

## LIMITS AND DANGERS OF AN UNREFINED PROCESS APPROACH

1. **THE LAND THE BASOTHO LOST.** The dispossession of the Basotho Kingdom in the nineteenth century. SACHED TRUST. CENTAUR, PIETERMARITZBURG, 1992. 83 pages.
2. **EMILIA POTENZA: THE BROKEN STRING.** Text Book and a Teachers Guide. HEINEMANN-CENTAUR, PIETERMARITZBURG, 1992.
3. **GAIL WELDON: GEORGE GREY AND THE XHOSA.** Fact and Opinion. HEINEMANN-CENTAUR, PIETERMARITZBURG, 1993. 38 pages.
4. **BARBARA JOHANNESON AND PAM VAN DYK: DIAMONDS AND GOLD.** Using sources in the classroom. HEINEMANN-CENTAUR, PIETERMARITZBURG, 1992. 41 pages.

These four publications are intended to promote a skills-based approach to teaching history by providing the teacher with a series of sources that could be used in the classroom. The idea being that the pupils should discover for themselves the significance and the meaning of historical events and issues. By concentrating on the process rather than the product an innovative strategy for discovering history rather than learning it, is supposed to be developed.

The process approach as represented in a skills-based teaching strategy is important. But it cannot be a goal in itself - it must only be utilised as a means to an end. These four publications represent useful means, but they also illustrate the inherent dangers in a completely process-dominated methodology. All four publications

represent the serious danger of selectiveness in history teaching. The issues they deal with are very controversial and politically sensitive matters: land and labour. To develop a truly historical understanding of these issues they should never be isolated from the holistic historical environment of which they form part. That means that both the universal ethics of land and labour and the particular historical forces that shaped individual examples should be comprehensively studied. Isolated and emotionally loaded contemporary expressions of anger, hate, demands, claims etc. do give pupils a feeling of the emotions involved but does not promote a rational approach.

S.B.