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THE NECESSITY OF COMPULSORY MILITARY SERVICE

STD 8

1. Aim : To get cadets to understand the necessity of compulsory military service.
2. Aids : Pen/pencil and notebook (cadets).
3. Contents of Lesson :
 - 3.1. Military service in the RSA
 - 3.1.1. Functions of a government, applicable all over the world.
 - 3.1.1.1. A government is responsible for seeing that law and order is maintained. This is not solely the responsibility of the police and the armed forces, but a task of each and every person. Think of the protection of your own home (burglar proofing etc.)
 - 3.1.1.2. The government must see to it that the individual is not exploited (economic), health services, etc.
 - 3.1.1.3. To bring about the above :
 - 3.1.1.3.1. The government must see to it that each civilian is trained properly, not only in a physical way but also spiritually. It is not the government which is threatened (they are only representatives selected by the population) but each civilian. Therefore it is our duty to see to it that we are prepared.
 - 3.1.1.3.2. Notwithstanding the economic system used in the country, the government has the right and power to use anything in its power against aggressors. As this power is given to them by the population, it follows that the government has the right to claim obedience and co-operation from the population, also in military service.
 - 3.1.1.3.3. The motivation for this service lies in the human's philosophy of life, that is what he believes about life, his place in this context and the aim of life. Without such a philosophy you can have no ideals outside of yourself, thus you must be forced to be of service to a cause which is greater than your own interest and personal freedom.

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- 3.2. The necessity of military service in the RSA today.
- 3.2.1. Although all governments strive to live in peace and harmony, realities from the history of the world cannot be ignored.
- 3.2.2. Just look at the envy surrounding you, (e.g. sport, financial, etc). You must agree that some governments look with envious eyes at the resources of other countries. (They might even desire those resources as we desire things that belong to others.)
- 3.2.2.1. There are different ways in which to achieve what they want, e.g. by creating a revolutionary climate through getting people to create violence.
- 3.2.2.2. To incite people not to do any military training. A civilian who is not able-bodied cannot resist any aggression.
- 3.2.2.3. "The strongest will survive." Therefore we must be prepared physically and spiritually.

3.3. The government's responsibility to young men.

- 3.3.1. Young men are on their way to becoming an adult, thus they still need to be educated. Military service is a part of this education, especially of physical ability.
- 3.3.2. The aim of physical forming is to inspire young men to be able to accept their responsibilities as human beings.

3.4. Responsibilities of physical preparedness.

3.4.1. Introduction

- 3.4.1.1. Everything we do is done by our whole person and not only a part of it. Physical fitness thus involves the entire body, and is a prerequisite for physical preparedness.
- 3.4.1.2. A human being functions as a unit. Physical tiredness affects the whole functional life of a human being. If you don't believe in the cause you are working for you cannot be able-bodied.
- 3.4.1.3. Physical preparedness is the duty of each citizen. 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. That is why President Kennedy said "Thus, in a very real and immediate sense, our growing softness, our increasing lack of physical fitness, is a menace to our security."

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- 3.4.2. Capabilities in connection with dangers against the RSA.
- 3.4.2.1. Dangers which require individual preparedness: Each individual in the country is exposed to sorts of dangers. As violent crimes are increasing daily, it is important that each person should be prepared to combat any personal attack. Physical preparedness is therefore essential for personal security.
- 3.4.2.2. The requirements for physical preparedness:
- 3.4.2.2.1. Endurance
- 3.4.2.2.2. Muscular strength
- 3.4.2.2.3. Agility
- 3.4.2.2.4. Quickness (of action) and suppleness.
- 3.4.2.3. Qualities of Character.
- 3.4.2.3.1. Fighting spirit.
- 3.4.2.3.2. Co-operation.
- 3.4.2.3.3. Ability to relax.
- 3.4.2.4. Physical fitness.

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LESSON : THE MEANING OF NATIONAL SERVICE - (STD 8)

1. Aim. To make the cadets familiar with the meaning of National Service.
2. Aids. Notebook and pen/pencil, overhead projector and transparencies (optional).
3. Contents of lesson. Every cadet can benefit personally from National Service.
 - 3.1. Direct personal benefits
 - 3.1.1. Personality development
 - 3.1.1.1. National service brings self-knowledge. Under difficult conditions, tension and pressures one arrives at a better insight into one's own nature and learns to know and come to terms with one's capabilities and limitations.
 - 3.1.1.2. Prior to the experience of National Service one is inclined to have a rather egocentric attitude - everything revolves around oneself. During National Service, national servicemen learn not only to work together with others, but they realise that their own well-being is linked to and dependent upon the people around them.
 - 3.1.1.3. Human relations are particularly significant in this period. The cadet learns that he cannot isolate himself from his fellow men and that he is dependent upon them for combined results. When people live and work together - sometimes under difficult conditions - it is not possible for people to maintain a facade.
 - 3.1.1.4. Other personality traits developed are responsibility, leadership and insight. When one learns to accept responsibility for the lives of the people around one and for executing one's orders correctly, this must of necessity mean something. Similarly, the leadership qualities of national servicemen are developed. Soldiers also acquire an insight into problems and, hence, learn to handle any problem situation systematically - whether these be human relations, physical or general problems. The great benefit is the very fact that national servicemen throughout their period of national service are confronted by situations and things they might not like much but which cannot be avoided: these have to be faced squarely and dealt with. If one had a choice, as is the case in civilian life, one would avoid such things and accordingly never learn to face these problems and overcome them.

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3.1.2. Practical Personal Gains

- 3.1.2.1. Discipline. Discipline, a very important aspect of any person's life, is much more than being compelled to conform to rigid rules. It is a personal attitude and realisation that true freedom can only exist within certain restrictions - it is the necessity of subjecting oneself to a specific orderly framework of action. The self-discipline that is engendered is of the greatest value to men for the rest of their lives, in their studies, at work, etc.
- 3.1.2.2. Self-confidence. If one learns to handle the problems, obstacles and conditions facing one, this must of necessity give one self-confidence. One does things which surprises one, which one never thought one could do or achieve. One learns that man is able to do things and overcome problems which one never before thought existed. In one's relations with one's fellow men one also develops self-confidence because one is accepted for what one is. One never needs to pretend and one can only be oneself. One learns to communicate and express oneself more effectively.
- 3.1.2.3. General
 - 3.1.2.3.1. Judgement. Under these conditions a person's judgement must develop. Often a decision must be made or independent action taken. One learns to evaluate a situation and take a well-considered decision.
 - 3.1.2.3.2. Independence. For many it is also the opportunity to act independently for the first time and take decisions concerning personal finance, how they are going to spend their weekends, how they are going to get home, the company and friends they choose, etc.
 - 3.1.2.3.3. Self-confidence. The national servicemen also develops physical self-confidence in that he discovers the capabilities and limitations of his body. He is also able one day to protect his home and family. He can handle a firearm confidently and in general he becomes physically ready.
 - 3.1.2.3.4. Problem Solving. The national serviceman also learns to solve problems and to organize as, where many people gather, organisation - formal or informal - is necessary. This experience is of inestimable value.

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- 3.1.2.3.5. Pride. He also cultivates a pride in his country and his uniform. His attitude reflects his inner convictions and self-confidence - also valuable character traits in civilian life. Just think how you will change from the first day you enter the Defence Force to the day you complete your training after two years - look at the first arrivals from the new intake, and compare yourself with them.
- 3.1.3. Knowledge. Over two years considerable knowledge has been passed on to the national serviceman; national and world events, warfare, armament, the situation of revolutionary warfare in South Africa, etc. All these things have become part of his store of knowledge. He has learned to know places which previously he had merely heard of in passing.
- 3.1.4. Spiritual Development. A period of two years under such conditions must also entail spiritual growth for everyone. There are times where one realises that one cannot continue any longer under one's own steam; when one realises for the very first time that one's life and all that one is and has are in God's hands. One learns in practice to become dependent on God for strength, protection and for everything one does. This is why great pains are taken in the SA Defence with pastoral care. A Chaplain's service covering virtually all denominations serves one's spiritual needs and coffee bars, Chaplain's Periods and Public worship are conducted regularly for the spiritual welfare of soldiers.
- 3.1.5. Social Significance. National service may virtually be regarded as a modern initiation school. It is generally considered that the Defence Force makes a man of boys. In between the tears and reproaches of loved ones, every national serviceman is nevertheless admired and those who have already completed national service enjoy a particular status in their family circle and in society. As they are denied this opportunity, women especially admire a national serviceman.
- 3.1.6. Sport. In the field of sport the Defence Force provides for the needs of every sportsman. New types of sport may be learned - and coaching is of the best. This is why some of South Africa's best sportsmen and women have discovered their talents in the Defence Force and developed them fully there. Provision is made not only for achievers but members are encouraged to learn a sport and develop it even if they are not champions, for instance by way of group sports, social volleyball matches, etc.
- 3.1.7. Experience Gained by Qualified National Servicemen. Where possible qualified national servicemen are employed in line with their professional expertise and experience and in accordance with Defence requirements. The Defence Force contributes to community development by providing these national servicemen with opportunities to gain professional experience.

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- 3.1.7.1. Medical practitioners, dentists, veterinary surgeons, engineers, architects, lawyers, etc., develop their professional knowledge and experience. In this way engineers, for example, who have gained applicable experience during their period of national service can register earlier as professional engineers.
- 3.1.7.2. Indentured apprentices used within their trade are granted a reduction of nine months of the period of national service. Apprentices and artisans often gain experience of sophisticated equipment during their period of national service, which enlarges their personal experience considerably.
- 3.1.7.3. The employment of members of other careers such as clerks, storemen, chefs, during national service can have great importance for their careers outside the Defence Force.
- 3.1.8. Positive Effect of National Service. The period of national service has had the following additional benefits for many servicemen:
- It provides many national servicemen with the opportunity of planning their future and obtaining clarity on their choice of career.
- 3.2. Indirect Personal Benefit
- 3.2.1. The SADF provides an environment in which solutions can be found. The future of a cadet is directly linked to events in and the future of the Republic of South Africa. In order to ensure a future for our land and our people it is necessary to create a subversion-free climate where solutions for our country's problems may be found. The SADF ensures the safety of our country and the continuation of such a climate. The contribution which a cadet makes to the Defence Force, is an investment in his own personal future and ideals.
- 3.2.2. Other Indirect Benefits
- 3.2.2.1. Love. A national serviceman acquires a love and appreciation for that which is his. Only when certain benefits and liberties are no longer open to him does he realise how much they mean to him.
- 3.2.2.2. Significance. A national serviceman's relationship with his loved ones, his home, his education all acquire deeper significance. A friendly dining room with his family around the table become the subject of loving dreams. Things regarded as commonplace become something to look forward to.

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PROTECTION OF HEARTH AND HOME - STD 9

LESSON 2

1. Aim. To give hints on further preparedness.
2. Aids. Pen/pencil and notebook (cadets).
3. Contents of lesson

3.1. Hints to Further Preparedness

3.1.1. Musketry and Weapon Handling

- 3.1.1.1. Ensure that you and the members of your household master the art of shooting. Regular target shooting in the yard will soon become generally known and may deter a potential enemy.
- 3.1.1.2. Always ensure that your personal weapon is close at hand so that it can be used immediately and successfully. It is also desirable to put a clamp in your motor vehicle to secure the weapon. It must however be in such a position that the weapon is within easy reach.
- 3.1.1.3. Always ensure that your personal weapon is serviceable at all times. Check and clean it regularly.
- 3.1.1.4. Only weapons not used should be locked up. Keys for the locks must be kept in your personal possession. At least two members of the household must be in possession of keys so that the weapons are quickly available when needed.
- 3.1.1.5. Carry your weapon when the situation requires it. Initially it will be uncomfortable but later it will become a habit - a very good habit. Make sure your weapon is safe wherever you leave it.
- 3.1.1.6. Never play with the weapon. It was manufactured with only one thing in mind and that is to kill.
- 3.1.1.7. In the veld, always carry your weapon ready for use until such time as you are sure that the immediate area is safe.
- 3.1.1.8. When you stop at a gate, take your weapon with you when you open the gate. If there is another person in the car, let him protect you with his weapon.

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- 3.1.1.9. Select firing positions for yourself and the members of your household beforehand. Ensure that you have good arcs of fire to obtain all-round defence. Shrubs/trees should be pruned so as not to hamper visibility. Know the ranges to different cover which the enemy can use.
 - 3.1.1.10. Practise using your weapon quickly. Do this regularly during the day as well as at night.
 - 3.1.1.11. Shoot so as to hit the target. Remember the enemy may have more ammunition than you have. Aim properly and preferably at the belt.
- 3.1.2. Do's and Dont's
- 3.1.2.1. Do not follow the same routine daily, eg :
 - 3.1.2.1.1. Do not visit cattle-pens at set times.
 - 3.1.2.1.2. Do not drive to town at set times and days.
 - 3.1.2.1.3. Do not use the same route/road on the farm every time.
 - 3.1.2.1.4. Do not sit in the same place on the verandah every evening.
 - 3.1.2.1.5. Do not sleep in a place where you can be seen from the outside.
 - 3.1.2.2. Do the following daily
 - 3.1.2.2.1. Go on an inspection tour of the yard, out-buildings, water points and boundary fences to check for foreign footprints, etc.
 - 3.1.2.2.2. Keep the gates which give entrance to the property locked.
 - 3.1.2.2.3. Keep the doors, at the very least the guaze doors, and windows of the house and out-buildings locked.
 - 3.1.2.2.4. Draw the curtains before switching the light on in the house, not afterwards.
 - 3.1.2.2.5. Every evening check if doors and windows are closed and locked.
 - 3.1.2.2.6. Always ensure that all members of the household, as well as visitors, are conversant with the safety measures.

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DISCIPLINE AND LEADERSHIP - STD 10

LESSON 3

1. Aim. The cadet must understand that discipline and leadership cannot be separated. Leadership inspires discipline. Sometimes, however, it is discipline which brings about effective leadership.
2. Aids. Pen/pencil and notebook (cadets).
3. Contents of Lesson
 - 3.1. Revision of objectives Stds 6 to 9.
4. Pupil Activity
 - 4.1. Test the knowledge of the cadets.

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ORGANIZATIONS IN THE SADF - (STD 10)LESSON 1 : ORGANIZATION IN THE SADF

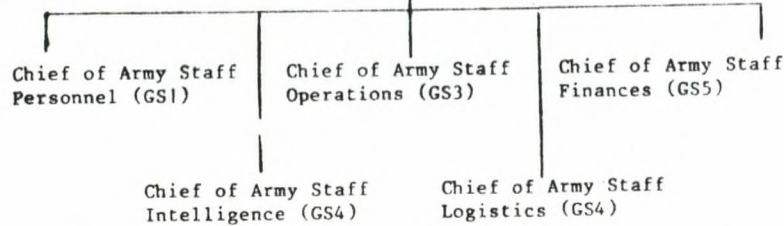
1. Aim of the Lesson. To teach cadets how the SA Defence Force and units of the Defence Force are organized in order to execute functions effectively.
2. Training aids. Blackboard and chalk/felt tip pens; diagrams of the various organizations; cards with the various component names of the organizations; diagrams of the command and service channels; Transparencies of the various organizations, command and service channels; overhead projector; pointer, pencil/pen and notebook (cadets).
3. Contents of Lesson.
 - 3.1. Preliminary Arrangements. Confirm that the organization has been amended. If amended accordingly.
 - 3.2. Revision. Do revision on the following :
 - 3.2.1. The composition of the SA Defence Force in broad outline
 - 3.2.2. Basic composition of an Army Command.
 - 3.3. Introduction.
 - 3.3.1. Each organization is organized to function effectively. If each person that works for an organization knows the organization and how it functions, he or she will also know where he/she fits into the organization and what is expected of him/her. Lastly, everybody will know how he/she can benefit from the organization.
 - 3.3.2. Units with similar functions are organised similarly to ensure that members who are transferred from one unit to another will fit in with their new unit without difficulties and within a minimum of time. For all practical purposes the organization of an Infantry Battalion can be considered as the basic unit organization in the SA Army. It is necessary to make cadets aware of the typical unit organizations so that they will adapt more easily during national service. The said organization also determines a command and control structure as well as service channels. This must be known and understood by all members to enable everybody to function smoothly and in harmony with the other members.
 - 3.4. Composition of SA Army Headquarters in broad outline.

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3.4.1.

C Army (Army HQ)



3.4.2. Chief of the Army is responsible for the training, administration and operational deployment of all army formations and units. The above sections assist C Army in this regard.

3.4.3. There are also different directorates to help with the execution thereof i.e. :

Director Planning
 Director Man Power
 Director Operations
 Director Logistic Staff
 Director Projects
 Director Training, to name just a few.

4. Pupil Activity

- 4.1. What are C Army's responsibilities?
- 4.2. Name the 5 staff sections.
- 4.3. Name 5 corps directorates.

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ORGANIZATIONS IN THE SADF - (STD 10)LESSON 2 : ORGANIZATIONS IN THE SADF

1. Aim of the Lesson. To teach cadets how the SA Defence Force and units of the Defence Force are organized in order to execute functions effectively.
2. Training Aids. Blackboard and chalk/felt tip pens; diagrams of the various organizations; cards with the various component names of the organizations; diagrams of the command and service channels; transparencies of the various organizations, command and service channels; overhead projector; pointer; pencil/pen and note-book (cadets).
3. Contents of Lesson
 - 3.1. Preliminary Arrangements. Confirm that the organization has not been amended. If amended, accordingly.
 - 3.2. Revision. Do revision on the following :
 - 3.2.1. Composition of Army HQ.
 - 3.2.2. Responsibilities of Chief of the Army.
 - 3.3. Introduction
 - 3.3.1. Each organization is organized to function effectively. If each person that works for an organization knows the organization and how it functions, he or she will also know where he/she fits into the organization and what is expected from him/her. Lastly, everybody will know how he/she can benefit from the organization.
 - 3.3.2. Units with similar functions are organized similarly to ensure that members who are transferred from one unit to another will fit in with their new unit without difficulties and within a minimum of time. For all practical purposes the organization of an Infantry Battalion can be considered as the basic unit organization in the SA Army. It is necessary to make cadets aware of the typical organizations so that they will adapt more easily during national service. The said organization also determines a command and control structure as well as service channels. This must be known and understood by all members to enable everybody to function smoothly and in harmony with the other members.
 - 3.4. Exemption Boards.
 - 3.4.1. The Minister of Manpower can appoint, from time to time and in conjunction with the Minister of Defence, one or more exemption boards.

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- 3.4.2. The overall aim of the exemption boards is to consider all applications for exemption or postponement of national service.
- 3.4.3. All exemption boards are autonomous bodies and consist mainly of senior officials from the Department of Manpower, but the SA Defence Force is also represented.
- 3.4.4. A board thus appointed must execute its functions bearing in mind general instructions as issued by the Minister of Defence.
- 3.4.5. In reality there are appointed one central board and eight regional boards in the Republic.
- 3.4.6. The central board is concerned with applications by persons who have not yet commenced with national service. This board also considers all applications for area bound. This board functions continuously.
- 3.4.7. The regional boards consider all applications for the postponement of later service commitments (camp obligations) irrespective of the duration thereof.
- 3.4.8. An exemption board usually consists of the following :
- 3.4.8.1. Chairman
- 3.4.8.2. Vice Chairman
- 3.4.8.3. As many members as decided by the Minister of Manpower, but at least one member from the SADF.
- 3.4.9. All applications must be directed to the Chairman of the Board, either by the person himself or on behalf of persons who have not yet commenced with national service.
- 3.4.10. As soon as a person commences with national service he is allotted to an unit. Now he must submit his application to his unit commander. The commander will then investigate the application and determine the validity of the grounds the application has been based on, then forward it with his own recommendations, to the exemption board concerned, by the prescribed service channel.
- 3.4.11. The exemption board prefers to receive written evidence. It is of utmost importance that any written application submitted must contain all relevant facts. A lot of applications are turned down because sufficient information was not supplied. Sometimes substantial evidence is also missing and thus the board is compelled to turn the application down or to ask for additional information.

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- 3.4.12. An aspect that enables the board to make a decision easier in the case of an application for postponement is that a person who applies, gives an indication of how he intends to complete his military service commitments.
- 3.4.13. It does not help to write to a Minister, the President, Chief of the Defence Force, or any other person if your application is turned down by the exemption board. They will just refer the matter back to the exemption board. In such a case it is better to take up the matter with the exemption board again and to avoid intermediators.
- 3.4.14. Applications to be classified as area bound must be submitted to the unit commander concerned. A person can only be classified on completion of his initial two years' service. He may apply while busy with his initial service but it applies only on completion of the service. A person who is classified as area bound will be allotted to the Commando Force.
4. Pupil activity.
- 4.1. Who appoints exemption boards?
- 4.2. Can the Minister of Defence give instructions to the boards?
- 4.3. What is the overall aim of the boards?

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- 3.1.2.3. Do not act in such a manner that you are caught unaware.
- 3.1.2.3.1. Do not stand in front of the window when opening or closing the curtains. Move with the curtain so as to prevent becoming a target.
- 3.1.2.3.2. Do not allow your alertness to relax.
- 3.1.2.3.3. You must always be on the look out, especially in the veld, for suspicious movement or anything that is not as it should be.
- 3.1.2.3.4. Do not drink to such an extent that your senses are dulled.
- 3.1.2.3.5. You must test and improve your safety measures until they are effective.
- 3.1.2.4. Always ensure that the guard dogs are still there.
- 3.1.2.5. You must not just look, you must learn to note detail.
- 3.1.2.6. At the slightest indication that there are terrorists, you must report it immediately and fully to the security forces. Report as follows:
- 3.1.2.6.1. Say who you are.
- 3.1.2.6.2. Say where the occurrence took place.
- 3.1.2.6.3. Say when the occurrence took place.
- 3.1.2.6.4. Describe the occurrence briefly but accurately; don't be vague, give only the facts.
- 3.1.2.6.5. Give your own deductions separately as comments.
- 3.1.2.6.6. Say where you can be contacted for the next few hours.
- 3.1.2.7. You must stand by your rights as owner of the farm. If strange persons enter the farm, or visit the labourers, they must first obtain your permission.
- 3.1.2.8. Do not stop suspicious persons or vehicles. Note all particulars unobtrusively and report them as soon as possible to the security headquarters concerned.

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- 3.1.2.9. All implements that can be used as weapons e.g. spades, picks, axes, etc must be kept locked.
- 3.1.2.10. Remove the keys of all vehicles not in use.
- 3.1.2.11. Use your knowledge of the surroundings to withdraw quickly to shelter when it becomes necessary.
- 3.1.2.12. When you leave or go out, always inform your family of the route you are going to follow, where you are going and when you expect to be back.
- 3.1.2.13. Test your telephone regularly to ensure that it is in working order.
- 3.1.2.14. You must have your telephone fitted in such a place that access is easy from anywhere within the house, and that it cannot be reached by fire directed at or through windows.
- 3.1.2.15. When you are attacked at night, you must immediately switch off all interior lights and switch on exterior lights, if available. A single switch that controls all interior lights is desirable.
- 3.1.2.16. Do not allow anybody into your farmyard or your house before identifying him, especially at night. Be particularly careful of a trap.
- 3.1.2.17. Always check where your keys are in order to prevent their being stolen or copies being made from them. (Do not attach labels to keys to identify the appropriate lock they fit - use code numbers to identify them).
- 3.1.2.18. Always have a torch available at night.
- 3.1.2.19. Do not use the torch in such a way that your position is disclosed.
- 3.1.2.20. Take precautions against theft of fuel.

4. Pupil activity. Ask questions on contents of lesson.

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PROTECTION OF HEARTH AND HOME - STD 9LESSON 3

1. Aim: To make pupils conversant with the precautionary measures to be taken in case of a threat.
2. Aids: Pen/pencil and notebook (cadets.)
3. Contents of Lesson : Precautionary measures.
 - 3.1. Indications that Terrorism is Possibly Planned
 - 3.1.1. When foreign persons are present in, or stroll about, the area without apparent reason.
 - 3.1.2. Foreign vehicles make use of farmroads or even camping in the area. Look out for foreign tracks or footprints.
 - 3.1.3. When the behaviour of black employees deviates from the normal, i.e. becomes aggressive, challenging or vice versa, i.e. reserved, afraid or negative.
 - 3.1.4. Unexplained death of a watchdog. Cause of the death must be determined beyond doubt.
 - 3.1.5. Restlessness of animals or game, and even poultry, can be a good indication of the presence of foreigners.
 - 3.1.6. Be on the lookout to identify the presence of foreign persons through empty bottles or tins, cartridge cases, scraps of paper, torn-off buttons, torn-off material, foot or shoe prints, burnt-out fires and camping sites, waterholes in river beds, remnants of meals, cigarette butts, empty boxes, excretions, string, etc.
 - 3.1.7. When foreign persons visit your employees, memorize the particulars, discreetly take them down and send them to security headquarters.
 - 3.1.8. Theft of food, fuel, livestock, game, etc.
 - 3.1.9. Abnormally high consumption or purchase of foodstuffs by employees.
 - 3.1.10. Foreign persons visiting your premises for no apparent good reasons and trying to make unnoticed observations.
 - 3.1.11. The behaviour of your employees changes after employing a new employee.

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- 3.2. Physical Methods of obtaining Early Warning
 - 3.2.1. Watchdogs remain a good early warning method.
 - 3.2.2. A fence around the house, especially when empty tins, pieces of metal or bells are attached to it, to cause a noise when somebody tries to break it. (Remember that gates must be locked.)
 - 3.2.3. Gravel on the farmyard can prevent soundless walking.
 - 3.2.4. You can implement a simple, cordless alarm system within the house. Think in terms of strings with attached tins on your windows and doors, and many other ingenious methods.
 - 3.2.5. (Also see Part IV). Test your alarm systems to ensure that they succeed in waking you up, especially shortly after you fall asleep.
 - 3.2.6. Make it a habit not to go to sleep immediately after you switch off your lights. Remain awake and watchful for a while.
 - 3.2.7. Siren/alarm on the roof. A simple siren/alarm can be fitted to the roof of your house with, say, three switches at different places where they can be easily reached and activated from within the house. Such a siren can have a detrimental psychological influence on an attacker. It also warns other people on the farm that there are problems at the farmhouse.
- 3.3. Additional Measures of obtaining Early Warning
 - 3.3.1. Make security arrangements for your employees to make them feel secure, and thus not feel exposed to intimidation. In this way, it is possible to gain their co-operation.
 - 3.3.2. Win the confidence of your employees by good accommodation pay, rations, and treatment worthy of mankind. Get them involved in your security plans as far as practically possible. Keep them informed of the situation.
 - 3.3.3. Visit the houses of your employees on a regular basis and report anything suspicious.
4. Pupil Activity. Questions on contents of lesson.

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PROTECTION OF HEARTH AND HOME - STD 9

LESSON 4

1. Aim. To give an indication to pupils of improvements that can be effected in and around the house, together with the actions to be taken in case of a threat.
2. Aids : Pen/pencil and notebook (Cadets).
3. Contents of lesson
 - 3.1. Improvements that can be made to a house.
 - 3.1.1. Windows
 - 3.1.1.1. Burglar proofing.
 - 3.1.1.2. Fixing of steel plates to protect windows.
 - 3.1.2. Doors
 - 3.1.2.1. Safety chains.
 - 3.1.2.2. Peep holes.
 - 3.1.2.3. Reinforced doors.
 - 3.1.2.4. Steel gates.
 - 3.1.3. Precautions Against Fire
 - 3.1.3.1. Provision should be made in every house for fire extinguishing equipment, preferably powder based extinguishers. Sand kept in bags or buckets inside the house ought to come in handy during a fire crisis.
 - 3.1.3.2. The house should not be surrounded by grass or other inflammable undergrowth or materials that can be set on fire.
 - 3.1.3.3. Inhabitants must be conversant with the methods of extinguishing a fire.
 - 3.1.3.4. All chemicals that can be applied to make thatched roofs fireproof are only a temporary solution. These chemicals are gradually washed out by rain.
 - 3.2.4. The immediate Surroundings of the House. (See Part III)
- 3.2. Actions in Case of a Threat. When a house is threatened the following is to be done:

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- 3.2.1. Ensure that everybody is indoors.
 - 3.2.2. Lock all doors and other entrances.
 - 3.2.3. Give the alarm by means of the telephone (if still in working order), then by the firing of signal flares or by messenger.
 - 3.2.4. At night :
 - 3.2.4.1. Switch off all interior lights.
 - 3.2.4.2. Switch on all exterior lights.
 - 3.2.5. Movement inside the house must be restricted. When moving inside the house, rather crawl along the floor than pass in front of windows. Especially toddlers and small children must be controlled in such a situation even if this should mean that they have to be locked in a safe place.
 - 3.2.6. If it is necessary to fire from within the house, the following apply:
 - 3.2.6.1. Use cover, i.e. sandbags, and stand clear of the window to avoid being silhouetted and presenting a clear target. Right-handed persons should fire from the left side of a window, to present a smaller target.
 - 3.2.6.2. Fire at visible targets only as this conserves ammunition.
 - 3.2.7. Do not leave the house too soon after it appears that the threat has passed. If the attack occurs during the night, wait until daylight before leaving the house.
 - 3.2.8. Be careful of recklessness after a threat has passed. The possibility exists that the enemy is still in the vicinity of the house. Mines may have been laid on these roads.
4. Pupil activity. Get information from next lesson (Lesson 5).

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PROTECTION OF HEARTH AND HOME - STD 9LESSON 5

1. Aim : To enable pupils to contribute to a discussion on physical protection measures that can be taken.
2. Aids : Pen/pencil and notebook (cadets).
3. Contents of lesson : Consider the following aspects
 - 3.1. Cost.
 - 3.2. Fencing.
 - 3.2.1. Placing. e.g. distance from home.
 - 3.2.2. Visibility.
 - 3.2.3. Requirements.
 - 3.2.4. Costs.
 - 3.3. Labourers.
 - 3.4. Lighting.
 - 3.4.1. Security lights.
 - 3.4.2. Requirements.
 - 3.4.3. Costs.
 - 3.5. Window protection.
 - 3.5.1. Requirements.
 - 3.5.2. Costs.
 - 3.6. Sandbag walls.
 - 3.7. Steelplates for protection of windows and doors.
 - 3.8. Thorn bushes.
4. Pupil activity. Discussion of the above.

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LESSON : INTELLIGENCE AND SECURITY - STD 9

1. Aim. The Cadets must realise what the enemy is attempting to achieve through propaganda. They must also know from what sources the enemy obtains information.
2. Aids. Blackboard, flip-charts, transparencies and overhead projector.
3. Contents of lesson
 - 3.1. Revision. Work done in Stds 6, 7 and 8.
 - 3.2. Introduction. Ask questions about the work dealt with in the previous lessons.
 - 3.3. To explain the principle of the "Need to know".
 - 3.3.1. The principle of the "Need to know" is one of the golden rules of security. It protects information so that it cannot fall into the hands of our enemies or unauthorised persons. It also protects the person.
 - 3.3.2. The principle means that a person only needs to know that information which will assist him in the execution of his task and nothing more.
 - 3.4. The three objectives which hostile subversive actions (propaganda) attempt to achieve can be named and explained.
 - 3.4.1. Destroying morale. To dishearten people so that they lose the will to fight.
 - 3.4.2. Promoting disloyalty. To incite as many people as possible against the existing Government.
 - 3.4.3. To cause disorganization within the Defence Force. To divide the security forces in the RSA so that they oppose the enemy from different fronts.
 - 3.5. At least two types of hostile sabotage techniques can be identified:
 - 3.5.1. Sabotage techniques can embrace the following methods :
 - 3.5.1.1. Explosives. Targets which take a long time to repair are selected.
 - 3.5.1.2. Fire. The making of petrol bombs which can be thrown through windows.
 - 3.5.1.3. Operative sabotage. E.g. to place water in a petrol tank.

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- 3.6. At least five sources from which the enemy can obtain information can be identified and explained.
 - 3.6.1. Newspapers, magazines and books
 - 3.6.2. Radio transmissions through either propaganda or news
 - 3.6.3. Photographs and maps
 - 3.6.4. Agents and sources
 - 3.6.5. Rumours and small talk
 - 3.6.6. Security breaches.
- 3.7. Six preventative measures can be identified which prevent the enemy from obtaining access to information.
 - 3.7.1. Assessment of the threat
 - 3.7.2. Security of material
 - 3.7.3. Security of personnel
 - 3.7.4. Security of information
 - 3.7.5. Physical security
 - 3.7.6. Personal security.
- 4. Pupil activities. The cadets answer questions concerning the lesson.

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DISCIPLINE AND LEADERSHIP - STD 9

- 1. Aim. The cadet must understand that discipline and leadership cannot be separated. Leadership inspires discipline. Sometimes, however, it is discipline which brings about effective leadership.
- 2. Aids. Pen/pencil and notebook (cadets).
- 3. Contents of Lesson
 - 3.1. Ensure that the cadets are acquainted with the objectives of Stds 6 to 8.
 - 3.2. Methods to develop esprit de corps :
 - 3.2.1. Esprit de corps is the cadet unit's team spirit, and expresses the unit's will to fight and win in spite of seemingly insurmountable odds.
 - 3.2.2. Esprit de corps can be developed by the following :
 - 3.2.2.1. Start newly assigned men off correctly by a reception programme including an explanation of the cadet unit's history, traditions and present role.
 - 3.2.2.2. Develop the feeling that the cadet unit will excel.
 - 3.2.2.3. Recognise achievements of the unit and its members, and ensure that they are publicized.
 - 3.2.2.4. Make use of ceremonies, symbols, slogans and military music.
 - 3.2.2.5. Use competitions to develop teamwork.
 - 3.2.2.6. Make proper use of decorations and awards.
 - 3.3. The leadership activities which a leader must carry out to accomplish his task, is to develop the following :
 - 3.3.1. Morale
 - 3.3.2. Discipline
 - 3.3.3. Esprit de corps
 - 3.3.4. Proficiency
- 4. Pupil Activity
 - 4.1. Ask questions concerning the contents of the lesson.

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PROTECTION OF HEARTH AND HOME - STD 8LESSON 3 : COMMUNICATIONS AND DUTIES

1. Aim. To teach cadets the necessity of good communications as well as duties delegated to family members.
2. Contents of lesson
 - 2.1. Remember that sometimes the telephone is the only way of communicating with the outside world. As such it must never be misused, and should always be maintained in good working order. Remember also that telephone lines can easily be cut. A list of numbers and names should be near the telephone at all times. A telephone can be checked every night before going to bed, by picking up the receiver and listening to the dialling tone.
 - 2.2. Every family member should be allocated his own duties which should be explained to him/her. Everyone should also know the duties of other members should it be necessary to take over their duties during an emergency. Composure is essential in these circumstances and cool and calm actions will win the day.
 - 2.3. Cadets must know that the principles taught here also apply to schools, hostels and other buildings. It is therefore necessary that after completion of this third lesson, cadets should be taken around the school premises to check where telephones and fire hoses and connections are, as well as whether these are in good working order. This should take one period.
3. Pupil activity. Ask questions on contents of lesson.

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PROTECTION OF HEARTH AND HOME - STD 8LESSON 4 : SECURITY AND ACTIONS IN CASE OF THREAT

1. Aim. To teach cadets what can be done to improve the security of a house as well as what one must do in case of a threat.
2. Aids. Pen/pencil and notebook (cadets.)
3. Contents of lesson
 - 3.1. The security of a house may be improved by having safety chains/peepholes on doors. Remember that doors can be reinforced to strengthen them. Fire prevention has been discussed in lesson 1 for Std 8. Windows which can be easily forced should be closed, as well as the curtains.
 - 3.2. Actions in case of a threat include getting all people inside the house. All doors and other entrances should be locked. Raise the alarm by means of the telephone discussed in lesson 3 for Std 8. At night the inside lights must be switched off and outside lights switched on. Movement inside the house must be minimal - avoid windows. Always stay calm and do not act too hastily.
 - 3.3. These hints and guidelines must not be regarded as complete. It is each individual's responsibility to protect his home to his own best ability. Think about what may happen, determine what you are going to do about it and make the necessary preparations.
4. Pupil activity
 - 4.1. Questions on contents of lesson.
 - 4.2. Practical work.

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PROTECTION OF HEARTH AND HOME - STD 8

LESSON 5

1. Aim. Practical work on the work done in lessons 1 to 4.
2. Aids. Folio paper.
3. Contents of lesson and pupil activities : Pupils must make sketches to show the layout of the school (or home) indicating the positions of:
 - 3.1. Exits.
 - 3.2. Escape routes.
 - 3.3. Position of telephones.
 - 3.4. Fire-fighting apparatus.

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INTELLIGENCE AND SECURITY - STD 8

1. Aim. The Cadet must understand what hostile propaganda entails and how it is used. He must know that there are certain things in the SADF which may not be photostated. The cadet must realise that sabotage can only be successful if the information is correct.
2. Aids. Blackboard, flip-charts, overhead projector.
3. Revision. Aims of previous standards.
4. Introduction. Hostile propaganda can be direct or sometimes distorted so as to further the enemy's subversive aims. All members of the SADF must be aware of security.
5. Contents of Lesson
 - 5.1. Phase 1
 - 5.1.1. A Cadet must realise that hostile propaganda is not restricted to verbal statements, radio broadcasts and TV, but can be used in magazines and articles, in music, books, posters and the media.
 - 5.1.1.1. It has already been shown that propaganda is spread by the mass media. It is thus not restricted to the radio and TV, but can be spread through pamphlets, books, magazines, art and music.
 - 5.1.1.2. It can be indisputably claimed that our enemy has already by means of their propaganda caused demoralization amongst us. We must therefore be continually cautious in this regard so that we do not fall into the enemy's trap.
 - 5.1.2. A cadet must know that hostile propaganda sometimes states its viewpoint in a straight forward manner, but mostly it attempts, in an unobtrusive manner, to gradually distort or weaken and discredit public opinion or practices which are injurious to their cause, so that they can eventually be replaced by their own views.
 - 5.1.2.1. The hostile promoter of propaganda mostly makes use of revolutionary propaganda. Those things which are important to us, and unite us as a group, are, in an extremely subtle manner, discredited by means of distorted facts. The attempt in an unobtrusive manner to replace public opinion and customs, which are pertinent to us, with their own ideas. Hostile propaganda often makes use of ignorance to incite us against our own people.

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5.2 Phase 2

5.2.1. A cadet must know that military equipment and installations must not be photographed, that industries which produce military equipment may not be photographed and must understand the dangers attached hereto.

5.2.1.1. Photographing

5.2.1.1.1. Reference SADFQ 11/71. This is the South African Defence Force Order which lists the "mays" and "may not's". Section 5 of SADFQ 11/71 deals with the control of access to SADF Institutions as well as the restricted or closed areas. This signifies that the SADF has the responsibility to decide which defence force area, military equipment and installations are of such a nature that they must be treated as a restricted or closed area.

5.2.1.1.2. Restricted or closed areas are those areas which are clearly marked as such. If information, for example as regards the taking of photos by an unauthorised person of those affected installations or equipment should leak out it can lead to embarrassment and damage for the SADF.

5.2.1.1.3. The control of access to these closed and restricted areas specifies thus that no-one may enter such an area, whether only as a visitor or with the purpose of taking photos unless he is properly authorised to do so by the officer in command concerned.

5.3. Phase 3

5.3.1. A cadet must realise that the enemy's indirect attack in peace and war is continuous and that the defence against these attacks must also be continuous.

5.3.1.1. The quest for information is just as great during war time as in peace time. Thus the enemy attack on non-military vehicles is especially intense during peace time. By these means a climate of take-over is created.

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5.3.1.2. In the light of the abovementioned it is obvious that our defence against enemy attacks in peace time must be just as effective as in war time.

5.3.2. A cadet must realise that military security rests on the co-operation of all members of the Defence Force and public, and that it is an aspect of training and discipline.

5.3.2.1. Military security rests on the co-operation of all persons in the SADF.

5.3.2.2. Military security demands a high standard of training. It can quite rightly be claimed that military security is mainly a matter of training and discipline.

5.3.2.3. If a high standard of military security is maintained, the enemy's actions will become far more obtrusive.

5.3.2. A cadet must realise that sabotage cannot be successfully carried out without accurate information as regards the situation and defence of a target, and therefore the enemy must not be permitted access to such information.

5.3.3.1. A successful sabotage attempt largely depends on good and accurate knowledge of the target to be sabotaged. This sabotage is dependent on, amongst others, espionage.

5.3.3.2. Sabotage is aimed mainly at equipment, services and installations. Comprehensive knowledge as regards the situation, size and defence of targets is required by the enemy. If we can prevent the enemy from obtaining this information, it will make their task more difficult and their attempts at sabotage unsuccessful.

5.3.4. A cadet must be able to identify at least four preventative measures against sabotage.

5.3.4.1. Physical obstacles such as fences alone are not sufficient to prevent sabotage. The bomb attack on SASOL is a typical example of this. The saboteurs entered the restricted area in collaboration with the workers. The physical obstacles obviously did not suffice.

5.3.4.2. The following preventative measures may be taken

5.3.4.2.1. Guards and Sentries.

5.3.4.2.2. Access control.

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5.3.4.2.3. Security lights.

5.3.4.2.4. Security fencing.

5.3.4.2.5. Watch dogs.

5.3.4.3. Human vigilance must thus supplement the physical measures.

5.4. Pupil activity

5.4.1. Pupils are to answer questions set on contents of completed lessons.

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DISCIPLINE AND LEADERSHIP - STD 8

1. Aim. The cadet must understand that discipline and leadership separated. Leadership inspires discipline. Sometimes, however, discipline which brings about effective leadership.
2. Aids. Pen/pencil and notebook (cadets).
3. Contents of Lesson
 - 3.1. Ensure that cadets know the objectives for the previous stage.
 - 3.2. Pitfalls against which any military leader must guard.
 - 3.2.1. Imposing your own standards as to what is wrong or right.
 - 3.2.2. Judging the enjoyment of others against your own feelings.
 - 3.2.3. Expecting a uniformity of opinion throughout the world.
 - 3.2.4. Approaching people with different personalities and dispositions in the same way.
 - 3.2.5. Not making concessions in regard to unimportant trivialities (this doesn't include principles).
 - 3.2.6. Being anxious about matters about which nothing can be done.
 - 3.2.7. Withholding your help and guidance from anyone, even your subordinates.
 - 3.2.8. Regarding things that you yourself are unable to do, as impossible.
 - 3.2.9. Believing only things that your limited intellect can grasp.
 - 3.2.10. Not making concessions for the shortcomings and lack of experience of others.
 - 3.2.11. Judging a person superficially while it is really the inner person that is important.
 - 3.2.12. Striving for personal popularity above the effective execution of duties.
 - 3.2.13. Confusing undisciplined and ineffective leadership with good human relations.
 - 3.3. It is generally accepted that subordinates have the right to demand the following of their leaders :
 - 3.3.1. Honest and just treatment.
 - 3.3.2. Personal interest in them as individuals.

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- 3.3.3. Loyalty.
- 3.3.4. For leaders to listen to admonitions from higher authority on their behalf and to accept responsibility for them. This doesn't imply that transgressions and shortcomings are to be covered up. It rather implies that, when a subordinate has made a mistake, the leader should accept the blame on his behalf and later put the matter right internally. This will prevent the subordinate from being rebuked twice, and the respect of the subordinates for their leader will increase.
- 3.3.5. The highest standard of leadership.
- 3.3.6. All the comfort and privileges which are practically possible and justified. This doesn't mean that they would always want to and should be handled gently.
- 3.3.7. Their needs should be determined and provided for.
- 3.3.8. To be informed regularly and thoroughly and, unless it is undesirable for security reasons, to know what to expect.
- 3.3.9. A well thought-out programme of training, work and recreation.
- 3.3.10. Clear and positive orders and decisions that are not changed continuously.
- 3.3.11. Realistic employment in accordance with their abilities and potential.
- 3.3.12. Recognition for a job well done.
- 3.4. Methods of developing discipline.
 - 3.4.1. Attention given to detail.
 - 3.4.2. Harmonious relations between elements of the unit and individuals.
 - 3.4.3. Devotion to duty.
 - 3.4.4. Proper senior-subordinate relationships.
 - 3.4.5. Proper conduct of individuals on and off duty.
 - 3.4.6. Standards of cleanliness, dress and courtesy.
 - 3.4.7. Promptness in responding to commands and directives.
 - 3.4.8. Adherence to the chain of command.
 - 3.4.9. Ability and willingness to perform effectively with little or no supervision.

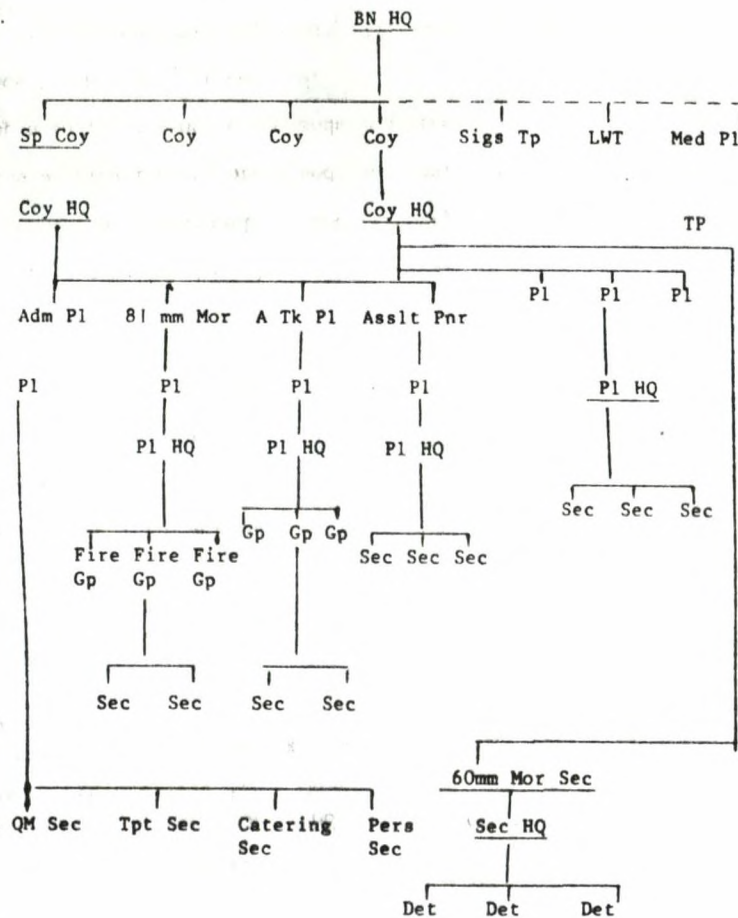
4. Pupil Activity

- 4.1. Ask questions on work that has been completed.

LESSON : ORGANISATIONS IN THE SADF - (STD 8)

1. Aim : To teach cadets how the SA Defence Force and units of the Defence Force are organised to execute functions effectively.
2. Aids : Blackboard and chalk/felt tip pens; diagrams of the various organisations; cards with the names of the various component organisations; diagrams of the command and service channels; transparencies of the various organisations, command and service channels; overhead projector; pointer; photographs or models of the weapons in the organisations; pencil/pen and notebook (cadets).
3. Contents of lesson :
 - 3.1. Preliminary Arrangements. Confirm that the organisation has not been amended. If so amend organisation.
 - 3.2. Revision. Do revision of the following :
 - 3.2.1. The organisation of the coy
 - 3.2.2. Service channel of the coy
 - 3.2.3. Command channel of the coy
 - 3.3. Introduction
 - 3.3.1. Each organisation is organised to function effectively. If each person who works for an organisation knows the organisation and how it functions, he or she will also know where they fit into the organisation and what is expected of them. Lastly everybody will know how they can benefit from the organisation.
 - 3.3.2. Units with similar functions are organised similarly to ensure that members who are transferred from one unit to another will fit in with their new unit without difficulty and in a minimum of time. For all practical purposes the organisation of an Infantry Battalion can be considered the basic unit organisation in the SA Army. It is necessary to make cadets aware of the unit organisations typical of it so that they will adapt more easily during national service. The said organisation also determines a command and control structure as well as service channels. This must be known and understood by all members to enable everybody to function smoothly and in harmony with the other members.
- 3.4. Organisation of the Infantry Battalion in broad outline

3.4.1.



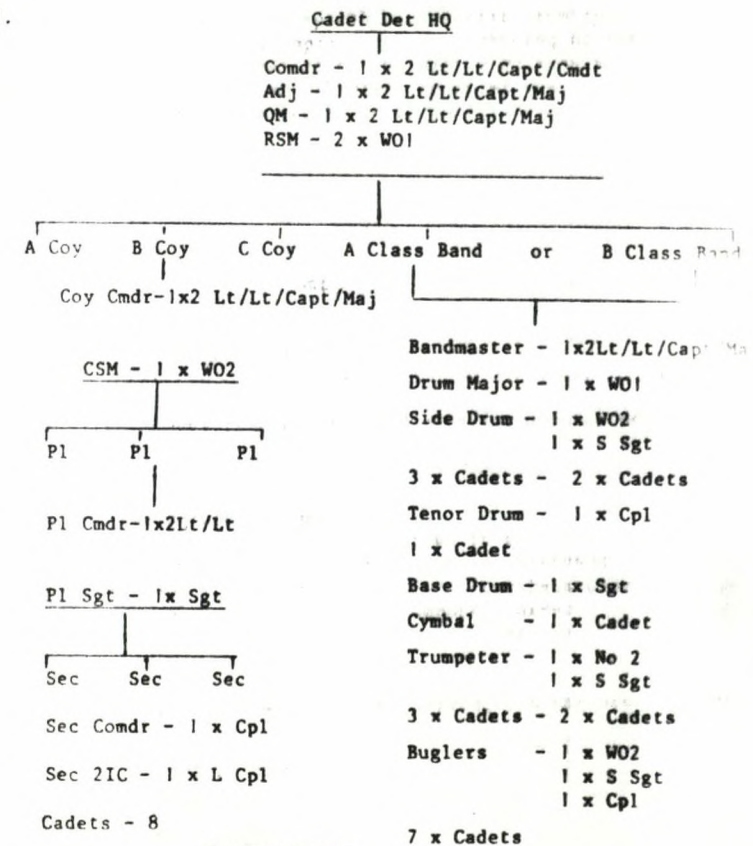
3.4.2. Weapons

- 3.4.2.1. R-4 Rifles
- 3.4.2.2. Pistols
- 3.4.2.3. LMGs
- 3.4.2.4. Sniper Rifles

- 3.4.2.5. 60 mm Mortars
- 3.4.2.6. 81 mm Mortars
- 3.4.2.7. A Tk missiles
- 3.4.2.8. A Tk guns
- 3.4.2.9. Rocket launchers
- 3.4.2.10. Flame Throwers
- 3.4.2.11. SMGs
- 3.4.2.12. Grenade launchers

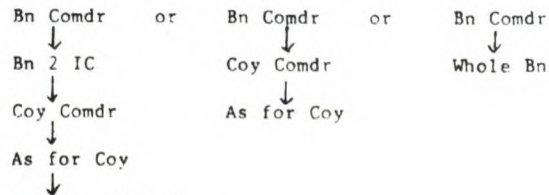
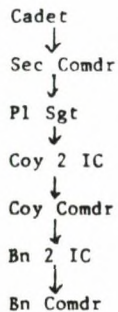
3.5. Organisation of a Cadet Detachment in detail

3.5.1.



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- 3.5.2. Explain that coys are established according to cadet det, strength.
- 3.5.3. If the strength of a cadet det does not justify a second or more full strength coys, a coy can consist of more than three pls and more than three secs per pl.
- 3.6. An Infantry Battalion can act independently as well as with other
- 3.6.1. Explain that with the organisation and weapons as taught during phase 1, an Infantry Battalion has all the means to act independently. Signal, Light Workshop and Medical elements are attached to obtain these means. The Assault Pioneer Platoon gives the battalion its own engineer capability.
- 3.6.2. It may also happen that battalions are grouped with other units such as Armour, Armoured Car, Field Artillery, Anti-Aircraft Artillery, Engineer and Signal units to form Brigades.
- 3.6.3. Two or more Brigades can be grouped to form a Division.

3.7. Command channel in the Battalion3.8. Service Channel

Note : If no reaction within reasonable time, cadet may go to next higher authority

4. Pupil activities

- 4.1. When can a cadet go to the next higher authority?
- 4.2. To whom all can the Bn Comdr give orders?
- 4.3. Why can a battalion act independently?

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INTERNAL SERVICES IN A UNIT - STD 8DUTIES OF KEY PERSONNEL1. Aims :

- 1.1. General objectives. To teach cadets the duties of the key personnel in a Battalion so that they have a better understanding once they have reported for National Service and also the organization of a Battalion.
- 1.2. Aim of lesson. To teach cadets the organization of a unit as well as the duties of the key personnel.

2. Aids. Lecture room - overhead projector and transparencies.

3. Contents of lesson. Duties of Key Personnel.

3.1. Unit/Regt Commander

- 3.1.1. He is responsible for the effective command and control of his unit/regiment.
- 3.1.2. He is responsible for the training, administration, discipline and general operational efficiency of the unit/regiment.
- 3.1.3. He must be able to give a clear report to the formation commander of all the activities in his unit/regiment.
- 3.1.4. During operations he must establish effective communications with sub-units so that he will be able to influence battle situations and to make decisions.

3.2. Unit/Regiment Second in Command

- 3.2.1. He is the understudy of the Officer Commanding and must get to know the tactical situation and duties to enable him to take over from the OC immediately.
- 3.2.2. He is in control of the administration-net of the regiment/unit. He receives information for the daily strength-return, which he consolidates before returning it to the administrative officer.
- 3.2.3. Under the guidance of the Officer Commanding he is responsible for training, welfare and administration of the unit/regiment. It must be borne in mind however, that he is not the units admin officer.
- 3.2.4. He is normally in command when the unit forms laager.

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3.3. Adjutant

- 3.3.1. He is the Commanding Officer's G Staff Officer.
- 3.3.2. He mans the radio to higher HQ.
- 3.3.3. Execute's duties as issued to him by the OC.
- 3.3.4. Makes sure that all messages received by him in the absence of the OC are conveyed to him.
- 3.3.5. Informs the 2IC or OC of any changes in personnel or transport returns.
- 3.3.6. Keeps the operational chart up to date.
- 3.3.7. Report vehicle losses to higher HQ and hand's in A-vehicle strength returns as and when required.
- 3.3.8. He is responsible for maintaining discipline in the unit/ regiment in collaboration with the RSM.
- 3.3.9. He handles all situation reports.
- 3.3.10. He compiles the duty roster for officers at the HQ.

4. Pupil activity

- 4.1. Questions concerning contents of lesson.

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- 3.6.1 the order of battle
- 3.6.2 the intentions of the commander
- 3.6.3 the locations of the headquarters/ships/
aircraft

4. Pupil activity :

Practise of the above.

INTELLIGENCE AND SECURITY

STANDARD 7

1. Aim :

Cadets must know that there are information personnel who work with information and that these persons determine the importance of information. Cadets must not attempt to act as agents, but must nevertheless keep their ears open. Cadets must also realise the importance of enemy propaganda and how it places our security in danger.

2. Aids :

Blackboard; Flip-charts; transparencies and overhead projector.

3. Contents of lesson :

3.1 Revision :

Aims of Standard 6.

3.2 Introduction

Collecting information is the task of a trained person. Boasting and rumours can be very dangerous.

3.3 Phase 1

3.3.1 To know 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.

3.3.1.1 We have already shown that a source of information is the actual origin of information. True, any person, document, article, object or report can serve as a provider of information.

3.3.1.2 As the information organization has specialists who can evaluate information and determine the importance of it, members of the public should rather not make assessments, but should rather report information as soon as possible.

- 3.3.2 To realise that collecting information is a specialized task for which people must be specifically trained. Untrained persons must therefore not attempt to follow-up information, but should rather leave it to the specialist. Information must be passed on without delay so that a follow-up is possible.
- 3.3.2.1 Collecting information is a specialized area. The collecting process should be carried out by experts who have a thorough knowledge of the subject referred to them.
- 3.3.2.2 As the collecting process is a specialized area where a thorough knowledge of the particular research area is demanded, untrained persons should rather not attempt to follow-up information. The information should rather be passed-on, without delay so that a follow-up is possible.
- 3.3.3 To realise 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 areas and eyes open and immediately pass-on any information which they by chance obtain for a follow-up.
- 3.3.3.1 We have already referred to the aim and purpose of security. We must realise that the enemy also have a security system to protect their information. Thus it can be understood that collecting information, under certain circumstances can be dangerous for the average man.
- 3.3.3.2 A further danger is that withholding information can place the lives of other citizens in danger.

3.4 Phase 2

- 3.4.1 It can be said that defence against the enemy's information and subversion includes the following.

- 3.4.1.1 The enemy are deprived of information by our remaining silent, by classifying documents and keeping them locked up, and by controlling the access to areas where information is available. The procedure is known as "Security or Information."
- 3.4.1.2 The enemy's attempts to damage or destroy our equipment, factories, installations, etc. are opposed by erecting fences, the use of guards and the tracking down of saboteurs before resorting to action. These measures are known as "Security Material."
- 3.4.1.3 The enemy's attempts to undermine public morals are opposed by warning the public about the methods which the enemy use so that they will be in a position to identify and onslaught and resist it.
- 3.4.2 To know in which way espionage can threaten a country's safety
- 3.4.2.1 Espionage consists of those covert methods which country's or individuals use to gather information to which they are not entitled. The aim of espionage is thus to obtain information which is not available to everyone.
- 3.4.2.2 The danger of espionage is that it forms the basis for acts of sabotage. It can thus place country's safety in jeopardy.
- 3.4.3 To realise in what ways sabotage affects a country's safety and the effectivity of the SADF
- 3.4.3.1 Acts of sabotage are committed for the purpose of destroying equipment, services and installations to the benefit of the enemy. Sabotage is aimed against the State and is done for a political motive.
- 3.4.3.2 The danger which sabotage poses to a country's safety is that it can take place in times of either war or peace.

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- 3.4.3.3 Especially in wartime targets of sabotage are selected so as to have an adverse effect on the ap-ponent's effectivity. For example, the destruction of bridges, train tracks or the apponent's weapons.

3.5 Phase 3

- 3.5.1 To know in which ways hostile propaganda threatens our safety and influences the strength of the SADF.
- 3.5.1.1 Propaganda strives both in times of war and peace to form the ideas of the public and to destroy the individual's faith in himself, his land, his people and his leaders.
- 3.5.1.2 By means of propaganda the enemy wish to create the impression that there is no need for war, and that a complete victory over them is impossible.
- 3.5.1.3 By means of propaganda against the RSA aboard, the enemy brings dis-credit upon us. In this way the enemy has succeeded in having economic pressures placed on us.
- 3.5.1.4 The mass media is used to spread the ideas of propaganda. The country's safety is placed in jeopardy by attempts to cause civil disturbances. The SADF's strength can be influenced by the implementation of an arms embargo as well as lack of public concern.
- 3.5.2 To realise and understand that enemy agents are not "James Bond" types, but are selected because they look like the average man or woman.
- 3.5.3 To understand the danger of "idle talk" and boasting and know how to react if one comes across such cases.

"Idle Talk" is the verbal dissemination of information. Idle talk is extremely dangerous and must at all times be avoided. When such talk takes place in your presence, you must report the person to your cadet officer or the security forces.

- 3.5.4 To understand the dangers attached to the spreading of rumours and know how to act if one should come across persons who are spreading rumours.

3.5.4.1 The spreading of rumours presents a great danger to our safety as a result of the public confusion, panic and fear it can cause. By these means the daily routine of the community is disturbed and security forces cannot operate efficiently.

3.5.4.2 Persons who spread rumours must be immediately exposed so that action can be taken against them. It is obvious that these persons are playing into the hand of the enemy.

4. Pupil activities :

The cadets answer questions concerning the lesson.

DISCIPLINE AND LEADERSHIP

STANDARD 7

1. Aim : The cadet must understand that discipline and leadership cannot be separated. Leadership inspires discipline. Sometimes, however, it is discipline which brings about effective leadership.

2. Aids : Pen/pencil and notebook (cadets)

3. Contents of lesson :

3.1 Revise aims of standard 6

3.2 Leadership characteristics

3.2.1 APPEARANCE AND IMPRESSION

The favourable impression which a leader makes on his followers is enhanced by his bearing, decisiveness, dependability, enthusiasm and unselfishness.

3.2.1.1 Bearing

Creating a favourable impression in carriage, appearance and personal conduct at all times is a quality which a leader must possess, because his bearing, good or bad, tends to establish the standard which subordinates emulate.

3.2.1.2 Decisiveness

The leader should have the ability to make instant decisions and to announce them in a clear, forceful manner. Many situations have more than one solution.

The wise leader gets the facts, weighs one against the other, then calmly and quickly arrives at a sound decision. Decisiveness is largely a matter of practice and experience.

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3.2.1.3 Dependability

The leader must have the quality of dependability (certainty of proper performance of duty). The dependable leader can be relied upon to carry out activity, intelligently and with willing effect the intent of his commander. This willing and voluntary compliance with the plans and will of the senior does not mean blind obedience. Most commanders will listen to the suggestions of their subordinates, but once the commander makes the final decision, the subordinate must give his complete co-operation.

3.2.1.4 Enthusiasm

This is the outward display of : sincerity and zeal in the performance of duties. It implies that one works with a cheerful and optimistic,

1. determined to do a good job;
2. remember that one's attitude is an example which will be emulated by these one leads.

3.2.1.5 Unselfishness

The unselfish leader is one who avoids providing for his own comfort and personal advancement at the expense of others. He places the comfort, pleasure and recreation of subordinates before his own. If the unit is commended for outstanding work, pass along the credit for the achievement to the subordinates who made it possible. No one respects a senior who takes sole credit for the accomplishments of his unit while failing to assume responsibility for unsatisfactory work. To be a true leader one should share the same dangers, hardships and discomforts as one's subordinates.

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3.2.2 PERSEVERANCE

It is imperative that every leader should possess the ability to apply his attention and energy to every task or mission, and strive towards the achievement of the objective even in the face of apparently insurmountable odds. This is only possible if he possesses courage and endurance.

3.2.2.1 Courage

It is a mental quality that recognizes fear of danger or criticism, but which enables a man to proceed in the face of it with calmness and firmness. Courage is therefore the ability to control fear. It is a quality of mind that gives a man control over himself, enabling him to accept responsibility and to act properly in a threatening situation. It is vital to leadership. The leader must have moral as well as physical courage. Moral courage means knowing, and standing for, what is right in the face of popular disfavour. A leader who has moral courage will admit his errors, but will enforce his decision when he is sure he is correct.

3.2.2.2 Endurance

This is the mental and physical stamina measured by the ability to withstand pain, fatigue, stress and hardship. It is related to courage. It is an important quality of leadership which you must have if you are to merit the proper respect from subordinates. A lack of endurance may be confused with a lack of courage, and brand the leader a coward because of his poor physical condition. Endurance implies the ability to stick to a job and see it through.

3.2.3 INITIATIVE

Each and every cadet requires the faculty of seeing what has to be done and commencing a course of action even in the absence of orders. Why?

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3.2.3.1 Men unite quickly under a leader who meets new and unexpected situations with prompt action. You can encourage initiative among your subordinates by allocating them tasks suitable to their experience, and allowing them to work out and complete the task. This does not imply that you can sit back and do nothing after detailing a task. You must supervise properly; this is only possible if you know the jobs well enough yourself.

3.2.3.2 Closely related to initiative is the quality of resourcefulness. This is the ability to deal with a situation in the absence of normal means or methods. Organization, training and logistics are designed to meet all normal situations, but they sometimes fail. (This is particularly so under abnormal conditions where the unexpected is normal.) Passive acceptance of an unsatisfactory situation, because of lack of normal means to cope with it, is never justified.

3.3 Leadershipabilities :

3.3.1 Responsibility to yourself

3.3.1.1 Know your job

3.3.1.2 Set the example

3.3.1.3 Know yourself

3.3.1.4 Develop a sense of responsibility.

3.3.2 Responsibility towards the task (situation)

3.3.2.1 Get the job done

3.3.2.2 Make sound decisions

3.3.2.3 Always chase the aim.

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INTELLIGENCE AND SECURITY

THE AIM AND PURPOSE OF INTELLIGENCE AND SECURITY

To draw the attention of cadets to the importance of intelligence and security. To be adequately prepared to react effectively against any threat or to disclose any dangerous situation by timely and appropriate action, it is absolutely necessary that information be continuously gathered. The key to success in this process is a keen sense of timing. Information gathered too late is valueless. It is equally important that all sources of information be utilized. 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 timely to pass on information which comes to his attention, through the correct channels and in the correct manner. Just as we seek out information on actual and potential enemies, so the enemy continually seeks information on our military strength, our abilities and our morale in an attempt to undermine us. Security thus embraces those measures taken to oppose the enemy. By nurturing an understanding of these two most important matters in cadets, we can make them aware of security, as well as giving them an opportunity to make a personal contribution.

LESSON: Intelligence and Security Std 6

1. AIM: After the completion of this lesson the cadet must know what is a source of information, and to whom information may be conveyed. The cadet must also know what the term security means as well as the three main categories.

2. AIDS: Blackboard, flip-charts, transparencies and overhead projector

3. CONTENTS OF LESSON:

3.1 Introduction

Each person possesses information which the enemy would like to possess. If you possess information concerning the enemy, make sure you report it as soon as possible to the correct person.

3.2 Phase 1

3.2.1 The cadet must realise that each citizen of a country can be a source of information by means of the things he sees or hears, and that it is his duty to convey information which he has obtained to the authorities.

3.2.1.1 A source of information is anyone from whom information is obtained. It is therefore clear that each citizen is a potential source.

3.2.1.2 It is the duty of each citizen to serve as a source of information as a country's security is inseparably dependent on the knowledge of those activities which place national security in jeopardy.

3.2.2 The cadet must realise that all information which he obtains as regards the actual or potential enemy must be conveyed without delay to his cadet officer or a member of the SADF or SAP.

3.2.2.1 Nowadays prior knowledge is most necessary if it is to assist a nation in timely planning. As time plays such an important role, any little scrap of information must be conveyed to the Security Forces.

3.2.2.2 In the past everyone recognised the fact that endurance and bravery were the most prominent characteristics and motivating forces in a war situation. Today, however, we all realise that knowledge of the actual or potential enemy plays a far more important role.

3.2.2.3 This knowledge, which high-ranking citizens and military commanding officers need to protect national welfare, has become known as information.

3.2.3 The Government has information personnel who are specially trained for this task. It can therefore be left to the discretion of these information personnel to ascertain whether the information is important or not.

3.2.3.1 The high priority which has been attached to knowledge has given rise to the need for specialist organizations to gain information in the interests of National Security. Nowadays the following organizations perform these main functions, namely: Military Intelligence; National Intelligence and the Security of the SAP.

3.2.3.2 The following questions can now rightly

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be asked: What does the actual knowledge imply? How will I know whether it is important enough to report to the security forces? As regards the former, information must be viewed in its broadest context; as knowledge and related to all hostile activities which include inter alia economy history, ethnological background, climate and topography. The final decision whether information is important or not must rest with the various information organizations.

3.2.3.3 When information is reported to the security forces it is important that one's own conclusions are not included in the report as these will then become part of the report itself.

3.3 Phase 2

3.3.1 To know what the term security means

3.3.1.1 We have already referred to the importance of knowledge. Thus we must realise that the enemy are continually seeking information on our movements. To prevent security from becoming the responsibility of specialists only and not everyone.

3.3.1.2 It is thus extremely clear that a state's attempts to man itself with the most efficiently equipped Defence Force, the most modern weapons and excellent leaders will partially or even totally fail without security. The enemy are desperate and will use any methods to penetrate our security network.

3.3.1.3 This places the responsibility of awareness of security on all citizens. It is each citizen's duty to make security, which is an attitude and discipline, an integral part of his life.

3.3.2 To realize that the enemy, even years before any direct attack, will begin collecting information on the SADF. It must thus be realized that, although there are no visible signs of a threat, the standard of security must never be lowered.

3.3.2.1 The enemy's aim is to overthrow the present Government and create a black majority Government. To achieve this

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the enemy must inter alia neutralize the SADF.

3.3.2.2 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 barred on 8 April 1960. We cannot therefore allow the standard of our security to be lowered.

3.3.3 The three branches of security.

Military security is divided into the following main categories.

3.3.3.1 Security of Information

This rests on the principle of the "Necessity to Possess" and "Necessity to Receive", which implies that no classified information may be passed on to an unauthorised person. Security of information functions as the anti-thesis of espionage.

3.3.3.2 Security of Material

This entails the correct handling and safe storage of all equipment. It functions as a defence against acts of sabotage by the enemy.

3.3.3.3 Security of Personnel

This embraces those measures which are taken to protect personnel against indoctrination by the enemy. Security of personnel is thus defence against subversive acts.

3.3.4 To realise that, although scholars or citizens do not normally have access to military secrets, information on the Defence Force is gained by their observation of troop movements or military activities or contact with a member of the Forces. They must know that information accidentally gained in this way is possibly sought by the enemy and must therefore not be spread.

3.3.5 To realize that the youth can be a source of information through their inherent curiosity, and that they do not have sufficient experience of information to distinguish between what should or should not be kept secret.

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DISCIPLINE AND LEADERSHIP

STD 6

3.4 Phase 3

- 3.4.1 To know that the information process is our own way of gaining information about the enemy and that security on the other hand is the precaution we take to prevent the enemy from obtaining information about us, destroying our equipment or subverting our national will.
 - 3.4.1.1 The various information processes, as applied by the various organization, are primarily aimed at obtaining information about the enemy in a planned and co-ordinated way.
 - 3.4.1.2 Security, therefore, is the guarantee of protection. To accomplish security certain precautions must be taken to protect information, personnel and equipment.
- 3.4.2 To know is the aim and composition of a guard.
 - 3.4.2.1 A guard consists of a guard commander, a second-in-command and a certain number of men.
 - 3.4.2.2 A guard is usually drawn up for the purpose of protecting a person, property, installation or place and can combine ceremonial duties with security duties.

4. PUPIL ACTIVITIES:

The cadets answer questions concerning the lesson.

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- 1. AIM: The cadet must understand that discipline and leadership cannot be separated. Leadership inspires discipline. Sometimes, however, it is discipline which brings about effective leadership.
- 2. AIDS: Pen/pencil and notebook (cadets)
- 3. CONTENTS OF LESSON:
 - 3.1 To be really disciplined the cadet must identify with the basic objectives of the cause for which discipline is required.
 - 3.2 Real discipline leads to obedience, to rules, regulations and demands, even without supervision.
 - 3.3 Cadet discipline does not differ from other forms of discipline. It is emphasized, however, because:
 - 3.3.1 human lives depend on it; and
 - 3.3.2 the survival of a nation may depend on it.
 - 3.4 Discipline in cadet context is demanded from:
 - 3.4.1 individuals
 - 3.4.2 groups and formations, e.g. sections, platoons, companies, units, etc.
 - 3.5 Discipline in a cadet detachment includes loyalty to superiors and subordinates.
 - 3.6 The level of discipline increases with rank as a result of:
 - 3.6.1 greater responsibility; and
 - 3.6.2 access to information of a more confidential kind.
 - 3.7 A feeling of solidarity (esprit de corps) is essential for cadet discipline, because:
 - 3.7.1 the cadet detachment consists of groups who have to fulfil their duties as a team.
 - 3.8 Force or punishment in a cadet detachment is only enforced as a result of a lack of discipline.

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- 3.9 Discipline has a high priority in a cadet detachment because
- 3.9.1 the successful completion of a task depends on disciplined action.
- 3.10 Discipline is essential in all walks of life.
- 3.11 It is essential for a leader to know himself and his abilities.
- 3.12 Qualities of a leader:
- 3.12.1 Appearance and impression
- 3.12.2 Perseverance
- 3.12.3 Initiative
- 3.12.4 Insight
- 3.12.5 Organizational ability
- 3.12.6 Integrity and conviction
- 3.12.7 A sense of responsibility and discipline
- 3.12.8 Flexibility and adaptability
- 3.12.9 Powers of persuasion
- 3.12.10 Emotional stability
4. PUPIL ACTIVITY:
- 4.1 Test content of lesson.
- 4.2 Name more qualities of a leader.

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ORGANISATIONS IN THE SADF

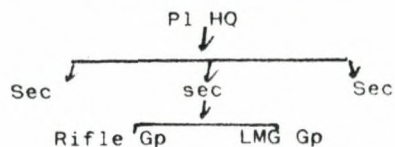
1. AIM: To teach cadets how the SA Defence Force and units of the Defence Force are organised to execute functions effectively
2. AIDS:
- Blackboard and chalk/felt tip pens,
- diagrams of the various organisations,
- cards with the names of the various components of the organisations,
- diagrams of the command and service channels,
- transparencies of the various organisations, command and service channels,
- overhead projector
- pointer,
- photographs or models of the weapons in the organisations
- and pencil/pen and notebook (cadets)
3. CONTENTS OF LESSON:
- 3.1 Preliminary arrangements
- If the preliminary arrangements have been changed, act accordingly.
- 3.2 Introduction
- 3.2.1 Each organisations is organised to function effectively. If each person who works for an organisation knows the organisation and how it functions, he or she will also know where they fit into the organisation and what is expected of them. Lastly everybody will know how they can benefit from the organisation.
- 3.2.2 Units with similar functions are organised similarly to ensure that members who are transferred from one unit to another will fit in with their new unit without difficulties and a minimum of time. For all practical purposes the organisation of an Infantry Battalion can be considered the basic unit organisation in the SA Army. It is necessary to make cadets aware of the unit organisations typical of it so that they will adapt more easily during

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national service. The said organisation also determines a command and control structure as well as service channels. This must be known and understood by all members to enable everybody to function smoothly and in harmony with the other members.

3.3 Organisation of a platoon in detail

3.3.1



3.3.2

<p>Pl Comdr-Lt Pl Sgt-Sgt Pl NCO-Cpl Orderly-Rfn Signaller-Rfn Dvr B Operator-Rfn</p>	<p>Personal weapons are R-4 rifles. Travel in a Buffel 2 Ton Personnel Mine Protected vehicle and have 2 x VHF and 2 x HF radio sets</p>
<p>Total in Pl HQ - 6</p>	<p>(HF - high frequency) (VHF - very high frequency)</p>

3.3.3 3 Sections

Each section:

<p>Sec Comdr-Cpl Sec 2IC-L Cpl LMG No 1-Rfn LMG No 2-Rfn Rfn- 6 Dvr B Operator-Rfn</p>	<p>Personal weapons are R-4 rifles except for the LMG No 1 that carries an LMG. Travel in a similar vehicle as Pl HQ but has only 1 x VHF radio set. Each section can also be issued with a rocket launcher and a M79 grenade launcher. These weapons are carried over and above the R-4 rifles</p>
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Total in section - 11
(LMG - Light machinegun)

3.3.4 Rifle gp

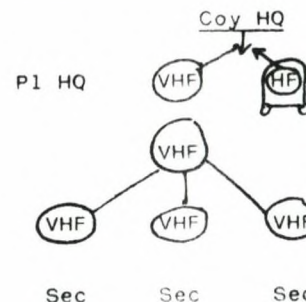
Sec Comdr
6 x Rfn

3.3.5 LMG gp

Sec 2 IC
LMG No 1
LMG No 2

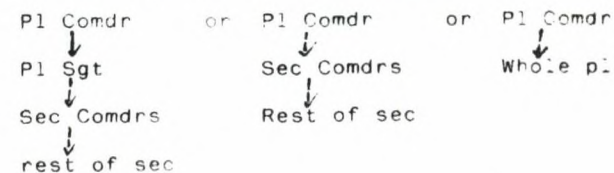
3.3.6 Total in Pl - 39

3.3.7 Communications (Radio)

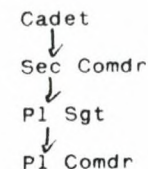


The VHF set is manportable and used when vehicles are not available. The HF set is vehicle mounted.

3.3.8 Command channel of the platoon



3.3.9 Service channel



Note: If no reaction within reasonable time, cadet may go to next higher authority

4. PUPIL ACTIVITIES:

- 4.1 How many members are there in a pl?
- 4.2 Name the different weapons in the pl.
- 4.3 Who is the first person a cadet must approach in order to have an interview with his pl comdr?

THE INTERNAL SERVICES OF A UNIT

STD 6

1. AIM:

1.1 General aims

To get the cadet to understand an organizational system suitable for a combat situation - and command system in a unit.

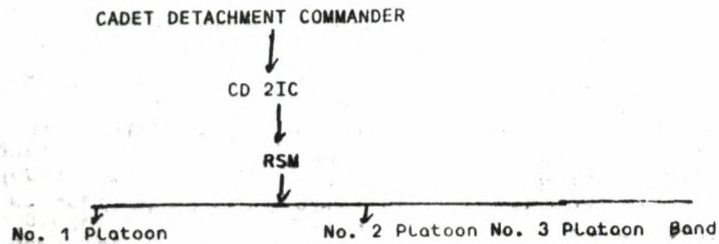
1.2 Specific aim

To get the cadet to know his own detachment's command and service channels.

2. AIDS: Organigram of own cadet detachment, pen/pencil and notebook (cadets)

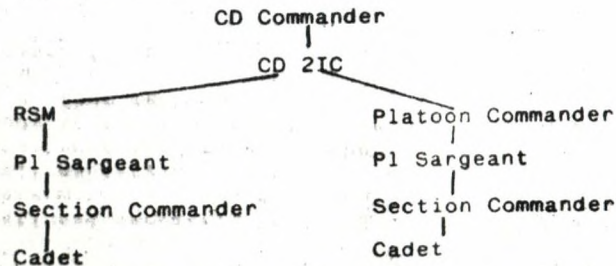
3. CONTENTS OF LESSON:

3.1 Example of the organigram of a cadet detachment with an authorized strength of 150:



No. 1 Sec. No. 2 Sec No. 3 Sec. (No. 4, 5, 6 Sections) (No. 7, 8, 9 Sections)

3.2 Service channels



3.3 Correct usage of the service channel:

3.3.1 The cadet does not make direct contact with his commander but will go through the service channel as indicated in 3.2.

4. PUPIL ACTIVITY:

Confront cadets with problems to test their knowledge and usage of the correct service channel,

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
736	1212	Afrikaanse Hoër Seunskool	432601	Lynnwoodweg 1 PRETORIA 0002	Pretoria 4,8	A	Pretoria- Oos	26	16
1562	1028	A.J. Koen	279	Posbus 280 BLOEMHOF 2660 Prinsstraat	Bloemhof 2,5	a	Klerksdorp	40	6
1751	1009	Alberton	8694673	P.O. Box 1460 ALBERTON 1450 Phantom St. Randhart ALBERTON	Alberton 7,0	E	South Rand	1	22
4	1008	Alberton	869-722 4/5	Posbus 71 ALBERTON 1450 H/v. Susanna & Du Preezweg ALBERTON	Alberton 2,0	A	Suid-Rand	1	22
26	1011	Athlone Boys'	618-3537/8	Bezuidenhout Ave, Kazerne BEZUIDENHOUT VALLEY 2094	6,4	E	Rand Central	11	19
27	1014	Athlone Girls'	616-4151 616-3128	Frederick Street OBSERVATORY EXT 2198	Kazerne 9,6	E	Rand Central	11	19
1306	1016	Balfour	166	Posbus 42 BALFOUR 2410 Minnaar- straat 118	Balfour 2,0	a	Heidelberg	10	5
1303	1015	Barberton	3101	Posbus 116 BARBERTON 1300 Shebaweg	Barberton 4,0	a/e	Nelspruit	22	11
2243	1154	Bastion	762-5245	Posbus 3158 WITBEECK 1729 Trezonalaan Mindalore KRUGERSDORP	Witpoortjie 2,5	A	Roodepoort	32	20

ONDERWYSKOLLEGES
COLLEGES OF EDUCATION

Verwysingsno. Reference no.	Betaal-punt-kodeno. Paypoint Code No.	Naam van Kollege Name of College	Adres van Kollege Address of College	Afleweringadres Delivery address	Tel.no. Tel.No.	Taal-medium Language medium
1460	1001	Goudstad	Privaatsak X27 AUCKLAND PARK 2006	Buntingweg COTTESLOE	7263200	A
407	1002	Johannesburg	27 St. Andrews Rd. PARKTOWN 2193	27 ST. Andrews Rd. PARKTOWN	642-1386	E
725	1004	Potchefstroom	E/v. Borcherd- en Hoffmanstr. POTCHEFSTROOM 2520	Presidentst.11 POTCHEFSTROOM	25116	A
746	1006	Pretoria	Privaatsak X382 PRETORIA 0001	H/v. Mears. & Walkerstraat SUNNYSIDE	423110	A
1793	1003	Pretoria	Private Bag X 380 PRETORIA 0001	C/o Boom & Du Toit Streets Soutpansberg Road PRETORIA	3235681	E
2101	1005	Onderwyskollege vir Verdere Opleiding College of Education for Further Training	Privaatsak X460 PRETORIA 0001	Rissikstraat 146 SUNNYSIDE	445331	a/e
			Private Bag X460 PRETORIA 0001	146 Rissik Street SUNNYSIDE		

SEKONDÊRE SKOLE
SECONDARY SCHOOLS

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
288	1074	Afrikaanse Hoërskool Germiston	342524	Privaatsak X02 Germiston-Suid 1411 Webberweg LAMETON	Germiston 5,5	A	Germiston	9	4
735	1209	Afrikaanse Hoër Mei- sieskool	432368	Bonistraat PRETORIA 0001	Rissik 1,6	A	Pretoria- Oos	26	16

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1665	3498	Bedford-view	6165220	Privaatsak X2 BEDFORDVIEW 2008 Healyweg MALVERN-OOS	Germiston 6,0	a/e	Germiston	8	4
47	3291	Bekker (Landbou)	86	Privaatsak MAGALIESBURG 2805 Seekoeihoek	Magaliesburg 10,0	a	Krugersdorp	19	7
49	1020	Belfast	1/237	Privaatsak X602 BELFAST 1100 Dugganstraat	Belfast 2,4	a/e	Middelburg	21	10
1678	3318	Benoni (Tegnies)	548126/7	P/sak X022 BENONI 1500 Liverpoolweg	Benoni 3,0	A	Benoni	2	1
53	1023	Benoni	8494129/ 4120	P.O.Box 12202 BENORYN 1504 Dalrymplestr. Northmead Ext. 3	Benoni 5,0	E	Benoni	2	1
59	1024	Ben Viljoen	100	P/sak X609 GROBLERSDAL 0470 Voortrekkerweg	Marble Hall 28,0 (Groblersdal)	A	Middelburg	21	10
1419	1270	Ben Vorster	22007/2	Posbus 412 TZANEEN 0850 Grensstraat	Tzaneen 1,6	A	Pietersburg	39	13
1401	1241	Bergsig	24006	Posbus 639 RUSTENBURG 0300 H/v. Wolmarans en Bovenstraat	Rustenburg 4,8	A	Rustenburg	33	21
1746	1169	Bergvlam	25544	Posbus 1175 NELSPRUIT 1200 Westacres	Nelspruit 3,0	A	Nelspruit	22	11
1405	1033	Birchleigh	972-5415	P/sak X05 BIRCHLEIGH 1621 H/v. Maroela & Olienhoutlaan	Elandsfontein A 15,0	A	Boksburg	17	2

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1658	1025	Blair-gowrie	782 6213/ 4	Standard Drive BLAIRGOWRIE 2194	Kazerne 12,9	E	Rand Central	14	19
1694	3322	Boksburg (Handel)	527505	Privaatsak X19 BOKSBURG 1460 H/v. Leeuw- poortstr. & Rondebultweg	Boksburg 2,4	a/e	Boksburg	3	2
78	1026	Boksburg	526166	P.O.Box 64 BOKSBURG 1460 Leeuwpoot Street	Boksburg East 2,0	E	Boksburg	3	2
2379	1036	Bracken-downs	8681451	P.O.Box 7384 BRACKENDOWNS 1454 24 Kamferbos Street	Natalspruit 10,0	E	Alberton	1	22
1679	3330	Brakpan (Tegnies)	8134160	P/sak X20 BRENTHURST 1542 Tweedyweg	Brakpan 3,0	a/e	Benoni	4	1
1178	1029	Brakpan	558316/7	P.O.Box 1007 BRAKPAN 1540 Porter Ave.	Brakpan 3,0	E	Benoni	4	1
1090	1032	Brandwag	8498911/2/3	Posbus 13191 NORTHMEAD 1511 Typhoonstraat Airfield	Benoni 4,5	A	Benoni	2	1
102	1035	Brits	20228	Posbus 195 BRITS 0250 Johanstraat 1	Brits 1,6	a	Rustenburg	5	21
1525	1111	Bryanston	7066010	P.O. Box 67038 BRYANSTON 2021 Tramore Road	Kazerne 14,5	E	North Rand	12	12

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1345	1189	Capricorn	75127/8	Vorster Street PIETERSBURG 0700	Pietersburg 4,8	E	Pietersburg	23	13
1691	3582	Carel de Wet (Tegnies)	335631/ 32	P/sak X08 VANDERBIJLPARK 1900 Jan v. Riebeeck- Boulevard 46	Vanderbijl- park 1,0	a/e	Vereeniging	37	23
1435	1039	Carleton Jones	3239	P.O. Box 415 CARLETONVILLE 2500 Annan Road	Oberholzer 2,4	E	Potchef- stroom	6	14
1185	1038	Carleton- ville	2306/7	Posbus 54 CARLETONVILLE 2500 H/v. Dolomiet- rylaan & Kaolinstraat	Oberholzer 2,4	a	Potchef- stroom	6	14
126	1041	Carolina	59	Posbus 73 CAROLINA 1185 Voortrekker- straat	Carolina 1,6	a	Ermelo	7	3
2624	3650	Chinese Kuo Ting	786-3068	P.O. Box 39771 BRAMLEY 2018 Andries Street	Kazerne 15,0	E	North Rand	12	12
132	1044	Christiana	24	Posbus 54 CHRISTIANA 2680 Diamantstr. 37	Christiana 1,0	A	Klerksdorp	40	6
1116	1047	Clapham	736011	Soutpansberg Road QUEENSWOOD 0186	Pretoria 7,2	E	Pretoria Oos-Moot	27	17
1563	1048	Coligny	40	Posbus 8 COLIGNY 2725 Derdestraat	Coligny 0,8	a/e	Lichten- burg	20	9

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1331	1232	Dawnview	589014/5	P.O. Box 2034 PRIMROSE 1416 7 Association Road, Dawnview	Germiston 7,0	E	Germiston	8	4
1285	1052	Delmas	2351/2	P/sak X1010 DELMAS 2210 Hendrik Verwoerdl. Delmas-Wes	Delmas 2,0	a	Heidelberg	35	5
165	1053	D.F. Malan	839- 2974	Hekpoortstr. CROSBY 2092	Kazerne 8,1	A	JHB. Noord- Wes	16	8
1447	1300	Die Adelaar	762- 1020	Posbus 3170 WITBEECK 1729 H/v. Suid- & Vermootenweg PRINCESS	Roodepoort 4,0	A	Roode- poort	32	20
1118	1167	Die Burger	6735000	Posbus 58001 NEWVILLE 2114 Exhibitionweg 23 DELAREY	Kazerne 3,0	A	Roode- poort	32	20
200	1056	Die Fakkell	683- 7246/7	P/sak 74096 TURFFONTEIN 2140 Carterweg FOREST HILL	Kazerne 10,0	A	Suid-Rand	34	22
1666	3418	Die Kruin	6425058	Privaatsak X1 Hillbrow 2038 Ublalaan PARKTOWN	Parkstasie 4,0	A	Rand- Sentraal	15	19
1885	1017	Die Varing	8646101	Posbus 7386 BRACKENDOWNS 1454	Natalspruit 6,0	A	Suid-Rand	1	22
2606	1283	Die Wilgers	873141	Posbus 492 DIE WILGERS 0041 Frankweg 8	Pretoria 17,0	A	Pretoria- Oos	26	16
2309	1045	Dinwiddie	345832 962 4669	P/Bag X03 DINWIDDIE 1405 Cardiff & Baldock Roads	Union Railway Station 1,0	E	Germiston	9	4
1298	1027	Dr. E.G. Jansen	8261538/9	Posbus 10046 FONTEINRIET 1464 Rietfonteinweg BOKSBURG-WES	Boksburg-Oos 4,0	A	Boksburg	3	2

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1867	1277	Driehoek	321103	Posbus 12057 LUMIER 1905 Ramsbottom- straat SE2 VANDERBIJL- PARK	Vanderbijl- park 1,0	A	Vereeni- ging	37	23
1264	1282	Drie Riviere	45845	Posbus 3061 DRIE RIVIERE 1939 Umgenistraat DRIE RIVIERE	Vereeniging 5,0	A	Vereeni- ging	38	23
1164	1155	Dr. Malan	24511	P/sak Meyerton 1960 H/v. Shippard- & Hollidaystraat	Meyerton 2,0	A	Vereeni- ging	38	23
1962	1070	Edenglen	6098336	Steyn Avenue EDENGLLEN 1610	Elands- fontein 6,5	E	Germiston	8	4
1390	1061	Edenvale	537942/3	P.O. Box 106 EDENVALE 1610 Glendower Ave.	Germiston 38,0	E	Germiston	8	4
1329	1058	Edenvale	6098227	Posbus 96 EDENVALE 1610 Eerstelaan	Germiston 10,0	A	Germiston	8	4
1124	1223	Elands- poort	796043/4	Albertynstr. 140 DANVILLE 0183	Pretoria 7,2	A	Pta-Noord	30	15
1310	1054	Eldo- raigne	641592	Posbus 21020 VALHALLA 0137 Christopherweg ELDORAIGNE	Verwoerd- burg 10,0	A	Pta-Sentr.	29	18
1287	1292	Ellisras	5	P/sak X205 ELLISRAS 0555	Vaalwater 105,2 (Sieraad)	a/e	Waterberg	41	24
1496	1050	Elsburg	342-587/ 8	Posbus 9223 ELSBURG 1407 Brugstraat 4	Elsburg 2,5	A	Germiston	9	4
1821	3370	Elspark (Tegnies)	893/2013	P/sak X01 Elspark 1418 Waaiboom (Raven) Elspark	Germiston 0,5	A	Boksburg	3	2

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
249	1059	Erasmus	2165	Posbus 220 BRONKHORST- SPRUIT 1020 Cathiestr.	Bronkhorst- spruit 2,0	a	Pretoria- Oos	26	16
1400	1156	Eric Louw	413	P/sak X626 MESSINA 0900 Irwinstraat	Messina 1,6	a	Pieters- burg	39	13
252	1062	Ermelo	5866/7	Posbus 147 ERMELO 2350 Joubertstr.	Ermelo 3,3	A	Ermelo	7	3
1521	1064	Evander	22314/5	Posbus 182 EVANDER 2280 Münchenweg	Kinross 8,0	a/e	Ermelo	36	3
1701	3390	Ferdinand Postma	5247	P/sak X922 POTCHEFSTROOM 2520 Lanyonstr. Baillie Park	Potchef- stroom 4,0	A	Potchef- stroom	24	14
1089	1051	F.H. Odendaal	868050	Posbus 15141 LYNN-EAST 0039 Baviaanspoortweg	Silverton 3,6	A	Pretoria Oos-Moot	27	17
268	1065	Florida	6725345	Posbus 12 FLORIDA 1710 L. Botha- rylaan	Florida 1,5	A	Roode- poort	32	20
1106	1066	Florida Park	6727925/6	P.O. Box 77 FLORIDA 1710 Petunia Str. FLORIDA PARK	Florida 1,5	E	Roode- poort	32	20
1572	1069	Foch- ville	2133	P/sak X5 FOCHVILLE 2515 Eerstestr.	Fochville 8,1	A	Potchef- stroom	6	14

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
272	1068	Forest	683-8215	P.O. Box 74013 TURFFONTEIN 2190 Forest Street FOREST HILL	Kazerne 8,0	E	South Rand	34	22
1581	1186	Frans du Toit	4871/2	P/sak X01017 PHALABORWA 1390 Jansen's Singel	Phalaborwa 8,0	a/e	Pieters- burg	39	13
1138	1265	Frikkie Meyer	374/5	Posbus 5 THABAZIMBI Q380 Tambotiestr.	Thaba- zimbi 1,6	A	Rusten- burg	33	21
1041	1299	Generaal Hertzog	3939	P/sak X7231 WITBANK 1035 Elizabethln.	Witbank 1,0	A	Middel- burg	42	10
1176	1071	General Smuts	220040	P.O. Box 320 VEREENIGING 1930 V.Riebeeckstr.	Vereeniging 2,0	E	Vereeni- ging	38	23
289	1077	Germis- ton	348860/1 827.886c	P.O. Box 95 GERMISTON 1400 Lake Grounds	Germiston 3,0	E	Germiston	9	4
1214	1273	Gerrit Maritz	553817	Posbus 16151 PTA-NOORD 0116 Gerrit Maritzweg	Pta-Noord 3,2	A	Pta. Noord	25	15
2681	1219	Goudrand	6932259	P/sak X9 Randfontein 1760 H/v. Johnstone & Veertiende straat	Randfontein 2,0	A	Randfon- tein	31	7
1368	1226	Goudrif	589057/8	Posbus 6007 Homestead 1412 Pretoriaweg	Germiston 10,0	A	Germiston	8	4
1378	1084	Greenside	41-0113/4	P.O.Box 84042 GREENSIDE 2034 Geers Ave.	Kazerne 9,6	E	JHB North West	14	8

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1771	1238	Grenswag	28355/6	Posbus 834 RUSTENBURG 0300 H/v. Mollen & Benedenstr.	Rustenburg 3,2	A	Rusten- burg	33	21
1675	3549	⁰¹⁴²¹ Grenville	27811 20344	P/Bag X82071 RUSTENBURG 0300 Klopper Str.	Rustenburg 2,0	E	Rustenburg	33	21
1399	1168	Hans Strijdom	95	Posbus 11 NABOOMSPRUIT 0560 9de Str.	Naboom- spruit 2,1	a	Water- berg	41	24
1700	3468	Hartebees- poort	30017/8	P/sak X351 HARTBEES- POORT 0216	Brits 19,2	A	Rusten- burg	5	21
339	1086	Heidelberg Volk	3165/6	Posbus 215 HEIDELBERG 2400 Jacobstraat	Heidelberg 5,0	A	Heidel- berg	10	5
345	1089	Helpmekeer Meisies	6424347/8	Posbus 31477 BRAAMFONTEIN 2017 Melle- & Empireweg,	Kazerne 4,8	A	Rand- Sentraal	15	19
346	1092	Helpmekeer Seuns	339-2226	Posbus 32109 BRAAMFONTEIN 2017 Mellestr.	Kazerne 4,8	A	Rand- Sentraal	15	19
588	1158	Hendrik Verwoerd	706128	Pierneefstr. PRETORIA 0002	Pretoria 6,4	A	Pta-Sent.	28	18
1770	1093	Hendrina	215	P/sak X6 HENDRINA 1095 Schuinsstr.	Estancia 20,0 Hendrina	A	Middel- burg	21	10
353	1095	Hercules	774281	Ribbonstr. HERCULES 0082	Hercules 3,2	A	Pta-Noord	30	15

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
359	1098	Highlands North Boys	786-2439	Fourth Ave. HIGHLANDS NORTH 2192	Kazerne 12,9	E	North Rand	13	12
2617	1259	Highveld Park	4 1119 22734 code 01363	Pvt. Bag X12950 Hoëveldrif. 2305. P.O. Box 191 EVANDER 2200 Aberdeen Road	Kinross 10,0	E	Ermelo	36	3
1307	1057	Hillview	754628/9	Franzina Str. ROSEVILLE 0084	Pretoria 3,2	E	Pretoria Oos-Moot	27	17
1386	3297	Hoëveld (Landbou)	89	P/sak X6 MORGENZON 2315	Morgenzon 1,6	a/e	Ermelo	36	3
371	1101	Hoogenhout	2226	Posbus 22 BETHAL 2310 Wichstraat	Bethal 5,0	A	Ermelo	36	3
1096	1260	Hoogland	558395	Posbus 191 BRAKPAN 1540 H/v. Stoffberg & Bedfordlaan	Brakpan 1,6	A	Benoni	4	1
377	1104	Hugenate Meisies	560735/6	P/sak X32 SPRINGS-OOS GEDULD 1562 Oos-Geduldweg	Springs 3,0	A	Heidelberg	35	5
378	1107	Hugenate Seuns	561101/2	P/sak X44 Springs-Oos GEDULD 1562 Oos-Geduldweg	Springs 2,0	A	Heidelberg	35	5
1262	1109	Hyde Park	472281	Third Road HYDE PARK 2196	Kazerne 12,9	E	North Rand	12	12
1279	1131	Jan de Klerk	6651143	P/sak X2019 KRUGERSDORP 1740 Kerkstraat	Krugersdorp 1,0	A	Krugersdorp	19	7
1680	3414	Jan de Klerk (Tegnies)	515-524	P/sak X1032 PRIMROSE 1416 Payneweg	Germiston 2,0	a/e	Germiston	8	4

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1696	3416	Jan Viljoen	52-5204 5/8	P/sak E1 RANDFONTEIN 1760 Hoofweg 3	Randfontein 1,0	A	Krugersdorp	31	7
394	1110	Jeppe Boys	5-938/5	Good Hope Str. KENSINGTON 2094	Kazerne 3,2	E	Rand Central	11	19
395	1113	Jeppe Girls	5-509 5-5015 5-509	160 Robers Ave. KENSINGTON 2094	Kazerne 4,8	E	Rand Central	11	19
1415	1120	Jeugland	5-3037/8	Christoffelst. V.RIEBECKPARK 1620	Kemptonpark 6,0	A	Boksburg	17	2
1152	1264	J.G. Strijdom	5-3518/5	Outspanweg SUIDHEWELS 2197	Kazerne 5,0	A	Suid.Rand	1	22
1672	3411	J.J. Pienaar (Handel)	5289	P/sak E30 POTCHEFSTROOM 2520 H/v. Annet & Retiefsstraat	Potchefstroom 1,6	A	Potchefstroom	24	14
1676	3419	Johan Jurgens (Handel)	52- 527/8	P/sak E7 SPRINGS 1560 H/v. Parkln. Beyerstr.	Springs 2,0	a/e	Heidelberg	35	5
1705	1115	Johannesburg Art, Ballet & Music)	5-8219	25 St. Andrews Road PARKTOWN 2193	Kazerne 6,4	E	Rand Central	15	19
403	1116	Johannesburg Girls	5-4657/8	Beatrice Lane BERA 2198	Kazerne 4,8	E	Rand Central	15	19
1681	3420	John Orr (Tegnies)	5-7000/1	P/sak E1 AUCKLAND PARK 2006 Empire Id. Milner Park	Kazerne 6,4	a/e	Rand-Sentraal	15	19

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
645	1170	John Vorster	7392218/9	Posbus 36 NIGEL 1490 Graaf-Reinetweg	Nigel 4,0	A	Heidelberg	10	5
1687	3421	John Vorster (Tegnies)	733159/ 733131	P/sak X283 PRETORIA 0001 Meyerst.1072 RIETFontein	Pretoria 11,7	A	Pretoria Oos-Moot	27	17
1180	1117	Kempton Park	9702102/3	P/sak 1 VAN RIEBEECK- PARK 1629 H/v Van Riebeeckweg & Firlaan KEMPTONPARK	Kempton- park 4,6	A	Boksburg	17	2
434	1119	Kensington	6164127/8	Posbus 59055 KENGRAV 2100 New Yorkweg KENSINGTON	Kazerne 8,1	A	Rand Sentraal	11	19
441	1122	King Edward VII	648-1011	44 St. Patrick Road HOUGHTON 2198	Kazerne 8,1	E	Rand Central	15	19
453	1125	Klerksdorp	28423/4	Posbus 1181 KLERKSDORP 2570 H/v Emily Hobhouse- & Paul Krugerstr.	Klerksdorp 2,0	A	Klerks- dorp	18	6
1669	3423	Klerksdorp (Tegnies)	28417	P/sak XA9 KLERKSDORP 2570 Kleynhansst.	Klerksdorp 2,0	a/e	Klerksdorp	18	6
1564	1129	Koster	19	Posbus 53 KOSTER 2825 Noordstr.	Koster 3,0	a	Lichten- burg	20	9

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
482	1128	Krugersdorp	6644554	P.O. Box 3031 KENMARE 1745 Cornelius Moll Street Monument Ext.	Krugers- dorp 5,0	E	Krugers- dorp	19	7
493	3296	Kuschke (Landbou)	Eerste- goud 5	P/sak X1 EERSTEGOUD 0701	Eerste- goud 4,8	a	Pieters- burg	23	13
499	1137	Langenhoven	483466/7	Paul Kruger- straat PRETORIA 0002	Pretoria 1,6	A	Pretoria- Sentraal	28	18
1683	3427	Langlaagte (Tegnies)	⁵³⁷ 3 8577	P/sak X LANGLAAGTE 2102 H/v. Kruger & Du Toitstr.	Kazerne 6,4	a/e	JHB Noord- Wes	16	18
1677	3579	Lettie Fouché (Handel)	335641	P/sak X022 V.D.BIJLPARK 1900 J.v.Riebeeck Boulevard	Vander- bijlpark P.M.D. 1	A	Vereeni- ging	37	23
519	1140	Lichtenburg	4489	Posbus 54 LICHTENBURG 2740 Scholtzstr.	Lichten- burg 1,6	a/e	Lichten- burg	20	9
1664	3300	Ligbron	4621	P/sak X9033 ERMELO 2350 Voortrekkerln.	Ermelo 5,1	a/e	Ermelo	7	3
523	1143	Linden	7829831/2	P/sak X02 LINDEN 2104 5de Straat	Kazerne 12,9	A	JHB. Noord- Wes	14	8
537	1144	Louis Trichardt	⁶¹⁵⁵¹ 4265/6	Posbus 101 LOUIS TRICHARDT 0920 Andersonstraat	Louis Trichardt 4,8	a	Pieters- burg	39	13

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1736	1166	Lowveld	23335	P.O. Box 1058 NELSPRUIT 1200 Kaffirboom Ave. Westacres	Nelspruit 3,0	E	Nelspruit	22	11
541	1146	Lydenburg	2111/ 2112	Posbus 28 LYDENBURG 1120 Kerkstraat	Lydenburg 0,2	a	Nelspruit	22	11
1382	1148	Lyttelton Manor	622101	P.O. Box 14640 LYTTELTON 0140 Selbourne Ave.	Lyttelton 1,6	E	Pretoria Central	29	18
553	1149	Malvern	6157028/9	P.O. Box 66032 BROADWAY 2020 Mars Street	Kazerne 9,6	E	Rand Central	11	19
1693	3463	Marais Viljoen (Handel & Tegnies)	8691883/4	P/sak ALBERTON 1450 H/v. Bodmanweg & Cradockstraat	Alberton 4,0	a/e	Suid- Rand	1	22
1489	1153	Menlo- park	477738	Atterburyweg MENLOPARK 0081	Pretoria 11,2	A	Pretoria- Oos	26	16
583	3292	Merensky	5608/9	P/sak X4003 TZANEEN 0850	Tzaneen 8,0	a/e	Pieters- burg	39	13
591	1161	Middelburg	7344/5	P/sak X1811 MIDDELBURG 1050 Markstraat 1	Middelburg 2,0	A	Middel- burg	21	10
1684	3471	Middelburg (Tegnies)	6105/6/7	P/sak X1806 MIDDELBURG 1050 Fonteinstr.	Middelburg 1,0	a	Middel- burg	21	10
1205	1126	Milner	25215	P.O. Box 640 KLERKSDORP 2570 Potchefstroom Road	Klerksdorp 3,0	E	Klerks- dorp	18	6

(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
1779	1150	Mondeor	680-5362	P.O. Box 186 MONDEOR 2110 Beauval Ave.	Mondeor 24,0	E	South Rand	34	22
2396	1150	Montana	573037	Posbus 19498 SINOVILLE 0129		A	Pretoria- Noord	25	15
606	1164	Monument	9351165 6651126/7	P/sak X2029 KRUGERSDORP 1740 H/v Tweede & Blommesteinstr. KRUGERSDORP-NOORD	Krugersdorp 3,0	A	Krugers- dorp	19	7
1682	3478	N. Diederichs (Tegnies)	6603121/2	P/sak X2034 KRUGERSDORP 1740 Johan Schoeman- rylaan QUELLERIEPARK	Krugersdorp 3,0	a/e	Krugers- dorp	19	7
1098	1155	Nelspruit	22114/5	Posbus 127 NELSPRUIT 1200 Cameronstraatverlenging	Nelspruit 2,0	A	Nelspruit	22	11
1343	1171	Nigel	7392186	P.O. Box 430 NIGEL 1490 York Road VISAGIE PARK	Nigel 4,0	E	Heidelberg	10	5
1792	1173	Noord- hauwel	664-4062	P/sak 2032 KRUGERSDORP 1740	Krugersdorp 8,0	A	Krugers- dorp	19	7
1200	1177	Noord- Oosrand	965-1405	Combrinkstraat Putfontein PETIT 1512	Benoni 14,0	A	Benoni	2	1
2229	1177	Norkem Park	972-4144	P/Bag X04 BIRCHLEIGH 1621 Mooifontein Road James Wright Ave. NORKEMPARK	Elands- fontein 5,0	E	Boksburg	17	2
2232	2654	Normanhuis	539787	Posbus 7841 EDENVALE 1610 Eerstelaan	Germiston 10,0	a/e	Germiston	8	4
1594	1177	North- cliff	6784467	P.O. Box 35412 NORTHCLIFF 2115 Mountainview Drive BLACKHEATH Ex. 3	Kazerne 20,9	E	JHB N. West	14	8

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