

## **A FLIP THROUGH MY SCHOOL HISTORY BOOKS: WHY I MUST UNLEARN WHAT I LEARNED TO RELEARN**

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*Cognition is brought about by the presence of the known object in the knower(s) mind(s). But the object is in the knower(s) after the fashion of the knower(s). Hence, for any knower(s), knowledge is after the fashion of his (their) own nature (Summa Theologia., I, Q. xii, a. 4 in Cahn, 1995:409”).*

### **ABSTRACT**

I have been teaching history at secondary and university levels in Cameroon for about fifteen years now. I have also been engaged in teacher training and I work on a regular basis with primary school teachers from where I have had time to study what is on the primary school syllabus and experience what goes on in the classes and training institutions. However, it is my exposure to Decolonial studies that signalled to me that there is a problem with what we have been learning and teaching as history in Cameroon schools. This exposure has since been the base of my writing in educational historiography for which I offer here, a personal reflection of my learning of history in Cameroon. I tell the story of the evolution of the history curriculum to present and the motives which have guided contents choice in history in Cameroon. In terms of transformation which is the major essence in most research writings, I hope to use my narrative to influence others learning, understanding and reconstruction of the social formations in which we live. This influence is expected to arrive at a point where we ask and answer the famous question ‘what should we do?’ This is what I call learning to unlearn in order to relearn.

**KEYWORDS:** School History Books