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SCIENTIFIC AND CULTURAL ORGANIZATION

INDEXE

MEETING OF EXPERTS ON THE PROMOTION OF TEACHING  
OF RACE QUESTIONS IN PRIMARY AND SECONDARY SCHOOLS

Unesco House, 19 - 23 September 1955

PROVISIONAL AGENDA

1. Opening of the meeting (19 September, 10 a.m.).
2. Election of the Chairman and of the Rapporteur.
3. Adoption of the agenda.
4. Examination and discussion of the manual "Education in Race Relations", by Dr. Cyril Bibby (UNESCO/SS/RACE/Conf.3/4).
5. Examination and discussion of the manual "Learning to live together without hate", by Mr. Charles E. Hendry (UNESCO/SS/RACE/Conf.3/3).
6. Aspects of the race problem which are most appropriate for presentation to children.
7. The manner in which scientific knowledge about race should be presented to children.
8. The adaptation to different situations and cultural backgrounds of the manuals for teachers.
9. The technical advice, material and teaching aids to be provided for the teachers in various countries.
10. The steps to be taken to elicit the support of public and private organizations in the campaign against racism through education.
11. The contribution the non-governmental organizations might make to the carrying out of the programme.
12. Other questions.
13. End of the meeting (23 September, 6 p.m.).

UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATIONEXPERT MEETING ON THE PROMOTION OF TEACHING  
OF RACE QUESTIONS IN PRIMARY AND SECONDARY SCHOOLS

RECEIVED

Unesco House, 19 to 23 September 1955

List of Participants

Prof. Joseph BARBAG	Ministry of Education (Warsaw)	Poland
Dr. Cyril BIBBY	University of London, Institute of Education	United Kingdom
Prof. Juan COMAS	University of Mexico	Mexico
Dr. Stuart W. COOK	New York University	U.S.A.
Mr. Louis FRANCOIS	French National Commission	France
Mr. Roger GAL	Centre international pédagogique (Sèvres)	France
Dr. Heinrich W. HAUPT	German Commission for Education of World Brotherhood	Germany
Prof. Charles E. HENDRY	School of Social Work (Toronto)	Canada
Dr. Charles S. JOHNSON	Fisk University (Nashville)	U.S.A.
Dr. I. KARVE	Poona University	India
Mr. A.I. POLACK	Council of Christians and Jews (London)	United Kingdom
Mr. Anthony H. RICHMOND	University of Edinburgh	United Kingdom
Dr. Harry L. SHAPIRO	American Museum of Natural History (New York)	U.S.A.
Dr. William VICKERY	National Conference of Christians and Jews	U.S.A.

Observers:

Mr. Joseph FORAY	Mouvement international pour l'union fraternelle entre les races et les peuples
Mrs. A. KLAUSNER	World Jewish Congress
Mr. Pierre VISSEUR	Secretary General, World Brotherhood
Mr. Eugène WEIL	Secretary General, Alliance israélite universelle

EXPERT MEETING ON THE PROMOTION OF TEACHING  
OF RACE QUESTIONS IN PRIMARY AND SECONDARY SCHOOLS

Unesco House, 19 to 23 September 1955

Report of the Meeting

by Anthony H. Richmond

The Expert Meeting on the Promotion of Teaching of Race Questions in Primary and Secondary Schools was convened on behalf of the Director-General by the Department of Social Sciences of Unesco in execution of Resolution 3.4232 adopted by the General Conference at its Eighth Session. The following experts took part in the proceedings:

Prof. Joseph BARBAG	Ministry of Education (Warsaw)	Poland
Dr. Cyril BIBBY	University of London Institute of Education	United Kingdom
Prof. Juan COMAS	University of Mexico	Mexico
Dr. Stuart W. COOK	New York University	U.S.A.
M. Louis FRANÇOIS	French National Commission	France
M. Roger GAL	Centre international pédagogique	France
Dr. Heinrich W. HAUPT	German Commission for Education of World Brotherhood	Germany
Prof. Charles E. HERDRY	School of Social Work (Toronto)	Canada
Dr. Charles S. JOHNSON	Fisk University (Nashville)	U.S.A.
Dr. I. KARVÉ	Poona University	India
Dr. Anthony H. RICHMOND	University of Edinburgh	United Kingdom
Dr. Harry L. SHAPIRO	American Museum of Natural History (New York)	U.S.A.
Dr. William VICKERY	National Conference of Christians and Jews	U.S.A.

Dr. A.I. POLACK, of the Council of Christians and Jews in London was also invited, but owing to illness was unable to attend.

Observers were present from the following non-governmental organizations:

Centre d'étude des problèmes actuels,  
Commission of the Churches on International Affairs,  
Alliance Israélite Universelle,  
Friends World Committee for Consultation,  
The International Movement for Friendly Relations among Races & Peoples,  
Ligue internationale contre le racisme et l'antisémitisme,  
New Education Fellowship,  
Union mondiale des enseignants catholiques,  
World Brotherhood,  
World Confederation of Organisations of the Teaching Profession,  
World Jewish Congress,  
World Union of Catholic Women's Organisations,  
World Union for Progressive Judaism.

At the first meeting Dr. Charles S. Johnson, of Fisk University, USA, was appointed Chairman, and Dr. Anthony H. Richmond, of the University of Edinburgh, Rapporteur.

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The main documents presented for consideration by the experts were two draft handbooks prepared at the request of the Department of Social Sciences of Unesco and intended for use by teachers proposing to deal with race questions in their schools:

1. "Education in Race Relations", by Dr. Cyril Bibby,
2. "Learning to Live Together without Hate", by Professor Charles Hendry.

The following supplementary papers were also presented and made available to participants either before, during or after the meeting:

1. "Die Behandlung des Rasseproblems in den Schulen der Bundesrepublik Deutschland", by H.W. Haupt,
2. "Inter-group Education in the Schools of Hawaii", by D.S. Noda,
3. "Teaching on Race Relations in Great Britain", by A.I. Polack,
4. "Some Socio-Psychological Considerations Relevant to the Manner in which Race Questions should be Presented to Children", by A.H. Richmond,
5. "American Experience in Inter-Group Education", by W.E. Vickery.

A paper was also submitted by a non-governmental organisation, the World Jewish Congress, entitled:

"The Treatment of Anti-Jewish Bias in School Education (with special reference to Dr. Cyril Bibby's handbook, 'Education in Race Relations')

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Mme. Alva Lyrdal, Director of the Department of Social Sciences, in welcoming the experts, pointed out that the work of Unesco on the race question had now reached a fourth stage. The first step had been to obtain the views of leading scientists upon the meaning of race and the nature of racial differences. The statement prepared by the scientists had received considerable publicity and a series of pamphlets popularizing their findings have been published by Unesco. The second step was to publish further pamphlets which dealt with the views of the main religions of the world on questions of race and toleration. A third series of publications were based upon studies of the situation in particular places. Unesco is now about to embark upon the fourth stage, in which it hopes to promote the teaching of race questions in schools with a view to removing the false stereotypes which the various races hold about each other.

The principal business before the meeting of experts was to consider the draft documents prepared by Dr. Cyril Bibby and Professor Charles Hendry, with a view to their revision before publication. It was originally intended that Dr. Bibby's document should be suitable for use in secondary schools and that of Professor Hendry in primary schools. It soon became apparent upon examination of the two draft handbooks that they were distinguished from one another, not by the age group for which they were suitable, but by the whole approach of the authors to their task. Dr. Bibby had provided a useful compendium of information and suggestions on the teaching of race questions. He devoted a large section of his document to a definition and explanation of the race concept as it is now understood and used by scientists. He then proceeded to contrast this with popular ideas about race, and examined some of the factors which lead to ethnic group prejudice. He concludes with a discussion of "School and Society".

Professor Hendry approached the problem from a rather different point of view. The main section of his draft handbook consisted of an abbreviated account of the experiment in improving attitudes towards other races, which is more fully reported in the book "They Learn what they Live" by H.G. Trager and M.R. Yarrow. The objects of this experiment were:

"(i) To study children's attitudes toward racial and religious groups in the context of their homes, schools and neighbourhoods, (ii) To study teachers' attitudes and values and their effects upon children; (iii) To study parents' attitudes and values and their influence upon the development of children's attitudes; parents' perceptions of the school's rôle in developing children's attitudes; and (iv) to carry out an experiment on changing children's and teachers' social attitudes and behaviour".

The emphasis throughout Professor Hendry's paper was upon the need to promote the right atmosphere in the classroom and the importance of positive relationships between teachers and pupils which contribute to the elimination of anxiety and insecurity, thereby diminishing the tendency to project hostility upon other groups.

This is not meant to imply that Dr. Bibby was not also aware of the importance of the teacher's relationship with his pupils. On the contrary, he made an important point in this connection when he pointed out that: "It must be remembered that the child who exhibits racial prejudice is as much in need of help as the child who is subjected to it, should be treated by the teacher with the same sympathy

and understanding, and in some cases may actually need protection by the teacher from the indignation of classmates who resent all racial prejudice. The sorer the child feels, the less emotional need he will have to indulge in discrimination; and the teacher must therefore take care, while indicating unambiguously his own racial tolerance, not to appear to reject the prejudiced pupil. Each child's self-respect must be built up in every possible way, and this can only be done if the teacher tries to enter into the mind of his pupil, no matter how much he may disapprove of its distortions and confusions and contradictions. It is a painful process, as any honest teacher will recognise from his own experience, to give up prejudices behind which one has sheltered for years, and we must not be surprised if our pupils offer unconscious resistance to efforts at their enlightenment. Any sudden and ruthless stripping away of a child's protective covering may in the long run do more harm than good, and the teacher should seek rather to be a 'lightening conductor' by which his pupils' emotional tensions and their accompanying prejudices may safely leak away".

One problem which arose out of an examination of Dr. Bibby's document concerned the use of the term 'race'. 'Race', considered in the strictly biological sense, is only one of a number of possible causes of tension in human relations. Dr. Bibby realised this, and therefore, although his paper was entitled "Education in Race Relations", he felt that it was proper that he should mention problems such as anti-semitism, which are, strictly speaking, cultural and not racial in origin. Attention was drawn also to Hindu/Moslem relationships and the tensions generated by caste barriers in India which, although essentially cultural in origin, present similar problems to those which arise from racial differences.

Many of the experts considered that it would be better if the terms of reference of both documents were extended to include the field of inter-group relations as a whole. There was some objection to this from the French-speaking participants, who felt that the term 'inter-group' was not easily translated, and who were not quite so sensitive to the limited meaning of the word 'race' as understood by English-speaking scientists. This difficulty permeated all the discussions, and in the final resolutions (paragraph 4) it was found necessary to suggest that while the term 'race' should always be used in its strictly scientific sense, the handbooks for teachers should deal with other ethnic group prejudices as well as those generated by race relations.

The experts were unanimous in recognising the necessity for, and the importance of, the "information" approach to the improvement of ethnic group relations, but they felt that the mere passing on of information was not

enough in itself. It was emphasised that prejudice had its roots in the social environment in which the child grew up, and that there were emotional as well as purely cognitive aspects of the problem. It was felt that the teacher was a key person in any attempt to modify prejudice among children, but that very often teachers themselves were not sensitive to problems of human relations. If a campaign to promote the teaching of race questions in schools is to be a success, attempts must be made to bring home to teachers the importance of their own relationships with their pupils, together with the influence of the home and the community. It was felt that the kind of "action research" which involved the teacher in a project, and where he or she was helped to overcome the type of classroom problem of which they were aware, would lead gradually to a greater appreciation of other problems as well. It was recognised that the actual content of the experiment conducted by Trager and Yarrow might have very little relevance to the situation which is found, for example, in India where problems of "ceremonial purity" are of greater significance. Nevertheless, the underlying principle of "action research" was applicable. That is to say, with the assistance of experts, teachers in India and elsewhere could be helped to deal with the kind of practical problems of human relations with which they come into contact in the ordinary course of their duties.

The experts recognised that there were a number of essential pre-conditions for the success of any attempt to improve racial attitudes through schools. In many cases, unsuitable buildings and overcrowded classrooms created a situation in which teachers felt compelled to use authoritarian methods to maintain order, thus creating an atmosphere which was not conducive to the success of experiments such as those described in Professor Hendry's paper. It was felt that every attempt must be made to create a "democratic" atmosphere in the classroom, while recognising that this did not mean any diminution in the proper status and authority of the teacher. To encourage freedom and spontaneity did not mean allowing anarchy in the classroom.

It was urged that Unesco should endeavour to arrange a number of conferences in different parts of the world where teachers and experts could consider the adaptation of the handbooks prepared by Dr. Bibby and Professor Hendry in the light of the special needs of their localities.

World Brotherhood offered to assist in the arrangement of such regional conferences. Collaboration with non-governmental organisations and other bodies was recognised as of vital importance if Unesco was to be successful in promoting the teaching of race questions in schools. In some countries it might be necessary to set up a special organisation to undertake the work. The experts were of the opinion that the Department of Social Sciences of Unesco should work closely with the Department of Education, who have already considerable experience of curriculum development, and particularly of promoting courses in world citizenship and related questions.

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Before the proceedings concluded the rapporteur presented a composite resolution in draft form, which, with several amendments to wording and two additions of substance, was accepted unanimously by the experts. These resolutions are listed below:

#### RESOLUTION

The meeting of experts called together by Unesco and meeting in Paris 19th-23rd September, 1955, to consider the promotion, in primary and secondary schools, of the teaching of race questions,

CONGRATULATES the Department of Social Sciences of Unesco on the initiative it has taken in this matter,

WELCOMES the extension of Unesco's work on the race question to a new stage involving a systematic attempt to promote the study of race questions in schools,

COMMENDS the draft documents that have been prepared by Dr. Cyril Bibby and Professor Charles Hendry, subject to amendment in the light of the discussions that have taken place at this meeting of experts,

SUGGESTS that Unesco should consider whether or not the two documents should be combined into a single publication and that, while the term race should always be given its scientific meaning, the manuals should not be confined to a consideration of the race question, in the strictly biological sense of that term,

RECOMMENDS Unesco to submit the documents to meetings of teachers and experts from various cultural regions and countries with a view to the adaptation of the manual to the special needs of these localities,

EMPHASISES the importance of relating the dissemination of information on the race question to the more complex problem of modifying prejudicial

attitudes which have their roots in environmental influences in the family, the peer group and the community, and which cannot be modified simply by the provision of correct information,

RECOGNISES that teachers are in a key position to influence the attitudes and behaviour of their pupils and that a democratic atmosphere in the classroom provides a foundation for tolerance and a genuine acceptance of others in adult life,

CONSIDERS that teachers, community organisations and commercial enterprises concerned with education should be encouraged, with the assistance of Unesco, to develop additional teaching material, particularly films and other visual aids, related to questions of racial and cultural relations,

INVITES Unesco to consider the possibility of including in its future programme the institution of pilot studies within the framework of major projects concerned with the amelioration of prejudice, dealing with the training of teachers in the best methods for developing in their pupils international and inter-racial understanding, such studies to be devised and evaluated in a way which will enable them to have the widest application,

URGES the Department of Social Sciences of Unesco to collaborate with the Department of Education in any attempt to introduce race questions into school curricula,

CONSIDERS that, wherever possible, non-governmental organisations should be invited to assist Unesco in its work for the eradication of prejudice and discrimination in accordance with the resolutions of the Conference of Non-Governmental Organisations called by the Economic and Social Council of the United Nations, held in Geneva in March, 1955.

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EXPERT MEETING ON THE PROMOTION OF TEACHING  
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LIST OF DOCUMENTS

UNESCO SS/RACE Conf.3/1	Ordre du jour provisoire	- Agenda
UNESCO SS/RACE Conf.3/2	Liste des participants	- List of Participants
UNESCO SS/RACE Conf.3/3	Comment apprendre à vivre ensemble sans haine Par Ch. E. Hendry	- Learning to live together without hate - By <u>Ch. E. Hendry</u>
UNESCO SS/RACE Conf.3/4	L'enseignement relatif aux questions raciales Par Cyril Bibby	- Education in Race Relations By <u>Cyril Bibby</u>
UNESCO SS/RACE Conf.3/5	Non traduit	- Teaching on "Race Relations" in Great Britain. By <u>A.I. Polack.</u>
UNESCO SS/RACE Conf.3/6	Non traduit	- The American Experience in Intergroup Education. By <u>Wm. E. Vickery.</u>
UNESCO SS/RACE Conf.3/7	Non traduit	- Intergroup Education in the Schools of Hawaii. By <u>Daniel S. Noda</u>
UNESCO SS/RACE Conf.3/8	Non traduit	- Some socio-psychological considerations. By <u>A.E. Richmond.</u>
UNESCO SS /RACE Conf.3/9	Les problèmes raciaux tels qu'ils sont abordés dans les écoles de la République Fédérale de l'Allemagne	- By <u>Heinrich Haupt</u> (not translated)
UNESCO SS/RACE Conf.3/10	Compte-rendu de la réunion	- Summary Report By <u>Anthony H. Richmond</u>
UNESCO SS/RACE Conf.3/11	Liste des documents	- List of documents.