

Educators Against Racism And Apartheid

November, 1991

164-04 Goethals Avenue Jamaica, NY 11432

General Strike!

A two-day national general strike brought the South African economy to a near standstill on November 4 & 5! The African National Congress and the Congress of South African Trade Unions, strike sponsors, estimated initially that more than 3.5 million workers participated in the work stoppage! One purpose of the strike was to protest a new "value added tax" which disproportionately hurts the poor. The tax applies to foods, medical care and utilities.

According to the New York Times, COSATU reported that absenteeism had run 100% in Pretoria, 95% or greater in Johannesburg and Durban, and 70% in Durban!

Not only did workers protest the tax in principle, but they protested the fact the opposition groups had no share in the regime's decision to impose the tax.

It was exciting to see this overwhelming show of unity of anti-apartheid forces in South Africa, where the movement has been so divided. Several weeks ago,

nearly 90 organizations convened a Patriotic Front conference which demanded a Constituent Assembly and an interim gov't.

It is very important for educators to help our students see that the declarations from the De Klerk regime and the recent scrapping(in name only) of the laws known as the "pillars of apartheid," are a direct result of pressure from the anti-apartheid movement in SA and in the international community. Over the last several years there have been economic boycotts, massive defiance campaigns, hunger strikes by political prisoners, city-wide rent boycotts, and more. These actions, plus sanctions and divestment boycotts have brought the apartheid regime to its knees.

The international sport and cultural boycotts have been lifted. However, the international economic boycott is still on. Educators Against Racism And Apartheid urges you to revitalize anti-apartheid work at your school or in your community.

Keep the pressure on!

***Don't let the Bush regime undermine State
and local sanctions!***

***Keep the money from private universities and
pension funds out of South Africa!***

Say NO to apartheid!

Lies! Lies! Lies!

At a conference on Africa No. 1 & 2 for teachers from New York State, the South African Consulate was invited to distribute free literature. Each teacher was handed nearly one dozen high-gloss, slick, costly hard cover books and pamphlets from the regime.

Here are a few examples:

South Africa: Pictures of Hope, published by Avroy Shlain Cosmetics Ltd.

Each page has colorful pictures of smiling South Africans of all races, hand-in-hand, all well-dressed. There are scenes from schools and workplaces, recreational activities and sports events. Of course, there is no indication whether the Black people in the photos are teachers or custodial staff, whether the Black workers are skilled or unskilled, whether the Black children are the only Black children in the entire school or are in the majority.



Not only do the pictures deceive, but so does the writing. On page 18 there are photos of integration at some of the private schools. Here is the writing:

..Most private schools today are comfortably non-racial.

What does that mean? How many children of African decent are allowed in - 1%, 10%, 50%, 80%?????

Southern Africa: Wild & Wonderful Vacations, 1990-1991 Tour Guide. Published by South African Airways. (47 pages, high gloss, full color, paperback) The pictures include the following: white people in Western clothes, wild animals, and Africans playing drums or dancing.

What image does this present to potential tourists and our youth?

These "resource materials" donated by the South African regime are similar to South African Panorama and other propaganda sent to nearly all U.S. public schools and libraries free of charge by the regime for many years!

Educators - check your school libraries.

Are SA regime materials the only books available in your library? (This is the case in many schools.) If so, work with others to demand that your school purchase other materials. See, Apartheid Is Wrong: A Curriculum For Young People for an extensive list of quality resources. Perhaps you can organize a fund raising event to raise money to expand the Southern Africa library in your school or community.

Social Studies Lesson:

Discuss the materials from the SA regime. Look at information from the ANC and other anti-apartheid groups. Help students understand the nature of propaganda.

Math lesson:

Investigate the cost of printing 1 ream of leaflets, front and back, glossy or un-glossy.

Then investigate the possible cost of printing South Africa: Pictures of Hope. 92 pages, hard cover, glossy jacket, 2-4 color photos on nearly every page, 8 x 11 1/2".

Who published this book? Why?

Why would the SA regime distribute thousands of copies throughout the US? Who pays for this propaganda?

(By the way, Conference sponsors included the American-SA People's Friendship Assn and the NYS Dept. of Education. Attendees were shocked to learn that the luncheon was paid for by the SA regime, despite the on-going international economic boycott! A number of teachers boycotted the luncheon. Please send letters of protest to Commissioner Sobol. New York State Dept. of Ed. Albany, NY)

Racism In Housing

AIM: Young people will investigate the role of advertising in the sale or rental of housing.

INTRODUCTION: The media have had an important influence on patterns of housing by steering people towards some types of housing and away from others. The media include newspapers, magazines, radio, and TV. The Federal Fair Housing Law and various state and local laws provide guidelines to prevent discriminatory advertisement practices. However, these guidelines are often ignored. In many areas, the real-estate industry controls the local media, the courts, and even the government, making enforcement difficult.

ACTIVITIES:

Art/Critical thinking:
Examine this ad from the Bergen Record (8/11/91). Aside from financial issues, how would you feel about moving to Carlton Tower? How do you think the picture makes people feel if they are not white? Why?

Design a newspaper ad for the Carlton Tower which would make all people (who could afford it) feel welcome.

NO MONEY DOWN!

Moves you up in the world to the luxurious Carlton Tower Condominium in Passaic Park.

**No downpayment. No points.
No application fees. 50% common
charge abatement for 5 years!**

Owning at Carlton Tower is cheaper than renting. Look what you're paying. Look what you're getting. And come in now while the greatest selection is still available.



| | |
|-------------------------------|---|
| Studios for \$45,000 | Monthly after tax cost \$375.74* |
| One BRs for \$90,000 | Monthly after tax cost \$668.00* |
| Two BRs for \$120,000 | Monthly after tax cost Temporarily sold out |
| Three BRs for \$135,000 | Monthly after tax cost \$1035.24* |



GET INTO THE SWIM OF CARLTON TOWER NOW... IMMEDIATE OCCUPANCY
The units are fully renovated with Euro-Style kitchens, designer baths, generous closets, wall-to-wall carpeting, individually controlled air-conditioning and heating. The added security of a 24-hour doorman, beautiful lobby and on-site parking. Enjoy the relaxation of swimming and sunning in your own backyard.

Price Office open Mon. - Thurs. 10am - 6pm and Sat. 10am - 4pm. Other sales by appointment.



Sales Office:
CARLTON TOWER CONDOMINIUM,
283 Spring Avenue (at Passaic Avenue),
Passaic Park, New Jersey (201) 778-0899

Drama: Young people can create TV ads for housing. Role-play these TV ads. Discuss why the unfair ads might make people of color uncomfortable or unwelcome. Now develop role-play ads which will make people of diverse backgrounds feel comfortable.

Action: Laws preventing unfair housing advertising were won through struggle by tenant and civil rights organizations. Find out what laws exist in your State or City. Work with local groups to protest violations of these laws on TV or in the newspaper.

Section 804(c) of the Federal Fair Housing Law states in part:

Human models in photographs, drawings, or other graphic techniques may not be used to indicate exclusiveness on the basis of race, color, religion, sex, or national origin. If models are used in display advertising campaigns, the models should be clearly definable as reasonably representing majority and minority groups in the metropolitan area and both sexes. Failure by persons to comply with these guidelines, when found in connection with the investigation of a complaint alleging discriminatory advertisement practices, can serve as a basis for concluding that Section 804(c) of the Fair Housing Law has been violated.

From: Draft of the Activity Guide For Combating Racism: For Interested People Of All Ages, by members and friends of Educators Against Racism And Apartheid. feedback is welcome. Please contact EARA if you want to help research or write the Guide. There will be chapters on racism in education, sports, the legal system, health care, jobs, etc. Please call (201) 836-6644.

The Tragic Legacy of Apartheid

"My father told us this land is ours. We bought this land with our life. We fought for this land. and we knew our sons will inherit this land, and our daughters too, will have their piece of earth." said Mrs. Msizi, an 80 year old woman, at the time of their removal.

On 14 May 1975, the whites-only parliament decided that the Mfengu people were staying too close to white farmers and that they had to be moved...On 12 September 1977 the State President ordered the entire Mfengu community to move. He also ordered that no member of the community may ever return to the Tsisikamma again. He did this without any consultation with the people concerned.

Even at the height of harsh apartheid repression, some community members tried to resist. They set up make-shift barricades on the roads and threw stones at the police vehicles. Some who resisted so bravely ended up in jail and thereafter were deported to the Ciskei.

The houses were bulldozed before their eyes. "We could not resist because they had weapons for unarmed people. The soldiers pointed at us with rifles and told us to leave. We were like animals on GG trucks."

"In December 1977, approximately 4000 Mfengu (also known as Fingo) people were removed at gun point from their land in the Tsitsikamma district. The land was granted to them 130 years earlier by Sir George Grey in return for their loyalty and support for the Colonial Government. The families were rounded up, trucked off and dumped 300 Km away at a barren and overcrowded resettlement camp in Ciskei, called Elukhanyeni, "the place of light."

No compensation was paid out for the loss of their right to the land, neither had any compensation been paid for livestock left behind after the removal. They were only nominally compensated for their houses and 'improvements.'

Sustained efforts by the Mfengu to get their land back did not deter the government from selling it to white farmers at a quarter of the estimated market value. Today, the



Mfengu remain a dispossessed people, nevertheless they are determined to return to their land. And for some time have been involved in low key to reoccupy their land.

On February 12, 1982, the Trust land from which the Mfengu people were removed, was advertised for sale. This land could be sold to whites only.

Of the 7,804 hectares from which the Mfengus had been removed, 5,857 ha was divided up into 19 units. These were sold off as dairy farms to selected white farmers in 1983 at R229,70 per acre. The 19 buyers each received one hundred percent state loans at eight percent interest for the purchase price.....Given the extent of state aid to the present farmers, if the sales of these farms go ahead, the 19 farmers could make a gross profit of R1.5 million on average. The sales of the farms will further disadvantage the Mfengu people's quest to return to their land.

FOR YOUR CLASS

1. The information for this article is from LAND UPDATE, a publication of the National Land Committee, formerly the National Committee Against Removals (a coalition of organizations). PO Box 16868 Doornfontein. 2028 Johannesburg, SA. Fax 011-836-6931. Please write letters of support for this ongoing struggle.

2. The De Klerk regime recently abolished the Land Acts and the Group Areas Act which allowed the forced removal of over 3.5 Black South Africans from their land. Although the laws were scrapped, the regime refuses to return the land or to compensate those people who lost land and cattle. Discuss this issue.

Why did President Bush rush to lift sanctions when these laws were scrapped?

3. MATH. In 1983, the land stolen from the Mfengus was valued at R230.00 per hectare. In 1991, the land is now valued at R5,000.00 per hectare. Calculate the increase in the value of the land. Now that the Group Areas Act and Land Acts have been scrapped and people can live anywhere in South Africa, do you think the Mfengus will be able to purchase their old property? Why or why not?

Discuss the concept - The pillars of apartheid have been scrapped, but apartheid remains.

4. Discuss the forced removal of Native people from their land in Central America and in what is now called the United States.

How were Native people removed? Where were they sent? For those people who were forced to live on reservations, what were their new living conditions? Was there any compensation? Although this took place hundreds of years ago, what struggles continue to this day for return of land or for compensation? (See the resource page for information on this issue - Rethinking Columbus.)

5. What other groups of people have experienced forced removals? Look for parallels in other regions - now and in the past. How have various peoples sought to regain their land?

Join Educators Against Racism And Apartheid

Educators Against Racism And Apartheid is dedicated to education and action to combat racism in the U.S. and end apartheid in South Africa. You are urged to join in this difficult struggle.

Board of Directors: Paula Rogovin Bower, Joyce Duncan, Claudia Zaslavsky, Arthur Colen, Carole Storch-Dladla, Joseph Edelman, Rebekah Richie-Pagan

I want to join Educators Against Racism and Apartheid. The membership donation is \$10.

I want to renew my membership to EARA.

I want to make a contribution of \$_____ to help EARA reach out to more educators.

I want to contribute \$_____ specifically for the Activity Guide For Combating Racism: For Interested People of All Ages.

NAME _____ ADDRESS _____

CITY _____ STATE _____ ZIP _____ PHONE() _____ School _____

Please make checks payable to Educators Against Apartheid.

Please return this form to EARA. 164-04 Goethals Avenue. Jamaica, NY 11432.

The Tentacles Of Apartheid

SONG

*For our sake
Children and nation
Here we are
From far-flung Africa
From a land divided against itself
Mothers denied the comfort of family life
of raising children in peace
We dare to rise up above kitchen life
We emerge out of the belly of imperialism
Proud wives of loving husbands
Whose courage slavery has failed to destroy
The loving husband
I last saw him in the darkness of the night
And as he was lying there in the darkness
They said he hanged himself
It is not true
Matebula had a gentle heart
He disappeared underneath the soil
Searching for gold
He left me with four children
The eldest who was our breadwinner
Died for it
How long must we suffer in this way
How long must our wombs bear children
Only to see them die of malnutrition
Or from racist bullets
My son who disappeared into exile
Fleeing persecution
Was murdered in his sleep in Mozambique
Indeed, the air we breathe in Southern Africa
Has the aroma of blood
The blood of our brothers and sisters
Of children
In Angola, Zambia, Namibia, Botswana
We raise our voices in support
Sing songs of praise for their support
We hold out our hands to all the women
To join us in our cause
We women are the mothers of our nation
Malibongwe*

-by women in Lusaka, on the violence in Natal.

(from the San Francisco Anti-Apartheid Committee newsletter, Anti-Apartheid Alert.)

Mozambique: What Kind of War?

"At an emergency aid donors' conference held in Maputo in April 1988, U.S. deputy assistant secretary of state Roy Stacy accused RENAMO of perpetrating 'one of the most brutal holocausts against ordinary human beings since World War Two'. Over 900,000 Mozambicans have died as a direct or indirect result of bandit activity. More than half of the dead are children.

One and a half million people have fled to neighboring countries in order to escape RENAMO terror. An additional 1.9 million are displaced within the country and utterly destitute. Up to half of the population is wholly or partially dependent on food aid.

'...In our country, the violence is directed fundamentally against civilians, wiping out human lives and destroying economic infrastructures. The violence does not aim to replace one gov't or another but only to find the means for its own reproduction, making Mozambique inviable as a nation, and threatening to extend chaos to the whole region.' (from a letter by artists, scientists, writers and others to the de Klerk gov't in Jan. 1990)

Hardly the product of a "civil war," the devastation and social upheaval so painfully visible in Mozambique today is the calculated, cumulative result of an undeclared, covert destabilization war waged by the South African Defence Force (SADF) against the Mozambican people and gov't through a proxy army, RENAMO.

"Unless Mozambique co-operates with South Africa, it has no future. It will go down the drain. If they co-operate with us then they have a future." -former SA president P.W. Botha, November, 1986

From Mozambique: An Elusive Peace. Occasional paper 1-19, Second Edition, Africa Office, Natl Council of the Churches of Christ in the USA. For a copy of the full report or Baobab Notes, contact the Mozambique Solidarity Office, Room 300, 343 S. Dearborn, Chicago, Illinois, 60604. (312)922-3915. Speakers about Southern Africa are

RESOURCES



A Curriculum for Young People

by Paula Rogovin Bower

Order now for grades 1 - 12. Also for college classes. \$17.00 + 5 p & h. Make check to Educators Against Apartheid. Send to 164-04 Goethals Ave. Jamaica, NY 11432.

191 Facts About US Women 1991, \$2.00

This excellent handbook of data is very use for teachers, people writing articles, and women's groups. Available from:

Women For Racial And Economic Equality
198 Broadway. Room 606, NYC, NY 10038
(212)385-1103

WREE will be publishing a factbook on Native American women. They need your help. The book will be produced in 1991 for the Year Against Genocide, declared by Native American groups.

Maryknoll Educational Resources
Curriculum on: Southern Africa, Central America, U.S. History. Maryknoll Educational Resources
Maryknoll, NY 10545

Foundations of the New South Africa

by John Pampallis, 1991, \$15.00

Extracts from documents, interviews and songs, the book examines the role of all South Africans in the making of the country's history.

Liberating The Law, Creating Popular Justice in Mozambique

by Albie Sachs and Gitata Honwana Welch, 1991, \$17.50

This book chronicles the transformation of Mozambique's inherited colonial system of justice.

Order from ZED BOOKS LTD. 57 Caledonian Road, London N1 9BU, UK. Request their catalogue on Southern Africa for your school library.

Mozambique: Who Calls The Shots?

by Joseph Hanlon

Indiana University Press, Bloomington and Indianapolis. 1991.

An excellent critique of the situation in Mozambique.

Rethinking Columbus

This contains essays and resources geared toward elementary and high school youth. Contact Rethinking Schools. 1001 E. Keefe Avenue. \$1.00 + \$.7 postage. Available in bulk.

History Textbook Critique: Thinking and Re-Thinking U.S. History.

For parents and teachers. Sponsored by Maryknoll and various religious groups. It analyses biases and omissions in U.S. history textbooks used in schools today. Lesson plans are included. Available from Council on Interracial Books for Children, 1841 Broadway, NYC, NY 10023. \$14.95

Harriet Tubman, Apartheid is Bad, And Other Plays For Young People. by P. Bower. 625 Linden Ave. Teaneck, NJ 07666. \$9.50



Petition

**HELP CONGRESS DO THE RIGHT THING
PASS HR2374 THE CONGRESSIONAL BUDGET RESPONSIBILITY ACT**

Do you know why Congress isn't spending more money to help poor people and children, people who need low cost housing, people who need health care, people who need more training for jobs, people who need better education?

IT'S AGAINST THE LAW!

The Budget Enforcement Act, divides all the money Congress has into three parts: one part for defense, another for foreign aid and what is left over for programs for people. Money saved on a program in one part can only be spent on another program in the same part. Therefore, by law, no money can be transferred to "people's programs" from either defense or foreign aid.

.....
We urge Congress to pass the HR 2374, the CONGRESSIONAL BUDGET RESPONSIBILITY ACT, so that money may be put into social programs that benefit men, women, and children.

| NAME | ADDRESS (WITH ZIP) |
|-------------|---------------------------|
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| | |

Please add lines and make copies of this petition.

Return to: Women For Racial and Economic Equality, 198 Broadway, Room 606, NYC, NY 10038

**Educators Against Racism And Apartheid
164-04 Goethals Avenue
Jamaica, NY 11432**

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