

2. YOUTH AND SCHOOLS

1. Input on the role of teachers and what is expected of them in the promotion of Christian National Education in SA schools. (See attached documents.)
2. Simulation game on Veldschools, followed by an assessment, and by an attempt to isolate some ways of addressing the problem of militarisation in schools:
 - initial determining and creation of channels of contact with high school students;
 - creation and distribution of information on:
 - cadets;
 - Veld schools;
 - registration.

As next year (1985) is International Youth Year, it was felt that COSG should look more seriously into youth matters, and should initiate the following:

Making contact with:

- as many youth groups as possible; get to know their structures;
- teachers and final-year teaching students (through Education Faculties and NEUSA);
- church structures, e.g. SCA and other affiliated youth groups;
- parents and parents' organisations in schools and churches.

To do all of this COSG needs to try to:

- build up education/information programmes (talks, videos, slide-tape shows, etc.);
- launch a campaign through ECC early next year aimed specifically at scholars, focusing on cadets, Veld schools and registration;
- advertise COSG's facilities to other organisations (Black Sash, women's groups, etc.), church education groups, school contacts, etc., in an attempt to make COSG known as an information centre and a back-up service for scholars.

Attached documents:

1. "Veldschool Schoemansdal" (printed sic.).
2. "Proposal for Development of 'Right Living' Syllabus in 'Indian' Schools".
3. Northview High School, Youth Moral Preparedness, Std 8, Citizenship.
4. "Citizenship" (Suggested Std 10).

DOCUMENT 1

VELDSCHOOL SCHOEMANSDAL

INSURGENSIE

The onslaught against South Africa is a total onslaught. An onslaught that is 80% psychological and 20% physical. We also talk about two fronts. The onslaught on norms, values, culture, religion, etc. belong to the psychological onslaught. The onslaught on S.A. has intensified violently in the last decade. The R.S.A. is nearly isolated on all levels today, without allies and with many enemies. How do we know all this? The S.A.D.F. monitors 16 radiostations today that broadcasts negative propaganda against South Africa. They are Radio Zambia, Radio Da-res-Salaam, Radio Nigeria, Radio Ghana, Radio Moskou, Radio Peking, B.B.C., Voice of America, Radio Deutsche Welle, Radio German Democratic Republic (D.D.R.), Radio Uganda, Radio Botswana, Radio Angola, Radio Brazzaville Kongo, Radio Mozambique and Radio United Nations.

Like it has been said before, this is a total onslaught with the following main themes:

- Military
- Economical
- Ideological
- Political
- Apartheid
- Racism
- Religion
- Colonialism

There are basically three factors in insurgensie:

1. It first deals, with the destroyer or enemy (insurgent) that is behind the attack. (Who supports SWAPO, ANC, PAC, MPLA, FRELIMO ? etc.)
2. Secondly it is an attack or threat or complete annihilation.
3. It thirdly deals with a target group or groups at which the attack is aimed. All the isms can be seen as the insurgent. This is a struggle of light against darkness (Efesians 6:12). Angola and Mozambique are examples. To overthrow the existing order. Chaos and anarchy are the breeding grounds for the Anti-Christian forces.

Thompson describes it in three phases:

1. Building up phase (mobilization weapons etc.)
2. Guerilla phase.
3. Insurgensie phase.

METHODS OF THE INSURGENT

A. AMPUTATION

1. Boycotts (Sport, weapons, economical)
2. Isolation
3. Salami (Slice by slice to give in a bit by bit - can always set it right later)
4. Conversational distortion (Lies - double standards today in the world - World Council of Churches - support for the Marxist groups eg. SWAPO, of anti-Christian movement.)

B. SELF PARALYSIS

1. Trojan horse (infiltration)
2. Smear techniques (leaders e.g. (Information Scandal)
3. Wedge technique (To drive a wedge amongst the various peoples in South Africa)
4. Quicksand (Eg. Coloured problem)

WHO IS THE TARGET GROUP?

The youth is the priority target - the youth is also more vulnerable for new ideologies. Destroy all moral norms (pornography destroys the family image - promotes divorces - free love - Unisex - Certain music is there to influence and destroy the youth.)

TO WHAT EXTENT HAS THIS BREAKDOWN PROCESS BEEN SUCCESSFUL

Tjou en Lai already mentions in 1963 of the use of drugs as a weapon against the Americans. 60% of the U S A soldiers in Vietnam used drugs (Marihüana) Four out of every five that were killed in battle had dagga in their possession. 23% was Heroin dependants. In Holland the moral ethical standard has deteriorated tremendously in the last decade.

WHERE DO WE STAND IN SOUTH AFRICA

1. The whites in S.A. are expendable.
2. Black majority rule is non-expendable.
3. Racist anti-white revolution.
4. In the struggle between U.S.A. and Soviet Russia to gain the power of Africa, South Africa is the scapegoat for both.

HOW CAN WE DEFEND OURSELVES?

1. PHYSICAL PREPAREDNESS

- A. Good and safe economical country.
- B. Strategic position
- C. Safety of the Country
- D. Proficiency
- E. Self efficiency.

2. MENTAL PREPAREDNESS

- A. Complete involvement - all races - all levels of society.
- B. Desire to survive (continue to exist)
- C. Motivation
- D. Patriotism
- E. Preservation of the community
- F. Purpose conscious
- G. Faith in God - True Faith.

1 Samuel 17 v. 26

1 Samuel 17 v. 42 - 47.

DOCUMENT 2

PROPOSALS FOR DEVELOPMENT OF "RIGHT LIVING"

SYLLABUS IN "INDIAN" SCHOOLS

A. CITIZENSHIP

STANDARD 6

1. SOUTH AFRICA. Its size, beauty and richness. How its children should and may show their love for South Africa.
2. The symbols of our loyalty and pride.
 - a. The national flag.
 - b. The national anthem.
 - c. The coat of arms.Their composition, content, significance and use.
3. Our national festive days.
Historical connection.
Suitable ways of celebration.
Our duty in respect of each one.

STANDARD 7

1. The strategic position of South Africa in respect of Africa and the rest of the world.
2. Our national heroes and the message of their life.
Nameless heroes.
School heroes.
3. Our national monuments.
Historical background.
Our duty towards them.

STANDARD 8

1. The population make-up of South Africa. Common bonds.
Demands made on the inhabitants by the make-up.
How good relationships may be built up.
2. Rules and laws in the family, school, the group, the community, the team and the state.
Their function, origin and value. Results of negation.
3. Industrial legislation and apprenticeship.
Employment Bureau of the Department of Labour.
4. Franchise, civic duty and civic rights.

STANDARD 9

1. South Africa's task in the world.
2. The necessity of good relations between the population groups and how this may be effected.
3. The Bantu:
His inheritance and task.
Tribal customs and usages and the inculcation thereof in their youth.
Dangers of detribalization.

Our task of christianisation.

The place and task of the developing and developed Bantu in the homeland and elsewhere.

4. Our inheritance and our heritage.

STANDARD 10

1. The wonder of partnership.
2. The organisation of the defence force.
3. The rights, duties and privileges of a citizen of South Africa.
Franchise and what an election comprises.

DOCUMENT 3

NORTHVIEW HIGH SCHOOL

YOUTH MORAL PREPAREDNESS

STD 8

CITIZENSHIP

Citizenship is the broad topic which we are going to follow in our Youth Preparedness-programme this year.

DEFINITION OF CITIZENSHIP

Before looking at the different aspects of this concept we call citizenship we should define the word, "citizen". As adult citizens of tomorrow's South Africa, this is important to you all. The Concise Oxford English Dictionary defines the word "citizen" as "a member, native or naturalised, of a state." Other related words are - civic, civilian, city, etc.

They all owe their derivation to the Latin words - civis - a citizen
and civitas - a state.

A nation or state grants certain rights and privileges to its citizens and demands certain duties from them. Protection while travelling or living abroad is one of these rights. The value and conditions of citizenship change from nation to nation.

HISTORY OF CITIZENSHIP

The idea of citizenship is by no means new. Consider the Greek city-states. (Examples are Athens and Corinth). In Greece at this time citizenship was granted to males of many classes, also to a few foreigners and freed slaves. Citizenship was also important to the people of ancient Rome.

Discuss: (i) The Greek city-state and the role of its citizens.
(ii) The Romans and citizenship rights - what does S.P.Q.R. stand for?

CITIZENSHIP IN SOUTH AFRICA AND WORLD TODAY

After the 17th century when some kings made many small states into nations, the peoples of these states began to think of themselves as citizens of these nations as well as subjects of the king. In modern times South Africa and every other country provide ways of becoming a citizen. For most people citizenship is a matter of birth. Most people place a high value on keeping their citizenship. Citizens owe loyalty to their country. In return they are granted many rights and privileges.

CITIZENSHIP DUTIES

Some duties are:

1. MILITARY SERVICE is a citizenship duty for young men in most countries.
2. A citizen may be called upon to serve as a member of a jury.
3. It is a citizen's duty to obey the law.

Discuss: (i) The duties of a citizen.

Add to the above.

What does citizenship entail?

N.B. The Department of the Interior has listed ELEVEN duties for a citizen.

(ii) What is a good citizen?

- (iii) Aliens - many countries, including South Africa, grant citizenship rights to aliens upon certain conditions - what are they? - What is this process called?

CITIZENSHIP RIGHTS

Some examples are:

1. The right to vote.
2. The privilege to share in the country's natural resources.

Discuss: (i) Add to the above and discuss within your group.

N.B. The Department of the Interior has listed EIGHT rights for a citizen.

- (ii) There are often cases reported on television or in the press of citizens of South Africa (and of other countries) who are in need of their government's protection when they are in another country, e.g. the crew of the yacht JULIE II, of whom one member was the South African girl, Charlene Hollis of Cape Town.

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