



Below: MK operative Mannie Brown  
 Right: Campfire during *Secret Safari*  
 Photographs: David Max Brown

## A Study Guide



### CURRICULUM LINKS

*The Secret Safari* would be of interest to students at senior secondary and tertiary level in English, Political Studies, History, Ethics, Law and Justice Studies. It could be used as further background to novels or movies set in South Africa at this time, such as *Cry Freedom*.

### KEY TERMS

A basic *Secret Safari* dictionary would need to include the following terms: Apartheid, The African National Congress, the Criminal Law Amendment Act, 'homelands', Mixed Marriages Act, Pass books, Pass laws, the Population Regulation Act, the Public Safety Act, Race Laws, Sharpeville, State of Emergency and Umkhonto We Sizwe or 'MK'.

# THE SECRET SAFARI



*The Secret Safari* | 52 minutes | Emerald Films/Maxi-DTV Productions/FFC | DIRECTOR Tom Zubrycki |  
PRODUCERS Sally Browning & David Max Brown



## INTRODUCTION AND SYNOPSIS

*The Secret Safari* reveals how the military wing of the African National Congress (ANC) successfully smuggled arms into South Africa for years, under the cover of a 'legitimate' tourist safari. The mostly young passengers were carefully chosen to minimise the chances of sickness or complaints, and they had no idea that they were sitting on tonnes of weapons, including limpet mines, automatic weapons, pistols and thousands of rounds of ammunition.

This film looks at one aspect of a shameful period in the recent history of South Africa. It is a docu-drama, with the story depicted through detailed reconstructions of the safaris, and interviews with those involved. For many students, Apartheid in South Africa will seem like ancient history; this film reminds us all how very recent it was. Black students only entered previously all-white public schools on 9 January 1991, and the effects of Apartheid are still present and posing problems in the new South Africa. The events explored in *The Secret Safari* take place against a background of institutionalized and repressive racism and injustice. The main characters are ordinary people who have been called upon to do extraordinary things. They are white, black and coloured, to use the regime's terminology. All risked death or imprisonment (or both, as many prisoners died in police custody). The safari organizers say that 'the passengers got a good deal and had a bloody good time'. This raises an interesting ethical question about whether the ends justify the means. Watch the film and decide for yourself.

## ABOUT THE DIRECTOR

Tom Zubrycki is one of Australia's leading documentary film-makers. He produced the film *Exile in Sarajevo* (directed by Tahir Cambis and Alma Sabaz) which won an International Emmy for Best Documentary in 1998, and his most recent film, *The Diplomat* (2000), about José Ramos Horta, has been widely acclaimed. His films all feature strong characters and unfolding dramatic situations. He usually shoots in an observational style with personal narration. *The Secret Safari* does not follow this approach.

- What impression is created by this change of style?

- Watch another of Zubrycki's documentaries and comment on the impact of different styles or presentation of a documentary story.

## SETTING THE SCENE

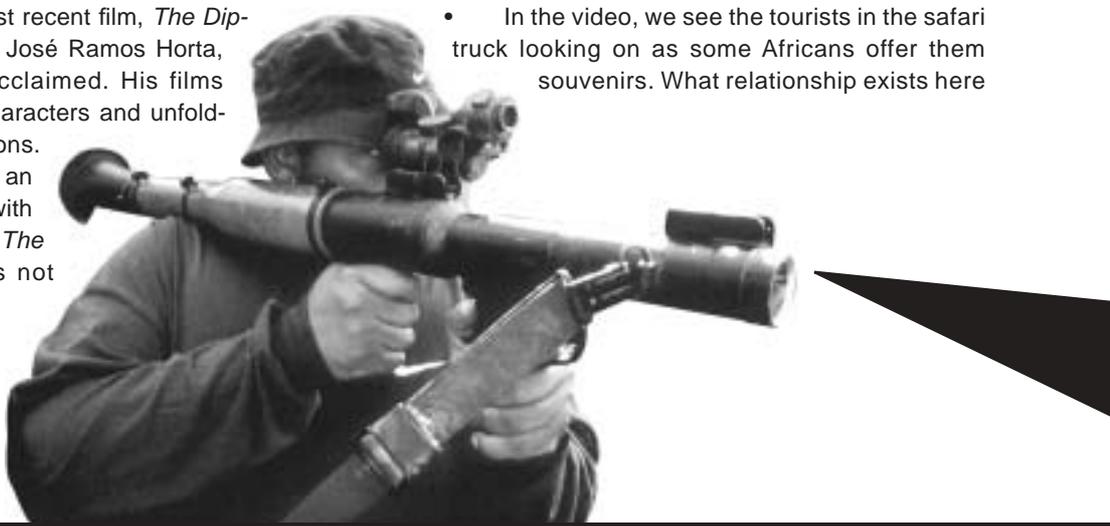
Students will need to know basic facts about the geography, history and law of South Africa in order to access this documentary and to understand the significance of its story.

## THE WEB SITE

<http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html> is a useful starting point, giving a brief and clear overview of how Apartheid came about and explaining many of the key terms and events. It also has a map that students can use to track the countries the safari passed through on its hazardous journey. Also, the ANC web site is very useful as there is a search function that enables you to find almost anything about South Africa. <<http://www.anc.org.za>>

## ACTIVITIES

- Identify the countries that the safari traversed. Individuals or groups can choose which country they will investigate. They can then do a brief report on its history, cultures, the main attractions that the safari may have visited, and the country's current conditions. The picture that emerges will vary according to the purpose of the research. A tourist view, for example, would be entirely different from that of someone doing research on AIDS.
- What roles does tourism play in the modern world? How does eco-tourism differ from ordinary tourism? Find brochures and information about the different types of tourist journeys that you can make. Which do you prefer and why?
- In the video, we see the tourists in the safari truck looking on as some Africans offer them souvenirs. What relationship exists here



between the potential buyers and the sellers? Are there more equitable ways of organizing this kind of business? Invite a representative of an Aid Agency such as World Vision to discuss questions like this with you.

- There are alternatives to tourism. Use the world wide web to identify areas of work that currently exist and what skills and personal qualities you need in order to apply. Explore both voluntary and paid positions. See the on-line resources listed at the end of this guide for suggestions.

## FACTS AND FIGURES

The Stanford web site (above) offers a comparative table of life under Apartheid circa 1978, when the population consisted of 19 million black people and 4.5 million white people. It reveals the degree of inequity perpetuated by that system. Two significant sets of figures are the infant mortality rates and the comparative amounts of money spent on education. The infant mortality figures in 1978 were as follows: 2.7% for whites, 20% for urban blacks and 40% for rural blacks. This fits with another figure: 1 doctor per 400 white people and 1 doctor per 44,000 black people. The other statistics are just as disturbing.

## ACTIVITY

- Statistical research provides a good opportunity for cross-disciplinary projects. Ask students to use

library and web resources to find current figures concerning education and health in South Africa.

- Ask students to compare these with similar figures for Indigenous and Non-Indigenous Australians. Discuss the findings and implications.
- Devise a wall chart or a time-line of key events and critical issues in the recent history of South Africa. Compare it with a similar time-line for Australia or another country. What is similar and what is different?

## FOCUS QUESTIONS

- In retrospect, what did the safari passengers who were interviewed really think about being used as a cover? What were their main objections? Do you agree? How would you feel if you had been used in this way?
- Between 1986 and 1993 the truck made forty journeys, with one tonne of weapons transported each time. Those 'recoverable' in 1995 were handed over to the new government. The film does not pose the question of what might have happened to the rest of the weapons. On-line research (*Human Rights Watch*, vol.12, no.5 [A] October 2000) produced the following information in relation to this question. The numbers in brackets indicate the detailed references which you will find on the web site:



FAR LEFT: One of the weapons smuggled during the safaris RIGHT: Filming *The Secret Safari*  
Photographs: David Max Brown



<http://www.hrw.org/hrw/hrw/hrw/reports/2000/safrica/Sarfio00-06.htm>

Interpol's regional bureau for southern Africa estimates that up to four million small arms and light weapons are making the rounds of the region. (186) Many of these weapons have been in circulation since the struggles for independence began and continued to cascade from conflict to conflict, claiming more and more victims in the process. (187) 'Upon cessation of hostilities many [arms] were left uncontrolled, some in the hands of civilian populations drawn into the conflict, others in many caches whose location[s] were either forgotten or deliberately unidentified, in case there was a need in [the] future to resort to war', observed an Interpol official. (188) Such tidal flows of small arms are also feeding rampant crime in the region, a wave that has not spared the streets of Johannesburg and Pretoria. (189) Weapons sold to the Apartheid regime's clients in Angola and Mozambique, weapons given to the Mozambique government by the USSR and other governments and weapons supplied by the Apartheid regime to Inkatha came back to haunt the government of Nelson Mandela, as these arms started flooding the South African market. Experts maintain that the sheer number of these weapons, as well as those leaking from South African military armories through theft, may jeopardize the future stability of the country.

#### ACTIVITY

- Use this information and the full text from the web site to identify the problems that large numbers of weapons have caused for Southern Africa. What solutions can you identify to these problems? Does it change your opinion about the effectiveness of the actions of the military wing of the ANC?
- Investigate some of the weapons that were transported by the safaris and their capabilities. Although no land mines were transported by the Hinterland truck, examine one country of the many worldwide that is trying to deal with the aftermath of land mines. You could choose from Vietnam, Cambodia, Afghanistan, and the former Yugoslavia. How can individuals help?

#### SUGGESTED THEMES

##### Living With Injustice

The disparity in living conditions between the privileged whites and the oppressed blacks were extreme under the Apartheid system and these privileges were also

evident amongst many of the whites who were involved in the struggle against Apartheid. The discrepancies of wealth and living conditions between the historically advantaged and the historically disadvantaged racial groups in South Africa still persist today, even after the demise of Apartheid.

- Why do you think that this is so?

#### ACTIVITY

- Use *The Secret Safari* and the facts presented and researched to produce a board game, large or small, relating to the realities of daily life in South Africa under Apartheid. It could be like Snakes and Ladders, where a throw of the dice will determine your fate. Different groups could research and then devise cards describing the kinds of events that would determine your fate in South Africa under Apartheid. For example:
  - *You are born in a township. Lose three turns.*
  - *You are born white. Move up four places.*
  - *Your parents are white activists. Lose two turns.*
  - *You miss the train and are late for work. You lose your job.*
- How would you change this game to represent life in Australia today? What factors influence success or failure in contemporary Australia?
- What did living with Apartheid mean on a daily basis for black and coloured South Africans? How was it different for white South Africans?

#### Human Rights

- What do human rights mean to you? Here is an exercise that may help you think about this issue.

#### ACTIVITY

- Imagine that you are in a leaking hot-air balloon, along with eight human rights weighing three kilos each. To stay aloft you must progressively throw out the rights you value least, justifying each choice.

#### The eight rights are:

- 1 the right to vote;
- 2 the right to meet freely with others of my choice;
- 3 the right to travel freely in my neighbourhood, state and country;



- 4 the right to hold any job for which I am qualified;
- 5 the right to marry the person of my choice;
- 6 the right to a fair trial;
- 7 the right to hold political views of my choice; and
- 8 the right to hold religious views of my choice.<sup>1</sup>

## Motivation

Are heroes born or made? What motivated the ordinary people in this documentary to risk their lives for a cause? What reasons or personality traits might have persuaded them to take part in smuggling weapons, rather than choosing another way to try to undermine the South African regime?

- The first driver, Stuart Round, wanted to 'make a difference'. He was only nineteen when he began, with no experience of the route, the truck or the itinerary.
- James Garraway said he never spoke to anyone. 'I closed off, I didn't think I would come out of it'. He had no hope for his own future. Also he appears to have gone to bed a liberal and woken up a revolutionary. 'I was the kind of guy who wrote letters to the papers.' Why did he agree to receive and distribute weapons?

TOP: Africa hinterland driver Stuart Round at the campfire ABOVE: The truck which concealed the weapons Photographs: David Max Brown



- Mannie Brown wonders how the passengers would feel now. 'We had a job to do and that is how we did it'.
- Martha stored weapons under her bed and burned incense to cover the metallic smell. She said that the smell of incense still makes her nervous.
- Muff Anderson says she wished the armed insurrection had happened after 'giving up all her spare time'.
- Heather Newham had to set up the brochures, selling the safari without ever having done the tour herself.
- General Nyanda is now Chief of the South African Defence Force. He says they were preparing for an armed insurrection but is pleased it was averted. 'Black people lost more lives in the struggle and they would have lost more lives in a war.'

#### ACTIVITY

- Organize a debate where you argue for and against the choices these people made.
- Using information from *The Secret Safari*, write one page of a diary, or a poem, as if you are one of these people, describing your experiences and your feelings about what you are involved in. You can be completely honest, as you intend to burn the document as soon as it is written. What feelings might you describe?
- Bob is a former police agent. He is still only prepared to speak in silhouette for fear of being identified. He knew arms were coming in to the country but didn't know how. He confirmed that agents did infiltrate safaris. What would Bob be frightened of now? What do you know about the Truth and Reconciliation Commission in South Africa? What does reconciliation mean in Australia?

#### Long-Term Effects

- How do people readjust to normal life after living lives that depend on absolute secrecy, subterfuge and deception? What evidence is offered in the film that this adjustment may not be easy? James Garraway was one of the best secret operatives. His recruiter, Muff Anderson, says, 'I hope we haven't messed up his life entirely'. What might she mean by this?

- Does preparing for an armed struggle create the need for one? General Nyanda also comments ruefully that no-one wants to inherit a ruined empire, but some people resented the fact that there wasn't a more dramatic confrontation, rather than the eventual democratic change of government that occurred in South Africa.
- What could education do to help student guerillas return to some kind of normal life? What has South Africa done to try to heal the wounds left by Apartheid?

#### The Police

- What should the role of police be in a civil society? What role did police play in South Africa during the Apartheid period? What image does the video give of their role? How does this compare with what you see of Australian police on the media?
- What do you expect of police in a democratic society? How can you support a democratic police force to do its job effectively? It may be helpful to invite a police representative in to discuss this question with you.

#### Guerilla Warfare

- Guerilla warfare has been called the 'war of the flea'. What does this mean? What makes it work? East Timor is a recent example of this kind of resistance. Burma (Myanmar) is another. Investigate the causes of this kind of resistance. Who drives these struggles?

#### HOW MUCH DO YOU REALLY KNOW ABOUT SOUTH AFRICA AND AFRICA IN GENERAL?

- **AFRICAN MUSIC:** How many students have listened to modern African music? World music festivals have resulted in many CDs of various kinds of African and South African music. Listen to some while you work.
- **AFRICAN WRITERS:** How many students have read a story or a novel by an African writer of any background? A good place to start would be *New Internationalist*, no.268, June 1995, which was devoted to stories from one African country, Burkina Faso. This is available from the *New Internationalist* One World web site (see the details in On-line Resources at the end of this guide). The novel *Shame* by J. M. Coetzee is

an interesting glimpse into the psychological and long-term effects of Apartheid's repressive regime on whites.

- Other writers and books of interest:

Zakes Mda, *Ways of Dying*

M. Trump and J. Marquard, *A Century of South African Short Stories*, 1993.

Patti Waldmeir, *Anatomy of a Miracle*, Penguin, 1997.

Jaques Pauw, *Into the Heart of Darkness*, Jonathan Ball Publication, 1997.

Ronnie Kasrils, *Armed and Dangerous*, Jonathan Ball, 1998.

- **AFRICAN HEROES:** 'So many good people didn't make it. They are the heroes'. Find out about some of these heroes, men and women. Steven Biko is one famous example. The play and film, *Sarafina*, depicts the struggle from the student point of view. *The Secret Safari* is dedicated to Oliver Tambo, Joe Slovo, Chris Hani and Cassius Make, the commanders of the Africa Hinterland Operation. What can you find out about these leaders of the ANC?
- Find out more about the Sharpeville Massacre in 1960, when South African police killed sixty-nine unarmed protesters. The government then banned all opposition groups, one of which turned to underground armed struggle. Was the ANC a violent organization? Is the term terrorist appropriate?

NOTE: If there are students from African backgrounds in your class, it is very important not to assume that they can represent 'Africa' or that they will want to contribute what they know. Teachers are responsible for creating an environment in which students feel secure and confident to share what they know, but only if they are willing to do so.

## ON-LINE RESOURCES

<http://www.oneworld.org/ni/index4.html>

- This is a wonderful resource for finding information about global issues and about specific issues or stories from specific countries. You can type in the issue and the country you are interested in, the dates you want, and it will search for you. The award winning *New*

*Internationalist* magazine publishes stories that are readable and in-depth, based on comprehensive research.

- You will also find ten second samples of African music from the *Rough Guide to World Music* CD on this site.
- Then there is *Global Issues for Learners of English*, offering a modified English version of key world issues. This is a good way of helping younger students or adults learning English as a second language to develop a sense of global issues and a critical vocabulary for discussion.
- There are too many more links to detail but a few highlights include the sections *Teaching Global Issues: Ant-racist Education*, Ethical Junction, Links to UNESCO, and Geographical, the site that explores the world.

<http://www-cs-students.stanford.edu/~cale/cs201/apartheid.hist.html>

- This is part of the Stanford site and gives a brief and clear history of Apartheid as a repressive political system.

[http://www.state.gov/www/background\\_notes/southafrica\\_0004\\_bgn.html](http://www.state.gov/www/background_notes/southafrica_0004_bgn.html)



LEFT: Africa Hinterland drivers Jo Lewis and Mike Harris



- This is the U.S. Department of State web site, which has factual historical and political information.

<http://www.anc.org.za/books/peasants.html> #Publisher

- This is the site of a book written in 1964 by Govan Mbeki, a black South African then serving a twenty-year sentence on Robben Island, a notorious prison. The book gives the history of how Apartheid became institutionalized in South Africa.

<http://www.facts.com/cd/o94317.htm>

- This is a fact file on Nelson Mandela, the great South African leader who spent twenty-seven years in jail. His autobiography is available for those who may wish to know more about this extraordinary world figure.

<http://www.facts.com/cd/c00001.htm>

- This is another general facts site that may prove helpful.

[www.mazimbu.com](http://www.mazimbu.com)

- For information about life for South African students living in exile in Tanzania.

[http://www.africana.com/Articles/tt\\_428.htm](http://www.africana.com/Articles/tt_428.htm)

- This site deals with Apartheid: the social and political policy of racial segregation and discrimination enforced by the white minority government in South Africa from 1948 until the early 1990s.

[http://www.emzansiAfrica.com/apartheid\\_in\\_south\\_africa.htm](http://www.emzansiAfrica.com/apartheid_in_south_africa.htm)

- Nelson Mandela's Prison Walls: presents the lives and careers of the imprisoned leader of the African National Congress and his wife, an activist in the struggle for black majority rights in South Africa.

<http://www.edmark.com/talkingwalls/nelsonmandela/lit.asp>

- South African Data Archive—National Research Foundation

<http://www.hsrc.ac.za/sada.html>

- Ananzi South Africa—Search Engine—South Africa's no.1 search engine.

<http://www.ananzi.com/>

- World Music Home Page—Music from around the world

<http://www.isis-intl.com/mike/world.htm>

- World Music Portal: the largest source for world music information. World Music Portal provides news about world music, artist biographies, world music festivals and music books.

<http://www.worldmusicportal.com/>

- Ancient-Future.Com: World Music On-line—top site for the world music movement, hosted by the #1 Net World Music Band, Ancient Future. Features include traditional world music education, global music and dance forums, CDs and books, e-commerce, links page, free MP3, global MIDI drum grooves ...

<http://www.ancient-future.com/>

- Southern African Review of Books (SARoB)—a political and literary book review for South Africa, Zimbabwe, Mozambique, Angola, Namibia, Lesotho, Swaziland, Botswana and Zambia.

<http://www.uni-ulm.de/~rturrell/>

For information on Nigerian—African Online Shop 4 African books, African music, fabric, fashion—Nigerian literature, books, Nigerian children's literature, Nigerian music.

<http://www.over2u.com/>

#### **WEB LINKS ABOUT THE AFRICA HINTERLAND SAFARI**

[http://news.24.com/news24/south\\_Africa/0.1113,2-7\\_979253,00.html](http://news.24.com/news24/south_Africa/0.1113,2-7_979253,00.html)

<http://www.anc.org.za/lists/news.html>

[www.mg.co.za/mg/news/97june1/19june-murder.html](http://www.mg.co.za/mg/news/97june1/19june-murder.html)

- Can you find other links about the struggle against Apartheid?

- Can you find links about the Truth and Reconciliation Commission in South Africa?

## ENDNOTES

- 1 See Pike & Selby, quoted in B. Hill, 'Chapter 5: Educating for Moral Responsibility', *Creating Our Common Future*, UNESCO Publishing, Berghahn Books, 2001, p.73.



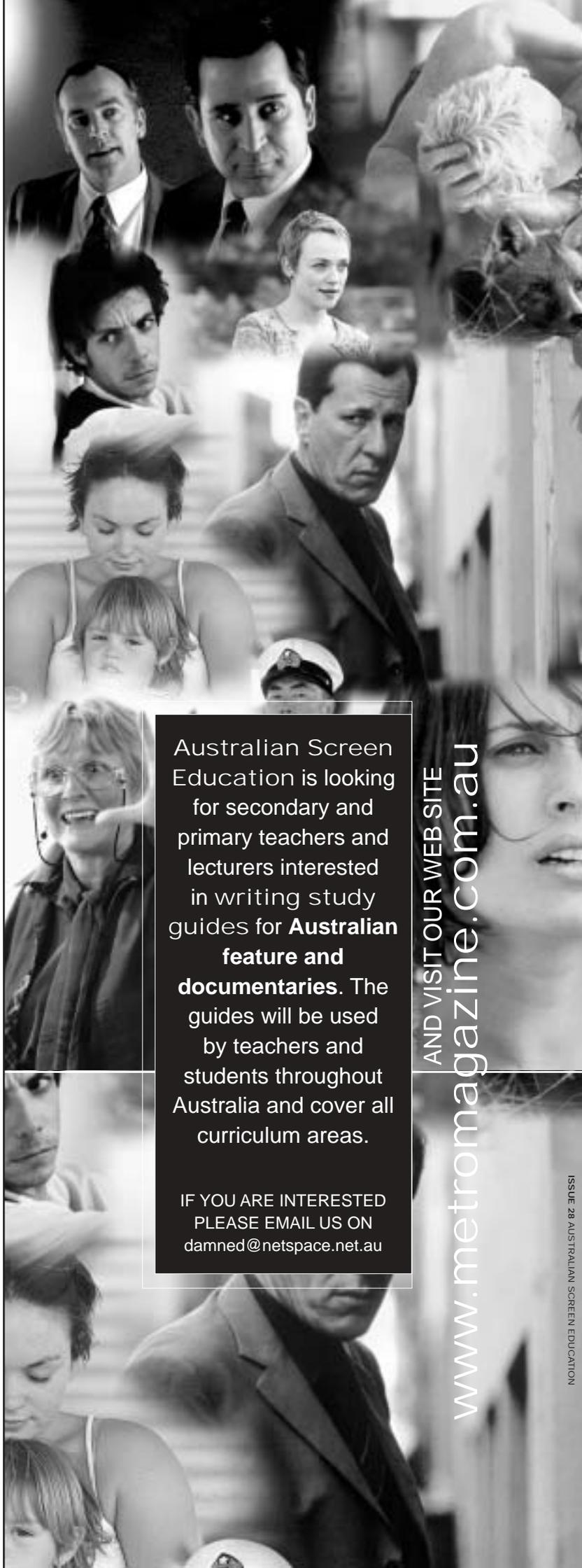
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