

Educators Against Racism and Apartheid

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For Babies Only!

In February, 1990, The African National Congress and other political organizations were unbanned. Political prisoners were released in April, 1991. The Group Areas Act was repealed. On June 17, 1991 the de Klerk regime repealed the Population Registration Act.

On July 10, 1991 "very cheerfully" lifted the sanctions against South Africa contained in the Comprehensive Anti-Apartheid Act of 1986. These sanctions included a ban on new investment and bank loans to South Africa, prohibited sales to the South African police and military and prohibited the import of agricultural goods, iron, steel, textiles, shell fish, uranium, and the products of companies owned by the South African government. Also lifted was the ban on landing rights for South African Airways. Pres. Bush certified that the South African gov't had met five conditions specified in the Comprehensive Anti-Apartheid Act.

Although the ANC and other political organizations were unbanned, they are by no means free to operate. For instance, they cannot hold public meetings to organize without prior permission from local white gov't officials. There is now overwhelming evidence of police complicity in the violence against anti-apartheid activists that has cost over 3,000 lives since February, 1990, an average of seven per day.

The de Klerk regime says that all but a few hundred political prisoners have been released and these cases are being reviewed. Human rights organizations estimate that 900 political prisoners remain behind bars.

The regime has repealed the Group Areas Act which restricts where Black people can live. However, now the regime has allowed communities to establish "standards" which could be used effectively to block access to certain areas.

The Population Registration Act has been repealed but race classifications already assigned continue to be used for a variety of racist restrictions such as maintaining segregated schools, differential pensions for Blacks and whites, and voters rolls. In fact, the bill that repealed the Population Registration Act specifically said it did not affect any of the other laws that depend on racial classification. Race classification still applies to everyone born before 1990, and all laws based on the Act which define people by racial group are still in effect! IN OTHER WORDS, THE POPULATION REGISTRATION ACT WAS REPEALED FOR BABIES ONLY! The remaining 30 million Black South Africans who comprise over 75% of the population, cannot vote! De Klerk asserts that a new constitution, granting the right to vote to all, will be written "in the next few years."

*Keep the Pressure On!
Maintain Local Sanctions and Disinvestment!*

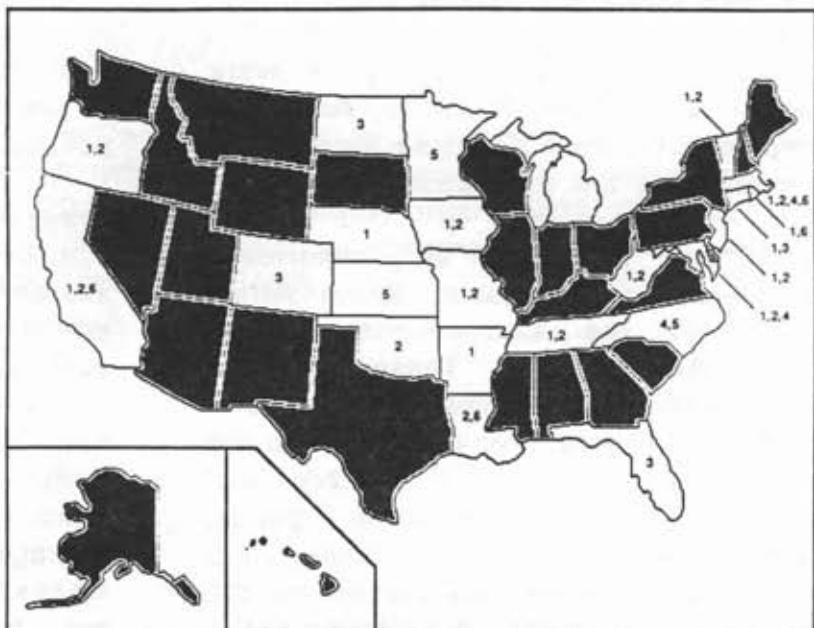
African National Congress, July 10, 1991

We regard this action as premature...The process of change can only be deemed irreversible when the people can defend their gains through that most democratic of means, one person, one vote. Sanctions were imposed by governments and people across the world with the primary objective of ending apartheid...We urge all who cherish democracy and want to see a free, democratic and non-racial South Africa come into being to continue to utilize this weapon to maintain pressure on the South African gov't.

NAACP, July 10, 1991

The premature lifting of sanctions is indicative of moral shortsightedness on the part of the president and his administration. (A resolution was passed urging that sanctions be re-imposed until all conditions of the 1986 law are met.)

Economic Sanctions Against South Africa



Scope of legislation:

- 1) Divestment
 - 2) Bank Restrictions
 - 3) No New Investments
 - 4) Ban on Goods/ Selective Services
 - 5) Partial Divestment

5) Partial Divestment

6) CA: Prohibits public utilities from including losses from investing in SA govt in operating budget; requires firms to disclose SA ties on prospectus issued in CA; divestment by UC

LA: Prohibits states utilities from nuclear cooperation

MA: No industrial bonds to companies operating in SA

RI: Establishes divestment commission

This chart indicates the very important role played by the anti-apartheid movements in cities and states around the country. ("These state and local anti-apartheid laws are likely to become a new lever in Mandela's drive to negotiate a transfer of political power to South Africa's black majority." Business Week)

Educators Against Racism and Apartheid urges you to call on your state and local governments to maintain sanctions. As of April, 1991, people's sanctions had been adopted by 28 states, 24 counties, and 92 cities. Students, call on your school administrations to continue divestment. Please escalate the boycott of Shell Oil, Manufacturers Hanover Trust, Coke, and Kellogg's. Write to President Bush and your Congressional representatives to condemn the premature lifting of sanctions. Contact the American Committee On Africa for more info: (212) 962-1210.

KEEP THE PRESSURE ON!

The Columbus Myth Has Got To Go!

It's time to check your encyclopedia, textbooks, storybooks, and curriculum guides. Educators Against Racism and Apartheid urges you to work with your students to examine carefully the content of these books regarding the issue of Columbus.

For example, examine this text and picture taken from The World Book Encyclopedia, 1987. They are similar to most of the books you will find about this topic. Look at the point of view of the books, the missing information, and the characterization of Native people.



Landing of Columbus (1842-1844) by John Vanderlyn, Library of Congress

Columbus First Landed in the New World on Oct. 12, 1492. He went ashore on San Salvador Island in the Bahamas and claimed possession for Spain.

The Discovery. On Oct. 10, everyone agreed to sail on for three more days and then return if land were not found. The island that Columbus named San Salvador, in the Bahamas, was sighted by moonlight at 2 am Oct. 12. Before noon that day, Columbus landed on the beach at Fernandez Bay and took possession of a New World (as it proved to be) for Spain...

The Hard Voyage Home. The homeward voyage was very rough...On its way to Spain, the Nina was overtaken by another storm that ripped off most of its sails and forced it into Lisbon. There Columbus had the satisfaction of visiting King John II and exhibiting the Indians who had survived the voyage...

The World Book Encyclopedia, 1987

In June, 1990 the American Library Association membership passed this resolution:

...WHEREAS: Columbus's voyage to America began a legacy of European piracy, brutality, slave trading, murder, disease, conquest, and ethnocide, and, further, engendered the Native American Holocaust which saw a population of over 5,000,000 American Indians in the land area of the United States decline to about 250,000 by the last decade of the 19th century,

THEREFORE, BE IT RESOLVED: The American Library Association urges libraries to provide Columbus Quincentennial programs and materials which examine the event from an authentic Native American perspective, dealing directly with topics like cultural imperialism, colonialism, and the Native American Holocaust.

EARA urges all parents and educators to do the same. Here are two excellent resources:

Rethinking Columbus, by William Bigelow (author of Strangers in their Own Country)

Single copies \$1.00 + .75 packaging & handling

10-49 copies \$.50 + \$5. p & h

Make checks payable to Rethinking Schools 1001 E. Keefe Ave. Milwaukee, WI 53212.

Columbus: His Enterprise. by Hans Koning. Monthly Review Press. 122 W. 27th St. NY, NY 10001. 1991, \$8.95

Racism in Housing

Racial Steering

AIM: Students will examine the concept and impact of racial steering in housing.

INTRODUCTION: Racial steering is the practice by real-estate brokers of steering or directing people of various racial groups to particular neighborhoods. For example, white buyers are steered to white neighborhoods, African-Americans to African-American neighborhoods. The buyer may simply not be shown housing in a certain area. Or the buyer may hear comments from the broker such as, "You really wouldn't want to live here." Some states have laws which prohibit racial steering, however, enforcement is usually lax.

ACTIVITIES:

- Drama: Role-play a scene base on the information in this news article. Discuss the scene. Role-play a scene where a white couple is shown a house in a white neighborhood, and an African-American couple is shown a house in an African-American neighborhood. Discuss the scene. How do you think the African-American couple felt when they were not shown the house in the area they had chosen?
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From the New York Times, 12/15/87

Steering Blacks Around an Island Of White Homes

VALLEY STREAM, L.I.

Just to the west of Valley Stream, in Queens, is Springfield Gardens, where the schools are more than 90 % black. Just to the east of Valley Stream is Malverne, where schools are 62 percent minority-group members. To the north is Elmont, where schools are more than a third minority-group members. And right in the middle sits Valley Stream - a white island where schools are less than 1 percent black.

Civil rights leaders have long charged that Valley Stream stays so white partly because of racial steering by real-estate brokers - white buyers are steered to white neighborhoods, blacks to black areas.

Last year, Secretary of State Gail Shaffner's office charged four western Nassau County brokers with steering. Typically, the broker denies it, says as little as possible at the hearing, is found guilty, and pays a fine of \$500 or has his license suspended 30 days. But at a recent hearing, people in one office here broke the traditional silence of the industry. They said that when they tried to show blacks homes here, they were threatened by other brokers and homeowners. "They have threatened to throw a bomb in the window."....

- Writing: Form groups and write a play about racial steering. Present the play to other classes. Make a video of the play. Show other classes or other local housing association. Show the video on your Board of Education channel.
- Guest speaker: Invite a parent, school staff member, or community resident to speak about an incident of racial steering in their lives.

Racial steering, continued

Math/
critical
thinking:

The article provides this data:
Approximate African-Americans in School Populations in 1987
Malverne 62%
Springfield Gardens 90%
Valley Stream less than 1%
Elmont 33%

What was the percentage (approx.) of African-Americans in your school in 1987? Make a bar graph to show the data from these three schools and your own school. (The article uses the terms black and minority. While making this graph, assume that the minority group members are African-American.) Discuss the graph. How does the housing pattern affect the school population? Some schools are desegregated through bussing of students. Discuss the practice of bussing for integration. Are there any housing patterns in your city which lead to segregated schools? If so, what is being done or can be done to address this problem?



Percentages of African-Americans in Certain Schools

Join the Anti-Racism Project

Educators Against Racism and Apartheid members are developing an anti-racism handbook for parents and teachers. The focus for early childhood will be on interpersonal relations and attitudes. The focus for older students will be on institutional racism and the struggle to combat racism. The lesson on these two pages is a draft from the chapter on Racism In Housing. There will be chapters on racism in: health care, education, jobs, sports and recreation, the "justice" system. There will be a chapter on the impact of racism on women of color.

You are welcome to participate in writing this handbook. If you want to join the project, please write to Paula Rogovin Bower, 625 Linden Ave. Teaneck, NJ 07666 or call (201) 836-6644.

ANC Hits Death Squad Aid To Inkatha

The African National Congress called the South African regime's contribution to the Inkatha Freedom Party and the newly revealed involvement in violence a "grave threat to the entire peace process." The ANC stated that the state sponsorship of Inkatha and the involvement of Special Forces units in terror attacks showed "the de Klerk gov't has been pursuing a twin-track strategy of posing as committed to peace while waging a ruthless war against the democratic movement in general and the ANC in particular."

It was revealed that a crack Special Forces unit has committed the Sept. 13, 1990, slaughter of 26 passengers on a Soweto-bound train. It was reported that the unit was involved in numerous other attacks.

The apartheid regime acknowledged about \$600,000 in donations to an Inkatha-affiliated trade union, the United Workers Union of South Africa. However, Kobus Jordaan, a Democratic Party member of Parliament, said the union group had received about \$2 million.

EARA newsletter readers were not surprised by the revelations last summer. We have reported repeatedly that the ANC and other liberation forces in SA had evidence of the regime's involvement in the violence against anti-apartheid activists.

Despite the admitted role of the regime, President Bush and his right-wing supporters rushed to lift sanctions!

Discuss these issues with your students:
Why did President Bush rush to lift sanctions against South Africa? If the U.S. Gov't is concerned with democracy, why didn't Pres. Bush rush to condemn the state-sponsored violence? What role does the U.S. gov't (CIA, FBI) play any role the attacks against activists in the United States?

Pretoria Spent At Least \$35 Million to Influence Namibian Vote

In July, 1991, the South African regime admitted that it gave more than \$35 million to seven political parties opposed to the South West Africa People's Organization in the pre-independence elections in Namibia. SWAPO received only 57% of the vote, short of the two-thirds majority needed to control the Parliament.

Prior to independence, Namibia was likened to the "army barracks of South Africa." SWAPO fought a 23-year battle against South African rule.

Operation Urban Storm

Speaking at the National Urban League's annual conference, John Jacob called for a \$50 billion "Operation Urban Storm." He called this a "domestic policy game plan that can win the war in the cities." He called for a "10 year, \$50 billion annual investment in our people and in our infrastructure."

What proposals do your students have for solving the problems in our cities?

Apartheid is Still Alive!

Despite rumors created by President Bush and his right-wing supporters, apartheid is very much alive. Apartheid laws and customs still exist. EARA urges you to continue teaching about apartheid South Africa and to continue participating in the struggle to abolish apartheid. Apartheid Is Wrong: A Curriculum For Young People, by Paula Rogovin Bower, has activities for grades 1 - 12. Students will learn about apartheid through math, reading, science, writing, art, music, home economics, dance, and physical education.

Cost: \$17.00 + \$5.00 postage and handling

Bulk discounts are available!

Make checks payable to:

Educators Against Apartheid

Send to: EARA

164-04 Goethals Ave. Jamaica, NY 11432

Resources

Discussion Document: Constitutional Principles and Structures For a Democratic South Africa

This document was written by the African National Congress in preparation for the upcoming negotiations with the apartheid regime. It was drafted with input from all segments of the SA population.

Lesson

Write for a copy of the document: United Nations Centre Against Apartheid United Nations, New York, NY 10017. Compare this draft document to the United States Constitution.

Invite a speaker from the African National Congress to your school to discuss how the document was drafted. Phone: (212) 490-3487. Who drafted the U.S. Constitution?

191 Facts About U.S. Women

The choice of facts was determined by Women For Racial And Economic Equality's Women's Bill of rights, an 11-point list of demands for legislation and action to achieve racial and economic equality for women. 1991. \$2.00

Send to: WREE. 198 Broadway, 6th floor
New York, NY 10038. (212) 385-1103

Ida B. Wells: A Passion For Justice

This 53 minute film documents the life and times of the pioneering African-American journalist, activist, suffragist and anti-lynching crusader of the post-Reconstruction period.

William Greaves Productions, Inc.
230 West 55th Street, 26th floor
NY, NY 10019. Tel: 1-800-874-8314

Reversing Discrimination: The Case for Affirmative Action

by Professor Gerald Horne

This book explores the legal, political, and economic aspects of the need for affirmative action programs in the 1990, and how they can be shaped to contribute to the advance of labor and the victims of national and racial oppression.

(Winter, 1992) Paper. 0695-2. \$8.95
International Publishers. 239 West 23rd St.
NYC, NY 10011. (212) 366-9816

New Videos from

International Defense and Aid Fund
Images in Struggle 1990. About 7 anti-apartheid photographers from SA.

Blowing Home 1990. Behind the scenes at the 1990 Mandela concert in London. Role of music in the struggle.

Fruits of Defiance 1990. About the defiance campaign and defense against police.

Mandela Freed and Organizations Unbanned 1990. Captures the spirit and excitement of the period up to May, 1990.

Includes Mandela speeches.

IDAF, 64 Essex Road London N1 8LR
Tel: 071 359 9181 ext 231/269

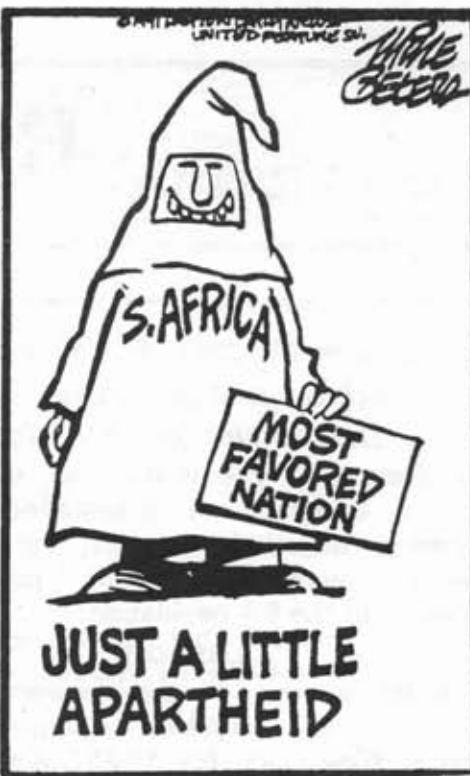
Africa Through The Eyes of Women Artists
By B. LaDuke. \$15.95. Africa World Press.

Ella Baker: A Leader Behind the Scenes
by S. Dallard. \$7.95. Silver Burdett.

Fannie Lou Hamer: From Sharecropping to Politics. by D. Rubel. \$7.95. Silver Burdett.
Red Sea Press. 15 Industry Ct. Trenton, NJ 08638

End apartheid!

End Racism!



Cartoon from the Morning News Tribune. 8/1/91 Dayton, Washington

President Bush and right-wing members of Congress intend to force the rollback of state and local sanctions. Educators Against Racism and Apartheid urges you to take all steps necessary to prevent the lifting of state and local sanctions. Contact Senator Lugar: (202) 224-4814 and your representatives. Draft petitions to your school, city council, county or state governments to stop the rollback. Send copies of petitions and letters to EARA.

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