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It is the Institute's firm belief that the teaching profession and its professional integrity has a major rôle to play in South Africa. It also sincerely believes that, a frank, open, and cooperative and not a "do-gooding", "guinea pigging", condescending - approach will win a willing and understanding reaction from Non-Whites.

DRAFT MEMORANDUM ON RACE STUDIES AND TEACHER TRAINING

1. Introduction

- a. appreciation of introduction;
- b. appreciation of the difficulty of the subject;
- c. expression of the importance of the work particularly with children;
- d. draw attention to the rapidity of change in world, African, South Africa;
- e. draw attention to importance attached to colour now and in future;
- f. attention to the importance of objectivity and how policies have changed in the past and will change in the future;
- g. necessity for preparing the child to meet a changing world in South Africa too.

2. Importance of

- a. the syllabus
- b. the Text book
- c. the Teacher

3. I.R.R. not asked to deal with syllabus nor with text books but -

- a. how best to equip the young teacher to deal with the subject in senior school;
- b. the Institute's opinion as to the approach to Race Studies;
- c. the extent of Race Studies as a course;
- d. in what context should it be viewed.

Nevertheless, both syllabus and text book are relevant to the main question asked, for the teacher must be equipped to deal with a syllabus, hand down, and know how to learn from text books included for teachers and text books for children.

4. General Comments

- a. In its experience, the Institute has found that there is a tremendous ignorance amongst highly educated white people about the lives and habits and social history of other racial groups. And many white people have a fixed stereotype opinion of members of other racial groups e.g. all Indians are rich, possess big cars: Coloured people have all the vices and none of the virtues of whites. That this is demonstrably untrue does not alter the stereotyped thinking about other groups.
- b. There are many factors which conduce to such ignorance e.g. an unwillingness to accept the realities of the position, the historical master-servant relationship, the social and economic distance between white and black, the various historical or legislative barriers preventing closer contact etc.
- c. While a theoretical knowledge of the historical, social systems of various racial groups may be gained from works in anthropology

only those specially trained and interested in this field of knowledge can really acquire experience and merge themselves into at least some of the reality of this. Study of such books is invaluable for gaining insight into patterns of behaviour but is not sufficient in itself. Similarly it is essential for teachers and children to have an historical account and background to the racial groups in South Africa. While history helps to put the present situation in some perspective, this knowledge is not sufficient in itself for a proper appreciation of race relations today.

- d. Although realising the difficulties in suggesting that great emphasis should be put on the contemporary scene, the Institute considers that for the present and for the succeeding generation of teachers and children in this rapidly moving and changing world this is of vital importance. Too much emphasis on the anthropological ~~and~~ or on the historical approach will tend to a rigidity of attitude, and a strengthening of stereotypes.
- e. The Institute considers that events have shown clearly that future citizens of the world must be quickly adaptable to a quick moving and changing world. One needs only point to the fantastic speed of scientific discovery and achievement and to the rapidity with which new nations, not least in Africa, have emerged and to the demands made of people to adjust by the speed of communication and the use of mass media. While the majority of people tacitly accept much of the new world, there will nevertheless be a big demand on them to make positive adjustments in human relations generally.
- ~~fr~~ It would appear to be essential that teachers be made aware of this immediate necessity and of the conditions which make such awareness and flexibility essential for modern living in a rapidly world.
- f. The Institute would suggest that basic to a right approach to race studies is a recognition of the humanity of members of all races. An African mother may be illiterate, but she has pride in her children, and is anxious about their welfare and future. Though illiterate an African father is a man of experience and has to make adult judgments in light of that experience. There are basic loyalties, and loves; there is laughter and joy; there are courtesies, ambitions, fears; there is pride in possessions and desire for status.
- g. The Institute has noticed in the "Suggested Syllabus for Race Studies in the Secondary School" the final section viz.

"vi. The Traditional standpoint with respect to the control and administration of Non-Europeans historical.

guardianship: the duty and the calling of the European."

While /....

While the Institute agrees that an historical account of the meeting (?) of races is desirable, it would stress the variety of policies which have been tried out in our country for the adjustment between races, and that it is difficult to interpret the word "traditional".

THE TEACHER

The key to a proper approach to race studies is the teacher. Syllabuses may be good or bad, but it is the teacher which gives context to that syllabus. A text book may be objectively unexceptionable, but it is the teacher who creates the emphasis. It is the teacher's approach to his profession, to ~~living~~ living and to ~~to other~~ ^{racial} groups which is basic when dealing with human relations. In learning to deal with the highly complex situation which is South Africa today, the teacher should be aware of and asked to consider all points of view and with the aid of historical perspective and knowledge, be induced to tentative and not dogmatic approaches particularly when dealing with contemporary conditions. He should also be made aware of other multi-racial or -religious societies where reasonable accommodations between groups have been found and not be circumscribed in his consideration of the subject by the immediate context of South Africa or even Africa.

The Institute would suggest that, in the particular circumstances of South Africa, a real appreciation and understanding of the circumstances of various racial groups and their relations will be of value not only for the particular course prescribed but for many other subjects.

The Institute would also suggest that to ensure a more real understanding of the Non-White than can be derived from books, it is essential for prospective teachers to meet Non-Whites, to listen to Non-Whites. This does not involve social intermingling and can be arranged in a variety of ways. In this connection, the Institute would stress the desirability of meeting the urbanised Non-White.

Much will depend on the approach and attitude of the staff of the Training College as well as on their technical "know how".

Particular /.....

Particular Suggestions for Teachers in Training

Presumably there will be different courses or different emphasis for these teachers -

- a. who do the post-matriculation three-year period of training;
- b. who are post-graduate teacher trainees and may have, for example, Anthropology I or Sociology I;
- c. who desire to specialise in the teaching of race studies.

The Institute has not the knowledge and experience to make particular suggestions for each type.

Contact

The Institute considers that trainees should be brought into contact with Non-Whites. It suggests the following ways -

- a. by observation of teaching method and practice in African, Indian or Coloured schools;
- b. by seminars or group discussions with Non-White teachers on specific problems that the latter may face e.g. the teaching of English ^{or} ~~and~~ Afrikaans or Science;
- c. by a week-end conference to which Non-White trainees are invited and selected White and Non-White teachers on some subject of technical importance to the profession;
- d. by arranging meetings at which, for example, the African, or Coloured or Indian can say what he thinks - the White man and woman should know of African, Indian or Coloured;
- e. by asking each trainee a limited investigation "project" on some aspect affecting Non-White life e.g.
- f. by tours (e.g. ~~india~~ conducted by the municipality) of Non-White residential areas;
- g. by organizing a conference of African s selected from African matriculation classes on some carefully selected subject;
- h. by themselves discussing what practical projects could be undertaken by the J.C. class they will eventually teach which would give such J.C. class an insight into Non-White living.

Information

Much of the background reading list suggested for the syllabus up to J.C. fairly heavy and directed to the past, the hisotrical. The Institute suggests the need for more contemporary material and has noted with pleasure that the list includes publications by SABRA, and the Institute, the Natal Regional Survey, the summarised

reports of the Pagan and Tomlinson Commission and other works. The department might consider the production of series of short fact pamphlets dealing as objectively as possible with the factual situation and to be used by teachers in training. Similarly, and parallel but suitably modified, a series of such fact pamphlets could be produced for juveniles.

It would also be useful for training colleges to ask authorities to speak to teachers in training e.g. a manager of a Non-European Affairs Department, a psychologist like Dr. S. Biesheuvel, a mine manager, an industrialist, a sociologist, someone with knowledge of Asian life, of Coloured living, a social welfare worker etc. etc. These talks could fit in with specific subjects mentioned in the syllabus.

Policies and Fear of Politics

Because of the political situation in South Africa teachers whether training college staff or school teachers, are understandably afraid of outlining or discussing policies. Yet it should be possible for policies to be described and presented objectively and not tendentiously. Teachers in training should be made aware of the variety of approaches to our race problems. This can be done through fact pamphlets or through representative speakers.

Films

Where possible films should be used. We understand that the Union Education Department has a good library of films on Africa and that films can be obtained commercially. We do not know how many films are available on South African life but the possibility should be explored. The State Information Department has a few good colour films.

In conclusion and in summary, the Institute reiterates that race studies must not be approached as if the conditions of a living society in South Africa is static. The South African situation demands a dynamic approach on the part of teachers without, however, permitting, for teachers, a political or tendentious attitude. It has therefore suggested that the subject should be predominantly a living subject, and suggestions how best to equip the young teacher to achieve this real live end. This largely is the Institute's approach to race studies.

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Over the past few years the Institute has observed that in all sections of the community there has been a drive in the adult population and in various major interests towards a greater mutual understanding between groups. It would draw attention to the positive steps being taken by the Dutch Reformed Churches, by SABRA, by politicians of all parties, by organized commerce and industry, by mining and finance. In October the Transvaal (?) Agricultural Union will have a conference at which farmer - African relations will be discussed. Race relations, and racial understanding is South Africa's fundamental problem. Teachers must prepare the minds of future generations if reasonable accommodation or solutions are to be found.

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Please return to Box 97, Johannesburg

MEMORANDUM ON RACE STUDIES AND TEACHER TRAINING

1. The Institute greatly appreciates the invitation extended to it to comment on the question of how the young teacher should be equipped in order to teach race studies in schools, and it is also glad to give its opinion on the approach which might be adopted. In submitting this memorandum the Institute is fully aware of the difficulties entertained in teaching this subject in South Africa but it is also convinced that in the particular situation of the country it is vitally important that children should be given some appreciation of what is the most vital problem they will have to face in the future. Problems of colour in the world will remain for many years, and one need only point to the ~~fast~~ emergence of Non-White nations to realise that it will be a changed world with which our future citizens will have to deal.
2. The syllabus, the text book and the teacher are all important but the key to proper instruction in this subject lies with the teacher. The text book may be good or bad, tendentious or objective; the syllabus may be weighted but it is the teacher who uses the text book, who deals with the syllabus and the children; it is the teacher's approach to the subject which is so vitally important. The teacher is the key to right appreciation and there is, therefore, a great responsibility on the staffs of the Training Colleges to educate the young teacher in correct approaches.

3. GENERAL COMMENTS

Ignorance

In its experience, the Institute has found that there is a tremendous ignorance amongst highly educated White people about the lives, habits, and social history of other racial groups. Many White people have a fixed stereotyped vision of members of other racial groups e.g. all Indians are rich, possess big cars: Coloured people have all the vices and none of the virtues of Whites, etc. That these pictures are demonstrably untrue does not alter the stereotyped thinking about members of other groups.

There are many factors which conduce to such ignorance e.g. an unwillingness to accept the realities of the position, the historical master-servant relationship, the social and economic distance between White and Black, the various historical or legislative barriers preventing closer contact and greater knowledge.

Theory and Description

While a theoretical knowledge of the historical social systems of various racial groups may be gained from works in anthropology and history, only those specially interested and trained in this field of knowledge can really acquire experience and merge themselves into at least some of the reality of these other societies. Study of such books is invaluable for gaining insight into patterns of behaviour but is not sufficient in itself. It is also essential for teachers and children to have an historical account of, and background to, the racial groups in South Africa. While history helps to put the present situation in some perspective, this knowledge is not sufficient in itself for a proper appreciation of race relations today.

Contemporary Events

Although realising the difficulties inherent in the suggestion that great emphasis should be placed on the contemporary scene, the Institute considers that for the present and for the succeeding generation of teachers and children in this rapidly moving and changing world this is of vital importance. Too much emphasis on the anthropological or on the historical approach may tend to a rigidity of attitude, and a strengthening of stereotypes. A too great examination of the past may prevent a real and sensitive understanding of the present and future. Events have shown clearly that future citizens of the world must be quickly adaptable to a quick moving and changing world. One needs only point to the fantastic speed of scientific discovery and achievement, to the rapidity with which new nations, not least in Africa, have emerged, and to the demands made by the shrinking world of human contact on people to adjust. While the majority of people passively accept much of the new world, there will nevertheless be a big demand on them to make positive adjustments in human relations generally. It is a major function of education to fit children to a changed and changing society.

It would appear to be essential that teachers be made aware of this immediate necessity and of the conditions which make such awareness and flexibility essential for modern living.

Humanity

The Institute would suggest that basic to a right approach to race studies is a recognition of the humanity of members of all races. An African mother may be illiterate, but she has pride

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in her children, and is anxious about their welfare and future. Though illiterate, an African father is a man of experience and has to make adult judgments in light of that experience. There are common loyalties, and loves; there is laughter and joy; there are courtesies, ambitions, fears; there is pride in possessions and desire for status.

"Traditional" Approach

The Institute has noticed in the "Suggested Syllabus for Race Studies in the Secondary School" the final section viz.

- "vi. The Traditional standpoint with respect to the control and administration of Non-Europeans historical.

guardianship: the duty and the calling of the European."

While the Institute agrees that an historical account of the meeting of races is desirable, it would stress the variety of policies which have been tried out in our country for the adjustment between races. It is difficult to interpret the word "traditional". In the context of the present the use of the word "control" is ill-advised.

THE TEACHER

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- e. by asking each trainee to undertake a limited investigation "project" on some aspect affecting Non-White life e.g. library and other equipment in Non-White schools, size of classes and accommodation, teaching methods, age related to school standards etc.
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2/7/21

5th July, 1960.

Miss H. Pollak,
135 A, Marriott Road,
DURBAN.

My dear Hansi,

At last our over-worked roneo clerk has had time to run off the attached document. I rather doubt whether it will be possible to carry the study any further; but perhaps the Natal Indian Teachers' Society may have better records than have Governmental Offices. This would not surprise me in the least.

As ever,

red
Muriel Horrell (miss)
RESEARCH OFFICER.

24 APR 1961

Natal Indian Teachers' Society

ESTABLISHED 1925

PHONES
25548, 60096

SASTRI COLLEGE

DURBAN
19th April, 1961.

Mrs. M. Scott,
ADMINISTRATIVE ASSISTANT,
S.A. Institute of Race Relations,
P.O. Box 97,
Johannesburg.

Dear Mrs. Scott,

Your letter of 12.4.61, addressed to the President of my Society, was directed to me for my attention and reply.

Please be informed **that** my Society's ANNUAL CONFERENCE will this year be opened on Wednesday, 5th July and end on Friday, 7th July.

Trusting that the query raised in your letter has been answered,

I remain,

Yours faithfully,

P. Raidoo. *P. Raidoo*
(Hon. General Secretary)

G. D. 12K

12th April, 1961.

Mr. A.D. Lazarus,
Sastri College,
D U R B A N.

Dear Mr. Lazarus,

Can you give us the dates of the Natal Indian Teachers' Society meeting in July? We do not want to clash with them in arranging our dates for the meeting of the Executive Committee. I know we have made it difficult for you in the past!

Yours sincerely,

(Mrs.) M. Scott.
ADMINISTRATIVE ASSISTANT.

D/E/12/1

TEACHERS' SEMINARS SCHEME

Minutes of an Informal Meeting held on Tuesday, 21st November, 1961 at 5 p.m.
at Auden House, to discuss the establishment of Seminars for Teachers

Present: Dr. E. Hellmann, Mr. K. Hartshorne, Mr. D. Kobe, Mr. N.M. Segone
and Mrs. A. Wolpe

1. APOLOGIES:

Apologies were received from the following persons who had expressed their interest in the scheme, but were unable to attend the meeting:-

Mr. M. O'Dowd

Dr. I.J. Mohamed

Mrs. A. Welsh

Mr. B. Rose

Mr. M. Stern

Mr. Harrison

In view of the small number of people present, it was agreed to hold an informal meeting to discuss the problem.

2. PURPOSE OF SEMINARS:

After discussing the need of the teachers, it was agreed that the problem fell into two categories, viz.

a) Enlarging the horizon of the teacher

b) Increasing his knowledge of the subject matter.

It was also agreed that the curriculum of the seminars should endeavour:-

a) To ensure that the teacher had the knowledge of his subject, and sufficient confidence to impart this knowledge to the class.

b) To increase the teacher's interest in his subject, stimulating him to continue his reading in the subject concerned.

c) In cases where the teacher had been inadequately trained, and did not have a broad background knowledge of his subject, particularly in the Science and Mathematic subjects, he should be assisted to grasp the general philosophy.

3. PRACTICAL ORGANISATION:

In discussion it was agreed that:-

a) The qualifications of the teachers should be disregarded and they should be grouped according to subject matter.

b) The seminars should concentrate on the needs of the teachers for Matriculation classes, but that they should be open to any other secondary school teacher who would be interested.

c) The course should be held for a trial period of three months.

d) Courses in English and Mathematics should be held concurrently.

e) Course in Science should be held later during the year, when demonstration facilities for experimental work were available.

f) One person should be responsible for the course of the seminars, but could bring in specialist lecturers as desired.

g) The venue could be:-

- i) The Jubilee Centre
- ii) Bantu Mens' Social Centre
- iii) Auden House

h) The seminars could be held on a Saturday morning

i) All secondary and high schools in Johannesburg and the environs should be included.

4. FINANCES:

It was agreed that:

- a) The Lecturers should be paid approximately R50-00 for giving the course of lectures.
- b) The teachers should not pay for attending the course.
- c) A Secretary be employed and paid accordingly.
- d) The offer of financial support for the scheme from Ernest Oppenheimer Memorial Fund be accepted.

5. THE NEXT MEETING:

It was agreed that:-

- a) The next meeting should be held on Wednesday, 29th November at 3 p.m. at Auden House.
- b) The Principals of the following schools be invited to attend this meeting in order to put before them the whole scheme and to sound out their feeling in regard to this matter.

Fumana Secondary School	Orlando West Secondary School
Alexandra Secondary School	Meadowlands Secondary School
Immaculata High School	'Musi High School
Madibane High School	Tsolo-Felontle Secondary School
Nakene High School	Munsieville Secondary School
Morris Isaacson High School	

- c) Miss Hanna, Secretary of the Transvaal Teachers' Association be invited to join a Committee.

The meeting closed at 6.30 p.m.

Confirmed

.....
Date

.....
Chairman

on.

~~5/12/11~~

Ms.

agreed

I have told Mrs Wolpe that while I shall
make all arrangements so that tea can be
served I cannot bind myself to 12
Saturday mornings, nor can the cleaners be
expected to do tea. Ms. 2/3/62

✓ m.s.
MINUTES OF A MEETING OF A COMMITTEE WHICH WAS ESTABLISHED TO CONSIDER THE SCHEME OF SEMINARS FOR AFRICAN HIGH SCHOOL TEACHERS, HELD AT THE BOARD ROOM, AUDEN HOUSE, 68 DE KORTE STREET, BRAAMFONTEIN ON WEDNESDAY, 14TH MARCH AT 5 P.M.

1. PRESENT: Dr. E. Hellmann, Mrs. A. Welsh, Mr. K. Harteshorne, Mr. M. O'Dowd and Mrs. A. Wolpe.
2. APOLOGIES: Apologies were received from Mr. B. Rose, Dr. I. Mohamed and Mr. D. Kobe.
3. Mrs. Wolpe welcomed members to the meeting. The Committee was now to be constituted formally to consider the scheme of seminars.

IT WAS AGREED that Dr. Hellmann should take the Chair.

Mr. O'Dowd (representing the interests of the Ernest Oppenheimer Memorial Fund) said that he would report the discussion to his Trustees.

The Chairman outlined the scheme and asked Mrs. Wolpe to report on developments, which were:

a) Lecturers available.

According to the original plans the seminars should have begun early in March but difficulties in obtaining suitable personnel had caused delay.

b) English Seminars.

Mr. Waldman of the College of Education had intimated at the end of 1961 that he would be prepared to be in charge of the English section. Unfortunately he had found that he was unable to give any assistance owing to pressure of work.

Mrs. Z. Girling, lecturer in the English Department at the Witwatersrand University, had agreed to prepare the seminars and conduct them. She wished to begin as soon as possible.

Mr. Harteshorne suggested that Mr. van Oortmerssen of the College of Education should be approached about a continuation course in English later this year or early next year.

IT WAS AGREED that Mrs. Girling should conduct the seminars.

c) Mathematics.

Dr. Mohamed had also found that it would be impossible for him to conduct the seminars earlier than the beginning of July owing to pressure of work. In view of the fact that he was considered the most suitable person for these seminars, IT WAS AGREED that these seminars should begin on the 21st July, a few days after the schools re-opened.

d) Afrikaans.

At previous meetings held with principals of the local secondary and high schools, it had been stressed that the need for Afrikaans seminars was very great. As from 1963 the Joint Matriculation Board regulations would require candidates to pass either two languages and mathematics, or three languages, one of which would be vernacular in the higher grade and the other two in the lower grade. Up to the present the results of students writing Afrikaans examination had been very poor.

IT WAS AGREED that Dr. C.W. Hudson, Vice-Principal of the Hyde Park High School, should be approached to conduct the seminars. These could run concurrently with the English ones.

e) Premises Available.

None of the church halls in the central area of Johannesburg could be made available for such a purpose. The Jubilee Centre was also not available. The Bantu Mens' Social Centre had been approached for this purpose but it was agreed that this building was most unsuitable owing to the noise.

IT WAS AGREED that Auden House should be used on Saturday mornings from 9 - 11 a.m..

f) Cost of Scheme.

i) Payment for the Seminars.

Several people had indicated that the amount of R50-00 originally specified for remuneration for the whole course was considered merely as an honorarium and not nearly the true value of the seminars.

Dr. Hellmann said that the Workers' Education Association which ran the Hillbrow Study Centre paid at the rate of R6-30 per session, which was for two hours.

IT WAS AGREED that the amount of R75-00 should be offered to the people conducting the seminars.

ii) Incidental Expenses.

There would be incidental expenses such as overtime pay for the cleaners, purchase of a blackboard, provision of tea for the people attending the course and secretarial work.

g) General.

The following points were agreed:

- i) a precis of each seminar should be kept for reference;
- ii) the lecturers should be asked to make notes on the comments of those participating. This would guide future seminars for teachers' reactions could be gauged and their needs clarified;
- iii) the teachers' reactions should be gauged independently also at the end of the course;
- iv) Mr. Harteshorne would meet Mrs. Girling to discuss the form of the seminars;
- v) the Chairman should be present at the first meeting to welcome those participating;
- vi) Mr. O'Dowd should ask Professor A. Bleksley to give an opening address to the group studying mathematics. As there would be general interest in this lecture apart from the mathematicians, all the teachers should be invited to attend this seminar;
- vii) if possible tea should be provided for the groups after the completion of the lecture and before discussion takes place;
- viii) there should be an attendance register to provide an analysis at the end of the series;
- ix) that Mr. O'Dowd would approach the Ernest Oppenheimer Memorial Fund for financial support for this scheme.

There being nothing further to discuss the meeting terminated at 6.30 p.m.

CONFIRMED:

.....
DATE

.....
CHAIRMAN

1/ Mr. Whipple: sub
2/ Mr. Scott ✓
3/ File D/E/12/1

20th June, 1962.

The Secretary,
B.A.N.T.A.,
c/o Basutoland High School,
MASERU,
Basutoland.

Dear Sir,

I write in reply to your circular letter appealing for funds to enable your Association to send more representatives to the Stockholm Assembly of Teachers.

As this Institute is itself dependent upon public subscriptions for its activities, it is very much regretted that it is not able to assist your Association in this matter. We hope that you will find the necessary funds from other sources.

Yours sincerely,

F.J. van Wyk.
ASSISTANT DIRECTOR.

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SOUTH AFRICAN INSTITUTE OF RACE RELATIONS (SAIRR), 1892-1974

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