

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

AFTERNOON SESSION:

17th JANUARY, 1977.

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THE COMMISSION RESUMES AT 4 P.M. ON 17th JANUARY, 1977.

ADV. JACOES: N'Lord, the next witness will be Mr A.B.C. Xaba.

ABEDNEGO BARTHOLOMEW CLEMENT XABA: sworn states:

ADV. JACOES: You are an inspector of schools for the Edendale area in Pietermaritzburg. Is that correct? -- That is quite correct.

You are also the chairman of the Management Committee of the Edendale Lay Ecumenical Centre in Pietermaritzburg. Is that correct? -- That is true.

And this committee holds meetings where it discusses (10) the situation in South Africa. Is that correct? -- Yes.

Now in consultation you told me that there appears to be certain frustrations amongst the Black people. Is that correct? -- That is quite true.

And the first point you mentioned is education. Your people regard Bantu education as second-class, as you said. Is that correct? -- That is true.

Can you elaborate on that? What do you mean by that? -- That means when the children have got Bantu education, they do not become just as good as they used to be or the (20) other children of the other races.

Do you personally believe that there is a difference between Bantu education and the other education systems in this country or not? -- Yes, I do believe that because at the time Bantu education was introduced, I was inspecting in Zululand and the people in Zululand said at the end, after going round introducing this Bantu education, they said we are accepting this Bantu education as food with a lot of flies and things like that because we do not like it.

But do you think there is a difference between Bantu (30) education and the education of the White people in the country?

Do/...

Do you have experience of the White education system in South Africa? -- I have experience because I have seen the young African who has gone up to Std. 6 is not up to the standard of the other Std. 6 in European schools.

What do you mean by that? -- I mean if the Std. 6 pupil in European schools has been educated to understand more things than the African can.

Did you compare the two systems? -- Yes, I have.

Can you perhaps point out a few of the differences? -- Especially in arithmetic I found the European child (10) quite fast in doing the additions and subtractions and so on. So I thought it is because of the type of education that has been given and I have also got European friends whose children are in school. When I compare their children with my children some of my children are in the same class, I have often found that mine are weaker.

And another point you mentioned is the one of political rights. Do your people want political rights in South Africa? According to your opinion? -- That is a fundamental fact to have political rights. Because they say we must have a (20) say in the government of the country.

And who is saying this? -- The various people who always come for these meetings and so on.

The older people or the younger people, the younger generation? -- The younger generation are more emphatic than the older people.

What is your personal view on this point? -- My personal view is that I also feel I must have a say in the country where I am working.

What do you mean by a say in the country? -- I feel (30) that it is fair to have - to be governed by the people who have/...

have been elected by me, who have been placed by me in the position. If the magistrate has been chosen by me as a member of parliament and then he makes laws, he has been chosen by me, I am happier to take those laws because they were done by a man who has been chosen by me.

You also said in consultation that they did not have any problems with Afrikaans as a medium. Is that correct? -- No, they have not.

You also said that you like Afrikaans, but you do not want it to be enforced on you. Is that correct? -- Yes. (10) Afrikaans is quite a good language, but it is the method which is brought in to the people that puts them off. For instance in Natal we did not have much trouble because we did not enforce this Afrikaans. It is a very, very good language to know and it is very easy to communicate with the other races of the country.

Then you also said that your people are frustrated because they are governed by people who do not have their welfare at heart. Is that correct? -- That is true.

What do you mean by that? Can you elaborate on (20) that? -- I mean that various people, especially in the Magistrate's Court and things like that, you come there and you find you have got to wait for hours and hours before you are served and when you are served, sometimes you have got to pay fees for bribery and things like that for getting what you would like to have and some clerks even boast that alright we will fix that up for you, but you must do something to show me.

Are you referring now to the senior officials of the Bantu Administration Board or the junior officials? -- Both the senior and the junior. (30)

And you also said that the Advisory Boards you have in
your/...

your community do not have any power. Is that correct? -- They are useless, I said they were useless.

Do you want more power for the advisory boards? -- If the advisory boards were given power, they would say this is what we want and this is what we want and then we would understand, but they have no legislative power, they just come and talk, and talk and talk and nothing is done and it goes on like that.

Then you also mentioned to me that the older generation, they do not want this rioting, you want to solve problems (10) peacefully. Is that correct? -- Peacefully, yes.

But the young people do not want to listen to you. Is that correct? -- Yes, they are more militant, they tell us that your time is up now, we cannot have you telling us what to do, you failed to solve the problem in your time and it is our time now; these problems must be solved. That is what the younger generation is saying to us.

Do you have anything else to say? -- Well, I do feel about these ex-servicemen and also the chairman of the Ex-Servicemen's League, we feel that our privileges - (20) and we went out to help the government when there was trouble and we have in various ways and at the end we were promised that we are fighting for a better South Africa and in spite of all that we found that we are not even given a war veteran pension.

You are referring now to a personal frustration. Is that correct? -- Not really personal because there are many other ex-servicemen who actually fought and they always come to us and to me especially and they say: look here, we fought; what are we getting from the army? They all laugh at us (30) all over .. (inaudible) .. they laugh at us, they say this fellow/...

fellow went over and helped the White people in fighting and now they have only got bicycles and nothing else.

Do you have anything else to add? -- No, except that I am happy that I had this opportunity and it was very kind of the Commission.

MR COLENBRANDER: You said that you compared the education of the European and the Black man - Bantu education with European education, but can you compare your education 30, 40 years ago with the education of your son's today? Would you have considered yourself at the age of 18 to be better (10) educated than your son of today of 18? -- That is true.

Why? -- Yes, because during my time and those who were educated at my time a standard 4 man was employed in a factory and it is not so today in these days of Bantu education.

But why is it that he progressed so in your case, but your son has not progressed? What is the difference? -- I want to find out what is the difference between your education and your son's that made you well educated and your son not well educated? -- It is because I was not educated under Bantu education, I was given just general education. (20)

But there must be some reason, there must be some deficiency in Bantu education in your argument. -- Yes, I think so.

Or some advantage about the education you got. What was the advantage that you got that these boys do not get today? -- I do think that the advantage that we got during our time was that we used the official languages quite early and we learnt in English from Std. 3 upwards, but now that was stopped and these people went on, they are only introduced to the (30) official languages very late in their education.

You/...

You said that the Bantu Administration Board's officials take bribes. Have you had any experience of Kwa Zulu? -- Of Kwa Zulu, yes, I .. (inaudible) .. Kwa Zulu.

You had experience of Kwa Zulu run magistrate's offices where there are no white men at all left in the office? Have you had experience in, shall we say in Nganya(?). At Empangeni now there are no white men left in the service there. Mr Magako is in charge of the office. Have you had any experience of such an office? -- I .. (intervenes)

Say Ntwetwe or Mashabatini all run by Zulus now (10) completely and have been for a couple of years. Have you had experience of dealing with their officials? -- No, I haven't.

If I were to say to you that the bribery is just as rife in those offices, would you be inclined to argue with me? -- No, I would not because it is the lower officials that are causing all this - even here where there is no white men there, all accept this bribery, they cause the people to pay bribery.

CHAIRMAN: About the inferiority of the education that your children are receiving, have they better or a worse syllabus than you had? -- Have they got a better syllabus? (20)

Yes. -- Than the syllabus we had?

You had, yes. -- No, they haven't got a better syllabus. I do not think they have a better syllabus.

You see, I have had evidence that the syllabus is the same as that in the white schools. Could that be so? -- I do not believe that.

Well, I have it from one of the men who was responsible for drawing up the syllabus and he says the syllabus is for all practical purposes the same. What do you say? -- I would not like to believe that man because it is the results of the (30) syllabus the ones that tell me that this one has had better tuition/...

tuition than the other .. (inaudible) ... situation that some of the white boys are more alive to the situation in everything else than the African boy.

Yes, but is that due to the teaching at school or perhaps to the situation at home? -- When you really differentiate whether it is the teaching at home or the situation at home.

↙ Tell me, how many subjects did you have in, say for example, your matric? In your matric, how many subjects did you have? -- Six.

And your sons I would imagine also have six. -- In (10) the matric I think the examination is the same as for the Whites.

You think it is the same? -- Yes. Below matric is where the trouble is.

★ I see. With the junior secondary schools? -- Yes.

Or is it with the .. -- The primary and the junior secondary schools.

Yes, and the primary, the senior primary schools is that with the new change-over for the 12 year study course. Now you say the matric may be the same, but in the junior (20) secondary schools the position is not the same? -- It is not the same.

Now, were you taught by European teachers or not? In your matric, let us say. -- Yes, European teachers. And the African teachers who were there, were also sort of mingled up with these - sometimes you would find an African teacher taking this subject and then a European teacher would come and take another subject and so on.

Does that still happen in the ...? -- No.

Yes, we had the evidence here of a particular school, (30) but this is a different school, the one at Ladysmith that we had/...

had this morning. -- Yes.

St. Chads. -- Yes.

Do you know St. Chads? -- Yes.

Now St. Chads there the position is different. There you still have - I think you have seven Non-White teachers - no, 7 White and 8 Non-White. Is that correct? -- No, it is 9 White and 12 Blacks.

Well, that is the position then, 9 White and 12 Non-White teachers. -- Yes.

So there is a fair mixture again. -- Definitely. (10)

Which is of course better in that if we have this and that, the Whites and the Blacks all teaching you get really proper education.

Now what do you find the position of the schools in the cities and the towns? Have they a mixture of White and Non-White teachers? -- The schools in towns?

In towns, yes. -- No, they have only got African teachers, not White and Black.

And what is the position? Have they got sufficient? -- Sufficient what? (20)

Sufficient teachers or have they got too few teachers in the towns? -- In the urban areas each classroom is really quite congested.

Congested? -- Yes. For instance at Edendale the year before last we used to have the ratio of about 52 pupils per teacher.

We have had evidence of the situation now being about 1 to 39. -- 1 to 39?

Yes, that was in other parts of the country. -- No, not here, it cannot be 1 to 39. The mildest is 1 to 40, (30) where a school is very well staffed - 1 to 40.

Do/...

Do you think that perhaps the reason why you say that you had a better education than your children now receive, is because you had better teachers perhaps than your children? -- I would not really say because the teachers were better then, but we definitely received better education because we were fewer, the teachers used to deal with fewer pupils and they dealt with them very well and things like that.

Because the ratio was a better ratio. -- That is true.

Now your teachers in your time can you remember where they were trained? Were they trained in the same places as (10) the teachers are trained today? -- Well, some of them, as you say, white teachers they were trained overseas and some of the teachers were trained in the Cape and some of course at Adams which was one of the oldest training institutions and .. (inaudible)

Have you - and now I am talking not about the Std. 9 and 10, but you know, the junior secondary schools. Have they in the area in which you are connected with, teachers not so well trained? In other words, in the schools that you know of, are all the teachers who teach from Std. 6 to Std. 8, are (20) they all properly qualified? -- Not all.

With the 9 and 10 you think it is different? -- 9 and 10 is different.

Is in order. -- Yes.

But your difficulty is that .. -- The junior secondary school.

The junior secondary school and you want the children to get over Std. 8; when they get to Std. 9 they will be alright. -- Yes.

But you say that they are not sufficiently educated (30) because of various reasons and I shall ask you about them further/...

further. They are not well educated because in Std. 6 to 8 they do not get the right education. -- Yes.

Now one of the reasons you have mentioned to me is the fact that - two you have already mentioned. One is that the teachers are not as well qualified as they should be. -- Yes.

The second is that the ratio is not good. -- Yes.

Did I understand you correctly when you said at a certain stage that the medium of instruction is not what it should be? In other words you should not be troubled with having your teaching through more than one or perhaps more than two (10) - no, you should not have more than one or two mediums of instruction, in other words, you should have it in one language only or possibly in two, but not in three. -- That is true.

Is that right? -- Yes, that is quite right. For instance if there were some schools where pupils were more or less forced to take social studies in Afrikaans.

Social studies, arithmetic. -- Yes.

And is there another subject here perhaps? -- And science and they were forced to take them in those languages and the pupils were not happy at all because they said we (20) do not understand, sometimes we have been failing this subject in English. Then how much more now when we are given (intervenes)

If we have to take it through Afrikaans. -- Yes.

* And is that also because some of the teachers are not able to teach in Afrikaans? -- That is true. We haven't got many Africans who have mastered Afrikaans.

MR COLENBRANDER: You said that you got your education mostly - or you inferred that most of your education you got from European teachers or the men of your age. -- Yes. (30)

Now of course it is a fact well within my knowledge too/...

too, as you must realise. And you say that those men, many of them got their education or they were trained overseas. -- Yes.

What countries did they come from? -- Well, Miss Playster(?) was my class teacher.

Who was your class teacher? -- Miss Playster, she was a very good teacher.

And she was ? -- She was an English lady and Mr Lewis also was an Englishman, he had come from overseas and Mr Peacher also had come from overseas from England.

I was born and bred here too. -- Yes. (10)

I am sure by this time you have recognised me and I know your story as well as you know it. -- Yes.

Where are we going to get those trained European cultured English teachers from that helped you so? Those same people almost all of them known to me too personally. -- Yes.

(Both now speaking in a Bantu language)

Now, I am just trying to get through to him, Sir. Where are we going to get those trained people that could give you such a start in life? And they did. You remember Sidney Iwatyowa? -- Yes. (20)

I can tell you a whole lot, because education was far above any Zulus like today. -- Yes.

But he got individual attention from these skilled people. Where are we going to get these people if we do not build a body of Zulus up with that education today? That is what is puzzling me. -- No, I think we can build them up.

That is what I mean. How would we build them up but to try and try and try to bring on a corps of teachers, Black teachers, Zulu teachers to get to that standard. -- To get that standard. (30)

Yes/...

Yes. You have aspired to it, you have .. -- I have aspired to it, yes. Most of us, the people of my age and my group they all did quite a lot by hard work and they pushed themselves into it by hard work.

Shall we take Otti Nxumalo. -- Yes.

Now there is a young man and he is as good as any of you people, he has come to the top too. -- Yes, he was in my area, at Edendale.

But now how else are we going to build up this corps of high class teachers? They will have to be Zulus in (10) future because you can see you will not get an influx from England any more, except by trial and error, by giving them the people to teach and assisting them to become qualified? -- But we do need even Afrikaans teachers, good-hearted and Afrikaans teachers to help us even to master the language of Afrikaans too, as we had mastered the English.

CHAIRMAN: Thank you very much for coming to give evidence and your evidence has been very, very helpful in a number of respects about this great problem of education. -- Thank you.

NO FURTHER QUESTIONS. (20)

DR YUTAR: M'Lord, I now call Mr Bourquin.

SIGHART BOURQUIN: sworn states:

DR YUTAR: You are Chief Director, Port Natal. -- I am.

Bantu Administration Affairs Board. -- I am.

With an office here in Durban. -- That is so.

Your jurisdiction extends over 8 magisterial districts stretching along the coast from Zululand to the Transkei. -- Correct.

And including the Durban/Pinetown metropolitan area. -- Correct. (30)

Your jurisdiction comprises over 15 townships and hostels

in/...

in all. -- That is correct.

Inhabited by 205 000 inhabitants to give a round figure.

-- Yes.

Consisting percentage-wise of 80% Zulu, 15% Xhosa, 3% Sotho and the balance of 2% the others. -- That is so.

And in your area of jurisdiction you have in all 53 schools, 32 000 schoolgoing children. -- That is correct.

And the schools comprise 29 lower primary, 19 higher primary and 5 secondary. -- That is correct.

Your largest township is Kwa Mashu with a population (10) of 135 000. -- Yes.

Now we heard some evidence of some instances of unrest that took place in Kwa Mashu but from your experience - by the way how long have you been in this position? -- In the position as Chief Director since 1973, but as Director of Bantu Administration, Durban, for the past 25 years.

You have heard of some of the incidents that took place in this township. Do they come to you as any surprise, are they out of the ordinary? -- With due respect, there were no incidents at Kwa Mashu as such which I would have (20) regarded as being due to any agitation or violence. If I may just add this point, there was a march of children into Kwa Mashu from Nohlanga, but that passed without any incident, but there were no incidents as such in Kwa Mashu itself.

And you mentioned to me in consultation that normally you make provision for an amount of R500 per month for repairs and maintenance. -- That is correct.

Due to children breaking school windows - a favourite passtime amongst children, isn't it - and .. (intervenes)

CHAIRMAN: It is not something new. (30)

DR YUTAR: That is so. And other acts of vandalism. -- Yes, vandalism/...

vandalism largely.

And during the last 6 months has that figure been exceeded in any ... -- In no way.

Now, what would you - to what would you ascribe the paucity of incidents that took place particularly in Kwa Nashu Township? -- It is difficult to give one single reason. It is probably due to a combination of factors. I have given this matter some thought and have tried to analyse these factors. My own conclusion is that the relative state of peace we had was due, firstly, to the fact that our Black (10) population is a very homogeneous one. As has been already stated, 80% constitute Zulus, 15% Xhosas; but most of the Xhosas are married to Zulu women and are part of the Zulu community and there is certainly no friction or there are no problems between these two racial groups so that 95% of our population form one homogeneous mass.

That is the first reason. Secondly? -- The second reason I would ascribe to the fact that the population could be classified as a middle-class population and among this particular community and particularly among the people falling (20) into the middle age and upper age group, there is still a strong conservatism and attachment to Zulu tradition and discipline, so that they themselves are amenable to this and they exercise a fair degree of control over their children. So that when trouble erupted in other parts of the country, parents left little doubt in the minds of their children that they, the parents, would not tolerate any untoward behaviour and meetings, where held with parents' associations, school boards, headmasters, where this view was strongly expressed that they would chastise their children if they mis- (30) behaved. So there is still a strong attachment to the traditional/...

traditional disciplinary outlook. The third reason ...
(intervenes)

CHAIRMAN: Before you go on to the third. Yes.

DR YUTAR: The third reason? -- The third reason I would put down to the generally happy state of relationship which exists between the people and the authorities. Not that we have not had our problems in the past - I refer particularly to the 1959 riots - but particularly in view of the fact that we had those problems then and comparing the position which existed at that time with the situation as it exists today, (10) I would say the relationship is generally a happy one, due to the fact that it is the policy of my Board in the first instance to treat the Black people as people and not merely as Blacks and secondly, also to insist that the officers who come in contact with the Zulu people should, wherever possible, know Zulu and I would say 85% of the officers entrusted with this task have a working knowledge of Zulu. So there is a greater degree of communication and by applying legislation with a view to applying it in the least - in a way which causes the least amount of hardship, we succeed in eliminating many (20) stumbling blocks or friction points and bring about a reasonably good state of affairs. We have established channels of communication through the Urban Bantu Councils. They are much maligned, it is said that they serve no real practical purpose. I beg to differ. I think whether or not they are successful or not, depends largely on the use which is made of them. I will agree that there is dire need to give them extended powers and some functions other than purely advisory ones, this matter is receiving attention, but at the moment it is a shortfall in our dealing with them. (30)

CHAIRMAN: I do not want to take you off your line of evidence
which/...

which you are giving at the moment. Have you had any insight into what it is envisaged that the new, well, let us call them Advisory Board, the powers of the new Advisory Board is going to have? -- To some extent, yes.

Do you think that would be advantageous, that would give them not only more power, but would serve a greater purpose in the administration of the general every day living? -- Yes, I do.

DR YUTAR: In other words, you regard it as a step in the right direction. -- That is so. (10)

Right. -- But in anticipation of this development, we in this region, have already made greater use of these organisations in order to establish close contact for the purpose of assessing the views and needs of the Black people, for instance by establishing sub-committees dealing with road and rail transport. These are Black committees which meet our officials and they meet for instance the Durban Transport Management Board and the Railway System Manager's staff in order to iron out any difficulties or problems that may exist.

On that point, in other words you say there is (20) communication not only between the transport authorities and the Black leaders, but also with the community at large? -- That is so.

Because we have found in the evidence we have led in the Transvaal that when tariffs were raised by the transport officials, they communicated that to the leaders, the Black leaders of the Urban Bantu Council, they in turn did not communicate with the rank and file, who then became incensed that tariffs were raised without their prior knowledge and consent. -- No, this is one point we endeavour to watch (30) and to ensure that the widest publicity and expression of opinion/...

opinion is achieved. The Urban Bantu Councils for that reason for instance, have so-called Ward Committees where each Urban Bantu Councillor in turn has a Ward Committee at his disposal composed of members of this ward who in turn advise him and have meetings with the residents. So that there is a fair exchange of views and communication. I am handing in also a summary which sets out the procedures adopted in regard ... (intervenes)

We will come to that. Before we go further, I think it is only fair to mention that once you are speaking about (10) complete communication between the Black leaders, the authorities and the residents, there are certain councillors who in this regard have done yeoman service. I think you should mention them by name. -- Yes, I would like to do this, but at the same time I feel to do justice to their position, their actions have been influenced also by the fact that they are members of Inkatha and not only Urban Bantu Councillors and it is really in that capacity that they have served in a dual capacity. As Urban Bantu Councillors they hold the official status in the township, but by virtue of the fact that (20) they are executive members of the various Inkatha organisations in their townships, they have impressed on the people the instructions which they themselves have received from above and this point brings me back to the earlier remark I made about the degree of conservatism and desire to apply traditional discipline and adherence to an orderly way of life. At Kwa Mashu there are two persons I can single out. The one is Councillor Mrs Nguni who is a member of the Urban Bantu Council, also a shining light in the community and an office bearer of Inkatha. She wields tremendous influence by virtue of (30) the fact that she is the chairwoman of the so-called Zanokuhle Women's/...

Women's Organisation.

What does it mean? -- Make an endeavour in the - towards the good.

Trying to do that which is good. That is not my translation, it is my Learned Colleague's. -- The other person I think I might mention in this context is a man who is not a member of the Urban Bantu Council, but an influential businessman by name of Mtolo. He is a former member of the School Board, presently member of one of the school committees and also an office bearer in Inkatha. Now these people at (10) Kwa Mashu have at meetings between parents groups, teachers and others exhorted the community to remain calm, to refrain from any violence or disorder and it has been stated by them that in view of the impending take-over by Kwa Zulu of Kwa Mashu on the 1st April, this area will become theirs as it were and if any damage were to be done to property or if any disorder were to erupt, the Zulu people themselves would suffer and as it would be impossible to repair any damage by 1st April, they would be left to meet the final making good whatever the cost might be. Now to the south at Lamont, (20) we have one person I would like to mention by name and that is Councillor Mrs Ntuli who is a councillor on the Urban Bantu Council, a business woman, she runs a shop and is amongst other things, chairwoman of the Lamont Disciplinary Committee of Inkatha. She has exercised a similar influence at Lamont, our second-largest township in the Durban region, as that carried out by Mrs Nguni.

And then you have what you have referred to as the Aid Centre. Have they assisted now in establishing lines of communication in preventing unnecessary untold damage and (30) loss? -- Yes, the Aid Centre was established in terms of existing/...

existing legislation and really forms part of this communication aspect which I mentioned just now. The Aid Centre has established itself in the minds of the Bantu people as something which is really of benefit to them. It was feared originally that anybody going to the Aid Centre would be handed over to the police if he did not have the necessary documents or that he would in some way or another treat it in a harsh manner, but firstly by using officials who are sympathetic, know Zulu and do not mind how much time they spend on a problem and secondly, not only confining themselves (10) to problems arising out of documentation, influx control or the like, but taking on any problem, whatever its nature might be. They have established a tremendously valuable means of communication and have assisted in eliminating the ordinary grouses and grievances which the man in the street might have. To illustrate this point, if I may be permitted, I would like to mention one particular instance where a Mrs Shabalala at Lamont had problems with my Administration about the ownership of her house which was in jeopardy after the death of her husband. Through the normal channels the matter was (20) disposed in such a way that she was in danger of losing that house. Through her own efforts and subsequently also the trouble the Aid Centre took in investigating her case, her problems were solved, but there was one other problem concerning her brother who was an ex-serviceman but had never received his war medals. Now the Aid Centre took this matter up, something which is completely outside the normal Bantu Administration activities, they went to a tremendous amount of trouble to contact Defence Headquarters and to establish this man's war record after 30 or more years and succeeded in (30) getting these medals and the Aid Centre organised it so that

Brigadier/...

Brigadier Davis, Officer Commanding Natal Command specially went out to Lamont to present these medals. Now, whereas previously Mrs Shabalala was an enemy, as far as we were concerned, completely opposed to everything we had done, the fact that she was reinstated, that he has the prospect now of purchasing back her house because she was offered compensation, having her brother's war medals restored, she has now become a friend.

In other words, it all contributed to the establishment and maintenance of good relationship. -- That is so. (10)

There is one other reason that you mentioned to me that you have not mentioned as yet, before I come to the document, and that is in this area you were fortunate there were no outside influences intervening. -- That is my general impression.

Now let us come to these documents and the first one I want to hand in is EXHIBIT 204. Have you perhaps got a copy of this, Port / ^{Natal} Bantu Affairs Administration Board. I will hand this one in. -- I have got a copy.

Could you perhaps hand that in? -- These are five (20) copies on which .. (intervenes)

I will hand it in, but I will just get on record the details. EXHIBIT 204 is a list of statistics with regard to the Port Natal Bantu Affairs Administration Board. Schedule 1 deals with the statistics of population in schools. You there set out the various townships population, the ethnic grouping, schoolgoing children, schools secondary and the final figures. -- That is correct.

Schedule 2 gives the sport and recreational facilities that are available to all the residents of these town- (30) ships. -- Correct.

And/...

And then follows Schedule 2, there is no Schedule 3 here, but Schedule 4 deals with the channels of communication and then you also deal here, it sets out - I am not going to read it - Urban Bantu Councils, the Bantu Advisory Board, there is a Bantu Advisory Committee, a School Board, School Committees, the sports, recreation and cultural organisation bodies, welfare organisations and then .. (inaudible) .. Bantu leaders. H: The role of chief induna. Contact with the Kwa Zulu Government Service. All this contributes to an establishment of better relationship between the (10) establishment and the residents. Before I hand it in, there are some press cuttings which speak very eloquently. The first one is headed "Vandalism at school is condemned." Would you just elaborate on that very shortly? Can I just read the in paragraph, the in lead and then you can comment:

"The burning and damaging of school buildings by students or tsotsis was condemned in the strongest terms by a special joint meeting of the Kwa Mashu School Board and headmasters." (20)

- This supports the point I made earlier that there was action taken by parents and other groups in the township and in this article Mrs Nguni, Chairwoman of Zanokuhle as mentioned by name, it also makes reference to the attitude adopted by the Urban Bantu Council as such. In this connection I should have mentioned it when I gave the reasons for the relative quiet. I might also mention that in my own mind the fact that at Kwa Mashu most of the shops and I would say possibly 40% of the houses are being owned by the people or are in the process of being acquired; also has a very material effect on their (30) desire to maintain law and order and not to allow their assets

to/...

to be tampered with.

This appeared in an extract from the Natal Mercury of the 5th August, 1976. We turn now to an extract from the Daily News, 14th September, 1976, headed: 'Police arrest 150 children in Kwa Mashu.' Would you be prepared to make some comment on that? -- Yes, to us this point was important because at that time in September some 150 children from an adjoining Bantu homelands area marched into Kwa Mashu. Some 5 miles from Kwa Mashu there is the Uhlanga High School and these children marched into Kwa Mashu with the intention of (10) getting the support of the school children at Kwa Mashu to join them in this march, but they were cold-shouldered completely and told to move off. In the meantime the police was alerted and a large number of these children were arrested without any incident. Again I regard this as supporting my earlier point that the residents of Kwa Mashu as such, including their children, were not amenable to being influenced by this sort of thing.

This following extract from the Natal Mercury, 15th September, 1976, headed "285 Pupils held after march (20) on Kwa Mashu". -- This is a continuation of the police action when they were charged, but again this article makes reference to the views and attitudes of the Kwa Mashu urban Bantu Council, particularly is reference made to Mr Congo Majola, one of the councillors, and to Dr Gumede who expressed their views on the matter. This was regarded as an attempt to introduce outside influence which met with no response.

We come now to the extract from the Natal Mercury dated 17th September, 1976, and it is headed: "Two Umlazi pupils will apologise" and the inlead reads as follows: (30)

"The three day unrest at the Swelihle

Secondary/...

Secondary School at Umlazi was amicably settled yesterday when two detained students were released after 2 hours of talks between senior police officials and an Inkatha executive and Kwa Mashu urban representative."

Let us hear your comment thereon. -- The Umlazi Township is outside my area of jurisdiction and for that reason I have refrained from making any comment on the incidents which took place at certain Umlazi schools, but I would like to (10) submit this article because it bears out the point I made about the influence which certain people in official positions either as Urban Bantu Councillors or Members of the Inkatha have exercised in this regard and reference is also made to meetings between the residents and the school committees in this connection.

And in fairness to the South African Police who have come in for a lot of criticism with regard to their handling of the riots, I would like to read this portion of the extract. It reads as follows: (30)

"After the meeting with Mr Subele .."

who is he, by the way? -- He is a member of the Umlazi Town Council.

A responsible man? -- Yes.

This is what he said:

"After the meeting Mr Subele expressed his appreciation for the way the police had handled the situation. The police showed that they wanted peace .. (inaudible)

He said the two students who have been (30) released in his custody had promised to address/...

address their school to apologise for what they had done. They will tell the people that the police are their friends, and those of the public, not their enemies, he said. He stressed that law-abiding people had no right to attack the police. The police went to the school on an important mission, looking for drug sellers. The students acted very irresponsibly. He admitted that he knew that Chief Buth elezi's philosophy is non-violence, he said."

(10)

And finally an extract from the Natal Mercury, 24th September, 1976, the headline reads: "Women ruin young demo" and the inlead reads as follows:

"A march by 150 African youths was finally dispersed by several angry African women fruit-sellers at Claremont Township near Pinetown. ... (inaudible). The women helped police arrest 6 of the boys after .(?). windows had been smashed and a car slightly damaged by stones."

(20)

Your comment thereon? -- Again I am not going to speak to anything that happened at Claremont which is also outside my area and is administered by the South African Bantu Trust, but it bears out the point I made and there is a strong similarity between the attitude of the residents, that is the women fruit-sellers at Claremont and the attitude of the residents in the townships under my own control. From that point of view one cannot really separate Claremont or Umlazi/...

(30)

Umlazi from the other metropolitan urban Bantu residential areas because they obviously know what is happening in the adjoining area and the good or bad example set by one might be reflected by the other. But this is the general attitude that the women and parents as such were just not standing any nonsense and in this particular case they did not hesitate to tell a group of 150 children where they got off.

And finally I hand in as EXHIBIT 205 this document dealing with the Aid Centre Voluntary Reporters of 1976. It speaks for itself, but I just want to read one paragraph there (10) and it is on page 3, the second-last paragraph:

"The Aid Centre works in close collaboration with the two Urban Bantu Councils in Durban and with the Office of the Bantu Affairs Commissioner. It liaises with organisations such as the Bantu Child Welfare Society, Cripple Care, Mental Health, Kwasi Mama Alcoholic Centre in Kwa Mashu, the NICRO and others."

That is the NICRO, is it. Nicro deals with the .. -- (20)
Rehabilitation of criminals after release.

CHAIRMAN: The Aid Centres, just explain what they are. -- The idea of the Aid Centre was started originally with the intention to assist people whose documentation was not in order.

That is a departmental institution? -- That is right. To put their affairs in order because, if I may just elaborate for a moment, at an ordinary labour bureau where there are hundreds of people queueing up, the staff has no time to spend too much time on an individual. He is then referred to the Aid Centre where time is no object and any amount of time (30) is spent in investigating his prospects and trying to get matters/...

matters right. The other important function of the Aid Centre was also that the police would refer cases to the Aid Centre before charging a man in court, if he was apprehended without his document for instance.

Or with the wrong documents. -- Or with the wrong document. He would be referred to the Aid Centre and by this means hundreds of cases literally do not have to go to court because their problems are sorted out by administrative means, but we have expanded this matter by including any and every kind of complaint or grievance a person has. (10)

DR YUTAR: In fact I see attached to this exhibit is a schedule which makes very interesting reading if I may say so. For example the number of cases referred to the Aid Centre by the South African Police and the Inspectorate in 1976 amount to 5 854. -- That is correct.

Of whom the number referred to the Court by the Aid Centre - no, the number referred to the Court by the Aid Centre 231 juveniles, 141 under Section 29 idle and undesirable and control measure charges 1 343 and then the number referred to local Labour Bureau for employment 505. Number (20) released with warning to refer to employees 807 and number referred to district Labour Bureau 2 827. All these figures relate to males and there are similar corresponding figures relating to females and gives an indication of the amount of work, good work which ... (inaudible - background noise) .. and this all contributed to a happy relationship - may it long continue. I hand this in, EXHIBIT 205. M'Lord, I have no further questions. -- May I just make one comment. I do not know what your procedures are, but on the question of bribery and corruption by officials, may I say something? (30)

CHAIRMAN: Yes. -- Even though this follows on the evidence of/...

of a previous witness.

Well, because it does. (LAUGHTER). -- I wish to endorse the previous witness's evidence in that the problem of accepting bribes is something which happens every day and all day and is one of the most pernicious things that we come up against because it is so difficult to detect. I do not want to be guilty of exaggerating but in many cases when a person comes with his reference book to a counter where he has to be attended by a Bantu clerk, the clerk will open the reference book and unless there is a R1 note in that (10) reference book, he will close it and he will tell the man to go away and come back the following day and if there is a R1 note in it, he will receive attention.

And the note will have another owner. -- We as a Department know this is happening, but it is almost impossible to detect it because the person who has benefited by having paid the bribe and very often it is not only R1, in order to get an application for a house, it might be R40 or R50. For every one that we detect, 100 go undetected and the people who benefit by this transaction are the last people who are (20) prepared to give evidence. I merely want to confirm that this is taking place that we are fully aware of its existence. Occasionally we manage to establish the identity of the culprit and we take suitable action either by handing him over to the police for prosecution or we deal with him in a disciplinary way, but it is a most difficult practice to eradicate.

NO FURTHER QUESTIONS.

ADV. VAN GRAAN: Edele, die volgende getuie is kaptein Van Wyk, stasiebevelvoerder Plessislaer No. 45, Pietermaritzburg (30) distrik.

VAN/...

JACOBUS PETRUS VAN WYK: verklaar onder eed:

ADV. VAN GRAAN: Op 24 Julie 1976 om 04h25, Edendale Tegniese Kollege in Edendale Bantoe woonbuurt, Pietermaritzburg, was daar 'n geval van brandstigting gewees. Is dit so? -- Dit is reg.

Kan u nou voortgaan vanaf paragraaf 1 om u verslag voor te lees? -- (1) Brandstigting: Edendale Tegniese Kollege geleë in die Edendale Bantoe woonbuurt, Pietermaritzburg. Blanke personeelkamer deur middel van paraffien aan die brand gestee. Geen gepeupel was teenwoordig nie. Geen same- (10) dromming van 'n skare of optog het plaasgevind nie. Geen geweld was jeens of deur polisie aangewend nie.

Dit wil sê daar was geen persone gedood of beseer nie? -- Dit is reg.

Gaan voort. -- (2) Polisie arriveer om 04h45 op 24 Julie 1976 op die toneel. Ondersoek na die brandstigting word ingestel. Geen gepeupel of skare was teenwoordig nie. Geen hulpmiddels was aangewend nie.

Wat was die skare van die stoele, die rusbank, die gordyne en die mat van die personeelkamer wat uitgebrand was? -- (20) Ongeveer R1 000.

Gaan voort. -- Geen onluste het plaasgevind nie. Betrokkenheid van kinders of volwassenes kan nie op hierdie stadium bepaal word nie. Geen onluste het plaasgevind nie. Die verhouding tussen die Swart mense en die polisie voor en na die voorval was normaal. Geen definitiewe oorsaak wat die brandstigting tot gevolg gehad het, kon tot op hierdie stadium bepaal word nie.

Geen arrestasies is ook gemaak nie. -- Dit is reg.

Kan u nou vir ons net die geval van brandstigting (30) skets op 1 Augustus 1976?

VOORSITTER/...

VOORSITTER: Is dit die volgende een?

ADV. VAN GRAAN: Dit is die volgende een.

VOORSITTER: Ek wil net graag 'n vraag vra oor hierdie een. Dit is in die Blanke personeelkamer wat hierdie brandstigting plaasgevind het? -- Dit is reg.

Kan u sê wat die samestelling is van die personeel by daardie besondere plek, by daardie tegniese kollege? Weet u hoeveel Blanke personeel daar is en hoeveel Nie-Blank? -- Ja, ek skat daar is omtrent 20 Blanke personeellede.

En Nie-Blank? Weet u? -- Ek dink dit sal meer wees. (10)

Meer? -- Ja, eintlik sal ek sê die hoofsaaklike tutors daar is meer Blankes.

ADV. VAN GRAAN: Die volgende geval het plaasgevind op 1 Augustus 1976 om 22h45 by dieselfde plek, Edendale Tegniese Kollege, Edendale Bantoe woonbuurt, Pietermaritzburg. Kan u net vir ons meer besonderhede verskaf? -- Brandstigting: Een klaskamer van die Edendale Tegniese Kollege geleë in die Edendale Bantoe woonbuurt, Pietermaritzburg, deur middel van paraffien aan die brand gestee. Geen optogte of samedromming van 'n skare het plaasgevind nie. Geen gepeupel was (20) teenwoordig nie. Geen geweld was jeens of deur die polisie aangewend nie. Polisie arriveer omstreeks 23h00 op 1.8.1976 op die toneel.

Gedurende konsultasie het u vertel dat u die studente waarvan daar skynbaar plus-minus 700 is, of daar saamgetrek het daardie aand, toegesprek het, was dit op daardie stadium 23h00 gewees? Of was dit daarna gewees? -- Dit was net kort daarna.

Enkele dae daarna? -- Ja, 'n dag of wat daarna.

Wat het u aan die studente meegedeel? -- Ek het - (30) daar was ongeveer 600 - 700 van hulle en ek het die prinsipaal van/...

van die kollege gevra of ek met hulle kan praat en hy was maar te ywerig om dit toe te laat en ons het hulle by mekaar gehad daarso en ek was persoonlik van opinie dat 95% van hulle was baie goeie mense, lojale studente, maar ek het toe vir hulle gesê my opinie is daar is 5% van hulle op die meerderheid, sal ek sê, op die meeste, wat te blameer is vir daardie vreemde elemente want dit is iets ongewoonds daarso en daar was geen rede vir hulle om dit te doen nie. Toe het ek vir hulle gesê hulle is almal daar mense wat ambagte leer, ek sê ek het nie 'n ambag nie en ek wil graag vir hulle bietjie raad gee (10) en ook 'n beroep op hulle doen. Ek kan nie sien hoekom moet 95% vir hulle aan die neuse laat lei deur 5% nie en ek het vir hulle gesê my persoonlike opinie is daardie 5% is mense wat nie die mas kon opkom nie. Hulle het miskien nie geslaag nie of gevoel hulle kan nie die kursus maak nie en ek het 'n beroep op daardie mense gedoen en vir hulle gevra, daar is vir hulle baie potensiaal in die R.S.A. en ook in die tuislande en ek het dit vir hulle uitgewys en vir hulle gesê dat ek wil baie graag hê hulle moet ook saamwerk en daardie 5% op die meeste wat ek geskat het, ek het gesê ek hoop dit is (20) minder, maar ek het hulle gevra om dit te help uitskakel en die reaksie was spontaan baie gesond en dit was die einde van alle moeilikheid op daardie kollege.

Kan u net kortliks sê wat was die bedrag skade gewees wat daar aangerig is op 1 Augustus? -- Ongeveer R400.

Wat was die verhouding gewees tussen die Swart mense en die polisie na die 1ste Augustus?-- Baie goed.

Geen verdere vrae, Edele.

GEEN VERDERE VRAE.

ADV. VAN GRAAN: Edele, die volgende getuie is kaptein (30) Ellinckhuizen.

Ellinckhuizen/...

ANDREAS ROELOF VAN ELLINCKHUYZEN: verklaar onder eed:

ADV. VAN GRAAN: Edele, soos u kan sien is daar drie kort memo's oor drie afsonderlike distrikte voor u. Die eerste stuk het betrekking op onrus op 22 Julie 1976, 19h00 by die Inchanga Bantoeskool, distrik Camperdown. Kan u nou voortgaan van paragraaf (a) af om te lees? -- (1) Onrus: (a) 150 Bantoe seuns (koshuisbewoners) van die Inchanga Bantoeskool, daag nie op vir studietyd by skoolgebou nie. Die prinsipaal, Martin Khumalo, stel ondersoek in. Die Bantoe seuns vergader in die koshuis, die hoofprefek verwittig hom dat hulle (10) optrede in simpatie is met die Soweto gebeure. (b) Die kinders het ordelik opgetree. (c) Geen geweldpleging het daardie dag plaasgevind nie. (d) Op 23 Julie (dit is die volgende dag) 1976 daag plus-minus 80 koshuisgangers op en weier om met klasse voort te gaan. Ander dagskoliere ontvang onderrig en skool funksioneer normaal.

Weet u miskien hoeveel skoliere is daar in daardie skool plus-minus? -- Daar is volgens inligting plus-minus 700 skoliere.

Gaan voort. -- (e) Omstreeks 10h00 op 23 Julie (20) 1976 arriveer 'n kontingent polisiemanne by die skool. Die perseel was egter nie deur die polisie betree nie. Atmosfeer was gespanne, maar nie plofbaar nie.

En is die Suid-Afrikaanse Polisie ontbied deur die skool inspekteur, mnr. Ndlovu? -- Dit is reg.

Kan u voortgaan? -- (f) Geen geweld word deur die polisie aangewend of jeens hulle aangewend nie. (g) Kinders word deur die inspekteur van skole, Bantoe man Ndlovu toegesprek. Koshuiskinders wie deelgeneem het aan die onrus, plus-minus 80, word gelas om na hul tuistes te vertrek en op 31 Julie (30) 1976 terug te keer. Leerlinge wat dan terugkeer moet

dan/...

dan heraanzoek doen vir toelating tot die koshuis.

Hierdie 80 is op eie beweging na die versoek van mnr. Ndlovu, die skool verlaat? -- Hulle het geweier om skool te gaan en hulle het self geloop.

Gaan voort. -- (h) Die leerlinge het onder die toesig van lede van die Mag hulle besittings in die koshuis gepak en vertrek. Geen insidente het plaasgevind nie. (2) Die polisie was aanwesig. Geen hulpmiddels was aangewend nie. Die kinders het hulle ordentlik gedra. (3) Geen persone was deur die polisie of ander elemente gedood nie. (4) Geen persone (10) was deur die polisie of ander elemente beseer nie. (5) Geen eiendom was beskadig nie. Veld in die omgewing van die koshuis was aan die brand gestee. Die koshuis was egter nie in gevaar nie. (6) Slegs kinders betrokke in die onrus. Betrokkenheid van volwassenes kon nie bepaal word nie. (7) Die verhouding tussen die Swart mense en die polisie voor en na die onrus was heeltemal normaal. (8) Oorsaak: Koshuisgangers het gesimpatiseer met die gebeure in Soweto. Daar was ook koshuis-kindere aanwesig vanaf Johannesburg. Die koshuiskindere het dit duidelik gestel dat hulle geen griewe teen die (20) skool het nie of die onderwys of Kwa Zulu Onderwysdepartement het nie. (9) Die koshuiskindere, plus-minus 80, het op 31 Julie 1976 teruggekeer en was toegelaat om hulle studies voort te sit. Die aangeleentheid was departementeel ondersoek en afgehandel.

Edele, die tweede memo voor u is myns insiens is dit nie noodsaaklik om die hele memo te behandel nie. Dit verwys net na 'n geval van brandstigting op die nag van 7/8 Augustus 1976 by die Gabigabi Bantoeskool, Mophela Bantoe Reservaat, Hammarsdale waarin handboeke ter waarde van R400 uitgebrand (30) is. Die struktuur van die skool is hoegenaamd nie beskadig

nie/...

nie. Die Suid-Afrikaanse Polisie kon ook geen arrestasies maak nie. Ek weet nie of u verdere besonderhede daaroor wil hê nie.

VOORSITTER: Is daar iets wat u wil byvoeg oor daardie aangeleentheid? -- Geen. Ons kon niks in verband bring met die huidige probleme nie.

ADV. VAN GRAAN: Kan u die derde memorandum lees? Dit handel oor die brandstigting geval op 24 Augustus 1976 om 05h00 by die St. Albini's Skool, Ntshongweni, Hammarsdale, Natal. Dit is 'n meisieskool, is dit so? -- Dit is korrek. Die koshuisgangers is almal meisies. (10)

Ja, kan u nou voortgaan om van paragraaf (1) af te lees? -- Omstreeks 05h00 op 24 Augustus 1976 ontdek die hoofprefek van die St. Albini's School, Hammarsdale 'n brand in die St. VI klaskamer. Dit word aan die prinsipale gerapporteer. Met behulp van leerlinge word die brand geblus. Die voorval word om 10h25 dieselfde dag by die polisie aangemeld. (2) Kaptein Van Ellinckhuyzen arriveer omstreeks 10h55 op 24 Augustus 1976 op die toneel. Brand reeds geblus. Onderzoek word ingestel. Brandstof was vanuit 'n stoorkamer gesteel en oor banke in 3 klaskamers gespreinkel. Die brand het slegs in een (20) klaskamer ontstaan. In die ander twee klaskamers het brand nie ontstaan nie. Dit word vasgestel dat skoliere die brandstigting beplan het. Arrestasies was uitgevoer. Geen same-dromming van skare het plaasgevind nie. Geen gepeupel was teenwoordig nie. Geen optog het plaasgevind nie. Geen geweld was jeens of deur die polisie aangewend nie. Geen hulpmiddels was aangewend nie. (3) Geen persone was deur polisie of ander elemente gedood of beseer nie.

Wat was die skade gewees daar aangerig? -- Die banke beskadig was plus-minus R90. (30)

En wat was die verhouding tussen die Swart mense en die polisie/...

polisie na hierdie voorval daar gewees? -- Baie behulpsaam en hulle het saamgewerk.

Kan u net kommentaar lewer oor die oorsaak van hierdie voorval? -- Die oorsaak wat vasgestel kon word is ongeveer 20 skoolkinders sou op 24 Augustus 1976 uit die skool ekspeleer word omdat hulle Benzine gerook het. Hulle het besluit om die brand te stig om sodoende hulle ouers om die bos te lei. Dit sou as rede dien om hulle ouers aangaande hulle uitsetting te mislei.

By wie het u die inligting gekry? -- Dit is by die (10) persone wat aangekla was.

By die betrokkenes self. -- Ja.

Paragraaf (9)(a) -- Vyf Bantoe vrouens onder die ouderdom van 18 jaar is aangekla vir brandstigting en is op 17 September 1976 deur die Landdros te Camperdown skuldig bevind van vermelde oortreding en almal is gewaarsku en ontslaan.

En hierdie polisie wyke waar u stasiebevelvoerder is, was daar enige voorvalle na die datums waar ons nou net oor gesels het? -- Geen.

Geen verdere vrae. (20)

GEEN VERDERE VRAE.

DIE KOMMISSIE VERDAAG.
