

# YOUTH AGAINST APARTHEID

OFFICIAL ORGAN OF Y. A. A. Editor - A. Langer, 60 Clendon Rd, Toorak. (Priceless)

No. 1.  
12/64 to 1/65

E D I T O R I A L

"YOUTH AGAINST APARTHEID" = Y.A.A. was formed late in July, 1964, to:-

- (a) Arouse public opposition, especially amongst youth, to South Africa's racist 'Apartheid' policies with the aim of inducing the Australian Government to:-
  - (i) Break off diplomatic relations with South Africa.
  - (ii) Close all Australian ports and airfields to South African ships and planes.
  - (iii) Prevent trade with South Africa by Australian citizens.
  - (iv) Press in the U.N. and elsewhere for international sanctions against South Africa.
  - (v) Actively support South African opponents of Apartheid.
- (b) Raise money for the Defence and Aid of South African Political prisoners.

So far, we have held a very successful Folk Concert which was attended by over 400 people. We recruited many new members from this function and also distributed copies of a bulletin about South Africa.

Y.A.A. also helped organise the tour of Australia by Mr. Solly Sachs. Over £1,000 was raised from this tour which Y.A.A. aided by sponsoring a public meeting in Cheltenham.

In the future we plan to continue producing frequent bulletins like this one and to supplement these with leaflets on specific aspects of Apartheid. We wish to distribute these as widely as possible amongst youth, and so we need members in all high schools, technical schools, universities, youth organisations, etc. We also plan to hold fund raising functions like the folk concert and to back these up with marches and demonstrations.

Speakers will be made available to address private and public meetings.

If you would like to join in this campaign, please contact the Hon. Secretary, A. Langer, 60 Clendon Road, Toorak, Vic.

## WHY PEOPLE WON'T HELP

On asking people to join, various fairly standard objections have been raised. Here is a list of the more common ones together with our replies.

- (i) "You are asking Australia to interfere in the domestic affairs of another country".

We are not asking we are demanding that Australia take action against Apartheid.

The days of the 'sovereign state' are over and non totalitarianism anywhere threatens democracy everywhere, so to refuse to interfere in the domestic affairs of South Africa on behalf of, and at the request of the majority of her people is not only cowardly and hypocritical, but also is a threat to Australia's own democratic institutions.

- (ii) "Australia is a small country, far away from South Africa. What good will protests against Apartheid do here?"

Australia can do little, but what can be done must be done, or we will continue to be regarded as one of Verwoerd's best friends. All Australian trade with South Africa should be stopped and Australia should take a firm stand against South Africa in the United Nations. Money raised here to aid South African political prisoners is as valuable as money raised anywhere else. The fact that we can do little is no excuse for doing nothing.

(iii) "We should help Australian Aborigines first".

Certainly, we should help the Aborigines, as well, but while the many Australian Aboriginal welfare organisations are doing a fine job and even the Government is showing some interest, the people of South Africa are still relying on outside help to free them from their own Government. Unfortunately many of these people who make the above point also refuse to help Aboriginal Welfare organisations.

(iv) "I am not a youth".

Y.A.A. was formed at the initiative of another Melbourne anti-apartheid organisation "South Africa Protest", to organise S.A.P. activities amongst youth. S.A.P. is responsible for the general 'Campaign for human rights in South Africa' and membership is open to anyone, regardless of age. Contact their Secretary, Mr. P.W. MacLagan, 196 Mont Albert Road, Canterbury.

(v) "I don't have the time to spare".

Fair enough, but perhaps you could become one of our 'contacts' distributing copies of bulletins and leaflets that we send you.

(vi) "I fully support the South African Government in their courageous fight to save the white race. Apartheid is the best possible policy for the Bantu who really like it anyway, and you are just another Communist front".

Oh boy, you're really sick!

HELP THE BOYCOTT

DON'T BUY ROTHMANS, PETER STUYVESSANT, OR CAPE COD FISH. WATCH THE LABEL!

THIS is the first in a series of articles about South Africa that we hope to present in the future issues of this bulletin. Future articles will cover such topics as Apartheid laws, (Sabotage Act, 90 day, no-trial bill, Suppression of Communism Act, Group Areas Act etc.) the Boycott, the police, Afrikaner culture, African resistance, and so on.

E D U C A T I O N   A N D   A P A R T H E I D

One of the most significant aspects of the policy of apartheid of the Government of the Republic of South Africa is its determined effort to bring education under Government control, segregate the educational system on the basis of race and tribe, and train the non-Whites for the inferior position assigned to them by Government policies.

The population is divided into the following major groups -

Whites	-	3,000,000
Africans	-	11,000,000
Indians	-	1,500,000
Coloureds	-	500,000

In 1953 the South African Government introduced its Bantu Education Act by which control of African education, except higher education, was transferred from Provincial Governments to the Central Government. This Act gave wide powers to the Minister of Native Affairs, who had the power to make regulations concerning the code of discipline for teachers, courses of training, medium of instruction, control of funds and establishment and composition of school boards. All African schools had to be registered but the Government could refuse to register schools whose policies it found unacceptable.

This Act was deliberately designed to reform education in accordance with Apartheid policies.

The Government's next step was to begin the takeover of mission schools (1954). All ecclesiastical bodies which had formerly controlled and administered Bantu schools were given the choice of transfer of control to the State or a gradual decrease in, and eventual abolishment of, State subsidies. (subsidies were abolished in 1958) 90% of the schools transferred control to the State.

In 1954 the apartheid policies were extended to higher education dividing them again on racial and tribal bases.

Dr. Verwoerd, then Minister of Native Affairs stated in June 1954:

"My Department's policy is that education should stand with both feet in the native reserves and have its roots in the spirit and being of Bantu Society..... There is no place for him in the European community above the level of certain forms of labour".

By the University College of Fort Hare Transfer Act of 1959, the Government took over control of the Fort Hare college.

A now all-white college council with thirteen members was constituted and many of the Professors were not reappointed, including the Principal, the Vice Principal, the heads of the departments of Law, English, Philosophy, Politics and Geography, the registrar, a lecturer and the Librarian. Several others announced their resignation.

In 1959 separate Universities were established for Whites and non-Whites. No white person could attend any of the colleges for non-Whites and vice versa.

But the colleges were all controlled by Whites.

Regulations which have been published show the extent of State control. Students may not leave the college precincts without permission from the hostel superintendent or an authorised person; A student organisation is subject to the prior approval of the Rector. No meeting may be held, nor publications circulated, no statement made to the press on behalf of the students without the Rector's permission.

The Government has claimed that the transfer of African education to its control has resulted in great expansion of educational opportunities. However, this deserves some qualifications.

The Government's share in financing African education is partly provided by direct taxes on Africans.

In 1961, it was estimated that almost one-third of the African children of school age are on farms and that the existing facilities provide for only about 25% of these.

Many African leaders and educationalists oppose 'Bantu education' because of its emphasis on mother-tongue instruction and lack of emphasis on the two main languages, English and Afrikaans, which although taught are given less than two hours each week.

A petitioner before the Special Committee stated:

"This means that the standard of English and Afrikaans remains very low making it even more difficult for the African to fit into an economy run by Whites who do not speak tribal languages, and even to communicate with Africans of other tribes".

Since 1962 the Government has taken further steps forward in its apartheid policies, particularly with regard to the education of Indians and coloured persons.

An Act was passed transferring the control of higher education for Indians from separate departments to the one department of Indian Affairs.

The Coloured Persons Education Act extends apartheid into the provision and administration of primary and secondary education to the coloured population, as the Bantu Education Act of 1953 did for the African population.

During a Parliamentary debate on this Bill the following opinions were expressed.

Mr. J.W. van Staden (Nationalist Party) stated that, under the previous system, educated Coloureds "became a threat to the white people because even with their learning they found that all doors were closed to them, and so they became receptive to Communism and they became Communist agitators".

Mr. J.W. van Staden said:

"The education of the Coloured must be adapted to his nature and prepare him to qualify himself as an artisan in certain selective activities."

#### Unrest at Segregated Educational Institutions.

A number of cases of indiscipline, violence and protests in schools and colleges involving thousands of students have been reported and the Government has taken severe measures against teachers and students.

After a strike of students at the Lovedale Institution at Alice Cape Province in March 1963, 311 students (3/5ths of the student body) and two African teachers were dismissed and two other African teachers transferred.

At the Wilberforce School 336 African students refused to attend classes in March 1963. All students were expelled and 103 were barred from all Government Bantu schools in future.

A total of 471 African secondary school students have been expelled for disturbances during 1963.

Since the Government took over direct control of the school offences committed by pupils became offences against the State and the affected pupils are banned from all Government and State aided schools.

African educators are reported to have stated that the disturbances reflect political unrest.

The 'Evening Post' of Port Elizabeth reported on the basis of interviews with African teachers and students that the new generation of students was even more militant and extremist than that before the Bantu Education Act and that this was largely due to resentment against tight Government Control.

It is clear then that the purpose of Bantu Education in South Africa is not to educate but rather to prevent the acquisition of "dangerous knowledge". Education at a secondary or tertiary level is almost completely closed to black Africans and primary education is designed only to instill a feeling of inferiority and to bring up the native child to fit uncomfortably into his place in white society as a docile slave.

The Government endeavours through its control over education to ensure that future generations of Africans will not be in a position to challenge white domination and oppression in South Africa.

By Kay Oakoy and Fay Wilkos.

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NEXT MEETING OF Y.A.A. IS ON WEDNESDAY 3.2.65 AT

60 CLENDON ROAD, TOORAK STARTING 8 P.M. ALL ARE WELCOME  
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