

Educators Against Racism and Apartheid

Vol. 8 No. 5 January, 1991

164-04 Goethals Avenue, Jamaica, NY 11432

MARCH ON WASHINGTON FOR PEACE IN THE MIDDLE EAST January 26th



As the January 15 deadline in the Persian Gulf nears, Educators Against Racism And Apartheid continues to ask why President Bush is willing to sacrifice the lives of so many U.S. soldiers (many of whom are Black and Latino) and the lives of so many Black South Africans suffering from the impact of apartheid? EARA does not condone the acts of aggression by Iraq. But we KNOW that economic sanctions and isolation can work. We have seen the impact of sanctions (as weak as they may be) in South Africa.

Apartheid is genocide. Why doesn't Bush impose more strict sanctions against South Africa? Why does Bush send hundreds of thousands of troops to the Persian Gulf to stop Iraq, but not to South Africa to stop the government-supported blood-bath? Why doesn't Bush demand an immediate end to those stumbling blocks (elimination of the Group Areas Act, the Population Registration Act and other pillars of apartheid, repatriation of exiles, release of all political prisoners) to a negotiated settlement in South Africa?



- *Please take time (before it's too late) to discuss these questions with your students.
- *Organize a teach-in where the issues of the Persian Gulf, apartheid, and racism can be discussed.
- *Have students write letters to President Bush.
- *Organize support for resisters.
- *Plan local student demonstrations.
- *Provide "draft" counselling.
- *Collect signatures on the petition.
- *Take your students and their families to the January 26 March on Washington. Contact the National Campaign For Peace In The Middle East, (212) 727-3069.

they Bennett

American/SA Cyanamid - Inhumane!

The Human Rights Day event at American Cyanamid Headquarters in Wayne, NJ was a huge success. The anti-apartheid prayer service and public witness on December 10 drew a large crowd from New Jersey schools, congregations and community groups and was well covered by local press, as well as by SOUTH AFRICA NOW.

South Africa Cyanamid (American Cyanamid's subsidiary) just fired 111 employees as they prepared to negotiate a union contract. In addition to American Cyanamid's shipment of TOXIC WASTE to South Africa, this practice challenges the company's image as a responsible corporate citizen.

You can write letters expressing your concerns to:

George Sella, CEO
American Cyanamid
1 Cyanamid Plaza
Wayne, NJ 07470



Please contact the Interfaith Center On Corporate Responsibility for assistance and resources for organizing around this issue. Call Donna Katzin or Diane Wickes: (212) 870 - 2293

Now there is one more reason to boycott Kellogg's products. The attorneys general of 5 states have joined Iowa's long fight against health claims made in Kellogg's ads. California, Florida, Iowa, Minnesota, Texas, and Wisconsin charge that ads for Frosted Flakes, Special K and 40+ Bran Flakes were deceptive and misleading. Kellogg's claims that people who eat Special K would "keep the muscle, lose the fat." It claims that Frosted Flakes are superior to some fruits such as apples.

Educators Against Racism And Apartheid claims that Kellogg's is violating the request of the liberation movement in South Africa by arrogantly remaining in South Africa. Kellogg's continues to say in the propaganda sent to boycott participants that it knows what's best for the Black majority in South Africa. Kellogg's continues to sell cereal to the SA military. It continues to pay taxes to the apartheid regime. It's workers must live in a segregated township and join segregated unions. Its workers continue to suffer from the impact of apartheid. If you are a health "nut" and/or an anti-apartheid activist please join the Kellogg's boycott. Write to EARA for a fact sheet. Write to the President of Kellogg's expressing your concern about both issues.

President, Kellogg's Company
1 Kellogg Plaza
Battle Creek, Michigan 49016-3599

(Holiday)
Lose the fat:

Kellogg's
Special

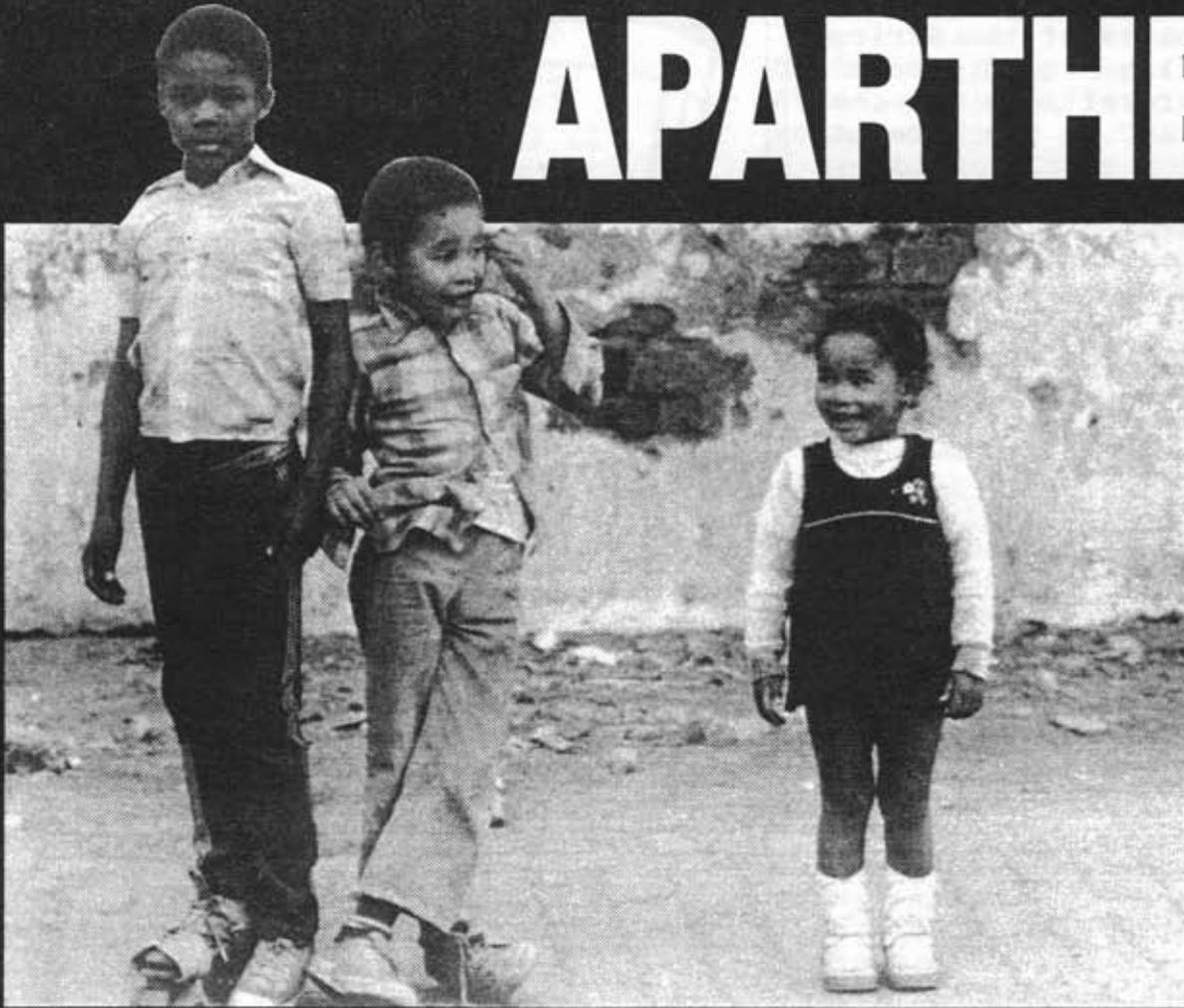
- High protein
- Low sugar
- Fat free



SECOND
EDITION

APARTHEID

IS WRONG



A Curriculum for Young People

by Paula Rogovin Bower

*Published by
Educators Against Racism and Apartheid*

APARTHEID IS WRONG

Have you seen the new edition of Apartheid Is Wrong: A Curriculum For Young People?

The cover is the colors of the African National Congress flag - gold, green and black. The new cover reflects the central role played by the ANC in the liberation of South Africa.

Do you know a gym teacher, a math teacher, a science teacher, a home economics teacher who is progressive but has been unable to find a way to bring the issues of apartheid and racism into the classroom? The new edition of Apartheid Is Wrong is just right for them! These do not have to be viewed as "neutral" subjects.

The responsibility for social issues is not the sole domain of social studies teachers. The curriculum provides hundreds of activities for parents and teachers of every subject area. There is even a subject area index!

The new edition is up-to-date. As long as the pillars of apartheid remain in tact, as long as the South African majority does not have the right to vote, until there is a new Constitution in place- the curriculum can be used. The book even suggests that teachers and students keep a scrapbook of news clippings so they can monitor the process of change in South Africa. Your students can see history-in-the-making. They can be part of the effort to liberate South Africa.

EVERY SCHOOL IN YOUR DISTRICT OR CITY SHOULD HAVE A COPY OF THE NEW CURRICULUM.

COLLEGE TEACHERS CAN USE THE BOOK AS PART OF THEIR COURSES.

EVERY LIBRARY SHOULD HAVE THE CURRICULUM.

YOUTH GROUPS, RELIGIOUS GROUPS, UNIONS SHOULD HAVE THE CURRICULUM.

While the curriculum was written for grades 1 - 12, it can easily be used with adults.

Discounts for bulk purchases are available. Demonstration workshops can be arranged. Call (201) 836-6644 for information.



ORDER FORM

APARTHEID IS WRONG: *A Curriculum for Young People.* *Second Edition*

Number of copies ordered _____

Total amount enclosed \$ _____

(Each copy: \$17.00 + \$5.00 for postage and handling)

Special discounts are available on orders of more than 10 copies.

Make checks or money orders payable to:
Educators Against Racism and Apartheid

Mail to:
Educators Against Racism and Apartheid
164-04 Goethals Avenue
Jamaica, NY 11432

NAME _____

ADDRESS _____

CITY _____

STATE/ZIP _____

TELEPHONE _____

ORGANIZATION OR SCHOOL _____

Contact Educators Against Racism and Apartheid at (201) 836-6644 for information about workshops on how to use the Curriculum.

RESOURCES

Books by Milton Meltzer

For junior high and high school:

- * Columbus And The World Around Him. Franklin Watts, 1990
- * Mary McLeod Bethune: Voice of Black Hope Viking Kestrel, 1987
- * Winnie Mandela: The Soul of South Africa. Viking Kestrel, 1986.
- * The Black Americans: A History In Their Own Words. Crowell, 1984
- * The Truth About The Klu Klux Klan. Franklin Watts, 1982.
- * The Hispanic Americans. Crowell, 1982.
- * Hunted Like a Wolf: The Story of The Seminole War. Farrar Straus & Giroux, 1972. Dell paperback.
- * Langston Hughes: A Biography. Crowell, 1968.
- * Black Magic: A Pictorial History Of the Negro In American Entertainment. (with Langston Hughes) Prentice-Hall
- * Time of Trial, Time of Hope: The Negro In America, 1919-1941. (with August Meier) Doubleday, 1966.
- * Brother, Can You Spare A Dime? The Great Depression, 1929-1933. Knopf, 1969. Dell paperback

Mandela in America - video

Mandela In America. Video documentary of Mandela's 11-day tour through 8 cities. 90 minutes. \$27.50. Order from SOUTH AFRICA NOW. 361 W. Broadway. NYC. NY 10013.

ACOA

Subscription to American Committee On Africa & Africa Fund Publications: ACOA Action News, Southern Africa Perspectives, Action mailings. Individuals: \$15. Institutions: \$25.

The Africa Fund. 198 Broadway
NYC, NY 10038. (212) 962-1210

This is a great source of information and action projects.

Heroes For Young People

Heroes For Young People by Nancy Mackoviak. \$4. This was written by a teacher. There are lessons about Nelson Mandela, Cesar Chavez, Father Miguel Hidalgo, Martin Luther King, Jr., Emiliano Zapata, Archbishop Oscar Romero.

Send for your copy now.
Nancy Mackoviak. 1033 N. 4 Avenue
Tucson, Arizona. 85705

A note: It's really important for teachers to publish or self-publish curriculum they have developed. It is a vital resource for progressive teachers.

IMPACT II

You can get grant money for teaching about social issues. New York City teachers can adapt an Impact II project in your classroom. Here are a few which might be of interest. Call the teachers directly.

Apartheid Through Children's Eyes. Teacher: Terri Ann Keith (718) 330-0345

Stand Up With Martin Luther King
Teacher: Patricia Mellon Presser (718) 649-3155

Through History With Harriet About Harriet Tubman. Teacher: Nancy English. (718) 330-9277

Fresh Tracks: Pathways To The Past About Native Americans.
Teacher: Susan Miller. (718) 835-6908

Freedom: The Idea Continues
Teacher: Allen Osterveil. (718) 241-5757

If you have developed curriculum you want to share with others, you can apply for a developer grant. Call Margot Jones (718) 935-4310. You can get information about Impact II projects outside of New York.

Celebrate Black History Month All Year!

While Educators Against Racism And Apartheid believes that African-American Heritage should be infused into the year-round curriculum, we encourage educators to plan special events at your school for Black History Month. Here are some suggestions:

1. Set up a school-wide planning committee.
2. Encourage all classes to contribute models, reports and dioramas for a museum of African and African-American scientists, inventors and mathematicians.
For example, students can make a model of the traffic signal, invented by Garrett Morgan, the filament in the light bulb, invented by Lewis Latimer, the blood bank, developed by Dr. Charles Drew, and much much more.
3. Plan special assemblies where students can celebrate the African-American heritage through music, dance, drama, poetry.
4. Prepare special bulletin boards and intercom reports about selected topics: music, sports, the arts, authors, scientists, etc.
5. Invite African-American authors, scientists, mathematicians, cultural workers, factory workers... to your school.
6. Set up workshops for parents and teachers: for example, African mask-making, jazz chants.
7. Work with the lunch-room staff to prepare special meals typical of different African countries, Jamaica, the South... And/or have staff and parents prepare special meals.
8. Plan a special event to honor Nelson Mandela and the struggle to end apartheid. Video the event. Send a copy to the ANC in South Africa. P.O. Box 61884, Marshalltown 2307. Johannesburg, South Africa.
9. Have students research, write, and present a play about an issue or special person. Or send for Harriet Tubman, Apartheid is Bad, And Other Plays For Young People. by Paula Rogovin Bower. \$9.50. Second edition. Plays about Frederick Douglass, Fannie Lou Hamer, Martin Luther King, Paul Robeson, Howard Beach, etc. 625 Linden Ave. Teaneck, NJ 07666

Join Educators Against Racism And Apartheid.

I want to join Educators Against Racism And Apartheid. Membership contribution is \$10.

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

I would like to start a chapter of Educators Against Racism And Apartheid at my school.

I would like to contribute an article about activities in my school or city for upcoming newsletters.

Name _____ Address _____

City _____ State _____ Zipcode _____ Phone() _____

School _____

Columbus

On October 12 we celebrate the day in 1492 when Columbus first landed in America and claimed this New World for Spain. The other day is November 19, the day in 1493 when Columbus discovered Puerto Rico. This was his second voyage to claim lands for the rulers of Spain, Ferdinand and Isabella.

When Columbus discovered Puerto Rico in 1493, he had many more ships and men with him than he had on the first voyage in 1492 when he discovered America. There were 17 ships instead of 3 and a total of 1,500 crew members. There were sailors, noblemen from Spain, priests, farmers and artisans.

If you have heard the pretty Puerto Rican Anthem, "LA BORINQUEÑA", you may have wondered why it had that name. In 1493, the island we call Puerto Rico was called Borinquen by the Indians who were living there.

It was many years before the island got its present name, Puerto Rico. Columbus gave it the name, San Juan Bautista, in 1493. Much later, Spanish traders began calling the island Puerto Rico, which means "rich port". All of the ships carrying the riches of the colonies back to Spain stopped at its harbor.

So now, after more than 400 years, the people of the two lands, America and Puerto Rico, that Columbus discovered for Spain are all American citizens. We now have two holidays to celebrate, COLUMBUS DAY, October 12, and DISCOVERY DAY, November 19.

The above is an excerpt of an article from the Board of Education to the teachers in my school in New York City. Isn't this what YOU learned about Columbus when you were young?

This outrage of presenting lies to our children must stop! This kind of seemingly "neutral" teaching of facts must end.

Columbus and Queen Isabella certainly can't be looked at as heroes or saints, although they have been painted that way by our history books and by the various committees which are preparing for the Quincentennial Celebrations in 1992.

In fact, this period of exploration by Columbus was a time of exploitation and genocide of Native peoples. History is not neutral. Every discovery of gold, other riches, and sources of labor resulted in exploitation of land and human life.

History is not neutral. Even the term Discovery Day is loaded. Native people lived in North and South America long before Columbus set foot here. Perhaps we can say that he discovered a new land to exploit and a new people to enslave and exploit.

Let me share these quotations from Milton Meltzer's new book Columbus And The World Around Him (Franklin Watts, New York, 1990). Perhaps this will clarify the role of Columbus. If your school district provides textbooks and memos with lies or misinformation - you have a big job to do to introduce new ideas and resources. Meltzer's book is a must! by Paula Bower

They [the Indians] would make fine servants, and they are intelligent, for I saw that they repeated everything said to them. I believe they could easily be made Christians, for they appeared to have no idols. God willing, when I make my departure I will bring half a dozen back to Their Majesties. . . . Should Your Majesties command it, all the inhabitants could be taken away to Castile, or made slaves on the island.

Columbus

They bear no arms, and are all unprotected and so very cowardly that a thousand would not face three; so they are fit to be ordered about and made to work, to sow and do aught else that may be needed, and you may build towns and teach them to go clothed and to adopt our customs.

Columbus

It was the first page in the history of the European settlement of the Americas. A beginning marked by conquest, slavery, death, a page written in blood. It makes one wonder whether Columbus Day should not be mourned, rather than celebrated.



Top: Spaniards chopping off the hands of Indians who failed to meet the gold dust quota. From a 1619 work entitled Spanish Cruelties. The book's engravings were taken from Bartolomé de Las Casas. Bottom: Las Casas brought the terrible report of genocide to Europe. This engraving shows the Spaniards hanging Indians and burning their homes.

from Milton Meltzer's
Columbus And The World Around Him



Is this the Columbus YOU learned about in school?

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Free All Political Prisoners!