

A Comparative Analysis of Representation of Historical Facts in History Text Books In Cameroon Schools

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Abstract

This paper is informed by a premise that there is a lot misinterpretation of current events in Cameroon history. This paper argues that this misinterpretation owes its roots to the inadequate representation of historical facts in history text books in Cameroon schools in both the French and English speaking sub-systems of education. The post-colonial administration have consciously ensured that the content of historical knowledge is controlled so as not to inject friction and the attempt by one group in particular- the former British Trust territory / Anglophone Cameroon to stick to their cultural heritage-Anglophone Saxon system of education. This measure is followed by systematic attempts to harmonize both systems. In this way the state will have full control of the historical content that is taught in Cameroon schools. Comparatively, the Anglophone text books handle only the facts of history and treat the subject as an entity. The Francophone text books are a merger of history and other discipline such as geography and economics in a single text book. Secondly history is not treated as an entity. In as much as its harmonization policy has met with stiff resistance from the Anglophone sector, the representation of historical fact in the text books is inadequate, to give a full understanding of historical interpretation in this part of Cameroon. This paper made use of primary and secondary sources in the form of articles, newspapers, book chapters and books. The paper therefore, concludes that this has given room for historians, teachers of history and the general public to ascribe different meanings to different events and arriving at different conclusions based only on some of the fact and not all the facts. It further holds that in the French sector historical knowledge is grossly insufficient for the students and the public to understanding contemporary issues with reference to the colonial, post-colonial and contemporary events in Cameroon historiography.

Keywords: Cameroon, Text Books, Inadequate facts.

Introduction

In 1916 the Anglo-French forces defeated the Germans in Cameroon and later on partitioned territory. Following this apportion, Britain obtained one-fifth of the ex-German colony. Britain further partitioned her sphere of Cameroon into British Southern and Northern Cameroons and attached respectively to the Eastern and Northern parts of Nigeria (Ngoh 1987; Ndi 2005;Fanso 2017). This division which was simply for administrative convenience eventually became permanent and the Southern Cameroons evolved from a province of Eastern Nigeria to an autonomous territory by 1959(Eyongetah and Brain 1974; Aka 2002; Ndi 2016;Fanso2017)on the one hand. The French on the other hand took the lion share of four-fifths and administered it as an entity. The French granted independence to her own portion of Cameroon on 1 January 1960. The British

Southern Cameroons decided at a United Nations plebiscite to gain independence by reunifying with French Cameroun in 1961 to form the Federal Republic of Cameroon (Ibid). The bicultural heritage of the Cameroons territory after the departure of the Germans invariably created a dual educational system including the French and Anglo-Saxon Educational systems inherited from the French and the British respectively. The territory has revolved to the United Republic to simply the Republic of Cameroon with two educational sub systems that is the focus of our study.

Here the Anglo-French inherited from the Germans, a battered educational sector. Elementary schools were inadequate with no teachers, no text books and infrastructures. Not even a single secondary or post primary school existed in the territory. There were no teacher training colleges based on the realities of the territory and thus no indigenous teachers who could carry on research and produce text books based on the realities of the territory (Cameroon National Education Policy Forum, 1995; Nfi, 2017; Ndille, 2018). With the end of the war, the Anglo French therefore had the task of rebuilding schools and more importantly providing teachers who could produce text books especially history text books aimed at erasing the memories of the German era and create an image for both France and Britain respectively (Walter Nkwi, 2013). Since both territories were administered separately, they developed different curricular and syllabuses to suit their whims and caprices. The British allow education in the hands of the Christian missionaries with control of what was being taught. The French had a strict control on education in all its aspects. In simple words the Anglo-French encourage the teaching of British and French histories with focus on the bravery of the United Kingdom and the victories of the Napoleon in the wars of conquest in Europe and North Africa (CNEPF, 1995).

The aim of the paper is to examine the major preoccupations of political leaders, together with their attitudes to history and history teaching, from the post-colonial to the present time, and to ascertain if, and in what manner, these were reflected in the syllabi and text-books of the various periods. The paper involve a study of the political and educational history of the Cameroon from time of the first republic under Ahmadou Ahidjo (1960- 1982), to the second republic under Paul Biya (1982 to present) an examination of the role of history teaching and learning in the developing political process, as well as an examination of syllabi and as many text-books reveal the influence of the political leaders of each era.

The period between 1960 and 2016 has animated a great deal of scholarly discourse in Cameroon and beyond. Several scholars have skillfully treated the development and evolution of Cameroons educational system especially the role of history, history teaching and the content of text books in Cameroon schools, Banfeng, (2014) offers a lucid discussion regarding the absence of a common vision in the provision of educational values for citizens in the same country. Lack of a common vision provokes problems of equity and quality education. His study touches on the differences in the content of text books in schools, which is a breathing ground for conflict. Gwanfogbe, (1995, 1997) holds that the failure to reform education has affected not just the peoples' attitudes to economic survival but has had significant ramifications for the consolidation of national integration and the development of national identity. Educational reform in contemporary Cameroon has failed to develop desirable attitudes upon which a progressive nation-state can be built. Ndi, (2013) discusses the distinct culture of Southern Cameroon Cameroons as a result of the educational heritage from the British. He argues that the British focused on moral education and the development of the United Kingdom and their victories in the wars of expansion in Europe and Africa. The nature of the history text book was virtually showing the bravery of the British. Nyinchiah (2015) looks at the disparity of history text books in terms of content and knowledge in Cameroon schools. Fru, (2017) demonstrated how the remnants of Anglo-French colonial heritage in the form of language, legal and educational systems, curricula and textbooks amongst others have most often been at the heart of the Cameroon nation building contention. His study touches on the differences in the content and the manner in which the facts of reunification has been presented in the history text books in Cameroon schools, which is a breathing ground for conflict. In an era where textbooks in general and history textbooks in particular have been recognized to go beyond their core pedagogic purposes to also serve ideological and political functions. Ndille, (2017, 2013, 2014) has attempted a comparative analysis of the policy and practice of education in British and French administered

spheres of Cameroon which came to be implicated in the policy of harmonization of education following the reunification of the two spheres in October 1961 to form the present day Republic of Cameroon. Tambo, Ndongko et al (1995, 2000) presents issues of ideology, structure, language, curriculum, educational expansion and access as a whole and exposes the options that were available to the state of Cameroon after reunification as far as establishing an equitably concordant national system of education. Thus much ink has flowed in academe on the nature and content of history text books in Cameroon. Though the different periods of the development of Cameroon historiography had been handled, this paper is different because in that it gives insights on the differences in content and knowledge of Cameroon history representation in the text books used in the two sub-systems of education in Cameroon. More so, as through the ministry of education and the different examination boards the state has successfully control the content of what is taught in schools.

Cameroon: Educational Development and History Text books

France strongly believed that the partition of Cameroon was not provisional (Ngoh,1987) and so moved on to establish an administration for their sphere separate from its Equatorial African territories with an educational system based on French civilization. It was for this reason that the study of French history was paramount. The British on the other had knew that her occupation of Cameroon was temporary given that the territory was a mandate and later UNO Trust territory (Shu, 2000; Aka, 2002). It was for this reason her educational policy in the Southern Cameroons was closely linked to that of her Nigerian colony. With focused on British and Nigerian history to Southern Cameroonians. It will be vital to understand the development of education and history reading from the lenses of their colonial past that has influenced the writing of history text books and the role of the state in this domain.

The Evolution of Educational Policy in British Southern Cameroons

It took a longer time to revive missionary work in education in the British Cameroons (Ndi, 2005). There were no British missionary societies ready to take up the work begun by the German missionaries in British Cameroons as was the case in the French sector, where French policy for French Cameroon was formulated in Yaoundé, educational policy in British Cameroons was formulated not in Buea, but in Lagos and always as an appendix of educational policy for Nigeria (CNDF, 1995). British Cameroonians studying in the different Nigerian schools and colleges were oblige to study and read Nigerian history and by extension British history. This was because during this period Nigerians dominated the British Southern Cameroons educational sector. Thus British Cameroons was treated as a colony in a colony. British Cameroonians were forced to be guided by educational regulations made from Nigeria. This justified her laissez-faire attitude on Cameroon and her seeming neglect of the economic and social development of the territory (Aka,2002) Article 22 of the covenant of the League of Nations stated that if a territory lay adjacent to another territory of a mandated power, the former could be incorporated into the latter, in order to effect the smooth customs, fiscal and administrative union between the territories (Eyongetah, Brain et al,1974).On the basis of this agreement, the Southern Cameroons was administered as part of Nigeria. This decision brought education in British Southern Cameroon under the British education policy for Nigeria. The major document that constitutes the foundation of regulations that guided educational development in British Cameroons during this period is the Nigerian Education Code of 1926. This code forms the basis of many regulations that dealt, among other things, with the administration and management of schools, categorization of schools registration of teachers the opening and closing of schools (O'Neil,1991) and by extension kind of text books and its content to be used by both teachers and students.

The philosophical orientation of education in British Southern Cameroons was found in the British policy of Indirect Rule. The British favored an Adaptationist philosophy of education to suit the objectives of their colonial policy in Nigeria. The British believed that the wholesale transfer of

the educational conventions of Europe and America to the peoples of Africa as the French did through assimilation was not certainly an act of wisdom. Based on the recommendations of the Phelps-Stokes Commission and the British Advisory Committee on Education in British Tropical Dependencies, a memorandum of education was published in 1925 as the education policy in British Tropical Africa. This policy favored a system of adapting education to “the mentality, aptitudes, occupations and traditions of the various peoples so as to render them more efficient in their condition of life... and in the management of their own affairs” (Aka, 2000). With this, the application of the Indirect Rule system meant that schools were built and operated by the indigenous Cameroonian communities themselves in the name of Native Authorities and at best by missionaries. This meant that instead of Britain, as the administering authority bearing the financial burden, educational financing was carried out with funds derived from taxing the indigenes. Throughout the period, local education committees became formal education authorities (Ibid). This meant that the local education committees were entrusted with the responsibility of the administration of primary education in their areas and determining the kind of history text books to be used based on the whims and caprices of the administering authority of the area. The principle of local education committees was made to stimulate local interest and generate co-operation between the local communities and the government. By inference the British policy favored a decentralized system over African territories.

Throughout the trusteeship period, educational legislation drawn up for Nigeria continued to be applied to the British Cameroons. From 1954, however, the territory became an autonomous region within the new Nigerian administrative arrangement created by the Macpherson Constitution (Ngoh 1987; Mbile 2000; Ndi 2005). Consequently, an independent board of education for Southern Cameroons was set up in Buea with authority equal to that of board existing in other regions of Nigeria. With this independent board, Southern Cameroonians had the opportunity to read history books patterning to their ‘Kamerunness’. This marked the genesis of the rise of British Southern Cameroons nationalism and identity crises within Nigerian politics and their desire to be reunified with French Cameroun as it was during the German era. (Nfi 2004 and Budi 2019) The colonial administrative control on history text books was a deliberate attempt to frustrate ‘Kamerunness’ and foster ‘Nigerianness’ into the minds of the British Southern Cameroonians. The British and Nigerian educational experience as had an influence in the way British Southern Cameroon historiography is represented and interpreted in the post independent and contemporary Cameroon State. This is very different in the French sector of present day Cameroon.

The Evolution of Educational Policy in French Cameroon

The French colonial administration began to exercise its authority in education as early as 1920, following the signing and putting into effect of the treaty of Versailles. The League of Nations however formally recognized France as a mandatory power over Cameroon only in 1922.

Throughout their stay in Cameroon, the French believed that their acceptance of the League of Nations Mandate and United Nations Trusteeship to administer Cameroon had many implications. Amongst these was that France should lead the indigenous people to a superior stage of civilization. This made her morally obliged to use her national genius and talent to accomplish the mission she accepted in 1922 and 1946 (Ojong 2008). This and many such beliefs justified her argument for the exclusive use of the policy of assimilation in Cameroon and other French overseas territories. Assimilation aimed at creating a native-Cameroonian elite class by eliminating African culture and replacing it with French culture, language and civilization. This was with the calculation that, if an African elite was created, it could be used to convince their kith and kin to accept French rule and tutelage (Mveng, 1963). In 1903, the Governor-General for French West Africa explained this twofold objective of French education in Africa; The elites were trained to become auxiliaries of the administration in every area and the masses were to be educated by them and assimilate them into the French way of life (Abdou, 1968).

Between 1920 and 1921 two Government orders were signed regulating private and public schools. The Order of 1920 specified among other things, that only schools which teach exclusively

in French and followed the prescribed Government syllabus would be recognized and therefore receive financial support from the Government (Nwana, 2000). In French Cameroon education was strictly controlled by the government. Centralization also ensured that voluntary agencies operating schools in the territory were strictly under government control and respected government policy on education and text books especially infusing into the learners French culture and civilization, making sure that they did nothing to disturb the assimilation process (Ojong, 2008). All regulations governing education in French Cameroon were issued by the commissioner in the form of orders, circulars and decisions. Educational programmes were prescribed and the history text books were detailed precisely so that every teacher would know what had to be taught daily, weekly, monthly and yearly in all the schools. Subventions were given to mission schools to assist them. The assisted Mission Schools were those that met Government set standards and therefore received financial support from the Government (O'Neil (1991, Ndi 2013). The unassisted Mission Schools on the other hand, were those schools that did not meet Government standards and therefore received no financial support from the Government. Most of the mission schools belonged to this category (CNDF, 1995; Ndi 2016, and Nfi 2017).

For close to 40 years the peoples of the former German colony were separated. France granted independence to its own sector 1st January, 1960 and the independence of British Cameroon came through a United Nations organized plebiscite on the 11th of February 1961 and reunification and independence of the two Cameroons on the 1st October 1961 (Ngoh, 1987, 2014). It was from this juncture that all attempts to reunite the two educational systems to produce a national system responsive to Cameroon's political, economic, social and cultural aspirations to present have failed.

There was excitement and enthusiasm in the political scene for both systems to be united so as to create a single national educational system adaptable to Cameroonian needs. Apart from the political measures the legislative and administrative procedures for the harmonization of the educational systems were high (CNEF, 1995; Ndongko and Tambo, 2000). A National Council for education was created as the forum for harmonization. The council initiated reforms that resulted in the first federal law on education No .63/COR/5 of 1963. This was achieved through the initiative of a National Council for Education charged with the harmonization of the educational systems of Cameroon. In June of the same year Law No 63/COE/13 of 19th June 1963 restructured the secondary school and a senior or high school cycle. While the Anglophone side was implementing these laws on the harmonization of education in the country the Francophones were not implementing these laws, but rather they maintained the French educational system and were attempting to wipe out the British system of education (Ngwangforbe 1995). Realizing that the Francophones were adamant not to change, the Anglophones became intolerant and resistant to further changes proposed by the Francophones for the harmonization of the two educational systems (Bongfen 2014).

Since the Cameroonisation of the GCE in 1977 and the advent of the Cameroon General Certificate of Education Board (CGCEB) in 1993, both the structure and the course content of Ordinary Level and Advanced level history has evolved significantly. Forms 1 and 2 treat the history of the Great Empires in Africa, civilisations, Islam, Christianity, inventions and inventors and the advent of the Industrial Revolution in Britain. Therefore, in these forms the focus is on the early history of Africa and part of British history (Nyinchiah, 2015). Given that these are topics that no single textbooks has included, teachers then make use of specialised textbooks authored by African and European historians on these subjects to compose a volume for Cameroon schools that will answer the questions posed by the curriculum. It is important to understand that in the French section of Cameroon, especially in the denominational and lay private schools reserved for Anglophone learners, they prefer books coming from the Anglophone section of the country rather than those authored by Anglophones who have taken up residence in the French zone (Ibid). The contention here is that the textbooks coming from the Anglophone zone have met the conditions for official examinations controlled by the CGCEB. Some principals of public schools in the Francophone zone sometimes do the exception by not respecting the official books and make use of books from mission schools. The reasons advanced is that they are co-authored and better edited, supervised, focused and in better language which explains why their mission schools perform better in official and public examinations (Ibid).

Disparities in the Nature of Anglophone and Francophone Text Books

Ideological and structural reforms in any system strive to accommodate the social, political, technological and historical experiences. The need for such reforms becomes even dire in the context where two or more formerly autonomous states come together to form a new state or supra-state structure (Ndille,2018). This was the challenge which the new country faced in 1961. The French sphere of Cameroon obtained independence on 1 January 1960 as *La Republique du Cameroun*. A year later, precisely on 11 February 1961, the British sphere voted in a UN organized plebiscite, to reunify with *La Republique du Cameroun* (Fru,2017). Of that union, a Federal Republic was born. The union was to face huge challenges of blending the two systems to establish a national system responsive to the needs of the territory and its citizenry. In Cameroon the Anglophone and Francophone political, socio-cultural and economic divide are reflected in its educational system and more so, in the disparities in the study, representation and the (re)interpretation of historical knowledge and the fact of its history in the two sub systems of education.

There are many who have assessed the extent of application of harmonization and who have concluded in the same opinion that harmonization has not significantly succeeded and that it accounts partially for the socio-economic crisis which the country is currently facing; with the former British sphere complaining of marginalization in education(Gwanfogbe, 1995;Tambo,1995; Bonfeng,2014;Ndille,2018).Tambo,(1995)observe that ‘despite the stipulation of the laws of harmonization, the structures of education remain different in the two sectors...’(Ngalim,2014). For history in particular, the syllabuses are consciously or not designed to suit the colonial heritage of the citizens of the two political divide. History teaching and knowledge is introduced in the Anglophone sub- system at an early stage in the life of the learner. This is reflected in the hours allocate, the levels in which history is taught, the emphasis laid on the study of the subject in terms of the number of questions and the percentages for questions and sections by the examination board of the Anglophone sub-system in comparison with the Francophone examination board.

From Primary three through to six, an infant is already familiar with the activities of the British in Cameroon, as well as the actors of the German annexation. At the secondary school level from forms three through to the high school student are exposed to the depth of the History of Cameroon, African and the world. Following the creation of the CGCB, both the structure and course content of Ordinary Level (OL)- code 0560 and Advanced Level(AL)- code 0760 were significantly evolved. The stimulus question that initially was optional was eventually made compulsory. In 1996, this unique format of testing was confirmed exclusively to section A: Cameroon History Since 1800 for the purpose of fostering in-depth knowledge of Cameroon history (GCE OL and AL syllabuses History, (2011).

In 2011, the GCEB embarked on a systematic review of all existing syllabuses with the view to keeping abreast with current world trends and especially making sure syllabuses relevant to the Cameroonian situation. The decision of thus evaluation body was inspired by the provision of Law No 98/004/14th April 1998 laying down guidelines for education in Cameroon followed by the ministerial decision No 29/2011/MINESEC/CAB of 10th February 2011 putting in place committees with specific terms of reference.(GCE OL and AL syllabuses History, (2011).

Following the change, at the junior secondary school Ordinary level(OL) GCE examination, Candidates are required to answer Four questions in two hours 30minutes, from the different sections; section A: Cameroon History, section B African history and section C world history. For Cameroon the candidates are supposed to answer a compulsory question and one other question, while in the other two sections they are to answer one question each. On a score of 100, Cameroon history takes 60% of the total mark.

The table 1 summarizes the GCE Ordinary Level history program

Paper	Type	Section	No of Questions Required	No of Questions To be Answered	Duration	Raw Scores	Weighting	Remarks
1	MCQ	A	25	25	1 hour30 minutes	50	40%	Answer all questions
		B	15	15				
		C	10	10				
2	ESSAY	A	4	2	2 hours30 Minutes	80	60%	Answer 4 questions;2 from Cameroon, 1 from Africa and 1 from the World
		B	3	1				
		C	3	1				

Source: GCE OL Syllabus 0560 History,2011.

At the senior secondary school Advanced Level (AL), History is divided into three different papers, paper one is multiple choice questions (MCQ), 50 in total, Cameroon has 20question, Africa and the World 15 each. This paper runs for one hour thirty minutes. Paper two is only Cameroon history separated into three sections; section A Cameroon from 1800- 1922, section B 1922-1945 and section C 1945- present. Each section has 4questions each. Candidates are expected to answer four questions in three hours choosing at least one in each of the sections. Arica and World history is merged in one paper, paper three of 20 questions; 10 for Africa and world each separated into our sections; Africa is section A from 1800 to 1945 and section B from 1945 to present, section C and D World history span within the same period. Candidates are expected to answer a question each from the four sections.

Table 2 summarizes the GCE Advanced Level program

Paper	Type	Section	No of Questions Required	No of Question to be Answered	Duration	Raw Scores	Weighting
1	MCQ	A Cameroon	20	20	1 hour 30 minutes	50	40%
		B Africa	15	15			
		C World	15	15			
2	Eassy (Cameroon History)	A	4	1	3 hours	100	30%
		B	4	1			
		C	4	2			
	Total 4	Either way					
3	Eassy (Africa and World)	A	4	1	3 Hours	100	30 %
		B	4	1			
		C	4	1			
		D	4	1			

Source: Authors Fieldwork, September, 2019.

In order to gain admission to read history into the departments of history in the two Anglo Saxon universities of Buea and Bamenda, candidates are expected to have passed history both at the OL and AL. For a degree to be awarded to a student, the said students must validate all the courses on Cameroon History.

From all intern the study of, and emphasis on history in the Anglophone sub-system is rigorous and ideological. It vital to note that while these changes were been effected in the Anglophone Sub-system, it was not commensurate with the francophone system. These changes were reflected in the nature and content of the different text books whether prescribed by the ministry or not. However, it should be noted that not all writers are prepared to comply with the dictates of such government commission. According to Odendaal and Galloway (2008), some writers have resorted to self-publishing as a means of maintaining control over the content without any interference from either the government or the government approved publishers. This practice is common in the publishing industry in Cameroon because such writers are able to find a ready market with the lay private and mission schools which do not necessarily have to comply with the official textbook list issued by the Ministry Nyinchiah,(2015). It may, thus, be assumed that, despite the fact that the writers of textbooks do have some agency as regards making decisions on the textbook content, government interference in the form of the official textbook list based on some form of scrutiny for public schools renders writers vulnerable Fru (2017).

The only available sources on the nature and use of textbooks in Cameroon are and a report from a World Bank project in 2008. According to Nyinchiah (2015) the use of textbooks in schools in Cameroon varies from public (government) to denominational or private (mission) to lay private (sole proprietorship or limited liability) schools. These variances are in spite of the fact that the state through the Ministry of Education has an evaluation process that establishes and approves booklists in consultation with the respective education boards for use in schools all over the country (World Bank, 2008). The extent of the variances is that the textbooks lists are mostly observed in public schools with the mission schools encouraging their teachers to write for use by their schools and the lay private schools oscillating between the official books, and those from the mission schools (Nyinchiah,2015). The absence of strict coordination and implementation of a uniform system of textbooks use has therefore resulted in a phenomenon of pamphlet publications. Pamphlets are makeshift books by teachers to supplement the absence of the textbook by students caused either by scarcity, cost and are more simplified or focused towards examination and are less costly (Ibid).

Table 3 shows the books used in some mission and private schools in Anglophone

AUTHOR	TITTLE	PLACE /PUBLICATION	YEAR
Nfor Augustine Fanka and Ernest Nzelenmuyuy	<i>Certificate approach to ordinary level history;3-5Cameroon, Africa and world</i>	-----	-----
Ebaneck John	<i>Standard African History for Schools and Colleges</i>	-----	-----
Tefu Emmanuel	<i>World History for schools and Colleges</i>	-----	-----
Kiawi Pual, Neba Derick et al	<i>Cameroon Since 1800; An advance level Appeach</i>	Buea: Finix Business Services	-----

Source : Catholic education Booklist since 2009, Compiled by author September,2019.

All the books on the above booklist were on the catholic booklist since 2015. It's vital to understand each mission school (Catholic Presbyterian, Baptist and others) decides on which author to supply the books. A book commission is formed under the supervision of the Education Secretary. A vital criteria for the different book commissions to choose ones book over the other depends first of all if the author(s) are members of a particular denomination and secondly if it addressed the GCEB prescriptions and examination orientate, it should be co-authored and in some cases the author(s) have to lobby. Individual schools may decide on an additional textbook if they deemed if necessary.

Table 4: showing sampling of Anglophone Cameroonian history textbooks on Government Booklist

Author	Title	Place/ publisher	Year
Fanso, V. G	1989 <i>Cameroon history for secondary schools and colleges. Vol. 2: The colonial and post-colonial periods</i>	London, Macmillan	1989
Victor Julius Ngoh	<i>History of Cameroon since 1800</i>	Limbe, Presprint	1996
ANUCAM BOOKS	<i>Ordinary Level history for Cameroon Schools</i>	ANUCAM center Buea and Bamenda	2002
ANUCAM BOOKS	<i>Advanced Level history for Cameroon Schools</i>	ANUCAM center Buea and Bamenda	2002
Eyongetah and R. Brain	<i>A History of the Cameroon</i>	London: Longman	1974
Bate George Eno	<i>Effective Modern History for Colleges</i>	Limbe	2005

Source: CGCEB: History Syllabus,2011.

All the textbooks indicated in Table above were approved in the official textbooks list for the 2015 to 2019 academic year. The document from the ministry of Secondary Education that contain this information is: No 0614/MINESEC/CAB. In this list, the textbooks are prescribed for preparing learners for the General Certificate of Education – OL and AL Examinations. It is also important to note that all five textbooks indicated above have been selected at least once in the official textbooks lists for Anglophone Cameroonian schools over the past five academic years Fru (2017). Moreover, the GCE syllabus also officially recommends these textbooks amongst others in the syllabus document for the teaching of history in Anglophone schools. It is also vital to note that lay private and mission schools, author(s) who want their books to feature in the official booklist have to lobby either through the CGCEB or directly to the minister for intervention.

Concerning the sampling of French textbooks, the circumstances were different from the English scenario (Fru 2017; Ndille, 2018). Firstly it should be noted that just as with the Anglophone GCE History syllabus, the Francophone syllabus also covers the themes of the First World War, French Mandate, Trusteeship, French Cameroon's independence and reunification. This syllabus is contained in a Ministerial circular no 53/D/64/MINEDUC/IGP/ESG/IPN/HG on the reorganisation of history, geography and citizenship education in the French sub-system of education in Cameroon (Fru, 2017). Under the history section of this syllabus, reunification is covered at the *Classe de Terminale* which prepares learners for the *Baccalauréat* (BAC) examinations¹⁰. The syllabus allocates four broad topics for the *Classe de Terminale*. The last of the four topics is: *Le Cameroun: Du régime de tutelle à L'Etat Unitaire (1946-1972)*, Meaning: Cameroon: From Trusteeship to Unitary State (1946-1972). It is within this historical time frame that the reunification of the United Nations trust territories of French and English Cameroons occurred (Ibid). It is important to note here that history in the Francophone sub system is not studied in as an entity as the case with Anglophone sub system. The program of the former is clear its either *Histoire-GEO* or *Histoire-GEO-ECM*. *Histoire-Geo APO* is specific for *PREMIERES A.B.C.D.E.* and *Histoire-GEO-ECM* is specific to *TERMINAL A.B.C.D.E.* Therefore the same depth accorded to history textbooks and knowledge is not the same in the two sub-systems. In terms of examinations firstly, candidate have to choose to either answer a question in geography or in history. Secondly, the section for history is not separated as in the Anglophone subsystem. Candidate can be called upon to answer a question either in world History and or Cameroon history depending on where the examiner decides to focus the attention of the exams in that year.

Fru holds that unlike in the Anglophone sub system where the textbooks were selected based on the provision of the official textbooks list from the Ministry of Secondary Education, the technique was different with the sampling of French textbooks. Ironically, even though British and French mandate systems, Trusteeship, reunification are prescribed in the Francophone schools' history syllabus at the *classe de Terminale* as previously mentioned, the official history textbooks for the

Classe de Terminale (Décolonisation et problèmes de l'Afrique indépendant: Histoire classes terminales) covers very little on this subjects. Therefore there is a deliberate hand of the state to shelve some aspect of Cameroon history from the knowledge of French Cameroonians. However, the officially prescribed textbook still features as part of the books on booklist even though it does not cover major themes in history generally. This is done for the main reason that silences and absences are also discursive (Huckin, 1997; McGregor, 2003; Fru, 2017).

Table. 5 Show the selection of History textbooks in the Francophone sub-system

Author	Title	Place/ publisher	Year
Engelbert Mveng and Beling-Nkoumba	<i>Manuel d'Histoire du Cameroun</i>	Yaounde: Centre d'Édition et de Production de Manuels et d'Auxiliaires de l'Enseignement	1969
Delaveau, B., Mongnet, C., & Salifou, A.	<i>Décolonisation et problèmes de l'Afrique indépendant : Histoire classes terminales</i>	Paris: Edicef	1991
Christian-Tobie Kuoh	<i>Mon témoignage: Le Cameroun de l'indépendance (1958-1970)</i>	Paris: Karthala	1990
Robert Frank,	<i>Histoire Terminale</i>	Paris, Belin	1995

Source: Nkwenty Raymond Fru, 2017.

It is clear that there is the need to harmonized the two system to produce a unique educational system for Cameroon and more so what kind of history and history textbook is necessary for Cameroonian learners. But according to Bongfen, there are many obstacles to the policy of harmonization. These include; 'the misconceptions of the term, pedagogic considerations, the bicultural nature of Cameroon and weak political will which make policies incapable of being transformed into action'. In addition, the strong attachment and adherence to the French and British colonial past have all frustrated the attempt at harmonization. The euphoria and enthusiasm in the political scene post reunification for both systems to be united so as to create a single national educational system adaptable and responsive to Cameroonian needs, in terms of political, economic, social and cultural aspirations to present have been futile. Bonfeng notes further that the failure of the harmonisation efforts was due to the reluctance of the Francophone authorities who under the guise of harmonisation instituted a systematic process of assimilation of the Anglophone system of education. Realising this bad faith, the Anglophone minority embarked on a series of resistance measures that mounted pressure on the Cameroon authorities to enact policies to protect their Anglo Saxon styled educational heritage. According to Nyamnjo and Fonteh (2008) Ngome (2012) and Nyninchiah (2015) the efforts of the Anglophones to preserve their inherited education system after reunification culminated in the following: the introduction of the London General Certificate of Education (GCE) examination curriculum in 1963 to replace the West African School Certificate Examination; the return to the London GCE curriculum; the presence of the British volunteers in the Cameroon educational system; the West Cameroon Educational Reform of 1963, which was based on the Nigerian educational system; the creation of the Cameroon General Certificate of Education Board (CGCEB) in 1993. This Board is charged with the responsibility of designing the curriculum and decides on the kind of textbooks to be used in schools and colleges in Anglophone Cameroon in consultation with the Ministry of Secondary Education. But of late the government involvement in trying to take full, strict and tightened her control of the Anglo Saxon education via the control of the examination board in all aspect- text books control in this case history text books, appointments, Francophone teaching in Anglophones schools to the content of what is taught factored the 2016 teachers strike in Anglophone Cameroon. An industrial strike that has made the minority Anglophones in the Cameroun Republic demanding for the 1961 state arrangements or outright independent for the Southern Cameroons.

This strict control over history textbooks attests to their influence as government tools which may be used to create a specific brand of citizenship identity or merely to promote a particular

ideology. In elaborating further, Rodden (2009, p. 265) points out that in the German Democratic Republic (GDR), the “the ministry of education controlled the content of history textbooks tightly, and the textbooks and teachers’ guidebooks kept, in turn, a tight rein on GDR teachers”. Thus, in the political transformation in post World War II Germany that had resulted in an ideological power shift from Nazism to communism, history textbooks played an influential role in perpetuating this shift. In Cameroon the Ministry of Secondary Education has instituted the *National Textbook Commission* that selects the textbooks to be used in secondary schools every year in both the Anglophone and Francophone sub-systems of education (MINEDUC, 2013). This government department also approves which publishing houses will be responsible for the publication of textbooks. Thus, in essence, this means that those writers who want their textbooks to be included in the official booklist for secondary schools have to comply with the requirements of the *National Textbook Commission* as the representative of the government’s standpoint. Fru (2017) attest that writers of textbooks are often bound by strict government policies on textbook production and publication and that, in most cases, these policies leave them with no other choice other than to appease the authorities in their books which are to be published and used in schools.

Conclusion

The failure to structure education to respond to national goals has encouraged the perpetuation of the inherited colonial education systems which are culturally and economically unsuitable and which have remained largely unchanged. The failure to reform education has affected not just the peoples’ attitudes to economic survival but has had significant ramifications for the consolidation of national integration and the development of national identity. However, the power wielded by the writers and producers of textbooks remains contentious when one considers the watertight nature of the process preceding the publication of history textbooks in Cameroon.

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