

## Unfinished revolution

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Greetings to the Black House Kollektive on its 10th anniversary, and wishing for the success of its 2<sup>nd</sup> Winter School on Black Power, Pan-Africanism and Decoloniality.

Black people in Africa, in occupied Azania, won a definite victory against apartheid in 1992. But it is an unfinished revolution. Blacks are still living under oppressive conditions of extreme inequity, created by long years of apartheid rule. The victory against apartheid was only a win in the 1st battle of a long war.

To win the whole war, the first step is to recognize that racism, or the belief in White supremacy, is based on a SUPERSTITION (curse of Ham). This superstition was deliberately erected in the 17<sup>th</sup> c. by Christian priests to continue profitable slavery in Americas. That is, racism was used to morally justify the continuation of evil slavery in the Americas, after many slaves converted to Christianity, so the earlier doctrine of Christian supremacy could no longer be used to enslave them. Recall that slavery depressed the wages of the exported poor from Europe, who hence objected to slavery. More details in my [keynote at the Universities of Tübingen and Pretoria](#).<sup>1</sup>

But the superstition was again “adjusted”, there was again a shift from the doctrine of White supremacy to the doctrine of Western supremacy, after colonialism replaced slavery as the major source of Western wealth, starting in the 18<sup>th</sup> c. Why? Because to colonize India, the colonizer had erected a new fantasy called the Aryan race fantasy. These lies manifestly have political power, because people believe them without a shred of evidence: the ideology of both the current ruling party AND the main opposition in the Indian state of TamilNadu is founded on that Aryan fantasy. Of concern to Blacks in Africa is that the Aryan fantasy led to the intensification of racist history, and to further appropriations of the achievements of Black Egypt to non-creative White Greeks, as explained in Martin Bernal’s *Black Athena*.<sup>2</sup>

Despite the end of apartheid, that fantasy of Greek scientific achievements, and related Western supremacy, is still openly taught by the colonial education system, erected by Christian priests, who designed not only missionary education in schools but also set up (and controlled) all European universities such as Oxford, Cambridge, and Paris<sup>3</sup> since the Crusades.

The colonizer is laughing away because the colonized have failed even to realize that the overthrow of White supremacy only changed it to Western supremacy. Both White and Western supremacy are closely interlinked and both use essentially the same false history. The colonised failed to realize that Christian priests, for whom fantasies and lies are the key weapon of power, repeatedly make minor adjustments to their lies, to suit the prevailing political circumstances.

False history was an old trick used by Christian priests, as a secular argument to assert Christian supremacy which later mutated to White then Western supremacy. This changed to the trick of a false history **of math and science** during the Crusades.<sup>4</sup> However, the dogma of White/Western supremacy is obviously false: if early Greeks were so great, why did Fibonacci import primary-school arithmetic from Africa to Europe even in the 13<sup>th</sup> c.? And why were White Europeans, so extremely backward in math, even elementary arithmetic, that they failed to grasp that imported arithmetic till the 17<sup>th</sup> c? This is explained in my forthcoming book, *the Arithmetic Revolution*.

To complete the unfinished revolution, initiated by the overthrow of apartheid, it is essential to decolonize. To combat power based on lies, one must combat those lies. It is difficult to do that because colonial education still indoctrinates people from an early age into the belief in Western supremacy. And decolonization has unfortunately slowed down in Africa.

Some of you might recall my 2016 article<sup>5</sup> [on decolonising math](#) which went viral, was reproduced worldwide, then was censored by the *Conversation* and then taken down throughout the world. The article then appeared in *Rhodes Must Fall Oxford*,<sup>6</sup> in *Journal of Black Studies*<sup>7</sup> and is preserved in a few places including [“Was Euclid a black woman?” in Science 2.0](#).

Please ask: what was so threatening in the article that it had to be censored? After all, it was on the seemingly apolitical subject of math. If there was anything wrong in it, it could have been rebutted. Alas, no one could point to anything wrong so far! The most effective means of propaganda is through math and science, which are not even remotely suspected of involving propaganda.

This censorship was not an isolated case of suppression. Recall how in 2017 Stephen Hawking’s co-author, G. F. R. Ellis, in the University of Cape Town, was frightened out of his wits, and created a huge ruckus to prevent me from speaking in the math department of UCT. [I had offered to discuss](#) in the math department, the technical aspects of my long standing critique of his gross misuse of science, or what the [Blackhouse Kollektive](#) aptly called [Western superstitions masquerading as science](#). More details are in these excerpts on [Conspiracy theory polemic](#) and [Bantuization polemic](#) from from a talk Sol Plaatje Univ., Kimberley. I did have a two-day debate with Roger Penrose on this issue, long ago, and my critique is again explained in this article for the layperson<sup>8</sup> On the same issue of the decolonisation of math and science, [Israel denied me a visa](#) to give two invited talks at Palestine Technical University.<sup>9</sup> Amazing that people still don’t check facts, and imagine that there may be an iota of truth in what these fantasy mongerer supremacist want them to believe.

All this suppression is because the great fear of the coloniser is that if the colonised start distrusting Western education even in math and science, that will mark the end of Western supremacy, interlinked with earlier White and Christian supremacy. And the colonised are bound to stop trusting the coloniser and his colonial education, the moment they become aware of how Christian superstitions have invaded math, and through it, science. This was detailed in my Durban keynote.<sup>10</sup> A recent reiteration of the Christian superstitions in math is in [my 2<sup>nd</sup> talk at the 8th Pacific Rim Conference on Mathematics, in Australia](#). A more detailed account for the layperson is in the forthcoming 2<sup>nd</sup> and also [French edition](#) of *Euclid and Jesus*<sup>11</sup> which reiterates my earlier demand to teach a secular or [religiously neutral math](#).

I emphasize that the issue of history and philosophy of science is just the beginning. To destroy the false beliefs of the White/Western supremacists, it is necessary to hit where it hurts, to dismantle the Crusading philosophy of current colonial education in math, and through it, science.

Colonised people naively think there is no alternative; they ask: if not Western math and science, then what? The fact is that math has a long history from before Whites/West learnt even the basics of efficient arithmetic by the 16<sup>th</sup> c. Hence, alternative courses have been developed even on calculus as again explained [in my first talk in the math conference in Australia](#). All the [requisite course material is available](#), courses on calculus, string geometry etc. are available, and been **tried and tested** in 3 countries in 5 universities. It makes math easy and science better.

You must try it to “test the best” by yourself, and not believe this or that false propaganda and apocalyptic threats of White supremacists that decolonising math and science would cause some disaster. They make those false prophecies because they are so desperately frightened of the truth, they dare not even allow it to be openly discussed. If you don’t even try, the Whites/West would have again fooled you with lies and empty threats. Actually, nothing can be worse than what you currently face, so you have nothing to lose by trying, except your mental shackles. In India, I am now trying to push this decolonisation agenda into the primary school curriculum.

Let us all nations of BRICS unite together to built a better world.

- 1 C. K. Raju, “‘Euclid’ Must Fall: The ‘Pythagorean’ ‘Theorem’ and The Rant Of Racist and Civilizational Superiority — Part 1’, *Arumarūka: Journal of Conversational Thinking* 1, no. 1 (2021): 127–55, <https://dx.doi.org/10.4314/ajct.v1i1.6>.
- 2 Martin Bernal, *Black Athena: The Afroasiatic Roots of Classical Civilization.*, vol. 1: The fabrication of ancient Greece 1785-1985 (London: Free Association Books, 1987).
- 3 trans Dana C. Munro, *Translations and Reprints from the Original Sources of European History, No. 3, The Medieval Student*, vol. II: No. 3 (Philadelphia: University of Pennsylvania Press, 1897).
- 4 C. K. Raju, *Is Science Western in Origin?*, Dissenting Knowledges Pamphlet Series (Multiversity, 2009).
- 5 C. K. Raju, ‘To Decolonise Maths, Stand up to Its False History and Bad Philosophy’, *The Wire*, 2016.
- 6 C. K. Raju, ‘To Decolonise Math Stand up to Its False History and Bad Philosophy’, in *Rhodes Must Fall: The Struggle to Decolonise the Racist Heart of Empire* (London: Zed Books, 2018), 265–70.
- 7 C. K. Raju, ‘Black Thoughts Matter: Decolonized Math, Academic Censorship, and the “Pythagorean” Proposition’, *Journal of Black Studies* 48, no. 3 (2017): 256–78, <https://doi.org/10.1177%2F0021934716688311>.
- 8 C. K. Raju, ‘A Singular Nobel?’, *Mainstream* 59, no. 7 (30 January 2021), <http://www.mainstreamweekly.net/article10406.html>.
- 9 C. K. Raju, ‘Decolonising Mathematics: How and Why It Makes Science Better (and Enables Students to Solve Harder Problems)’, *Palestine Technical University Research Journal* 6, no. 2 (2018): 1–4.
- 10 C. K. Raju, ‘Decolonising Mathematics’, *AlterNation* 25, no. 2 (2018): 12–43b.
- 11 C. K. Raju, *Euclid and Jesus: How and Why the Church Changed Mathematics and Christianity across Two Religious Wars* (Penang: Multiversity and Citizens International, 2012).