THE IMPLEMENTATION OF APARTHEID

THE GROWTH OF AFRIKANER NATIONALISM

In the 1930s Afrikaner nationalism was growing stronger. It stressed the **uniqueness** of Afrikaners as God's chosen people and became linked with ideas of racial superiority. These ideas would develop into the policy of apartheid.

There were a number of regroupings in white politics in the 1930s. In 1934, Prime Minister J.B.M. Hertzog was losing support because of the economic crisis resulting from a combination of the Great Depression and a **devastating** drought. In order to stay in power, he joined with Smuts to form the United Party. Dr D.F. Malan, a minister in Hertzog's government, saw this alliance as a betrayal of the Afrikaner and walked out. Together with his followers, he formed a new party, the Purified National Party.

Malan and his followers believed that the Afrikaner was in danger of being politically **undermined** by the English and economically threatened by Indians and Jews, as well as by Africans who were competing with poor white Afrikaners for unskilled work in the cities. They also believed that South Africa should not be a **monarchy**; but a **republic**.

> Afrikaners face a new trek – to the city. There black and white compete in the same labour market. The task is to make South Africa a white man's land.

◄ *Dr D.F. Malan led the movement to promote Afrikaner Nationalism. He stressed the racial superiority of Afrikaners over blacks.*

New words

uniqueness – having no equal, being the only one of their kind

devastating – causing great destruction and, in this case, financial ruin

undermined – made gradually weaker or less effective

monarchy – a form of government where a monarch (in South Africa's case, the King of England) is the head of state

republic – a form of government where South Africa would rule itself and have no constitutional ties to Britain

centenary – celebration of the hundredth anniversary

propaganda – deliberately using information in order to influence the way that people think and behave

hostile – unfriendly and aggressive

The Great Trek Centenary

In 1918, a group of Afrikaners formed a secret organization called the Broederbond to promote Afrikaner Nationalism. They believed that Afrikaners needed to develop a sense of pride in their identity and culture in order to withstand the threat from both the English and Africans.

In 1938, the Broederbond organized the Great Trek **Centenary** celebrations to promote Afrikaner Nationalism. To Afrikaner Nationalists, the Great Trek represented their triumph over both the British and the Africans.

The Apartheid Museum provides a unique opportunity to experience the creation of Afrikaner Nationalism by watching a film called Bou van 'n Nasie (They Built a Nation). This is a **propaganda** film made in 1938 as part of the build up to the Centenary celebrations. In this film, Afrikaner history is presented as a powerful and successful struggle against **hostile** forces.

◄ *One hundred thousand Afrikaners, many dressed in Voortrekker clothing, gathered at the site of the future Voortrekker Monument to greet the teams of trekkers and ox-wagons who had travelled from Cape Town to Pretoria. There, the new anthem* Die Stem van Suid Afrika *was sung enthusiastically.*

| **Activity 1:** | **The symbols of Afrikaner Nationalism** |

1. The use of **symbols** was important in the construction of Afrikaner Nationalism. List all the symbols in the above photograph of the Great Trek Centenary.
2. Explain what each symbol stood for.
3. How do you think that these symbols helped to build a feeling of Afrikaner identity? (⋆)
4. What symbols do other nationalist movements around the world use? (⋆)
5. Do you think that nationalist symbols are a good or a bad thing? Discuss this issue in class. (⋆)

GRADE 9: LO 3, AS 4
GRADE 11: LO 4, AS 1

THE FORTIES – A DECADE OF UPHEAVAL

GRADE 9
Content: Apartheid in South Africa: the impact of World War Two

GRADE 11
Content: How was segregation a foundation for apartheid?

World War Two (1939-1945) led to a period of huge change and **upheaval**. African working people, confronted with rising prices, low wages and shortages of food and housing, became increasingly **radicalized**. Ordinary people began organizing around these problems and the 1940s saw a number of community protests, such as squatter movements and bus boycotts.

African urbanization

The number of Africans, especially women, coming to the cities increased enormously. By now, many Africans living in cities were no longer migrants, but settled and permanent city dwellers. By 1946, there were more blacks than whites living in cities for the first time.

The increased numbers of Africans coming to the city put pressure on housing and local municipal authorities could not cope. By 1940 there were four municipal housing schemes for Africans in Johannesburg: Western Native Township, Eastern Native Township, Orlando and Pimville. However, there was massive overcrowding in these areas and the accommodation was hopelessly inadequate.

People also lived in the **freehold** townships of Alexandra in the north-east of Johannesburg, and Sophiatown, Martindale and Newclare in the west. By the 1940s, they too were experiencing severe overcrowding problems.

What was happening in white politics?

When World War Two began, the United Party, led by Hertzog, was in power. Hertzog did not want South Africa to go to war against Germany. The issue was debated in parliament and 80 MPs voted in favour of going to war and 67 voted against it. Hertzog therefore resigned and Smuts took over as prime minister and leader of the United Party.

An extreme **right-wing** Afrikaner organization which supported Hitler and was called the *Ossewa Brandwag*, engaged in acts of sabotage during World War Two.

Who was James Mpanza?

▲ *Mpanza, in the middle, drew support from the women of Orlando because he offered them and their families security in a time of social upheaval.*

James Mpanza was a popular leader who organized a squatter movement of the homeless in Orlando. Through his actions, the municipal authorities were eventually forced to provide housing for the squatters. However, James Mpanza was an extremely **controversial** man. In the Apartheid Museum you can see an excellent video about Mpanza that highlights the controversy surrounding him. Here are two extracts from the video in which William Carr and Walter Sisulu express different views about Mpanza.

Mpanza was a brilliant chap. He was a thinker. Very stylish too in his actions. He could be **devastating** when dealing with the opposition. In jail he became a preacher, and created a good impression. He was finally released from prison. You see all this sea of houses … it is a result of Mpanza.

▲ *Walter Sisulu, who went on to become the secretary-general of the ANC, was a resident of Soweto at the time of Mpanza's squatter movement.*

Mpanza was a Zulu who had been arrested, tried for murder and sentenced to death. And it would have saved a good deal of trouble for everyone if the sentence had been carried out... He was a criminal, a thug. He was a man of very bad character. He stole money. He was always drunk. He was a pest!

▲ *William Carr, the Johannesburg City Council's Manager of Non-European Affairs, took a hard line on Mpanza.*

New words

urbanization – when large numbers of people move from the countryside to the towns and cities

freehold – areas where blacks were allowed to own property. They were also relatively free from strict municipal control

controversial – in this case, controversial means that there were many disagreements about him

devastating – destructive

verify – to establish the truth or correctness of something

Skills development: differentiating between facts and opinions

A fact is something which is known to have taken place, and can be proved.
An opinion is usually based on someone's belief, and need not necessarily be based on fact.

All historians are concerned with the reliability of a source. Sources which contain facts that can be proved are usually more reliable than sources which are based mostly on opinion. However, a source that contains more opinion than fact can be a useful source because it tells us what people felt and believed at certain times in history.

When you find sources that contain more opinions than facts, it is often difficult to work out what really happened or what the person was really like. When this happens, it is important to consult other sources. In this way, you can **verify** the facts and opinions.

Activity 2: Dealing with contradictory sources

Step 1: Identifying facts and opinions
Using the views about Mpanza expressed by William Carr and Walter Sisulu, copy and complete the following table:

	Facts	Opinions
William Carr		
Walter Sisulu		

Step 2: Testing contradictory sources for reliability
1. Whose statement contains more facts about Mpanza – Carr's or Sisulu's?
2. Consider each of the statements that you have entered in the facts column for both Carr and Sisulu. For which of these statements could you find evidence against which you can check whether or not it is true? What kinds of evidence could you use? (∗)
3. Which source do you think is more reliable? Walter Sisulu or William Carr? Or are neither reliable? Give a reason for your answer. (∗)
4. Despite the fact that these sources are contradictory, explain in what ways they may be useful to a person studying this period in history. (∗)

Activity 3: Research project (∗)

James Mpanza – local hero or villain?
If you want to find out more about James Mpanza, you will have to do extra research. Read up about James Mpanza at your local or school library or in your history textbooks. Try to gather as many facts about James Mpanza as possible. If you live in Soweto, you could also ask older members of your community if they have any memories of Mpanza.

Report your findings to the class. What have you all found out? What is your opinion of James Mpanza now?

GRADE 9:
Content: Apartheid in
South Africa: the impact of
World War Two

GRADE 11
Content: How was segregation
a foundation for apartheid?

WHY DID THE NATIONALISTS WIN THE 1948 ELECTION?

After the War

After World War Two South Africa experienced serious economic problems. Both blacks and whites faced rising costs and housing shortages. The great influx of Africans to the cities heightened the racial tensions that already existed in South Africa. The growth of shanty towns and squatter movements aroused white fears of being **swamped** by growing numbers of Africans moving into the cities.

During the War, many Africans had become factory workers and black trade unions grew larger. Many whites feared the economic and political challenges presented by the black trade unions and the threat they posed to white privileges.

New words

swamped – overwhelmed by

constituencies – South Africa was divided into about 150 constituencies. Each constituency was represented by one MP in parliament

▲ *White fears strengthened when 70 000 African mineworkers went on strike in 1946 demanding wage increases and family housing.*

In late 1946, Prime Minister Jan Smuts appointed the Fagan Commission to investigate the best way to deal with the problem of African urbanization. At the same time, the National Party, led by Dr D.F. Malan, appointed its own commission, the Sauer Commission.

Recommendations of the Fagan Report, February 1948

- Total segregation would never work.
- Industry and commerce needed a permanent and settled black urban population.
- It was impossible to return all the existing townspeople to the reserves, which were already overcrowded.
- Migrant labour should be discouraged.
- African families should be encouraged to settle in locations under strict controls.

Recommendations of the Sauer Report, 1948

Apartheid or the separate development of the races was the only way forward.
- The reserves were where Africans belonged.
- The flood of Africans into the cities was a dangerous development.
- Urban Africans must continue to be treated as visitors without political rights.
- Their numbers must be strictly controlled.
- The migrant labour system must continue.
- Black locations must be kept clearly separate from white towns.

Many whites felt that, as prime minister, Jan Smuts was not doing enough to address their fears. In 1948, the National Party won the general election. Its election slogan had been 'Apartheid'. Once the Nationalists were in power, they gradually began to implement the recommendations of the Sauer Report.

Activity 4:   Analysing sources

1. Which political party accepted the findings of the Fagan Report?
2. Which political party accepted the findings of the Sauer Report?
3. What are the major differences between the Fagan and Sauer Reports?
4. Which report do you think the majority of white South Africans would have preferred? Give reasons for your answer. (*)
5. What effect do you think these reports would have had on the 1948 election? (*)
6. How different might the course of South African history have been if Fagan's recommendations, rather than Sauer's, had been implemented? (*)

GRADE 9: LO 1, AS 3
GRADE 11: LO 1, AS 3

SKILLS Developing essay writing skills: analysing the essay question

When writing history essays, it is extremely important always to analyse the essay question before starting to write.
- Every history essay is a question not a topic. A topic includes all information on a subject. A question asks you to consider a certain issue or aspect of a topic.
- Every history essay asks you to develop an argument in relation to a particular problem that is posed. This usually involves stating an opinion and giving well-researched evidence to back up your opinion.

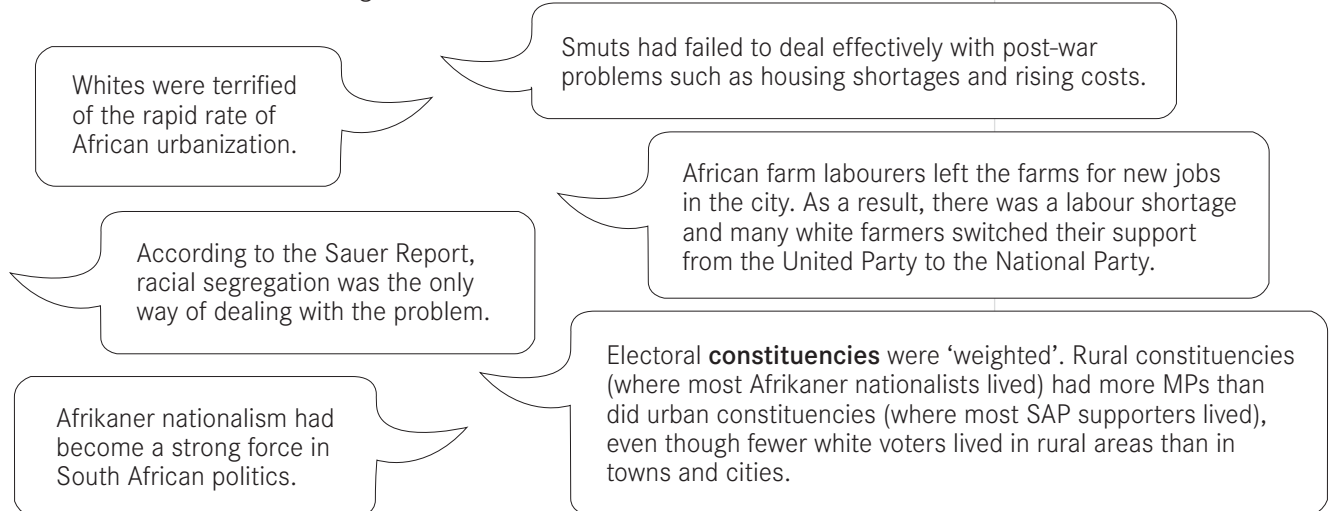For example, take the essay question:
Why did the National Party win the 1948 election?
In this essay, you are not meant to simply list the reasons why the National Party won the election. There are many different reasons and interpretations as to why the Nationalists won the election. You need to state which reasons you believe are the most important. You also need to justify your choice.

Step 1: Identify the reasons for the Nationalist victory
Make a list of the reasons why the Nationalists won the 1948 election.
These could include the following:

Whites were terrified of the rapid rate of African urbanization.

Smuts had failed to deal effectively with post-war problems such as housing shortages and rising costs.

African farm labourers left the farms for new jobs in the city. As a result, there was a labour shortage and many white farmers switched their support from the United Party to the National Party.

According to the Sauer Report, racial segregation was the only way of dealing with the problem.

Electoral **constituencies** were 'weighted'. Rural constituencies (where most Afrikaner nationalists lived) had more MPs than did urban constituencies (where most SAP supporters lived), even though fewer white voters lived in rural areas than in towns and cities.

Afrikaner nationalism had become a strong force in South African politics.

Step 2: Ask questions of each explanation

You need to consider the strengths and weaknesses of each explanation. To do this, you need to ask questions about each explanation. Let's consider the issue of African urbanization as an example:

– What evidence is there to suggest that African urbanization caused whites to vote for the National Party in 1948?
– How strong is this evidence?
– Does the explanation of African urbanization tell the whole story?
– Evaluate the strengths and weaknesses of this explanation.

Follow the same process for the other explanations that you have listed.

Step 3: Make a judgement

Based on the evidence and your evaluation of the strengths and weaknesses of each explanation, you should make a judgement as to which explanation is the most important.

Activity 5:　　**Writing a history essay (∗)**

Now that you have done an analysis of the question, write the essay, using the guidelines outlined above.

Why did the National Party win the 1948 election?

Note: Not all the information you need for writing this essay appears in this book. You need to consult your history textbooks, notes and other sources in order to write a comprehensive essay on this question.

GRADE 9

Content: What was apartheid and how did it affect people's lives?

GRADE 11

Content: How did apartheid entrench ideas of race?

THE IMPLEMENTATION OF APARTHEID

Once the National Party was in power, it began to pass a wide range of apartheid laws. These laws aimed to ensure racial separation in all aspects of social life and to control the movement and economic activity of blacks.

PROHIBITION OF MIXED MARRIAGES ACT, NO 55 OF 1949	**SUPPRESSION OF COMMUNISM ACT, NO 44 OF 1950**
IMMORALITY AMENDMENT ACT, NO 21 OF 1950	**PREVENTION OF ILLEGAL SQUATTING ACT, NO 47 OF 1953**
POPULATION REGISTRATION ACT, NO 30 OF 1950	**BANTU EDUCATION ACT, NO 47 OF 1953**
GROUP AREAS ACT, NO 41 OF 1950	**RESERVATION OF SEPARATE AMENITIES ACT, NO 49 OF 1953**

▲ *All 148 apartheid laws are listed in this way on a wall in the Apartheid Museum.*

New words

sombre – solemn and sad

absurdity – something unreasonable and ridiculous

When one looks at the long list of apartheid laws that dominates a wall in the Apartheid Museum, it is a **sombre** reminder of just how many laws were passed to ensure the separation of the races. In this book, we look at some of these laws and the impact that they had on the lives of ordinary black South Africans.

The Prohibition of Mixed Marriages Act, No 55 of 1949
This law prohibited marriage between whites and people of other races.

The Immorality Amendment Act, No 21 of 1950
Sexual relations between black and white South Africans were forbidden. To enforce this Act, police raided houses and broke into bedrooms to photograph couples breaking the law. The Apartheid Museum has recorded the way in which the police harassed one particular couple, Professor Blacking and Dr Desai.

◀ *Mr de Wet, the magistrate in this case, peering through a bedroom window to check whether the police could actually have seen Professor Blacking and Dr Desai having sex.*

▶ *Professor Blacking and Dr Desai were forced to emigrate to Britain, after being found guilty under the Immorality Act. Others were not so lucky, and spent time in prison.*

The Population Registration Act, No 30 of 1950
This law classified every South African according to their particular racial group. This would determine where they were allowed to live and what work they could do. This law had a terrible effect on people whose racial identity was not clear.

For example, families could suddenly find themselves divided. Parents who were classified as African might be told that their children had been classified as coloured. Their children had to go and live in a so-called coloured area, while the parents had to live in an area reserved for Africans.

In an attempt to maintain racial purity, officials used a variety of strange tests to determine whether a person was white, coloured, African or Indian. As you enter the separate entrances to the Apartheid Museum, you can see a number of sources on racial classification. These sources highlight the sheer **absurdity** of the methods used by the government to classify people into different races.

▶ *Adapted from* Apartheid: The Lighter Side *by B. Maclennan, Chameleon Press, Cape Town, 1990, p. 20.*

Source A
Mr W.H. Stuart, the Native Representative for the Transkei, claimed to have a highly scientific method of determining a person's racial category:

The eyelid test is this: when a person closes his eyelid under ordinary conditions the colour is continuous and uniform, there is nothing to indicate coloured blood. But if the eyelid is rather startlingly white that is one of the signs.
I used to test people by dropping something and their eyes would look downwards – and then you knew who they were. It was so simple.

Source B

The Star

February 1980

1979 had at least 150 'chameleons'

Political staff
PARLIAMENT – More than 150 people officially changed colour last year.

They were reclassified from one race group to another by the stroke of a government pen.

The Minister of the Interior, Alwyn Schlebusch, answered a question in Parliament today on the number of racial classifications that took place in 1979.

- A total of one hundred and one coloured people became white.
- One Chinese became white.

- Two whites received coloured classification.
- Six whites became Chinese.
- Two whites became Indians.
- Ten coloured people became Indians.
- Ten Malays became Indians.
- Eleven Indians became coloured.
- Four Indians became Malays.
- Three coloured people became Chinese.
- Two Chinese were reclassified as coloured.
- No blacks became white and no whites became black.

Activity 6: **Analysing a variety of sources**

1. Look at Source A. What method did W.H. Stuart use to determine someone's race?
2. The 'eyelid test' comes from a book called *Apartheid: The Lighter Side*. This suggests that this source is amusing. Do you find it funny or not? Give reasons for your answer.
3. Explain the meaning of the headline in Source B. (∗)
4. How do you think it was possible for so many people to be reclassified into different racial groups in 1979? (∗)
5. Why do you think the Nationalist government thought it was necessary to classify people along racial lines? (∗)
6. What do you think were the effects on the lives of people who were reclassified in terms of the Population Registration Act? (∗)

Prevention of Illegal Squatting Act, No 52 of 1951

One way of dealing with 'swamping' in towns was to build large townships like Soweto, far from the white suburbs. At the same time, new migrants were prevented from coming to live permanently in the towns through tight influx control measures, such as passes and police checks.

The Group Areas Act, No 41 of 1950

The Group Areas Act enforced residential segregation. Towns and cities were divided into areas, each reserved for one race only. All blacks living in so-called 'white' areas were forcibly removed to new areas, set aside solely for black occupation.

Sophiatown was a freehold African township near the centre of Johannesburg. It was declared a 'white' area under the Group Areas Act. District Six, an area in the middle of Cape Town with a mixed race population, was also declared a 'white' area under this Act. Thousands of black people were forcibly removed from both these areas, causing enormous heartache and incalculable loss.

New words

tsotsis – the term used to describe young African gangsters

Bantu – simply means people in many African languages. The Nationalist government used this term in the 1950s and 1960s to refer to Africans. It came to be regarded as an insulting term.

Source A
Mrs Gadija Jacobs, a former resident, talks about how it felt to be removed from District Six in the 1970's:

Oooo, don't talk about the Group Areas Act, please don't talk about it to me. I will cry all over again. There's when the trouble started ... When they chucked us out of Cape Town. My whole life came changed! What they took away they can never give back to us! It won't never be the same again ... I cannot explain how it was when I moved out of Cape Town and I came to Manenberg ... Oooo my God, my whole life was tumbling down! I couldn't see my life in this raw township! You know, far away from family. All the neighbours were strangers. That was the hardest part of my life, believe me ... They destroyed us, they made our children ruffians.

▲ *In the 1950s, the vibrant freehold township of Sophiatown was destroyed. The removal trucks arrived early in the morning and took the residents to Meadowlands in Soweto. In its place, a new white suburb was built. It was called Triomf – triumph!*

The Bantu Education Act, No 47 of 1953

This Act was meant to provide mass education to Africans. One purpose was to take the *tsotsis* off the streets and discipline them. Another was to train Africans to do unskilled labour.

The Natives will be taught from childhood to realize that equality with Europeans is not for them. There is no place for the **Bantu** child above the level of certain forms of labour.

◄ *In 1953, Dr H.F. Verwoerd, who was the Minister of Native Affairs at the time, declared that African education should be inferior to that of other races and that Africans should be educated only far enough for them to be useful labourers.*
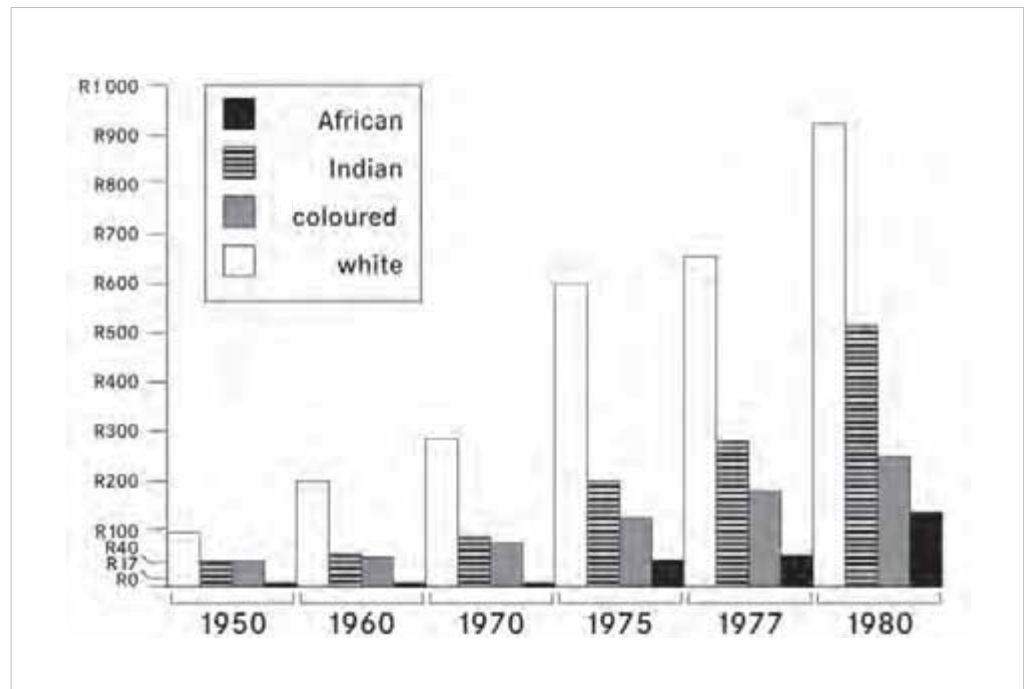
▲ *Per capita spending on education from 1950 to 1980.*

| **Activity 7:** | **Analysing a graph of government spending on education** |

1. Which population group received the least money for education in the years 1950 to 1980?
2. 'Per capita' means per head or per person. In 1960, how much did the government spend on education per pupil if the pupil was white; African; coloured or Indian?
3. What does this graph tell you about trends in government spending on education from 1950 to 1980?
4. What does this graph and Verwoerd's quote tell you about the government's attitude towards education for Africans in South Africa? Provide evidence from these sources to back up your answer. (∗)
5. Why did the government have this attitude towards African education? (∗)
6. What do you think the impact of the government's unequal spending on education for different races has been on development in South Africa? (∗)

The Reservation of Separate Amenities Act, No 49 of 1953

Black and white people were forced by law to use separate public facilities, such as parks, beaches, entrances to buildings, post offices, buses and public toilets. In theory, these facilities were meant to be equal but in practice they hardly ever were. This policy caused a great deal of anger amongst the majority of South Africans. This was racism with a very public face, and it was experienced on a daily basis.

> SKILLS **Skills development: how to analyse cartoons**
>
> A cartoon is a drawing that makes a particular point, often by using humour or **satire**. A political cartoon usually highlights an absurdity or makes fun of or criticizes a personality or issue that is currently in the news.

...Skills development: how to analyse cartoons (continued)

Step 1: Place the cartoon in its historical context
Identify the event that the cartoon is about. The following questions will help you to do this.
- To what historical event does the cartoon refer?
- When did the event take place? (The date of the cartoon will help you to answer this question.)
- Where was the cartoon published?

Step 2: Identify and explain important elements in the cartoon, such as:
- The people in the cartoon, and who they represent
- Any symbols or objects which may appear in the cartoon
- The action that is shown in the cartoon
- The caption of the cartoon, if there is one.

Step 3: Identify the message of the cartoon
To do this, you need to look at the cartoonist's use of humour.
It is important to remember that a cartoonist usually makes fun of or criticizes an issue. A cartoon is not a neutral or objective representation of an issue.

Activity 8: **Analysing a political cartoon**

Analyse the cartoon below by answering these questions. To do so, follow the four steps outlined in the skills section on *How to analyse a cartoon*.

GRADE 9: LO 1, AS 2
GRADE 11: LO 1, AS 4

▲ *Cartoon by Abe Berry, 1966.*

1. What event or issue inspired the cartoon?
2. What period of history does the cartoon reflect?
3. Who are the people in the cartoon? Who or what do they represent?
4. What other elements are there in the cartoon, and how do they aid our understanding?
5. What is the message of this cartoon? (*)
6. How has Abe Berry used humour to get this message across? (*)

The Natives Abolition of Passes and Co-ordination of Documents Act of 1952

The movement of Africans into so-called white areas was strictly controlled through the pass laws. Under this new law, all previous permits and passes were combined into a single reference book − the *dompas* − which all African men had to carry. In 1956, African women were also forced to carry passes

THE PHOTOGRAPHS OF ERNEST COLE

One of the installations in the Apartheid Museum is a photographic exhibition of the work of Ernest Cole, a black photographer who told the story of the hardships and **humiliation** of blacks living under apartheid in the 1960s. After experiencing police harassment, Cole went into exile. His photographs were published in America in his book *House of Bondage* which was immediately banned in apartheid South Africa.

While the outside world was fortunate enough to see some of his powerful images, this exhibition at the Apartheid Museum provides South Africans with the first opportunity to see his work.

▲ Ernest Cole tried to convey the harshness of the pass laws, both through his photographs and his words. He said: "In 1964, some 2 200 000 crimes were reported in South Africa. One third of these were not crimes in any moral sense, but crimes that only a black person could commit − by being in the wrong place, at the wrong time, with the wrong papers."

◄ This photograph of miners undergoing a medical examination highlights the horrors of the migrant labour system. Ernest Cole captures the humiliating experience of adult men, standing naked, and being subjected to inspection, rather like cattle at an auction.

▲ When a forced removal took place, the residents were ordered out of their homes, their belongings piled on the pavements, and the bulldozers moved in, destroying the township within minutes. Ernest Cole himself experienced the pain of forced removal.

◀ An infant suffering from advanced malnutrition. Like one in every four African children in South Africa in the 1960s, he died before his first birthday. Apartheid created an unequal society, in which most Africans lived lives of poverty and hardship.

New words

humiliation – injuring the dignity and pride of somebody

lens – in this instance, it means a camera. A lens is the part of the camera through which the photographer focuses on the section of the image to be photographed.

Activity 9: **Designing an exhibition poster**

GRADE 9: LO 1, AS 2
GRADE 11: LO 3, AS 4

Imagine that the Apartheid Museum is holding an exhibition of photographs called "Apartheid through the **lens**". You have been invited by the Apartheid Museum to design a poster to advertise this exhibition. Your poster should contain the name of the exhibition and a single photographic image, which you think powerfully captures the meaning and impact of apartheid.

1. Design the poster for the photographic exhibition.
   What photograph would you use for the poster? If you are unable to make a copy of the photograph, you may describe the photograph that you would use. You may choose any photograph from this book or any other suitable photograph you can find.

2. Write a few lines to explain and justify why you have chosen this particular photograph for your poster.

GRADE 9
Content: Divide and rule: the role of the homelands

GRADE 11
Content: How far was apartheid in South Africa part of neo-colonialism in the post World War Two world?
Content: How did apartheid entrench ideas of race?

THE CREATION OF THE BANTUSTANS

Dr H.F. Verwoerd was the prime minister of South Africa from 1958 until 1966, when he was assassinated. Verwoerd was responsible for further refining the policy of apartheid into what he called 'separate development'.

In 1959, the Promotion of Bantu Self-Government Act was passed. According to this law, the reserves which had been created through the 1913 Land Act, would become separate 'countries' known as homelands or Bantustans. Every African in South Africa would become a 'citizen' of one of these homelands.

Each homeland would have its own government, which supposedly gave Africans full political rights. In the homelands, Africans would be able to develop separately and independently from whites. Ten separate homelands were established, each based on the African language spoken in the area.

Why did the government introduce Separate Development?

At the heart of the issue were the political rights of Africans and the question of democracy. The white government wanted to convince the world that South Africa was a democracy in which everyone had the right to vote. They explained that Africans would have the right to vote for their own political leaders in their homelands, but would have no political rights in South Africa.

By dividing Africans into ten different cultural, political and ethnic groups, the Nationalist government could claim that there was no African majority living in South Africa. Moreover, by highlighting the ethnic identities of Africans, the government hoped to create divisions among them and prevent the growth of a united African nationalism that could threaten the apartheid state.

The homelands were meant to become politically and economically independent. In truth, they never were. The former reserves were underdeveloped, with mostly infertile soil and no industries. People were unable to make a living in the homelands, and many had to work as migrant labourers in the cities of South Africa.

Forced removals

The government began to force the black people who lived in so-called 'white' rural areas to move into the homelands. Their land was taken away from them and sold to white farmers at very low prices. Forced removals was one of the most shocking and inhumane aspects of the apartheid system. Between 1960 and 1994 over three and a half million people were deliberately uprooted from their homes and their livelihoods, and plunged into poverty and hopelessness in the barren Bantustans.

Source A

In their homelands there are measureless and limitless opportunities for the Bantu.

◀ *M.C. Botha, Minister of Bantu Affairs and Administration in the 1960s.*

Source B

The township of Schmidtsdrift, near Kimberley, housed 7 000 Africans in territory that had been legally set aside for Africans. But it was in the middle of European land, so in 1968 officials and police loaded most of the Africans into lorries and drove them away to an African reserve near Kuruman on the edge of the Kalahari Desert. The area was totally unsuitable for crops or grazing because of its low rainfall. People arrived in the area looking fairly fit, but were soon starving. Several hundred died.
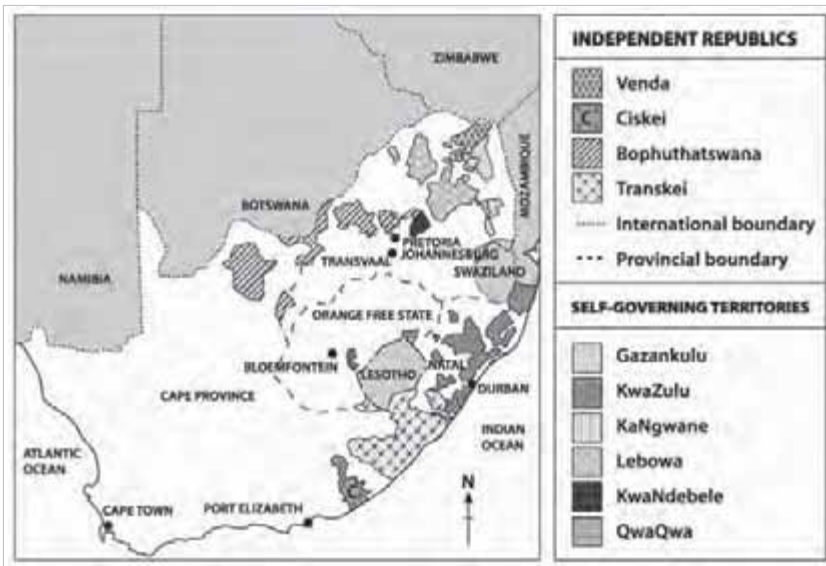
▲ *Adapted from* Divide and Rule: Race Relations in South Africa 1938-1977, *R. Childs, MacMillan, 1990, p. 59.*

Source C

◄ *This is a resettlement area in the Ciskei. The only facilities that the government provided were toilets.*

Activity 10: **Analysing a map**

1. Identify the names of the ten different homelands and where each was located.
2. In which homelands do you think the Tswana people, the Zulu people and the Ndebele people lived?
3. Why do you think the government created the homelands along ethnic lines? (⋆)
4. Nearly all the homelands were far away from the major urban areas in South Africa. What do you think the impact of this was? (⋆)
5. Do you think that the Nationalist government succeeded in turning South Africa into an 'all-white' country by creating the homelands? Explain your answer. (⋆)