

Educators Against Racism and Apartheid

November 1990

164-04 Goethals Avenue, Jamaica, NY 11432

SANCTIONS AGAINST IRAQ, BUT NOT SOUTH AFRICA

WHY

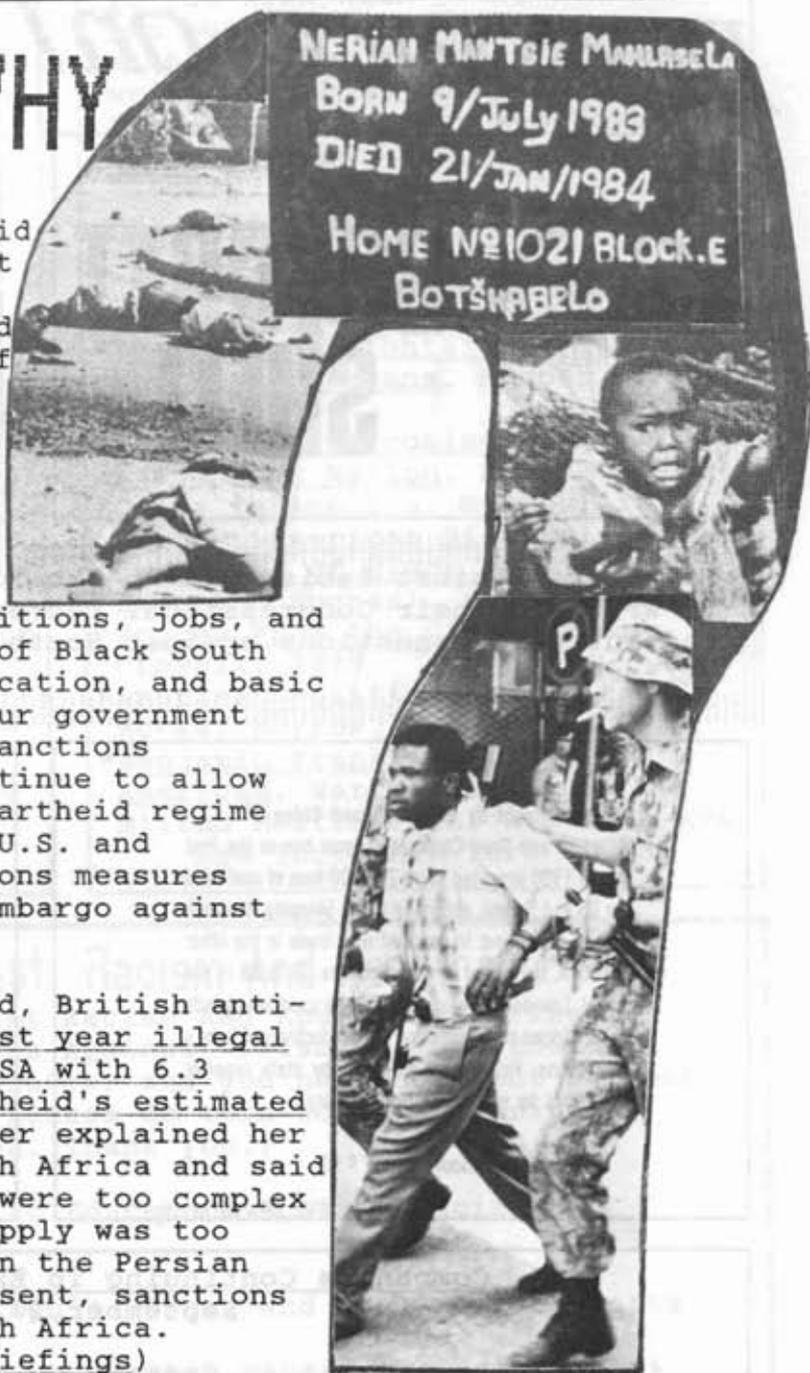
Educators Against Racism and Apartheid asks why the United States government was so quick to impose and enforce mandatory sanctions against Iraq, and yet drags its feet on the question of sanctions against South Africa?

In South Africa more than 27 million people do not have the democratic right to vote. Millions of Black South Africans have been forced to move to bantustans and resettlement areas which lack basic sanitary conditions, jobs, and educational opportunities. Millions of Black South Africans are denied health care, education, and basic civil and human rights. Why hasn't our government pressed for complete and mandatory sanctions against South Africa? Why do we continue to allow trade with South Africa where the apartheid regime is committing genocide? Why do the U.S. and Britain continue to veto United Nations measures which would make the international embargo against South Africa a success?

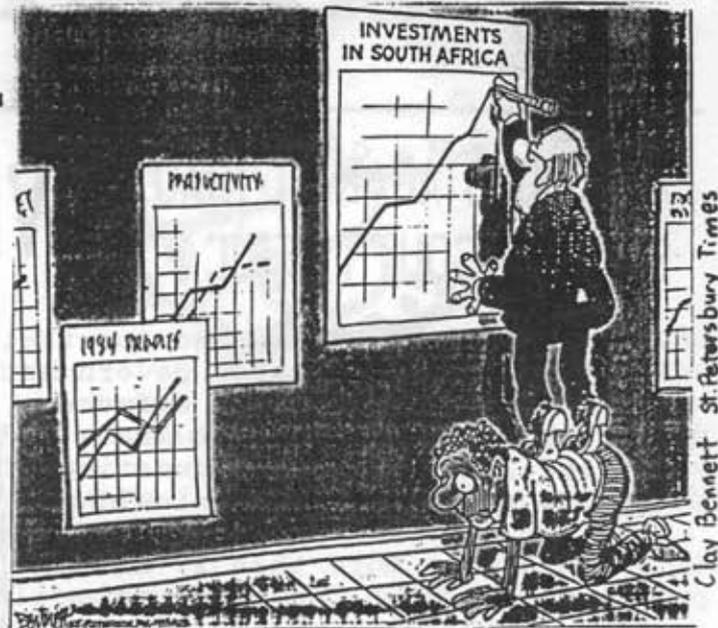
In a report called Fuel For Apartheid, British anti-apartheid activists reported that last year illegal traders and shipping lines supplied SA with 6.3 million tons of oil, or 36% of apartheid's estimated needs. Two years ago Margaret Thatcher explained her opposition to sanctions against South Africa and said that "the international oil markets were too complex and identifying the origin of oil supply was too difficult." Yet now we are seeing in the Persian Gulf that when political will is present, sanctions do work, and would work against South Africa. (Morning Star-UK. 12.9.90, ANC Newsbriefings)

Nelson Mandela has again called upon the international community not to relax its pressure on South Africa, saying that the democratic reforms under way in the country were not yet irreversible and that it would be premature for anyone to begin thinking of helping SA. He has called for intensification of sanctions against South Africa.

Educators Against Racism and Apartheid asks YOU to discuss this important question with your students and colleagues.



Keep the pressure on!



Clay Bennett St. Petersburg Times

Educators Against Racism And Apartheid calls on all justice minded people to write to their Congressional representatives to KEEP THE PRESSURE ON and intensify sanctions against South Africa. YOUR letter can make a difference.

SA coal bought by E. Europe and China
 SA's Iron and Steel Corporation Iscor has in the first half of 1990 imported some 200 000 tons of coal from the US and Poland, according to the Shipping Research Bureau in Holland. In contrast with trade in the other direction, the export of coal from the US to SA is not illegal. Low-ash US coal is said to be used to upgrade South African coal to improve the productivity of Iscor's coke ovens. Polish coal was sold by state exporter Weglokoks by way of an intermediary.

Southscan 7990
ANC Newsbriefing



**U.S. Companies Continuing To Export Goods To South Africa
 September 27, 1990**

item	Company	location
Aluminum Wire	Murko Machinery & Dies	Woodside, NY
hydraulic motors	Parker Hannifin	Brooklyn, NY
synth waste	S. Hellerman	Brooklyn, NY
refrigeration equip.	Taylor	Bronx, NY
auto parts, golf grips	Eaton	NYC, NY
fuel oil additives	Order	NYC, NY

This is a partial list of companies still exporting to South Africa. Please contact these companies to urge them to stop trading with South Africa. For a complete list of companies in your area, contact American Friends Service Committee, Southern Africa Project. 1201 Cherry St. Philadelphia, PA 19102

Kliptown, Home Of the Freedom Charter- Destroyed!

Bulldozers Demolish Kliptown

Kliptown, which basked in glory as home to the signing of the Freedom Charter 35 years ago, has been declared a slum. Despite its reputation as one of the most famous sites in modern African history, demolition work has begun in the Johannesburg township. Its people now face the gloomy prospect of resettlement. In Kliptown's Freedom Square on June 25, 1955, black leaders gathered to formally adopt the Freedom Charter as a blueprint for the new SA, to ensure all adult citizens were enfranchised and had basic human rights... Authorities say the township has deteriorated over the years and inadequate housing, deficient facilities, overcrowding and lack of sanitary necessities have led to its downfall. However, residents blame government and say it has used the policy of 'divide and rule' to ensure the phasing out of Kliptown...

The disappearance of Kliptown will also cause misery for hundreds of shopowners and street vendors. It was here where blacks were first given the opportunity to own stalls and trade as hawkers, with very little harassment from the authorities...

Although there are several schools in the area, some researchers claim many children in Kliptown do not attend school. There are others whose births were never who last year accused South African riot police of behaving like a pack of dogs when dispersing black schoolchildren in Mitchell's Plain, was dismissed from the police force earlier this year. Later he lost a house in Port Elizabeth and his house near Cape Town is up for auction.

Rockman, his wife Sharleen, and their 16-month-old daughter Fay-Ann, will be homeless and penniless. They are now lodging with friends in Cape Town...

City Press 2.9.90



Racism and Apartheid -

A LESSON

1. Have your students study the Freedom Charter. The Freedom Charter was initiated by the ANC. It is a document which outlines the basic goals of the liberation movement in South Africa.
2. Find out more about the apartheid government's system of forced removals to bantustans or resettlement areas.

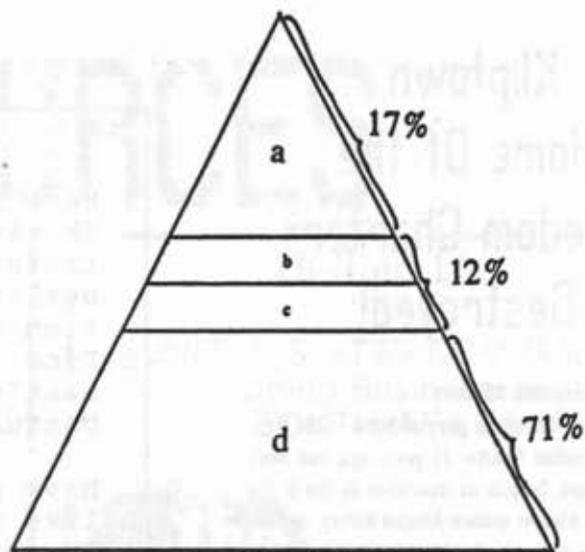
Have your students witnessed anything like the forced removals in the United States? Look at areas in cities which have undergone "urban renewal," gentrification, warehousing for co-op conversion. What was the role of the local government in each of these situations? Which people have been removed or harassed from these areas? What is the role of rent control, rent stabilization, vacancy decontrol in controlling the where people can afford to live?

3. Invite a speaker from an organization for the homeless or from a housing organization such as Metropolitan Council on Housing. Discuss the role of government banks and real estate in controlling where people can live. Find out what YOU and YOUR STUDENTS can do about it.
4. Find out more about the Population and Registration Act, one of the pillars of apartheid. While there is no such registration in the U.S., race does play a role in determining the kind of education, job, health care, and justice people receive. Is this statement true?
5. Read about attempts by Columbia University to remove the Audubon Ballroom where Malcolm X spoke. Are there examples of other attempts to destroy important symbols from the civil rights struggle?

You can find extensive lessons about the Freedom Charter, Population Registration, Forced removals, and housing in the book Apartheid Is Wrong: A Curriculum For Young People, by Paula Rogovin Bower. \$15 + \$3 postage and handling. Available from Educators Against Racism and Apartheid. 164-04 Goethals Avenue. Jamaica, NY 11432.

LEARNING ABOUT RACISM AND APARTHEID THROUGH MATHEMATICS

Educational Opportunity In South Africa



KEY

- A. A small, highly privileged and overpampered class composed of whites only...Full educational opportunities and superfluous educational facilities. Education has been free and compulsory for them up to the age of 18 since 1923. Out of 16 universities supported by the gov't, 11 cater exclusively for this class.
- B. A small class of Asians and some privileged Coloureds. Their affluence enables them to pay for the education of their children.
- C. A relatively small class composed of Asians, Coloureds and upper-class Africans. This class also pays to a great extent for the education of their children.
- D. A large class which could be referred to as 'the wretched of the South African earth,' mainly composed of blacks. This class is characterised by a 'blockade' of educational opportunities and lack of educational facilities, poverty and unemployment, frustration... deprivation and strangled aspirations...

"The deliberate creation of a 'permanent underclass' composed of the non-white racial groups in South Africa was propagated and perpetuated by the white minority class through, among other things, education.

From the Cape School Board Act of 1905, which established separate schools for the different racial groups, through to the Bantu Education Act of 1953, up to the bill that led to the Soweto riots of 1976, Act after Act was promulgated to entrench a vicious circle of educational deprivation for the majority of the South African population. This was done for the purpose of creating and perpetually maintaining a privileged white minority class whose assumed superiority and supremacy over the other racial groups would, as such, be unquestioned."

From Thoughts on Education in a New South Africa. by Xoliswa Skomolo. Published in Sechaba, official publication of the African National Congress, South Africa. Sept. 1990. Available from the ANC. The author outlines proposals for education in the post-apartheid South Africa.

(See lessons based on this information on the next page.)

1. Convert the data from the pyramid to a pie chart or a bar graph. Divide your class into the 4 groups described in the KEY. Make a group of 17% of your class, 6%, 6%, and 71% so that students can visualize the information.
2. Research data about educational opportunity in the United States. Make pyramids, pie charts, or bar graphs to illustrate the data. How does this data compare to the data on educational opportunities in South Africa? Are there any basic differences or similarities between the two societies?
3. If you teach at an urban school, take your students on a field trip to a suburban school. Suburban or private school teachers can take their students to an urban public school. (My public school students went to visit their penpals, but the suburban children were not allowed to visit my class in a New York City public school! Maybe you will be more successful. P.Bower) Make a chart comparing the differences in school facilities, class size, course offerings, spending per student, etc.

4. "When I have control of native education, I will reform it so that the natives will be taught from childhood to realize that equality with Europeans is not for them.

Hendrik Verwoerd, 1953
Minister of Native Affairs
Prime Minister

What is the use of teaching a Bantu child mathematics when it cannot use it in practice? Education must train and teach people in accordance with their opportunities in life."

Discuss this quote from the former Minister of Native Affairs. How does this statement help you understand the apartheid system?

5.

	Whites	Africans		
		White Areas	Bantustans	Total
Expenditures (millions)	R2,300	R560	R630	
Number of students	1,139,000	1,680,000	3,870,000	
Per capita expenditure				

Calculate the missing data in this chart. Use your answers to compare the following per capita expenditures:

Expenditures for whites are about _____ times those for Africans.

Expenditures for Africans in white areas are about _____ times those for Africans in bantustans.

Expenditures for whites are about _____ times those for Africans in bantustans.

(#5 is from a lesson by C. Zaslavsky in Apartheid Is Wrong: A Curriculum For Young People. Available from Educators Against Racism and Apartheid.)

6. Discuss these issues with your students:

What is the impact of apartheid and/or racism on educational opportunity? What is education? Who determines which people will receive full educational opportunities?

7. How can we change that pyramid of educational opportunity so that all people, particularly those who have been excluded in the past, can get a quality education in the United States? Students should read the proposals in the article by Xoliswa Skomolo. Have students work in groups to develop projects which will bring about greater educational opportunities for all. They can lobby for increased funding for schools and against budget cuts, fight for improved quality education at their school, seek out special funding and grants, form a Students Against Racism in Education club, and much more. (See the resource list on the next page for related books and videos.)

RESOURCES

IDAF BOOKS AND VIDEOS

Class and Colour in South Africa: 1850-1950, by Jack and Ray Simons. IDAF. 1990 reprint.

Sechaba, official journal of the African National Congress. Sept. 1990. "Thoughts On Education in a New SA". By Xoliswa Skomolo. Available from the ANC. 801 2nd Ave. Suite 605. NYC, NY 10017.

The Struggle for People's Education. Produced by Afravision. 1986. Video, 16 minutes. Documents education of black South Africans and the struggle to resolve the education crisis. Available from IDAF.

Whirlwind Before the Storm. The origins and development of the uprising in Sower and the rest of SA, June-December 1976. Available from IDAF.

IDAF, International Defense And Aid Fund For Southern Africa is located in England. 64 Essex Road, London N1 8LR. IDAF videos are available from California Newsreel
144 9th Street/420
San Francisco, CA 94103
(415) 621-6196

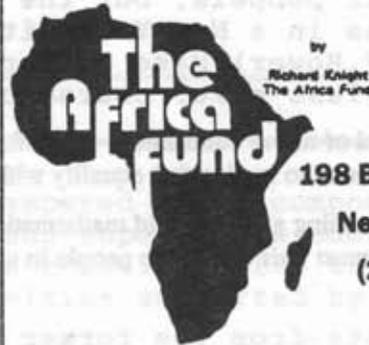
or
Cinema Guild
1697 Broadway
New York, NY 10019 (212) 246-5522

IDAF books are available from:
Africa World Press
15 Industry Court
Trenton, NJ 08638
(609) 771-1666

or
Imported Publications
320 West Ohio Street
Chicago, IL 60610
(312) 787-9017

(All of the above distributors have extensive catalogues of books, films, videos, photos about Southern Africa racism, and other social issues.)

Unified List of UNITED STATES COMPANIES Doing Business in SOUTH AFRICA



198 Broadway

New York, N.Y. 10038

(212) 962-1210

Third Edition 1990

SA'S DEATH SQUADS

South Africa's Death Squads. Lawyers' Committee For Civil Rights Under Law. Suite 400. 1400 Eye St. NW, Washington, D.C. 20005. (202) 371-1212. Presents facts and critical questions about South African government death squads.

PROPAGANDA

Southern Africa: The New Diplomacy. Published by the Embassy of South Africa. 3051 Massachusetts Ave. NW. Wash. D.C. 20008. (202) 232-4400. This and their other pamphlets and videos are excellent for analyzing the role of propaganda in maintaining apartheid.

**APARTHEID
IS WRONG**

Curriculum Kit

(Curriculum and Filmstrip/Cassette)
@ \$23.00 + \$5.00 each for
postage and handling

Make check or money order payable to
Educators Against Apartheid. Send to:
Educators Against Apartheid
164-04 Goethals Avenue, Jamaica, NY 11432.

THANKS

Many thanks to Dori Brooks and Chris Ferris of Y?TV for their exciting workshop on October 27 at La Guardia High School. The workshop was sponsored by Educators Against Racism and Apartheid and SOS - Justice.

Students and teachers analyzed images from art work and TV for racist content and intent. They discussed the urgent need to look critically at the artwork in their texts and the images in TV advertising. They discussed the need for alternative resources and alternative media.



COLUMBUS IN CONTEXT

Educators Against Racism And Apartheid is part of a coalition of educators who are trying to expose the truth about Columbus. If you are interested in participating, call EARA (201) 836-6644 or Educators For Social Responsibility (212) 870-3318.

Meet Milton Meltzer!

If you work with young adults, you must become familiar with author Milton Meltzer! He has written over 80 books on social issues. These books should be in your class, school and public library.

Here are just a few titles:

- *Columbus and the World Around Him. Watt, 1990
 - *The Bill of Rights: How We Got It and What it Means. Harper & Row. 1990
 - *The American Promise: Voices From A Changing Nation. Bantam. 1990
 - *Crime in America. Morrow, 1990
 - *African American History: Four Centuries of Black Life. (with Langston Hughes). Scholastic, 1990
 - *Voices From the Civil War. Crowell, 1989
 - *American Politics: How It Really Works. Morrow, 1989
 - *Benjamin Franklin: The New American. Watts, 1988
- Milton Meltzer. 263 West End Ave.
New York, New York 10023

Join Educators Against Racism And Apartheid.

I want to join Educators Against Racism And Apartheid. (Please send \$10 membership to Educators Against Racism and Apartheid. If you are receiving this newsletter and you have not sent in your membership or a contribution, please do this today, as printing and postage costs are very high. Thank you.)

I want to make a contribution to Educators Against Racism and Apartheid.

I am participating in the Kellogg's, Coke, and Shell Oil boycotts.

Please describe on the back or on another paper some of the anti-apartheid, anti-racism activities you have done or are doing with your class. We will share this with other educators in upcoming newsletters. Thank You.

NAME _____ ADDRESS _____

CITY _____ STATE _____ ZIP _____ PHONE _____

SCHOOL _____ GRADE(S) _____

Please return this to: EARA. 164-04 Goethals Ave. Jamaica, NY 11432

STOP THE IRON FIST OF REPRESSION!



"An offensive unprecedented in ferocity has been launched against our people. Ordinary civilians, at home, at work and in the streets are made targets of brutal and savage attacks. There is no doubt in my mind at all the evidence conclusively supports this, that the police and sectors of the government are working with a variety of vigilante forces, including Inkatha. Eyewitnesses from many townships stated 'unequivocally' that whites, with their faces and hands blackened, have been part of groups of attackers recently. This is not a new phenomenon in southern Africa, it has been an integral part of the destabilisation policy perpetrated against Angola and Mozambique..." Nelson Mandela. BBC MIR (Sapa)17.9.90. ANC Newsbriefing. Vol. 14 No. 38

"South Africa's army has given secret military training to members of Inkatha, the right-wing tribalist organization whose vigilantes have killed hundreds of ANC supporters. At least two batches of Inkatha fighters, each about 100 strong, were trained to use AK-47s, RPG rocket launchers, G3 sub-machine guns, Browning machine-guns and anti-personnel mines. The training was carried out in northern Namibia which was under South African occupation until six months ago," the Johannesburg Weekly Mail reported. The ANC warned that 'unless the government is seen to be taking appropriate measures to apprehend and prosecute the perpetrators of this violence, it will have to assume full responsibility for derailing the peace process.' Morning Star (UK) 22.9.90. ANC Newsbriefing. Vol 14. No 38

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Free All Political Prisoners!