

THE TWENTY- SEVEN FINDINGS AND OBSERVATIONS....

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The first statements were originally presented at the National Association for Equal Opportunity in Higher Education, March 20, 2001, Washington D.C.

The following statements are reflections of Dr. Nkosi's findings and observations of his basic research as a result of Future Tulsa's conversations with him.

(1) **That American local, public and private education systems, colleges and universities leave their graduates totally inadequate in the face of trying to solve America's psychological problems of slavery and its affects of racism and poverty and leave them totally lacking in abilities to understand the nature of the American Civil Rights Movement or to gather America's real facts of history and government;**

That American institutions are on the wrong track since America's psychosocial problems are not being resolved. In our education institutions there is no essential understanding of the meaning, function, and importance of American History, government, and Civil Rights Movement. There is no discussion/teaching or course that teaches resolution to the psychosocial problems of slavery.

(2) **That there are no white, black, red, yellow, or brown people listed on the maps of the world and that the color of the skin of people makes no essential difference, when it is considered, that all people in the world are factually of the same species, *Homo sapiens sapiens*, although they are born and raised in different and various cultures of the world. They all have the inherent capacity to imagine, to think and to create ideas and concepts, to create new things not in being at the time of their birth, to improve on the past and to create new languages and civilizations;**

All human beings are equal and contain the inherent capacity to create a better world. Color has no significance. It confuses the essential facts about the essence of the human being.

(3) **That European or European Americans did not and do not have the capacity and thus not the ability to enslave the minds of individuals in Africa or anywhere else because the capacity to decide is inherently encased on the inside of every individual;**

Europeans or European Americans and Africans cooperated in creating slavery. Only an individual can enslave himself or herself because every individual is inherently created 100% free. Each individual of the first generation accepted the terms of their enslavement other generations inherited slavery. Africans and African Americans enslaved themselves.

(4) **That Europeans have not evolved to become a superior or a new species and Europeans have not developed two or three heads or a different head altogether;**

Neither Europeans or European Americans or Africans or African Americans are superior to each other.

(10) That European Americans talk about *American slavery* in the past tense and African Americans talk about it in the past tense and third person and that neither African or European Americans talk about American slavery in the present tense and that neither African or European Americans talk about American slavery in the present tense or the first person;

The European American talks about American slavery as if it's over. The African American talks about slavery as though it does not relate to them and if it's in the past. Neither group perceives that enslavement is a broad term and that it lives today within all Americans. Neither family talks as if it currently effects them as a group or individually.

(11) That to be free in America each person must recognize the slavery that is in his or herself, speak about it in the present tense in that manner and speak about it in the first person or the "I", and shed her or himself of the *inherited slave names/ master's names, slave culture, behaviors and habits*;

Each person has psychosocially inherited a pattern of slavery. In order to be free each person must personalize and objectify responsibility for shedding that pattern. This would effectually produce a free America.

(12) That each person has the human responsibility to be the model in teaching the children of the human family how to be free and to live the *Human Creed of the 1776 Declaration of Independence*;

No further clarity needed.

(13) That nouns are not adjectives; that nouns name people, places and things and that people are not things or places; and that black, white, red, yellow or brown are adjectives; that African American, European American, Asian American, Australian American and Jewish American, etc., are nouns that define both ethnic heritage on the one hand civic heritage in the United States on the other;

It is optimal to use proper nouns to identify heritage. Therefore, it is necessary to employ words that accurately describe people. People are not to be characterized by skin color.

(14) That ethnic means group heritage, American means civic heritage and *Esnicity* represents the concept of the human individual that is not limited to anything in the past and represents the possibility to create a new drama for a new future;

Esnicity encapsulates the fact that people are both ordinary and unique.

(15) That the sun, the moon, the stars, the earth and its atmosphere, its animals and plants, fauna and flora, are still with us and that the children need to know these facts of life at birth and all along the way to maturity.

As children grow and mature, they should be taught that all elements of earth are important. Their primary focus on earth should be their own Esnicity as a human being.

(16) That to find answers, one must seek them and be humble to the answers, no matter how strange or different from the past memories or experiences that they may initially appear;

No further clarity needed.

(17) That I was a slave five years out of Law School and had been one all of my life and that I needed to assume responsibility and create and re create myself through the ideal of a free person;

Dr. Nkosi realized that he was not a free person due to his inherited *non-being-ness*, and therefore was obligated to define himself based on fact.

(18) That meaning and reason had been force out of the communication system on America's slave plantation and that the people who made up that plantation were operating and functioning without any principles, facts, and truth between them and among them.

Without a communication system that represents the rights of all members of the Ethnic American family, *language is compressed* and not applicable. People were not relating to each other as humans based on principle, fact, and truth, leading them to develop their own concepts that are void of meaning and reason.

(19) And that I had to be primary and assume the responsibility of creating the concept and the ideal context through which the American Family could grow into and participate in creating the American Dream and to learn to live by the legacy of the American Creed.
No further clarity needed.

(20) And that I need to understand the difference between how I perceived myself and the African part of the American Family and how I and African Americans were perceived by the European American Family. And how African Americans perceived Africans in Africa and Africans from Africa in the United States;

Individuals and cultures view the world through their own narrow experiences, which do not reflect the reality that we need to understand.

(21) That the total American experience in human slavery, from 1619 to the present day, produced a new social entity in the world: the American Family, the nucleus of which consist of people, the African American female and male; the European American female and male, and the Euro-African American female and male, the so-called Mulatto, which is the reproductive product of the African and the European;

Slavery became a *new social malady* that involved all members of the *ethnic American family* and continues today.