

aand op altwee nuus bulletins, dit wil sê 8,10 wat Afrikaans was, sover ek onthou en die later een dan in Engels, 10,40.

GEEN VERDERE VRAE

DR. YUTAR: Edele, die volgende getuie is mej. Sophie Tem: en my Geleerde Vriend sal daardie getuienis lei.

SOPHIE TOPSIE TEMA: sworn states:

MR HLUNGWANI: You are a married woman, but for professional purposes you are - you use your maiden surname, Tema. -- Correct.

Would I address you as Miss Tema or Mrs? -- I would (10) prefer you address me as Miss Tema.

Thank you very much. Before you - do you have your memorandum with you? -- Yes, I have it.

What are you by profession? -- I am a reporter by profession.

Of which newspaper? -- The 'Weekend World' and the 'World'.

You are a resident of Sóweto or Sowéto. -- Yes, of Soweto.

When I say Sowéto or Sóweto how do you understand, how do you differentiate that? Sowéto and Sóweto? -- Well, Sowéto is sort of English like, but Sóweto is vernacular. (20)

And Sóweto what does it mean? -- Sóweto is the way you pronounce it, is how you pronounce it in vernacular, Sóweto. If you sort of, you know, Englishize it you say Sowéto.

But how do you understand it to mean? -- Well, it means South-Western Townships.

Thank you. You are a Sotho and not a Zulu? -- I am Pedi.

Now, on the 15th June you were alerted by an unknown caller through the phone about demonstrations to be held by students the following day. -- That is correct.

Now, before you go any further, how in fact did you (30) get the information and how did you think? Did you think it

was/...

was a scholar because further on you will say it was a man who spoke in a deep masculine voice and I would like to know, did he seem to be a student? -- It did not seem to me that it was a student, it seemed to me that it was some male who was informed about the demonstration.

Did he say he was informed or did he just say: I am informing you that there would be a demonstration? -- Well, even this would have to go a little further on that. This man asked me not to ask him to identify himself. All he said to me is that I just want you to know that the students are (10) going to hold a demonstration tomorrow.

Yes, but he did not tell you that he got the information from someone. -- No.

Now you - as you say he refused to give you the name. What did he say the demonstration would be about? -- Well, he told me that the demonstration was going to be in sympathy of the students who had gone on strike, who had not been going to classes because they were against the use of Afrikaans as a medium of instruction in certain subjects.

Now which schools would then hold a demonstration (20) in sympathy with the other schools? -- Well, he said it was going to be the Naledi High, Morris Isaacson and the Pfeni Junior Secondary - I am sorry, not Pfeni Junior, sorry, Orlando West High.

Now, you could infer that the three schools were the organisers of the demonstration? -- Yes, I would.

Now he said they were going to demonstrate against the use of Afrikaans in sympathy with those affected. -- Yes.

Which were the schools, as far as you know, who were affected by the use of Afrikaans? -- If I remember well, (30) we had the Thula Sizwe Higher Primary School, we had Emtonyeni Higher/...

Higher Primary School, we had the Pfeni Junior Secondary school, and we had the Belle Higher Primary School. Those are the schools that had gone on strike.

I hear you mention junior secondary schools and higher primary schools. Were the high schools not affected? -- Well, according to the information we have got, the high schools were not affected.

And then the following day or the following morning at about 7 o'clock where did you go to? -- I was picked up at my home by our driver, Stanley Mtshali, and we proceeded to (10) pick up our photographer, Dan Tleketle. Thereafter we proceeded to the Naledi High School, but it seemed that we had gone to the Naledi High School you know a time that was really inappropriate, we got there too early. So we decided to drive back to our office and I made a report to my news editor that it was all quiet at Naledi.

Why did you specifically go to Naledi High School? Did your informant tell you that the march or the demonstration would start from Naledi High School? -- Well, it was just in my opinion that it was going to start from Naledi because (20) Naledi is at the furthest end. So in my opinion I thought they would start at Naledi, proceed to Morris Isaacson and then to the Orlando West High School.

Did you expect or suspect any violence from the demonstration? -- No, I did not.

Do you remember that there was an incident on the 8th May, prior to this incident, with the police at Naledi High School? -- I heard about that.

That the police car was burned down and there was sort of a stone throwing too early on May the 8th. -- I heard (30) about that.

You/...

You heard about that. Now, didn't you think that there would be violence on the grounds of that, I mean, knowing that there was once some stone throwing at Naledi High School? Didn't you think that there would be some violence erupting from the demonstration? -- No, I did not think that there was going to be violence. I thought as long as the police could keep out of it, there definitely would not have been violence.

Now, you went to this school and then you say it was all quiet. -- Yes.

But now, were there no students in the school? -- Well, (10) students were rallying to the school. I think I was not very certain about the time the school starts. As I say, I was there between 7 and 7,30. I only later learned that school starts at eight.

What time did you get there for the first time? -- The first time I got there round about 7,20.

And then you were there for a few minutes and then you went back? -- Yes.

What happened later? -- Well, as I say, I drove back to my office to make a report to my news editor that the (20) kids had not gathered at school as yet and that I was going to go back later to do a check-up. I did go back later, but I did not get as far as Naledi on the second occasion. I got as far as Sizwe Stores in Mofolo where I .. (intervenes)

CHAIRMAN: Just give me that place again. You got as far as? -- Naledi, I only went as far as Sizwe Store in Mofolo.

MR HLUNGWANI: Then what happened? Before that, did you perhaps go as far as Naledi Beer Hall? -- No, I did not.

Now, the route you followed from your office to this Sizwe Store, do you have to pass this beer hall? -- No. (30)

Or was it still in front of you? -- It was still in front of/...

of me, I did not have to pass it.

And when you got to this store, what happened? -- When I got to this store, it was at this point where we saw a group of students standing outside a school yard in a street. They were waving placards and they were singing.

Approximately how many were they? -- I think there were about 200 at that time.

Didn't you see a group moving towards this group from some direction? -- Yes, later a group .. (intervenes)

I mean at that time. -- No, not at that time. (10)

How were they - or were they peaceful or was there any violence then? -- Not what I saw.

And then what was the time then when you got this group of about 200? -- It was about 8,30.

We have got evidence here that a certain Mr J.B. Smit of Klipspruit Bantu Administration Board was stoned just before 8 a.m. by a group of students and it was at Naledi Beer Hall, which might mean that it was these students from Naledi who might have stoned him. -- I would not say. As I say I never went near the beer hall on that particular day, so I (20) will not know.

You did not meet a Volkswagen GG car? -- No, I cannot remember that.

Then proceed from there. You were at Sizwe Store and what happened? -- Whilst at Sizwe Store another team of reporters from the 'World' which consisted of Sam Nzima who was the photographer, Collin Nxumalo a reporter, Thami Mazai a reporter, and Willy Bokala came in a second car, but I kept to our team which consisted of Stanley Mtshali, myself and Dan Tleketle. (30)

Now the other car, the other team of your reporters, from

which direction did they come? You are at Thulasizwe, is it Thulasizwe Store? -- No, Sizwe Store.

You are at Sizwe Store and then from which direction did the other group of your colleagues come? Did they come from the direction of the beer hall or from behind you? -- They came from the direction that came from - assuming that if they were coming from our office, the same direction through which I came.

Now what happened? -- The students began to - no, I am sorry - before the students started to move, they were (10) joined by another group of students and it looked like it was students from the Morris Isaacson High School. There were a big crowd of students now, they had increased in number and the students were now moving through Mofolo towards Dube and as the students were marching through Mofolo towards Dube they were joined by other students from other schools along the road.

These students from Morris Isaacson High School, what would you estimate the number to be? -- Well, I would estimate that there were about 500. (20)

Which it was then a bigger group than the original group. -- Yes.

And then further on you said a group from which school joined them? -- No, it was these from the first school near Sizwe Store that were standing in the street, then they were joined by those who seemed to be coming from Morris Isaacson. Then they started to move towards Dube.

These two groups now joined? -- Yes.

And then? -- As they were moving, they were joined by other schools along the road towards Dube. Kids from other (30) schools came in and joined them and they increased in number

as/...

as they were going on. At one stage I marched along with them because I had to leave the car to Dan because Dan wanted to take some picture that he thought it was worth while.

From which point did you then join them on foot? -- From the vocational training centre.

That is now after you had passed the Sizwe Store? -- Yes.

And then? -- I marched with them up to Pfeni where I again joined Dan and Stanley in our Volkswagen.

While you were then moving with the students, did they carry any placards? -- Yes, they had placards with them. (10)

In your team you had a photographer, isn't it? -- Yes, I did.

In fact you had two photographers from 'World' then. -- Yes.

That is now one in your group and the other in the other group. -- Yes.

Did you see - did you read some of these placards? -- Yes, I did.

Could you perhaps quote a few of them? -- I remember I read one which said "We are being fed the crumbs of ignorance with Afrikaans as a dangerous spoon." (20)

And? -- And others read: "Away with Afrikaans", others read "We do not want Afrikaans in Azania", others read "Afrikaans is a language of the oppressors". Those are the few I can remember.

What do you understand by Azania? -- Well, I thought Azania means Africa, that is what I thought.

And then when you - I just want to ask you, this photographer in your company, did he take some photographs of these placards? -- He did. (30)

Were they published? -- Yes, some were published.

And/...

And then? Carry on. You were marching along with the students and then ... (intervenes)

CHAIRMAN: Wouldn't it perhaps be convenient, just before the witness goes over to the next thing, it is one o'clock.

THE COMMISSION ADJOURNS FOR LUNCH.

THE COURT RESUMES AT 2 P.M. ON THE 21st SEPTEMBER, 1976.

SOPHIE TOPSIE TEMA: still under oath:

MR HLUNGWANI: We had come as far as where you joined your colleagues in the car. Which point was it? -- It was at Pfeni.

Was it near a school? -- No, it was not near a school, but it was in one of the streets in Pfeni.

Do you know where a certain Mr Rajwili is a principal? -- Yes, I know Mr Rajwili.

Did you see some of the students getting in there? This is a primary school, isn't it? -- Yes, it is a primary school. (10)

Did you see a group of students getting to the premises of this school? -- Yes, I did.

What happened there, if you could tell us? -- Well, I saw the students going into the premises and before they could go to the principal's office, they were joined by other students from the classrooms.

Nothing happened between the students and the principal? -- I did not follow them into the principal's office. I do not know. (20)

Could you see where the students were meeting the principal? -- No, I could not, from the point where I was standing.

Did you see the principal? -- No, I did not see him.

These students were joined by the primary school children? -- Yes.

CHAIRMAN: Is the incident that you are referring to now the one that one of the previous witnesses referred to?

MR HLUNGWANI: Yes, M'Lord. We have evidence here that the students threatened the principal who was actually trying to stop these pupils from joining this march. -- I do not refute that. As I said I did not go into the school yard, I did/... (30)

COMMISSION OF INQUIRY INTO THE RIOTS AT
SOWETO AND OTHER PLACES IN SOUTH AFRICA.

AFTERNOON SESSION:

21st SEPTEMBER, 1976.

VOLUME 10

(Pages 348 - 393)

did not even go as far as the principal's office.

Now, from where you joined your colleagues, then you proceeded. Just proceed from there. -- I joined my colleagues in our little Beagle and we drove about 20 yards and we decided to stop, waiting for the students who came marching from behind us.

Now the position would be that a group of students were marching in front of you and then the other group coming from behind. You were then ... -- No, excuse me, we left the group behind in our car and we travelled ahead of them. (10)

That is now the first group? -- That is the entire group of students.

The entire group. -- Yes, so we drove ahead of them and to the point where we were, to the other point where we had gone we drove about 40 yards and we decided to stop and wait for the students who were coming from behind us.

Yes, you said the students were coming from behind you, you still mean the same group? -- Yes. At a later stage the students arrived on the scene and they were addressed by a male student. They were stopped there and one of the male (20) students spoke to them.

Did you hear what he was telling them? -- I got out of our car and I went to listen to what he was saying to them.

Will you please tell His Lordship what this student was telling the other students? -- He said to them, I am not quoting word for word, but I can still remember what he said. He said: brothers and sisters, I appeal to you to keep calm and cool. We have just received a report that the police are coming. Please do not taunt them, do not do anything to them, just be cool and calm because we do not know what they (30) are after. We are not fighting.

Do/...

Do you know him? -- Well, I know him.

I would not force you to say his name if you do not prefer to tell us the name, but do you know the student? -- Yes, I know him.

He is a student in one of the high schools? -- Yes.

Did he seem to be their leader or did you know him to be their leader? -- I did not know then that he was their leader, I came to know about that later on.

And then after he addressed them, what happened? -- After he had addressed them, they moved down the street. We (10) were sort of travelling ahead of them. They moved up to the Orlando West Secondary School.

That is not a high school? -- Sometimes they call it a high school, sometimes they call it a secondary school.

Is there matric in that school? -- Yes, there is matric.

So it is a high school. -- Yes, it should be a high school.

And then? -- When they got to the scene, they were met by students from other schools now who had all waited for them outside the Orlando West High School. There were thousands of students then. (20)

Proceed. -- As they were standing there, my colleagues Dan and Stanley Mtshali drove in our car just a little lower down below the Orlando West High School where we saw police vehicles, some in private cars, some in these big vans called Kwela-Kwela's and some in smaller ones.

Now the Kwela-Kwela could you describe how it looks like? -- Well, the Kwela-Kwela is the big police truck.

It is not the one called 'Hippo'? -- No, not the one called a 'Hippo'.

And actually how many cars or vehicles? -- Well, I (30) counted about - there were more than ten.

Was/...

Was it the first group of police that came there? -- Yes, that was the first lot of police.

Could you perhaps estimate the number of the police you saw being conveyed in this vehicle? -- It could have been plus-minus 30.

At least how many Whites and how many Blacks? -- Well, that I cannot tell, but they were a mixture, with White and Black.

Proportionally which was the bigger number, the White or the Black? -- Well, the Whites appeared to be more (10) than the Blacks.

Just continue from there. -- We met the police and they were driving up the main road. They then took a turn in a street above the Orlando West High School to turn down and face the students directly. The students were facing west and the police were now facing east. I and Stanley - we did not have Dan in our car then, we picked him at at some corner.

Dan was your photographer? -- Yes, he was our photographer.

Yes? -- We picked him up at some corner. Drove with him towards the scene where the students and the police were. (20) We took our line behind the police on the right-hand side, they were on the left and we took our line on the right-hand side.

Who were the first to arrive on the scene? The police or yourselves? -- The police.

When you got to that scene, how were the police standing? -- Well, they had got out of their vehicles and some of them were standing next to the vehicles and others started moving towards the students.

Did they seem to be watching the movement of the (30) students or did it appear that they were going to act against

the/...

the students? -- At that time it did not look like they were going to act against the students. In my opinion I thought that they were first going to talk to the students to find out from them what they want there or rather to disperse them.

You said you stood behind the police. -- Yes.

That is now the group of students, the police and yourself. -- Yes.

Now, were you in your car or had you - did you stand on the ground? -- I was still in our car then. Later I decided to get out. (10)

At what stage did you get out? -- When I saw that all the police were now marching towards the students, I got out of our car, so did Stanley, so did Dan.

Where was your photographer then? -- Our photographer moved a little lower down because there was a house just near the Orlando West High School, it had a wall, a brick wall and he moved to that house and climbed onto that brick wall so as to get a better view for his pictures.

The whole purpose of taking a photographer to this scene was to have pictures of what was happening. -- Yes. (20)

Now just proceed. You are behind the police and the police are marching towards the students and then you got out of the car and then? -- I followed them.

CHAIRMAN: The police? -- Yes, I followed the police.

MR HLUNGWANI: And then? -- I did not go too close to them. I think it was a distance between Your Lordship and myself.

You could clearly see the students and the police from where you stood? -- Yes.

And you could see every movement of the students? -- Yes.

And then? -- Let me say I could see every movement (30) of most of the students who were ..

On/...

On the front line. -- Yes.

And then? -- As the students were standing there, I expected that the police would rather warn them to disperse.

You say the students were just standing. -- Yes.

Were they standing still or were they singing or dancing? -- Well, some of them were singing this "Morena" (Bantu words).

What does that mean? -- God save our Nation. They were singing it in Sotho.

And then? -- Others were whistling and screaming (10) to the police "Go away, we do not want the police here" and others were waving their placards.

Yes? -- At that time I saw one of the police throwing what looked like teargas into the midst of the students, because thereafter a big cloud of smoke came off from what he had thrown into the midst of the students.

Just before you proceed. You said students were screaming, some dancing? -- No, sorry, none were dancing.

They were just screaming and shouting and .. -- Waving their placards, others whistling. (20)

Yes, there was quite a noise there? -- Yes, there was quite a noise.

You spoke about warning. Could you hear any warning there, I mean amidst that noise? -- In a crowd like that I would have expected the police, if they wanted to warn the students, to use something like a loudspeaker, which I did not see.

They did not have any? -- I would not say they did not have, but I did not see them using it.

Now, just proceed from there. The police are now marching to the students and the students are singing and some (30) shouting, waving placards and then? -- Then one of them threw what/...

what seemed like teargas into the midst of the students.

And then? -- More teargas followed, more teargas was thrown into the midst of the students at least.

How many times would you say teargas was thrown to the students? -- About twice.

About twice? -- Yes.

Was it from a Black member of the police or from a White member of the police? -- It was a White member of the police, but he did not have a uniform on, he was in mufti.

After the teargas, what did the children do? -- (10)
After the teargas some of the students now started getting confused and were running helter skelter. Then I saw two or three in the front row who had stones and they hurled them at the police.

That was now after the teargas? -- Yes.

Had been thrown at them. -- Yes.

Now? -- Some of them threw stones at the police. Then one of the police who was on the extreme right, he was in uniform and it was a White policeman, pulled out a revolver and he pointed it to the students who were more towards (20) the right.

You say more towards the right. -- Yes.

Did the students stand in a block in front of them or did they sort of stand in a circle as if to encircle the police? -- No, they were in a block in the street, they did not stand in a circle, they were in a block.

And then you say you saw a White policeman draw a revolver. What did he do? -- He aimed at the students. At that time Stanley, our driver, screamed and said: look at him, he is shooting at the kids. (30)

That was now the first time that you saw the shooting. --

Yes.

Now, I would like to put to you that we have evidence here that the police only shot after the students attacked them with stones. -- The police first threw teargas into the midst of the students. Then some of the students in the front line hurled stones at them in retaliation, it was then that this policeman pulled out the revolver, aimed at the students and fired. It was after this policeman had fired and more shots followed, that most of the students attacked the police. I remember at one stage I had to run, I had to scream to (10) Stanley and we had to run into our Volkswagen Beetle to get away from that scene because we could see it was now getting dangerous.

Now after the first shot did more shots follow from the side of the police? -- Yes.

Did you see anybody being hit by one of the stones or more of the stones from the students? -- Well, I saw some of the police cars had their windscreens shattered.

I mean someone who actually was hit, a policeman who was hit by one of the stones or more of the stones. Did you (20) see any? -- I did not see any policeman hit by stones. Because they started running like I started running.

We have evidence here that there were also dogs. Did you see any dogs there? -- I only saw a dead dog after that. Before that I saw a dog in one of the vans as the police were moving up.

CHAIRMAN: You saw a dog in? -- In one of the vans as the police were moving up to the scene, I saw a dog or two in one of the vans but I did not see them letting the dogs loose in the midst of the students. (30)

MR HLUNGWANI: Did you see it dead later? -- Yes, I saw one dead/...

dead later on, a black dog.

Did you see it being killed? -- No, I did not.

Just proceed from there. You saw this shooting and then you went to the vehicle. -- As we were trying to get away from the scene, me and Stanley, Dan was not with us then, we met four students carrying a fifth. The fifth was hit on the left chest and they were running with him towards the Pfeni Clinic, which was not very far away from the scene.

CHAIRMAN: You say carrying? -- Four students carrying a 5th student towards the clinic. He was bleeding from his (10) left chest.

From his left chest? -- Yes, from his left chest. They were rushing him to the Pfeni Clinic.

MR HLUNGWANI: Where were you at that time? -- We had now taken position in another street because now the students were all over the place. Now we had taken position in the next street, not the street where the police were.

The name of the street where the clash between the students and the police took place, do you know what the name of that street is? -- Unfortunately not. (20)

Now, you took up position in one of the streets there. At that time were they a group of students or were they just scattered? -- They were scattered now.

I put it to you that we have evidence here that there was teargas used and there were also batons used before the shooting. -- I deny that. There was teargas but not batons.

Do you say it is impossible that that might have been used before you got to the scene? -- I was there from the very time when this thing erupted at Pfeni.

Then proceed. -- While we were in the next with (30) Stanley, a boy came to us. He did not seem to be a student because/...

because he did not have a uniform on, and he asked us for a lift. I could see that this boy was limping. I asked him what was wrong. He told me that he had been shot in his leg. He was bleeding from behind his right thigh.

You did not know the boy? -- No, I did not know him.

Now why do you say he seemed to be not a student? -- Because he was not dressed in uniform, he did not have uniform on.

Is it compulsory in Soweto that pupils must have their uniforms every day? -- Yes, it is compulsory. (10)

So we can accept that he is not a student? -- Yes, to my knowledge he was not, from the way I could see him.

Did he appear to have been one of the people, of the students demonstrating there? I mean one of the group? -- No, I actually asked him if he was with the students. He said no, I had gone to my aunt's place and I was trying to make my way home.

And then what happened then? -- We took him to the Pfeni Clinic, I and Stanley.

This limping .. -- This limping chap, yes. (20)

And then? -- We dropped him off at the clinic door and we drove right back to the scene.

When you came for the second time from the clinic, what was then happening with the demonstration itself? -- There was still shooting at that time. Students were running helter-skelter, some throwing stones, there was big confusion there and as we were driving down the street that goes from the clinic towards the scene, I saw our photographer Sam Nzima and I asked Stanley to drive towards Sam. As we were driving towards Sam, because we wanted to pick up Sam and put (30) him into our car because we could see that the situation was

dangerous/...

dangerous, we saw a boy who had an overall on, carrying another boy in his arms and a girl next to him. She was crying, weeping, and they were coming towards us. I then asked Stanley to stop the car and I ordered these people to get into our car so that we could rush him to the clinic. Stanley, the girl and the injured boy and the one who was carrying the injured boy, went to the clinic. I followed them on foot to the clinic, which was not very far. When I got there, the doctor had tried to examine the boy, but they told us that he was dead already.

When the doctor said that the boy was dead, was the (10) previous witness, one of these people who brought the deceased ... -- The little girl.

Was she present when the doctor certified the young lad dead? -- Yes, she was present, she was crying.

She could not have heard that, because ... -- It is possible she could have heard that, I will tell you why, because before they went into our car, the boy who was carrying this other one, he said it in Zulu that this boy is already dead and this girl kept on calling his name, she kept on calling him, Zolile, Zolile, as she was crying and weeping. (20)

Zolile is then a Xhosa name for this deceased? -- Yes.

CHAIRMAN: A Xhosa name for?

MR HLUNGWANI: It is a Xhosa name, Zolile. And then? Is it as far as you saw the whole thing? When did you leave the scene of the shooting? -- I left the scene of the shooting after we had come from the clinic, I decided that I had to go back to the office because my office had asked me to keep them informed about what was happening. So I went back to the office to go and write my report.

Let us get back a little bit to the demonstration. (30) Didn't you see some older people or adults or people who looked/...

looked like adults, dancing in front of these children, making some signs? -- It was during the week .. (intervenes)

As if these people were inciting the group to .. -- It was during the week and most adults were at work. So there were no adults in the midst of those students. From what I could see there were only students and no adults.

I would like to know from you whether you still find students in the high school, those doing matric, with the ages ranging from 21 to 25. -- Very, very few.

Very, very few. You do not have actually about 26 (10) year olds doing matric? -- No.

Let us just go a little back to the question of Afrikaans. Do you know the teacher training college known as Wilberforce? -- I do.

Is it for a specific section of the Blacks? Is it meant for a specific ethnic group? -- No, not what I know of.

That is the teachers training college at Evaton, isn't it? -- Yes, it is at Evaton.

Do you have most of the teachers in Soweto coming from this college? -- Yes, and other colleges. (20)

And other colleges. Do you know what the medium of instruction in this teachers training college is? -- It is English.

All the subjects? -- Yes, all the subjects.

Including Methods? -- Methods and Organisation.

Now how are they in Afrikaans if they were to be given a class in Afrikaans to teach? Would they perhaps teach Afrikaans as easily as a man perhaps who got his teacher's certificate from Emmerentia and Geldenhuys and the other Afrikaans training institutions? -- I will tell you, (30) Afrikaans is a very difficult language. If I may mention, I

am/...

am from an Afrikaans medium school at the Stoffberg Gedenkskool and Afrikaans is no easy language for any Black to learn. I learned Afrikaans because we are Afrikaans-speaking at home and I was prepared to go to an Afrikaans medium school, but I would never send my child to an Afrikaans medium school because I know my child is going to encounter great difficulty to master this language.

Well, I do not know whether - as an Afrikaans-speaking at home, would you say Afrikaans is a difficult language? -- I say so. (10)

Is it now the view taken by the general public in Soweto? -- Yes, it is.

But you do have teachers who come from Afrikaans medium teacher training schools? -- Yes, very few. You find most of them in the Free State.

You find? -- Most of them in the Free State. Those who go to Stoffberg Gedenkskool are from the Free State.

And the Transvaal schools most of them are closed down, such as Pfesa. -- Yes.

And .. -- Emmerentia, Geldenhuys. (20)

Emmerentia and Geldenhuys. -- Even Stoffberg has moved to Witsieshoek.

Could you say perhaps there is scarcity of teachers who can teach through the medium of Afrikaans? -- Definitely.

Most of the teachers are products of the Transvaal Education Department. -- Yes.

And those, some of them never had Afrikaans even as a subject at school. -- Exactly so.

Have you got children at school? -- I have.

In the primary school? -- Yes. (30)

Now in the White areas you still have all subjects taught in/...

in the medium of vernacular in the primary school. -- Yes.

That is now up to standard 5? -- Up to standard 4.

Up to standard 4? -- Yes, in the vernacular.

It is now - this is the new system where standard 5 is now in the secondary division. -- Yes.

But before that there was standard 6. -- Yes.

And in the White areas the primary school students had vernacular as medium of instruction from sub-standard A tot standard 6. -- Yes.

They wrote also public examinations through their (10) mother tongue. -- Yes.

Now, if medium of instruction where it was said they must learn in Afrikaans some of the subjects, was it applied only in the secondary or junior secondary schools or in the high schools? -- It started from standard 5 in the higher primary schools which now falls under the high school category, this is from standard 5. Our students had to learn mathematics and social studies in the medium of Afrikaans.

Perhaps you might help me here. In Soweto and most of the urban areas, the young people, whether students or non- (20) students, they use what we call 'tsotsi taal'. -- Yes.

Now mainly 'tsotsi taal' is Afrikaans, isn't it, only mixed with some other Zulu or .. -- Sotho, yes.

Sotho and everything. -- Yes.

But mainly it is Afrikaans. -- Yes.

Students also use that language, isn't it? -- Yes, when students talk to each other generally in the streets, they use that language.

Am I right, they use that language right up to the university, I mean outside? -- Yes, outside they do. (30)

They use that. You find that the word order and the sentence/...

sentence construction most of it is in Afrikaans, isn't it?

-- Yes.

So how could Afrikaans be difficult then? -- If you listen to the 'tsotsi taal' it is very difficult for anybody to understand that language, but you do get the Afrikaans words - you know, you get the Afrikaans wording, but then as I say it is a conglomeration of Afrikaans, Zulu, Sotho and some words that you just do not know where they got them from and that makes up the lingo of the 'tsotsi taal'.

Some of them do not even know their mother tongue. (10)

-- Exactly so, because they only speak in 'tsotsi taal'.

Let me deviate from that and we would like to get some of your opinions as a parent and not as a reporter. -- Yes.

Now, do you sometimes - are you in regular contact with the students, high school and university students? -- I would not say regular contact but I have some contact with them.

Are you quite used or do you usually hear the expressions they use? -- Yes, I do.

Some slogans. -- Yes.

Some expressions. -- Yes. (20)

Do you always hear students speaking about a system? -- Yes, I have often heard them talking about a system.

What is the meaning of the system? -- Well, according to the students, the system are the police and the people who work for the government as informers, they call them people of the system.

What about collaborators then? -- Well, according to them they believe that the collaborators are organisations like the U.B.C.; they believe that those are the people who work for the system, so they are collaborating with the system. (30)

According to you, how you actually hear them speak, are they/...

they perhaps against the police or what? When they call them collaborators and those working within the system? -- I would say .. (intervenes)

What you hear from them and not your own ideas, but what you gather from them. -- Well, their attitude is that they are not friendly with the police, they and the police are no friends, because they believe that the police have adopted an attitude towards them which they cannot accept.

Could you perhaps elaborate on the attitude, what attitude is that? -- Well, they believe that the police always (10) have a hostile attitude. In fact those that I have spoken to believe that the police are not a very friendly type of people, they believe that they are hostile towards them.

Would I be correct to say that they associate this attitude with Afrikaans? -- Yes, you will be correct, that is what it is. They have often said it.

Which means that they do not detest Afrikaans because it is difficult, but it is just because they detest the person who uses force in that language. -- I would say so.

Now, I see even the pictures here during the (20) demonstration, I see people putting up a certain sign, they call it 'Black Power'. Do you sometimes hear from the students what that thing is? -- Well, I tried to find out from them what that Black Power meant, until some of them explained to me that we have been made aware of our blackness and we have been made to accept our blackness and we have accepted it and now that we are proud of the fact that we are black, we believe that we should have the power.

Now you say they were made to accept it, made by whom? -- Well, I would say by government policy, separate develop- (30) ment.

That/...

That is now they were told that they must be conscious of themselves. -- Exactly.

And that they must be proud. For example, you as a Pedi, you must be proud that you are a Pedi. -- And I must know about my homeland.

And that you have got to preserve your identity and your colour. -- Yes.

We have in fact - we have already an expert evidence, I am not asking you about expertise, I just want to know what you gather from the students themselves. But why did (10) the students - I wonder, would you say that the students were responsible for burning the buildings and even as far as looting businesses? -- No, I would not say it was the students. On this particular day bottle stores were broken into, bottle stores were looted and in a situation like that one could expect the tsotsi element to make full use of an opportunity like this and this is exactly what they did.

Were the students still active at about 3 o'clock in the afternoon, that day, the 16th? -- At 3 I was still at Pfeni. I went back later after after writing my report, I went (20) back just to view the situation in Pfeni and most of the students were now walking back to their homes. You know, some of them were from as far as Naledi.

When did the tsotsi element take over? -- Well, after 3 o'clock the tsotsi element started to take over.

You were at Soweto that evening, isn't it? -- I was.

You are aware of the intensity of the demonstration or the riots as it went along the whole day. What would you think the effect of liquor was on the intensity of the demonstration? -- Well, on the 16th June, which was the (30) Wednesday, there was not much consuming of liquor, unlike on Thursday/...

Thursday, the 17th, when the tsotsis had now really gone full force into the whole issue.

Yes, would you say that the tsotsi element on the 17th joined the students or were they then acting on their own? -- On the 17th the tsotsis were now acting on their own, the students were not in it any longer.

CHAIRMAN: Your office that you referred to is an office in Soweto. Is that right? -- No, it is in Industria. It is not very far from Soweto.

You live in Soweto and during this time did you have (10) to go out to your office and then come back again if you were assigned to any particular work in Soweto? -- Yes.

When you had this telephone call, you could form no impression as to whether this was a person who wanted to warn you what was going to happen or wanted to tell you to go and cover it for your newspaper? -- Well, in my opinion I had the opinion that this person wanted me to go and cover this for my newspaper.

Had you written about the previous incident for example on the 8th? -- No. (20)

Had you written about any of the strikes the students had had and refusal to go to classes? -- I had.

Can you tell me exactly what this man said to you as far as it is possible, I do not want his exact words. -- Yes. Well, all he said, somebody first got the call for me and came and called me to say that there was somebody on my telephone who would like to speak to me. I went to the telephone and this person said to me: Is that Sophie? I said yes. He said to me: I just wanted to tell you that tomorrow the students will be demonstrating. I wanted to know from him why. (30) He said: They will be demonstrating in sympathy for those who

had/...

had gone on strike because they did not want Afrikaans as a medium of instruction in their schools. Then I asked from him which schools are going to take part in the demonstration. He told me that it was going to be Naledi, Morris Isaacson and Orlando West.

I do not know what your report was like, I haven't got that before me, but in your statement which you sent in, you said that he told you that the students were to hold a demonstration the following day against the use of Afrikaans as a medium of instruction in certain subjects. -- Yes. (10)

It is not a question of being in sympathy, it was a question of coming out against this, students were demonstrating against the teaching of the subject. -- Well, I think why he used the word in sympathy was because these schools were not affected by the medium of instruction.

Why didn't you then use the word in sympathy? -- Pardon?

Why didn't you then say in sympathy in your statement? -- I thought I had used the word in sympathy.

I do not know what you said in the article. I do not know whether the article is available here, but in your (20) statement you did not say that. You know of course it was raised in parliament almost on the very day. -- I think I said so in my statement here. I say: the caller who refused to give me his name, but spoke in a deep masculine voice, told me that the students who were to face the demonstration, were not particularly affected by the use of Afrikaans, but were going to do so in sympathy with those who had been affected.

Yes, you are quite right, it does appear later in your article, quite right. First of all it is not stated like that, but then afterwards it appears. It is quite correct, (30) that is what appears. He gave you the names of the schools

too/...

too. -- Yes.

That is Naledi, Morris Isaacson and Orlando West. Did you know that they could not demonstrate unless they had permission to do so? -- I knew that but I thought that they had probably obtained permission to demonstrate.

You thought they had obtained permission but then, of course there was no reason why this man should be secretive about it, because then there would be nothing wrong with it. -- Well, I cannot tell why he was secretive about it.

Because then he could tell you it was going to (10)
happen because they had permission and everything would be in order. -- I agree with you.

Tell me, why do you say you thought nothing would happen unless the police were there? -- I believe on this particular day the children only had their placards and from the way I had seen them marching, they did not show any signs of hostility then and I believe had it not been for the police who threw teargas into the midst of the students, I do not think any violence would have erupted.

Well, would it surprise you to know that there is (20)
evidence that by that time one man had already been killed? -- Not what I knew of. It could have happened. As I say, I did not go back to Naledi on the second occasion.

Am I correct that there is the information?

DR. YUTAR: That is so.

CHAIRMAN: That by that time somebody had already been killed.

DR. YUTAR: Yes.

CHAIRMAN: Did you know that? -- No, not that I knew of.

What time did you see the shooting? -- It was round
about 10 - 10,30 when the shooting took place. (30)

Do you know that, I think this was a Mr Esterhuizen who

had/...

had then already been killed. -- If I may ask Your Lordship where was he killed?

Somewhere in the area. -- Near Pfeni?

I think so, but I am not quite certain, but in that area roughly. Close by four women in a motor car had been attacked. Do you know that? -- Four women, no, I do not know anything about that.

Do you know that there was evidence that at about 8 o'clock the position was that morning, the position was such that police patrols were sent out to see whether there (10) was trouble. -- Not what I saw. As I said I told Your Lordship that I was at Naledi at about 7,20 and when I realised that nothing had happened, I went back to my office to make a report to our news editor and when I came back to the scene again it was about 8,30.

No, I am talking about the shooting which you say was about ... -- No, it did not happen as early as all that.

About 10 o'clock you say. -- Yes.

At 8 o'clock there was a report to the police that a group of students at Naledi beer hall had thrown stones (20) at a particular Mr Smit and had also assaulted him. Now that was very close, wasn't it, to the scene? -- I think I also said to Your Lordship I never went near Naledi beer hall on that particular day.

I know you did not, but you have just made a statement that the shooting was before there had been any - rather the throwing of the teargas was before there had been any violence. All I am trying to put to you is that there is evidence of violence before that time. -- Well, not what I know of.

Well, do you doubt that that could be correct? (30)
-- No, I would not doubt it.

Now/...

Now the question of the Black Power situation, I did not quite follow as to whom you said had made the Black people conscious of their blackness. -- Well, as I said, I spoke to the students because I wanted to know what is this Black Power all about and then most of them explained that it was because of government policy, separate development, that had made them conscious of the fact that they are Black, made them proud of the fact that they are Black and they believe that as a Black people they were entitled to have a power and this is where this Black Power came from. (10)

As a newspaper reporter, had you ever seen or heard of reports of Black consciousness overseas? -- Yes, I read about that in newspapers.

And that in fact it is not something - the awareness is by the Blacks themselves who say you must be aware of your blackness, you must be proud of your blackness. Isn't that so? Isn't that how it develops? -- I would not say so. I think they have a reason for that like they had explained, because I wanted to know specifically from them how did they come to talk about this. (20)

Do you know of the sign or signal that they give, the Black Power sign? -- That is the sign of the clenched fist.

That is right. Now did you see that at any stage that day? -- Yes, I saw that sign.

We have evidence that with the group of people of whom you are speaking now, it was quite common to see the sign being given. -- Yes.

Practically everyone gave it. Is that right? -- Well, some of the people - probably some of them just gave the sign, they did not know what it meant. (30)

That is not the point. Do you think that most of them gave the/...

the sign? -- I would not say most of them. I did not see my mother giving that sign.

You did not see? -- My mother giving that sign, nor did I see any of my family giving that sign, so I would not say most of the people. Very few I saw gave that sign.

Yes, I was not speaking of that, I was speaking of the people in the streets on that particular morning. -- I would say it would be the younger generation who would give that sign, not the older generation.

I am dealing with the students in the street on (10)
that particular morning. -- Yes.

Did they give the sign? -- Yes, they did.

Did most of them give the sign? -- Yes, they did.

In fact did you know that there would appear to have been a sign given or that sign given by people who wanted to pass through the crowds with their cars? -- Yes, we were involved and we were caught up in the situation like that at one stage during that day.

And how did you get through? Did you have to give the Black Power sign to get through? -- Yes, we had to give (20)
the Black Power sign, but later in the evening it was not a passport to freedom anywhere.

Yes, I know, but I am speaking of that morning. -- Yes.

You see, we had the evidence this morning that a particular car, wanting to move through, were asked to give the sign and if they did not give the sign then at that stage there was some argument as to whether they should do something to the car or whether they should still let them through. -- Yes.

But in any event, they virtually compelled them to give the sign. -- Yes. (30)

Now do you think that, from your experience, that
anything/...

anything in connection with any movement, any Black Power movement could have been responsible for these riots? -- No, I do not think so.

Would you prefer to divide this thing up into demonstrations and riots? Do you think that is a good division and that you talk of the demonstrations as far as the students are concerned, and the riots as far as the tsotsis are concerned? -- I would not say that. I do not think I would divide them in any way, but as I say later we had to call them riots because now the tsotsi element had actually got (10) into the whole situation. They had made use of the opportunity.

What you therefore say is what started off as ordinary peaceful demonstrations became riots? -- From what I had seen it was an ordinary peaceful demonstration and developed into a riot.

There was a development at the stage - whether you are correct or whether the police are correct or some other evidence is correct, in the end the situation at the place where you were, where the shooting took place, amounted to a violent upheaval. -- Yes. (20)

Virtually a riot it amounted to. -- Yes.

The throwing of the stones, the shooting and so forth. -- Yes.

There at that stage there was nothing which - there was no influence of a tsotsi element. Is that correct? -- Correct.

Is it correct too that you are firmly of the opinion that if the police had not interfered in any way, there would have been no riots? -- That is my firm opinion.

I do not wish to lead you into the position of having to say that something is right or something is wrong, but (30) if the police are correct, that the demonstration by so many people/...

people had already amounted to or rather, had already been violent in certain respects, the situation would be somewhat different when the two lots met each other there near the Orlando West School. -- Obviously.

I would like to deal too with the number of people that you saw injured. You saw three people injured, is that correct? -- Yes.

One, was it a student or a scholar being carried by four others? -- Yes.

He was taken to the clinic. -- Yes. (10)

You do not know what happened to him? -- No, I do not.

Then there was one who was injured in the leg. -- Yes.

And did you send him to the clinic or did you send him to Baragwanath Hospital? -- To the clinic.

And you do not know what happened to him? -- No, I do not know.

The third one was a student, well, yes, this is a young boy. -- Yes.

Being carried, you say by one person, with a young girl next to them. -- Yes. (20)

Or his sister next to them. -- Yes.

Of his case you know later on that he had died. In fact by the time I suppose you met them, he would appear to have been already dead. -- Yes.

Have you any indication of how he was injured? What could you see? -- All I could see he had a wound here on his throat, and he was bleeding from his mouth.

I think that is the evidence, isn't it, that he did have a wound on the .. (intervenes)

DR YUTAR: Left throat. (30)

CHAIRMAN: On the left throat and that he was bleeding from the/...

the mouth.

DR. YUTAR: That is so.

CHAIRMAN: You saw no other wound on him? -- No.

There is a report, Dr Yutar, about this particular person's port-mortem examination?

DR YUTAR: I propose to put it in, but I am waiting for the doctor to return from Durban, but I have got the post-mortem report as to the cause of death. He is not, as said by this witness, between 6 and 10 years old, he is a lad of 12 years, possibly 13. (10)

CHAIRMAN: Between 12 and 13. I do not know whether you could judge his age properly. -- Well, I must have misjudged his age because he was a short boy and he was being carried by this older boy. So I believe at that time I must have misjudged his age. It was only later that I learned from his granny that he was 13.

I haven't dealt with this one particular point; I am sorry I have to return to it. This is the question of what you thought. You thought that the police should not interfere? -- Yes. (20)

If you had known that what they were doing was something wrong, then of course the police almost had a duty to .. -- That is so.

I suppose I should ask you the question. You did not inform the police? -- No, I did not.

I wanted to ask you something else. In this march of the children were the youngsters, that is those that you estimated one at 8 years old apparently, there were children of that age, there were of 13, were they mixed up with the others, with those who were say, 17, 18, 19? -- Yes, they were. As I (30) told Your Lordship that this shooting took place between 10 and/...

and 10,30.

I should have asked you this before. When the two sections, that is the police on the one part of the street, and the demonstrators shall I say on the other side. -- Yes.

Standing in the same street, the evidence here is that there was an effort by the students, by the demonstrators to out-flank the police, that is to come around them. -- Not what I noticed. It is a street like this and the children were standing in a row, in a sort of a block in the street, because it was the school on their left and then a row (10) of houses and a church on their right. So they could not flank the police because the police were themselves in the same street, so there was no way by which they could flank the police.

On the side of the school, where the school is, is there an open space too or not? Is there a koppie? -- Behind the school there is a koppie.

It may perhaps be necessary for me to go to look at this particular place at some time or another. You see the evidence is also that these two sections were really confronting (20) each other, but that the students made such a noise that it was not possible to speak to them. Is that possible? -- Well, as I said, they were whistling and some were singing and some were screaming, so there was noise.

I think that the police said that they were in a position of not speaking to them because they did not think that the other side would hear. Now, how many people did you see shooting? Only this one man who had drawn a revolver? -- That is the one I saw shooting, though there were shots fired from some other direction too, because there were vehicles (30) between me and some of the other police were on the other side

of/...

of the vehicles, the other side of the street; we were this side. So there were also shots coming from that side, but I could see this one on my side particularly.

You see, the evidence has been that one particular police officer started shooting by shooting over the heads of the people. -- From what I could see, he directed his revolver straight at the students and as I said, Stanley who was with me actually screamed and said: look at him, he is shooting at the children.

There is also evidence that at some stage before (10) there was actual shooting of the leader, shots were fired up against a wall in the background. Do you have any recollection of that? -- Not what I know of. Shots fired by the police, if I may ask?

Yes. -- On a wall?

Yes. -- It could not be, because there are houses in the very street where the students were standing there are houses. That meant that if they were shooting at the wall, they were shooting on the wall of some house.

That may be, it may be a wall of a house. -- Not (20) what I know of.

DR YUTAR: The witness speaks about 10 vehicles, police vehicles. The evidence there were only three. ..(inaudible - not into the microphone) ... says that there was no shooting at all, no police were present.

CHAIRMAN: Yes, I put that to the witness. She says she does not know. I think that there were three vehicles originally, but that the others joined them and that they were then a larger number of vehicles, were they not?

DR YUTAR: Yes, but not as many as ten. There were (30) three originally. I think the number remained at three until reinforcements/...

reinforcements arrived at a much later stage.

CHAIRMAN: If I recollect correctly that was a little later on the same morning that the others had arrived.

DR YUTAR: I would like Your Lordship to establish whether this took place in Khumalo Street and Vilakazi Street.

CHAIRMAN: Do you know whether this is Khumalo Street in which the - that is the street that runs in front of .. (intervenes)

DR YUTAR: Vilakazi Street and Khumalo Street, the one runs into the other and it is all in the vicinity of the Orlando West High School and Mrs Carruthers was attacked very (10) nearby, a matter of three streets further up.

CHAIRMAN: You know nothing about that attack, you have already told me. -- No, I knew nothing about that.

Yes, I think we have got the exact spot of where you say you had seen all this.

NO FURTHER QUESTIONS.

MR HLUNGWANE: Calls the next witness, Sam Nzima.

SAM NZIMA: sworn states:

MR HLUNGWANI: Do you remember the 15th day of June this year?
-- Yes. (20)

You were briefed by your news editor to attend a demonstration or to go and take pictures. -- That is correct.

Of demonstrations at a certain place. Where was this place to be? -- In Soweto.

What part of Soweto? At a school or everywhere? -- It was in Soweto in general, it was no particular spot.

So your news editor said you must get to Soweto and take pictures of the demonstration. -- That is correct.

It seems that you did not know of any demonstration that would take place prior to the 16th. -- I did not know. (30)

And you did not have any knowledge of that. -- No.

Now/...

Now, the following morning, that was the 16th, you were picked up by a driver. -- Yes.

Of your firm, that is now 'The World'. -- That is correct.

How many were you then in your car? -- We were four - no, five. Myself, the driver, Willie Bokala, Collin Nxumalo and Thami Mazai.

This Thami is he a man? -- Yes. A reporter.

You work with Miss Tema? -- That is correct.

Who left for Soweto before? Your group or Miss Tema's group? -- Our group. (10)

Then you left your office or your home, went where straight? -- The first place we touched it was Naledi High School.

Why Naledi High School? -- Because we were told that the high schools they are going to stage a demonstration on the 16th.

Yes, but there are quite a number of high schools. Why specifically did you go to Naledi High School? -- Our intention was to check to all high schools.

So it was just coincidental that you went to .. -- That is correct. (20)

You just decided starting at Naledi High School? -- Yes, it was deep(?) in Soweto, then come this side.

Did you know that Naledi had some trouble with the police somewhere in May? -- That is correct.

To be exact on the 8th May. -- Yes, I remember that.

You knew that? -- Yes.

And you know that a police car had been burned that day? -- Yes, I remember that.

And you also know that the police were pelted with stones that day? -- I only read in the paper, I did not cover that event. (30)

Yes/...

Yes, never mind whether you saw it yourself, the evidence is that there was such a thing. -- Yes.

So you read about it. -- Yes.

So you knew about it. -- Yes, I knew about that.

Was it not the reason that you went to Naledi High School?
-- No, it was not for that reason.

Now, you went to Naledi High School. What did you find there? -- We found that the children had already left the school.

What time was it? When you arrived there. -- It was (10) about 7 o'clock.

Well, I do not want to ask you what you saw, but what you realised later, whether your group was the first to get to Naledi or Miss Tema's group? Because Miss Tema's group went to Naledi High School first and then went back to the office. Now I do not know whether you were the first to be at Naledi or you came later on. -- I do not know that because we were operating in different cars.

You did not get that later on? -- No, I do not know anything about that. (20)

You found that the students had already left and then you proceeded to Morris Isaacson. -- That is correct.

Where you found that the students had also just left. -- Yes.

And then you proceeded to Sizwe Store in Mofolo Village. Is that where you met Miss Tema's group? -- That is correct.

From which direction did you come? From your office direction or from the Naledi Beer Hall? -- We came from Morris Isaacson High School direction.

You did not pass the beer hall at any stage? -- The Naledi Beer Hall? (30)

Yes. -- No, I do not remember that.

You/...

You do not remember that? -- No, we did not go there.

So you did not see the students before you reached Sizwe Store, you did not meet any group of students marching?

-- No, when we were at Morris Isaacson High School, we found that they had already left, but we followed a group down there to Sizwe Stores then we followed them.

You followed them just because you saw where they were?

-- We saw a group of students gathered there, yes.

And then from there what happened? Did you march along with the students? -- Yes, we did. (10)

You marched along with .. -- The students were marching towards the east to Orlando West High which is the Matsike High School.

Did you get out of your car and march on foot with the students? -- Yes, I followed them.

Were there placards and singing? -- Yes.

What were they singing? Nkosi Sikalele or Morena Vuluka?

-- The first group we got at the Sizwe Stores they were singing Nkosi Sikalele as far as I can remember.

That is now the Zulu version of the anthem? -- Yes. (20)

And did they change later on to sing the anthem in Sotho?

-- Yes, when we arrived at Orlando West High we found that the other group of students were there. Then they grouped together, then they started singing in Sotho the national anthem.

When they got to a school where Mr Rajwili is a principal, were you there? Or do you know him? -- No, I do not know him.

But did you see students getting into premises of a certain school where they threatened the principal who did not want his pupils to join the demonstration? -- What I (30) remember is that when we arrived at Orlando High School, we

were/...

were told that the principal of Orlando High School has locked the gate. The students were gathered outside the yard.

Only the principal of Orlando High School? -- Yes, that is where I remember.

Locked the gate to prevent students from coming inside the yard? -- Yes.

Then you were marching now from where they grouped and started singing the Sotho version of the anthem and then what happened? -- They were not moving at that point, they were standing, all of them, waiting for the students to come (10) out from Orlando High School.

You did take pictures of that group? -- Yes.

Published? Did that picture appear in the press? -- The picture which appeared is where they were marching from Mofolo towards Orlando High School, because the rest of the group which was gathered there it was not used in our newspaper.

Did you also take photographs of placards they were carrying? -- I did.

Do you perhaps remember some of the words written on the placards? -- There were so many. (20)

Just to name but a few. -- The one which I remember it was saying: "Away with Afrikaans" and another one said: "Afrikaans is poison", I do not memorise the words because there were so many different slogans on those placards.

And from then you waited there, took pictures of the singing students, didn't you? -- That is right.

And the other group, one group joined them there. -- Yes.

From which direction or from which school? -- I do not know from which school, because as they were marching towards Orlando High, they went via Dube Location now, they were (30) collecting students from every school there.

They/...

They collected students as they went along? -- Yes.
And some were just leaving their classes and joined them, the march.

And those you say leaving classrooms to join the group, were they perhaps forced to do so by the leaders of the group or anybody else? -- As the singing was going on, I saw some were just leaving their classrooms, running to the street and joining the others. I do not remember seeing anyone wresting them from their classrooms, I do not remember that, because I was marching along the main road, but it was just a (10)
confusion of running up and down of the students there.

But you did not see anybody being invited or forced into the group? -- No, I did not see that.

Now, as the group marched, you could see that there were leaders of this march? -- I saw some students which were marching forward, but I did not take them as leaders. I thought maybe they are just directing that this is their planned route where we are going to turn and whereto.

As if those walking or marching in front were directing the march. -- That is correct. (20)

Which road to follow. -- That is correct.

Did it not appear to you that the front students were sort of elder students ranging from 21, 22 or even from 19 onwards? -- I can believe so because they were bigger than those who were following them behind.

You know that the wearing of uniform is compulsory in Soweto? -- Yes.

Every student going to school must have a uniform every day. -- Yes.

Now, amongst the marchers did you see some without (30)
uniform? -- The group who came there, they all had uniform

to/...

to identify their schools. As far as I remember there was no one without uniform.

Yes, now they went along now singing Morena Vuluka and then? -- They sang Nkosi Sikalele as they were going up, then Morena Vuluka was sung at the entrance of Orlando High where they found the other group, then they gathered there, they stood at one point singing Morena Vuluka.

Did they not change to Morena Vuluka while they were grouping there waiting for the other students to join them?

-- They changed immediately when they arrived there. (10)

They went to a certain point after they had been joined by quite a number of students and then they were a large group. -- That is correct.

Approximately what number? -- The number was so much that I can just estimate a group of 500 or 8 000 - I mean 5 000 - 8 000 there.

That is your .. -- Yes, or 10 000 I can say.

At what stage did the police come on the scene? -- From which direction?

What stage? Was it when they were at the gate of (20) the Orlando West High School? -- Yes, correct.

You told us they moved then after being joined by the others, they went up to the gate of Orlando - is it Orlando High School? -- That is correct.

Where the gate was closed for them. -- That is correct.

That is just where they went to group and then continued singing Morena Vuluka. -- That is correct.

Did the police then appear? -- Yes, the police appeared.

At that stage? -- Yes.

And what happened when the police came? -- I saw (30) the police were coming from the west direction towards the group/...

group of the students and what I noticed that the police threw something which made a smoke among the students. When that thing dropped on the ground, it has a smoke with it.

Tell me, did they arrive in vehicles? -- Yes, they arrived in a vehicle which contained about 5 or 6 vans and private cars.

You say 6 vans? -- I cannot estimate exactly.

Could there have been 10? -- Yes, there can be that number.

But they could be less too? -- About 10. Let me put it that way. (10)

Now, if I tell you that we have got evidence that there were only three police vehicles then, would you dispute that? -- Yes.

You would definitely say .. -- No, it is not true.

And then when the - what caused the police to throw what you say it was a smokey effect. Incidentally it is teargas. What were the students doing or what actually caused the police to throw that? -- The students at that time were singing and waving their placards and then the police approached them and threw the teargas at the crowd. (20)

Before the throwing of the teargas, didn't you see some students or somebody else throwing stones or perhaps one from the side or from the group of the students? -- No, there was no such.

How far were you from the group of students when the police arrived? -- I was right in front of the group direct to the direction where the police came from.

You were right in front of the group? -- Yes.

Were you then facing the police? If I were now in the group of the police and then let us say the group of students in front of me, would I see you in front of them? -- (30)

Yes/...

Yes.

Which is now you are facing the police together with the students? -- Exactly.

The students or the demonstrators were behind you then? -- That is correct.

And the police in front of you. -- That is correct.

Now we have that situation now. What happens then? -- When the police were throwing the teargas, then the students started. After the students started then followed by the shots from the police, then the confusion started there. (10)
I cannot account what happened and how many throwings of the stones and bullets there.

You were standing in front of a group of students and the police are in front of you and then teargas is thrown in the midst of these students now. They scattered. And didn't you scatter with them? -- I did.

You did. -- Yes.

And then when the scattering was then taking place, what happened? -- I ran out of the crowd of the students, out of the group, then as I was running out of the group, the (20) students also dispersed, it was a confusion of running into circles. The police were now moving towards them as they continued throwing the teargas, then the shoot would follow. Then it was throwing of stones and the shooting which I cannot account.

You heard the shooting; you did not see the shooting? -- I saw the shooting, I did not hear the shooting.

Now, who were shooting? White policemen or Black policemen? -- The first shot, I saw a White policeman in uniform, then the Blacks followed to shoot too. (30)

Did you take pictures of that shooting? -- Moffat Zungu got/...

got the picture of the police shooting because I do not know where did he happen to be in there, but I saw him now just next to the police where they were shooting, at the shooting spot.

You did not stand in a position where you could take ...
-- No, I could not get a picture of them shooting, because I ran away that time.

We have a picture here of only Black police pointing firearms at somewhere, I do not know whether they are pointing at a group or what. I would like you to look at this, (10) whether you know that scene. -- Yes, I do.

Now, as a photographer .. (intervenes)

CHAIRMAN: Which is this picture? In the edition of 'The World' of the 17th, is it? -- The 17th, yes.

And there is a picture there of Black policemen pointing firearms. -- This is the one.

Yes, is there a picture there of a Black policeman pointing a firearm? -- Yes.

Was that picture taken by you? -- No, this was taken by Moffat Zungu who arrived there at the same time when the (20) shooting started.

MR HLUNGWANI: But do you remember that view? -- Yes.

Do you know some of the members of the police there? -- I beg your pardon?

Do you know some of them, the Blacks there? -- No, I do not know them.

But you saw there were Whites also. -- There were Whites.

You said the first man to shoot was a White. -- Correct.

And then followed the Blacks. -- That is right.

I have got evidence here that there was a warning (30) first and then a baton charge, there was a warning, the teargas,

a baton charge. Did you witness that? -- No, there was no baton charge and there was no warning shots. The first was the teargas, then followed by a direct shoot to the crowd.

We have evidence here that the first shots were directed in the air over the heads of the demonstrators. -- No, as far as I had seen, I did not see any warning shots.

As you stood in front of the demonstrators, the students, behind you was there any wall? -- Wall?

A wall, yes. -- No, there was no wall.

Because we have evidence that one policeman was (10) shooting over the heads of the students, the bullet went to lodge against the wall or it hit against the wall. -- No, the wall was very far. The nearest wall was Orlando High which is right inside the high fence. At that spot there is no nearest wall where the bullets should have landed.

Are there no houses there? -- The houses were on the left-hand side of the police as they were facing the east. But there is a road going down, no houses in that road.

Which road is that? Do you perhaps know the name of the street? -- I do not know the name of the street, but it (20) is passing through in front of Orlando High School.

Now you are in that confusion, bullets, teargas, running away of the students. Then what happened? -- I ran round until I joined Moffat where he was standing against the wall of the house where he was taking the pictures while he was riding(?) the balcony. Then I joined him there. Immediately I arrived there, I saw two students fell down with a bullet. Two students were shot down.

You actually saw them being shot down? -- I saw them falling. (30)

And then? -- They were taken by some motorist to

Baragwanath/...

Baragwanath Hospital. After that as .. (intervenes)

How many were then taken to .. -- Two that time. I left Moffat, I ran to the other corner, then I met a man who was wearing an overall, with a girl accompanying him, carrying a boy of about 8 or 10 years of age.

Did you later find out that it was Petersen? -- I saw this in the papers, because Sophie Tema followed to the clinic where he was certified dead, then she got the name there.

Who took the picture of him being carried away by some man? -- I took the picture. (10)

You did take it? -- That is correct.

So now after Sophie came back, did she meet you when you were going towards the clinic or how? -- Sophie was behind me, coming with the press car, she was coming with the press car towards the crowd, as I saw this boy was carried and running towards where the press car was stationary now at that time.

So after the young boy was certified dead then you left the scene or did you hang around or what? -- I hung around. I did not go to the clinic. Sophie helped them into the press car and they drove him to the clinic where the doctor (20) certified him dead.

What did you see happen after the young boy was removed to the clinic or to the mortuary wherever it was. -- It was a shooting and a throwing of stones that time, it was confusion; people were running up and down.

I believe you were taking photo's of this. -- Yes, I was continually taking pictures.

Of the continual shooting. -- Yes.

Did you see police dogs there? -- When they arrived, I saw some dogs, just two or three that I still remember. (30)

When they had thrown the teargas, the police were accompanied

by/...

by dogs.

Did the dogs not charge at the multitude before the teargas was thrown? -- No, the dogs were held close to the police, they did not let them loose at the crowd.

But didn't you see a dead dog later on? -- Later on I saw a dead dog.

It was on a leash? -- Yes.

Now didn't you see it charging at you still under the control of the master? -- No, that time when the police started throwing the teargas and shooting, the dogs (10) were still close to them, but from there when I ran away, I do not know what happened to the dogs. But later I saw the dog which was killed in that confusion spot.

Was the dog burned or set alight later? -- I did not see it set alight later but I saw it before it was set alight.

But you did see it dead? -- Yes, I did.

Nobody around it? -- No, there was nobody around it.

How do you - what is your opinion on the police action that day? -- I am not clear there. I am not clear what you mean by the police action. (20)

I mean that they were in danger when they shot.... -- No, when they started shooting they were not in danger. Why I say this is because the students were not armed actually, they were just waving the placards and singing Morena Vuluka and there was no violence that time.

CHAIRMAN: No stone throwing? -- Not at all.

Are you quite certain? -- 100% certain.

Because you see - first of all did you see these people taunting the police? -- With the placards, yes.

You know what taunting means? -- Yes, they were just (30) waving them as they were coming, showing that they were carrying slogans/...

slogans of Afrikaans.

The report which is written about that was that they taunted the police. Could that be - the report is: when the police arrived, the section of the crowd began taunting them and waving placards, while the remainder kept singing. -- That is correct.

Now is that correct? -- Yes.

Now you see, I want to read to you the report of the 17th, the one which was apparently from the statement given by Miss Tema. It reads as follows: A White policeman (10) then hurled what seemed to be a teargas shell which released a cloud of smoke or gas into the crowd. Miss Tema did not get close enough to be affected by the gas and she did not see if any of the students were affected. That is correct? -- That is correct.

Now listen to the next: Miss Tema said that the crowd immediately became angry and began throwing rocks and any other objects they could find at the police. -- No.

Is that wrong? -- Wrong.

If I remember correctly, that is what she said here (20) too, was it not?

DR YUTAR: Yes.

CHAIRMAN: She said that in evidence a little while ago. You say that is not correct. -- No, I did not see such thing. There was no stone throwing before the teargas and firing.

No, no, you know exactly what I said to you. I have read to you that the teargas was thrown. -- That is right.

And the report is that immediately after the teargas was thrown, the demonstrators started throwing stones at the police, and the police thereafter shot. -- Maybe that is (30) what she had seen. I did not see such action.

But/...

But you were there, you .. -- Yes, I was there.

Well, then, who is wrong? Whose report is wrong then? She or you? -- According to what I have seen, I think she is wrong, I am right.

I forget her statement, is that the same order too in her statement?

DR YUTAR: Yes. Paragraph 8.

CHAIRMAN: In the statement, paragraph 8, page 2, that is also what I have read is the report from the newspaper. Now, you had said that they were not in danger, that nothing (10) had happened, there was no reason for them at all to shoot at that stage. -- There was no danger at that stage, but later there was a danger because the students were scattered all over and the police were surrounded after that.

Were the police surrounded? -- After the shots, the students scattered all over then, the police were surrounded.

Was it possible for the demonstrators to surround the police? Was there enough room for them to surround the police? -- There were so many students, they ran to that side and others ran to that side, they came from that hill, there (20) is a little hill there where they got rocks, then they went for the police.

When did you first see that they might surround the police? -- That they might surround the police?

Yes. Well, you know, you see them standing there and then eventually they surrounded the police. When did you first see them moving to surround the police? -- First of all they were running away, but from running away they turned back in retaliation, throwing the stones and the police were shooting that time. (30)

Did you see anybody give them a sign, an indication that they/...

they should surround the police? -- No, I did not.

MR HLUNGWANI: M'Lord, I would like to hand in the picture on the report, EXHIBIT 26.

CHAIRMAN: I think the whole paper should go in.

MR HLUNGWANI: I have no further questions.

CHAIRMAN: Were you given any time as to when the procession would start or the demonstration would start on that morning? -- No, I was only told that the car would pick me up at about 6 o'clock, but the car came later, after six. That we should be on the round-up about 6 o'clock. (10)

Do you know what time the schools start in the morning? -- Yes, they start at about 8 o'clock.

Miss Tema said she arrived and she found she had been too early, the school had not started, the students were not there yet, but you say that by the time you got there they had already left Naledi. -- Yes.

So that must have been before, well before the time the school started. -- I can believe that, because that is what we were told when we arrived there about something to 7 o'clock, we were told that the students had already left. (20)

How far is it from Naledi to the Morris Isaacson School? Perhaps I had better put it to you how long would it take you to walk? -- I can say about 2 to 3 miles.

Of course a crowd of people would walk much more slowly than a single person would walk. -- Yes, but when we got that first crowd at Sizwe Stores, we were told that Naledi High School was not included there, that time. I remember I asked some student that is this group from Naledi and Morris Isaacson. We were only told that this is Morris Isaacson and other schools, Naledi had gone. (30)

But when you were at Naledi, you were told that they had/...

had already left. -- Yes.

When you came to Morris Isaacson you saw a crowd some distance ahead of you? -- That is correct.

Now, when you saw that crowd, were they from Morris Isaacson and from Naledi? -- No, they were Morris Isaacson and other schools.

Other schools? -- That is correct.

Nobody from Naledi there? -- No.

So you formed the idea that there was nobody from Naledi at any event that you could see. -- We were later told (10) that Naledi High School they went down to collect the Chiawelo High School and others to join.

They went in a different direction? -- That is correct.

But they all came together near Orlando West? -- I do not know what time they came together because some were coming from the other direction and the other direction when we met there at Orlando High School, so the mob was - the crowd was too big that I did not ask which school and which school participated in this crowd.

What time would you say the shooting actually (20) occurred? -- I think it was about 10 o'clock.

Anything further you wish to draw my attention to?

DR YUTAR: .. (inaudible - not into the microphone) ... was in Khumalo Street ... (microphone noise) ... Orlando West High School in Khumalo Street near Vilakazi Street.

CHAIRMAN: Is that correct? You know, the shooting, did it take place near the Orlando West School in Khumalo Street near Vilakazi Street? -- I do not know the name of the street, but the shooting took place in front of Orlando West High School. (30)

In front of Orlando West High School? -- That is correct/...

correct.

DR YUTAR: Well, that will be Vilakazi Street. That is the incident to which Colonel Kleingeld referred.

NO FURTHER QUESTIONS.

THE COMMISSION ADJOURNS.
