

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

WHOLE SESSION:

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van R2 000 oorskry nie.

En dan die arrestasies? -- Die arrestasies wat uitgevoer was: 5 Nie-Blanke mans bo 18 jaar was gearresteer vir openbare geweld. 2 Nie-Blanke mans bo 18 jaar was vir 'n poging tot brandstigting. 9 Nie-Blanke mans onder 18 jaar vir openbare geweld. 2 Nie-Blanke vroue onder 18 jaar vir openbare geweld. 11 Nie-Blanke mans onder 18 jaar vir brandstigting; dit is die laaste geval wat ons genoem het van daardie petrolbomme.

Volgens u getuienis blyk dit dat die polisie baie effektief opgetree het, gedurig gepatrolleer het en (10) sterk opgetree het indien nodig. Sou u dit as 'n rede aanvoer vir die sukses in u gebied? -- Ek sal want dit is so. Die optrede van die polisie het hierdie onlus gedemp.

U het darem ook samewerking gehad, het u? -- Ons het goeie samewerking gehad.

Geen verdere vrae nie, Edele.

GEEN VERDERE VRAE.

DR YUTAR: M'Lord, the following witness is Mr F.R. Mohlabi.

FRANCIS RAMOLIEHI MOHLABI: sworn states:

DR YUTAR: M'Lord, there is no statement from this (20) witness, I shall be leading him. You are the assistant secretary for Education of the Kwa-Kwa Government stationed at Witsieshoek. -- Yes.

And you have been 34 years in the educational world. -- It is true.

Starting off as a teacher 34 years ago in a primary school -- Yes.

And incidentally the medium of education there I understand was Sotho and Afrikaans. Tswana. -- But .. (inaudible) because it was English and then Sotho and Afrikaans and (30) English, but I was taught through the medium of Sotho - of English/...

English.

You then were promoted to principal of that school? -- Yes.

Then became the assistant inspector of schools. -- Yes.

Thereafter you became the circuit inspector. Is that right? -- Yes.

And you are presently the assistant secretary for Education. -- It is true.

And I understand that as from the 1st January, 1977, you are being promoted to Secretary for Education. -- It is true.

May I respectfully at this stage congratulate you (10) on your promotion. Now, how long have you been in Witsieshoek altogether, living in Witsieshoek? -- I started living in Witsieshoek from 1973. That is, I was sent out to go and see how the place looked like in February, the last week in February and from there onwards I became the circuit inspector until I was promoted to the post of assistant secretary.

In the 34 years that you spent in the educational field, you got to know the children of the various schools very well. -- Yes.

Generally speaking, what was the relationship (20) between the principal, the vice-principal and the teachers on the one hand and the schoolchildren on the other hand? -- If you refer to the Witsieshoek children and not the children in general in South Africa, I would think I was rather struck by the attitude of the principals and the vice-principals who would not properly communicate with the children, seeing that the children are anxious to talk to the authorities about their complaints and whatever thing that troubles them and then it is unfortunate that the principal or the teachers were not always in the position to call children to sit down (30) and discuss their problems. There was no communication between the/...

the principal and the children.

In other words, there was a lack of communication in the first place between the principal and the school children. -- Yes.

What about the relationship between the principal and the parents of the school children? -- In this case I would rather not direct this to one school because some other schools always have what we call a parents' day where the principal meets the parents from different areas, more especially with the boarding-schools, but the local secondary schools, which there (10) are about 15, they usually call the parents around and speak to them because they stay in the locality.

Now, in those schools where there was contact between the principal and the school children and the teachers, what was the general discipline like? -- The general discipline is quite good in most places where the parents are usually called and the children have communication with the principal. Of course there are here and there feuds but you would not say they are very much pronounced.

And does the converse apply then in the case where (20) there is no contact or no communication between a principal on the one hand and the teachers, and the children and the parents on the other hand? -- It does.

Now, generally speaking too, in your years you have had a lot of contact with the South African Police. -- Yes.

Would you tell His Lordship what was the relationship between the Black people and the police generally? -- In Witsieshoek we rely very much on the police. I will cite an insident for instance at Makabelane when .. (inaudible) they literally gave us a chance, I was with the Minister of (30) Education, a chance to speak to the children and in most cases/...

cases whenever there is a bit of a .. (inaudible) of any nature, they always give us a chance to talk to the children and make a decision and as a result we always see their various protectors. We have never had a problem with them.

So there was then communication between the Black people and the police. -- There is usually.

Now, in the Kwa-Kwa area, how many schools are there? -- There are over 53 schools, those that are on registration.

Primary schools? -- There are primary - lower primary schools, higher primary schools, junior secondary schools, (10) and schools with the Boarding Department that go up to matric.

Are there any schools which are peopled or where the pupils are from the local areas and nobody from outside areas? -- I would not say that at the moment because we have 15 of these junior secondaries, that is starting at Form 1 up to J.C. and we have made it a point that children from outside must not be allowed in those schools, because they are actually meant only for the locals, but I cannot state with certainty and say there are no children there, because immediately we do not get any space in the boarding school, we are bound to (20) get them to stay with their friends and family.

Now generally speaking in those schools where the majority of the school children are local, what is the general attitude of the school children in those schools? -- I would say it is very good, because if I take the 15 schools where we have our own junior secondary, only two of these started trouble and I can assure that I found out some of the children from there even the teachers, some of them were from outside. Only two of them of the 15 were there problems.

Now of those two schools, after making enquiry, where (30) did the outside children come from? -- Usually we have problems from/...

from children coming on from the Transvaal, more especially Johannesburg.

And you also indicated in your consultation with me that some of the teachers also came from the Transvaal. -- Well, the teachers come from all over and some come from the Transvaal, but usually they are unqualified teachers who have matric or are partially qualified.

Have you had in any of those schools any teachers from the University of the North? -- There are quite a number of teachers from the University of the North and more (10) especially in the senior secondaries, the principals, almost all principals come from the University of the North.

And did any of them, when they were students, belong to the South African Students Association? -- I cannot say that with certainty.

Now we come to those schools and particularly the secondary schools with boarding houses. Where do children in those schools come from? -- It is policy that children from the White areas must go and follow their education in the homelands. (20)

When you say it is policy, you mean it is policy ... -- It is policy of the Central Government.

Right. -- And the government of Kwa-Kwa decided that we should establish more of the other junior secondaries and local schools to give more space for children from outside. They come from all over where we have Southern Sothos.

Now in those schools where the majority of the children come from, as you say, all over the country, what is the relationship there between the school children and the authorities? -- That is the crux of the matter, because if you (30) look at the history of those, each and every one of them has

a little bit of a problem. For instance Tshiya which is a training school has a little problem of certain children being involved. And then Itemoheleng School was also involved. Bonamelo, a teacher training school, was involved in a little fracas when windowpanes were broken. Then Mampoi, then Manthatesi, then Makabelane, almost all of them were involved in problems.

That is schools where the majority of the children came from .. -- From outside and with Boarding Department.

Before you leave the court, will you be so kind (10) as to let Mrs Jansen have the names of those schools so that they can be correctly spelt on the record? -- I will do that with the greatest pleasure.

Now, speaking generally in amongst these 15 odd schools, what was the medium of instruction? -- The medium of instruction there, you mean the secondary schools, the medium of instruction, we have divided a few subjects. There are subjects that are taken through the medium of Afrikaans, like Bybelkunde, Landboukunde en Godsdiensoonderrig; those are taken in Afrikaans, and the rest are taken in English. (20)

At any time in your career of 34 years have you had any problems or any complaints made to you to the use of Afrikaans as a medium of education? -- Here and there I have had some complaints. For instance there was a general outcry that Afrikaans is not as practical as it should be. Here I cite a few examples where a person is forced to address another person, like with the address 'meneer, mevrou, juffrou' and all that, but in practical life when you get outside, you say 'baas, basie, nonnie, nonna' and all that and the people believe that the whole thing is not as practical as it (30) should be. I think Afrikaans is a very good language, I have

made/...

made a study of that, but I think I listened to this complaint and it is right, because unless you enter a certain place and you say 'baas' you do not get what you are supposed to get.

So the complaint then is more of a practical nature. -- That is correct.

But it seems, from what you say, it is not against the use of Afrikaans as a language. -- Not at all. We are even using it as a medium in our schools.

And how do the children fare in the use of Afrikaans? -- In that environment they usually fare well in Afrikaans. (10) It is only recently that now that there is rather more English than Afrikaans .. (inaudible) but it is having more periods.

Now with that general introduction I would like you to tell His Lordship when did the first unrest break out in the Kwa-Kwa area? -- The first unrest broke out on the 31st March - to be exact, the 30th, because at the Bonamelo(?) Training School the students were anxious to go home for a short break and the following day quickly I was called to them and I spoke to them and I allowed them to go home. But at night Makabelane decided too that they were going home, despite the (20) fact that a letter was written jointly by principals to the authorities. I was not present, I was overseas then. Then since the parents would not be having enough money for the children to move up and down, wouldn't they remain meaning during the Good Friday recess because the calendar was changed to four terms and there was always a break of a week or two weeks in between and the children decided if other people are going home, we are also prepared to go home. That is on the 31st.

31st March, 1976. -- That is correct. (30)

Before the riots broke out in June, 1976. -- That is correct.

And/...

And if I understand you correctly, the riots were of a personal nature, of a local nature in that the school children of the one school did not want to remain behind for the Easter week-end whilst the children of another school were in fact allowed to go home. -- The very first time.

And what was the nature of the riots? -- The children started making rows and they broke into the principal's office, broke a few windows of a few classrooms and then burned a government car and then the police were called on and we came along with them and stood - in fact they went earlier (10) to go and quell the troubles and unfortunately for them they were attacked by the children. They had to stand back and when we arrived, I brought the Minister there, it was at night. The children started throwing stones and the police shot right in the air and they would go back a bit. We did that until the morning when we spoke to them.

And none of the children were hit by the gun shots? -- I do not believe I would say that one of the children was hit, because the police who shot, shot on the ground and I think a bullet must have touched his leg or something like that. (20) He was taken to hospital. That was the only case.

And then did that rioting stop? -- It stopped on the 1st April and we decided to send them home for a month.

And so they went. -- They went home.

Riots, as you know, broke out in Soweto on the 16th June, 1976. Was there any reaction in your schools in the Kwa-Kwa area? -- The first reaction that started was in the training school, Tshiya Training School, where about 13 children (I think they are still awaiting trial although they are allowed at school) burned part of the laboratory and then of (30) course the police got in quickly and the whole thing was stopped/...

stopped.

What do you think was the cause of that riot? -- They were subsequently asked what the cause was and they all said it was in sympathy to Soweto, sympathy to their brothers and sisters.

And to what extent did they riot in sympathy with Soweto? -- Do you mean the particular school at Tshiya or the other schools?

All the schools. -- Then there were some - I would not call them riots, I would call them cases of arson. (10)
There was one at Manthatesi Secondary and then there was one...
(intervenes)

Take each one in turn. The one at? -- Manthatesi.

And the date? -- I would not be very, very sure of the date.

The month? -- I think it was in July.

And what happened? -- I am not very, very sure of that.

Right, and what happened? -- Then there was at Lekgulo ...
(intervenes)

No, what happened at the first school? -- Then (20)
just some fire started in the ceiling of one boarding-room, one dormitory and then it was quelled down by the children. That was all.

Right, next? -- Then the next one was Lekgulo where the office of the principal was burgled and a few books burned belonging to .. (inaudible) .. Africa, the principal was still .. (inaudible). At Dikwena the whole principal office was burned down and part of the classroom was also burned down. Itemoheleng an attempt was made in the principal's office and a second attempt was also made later on when they were (30)
trying to put in petrol around the school, but that did not
succeed/...

succeed. Then after that we had a little bit at Mampoi where they were trying to burn the office of the principal perhaps because they were owing a lot of money and they wanted to get rid of the records. I think that was also the case at Dikwena because afterwards most of them said to the principal we have paid our money, we cannot pay again. They were just trying to get rid of the records.

Can I quote something similar that took place in the Bophuthatswana area, this is more or less the evidence: the school children were supposed to pay certain fees, the (10) parents gave the children the fees, the children did not pay the fees to the principal and then the children burned the offices and the records in order to be able to tell their parents that or give the impression that they paid their fees and that the riots had started for some other reason, but that the main purpose of the riots was to burn the records and eliminate all trace of the children using the money for their own purposes. -- We have a similar case because the children - there is a regulation that the children must post the money directly to the principal but no parent does it. It is (20) given to the child, the child delays, never pays, buys whatever she can buy and then when they are turned back to go and fetch money, they do not go back, they will drum around the school there and then not go back at all, because they know they are going to be confronted with their parents, their parents are going to ask them and they will not be in a position to answer.

So this happens in Kwa-Kwa as well. -- It has happened.

All right, carry on please. -- The next one was Makabelane. Makabelane comes into the picture again. On the 21st October we were called and then as usual we went (30) to our friends to go them that a row has started. Some of them had/...

had gone there and they came back for reinforcement and then whilst they were away, a teacher's car was burned down and then the telephone lines were also cut down and the police of course got the people to be quiet and then the following day the inspectors were sent to go and investigate and the children through their representative council met the inspector but they insisted that they wanted to see the minister, so the minister and the secretary eventually went down and then after he had asked them that he would answer their grievances at a later date when he had prepared the answers, then he asked (10) them to normally go to school and never to attempt destroying the school property, government property. But the children insisted they were not going to go to school and they are boycotting classes so an order was given to them to go away the following day and they were told to send in their parents on the 28th October. And then when the parents came, a decision was given that since they did not ..(inaudible) psychology the best was to spread all those that were doing final examinations would write earlier and then all internal examinations will be written later when the other people (20) are gone to neutralise the mob.

Any other examples of rioting or is that the last? --
No, that is the last.

And until when did the rioting continue? When was the last rioting? -- At the moment it ended on the 21st. From there we do not have .. (intervenes)

21st October? -- Of October.

Now throughout the instances of rioting that you have mentioned, was the police as a rule called in? -- They were always called in. (30)

And what was the attitude of the police? -- The police came/...

came on to site and everything and the following day they would go directly to the office to go and find out whether we cannot go and speak to the children and they want to remain in the background. We even asked them to be nearer, but they decided no, they will keep out of sight so that you still retain and maintain your authority in the school.

Do I understand you correctly then whereas you and your colleagues wanted the police to be on the premises, they said it would be better if they left the premises and stood in the background? -- That is correct. They were always (10) away from the school.

And were they successful in their efforts in helping you to quell these minor disturbances? -- They were very successful, more especially I must commend them on the last one at Manthatesi where the boys attacked the girls. They were able to calm them down and at the moment they are writing their examinations.

CHAIRMAN: Is that the position at the moment in the whole of the area that they are writing their examinations? -- They are writing their examinations, in fact they have (20) finished the five(?) examination already, we are busy that they started the following occasion with matric and then now they are busy with J.C.

You haven't had any successful boycott of the ... -- Not at all.

DR YUTAR: Now, I would like you to tell His Lordship certain problems that you have encountered, certain difficulties that you have encountered over the years in your official capacity and I believe you have numbered them 1 to 8. -- Yes.

Would you be so kind as to tell His Lordship (30) each one and please feel free to speak as you wish. -- Thank you/...

you very much. In the first place, as we were busy with this problem, we wanted to find out what was at the root of everything. We realised in the first place that our curriculum although quite moderate and I would not say inferior, has one big defect and that is it is too overloaded. A child will do close to 8 subjects in standard 5 and do 7 almost to 8 in junior certificate and do 7 again in matriculation. I do not think it is correct educationally to load so much, more especially with languages. The people have a problem of languages and have a problem of the medium. They are (10) new to the languages and there is a problem of medium. I think the curriculum is rather too overloaded. Sometimes it is not loaded with what I would call basic subjects, it is mostly languages, that if people get in any language orientated. The second point is that of the medium of instruction which I would like to stress. We have this little problem. I do not believe it will be easily settled because we always have children coming from the White areas who are perhaps taught in another medium which differs from that of the homeland. In other words: the child has to come and begin right from the start (20) to change to a new medium.

Will you give us a specific example? -- A child has done mathematics in Afrikaans.

Where? -- In the White area. He has to go and do matric with us. So now he must do it in English. Or he does social study in Afrikaans and when it spreads in Form 2 to history and geography then it is very difficult because he has done it in Afrikaans, now he must resort to the medium of English.

And I take it there are cases conversely. -- It is exactly the same. (30)

Converse cases. -- No. 3, it is the question of drop-outs

This/...

This is a great evil. The people have been given one stream, that is the academic stream. They have never been allowed to do differentiated education. .. (inaudible) .. you go on, it is Form 1, Form 2, Form 3, right up to your degree and the people are so orientated that they believe that the best education is the one that you get academically and as a result some of them are not talented enough to go through that type of education so they drop on the way and in dropping on the way frustration leads them into mischief and we believe that they are the element that goes on to ..(inaudible).. (10) some of our children to go astray.

Do I understand you correctly then, are you referring to the system which operates amongst the White schools where they have streams A, B and C? A child who is not suited for stream A which leads to an academic career will perhaps join stream B which goes as far perhaps as standard 8 and a child who is not suited for stream B will do stream C which leads him to some training school? -- That is correct.

You want something similar like that... -- It must be what you call differentiated education. People must be (20) made to realise that they can use their hands, they can join the commercial world, they can do technical education.

Your conclusion that you have come to under this head is this, that because of the one stream, there are a number of students who cannot make the grade, they become drop-outs, they become 'leeglêers' as we could say in Afrikaans and it is your view that these are the people that have caused a lot of the trouble. -- In fact we are deriving a lot of advantage out of the chaotic situation.

Carry on please. -- Then we have this problem, I (30) would like to regard it as A and B. The idea of granting compulsory/...

compulsory education, this is that .. (inaudible) .. the system of other groups in South Africa. We realise that they have an advantage, they have been given a chance to go to school. With us it is quite optional. Perhaps the Department is in any way, are waiting now to think of a compulsory education. They have started with what we call the system of giving free books and eventually they say their ideal is compulsory education, but I do not believe it is correct that other groups should really enjoy an advantage and these people in most cases they are wealthier than the Black man and the students themselves (10) spoke to the Minister of Education and said, if you are forcing us to pay our boarding, what about free education? Why can't that government, the Kwa-Kwa Government pay for our fees, our boarding fees, then we can enjoy the advantages of compulsory education, they will be doing something for us.

CHAIRMAN: Can I just have this? It is compulsory education and you say that the method of eventually reaching compulsory education you do not think is the correct one. -- In fact our government does not believe that they are deciding to start it right from the bottom, right from grade 1 and grade 2, (20) instead of starting it from the top, where they can supply everything with all .. (inaudible)

Wasn't there a statement a short while ago that some form of compulsory education was starting in a short time? -- A statement has been made that it is compulsory education which does not involve money because it is said that a parent, when a child goes to school for the first 4 years, a parent must sign a statement where he says - make a contract to keep this child for 4 years in the school. You would not call it compulsory education because it is actually edging the (30) parent to sign a little contract.

You/...

You do not think that is the correct way to approach it?
-- If you like to compel somebody to do something, is that you must supply the children with the necessary stationery and all that and then you can tell the parents why can't you send your child to school.

I was coming to that in a moment. Naturally you must have the school buildings and you must have the teachers who can cope with all the scholars that you will get if you have compulsory education. -- That is right. In fact the Kwa-Kwa Government is trying that, they are building more than 300 (10) classrooms every year and at the moment we are even using the classrooms in the platoon system. Some come in the morning, some in the evening and we have made the point that all villages must have, all have no schools.

Well, naturally one can have difficulties about these things. You can overwork your teachers perhaps by giving them two sessions a day for example. -- No, the teacher does not do .. (intervenes)

Oh, it is not the same teacher? -- No, it is not the same teacher. The first teacher off he goes and then the (20) second teacher follows.

Now, with your system the difficulty is not only the question of the schools and the free books and for example uniforms and things like that, but there is the added difficulty that many children have to come to the homelands for their education in matric and they require boarding so they must have boarding fees, is also an expense then. -- That is correct.

Your Worship we would not say it is only children who come for matric, but even Form 1, there the parents feel (30) that they want to send their children to the homelands, a quiet/...

quiet atmosphere, send them down there. This is our problem in fact if a child for boarding pays R5,50 a month, then you are quite aware that the government is subsidising the children from the White area.

Why I mentioned the matric is do you find that people from your homeland in an urban area would not have a high school where they can study up to matric in that particular area and therefore they are compelled to come to the homeland for their education? -- Advances have been made to the Department of Education that the schools at the moment in the homeland (10) even the hostel accommodation is inadequate and as a result each school in each little town goes up to Form 1, that we are expected next year to get those children who are in Form 1, in the homeland.

Now tell me, just this final point: Is it possible for the people of your nation in another area, not in the homeland, to receive education up to say matric? -- As I said they have already started. I can cite a place like Bloemfontein for instance, they go up to matric. Welkom is the same and Bethlehem, Kroonstad, but mostly those that have (20) started secondary education go up to J.C. and others up to Form 1 and they can go to Form 2.

You said originally, I think, that there were two points under the compulsory education. -- That is right. Then the other one, we have wondered a lot and we always speak about it and people think it is very unfair is that the capital subsidy for each child is rather too varied, because in the first place, starting a bit with statistics, in the Central Government they go up to about R18 per child and the highest amongst the homeland is Kwa-Kwa because it gets 75. (30) Transkei gets about 42. Now if you consider that the Coloureds and/...

and the Indians get about three times 75 and the Free State for instance gets 6 times 75 per child, subsidy per child, then the whole system is not very fair. People living in the same country, supposedly enjoying the same facilities, but not fairly treated and equally treated.

DR YUTAR: You feel that the subsidy enjoyed by the Kwa-Kwa children, high as it is compared to other areas, should be higher still. -- It is a little cockeyed, very, very little if you compare it to 250 that the Coloured child or the Indian child will get and to 450 that a White child in the Free (10) State will get.

CHAIRMAN: Yes, some other witnesses have also dealt with this point perhaps from another point of view. Do you think that this gives you an inferior education? -- No, no, we do not consider this as giving us an inferior education, but I think the facilities are not the same.

Yes, the facilities are not the same, but you know, we have had, particularly in discussions, a great deal of reference to inferior education. But you say that it is really .. -- No, I would not say inferior. You will (20) remember my point of view was that it is too hard, it is overloaded because we are all using the .. (inaudible) .. one cannot say it is inferior, but I think it is overloaded, pressed.

In other words, there are practical difficulties or technical difficulties perhaps but the end result, if a man has the education that he can receive, it will not be an inferior education when he comes to the end. -- That is so.

I am sorry I interrupted you on the compulsory one. You say, however, that there could be better facilities (30) if you had a higher grant per child. -- That is correct.

DR/...

DR YUTAR: Before we proceed, at the present stage has Kwa-Kwa got sufficient schools? -- I would never say it is having sufficient schools. I doubt whether any area has sufficient schools, but let me refer to costs. The increase per year is 10 000, more especially between the months of July and September and if I have to consider that, it means I have to add close to 1 000 classrooms every year which I cannot get because I must consider my budget.

And then secondly have you got sufficient teachers at this stage, qualified teachers? -- Right there you have (10) got me. I have about 267 teachers who are not professionally qualified but have J.C. and about 197 who are unqualified, but we have not taken this lying down. We are having what we call crash programmes, we have special courses and we have a crash course to go along with that.

I will tell you why I ask you this. If you are going to introduce compulsory education would the position not become more aggravated (a) with regard to the number of schools and (b) with regard to the availability of teachers? -- In fact what you are going to do there, you are going to do a bit (20) of reshuffling. All the qualified teachers will have to start with grade 1 and grade 2 and then the others could be in the middle while we are training them. It is true that we will start off with a lot of unqualifieds.

You might have to use the same teachers twice or three times a day. -- No, I do not believe that will be the case in the Kwa-Kwa Homeland because we have already made it a point to bring down the number of children per teacher to about 30 something - 35 - 38.

That is very good. All right, would you go on now (30) to your next point please? -- My next point is, our worry

now/...

now is that the children have reached a type of self-realisation. They have decided to - at least they have realised that certain requests they make could be acceded to and in the first place take the case of Afrikaans. We are giving them the hand, now they would like to get the arm and they have realised that numbers count a lot. They have also realised that the use of missile is quite important to them and when they want to hurt everybody, they go for perhaps public buildings to hurt the people who they think are oppressing them. My little problem is that there is what I would call a foundation of these (10) children realising their numbers and I do not know when we think of numbers, they are not going to say well, we are strong in number and we have the binding power, we have quite a number of power, it could be any other power and still even be called Black Power, they realise their Black Power strength. We are acceding to too many requests, we are not edging them to realise themselves and realise that they are a little power which can one day perhaps give them even Black majority.

How does Kwa-Kwa Government propose to deal with that position? -- Our little problem is that we are intending (20) - I do not know whether we can succeed, we always do that, we always go to the children to talk to them. I believe that is the right thing. I have realised when I was chairman of the conferences of SABRA that we could call the children from the different areas, call our local children, speak to them, address them and then ask them to ask questions and you would be surprised what type of questions they ask. Very, very tricky and very confusing questions.

Would you continue? -- I would like to say it is better also that there must be what we call a dialogue between (30) the authorities and the children.

That/...

That is your suggestion. -- That is my suggestion.

Your next point? -- My next was that we have a little problem because of the policy. We have children who come from other areas and I am sure we have no way of stopping them from coming. In the first place their fathers are paying tax to the homeland. In the second place they belong to the Sotho nation. It is difficult for us to say we shall not accept them, because it is general policy and policy of the Central Government that these children are part and parcel of the homeland and they have got to be sent out to the homeland (10) to go and get closer to their children.

Well, you would like to do what they are trying to attempt elsewhere to limit the influx of these urban children to your areas because they do cause a lot of trouble. -- That is correct. Here is our little problem, I think Your Lordship has said if the stream could be diverted a bit so that children could go there for what I would call higher education, very higher education, then we would not be having too many of them going there, but still I do not see how we can stop it because 98% of the Sotho people stay in the Republic (20) of South Africa.

Yes, a problem which we have encountered elsewhere. Anything further? -- I think I beg to terminate.

Now I think I have covered everything. I have no further questions.

CHAIRMAN: Didn't you have 8 points?

DR YUTAR: I think he has taken A and B together. -- Yes, I put A and B together.

CHAIRMAN: I have no questions. However, the Commission hopes to be able to visit Kwa-Kwa, well, it will not be until (30) the beginning of next year some time and if there is

anything/...

anything further that I require about particular matters which you have referred to, I shall call upon you again and find out if there is anything you wish to add. -- Thank you.

And the Commission is grateful that you came over here to give evidence here at this stage. Thank you.

NO FURTHER QUESTIONS.

DR YUFAR: M'Lord, the next witness is going to be Captain Pelser and I would like Mr Mohlabi, although we are finished with him, not to leave, because something might arise out of the evidence of Captain Pelser who deals with Witsies- (10) hoek that Mr Mohlabi may advise us on.

CHAIRMAN: Could you stay for the evidence of Captain Pelser?

-- Yes.

THE COMMISSION ADJOURNS FOR LUNCH.

DIE KOMMISSIE HERVAT OM 2 NAMIDDAG OP 10 NOVEMBER 1976.

DR. YUTAR: U Edele, die volgende getuie is kaptein Pelser.

WOLF DIETER PELSER: verklaar onder eed:

DR. YUTAR: U is 'n kaptein in die Suid-Afrikaanse Polisie. U het 'n memorandum opgestel in verband met sekere gevalle van brandstigting en oproer en onrus wat gebeur het in die vyf Kwa-Kwa Tuislande. -- Dit is korrek.

Die memorandum is nou voor u. Sal u so goed wees om dit voor te lees en begin by paragraaf 1. -- Seker. 1. Sedert die nag van 19/20 Junie 1976 het verskeie gevalle van (10) brandstigting, oproer en onrus by 'n kollege en 'n aantal skole in die Kwa-Kwa Tuisland (Witsieshoek) voorgekom. Inligting met betrekking tot elke skool word hieronder weergegee. 2. Tshiya Opleidingskollege vir Bantoe-Onderwysers: Gedurende die nag van 19/20 Junie 1976 het 'n persoon of persone deur 'n venster toegang tot 'n laboratorium verkry. Met behulp van petrol was die plankvloer aan die brand gestee en 'n gat van ongeveer 1 meter deursnee was in die vloer gebrand. Brandmerke het ook getoon dat gepoog was om 'n werksbank en kas met chemikalieë aan die brand te steek. (20) Beraamde skade beloop ongeveer R200. Fotos word aangeheg, gemerk 'A'.

Edele, ek handig nou hierdie stel fotos in, dit is BEWYSSTUK 133. U verwys eers na foto? -- A.

Daar is 'n stel van drie daar. Wil u enige kommentaar lewer oor hierdie fotos? -- Nee, ek kan eintlik nie kommentaar lewer nie, dit toon maar net basies die skade aan wat daar is.

Die skade wat 'n mens daar duidelik sien. -- Ja.

Goed. -- Die brand het vanself doodgegaan en was later deur 'n onderwyser ontdek. 13 Bantoe mans, almal studente (30) van die kollege, was later gearresteer en die saak teen hulle

is/...

is nog hangende. Onderzoek het aan die lig gebring dat 'n aantal studente op 18.6.76 besluit het om die kollege gebou aan die brand te steek as blyk van simpatie met persone wat in Soweto deur die polisie doodgeskiet is. 3. Makabelane Hoërskool: Op 22.6.76 was 'n dreigbrief in die skool se koshuiskombuis opgeplak gevind. Hierin was dreigemente teenoor die hoof en personeel geuiter en klagtes oor kos was gelug. Die stuk was in Suid-Sotho getik en het op Engels afgesluit met die woorde: "The wind of revolt is blowing everywhere in the country so be careful of what you do or say." Die (10) hoof het 'n stuk papier in sy kantoor gekry met die bewoording: "We want to go home today on Tuesday, otherwise!! .. Trouble!!" Die Kwa-Kwa Departement van Onderwys het die probleme opgelos en die skool het toe nie gesluit nie en geen verdere probleme was ondervind nie. Op 2.8.76 om ongeveer 05h00 ontdek leerlinge rook wat uit twee klaskamers by die skool borrel. In elke klaskamer was 'n matras op die vloer geplaas met meubels bo-op gepak wat aan die brand gesteeek was. Leerlinge het die vure geblus. Kort hierna was 'n brand ontdek in 'n pakkamer van 'n seunskoshuis waar opeengestapelde matrasse aan die brand (20) gesteeek was. Leerlinge het ook hierdie vlamme geblus. Totale skade beloop ongeveer R100. Geen arrestasie is tot dusver gemaak nie. Op 4.8.76 om ongeveer 08h00 ontdek 'n leerling 'n brand in 'n pakkamer van een van die seunskoshuise. Matrasse was aan die brand gesteeek en leerlinge het self die brand geblus. Skade beloop ongeveer R30 en geen arrestasie is gemaak nie. Op 20.8.76 om ongeveer 15h20 word 'n brand in een van die seunskoshuise deur 'n leerling ontdek. 'n Leerling se bed was aan die brand gesteeek en skade beloop ongeveer R30. Geen arrestasie is gemaak nie. Op 20.10.76 word 8 leerlinge (30) wie op 21.9.76 in die Streekshof te Bethlehem weens openbare geweld/...

geweld skuldig bevind en gevonniss is, uit die skool geskors. Ek mag net hier meld dat die aanvanklike aantal leerlinge wat skuldig bevind was, was 13, maar die ander het die skool uit eie vrye wil verlaat. Toe het nog net die 8 oorgebly wat toe uiteindelik geskors moes word. Hierdie openbare geweld het op 1.4.76 by die skool plaasgevind weens ontevredenheid oor die uitstel van skoolvakansie. Nadat die skorsing bekend geword het by die res van die skool se leerlinge, het 'n gespanne atmosfeer geheers. Om 18h30 het die seuns, wat moeilikheid wou veroorsaak en nie die meisies se steun kon kry nie, (10) die meisies onder die klippe gesteek. Hierna, om ongeveer 19h45 het van die seuns 'n onderwyser se Chevrolet bakkie onder 'n afdak uitgestoot en aan die brand gesteek. Skade beloop ongeveer R3 000. Die skool se elektriese hoofskakelaars, met uitsondering van die koshuise s'n, was ook afgeskakel en die geboue was in duisternis gehul. Met die aankoms van die polisie van Witsieshoek op die toneel, het die seuns op die terrein rondgestaan en op die polisie geskreeu en gevloek. Hulle is na hulle onderskeie slaaplokale teruggedryf en alles het rustig geword. In die eetsaal was die volgende woorde (20) op verskeie swartborde geskryf gevind: "No study today", "Black power", "Black is beautiful" en "Black is beautiful - white is complimentary". Die woorde "No study today" is op elke klaskamer se swartbord geskryf. Die volgende dag, op 21.10.76 het leerlinge op die skoolterrein in groepies rondgestaan en geweier om na hulle klasse te gaan. Hulle was ook deur lede van die leerlingraad toegesprek. Hulle het talle kere voor die eetsaal vergader, geraas en geskreeu. Inspekteurs van Onderwys het hulle later toegesprek en leerlinge het geëis om die Kwa-Kwa Minister van Onderwys te spreek. (30) Die betrokke Minister het die leerlinge om ongeveer 11h15 toegesprek/...

toegespreek. Die leerlinge het geëis dat die geskorste leerlinge tot die skool her-toegelaat moes word en het ook 'n lys van hulle griewe aan die Minister oorkandig. Die Minister het die skoolterrein onverrigtersake verlaat en om 15h00 bekend gemaak dat die skool gesluit word. Die leerlinge het die skool op 22.10.76 verlaat sonder verdere voorvalle.

Daardie lys van die griewe het u dit gesien? -- Ja, ek het dit gesien. Ek het dit ongelukkig nie hier nie.

Kan u vir Sy Edele sê waarom dit gegaan het? -- Ja, die griewe gaan hoofsaaklik oor die teenwoordigheid van die (10) polisie op die skoolterrein. Daar was probleme sedert 1 April by daardie skool en dit was hoofsaaklik gemik, daar was hoofsaaklik gekla oor die 1ste April se teenwoordigheid van die polisie want verder was die polisie feitlik nooit op daardie skoolterrein nie, behalwe wanneer brande gestig was uit die aard van die saak dan moes die polisie ondersoek instel. Dan was daar gekla oor dissipline wat gehandhaaf word by die skool, meisies wat ontslaan word uit die skool omrede hulle verwagting raak. Daar was gekla oor kos, daar was 'n klagte gewees oor 'n ouerdag wat gereël word, blykbaar jaarliks gereël word (20) en waarna net hoogwaardigheidsbekleërs genooi word. Dit was die basiese klagtes.

VOORSITTER: Was dit merendeel dus plaaslike klagtes? -- Dit was merendeel plaaslike klagtes.

Wat hulle sake met die skool owerheid te doen het. -- Ja, dit is reg. Probleme by die skool het op 1.4.76 begin toe die owerhede besluit het om nie die kort April vakansie toe te staan nie, maar dit by die winter vakansie te voeg. Leerlinge en onderwysers was ontevrede hieroor en geweldpleging het uitgebreek en groot skade is aan skoolgeboue aangerig. (30) Die gebeure in Soweto en elders het die studente beïnvloed en

omdat/...

omdat leerlinge lig daarvan afgekom het op 1.4.76 het hulle in die gees van "Black Power" verder probleme veroorsaak.

4. Die Itemoheleng Ambagskool: Op 27.7.76 om ongeveer 07h15 ontdek die Blanke hoof dat sy kantoor aan die brand gestee is. Petrol is deur gebreekte vensters gegooi en meubels, dokumente, sowel as die kantoor se mure is erg beskadig. Onder 'n aangrensende kantoor se deur was petrol gegooi en ook aan die brand gestee met skade aan meubels en die gebou. Totale skade beloop ongeveer R1 000. 13 van die skool se leerlinge was aanvanklik gearresteer en 2 moes op 2.11.76 in die (10) Hooggeregshof verskyn. Fotos gemerk 'B' word aangeheg.

Wat was die uitslag van daardie verhoor? -- Die saak is uitgestel.

En die fotos toon aan die skade. Reg. -- Op 1.9.76 om 18h30 word 'n brand in die algemene kantoor van die skool ontdek deur twee leerlinge wat ook dadelik die brand geblus het. Skade aan meubels, dokumente, die gebou, ensovoorts, beloop ongeveer R2 000. Een leerling is op 2.11.76 in die Hooggeregshof weens sabotasie skuldig bevind en gevonniss. Fotos gemerk 'BB' word aangeheg. (20)

Wat is die vonnis? -- 5 jaar gevangenisstraf.

En die fotos 'BB'. -- Ja. Probleme by die skool het reeds op 15.6.76 begin toe leerlinge in die eetsaal oproerig geraak het en gekla het oor kos en behandeling deur Blanke onderwysers by die skool. Hulle het onder andere gekla dat die dissipline te streng is by die skool.

Dit is weer 'n klagte van 'n lokale aard. -- Ja, dit was meer van 'n lokale aard. 5. Manthatesi Hoërskool: Op 30.7.76 word 'n naamlose dreigbrief op die vloer van die personeelkamer gevind. Die opskrif van die brief was (30) "School black power". Verskeie eise betreffende kos, skool-

en/...

en koshuisreëls word gestel en die woorde "Black Power" word verskeie male gemeld. Om ongeveer 16h00 het 'n Bantoe konstabel van Witsieshoek Polisie per toeval by die skool verby gery. Leerlinge was langs die pad besig om klippe vir 'n rotstuin bymekaar te maak. Toe hulle die patrolliewa gewaar het hulle die Black Power saluut gegee en geskreeu. Later het meer polisie op die toneel verskyn en vermelde saluut was weer gegee en die polisie was uitgejou. Die polisie het op 'n afstand gebly en daar was geen voorvalle nie. Leerlinge het later na die skool terug beweeg. Op 3.8.76 om ongeveer (10) 20h30 het al die leerlinge tydens studie in die skool se eet-saal teen onderwysers se bevele uit die saal gegaan. Hulle het na hulle onderskeie slaaplokale gegaan terwyl hulle gesing en geraas het. Om ongeveer 21h00 het tussen 50 tot 100 seuns uit hulle slaaplokale gekom en twee Bantoe konstabels wat by die skool op wag was met klippe gegooi en van die terrein verdryf. Vier waarskuwingskote was deur die Bantoe konstabels in die lug gevuur. Een Bantoe konstabel het 'n besering aan sy skeenbeen opgedoen. Onderwysers wat op die toneel verskyn het, het daarin geslaag om die seuns te kalmeer en alles het (20) rustig geraak. Op 5.8.76 om ongeveer 22h00 het die hoofprefek rook uit 'n venster van die kombuiskompleks gesien borrel. Daar was gevind dat brand in 'n koelkamer gestig was en kosvoorrade verbrand het. Oomblikke later is ook ontdek dat brand gestig was in die algemene kantoor. Petrol was in beide gevalle gebruik en skade beloop ongeveer R400. Niemand is gearresteer nie. Fotos gemerk 'C' word aangeheg. Op 19.8.76 om ongeveer 22h00 ontdek 'n leerling 'n brand in die dak van een van die seunskoshuise. Papiere was onder dakbalke geplaas en aan die brand gestee. Leerlinge het self die (30) brand geblus. Skade beloop ongeveer R30. Niemand is gearresteer/...

gearresteer nie. Op 27.10.76 om ongeveer 21h00 terwyl leerlinge in klaskamers was vir studie, het iemand met die kragopwekker gepeuter en die ligte het uitgegaan. Toe leerlinge uit die klasse beweeg het sommige seuns die meisies wat onderweg na hulle slaaplokale was, met klippe gegooi. Die toestand het hierna bedaar en was stil met die aankoms van die polisie. Op 28.10.76 om ongeveer 18h00 was leerlinge in die eetsaal byeen vir ete. Net na ete het seuns die meisies met drinkbekers begin gooi. Die dogters het gevlug na hulle slaaplokale. Seuns het ook na hulle slaaplokale gegaan. (10)

Om ongeveer 18h45 het die seuns begin sing en later uitgekomen en die meisies se lokale met klippe bestook. Meisies is met geweld uit die lokale verwyder, hulle is aangerand en een is verkrag. Die meisies is gedwing om saam met die seuns buite die lokale te sing. Talle meisies het beserings opgedoen en baie ruite van die geboue was stukkend gegooi en 'n deur was oopgebreek. 'n Polisie voertuig wat om ongeveer 19h50 voor die skool deur onderwysers voorgekeer is, was ook onder die klippe gestee. Later is 'n Datsun bakkie, 'n regeringsvoertuig, by die skool omgekeer en aan die brand gestee. (20)

Totale skade beloop ongeveer R1 500. Met die aankoms van 'n taakmag polisie om ongeveer 22h30 vanaf Bethlehem was alles rustig by die skool. Ongeveer 100 meisies wat na omliggende statte en onderwysers se wonings gevlug het, was terug laat kom en seuns was byeen gebring vanuit hulle lokale en later gewaarsku en laat gaan. Ondersoek word nog ingestel. Die probleme by die skool blyk te wyte te wees aan 'n gees van roekeloosheid, aangewakker deur die onluste in ander dele van die land. Die probleme op 27 en 28.10.76 is te wyte daaraan dat sommige seuns nie wou eksamen skryf nie en nie die steun van die meisies kon kry nie. (30)

Dit was hulle rede vir die aanval op die dogters. -- Ja, dit is die rede wat ons vasgestel het tydens ondervraging en wat ons verneem het van onderwysers.

6. Lekgulo Junior Sekondêre Skool: 'n Bantoe vrou het op 8.8.76 om ongeveer 07h00 rook by die skool opgemerk. Daar was gevind dat ruite van die hoof se kantoor, personeelkamer en pakkamer gebreek is, paraffien is deur gegooi en die drie vertrekke is aan die brand gestee. Die hoof het met die hulp van inwoners van omliggende statte die vlamme geblus. Skade beloop ongeveer R300. Niemand is gearresteer nie. Fotos gemerk 'D' (10) word aangeheg. Die skool het nie 'n koshuis nie en 'n motief vir die brandstigting kon nie bepaal word nie.

7. Dikwena Sekondêre Skool: Om ongeveer 02h00 op 11.8.76 het 'n Bantoe konstabel tydens patrolliediens bemerk dat 'n brand by die skool woed. Twee aangrensende kantore met meubels en groot hoeveelhede skoolvoorraad is feitlik totaal vernietig. Totale skade beloop ongeveer R4 000. Niemand is nog gearresteer nie en die motief kon nie bo redelike twyfel vasgestel word nie. Foto gemerk 'E' word aangeheg. Die skool het nie 'n koshuis nie.

8. Mampoi Hoërskool: 'n Nagwag by (20) die skool ontdek op 15.10.76 om ongeveer 04h45 'n brand by die skool. 'n Algemene kantoor se ruit was gebreek, petrol was daar deur en onder die geslote deur gegooi en aan die brand gestee. Meubels en toerusting is beskadig. Dieselfde metode was by die hoof se kantoor gevolg, maar die skade was gering. Die hoof en onderwysers het die brand geblus. Totale skade beloop ongeveer R400. Drie studente van die skool is vir ondervraging aangehou. Fotos gemerk 'F' word aangeheg. Die motief blyk 'n daad van simpatisering met gebeure elders te wees. Ek mag net meld dat by dieselfde skool was daar (30) gedurende Augustus 'n vergadering in die koshuis van die skool

gehou/...

gehou waar sommige van die persone wat ons nou aangehou het, byeen gekom het en beplan het om die skool af te brand.

9. Die hoofde van die Phofung Junior Sekondêre Skool en Selelekela Junior Sekondêre Skool het elk 'n naamlose brief ontvang waarin gedreig word om die skole aan die brand te steek. Dit het nog nie plaasgevind nie. 10. Geen getuienis is ter hand dat die probleme in die Kwa-Kwa Tuisland deur enige organisasie beplan en uitgevoer is nie. Die brande wat gestig is, sowel as ander optredes, blyk te wyte te wees aan 'n gees van roekeloosheid en onverantwoordelikheid wat aangehelp (10) is deur die gebeure in Soweto en elders. Ontevredenheid oor kos en griewe teen onderwysers het ook verskonings geword vir die afbrand van skole. Die onvermoë van onderwysers om dissipline by skole te handhaaf blyk ook 'n bydraende faktor te wees. Verder is dit opvallend dat die grootste probleme ondervind was by dié skole wat koshuise het en waar by ver die grootste persentasie leerlinge vanaf stedelike gebiede afkomstig is. Uit die sewe skole waar brande gestig is, het vyf koshuise. Geen probleme is met die permanente bevolking van die tuisland ondervind nie. (20)

In daardie opsig steun u die getuienis - u bevestig liever die getuienis van mnr. Mohlabi. -- Ja. Ek mag net byvoeg dat ons het vanoggend berig ontvang dat daar nog 'n skool verlede nag aan die brand gestee is in dieselfde tuisland, maar ek beskik nog nie oor besonderhede nie. 11. Die volgerde is 'n beraming van skade aan eiendom aangerig: Geboue: Deur brand beskadig - R8 490. Deur klipgooiery beskadig - R500. Voertuie: Deur brand beskadig - R400. Beraamde totaal is R12 990.

U het 'n skedule opgestel waar u gee die besonderhede, (30) die plek van die skade wat berokken is tydens hierdie onluste onder/...

onder die opskrif van: Plek van voorval; datum van voorval; aard van beskadiging en geldwaarde van skade. -- Dit is korrek.

Dit is nie nodig om dit uit te lees nie, want u het dit nou behandel in u memorandum. -- Dit is korrek.

Maar u handig nou hierdie skedule in as BEWYSSTUK 134. En die skade, soos u al klaar gesê het, beloop ongeveer R13 000. -- Dit is korrek.

U het gehoor die getuienis van mnr. Mohlabi. In verband met die verhouding tussen die polisie en die Swart mense in die Kwa-Kwa Tuisland. -- Ja. (10)

Dit is soos hy nou sê, dit is op 'n gesonde -- dit is baie gesond daardie verhouding. -- Ja.

Het u iets by te dra daar? -- Nee, ek kan niks daar bydra nie.

Behalwe vir wat gisteraand gebeur het, was daar -- wat is die toestand nou in die Kwa-Kwa Tuisland? -- Wel, die tuisland op sigself is baie vreedzaam. Die permanente inwoners het ons geen probleme mee nie. Daar het ook nog geen voorvalle voorgekom nie. Die probleme lê hoofsaaklik by die skole wat koshuise het en waar die leerlinge getrek word uit die (20) stedelike gebiede uit.

En afgesien daarvan en veral voor die onluste uitgebreek het, het die polisie met die owerhede daar en die Swart mense veral mooi saamgewerk. -- Ja, die samewerking was nog altyd 100% gewees.

En die posisie bly nog dieselfde. -- Ja, die posisie bly nog dieselfde.

Geen verdere vrae nie, Edele.

VOORSITTER: Dankie vir u verslag. Wanneer die Kommissie sitting hou in Kwa-Kwa sal dit dit op prys stel indien u (30) 'n kort verslag dan net indien van die verdere gebeure, soos gisteraand/...

gisteraand se voorval en miskien enigiets verder. -- Ja, seker.

Baie dankie.

GEEN VERDERE VRAE.

DR. YUTAR: U Edele, die volgende twee getuies sal deur my Geleerde Vriend, mnr. Van Graan gelei word.

ADV. VAN GRAAN: Edele, die volgende getuie is kaptein Barry de Lange Roeland.

BARRY DE LANGE ROELAND: verklaar onder eed:

ADV. VAN GRAAN: Edele, voordat ons die memorandum (10) behandel wat kaptein Roeland opgestel het, wil ek net aansoek doen dat hier is 9 name in hierdie memorandum wat nie gepubliseer mag word nie. Die eerste is die naam van die Bodibeng Hoërskool te Kroonstad. Dan is daar die naam van Masize Sherlock Nhlapo, Tau Lawrence Tlokotso, Moleane Alfred Moroenyane, Fifi Joseph Nkomo. Dan die naam Arcillia Morailane en dan 'n verwysing na die Universiteit van Zululand en die Universiteit van die Noorde, wat nie in die memorandum vervat is nie, maar daar sal in die getuienis verwys word daarna. Dan op bladsy 5 is daar 'n verwysing in paragraaf 40 na die naam (20) Petrose Mokhele Theletsane. Hierdie naam mag ook nie gebruik word in persberigte nie.

VOORSITTER: Die name van persone en plekke soos nou voorgelê die mag nie verskyn in enige manier sodat hulle identiteit bekend gemaak kan word nie.

ADV. VAN GRAAN: U is 'n lid van die Suid-Afrikaanse Polisie gestasioneer te Kroonstad. -- Ja.

Kan u nou net vir die Kommissie vertel of daar voor die voorval van 24 Augustus en 19 Augustus waarna u verwys, enige ander onrustekens in u gebied merkbaar was? -- Daar het (30) geen ander voorvalle plaasgevind voor hierdie datum nie.

Dit/...

Dit is nou in die gebied Kroonstad. -- Dit is die gebied Kroonstad.

Tot watter ander polisie wyke strek u jurisdiksie? -- Dit strek die polisie distrik Steynsrus, Arlington, Lindley, Vredefort, Viljoenskroon, Vierfontein, Heilbron, Petrussteyn, Koppies, Vredefort.

So in daardie polisie wyke was daar geen voorvalle gewees nie? -- Ja.

Kan u nou voortgaan om die memorandum te behandel vanaf paragraaf 2. -- 2. Om ongeveer 21h30 op 24 Augustus (10) 1976 het ek 'n telefoniese oproep ontvang dat studente van die Bodibeng Hoërskool, Kroonstad, 'n passasiersbus in Mainstraat, Seeisoville Bantoe woonbuurt met klippe beskadig het. 3. Met aankoms te Seeisoville Polisiestasie is verneem dat die kantoor van die Sekretaris, Bantoeskoolraad, Kroonstad, wat langs die Bantoe gemeenskapsaal, Seeisoville, geleë is, asook 'n voertuig ('n privaat voertuig) OKE 10915 en die Seeisoville Bierdepot ook deur die betrokke studente beskadig is.

Die eienaar van die voertuig, was dit 'n Blanke of 'n Swart man? -- Dit is 'n Bantoe man. (20)

Is hy 'n inwoner van Kroonstad? -- 'n Inwoner van Kroonstad.

Gaan voort. -- 4. Die studente wat vir die beskadigings verantwoordelik was, het reeds uiteen gegaan en geen verdere voorvalle het plaasgevind nie. 5. Later die aand is die onderstaande vier studente .. (tussenbei)

Hoe laat was dit gewees? -- Ongeveer 22h00 is die volgende vier studente vanaf mnr. Van der Westhuizen, 'n beampte van die Noord-Oranje-Vrystaat Bantoe-Administrasieraad ontvang en om 23h00 op 24.8.76 is begin om hulle te ondervra, naamlik (30) die volgende vier: Masize Sherlock Nhlapo, Tau Lawrence

Tlokotso, Moleane Alfred Moroenyane, Fifi Joseph Nkomo.
Bantoeman M.S. Nhlapo in paragraaf 5(a) hierbo vermeld, het
aan my verklaar dat Bantoe vrou Arcillia Morailane, sy
wetenskap onderwyseres is.

Die onderwyseres waarna u verwys, van watter streek af is
sy afkomstig? -- Sy is 'n inwoner van Kroonstad.

En waar het sy haar opleiding ondergaan? -- Sy het haar
opleiding ontvang by die Universiteit van die Noorde, Turfloop,
die Universiteit van Zululand.

Weet u moontlik .. -- Sy het die kwalifikasies van (10)
'n B.Sc.-graad.

Weet u ook of sy betrokke was by enige organisasies? --
Sy was by die organisasie betrokke genaamd SASO, South
African Students Organisation, dit was by die Universiteit van
Zululand.

Weet u in watter mate sy verbintenisse gehad het met die
organisasie? -- Sy het slegs by die stigting van die organisa-
sie daar was sy teenwoordig.

By 'n vergadering. Weet u min of meer watter jaar dit
was? -- Ek kan dit nie hier meld nie. Ek dra nie kennis (20)
van die datum nie.

Gaan voort na paragraaf 8. -- 8. Hy het verder gemeld
dat Morailane op 19.8.76 instede om wetenskap aan hulle te gee,
die klas besig gehou het om hulle van Soweto voorvalle te vertel.
9. Verder het hy gesê dat sy sou gevra het waarom die klas
nie iets doen, want hulle broeders is besig om vir hulle te
veg in Soweto. 10. Dat sy sou gesê het dat die kinders
Engels verniet gekry het en nie daarvoor baklei het nie, en
dat die klas (dit is klas 8E) nie as gevolg van die voorvalle
in Soweto eksamen gaan aflê nie. (30)

U Edele, ek wil net ook graag versoek dat hierdie klas nie
na/...

na verwys kan word as klas 8E in persberigte nie.

VOORSITTER: Ja, dit word ook toegestaan. -- 11. Dat indien die betrokke klas nie baklei nie, moet hulle 'n brief aan die "World" stuur om hulle meegevoel met die studente van Soweto te betuig. 12. Dat toe Morailane later opmerk dat die kinders opstadig raak en haar as 'n opstoker sou beskuldig, het sy verander en gesê: "Ek het nie gesê julle moet baklei nie." 13. Dat die kinders begin het om oor Morailane se toespraak te redeneer en dat voorstelle gemaak is om 'n brief te skryf aan "The World." 14. Dat die klas dieselfde (10) dag besluit het om brandstigting te pleeg by (a) NOVBA kantore - dit is die Noord-Oranje-Vrystaat Bantoe-Administrasieraad kantore - biersale en ander plekke. 15. Dat hy gedurende die aand van 24.8.76 betrokke was in onluste waar die Skoolraadskantore, 'n voertuig en 'n passasiersbus deur klippe beskadig is.

Kan u op hierdie stadium sê hoe laat daardie beskadiging van die geboue min of meer plaasgevind het? -- Dit het net na 21h00 plaasgevind.

Op die dag van die 24ste? -- Van 24 Augustus 1976. (20)

Gaan voort na paragraaf 16. -- 16. Dat terwyl die groep studente gestap het, hulle aanhoudend gesing en die Swart Mag teken gegee het.

Weet u wat hulle gesing het? -- Nee.

Gaan voort. -- 17. Dat van die studente gesê het dat geen klasse op 25.8.76 bygewoon moet word nie. 18. Patrolliedienste was op 25.8.76 in die omgewing van die skole gedoen en klasse het normaalweg voortgegaan.

Weet u of ander onderwysers van daardie selfde skool betrokke was? -- Geen. (30)

In soortgelyke optrede. -- Geen ander onderwysers was teenwoordig/...

teenwoordig of betrokke by die voorvalle nie.

Die skoolhoof? -- Hy was ook nie betrokke nie. Inteendeel het hy ons samewerking gegee.

Gaan voort. -- 19. Bantoe man Tau Lawrence Tlokotso (genoem in paragraaf 5(b) hierbo) het verklaar dat hy ook 'n student te Bodibeng Hoërskool is. 20. Dat Bantoe vrou Morailane aan sy klas sou gesê het dat hulle (dit is die klas) plakkate moes maak en versprei wat slegte woorde teen die onderwys bevat en onluste begin en dat briewe geskryf moes word om hulle simpatie met Soweto te betuig. (10)

Het u op enige stadium plakkate gesien wat gebruik is? -- Geen plakkate nie.

U weet nie of die onderwyseres se opdragte met betrekking tot die slagspreuke ook ingesluit het slagspreuke wat betrekking het op aangehoudenes? -- Nee.

U weet nie. U dra nie kennis daarvan nie. -- Ek dra nie kennis daarvan nie.

Gaan voort na paragraaf 21. -- 21. Dat hy en ander leerlinge na aandklas op 24.8.76 (ek kan meld die aandklas word gehou in die Bodibeng Hoërskool) in die rigting van die (20) Seeisoville Gemeenskapsaal gestap en gesing het. 22. Dat hierdie studente klippe opgetel en geskree het 'Black Power'. 23. Dat die studente klippe na die kantoorvensters van die Skoolraadsekretaris gegooi het. 24. Dat klippe na 'n motor en 'n bus gegooi is. 25. Bantoe man Moleane Alfred .. (tussenbei)

Voordat u voortgaan. Weet u of die onderwyseres, Morailane, ook klas gee in hierdie aandklasse? -- Nee, sy gee nie aandklas nie.

Hoe laat hou hierdie aandklas op? -- Om 21h00.

Gaan voort. -- Bantoe man Moleane Alfred Moroenyane (30) (in paragraaf 5(c) hierbo genoem) het verklaar dat hy Bantoe vrou/...

vrou Morailane, sy wetenskap onderwyseres te Bodibeng Hoërskool is. 26. Dat sy onderwyseres, Bantoe vrou Morailane, op 5 Augustus 1976 aan die klas sou vertel het wat in Soweto aangegaan het. 27. Dat die Swartes in Soweto vir hulle gelyke regte veg. Dat dit blyk asof die klas tevrede is met Afrikaans en dat sy nie met Afrikaans tevrede is nie. Sy het ook gesê dat die Soweto studente nie tevrede sal wees dat die Kroonstad studente eksamen skryf nie.^{28.} Dat die klas 'n brief aan "The World" moet stuur waarin Soweto ondersteun word. 29. Dat hy en ander studente die 24ste Augustus 1976 na die aandklas (10) om 21h00 in die rigting van die Seeisoville Gemeenskapsaal gestap het. 30. Dat hy en die studente die Swart Mag teken gegee en aanhoudend gesing het terwyl hulle klippe opgetel het. 31. Dat die studente die kantoorvensters van die Skoolraadsekretaris met klippe beskadig het. 32. Dat hulle (studente) verder gestap het en 'n voertuig met OKE registrasienommers en 'n Greyhound passasiersbus asook vensters en ligte van die Seeisoville Bierdepot met klippe beskadig het.

Die OKE registrasienommer voertuig, is dit die voertuig waarna u verwys het hier aan die begin van u getuienis? (20)
-- Ja.

Kan u ook sê of daar toe werklik so 'n brief aan "The World" gestuur is? -- Ons kan dit nie bevestig nie.

Gaan voort. -- 33. Die vierde persoon, Bantoe man Fifi Joseph Nkomo (paragraaf 5(d) hierbo) het verklaar dat Bantoe vrou Morailane op 19 Augustus 1976 in die wetenskapklas sou gevra het waarom die Kroonstad kinders so tevrede is met Afrikaans. Soweto se kinders is nie daarmee tevrede nie. 34. Dat die leerlinge van Kroonstad aan "The World" moet skryf en meedeel dat hulle die studente van Soweto (30) ondersteun. 35. Dat sy verder sou gevra het waarom Kroonstad studente/...

studente nie baklei nie. 36. Dat hy om ongeveer 21h00 op 24.8.76 (dit is net na aanklas) ongeveer 80 leerlinge by die skoolhek gesien het wat skree en sing "Power - Amandla"

terwyl die Swart Mag teken gegee word. 37. Dat hy en ander leerlinge klippe opgetel het en die skoolraadskantore, 'n motorkar en 'n passasiersbus met klippe beskadig het.

38. Op 25.8.76 is hierdie vier persone aangekla in 'n saak van openbare geweld terwyl verdere ondersoek ingestel is. 39. Op

26 Augustus 1976 het ek Bantoe vrou Arcillia Mekodi Morailane, 'n onderwyseres verbonde aan die Bodibeng Hoërskool, (10) Kroonstad kragtens Artikel 22 Wet 62 van 1966 aangehou.

40. 'n Ander getuie, Petrose Mokhele Theletsane het dit so aan my gestel: Ek het niemand gehoor praat van onluste of beto-

gings voordat Morailane die studente in hierdie verband toegespreek het nie. Ek voel oortuig dat dit alles veroorsaak was

as gevolg van haar toespraak. 41. Op 9 September 1976 het die Prokureur-generaal beslis dat hierdie Bantoe vrou Morailane aangekla en summier verhoor moet word op 23 November 1976

op 'n klagte van sabotasie. 43. Die skades wat aangerig is deur die studente word as volg beraam: Skoolraads- (20) kantoor - R10; Privaat motorkar .. (tussenbei)

Wat is die skade aan die skoolraadskantoor? -- R10. Dit is vensters, ruite wat stukkend gegooi is. Motorkar OKE 10915 - R80; dit is beskadig deur die verf is baie deur klippe verniel.

Het u moontlik getuienis oor daardie insident, wat dit laat ontstaan het? -- Dit is die voertuig?

Die van die privaat voertuig, ja. -- Ja, ek sal u sê die studente het in die straat opgestap as 'n massa en het die voertuig van voor aangekom en het hulle dit net getakel (30) met klippe.

Was/...

Was dit die aand van die 24ste? -- Dieselfde aand.

Weet u of daar enige ander voertuie in daardie pad beweeg het wat nie aangeval is nie? -- Daar was geen ander voertuie op daardie stadium wat ek van verneem het nie.

Gaan voort. -- Die passasiersbus, die eiendom van Western Greyhound - R300 skade; dit is vensterruite wat ook beskadig is. Die bierdepot, die eiendom van die Noord-Oranje-Vrystaat Bantoe-Administrasieraad is vensterruite stukkend gegooi - R8. 'n Totaal van R398.

Weet u of daar gepoog is om enige ander geboue aan (10) die brand te steek? -- Hulle het gepoog om verder te gaan volgens getuienis, maar as gevolg van polisie patrollies wat in die omgewing was, het hulle afgesien van hulle planne. Hulle sou verder gegaan het.

Was daar 'n konflik tussen die polisie en die marsjerende skoliere? -- Geen.

Geen konflikte nie. -- Die studente het reeds uiteengegaan met aankoms van die polisie.

Wat was die verhouding tussen die Suid-Afrikaanse Polisie en die inwoners van daardie Bantoe woongebied voor (20) hierdie voorval? -- Hy was baie goed en ek glo hy is nog steeds goed. 'n Baie goeie verhouding tussen Blank en Nie-Blank.

Sou u sê dat daar ook 'n goeie verhouding bestaan tussen die Swart polisiemanne en die Swart inwoners in daardie woongebied? -- Ja, ek glo so, daar bestaan 'n baie goeie verhouding. Daar is 'n polisiestasie in Seeisoville wat - waarvan die stasiebevelvoerder Blank is en 'n speurder wat Blank is, maar verder word alle werk deur Nie-Blankes verrig.

Hoeveel Swart polisiemanne is daar werksaam? -- Ek sou hulle min of meer skat op ongeveer 40 na 50. (30)

Weet u of daar enige ander gevalle van aanhitsing in daardie/...

daardie gebied was na hierdie gebeurtenis op 24 Augustus 1976?
-- In Kroonstad self nie. Ek mag net meld dat daar word
ondersoek gedoen na 'n geval wat Saterdagrand plaasgevind het,
maar omdat die besonderhede so min is, verkies ek om niks
verder te sê nie. Dit was ook in die gebied Vredefort.

Weet u van enige ander gevalle van intimidasie? -- Geen
ander gevalle nie.

U weet nie of vlugskrifte daar versprei is nie? -- Ook
geen vlugskrifte nie.

Geen verdere vrae, Edele. (10)

GEEN VERDERE VRAE.

ADV. JACOBS: U Edele, die volgende getuie is adjudant-offisier
C.B. van Biljon van Bothaville.

CHRISTIAAN BREDEKAMP VAN BILJON: verklaar onder eed:

ADV. JACOBS: U is 'n lid van die Suid-Afrikaanse Polisie,
adjudant-offisier en stasiebevelvoerder by Bothaville. -- Ja.

Kan u voortgaan om die memorandum wat u opgestel het,
vir die Kommissie voor te lees? Vanaf paragraaf 2. -- 2. Op
Saterdagmiddag, 3 Julie 1976 het twee Bantoe mans van Sebokeng
(1) Elias Motloug en (2) Edward Moteli van Sebokeng (20)
Bantoe woongebied, Vereeniging, 'n filmvertoning in 'n saal van
Bothaville Bantoeoordorp aangebied.

U Edele, op hierdie stadium wil ek inhandig BEWYSSTUK 135.
Dit is 'n vinnig saamgeflansde foto album wat 'n paar fotos
bevat wat betrekking het op hierdie saal waar die film-
vertoning gehou is, die biersaal waar skade aangerig is. Die
getuie sal gedurende sy getuienis verwys na daardie foto album,
No. 135. Gaan voort vanaf paragraaf 3. -- 3. Op die aand
om 20h30 het 'n provinsiale verkeersinspekteur, mnr. Van
Aswegen, vergesel van twee Blanke polisie-reserviste, (30)
reservis-konstabel Rudman en Cordier, en 'n Bantoe sersant,

Nanyane/...

Nanyane na die saal gegaan. Volgens mnr. Van Aswegen sou die twee Bantoes (paragraaf 2 supra) die vermaaklikheidsbelastingsregulasies oortree het en hy sou reeds 'n geruime tyd beoog om teen hulle op te tree.

Kan u net sê foto A neem ek aan is die foto waarop die saal waarin die filmvertoning gehou is, aangedui word. -- Dit is korrek.

Gaan voort. -- 4. Met hulle aankoms by die vermelde saal wou mnr. Van Aswegen die vertoning stopsit. Die bioskoopgangers ongeveer 250 tot 300 Bantoes, het egter geraas en opstandig (10) geraak. Mnr. Van Aswegen het toe toegelaat dat die filmrol wat op die projektor was, vertoon word. Dit was die tweede-laaste rol van die film. 5. By voltooiing van die tweede-laaste rol het mnr. Van Aswegen die vertoning stopgesit en beslag gelê op die projektor, film, kaartjies en geld. Terwyl hy (Van Aswegen) besig was om die beslaggelegde artikels te verwyder, het die bioskoopgangers oproerig geraak, na buite gegaan en klippe op die dak van die saal gegooi.

Weet u moontlik waarom het hy nie ook hierdie laaste rol laat voltooi nie? -- Nee, ek kan nie sê hoekom hy hom nie (20) laat voltooi het nie.

Weet u of daardie twee persone later aangekla is? -- Ja, hulle is aangekla.

Weet u wat die uitslag van die verhoor is? -- Die saak is nog nie afgehandel nie.

Gaan voort. -- 6. Dit is 'n sinkgebou en geen skade is aangerig nie. 7. Terwyl Van Aswegen en die ander beamptes na hulle voertuie, wat ongeveer 20 meter vanaf die saal geparkeer was, geloop het, het van die bioskoopgangers ook klippe na hulle gegooi. Een van die polisiereserviste het 'n (30) waarskuwingskoot met 'n ,38 diensrewolwer in die lug afgevuur.

Hulle/...

Hulle het daarin geslaag om ongedeed pad te gee. 8. Die oproerige skare het toe na die nabygeleë biersaal, kliniek en kantore van Noord-Oranje-Vrystaat Bantoe-Administrasieraad beweeg. Op hierdie stadium is ook klippe na twee verbygaande Bantoe motors gegooi. Geen beserings, slegs geringe skade is veroorsaak.

U Edele, fotos B, C en D het hierso betrekking. Kan u net vir die Regter verduidelik wat op daardie fotos aangedui word? Fotos B, C en D. -- Dit is die kantoorgeboue van die Administrasieraad. Die biersaal en die kantoorgeboue is (10) in een kompleks. 9. Vier Bantoe konstabels in diens van die Noord-Oranje-Vrystaat Bantoe-Administrasieraad het, nadat klippe na die kantore gegooi was, weggehardloop. 10. Die biersaal en kantore is toe aan die brand gestek en is totaal verwoes. Die nabygeleë kliniek is met klippe bestook en is beskadig.

Op watter stadium is hierdie geboue beskadig? Wanneer het die beskadiging plaasgevind? Hoe laat die aand? -- Dit was ongeveer 22h00.

Gaan voort. -- 11. Skade soos volg: Biersaal en (20) kantore: Geboue - R10 500; Meubels en voorraad - R5 878; Kliniek - R78. Totale waarde - R16 456.

U Edele, fotos E, F, G, H en I dui die geboue en die skade daaraan aan en dan foto J dui die kliniek aan. Van waar het u die evaluering van die skade verkry? -- Van die bestuurder van die Bantoe woongebied.

Wie is hy? -- Mnr. Van Deventer.

Edele, dan wil ek inhandig op hierdie stadium BEWYSSTUK 136 waarin die skade aangedui word deur die bestuurder van hierdie Noord-Oranje-Vrystaatse Bantoe-Administrasieraad. (30) Gaan voort na paragraaf 12. -- 12. Om 22h40 het die stasiebevelvoerder/...

stasiebevelvoerder met polisie versterkings op die toneel opgedaag. Op hierdie stadium was daar nog ongeveer 40 Bantoes op die toneel. Hulle het tussen die winkels in weggehardloop. Die stasiebevelvoerder het twee waarskuwingskote met 'n haelgeweer in die lug afgevuur om verdere skade te voorkom.

13. Dieselfde aand is twee Bantoemans gearresteer en tydens die ondersoek nog 22 Bantoe mans en aangekla van openbare geweld. Die ouderdomme van die aangeklaagdes het gewissel van 15 tot 25 jaar. 14. Die saak is teen 15 Bantoe mans intussen teruggetrek, die ander 7 sal weer op 11.11.76 in die (10) landdroshof, Bothaville, verskyn. 15. Niemand is tydens die gebeure beseer of gedood nie.

Voordat hierdie voorval plaasgevind het 3 Julie 1976 was daar enige ander tekens van onrus in die gebied? -- Nee, daar was slegs 'n paar stakings gewees, maar dit het betrekking op mense wat nie tevrede was met hulle lone nie.

Die mense wat oor die lone gestaak het, by welke firma, instansie of maatskappy was hulle werksaam gewees? Watse soort maatskappy was dit gewees? -- Dit was 'n maatskappy wat treinspore herbou het. (20)

Is dit 'n privaat maatskappy? -- Dit was 'n privaat maatskappy.

Wat sou u sê het hierdie skade of hierdie onluste die aand van 3 Julie 1976 ontketen? Wat was die oorsaak gewees? -- Die feit dat die filmvertoning gestop is.

Wat sou u sê was die verband tussen die stop van die filmvertoning en die onluste? -- Ek sou sê die gebeure in Soweto het die metode om uiting aan hulle gevoelens te gee beïnvloed.

Sou u moontlik sê dat as daardie film daardie aand nie gestop is nie, daar nie oproerigheid in Bothaville (30) plaasgevind het nie? -- Ja.

Kan u nou voortgaan na die tweede stuk wat u opgestel het?

-- 2. Op die oggend van 9.8.76 was aan die Bothaville Polisie die volgende insidente rapporteer: (1)(a) Dat op oggend van 8 Augustus gevind was dat die hoofdeur van die N.G. Bantoekeerk gering beskadig is as gevolg van 'n vuur wat teen die deur gemaak was. Die deur was slegs swart gerook en die verf effens opgedop. (b) 'n Plastiese materiaal en gras was gebruik. (2)(a) Dat op oggend van 8 Augustus gevind was dat die hoofdeur van die Methodiste Bantoekeerk beskadig is as gevolg van 'n vuur wat teen die deur gemaak was. Slegs 'n gat, (10) ongeveer 10 cm in deursnee, is deur die deur gebrand. (b) 'n Plastiese materiaal en gras was gebruik. (3)(a) Dat op oggend van 9 Augustus 1976 gevind was dat 'n poging aangewend was om die laerskool in die Bantoe gebied aan die brand te steek. (b) Toegang was deur 'n venster waarvan die knippe met draad vasgedraai was, verkry. Drie skoolbanke was reg voor 'n venster opmekaar gestapel. 'n Stuk karton was in die venster geplaas en aan die brand gestee. Die vensterraam ('n hout-raam) was slegs effens geskroei. (4)(a) Dat gedurende die nag van 7/8 Augustus 1976 'n motor van 'n plaaslike (20) Bantoe aan die brand gestee en geheel en al uitgebrand het. Onderzoek het egter daarop gedui dat hierdie geval nie verband hou met die ander gevalle nie. Dit het blykbaar ontstaan as gevolg van 'n vete tussen die eienaar van die motor en 'n ander Bantoe man. 3. Drie Bantoe mans, ouderdomme 20 tot 22 jaar, was aangekla ten opsigte van die gevalle soos vermeld in paragrawe 2(1), (2) en (3) maar weens gebrek aan voldoende getuienis is die klagtes teruggetrek. 5. Beraamde waarde van skade is ongeveer R10.

U sê nou dat die laaste geval waarin 'n privaat (30) motor aan die brand gestee is, nie verband hou met die ander voorafgaande/...

voorafgaande gevalle nie. Wat was dan die verband tussen die ander voorafgaande gevalle? -- Die metode wat hulle gebruik het was dieselfde gewees.

En was dit ook dieselfde verdagtes wat daar betrokke by was? -- Ja.

Weet u of daar enige negatiewe stellings al gemaak is teenoor die kerke in daardie Bothaville gebied deur die Swart inwoners? -- Nee.

Kan u enige inligting gee oor die motiewe van daardie brandstigters? -- Die aangeklaagdes het beweer dat hulle (10) die brande gestig het uit simpatie met mense wat soortgelyke dade in ander dele gepleeg het en dat hulle oor die nuusmedia daarvan gehoor het.

Geen verdere vrae nie, Edele.

GEEN VERDERE VRAE.

ADV. JACOBS: Edele, die volgende getuie sal deur my kollega, mnr. Hlungwani gelei word.

NICOLAS MOEKGLE: sworn states:

MR HLUNGWANI: M'Lord, before I lead the witness, I would like to apply that his name be not published and also the (20) address of his school so that his identity is not revealed.

CHAIRMAN: The name and the identity of this witness, the name of his school and any other fact which may lead to his identification may not be published.

MR HLUNGWANI: Would you please speak louder for your voice to be registered on the machine. You are the principal of Marang Higher Primary School? -- That is correct.

Your school is a combination of a lower primary school, higher primary school and junior secondary school. -- That is correct. (30)

That is now from Sub A up to Standard 2, lower primary. --

Yes/...

Yes.

Then from 3 to 5. -- Correct.

Higher primary and then Form 1. -- That is correct.

How many teachers do you have on your staff? -- 25.

And of the 25, that is now excluding yourself? -- Including myself.

Including yourself. -- Including myself 26.

Now of the 26 teachers, all of you, how many are matriculated? -- Myself and only one teacher.

Now 24 teachers are junior certificate? -- Junior (10) certificate.

Academically and then the teacher's diploma of 2 years after Std. 8. -- That is correct.

Could you please tell His Lordship what happened on the 20th July, this year, at the opening of your school for the second semester? -- When the school reopened on the 20th July, after assembly, the Form 1 boys were milling around the school and did not want to get into the classes. I told the teachers not to bother with them, they must just leave them alone; we should see the development of the day. (20)

Just after prayer? -- After prayer.

The girls went into their classes? -- They went to their classes.

And the Form 1 boys remained outside. -- Yes.

And sort of refused to get into classes. -- That is correct.

Proceed. -- It went like that for the whole day and until school went out. The following day, on the 21st, the boys did not want to get to the classrooms until after interval I called them in into the one classroom. (30)

Interval is what time? -- It is 20 minutes.

What/...

What time? -- 11,30 to 12.

That is the morning they refused ... -- They refused to get into the classroom. I asked them what was their reason for behaving like that, not wanting to get into the classrooms. One stood up to say that they did not want Afrikaans, that is how he answered me and I talked to them, saying that what they are trying to do it is not correct. I asked them whether they told their parents about what they are doing at school, that is not to want to get into the classes. They answered no. I said to them they must go and tell their parents. If they want (10) to strike or not get into the classrooms their parents must know about it. I further pointed out to them that this thing started in Soweto and at the particular time now their parents and some leaders of the community now are handling the whole situation and if there is any change that has to come about, it will come, but their behaviour will not bring an immediate change. SO I even said to them if I should be instructed that now I should teach or the teachers they should teach in English and not in Afrikaans, I will not refuse, I am not in a position to say no, I will do that, but they should now (20) go and tell the parents and if their parents say they do not come to school because some subjects are taken or done in Afrikaans, then I will not force them to come to school. They understood and we agreed to go back to the classes.

What subjects in your school were taught in Afrikaans? -- Social studies and agricultural science, what we call landboukunde.

It was on a 50-50 basis. -- Yes. They do it in English.

Have you any choice of medium of instruction in any subject? Could you choose that I want to do this (30) subject and the other subject in Afrikaans and this in English?

--/...

-- The instructions from the Department is that we should do it on 50-50 basis.

So it is left to the school to choose which subjects to teach in Afrikaans and the other to teach in English but just to maintain the 50-50 basis? -- Yes.

So that is why your school chose agricultural science and social studies? -- Yes.

Proceed. -- That day the school continued normally.

That was the 26th? -- No, no, Thursday now, the 23rd I would say, the 23rd. No, no, the 22nd. (10)

Yes. -- And I could still sense there was some tension in the school. I went and reported this to my school committee chairman. I asked him to give me a chance to talk to the pupils before I could call in the parents. He agreed. On Friday after assembly I told the Form 1 pupils to remain, not to get into their classes.

After assembly? -- After assembly, these boys and girls and I talked to them, stressing that no unruliness would be allowed in school. They went back into their classes and we continued with our normal school day. (20)

How do you address your pupils? Do you address them firmly or do you do it softly? I mean the way you talk to them. -- I would say I was quite firm this particular Friday.

And each time you talked to them, you talked to them firmly? -- If it is necessary that I should be firm, I talk firmly to them. Ordinarily I just talk quietly, nicely to them

Now, you said they told you their only grievance was Afrikaans. Did they tell you any other complaint? -- No, they did not say anything.

They did not complain about a specific teacher or teachers? -- They did not to me. (30)

They/...

They did not complain about the method of teaching? -- No.

They did not complain about the education system as such?

-- No.

In fact, the Soweto thing had just been brought in by yourself when you addressed them, they did not - it did not come from them? -- That is correct.

Yes, I understand you correctly then. -- Yes.

Now, just tell the Commission what happened on the 26th. -- On the 26th after assembly, the report was sent into my office that in one Std. 4 classroom the floor was burned with a (10) hole behind the door, a small hole caused by fire. After school I went to the school committee chairman to report it. On the 27th, early in the morning, one parent came to my place to ask me why his son was detained by the municipal police. He understands that the school has been burned. I told him I did not know even that the school was burned. So I hurriedly dressed and got to school. I got to school at about 07h45. I found when I got there, that there were two African police. The two classrooms and an entrance passage where old desks were kept, were burned and apparently the fire brigade (20) was at school to put down the fire.

On your arrival there was no fire, you found everything extinguished. -- Just smouldering. Yes, it was just smouldering at the time. So I phoned the Department, the office of the school inspector, the office of the school board and informed them. Later on the regional director, the circuit inspector came for inspection and they found members of the school board, the school board secretary came too. And later on my school committee chairman, who is a Special Branch man, came with the Special Branch police and from (30) there they started making enquiries asking me to give them

the/...

the registers and the names of the students. So from there for about 2 - 3 weeks they kept at school, pupils were taken and I believe after some questioning they were sent back to school.

Before you proceed from there, you do not know personally what the amount of damage is in terms of money? -- I did not have any expert advice on that. I just estimated on my own at the time when I was asked, at about R3 000. But as I say I - it is not an expert estimation.

Was there any official estimation? -- No, no. (10)

No official estimation was done.

Any estimation of damage came from you. -- Yes.

You told them it was R3 000. -- I told them.

That is how you estimated it. -- Yes.

You say a week thereafter your pupils were taken by the police for questioning and ultimately how many were then held in detention? -- Five were held in detention.

How many in Form 1? -- Three in Form 1, two in Std. 5.

They were the senior pupils in your school. -- That is correct. (20)

Because Std. 5 and Form 1 are the senior classes in your school. -- Correct.

Among the pupils arrested, did you discover that there were some non-scholars who were detained? -- I discovered that when I got to court, when I was subpoenaed to come and give evidence that there were some non-scholars.

It was in connection with the burning of the classrooms in your school. -- The charge against those was incitement.

Did the charge not arise out of what happened in your school? -- That is correct. (30)

CHAIRMAN: But it was not in connection with the burning itself/...

itself, you say it was in connection with incitement, inciting others to do it? -- Yes, the subpoena when it came to me was incitement.

MR HLUNGWANI: But you did not witness an open invitation to demonstration to any unrest in your school? -- No.

You say there were two non-scholars? -- Two non-scholars.

And the five were your scholars. -- That is correct.

Do you know how the cases ended? -- It appeared subsequently in 'The Friend' that the two non-scholars were sentenced to 15 months each. One of my scholars who is (10) in Form 1 was sentenced to 12 months, two were given cuts and then that week I was subpoenaed again to appear in the Supreme Court where one of the pupils who is in Std. 5 was charged for sabotage.

How old is he? -- 16 years. After giving my evidence I went back to school. It appeared again in the paper that he was sentenced to 5 years.

Imprisonment. -- Yes.

Not suspended in any way. You say your discipline at school is good? -- That is correct. (20)

According to you you do not know why such incidents took place in your school? -- That is correct.

What is the communication like between yourself and your students and also between yourself and the parents? -- I would describe it as healthy or normal in that if students have any complaints they come to my office to lay their complaints and if parents have got something too, they get to my office to enquire and I always attend to them.

Do you from time to time get together with the parents and discuss some matters? -- I haven't had any meeting (30) with the parents this year due to the upheaval at school.

This/...

This is my first year as principal at that school, but no parent meeting has been called for this year.

During the upheaval and during the students refusing to get to class and so on, didn't you perhaps notice some writing anywhere on the school premises? -- There was writing on the toilet walls 'Away with school'. It was written in white chalk.

That was the only inscription you saw in the school premises anywhere? -- That is correct.

It was just 'Away with education'. -- 'School'. (10)

'Away with school'. -- That is correct.

Do you have children from outside your area? -- No.

All are local pupils? -- That is correct.

What is the attitude of your teachers towards Afrikaans as medium of instruction? -- After this incident when I asked their opinion, they felt they were more at home with English than Afrikaans. Firstly there are not enough Afrikaans textbooks and they feel they are able to impart their knowledge to the children better in English.

You said that as far as the children were concerned, (20) it was the first time you heard about Afrikaans not being wanted at school. -- That is correct.

What about the members of the staff? Did they intimate such a thing before the upheaval? -- No.

Is it now after this upheaval that they started to show signs of preferring English to Afrikaans? -- It was when we got the circular letter that schools must apply for the medium of instruction that they would prefer, when I put the question over to them what would they prefer, that they would prefer to teach through the medium of English. That is when (30) they intimated that to me.

Your/...

Your teachers get any difficulty in giving instruction in Afrikaans in any subject?

CHAIRMAN: I think apart from the textbook point, from the language point of view only.

MR HLUNGWANI: Their language proficiency.

CHAIRMAN: Yes, proficiency in the language. -- As I said they say they are happier in English than Afrikaans.

MR HLUNGWANI: But I mean not what they say, but what you know of them whether they actually are proficient enough in Afrikaans to be able to teach those subjects successfully (10) in class. -- No, I do not think they are proficient enough in Afrikaans to teach those subjects, although they do it in Afrikaans, but I do not think they are proficient enough.

What is the attitude of your pupils towards the police?

-- I cannot say really because I have not - there has not been an occasion for confrontation between the police and my pupils.

You know just after the upheaval or shortly before that we have evidence that when the police come to perhaps get in touch with one of the students, the students get excited and things like that. You said a week after the burning (20) of your school police came there to pick up the students for questioning. What was the reaction of the other students when the students were taken to be questioned? -- They were just quiet.

Quiet. No reaction? -- No reaction.

What about the examinations? Did they write their examinations? -- The Std. 5's have finished with their examinations last week on Friday.

They write external examinations. -- External examination.

And with the Form 1 they write internal examination. (30)
-- Yes. I would say external because the questions necessarily
come/...

come from the Department too. They will start on Monday next week.

Do you expect any trouble about writing examinations? --
I do not expect any trouble.

You did not have any trouble either with Std. 5? -- That is correct.

No further questions, M'Lord.

NO FURTHER QUESTIONS.

THE COMMISSION ADJOURNS.

(10)