

CADET instructors at Cape high schools are issued with guidelines on the basic tenets of intelligence gathering and how to compile information about "citizens".

The Cape Times is in possession of a secret manual containing these guidelines, which is issued by the Cape Education Department.

In a written response to questions from the Cape Times, the department said it "categorically denies that this (intelligence gathering) is required of cadets". However, it said that cadets were taught to be made aware of "matters pertaining to intelligence and security".

Pressed for further details yesterday, a CED spokesman said it was the normal duty of every citizen to pass on "sensitive information" that would prevent loss of life, injuries or other similar incidents, like sabotage.

Only a small portion, about 2.56% of the "Cadet Training Programme: Manual (1986)" concerned "Intelligence and Security" — the section from which pupils were taught the value of intelligence gathering — with most of the manual, about 72%, concerning musketry and drilling, he said.

In its introductory Std 6 lesson on the "advantages and meaning of cadets", the manual stated: "In-

tellectual and physical capability is of great importance to young people in our country. The revolutionary attack against our country has selected our young people as the target group. Young people represent the leaders of tomorrow.

"The aim of cadet training is to supply cadets with the information on the onslaught of South Africa. Cadets are taught how to combat the intellectual onslaught ..."

Information

Later, under "Intelligence and Security", the manual suggests that Std 6 boys be taught that "to be adequately prepared to react effectively against any threat or to disclose any dangerous situation by timeous and appropriate action, it is absolutely necessary that information be continuously gathered.

"Each citizen can thus be a source of information. Understanding the various types of information sought, and by whom they are sought, places the citizen in a position timeously to pass on information which comes to his attention ..."

Guidelines about the "enemy" are also given: "The enemy's aim is to overthrow the present government and create a black majority government. To achieve this the enemy must, inter alia, neutralize the SADF.

"In the light of the above it is clear that the enemy will continually make attempts to obtain information on the SADF. The ANC has had this as its proposed objective since being banned on April 8, 1960."

Guidelines for Std 7s stress the importance of information.

Apart from revision, instructors should advise that "cadets must not attempt to act as agents, but must nevertheless keep their ears open".

The notion of "James Bond-style agents" must be avoided, the manual suggests. "To realize that as collecting information in certain instances can be dangerous for the average man, cadets should not attempt to act as agents, but should rather keep their ears and eyes open and immediately pass on any information which they by chance obtain, for a follow up."

Despite the danger, cadets should realize that "any person, document, article, object, photograph, or report can yield information, and that as only the information personnel concerned are in a position to ascertain whether the information is of importance or not, members of the public should report or hand in anything that comes to their attention".

The public should be urged to "rather not make assessments (of information), but should rather report information as soon as pos-

sible".

Also in this lesson are guidelines to instruct cadets on how "hostile propaganda threatens our safety and influences the strength of the SADF".

The dangers of spreading rumours and "idle talk" were also discussed.

"When such talk takes place in your presence, you must report the person to your cadet officer or the security forces."

American youth

Instruction for the next year, Std 8, concerns the necessity of military service and the meaning of national service.

"Physical preparedness is the duty of each citizen," it states. "History provides quite a few examples. In the case of National Socialistic Germany, the physical preparedness of the whole nation was very good, because they used every opportunity by way of physical exercises, sport, etc. to improve the whole nation physically.

"Statistics show that 80% of the American youth does not comply with the minimum standards for physical fitness."

Defining the "social significance" of national service, the manual states: "It is generally considered that the Defence Force makes a man of boys. As they are denied this opportunity, women especially admire a national serviceman."

**NOT
REQUIRED TO
GATHER
INFO**

CAPE TIMES
3 SEP 1987

NO cadets were "required to operate as gatherers of sensitive information", the deputy director of education in the Cape Education Department, Dr F L Knoetze, said this week.

Dr Knoetze was responding to questions put to him by the Cape Times concerning guidelines for cadet instructors as contained in a manual issued by the CED.

Pupils were not taught from the manual, he said.

"The manual contains guidelines for instructors, it is not a textbook for cadets. The instructors (cadet officers) are teachers who are able to adapt the material provided as a

guide to the needs of the lessons to be taught."

The manual was drawn up by a "joint inter-departmental cadet committee" and the CED was aware of its contents, he said.

"The manual is available to all schools with cadet detachments."

Asked whether the document was not in part aimed at teaching pupils to gather information about citizens and pass this on to the authorities, Dr Knoetze said: "The department categorically denies that this is required of cadets.

"The relevant section is intended to make cadets aware of matters per-

taining to intelligence and security, terms which they come into contact with in everyday news, and which will be of importance to them when they enter adult life and employment.

"Cadet training is educational, not operational. No cadets are required to operate as gatherers of sensitive information."

Pressed for further comment, a CED spokesman said the guidelines that cadets "pass on any information which they by chance obtain" related to "the normal duty of all citizens to report matters of a sensitive nature" or information that would prevent possible loss of life or injury.

SCHOOL CADET TRAINING

The cadet system gives pupils the opportunity to prepare themselves for their role in the task of national defence — a task which is the responsibility of every citizen. It serves both to put national service in perspective and to ease the transition from school to the military. Participation in cadet training can also be meaningful for the personal development of the pupil and provides advantages and opportunities which cannot be attained in any other way.

Schooling plays a vital part in preparing the complete human being for the life which awaits him. Cadet training forms a part of this preparation because the defence of our country is one of the responsibilities of all male citizens and is thus a reality of all our lives.

Mental and physical preparedness is of great importance to our youth. The revolutionary onslaught being conducted against South Africa has our youth as a particular target. Not only is the youth of a target country relatively more vulnerable to the blandishments of revolutionary propaganda than the adult population with its experience of the realities of life, the youth also represents the generation which will be in control tomorrow.

The purpose of cadet training is to prepare and inform our youth about the nature and scope of the revolutionary onslaught. They learn not only to defend themselves but also how to repel the mental onslaught. Part of this is discovering nature during camps and bivouacs. The experience of nature brings one to a profound awareness of God's omnipotence and brings one into a direct relationship with God and His creation.

Cadet training provides the opportunity for each cadet to excel and to develop his particular skills and talents and take part in activities which can be meaningful and satisfying. It also offers opportunities to experience leadership and to enhance self-knowledge. It is up to the individual cadet to exploit this opportunity to the full.

Military Orientation

Cadets are a military orientated organisation. The uniform worn by cadets corresponds to that of our soldiers who are fighting on the border. The cadet thus in a sense represents these soldiers when he puts on his uniform. Together with his uniform he also puts on all the military traditions and usages. Cadets also learn some of the basics of military life, which gives them an advantage during their National Service over those who did not enjoy this training — easing the transition from school to life in the military.

Discipline is an important aspect of being a soldier and therefore provision is made for drill and related training in the cadet training programme. A cadet in uniform represents this discipline. The discipline learned by a cadet also has a personal meaning to him as it results in the development of self-discipline. Parade ground work — drill — is also an illustration of the fact that group action taking place on a co-ordinated basis ensures success. The parade ground also teaches pride in self.

The cadets are given the opportunity to take part in military activities, to handle military equipment and to develop skills in this field. Adventure is an important part of the activities during cadet camps and bivouacs, facilitating both general character development and the painless absorption of some basic semi-military skills. Cadet officers are men with military experience and training who provide good leadership to the cadets. The cadet therefore has the opportunity also to get to know his teacher in the role of a military officer, further easing the later transition to military life.

Much of the Std 6 syllabus is repeated in Std.7. The definition of the enemy and his (her?) machinations are made clearer. They learn about the 'importance of enemy propaganda, and how it places our security in danger (p.57) The enemy can be revealed by any person, document, article, object, photograph or report, and they should therefore 'report or hand in anything that comes their attention' (p.57)

'Cadets are warned that the collecting of information can be dangerous... but so is withholding information'

Only the expert or specialist can assess this information. The fact that having in information presumably demands some sort of assessment is ignored. Cadets are warned that the 'collecting of information can be dangerous' (p.58), but then again so is the 'with-holding of information'. What paranoia this invokes in the mind of

a susceptible adolescent one fails to imagine!

The propaganda of the enemy it appears is aimed at:

- destroying faith in the cadet, his land, his people and his leaders;
- creating the impression that there is no need for war and that a complete victory over them is impossible
- discrediting the army... in this way the enemy has succeeded in having economic pressures placed on us (p.60)

In order not to play into the hands of the enemy, cadets must be aware of the dangers of 'boasting, idle talk and rumours.'



'The propaganda of the enemy is aimed at creating the impression that there is no need for war ...'

STD EIGHT

There is a significant change in attitude towards the cadet in Std 8 - which, considering that this is the year he registers for national service, is not surprising. New sections emerge in the training components of the syllabus, including: the necessity of compulsory military service (1); the meaning of National Service (1); Map reading and navigation (5); and protection of hearth and home.

The cadet is clearly seen at this stage to be part of the SADF. No longer does one read of the enemy - it is now our enemy.

The cadet learns that the government is responsible for (a) maintaining law and order, which is the task of every citizen; and (b) see-

ing to it that the individual is not exploited (p.1) To achieve this, 'each civilian must be trained properly ... physically and spiritually'. It is 'our duty to see that we are prepared, since each civilian is threatened. The government has the right and power to use anything against the aggressors. Since this right is granted by the population, they therefore have the right to claim obedience and co-operation from the population, and military service (p.1) The question of who has selected the government is not addressed honestly, and the identity of the 'aggressors' is equally vague. Cadets are told that 'some governments look with envious eyes at the resources of other countries' (p.2) It seems that 'they' achieve what they want by creating 'a revolutionary climate through getting people to create violence'; and inciting 'people not to do military training' because 'a person who is not able-bodied cannot resist any aggression.' 'The strongest will survive.'

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