour" to dedicate ourselves to expose each and every BLACK and/or WHITE historian attempt at committing "CULTURAL GENOCIDE" against any group of African [BLACK] people anywhere under the disguise of "ACADEMIC SCHOLARSHIP" and/or "CONJECTURE" [another name for "hypothesis"] as we find the author of same presenting said work or works as "FACTS;" the type of "FACTS"

reflected in the current perverted so-called "BLACK MOVIES" jamming the theaters of the United States of America and its colonies today.

There is no justifiable reason why there is not a single specialized listing of BOOKS by Black Educators for required and selective readings in BLACK and AFRICAN STUDIES courses in BLACK and WHITE educational institutions which "BLACK MOVIE" writers and producers could use for their SCRIPTS instead of their perpetuation of the same type of worn-out distribe we have been saturated with in all of the White racist "TARZAN AND JANE Great White Father and Christian Missionary propaganda from the middle of the nineteenth [19th] century C. E. - beginning with Henry Morton Stanley's book - DARKEST AFRICA. Since there are such materials in abundance on an "AUTHORITATIVE" basis African-American [BLACK, even "Negro" and "Colored"] actors and actresses could have been spared the DEBASED "NEGRO" character played by the former football great Jim Brown in the neo-colonialist movie produced by "Metro Goldwyn Mayer, Ltd." under the title - "DARK OF THE DAWN." But, can we excuse Jim Brown's obvious ignorance of his own ancestral HISTORY and HERITAGE related to the same "CONGO" which this movie so disgustingly debased? Can Black Educators say that his WHITE RACIST remark as the neo-colonialist Congolese "uncle tom" character he played is his own responsibility, particularly when we review the alleged "facts" in the following statement he had to make:

"WE CAME FROM A TRIBE THAT BELIEVED...WHEN YOU EAT YOUR ENEMY'S HEART AND BRAIN YOU WILL GAIN HIS STRENGTH....,"etc.

Was the acceptance of this line in his part as one of the prime actors in this piece of neo-colonialist propaganda and "CULTURAL GENOCIDE" designed to undermine confidence in the mind of the audiences of the ability of African people to run their own governments without the close supervision and aid of the "Great White Father" and "White Christian Missionaries" from the United States of America, Great Britain and Europe - along with their "negro" and "colored" cronies Jim Brown's fault? Or was it not because of his lack of knowledge of his own HISTORY and CULTURAL HERITAGE from the continent of Alkebu-lan (which the Greeks and Romans renamed "AFRIKA" or "AFRICA" ...as shown on page 45)? To avoid millions of other "JIM BROWNS" all of the correct HISTORICAL FACTS related to the Republic of Congo (presently renamed "Zaire" from the original "Nzaidé") Black Educators MUST teach their African-American [BLACK] Students, particularly those "African-American Children" mentioned in Albert Shanker's UFT "Lesson Plans On African-American History"... who will be as confused if we do not reach them before they are taught from this

book by "teachers" who are least prepared to teach them anything about Africa and African [BLACK] People... "FROM AN AFRICAN POINT OF VIEW." For is it not TRUE that Black Educators were taught, when we too were children in WHITE STUDIES courses and institutions, by our "Caucasian" and "Semitic" teachers that:

"THE DRUIDS OF NORTHERN EUROPE ATE THE BRAINS OF THEIR ENEMIES BECAUSE THEY BELIEVED IN THIS WAY THEY WOULD GAIN THEIR STRENGTH ?"

Should Black Educators not blame ourselves for not protesting this type of WHITE RACIST NEO-COLONIALIST PROPAGANDA and BLACK CULTURAL GENOCIDE directed against our own people loudly and emphatically in our classrooms, textbooks and every other medium of communication available to us in order to avoid other "JIM BROWNS" this bastard kind of neo-colonialist rhetoric, all of which were written by so-called "White Liberal Africanist" and/or "Integrated Negro Amalgamationists" of the newly conceived...

BLACK CAPITALIST RESPONSIBLE NEGRO BUSINESS OPERATORS...

we are constantly being conditioned to accept with open and outstretched arms as our new "SAVIORS" these days?

It should be of greater consequence to Black Educators, those who have witnessed Jim Brown's role in the above movie which he wittingly or unwittingly allowed himself to be used as an African neo-colonialist "uncle tom" or "house nigger" of the type from the so-called "reconstruction period" following Massa Lincoln deceptive "emancipation proclamation", to let him, and others like him, know the falsehood of his role in this travesty called a "movie," But we should, and MUST, show greater resentment and condemnation against the "native boy" who played the role of "TTHAKI," particularly where he had to recite the following WHITE RACIST line by his "White Liberal" or carbon copy "Colored" ["negro"] script writer and producer, or director:

"WE CAME FROM BLACKNESS AND DO NOT WANT TO RETURN TO IT NOW."

Obviously BLACK and AFRICAN Studies, especially all of the "Black Literature" courses, are not reaching the "COLORED" and/or "NEGRO" Jim Browns and Rhalds of the NEGRO [so-called 'black'] MOVING PICTURE GHETTOS that specialize in debased "SEX MOVIES" which allegedly speaks the message of the struggle of African people - "THE BLACK EXPERIENCE" of course in this case based upon the "LIBERAL WHITE MAN'S" perverted view about African people and their 'GOD-GIVEN HOMELAND' - Africa, which prevails in the mind of his equally corrupted "NEGRO" and "COLORED" proteges for the available BUCK.

Blackness seemed to be dispised by those of us who still believe that our own African

brothers and sisters...the so-called "primitive natives"...

"ATE EACH OTHERS UNTIL THE CHRISTIAN MISSIONARIES FROM EUROPE AND AMERICA CAME TO AFRICA AND STOPPED THE NATIVES FROM CANNIBALISM AND MADE THEM CIVILIZED HUMAN BEINGS..." ETC.

This debased "White Christian Missionary's" monstrous "white lie" technique as disguised to raise very large sums of monies from both White and Black suckers should have been 'A THING OF THE PAST' in the mind of African people everywhere before the turn of the 20th Century C.E., as by then all of us should have been totally aware of the fact that there are literally hundreds of thousands of volumes showing that the so-called "White Christian Missionaries", their fellow "White imperialists" and "White Colonialist Settlers" from Great Britain, Europe and the United States of America, along with their "colored" and "negro" stooges in the same Heavenly Real Estate Salesman racket were, and still are, the biggest "WHITE LIERS" that ever walked on the face of the earth with respect to their reports about the continent of Africa and its indigenous people, all of which they were, and are, engaged in order to create the correct atmosphere they needed, and still need, to confiscate, steal and commit "CULTURAL, RELIGIOUS" and "PHYSICAL GENOCIDE" against African people - whose NATURAL RESOURCES they have constantly seized in return for an occasional perverted European-style VERSION of one kind or another of the Jewish or Christian "HOLY BIBLE" [otherwise known as the Holy Torah and Christian New Testament] that had their beginnings in North Africa and East Africa's Nile [blue and white] Valley and Great Lakes regions - from Uganda to Ta-Merry [Egypt], a distance of at least 4,100 miles. These are the so-called...

"HOLY WORDS OF GOD"...

that contain the fallacy of the distorted satirical episode between King Solomon of the Kingdom of Israel and Queen [Empress] Nakeba affectionately known as the Queen of Sheba, as related by WHITE RACIST and BIGOTED RELIGIOUS translators and interpreters of the Jewish and Christian religions to make this Ethiopian [BLACK] monarch of the "Holy Scripture" in terms of the "NEGROPHOBIA" syndrome displayed by certain Sixth [6th] Century Jewish Talmudist and rabbinical scholars of Europe we read about on pages 29 and 30 of this volume, and of whom Robert Graves and Raphael Patai expanded upon in their book - HEBREW MYTHS. I said... "DISTORTED SATIRICAL EPISODE"... because of the RACISM inserted in a statement Empress [Queen] Nakeba of the Empire of Ethiopia [Kush], East Africa allegedly made to King Solomon of the Kingdom of Israel, West Asia in the presence of not a single BLACK Jewish woman in shame of her own BLACKNESS. Thus we read the following perverted ver-

sion of a part of the greeting Empress Makeda allegedly made in the SONG OF SOLOMON, Chapter I, Verse 6:

"GAZE NOT AT ME DAUGHTERS OF ISRAEL, I AM BLACK BUT COMELY,"<sup>1</sup> Black Educators, all of us, MUST stand responsible for allowing this type of vicious "SEMITIC" RACISM and RELIGIOUS BIGOTRY directed at the "CULTURAL GENOCIDE" of African people, some of whom presently live in Israel today under the name "FALASA" or "FALASHA," to be taught daily to OUR OWN BLACK CHILDREN in secular and religious institutions of elementary, secondary and higher education throughout the United States of America, Central and South America, Great Britain, Europe, and even our "motherland" - Alkebi: Jan [Africa] and elsewhere - wherever the "WHITE [modern] MAN" reached as a so-called "Christian Missionary" or "Jewish Settler" with their "CHOSEN PEOPLE" propaganda. This is part and parcel of the "ANTI-BLACK, ANTI-NEGRO, ANTI-BANTU," etc. syndrome which created the mind that allowed a "Jim Brown" and/or "Blaki" to take a part in a movie directed at their own "CULTURAL GENOCIDE," and possible "PHYSICAL GENOCIDE" in the not too distant future. But WE, Black Educators, continue ignoring Professor Samuel Yette's warning in his most timely work for survival - THE CHOICE, a book about our pending "EXTERMINATION" by "White Liberal" and "White Conservative" Christians, Jews, Atheists, and other European and European-American tribal people.

How can these CULTURAL ATROCITIES stop when Black Educators continue teaching by the "White Man's" YARDSTICK he established for Black People's MORALITY, RELIGION, ETHICS, POLITICS, CULTURE, SOCIAL MORES, and everything else we do and say about ourselves and him too? When "WHITE IS RIGHT" is no longer philosophically and realistically TRUTH among most of us, if not all of us; and of course when "BLACK IS WRONG"...and with everything else "UNGODLY" about it, cease to exist in our mind. But we have seen the results of this posture on our part because of our failure to teach our African-American [BLACK] Children that:

"THERE ARE VERY DEFINITE CULTURAL PATTERNS OF BEHAVIOR

1. You should not be surprised should you find some of the older versions of the same story showing that it was "King Solomon" who was ashamed of his own "BLACKNESS;" Racism takes some very strange turns to suit man, condition and time.
2. This work deals with the planned "PHYSICAL GENOCIDE" of African-Americans which is already signed legislation that is already the LAW OF THE UNITED STATES OF AMERICA. Concentration Camps called "DETENTION CENTERS" are already built.

['carry overs'] COMMON ONLY TO AFRICAN PEOPLE, WHICH MAKE US CULTURALLY DIFFERENT TO EUROPEANS' CULTURAL PATTERNS."

This we cannot state proudly, because we are too much afraid of the common negrophobic response which always follow such - the usual "White Racist" concessions:

"YES!... NEGROES ARE THE BEST SINGERS AND DANCERS, ALSO LOVERS," Not that there is anything wrong with being the "...BEST..." of any of the above, but we are also the "BEST" in many of the other situations in which WHITES are BEST in under the same set of circumstances; just as WHITES would have been were they living under a RACIST SOCIETY controlled by BLACKS. We are not all Sammy Davis' and "Ethnic Comedians" like Dick Gregory; and we cannot all sing like Aretha Franklin or Miriam Makeba; yet it is only as these figures we are accepted or tolerated in "...THE AMERICAN WAY OF LIFE. But, WHY NOT? Black Educators have also given the impression that we are only the "GREATEST JAZZ MUSICIANS" while some "White Man" receives the plaudits and financial success - as Tom Jones does as the "Greatest BLACK Imitator;" and for the same reason Benny Goodman remains "THE KING OF SWING" while Count Basie, Lionel Hampton, Duke Ellington and others create "SWING" for the Goodmans. Yet these are no different than a Doctor Charles S. Drew, who had to die because his blood was emptied from his body when he was unable to secure a pint of the "MOST PRECIOUS FLUID" he discovered under the name of "BLOOD PLASMA." WHY? Because he was taken to a "White Hospital" on the wrong side of the RAILROAD TRACK where "NIGGERS, NEGROES" and "COLOREDS" are not wanted, tolerated and/or accepted in "THE LAND OF THE FREE AND THE HOME OF THE BRAVE" in keeping with "THE GOOD OLD AMERICAN WAY OF LIFE [White Caucasian-Semitic RACISM and RELIGIOUS BIGOTRY]."

Black Educators are fully aware of the fact that there is a distinctly discernable AFRICAN [black] CULTURE within the United States of America and its colonies in the Caribbean Sea and the Pacific Ocean - just as there are Italian, French, Danish, Greek, White Jewish and other European "CULTURES" of which we noticed invaded the so-called "RED MAN'S LAND." And it is to be equally RESPECTED and considered SACRED as those of the European tribes who equally came here like the Africans without the express consent or invitation of the indigenous people to whom their own...

GOD GAVE THIS CHOSEN CONTINENT,

and His only sacred...

"KOSHER SEAL OF APPROVAL"

before Jehovah and Jesus Christ of Nazareth were created to represent concepts coming out

of the Africans [BLACKS] of the Nile Valley and Great Lakes regions BOOK OF THE COMING FORTH BY DAY AND NIGHT and the PAPYRUS OF ANI, all of which predated anything the first literate Europeans ("modern man")...the GREEKS... had which could have been called a "CIVILIZATION" or "HIGH-CULTURE." In this same context I remind each and every Black Educator that:

BLACK PEOPLE IN AMERICA DO NOT LIVE IN GHETTOES, BUT IN SOCIAL COMPACTS...THE SAME AS WHITE PEOPLE. THE WHITES WHO PLACED THIS ANTI-SOCIAL STIGMA ON BLACK COMMUNITIES GOT THEIR RESPONSIBLE NEGRO AND COLORED SOCIOLOGISTS TO PROVIDE THE SCAPEGOATS THAT ALLOWED THEM TO REMOVE THIS RACIST LABEL FROM THEIR OWN COMMUNITIES [ghettoes] AND PLACED IT ON OURS. THAT BEFORE THE END OF WORLD WAR II IN 1945 C.E. [A.D.] ONLY WHITE JEWISH COMMUNITIES IN CHRISTIAN EUROPE WERE SO LABELED.... etc.

We are constantly reminded by our "Caucasian-Semitic" and "Negro" teachers of the...

"WORLD OF THE ANCIENT GREEKS AND ROMANS"...

with regards to Africa and the indigenous Africans. Of course they were very limited in their own information about both continent and people way into the "Christian Era" [C.E. or A.D.]. For example: On the following page we see two maps- one by Herodotus dated 450 B.C.E., and the other by Eratosthenes dated 200 B.C.E. The Europeans of much later periods than these knew only what Africans told them about "AFRICA INTERIOR," and most of said African teachers [priests] were from as far SOUTH as the Empire of Manomotapa's capital - a picture of its "CONE TOWER BUILDING" see on page 113 of this volume - at the southern end of the continent of Alkebu-lan. Yet many of the African teachers who taught both the ancient Greeks and Romans of the earliest European civilizations are today called "GREEK PHILOSOPHERS" and "GREAT THINKERS OF THE WESTERN WORLD."

On page 131 following we find the ultimate in "BLACK CULTURAL GENOCIDE"...a European version of a BLACKLESS Cleopatra VII [daughter of Ptolemy XIII - the so-called "NEW OSIRIS"], the last of the mixed AFRICAN-EUROPEAN rulers of Egypt before its conquest by the Romans in ca. 30 B.C.E. If the cause of "BLACK CULTURAL GENOCIDE" is not obvious to Black Educators here it will never be anywhere else. Here we can see that there is no limit to which the plagiarizers of African [BLACK] history and culture will go in order to deny the "African-American Children" in the UPT "Lesson Plans On African-American History" their historic heritage from Africa, Africans, and things African. Thus the fact of CULTURAL GENOCIDE IN THE BLACK and/or AFRICAN STUDIES CURRICULUM



PHARAOH'S SOLDIER.<sup>1</sup> Or is it that we must accept each and every version of history by WHITE Liberal and Orthodox [Jewish and Christian] "AUTHORITY" on everything including our own selves? WHY? Because of our own Judaeo-Christian "BRAINWASHING" that refused to let us know that both Judaism and Christianity had their basic origin and foundation in the BOOK OF THE COMING FORTH BY DAY [the so-called "Egyptian Book Of The Dead and Papyrus Of Ani"] and other works produced by African "HEROES" thousands of years before there was the first "JEW - Abraham" or "CHRISTIAN - Jesus Christ" any place throughout the entire world; and even before there was either an "ADAM" or an "EVE" and "JEHOVAH" for the "GARDEN OF EDEN."<sup>1</sup>

The "GENTLEMEN'S AGREEMENT" between the administrators, faculty and staff of most of the existing educational institutions, along with the publishers and producers of materials used in BLACK and AFRICAN STUDIES courses, equally engulfs BLACK EDUCATORS who must knowingly subscribe to their own CULTURAL GENOCIDE in teaching perverted versions of the African-American [BLACK] experience according to WHITE AUTHORITIES ON BLACK PEOPLE. Sadly enough, this "AGREEMENT" makes no difference in the fact that the institution in which it is practiced is public, private or parochial, as its major criterion for existence is always transcended by RACE and RELIGION [Judaeo-Christian only]. Thus we believe, just as we have been taught by our WHITE SLAVE-MASTERS, that:

"THE ONLY TRUE RELIGION IS CHRISTIANITY, AND THE ONLY TRUE GOD IS JESUS CHRIST OF NAZARETH..."

and of course we accept our "JEWISHNESS" by a round-and-about manner with our equal adoption of the...

"CHOSEN PEOPLE OF GOD - THE ISRAELITES ["Jews"] - WHO JEHOVAH GAVE HIS COVENANTS TO PASS ON IN THE HOLY TORAH [Bible]...."

But sometimes we also add a combination of this set-up; thus we speak of being "JUDAEO-CHRISTIANS." But some of us even claim to be members of the so-called :

"...ONLY PURE RACE, THE GREAT WHITE RACE OF THE INDO-EUROPEAN CAUCASIAN ARYAN SEMITIC PEOPLES OF ASIA [certain parts only, around India] AND EUROPE...." etc., etc., etc.

Strangely enough the "HAMITES" and "SEMITES" were not too very long ago excluded from membership in the "GREAT WHITE RACE" in the United States of America and Europe.

1. See Y. ben-Jochannan's BLACK MAN OF THE NILE AND HIS FAMILY, pp. 114 - 250.



ΚΛΕΟΠΑΤΡΑΕ<sup>1</sup>



THIS IS AN EXAMPLE OF THE "CAUCASIAN" AND "SEMITE" RACE OF A CAUCASIAN AND SEMITE NORTH AND EAST AFRICA. THE PERSON ABOVE IS SUPPOSED TO BE PHAROS (Queen) CLEOPATRA VIII, DAUGHTER OF PHAROS PTOLEMY XIII - WHO CALLED HIMSELF "The Son of Isis." NAME OF THE PHAROS PRESENTED BY SO-CALLED "Modern educators" ARE FROM SYRIAN KINGDOMIZED CAUCASIAN AND SEMITE MANUFACTURE.

1. See references Y. ben-Jochannan's AFRICA: MOTHER OF "WESTERN CIVILIZATION" for the complete story related to the above picture under the chapter heading ... "Cleopatra's Needle: A Stolen African Treasure In America," pp. 505 - 521. This "White Racist" version of Cleopatra VII was originally extracted from Henry H. Gorringe, EGYPTIAN OBELISKS, London, 1885, p. 72a. Note that the clothing and style of hair placed on the alleged Queen of Egypt were in every essence of European dress and style of the same period Gorringe wrote his work,...ca. 1882 C.E.

A CLASSICAL EXAMPLE OF BLACK CULTURAL GENOCIDE



South Sea Island mother and child



profile of a Siamese of 1909



The Mexican Statue Guadalupe



African woman

JUST  
IMAGINE  
ONLY ONE  
IS A  
"NEGRO"



African woman



African children



Stages in reconstruction of Steinheim man, one version of early *Homo sapiens*, front view 1[*top*] skull in plaster; [*center*] building up muscles and skin with clay; [*bottom*] completed bust [Courtesy of Wanda Steslicka - Mydlarska, Polish Academy of Science]. See John E. Pfeiffer, *THE EMERGENCE OF MAN*, New York, 1969. Compare with pp. 40, 41, 106 - 108 and answer yourself.

Is it not strange that when fossil-men were considered a short step from the lowest stage of "PRIMATES" they were always reconstructed to show "NEGROID CHARACTERISTICS?" Here we have the "Steinheim skull" found in a gravel pit near the village of Steinheim, Germany in 1933, estimated at about 250,000 years old. Today when earliest man is connected to fossil-men even those found in Africa are made "CAUCASIANS" (modern man).

As we approach the climax of this short examination of "CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM"; and have observed the many differences between BLACK EDUCATORS and "NEGRO" [or "colored"] misEDUCATORS" a review of a current example becomes that much more important to prove that the "UNCLE TOMISM" and "AUNT TOMASDAISM" that produced the above are still very much with us. Thus, we should be able to observe not only the "NEGRO MIS-EDUCATOR'S" damage to his, or her, own humanity and cultural heritage, but how said CULTURAL GENOCIDE by either causes the entire BLACK [African, African-Americans, African-Caribbean, etc.] COMMUNITIES....not one a "GHETTO" in any sense of the word as it was formerly applied exclusively to WHITE [Semitic] COMMUNITIES of Eastern Europe....to become MENTALLY GHETTORIZED.

I am speaking about BLACK and "NEGRO [or "colored"] EDUCATION. The first addresses itself to the fact that the African-Americans' AFRICAN HERITAGE is as important to producing the BLACK CHILD into a meaningful adulthood designed to understand his or her value and contribution to the world's high-culture [civilization], just as the European-Americans' EUROPEAN HERITAGE does for the WHITE CHILD in all of the WHITE STUDIES and EUROPEAN STUDIES courses all of us, BLACK and WHITE, must learn and pass with high marks or grades as we become European-Americans [whites] in African [black] - American skin. In this context Black Educators do realize that only the latter both the BLACK, BROWN, RED, YELLOW and WHITE children are conditioned to in the educational system throughout WHITE Anglo-Saxon Protestant - Roman Catholic - Jewish - Ethical Culture - Rumanian - Atheist - etc. United States of America and its colonies in the Caribbean Sea and Pacific Ocean.

On the otherhand the "NEGRO ["colored"] mis-EDUCATORS" pass on the same European and European-American RACIST and RELIGIOUS BIGOTRY to African [BLACK] People whom they convert into fellow-NEGROES and/or COLOREDS like themselves from their acquired WHITE Judaeo-Christian brainwashing they have accepted as TRUTH and AUTHORITY. Such MIS-EDUCATORS even become adamant at any suggestion that it is much more important for BLACK STUDENTS to know themselves moreso than to be able to become ape-like carbon copy of any WHITE man, woman or child because they can "...READ, WHITE, SPELL and SPEAK... English ...CORRECTLY..." like a recording from Harvard University, Cambridge, Massachusetts or Cambridge University, Cambridge, Great Britain, but at the same instance cannot even tell anyone, including themselves, WHERE, WHEN, WHY or HOW they got caught-up in WHITE RACISM and WHITE ("Semitic" included) RELIGIOUS BIGOTRY against their own freedom, and against others who like themselves in other parts of the

Americas [North, Central and South], Caribbeans and Africa who are still fighting against mental slavery, colonialism, neo-colonialism and other maladies from their legacy of the imperialist Judaeo-Christian 'MASTER RACE' philosophy of the "CHOSEN PEOPLE" myth within...

### "THE LAND OF THE FREE AND THE HOME OF THE BRAVE."

Black Educators differ totally with the "Negro mis-Educators". First; Because Black Educators are aware of the fact that WE are of African origin primarily, and equally know that whatever European "STRAIN" WE may have inherited during the SLAVE TRADING, PLANTATION STUD FARMING, and FIELD NO'IER RAPING by European and European-American SLAVERS, TRADERS and/or OWN'RS - who even forced our ancestors to carry their WHITE "Christian and Jewish "NAMES" as the badge of our degradation[as White Jews were forced to carry TATTOOED NUMBERS on their arm by Adolph Hitler's Nazis, the latter hidden by clothing today, the former never camouflage as long as it is carried] - is to OUR DISGRACE, and not to our CREDIT; for WE know too well that any and all BADGES OF OUR ANCESTORS' ENSLAVEMENT can find no PRIDE among their descendants. Second; Negro mis-Educators constantly deride Black Educators specifically, and the entire BLACK COMMUNITIES generally, for not becoming SUPER NON-RACIST and SUPER NON-RELIGIOUS BIGOTS, as they blame every aspect of the so-called "BLACK-WHITE CONFRONTATION" in the United States of America and its colonies on the "IRRESPONSIBLE BLACK MILITANTS" - Black Educators included, as they could never understand that the BLACK IRRESPONSIBLES acquired RACISM and RELIGIOUS BIGOTRY came from what they learned in WHITE educational institutions [private, parochial and public], and as such why they use "...RACIAL POLITICS..." for their own gain just as their WHITE teachers and their WHITE teachers' [nfolks have always done. Third; Black Educators, wh: have refused to run away from their fellow BLACK PEOPLE to the WHITE [Christian, Jewish, Ethical Culturalist, Atheist, .etc.] SUBURBS - such as Hastings on the Hudson - know that to "...MANIPULATE THE POWER STRUCTURE..."[White Supremacy, The Great White Race, Judaism and Christianity, White Capitalism]...cited in the following article on pages 134 and 135 dealing with the remarks of a so-called "...BLACK EDUCATOR AND PSYCHOLOGIST..."[who is our example], is impossible even when anyone of us is selected to be the 'RESPONSIBLE NEGRO' on a New York State Board of Regents - one of the guardians of WHITE RACISM and WHITE [also "Semitic"] RELIGIOUS BIGOTRY in WHITE oriented and dominated education. Fourth; Black Educators know that SOCIAL-STUDIES textbooks in the State of New York's school system as in all of the

other States of the United States of America [the entire fifty [50] - public, private and parochial - under the State Board Of Regents' SUPERVISION and LICENSE still speak of the INFERIORITY of the Blacks [African people] who seek "COMMUNITY CONTROL" along with their fellow-BLACKS in South and Central America, the Caribbean islands and their "Mother-land ALKEBU-LAN" [Africa] who practice religious rights other than JUDAISM and CHRISTIANITY a-la European-American style as "PAGAN , HEATHEN , UNCIVILIZED, PRIMITIVE, UNDERDEVELOPED" and a host of other WHITE RACIST and WHITE JUDAEO-CHRISTIAN RELIGIOUS BIGOTRY. Thus Black Educators, all of US, fail to see why ONE alleged fellow "...black educator..." has gone the "...WHOLE HOG..." against his own "State Board Of Regents" creation of a meaningless impossible "COMMUNITY CONTROL BOARD OF EDUCATION" system throughout New York City of which there is not a single means of POWER in the hands of the first BLACK person. And of course Black Educators never see where any semblance of POWER was ever intended to pass down from the Great White Fathers and their 'Negro Responsible' on their 'BOARD.' Fifth; The 'Negro mis-Educators' , all of whom comprise "...THE WHOLE HOG..." mentality, can no longer see, if ever they did, WHITE RACISM and WHITE - SEMITIC RELIGIOUS BIGOTRY around and about them, and cannot challenge either if in fact they do see them as big as the Empire State Building in New York City, New York when their SOCIAL and POLITICAL status, equally their ECONOMIC LIVELIHOOD, depend upon the WHITE RACISTS and WHITE-SEMITIC JUDAEO-CHRISTIAN RELIGIOUS BIGOTS at whose mercy they survive in their... ape-like carbon copy "MIDDLE-CLASS" professionalism as "Head Nigger In-Charge" of the plantations [Black Communities] of the United States of America .

When this Harlem-based Black Educator read the following article on the alleged comments against the almost non-existing "COMMUNITY CONTROL" by Dr. Kenneth B. Clark I immediately recalled my history of the BLACK EXPERIENCE of the late 1800's and early 1900's C.E. [A.D.] when "NEGRO" and/or "COLORED COLLEGE PRESIDENTS" had to do their "...SHUFFLE DANCE..." before national, state, county, city and borough WHITE Christian and Jewish legislators and administrators to secure badly needed funds for their WHITE-NEGRO educational institutions in order to further WHITE RACISM and WHITE RELIGIOUS JUDAEO-CHRISTIAN RELIGIOUS BIGOTRY among African-American [BLACK] people while they condemned everything in our AFRICAN HERITAGE which so-called WHITE AFRICANIST and WHITE EGYPTOLOGIST have not yet claimed for Europe and Europeans. To some extent I could understand, and do sympathize with, the late 1800's and early 1900's



NEGRO and/or COLORED mis-EDUCATORS plight in trying to secure whatever type of education was available to African [BLACK] People throughout the United States of America during said period of the "BLACK EXPERIENCE" but, can I sympathize with a MODERN 1972 C.E. "...SHUFFLE DANCING...Negro mis-Educator..." who was made a "BLACK EDUCATOR" by a White owned and controlled newspaper? Let us examine the 1972 C.E.

... SHUFFLE DANCE and the SHUFFLE DANCER

and see if his position would not stop Africans from knowing their own contributions below:

An ancient B.C.  
Roman [NEGRO]  
child of royal birth.



An ancient B.C.  
Greek [NEGRO]  
Charioteer with  
his Greek [CAU-  
CASIAN] slave.



See Yosef ben-Jochannan  
and George F. Simmonds'  
THE BLACK MAN'S NORTH  
AND EAST AFRICA, p. 11  
for details of the exhibits  
cited on this page.



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an African BLACK MAN. (repro-  
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An ancient Greek alabaster-  
er vase of two Upper-class  
ladies of ca. 300 B.C.  
Greek birth.

## CLARK ASKS A CURB IN DECENTRALIZING

In an About-Face to Charter  
Unit, Educator Calls Step  
on Schools a Disaster

By FRANCIS X. CLINE

Confessing to a "180-degree change" on decentralization, Dr. Kenneth B. Clark has advised the City Charter Revision Commission to beware of a "stipulated manipulation of the resources structure" as a hope for improving city government.

For, he asserted — in some of the most candid private testimony yet presented to the commission — the city's school

decentralization experiment has been a "disastrous" experience in which the basic lines, teaching children, has been subverted by selfish forces.

Then, he said, include the "racial politics" of small local groups interested in "physical control" and a powerful union that protects teachers regardless of their quality.

When once he was a prime

figure in the school-decentralization movement, Dr. Clark told the Commission that he was now a "vehement foe" who would oppose the idea from his position as a member of the State Board of Regents.

"I am not in favor of taking a position that decentralized inefficiency is any better than centralized inefficiency," he

### Clark, in Full About-Face, Calls For a Curb on Decentralization

Continued From Page 1, Col. 1

told the 12-member Commission in his testimony, a copy of which was obtained by The New York Times.

Last May, Dr. Clark criticized the failings of decentralization but said he was in favor of improving it rather than scrapping it. But the black education and psychology told the Commission that "I may as well go whole hog," and declared:

"What I am now convinced of is that any manipulation of the structure can be used to have negative results, and if you want negative results and if you want a race split for having negative results, manipulate the structure."

In what commissioners said privately was some of the most-moving testimony heard thus far, Dr. Clark excoriated both the "racial politics" of some minority-controlled school boards and his fellow educators for some "intimidating



Dr. Kenneth B. Clark

larges" to avoid responsibility for deteriorating conditions.

Of the decentralized school districts, Dr. Clark said:

"Rather than being concerned with what I think schools should be concerned with, namely teaching children how to read and write, schools started teaching them racism—what?—oh, the ghosts of racial separation or pride or whether a black liberation flag should be flown in a school or a classroom."

When community control is interpreted "as it has been in many minority areas that I know of," such as Newark, Dr. Clark added, "as being that the control of the schools is as much to be concerned with these problems of immediate direct, racial psychology and conflict, it seems to me that this can only be at the expense of teaching these children to read and to write and to speak, and to think."

Of his fellow educators, Dr. Clark declared:

"Nowhere do I believe that one can look realistically within the educational mis-

inherent for genuine accountability among educators. What you will get within the educational Establishment is a fantastic list of fascinating theoretical explanations of why you shouldn't ask for accountability. And this will be under the guise of high educational theory, under the guise of respect for the individuality of the child."

The chairman of the Commission, State Senator Roy M. Goodman, a Machurian Republican, declined to comment on Dr. Clark's appearance before the Commission, noting it was confidential.

One source said, however, that Dr. Clark's testimony appeared to be received as a very valuable caution against rushing into new areas of decentralization in government, but not necessarily as a totally convincing argument against any new move in that direction.

The Commission, which began its work last month, has been charged by the Legislature with studying the present form of city government and proposing any changes it considers necessary in the form of a new Charter — the city's basic local law — to be presented to the people in a referendum some time next year.

In its public hearings thus far, there have been numerous pleas for the Commission to curb the Mayor's centralized powers and afford a greater local voice in government, par-

ticularly in the delivery of services. Commissioners have shown sympathy to the decentralists, but have stressed that they need precise details on how any such innovations could avoid "balancing" neighborhoods and guarantee improved services.

School decentralization was enacted by the Legislature, rather than through the City Charter, in 1969. The city was divided into 31 community districts, with boards elected by registered voters in each district.

Repeatedly, commissioners sought to draw Dr. Clark out on the question of whether, with hindsight, he now would prefer keeping the old more-centralized school system.

But he explained that he could not be "personally helpful" in that regard. Asked which principle he could support, Dr. Clark replied:

"My present views are that I am not interested in anything 'in principle.' I don't distrust centralization or decentralization in principle. I couldn't care less about whether they are good or bad in principle. I am concerned about what are the effects, what happens to children."

Asserting that he had "never really given a damn about structure," Dr. Clark said that, on what some might argue as the "very limited standard of academic achievement," decentralization of the schools

had been and would continue to be "a disaster."

Looking back at the struggle between local forces and the United Federation of Teachers in the decentralized program involving Intermediate School 201, Dr. Clark said that even in the initial stages "it was becoming increasingly clear to me, although I really tried to deny it to myself, that the educational issue was really being subordinated to the political issue, and the inept racial issue."

Dr. Clark remarked that Albert Shanker, president of the union, was "one of the most effective, skillful labor leaders," but one who "hasn't had the time to get around to the problem of [academic] achievement."

Dr. Clark asserted that the movement for community control of schools had grown out of the rebuff by the Board of Education of some Harlem parents who had sought desegregated education. At that point, in his view, the decentralization issue became "primarily if not exclusively political," with educational problems slipping in priority.

His sole concern with a drop in academic achievement, Dr. Clark said, "is probably quite unrealistic in terms of policy, in terms of race, in terms of, you know, white versus black and Jewish, black, etcetera."

## "CLARK, IN FULL ABOUT-FACE, CALLS FOR A CURB ON DECENTRALIZATION"

is the caption above. But no one in any of the Black Communities [not one a "GHETTO"] in the United States of America who considers himself or herself an African, African-American or African-Caribbean is surprised by the revelation above from Dr. Clark; certainly not Black Educators. Dr. Clark is "TRUE TO FORM." Does he not represent what "BLACK CULTURAL GENOCIDE" always produce? His willingness to "...throw away the baby with the bath water because it is dirty from the baby's dirt..." is equally of no surprise. For to what extent was he ever for TOTAL BLACK COMMUNITY CONTROL OF EVERYTHING IN BLACK COMMUNITIES, the same COMMUNITIES he too called "GHETTOS?"

Does Dr. Kenneth B. Clark believe that there is any less RACISM and RELIGIOUS BIGOTRY among the Commissioners of the City Charter Revision Commission he advised of his "...180-degree change..." on "decentralization?"

If it took Dr. Clark - THE NOTED NEGRO SOCIOLOGIST - this long to realize that it is

The "African-American [BLACK] children's HEROES" of the past and present MUST NEVER be conditioned and/or subjected to the experiences of others who had nothing to do with the culture, history and heritage of their glorious ancestors before slavery, during physical slavery, and presently in mental slavery. For no person on the face of the earth can interpret another's history, culture or heritage with the same understanding of his or her own. White Christian, Jewish, and other teachers who are not of BLACK origin in Albert Shanker's United Federation of Teachers Union (CIO-AFL) are no exception to the fundamentals of this rule when it refers to BLACK children in their classrooms. The fact that so many of us would prefer to hide behind the protective walls of "integration" and cry about "REVERSE RACISM" will never change this TRUTH, to the contrary. But until BLACK EDUCATORS are willing to face this fact and establish OUR OWN BLACK AUTHORITIES and BLACK AUTHORITATIVE REFERENCES IN EVERYTHING WE HAVE DONE we are only continuing our "UNCLE TOM" and "AUNT TOMASINA HOUSE NIGGER" roles we have been forced to carry from the time of our acceptance of "WHITE [liberal, orthodox or conservative] AUTHORITY" in everything we do, or have been done to us, since our enslavement by Europeans and European-Americans beginning with Reverend Bartholome de Las-Cassa and the Pope of European Christendom in ca. 1503 or 1506 C.E. What better time do we have to change it than NOW, this very moment?

"MOORS, KHART-BADDANS [Cartagenians], TA-MERRIANS [Egyptians], ITIOPIS [Ethiopians], PUANITE, NUMIDIANS, MERCIOTES, TA-NEHISIANS [Nubians], ORTEGLIANS, AMONISIANS, HESPERIANS and AFRIKANS..."

are only a few of the names we were called with honour by the ancient Asians and Europeans thousands of years before the "Western Europeans" knew that the "AMERICAS" existed, which was equally as long before an African-Moor named PIETRO OLONZO NIÑO<sup>1</sup> - Captain of the Santa Maria (the Flagship of Admirante Cristobal Colon, Admiral Christopher Columbus) brought the first Europeans to what was then called the "WEST INDIES" and/or "CARIBBEAN SEA ISLANDS"... later "THE NEW WORLD," African HEROES captured the Iberian Peninsula under the name of "CARTHAGENIANS" before they did it for the second time in history as "MOORS, the first experience around the 4th century B.C.E., and the second experience is ca. 711 C.E., which lasted until 1492 C.E. when the MOORS were finally defeated and driven from Granada, Spain by the so-called "CHRISTIAN EUROPEANS." The same Africans built in Salamanca, Spain Europe's first university - "THE

1. See J.A. Rogers' AFRICA'S GIFT TO AMERICA, and 100 AMAZING FACTS ABOUT THE NEGRO; also other works in Hariems SCHOMBERG COLLECTION,

WHITE RACISM, WHITE JUDAISM and WHITE CHRISTIANITY in the classrooms of every educational institution [private, parochial and public] throughout the United States of America and its colonies, New York City's FOREST HILLS and CANARSIE being no exception, that produced the need for this kind of written "Gentlemen's Agreement" - which brought about the demand for "BLACK COMMUNITY CONTROL OF SCHOOLS." It is indeed obvious he does not realize so too is a by-product of WHITE RACISM and WHITE RELIGIOUS BIGOTRY. That his appointments to previously 100 <sup>1</sup>/<sub>4</sub> WHITE public commissions and private organizations he serves [and served] on are due to the need for a "NIGGER IN THE DOOR" who would satisfy the necessary "INTEGRATION" image in the so-called "BLACK-WHITE CONFRONTATION" of the day? The entire New York City and State's SCHOOL SYSTEM, both secular and religious, or private and public, should be discontinued if we are to use Dr. Clark's criteria as the measuring rod by which we are to place a "...CURB ON DECENTRALIZATION." Surely he must have forgotten that "POWERLESS PEOPLE," irrespective of COLOR, cannot truly be "RACIST," because they control no "POWER" whatsoever by which to carry out their "RACISM" and/or "RELIGIOUS BIGOTRY."

The "BLACK LIBERATION FLAG" Dr. Clark refers to, correctly "THE TRI-COLORS OF AFRICA" the late Honourable Marcus Moxiah Garvey created for African peoples in the Americas and the Caribbeans, represents "BLACK CULTURAL PRIDE" - a semblance of sociological consciousness not common among most "NEGROES" and "COLORED FOLKS" whose main goal is to become "INTEGRATED" and/or "AMALGAMATED" into WHITE [Caucasian-Semitic] AMERICA'S "Great White Race." Such "Negroes" and/or "Colored Folks" find that the original raising of the "STARS AND STRIPES" as the symbol of "FREEDOM AND INDEPENDENCE" for "White Americans" against "White Englishmen" to be equal for "Black Slaves" that were transferred from British slaveowners to American slave owners, all of whom were WHITE [Caucasians-Semites-Aryans-IndoEuropeans, etc.] EUROPEANS of various tribes.

Unfortunately it seems that "BLACK CULTURAL GENOCIDE IN WHITE STUDIES CURRICULUM" damaged Dr. Clark equally as much as "BLACK CULTURAL GENOCIDE IN BLACK and/or AFRICAN STUDIES CURRICULUM" is doing to African-American [BLACK] Children who are still being educated without the benefit of "BLACK COMMUNITY CONTROL" of an meaningful dimension - just "POWERLESSNESS. But how many hundred years did WHITE [Caucasian and Semitic] RACISM and RELIGIOUS BIGOTRY have to make us into Dr. Clarks as against the TWO [2] SHORT YEARS we have had to fight against Albert Shanker's UFT hierarchy and Roy Wilkins-Bayard Rustin's "nunt jemima me-too-ism" that tended to destroy

whatever little amount of "POWER" we believed we had obtained from the "Great White Fathers" and their "Negro danger" in Albany when they gave their "Modern Plantation Slaves" the weakest form of so-called "COMMUNITY CONTROL," ever? Maybe Dr. Clark cannot locate the ritual from which "RACISM" and "RELIGIOUS BIGOTRY" are centered and controlled?

The article above is both timely and germane to the total contents of this volume, and would have been a sorrowful loss if this work went to press before its release in the newspaper. For it certainly proves how necessary it is to have BLACK EDUCATORS who are not intimidated by "INTEGRATION" and "AMALGAMATION AT ANY COST" to Black People, teaching our African-Americans (BLACK) Children.

Is it at all strange that the same set of "Negro" and "Colored Leaders" from the fringes of White Suburbia are always called upon by their White employers to speak for BLACK PEOPLE who live in BLACK COMMUNITIES the Negroes and Whites have given the name - "GHETTOS"? Is it also strange that those who moved furthest from BLACK PEOPLE for whom they allegedly speak are the first to be called upon to decide for our "BLACK CHILDREN" who must attend the "BLACK COMMUNITY CONTROLLED SCHOOL SYSTEM" in question, while their "NEGRO" and "COLORED CHILDREN" attend almost 99,999 % "WHITE COMMUNITY CONTROLLED SCHOOL SYSTEMS" in suburbia? Not if we have carefully analyzed what we have been dealing with throughout this volume:

## CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM.

Since the historically documented and personal FACTS presented throughout this volume would probably find very little understanding from the Kenneth Carrio, Joseph Rustins, Roy Wilkins, Harold Cruse, and the likes of them, with respect to "BLACK PRIDE" and "AFRICAN CONSCIOUSNESS," maybe the following message below will.

THE FOLLOWING REPRESENTS THE LOWEST STAGE OF BLACK CULTURAL GENOCIDE.



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The Black Educator In The Light Of The Day  
THE "NEGRO" or "COLORED" HAVE ALREADY LOST

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UNIVERSITY OF SALAMANCA. It was the African HERO Hannibal Barca who led over one hundred thousand [100,000] African soldiers [not "warriors"] across the Iberian Peninsula, across the Alps Mountains, and down into the Po Valley of Northern Italy where they remained for approximately twenty [20] long years fighting the best that the Europeans had "...at the Gates of Rome."<sup>1</sup> Certainly the African-American children's HERO that led their African ancestors - the MOORS - into Iberia was none other than the illustrious General TARIKH, the man in whose honor the "ROCK OF GIBRALTAR" is so named. We note that the original name of the site was called "MONS CALPE" before its capture by the Africans who renamed it "GIBRAL TARIKH" or "ROCK OF TARIKH" in English. The two words were combined, with the last three letters omitted - because of the inability of the Europeans of the area in pronouncing the "IKH" sound. But did the African-American children in the UFT's classrooms of the New York City Public School System ever hear these historical facts about their ancestral "HEROES" in their "LESSON PLANS ON AFRICAN-AMERICAN HISTORY" as they do about the Jewish WHITE "MOSES?" You can answer this question without the least bit of help from this writer.

The BLACK EDUCATOR in the classrooms of the United States of America cannot forget to tell the African-American children and all other children that there were ROMAN EMPERORS and GREEKS OF ALL STATIONS OF LIFE who were in fact BLACK PEOPLE like themselves, a few of which I have shown on page 26, all of whom were similar to the others described by Herodotus as having ...

"THICK LIPS, BROAD NOSE, WOOLLY HAIR, AND BURNT OF SKIN."

This is the reason Chancellor Williams' THE DESTRUCTION OF AFRICAN CIVILIZATIONS, ...etc.; Frank H. Snowden's BLACKS IN ANTIQUITY: A Greco-Roman Experiment;<sup>2</sup> George C.M. James' STOLEN LEGACY; John G. Jackson's AN INTRODUCTION TO AFRICAN CIVILIZATION; Joel A. Rogers' WORLD'S GREAT MEN OF COLOR [ 2 vols. ]; and many other works like these must become teaching TEXTBOOKS and AUTHORITATIVE SOURCES by AUTHORITIES ON AFRICAN, AFRICAN-AMERICAN and AFRICAN-CARIBBEAN [or "black" ] STUDIES where African-American children of any age are to be educated. If this is not done, it can only be by default on the part of "BLACK EDUCATORS."

1. See Jane Soames' COAST OF THE BARBARY; Joel A. Rogers' WORLD'S GREAT MEN OF COLOR [vol. I and II]; J.C.deGraft-Johnson's AFRICAN GLORY; Stanley Lane-Poole's THE MOORS IN SPAIN.

2. Numerous materials previously suppressed about africans appear in this work [pictures],

[1]



Althea-lan Books Associates' histio-anthropologist George E. Simmonds [1] - Adjunct Instructor of History, Malcolm-X King College, Harlem, New York, N.Y., Master of African, African-American and African-Caribbean History and Culture, Harlem Preparatory School, Inc. of New York, N.Y. and Professor Yusef ben-Jochanan [2] at one of the Countee Cullen Branch Library of the New York Public Library "Lecture Series" on African people everywhere. Ben-Jochanan is on his feet challenging the guest speaker - Professor Bohanan from Ghana, West Africa - following a challenge made by his associate on a point of difference relating to ancient African history, which is typical of both respected African historians. Professor Simmonds served as Professor ben-Jochanan's "Research Assistant" from 1963 C.E. when both of them were the two highest officers of an organization assisting African "Freedom Fighters" and "Permanent Missions in the United Nations" - AFRICAN NATIONALS IN AMERICA, Inc. Professor Simmonds continued said relationship when he taught with ben-Jochanan at Harlem Prep, and now as the Director of Research in History and President of Althea-lan Books Association (a subsidiary of Althea-lan Foundation, Inc., 309 West, 120th Street, New York City, N.Y.) - publisher of ben-Jochanan's works, "ALKEBU-LAN'S HISTORY AND HERITAGE NEED NEITHER DISTORTIONS BY 'WHITE LIBERAL AFRICANISTS' NOR 'BLACK APOLOGISTS'... according to George E. Simmonds and Yusef ben-Jochanan. The following are works published by Althea-lan Books Associates and written by Professor ben-Jochanan: BLACK MAN OF THE NILE AND HIS FAMILY; AFRICAN ORIGIN OF THE MAJOR WESTERN RELIGIONS - Judaism, Christianity and Islam;" AFRICA - MOTHER OF WESTERN CIVILIZATION; THE BLACK MAN'S NORTH AND EAST AFRICA [co-authored with George E. Simmonds], ... etc.



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[3] When will Black Educators... "CALL A SPADE A SPADE?" When shall we be able to say that...

THIS CHRISTIAN [or JEWISH] TEACHER, PRIEST, RABBI, MINISTER, EDUCATOR, ADMINISTRATOR..., etc. IS A RACIST [or RELIGIOUS BIGOT]..., etc., etc., etc.,

and not have to worry about having committed the most unforgivable SIN because we struck back when we were abused by said person or persons' RACISM and/or RELIGIOUS BIGOTRY directed at us? It shall happen only when we, BLACK EDUCATORS, begin to realize that we are only doing what all of the other multi-ethnic EDUCATORS throughout the United States of America do normally. Also, when we are not afraid of being called "ANTI-SEMITIC" or "ANTI-CAUCASIAN" because of "REVERSE RACISM," Then, and only then, shall we achieve this goal. But first, we must understand that "RACISM" and "RELIGIOUS BIGOTRY" are parts of the basic fabric of "AMERICAN CIVILIZATION" - which is a part of the same old "WESTERN CIVILIZATION" we hear so much of in lessons dealing with the "SUPERIORITY OF THE GREAT WHITE RACE" and the "INFERIORITY OF THE [so-called] NEGRO RACE." However, to combat it one cannot expect to be congratulated for so doing by those whose best interest it serves - including many, if not most, of the teachers and other WHITE educators throughout the United States of America and its colonies in the Pacific Ocean and the Caribbean Sea. This is true, particularly when one is the VICTIM for whom countless "Federal Constitutions" after "Draft Constitutions" by the dozens had to be written and rewritten by Christians and Jews from Europe [WHITE PEOPLE] who "AMMENDED" them in order to make Africans [BLACK PEOPLE] qualify as "HUMAN BEINGS" from "NON-HUMAN BLACK SLAVES;" then to "THREE/FIFTHS [3/5ths] OF HUMAN;" and finally to "CRIME IN THE STREETS, BENIGN NEGLECT" and "WELFARE RECIPIENTS;" all to satisfy RACISM and RELIGIOUS BIGOTRY in WHITE STUDIES classrooms, churches, synagogues, mosques, and other religious places.

We, Black Educators, are always saying...

"WHITE ANGLO-SAXON PROTESTANT BIGOTS AND RACISTS..." etc.

Why can we not equally express our emotional reaction in the same manner and say...

"WHITE [or SEMITE] JEWISH RELIGIOUS BIGOTS AND RACISTS..." etc.,

for the same reason or reasons we say the former? we have been "BRAINWASHED" by too many of the textbooks in BLACK and AFRICAN STUDIES courses written by WHITE Jewish authors we call "AUTHORITIES," who took it upon themselves to tell us that...

"THE PROBLEMS FACING THE NEGRO MINORITY ALL OVER THE

UNITED STATES ARE SIMILAR TO THOSE OF THE [white] JEWISH MINORITY," which is nothing more or less than a MONSTEROUS LIE. Any educator with the least bit of intelligence knows this is a LIE, as there is no way in which the "PROBLEMS" facing African-Americans [BLACKS] in European-America [WHITE] could be the same as for the WHITE Jews who are equally a part of WHITE AMERICA; think like WHITE America; run from BLACK AMERICA as all other tribal European groups of WHITE America run to the suburb to hide from BLACK America; register on the census as WHITE Americans; and have institutions that bar BLACK Americans equally in all areas of WHITE America. Yet the vast majority of the textbooks being used in BLACK and AFRICAN STUDIES departments I have visited throughout BLACK AMERICA remain the interpretations of mostly "WHITE LIBERAL" Jewish America. WHY? Because BLACK EDUCATORS, most of us at least, are afraid of facing the issue of calling... A SPADE A SPADE.... And most of us are even afraid to declare that only works by BLACK AUTHORS are "AUTHORITATIVE" wherever and whenever conflict exists between BLACK and WHITE scholarship over BLACKS,... THIS IS THE FOUNDATION OF AUTHORITY DEALING WITH THE BLACK EXPERIENCE.

When Lee Campbell and James Hatchett [both African-Americans who taught in the New York Public School System] tried to deal with this issue BLACK EDUCATORS by the dozens hurried for cover under their protective blanket of being "...RESPONSIBLE NEGROES AGAINST REVERSE RACISM." Thus, they began to fight against "BLACK POWER" slogans; and of course our most highest "RESPONSIBLE NEGROES" and "COLOREDS" came forward, as they have always done, to join in with the Wilkins', Rustins, Owens a-la- Randolphs et al to apologize for our "UN-AMERICAN" acts which our WHITE [liberal and conservative "Left" and "Right"] EDUCATORS do naturally all the time.

Strangely enough we even find "NEGRO LEADERS" making trips to the Soviet Union to appeal and protest "RUSSIAN ANTI-SEMITISM," but not a single "WHITE JEWISH LEADER" is seen crossing their path going to protest "JEWISH ANTI-NEGROISM" in Israel against Falashas, Yemenites, Cochim and Chicago [Illinois, U.S.A.] BLACK, BROWN and YELLOW Jews, particularly for the so-called "NEGRO JEWS" from Chicago who caused the Knesset [Israel's equivalent of the U.S.A.'s Senate or Congress] to meet for the determination of WHETHER OR NOT THESE NEGROES ARE JEWS. Is it strange that not a single member of our "RESPONSIBLE NEGRO LEADERS" protested Israel's RACIST ACT? Black children in the past, as it is at present, have never been told that there are BLACK JEWS like themselves as I have shown on pages 18 - 20; those at the top of page 20 being no dif-

# Falasha Jews From Ethiopia Studying in Israel

## Their Tribe Practices Judaism According to Law of Moses

By HARRY GILROY

Special to The New York Times

KEFAR BATYA, Israel, Feb. 25.—Twelve young Falasha Jews, who might be taken as living proof of the legend that today's Rhipans descended from Aaron and the Queen of Sheba, are studying at this children's village.

They come from a tribe, numbering 30,000, scattered over Ethiopia. The tribe is called Falasha, which in the Amharic tongue means "stranger." Its members practice Judaism according to the law of Moses, but have no tradition about later events such as Hannukkah and Purim.

The youngsters are here for two years of training. They are in a beautiful farm school adjoining Ramat Gan, the Sharon plain—established and operated by the Women's Mizrachi Organization of America. Hadasah, the American Women's Bureau, is aiding the project through Youth Aliyah, to which it contributes.

There are ten boys and two girls in the Falasha group. The other children of Kfar Batya have made them welcome.

**Bible Read in Amharic**

Details about the Falasha were supplied by the director of Kfar Batya. He is a stocky young man named Leonard Rauschweiger, a native of Vienna who led to the medical school there because of illness. He subsequently was drafted while at the City College of New York and wounded in Italy, and then as a G. I. student at the Hebrew University of Jerusalem ran into the Arab-Israeli war.

Mr. Rauschweiger met a Falasha lad for the eldest boy and girl. The boy came first, a tall 16-year-old who gave his name as Israhel Afenim. He said he had learned English at a military school in Addis Ababa.



Israhel Afenim, 16-year-old leader of Falasha youngsters studying at Kfar Batya in Israel, serves Malka Avraham. Another Falasha student and an Israeli friend await their turn.

The girl was 15. She said her name was Malka (Hebrew for Queen) Avraham. Mr. Rauschweiger said she was translating from her native name of Nigra, which is the royal title.

Israhel said they had read the Bible in a dialect of the Amharic tongue. It was the custom of his people, he said, for all the men and women of the tribe to gather for prayers. Some of the tribe were priests.

The older pair were soon joined by several younger boys and also by a ring of curious but friendly white boys. The Falasha said they liked what they had seen of Israel—the farm work, food and soccer games at Kfar Batya—and that Hebrew was a hard language. One wrote rapidly in Amharic. It was translated.

They were having a good time and liked their companions.

The Falasha tribe practiced the ancient rite of animal sacrifice up to twenty years ago, according to Dr. Weiss of the Youth Aliyah Department of the Jewish Agency for Palestine. He said that the Falasha considered they are descendants of Israelites who went to Ethiopia when the Jews returned from their exile with Solomon. The Queen, according to their legend, had a son Minkah by Solomon.

There are other theories about the origin of the Falasha. One is that they were Ethiopian converts to Judaism at some ancient time. Another is that they are the descendants of a Hebrew mercenary army that fled southward along the Nile when their

Egyptian employer was overthrown. A third idea is that they emigrated from the Arabian peninsula, either in Biblical times or after the rise of Islam.

Reports of Jewish tribes in Africa have been noted by historians and travelers many times in the last thousand years. But the Falasha themselves apparently did not know that Judaism still existed outside Ethiopia.

Prof. Joseph Gilroy of France called the Falasha in the Highgate Station. In 1954 Dr. Jacob Fiedelink, Professor Halsey Papp, went to visit them and thereafter devoted his life to bringing them back into the world consciousness of Judaism. His work resulted in the coming of Falasha students to Israel and in the development of Hebrew education in Ethiopia.



In religious high school, interaction is the rule and girls attend classes along with the boys. Compulsory education for all is the rule in Israel.

## ***Their ancestry goes back to time of King David***

The above heading is the title of an article written by Noah ben-Horin about the Black Israelites from Ethiopia studying and living in Israel today. Why are these Nile Valley Africans acceptable in Israel and the equally "NE-CROID" Israelites ("Jews") of the United States of America are not? RACE is the only answer.



At prayer. Members of the choir, wearing prayer shawls, await signal. Other Negro Jewish communities are set up in Philadelphia, Brooklyn, Pittsburgh, Chicago and Youngstown, Ohio.



Alphabet lessons. Children of the Commandment Keepers Congregation are taught Hebrew.



Hebrew is official language of Israel and youngsters learn language at school. Here dark-skinned Jewish youth gets instruction in writing on the blackboard.

sevent from the others. Yet, they too will suffer the same fate of the Chicago group as "NEGRO JEWS" who allegedly did not have the same biblical ancestry as the "CAUCASIAN" or "SEMITIC" [White] JEWS of the United States of America, Europe, Great Britain, and other parts of the world. But BLACK EDUCATORS are afraid to say that the cause behind all of this is RACISM at least, and RELIGIOUS BIGOTRY at best. But is it not the same reason why the "NEGRO CLERGY" and "THEOLOGICALS" have accepted the "NOAH AND HIS SONS" mythology in the Jewish "Holy Bible" - the so-called "OLD TESTAMENT?" If this is to change the African-American children Albert Shanker's teachers are teaching, and will be teaching, out of the LESSON PLANS ON AFRICAN-AMERICAN HISTORY must know that "JEWS" of the type shown on pages 18 to 20 exist right in their midst in Harlem, Bedford Stuyvesant, South Bronx and elsewhere throughout the five Boroughs of the City of New York, and in many of the other Harlems of the United States of America, South and Central America, and the Caribbeans. Also, that these "JEWS" do not live in "GHETTOS" but in Black Communities as European-American children live in White Communities. These issues make us, BLACK EDUCATORS, mumble among ourselves behind closed doors about "ANTI-BLACKISM, WHITE JEWISH RACISM AND RELIGIOUS BIGOTRY;" but again we hide. WHY? Because we are too much afraid of our Local and National "RESPONSIBLE NEGROES" and "COLORED FOLKS" in the Urban League, Association of Colored Women, National Association for the Advancement of Colored People, A. Philip Randolph Institute, etc., etc., etc., all of whom may cry out against our "IRRESPONSIBLE" gain of being at the bottom of the heap in everything constantly, while we too cry out against "WHITE ANGLO-SAXON PROTESTANT RACISM AND RELIGIOUS BIGOTRY" as we forget that it is purely "WHITE RACISM" and WHITE RELIGIOUS BIGOTRY; stop. And because we have failed to recognize that JUDAISM and CHRISTIANITY a-la-European and European-American-style are compliments of each others; and that both are controlled today by one group or RACE of people called "CAUCASIAN" or "WHITE" with varied tribal nomenclatures such as :

"JEWS, CHRISTIANS, SEMITES, HAMITES, INDO-EUROPEAN ARYANS, ALPINE EUROPEANS, MEDITERRANEAN EUROPEANS, NORDICS,..."

and all sorts of prefixes and suffixes too many to list at this juncture. More than all of these reasons so far given; we are afraid of the loss of our jobs, poverty programs to be funded, tenure to be secured, churches to receive mortgages, possibilities of not getting to be a member of the Board of Directors or Trustees of the GOOD LIBERAL WHITES, Inc.,



the chance of not being considered for an honorary degree, and not having our proposal for TITLE I to 1000 etc. blocked at the central headquarters of the Board of [mis] Education at number 110 Livingston Street where BLACK TEACHERS have been constantly failed because they were turned down for having "SOUTHERNISM IN [their] SPEECH" while at the same instance Eastern and Western Europeans who could barely speak enough English a-la European-American-style were promoted to supervise those African-Americans [BLACKS] who paid thousands of dollars to secure the right speech inflections satisfactory to their WHITE RACIST examiners.

Certainly BLACK EDUCATORS have to present to the African-American children, and all other children and adults, in their classrooms at all levels of education pictorial views as the following on pages 24, 25 and 26 in order that they will note that Africans who were the ancestors of the African-American children everywhere were also called Greeks, Romans, Spaniards, . . . etc.; and that they were people of the nobility of Europe and Asia who taught the ancestors of WHITE and BLACK teachers alike.

The type of snide RACISM and RELIGIOUS BIGOTRY in the articles we have witnessed on pages 18 and 19 about the origin of the so-called "FALASHAS" of Ethiopia, East Africa has already brought forward the only result it could have generated, . . . its usual companion - 'ACADEMIC DISHONESTY' in the name of "AUTHORITY." Thus we see the following article by one Steve Harvey - NEW YORK POST, Wednesday, January 26, 1972, page 21 - in which he is expanding the alleged conflict that occurred between Pharaoh Rameses II and his fellow African of Ta-Merry [Egypt] named Moses into a case of "...PARANOIA..." on the part of Ramees II for chasing the African "Jews" out of his kingdom, but not Moses for starting the entire conflict by breaking Egyptian "LAW AND ORDER" when he committed "CRIME IN THE STREET" with his premeditated murder of one of Egypt's soldier upon the alleged "...COMMAND OF JEHOVAH..." the God of the Jewish Religion. The article, which follows on page 23, must make one conclude that King Saul of the Kingdom of Israel had a double case of "TOOTHACHE" when he ordered the extermination [genocide] of the "AMALAKITES, JEBUSITES, MOABITES, PARAZITES," and other peoples of very small kingdoms of Western Asia [today's Middle East or olden Asia Minor] during the Israelites ["Jews"] establishment of their own nation upon the ruins and graves of those mentioned. Maybe it is to be assumed that the Jewish God - "JEHOVAH" - told the Israelites to murder and commit GENOCIDE in His name; but the Egyptians, in whose country the Jews

lived, were not told by their God - AMEN RA - to commit GENOCIDE against the Jews. The biblical highlights of this story appear in the BOOK OF CHRONICLES, Chapter I and II of the Jewish "Holy Torah" or Five Books of Moses [Old Testament].

21 NEW YORK POST, WEDNESDAY, JANUARY 28, 1978

## Nefertiti Ruled in Her Digs

By STEVE BARVEY

The most liberated woman of her time in Egypt was unquestionably Nefertiti.

In fact, she may have been even more powerful than the man of her house, archaeologists from the University of Pennsylvania theorize.

Using a computer to reconstruct Egyptian ruins, the archaeologists discovered that her pharaoh King Akhenaten, built three temples—and two apparently were for her.

"This emphasis on a woman," they added, "is unparalleled in Egyptian history." Such power endowed to a woman in ancient Egypt would have been unusual indeed.

### Pharaoh Had Status

It is difficult today to comprehend just how great a hold the pharaoh had on ancient Egypt.

He was, in the first place, a god—the son of the sun (Ra).

He did not die. He merely united with the sun. The death notice of the second-named ruler, Amenhotep I, begins: "Year 30, third month of the inundation season, Day 7. The god mounted to his horizon . . ."

The Egyptians, like other primitive peoples, were constantly aware of outside forces which they could not control by any physical means: Winds, floods, rains, droughts.

So they sought answers through religious means; through their pharaoh. He was their protector.

### Religious Duty

Although one might sympathize at first glance with the millions of Egyptians who labored under the blazing sun

to build a pyramid or fight a war for the pharaoh, they apparently felt thankful; they were paying tribute to their god.

His personal name was so sacred that it was dangerous to utter. Thus, he called by the impersonal title of "pharaoh" — meaning "great house." A comparable example would be to refer to President Nixon as "White House."

The kings were, of course, susceptible to human problems. Ramses II, the pharaoh regularly in power when Moses was born, may have been suffering from a toothache when he ordered the massacre of the newborn males of the Jews.

Two professors of dentistry recently concluded from X-rays that Ramses had "an extreme case of destructive periodontal disease — badly abscessed teeth."

His subjects would do almost anything for the pharaoh. But also, they knew nothing of root canals during Ramses' time. (LAT)

Obviously, since brother Moses disappeared as fast as he came about in Exodus the current so-called "DENTAL AUTHORITIES" could not equally examine his remains, particularly his mouth and teeth, to find out if this African also had . . .

### "AN EXTREME CASE OF DESTRUCTIVE PERIODONTAL DISEASE - BADLY ABSCESSSED TEETH."

Is it possible that Pharaoh Akhenaten, another of the greatest of the Africans who reigned over Ta-Merry [Egypt] . . .

### "LONG NARROW FACE, THICK LIPS AND HATCHET CHIN. . ."

cited in Mr. Smith's hypothesis on page 61 of this work, also resulted from the same disease? When you have read the other article you will notice that both of them will no doubt become FACTS, if that they are not already; at least for the satisfaction of the mind of Jews and Christians of every color and race there are. But, for what other purpose than to create an atmosphere of RACISM and RELIGIOUS BIGOTRY directed against the people

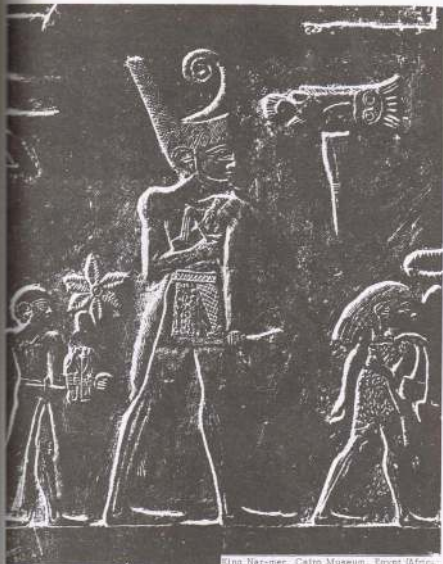


NILE VALLEYS AFRICANS; NOT ONE A 'NEGRO'

KEY

- |                      |                         |
|----------------------|-------------------------|
| 1. Ta-Nehisi (Nubia) | 5. Ta-Merry (Kimit)     |
| 2. Ta-Merry (Egypt)  | 6. Ta-Nehisi (Nubia)    |
| 3. Itiopi (Ethiopia) | 7. Bunyoro (Uganda)     |
| 4. Ta-Nehisi (Meroe) | 8. Puanit (Kenya, etc.) |

Any of the above indigenous Africans of centuries ago and the present can be seen by the millions all over the continent of Alkebu-lan, "MOTHER AFRICA".



King Nar-mer, Cairo Museum, Egypt (Africa)

Pharaoh Menes or Nar-mer (Herodotus' Menes), 1st of the Dynastic Kings of Egypt, 1st Dynasty, c. 3200 B.C.E., seemed to have been as "ABNORMAL" as Akhenaton,



The above are all Africans and Europeans of African parentage. Some of statues, and some from pottery. [See Y. ben-Jochannet and G. E. Simmonds, *THE BLACK MAN'S NORTH AND EAST AFRICA*, Alkebu-lan Books Assoc., N. Y. 1971]

# KEY FOR PAGE 26

1. Bronze bust of a "Negro" Roman, from G. Calaza, "Expression of Art in a Roman Commercial City: Ostia," *Journal Of Roman Studies* V [1915], 165-167, fig. 41.
2. Marble head of "Negro" Roman found at Agora, Trajonic period. ["The Excavation of the Athenian Agora Twelfth Season," by H. A. Thompson, 1947].
3. Pharaoh Taharqa from Ethiopia, XXVth Dynasty of Egypt [Ta-Merry].
4. "Negro" Greek of the 4th Century B.C.E.
5. "Negro" Roman ambassador of the Flavian period. [Rome, Villa Albani, 209, Deutsches Archaeologisches Instituto, Rome].
6. Sphinx Of Ghizeh, Ta-Merry [according to a painting by Baron Viviant Demon, "Travels In Egypt and Assyria," France, 1895].
7. Pharaoh Amenohat III of Ta-Merry, the so-called "NEGRO PHARAOH."
8. Pharaoh Aspetta of Ta-Merry.
9. Faience Vase of "Negro" Cypriot, late 7th Century B.C.E., with bearded barbarian. [British Museum, A7 8-6 2D].
10. Roman Emperor Caracalla, son of Roman Emperor Septimus Severus, Rome, 193 A.D. Both of African origin - father of African birth, Carthage; son of Syrian mother.

[All of the above are of African birth or origin; some with Asian or European lineage. See F.W. Snowden, *BLACKS IN ANTIQUITY: A GRECO-ROMAN EXPERIENCE*, Cambridge, Mass., 1970; J.A. Rogers, *WORLD'S GREAT MEN OF COLOR*, vol. I., New York, 1934; Y. ben-Jochannan, *AFRICA: MOTHER OF "WESTERN CIVILIZATION"*, New York, 1971; G.G.M. James, *STOLEN LEGACY*]



Charlotte Sophia - CONSORT of George III of Great Britain, descendant of Alessandro de Medici - the son of Cardinal Medici and his African love - "THE ITALIAN CLEOPATRA."

of present-day Egypt, and Africans [BLACK PEOPLE] as a whole, do these articles serve? This BLACK EDUCATOR cannot see any other rationale for them at this time when Europeans, European-Americans and Asians of modern Egypt and Israel (who in no way whatsoever can prove that they are related to them more so than any other person can claim heritage to this region of the ancient world) are fighting over the spoils left by ancient African and Asian people who may not have been related to either of them, particularly when one considers that the ancients knew nothing about "CAUCASIANS." The articles may be satisfying to many priests, rabbis, ministers, imams and other protectors of the world and morality for Jehovah, Jesus Christ and/or Al'lah against those of us who may be labeled "PAGANS" and "HEATHENS." But in them we are asked to accept, subtly of course, RACISM and RELIGIOUS BIGOTRY in Judaism, Christianity and Islam against the indigenous peoples of Africa; yet, all three religions mentioned were founded upon the teachings and philosophical concepts created and developed by the Africans [Bantus, "Negroes," or whatever else] of the Nile Valley's religions projected in the BOOK OF THE COMING FORTH BY DAY (Egyptian Book of the Dead and Papyrus of Ani).<sup>1</sup> However, if this type of "CULTURAL GENOCIDE" against the indigenous African people's history and heritage is allowed to continue unchallenged and unchecked BLACK EDUCATORS will certainly have to deal with the wanton RACISM and RELIGIOUS BIGOTRY projected and perpetuated in the following propaganda by European [WHITE] Jewish "Babylonian Talmudist Scholars" of 6th century C.E. Europe once more; but it will not be with the Jewish men who wrote the following interpretation of the story about "NOAH'S CURSE ON HIS SON HAM." Yet the irony of the entire myth is that "HAM'S SON - CANAAN" and his "CHILDREN" were the ones "CURSED" by their grand-ancestor "NOAH" for "HAM'S" wrong-doing. This story is from the "SACRED SCRIPTURE OF GOD" - Jehovah [God of the "CHOSEN PEOPLE" - the Jews]. It is the order from a God who had His scribes translate it in His Talmud... [Old Testament] according to a version by racists and religious bigots of a European Jewish Community. It alleged that all "NEGROES" originated from a "CURSE." That the Jews were not "BLACK." That up until this time all of the peoples of the world came from a common ancestry with "ADAM AND EVE" and were of one color - which, obviously, could

1. Sir Ernest A. Wallis Budge in translating the original hieroglyphic papyri that comprised this African BIBLE of the "SACRED SCRIPTURES OF GOD" - An-en Ra, who preceded Jehovah, Jesus Christ and Al'lah by thousands of years, renamed this work according to the story in its contents - "The Egyptian Book Of The Dead" and "Papyrus Of Ani."

not have been WHITE, since there were no "CAUCASIANS" mentioned in the story; and they could not have been "SEMITES," since "NOAH'S SON - SEM [or Shem] was not yet ordered to get any "SEMITES." Stranger yet, the actual story follows:

Now I cannot beget the fourth son whose children I would have ordered to serve you and your brothers! Therefore it must be Canaan, your first born, whom they enslave. And since you have disabled me...doing ugly things in blackness of night, Canaan's children shall be born ugly and black! Moreover, because you twisted your head around to see my nakedness, your grandchildren's hair shall be twisted into kinks, and their eyes red; again because your lips jeered at my misfortune, theirs shall swell; and because you neglected my nakedness, they shall go naked, and their male members shall be shamefully elongated! Men of this race are called Negroes, their forefather Canaan commanded them to love theft and fornication, to be banded together in hatred of their masters and never to tell the truth.

When we examine the present story as it has been since doctored, revised and cleaned up to satisfy "MODERN" semantics, we still find its influence in the following RACIST anti-NEGRO syndrome in another "White Liberal Africanist scholar's" work - C.G. Seligman, RACES OF AFRICA, New York, 1966 [first published in 1930, and 1937], p. 96. In his bit of negromania, Seligman states that:

"Apart from relatively late Semitic influence...the civilizations of the Hamites, its history the record of these peoples and their interaction with the two other African stocks, the Negro and the Bushman, whether this influence was exerted by highly civilized Egyptians or by such wider pastoralists as are represented at the present day by the Arab and Somali... The incoming Hamites were pastoral 'Europeans' - arriving wave after wave - better armed as well as quicker witted than the "dark agricultural Negroes."

The extent to which the SEMITIC and HAMITIC racists will go in order to demonstrate their total contempt for the African people they call... "NEGRO", BUSHMAN, etc. is bad enough in this type of "ACADEMIC SCHOLARSHIP" that is so very common among the so-called "White Liberal Africanists" who teach BLACK STUDIES and AFRICAN STUDIES in the major institutions of learning throughout the United States of America. However, on pages 195 and 196 there is a graphic "conjectural" description of how the "CAUCASIAN, SEMITE" and HAMITE, Dr. J. Desmond Clark's "MODERN MAN" preceded the "NEGRO" and the "BUSHMAN" in Africa. Needless to say that WHITE RACISM and NEGROPHOBISM are not necessarily IDENTICAL TWINS, as each tries to out-LIE the other.

1. Words underlined are for emphasis on the so-called "OVERSEXED NEGROES" origin.



We shall examine the actual story in its refined form of the biblical "CHOSEN PEOPLE" RACISM and RELIGIOUS BIGOTRY. Of course Noah is addressing himself to his son - HAM. He says to this young man, who has been charged with steering at his "FATHER'S [Noah] NAKEDNESS" after he fell from his drunken state, having swallowed too much wine;<sup>1</sup>

Cursed be Canaan,  
A servant of servants shall he be unto  
his brethren.  
And he said,  
Blessed be Jehovah, the God of Shem;  
And let Canaan be his servant.  
God enlarge Japhet,  
And let him dwell in the tent of Shem;  
And let Canaan be his servant.

Following our examination of the above "AUTHORITATIVE WORKS" and "TEACHINGS OF JEHOVAH", all THIS SACRED WORDS" from the "HOLY SCRIPTURE" is it still surprising to anyone of us BLACK EDUCATORS why "White Liberal Africanist historians" and "egyptologists" have turned upon their "WHITE SEMITES" whom they were claiming for over two centuries of Western Education occupied Egypt and were the ...

#### "MASTERS OF NEGRO SLAVES BROUGHT IN FROM NUBIA?"

What is the reason for this sudden turn-about-face other than the fact that a few BLACK EDUCATORS like professors John Henrike Clark, George G.M. Jackson, Joel A. Rogers, John G. Jackson, Frank H. Snowden, Chancellor Williams, and others, have written works that exposed the type of RACISM and RELIGIOUS BIGOTRY shown so far? It is, also, because a few African-American [BLACK] Educators that infiltrated certain BLACK and AFRICAN STUDIES departments as administrators are bringing forth many of the ancient documents that were previously suppressed; works showing the glorious heritage of the African people called "BANTUS, NEGROES, AFRICANS SOUTH OF THE SAHARA, BUSHMEN, BOTTENTOTS," and even "NIGGERS," that they were in fact the originators and creators of much of the fundamentals presently called "WESTERN CIVILIZATION" and "JUDAEO-CHRISTIAN ETHICS" throughout the entire educational system of the United States of America, Great Britain, Europe, and all other areas of the world controlled by the "GREAT WHITE RACE" under the common practical ethics of "MIGHT IS RIGHT."

1. See GENESIS, Chapter IX, Verses 20 - 28. For the 6th century C.E. version see R. Graves and R. Patai, HEBREW MYTHS, New York, 1964, p. 121; also the Confraternity Version of the OLD TESTAMENT OF THE HOLY BIBLE published by Guild Press, New York [1952, 1955, 1961] footnotes by Rev. Joseph Grapino, S.M.I.; and Y. ben-Jochannan, AFRICA: MOTHER OF "WESTERN CIVILIZATION," pp. 567 - 529.

(4) When will BLACK EDUCATORS and others "responsible for the education of African [BLACK] people" stop looking for leadership in our CULTURAL and HISTORICAL past from integration-minded amalgamationists, most, who have for generations after generations led us down the pathway of miscegenation with WHITE Christians, Jews, Mormons, and all other kind of WHITE religious missionaries; each group professing that it has....

**"THE ONLY TRUE SOLUTION TO THE RACE PROBLEM IN THE UNITED STATES OF AMERICA...."**

when in fact they must be aware that in no other "civilization" in the recorded history of mankind have the former SLAVES descendants ever become the social equal of the former SLAVEMASTERS and/or SLAVEMISTRESSES descendants unless by a total and physical revolution or insurrection? It did not occur between the WHITE colonists that created the United States of America out of the colonial lands of North America, which the Europeans confiscated from the so-called "INDIAN PEOPLE" they exterminated in one of the worst acts of GENOCIDE the world had ever witnessed ...second in the amount of human beings exterminated only to the GENOCIDE the Arabs from Asia, Europeans from twelve colonial powers of Europe and Great Britain, followed by that which Europeans of the United States of America (Christians, Jews, and others) committed on the African people in Africa, Europe, the British Isle, the Americas and the Caribbean Islands; neither will such be the case in the so-called "BLACK EXPERIENCE" here in the "Western World"- the United States of America particularly. And when shall we realize that OUR CONTROL OF OUR OWN [whatever it may be] will prevent the need to take another man or woman to court to have the law force him or her to accept BLACK [African] PEOPLE where we are not wanted by WHITE Christians, Jews, Liberals, New Left, Old Left, Conservatives, Orthodox and whatever else there may be protecting their WHITE European-American.... "WAY OF LIFE" - "The American Dream?" This can only be when we teach the "African-American children" - whom the UFT's members may control, that in their classrooms throughout the U.S.A. they will not hear about the WHITE JEWISH home owner who will never sell his home to a BLACK person or live side one just like the WHITE CHRISTIAN of the local Ku Klux Klan, White Citizens' Council or Daughters of the American Revolution. It will take place when we are able to realize that the "BLACK-WHITE CONFRONTATION" throughout the United States of America, and the world generally, includes ALL WHITES against ALL BLACKS whenever the issue boils down to "RACE." But, WHY are we - BLACK EDUCATORS - so blinded to this FACT, even with the type of background

we have EXPERIENCED and STUDIED here in these parts of the so-called "WESTERN WORLD?" When BLACK EDUCATORS move to an "ALL-WHITE Jewish and Christian neighborhood" is it not also true that the "ALL-WHITE Christians, Jews, Muslims, Mormons, Knights of Columbus, Knights of Pythias, Freemasons of every three and four letter lodge... etc. begin to mount "PROPERTY FOR SALE" signs and subsequently begin their mass migration to avoid us as if we were the "UNEDUCATED IRRESPONSIBLE NEGROES" they have always said they did not want in their neighborhood? WHY? Because the African-American children the United Federation of Teachers Union and other WHITE-dominated union's teachers taught, and are teaching, did not tell them that...

THE PRIMARY BASIS FOR DISCRIMINATION AGAINST AFRICAN-AMERICAN PEOPLE IN THE UNITED STATES OF AMERICA IS THE COLOR OF THEIR SKIN; AND THAT IT MAKES NO DIFFERENCE WHETHER THE DISCRIMINATOR IS A WHITE CHRISTIAN, WHITE JEW, WHITE ETHICAL CULTURIST OR WHITE ATHEIST.

The African-American children are not even told that their persecution is caused by their...

"INHERENT ILLITERACY, NASTINESS, INFERIOR RACE, AND PRIMITIVE WEST AFRICAN ORIGIN IN NEGROLAND - [THE ORIGINAL HOME OF ALL OF THE NEGROES OF THE U.S.A.]"

Of course the good old "NEGROLAND" where the "negro" and "colored" children came from before they were given a capital "N" or "C" by the Congress of the United States of America for the names they were called after the European-American and European "CHRISTIAN MISSIONARIES TOOK THEM OUT OF THE JUNGLES OF AFRICA" is shown on page 33 following. Needless to say that BLACK EDUCATORS have forgotten to deal with this RACIST piece of "CHRISTIAN MISSIONARY" propaganda, which formed the basis for European-Americans [Christian and Jews] telling African-American children and adults to this very day that...

"YOU MUST BE BROUGHT UP TO CERTAIN [White] STANDARDS OF EDUCATION, ETHICS, MORALITY, CULTURE AND CIVILIZATION."

The saddest part of it all is that BLACK EDUCATORS teach the same nonsense to the African-American children in our own classrooms. Thus WE dramatize to them about...

"BLACK MARKET, BLACK LIE, BLACK DAY, BLACK THOUGHTS," etc.; all of which indicate that the object or act so described must be rejected as...

"UN-GODLY, BAD, INFERIOR, DIRTY, DEVILISH, CHEAP, WORTHLESS."

Of course this would certainly require that we should become acquainted with the good old Christian hymn where the following is expressed in "NEGRO CHURCHES" all of the times



1. Negroland is located at the left upper-quadrant of the above map. You will notice that as late as this period the continent of Africa was not yet carved and partitioned as it appears today from the results of the action taken at the Berlin Conference by the WHITE IMPERIALIST POWERS of Europe [13 nations], Great Britain and the United States of America.
2. On the following page [34] you will notice that the area the Portuguese colonialists gave the name "NEGROLAND" was in fact occupied at the time of the arrival of the Portuguese to this area of West Africa by indigenous African [BLACK] People who named their land; at least what was left of the Empire of Songhai, also of Ghana and Melle before then.
3. Note that the South Atlantic was called at this period in history the "ETHIOPIAN SEA;" earlier maps will show the same area as the "ETHIOPIAN OCEAN."
4. The total distortions of map-making in this period of time were very significant in the type of RACIST and BIGOTED RELIGIOUS information the early so-called "Christian Missionaries" published about the African people, all of which we have adopted without question.
5. On page 34 the cross-hatched areas represent what should be known to combat the above myth African-Americans still suffer under the RACIST TERM "negro" before the capital N.



### WEST AFRICAN EMPIRES<sup>1,2,3</sup>

[Ghana, Melle, Songhai]

ca. 100 BCE - 1501 CE

1. The Ghana Empire was established between ca. 50 B.C.E. - ca. 100 C.E. The exact time is debated daily. However, there are sufficient fossils and artifacts unearthed in the area to concretize the fact that it was in existence before the beginning of the Christian Era. Take note of the Roman travelers who reached the Niger River and Lake Tchad [Chad] areas about as early as ca. 50 B.C.E., and those who arrived later. [See Y. ben-Jochannan's **BLACK MAN OF THE NILE AND HIS FAMILY**]. Ghana was destroyed by Africans called "Almahodes" or "Almoravids" around ca. 1076 C.E.

2. The Melle [or Mali] Kingdom, which existed under the Ghana Empire, was established by Sundiata [or Mart Jato] in ca. 1230 C.E. This Kingdom became an Empire under Sundiata in ca. 1236 C.E. The Empire was destroyed in ca. 1350 C.E. when it was invaded and occupied by Africans called "Tuaregs" from the North. Mansa Musa II was Emperor at the time of the destruction of the Melle Empire.

3. The Songhai [or Songhay] Kingdom was established in ca. 1464 C.E. by Sonni Ali Ber [the former Ali Kolon]. Historians are still debating about the fact as to whether Kolon and Ber refer to the same man. This Empire was destroyed in ca. 1592 C.E. by Africans called Mours from the North. The invasion from Mauritania started in ca. 1582 C.E., at the end of Emperor Askia Ishak II's reign. It lasted for ten [10] long bitter years of warfare.

The cross-hatched areas of the map above cover the geographic territory the Europeans from Portugal labeled "NEGRILAND" sometime around the 18th or 17th Century C.E. [or A.D.], which was between the end of the Melle Empire and the beginning of the Songhai Kingdom and Empire. Note areas marked 1, 2 and 3...compare with the numbers of each paragraph below the title of the map for the description of each area.

"YOUR HEART MUST BE WHITE AS SNOW BEFORE YOU CAN ENTER  
THE GATES OF HEAVEN [which brought the] I AM WHITER THAN YOU"

syndrome that prevails to a much greater degree than we would prefer to admit even to ourselves. But the BLACK EDUCATOR must understand that what we have been dealing with all through these pages are the manifestations of the end result of the "CULTURAL GENOCIDE" our people have suffered in the BLACK and WHITE STUDIES classrooms all over Washington's and Lincoln's LAND; not "PHARAOH's LAND"; our African brother PHARAOH RAMESSES II of Egypt did not own one BLACK SLAVE in Europe, Great Britain, the Caribbean Islands, South America, Central America, North America - and particularly in the Thirteen British Colonies that became the United States of America. Let us continue teaching African (BLACK) People to hate Rameses II, and tell them to sing:

"GO DOWN IN EGYPT AND TELL OLE PHARAOH LET MY PEOPLE GO."

This challenge to BLACK EDUCATORS is equally germinating in the Caribbean Islands, South and Central America among people of African origin who are understanding that their religion, language, culture, ethics and other patterns of behavior they have adopted from their self-appointed "MODERN SLAVEMASTERS" are not the objects of their rejection by said colonizers, but the COLOR OF THEIR SKIN and PHYSIOGNOMY; of course this only applies to all who are not blinded by the Judeo-Christian myth we have been asked to obey at all cost:

"... THOU SHALL LOVE THINE ENEMIES AS THYSELF..."

a request which not a single minister, rabbi, priest or saint could possibly follow unless he or she is totally absent-minded. Yet, is it not true that this religious myth is still prevalent in our teaching of African-American children and adults, all in our effort to stop our BLACK brothers and sisters from defending themselves from those who have inherited exorbitant amount of profits from the exploitation and enslavement of Africans in Africa, Europe, Great Britain, the Americas and the Caribbean. Equally, is it not true that Africans were forced to accept from their Christian slavemasters RACIST and BIGOTTED Christian Bibles without some of the BOOKS removed at the Nicene Council [or Conference] Of Bishops in the year ca. 325 C.E. or A.D. These are the so-called "LOST BOOKS OF THE BIBLE." But not a single BOOK of the Bible was "LOST." The fact is that they were SUPPRESSED by the "Christian Clergy" and "Theologians" in order to maintain their dictatorial rule and arbitrary edicts like the above. Yet following all of this, do we ever tell the African-American children that the "AFRICAN FATHERS OF CHRISTENDOM" -

Tertullian, St. Cyprian and St. Augustine<sup>1</sup> - were BLACK like themselves; and that they were responsible for much of what Christians all over the entire world accepted as the teachings or 'SACRED WORDS OF JESUS CHRIST' to this very day? Were they told that this EXPERIENCE in "Organized Christianity" was one in which their African [BLACK] ancestors participated more than ten [10] centuries before the founding of the United States of America? Of course Augustine, Cyprian and Tertullian would not have appreciated Massa Lincoln's mistreatment of their fellow African [BLACK] People he refused to pay their "... FORTY ACRES OF LAND AND A MULE..." he promised each of them for fighting on the Union's side against their southern SLAVEMASTERS on behalf of their northern SLAVE-MASTERS - many of whom built the SLAVE SHIPS in Boston harbour and elsewhere along the Eastern Seaboard of the United States of America. Strange it is, or is it at all STRANGE, that no mention of this appear on pages 39a and 41, nor on any of the other pages in Albert Shanker's United Federation of Teachers' "LESSON PLANS ON AFRICAN-AMERICAN HISTORY" publication? Certainly President Abraham Lincoln's DOUBLE-CROSS<sup>2</sup> of the African slaves - called euphemistically "SOLDIERS OF FREEDOM," all of whom worked for wages way below that paid to European-American "SOLDIERS" fighting for the same "FREEDOM" - WHITE Christians and Jews alike, would have been much more appropriate for the EXAMPLE than the illustrious Pharaoh Rameses II - who did not commit a single act of GENOCIDE against any of the African-American children's ancestors that served as CHATTEL SLAVES on the COTTON PLANTATIONS and STUD FARMS of the United States of America.

Should we not tell the African-American children that British Prime Minister Benjamin Disraeli [of "Jewish" or "Semitic" parents] was not as ruthless against the colonial peoples Britain brutally ruled and exterminated under his administration as was Prime Minister Sir Winston S. Churchill [of WASP parents], or even Benito Musolini of Fascist Italy [Roman Catholic parents] - the man that exterminated hundreds of thousands of helpless and unarmed African children and their parents of the Christian, Jewish and Muslim religions in his wanton acts of SLAVERY and GENOCIDE while millions upon millions of Europeans, Britons and European-Americans of the Christian and Jewish religions stood on their Judaeo-Christian WHITE RACIST "ETHICS" acenting, some praying, for his success over "THE HEATHEN NATIVES OF DARKEST AFRICA" who are in fact the people of "THE WORLD'S OLDEST NATION" - ETHIOPIA; a "CHRISTIAN NATION" over one hundred and twentyfour [124] years before Emperor Constantine made Rome "CHRISTIAN" in ca. 312 C.E. [or A.D.]. But neither Disraeli nor Churchill cared for the African or Asian children and their parents because all

of them had the same GOD and worshiped under the same religious banner - particularly Judaism or Christianity, the same being equally true for Mussolini against the Ethiopian Christians of Ethiopia, East Africa - as thousands of BLACK JEWS [so-called "Falashas"] were exterminated by Italian soldiers without hardly a murmur from the WHITE JEWS of the entire "Western World" who were later to meet with Mussolini's ally - Adolph Hitler of Nazi Germany. Why? Because neither of the three considered the Africans and Asians the equal of their own "SUPERIOR RACIAL STOCK" - "the Great White Race" we read so very much about in our anthropology, palaeontology, ethnology, genealogy and archaeology textbooks, all of which we read with regards to the "SUB-RACIAL STOCKS" and "PRIMITIVE ALMOST HUMAN" of Africa, Asia, the Americas, the Caribbean Islands and the Pacific Islands. WHY? Very simple: Because of their common identity with the so-called "ANGLO-SAXON" or "INDO-EUROPEAN ARYAN SEMITIC RACE" ... "JUDAEO-CHRISTIAN CAPITALISM" and "IMPERIALISM," all of which they treated as having been delivered to them as "GOD'S CHOSEN PEOPLE" of the entire world - which they in fact act as if they believe.

Are the facts above included in BLACK and AFRICAN STUDIES textbooks and other required reading materials? DEFINITELY NOT! And whenever they are mentioned in textbooks written by African people and others, are they accepted into BLACK and AFRICAN STUDIES courses? DEFINITELY NOT in departments where "RESPONSIBLE NEGROES" and/or "WHITE LIBERALS" have anything to say about their approval.<sup>1</sup> The only reason why this is true is the fact that THOSE WHO SHAPE OUR THINKING OF RIGHT AND WRONG also control the funds that underwrite our BLACK and AFRICAN STUDIES CURRICULUM and DEPARTMENTS, even in so-called "NEGRO SCHOOLS;" and as such they are able to maintain their role as "MASTERS OF CULTURAL GENOCIDE IN THE BLACK AFRICAN STUDIES CURRICULUM."

African-American children in the classrooms of the U.S.A. must be told that the European and European-American despots who committed acts of wanton GENOCIDE of

1. On page 36; Tertullian and Cyprian were born in Carthage [Khart-Haddas], North Africa; Augustine was born in Numidia, North Africa; all of them were of African [BLACK] parents. See Augustine's CONFESSIONS; Y. ben-Jochannan's AFRICAN ORIGINS OF THE MAJOR "WESTERN RELIGION," Chapter I.

2. See J.M. McPherson's THE NEGRO'S CIVIL WAR; S.F. Yette's THE CHOICE; D.L. Hammond's ANTISLAVERY; J.A. Rogers' AFRICA'S GIFT TO AMERICA; S. Schonfield's THE NEGRO IN THE ARMED FORCES; and C.G. Woodson's THE NEGRO IN OUR HISTORY.

3. See J.H. Clark's "African Perspectives: Dimension...," etc. in FREEDOMWAYS, F/72.



every description imaginable on African people were the same slavers and colonialists that amassed untold fortunes they passed down to many of the "WHITE LIBERALS" who regulate, interpret, write, edit and produce most of what the children of the descendants of the African slaves owned by the ancestors of those from whom they must use as their only source of "AUTHORITY" on their "AFRICAN-AMERICAN EXPERIENCE" and "AFRICAN EXPERIENCE" that equally included the "CARIBBEAN ISLANDS." But the wealth accumulated from the blood, sweat, tears and graves of the African-American [BLACK] children's ancestors also passed down to many who teach BLACK PEOPLE in public, private and parochial sectors of elementary, high and college levels of education, also in the seminaries, throughout the United States of America, all other parts of North, Central and South America, Europe, Great Britain and the Caribbean Islands; all based upon what our ancestors's slavemasters' descendants decided are our own CULTURAL, RELIGIOUS, MORAL and HISTORICAL HERITAGE, also other aspects of our HERITAGE from pre-historic times to the present day, which they claimed it is their right to do - including their co-option of everything belonging to Africa and the African people needed to make "Western Civilization" the talk piece it is. All of said fortunes were also realized in the brutal demography of Africa during the slave trade and partition of Africa by the European and European-American imperialists and colonizers.<sup>1</sup> Yet all of the Africans and their slavemasters belonged to the same religions and sects there were at the beginning of the SLAVE TRADE from Africa to Arabia by the Arabs in the 7th century C.E. and the beginning of the SLAVE TRADE by the Europeans in the 16th century C.E. from Spain and Africa to parts of Europe, the British Isle, the Americas and the Caribbean Islands. From the SLAVEMASTERS in the Jewish Holy Torah (Old Testament), both Jews and non-Jews alike, to those of the late 19th century C.E. [Christians, Jews, etc.], neither was any better than the other so far as the AFRICAN SLAVES and their DESCENDANTS are concerned... at least those of us who are not afraid... "The Truth Shall Set You Free."<sup>2</sup>

[5] What are some of the answers to this AMERICAN DILEMMA? The "Dilemma" which Gunnar Myrdal<sup>3</sup> wrote about in his two volumes work of the same name is one in which he saw WHITE AMERICA's RACISM and RELIGIOUS BIGOTRY transcending Juda-

1. See Sir Edward Hertslett's THE MAP OF AFRICA BY TREATY; Parker T. Moon's IMPERIALISM AND WORLD POLITICS; Eric Williams' CAPITALISM AND SLAVERY.

2. See Gunnar Myrdal's THE AMERICAN DILEMMA.

3. Do you remember this from our "Judeo-Christian" teachings? It is our TRUTH now.

ism and Christianity, as he could not distinguish between a WHITE RACIST of the Christian faith from one of the Jewish faith... etc. Thus it is, if I had to arrange any foundation COURSE OUTLINE in African or Black Studies I would have to begin with the most ancient of mankind or man-like animals known to us today. This, of course, will place us squarely around the African Great Lakes [Mwanza,<sup>1</sup> Tanganyika and Malawi] where "ZINZANTHROPUS boise, ZIMBABWE [colonial "Rhodesia"<sup>2</sup>] MAN, BOSKOP MAN" and other fossil-human and humanoids were unearthed, examples of which appear on pages 40 and 41 following... [information, artist sketches and hypothetical maps on these fossils extracted from Y. ben-Jochannan's BLACK MAN OF THE NILE AND HIS FAMILY, Chapter II. "Prehistoric African Hominapiens," pages 73 - 88, where much more extensive details on this subject are given]. It was around this area, the "OLDUVAI GORGE of the NGORONGORO CRATER" in the eastern part of Central Africa, that Sir Charles Darwin's book - ORIGIN OF SPECIES and THE DESCENT OF MAN,... etc. claimed would be recognized as the original home of mankind, not the allegorical "GARDEN OF EDEN" at the Tigris and Euphrates river valleys we were led to believe in Judeo-Christian mythology written in the First Book Of Moses[GENESIS] of the Jewish and Christian Holy Bible or Holy Torah. Are the African-American children told these facts in their LESSON PLANS ON AFRICAN-AMERICAN HISTORY the UFTU teachers are to use in teaching them? NO! DEFINITELY NOT! Yet here, in East Africa, is where the true "GARDEN OF EDEN" has proven to be the original home of mankind hundreds of thousands of years before "ADAM AND EVE" according to the latest archaeological finds and data available to any and all educators. Here I would be very careful to point out how the proponents and exponents of the "SEMITIC" and "HAMITIC," also "INDO-EUROPEAN CAUCASIAN ARYAN," North and East Africa syndrome, in their NEGROPHOBIA, have been re-editing Africa's prehistory and history in order to remove their favorite "NEGROES SOUTH OF THE SAHARA" and "BANTUS" from the depths of said areas and replacing them with members of the "GREAT WHITE RACE" as the indigenous ancestors of said "NEGROES" and "BANTUS," thus abandoning their own indigenous origins at the foothills of the "CAUCASUS MOUNTAINS" between Europe and Asia. For the best example of this the African-American children should be shown pages 40 - 45 following. They should be taught to compare them

1. This lake was renamed "VICTORIA" by the colonialists from Great Britain in honour of one of the worst master of genocide in history - Queen Victoria of Great Britain.

2. Named after "CECIL RHODES," one of Victoria's master killers of colonial Africa.



# RECONSTRUCTION OF FOSSIL-MAN<sup>1</sup>



(Top) Reconstruction of Zinjanthropus boisei (African fossil-man)



Full figure attempt by

Maurice Wilson



(Top) A sculptured attempt at reconstructing Neanderthal man (European fossil-man).



(Bottom) Skull of Zinjanthropus boisei unearthed in Bed I of Olduvai Gorge, Tanganyika, by Dr's. L.S. & M. Leakey.



(Bottom) An attempt in paint. Both by Maurice Wilson.

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Note: Note the RACIST attempt to make the African fossil-man appear to be of "CAUCASIAN" or "SEMITIC" origin. Why was Zinjanthropus boisei not shown with the so-called "NEGROID" characteristics generally attributed to the so-called "BANTU", "NEGRO", or "AFRICAN SOUTH OF THE SAHARA" of Africa.



#### ETHNOGRAPHY OF AFRICA BEFORE 300 B.C. (continued)

The above map is extracted from Donald L. Wiedner, *A HISTORY OF AFRICA SOUTH OF THE SAHARA*, Vintage Book (Alfred A. Knopf, Inc., and Random House), New York, 1962. Note the stereotype attempt by this White Liberal Africanist AUTHORITY ON AFRICA AND AFRICAN PEOPLE to remove all of his "NEGROES" from North and East Africa. He has made the indigenous people of the East and North "CAUCASIAN;" even those of Northwest Africa. Wiedner followed the same RACIST pattern of M.D.W. Jeffreys' "NEGRO ENIGMA." By a few strokes of the pen and some artistic geography he was able to manipulate even the so-called "NEGRO NUBIANS" into full-blooded "CAUCASIAN" stock. All of the indigenous Africans of Ethiopia, Kenya, Uganda, Northeast Zaire [Congo or Kongo], Sudan, Egypt, Numidia, Libya, Morocco, Spanish Sahara, Mauritania [Mauritania], and even certain parts of the Senegal River basin, became "CAUCASIAN." It is to be carefully noted that even the "SEMITE" and "INDO-EUROPEAN" came out of Alkebulan [Africa]. What ever happened to the Garden of Eden at the Tigris and Euphrates rivers? Wiedner's NEGROPHOBIA even made him produce a NEGRO-LESS Congo, Nigeria, Ghana, Burundi, Cameroon, and Angola - all of these areas being given to the so-called "PYGMY." When one considers that this "AUTHORITY ON AFRICA" is dealing with a period no earlier than 300 B.C. the RACIST "HYPOTHESIS" becomes that much more meaningful; yet, he is no different to all of the other WHITE LIBERALS.





1. Among the many names Alkebu-lan [the "mother of mankind" or "garden of eden"] was called are the following: "ETHIOPIA, CORPHYE, ORTEGIA, LIBYA," and "AFRICA" -the latest of all. "ALKEBU-LAN" is the oldest, and the only one of indigenous origin. It was used by the Moors, Nubians, Numidians, Khart-Haddans [Carthaginians] and Ethiopians. "AFRICA," the current misnomer adopted by almost everyone today, was given to this continent by the ancient Greeks and Romans.

#### KEY TO MAP

1] Nile Valley African; 2] South bound African; 3] West bound African. Note that the dotted circle area is locate around the same vicinity of the OLDUVAI GORGE in Tanzania [Tanganyika], which has been so far proven to be mankind's oldest home - a kind of true "GARDEN OF EDEN." *Zinjanthropus boisei*, 1,750,000 + years old, shown on pp. 40 - 41 of this chapter, was unearthed at this area of East Alkebu-lan. The above map is a pictorial hypothetical illustration of the author of this volume "BELIEF" [not proof] of how the earliest people of Alkebu-lan migrated all over their original continent and spread out to other lands of the planet EARTH. This HYPOTHETICAL MAP was developed by the author in 1960 C.E. [or A.D.] for and exhibit in Ghana, West Africa.

# MAP Of AFRICA.

1688 A.D.



**A**FRICA, by the Ancients, was called *Olympia, Nigritia, Omania, Cyria, Aemania, Origia, and Aethiopia*. By the Greeks and Romans, *Lybia* and *Africa*. By the *Arabians* and *Afric, Alabaia*.

**Note:** The European colonialists, from the 15th through 19th century, U.S., refused to accept their ignorance of Africa's interior and made all sorts of maps with waterways, mountains, nations and peoples which did not exist on the continent.



with Professor Dr. J. Desmond Clark's RACIST "Conjecture" on pages 105 and 106 of this volume, a "Conjecture" which I will deal with in much more details later.

The second step I would take is to show the African-American children the directions of African migration from the area of the Great Lakes and points further south to all other areas of the continent. This could be best cited on pages 42 - 44 following, all of which are particularly detailed in my book - BLACK MAN OF THE NILE AND HIS FAMILY [already mentioned above]. I would also compare Dr. Churchward's and my hypothetical maps on pages 43 and 44 against that of Dr. Wiedner's on page 43 to see the proof of how WHITE RACISM can, and does, affect BLACK STUDIES and AFRICAN STUDIES courses and departments in the various schools, and other institutions of higher learning, that perpetuate BLACK CULTURAL GENOCIDE throughout the United States of America and its colonies in the Caribbean Sea and Pacific Ocean. But Dr. Wiedner's works are still commonly required in HISTORY courses designed for African-American children by BLACK EDUCATORS, whereas Dr. Churchward's and my works are at best elective materials not permitted for the same courses, that is, if they are allowed in the school or college building at all. For works such as mine are usually BANNED BECAUSE OF THEIR RACIST CONTENTS" - the general excuse made by WHITE LIBERAL AFRICANISTS that control BLACK and AFRICAN STUDIES CURRICULUM in order to support their rejection of my work, and to frighten the BLACK EDUCATORS who may want to use them. Certainly the "AUTHORITY" who has to approve my works with respect to what is RIGHT and WRONG in them for teaching the African-American children is generally a "White Liberal Africanist" like Dr. Wiedner or Dr. J. Desmond Clark.

One must take note of the fact that Dr. Wiedner<sup>1</sup> interprets Africa's history and High-Cultures [civilizations] at one of America's major institutions of Higher Learning where African-American children and others will go after they have completed their studies from teachers who have been teaching them from the LESSON PLANS ON AFRICAN-AMERICAN HISTORY. What he is in fact warning them in his hypothesis, however, is that he concurs with the "LESSON PLANS" examples on pages 39a through 41, and more; that the "JEWS"; his "CAUCASIANS," were never BLACK, COLORED or NEGRO, not even African like those Africans we still find all over North, South, East, West and Central Africa, the West Indies [Caribbean Islands] and the Americas - the United States of America specifically.

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1. Donald L. Wiedner, A HISTORY OF AFRICA SOUTH OF THE SAHARA... , etc.

He even removed his fellow "White Liberal Africanists" favorite "NEGROES OF NUBIA," which so many of his colleagues wrote about in millions of volumes presently standing on library shelves of thousands of colleges and universities throughout the United States of America, Great Britain and Europe; even in Africa, South and Central America and the Caribbean Islands. But, is the good doctor Wiedner saying that the late Professor... Doctor James Henry Breasted, who started America's study of anthropology and related fields at the University of Chicago, was LYING when he too attributed "NEGROES" to Nubia and Egypt during the same period he excluded them from even existing at all in that part of the continent of Africa? Or that Gaston Maspero, Sir Ernest A. Wallis Budge, Gerald K. Massey, Albert Churchward, Jean Champollion-Figeac [the first European to decipher certain Egyptian and other Nile Valley African hieroglyphics in the latter part of the 19th century C.E.], Count C.F. Volney, Baron Viviant Denon and countless other Europeans and European-Americans that preceded him... whose works he too MUST copy and interpret... were indeed telling WHITE LIES, or at least GROSSLY MISTAKEN, when they attributed "NEGROES" to Nubia and Egypt during the same period in question; and that even Herodotus - "The father of [European] history," who wrote the following in ca. 450 B.C.E. about the indigenous Africans of North and Northeast Africa:

"THE COLCHIANS,<sup>1</sup> ETHIOPIANS AND EGYPTIANS<sup>2</sup> HAVE THICK LIPS, BROAD NOSE, WOOLLY HAIR, AND THEY ARE BURNT OF SKIN..."

was also in total error?

I would compare Dr. Wiedner's, Dr. Churchward's and ben-Jochannan's maps with other maps by other Europeans and European-Americans of the 17th and 18th centuries C.E. along with those being produced now during the 20th century C.E. in order to allow African-American children in the United Federation of Teachers classrooms, and Black Educators, to see how much WHITE RACISM and WHITE RACIALISM have changed facts into total distortions which certain academicians prefer to call "CONJECTURE" and/or "HYPOTHESIS" to prove the "INFERIORITY OF THE NEGROES," and in some cases the NON-EXISTENCE OF NEGROES [even] AT THE SOUTHERN TIP OF AFRICA, CENTRAL-EAST

1. Colchis was a BLACK nation with BLACK PEOPLE around where modern Israel is presently located.

2. It is quite significant that Herodotus found not reason whatsoever to make any racial distinction between the so-called "NEGROES OF NUBIA" and their fellow African neighbours at the North - EGYPTIANS and those to the South - ETHIOPIANS like the so-called White Liberal Africanist historians and egyptologists of Wiedner's and Clark's vintage.

AFRICA and ALL OF NORTH AFRICA. And I would certainly tell them that all of this add up to the planned "CULTURAL GENOCIDE" of the African-Americans and their African heritage by so-called "RESPONSIBLE WHITE LIBERAL AFRICANIST" HISTORIANS, ANTHROPOLOGISTS, ARCHAEOLOGISTS, PALAEONTOLOGISTS and a host of other IANS, ISTS and their COLORED and NEGRO understudies whose main objective is the further perpetuation of the myth that the so-called "CAUCASIAN INDO-EUROPEAN SEMITIC ARYAN - "the Great White Race" are THE ONLY CHOSEN OF GOD TO RULE AND LEAD ALL OTHER RACES..." Amen. The students - BLACK, WHITE, YELLOW, BROWN, and even RAINBOW or TECHNICOLOR if such there are, would be shown that the only difference between the older works like that of Dr. Churchward and the newer ones like ben-Jochannan's is the use of the word "NEGRO" [created by a figment of Portuguese mentality around the 16th or 17th century C.E. when they also manufactured "NEGROLAND" shown on page 33] and "AFRICAN" [the resulting confusion of the Greeks and Romans of the 4th and 5th centuries B.C.E. - shown on page 136. I will further tell them that neither Dr. Churchward nor ben-Jochannan placed the arrival of the so-called "HYKSOS SEMITES" or "SHEPHERD KINGS OF BEDUINA" in Ta-Merry [Kimit, Saia, Egypt, etc.] around ca. 1675 B.C.E. as a period when there were no "NEGROES" in that area of ALKEBU-LAN [Africa, Ortygia, Hesperia, etc.], "NEGROES" being another RACIST term for North Africans of the type described by Herodotus, Flavius, Polybius and countless others before the turn of the "Christian Era" - C.E. [A.D.] from B.C.E. Of course during this period there were no "JEWS", thus no HOLY TORAH [Old Testament] of Jehovah was in existence anywhere in the entire world; at least not by these names. Here I would emphasize to all of the children that there were all over North and East Africa during, before and after this same period the so-called "NEGROES" like those represented in the following pictures on pages 56 through 58, all of which I would use to show have very common characteristics like all of the ethnic groupings of "AMERICAN" children there are all over the United States of America and its colonies in the Caribbean Sea and the Pacific Ocean. Yet, none of this information they would know exist by virtue of the present "LESSON PLANS ON AFRICAN-AMERICAN HISTORY" being used by Albert Shanker's UFT's educators - including BLACK TEACHERS - who apparently do not know that such pictures were available, and have been available for centuries, some of which appear on pages 56 through 58 following. Lastly, but in this same context, I would most certainly remind the children, all of them - regardless of color, religion, sex, national origin, etc. - that one

of Europe's greatest scholar of all times - Count C. F. Volney - in 1799 C.E., after having seen the greatness of the African contributions to the world along the banks of the Nile River, noted the special physical characteristics of the African people I am referring to in his own words he wrote on page 27 of his book - RUINS OF EMPIRE, which I have taken the liberty of extracting and reproduced below:

"THERE A PEOPLE NOW FORGOTTEN DISCOVERED WHILE OTHERS WERE YET BARBARIANS, THE ELEMENTS OF THE ARTS AND SCIENCES. A RACE OF MEN NOW REJECTED FOR THEIR SABLE SKIN AND FRIZZLED HAIR, FOUNDED ON THE STUDY OF THE LAWS OF NATURE THOSE CIVIL AND RELIGIOUS SYSTEMS WHICH STILL GOVERN THE UNIVERSE."

For a chronological listing of the dates and events in the history of the so-called "NEGROES" in Egyptian, Ethiopian and other Nile Valley High-Cultures (civilizations) from predynastic to dynastic periods Count Volney referred to. See my BLACK MAN OF THE NILE AND HIS FAMILY (1972 revised and enlarged edition), Chapter IV: "Another Look At Nubia, Mesos, Egypt, Ethiopia...," etc., pp. 114 - 250, equally the very extensive bibliographical references therein.

[6] I have elected to begin this very critical and most controversial area of AFRICAN or BLACK STUDIES. First of all; let me ask if BLACK and/or AFRICAN STUDIES courses deal with FACTS or the INTERPRETATIONS of said "FACTS?" This, of course, is not overlooking the FACT that it is ridiculous to separate "AFRICAN STUDIES" from "BLACK STUDIES" as most of us so-called "BLACK EDUCATORS" have already done to satisfy the fears of our "WHITE LIBERAL AFRICANIST COLLEAGUES" and "BENEFACTORS." Such a separation is equal to studying about all of the essentials of a BLACK SHEEP in one department as its whole; whereas, its SKIN alone is studied in another department with no related contact to the former as the entire BLACK SHEEP. But why should this fact be that critical? Because it is the "INTERPRETATION OF FACTS" which gives the evidence of "TRUTH" meaning. And "TRUTH" varies as much as there are interests to be served. In this sense it will be silly indeed to expect the Pope of the Roman Catholic Church in Rome to analyze the TRUTH and REALITY of Jesus Christ of Nazareth's "VIRGIN BIRTH" to be accepted by the Grand Rabbi of Israel. It should, and is, equally the same for any WHITE Jew or Christian "EDUCATOR" or "TEACHER" within the United States of America's school systems [public, private or parochial] to write an "AUTHORITATIVE" analysis on an impartial basis about African-American [BLACK] People's Experience during, before,



Left: Pharaoh Akhenaten or Amen-hotep IV, the "FIRST CHRIST" whom many have also called "THE FATHER OF THE TRINITARIAN CONCEPT." Note the so-called "NEGROID CHARACTERISTICS" of this African that were, and still are, common in most Africans today.

Right: Pharaoh Djoser's (Ser or Cef) statue: a tribute to the so-called "NEGROID CHARACTERISTICS" of the Nile Valley Africans. The pharaoh, who commissioned the renowned African architect, Imhotep, to design and build the "WORLD'S FIRST BUILDING OF STONE"—the Step Pyramid at Sakkara (Saqqara).



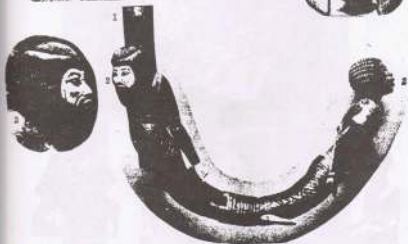
See other pictures and statues of the Africans shown above in other chapters of this volume for contrast with the so-called "NEGROES" of Nubia and those called "BANTUS," etc., in the southern limits of the continent of Afkebu-lan.



Right: A "TYPICAL" African of the type commonly found all along the Nile Valley (Blue and White) to the present day, 1972).



Left: Pharaoh Neb-Maat-Ra, mighty ruler and builder of the the 17th Pyramid.



Handle of Pharaoh Tut-ankh-Amon's WALKING STICK

1 Ceremonial staff or Walking Stick with curved end (turned upside-down) used by Pharaoh Tut-ankh-Amen of the XVIIIth Dynasty, c. 7 - 1349 B.C.E., in official state functions. On the left of the curve is a "... BEARDED SEMITE..." at the right a "... NEGRO." Note that these men were both "... PRISONERS." The insert at the extreme left is an enlarged image of the profile of the "SEMITE" or "SYRIAN PRISONER;" the "NEGRO" or "NUBIAN PRISONER" is at the right. The Walking Stick was stolen from the tomb of Pharaoh Tut-ankh-Amen and kept in the Cairo Museum, Cairo, Egypt (Ta-Merry, Alkebu-lan or Africa).

2. The same comparison made between the "SEMITE" and the "NEGRO" above is also applicable to all of the Pharaohs of Ta-Merry prior to the arrival of the so-called "HYKSOS SEMITES" from Asia around c. 1675 B.C.E. (XVth Dynasty); this being equally true for the so-called "INDO-EUROPEAN ARYANS" from Persia in c. 525 B.C.E. (XXVIth Dynasty), and the Macedonian-Greeks who followed the Persians in c. 332 B.C.E. (the so-called "XXXIth Dynasty). If this is not true,



Sketch of the Head of A Royal Egyptian  
(C.V. White Coll.)



Bronze Statue of IMHOTEP  
(Paris Museum Coll.)



Sketch of Pharaoh AMENHOTEP III  
(Berlin Museum Coll.)



Pharaoh AMENHOTEP III  
XIIIth Dynasty  
(Cairo Museum)

then, what is the so-called "RACIAL AFFECTION" between Pharaoh Djeser and the Nubian ("NEGRO") and Assyrian ("SEMITIC") shown on the preceding page of this volume [sculptor's model of Pharaoh Tjeser, Metropolitan Museum of Art, New York City, New York]? The same must certainly hold true for countless other Pharaohs of Te-Merry and Te-Nehisi, including those shown on other pages before.



ISIS and the Infant HORUS,  
BLACK MADONNA & CHILD  
(F.W. Petrie Coll.)

along with the others on the following pages, all of whom may not have had "THICK LIPS" and "FLAT" or "BROAD NOSE" these being the attributes which every African is expected to have to be a "NEGRO" according to the RACIST teachings in WHITE STUDIES courses which every student in public and private schools (secular and religious) must take.





GREAT SPHINX OF GHIZEH<sup>1</sup>

<sup>1</sup>Showing its original Nile Valley African facial characteristics as it appeared to Baron Viviant Denon, who drew this picture, before its face was marred in 1798 C.E. This statue, the world's largest, was built by the indigenous Africans of the Nile Valley more than five hundred (500) years before the "HYKSOS SEMITES" and one thousand nine-hundred (1,900) years before the "MACEDONIAN-GREEK CAUCASIANS" arrival in Ta-Merry (Egypt). Note that it was constructed out of extremely large stones, at a period or at least 1,140 years before the arrival of the first Haribu, Abraham, and his family in Ta-Merry, North Africa, about c. 1640 B.C.E., and many hundreds of years more before the "EXODUS OF THE ISRAELITES" allegedly took place in c. 1296 to 1232 B.C.E., which was after the Haribu ("Jews") were supposed to have "...BUILT THE PYRAMIDS OUT OF BRICKS MADE FROM MUD AND STRAW..." etc. Strangely enough the building of pyramids out of STRAW AND MUD BRICKS was discontinued in Ta-Merry before the arrival of the Haribu to Africa by hundreds of years.

In the final analysis, all of the four Pharaohs of the "GREAT PYRAMID AGE" show similar facial characteristics to the type of Nile Valley Africans Herodotus described: "...THICK LIPS, BROAD NOSE, WOOLLY HAIR..." etc. Only one, the Asian or "SEMITIC" one of the previous pages, is not also "BURN'T SKINNED." [Herodotus' HISTORIES, Book II, c. 450 to 457 B.C.E.; W. Amistead, A TRIBUTE TO THE NEGRO, London, 1845; F. W. Snowden, BLACKS IN ANTIQUITY: A GRECO-ROMAN EXPERIENCE, Cambridge, Mass., 1970; Y. ben-Jochannan, AFRICA: MOTHER OF "WESTERN CIVILIZATION," New York, 1971; J. A. Rogers, WORLD'S GREAT MEN OF COLOR, New York, 1945; G.C.M. James, STOLEN LEGACY, New York, 1954; J. J. Jackson, INTRODUCTION TO AFRICAN CIVILIZATION, New York, 1970; E. M. Sandford, THE MEDITERRANEAN WORLD, New York, 1934].



The scene above is from a painting in TOMB 63 of Te-Merry (Egypt). Like many others on the wall, it shows Assyrian (Syrian) subjects and tribute-bearers bringing quiver, vessels, ointment, and other material goods for the African Pharaoh. Note one of the gifts is a little child; probably a "SEMITIC!"

The wall-painting above would be designated one of 'NEGRO SLAVES FROM NUBIA PAYING TRIBUTE TO THEIR EGYPTIAN RULER' if the people were Nubians. Since the people are designated "SEMITIC," the nomenclature - "SLAVES" - does not apply. Why is this so? The answer, RACISM and RELIGIOUS BIGOTRY.



Pharaoh Amen-ophis III,  
father of  
Pharaoh Akhenaten



Queen Tiye  
mother of  
Pharaoh Akhenaten

[see pages 50, 52 and 61 for Pharaoh Akhenaten]



daughter of  
Pharaoh Akhenaten



Pharaoh  
Ra-mes-in Amen-tarit  
ca. 100 B.C.E.  
Nubian



Queen Nefertiti  
wife of  
Pharaoh Akhenaten  
[Amen-hotep IV]



Pharaoh Tek-Amen  
ca. 30 B.C.E.  
Nubian

All of the above personalities of Ta-Merry [Egypt, Kimit, etc.] and Ta-Nehisi [Zeti, Nubia, etc.] are generally shown in their Greco-Roman versions by European and European-American sculptors and artists to appear very much different than the originals shown above. It is to be noted that there are numerous of these and others which have been painted and sculpted in various periods to suit the artists and sculptors projection of the ruling group. The indigenous Nile Valley Africans and those of the Great Lakes Regions of Central-East Africa made their personalities up until the XVIIIth Dynasty to look like any African-American of the Harlems of the United States of America; foreign invaders from this point on also made their numbers who became rulers of Egypt and Nubia in their own likeness - "IMAGE," thus the conflicting differences in certain paintings and statues in displays - private and public.

or after, the infamous SLAVE TRADE ACROSS THE MIDDLE PASSAGE [the Atlantic Ocean and the Caribbean Sea] and the "PHYSICAL GENOCIDE" of the slave plantations owners; neither is it possible for the same WHITES to explain said BLACK EXPERIENCE to the African-American children - the descendants of said slaves who read the biographies and auto-biographies of Booker T. Washington, Cinqe, Nat Turner, Denmark Vessey and others; nor to the satisfaction of those who are experiencing the WHITE RACIST and BIGOTED RELIGIOUS Judaeo-Christian concepts of...

"THE AMERICAN WAY OF LIFE" [and] "THE AMERICAN DREAM..." is the land where African-Americans call "HOME." For in neither case can the SLAVE-OWNERS or SLAVES' descendants free themselves from all of the prejudices that eminated from the TABOOS and RACIST DOGMAS, equally the RELIGIOUS BIGOTRY, that became the moral foundation of the United States of America. The same holds true for the African-Americans who dared to write or teach "UNBILLY" about their African ancestors' European-American slavemasters' descendants.

It would seem to me that a straight forward approach is needed for the problems of the BLACK EDUCATOR, particularly in the area of what he or she teaches BLACK CHILDREN and ADULTS about their African heritage. For the BLACK EDUCATOR must be able to deal with all forms of RACISM and RELIGIOUS BIGOTRY. No group should be a "SACRED COW" or "KOSHER BAGLE" that is totally free from critical analysis as to how they affect, or affected, the BLACK COMMUNITIES [not "ghettos"] in the United States of America and elsewhere. The BLACK EDUCATOR must be free to criticize and question ANYONE, ANYTHING, ANYTIME. He or she [the black educator] is the only person capable of achieving the "TRUE KNOWLEDGE" about what it is to be BLACK or AFRICAN-AMERICAN. For there is not a single WHITE man, woman or child, living or dead, who knows what it is to be "BLACK." Thus, THE FINAL AUTHORITY ON BLACKNESS can only come from the BLACK EDUCATOR. This does not in any manner suggest that ANY BLACK PERSON is to be taken as an "AUTHORITY" ON BLACK PEOPLE'S HISTORY AND HERITAGE no more so than ANY WHITE PERSON is taken from the street corner of "WHITE AMERICA" and made an "AUTHORITY IN WHITE STUDIES", which all of us: BLACK, WHITE, COLORED, RED, NEGRO, YELLOW, BROWN and whatever else there may be in colors or races MUST learn the very first day we enter WHITE, BLACK, YELLOW or RED ["Indian"] schools, temples, churches, mosques and synagogues. Because of this latter reason we can still easily notice that "WHITE STUDIES" are not separated from

European and European-American history and heritage no more so than are American [WHITE] Studies separated from British [WHITE] Colonial history and heritage. Unfortunately since most of us BLACK EDUCATORS are African-Americans in physical appearance only, but Europeans and European-Americans in training, culture, morals, ethics and all other behavioral patterns, and of course without a doubt "ANGLO-SAXON CHRISTIAN PROTESTANT" or "ROMAN CATHOLIC" - with a few splatterings of "JEWS" and "MUSLIMS" here and there, we are unable to recognize this. Thus we THINK and ACT as the slavemasters' children, and WORSHIP all that they have established for their children's continued rule over our mind, body and soul. And, thus very few of us are willing to THINK and ACT in terms of the reality of "RACE, CULTURE, RELIGION" and "ETHNIC PRIDE" as do all "ghettorized" WHITE Americans of the various tribes that originally came from Europe and Great Britain and transplanted themselves on the so-called "RED MAN'S" continent after exterminating him and his GOD, forgetting very carefully that the "RED MAN'S GOD...GAVE HIM THIS CHOSEN LAND FOR HIS CHOSEN PEOPLE..." etc. equally as Jehovah allegedly "...GAVE ISRAEL TO THE JEWS..." and some other GOD - "GAVE EUROPE TO THE WHITE MAN." This we should readily understand before we too point out to our young BLACK brothers and sisters what happened to their own ancestors in their enslavement by others, and to others their own ancestors equally enslaved. This we must understand when we explain to them the possibility and logic of how one WHITE cowboy could have killed one thousand [1,000] "RED MEN, WOMEN AND CHILDREN" (wild Indians) with a limitless number of bullets fired from one [1] loading of one ordinary SIX [6] SHOOTER revolver or hand gun. Needless it is to say that our attitude about the so-called "SAVAGE INDIANS" is hardly any different now than it was when African-Americans volunteered for service in the United States of America's Cavalry and hunted the "RED MAN" and his family with the self-proclaimed WHITE MASTER in his attempt at totally EXTERMINATING the "RED MAN" from the land HIS GOD GAVE HIM thousands upon thousands of years before the WHITE MAN'S GOD [Jehovah or Jesus Christ] brought him to the "Western World" as the "MASTERS OF GENOCIDE." We should tell African-American children about this ruthless part of our heritage we suffered, and let them know that we too must atone for this wanton wrong-doing in which we joined our slavemasters in perpetuating to this very day in the Armed Forces of the United States of America - as we continue carrying out the dictates of the "COMMISSIONER FOR INDIAN AFFAIRS" against the "RED MAN'S" descendants. These same acts we have committed in the Caribbean Islands, Central

America, South America and North America. Who else can "TELL IT LIKE IT IS" but the BLACK EDUCATORS? And, who else MUST?

This introduction, if such we MUST label it, should open our eyes and mind to the following highlights which I have found to be of most disturbing significance to my professional colleagues - not with-standing RACE, CREED, COLOR, SEX and whatever else it takes to make educational divisions in the United States of America.

[7] "WHITE LIES, BLACK SHEEP, BIG BLACK SIN" and "NEAR WHITES!" He was the "BLACK MOSES"<sup>1</sup> is the common European-American EDUCATOR's comment about one of the African-Americans greatest historical figure of the "Western World" - the late Honourable Marcus Moxiah Garvey, founder and first President-General of the Universal Negro<sup>2</sup> Improvement Association [U.N.I.A.]. The same is said about Harriet Tubman on page 41 of the UFTU's "LESSON PLANS ON AFRICAN AMERICAN HISTORY."

Seemingly HARMLESS, and apparently PRAISEWORTHY, the possibility of one being any kind of a "MOSES" of the Judeo-Christian-Muslim religious experience should be welcomed by all of us African-Americans - muchless BLACK EDUCATORS of BLACK and AFRICAN STUDIES departments; I suppose. But is it as HARMLESS and PRAISEWORTHY as it appears to the naked eyes? WHO told the creator of this title that the original "Moses" was not "BLACK?" However - if Moses was in fact BLACK, then there would have been no need to prefix the name "MOSES" with the word "BLACK" when referring to Marcus Garvey or Harriet Tubman because both of them were equally "BLACK" - Africans like Moses. Never the less the presumption, consciously or unconsciously, is that the color of Moses' skin must have been something other than "BLACK."

The above RACIST title goes much further than presently analyzed. It implies that there were, and are, "NO BLACK JEWS" other than the converted Sammy Davis - who is always shown to the public whenever "NEGRO" or "COLORED JEWS" are needed during anti-Semitic and anti-Negro CONFRONTATIONS. It also implies that "MOSES," an African of Egyptian birth and heritage, was not like all of the other Africans of that area of North and East Afri-

1. See David Croson's book - BLACK MOSES, ...etc.

2. Garvey opposed using the word "NEGRO" in the name of the organization's title. However, at this period in time Africa-America was not ready to return to the common use of the word "AFRICAN" which to some extent today a number of so-called BLACK EDUCATORS equally fear, and instead use "AFRO" - as if there is an "O" in the word AFRICA. The members of the UNIA over-ruled Garvey at the convention and the word "NEGRO" was adopted, much to Garvey's dismay.

ca...like those presented on pages 50 through 56 of this volume. This type of NEGRO-PHOBIA, RACISM and RELIGIOUS BIGOTRY certainly brings us face to face with the so-called "SEMITIC PEOPLE OF NORTH AFRICA" syndrome by the Seligmans, Wiedners, Breasteds and others of their vintage of "WHITE LIBERAL AFRICANIST HISTORIANS and EGYPTOLOGISTS who removed every vestige of their "NEGROES" and "BANTUS" from North and East Africa's ancient predynastic and dynastic history and replaced them with "CAUCASIANS, AFRO-ASIATICS, SEMITES" and "HAMITES." This we can best observe in the following article on pages 61 and 62 of this volume, which I have extracted in its full context from the NEW YORK TIMES, January 8, 1972, written by Donald Janson under the title - "Carvings Give Nefertiti Big Role." The same kind of RACISM and RELIGIOUS BIGOTRY also appears in the article from the NEW YORK POST, Wednesday, January, 26, 1972 by Steve Harvey - titled "Nefertiti Ruled In Her Digs," already shown on page 3 of this volume.

The RACIST and BIGOTED RELIGIOUS impudence of the so-called "White Liberal" or Orthodox Africanist historians and egyptologists in the above cases cited are also displayed by European-American writers of the Jewish faith who copied works from hundreds of years before Cronon wrote his "BLACK MOSES;"<sup>4</sup> this we can best observe as we reflect a bit on page 23 of this volume. Thus we find some of them interjecting the same type of venom all over the SECOND BOOK OF MOSES - otherwise known as "Exodus." They made Moses adversary "BAD, WICKED, UNGODLY, SLAVEMASTER, INHUMAN" and whatever else they wanted him to be. Of course "MOSES," the "Super Star" that preceded Jesus Christ by hundreds of years, allegedly "...A JEW..." who was equally an African of Egypt - "AN EGYPTIAN, had a name. But these "INSPIRED SCRIBES OF GOD" who wrote the BOOK OF EXODUS...[Second Book Of Moses]...were so much bigotted that they could not even remember to list the name of the "PHARAOH" or "WICKED RULER" [King, etc.] in this story - MOSES AND THE PASSOVER.

One of the major taboos of this story which I must emphasize once again is the matter of Moses' COLOUR, which was not mentioned any where in the entire "HOLY TORAH [Old Testament or Five Books of Moses]. Moreover, the only identification dealing with Moses' physical description was his "EGYPTIAN" origin, an AFRICAN; thus we have in EXODUS, Chapter II, Verses 15 - 22 his identification by the woman who was later on to become one of his numerous wives - ZEPORAH.

# Carvings Give Nefertiti Big Role

By DONALD SMITH

Special to The New York Times

PHILADELPHIA, Jan. 6 — History has short-changed Queen Nefertiti of ancient Egypt's Golden Age by stressing only her beauty. Ray Winfield Smith, an archeologist, believes.

The young queen may well have wielded the major religious, political and economic power of the day, he said in an interview.

It is, the usually Nefertiti was influential in establishing what was probably the world's first, single-god religion, the worship of the sun disk Aten.

She may also have guided a change to greater naturalism in Egyptian art.

Both developments of the mid-18th century B.C. have been attributed to her husband, the eccentric King Akhenaten (or Echnaton). But Mr. Smith said his studies in Egypt for the last five years point to a far larger role for Nefertiti than ever before accorded her.

She may not only have been the brains in the family, he said, but may also have done without the aid of the king in rearing their six daughters.

## Carvings Analyzed

Mr. Smith based his observations on his analysis of carvings of some 35,000 stones of a temple to Aten that the youthful pharaoh had built at Karnak in the Egyptian capital of Thebes early in his 17th year.

The archeologist, a research associate at the University Museum of the University of Pennsylvania here, headed a team that has used photographs and computers to reconstruct in pictures enough of the temple's scattered sandstone wall blocks as to see and study in proper relationship to each other rather than in fragments. Some of the project include the museum, the Smithsonian Institution, and the Department of Antiquities of the United Arab Republic.

The temple was raised by a successor of Akhenaten after it stood for only two decades. The Smith team found individual blocks in museums and in private hands throughout Europe and in the United States. Many others had been picked up by scavengers in scrap yards and at landfills and in Karnak or in the open at El-Amarna, the monument built in his 17th year.



University of Pennsylvania

Reconstruction of wall at Karnak Temple, using the few available sandstone blocks, shows two figures—both Nefertiti—making an offering to Aten, sun disk god.



Queen Nefertiti

Since the destruction of the temple, many of them had been used as building stones and as foundations and in Karnak or in the open at El-Amarna, the monument built in his 17th year.

Others by rulers who did not share Akhenaten's monotheistic view of religion.

## Massive Jigsaw Puzzle

Mr. Smith, just back from Egypt to publish a book on his findings, said the 35,000 pieces of the massive jigsaw puzzle he team put together amounted in only 15 per cent of the original structure but enough to establish Nefertiti's preeminence in her day.

Images of the queen rather than the king dominated the temple carvings. An entire courtyard was devoted exclusively to her. Never before had a temple in the country's capital so emphasized a woman over the king, Mr. Smith said.

A century earlier a queen had ruled Egypt, but she (Cleopatra) disguised her sex by calling herself the king and wearing a beard. Nefertiti, whose name means "the beautiful one has come" remained her femininity.

Each Egyptian king was a god as well as secular ruler, but the temple drawings showed that Nefertiti matched her husband in religious stature. She was revered as a goddess. Depictions of the holiest of ritualistic ceremonies of the time, the offering of a treasured object to Aten, show twice as many gold statues of Nefertiti used in the ceremonies as statues of her husband.

Egyptians addressed prayers to Nefertiti. No other queen, Mr. Smith said, was accorded divinity while her husband lived. The leftness of her rule, he said, was not known before the pieces of the temple puzzle were put together.

## Additional Evidence

Mr. Smith said supplementary evidence of Nefertiti's standing can be found at Tell el-Amarna, 340 miles down the Nile from Thebes, where Akhenaten built a new capital. An inscription on a stone boundary panel reports that the queen had an idea of her own about building the city. Never before in Egyptian history, the archeologist said, had there been a recorded occasion that a queen expressed ideas different from those of her husband.

Mr. Smith said his interpretation of the evidence was that the tributes to Nefertiti at Karnak were not the result of the initiative of an adoring husband but flowed from her own dominant personality.

He noted that existing literature gives the revolutionary god-king credit for the religious and cultural innovations of the day and for a powerful personality and intellect. But he said this was done without proof.

He pointed out that Egypt and many of Akhenaten's followers at the temple believed in a "physical monotheism," with a long narrow face, black hair, and a long, thin neck. The temple carvings show that the queen had a more developed, with long, thick thighs and widely legs, apparently the result of glaucoma.

## Syndrome Cited

Persons born with such a syndrome, he said, are not likely to be particularly intelligent and tend to be easily influenced. He believes Nefertiti held strong sway over him and her subjects from the time they married as teenagers till the young Pharaoh died in his 35th after a reign of 17 years.



In wall carvings the six princesses were almost always shown with their mother. Mr. Smith said it would have been customary to show them with the king aunt of the time if he had been the predominant figure. Historians have credited him with being.

He said that because some people with Akhenaten's physical abnormalities are sterile, there has been speculation that others sired the children attributed to him.

No matter how forceful her personality, Mr. Smith said, Nefertiti had no desire to embarrass her husband. When pic-

tured together on stones of the temple "she always brought up the rear."

#### Smile Power Rare

"Whatever power she wielded was probably wielded subtly," he said.

The influence of mother was strong enough to perpetuate monothism much beyond their reign. The previous proliferation of gods returned to favor under succeeding pharaohs. The Aten temple was razed and its pictorial instances to the history of the day was hidden from view.

None of the temple building

blocks will be turned up, Mr. Smith said, but never enough for a physical reconstruction of the vast structure.

Nevertheless, he said, researchers will henceforth have his team's large pictorial panels, some incorporating as many as 10 stone blocks, available for study instead of separate individual stones that showed only part of the picture.

Mr. Smith reported on how computers were used to put the panels together in a 1970 article in National Geographic. Many of the integrated panels and his analysis of the stories they tell will be contained in his forthcoming book.

One should readily understand why the article above is of such major importance to the understanding of who WERE the "AFRICAN PEOPLE" of the PAST, are of the PRESENT, and of the FUTURE. For we are certain to find that the Africans who WERE, ARE, and WILL BE, indigenous of the continent the Romans and Greeks renamed "AFRICA" did not in the PAST, do not NOW, nor will they EVER, have "NEGRO" or "NEGROID CHARACTERISTICS." This fact equally applied to our illustrious deceased brother Pharaoh Amenhotep IV [Akhenaten]. But "THICK LIPS, BROAD NOSE, WOOLLY HAIR" and "BURNT SKIN" have never separated the indigenous Africans before European and European-American "scholars" and "academicians" created the term "RACE." Pharaoh Akhenaten was in no sense different "RACIALLY" than the other Africans South to North or East to West in Alkebu-lan [Africa]. Their FACIAL TYPES are as common in one area as they are in any other. Hopefully "WHITE RACISM" will never be added to the already herculean tasks the African people face in their reconstruction from the "RACISM" and "RELIGIOUS BIGOTRY" of Judaeo-Christian colonialism and imperialism, both having arrived in Africa with the so-called "CHRISTIAN MISSIONARIES" who aided in the "PARTITION OF AFRICA" and the "ENSLAVEMENT OF THE AFRICAN PEOPLE" from the epoch of Reverend Bartolome de LasCassa in ca. 1503 or 1504 C.E.

We need to reexamine the pictures of our deceased brothers... Pharaoh Djoser and Pharaoh Akhenaten on page 50 and compare them with others shown throughout Citation [6]. We will notice that all of these Africans ["negroes" or "negroids"] were equally "ABNORMAL" from the point of reference of the above "Authority On Egypt" conjecture. On page 50 the "NEGROID" decrease - the alleged "ABNORMALITY" which Pharaoh Akhenaten had - can be best observed in its much more advanced stage in the face of Pharaoh Djoser. On many other pages the "ABNORMALITY" has definitely reached EPIDEMIC proportion.... THICK LIPS, BROAD NOSE, WOOLLY HAIR, and BURNT SKIN have infected all of the indigenous Africans of all of the Nile Valley [BLUE and WHITE] High-Cultures - from Uganda to Egypt.

Here we are dealing with one of the most basic stories of Judaism in Alkebu-lan (Africa); about African (BLACK or "NEGRO") people - "MOSES" and "PHARAOH RAMESES II"; an African story that became crucially important in the foundation of Judaism, Christianity, Islam, and many other religious offshoots of these three religions; a story that became part of the foundation of what is today called "WESTERN CIVILIZATION" here in the United States of America, particularly when Easter and Passover come around. But African-Americans have been taught, and do believe, that this African story has nothing whatsoever to do with the BLACK EXPERIENCE and BLACK PEOPLE in the same manner as it does with the WHITE EXPERIENCE and WHITE PEOPLE called "SEMITES, CAUCASIANS" and "INDO-EUROPEAN ARYANS" etc. Of course we have the good Dr. J. Desmond Clark and Dr. Donald Wiedner's "HYPOTHESIS" and "CONJECTURE" to prove that these concocted theories become FACTS - "Negroless Egypt" and "White Africans before Blacks,"

At this juncture, however, most of us BLACK HISTORIANS and other EDUCATORS of every discipline should be ready to abandon our WHITE CAPTAIN'S SLAVE SHIP in mid-stream for fear of "anti-SEMITIC" charges from our "White Liberal Jewish friends" and "Responsible Negroes" and "Colored Folks" on the Board of Directors of various national and local organizations for the advancement of "NEGROES, COLORED PEOPLE" and "WHITE JEWS;" many of whom underwrite most of our "...BRINGING UP TO WHITE STANDARD..." projects in the so-called "NEGRO GHETTOS" as they control us from their "WHITE GHETTOS" of suburbia - aka Judeo-Christian neighbourhoods where no BLACK MAN, WOMAN or CHILD may sleep unless as a "SLEEP-IN" employee. Note that "anti-NEGROISM, anti-NIGGERISM," including anti-AFRICANISM and anti-BLACKISM, would have been an unwanted improvement over the total exclusion of African-Americans from a most important part of their ancestral heritage, all of which BLACK EDUCATORS have learnt, for as long as we have been allowed to teach in private, public and other EDUCATIONAL INSTITUTIONS within the United States of America and its colonies. Even BLACK THEOLOGIANS and MINISTERS have failed their congregations in not challenging this bit of RELIGIOUS BIGOTRY and WHITE RACISM that is stink to heaven with its "SEMITIC" overtones as they preach it from their pulpits and teach it in their seminaries. Of course all of this became part of the perfected "Ecumenical Fellowship" between White

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1. This "PHARAOH" had to be Rameses II [ca. 1286 - 1232 B.C.E.], his father Seti I [ca. 1318 - 1294 B.C.E.], or his grandfather Rameses I [ca. 1320 - 1318 B.C.E.]. See my BLACK MAN OF THE NILE AND HIS FAMILY, chronology of the pharaohs, Chapter IV.

Christians of every denomination, White Jews of every branch of Judaism, and White Muslims of every description, and equally with every version of the "Negro" and "Colored" save soul Baptist oriented form of Christianity there are,

[8] While we are dealing somewhat with SLAVERY, about which our education in WHITE and BLACK institutions has been geared to make us believe that:

"ONLY NEGROES FROM SOUTH OF THE SAHARA SUFFERED IN THE UNITED STATES, SOUTH AND CENTRAL AMERICA, AND THE CARIB BEAN ISLANDS....,"

we will also notice that the slaveowners and slave traders in the BOOK OF EXODUS of the Jewish HOLY TORAH [Old Testament] were primarily North Africans of Egyptian and Nubian origin. How do we know this as BLACK EDUCATORS? And, how do we treat it? Do we teach that the "Egyptians" and "Nubians" were WHITE, BLACK, YELLOW, BROWN or TECHNICOLOR like the rainbow? Do we say that the so-called "SEMITES"<sup>1</sup> were in fact the original Egyptians. If so, what is the COLOR or RACE of the "Semites?" How can we identify the "SEMITES" physically from the available records left us by our ancient African ancestors of the Nile River Valley [White and Blue] during the period in question? Is the base word for "SEMITES" not "SEM" or "SHEM" - a name from the son of Noah in the story we have dealt with in the earlier part of this volume - "SHEM," Noah's youngest son? If so, is it related to a TRIBAL designation or language description, and not a RACIAL identification? How would a White Jewish, White Christian, White Muslim, and White whatever else, etc. EDUCATOR handle the answer to these questions? Would it be the same as a Black Jewish, Yoruba, Christian, Voodoo, Damballah Ouedo, etc. EDUCATOR? Certainly NOT! But WHY NOT? Because we so-called "BLACK EDUCATORS" are afraid and not yet ready to deal with problems such as these questions present, mostly due to our fear of any contradiction of the European and European-American VERSIONS of the "HOLY BIBLE" our ancestors' slavemasters forced upon them as the so-called "HOLY WORDS OF GOD...WRITTEN BY HIS HOLY SCRIBES....," etc. Thus, as a direct result of the Noah and his son - HAM - myth in the same book, also "...WRITTEN BY GOD'S INSPIRED SCRIBES..." we are expected to begin and rest BLACK and AFRICAN STUDIES Courses Outline upon a foundation of...

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1. See C.G. Seligman's RACES OF AFRICA; B. Davidson's THE AFRICAN PAST; D.L. Wiedner's AFRICA SOUTH OF THE SAHARA...., etc.

THE SLAVE TRADE THROUGH THE MIDDLE PASSAGE - THE ATLANTIC OCEAN AND THE CARIBBEAN SEA...,

and to the mythical reason that...

"HAM'S CURSE BY HIS FATHER [Noah] MADE HIS DESCENDANTS NEGROES," as demonstrated in the old Jewish text of the 6th Century C. E. BABYLONIAN TALMUD on page 29 of this volume; and equally with reference to the alleged...

"ENSLAVEMENT OF THE JEWISH PEOPLE IN EGYPT [Africa] LAND...", etc., as re-revised, re-editorialised and re-interpreted by European and European-American Jews and Christians as if the African-Americans are not of the same biblical heritage; and that the ancient "JEWS OF EGYPT" [Northeast Africa] were not "BLACK" like all of the other Africans with whom they lived as SLAVES for more than "...FOUR HUNDRED [400] YEARS" - according to the Book Of Exodus of the Jewish HOLY TORAH. Thus our glorification of the "ORDINANCES OF SLAVERY" by, and against, Jews and others in the Book of Exodus, Chapter 31: Verses 1 - 16 we are expected to overlook; at least, this has been the direction of our education for the last four hundred [400] years in WHITE ["Caucasian" and "Semitic"] AMERICA as physical and cultural slaves, presently as MENTAL SLAVES OF THE "GHETTOS."

The defestest mentality driven into "NEGRO EDUCATORS," as displayed by our carbon copy "COLORED [or 'negro'] CLERGY" and/or "THEOLOGIANS" from their pulpits and seminaries, is further proof in our handling of religious concepts from our "mother land - ALKEBU-LAN [Africa]," all of which we have assumed are not part and parcel of the foundations of JUDAEO-CHRISTIAN and ISLAMIC ETHICS. Although there is nothing in Judaism, Christianity and Islam that is foreign to VODOO, OBYIAH and the YORUBA RELIGION of West Africa in terms of "MORALITY, ANCESTOR REVERENCE [Saints and Angels remembrance in Judaism and Christianity] and DOGMAS, we never the less continue referring to the latter three as "AMINISM" and "PAGANISM." Further, we continue practicing all of the so-called "ANIMISTIC" and "PAGANISTIC" traditions within...

"THE SACRIFICIAL RIGHTS OF ABRAHAM'S SON TO JEHOVAH - GOD"... according to Jewish mythology in the Book of Genesis, and our Christians drink and eat of Jesus Christ's "blood" and "body" while we recite the following:

"TAKE YE, THIS IS MY BODY....DRINK YE, THIS IS MY BLOOD...", etc., etc., etc. out of respect for the same Jewish God's son - Jesus Christ of Nazareth. But it is these forms of "BLOOD SACRIFICE" and "CANNIBALISM" we are taught to condemn when we observe peoples of the continents of Africa, Asia, South and Central America, the Pacific

Islands and the Caribbean Islands. We have taken the same attitude towards the Muslim "jihad" [HOLY WARS] because of our teaching by our WHITE Christian and Jewish teachers' RELIGIOUS BIGOTRY they passed on to us. But we glorify everyone of the "Six [6] HOLY CHRISTIAN CRUSADES" [very similar to the "Jihad"] by European "Christian Missionaries" who mercilessly murdered countless defenseless men, women and children as they sang their foremost 'war chant.'

"ONWARD CHRISTIAN SOLDIERS MARCHING ON TO WAR, WITH THE CROSS  
OF JESUS GOING ON BEFORE...."

etc., etc., etc. committing mass murders and exterminating everyone and everything who were not European-style "Christians" in North Africa and Asia in the name of Jesus Christ - the Asian GOD of the Jews - JEHOVAH's son,

[9] Because Black Educators have taken these anti-BLACK stances to satisfy our so-called "WHITE LIBERAL" underwriters and benefactors we have, for the most part, allowed William Styron's NEGROPHOBIA [white racism] to go almost unchallenged in his NAT TURNER'S CONFESSION. Were it not for Professor John Henrike Clark and a few other BLACK brothers who confronted Styron in their own book - WILLIAM STYRON'S NAT TURNER - another of Africa's greatest heroes of the Americas would have been degraded with the silent consent of the so-called "NEGRO LEADERSHIP." Styron's MASTER WHITE RACE propaganda will not reach African-American children of elementary school age like those being taught the following from page 7 of Albert Shanker's United Federation of Teachers Union, Chapter 2, "LESSON PLANS ON AFRICAN-AMERICAN HISTORY" will; this is providing Black Educators will reach them first to protect them from this alleged work-study EXAMPLE, obviously written by a teacher [or teachers] who had not a single A, B or C in this area of his [or her] education, but instead a REPORT CARD showing "-F-" in African [BLACK] History. The EXAMPLE states:

"THE FIRST PYRAMID WAS CONSTRUCTED AT GIZA BY THE PHARAOH CHEOPS (2900 - 2577 B.C.). THE PYRAMID OF CHEOPS STANDS TODAY AS ONE OF THE WORLD'S GREATEST WONDERS."

It is obvious that the teacher who wrote the above did not secure his or her parents approval of this homework, and did not check for documentation and academic proof, as the child displayed total disregard for both apparently. Pharaoh Djoser [Cser or Ser, also known as Zoser and Zoser according to the writings of Herodotus and other ancient Greeks and Romans], the third Pharaoh of the IIIrd Dynasty of Egypt - ca. 3780 - 3680 B.C.E. or ca. 2780 - 2680 BCE according to differences in the so-called "Chronologies of the Egyptian Dynasties" by conflicting European "egyptologists" shown on page 131 of BLACK MAN OF THE NILE AND HIS

FAMILY, had his architect and builder - a fellow African ["negro, bantu, nigger," etc.] named "IMHOTEP" [see page 74 of this volume] - build "THE FIRST STEP PYRAMID" out of cut stones from Nubia [Ta-Nehisi, Zeti, etc.] that were used in its construction at Sakhara. Pharaoh Khufu, who Herodotus called "CHEOPS" or "KHEOPS," was a IVth Dynasty monarch that reigned from ca. 2620 [or ca. 2720] - ? B.C.E.<sup>1</sup> Also, the only "FIRST" about Pharaoh Khufu's [Cheops or Kheops] "PYRAMID", which I have shown on pages 69 and 76 following, was that it became the "FIRST" to be built out of bricks at Ghizeh [Gizeh or Giza]. There were literally hundreds of "BRICK PYRAMIDS" built all over the Nile Valley [blue and white] and the Great Lakes areas of Northeast, East and Central-East Africa for centuries before the birth of Pharaoh Khufu - as demonstrated on pages 186 - 197 of my book - **BLACK MAN OF THE NILE AND HIS FAMILY**. The following pages are very significant in the correction of this mis-EDUCATORS information which African-American children in their classrooms will have to receive and digest if Black Educators fail to secure the needed cure for this kind of "CULTURAL GENOCIDE" and reach them first. On page 22 two [2] different pictures of the same statue - the oldest known of the Nile Valley major cut-stone masterpieces ever erected by any group of mankind in its sense of massiveness - THE SPHINX OF GHIZEH - appear. It was worshiped as God - "HAMARCHIST" - thousands of years before the Baribus [Hebrews, later Israelites or Jews] created their God - "JEHOVAH." Page 73 shows another view of the same; whereas on pages 74, 75 and 76 the works of the indigenous African architect - IMHOTEP, whom the Greeks called "AESCLAPIUS," appear along with a statue of himself - the same statue I used for the front cover of this volume [showing the three and one-half -  $3\frac{1}{2}$  - times relationship between continental United States of America and the continent of Africa, correctly "ALKEBU-LAN." Included are his PLANS, CROSS-SECTION, ELEVATION [as it is today] and artist reconstructed "ELEVATION WITH EXTERIOR WALLS" according to one Jean-Philippe

1. Note that historians and egyptologists disagree among themselves better than 2,000 years in some cases related to the dynastic chronology of the pharaohs up to the XVIIIth dynasty; but they are in agreement to the order of their reign. See Y. ben-Jochannan's **BLACK MAN OF THE NILE AND HIS FAMILY**, Chapter IV, pp. 130 - 131 and 140 - 141 for the chronological order in which these two pharaohs appeared on the Nile Valley High-Culture of the Africans of Ta-Merry; the entire Chapter, pp. 114 - 250 should be read for a much more extensive understanding of this period in the African-Americans heritage.

2. All of the illustrations in this volume comes from Y. ben-Jochannan's other works.

Lauer of Paris, France. On page 77, I have also shown Pharaoh Djoser and three of the other Pharaohs who were also "BUILDERS OF THE GREAT PYRAMIDS AGE" of the Nile Valley High-Cultures, all of whom lived and died hundreds of years before the birth of the FIRST HEBREU [Hebrew or Jew] - ABRAHAM [Abram or Avram], much less before the African called "MOSES" took one of his nation's [Egypt, Ta-Merry, Kimit, etc.] "Minor God - JEHOVAH" - and made of him... "THE ONE AND ONLY TRUE GOD."

Are we to understand that "Negro Teachers" comprised the majority on Albert Shanker's UFT's, Local No. 2, "Committee On African-American History" we are reviewing? That they too were totally ignorant of the facts so far revealed about their own HISTORICAL and CULTURAL heritage in the so-called "SACRED WRITINGS" in the Holy Torah or Talmud (Old Testament)? And that among them were specialists with degrees from various WHITE and NEGRO [or "colored"] COLLEGES and/or UNIVERSITIES? Also, that they could not find any of the thousands of volumes of "AUTHORITATIVE" materials on these topics written by BLACK [African, African-American, African-Caribbean, etc.] historians and other scholars? If such is the FACT, "NEGRO TEACHERS ARE EDUCATED FOOLS, or at best "TRAINED APES" against their own interest, as they continue to regurgitate whatever their WHITE [Jewish, Christian, etc.] EDUCATORS taught them are...

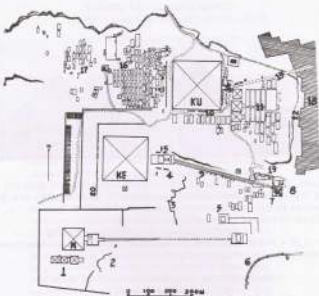
"THE INSPIRED WORDS OF GOD" -

Jesus Christ if one is a Christian, and/or Jehovah if one is a Jew; sometimes of late even Allah is included if one is a Muslim with no connection to Elijah Mohammed's "Nation of Islam. But this is exactly the reason why the so-called "Irresponsible Street Corner Speakers" have always insisted for generations after generations up to the present that:

"THE NEGRO INTELLECTUALS ARE NOTHING BUT THE WHITE MAN'S ECHO IN THE NEGRO CHURCHES, SCHOOLS, SECRET SOCIETIES AND HOMES...."

I would extend their criticism to include "Responsible Negro (and/or "colored") Leaders" of the various WHITE dominated so-called "Integrated Organizations" which constantly promote the impossible dream of a "RACIALLY INTEGRATED [amalgamated] AMERICA."

What does it all indicate? That "Negro Educators," like their model "White Teachers, have over-emphasized the issue of "NEGRO SLAVERY" to the point where it caused their student victims - BLACK EDUCATORS - to become equally ignorant of the FACTS related to their own HERITAGE, all of which they allow WHITE "Liberal" and/or "Conservative" educators to interpret for them, and all of which they have APED as they do the Jewish [Semitic-Caucasian] Holy Torah and Christian [Caucasian-Aryan-Indo-European] Holy Bible. As such



GENERAL AREA SITE PLAN OF THE PYRAMID FIELD  
OF GHIZEH<sup>1</sup>

- |                                    |                           |                                   |
|------------------------------------|---------------------------|-----------------------------------|
| 1. Funerary Temple                 | 9. Temple of Greet Sphinx | 14. Funerary Temple               |
| 2. Men-ka-u-Ré Quarry              | 10. Boat Pitt of Khu-fu   | 15. Funerary Temple of<br>Khat-Ra |
| 3. Rock-cut Tombs                  | 11. Eastern Cemetery      | 16. Western Cemetery              |
| 4. Boat Pitts                      | 12. Rock-cut Tombs        | 17. Office of Pyramid<br>Studies  |
| 5. Tomb of Khent-ka-<br>wes        | 13. Cause Way             | 18. Village                       |
| 6. Valley Temple of<br>Men-ka-u-Ré |                           | 20. Rock-cut Tombs                |

<sup>1</sup>Like most of the archaeological sites of the Nile Valleys (Blue and White), there are many ways to spell the names of different ones. The correct spelling of this shrine is as shown above, but the following is also a most common way in which it is also written - "GIZA." You will also note that many of the pharaohs (kings) names are written in different manners than you may be accustomed to seeing.



**"GREAT PYRAMIDS OF GHIZEH"**  
(Akhet Khufu, Horizon of Pharaoh Khufu)



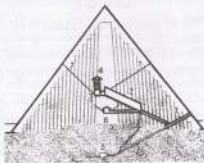
(A view from the South)

Left: Pyramid of Khufu ("Cheops"), 147m high; Center: Pyramid of Khafra (Chephren), 143m high; Right: Men-kau-Ra ("Mycerinus"), 66.40m high. The three (3) small Pyramids in the foreground are of Queens of the IVth Dynasty - c. 7 - 2258 B.C.E. [Encyclopedia of Egyptian Civilization, p. 195].

**DIMENSIONS FOR PYRAMID OF KHUFU**

L = 756'0" x W = 760'0" x H = 481'0". Angle created from base to extreme top: 51° 50'. Total mass: 3,277,000 Cubic Feet.

**CROSS-SECTION THROUGH PYRAMID OF KHUFU**  
(Cut South-North Line)



1. Entrance corridor leading to funerary chambers. 2. Grand Gallery. 3. Funerary chamber with royal sarcophagus. 4. Pressure releasing compartments for ceiling of tomb chamber. 5 and 6. First and Second tomb chambers, discarded. 7. Ventilation shafts. (From a drawing by L. Borchardt, "Encyclopedia of Egyptian Civilization").

The dimensions of the other two (2) Pyramids above appear in various other places of this volume. The magnitude of the type of construction the indigenous Africans of the Nile Valley engaged,.... thousands upon thousands of years before the creation of the Greek nation - "WETERN CIVILIZATION," is shown above.

## The Oath

**I** **SWEAR** by Apollo the physician, and Aesculapius<sup>1</sup> and Health, and All-heal, and all the gods and goddesses, that, according to my ability and judgment, I will keep this Oath and this stipulation—to reckon him who taught me this Art equally dear to me as my parents, to share my substance with him, and relieve his necessities if required; to look upon his offspring in the same footing as my own brothers, and to teach them this art, if they shall wish to learn it, without fee or stipulation; and that by precept, lecture, and every other mode of instruction, I will impart a knowledge of the Art to my own sons, and those of my teachers, and to disciples bound by a stipulation and oath according to the law of medicine, but to none others. I will follow that system of regimen which, according to my ability and judgment, I consider for the benefit of my patients, and abstain from whatever is deleterious and mischievous. I will give no deadly medicine to any one if asked, nor suggest any such counsel; and in like manner I will not give to a woman a pessary to produce abortion. With purity and with holiness I will pass my life and practice my Art. I will not cure persons laboring under the stone, but will leave this to be done by men who are practitioners of this work. Into whatever houses I enter, I will go into them for the benefit of the sick, and will abstain from every voluntary act of mischief and corruption; and, further from the seduction of females or males, of freemen and slaves. Whatever, in connection with my professional practice or not, in connection with it, I see or hear, in the life of men, which ought not to be spoken of abroad, I will not divulge, as reckoning that all such should be kept secret. While I conscious to keep this Oath unviolated, may it be granted to me to enjoy life and the practice of the art, respected by all men, in all times! But should I trespass and violate this Oath, may the reverse be my lot!

1. Aesculapius is the name the ancient Greeks gave to their AFRICAN GOD - Imhotep. This African, during his prominence as a philosopher, poet, architect, builder, physician, etc., predated the birth of the first European physician - Hippocrates - by more than two-thousand (2000) years - c2780-2680 B.C.E. [From page 316 of Y. ben-Jochannan's AFRICA: MOTHER OF "WESTERN CIVILIZATION", New York, 1971].



The Sphinx of Giza as it appeared to Baron Doss in 1798 C.E., from one of his own drawings he made first hand. Note the relative indigenous African characteristics - nose, lips, etc. This was the way it appeared before Napoleon's soldiers blew its face around in distaste of the "Negroid look." This took place during France's invasion of Egypt.

note: Why was this picture withheld from students and the general public?



The Sphinx as it appears in 1970; showing the temple and dream-stale.



### GREAT SPHINX OF GHIZEH

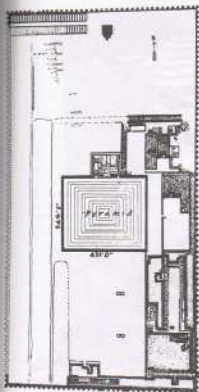
Showing the inscribed marble "Dream Stela" of Pharaoh Thutmose IV and marble Altar in foreground. Note that its face was blown assunder by General Napoleon Bonaparte's officers cannon fire practice in 1798 C.E. because the general disapproved of its African - "NEGROID" - facial characteristics. See on the spot drawing of this colossal statue by Baron Viviat Denon on page 72 of this chapter. Baron Denon accompanied Bonaparte and French military forces in their attempt at colonizing all of Northeast Africa. They were defeated by the British.



IMHOTEP

[Bronze Statue, Paris Museum, Paris, France]

Physician, Prime Minister, Grand Vizier, Poet, Magician, Architect and Builder  
of the STEP PYRAMID OF SAKHARA for Pharaoh Djoser- IIIrd Dynasty, 2780 BCE.



### STEP PYRAMID

of Pharaoh Djoser, c. 2780,  
IIIrd Dynasty, B.C.E.



### GENERAL AREA SITE PLAN

of the  
PYRAMID FIELD OF SAKHARA

15 miles south of the center of Cairo, Egypt (NORTH AFRICA), the cemetery of Sakkhara (Saqqara) stands eclipsed by the towering colossal STEP PYRAMID built by the architect and builder for Pharaoh Djoser, IMHOTEP, with its graciously beautiful temples and Serapeum (subterranean cemetery of the Apis - Sacred Bull); the first stone building in history. 545 meters long (from south to north) and 277 meters wide (from east to west), 14 Bastion gates (13 simulated, only one "True Gate") - a recreation of Pharaoh Djoser's Palace at Memphis.

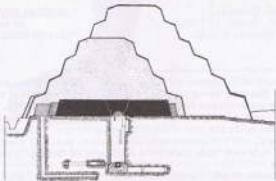
The "SOUTHERN TOMB" [a misnomer by egyptologists] has a pit of 7 meters



Reconstruction of funerary buildings by Jean-Philippe Lauer, Paris, France. Main PYRAMID dimensions: L=431'0" x W=344'0" x H=200'0". Height of exterior wall enclosure, 33'0".



Southern Elevation of the Step Pyramid of Sakhara (Saqqara)



Cross Section of Step Pyramid [Cut West-East]  
View South to North

THE FOUR MOST GLORIOUS PHAROAHS AND PYRAMID BUILDERS  
of the  
"GREAT PYRAMID AGE"  
(IIIrd through Vth Dynasty, c. 2780-2420 BCE)



Pharaoh Djoser, IIIrd Dynasty,  
c. 2780 - 2680. The STEP  
PYRAMID OF SAKHARA. First  
of the COLOSSAL PYRAMIDS.



Pharaoh Khufu, IVth Dynasty,  
c. 2680 - 2250, PYRAMID OF  
GHIZA (147m high).



Pharaoh Khafre, IVth Dynasty,  
c. 2680 - 2250, PYRAMID OF  
GHIZA (143m high). Last of the  
COLOSSAL PYRAMID builders.



Pharaoh Men-kau-Ra, IVth  
Dynasty, c. 2780 - 2250,  
PYRAMID OF GHIZA (86.40m  
high). First of the MODERATE  
PYRAMIDS.

1. Other major Pharaohs who built PYRAMIDS of moderate size were: Sahure, Nuserre and Unas of the IVth Dynasty; also Pepi I of the Vth Dynasty. Although there are many other very noted ones, these Pharaohs are mentioned more than all of the others by "WESTERN" historians, egyptologists, anthropologists, and other writers who call themselves "WHITE LIBERAL AFRICANISTS."

Pharaoh Djoser's "NOSE" and "LIPS" are quite typical of the descriptions of the Africans of Ta-Marry, Ta-Nehtsi, Itiopi, Meröwe and Puanit, and of course of the Europeans and Asians along the eastern shores of the Mediterranean Sea - the Colchians, Hittites, Jebusites, etc, all of whom [Josephus, Eusebius, Polybus and Herodotus mentioned in their historical works. Of course this is not the type of Egyptians generally spoken of in the institutions of education throughout the United States of America (religious or secular). If he is an example of a "SEMITIC," the Harlems of the world are certainly "SEMITIC!"





THE LOWER NILE BEFORE PALESTINE AND GREECE.  
BEFORE NATIONAL BOUNDARIES: EGYPT - NUBIA.

ENLARGED PYRAMID  
FIELDS

1. There was no established "BOUNDARY LINE" between Tu-Merry Kimit, Sais, Egypt, etc., Ta-Nehiat [Zeti, Nubia, etc.], Meroc [Merowe, Merow, etc.], Lebu [Libya] Riopi [Ethiopia, Kush, etc.], Puanit [Punt, Machronicia, etc.], and other Nile Valley [blue and white] High-Cultures before the IIIrd Dynasty - ca. 2780 - 2270 B.C.E. The concept of "NATIONAL BOUNDARY" was not employed to the extent in which we used it in modern geopolitics and International Law. Thus the BORDERS of each country moved North and South, East and West, as the armies or cultural influence of one group encroached upon the other by virtue of POWER.

we have accepted whatever the European and European-American [WHITE] slavemasters and slavemasters' descendants handed down to our African and African-American ancestors and ourselves following their distorted editorialized VERSIONS of the original religious hypotheses written by Africans and Asians in Africa and Asia before they reached Europe. But, can it be that these "Negro [hopefully by now African-American - BLACK] Teachers" did not really control the above mentioned "Committee" their names appeared to be heading; a "Committee" which dealt with their own ...

CULTURAL, HISTORICAL, RELIGIOUS, SOCIO-POLITICAL and GENEALOGICAL heritage from Africa? Certainly it is only natural that each and every Black Educator should expect that they did "CONTROL" what was written about their own ancestors of Egypt and other Nile Valley High-Cultures of North, Northeast and East Africa as much as they did in their own classrooms with respect to "SLAVERY IN WEST AFRICA, TRIBALISM IN AFRICA SOUTH OF THE SAHARA, and CANNIBALISM IN THE JUNGLES OF AFRICA." Of course this does not indicate that they have done very much on their own in the latter "racist" and "religiously bigoted" presentation of Africa and African people - their OWN - other than what they have been taught by "White Liberal Teachers" of the Christian and Jewish religions whom they call "AUTHORITIES ON BLACK PEOPLE" everywhere, and of the "CONTINENT OF AFRICA" [Alkebu-lan]. In either case, most certainly the end result is nothing less than "CULTURAL GENOCIDE" in the form of "AFRICAN-AMERICAN HISTORY."

Moving on from Albert Shanker's UFT folly to another phase of "CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM" we find a similar set of distortions in "African-American History" and "Heritage" in the role of the late President Abraham Lincoln of the United States of America with regards to the "EMANCIPATION OF THE NEGRO SLAVES" and his delay in issuing the so-called "EMANCIPATION PROCLAMATION." For although we are knowledgeable of "LINCOLN'S PRIVATE PAPERS" for quite some time now; of his double-dealing and compromising with the Southern slavemasters over the "FREEDOM" of the Africans; and of his own personal conviction he freely expressed thusly...

"I HAVE NEVER SAID THAT THE NEGRO IS THE EQUAL OF THE WHITE MAN; most of us still continue teaching that:

"ABRAHAM LINCOLN WAS A TRUE FRIEND OF THE NEGRO SLAVES."

In all of this we have refused to tell our students that Abraham Lincoln's main goal and priority were only two points... "The Salvation Of The Union" and "The Economic System." That if the holding of slaves accomplished these ends, so it would have been. These are gems for the

for the BLACK student who desires to know about the distortions of BLACK PEOPLE'S ancestors enslavement in the original "Thirteen Colonies of Great Britain" that became the United States of America in the year 1776 C.E. Such a student must be introduced to the following works: J. McPherson's THE NEGRO'S CIVIL WAR; F. Douglass' THE LIFE AND TIMES OF FREDERICK DOUGLASS (3 vols.); D.L. Dummond's ANTISLAVERY; S. Dow's SLAVE SHIPS AND SLAVERS; B.T. Washington's UP FROM SLAVERY; J.A. Rogers' AFRICA'S GIFT TO AMERICA; C.G. Woodson's THE NEGRO IN OUR HISTORY; H. Aptheker's AMERICAN NEGRO SLAVE REVOLTS; E. Williams' CAPITALISM AND SLAVERY; E. Donan's DOCUMENTS ILLUSTRATIVE OF THE SLAVE TRADE TO THE UNITED STATES OF AMERICA (4 vols.); and LINCOLN'S SECRET PAPERS.

With all of the above being available to each and every EDUCATOR [Black, Brown, Yellow, Red, White, etc.] we, African-American [BLACK] Educators, still continue taking our BLACK brothers and sisters to pay homage to the memory of 'GOOD OLE MASSA LINCUN' at his shrine in Washington, D.C. built by White folks to make themselves feel free of the "MASS GENOCIDE" they committed against millions upon millions of Africans here in these United States of America; in Washington, D.C. where the RACISM he supposedly abated continue at a pace never excelled before the Presidential Residence, also inside of said Residence, and in all of the surrounding mansions and shrines dedicated to "...THE AMERICAN [white] WAY OF LIFE....," etc. But did the WHITE Jews, or BLACK ones, ever go to Pharaoh Ramses II Pyramid [tomb] on the Nile to pay homage in memory of their alleged...

"ANCESTORS ENSLAVEMENT IN EGYPT LAND UNDER THE PHARAOH  
AND OTHER EGYPTIANS[Africans, Blacks, Bantus, Negroes, Coloreds,

Niggers, Africans South of the Sahara, Hottentots, Semites, Nilotas, Hamites," etc.] like the African-Americans of the Harlems of the United States of America do in memory of their ancestors' SLAVE MASTERS - such as George Washington, John Hancock, Thomas Jefferson and others who are now "NATIONAL HEROES"? Do the White Anglo-Saxon Christians, Jews, Ethical Culturists, Muslims, Mormons, Christian Scientists, Naturalists, Aethiasts, etc. worship at any shrine built for King George III of Great Britain in memory of their ENSLAVEMENT by him and his British overlords up until 1776 C.E. ? Do the Mexican-Americans [so-called "Chicanos"] visit any shrine anywhere in the United States of America to honour Davey Crocket and Sam Houston for their seizure of the ALAMO from their "Mother Country" - Mexico [AZTECA]? In neither of the above cases do we find a po-

itive response except in the case of the African-Americans. But why do we demand that African-Americans be the only people in the United States of America to honour and worship the memory of their ancestors' SLAVEMASTERS and their "ACTS OF GENOCIDE," which we still suffer today through the effects of CULTURAL GENOCIDE men like George Washington, Thomas Jefferson, John Hancock and Abraham Lincoln caused to bear upon us, only to mention a mere few. YES; I did say "ABRAHAM LINCOLN, The Africans were not only 'CHATTEL [physical] SLAVES;" probably their worse form of enslavement was in fact MENTAL - the condition Lincoln and others before and after him preserved for their Union even after the SLAVE SHIPS and SLAVE PLANTATIONS were closed down; a condition which makes this volume necessary more than one hundred and six (106) years following the so-called "EMANCIPATION [of "negro" slaves] PROCLAMATION! Why? Because as African-American EDUCATORS we have CRIMINALLY neglected our responsibility in bringing forward the facts which are necessary to show Jefferson, Lincoln, Roosevelt, Kennedy, Washington and other "NATIONAL [white] HEROES" for the WHITE RACIST they really were with regard to BLACK PEOPLE. Of course the so-called "CHILDISH BEHAVIOR" we are alleged to have must be due to our apparent belief that we must always secure the ENDORSEMENT and KOSHER SEAL OF APPROVAL for everything we do from our "White Liberal Teachers" and "Philanthropic Benefactors" before we dare disagree with their version of our own history and heritage - "THE BLACK EXPERIENCE."

BLACK EDUCATORS, like BLACKS in all other areas of endeavour, have been coopted in various forms of Judaic-Christian Ethics and Theological Dogmas a-la- European and European-American [WHITE] racist ethnocentricity. But too many of us find it necessary to pretend that we believe we can break this bondage merely by becoming disciples of every form of ISLAMIC WORSHIP there are - from "BLACK MUSLIM" [Nation of Islam] to "SUNNI MUSLIM." Here too we feel that the reaction to the crimes of GENOCIDE and WANTON SLAVERY committed against African people in our "Motherland - ALGERIA-LAN [Africa] by Arab Muslims [or Moslems] from the Arabian Peninsula in Western Asia must be overlooked by all of us, solely upon the ridiculous hypothesis that:

"WE CAN FIGHT JUDAISM AND CHRISTIANITY [the white man] , LIKE CAPITALISM, BEST FROM AN ISLAMIC BASE OF PURITY AS ASIATIC PEOPLE IN THE TRUE SPIRIT OF THE ONE AND ONLY GOD - AL'LAH."

The fact is that we are asked to believe in another "...ONE AND ONLY TRUE GOD..." again. But the fact still remains that Arab Muslim invaders from Arabia and their Jihads

["Holy Wars"] in the name of Al'lah swept across North Africa in 640 C. E. or 19 A. H.<sup>1</sup> as they reaped havoc on the African people and their High-Cultures they met in East, North and Northeast Africa, including the destruction of hundreds of religious temples and other shrines of the religions of the indigenous Africans that housed the works which were/are the foundation of Judaism, Christianity and Islam itself - in this order, each being an outgrowth of the other from their beginning out of the teachings from the BOOK OF THE COMING FORTH BY DAY AND NIGHT which Sir E. A. Wallis Budge gave the name "Egyptian Book of the Dead" and Papyrus of Ani in his English translation of the original Hieroglyphs. Of course the "JIHADS" in North and East Africa did not surpass those that came later on in the 12th century C. E. at the East-Central and Southeastern coastline of Africa with the Indian Ocean.<sup>2</sup> For was it not due to the same Arab Muslims the pastmasters of PHYSICAL GENOCIDE of all times - Henry Morton Stanley, King Leopold II of Belgium and Queen Victoria of Great Britain - all three cited as...

**THE MOST RUTHLESS MURDERERS AND DESPOTIC RULERS THE  
WORLD HAS EVER EXPERIENCED...."**

would not have been able to commit the type and extent of the wanton atrocities their so-called "CONGO FREE STATE" did. Or, is it that the New African-American Converts To Islam are not aware of the fact that the Arab Muslims established a "SLAVE EMPIRE" in the Congo under the command of one Tippu Sayres [Tibbo or Tippe Tib] and others during the 19th Century C. E.? This too was the basis for the excuse the so-called "European" and "European-American [WHITE] Christian Missionaries" and other imperialist colonizers used as the excuse for their "CONQUEST" and "PARTITION" of the Empire of NZAIDI [today's "Zaire", or colonial "Congo"] and other parts of the entire continent of Al'kebulan [Africa], all of which started with France's invasion of Costa [Kingdom of Morocco of the Mauritanian Empire] in 1830 C. E., which ended at the most infamous BERLIN CONFERENCE held in Berlin, Germany in 1884 to 1885 C. E. [or A. D.],

The conference at the Berlin Conference major accomplishment was the production of the most infamous "BERLIN ACT." It was the work of international murderers and slavers

1. See J. C. deGraft-Johnson's AFRICAN GLORY; J. A. Rogers' WORLD'S GREAT MEN OF COLOR [2 vols.]; C. Williams' THE DESTRUCTION OF AFRICAN CIVILIZATION...; H. Nivinson's A MODERN SLAVERY; Sir E. Hertslett's THE MAP OF AFRICA BY TREATY TREATY [3 vols.]; F. HMM's HISTORY OF THE ARABS.

2. Ibid.

3. S. Pigneffeto's THE DESTRUCTION OF THE CONGO; H. Nivinson's A MODERN SLAVERY.

from the twelve [12] colonialist and imperialist nations of Europe, Great Britain and the United States of America - [ BELIEVE IT OR NOT]. The documents and other proofs of this fiasco are available in Sir Edward Hertslett's THE MAP OF AFRICA BY TREATY, London, 1885 [3 vols]; Sir J. Scott-Keltie's PARTITION OF AFRICA, London, 1926; and J. Scott-Keltie's BERLIN CONFERENCE, London, 1896. All of these nations committed every form of genocide, maiming and enslaving of the indigenous African people... at least one hundred million [100,000,000] spiritually, culturally and physically destroyed at the hands of these MASTERS OF GENOCIDE that made Adolph Hitler and his Nazis appear as playboys by comparison. The above figure does not include the many millions carried off to the lands of Europe, Great Britain, the United States of America, South and Central America and the Caribbean Islands in a method of demography never before nor after equalled in the annals of the history of mankind. Yet most of our BLACK EDUCATORS engaged in the teaching and writing of history, political science, sociology, anthropology, ethnology, paleontology, demography, international law and other disciplines [too many to mention here] continue prattling the same LIES and DISTORTIONS in them about ourselves and our ancestors, all of which we have received from so-called "WHITE CHRISTIAN MISSIONARIES" and other IMPERIALISTS and COLONIALIST SETTLERS who used, and are still using, Africa and the African people over the past four hundred [400] years to build what is today called "CAPITALISM" and "WESTERN DEMOCRACY." Proof of this we can best observe in Eric Williams' highly documented work - CAPITALISM AND SLAVERY. Strange as it may seem, all of the so-called "CHRISTIAN MISSIONARIES" and other PATERNALISTS who went to Africa... TO SAVE THE NATIVES... [Africans] from themselves ROBBED almost every bit of the Africans' real estate and natural resources, along with their personal properties. But the only "Christian" compensation the so-called "NATIVES" received in return for their confiscated personal and real properties was a European version of the "CHRISTIAN BIBLE." Yet these so-called "MISSIONARIES" and their "NEGRO" and "COLORED" understudies tell us that:

"THE UNITED STATES OF AMERICA WAS NEVER ENGAGED IN THE PARTITION OF AFRICA ANYTIME THROUGHOUT ITS HISTORY...."

Yes! This is exactly the manner in which most of us BLACK EDUCATORS teach it to our young and old BLACK brothers and sisters in the classrooms of the United States of America, whether in WHITE or BLACK STUDIES institutions. But the saddest part of this most monstrous of "WHITE LIES" is that the most common disclaimer cited above is intended

to support the fraudulent claim that:

"THE UNITED STATES OF AMERICA WAS FREE OF ANY IMPERIAL-  
IST INVOLVEMENT WITH RESPECT TO THE COLONIZATION OF  
THE AFRICAN LANDS TAKEN BY THE AMERICAN COLONIZATION  
SOCIETY - UNDER THE NAME OF MARYLAND AND LIBERIA."

Those who said this have carefully forgotten that what is today called the "Republic of Liberia," on the West Coast of Africa, is the result of the African returnees ["SLAVES"] brought to Africa from the Southern States of the United States of America by the WHITE dominated American Colonization Society. They have equally forgotten that the Federal Government of the United States of America loan to the American Colonization Society two [2] naval warships to shoot their way into West African territory and seize the indigenous Africans' land which these so-called "CHRISTIAN MISSIONARIES" claimed they...

"PURCHASED FROM THE NATIVE CHIEF AND HIS SUBJECTS...;"

and of course they too produced a "TREATY" and "CONTRACT OF SALE" for the land in question - naturally written in English, which the alleged "CHIEF" supposedly signed with his most famous "X" signature. But was it at all surprising that the returnee "SLAVES" later on had to exterminate most of the so-called "WHITE CHRISTIAN" members of the "Society" there in the two colonies - "Maryland" and "Liberia" - in order to secure their promised "FREEDOM AND INDEPENDENCE" in the year 1847 C.E., following which they immediately proclaimed their established nation - "THE REPUBLIC OF LIBERIA."<sup>1</sup> And did the United States of America deny recognition of Liberia until many of the countries of Europe and Great Britain established diplomatic relation with the "new republic"? YES! WHY? Because the "EX-SLAVES" refused to be bossed by their former "SLAVEMASTERS."

As a direct result of constant BRAINWASHING by our "White Liberal Teachers" [mis-educators] and their "Negro" and "Colored" proteges in WHITE STUDIES courses and institutions, even in so-called "Negro" or "Colored" universities and colleges, we have failed to examine the real underlying causes for the economic, political and military pressures brought down upon Liberia for the protection of the Harvey Firestone Company's<sup>2</sup> domina-

1. See reports on the Colonization Society's operation in the Library of Congress; J.A. Rogers' AFRICA'S GIFT TO AMERICA; C.G. Woodson's THE NEGRO IN OUR HISTORY; and other works in Harlem's SCHOMBERG COLLECTION in the Cuneen Cullen Library.

2. See C.A. Cassell's LIBERIA: HISTORY OF THE FIRST AFRICAN REPUBLIC; Sir E. Hertalett's THE MAP OF AFRICA BY TREATY [3 vols.]; E.W. Blyden's CHRISTIANITY, ISLAM AND THE NEGRO RACE; J. Scott-Keltie's THE PARTITION OF AFRICA.

3. Use all of the footnotes above and Parker T. Moon's IMPERIALISM AND WORLD POLITICS; also Colin Legum's PAN AFRICANISM..., etc.

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tion of Liberia's rubber plantations, export and import, and treasury. WHY? Liberia allegedly owed many debts which the Harvey Firestone Company assumed by purchasing the alleged "NOTES OF PAYMENT DUE." This was no different than the United States of America did in trying to suppress another African people - nation - the REPUBLIC OF HAITI - the ~~FIRST BLACK REPUBLIC IN THE AMERICAS~~ or THE CARIBBEAN SEA, a nation that won its independence just sixteen [16] short years following the United States of America's in 1776 C.E. For it was in 1792 C.E. that the African-Haitians under the leadership of Toussaint L'Ouverture, Jacques Desalines, Henri Christophe, and other ex-SLAVES that defeated Napoleon Bonaparte's military forces and those of Great Britain. Again I must ask my favorite WHY? Because of our major FEAR of having to call most of our WHITE MIS-EDUCATORS, the RACIST LIERS they are in relating to the history, the culture, and heritage of African people anywhere. Moreso, because we are AFRAID of being called...

"COMMUNIST, BLACK NATIONALIST, IRRESPONSIBLE NEGRO, REVERSE RACIST, ANTI-SEMITIC, SEPARATIONIST, UNGRATEFUL,"

and a host of other superlatives generally used against us whenever we, at best a few of us, must deal decisively with the WHITE RACIST acts of CULTURAL and PHYSICAL GENOCIDE directed and committed against African [BLACK] people by European-American [WHITE] people of every tribe and religion there are in Europe, Great Britain and the United States of America - which include all of the denominations in Christianity, branches of Judaism, Atheism, Mormonism, Christian Science, Ethical Culture and Humanism. If we can overcome this FEAR, then we can understand that in the "PARTITION OF AFRICA" and the "ENSLAVEMENT OF THE AFRICAN PEOPLE" by Christian and Jews of the Americas, Great Britain and Europe were in no sense different than the subjugation of the Republic of Liberia by the United States of America and the Harvey Firestone Company from the latter half of the 19th century C.E. through the middle of the 20th century C.E. and why such acts of suppression were made to appear that they were due to the so-called

"IGNORANCE IN GOVERNMENT, CAUSED BY THE INABILITY OF THE NEGRO PEOPLE [ex-slaves] TO UNDERSTAND CIVILIZED SOCIETY....,"

etc., etc., etc., all of which most of us so-called "NEGRO EDUCATORS" have repeated along with the usual WHITE RACIST nonsense we have been taught to believe about...

"YOUR PEOPLE SOLD YOUR ANCESTORS [American Negroes] INTO SLAVERY FOR THE WHITE MAN."

Although the modern wording of this LIE is somewhat different and much more sophisticated than that presented above, as a general rule, the above was in fact commonly in use

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as the main club against BLACKS who condemned "chattel slavery" in the United States of America. This was true up to a very short time following the origin of the so-called "BLACK POWER MOVEMENT" and "BLACK CULTURAL REVOLUTION" but the intent and purpose of the end result of the crude words above remained the same, and that is...

THE ULTIMATE PERPETUATION OF THE CULTURAL GENOCIDE IN  
THE BLACK AND AFRICAN STUDIES CURRICULUM CONSCIOUSLY  
DIRECTED AT ALL OF THE BLACK PEOPLE OF THE AMERICAS."

The above reference made to the Republic of Haiti brings us to a point of reflection on some of the FACTS and/or LIES we are actually teaching about the "FIRST OF THE BLACK REPUBLICS" throughout Africa and the Caribbean Islands; and specifically with regards to the African-Caribbean people of Haiti's heroes like...

TOUSSAINT L'OUVETURE, HENRI CHRISTOPHE, JACQUES DESELAINES,  
ALEXANDRE PETION...

et al. But, do we enter into any discussion about the role the United States of America took when it sent its military forces to stifle the creation and growth of this FIRST of all African [BLACK] people's REPUBLICS? Do we make any attempt at analyzing its struggle against the WHITE RACIST SLAVEMASTERS and COLONIALIST "CHRISTIAN MISSIONARIES" sent down to this island republic with the United States of America's Marines in the first half of the 20th century C.E. to re-enslave these AFRICAN-CARIBBEAN PEOPLE like ourselves as professor Cyril L.R. James did in his most masterful work - BLACK JACOBINS, and professor Eric Williams' [presently Prime Minister of Trinidad and Tobago] CAPITALISM AND SLAVERY? And do we teach our African-American children and adults, students all, that hundreds of African-Haitians came to the aid of the WHITES of the Thirteen Colonies that became the United States of America when they joined French General Marquis deLafayette and General George Washington in defeating the military forces of King George III of Great Britain that were thrust against the miserable force of the "Continental Army" in which lowly WHITE SLAVES of England and Europe fought along with miserable BLACK SLAVES [a combination of Protestants, Roman Catholics, Jews, Atheists and others] for the "WHITE SLAVES...Freedom and Independence" and received nothing but the continuation of their own ENSLAVEMENT as their reward. Do we tell them that the same Sargent Jacques Deselaines was the African who returned to Haiti and joined all of his fellow Africans to defeat the same General Marquis deLafayette's countrymen in the French colony Napoleon was planning to use for his invasion of the United States of America, all of which ceased upon said Africans' destruction of the French Navy and

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Army, along with the British and Spaniards who came to the aid of the Frenchmen to keep French and other European tyranny on the island, equally to secure European rule throughout the Caribbean Islands and the Americas - the "Western Hemisphere" or the so-called "NEW WORLD?" Not for one moment! But we do tell them that:

"THE LATE PRESIDENT FRANCOIS DuVALIER [papa doc] OF THE REPUBLIC OF HAITI WAS A MAD MAN AND DICTATOR, A TYRANT WHO TREATED HIS OWN NEGRO PEOPLE LIKE SAVAGES...."

etc.; just as we have been told by the same WHITE mis-educators who write and print the same newspapers and magazines, conduct the same radio and television programs, and operate the same churches and synagogues, who also told the incoming Haitians when they arrived in the United States of America...

"YOU ARE DIFFERENT TO THE AMERICAN NEGROES, BECAUSE YOU HAVE A CULTURE AND NATION OF YOUR OWN...;"

French of course. YES! But how often are we not the victims of the same vicious type of "BLACK CULTURAL GENOCIDE?" And how often have we not fallen for it and placed the same in a different context in our courses in BLACK and AFRICAN STUDIES? YES! We so often do the same again and again when we speak of the late President Kwame Nkrumah ... FOUNDER AND FATHER OF THE REPUBLIC OF GHANA...as we too attempt to make him the 'monster tyrant' our own cultural slavemasters tried to do but so miserably failed to accomplish. But the same is equally true in a play presented on Broadway, New York City, New York making the late FOUNDER AND FATHER OF THE REPUBLIC OF CONGO (presently renamed "ZAIRE" from the original "NZAIDE") appear to have been the replica of William Styron's RAPIST Nat Turner<sup>1</sup> instead of the MASTER GENIUS he was in leading the African people of the colonialist and imperialist so-called "BELGIUM CONGO" to FREEDOM AND INDEPENDENCE - little as it still is; the same CONGO the mass murderers like Henry Morton Stanley, King Leopold II of Belgium, Queen Victoria of Great Britain, the Sassoons of France, the Rothschilds of Germany, the Oppenheims of South Africa, and the Robber Barons of the United States of America, ravaged in their demography of the African people when they butchered more than fifty million (50,000,000) African MEN, WOMEN and CHILDREN in order to confiscate their LAND, NATURAL RESOURCES and PERSONAL PROPERTIES after they had established their so-called "CONGO FREE STATE"

1. See William Styron's CONFESSIONS OF NAT TURNER.

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French of course. YES! But how often are we not the victims of the same vicious type of "BLACK CULTURAL GENOCIDE?" And how often have we not fallen for it and placed the same in a different context in our courses in BLACK and AFRICAN STUDIES? YES! We so often do the same again and again when we speak of the late President Kwame Nkrumah ... FOUNDER AND FATHER OF THE REPUBLIC OF GHANA...as we too attempt to make him the 'monster tyrant' our own cultural slavemasters tried to do but so miserably failed to accomplish. But the same is equally true in a play presented on Broadway, New York City, New York making the late FOUNDER AND FATHER OF THE REPUBLIC OF CONGO (presently renamed "ZAIRE" from the original "NZAIDE") appear to have been the replica of William Styron's RAPIST Nat Turner<sup>1</sup> instead of the MASTER GENIUS he was in leading the African people of the colonialist and imperialist so-called "BELGIUM CONGO" to FREEDOM AND INDEPENDENCE - little as it still is; the same CONGO the mass murderers like Henry Morton Stanley, King Leopold II of Belgium, Queen Victoria of Great Britain, the Sassoons of France, the Rothschilds of Germany, the Oppenheims of South Africa, and the Robber Barons of the United States of America, ravaged in their demography of the African people when they butchered more than fifty million (50,000,000) African MEN, WOMEN and CHILDREN in order to confiscate their LAND, NATURAL RESOURCES and PERSONAL PROPERTIES after they had established their so-called "CONGO FREE STATE"

1. See William Styron's CONFESSIONS OF NAT TURNER.

with Henry Morton Stanley acting as the puppet "PRESIDENT" for the international combine of vicious MASTERS OF PHYSICAL AND CULTURAL GENOCIDE which both Christians and Jews took active part in. NO! We do not teach anything about the above members of "MURDER INCORPORATED;" neither do we teach anything about the fact that the course of European-America's [WHITE] history would have been different had a BLACK WOMAN of African-Haitian parents - named "PHOEBE FRANCUS [Frances or Francis]" - not saved General [later "President"] George Washington from death by poisoning at the hands of his own "Chief Bodyguard" and "Confidant" named THOMAS HICKEY, a spy sent from the British Army to assassinate the General. Hickey had arranged to poison Washington in Phoebe Francus' father's [Sam Francus] eatery - "FRANCUS TAVERN," which presently exist free of African-American or Caribbean-American [BLACK] ownership at the south-east end of the Island of Manhattan, New York City, New York. Miss. Francus thwarted the attempt after overhearing the plot, which she listened to for many sessions without revealing it to anyone in fear of its publication to the wrong parties; thus the day of her heroism when she made the facts known to Washington; the trial that followed; the conviction and hanging of Hickey; and finally the awarding of the highest honours to Phoebe and her father - Sam. Should there not be a way in which these facts can be presented to the "AFRICAN-AMERICAN CHILDREN" mentioned in Albert Shanker's UFT's "LESSON PLANS ON AFRICAN-AMERICAN HISTORY." Should they not know as much about this African-American woman's contribution to the FOUNDING OF THE UNITED STATES OF AMERICA as they are taught about a European-American woman named EMMA LAZZARUS' contribution to the spirit of the "AMERICAN DREAM" dealing with other poverty-stricken Europeans coming to the United States of America that Miss. Francus helped to create? Or is it that Miss. Lazzarus' POEM at the base of the Statue of Liberty on Beldos Island in the Harbour of New York City, New York is a greater achievement than Miss. Francus saving the life of "THE FATHER OF THE UNITED STATES OF AMERICA" so that there could be a Statue of Liberty for Miss. Lazzarus to write her most valuable HISTORICAL WORDS OF HOPE for Europe's starving millions that migrated voluntarily to these shores? Should all of the children in the classrooms in the private, parochial and public schools of the entire United States of America not know about both of these HEROINES equally; or is it because Miss. Francus' BLACK SKIN made her less HEROIC than Miss. Lazzarus... who had WHITE SKIN?

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Why is Miss. Francus<sup>1</sup> contribution to the "AMERICAN WAY OF LIFE" and "AMERICAN DEMOCRACY" not taught in courses dealing with American CIVICS and POLITICAL SCIENCE in the High Schools, Colleges and Universities of the United States of America if it is not because of WHITE RACISM? Certainly it is because those who are in control of what is to be taught, when it is to be taught, how it is to be taught, who is to teach it, write it, edit it, interpret it and publish it, are always the same WHITE Christians and Jews who control the money that also underwrite BLACK and AFRICAN STUDIES throughout the United States of America, even in so-called "COLORED" or "NEGRO" institutions. In some areas they are of the "Christian Faith," while in others they are Jewish, and yet others are of a combination of both - Judeo-Christian with a smattering of other religious sects the tribal peoples of Europe and Great Britain brought to the so-called "Western World." But the gravest aspect of this tragedy is that "NEGRO" schools and colleges, churches and seminaries, BLACK and AFRICAN STUDIES are controlled in one way or another by the same people who suppressed Phoebe Francus' role and contribution to the United States of America but not Emma Lazzarus.<sup>1</sup> This latter fact does not in any way, shape or form negate BLACK EDUCATORS and ADMINISTRATORS responsibility for not demanding that Phoebe Francus' contribution be a must in the education of all of the children of public owned educational institutions of this entire country; and that each and every naturalized citizen is made to know this as they must know about Emma Lazzarus.<sup>1</sup> Phoebe Francus valiantly commanded a major role in the making of the United States of America; as such she should be mentioned in every textbook written by educators from the elementary level dealing with the history of the founding of the U.S.A. - the Thirteen British Colonies that became the United States of America. Here again we see that the "BIG [white] LIE" about...

"THE JEWS AND NEGROES HAVE THE SAME MINORITY PROBLEMS".... is totally without foundation. Proof of this we saw at Forest Hills, Queens, New York and Canarsie, Brooklyn, New York, where WHITE Jews and Christians of every type of economic background opposed BLACK ADULTS coming into their neighbourhood to live, equally to have BLACK CHILDREN enter their schools. Yet these PARENTS and CHILDREN they expect to stand at attention and salute the United States of America's National Colors [flag] and sing its National Anthem... with "PATRIOTIC PRIDE" in "GHETTO SCHOOLS" and

1. See J.A. Rogers' AFRICA'S GIFT TO AMERICA; C.G. Woodson's THE NEGRO IN OUR HISTORY; Rogers' 100 AMAZING FACTS ABOUT THE NEGRO.

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"GHETTO COMMUNITIES," "INFERIOR HOUSES and SCHOOLS, before INFERIOR TEACHERS from WHITE Christian and Jewish "GHETTOS" like Forest Hills and Canarsie.

While the fact remains that there is no "...equality status..." between the White Jew<sup>1</sup> and the so-called "Negro [or "Colored] People" in the United States of America and its colonies, never the less the propaganda machinery which produces monstrous "WHITE LIES" constantly manufacture millions upon millions of volumes telling everyone that:

"THERE IS AN ALLIANCE BETWEEN RESPONSIBLE NEGROES AND JEWS."

But the so-called "Responsible Negroes" with whom the alleged "...Alliance..." is supposed to exist do not comprise one percent [1  $\frac{1}{100}$ ] of the so-called "Talented Tenth<sup>2</sup> Negroes" Dr. W. E. B. DuBois wanted to use for his control of African-Americans during the 1900's to the 1960's, much less the Black mass of people. However, there is no sight to the end of this myth, not even to the teaching of its possibility in "Negro Owned Schools" until Black Educators are willing to sacrifice in order to control what we are teaching about ourselves; and this includes the necessary scholarship, research, collection of documents, field studies of fossils and artifacts of every kind, writing, editing, interpreting, publishing and distributing all of the materials we must use for BLACK people's education in particular, and others in general.

The course of action I have proposed has precedence galore among all of the so-called "WHITE MINORITIES" of the United States of America... which, in reality, there is not one when the issue is RACIAL. Everyone of us see the "White Minorities" using all of the privilege of the White Majority without regard for who do not like what or how they are doing whatever it is to foster their own interests. "WHITE PEOPLE" - Roman Catholics, Protestants, Jews, Quakers, Mormons, Jehovah Witnesses, Christian Scientists, Ethical Culturalists, Humanists and others have established their own "AUTHORITIES" in spite of the Anglo-Saxon Protestant Christian majority - their fellow Europeans and European-

1. See Y. ben-Jochannan's AFRICA: MOTHER OF "WESTERN CIVILIZATION," pp. 567 - 569, Chapter... "Judaism, the Black Jew or Israelite," and "Roots of Biblical anti-Negroism..." etc.: A Cause for Black anti-Semitism."

2. The term "Talented Tenth" was the name DuBois gave to the "responsible Negroes" he had hoped to control as the representatives between the poor and uneducated so-called "irresponsible Negroes;" a kind of a Head Nigger Spokesman for the "Negroes" to the "White Man." Both Dr. Booker T. Washington and Honourable Marcus Mosiah Garvey fought Dr. DuBois on this point, as most of the elite Black who were to the "Talented Tenth" actually represented the so-called "Mullatto Class" - a sort of Cast System representation.

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Americans who, in fact, rule with support of the other "WHITES" in the United States of America. Therefore, it is needless to say that the European-American [WHITE] Jews have equally established their own "AUTHORITIES" without the consideration or approval of their alleged "Talented Tenth Negro [or Colored] Alliance" flunkies; for they have maintained their control of their own WHITE [and/or "Semitic"] GHETTOS" minus "Responsible Negroes" consent, advice or aid, which unfortunately their responsible negroes cannot say for themselves. WHY? Because the so-called "WHITE MINORITIES" control everything dealing with their own individual tribal MORAL, RELIGIOUS, CULTURAL and HISTORICAL heritage; thus their own "AUTHORITIES." They are their own "WHITE TRUTH;" and they decide what their own GOD said; Will say; Have done; and what their own WHITE GOD looks like physically - One Hundred percent [100%] WHITE Caucasian, Indo-European Aryan, Semite, Hamite, ...etc....exactly the same as the "GOD" of the "White Anglo-Saxon Protestant" [WASP] majority which they support against "GOOD" and "BAD" blacks.

Why should Black Educators continually play the role of "angelic superiors" in accepting materials from any of the tribal "WHITE MINORITIES" within the United States of America or elsewhere which we have not established as our criteria of "BLACK TRUTH" any more so than WHITES do when BLACKS teach about WHITES to WHITES in WHITE STUDIES courses in WHITE institutions of learning, both secular and religious? Because we are still willing and/or unwilling victims of "CULTURAL GENOCIDE IN THE BLACK AND AFRICAN STUDIES CURRICULUM" over which WHITE faculties, deans and other administrators hold the final veto power - in the form of control of our budget and funds. And because we are still seeing "WHITE PEOPLE" as the "GOOD GUYS vs. BAD GUYS" with regards to our own degenerating condition. Thus we told our BLACK students in the Presidential campaign that Governor George C. Wallace of Alabama was a "BAD GUY," but Senator George McGovern was a "GOOD GUY;" of course we voted similarly. Yet either of the two would have administered the same racist economic empire if he was elected President of the United States of America - the same as the victor and incumbent President Richard M. Nixon does, and will continue doing so long as the system of CAPITALISM, otherwise called "Free Enterprise," remains the foundation of "THE AMERICAN WAY OF LIFE." But why is this type of propaganda still haunting us? Because we are still very susceptible to the "GREAT WHITE RACE" and "CHOSEN PEOPLE" myths we have been fed by our cultural slavemasters' school system, religious and economic institutions also by our own members of the "Negro [Colored] Clergy," most of whom are very poor

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carbon copies of their WHITE models that produce their Holy Books, God, Mirality and Theology. These so-called "Men Of God" see themselves still teaching the BIGOTED RELIGIOUS and WHITE RACIST mythological allegory about the so-called...

**"ORIGIN OF THE NEGRO RACE FROM THE CURSED SON OF NOAH"...**

In the European-American and European [WHITE] Jewish VERSION of the Five Books Of Moses, otherwise known as the Christian Old Testament, which in fact is only a WHITE RACIST distortion on the part of certain Sixth Century C.E. European Jews (called "Talmudists" and "Rabbis") that created their own VERSION of the Babylonian Talmud. On page 29 of this volume their RACISM and RELIGIOUS BIGOTRY about their God - Jehovah - turning WHITES into BLACKS because of an alleged "CURSE" is best demonstrated.

In this volume I will not tell Black Children that there are BLACK JEWS who received their BLACK COLOR as a result of any nonsense about a "CURSE" by any God, be it Jehovah, Jesus Christ or Al'lah. But are we not teaching the same WHITE Jewish or "Semitic" RACISM and RELIGIOUS BIGOTRY when we embrace the above version of the so-called "GOD'S CHOSEN [Jewish or Semitic] PEOPLE" myth? I guess it is best to avoid giving any answer whatsoever; thus, we can then avoid being ever called "ANTI-SEMITIC,"

[16] When Black Educators speak of "God's Chosen People" do we consider the so-called "AMERICAN INDIANS" as the only "CHOSEN PEOPLE" OF THE AMERICAN CONTINENTS; and our fellow Africans South of the Sahara, North of the Sahara, East, West and Central "GOD'S CHOSEN PEOPLE" of the continent of Alkebu-lan (Africa)? Not at all! But why not? Is it because we believe that the "GOD" that placed the so-called "Indians" as the original inhabitants of the Americas and the Caribbean Islands, also the indigenous Africans as the first on the continent of Africa, did not make them His "CHOSEN PEOPLE" also? Yet, their history preceded the origin of the first of the Hebrew or Jewish people - ABRAHAM.<sup>1</sup> Or, is it not a fact that the only reason we accept the "authority" of the "CHOSEN PEOPLE" status over another comes solely from our parental brainwashing by BLACK and WHITE salesmen of real estate in a LILY WHITE HEAVEN on the first day of the week - Sunday, others on the last day of the week - Saturday, all of whom carry the title - minister, reverend, priest, brother, rabbi, . . . etc.?

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1. There is no record whatsoever of this character other than the Jewish Holy Torah (Old Testament of the Christians). Before ca. 1675 - 1640 B.C.E. there were no people bearing the name Haribu, Habiru, Hebrew or Jew in history.

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The "CHOSEN PEOPLE" myth even imposed upon Black Educators the acceptance that an Englishman named Speoke and/or another named Burton...

"DISCOVERED THE SOURCE OF THE NILE RIVER IN UGANDA, AFRICA; equally, that another European "Great White Father" named Columbus...

"DISCOVERED AMERICA IN THE YEAR 1492 A. D. ON HIS FIRST VOYAGE." These monstrous "WHITE LIES" we are still reaching to this very day although we are fully aware of the facts now, if such we did not long ago, that the so-called "Indians" were in the Americas and the Caribbeans for thousands of years before there was a nation called "Spain" - from whence Christopher Columbus began his voyage to become, at best,

"THE FIRST EUROPEAN TO REACH THE CARIBBEAN ISLANDS;" and this is about all that he did with respect to being the "FIRST" to have "DISCOVERED" anything in the Americas and the Caribbean Islands. But do we not visualize the same contemptuous type of attitude by European Educators with regards to all over the continent of Alkebu-lan (Africa)...

'THE DISCOVERY OF THE [INDIGENOUS {native} PEOPLE, THEIR NATURAL RESOURCES, THEIR REAL ESTATE, AND THEIR PERSONAL PROPERTY, ALSO ALL OF THE ORIGINAL FOSSIL-MEN AND ANIMALS.'

Europeans and European-Americans came to "Africa South Of The Sahara" and even...

'DISCOVERED ALL OF THE LAKES, MOUNTAINS, RIVERS, DESERTS, NATURAL RESOURCES AND RELIGIONS IN AFRICA THE AFRICANS USED FOR THOUSANDS OF YEARS BEFORE THEIR ARRIVAL.

As a matter of fact, Europeans and European-Americans before the birth of Jesus Christ...

'DISCOVERED EGYPT, NUBIA, ETHIOPIA, PUNT AND OTHER NATIONS OF NORTHERN AND EASTERN AFRICA HAD NO "NEGROES" OR "BANTUS" BEFORE THE WHITE MAN CAME THERE FROM EUROPE...;

and that the original inhabitants of North, East and Northeast Africa were...

"SEMITES, HAMITES, CAUCASIANS, INDO-EUROPEANS, AFRO-MEDITERRANEAN, AFRO-ASIANS, NILOTS, ARYANS - ALL OF WHOM COMPRISE 'MODERN MAN'...

and other "conjectural" people. Even today, as witnessed on pages 105 and 106 of this volume, African-American [BLACK] Educators are asked to teach that...

THE EUROPEANS AND EUROPEAN-AMERICANS' ANCESTORS WERE  
"THE FIRST PEOPLE TO INHABIT AFRICA SOUTH OF THE SAHARA."

Obviously we, Black Educators, will very soon hear that...

'A EUROPEAN DISCOVERED AFRICA.'

The "CHOSEN PEOPLE" myth even imposed upon Black Educators the acceptance that an Englishman named Speoke and/or another named Burton...

"DISCOVERED THE SOURCE OF THE NILE RIVER IN UGANDA, AFRICA; equally, that another European "Great White Father" named Columbus...

"DISCOVERED AMERICA IN THE YEAR 1492 A. D. ON HIS FIRST VOYAGE." These monstrous "WHITE LIES" we are still reaching to this very day although we are fully aware of the facts now, if such we did not long ago, that the so-called "Indians" were in the Americas and the Caribbeans for thousands of years before there was a nation called "Spain" - from whence Christopher Columbus began his voyage to become, at best,

"THE FIRST EUROPEAN TO REACH THE CARIBBEAN ISLANDS;" and this is about all that he did with respect to being the "FIRST" to have "DISCOVERED" anything in the Americas and the Caribbean Islands. But do we not visualize the same contemptuous type of attitude by European Educators with regards to all over the continent of Alkebu-lan (Africa)...

'THE DISCOVERY OF THE [INDIGENOUS {native} PEOPLE, THEIR NATURAL RESOURCES, THEIR REAL ESTATE, AND THEIR PERSONAL PROPERTY, ALSO ALL OF THE ORIGINAL FOSSIL-MEN AND ANIMALS.'

Europeans and European-Americans came to "Africa South Of The Sahara" and even...

'DISCOVERED ALL OF THE LAKES, MOUNTAINS, RIVERS, DESERTS, NATURAL RESOURCES AND RELIGIONS IN AFRICA THE AFRICANS USED FOR THOUSANDS OF YEARS BEFORE THEIR ARRIVAL.

As a matter of fact, Europeans and European-Americans before the birth of Jesus Christ...

'DISCOVERED EGYPT, NUBIA, ETHIOPIA, PUNT AND OTHER NATIONS OF NORTHERN AND EASTERN AFRICA HAD NO "NEGROES" OR "BANTUS" BEFORE THE WHITE MAN CAME THERE FROM EUROPE...;

and that the original inhabitants of North, East and Northeast Africa were...

"SEMITES, HAMITES, CAUCASIANS, INDO-EUROPEANS, AFRO-MEDITERRANEAN, AFRO-ASIANS, NILOTS, ARYANS - ALL OF WHOM COMPRISE 'MODERN MAN'...

and other "conjectural" people. Even today, as witnessed on pages 105 and 106 of this volume, African-American [BLACK] Educators are asked to teach that...

THE EUROPEANS AND EUROPEAN-AMERICANS' ANCESTORS WERE "THE FIRST PEOPLE TO INHABIT AFRICA SOUTH OF THE SAHARA."

Obviously we, Black Educators, will very soon hear that...

'A EUROPEAN DISCOVERED AFRICA.'

All of the above fit very well into the WHITE RACIST and BIGOTED RELIGIOUS history and cultural heritage of the type of North, Northeast and East Africa Black Educators teach BLACK PEOPLE [students, adults and children] about from books written by WHITE RACIST EDUCATORS under the disguise of "White Liberal Africanists," all of whom taught us that our "BLACK EXPERIENCE" in Egypt and other parts of North Africa is in fact theirs. But, are we not cognizant of the entire WHITE [Caucasian-Semite-Modern Man] SYNDROME being taught and directed against African people - the so-called "BLACK AFRICANS SOUTH OF THE SAHARA?" Obviously Not! Black Educators have failed here too; even against the connotation of a "BLACK AFRICA" - as if there is another kind we are overlooking! All of this because we do not know the history of our own ancestral High-Cultures. This is TRUE, only because most of us cannot discredit the WHITE RACIST and BIGOTED RELIGIOUS teachers who teach our fellow African-American brothers and sisters; and because most of us are equally ignorant of the FACTS though we carry strings of degrees and titles behind our name, which supposedly indicate that we know the history, anthropology, palaeontology, geography, and a host of other OLOGIES and GRAPHICS about all of the peoples of the entire world. But, in FACT, we know very little of either of these disciplines from our own personal and original research and interpretation of the FACTS and ARTIFACTS other than what our ancestors' self-appointed WHITE SLAVEMASTERS' children have written about our own "BLACK EXPERIENCE" [history, culture and heritage] from prehistoric times to the present. Some of them do not even allow us a "PREHISTORIC PAST IN AFRICA BEFORE THE [so-called] INDO-EUROPEAN CAUCASIAN ARYAN SEMITE [modern man]" DISCOVERED THAT AFRICA WAS THE HOME OF THE CAUCASIAN [his 'Garden Of Eden'] BEFORE THE ORIGIN OF THE BLACK AFRICANS SOUTH OF THE SAHARA. Thus the White Man [modern man] is no longer from the "CAUCASUS MOUNTAINS OF EUROPE." He is... "THE FIRST AFRICAN SOUTH OF THE SAHARA AND NORTH OF THE SAHARA." Drs. Wiedner and Clark proved this; did they not?

Black Africa, Africa South of the Sahara, Bantu Africa, etc., etc., etc.; What Do They Mean? Why do we not teach BLACK CHILDREN the distorted meanings associated with these WHITE RACIST terms and perverted clichés of the so-called "White Liberal Africanists" rhetoric we use in many of our textbooks in African and Black Studies courses? Because we are afraid of our "White Liberal" and "White Conservative" colleagues who control academia and set the standards for our own RACIST and BIGOTED RELIGIOUS concepts about African people - including ourselves - we gave the above labels to prop-up WHITE PEOPLE feelings of SUPERIOR HUMAN BEINGS. Again why? Because we depend upon "White Liberals" to in-

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interpret each and every aspect of our own beginning and continuance as a "RACE OF PEOPLE" - African [BLACK] People at that. We have even relied completely upon WHITE [Christian and Jewish] PEOPLE of and from Europe, Great Britain and the United States of America to tell us how all of their...

"NEGROES [and other colored folks] THINK."

And, do you know, "Negroes" and/or "Colored Folks" even accepted the fallacy that:

"WHITE [Caucasian-Semitic, etc.] PEOPLE KNOW HOW NEGROES THINK?"

Thus it is not the Black Sociologists we consult for statistical data and interpretations on our own "SOCIOLOGICAL BEHAVIOR" in all of our own Black Communities - not one of which is a "GHETTO" in the true meaning of the word - which "Negroes" degrade by writing all sorts of degenerate novels about BLACKS for WHITE LIBERAL PUBLISHERS who further edit them to assure they carry their messages of "BLACK HUMOR" and "SEXUAL PERVERSIVENESS" - all in keeping with the image painted for us in the 6th Century C.E. Babylonian Talmud mentioned before, and all for the reading pleasure of WHITES of every economic, social, political and religious strata. This too many of us do as long as at the end result there is a "Big Fat American Book." We repeated this time and time again, WHY? Because our "White Liberal Christian and Jewish [others also] Teachers, mostly "SOCIOLOGISTS," constantly tell us that we are "OUTSTANDING NEGRO WRITERS"...for defaming our mothers, fathers, brothers, sisters, other relatives and friends of the BLACK [African-American] COMMUNITIES - which they have even renamed for us - "NEGRO" and/or "COLORED GHETTOS OF THE INNER CITIES." We even have a Talcott Parsons and a Patrick Moynihan of a Harvard University to assure us when we are on the proper SOCIOLOGICAL TRACT about ourselves, this being particularly correct when we are so doing according to Moynihan's BENIGN NEGLECT, because they will always be a "NEGRO" and/or "Colored" professor CLARK, social worker Rustin and "responsible leader" Wilkins to validate that such so-called "White Liberal" professors of White Racist Academia...

"HAVE THE BEST INTEREST OF [their] NEGROES AT HEART ALWAYS;"

and of course their prophetic declarations came from their relationship as the 'chosen'...

"INSPIRED SCRIBES," WHO RECEIVED THEIR VISION FROM ALMIGHTY GOD"-

...being "Jehovah, Jesus Christ, and maybe Al'lah..."

but never from a GOD "White Christian Missionaries" and "Semitic Jews" commonly relate to "BLACK AFRICANS SOUTH OF THE SAHARA", as if there are any other type of Africans anywhere in AFRICA [Alkebu-lan] other than "BLACK." But they have carefully forgotten that there could be no Judaism, Christianity or Islam without the "theological Foundation" estab-

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ished by "BLACK AFRICANS" along the entire Blue Nile and White Nile valleys and the Great Lakes regions of Africa. Certainly we understand that these myths are related to the RACIST and BIGOTED RELIGIOUS story of our alleged "ANCESTOR CANAAN" having been turned "BLACK" because of a "CURSE" his grandfather "NOAH" placed upon one of our *own* HAMITIC ANCESTORS - the first, KAM, the brother of the first SEMITE - SHEN or SEM. Just imagine that Black Educators have, and still are, teaching that this RACIST RELIGIOUS BIGOTRY came from a GOD who passed down such information through...

"THE HOLY SCRIPTURE WRITTEN BY HIS CHOSEN AND INSPIRED SCRIBES;"  
at least this is the way you hear it peddled in Sunday and Saturday religious schools.

[11] But WHY? Why do we so-called "Black Educators," especially those of us who teach in Black and African Studies, continue validating the above RACISM and RELIGIOUS BIGOTRY taught to us by White Christians and White Jews to the point of even accepting our alleged primitive "SUB-HUMAN" status which the Constitution of the United States of America once established for us as "THREE-FIFTHS OF A MAN." Yes we actually do just this when we relate to the "Black Experience in the United States of America" as...

"A BLACK SUB-CULTURE IN THE MIDST OF A WHITE HIGH-CULTURE."  
Certainly Black Educators do not teach that our "Black Experience" is...

A BLACK [African] HIGH-CULTURE BESIDES A WHITE [European] HIGH-CULTURE WITH OTHER PARALLELS - RED, BROWN, YELLOW, etc.  
CULTURES WITH EQUAL ANTHROPOLOGICAL SOCIO-POLITICAL CHARACTERISTICS COMMON TO ALL OF MANKIND IN ITS UNQUENESS;

and that said "BLACK CULTURE" equally made the United States of America and its colonies whatever they are today...., allegedly:

"THE LAND OF THE FREE, AND THE HOME OF THE BRAVE???"

However, as Black Educators, we know how the "BRAVES" feel on their "RESERVATIONS", or are they CONCENTRATION CAMPS like those in South Africa; yet all of this we have in...

"THE GOOD OLE TRADITION OF THE AMERICAN WAY OF LIFE..."

that we too do not forget to tell all of the rest of the wide, wide, wide world is what WE have:

"DEMOCRACY IN A FREE ENTERPRISE SYSTEM."

The fact that we are NEVER, but NEVER, included in any of the planning stages of this "DEMOCRACY" we have carefully edited out of our consciousness also made us forget that "one of the greatest African-American contributor to the Union Forces in the American Civil War, which is still being fought with respect to BLACKS and our HUMAN RIGHTS, one of the United

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#### "BLACK MOSES"

...in Albert Shanker's United Federation of Teachers, AFL-CIO, Local No. 2, "Lesson Plans On African-American History" book which we have dealt with in this volume. NO! Harriet Tubman was never a "Black Moses." In the first place she was a BLACK WOMAN. If she is to be compared with a hero or heroine that fought for the FREEDOM OF AFRICAN PEOPLE it should be with others who equally fought the same WHITE (Christian and Jewish) SLAVEMASTERS and SLAVE TRADERS she did; not Moses and his fellow BLACK AFRICAN brother - Pharaoh Rameses II of North Africa's Ta-Merry which Jewish writers renamed "EGYPT" in the RACIST myth about "Noah and His Sons. Neither during her lifetime, nor now since her honoured passing, did Harriet Tubman ever needed any KOSHER SEAL of approval from any "WHITE" organization, particularly from a WHITE dominated and controlled labour union that fought against her descendants having the right to CONTROL THEIR OWN COMMUNITY'S SCHOOL SYSTEM as her former WHITE slavemasters' descendants DO. We have also forgotten that among the thousands of "GREAT AFRICANS" (blacks) who fought their White Christian, Jewish, Mormon, Atheist...etc. slavemasters and traders in the Americas were men and women whose names and heroic deeds are at our recall; thus we have:

TOUSSANT L'OUVERTURE, who led his fellow Africans on the island of Haiti against their self-appointed French slavemasters; QUACKO, who led the Africans of the Island of Jamaica against their British enslavers; "QUEEN MARY, BOTTOM BELLY" and "ELLEN FREBUN," who led their fellow Africans against their Danish slavers on the island of St. Croix; Nat Turner and Denmark Vessey, who led their fellow Africans against their European and European-American (Jewish, Christian, etc.) plantation owners and slavemasters of the southern part of the United States of America....

etc., etc., etc., all of whom are only a handful of "New World" Blacks. We can go back into AFRICAN or BLACK STUDIES' history and heritage before the above "GREATS" and deal with other "BLACK AFRICANS" before there was a European history or heritage of recorded times. We can mention with equal pride the following heroines and heroes:

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fought off herds of Asians that invaded Africa's most Northeastern nation - Egypt; QUEEN and EMPRESS MAKEDA (commonly known as "the Queen of Sheba"), who defeated the Persians and sent her armies all the way to the Ganges River in India, which is named for her General-in-Chief, ... Ganges; QUEEN ANN ZINGHA OF MATAMBA, who fought the Portuguese imperialists and colonialist "Christian Missionaries" that invaded her kingdom to a stand-still until they were joined by their fellow European pirates from Holland - the Dutch as conquerors of the Empire of Mani-Kongo (correctly "Nzinde," presently called "Zaire"); QUEEN DAHLIA, who stopped the Arab Muslim jihadists in North Africa for seven long years before she was killed by them in a battle; DATIETA OF THE FONS OF DAN and HONEY (presently Europeanized into "Dahomey" by French colonialists), who led her Amazon female army of soldiers (not "warriors") against the French army, and defeated it; and of course if we wanted ... the "BLACK MAN" named "MOSES" in the Book of Exodus (one of the so-called "Five Books of Moses - Hebrew, Jewish or Israelite "Holy Torah," and "Christian Old Testament"), also the other "BLACK MAN" named Ramesses (II, Pharaoh) - who ruled Egypt from ca. 1298 to 1232 B.C.E., the "BLACK AFRICAN" who allegedly ran his fellow "BLACK AFRICAN" - Moses - all over Egypt, Northeast Africa, because Moses violated Egyptian [BLACK AFRICAN] "... LAW AND ORDER..." when he committed "MURDER" as he "KILLED THE PHARAOH'S [Ramesses II] SOLDIER."

All of the above information any Black Educator could have extracted from a very few books, much less the millions available in these areas of BLACK and/or AFRICAN STUDIES, such as the following: G.G.M. James' STOLEN LEGACY; J.A. Rogers' WORLD'S GREAT MEN OF COLOR (vols. I and II), and ONE HUNDRED AMAZING FACTS ABOUT THE NEGRO; Y. ben-Jochannan's AFRICA-MOTHER OF "WESTERN CIVILIZATION..." etc.; BLACK MAN OF THE NILE AND HIS FAMILY, and AFRICAN ORIGINS OF THE MAJOR "WESTERN RELIGION" Judaism, Christianity and Islam; Y. ben-Jochannan and G. E. Simmonds' THE BLACK MAN'S NORTH AND EAST AFRICA; J.J. Williams' HEBREWISM OF WEST AFRICA; J.G. Jackson's AN INTRODUCTION TO AFRICAN CIVILIZATIONS..., etc.; E. Williams' CAPITALISM AND SLAVERY; C.L.R. James' BLACK JACOBINS; Rev. Bartolome deLasCassas' HISTORY OF THE WEST INDIES; G. Maspero's HISTORY OF EGYPT (8 vols); Sir E.A. Wallis Budge's THE EGYPTIAN BOOK OF THE DEAD and PAPYRUS OF

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"THE AMERICAN NEGROES HAVE TO BE INTEGRATED INTO THE MAIN-STREAM OF THE AMERICAN [white] WAY OF LIFE IN ORDER TO ENJOY THE BENEFITS OF DEMOCRACY."<sup>1</sup>

The above quotation is the type of propaganda which is most common among the reformed "Black Nationalists," all of whom have suddenly become "BLACK CAPITALISTS" overnight. But what do they mean by "...the mainstream of the American way of life..." any way? Is it ...

'GETTING TO BE AS WHITE, OR AS CLOSE TO WHITE, AS IS POSSIBLE?'

I do hope not, for we have already tried that to its catastrophic utmost. Many, or most, of us have BLACK relatives who are already "WHITE" brothers and "WHITE" sisters of "Left, Center" and "Right" WHITE AMERICA. Or, maybe we have been overlooking our "PASSING NEGROES" that make up a very large segment of the unblemished WHITE RACE [Caucasians, Indo-European Aryans, Semites and Hamites of Great Britain, the United States of America and Europe, as elsewhere; millions upon millions of them with and without - "THICK LIPS, BROAD NOSE, WOOLLY HAIR [like Herodotus's description of the Africans of Egypt, Ethiopia, Colchis, etc.] and NEARLY WHITE SKIN. Well let us just say "SLIGHTLY BURNT SKIN; maybe "TANNED" is better for some of our BLACK-WHITES. This is because our own BLACK sociologists are too busy trying to prove WHITE traces in Blacks, but never BLACK traces in Whites. Probably this is because we are still too very busy teaching that:

"IT IS [solely] THE NEGRO MAN WHO ALWAYS SEEK OUT THE WHITE WOMAN FOR A SEX PARTNER, BUT NEVER THE WHITE MAN WHO HAVE ALWAYS USED THE NEGRO WOMAN AS HIS COMMON LAW SEX PARTNER.

Yes, statistics even proved that:

"NEGRO MALES MARRY WHITE FEMALES MORE OFTEN THAN WHITE

1. The words "DEMOCRACY, CAPITALISM, CHRISTIANITY" and "JUDAISM" have become synonymous in their meaning in the United States of America among WHITE and NEGRO American nationalists.

ANE; Budge's A HISTORY OF EGYPT, NUBIA AND ETHIOPIA [8 vols]; Sir G. Higgins' ANACALYPSIS [2 vols]; Sir J. Frazier's THE GOLDEN BOUGH [13 vols]; Count C. F. Volney's RUINS OF EMPIRE; E. B. Sandford's THE MEDITERRANEAN WORLD; Mrs. Stewart-Erskine's VANISHED CITIES OF NORTHERN AFRICA; S. Lane-Poole's THE MOORS IN SPAIN; and countless others by BLACK and WHITE authors who were, or are, not confused by a false sense of belief that:

"THE AMERICAN NEGROES HAVE TO BE INTEGRATED INTO THE MAIN-STREAM OF THE AMERICAN [white] WAY OF LIFE IN ORDER TO ENJOY THE BENEFITS OF DEMOCRACY."<sup>1</sup>

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