H O O F S T U K 7

7 SAMEVATTING

7.1 Oriëntering en motivering vir die ondersoek

Die toenemende aantal immigrantekinders wat hulle sedert 1961 by skole inskryf, het die onderwys gekonfronteer met verskillende probleme. Die probleme is van sodanige aard dat verskeie versoeke tot die Minister van Nasionale Opvoeding gerig is om ondersoek na die onderwys van immigrantekinders in te stel[1]. Die doel van hierdie studie is om 'n objektiewe beskrywing te gee van die didakties-pedagogiese situasie waarin immigrantekinders hulle in 31 skole in die ondersoekterrein van die yster-en-staal- en die petrochemiese nywerheidsgroeipunt in Transvaal en Vrystaat aan weerskante van die Vaalrivier bevind[2]. Die studie is gedurende 1971-72 gedoen met terugverwysing na 1961. Die universum het bestaan uit 17 608 kinders waarvan 2 022 immigrante was. As steekproef is 300 immigrante- en as kontrolegroep 300 Suid-Afrikaanse kinders in 17 skole betrek[3]. Verdere inligting is uit amptelike en nie-amptelike dokumente, onderhoude en direkte waarneming verkry. Buitelandse ondersoek is onder andere in die immigrasielande Israel, Wes-Duitsland, Switserland, Frankryk, België, Engeland, die V.S.A. en Kanada gedoen[4]. Van die verskillende terme wat vir hierdie ondersoek omskryf is, is die volgende definisies van immigrantekinders van bepalende belang:

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1. Vergelyk paragraaf 1.1.
2. Vergelyk paragraaf 1.3.
3. Vergelyk paragraaf 3.2.
4. Vergelyk paragraaf 5.3.

Definisie vir statistiese doeleindes[5]: 'n Immigrantekind is 'n kind van ouers wat as vreemdelinge ingevolge die geldende wetsbepalings wettig tot die R.S.A. vir permanente verblyf daarin toegelaat is en vir Suid-Afrikaanse burgerskap deur naturalisasie in aanmerking kom of uiteindelik kan kom, of tydens die leeftyd van die kind reeds Suid-Afrikaanse burgerskap deur naturalisasie verkry het.

Definisie vir taalonderwysdoeleindes[6]: Immigrantekinders wat behoefte het aan taalonderwys is:

(1) Kinders wie se moedertaal Engels is, maar wat geen kennis van Afrikaans as tweede taal het nie;

(2) Kinders wie se moedertaal nóg Afrikaans nóg Engels is en wat geen kennis van Afrikaans of Engels as tweede taal het nie; en

(3) Kinders wie se moedertaal nóg Afrikaans nóg Engels is, maar wat wel 'n kennis van Afrikaans of Engels as tweede taal het.

Bogenoemde leerlinge skep taalprobleme in skole.

Met kennis van die voertaal of tweede amptelike taal as kriterium kan immigrantekinders verder vir taalonderwysdoeleindes as volg gedefinieer word:

'n Immigrantekind is 'n kind wat nie die voertaal en/of die tweede amptelike taal op geselstrant kan beheer nie, die taalstruktuur van die betrokke taal nie willekeurig en outomaties vir kommunikasie kan aanwend nie en die voertaal en/of tweede amptelike taal nie met begrip of bevredigende spoed kan lees nie of korrek kan skryf nie. Die kind is dus 'n potensiële bron van linguistiese probleme in die voertaal en/of die tweede amptelike taal.

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5. Vergelyk paragraaf 1.4.1.3.
6. Vergelyk paragraaf 4.3.3.3.

7.2 Immigrasie in die R.S.A.

Dit is essensieel om 'n geheelbeeld van immigrasie in die R.S.A. te verkry, aangesien dit bepalend vir onderwysverskaffing aan immigrantekinders is. Waar immigrasie dui op die immigrant se begeerte om suksesvol in die nuwe omgewing te wees, is die onderwys by uitstek geskik om die immigrante in die immigrasie= land in te burger. Die onderwys kan egter ook as 'n verdedigings= meganisme aangewend word om die kultuur van die land van herkoms te behou. Dit blyk uit die Suid-Afrikaanse immigrasiegeskiedenis dat waar 'n verspreidingsbeleid en integrasie met die meerderheid van die blanke gemeenskap gevolg is, soos in die geval van die Franse Hugenote, die onderwys kulturele verandering meegebring het[7]. Groepsvestiging soos dié van die Engelse en Duitsers het egter hulle groepsidentiteit, onder andere deur die onderwys, bewaar. Immigrasie is tans nodig om 'n ekonomiese groeikoers van $5\frac{1}{2}\%$ te handhaaf vir sover blanke werkkrag daarvoor nodig is, en om demografiese en sosiaal-kulturele redes[8]. Die Departement van Immigrasie is in 1961 gestig om immigrasie te bevorder. Omdat die Departement van Immigrasie nie die inskakeling van immigrante onderneem nie, word staatsgesubsideerde private organisasies en die Departement van Nasionale Opvoeding en provinsiale onderwysdepartemente daarvoor betrek. Die immigra= sie van 40 000 immigrante van 'n verskeidenheid Europese en ander lande bring 'n wins van 7 000 skoliere jaarliks mee[9]. Die immigrante vestig hulle veral om sosio-ekonomiese redes in nywerheidsgroeipunte waar hulle vestigingspatroon 'n belangrike invloed op die onderwys uitoefen.

7.3 Die onderwys van immigrantekinders in die bepaalde nywerheidsgroeipunt van die R.S.A.

Die immigrantekinders in die ondersoekterrein is hoofsaaklik afkomstig van die oorbevolkte swaarnywerheidsgebiede of arm agrariese gebiede van Sentraal- en Suid-Europa en die Verenigde

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7. Vergelyk paragraaf 2.3.
8. Vergelyk paragraaf 2.4.
9. Vergelyk paragraaf 2.6.

Koninkryk. Vlugtelinge van Oos-Europa tel ook onder die immigrante. Volgens hulle taalherkoms is die immigrante vir doeleindes van hierdie studie in drie kategorieë verdeel, nl. Engels, 34%, Kontinentaal-Germaans, 28%, en Diverse, 38%[10]. Talle immigrante is van Grieks-Ortodokse en Rooms-Katolieke herkoms, en laasgenoemde het die getal Rooms-Katolieke plaaslik aansienlik laat toeneem.

Volgens die voertaalbepalings is die taalverhouding van Afrikaans tot Engels in Transvaal 7 : 1, O.V.S. 9 : 1 en in die ondersoekterrein 9 : 1[11]. Al 100% Engelssprekende immigrante is tot Engels as natuurlike ouerkeuse verplig. Diegene met geen kennis òf van Engels òf van Afrikaans as voertaal se ouers oefen 'n kunsmatige ouerkeuse uit sodat 97% van die Diverse immigrante Engels neem en so ook 45% van die Kontinentaal-Germaanse immigrantekinders. Die res neem Afrikaans sodat Afrikaans die voertaal van slegs 19% van die universum immigrantekinders is teenoor 81% wat Engels kies. Die motiewe waarom voorkeur aan Engels as voertaal gegee word, is ook nie altyd opvoedkundig verantwoordbaar nie.

Die immigrantekinders is volgens hulle voertaalkeuse sodanig in die openbare, private en kleuterskole van die ondersoekterrein verspreid dat die persentasie immigrantekinders in Engelsmediumskole $>40\%$ is, in parallelmediumskole 5 - 15% en in Afrikaansmediumskole $<5\%$ is[12].

Voorsiening is gemaak vir bevorderingskonsessies en personeeltoewysing aan immigrantekinders, maar vanweë hulle opeenhoping in Engelsmediumskole word die personeel, wat nie spesifiek vir immigranteonderwys opgelei is nie, hoofsaaklik in Engelsmediumskole aangestel. Hier behartig hulle taalonttrekkings- of suiwer immigranteklasse, terwyl die gewone personeel die res

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10. Vergelyk paragraaf 3.3.
11. Vergelyk paragraaf 3.4.1.
12. Vergelyk paragraaf 3.4.3.1.

van die immigranteonderwys behartig aangesien skoolpligtige immigrante direk in klasse ingedeel is en die gewone kurrikulum volg[13].

7.4 Probleme in die onderwys van immigrantekinders

Vreemdheid is die dinamiese onderliggende probleem in die onderwys van immigrantekinders[14]. Die sosiaal-kulturele doelstelling van die onderwys in die R.S.A. is om die kind in die nasionale kultuur van die R.S.A. op te voed. Dit veronderstel 'n nasionale primêre en sekondêre idiostante kultuurkring waarin die kontinuïteit van die opvoeding normaalweg deur medium van die moedertaal verloop. Die probleem is egter dat die kontinuïteit van die opvoeding sedert 1961 nie meer normaal verloop nie vanweë die toenemende aantal oneweredig verspreide immigrantekinders wat in variërende mate vreemd is in en aan die Suid-Afrikaanse didakties-pedagogiese situasie. Hulle vreemdheid varieer na gelang van hulle blootstelling aan die kultuur van die land van herkoms en hulle kontak en interaksie met die Suid-Afrikaanse kultuur. Verskillende grade van vreemdheid kan dus by immigrante onderskei word[15]. Die immigrante se kultuurvreemdheid spruit uit die sosiale proses van enkulturasie of opvoeding in eie kultuur. Die mens verloor met toenemende ouderdom die veelsydigheid om taal en kultuur aan te leer en weerstaan toenemende verandering. Daarom is kulturele kontinuïteit so belangrik, en die onderbreking van die kontinuïteit deur immigrasie so 'n probleem. Die vreemdheid van immigrante wissel na gelang van vreemdheidsfaktore soos onder andere ouderdom van immigrantekinders, lengte van verblyf, voertaalkeuse, kultuuraftand, hoeveelheid en diversiteit van immigrante, genetiese en godsdiensvreemdheid, verspreiding of konsentrasie en die houding van die Suid-Afrikaners.

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13. Vergelyk paragraaf 3.7.
14. Vergelyk paragraaf 4.2.
15. Vergelyk paragraaf 4.2.4.

Taal en kommunikasie is ab initio die immigrante se probleem omdat taal opvoedingsmedium en kultuurdraer is[16]. Alhoewel denke afsonderlik van taal ontstaan, word denke deur taal bepaal. Taalontwikkeling word bepaal deur die mate waarin die kind hom aan sy medemens verstaanbaar maak. Daarom is maksimale taalinteraksie met die sosiale taalgemeenskap essensieel. Dit is belangrik dat die lerende kind nooit in taalgebruik mag stagneer nie omdat taalremming en taaltekorte hulle op die opvoeding van die kind wreek. Talle immigrante se probleem is juis dat hulle gesosialiseerde eksterne taal ná immigrasie nie effektief is nie en dat hulle innerlike taal en denke steeds deur medium van die primêre egosentriese moedertaal geskied. Hulle skolastiese peil is ver hoër as hulle vermoë in die vreemde voertaal. Talle "stom" immigrante se pedagogiese ontplooiing is deur immigrasie onderbreek omdat immigrantekinders probleme ervaar met uitspraak, vreemde taal= simbole, taalafstand en taalverwarring. Boonop word van hulle vereis om twee amptelike tale aan te leer. Hulle opeenhoping in Engelsmediumskole lei tot taalgroepvorming. Private moeder= taalonderwys en ghettovorming beperk ook fisiese funksionele taalkontak met die Suid-Afrikaners, wat 'n vereiste is al leer 'n kind die taal paties of gnosties aan. Die ouderdom waarop die immigrantekind die nuwe voertaal moet aanleer, bepaal die kind se linguistiese probleme en die wyse waarop die interne en eksterne wêreld gekonstitueer is.

Die immigrantekinders se toetsprestasie in die N.S.A.G.T. word grootliks bepaal deur hulle kennis van die voertaal en die Suid-Afrikaanse kultuur. Alhoewel I.K. metastabiel is, wil dit uit die verskil in immigrante se toetsprestasie voor= kom asof daar 'n positiewe korrelasie tussen taalontwikkeling met blootstelling aan die Suid-Afrikaanse kultuur oor tyd en intelligensie is[17]. Dit blyk uit die gemiddelde toename in toetsprestasie dat die Kontinentaal-Germaanse kinders se toetsprestasie meer verbeter as die Engelse en Diverse kinders s'n, wat daarop dui dat die Kontinentaal-Germaanse kinders beter deur breek tot die Suid-Afrikaanse kultuur, blykbaar

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16. Vergelyk paragraaf 4.3.
17. Vergelyk paragraaf 4.3.9.

as gevolg van 'n kleiner kultuurafstand en die groter blootstelling aan die Suid-Afrikaanse kultuur, wat inpassing ter plaatse bevorder. Die toetsresultate stem ooreen met dergelike resultate in Engeland en die V.S.A., nl. dat immigrantekinders van Sentraal- en Noord-Europa en Engelssprekende lande se skolastiese potensiaal net so goed en selfs beter as dié van die outochtone bevolking is en dat kinders van Suid-Europa blykbaar 'n agterstand toon wat deels aan genetiese en deels aan sosio-ekonomiese omgewingsfaktore en kultuurafstand toegeskryf kan word[18].

Die Diverse immigrantekinders se skynbare onvermoë om tot die Suid-Afrikaanse kultuur deur te breek, moet ook deels aan 'n gebrek aan blootstelling aan die kultuur toegeskryf word as gevolg van opeenhoping in Engelsmediumskole, ghettovorming en isolasie.

Probleme word in verband met die skoolpligtigheid van immigrantekinders ondervind omdat die Suid-Afrikaanse skoolpligtige ouderdomme van dié in die emigrasielande verskil, en dit gee aanleiding tot 'n verskil in skolastiese niveau[19]. Talle Engelse vyfjariges wat reeds op skool was, is hier nog nie skoolpligtig nie, terwyl talle Mediterreense immigrante wat reeds die skool verlaat het, weer in die R.S.A. skoolpligtig is.

Die oneweredige verspreiding van immigrantekinders in die skole van die ondersoekterrein is 'n dinamiese onderwysprobleem. Daar is 'n oneweredige numeriese verhouding tussen immigrante- en Suid-Afrikaanse kinders in skole, t.w. 1 : 35 en 1 : 44 in Afrikaansmedium primêre en sekondêre skole teenoor 1 : 1 in Engelsmediumskole[20]. Volgens hierdie verhouding verdwyn die immigrantekinders in die Afrikaansmediumskole, terwyl die opeenhoping van immigrantekinders in Engelsmediumskole die nasionale karakter van die skool belemmer en 'n probleem van behoud van eie identiteit veroorsaak. Daar is ook in klasse 'n oneweredige numeriese verhouding tussen immigrante- en

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18. Vergelyk paragraaf 4.7.
19. Vergelyk paragraaf 4.4.
20. Vergelyk paragraaf 4.5.

Suid-Afrikaanse kinders. Waar 98% van die primêre-skool= immigrante in Engelsmediumskole en dáár weer in die junior primêre fase konsentreer, soos 108 Diverse immigrante in Graad 1 in die Engelsmedium primêre skool no. 1, moes hulle geïsoleer word om die Suid-Afrikaners te beskerm. Die onderwysgebeure word versteur in klasse waar die verhouding van immigrante tot Suid-Afrikaners 3 : 1 bereik, dit beperk albei groepe se kontak met en rem ontplooiing in die Suid-Afrikaanse kultuur, en dit motiveer ook die Suid-Afrikaners se uitwyking. Immigrantekinders is ook oneweredig versprei in kursusse waar die Diverse immigrante in die St. 8-kursus en die aanpassingsklas konsentreer. Daar is ook 'n oneweredige numeriese verhouding tussen etniese groepe immigrantekinders in soverre 62% van al die Portugese in een skool konsentreer.

Die oorsake wat aanleiding gee tot oneweredige verspreiding van immigrantekinders is hulle taalvreemdheid, hulle voorkeur aan Engels, godsdiensvreemdheid en die feit dat die Rooms-Katolieke en Grieks-Ortodokse immigrantekinders in private en Engelsmediumskole akkumuleer, etnosentrisme, kulturele konflik en die vestigingspatroon van immigrante. Aggressiewe immigrasie gee aanleiding tot konflik, wat die outochtone bevolking laat wyk voor die massa vreemde immigrante.

Die dinamiese proses en die gevolge van oneweredige verspreiding blyk duidelik uit 'n analise van die skoolgetalle in die Engels= mediumskole waarin immigrantekinders akkumuleer en die naburige Afrikaansmediumskole. In die Engelsmediumskool no. 1 het die immigrante van 1961 tot 1972 van 18 tot 468 toegeneem en die verhouding van immigrante tot Suid-Afrikaners het van 1 : 49 tot 2 : 1 verander, aangesien die immigrantekinders 'n groeikoers van 33% gehandhaaf het[21]. 'n Soortgelyke sneeubalneiging kom in die Engelsmedium primêre skool no. 2, asook in die Engels= medium sekondêre en private skole voor. Uitwyking van Suid-Afrikaners uit hierdie skole gaan gepaard met skielike groot= skaalse toename van 'n verskeidenheid of van een nasionaliteit immigrante in 'n bepaalde skool. Sodra die immigrantegetalle

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21. Vergelyk paragraaf 4.5.3.

bo 20% styg en sodra die verhouding van outochtone tot immigrantekinders < 1 : 3 word, wyk die outochtone kinders uit. Nieteenstaande die feit dat daar minder as 5% immigrante in die naburige Afrikaansmediumskole is, toon die skole se getalle ook 'n afname, daar die Suid-Afrikaners uit die woonbuurte en natuurlike voedingsgebiede van die skole wyk as gevolg van immigrantegroepsvestiging. Hierdie skole se getalle moet op kunsmatige wyse deur hersonering en busvervoer aangevul word.

Die bestendige aanvulling van die getalsterkte van immigrante van dieselfde nasionale herkoms laat hulle private immigrante-skole stig as verdedigingsmeganisme om hulle nasionale kultuur te behou[22].

Evaluering van immigrantekinders se skolastiese prestasie toon dat hulle beter presteer in parallelmediumskole, dat Kontinentaal-Germaanse kinders die beste presteer en dat die grootste erosie by Diverse immigrante voorkom[23]. Die Engelse presteer onder hulle vermoë, blykbaar as gevolg van swak motivering. Daar is 'n positiewe korrelasie tussen woordeskattoename en verblyf, en immigrante toon 'n behoefte aan intensiewe taalonderwys vir twee tot drie jaar en daarna aanvullende onderwys. Taaltekorte moet dus vir twee tot drie jaar by promosie in aanmerking geneem word. Die matrikulasiekonsessies moet dus vir Diverse kinders behou word maar opgehef word vir Engelse en Kontinentaal-Germaanse kinders.

Diegene wat maksimaal oor tyd en vlak aan die Suid-Afrikaanse kultuur blootgestel is, presteer beter as diegene wat in klasse opeenhoop en 'n remmende invloed op mekaar se prestasie het. By aanvanklike homogene klasindeling in Graad 1 presteer immigrantekinders uiteindelik na verspreiding goed. Skolastiese prestasieprobleme van immigrante kan onder andere toegeskryf word aan immigrantekinders se kulturele verstokenheid en milieugestremdheid, verskil in skolastiese niveau, swak motivering, swak inskakeling, ongereelde skoolbesoek en swak deelname aan groepwerk.

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22. Vergelyk paragraaf 4.6.
23. Vergelyk paragraaf 4.7.

Probleme in verband met metode, sillabus en hulpmiddels kan onder andere toegeskryf word aan 'n onvoldoende voorraad oudio=visuele hulpmiddels en taalprogramme wat op die geskrewe en nie op die lewende taal gebaseer is nie.

Die opdrag om kinders van verskillende kulture en skolastiese agtergrond op te voed, is moeilik en 'n taak waarvoor sommige onderwysers swak toegerus is. Onderwysers word ook nie ekonomies benut nie. Die vreemdheid en groepsvorming van immigrante en Suid-Afrikaners rem die verloop van inburgering en die kontinuïteit en die betrokkenheid van die immigranteouers by die opvoeding van hulle kinders.

7.5 Onderwys aan immigrantekinders in die buiteland

Die inter- en intrakontinentale bevolkingsbeweging laat miljoene mense uit bykans alle lande en volke met uiteenlopende tale migreer om in steeds toenemende getalle die lewens- en arbeidsgemeenskappe van die immigrasielande te vorm. Die mees unieke volkstrek is die Joodse terugkeer na Israel[24]. Die volkstrek bring mee dat duisende immigrantekinders hulle in vreemde immigrasielande op skool bevind. Die maatreëls wat in elke land vir hulle onderwys getref is, is in tabel 54 opgesom.

Voortreflike maatreëls, gebaseer op intensiewe navorsing, is getref om die vreemdheid van immigrante te elimineer, die intraverhouding in die tradisionele idiostante kultuurkring te beskerm, die tradisionele nasionale karakter van onderwys, godsdiens en taal te behou, die outochtone kinders te beskerm en die immigrantekinders maksimaal aan die nuwe kultuur bloot te stel. Die meeste immigrasielande het 'n onderwysbeleid vir immigrantekinders geformuleer waarin voorsiening gemaak word vir die verspreiding van immigrantekinders deur 'n beperking in te stel van 20% per skool, 5% per nasionaliteit en vier tot vyf immigrantekinders per klas[25]. Immigrante se godsdienstige oortuigings word geëerbiedig maar deur verspreiding en onderwys word die eie godsdiens beskerm en word gepoog om te voorkom dat nuwe religieuse dogmas in die land posvat en na die onderwys

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24. Vergelyk paragraaf 5.3.
25. Vergelyk paragraaf 5.5.1.2.

deurwerk[26].

Immigrantekinders moet primêr die voertaal aanleer om kultureel te integreer. Hulle word tot die voertaal van die omgewing verplig om 'n binnelandse polities-staatkundige konfrontasie, linguistiese oorlog en vreemde taalgroepvorming te voorkom. Immigrantekinders word van die tweede voertaal vrygestel en mag hulle eie taal neem. Indien hulle wel 'n tweede vreemde taal neem, word daar nie 'n aanvang mee gemaak voordat die voertaal eers gekonsolideer is nie[27].

Alhoewel private skole bestaan, word dit afgekeur omdat dit integrasie rem, nadelig vir immigrante is om aan die periferie van twee kulture te leef en nie in belang van die land is nie[28].

Klasindeling van immigrantekinders geskied met die oog op die herstel van die kontinuïteit van opvoeding en variërende grade van vreemdheid. Voorskoolse immigrantekinders woon kleuter= skole by om die voertaal aan te leer en ter wille van sosiali= sering[29]. Ontvangsentra is ingestel om onder andere immi= grantekinders na skole te versprei, hetsy vir direkte plasing in klasse, elastiese integrasie, oorgangsklasse of intensiewe kwartaal- of jaarklasse.

Adolessente is skoolpligtig om kultureel en ekonomies in te skakel. Voorsiening word vir remediërende onderwys gemaak. Leerstof word ook aangewend vir transkulturele onderwys.

Onderwysmetodes, veral die oudiolinguale metode wat op die fundamentele taal of woorde met die hoogste gebruiksfrekwensie gebaseer is, is daarop ingestel om die immigrantekinders so gou moontlik met 'n funksionele woordeskat toe te rus. Ver= skillende hulpmiddels word hiervoor aangewend, onder andere om

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26. Vergelyk paragraaf 5.5.1.3.
27. Vergelyk paragraaf 5.5.1.4.
28. Vergelyk paragraaf 5.5.1.7.
29. Vergelyk paragraaf 5.5.1.8.

ook realiteitsituasies in die onderwys te skep. Vakansie= projekte vorm deel van die taalprogramme. Voldoende aan= vullende personeel word spesiaal opgelei en aangestel om in die behoefte van die immigranteonderwys te voorsien.

Immigranteouers ontvang taalonderwys om nie net ekonomies maar ook linguisties en kultureel in te skakel by die outoch= tone gemeenskappe en om betrokke te wees by die opvoeding van hulle kinders.

Daar bestaan egter ook leemtes in die onderwys van immigrante= kinders in die lande waar daar nog nie navorsing gedoen is nie[30)]. Situasies bestaan hier in die onderwys waar die vreemdheid van immigrantekinders beklemtoon en verleng word deur immigrantekinders in Übergangsklassen te isoleer of hulle in skole en klasse te laat akkumuleer.

7.6 Moontlike oplossings vir die probleme in die onderwys van immigrantekinders in die ondersoekterrein

Die voortreflike beleidsreëlings van die immigrasielande kan nie sonder meer in die ondersoekterrein toegepas word nie omdat aanbevelings aan Suid-Afrikaanse vereistes en omstandighede moet voldoen. Daarom is kriteria geformuleer met inagneming van die leemtes in die onderwys van die ondersoekterrein, his= toriese aspekte van immigrasie en voortreflike maatreëls in die buiteland. Die plaaslike immigranteonderwys is aan die kriteria getoets, leemtes en voortreflikhede is blootgelê en onderstaande voorstelle is ter verbetering gedoen:

(1) Onderwys en immigrasie moet gekoördineer word ter versuid= afrikaansing van immigrantekinders sodat die nasionale karakter van die onderwys beskerm word tot behoud van nasionale identiteit[31)].

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30. Vergelyk paragraaf 5.5.2.
31. Vergelyk paragraaf 6.2.1.3.

(a) Eerstens is interdepartementele samewerking noodsaaklik om absolute koördinasie te bewerkstellig tussen voorsiening van onderwys aan immigrantekinders en die aard en omvang van immigrasie. Omdat immigrasie alle fasette van die volkshuishouding raak en veral 'n kumulatiewe effek op die onderwys het, is navorsing essensieel om die implikasies van immigrasie, met inagneming van die vreemdheidsfaktore en die faktore wat nasionale karakter van onderwys bepaal.

(b) Tweedens verg die nasionale onderwysbeleidsbepaling dat die onderwys 'n breë nasionale karakter moet hê, en dit impliseer enersyds in die geval van immigrantekinders oordrag van die Suid-Afrikaanse kultuur, die eliminering van vreemdheid, kulturele inskakeling en versuidafrikaansing met die oog op latere burgerskap. Andersyds impliseer dit vir die Suid-Afrikaanse kinders die beskerming en behoud van hulle nasionale identiteit, die nasionale karakter van die onderwys en kulturele bestendigheid. Versuidafrikaansing bevat inherent 'n dualisme, te wete Afrikaans of Engels, en het vir die doeleindes van hierdie ondersoek betrekking op die belewing van en identifisering met die Suid-Afrikaanse kultuur soos die immigrante dit aantref òf in die Afrikaansmediumskool en milieu òf in die Engelsmediumskool en milieu.

(c) Derdens behels die beskermingsfunksie van die Departement van Immigrasie dat immigrasie nie die volkskarakter aantas nie. Dit impliseer dat dit in nasionale belang is dat die getal en herkoms van immigrante beheer word en dat die immigrante assimileerbaar moet wees. Die getal immigrante moet tot 20% per skool, vier tot vyf kinders en 5% per nasionaliteit per klas beperk word sodat die assimilasievermoë van die skool en gemeenskap

nie oorskry word nie. Ter versuidafrikaansing moet die immigrantekinders planmatig maksimaal blootgestel word aan die Suid-Afrikaanse kultuur en leefwyse.

Immigrantekinders moet die skool van die onmiddellike omgewing bywoon en die skoolsones moet statisties so beplan word dat oormatige konsentrasies van immigrante=kinders nie in skole voorkom nie. Dit is baie belangrik dat die immigrantekinders maats maak met die Suid-Afrikaners, en 'n leerlingvoogstelsel behoort vir dié doel ingestel te word.

(2) Immigranteonderwys moet gerig wees op die behoud van die Suid-Afrikaanse Protestants-godsdienstige tradisie in die onderwys. Om die godsdiensverhouding te beskerm, moet die immigrasie van Rooms-Katolieke en Grieks-Ortodokse en permissiewe immigrante beperk word[32]. Immigrante en Suid-Afrikaners moet voorligting oor artikel 2(a) van Wet no. 39 van 1967 ontvang, en albei moet ook in liefde medemenslik saamleef.

(3) Die immigranteonderwys moet gerig wees op die behoud van die tradisionele taalverhouding van die outochtone blanke bevolking. Die immigrantekinders moet die voertaal vlot praat[33]. Die immigrante moet binne die verhouding 1 : 9 in die ondersoekterrein, 3 : 7 in Transvaal en 1 : 9 in die O.V.S. respektiewelik na Engelsmedium- en Afrikaans=mediumskole gekanaliseer word. Alle Kontinentaal-Germaanse immigrantekinders moet tot Afrikaans as verwante taal ver=plig word. Alle Diverse immigrante moet Afrikaans neem en geen staatsteun moet aan private moedertaalskole van vreemde immigrantetaalgroepe toegestaan word nie.

(4) Die immigranteonderwys moet gerig wees op die bemagtiging van die tweede amptelike taal nadat die voertaal gekonsoli=deer is[34]. Diegene wat reeds die voertaal magtig is, moet intensiewe taalonderwys in die tweede amptelike taal ontvang.

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32. Vergelyk paragraaf 6.2.2.3.
33. Vergelyk paragraaf 6.2.3.3.
34. Vergelyk paragraaf 6.2.4.3.

(5) Onderwys, en by name die openbare skool, moet benut word om die immigrantekind op te voed in die volkskultuur ter versuidafrikaansing en latere burgerskap[35]. Immigrante=kinders moet slegs die openbare skole bywoon en saam met die Suid-Afrikaners gratis onderwys ontvang. Waar die getalle immigrantekinders dit regverdig, kan hulle onderwys in hulle moedertaal, onder toesig van die hoof, ontvang en moet hulle toegelaat word om dit as derde taal in matriek te neem. Private immigranteskole moet afgekeur word, aangesien dit daartoe lei dat die kind aan die periferie van twee kulture leef.

(6) Immigrantekinders, met insluiting van adolessente, moet voldoen aan die gangbare skoolplig[36]. Hulle mag egter nie vanweë taaltekortkominge teruggeplaas word nie. Im=migrante moet ook deur die Departement van Verdediging tot redelike militêre diens verplig word.

(7) Die toelating, groepering en klasindeling van immigrante=kinders moet gereël word ooreenkomstig die ideaal dat onderwys aan immigrantekinders net soos aan Suid-Afrikaanse kinders verskaf word ooreenkomstig die opvoedkundige be=hoeftes van die land[37]. Daar moet gepaste voorligting in dié verband verstrek word. Hulle taalbemagtiging moet primêr beklemtoon word.

(8) Pre-primêre onderwys is nodig vir voorskoolse immigrante=kinders wat nie die voertaal magtig is nie, en staats=ondersteunde en nywerheidskleuterskole en kindersorgsentra moet voorsien word om die onnodig hoë persentasie immi=grantekinders wat nie die voertaal in Graad 1 magtig is nie, drasties te verminder[38].

(9) Ontvangsentra moet voorsien word om skoolpligtige immigrante=kinders te identifiseer en die maksimum inligting van hulle skolastiese agtergrond in te win vir kanalisering na spesifieke skole[39].

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35. Vergelyk paragraaf 6.2.5.3.
36. Vergelyk paragraaf 6.2.6.3.
37. Vergelyk paragraaf 6.2.7.3.
38. Vergelyk paragraaf 6.2.7.3.1.3.
39. Vergelyk paragraaf 6.2.7.3.2.3.

(10) Immigrantekinders moet so gou moontlik direk in normale klasse geplaas word en diegene wat nie die voertaal of tweede amptelike taal magtig is nie, moet die tale deur middel van taalonttrekkingsklasse aanleer[40]. Diegene wat nie een van die amptelike tale ken nie, moet op 'n meer elastiese wyse geïntegreer word.

(11) Immigrantekinders wat nie die voertaal magtig is nie, groter inskakelingsprobleme ondervind en die voertaal noodwendig in 'n korter periode voor skoolverlating moet aanleer om die kurrikulum te volg, moet intensiewe taal= onderwys in 'n kwartaal-, termyn- of trimesterklas ontvang[41].

(12) In uitsonderlike gevalle moet spesiale onderwys met behulp van 'n jaarinhaalklas verskaf word aan die immigrantekinders wie se onderwysstandaaard te kort skiet by hulle portuur= groep[42]. Dit is ook wenslik dat diegene wat ouer as 13 is en nog nie in St.5 geslaag het nie die Praktiese Beroeps= gerigte Kursus moet volg met behulp van elastiese integrasie.

(13) Voldoende voorsiening moet gemaak word vir remediërende onderwys aan immigrantekinders[43].

(14) Vakansieskole, plattelandse skole en koshuise en naskooluurse versorgingsentra moet by die onderwys van immigrantekinders betrek word, en Suid-Afrikaanse kinders moet opgelei word om hier prakties met inskakeling behulpsaam te wees[44].

(15) Die leerstof moet in die onderwys voorsiening maak vir akkulturasie, versuidafrikaansing en kulturele inskakeling van immigrante. Vakke, soos die estetiese vakke, wat hulle daartoe leen, moet aangewend word om kontak te maak met die "stom" immigrante om hulle te midde van die Babelse ver= warring in te skakel[45].

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40. Vergelyk paragraaf 6.2.7.3.3.3.
41. Vergelyk paragraaf 6.2.7.3.4.3.
42. Vergelyk paragraaf 6.2.7.3.5.3.
43. Vergelyk paragraaf 6.2.7.3.6.3.
44. Vergelyk paragraaf 6.2.7.3.7.3.
45. Vergelyk paragraaf 6.2.8.3.

(16) Bevorderingskonsessies moet vir immigrantekinders gemaak word, en hulle kennis van die voertaal moet by evaluering in aanmerking geneem word[46].

(17) Taalonderwys vir immigrante moet op die aanbring van 'n kernwoordeskat en taalstrukture, veral met behulp van die oudiovisuele linguale metode, gerig word[47].

(18) Hulpmiddels moet dienooreenkomstig op die spoedige ver= owering van die kernwoordeskat gebaseer word[48].

(19) Immigranteonderwys moet in ag geneem word by personeel= voorsiening. Waar die immigrantekinders nie die aan= stelling van 'n personeellid regverdig volgens die perso= neelvoorsieningskale nie, moet hulle saamgegroepeer word in 'n sentraal geleë skool, waar hulle getalle gesamentlik wel die aanstelling regverdig, tot tyd en wyl hulle die voertaal magtig is. Voorsiening moet ook gemaak word vir 'n immigranteadviseur en personeel van die ontvangsentra[49].

(20) Immigranteouers moet by die opvoeding van hulle kinders betrokke wees, die voertaal aanleer, en die immigrante= ouergemeenskap moet ook 'n plek in die onderwysstelsel kry[50].

7.7 Slotopmerking

Aangesien daar ander nywerheidsgroeipunte is waar immigrante hulle aanvanklik in oorgangsones van stede sal vestig en waar hulle kinders insgelyks in Engelsmediumskole sal akkumuleer terwyl die Suid-Afrikaners uit die skole en woonbuurte sal wyk sodra die assimilasieversadigingspunt van 20% immigrantekinders per skool bereik is en die getalle in Afrikaansmediumskole 'n regressiewe tendens sal toon, word die hoop uitgespreek dat bogenoemde aanbevelings van waarde mag wees by verdere navorsing en formulering van 'n onderwysbeleid[51] vir immigrantekinders in die R.S.A.

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46. Vergelyk paragraaf 6.2.9.3.
47. Vergelyk paragraaf 6.2.10.3.
48. Loc. cit.
49. Vergelyk paragraaf 6.2.11.3.
50. Vergelyk paragraaf 6.2.12.3.
51. Vergelyk paragrawe 6.3 en 6.4.

S U M M A R Y

1 Introduction

This is a brief account of the education of immigrants at schools within an industrial growth point in the R.S.A. It comprises problems encountered in schools locally, the edu= cation of immigrants in foreign countries generally and possible improvements in the education of immigrant children in the area researched.

2 Orientation and motivation

Since the establishment of the Department of Immigration in 1961 the ever increasing numbers of immigrants entering our schools have created various educational problems. Conse= quently requests for research into these problems were made to the Minister of National Education. The purpose of this study is to give an objective, systematic description of the didactic-pedagogic situation within 31 schools at which im= migrants are enrolled. The areas concerned are the iron and steel, and petrochemical industrial areas of the Transvaal and the Orange Free State.

This study was undertaken during 1971 - 72, referring back to 1961, and includes a universum of 17 608 children of whom 2 022 are immigrants. A sample of 300 immigrants and a con= trol group of 300 South Africans were taken from 17 schools. Further information was gained from official and non-official documents, interviews and direct observation. Research was done in the countries of origin Israel, the Federal Repu= blic of Germany, Switzerland, France, Belgium, the Netherlands, England, the U.S.A. and Canada.

Immigrant children are defined as follows for the purposes of this inquiry :

Definition for statistical purposes: An immigrant child is a child of foreign parents who have legally immigrated into the

R.S.A. intending to settle permanently and who qualify, or eventually may qualify for South African citizenship through naturalisation, or who have already obtained South African citizenship during the lifetime of the child.
Definition for language teaching purposes: An immigrant who requires language instruction is:

(1) a child whose mother tongue is English but who has no knowledge of Afrikaans as a second language;

(2) a child whose mother tongue is neither Afrikaans nor English and who has no knowledge of either Afrikaans or English as a second language;

(3) a child whose mother tongue is neither Afrikaans nor English but who has a knowledge of Afrikaans or English as a second language.

These children are a potential source of linguistic problems in schools.

If knowledge of the medium of instruction is taken as a criterion immigrants can be further defined as follows for the purpose of language teaching:

An immigrant is a child who cannot read, write or speak the medium of instruction or the second language. Consequently this child becomes a potential source of linguistic problems in the medium of instruction and the second language.

3 Immigration in the R.S.A.

A survey of immigration in the R.S.A. is essential as it determines the extent of provision required for the education of immigrant pupils. Education is a most appropriate means of promoting successful integration. It can however be applied as a conservation mechanism for retaining the culture of the native land. The history of immigration in South Africa illustrates that education can bring about cultural changes. Where a policy of dispersal was followed as in the case of the French Huguenots they became integrated with the majority of the European population

and education brought cultural changes. Many British and German settlers however retained their identity through group settlement and education in their national culture.

Today immigration is necessary. European labour is required if an economic growth rate of 5½% is to be maintained. It is also required for demographic, social and cultural reasons. The Department of Immigration was established in 1961 to promote immigration. This Department has delegated the function of immigrant integration to State subsidised private organizations, as well as the Department of National Education and the Provincial Education Departments. The influx of 40 000 immigrants from various European and other countries yields 7 000 immigrant pupils annually. For socio-economic reasons immigrants tend to settle at industrial growth points, where this pattern of settlement influences education.

4 The education of immigrant children at an industrial growth point in the R.S.A.

Most immigrants within the specified terrain come from the over-populated heavy iron and steel industrial areas or impoverished agricultural areas of central and southern Europe and the United Kingdom. Refugees from eastern Europe also immigrate. For purposes of this research the immigrants are classified into three groups according to the language of their country of origin, viz. English 34%, Continental-Germanic 28% and Diverse 38%.

According to the medium of instruction the language ratio of Afrikaans to English is 7 : 1 in the Transvaal schools, 9 : 1 in the schools of the O.F.S. and 9 : 1 in the research area. All the English speaking immigrants are compelled to take instruction through the medium of English as English is their home language. Parents of immigrant children who have no knowledge of either English or Afrikaans choose the medium of instruction artificially for their children. This results in English being the language of choice of 97% of the Diverse

and 45% of the Continental-Germanic immigrants. Afrikaans is the medium of instruction for the rest of the children. Thus Afrikaans is the medium of instruction for 19% and English the medium of instruction for 81% of the universum of immigrants. The reasons for preference of English can not always be accounted for educationally. According to their medium of instruction the immigrant children are distributed in the public, private and nursery schools of the research area so that the number of immigrants in English medium schools is $> 40\%$, in parallel medium schools 5 to 15% and in Afrikaans medium schools $< 5\%$.

Provision is made for concessions regarding the promotion of pupils and allocation of staff to schools with immigrant pu= pils. Owing to the large numbers of immigrants in English medium schools, special staff have been appointed mainly to English medium schools. Special teachers for immigrants have not been trained as such. The extra staff is responsible for extra language classes and special immigrant classes. The normal staff undertakes the teaching of immigrants in regular classes as many immigrants are also placed directly into classes to follow the regular curriculum.

5 Problems in the education of immigrant children

The dynamic problem in the education of immigrants is that they are strange to the education in the research area. The socio-cultural aim of education in the R.S.A. is to educate the child within the framework of the national culture. The basic requirement for this is a national milieu and continuity of education. The problem is that since 1961 the continuity of education has been impaired as a result of the ever increasing number of immigrant children who are unevenly distributed. Their alienation varies in the didactic-pedagogic situation according to the extent of their exposure to the cultures of their native land and that of South Africa. Consequently various degrees of alienation are distinguishable in immigrant pupils. With increasing age man loses the ability to become

proficient in new languages and absorb different cultures, consequently change is progressively resisted. Educational continuity is of vast importance, the disturbance of which creates a problem as in the case of immigrants. The degree of alienation also varies according to age, length of stay, choice of medium of instruction, cultural deprivation, the volume and heterogeneity of immigrants, genetic strangeness, religious divergence, distribution or concentration of immigrants and the attitude of South Africans.

Language and communication is ab initio the immigrants' problem as language is the medium of instruction. Although thought and language originate separately, language is the vehicle of thought. The development of language is determined by the degree to which the child is understood. Consequently exposure to language is essential. Education through the medium of one of the official languages is essential in introducing the child to the national culture. Because language medium is a prerequisite for dynamic educational progress, immigrant children in the process of learning should never stagnate while acquiring language proficiency. Immigrants experience a problem in that their oral means of communication is no longer effective after immigration, because their inner language and thoughts are still in their mother tongue. Hence their scholastic standard often exceeds their ability of expression in the new medium of instruction. Many immigrants who appear "dumb" have been affected by the break in the continuity of their education. Immigrants also often experience pronunciation problems and language confusion.

Immigrant children are also expected to master both official languages concurrently. The accumulation of immigrants in English medium schools however leads to the formation of common language groups. Private mother tongue education and ghetto formation restrict physical and functional language contact with South Africans, which are essentials for educational adaptation.

Attainment by immigrant children in the New South African Group Tests is mainly determined by their knowledge of the medium of instruction and of the South African culture. There appears to be a positive correlation between the immigrants' intelligence on the one hand and their language development and degree of exposure to the South African culture in the course of time on the other hand. It is noteworthy that the test achievements of Continental-Germanic children show a greater degree of improvement than those of the English and Diverse immigrant children. A probable explanation for this phenomenon is that the Continental-Germanic children adapt themselves sooner and better to the South African culture than the English and Diverse groups. Similar results were obtained in England and the U.S.A. Children from southern European countries appear to have inferior educational po= tential. However intelligence tests are not culture free. The apparent inability of the Diverse immigrant children to acquire South African culture may also partially be due to a lack of exposure to the South African culture because of their accumulation in English medium schools, ghetto formation and group isolation.

Compulsory education in the R.S.A. differs from that of the countries of origin and this contributes towards the immi= grant children's divergence regarding scholastic niveau and school age.

Immigrant children are unevenly distributed in schools in the research area. The ratio of immigrant children to South Africans is 1 : 35 and 1 : 45 in Afrikaans medium primary and secondary schools and 1 : 1 in English medium schools. According to this ratio immigrant children "disappear" in Afrikaans medium schools while they are a threat to the iden= tity of English medium schools. In English medium schools 98% of the immigrant children in primary schools are concen= trated in the junior primary phase.

Where the ratio of immigrants to South Africans exceed 1 : 3 it limits the exposure of both immigrants and South Africans

to the South African culture. This tendency promotes dis= placement of South African children. Unequal distribution also occurs in courses where the Diverse children tend to concentrate in the Std. VIII course and adaptation classes. Ethnic groups show a tendency to concentrate in schools, e.g. 62% of all Portuguese concentrate in one school. Causes of unequal distribution include preference of English as the medium of instruction, religion, ethnicentrism and cultural conflict, the settlement pattern of immigrants and displace= ment of the receiving society by aggressive immigration.

Analysis of the population statistics of English medium schools in which immigrants concentrate indicates that displacement of South African pupils occurs when immigrants exceed 20% of the school population and when the ratio of South African to immi= grant children becomes > 1 : 3. Notwithstanding the fact that less than 5% immigrants are found in the neighbouring Afri= kaans medium schools, the enrolment in these schools shows a regressive tendency because Afrikaans children are displaced from the natural school zone because of immigrant group settle= ment. Consequently the enrolment in Afrikaans medium schools has had to be artificially supplemented by rezoning and busing.

The consistent incidence of immigrants of a specific nationality leads to the establishment of their own private schools as a defensive measure in retaining their national culture.

Academic achievements of immigrants show that they meet with more success in parallel medium schools, that the Continental-Germanic children achieve better results and that the greatest erosion takes place among Diverse immigrants. English immigrant children are poorly motivated. Academic achievements of immi= grant children are positively related to vocabulary, length of domicile and adjustment. Language deficiency must be taken into consideration for promotion purposes for two to three years after immigration. Matriculation concessions have to be re= tained for Diverse children but not for English and Continental-Germanic children. Cultural deprivation, irregular school

attendance and poor motivation also result in poor achievement.

There is a lack of suitable teaching methods, syllabi and teaching aids. Teachers have not received the necessary training for immigrant or cross-cultural education. Parents are not involved enough in the education of their children.

6 Education of immigrants elsewhere

Inter- and intra-continental migration causes thousands of immigrant children to attend schools in foreign countries. Excellent measures are taken for the elimination of immigrant alienation and for the conservation of the national character of education, religion, language and the outochthonous popu= lation in schools. Intensive research preceded these measures and the statistics of immigration were taken into consideration in the planning of education.

The majority of immigrant countries have formulated policies which provide for inter alia the dispersal of immigrants limiting them to 20% per school, 5% per nationality per school and four to five per class. The necessary consideration is given to the religion of immigrants, but dispersal and education are regarded as sufficient safeguard for native mores, religion and culture.

Immigrants are compelled to master the medium of instruction as a prerequisite for cultural integration. The official medium of instruction is compulsory in order to prevent the formation of foreign language groups. Immigrants are exempted from the second language and allowed to study their mother tongue as a subject. In cases where a foreign language is taken, the con= solidation of the medium of instruction receives priority.

Although private schools exist they are not regarded as desirable because of their curbing effect on integration.

The grouping of immigrants in classes depends on their varying degrees of alienation and on how soon the continuity of education

can be restored. Pre-school immigrant children attend nursery schools in order to promote mastery of the medium of instruction.

Reception centres are provided from where immigrants are directed to schools. Dispersal in ordinary classes, flexible integration, promotion classes, intensive term and year classes are utilized. Adolescents are required to comply with the regulations regarding compulsory education in order to promote their social, cultural and economic integration. Remedial education is provided and teaching content adjusted and optimally utilized for trans-cultural teaching.

Special methods of language teaching, for instance the audio-linguistic method - based on words and structures with the highest use frequency - are used to enable the immigrant pupils to master a functional vocabulary quickly. Various teaching aids are used, e.g. creation of realistic conditions in teaching, holiday projects and various audio-visual aids.

Specially trained supernumerary teaching staff are appointed. Immigrant parents are also taught the new language in order to promote their economic value but also with a view to cultural integration. A marked deficiency in the education of immigrant pupils is encountered in countries where no research has been done on education of immigrants. In such countries the aliena= tion of immigrant children is emphasised and prolonged by their isolation in "Übergangklasse" and accumulation in ordinary classes.

7 Possible solutions to the problems in the education of immigrant children in the research area

In order to evaluate the education of immigrant pupils in the research area, criteria were formulated with due regard to the deficiencies of education in the research area, historical as= pects of immigrant education and successful measures that have been taken abroad. Local immigrant teaching was subsequently evaluated by application of the formulated criteria, hence deficiencies and excellencies in local measures were revealed.

The following proposals for the improvement of immigrant education in the research area were deduced:

7.1 Education and immigration should be co-ordinated for the "South Africanizing" of immigrant children and for the protection of the national character of education and national identity. This demands co-ordination concerning the extent of provision of education for immigrant children and the nature and extent of immigration.

(a) Research should be done immediately concerning the factors underlying the alienation of immigrants and the factors determining the national character of education.

(b) National education policy demands education with a broad national character. This implies elimination of alienation amongst immigrants and cultural inte= gration with a view to ultimate citizenship. On the other hand it implies the protection of the na= tional identity and the national character of educa= tion. South Africanization contains an inherent dualism rooted in the division of Whites into English speaking and Afrikaans speaking groups. For the pur= poses of this thesis South Africanization means identi= fication with either the Afrikaans or English section of the community.

(c) Protection of the national character demands that the volume and origin of immigrants should be controlled and that the assimilability of prospective immigrants should be carefully considered. Immigrants should be limited to 20% per school, four to five per class and 5% per nationality per school.

Immigrants should attend the schools in the immediate vicinity of their homes. Zoning should be statistically planned to prevent excessive concentration of immigrants in certain schools, and in order to promote fraternization

of immigrants with South African children guardian pupils should be appointed.

7.2 Immigrant education should retain the Protestant heritage in South African education. Immigration should be limited when the prospective immigrants are of the Roman Catholic or Greek Orthodox faiths. Immigrants with permissive inclinations should be discouraged. Both immigrants and South Africans should receive guidance regarding clause 2(a) of Act no. 39 of 1967 in order to promote peaceful co-existence.

7.3 Immigrant education should preserve the traditional language relationship of the outochthonous European population. This entails reasonable limitation of the quota of English speaking immigrants.

Immigrants should be carefully dispersed in order to maintain a ratio of English to Afrikaans pupils of 1 : 9 in the research area and schools of the O.F.S., and 3 : 7 in schools of the Transvaal. Continental-Germanic children should be canalized into the Afrikaans medium schools as Afrikaans is closely related to their language of origin. Diverse immigrants with no proficiency in English should also be enrolled in Afrikaans medium schools. Under no circumstances should State subsidies be available for private mother tongue schools.

7.4 Immigrant education should aim at proficiency in the second language only after knowledge of the medium of instruction has been consolidated. Immigrant pupils already fluent in the medium of instruction should receive intensive instruction in the second official language.

7.5 Education in public schools should be fully utilized for ensuring ultimate citizenship. Hence immigrants should attend only free public schools. Immigrants may receive instruction in their home language at the discretion of the principal where this is justified by enrolment. Immigrants should also be allowed to study their home language as a third language, and matriculation subject.

7.6 Immigrant pupils including adolescents should comply with the current regulations concerning compulsory education and attend school regularly. Transference of immigrant pupils to lower classes due to language deficiency should be prohibited and immigrants should be compelled to undergo reasonable military training.

7.7 The necessary educational guidance should be provided on admission and primary emphasis should be placed on the mastering of the medium of instruction.

7.8 Pre-primary education should be available for the pre-school immigrant children not proficient in the medium of instruction. State aided and industrial nursery schools as well as créches should be provided.

7.9 Reception centres should be provided to obtain the maximum information regarding the potential and the scholastic background of immigrant pupils, and to direct them to specific schools.

7.10 Immigrant pupils should be placed in ordinary classes as soon as possible and pupils not proficient in either the medium of instruction or the second language should receive intensive tuition in the relevant language in special language classes. Those unacquainted with both official languages should be flexibly integrated.

7.11 Older immigrant pupils unacquainted with the medium of instruction and experiencing integration problems or those who are forced to master the medium of instruction in a very limited period before leaving school, should receive intensive language teaching in a term, trimester or year class.

7.12 In exceptional cases where the standard of education of immigrant pupils is markedly below that of their peers, special recovery classes of up to a year's duration should be provided. It is also advisable to admit all immigrant pupils who are over the age of 13 and who have not yet passed Std. 5 to the Practical Course and to apply flexible integration in their cases.

7.13 Suitable provision should be made for remedial teaching of immigrant pupils.

7.14 Vacation schools in rural areas, hostels and open air schools should be utilized to South Africanize immigrant pupils and South African pupils should receive guidance in order to equip them to promote integration of immigrant pupils.

7.15 Subject matter should also be chosen keeping in mind the South Africanization, integration and acquisition of South African culture of immigrant pupils.

7.16 Immigrant pupils' knowledge of the medium of instruction should be taken into consideration in their evaluation.

7.17 The intensive language teaching should concentrate on the quick mastery of a high frequency, functional vocabulary. Audio-visual aids as well as the visual lingual method should be fully utilized.

7.18 The enrolment of pupils should be taken into consideration for staffing purposes. Where the number of immigrant pupils does not justify the appointment of a supernumerary teacher, immigrants should be grouped together in a centrally located school until the numbers are sufficient. Provision should be made for a language advisor and suitable staff at the reception centre.

7.19 Immigrant parents should be involved in the education of their children and master the language of instruction.
