



GRADE 11 HISTORY

MODULE 2

IMPERIALISM

Sub unit 11.1.1: European Imperialism

Sub unit 11.1.2: Scramble for Colonies

Sub unit 11.1. 3: Arrival of Foreigners (1850 – 1900)

Sub unit 11.1. 4: European Imperialism in Papua New Guinea

Sub unit 11.1. 5: Response to Imperialism

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PRINCIPAL



Flexible Open and Distance Education
Papua New Guinea

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Papua New Guinea

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SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.



UKE KOMBRA, PhD

Secretary for Education

Module 11.2: Imperialism

Introduction

Module 11.2 comprises of five sub units. They include:

- 11.2.1: Imperialism
- 11.2.2: Scramble for Colonies (New Imperialism)
- 11.2.3: Arrival of Foreigners (1850 – 1900)
- 11.2.4: European Imperialism in Papua New Guinea
- 11.2.5: Response to Imperialism

11.2.1: European Imperialism is about outside influence in Africa, Asia and the Pacific regions. Due to the political and economic strength of the foreign power the smaller and often weaker territories and colonies are suppressed by their military and foreign rule.

11.2.2: The Scramble for Colonies was a time of great demand for raw materials and expansion of influence by the western powers who were competing among themselves to obtain bigger shares of territories overseas.

11.2.3: The Arrival of Foreigners is a topic that will discuss the influx of foreigners into new territories claimed as colonies. These foreigners came for various reasons like missionaries, administrators, labour recruiters, business, traders and planters and settlers.

11.2.4: Imperialism in Papua New Guinea is about colonialism by two separate imperialists. At that time both Papua and New Guinea were colonised by the British and Germans until World War II when both territories were combined as one until Independence in 1975. During colonial rule in Europeans exploited natural resources and human labour for their own gain and wealth.

11.2.5: Response to Imperialism saw different responses to these foreign influences by indigenous people in the colonies in the Pacific, Asia and other parts of the world. In some areas these new ideas and influences were easily absorbed while others were not.



Learning Outcomes

On successful completion of this module, students will be able to:

- identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
- demonstrate an understanding of historical concepts and ideologies
- describe and explain the origin, development and impact of change on societies and nations
- interpret and critique historical evidence and information
- apply the historical skills of inquiry, observation, classification, recording and interpreting

Broad Learning Outcomes:

1. Identify and understand events, issues and forces that have shaped their cultural, social, political and economic heritage
2. Demonstrate an understanding of historical concepts and ideologies
3. Describe and explain the origin, development and impact of change on societies and nations
5. Interpret and critique historical evidence and information
7. Apply the historical skills of inquiry, observation, classification, recording and interpreting

Learning Indicators:

Students will be achieving this outcome when they, for example:

- Collect and summarise information on Renaissance, exploration and discovery and the Industrial Revolution
- Analyse the means by which colonial powers imposed and maintained control in societies
- Describe and explain the impact of imperialism on indigenous societies
- Formulate questions for case studies
- Explain historical concepts such as empire, imperialism, colonialism
- Compare and contrast reactions to imperialism
- Critically evaluate points of view in different historical sources



STUDY GUIDE

Below are the steps to guide you in your course study.

- Step 1: Carefully read through each module. In most cases, reading through a lesson once is not enough. It helps to read something over several times until you understand it.
- Step 2: There is an instruction below each activity that tells you to check your answers. Turn to the marking guide found at the end of each module, and mark your own written answers against those listed under the **Answers to Activities**. Do each activity and mark your answers before moving on to the next part of the module.
- Step 3: After reading the summary of the unit module, start doing the Practice Exercise. Refer to the module notes. You must do only one practice exercise at a time.
- Step 4: Below each Practice Exercise, there is an instruction that says:

CHECK YOUR WORK. ANSWERS ARE AT THE END OF THE SUB UNIT.

Turn to the marking guide at the end of the topic, and mark your own written answers against those listed under the Answers to Practice Exercises.

- Step 5: When you have completed a practice exercise and marked your answers, go back to the module and correct any mistakes you may have made, before moving on to the next module.
- Step 6: Study the entire module following Steps 1, 2, 3, 4 and 5.

Here is a sample Study Timetable for you to use as a guide. Refer to it as a reminder of your study times.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00	FODE STUDY TIME				
10:00-11:00					
1:00-2:00					
2:00-4:00					
6:00-7:00					
7:00-9:00	Listen to or watch current affairs programmes. Write your diary, read a book.				

A timetable will help you to remember when you should be doing your FODE studies each day.



Time Frame

This unit should be completed within 10 weeks.

If you set an average of 3 hours per day, you should be able to complete the unit comfortably by the end of the assigned week.

Try to do all the learning activities and compare your answers with the ones provided at the end of the unit. If you do not get a particular exercise right in the first attempt, you should not get discouraged but instead, go back and attempt it again. If you still do not get it right after several attempts then you should seek help from a friend or your tutor. Do not pass any question without solving it first.



Sub unit 11.2.1: European Imperialism

Introduction

Imperialism is the policy of extending a country's power and influence through colonisation and use of military force or other means. The era of European colonialism lasted from the 16th century to the mid-20th century and involved European powers vastly extending their influence around the globe by establishing colonies in Africa, Asia, and the Americas. They claimed possession of land for them to settle and extended their ideas and beliefs. As technology and knowledge developed, the Europeans became powerful imperialists by using their knowledge and technology to suppress the undeveloped world and regions.

This sub unit briefly explains the legacies of the past that had shaped the present. It captures the students' focus to understand that colonisation is the central part of human history. Few parts of the world have been untouched by the effects of colonisation and imperial rivalry. It is important to learn about what the world was like from 15th to 20th centuries. This is the crucial period that eventually led to imperialism. Imperialism has its advantages and disadvantages in politics, social, culture and trade.

Many foreigners who claim colonies had different motives. However; after all it all happened for a reason. Some of these countries were interested in exploiting human labour while others were searching for raw materials to meet the demand of the industrialisation. In actual fact, to meet two different groups of people was difficult. Some of these encounters resulted in exchange of weapons that resulted in civil wars. In Papua New Guinea our people were resistant to foreign rule.

Until the arrival of missionaries and interpreters from the Pacific Islands our ancestors changed their world views. Imperialism is basically about outside influence of any kind such as knowledge, skills, and organisational structures coming into a society. In this unit we will also identify the impacts of imperialism on indigenous societies with its responses and reactions.

The Renaissance occurred from the 1300 to 1400s in Italy. It was a time of renewed interest in the great civilisations of ancient Greece and Rome. It produced some of the world's most famous scientists who made great discoveries and contribution in the field of knowledge that we know today.

Sub topic 11.2.1.1: Italian Renaissance

Welcome. This is the first sub topic for Module Unit 11.2. In this sub topic, you will look at Renaissance. Renaissance means *rebirth*. It refers to a time in Europe when many new changes occurred based on ancient Greek and Roman ideas.

By the end of this sub topic, the students should be able to:

- Define Renaissance and use it in the context
- Identify and discuss the cultural changes that occurred

The word *renaissance* means *rebirth*. During the 1300s and 1400s, a movement known as the Renaissance began in Florence in Italy. Renaissance artists in Florence produced great books, paintings, and statues based on the ancient Greeks and Romans. The artists of the Renaissance included Leonardo da Vinci, Raphael, and Michelangelo. From Italy, the Renaissance spread north into the rest of Europe.

The Renaissance was the most fascinating times of great interest in learning and cultural movements' between the 14th and 16th centuries. Many people were interested in learning and developing new ideas and skills about the world. This movement initially started in Italy and eventually expanded into Germany, France, England and other parts of Europe. There was a great enthusiasm in the study of great civilisations of ancient Greece and Rome.

These people's motives were greatly influenced by the concepts of humanism, which emphasizes the importance and worth of an individual. The Renaissance humanist believed that it was impossible to improve human societies through classical education. However, they emphasised on the education based on ancient texts and main focus on, poetry, history, rhetoric (rules for writing good speeches) and moral philosophy.



It is one of several paintings that Italian Renaissance artist Raphael painted in the Vatican Palace. The painting depicts ancient Greek philosophers and scholars, such as Plato and Aristotle (*center*). It is considered a masterpiece in the portrayal of the artistic ideals of the Renaissance. It also illustrates the importance of classical studies to literal and cultural achievements of the era.

Figure 11.2.1.1a: The School of Athens

Source: <https://www.google.com.pg/search?q=the+school+of+Athens&biw+michealangelo>

People became fascinated by the world around them and made scientific studies of plants and animals. They also carried out experiments in astronomy and physics. The kings and princes in Europe started to take over surrounding territories and developed strong and effective



governance systems. People moved from the farms to the growing cities creating further increase in trade and commerce.

Characteristics of Renaissance

Rediscovery of the classical literature

This is the time when the all society including kings and nobles to merchants and soldiers studied classical literature and art. There was enormous interest in the study of literature and arts of contemporary events. They studied these subjects for pleasure.

Curiosity and objectivity

The Renaissance was marked by the interest in the real and visible world from what we can see and concretely touch. The Renaissance turned away from the abstract speculations and interest in life after death and the dream world. Although Christianity was not abandoned, the emphasis was on living a moral life. The focus during the Renaissance turned from dream world of religious beliefs to the morality of human actions.

Individualism

The unique talents and potential of the individual became significant. The attention was given to the development of an individual's potential and encourages them for education. A real balanced person was seen to be a highly educated person with different fields of specialisation. A person's individual talent was seen as very important.

Interpretation of Renaissance – as Rebirth and Gradual Change

Due to the renaissance the scholars realised the great advance they made in knowledge and discovery. They believed that they lived in a new age, free from the darkness and ignorance. It was now a time of change and they felt the need to move out from their usual place. They realised a world that exists away from their own territory and that they need to explore it. As a result of that they decided to move into other territories and continents.

The greatest change was realising the unique talents and potential of the individual. The attention given to the development of an individual's potential during the Renaissance brought with it a new emphasis on education. The goal of education was to develop the individual's talents in all intellectual and physical areas. A person should know everything about the world around them.

Now read the summary.

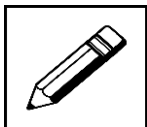
Summary

- Renaissance means rebirth.
- During the Renaissance old Greek and Roman ideas were revived in books, paintings and sculpture.
- People showed great interest in learning about the world and new ideas developed that created the Renaissance of that period.



- Characteristics of the Renaissance include rediscovering literature, moral values, individualism, and education.

Now do Activity.



Activity 11.2.1.1

1. Explain the term *Renaissance*.

2. When did Renaissance initially start in Europe?

3. Describe the major events of Renaissance in a paragraph.

Check your answers at the end of 11.2.1.

Sub topic 11.2.1.2: Economics and Social Basis of the Renaissance

In the last sub topic, you looked at Renaissance (in Italy) from the 15th to the 16th centuries. In this sub topic, you look at Economic and Social Basis of the Renaissance.

By the end of this sub topic, the students should be able to:

- Identify the economic and social basis of the Renaissance
- Discuss these aspects using examples in that time

The civilisation of the Renaissance was the creation of prosperous cities. There were business activities in these state cities that built Renaissance culture. There was interaction and exchange of goods and items between neighbour states. This was the beginning of business activities as well as foundation for social, political and economic relationships.

Trade slowly increased with the exchange of luxury goods in the Mediterranean region and various commodities such as fish, furs, and metals across the North and Baltic seas. Commerce moved inland, bringing new prosperity to the citizens of towns along major trade routes. As traffic along these routes increased, existing settlements grew and new ones were established.

GROWTH OF ITALIAN CITIES

Map Illustration 11.2.1.1: Cities of Italy

Source: <https://www.google.com.pg/search?q=the+school+of+Athens&biw=Italian+cities>



The cities of Italy were strategically located between Western Europe and the area along the eastern shore of the Mediterranean Sea known as the Levant. Italy's leadership in the Renaissance was due to its central location for trade. The cities became important and wealthy commercial centers, and the riches collected by the business owners of Venice, Genoa, Milan, and a host of smaller cities supported Italy's political and cultural achievements. Italy's cities became more diverse with an influx of peasants (working class) from the countryside and the rise of new commercial classes. Many of these growing cities came under the domination of aggressive rulers who helped to bring greater stability. The shaded areas surrounding each city on the map above represent the city's area of influence (see map 11.2.1.1). There was a social organisation introduced based on the economic challenges faced by the people.

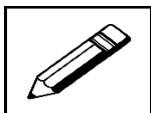
A class system was introduced where the rich people became more powerful and the peasants or working class continued to become service providers for the wealthy land lords. Trade and economic activity were introduced by upper class that used their economic status to suppress the working class for their personal gain. The towns also developed a distinctive class structure. As urban areas grew in size and wealth, their social and political organisation became more complex. When towns were small, urban populations tended to be business minded and with freedom. With increased size and prosperity, the populations became more diverse, with different social classes that varied in background and power.

Peasants migrated to the towns from the countryside, often to escape their status as serfs (labourers), and began to form a growing working class that had no political rights. Members of the noble (rich class) who lived in the towns made up another distinct class. As business and economic activities flourished, it also came along with grouping people into class systems. The rich became richer while the poor working class continued to be suppressed.

The peasants living in rural areas of Europe received little benefit from the literary and artistic developments of the Renaissance but were deeply affected by economic changes. As urban markets for agricultural products grew, a money-based economy began to replace the self-sufficient rural system of payment in service or kind. The rural people had a difficult time catching up with the changes in terms of cash economy and town living standards.

The rural populations participated little in the new movements of the Renaissance. People living in the rural areas often suffered profoundly from the political decisions of the period, as they bore the burdens of the warfare and economic suppression. In contrast, the cultural change of the Renaissance hardly affected them at all. The driving forces behind both the political and cultural changes of the period were felt among the townspeople, especially the urban elite, and the rulers with who were direct beneficiaries of these business activities.

Now do Activity.

**Activity 11.2.1.2**

1. Refer to Map 11.2.1.1 to answer this question. The Renaissance created six major cities of Italy. List each one of them.
 - (a) _____
 - (b) _____
 - (c) _____
 - (d) _____
 - (e) _____
 - (f) _____
2. What activity brought about the creation of more new settlements?

3. Which classes of people were most affected by the economic and social changes in Italy's cities?

4. Write True or False to the following statements.
 - (a) Peasants were most affected by cultural changes of the Renaissance. _____
 - (b) The wealthy benefited most from the economic activities. _____
 - (c) Business economic activities narrowed the gap between the rich and the poor.

 - (d) The city of Italy was strategically located boosting trade during the Renaissance.

 - (e) Florence is located south of the capital city of Rome. _____

Check your Answers at the end of 11.2.1.

**Sub topic 11.2.1.3: Politics, Religion and Humanism in the Renaissance**

In the last sub topic, you looked at the Economic and Social Basis of the Renaissance. In this sub topic, you look at the aspects of Politics, Religion and Humanism and their impacts on Renaissance.

By the end of this sub topic, the students should be able to:

- Identify the political, religious and humanistic aspects in the Renaissance
- Discuss these aspects using examples during that period

Politics

Great political reforms and improved organisational structure developed in Europe at that time. For many centuries after the collapse of the Western Roman Empire, the only strong unifying force in Europe was the Roman Catholic Church. These powers of the church began to decline due to new knowledge introduced by the Renaissance. The growth in commerce increasingly unified Europe economically. Invasions from the outside declined, and rulers in the various countries gradually combined their power. In most of Europe, the states they ruled became focused almost exclusively on self-preservation. They then began to realise the importance of extending their power and influence far and wide.

Religion

As towns grew in Italy, they demanded self-rule and often developed into strong, independent city-states. In the northern areas of Europe, national monarchs established their powers. Some states decided to break away and build their own empire. The powers of the Holy Roman Catholic Church or papacy (the office of the Pope) declined in its power and rule in most of the European states.

In the past the Church held political control over large areas of territory in Central Europe and Italy. The pope, as head of the Catholic Church, held spiritual authority over all of Europe. The church and the state were viewed as two different aspects of one Christian society.

Monarchs were the head of the state, a king, queen or emperor. Some of these notable rulers or 'new monarchs' were Louis XI of France, Henry VII of England, and Ferdinand and Isabella of Spain. Their reigns marked the beginning of the development toward the modern state.

These European rulers had much in common. Their success was largely due to their subjects' longing for peace and order after prolonged civil wars in each country: the Hundred Years' War (1337-1453) in France, the Wars of the Roses (1455-1485) in England, and factional struggles among the nobles of Spain in the first half of the 15th century and before. These troubles were mainly caused by a disorderly class system. This is where the rich class had an interest in restricting the power of the king. After realising this monarchs decided to involve the ordinary citizens in trade and other decision making processes. Monarchs began to serve as administrators rather than leaders and physically involved to create an environment of equal participation. They developed new bureaucracy (workforce) to impose order and unity in their states. This was one of the greatest achievements of the Renaissance period as far as social and political organisation was concerned.

The history of Christianity during the Renaissance presented a number of harsh differences. The influence and prestige of the Catholic Church declined. For example, the Church had long been an important part of the old feudal class system, which was based on allegiances or loyalty between lords and landowners. The Catholic Church had difficulty adjusting to the demands of a society based on money rather than allegiances. As towns grew, the parish priests and monks, who had served as the main religious teachers of the peasants (working class), found that they knew little about the needs of the rising commercial class.

The Catholic Church slowly diminished its superiority and power in politics and governance. Especially the Popes were made to be more involved in the spiritual governance of people's lives. Their former political career faded away and the church was called for reform. Before the Renaissance the church doctrines were purely based on the history and traditions passed on from centuries. Slowly the Renaissance humanist and theologians decided to reform the church to become more practical based on everyday life and moral ethics.

Humanism

Humanism is a philosophical thought and attitude that emphasises the dignity and worth of the individual. It is the belief that people are rational beings who possess within themselves the capacity for truth and goodness. It stresses that people are brilliant, constructive and capable to make things that other animals are unable to make. Therefore, the mind of man as a whole is the most important aspect of a person. In the Renaissance, intellects assume the importance of their work and contribution in arts and paintings, and knowledge about various fields of science. They almost broke away from the teachings of Christianity that all knowledge and sources of everything is the creator God. Instead they valued the importance of man's ability, talents and what they can achieve.



Figure 11.2.1.3: Martin Luther - Reformer

Martin Luther was another one of the greatest humanists and reformer of the contemporary sixteen centuries through his greatest achievement in breaking away from the main common religion of Catholicism. Due to this protest it helped establish the different Christian denominations we have today. Martin Luther formed what we call today the Lutheran Christian Denomination practiced all over the world.

Now read the summary.

Summary

- The church and the state were viewed as two different aspects of one Christian society.
- The powers of the Catholic Church declined due to new knowledge introduced by the Renaissance.
- The reigns of monarch rulers marked the beginning of the development toward the modern state.
- Monarchs involved ordinary citizens in trade and other decision making processes.



- The Catholic Church had difficulty adjusting to the demands of a society based on money rather than allegiances.
- The Catholic Church slowly diminished its superiority and power in politics and governance.
- Humanism is a philosophical thought and attitude that stresses the dignity and worth of the individual.

Now do Activity.



Activity 11.2.1.3

1. Define the term 'empire'.

2. The Catholic Church faced serious problems due to the Renaissance movement. Give some examples of this crisis.

3. Why did Martin Luther break away from Catholicism?

4. Write True or False to the following statements.

- (a) Martin Luther was not a great philosopher. _____
- (b) Martin Luther was the founder of the Lutheran Christian denomination. _____
- (c) The great minds in the Renaissance believed in the ability of the human mind to do things. _____
- (d) The Renaissance brought about Church reformation. _____
- (e) Before the Renaissance the Catholic Church was part of the old feudal class system. _____

Check your Answers at the end of 11.2.1.

Sub topic 11.2.1.4: Science and Arts in the Renaissance

In the last sub topic, you looked at the aspects of Politics, Religion and Humanism in the Renaissance. In this sub topic, you look at the aspects of Science and Arts and its impacts in the Renaissance.

By the end of this sub topic, the students should be able to:

- Identify the aspects of Science and Arts in the Renaissance
- Discuss the importance of these aspects during that time.

The age of the Renaissance introduced a crucial place in the history of science. The biggest contribution was done by humanists who had a direct influence in the field of science and arts in the Renaissance period. The study of humanism by Plato contributed to new conceptions of the universe that relied on mathematical knowledge.

The Renaissance spirit of excitement in the areas of experimentation and search for concrete evidences was important to the development of science in Europe. Renaissance scholars tried to observe the natural world carefully and completely using concrete evidence. This search for the truth and deeper studies was a foundation for the real science.

The scientific advances of the Renaissance were evident in many fields. In medicine, Belgian physician Andreas Vesalius made many advances and discoveries about human anatomy. This is the branch of natural science dealing with the structural organisation of living things. The spirit of curiosity was also extended to exploration and navigation. Italian-Spanish navigator Christopher Columbus, English explorer Sir Francis Drake, and others made use of the latest inventions and discoveries in navigation, astronomy, and mathematics. Artists explored the mathematical relationships displayed in nature. They closely studied the patterns and investigated how to put into art their relationships as they appeared to the eye. The pioneer artist Leonardo da Vinci united art with science in his studies of the structures and processes of nature, as well as in his designs for machines and mechanical devices. Important inventions such as gunpowder, the printing press, and the compass were practical results of Renaissance scientific inquiry.

Belgian anatomist and physician Andreas Vesalius helped establish the foundations of modern anatomy in the 16th century by introducing human cadavers and publishing his results. He served as physician to Holy Roman Emperor Charles V and his son, Philip II, king of Spain. The spirit of curiosity and experimentation that characterized the Renaissance created a fertile climate for the development of science. Advances were made in many fields including navigation, astronomy, mathematics and medicine.



Figure 11.2.1.4a:
Belgian physician
Andreas Vesalius



Figure 11.2.1.4c:
Christopher Columbus

Italian-born explorer Christopher Columbus broke the tradition in 1492, by sailing west in an attempt to find a shorter route to India and China. On August 3, 1492, Columbus departed from Spain, on the first of several voyages to what he later called the “New World.” This is the two Americas, the North and South America.



Map Illustration 11.2.1.4d: Voyages of Columbus

Source: <https://www.google.com.pg/search?q=voyage+map+for+christopher+columbus>

Columbus made a tremendous contribution in the knowledge of astronomy navigational skills. Between 1492 and 1504, Christopher Columbus made four voyages from Spain to lands he later called the “New World.” On his first voyage, he explored parts of Cuban islands in 1492 and 1493. On his third voyage, from 1498 to 1500, he sailed along the northern coast of South America. On his final journey in 1502, Columbus explored the coast of Central America. This is the beginning of exploration and discovery of the new world that started in the late 16th to 19th centuries. These early renaissance elites provided the foundation for further inquiry of knowledge of science and the physical world. The Renaissance period in art related to the beginning of the great Western age of discovery and exploration. This is the period when a general desire developed to examine all aspects of nature and the world.

The Renaissance artists and sculptures were more concerned with the reality than the ideologies. They look at the nature and studied the human biology and painted or sculptured those feelings in their work of arts. They composed songs and other lyrics about the nature and important religious or world events and achievements.



Figure 11.2.1.4g: Victim of the Black

The Black Death, an epidemic of plague in Europe that lasted from 1347 to 1351, resulted in the deaths of almost one-quarter of Europe’s population. The Black Death was the first in a cycle of plagues in Europe that continued into the 18th century. The artist displays devastation by a later outbreak of plague. Renaissance achievements happened despite the severe loss of life and the economic and political effects of the plague.

Source:

https://www.google.com.pg/search?q=victims+of+the+Plagues&imgsrc=yZJeXzF_MfiWSM%3A



Experts estimate that it killed about one third of the people in Europe during the 14th century. Swellings on the body called buboes, shown here, were the most obvious symptoms of bubonic plague. The rebirth in knowledge of the renaissance improved health, medicine and improved living standards. It was a great turning point in the history of Europe.

Now read the summary.

Summary

- The age of the Renaissance introduced a crucial place in the history of science.
- The biggest contribution was done by humanists who had a direct influence in the field of science and arts in the Renaissance period.
- The Renaissance spirit of excitement in the areas of experimentation and search for concrete evidences was important to the development of science in Europe.
- The spirit of curiosity was also extended to exploration and navigation.
- Belgian physician Andreas Vesalius helped establish the foundations of modern anatomy in the 16th century.
- Columbus made a tremendous contribution in the knowledge of astronomy navigational skills.
- The results of renaissance were building of modern ships, cities and boom in business activities.

Now do Activity.



Activity 11.2.1.4

1. A Belgian physician Andreas Vesalius introduced human anatomy. What was this breakthrough in the field of medicine about?

2. What is Black Death?



3. Write True or False to these following statements.

- (a) Gun powder, printing press and the compass came about as a result of scientific enquiry in the Renaissance. _____
- (b) Between the late 15th and early 16th centuries Columbus made several trips between Spain and the New Worlds. _____
- (c) The artists of the Renaissance were more interested with concrete subjects than abstract ideas. _____
- (d) Belgian physician Andreas Vesalius made many advances and discoveries about animal anatomy. _____

Check your answers at the end of 12.2.1.

Sub topic 11.2.1.5: Galileo Galilei and Renaissance Science

In the last sub topic, you looked at the aspects of Science and Arts and its impacts in the Renaissance. In this sub topic, you look at Galileo Galilei and his science discoveries in the Renaissance.

By the end of this sub topic, the students should be able to:

- Identify who Galileo Galilei is
- Discuss and explain the importance of his contributions to science in the Renaissance

Galileo was an Italian physicist and astronomer who initiated the scientific revolution of the 17th century. His work added flavour to the work of physicist's Sir Isaac Newton. Galileo's main contributions were in astronomy, the use of the telescope in observation and the discovery of sunspots, mountains and valleys on the Moon. He further discovered the four largest satellites of Jupiter, and the big objects of Venus. This knowledge and discoveries make Galileo one of the greatest scientists of the Renaissance for introducing the foundation for modern science and astronomy. In physics, he discovered the laws of falling bodies and the motions of missile space objects like rocks. This knowledge and discoveries make Galileo one of the greatest scientists of the Renaissance for introducing the foundation for modern science and astronomy.

In the history of culture, Galileo stands as a symbol of the battle against authority for freedom of inquiry. This means he fought against the rules or government to make learning and discovery a freedom of choice. There must not be any restrictions to learning.

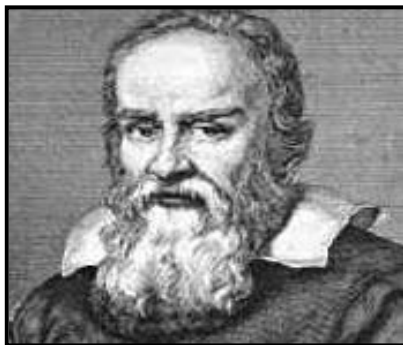


Figure 11.2.1.5a: Galileo Galilei



Figure 11.2.1.5b: Galileo's Telescope

Source: <https://www.google.com.pg/search?=&Galileo+galileo&imgsrc=0uE7xLwcJaBxmM%3A>

Galileo made major discoveries about objects in our solar system. In 1609, he heard that a spyglass had been invented in Holland, and he began to experiment with them. The telescopes pictured in Figure 11.2.1.5b were among those he used. He used this telescope to understand the entire solar systems and its functions.

Galileo also defended the idea of Polish astronomer Copernicus that Earth goes around the Sun. The ancient astronomer Ptolemy said that the Earth was the center of the universe and that the Sun revolved around the Earth. He strongly supported the theory of a geocentric, or earth-



centered universe. This is totally opposite and Galileo was against this theory. Ptolemy's system was the official teaching of the Roman Catholic Church. Church authorities ordered Galileo not to defend Copernicus's theory that earth and all other planets revolve around the sun. After Galileo had begun publishing papers about his astronomy discoveries and his belief in a heliocentric, or Sun-centered, Universe, he was called to Rome to answer charges brought against him by the Inquisition (the legal body of the Roman Catholic Church). Early in 1616, Galileo was accused of being a heretic. Heresy was a crime for which people were sometimes sentenced to death. Galileo was cleared of charges of heresy, but was told that he would no longer publicly state his belief that Earth revolved around the Sun. In 1632, he published a book that stated the heliocentric theory was correct. Galileo was once again called before the Inquisition and found guilty of heresy. The Church later found that they were wrong. The Church was against this teaching of Galileo and summoned him to stand trial in one of the packed highest courts of Italy. He was sentenced to life imprisonment in 1633. He died in 1642.

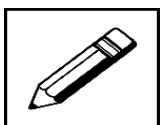
Most of Galileo's teachings came from ancient Greeks. Galileo thought that the ancient Greeks were wrong about many ideas. He believed that making careful measurements could help people learn accurate facts about astronomy. Finally the discoveries of Galileo were accepted across the world and he is being credited for his tireless contribution even challenged by authorities. One of his beliefs was based on what individual can achieve and stand up for the truth. As a humanist his strong conviction and emphasis was on what an individual can achieve and maintain their dignity.

Now read the summary.

Summary

- Galileo was an Italian physicist and astronomer who initiated the scientific revolution in the 17th century.
- Galileo's main contributions were in astronomy, and the use of the telescope in observation and the discovery of the solar system.
- Galileo believed that Earth revolved around the sun.
- Most of Galileo's teachings came from ancient Greeks.

Now do Activity.



Activity 11.2.1.5

1. Briefly explain why Galileo Galilee was arrested and imprisoned by the Roman Catholic Church?



2. Briefly explain the word 'heresy'.

3. Write True or False to the following statements.

- (a) The Catholic Church was correct in their theory of the Earth being the center of the Universe. _____
- (b) Galileo supported Ptolemy's theory that Earth revolved around the Sun. _____
- (c) Galileo was imprisoned for heresy. _____
- (d) Using the telescope Galileo discovered three of Jupiter's moons. _____

Check your answers at the end of 12.2.1.

Sub topic 11.2.1.6: The Age of Exploration and Discovery (Old Imperialism)

In the last sub topic, you looked at Galileo and science in the Renaissance period. In this sub topic, you look at the Age of exploration and discovery referred to as Old Imperialism. This is the period marked by interest in exploring the unknown world using the knowledge provided by the early scientists.

By the end of this sub topic, the students should be able to:

- Define and use these terminologies: empire, imperialism, and colonialism
- Discuss and explain the Age of exploration and discovery
- Specifically discuss and elaborate on European imperialism in Africa

Firstly, in this sub topic, you identify key words or terminologies used to help you grasp the motives behind European exploration and eventual colonisation of the world.

Empire is a group of nations, states, territories or peoples ruled by a single authority, especially by an emperor or empress. It can also be a monarchy headed by an emperor as its overall ruler. For instance, the British Empire is the name given to United Kingdom of Great Britain and Northern Ireland. The former colonies and territories throughout the world that came under the control of the British Crown from the late 1500s to the middle of the 20th century is the British Empire. Emperors remained in charge of the Roman Empire for almost 500 years. Some, like Nero, were tyrants. Some, like Commodus, were stupid and cruel. But most ruled well, and a few, like Trajan, were outstanding. When Roman emperors died, they were worshiped as gods.

Each province (region) of the empire was ruled by a governor. The governor was helped by trained officials and sometimes by local kings and chiefs. Everyone in the empire had to pay Roman taxes and obey Roman laws. They had to use Roman money, as well. Roman coins showed the emperor's portrait. That way, everyone knew who was in charge.



Map Illustration 11.2.1.6a: British Empire in the Twentieth century

Source: <https://www.google.com.pg/search?q=British+empire+in+20th+century>



The British Empire, established over the course of three centuries, began in the late 16th century with commercial interest in sugar and tobacco plantations, slave trading, and missionary activities in North America and the Caribbean Islands. During the late 19th and early 20th centuries, the British Empire reached the height of its power, ruling over large parts of Africa, Asia, and North America and the vast unexplored areas of the Pacific.

Imperialism

Imperialism is a practice by which powerful nations or people seek to extend and maintain control or influence over weaker nations or peoples. The developed and economically rich countries of Europe decided to extend their power and reign across all corners of the earth. This practice was carried out for various reasons, (in which some were good and others were bad) and had significant effects on the lives of indigenous people.

Colonialism

Colonies, refer to less powerful countries under European control. Colonialism is one country's domination of another country or people—usually achieved through aggressive, often military actions or a territory acquired in this manner. The terms *colonialism* broadly refers to political or economic control exercised either formally or informally. Colonies were established for various reasons and motives.

Colonies of Settlements

Colonies of settlement were areas where citizens of foreign countries migrated and settled. These areas came to be dominated not only by foreign people but also by foreign crops and animals. The foreign colonisers ordinarily substituted their culture for the existing one. Settlers often excluded native inhabitants from their society or killed many of them in violent confrontations or by exposure to disease.

In America and Africa many natives were affected by the introduced diseases. They claimed the traditional land and chase the native people away. In Australia the native aborigines were killed when they resisted the foreigners from taking over their land. In the colonies they established businesses carried out mining of mineral resources.

European Imperialism

This is the period between 16th to 19th century when European countries wanted to show off their political and economic power across the less powerful territories and nations. They competed with each other to gain prestige, fame and superiority for their nations. The term European Imperialism is all about these powerful nations trying to use their economic and military powers by suppressing others cultures and the governance systems. In the process they even became enemy among themselves and ended up in heated arguments.

In the final two decades of the 19th century, European colonial powers took over partly the whole continent of Africa, racing with each other to claim territory to expand their colonial empires. The so-called Scramble for Africa marked an irreparable turning point in the history of the continent. Almost overnight, most Africans lost control of their own historical destinies. Nations and whole empires were swept aside as the political layout of the continent was reconfigured according to European domination and governance. Towards the end of the 19th century, rival European nations began a scramble to grab colonies in Africa. They sent soldiers, as well as explorers, to establish settlements on African land and seize African resources.

In South Africa, British diamond prospector Cecil Rhodes gained control of many diamond mines. Rhodes dominated world diamond production. From 1881 on, he seized African territory for Britain. The land he seized later became the countries of Botswana, Zambia, and Zimbabwe. The Europeans took control of many mineral resources as well as exploitation of the human resources. Many indigenous Africans were forced to work on their plantations and mining sites. Others were even taken against their will and separated from their families.



Figure 11.2.1.6b: British power and influence in Africa and Middle East

Source: <https://www.google.com.pg/search?q=british+power+and+influence+in+Africa&biw>

Most Africans resisted being taken over and ruled by foreigners. However by 1912, all of Africa, except Ethiopia and Liberia, was under European rule. After 1945, most African colonies became independent nations. But their natural treasures still attracted explorers. Some scientists hunted for fossil remains of early human beings. Biologists believed that forests in Africa held many undiscovered kinds of plants and animals on earth. A marine chart shows how deep the ocean is in specific places and how the ocean currents flow. Ship captains and other navigators used this type of map to plan ocean voyages.

A marine chart gave navigators the most possible routes to take during long voyages. This is the beginning of knowledge in mapping skills and estimated geographical location of places to explore during the European Imperialism and colonisation.

With this enormous increase in knowledge grew the skills of navigation and building sea worthy boats and ships. There was also a competition on ship building and navigational skills. Spanish ships of exploration were sponsored by their rulers to travel these long voyages to claim colonies for their country.

Now read the summary.

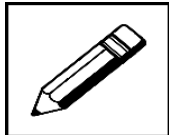
Summary

- The Age of exploration and discovery is also known as the Old Imperialism.
- The Age of exploration and discovery is marked by interest in exploring the unknown world using the knowledge provided by the early scientists.



- Advancement in navigational instruments such as the compass made it possible for explorers to plan routes in long voyages.
- Development of the compass started the knowledge in map skills and geographical location of places for exploration and colonisation.

Now do Activity.



Activity 11.2.1.6

1. Which type of commercial activity did Britain set up in her North American Colonies?

2. What is a colony of settlement?

Describe the tactics used by Cecil Rhodes to extend British influence in Africa.

3. Which two African countries were never colonised by any European country?

4. Explain the British cartoonist expression over Middle East and Africa.

Check your answers at the end of 11.2.1.

Sub topic 11.2.1.7: The Age of Reason in the 1800s

In the last sub topic, you looked at Age of exploration and discovery by European explorers. In this sub topic, you look at the Age of Reason in the 1700s and onwards. It is about the different views or ideas held by different philosophers of how people should live in life.

By the end of this sub topic, the students should be able to:

- Define and explain the Age of Reason
- Discuss the aspects of this period and those involved

Age of Enlightenment is a term used to describe the great moments in thought and letters in Europe and the American colonies during the 18th century prior to the French Revolution (1789-1799). The phrase was frequently used by writers of the period itself, convinced that they were emerging from centuries of darkness and ignorance into a new age enlightened by reason, science, and a respect for humanity. This period is referred to as the Age of Reason.

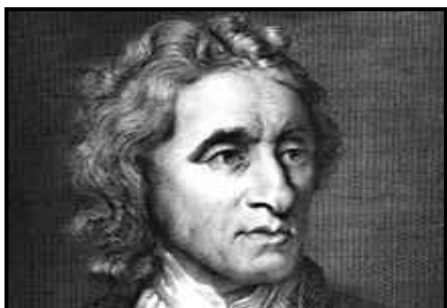


Figure 11.2.1.7a: John Locke

The ideas of British philosopher John Locke contributed to Enlightenment thinking. Locke described that human mind is blank at birth and knowledge is gained through experience. He also introduced the government systems. He maintained that the people have the right to speak against a government who abuse their power. With these ideas John Locke introduced the democratic government systems used today.

This period is marked by assumptions and beliefs common to philosophers and intellectuals of this period. The most important and central emphasis was an abiding faith in the power of human reason. During this period was also the discovery by Isaac Newton of universal gravitation. If humanity could so unlock the laws of the universe, God's own laws, why could it not also discover the laws underlying all of nature and society? This belief was summed up by Alexander Pope: "Nature and nature's laws lay hidden in night. God said, 'Let Newton be,' and all was light."



Figure 11.2.1.7b: Sir Isaac Newton

Sir Isaac Newton was the founder of the law of universal gravitation, invented the branch of mathematics called calculus, and performed important experiments dealing with the nature of light and colour. Newton's discovery of gravity inspired research of natural laws. The idea that man could unlock the secrets of the natural world helped to bring about the Age of Enlightenment. Reason and education earned a higher status than religion in the society that emerged from this new age.

The enlightenment thinkers were interested to discover the truth about the nature through observation. They decided to move away from the bible and Aristotle. They wanted to believe something by observing and through experiment and they do away with assumptions and beliefs. This is the beginning of scientific discoveries and experimentation that marked the period of age and reason. Man has the mind to reason out why there is a night and a day. These thinkers wondered why this was happening, the cause and effect. They wanted to find out the real causes through science and discovery.



Figure 11.2.1.7b: Jean Jacques

One of the most influential Enlightenment thinkers is French philosopher Jean Jacques Rousseau who argued that individual freedom is more important than state institutions. His political writings helped inspire the French Revolution (1789-1799). He also wrote logically on education, arguing that children learn best by interacting freely with their environment. His thoughts on education paved way for 20th-century reforms in schooling

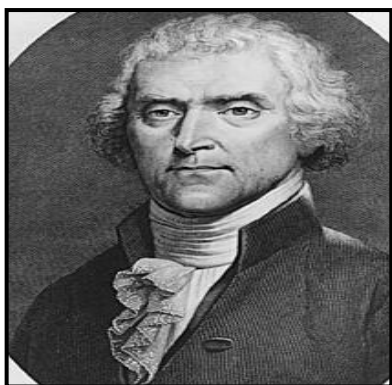


Figure 11.2.1.7c: Thomas Jefferson

Thomas Jefferson used many ideas that emerged during the Age of Enlightenment, especially those regarding individual rights, in the Declaration of Independence. His thoughts also influenced the writers of the U.S. Constitution and the Bill of Rights. Jefferson believed that the success of democracy depended upon the reasoned decisions of voters. He championed public education in United States politics. When Jefferson became the third United States president in 1801, he implemented many of his ideas regarding government and politics.

The philosophers were united in support of tolerance, the rule of law, social welfare, and secular education, and in their hostility to privilege. They were not opposed to the state as such but they wanted a respect for humanity as unique and special. They viewed it as a crucial instrument for the realisation of their ideals, as long as the ruler respected reason and natural law. Especially in central Europe and Italy, Enlightenment thinkers were more interested in strengthening the state so that it could do its job properly than in limiting its power. The main targets of their hatred were the church and the nobility. They wanted church and rich nobles to reform and move along with the changes in science and technology.

The Enlightenment or Age of Reason left a lasting heritage that influenced the entire world in the 19th and 20th centuries. It marked a key stage in the decline of the church and the growth of modern secularism. **Secularism** is the belief that religion and religious bodies should have no part in political or civic affairs or in running public affairs. It served as the model for political and economic freedom and for humanitarian reform throughout the 19th-century Western world.

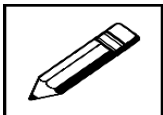
Now read the summary.



Summary

- Age of Enlightenment describe the great moments in philosophy in Europe and the American colonies in the 18th century.
- The phrase was used by writers of the period itself, convinced the world was emerging from centuries of darkness and ignorance into a new age enlightened by reason, science, and a respect for humanity.
- During this period was also the discovery by Isaac Newton of universal gravitation.
- Newton's discovery of gravity inspired research of natural laws.
- Enlightenment thinkers were interested in discovering the truth about the nature through observation.
- This period of Age and Reason marked the beginning of scientific discoveries and experimentation.

Now do Activity.



Activity 11.2.1.7

1. List the major discoveries of Sir Isaac Newton.

2. The Enlightenment thinkers decided to move away from Bible and Aristotle who just believed in ideas without touching or seeing. What was their emphasis on?

3. Write True or False to the following statements.

- (a) Secular beliefs refer to churches running government affairs. _____
- (b) The Enlightenment period left a lasting heritage that influenced the entire world in the 19th and 20th centuries. _____



- (c) Rousseau thought that state institutions are more important than individual freedom. _____
- (d) The Enlightenment thinkers targeted the Church and nobility to reform and realise the changes in science and technology. _____
- (e) Thomas Jefferson was the fourth President of the United States. _____
- (f) Jefferson used many ideas that emerged during the Age of Enlightenment, especially those regarding individual rights, in the Declaration of Independence.

Check your answers at the end of 11.2.1.

Sub topic 11.2.1.8: Energy and Industry

In the last sub topic, you looked at Age of Reason in the 1800s. In this sub topic, you look at types of new energies and inventions in the Industrial Revolution that began in England in the early 1800s. You look at how the Industrial Revolution had changed Europe and the world in terms of the development of new sources of energy and machinery.

By the end of this sub topic, the students should be able to:

- Distinguish between types of new energy and inventions
- Discuss and explain these changes and their significance in economic development in Britain and the world

The process of industrialisation describes the change from an agricultural society to one based on industry. In other words, work done manually was taken over by machines with greater efficiency and effectiveness. During the process of industrialisation, **per capita income** rose and productivity levels increased. It changed the world greatly that people called it a revolution or change. The Industrial Revolution transformed the way people lived and worked in most parts of the world.

The Industrial Revolution began when power-driven machines started doing work that people had always done by hand. It started more than 250 years ago, in about 1750. The Industrial Revolution is still going on today in some parts of the world. Before the Industrial Revolution, most people lived by farming. There was little industry. Any manufacturing was done in homes or in small workshops close to home. People used craft skills, such as weaving or woodworking, to produce goods for their families or to sell in towns.



Figure 11.2.1.8a: Assembly Lines for workers



Figure 11.2.1.8b: Water Powered Mill

The Industrial Revolution began in the mid-1700s, when machines began to perform the work that people used to do. People also figured out new ways of making things. Assembly lines allowed factories to make goods much faster, like the car wheels being put together in the above illustrations 11.2.1.8a-b. The earliest machines of the Industrial Revolution were run by water power. Water turned the paddles of a wheel, which in turn powered grinding stones or other devices.

The Industrial Revolution took production out of homes and workshops and into big factories, where machines did much of the work. People moved from the countryside into industrial cities, where they could work in the factories. New roads, canals, railroads, and steamships were built to carry factory-made goods and the raw materials to make them.



Figure 11.2.1.8c: Steam Engine

The invention of the steam engine was an important step in the Industrial Revolution. Steam engines powered factories and drove the trains that carried goods over long distances. This photo shows an early steam locomotive.



Figure 11.2.1.8d: Factory Work

During the Industrial Revolution, many people stopped working on farms and took jobs in big cities. This painting shows workers making iron in a French factory in the late 1800s.

The illustration below shows a steam engine.

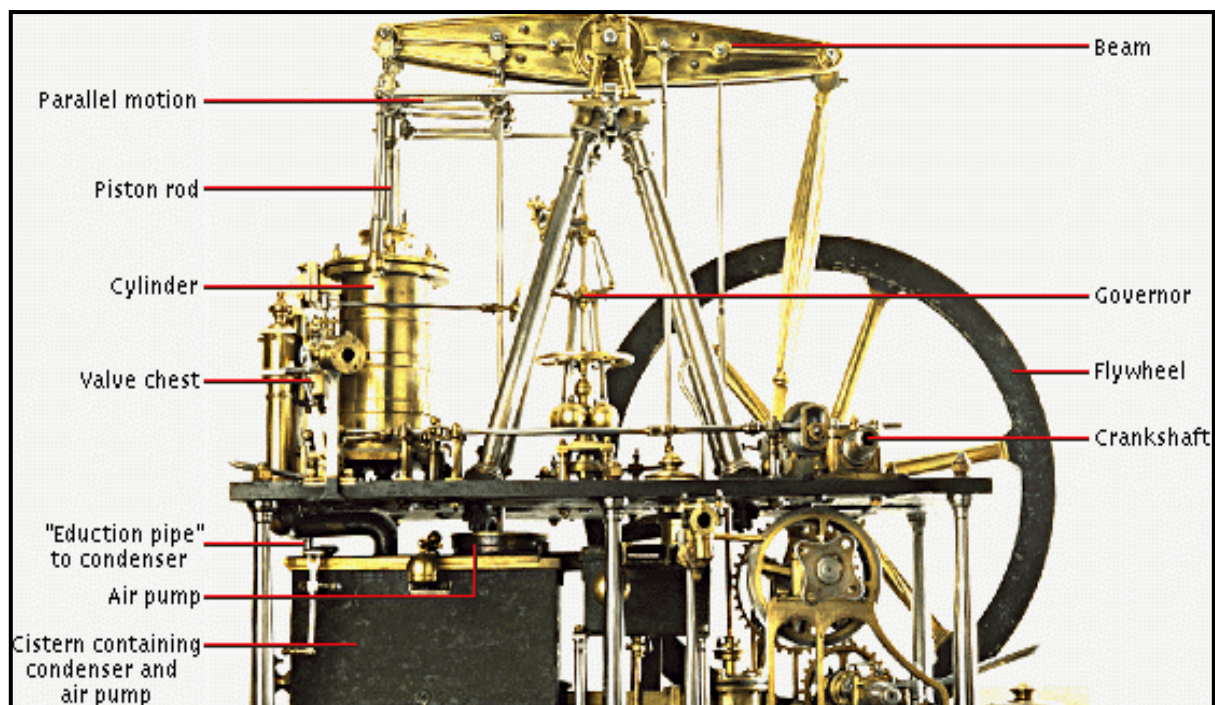


Figure 11.2.1.8e: Steam Engine

Embracing the power of steam marked a significant step in technology. The introduction of the steam engine led to many new inventions, most notably in transportation and industry. Steam

engines transfer the energy of heat into mechanical energy, often by allowing steam to expand in a cylinder equipped with a movable piston. Models of the steam engine were designed as early as 1690, but it was not until 70 years later that James Watt arrived at the design of the modern steam engine. Work was managed in a short time frame with less human labour.

Britain Leads the Way

The Industrial Revolution began in Britain. The British government was eager to increase the country's income from trade, and it encouraged industry. Business people also hoped to make more money. They saw opportunities to profit from new inventions and new ways of making goods. British businesses began to experiment with power-driven machines. They learned that machines could make some kinds of goods more quickly, cheaply, and reliably than could craft workers. Workers were still needed to operate the machines, but not to produce goods directly. Waterpower provided the energy to run the first industrial machines. People built giant waterwheels that turned in currents of water. The wheels powered simple devices, such as saws and millstones for grinding wheat and corn.

Advances in metalworking allowed the invention of powerful new machines, such as steam engines. By 1850, most British industry relied on coal-burning steam engines for power. In the late 1800s and early 1900s, oil-powered engines replaced steam engines.

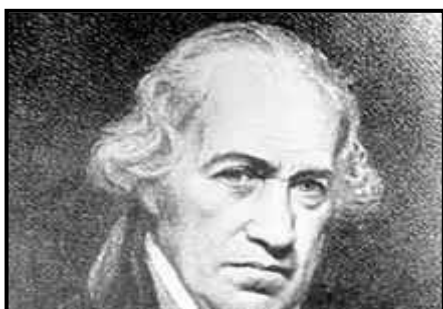


Figure 11.2.1.8f: James Watt

Scottish inventor James Watt (1736-1819) made vast improvements to the steam engine, making it practical for large-scale industrial use. In 1764 Watt was given a Newcomen steam engine to repair. He eventually introduced a variety of modifications, including a separate cooling chamber for the steam that made the engine much more efficient. That was the beginning of the modern engine systems effectively used presently.



Figure 11.2.1.8g: Mathew Boulton

English manufacturer and engineer Matthew Boulton financed and introduced James Watt's steam engine, which became the most important source of power during the Industrial Revolution. The two men became partners in the steam-engine business in 1775 and obtained a 25-year extension of the patent. Boulton and Watt shared many technological innovations with other companies, increasing the spread of industrialisation.

The first big factories in Britain grew up around the textile industry. For centuries, spinning yarn and weaving cloth was done mostly by hand. It was slow, patient work. British business owners realised they could profit more by increasing production. They developed new machines that could weave cloth, and they built large, new factories to hold them. Before long, Britain was supplying cloth to countries throughout the world.

**Industrial Revolution started in Britain for many reasons**

Huge factories were built near sources of iron, coal, and water. Three regions of Britain—northern England, central England, and central Scotland—became industrial zones. Workers moved to big new industrial cities such as Birmingham, Manchester, Newcastle on Tyne, and Glasgow. The development of industry in Britain was a long and gradual process. Industrialisation took place more rapidly in Britain than anywhere else because existing conditions were favorable in England. A system of internal waterways and canals and the absence of physical barriers to trade made the transport of goods less difficult than in other nations. Coalfields and thick forests, located conveniently close to large deposits of metal ores, provided fuel to power the furnaces that produced iron. Thriving commercial banks provided finance for investments in industrial plants and machinery.

The cities were unhygienic terrible places to live. Streets were dark and narrow, with rows of homes crowded side by side. Families had little space, comfort, or privacy. Homes were poorly built, without backyards, heating, or clean water. Smoke from the factories polluted city air. Factory waste and rotting waste food littered the streets. Diseases such as cholera and typhoid killed thousands of people. The factories were busy, noisy, and very dangerous. Most factory workers toiled six days a week, for 12 to 15 hours every day. The pay was low. Terrible accidents were common. Many injuries occurred when workers got their hands, feet, or hair trapped in fast-moving machines. Factory owners often recruited women and children as young as five years old to tend the machines. They could be hired for very low wages.

Some workers joined trade unions which called for better wages and working conditions. They held protest marches, went on strike, and helped workers who became injured or ill. Employers distrusted the unions and tried to crush them.

The Industrial Revolution spread outwards

By about 1800, the new inventions and work techniques in Britain spread to Europe and North America. They were especially important in the United States because of its well-educated workers who worked in the factories. American companies soon built the world's largest railroad system to transport goods and raw materials.

A second phase of the Industrial Revolution began about 1850. Inventors discovered new processes, such as better ways to make steel. In 1903, Henry Ford, an American carmaker, set up the world's first moving assembly line. Each worker performed just one task all day long, rather than building an entire automobile. During the 1900s, the Industrial Revolution spread to Russia, Southeast Asia, and China. Businesses there used experience gained in Europe and America to build large, productive factories.

Henry Ford put America on wheels. Ford produced a simple, sturdy automobile called the Model T. He sold the car at a low price that many Americans could afford. The car was easy to operate. Automobiles became part of everyday life in the United States because of Ford.

Many factors fueled industrial growth in the late 19th century: abundant resources, new technology, cheap energy, fast transport, and the availability of capital and labour. Mines, forests, and livestock in the west provided raw materials for major industries. Railroad expansion enabled businesses to move raw materials to factories and to send products to

urban markets. A steady stream of immigrants arrived to work in Europe and America's mines and factories.



Figure 11.2.1.8h: Ford's T Car Models

The Model T was a simple, sturdy car that most Americans could afford. Between 1908 and 1927, Ford built 15 million Model Ts. In 1941, the United States entered World War II. Ford's factory went from producing cars to producing bomber planes for the U.S. military during the war. Henry Ford has a great contribution in the American History as far as machinery is concerned. From his technological ideas America built one of the sophisticated technologies in the world and became a super-power immeasurable.

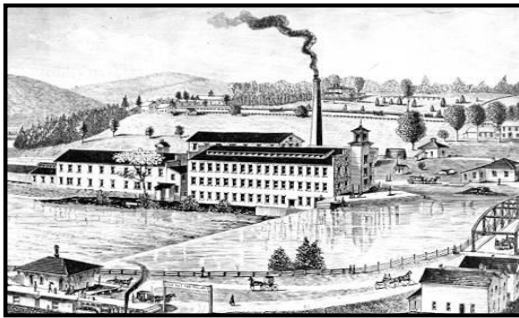


Figure 11.2.1.8i: Early Industrial Plant

As the Industrial Revolution spread to the United States, plants such as this textile factory appeared. From 1870 to 1900 the United States became the world's foremost industrial nation. Industrial growth was fueled by abundant resources, cheap labour, and technological advances.

Technological advances transformed production. The new machine-tool industry, which turned out drilling, cutting, and milling machines, sped up manufacturing. A track record of inventions, including the telephone, typewriter, linotype, phonograph, electric light, cash register, air brake, refrigerator car, and automobile, led to new industries. Finally, business leaders learned how to operate and coordinate many different economic activities across broad geographic areas. Businesses were thus able to become larger, and the modern corporation became an important form of business organisation.



Figure 11.2.1.8j: Industrial revolution in Asia in the

Source:
<https://www.google.com.pg/search?q=industrial+re>



The Industrial Revolution spread to Asia in the 1900s. Large factories were built to make all kinds of goods. Figure 11.2.1.8j shows workers in an electronics factory in South Korea. China and Japan adopted the industrialisation and now are becoming two leading industrial nations in Asia. They are using technology to modernize their economy and improving their living standards. They built factories for manufacturing cars and other machinery exported throughout the world.

The Industrial Revolution Today

Industrial Revolution has dramatically changed people's lives. People who once lived in the countryside have moved to cities to find work.

As in Britain long ago, the Industrial Revolution still brought hardship to many people. It had ended traditional lifestyles. The new roads, mines, factories, and industrial farming methods had damaged the environment. Yet, in spite of the disadvantages, few people today want to return to the past. They believe industrialisation leads to wider choices and growing wealth.

Industrialisation had its good sides in terms of working and having money and living a comfortable and easy life. However, there are also many challenges of social class being created where people are being divided between rich, middle and poor class. There was a growing gap between the rich and poor, where the rich became richer and the poor became poorer. There was rural to urban drift and a break down in traditional social structures and principles.

Now read the summary.

Summary

- Industrial Revolution describes the change from an agricultural society to one based on industry and machinery.
- Industrial Revolution occurred in late 1800s and still continues today.
- Industrial Revolution is about manual labour being replaced by machines in large factories.
- Machinery did the work efficiently and effectively and producing goods in mass quantity.
- By 1800s the Industrial Revolution spread to Europe and North America.
- The Industrial Revolution spread to Asia in the 1900s.
- Technological advances transformed production.
- The Industrial Revolution changed people's lives.
- Industrial Revolution has good sides as well as challenges.

Now do Activity.

**Activity 11.2.1.8**

1. Briefly define the phrase Industrial Revolution.

2. How did Industrial Revolution change the life-style of the people?

3. What is significant about Henry Ford's contribution

4. Write True or False to the following statements.

- (a) Industrial Revolution created great disparity in wealth between the rich and poor.

_____ T

- (b) The Industrial Revolution spread to Asia in the 20th century. _____ F

- (c) Many people in Britain moved to urban towns and cities to work in large factories.

_____ T

- (d) Factory machines produced goods faster and in large quantities. _____ T

- (e) Industrial growth in the U.S. was fueled by abundant resources, cheap labour, and technological advances. _____ T

- (f) Mines, forests, and livestock in the west provided raw materials for major industries in Europe. _____ T

- (g) Railroad expansion enabled businesses to move raw materials to factories and to send products to urban markets. _____ T

- (h) The cities were hygienically clean and good places to live and work. _____ F

- (i) Huge factories were built near sources of iron, coal, and water. _____ T

- (j) Henry Ford started his Ford Empire building boats for European market. _____

Check your answers at the end of 11.2.1.

Sub topic 11.2.1.9: The Effects of the Industrial Revolution

In the last sub topic, you looked at the start of the British Industrial Revolution around 1750s. In this sub topic, you look at the Effects of the Industrial Revolution on the rest of the world.

By the end of this sub topic, the students should be able to:

- Identify the different effects of the Industrial Revolution
- Discuss and explain these effects on the world

The Industrial Revolution caused so many changes which were both good and bad to the people. It started off with the transformation from small, agriculture-based societies to manufacturing economies. It was so rapid and sweeping that it became known as the 'Industrial Revolution'.

During the mid-19th century, it swept across France, Belgium, and the German states. In each of these areas the economic and social changes accompanying rapid industrialisation led to a huge exodus of people.

The modern, industrial societies created by the Industrial Revolution came about at a great cost. The nature of work became worse for many people, and industrialisation placed enormous pressure on traditional family structures as work moved outside the home. The economic and social distances between groups within industrial societies were often very wide, as is the inequality between rich industrial nations and poorer neighbouring countries. The natural environment had also suffered from the effects of the Industrial Revolution. Pollution, deforestation, and the destruction of animal and plant habitats continued to increase as industrialisation spread across the world.

See illustrations below of air pollution.



Figure 11.2.1.9a: Industrial Air Pollution in Russia



Figure 11.2.1.9b: Smog over Los Angeles

The term global warming refers to Earth's slowly rising temperature, especially in the last 20 years or so. A major cause of global warming is air pollution from cars and factories. Many large cities have smog, a form of air pollution. Smog results mostly from car exhaust fumes and factory smoke. Above, in illustration 11.2.1.9b smog hangs over Los Angeles, California. Perhaps the greatest benefits of industrialisation were increased material well-being and improved healthcare for many people in industrialised societies.

Industrialisation also provided a constantly changing flood of new goods and services, giving consumers more choices. With both its negative aspects and benefits, Industrial Revolution had been one of the most fast moving changes in the human history.



Forests and lakes all over the world are being damaged by acid rain. Acid rain chemically burns the leaves of plants and poisons lake water, killing many of the animals that live in the water. Acid Rain is a form of air pollution in which airborne acids produced by electric utility plants and other sources fall to Earth in distant regions. The corrosive nature of acid rain causes widespread damage to the environment.

Figure 11.2.1.9c: Effects of Acid Rain on Forests

As more factory machinery is produced more poisonous gases are being remitted into the atmosphere. This eventually is creating holes in the ozone layers that protect us from direct sun light. As we emit more carbon dioxide into the air the sun's heat shall continue to melt the ice caps and increase the sea level. We are all in danger as our air is continuously being polluted.



Figure 11.2.1.9b: Child Labour in Textile Factory



Figure 11.2.1.9c: Poor Family Apartments

Source: <https://www.google.com.pg/search?q=industrial+revolution+in+Asia+in+1900s&biw>

During the Industrial Revolution, children were employed in factories and worked long hours. Young boys working at a spinning machine which is a form of child abuse that provoked the introduction of the first child-labour laws. Many children were forced to work in industries at teen age. This was a real break down in the family unit and respect for individual rights. Due to the changes parents were separated where fathers were forced to leave their families and work in coal and gold mining sites. Some returned home while others died while on duty.



Figure 11.2.1.9b Air pollution by transportation



Figure 11.2.1.9c: Risky freeway and traffic systems

Source: <https://www.google.com.pg/search?q=multiway+freeway+in+los+angeles>



A multilane freeway system in Los Angeles has several entrance and exit ramps so vehicles can enter and exit traffic smoothly. When routes cross one another, one of the routes will be elevated so that intersections are avoided. However, the disadvantages of these traffic systems are the continuous accidents causing thousands of deaths each year. It is not only the land transport systems but also the most commonly used sea and air transports have also caused numerous accidents. These transportation systems have substantially contributed towards the global warming.

The invention of the telephone allowed people to talk to others who live far away. The cell phone, shown here, let people make calls from just about anywhere. When you pick up your phone, it instantly hooks up with a vast, worldwide telephone network. The network has millions of miles of wire. It has cables that run under the oceans. It has optical (glass) fibers as thin as a hair.

Telephone Communication systems have satellites that orbit high above Earth. It has powerful computers that keep track of everything on the network, including the call to your friend. The word “hello” might have zipped through wires, shot up to a satellite, or zoomed through a cable under the sea before it got to your ear. Today our huge telephone network does many things besides carrying telephone calls. It connects computers all over the world into another vast network called the Internet. This network lets you send e-mail messages from your computer to your friends’ computers. It is hard to imagine what life would be like without the telephone.

Communication is not only talking to people using our mobile phones but it is also the type of language that we speak commonly. As a result of industrialisation we come into contact with various types of languages and technological communication systems like mobile phones. We use English as our common mode of communication in our work and during other major social gatherings. Most of the traditional languages are slowly dying out as we are educated and often use the introduced languages. Even though there are side effects, we have embraced technology and industrialisation into our cultures therefore; we have to comply with its expectation.

Now read the summary.

Summary

- Industrial Revolution had led to global warming.
- Global warming occurs as a result of air pollution from cars, factories, and human activities.
- The modern, industrial societies created by the Industrial Revolution came about at a great cost.
- Industrialisation has many side effects.

Now do Activity.

**Activity 11.2.1.9**

1. List three advantages and disadvantages of the Industrial Revolution.

Advantages

Disadvantages

2. What factors contributed towards global warming? List them.

3. Write True or False for the following statements.

- (a) Industrialisation placed less pressure on traditional family structures as work moved outside the home. _____
- (b) Industrial Revolution has resulted in many global effects. _____
- (c) The demand for factory workers brought about underage employment which forced the creation of child abuse laws. _____

Check your answers at the end of 12.2.1.

**Sub unit 11.2.1 Summary**

In this sub unit, you looked at European imperialism. The European Renaissance started in Florence, Italy around the 1400s. This was around the 13th century. It was a time of *rebirth* in which old Greek and Roman ideas were revisited creating renewed interest in arts, literature and science.

There were much discovery in politics, religion and the study of humanism. Many great philosophers were realised during this period in their great contributions to these subjects. Great discoveries also in science came about giving renewed importance in the study of space exploration. In the Age of Reason many questions were asked by philosophers and scientists about the world we lived in and how it worked or how society should be.

The Renaissance fueled the great Industrial Revolution that started in England in the 1750s that is 18th century.



Answers to Activities 11.2.1

Activity 11.2.1.1

1. It turned away people's mind dream world of religious beliefs to the real world based on man's actions and achievements. Scientists developed telescopes and discovered the universe and that is an example of moving from curiosity to objectivity.
2. This is an expression of displaying skills, arts, intellectual abilities of man and even the ability to foretell the events of the future.

Activity 11.2.1.2

1.
 - a. Florence
 - b. Naples
 - c. Genoa
 - d. Milan
 - e. Venice
 - f. Rome
2. Commerce
3. Peasants and working class
4. State True or False.
 - (a) True
 - (b) True
 - (c) False
 - (d) True
 - (e) False

Activity 11.2.1.3

1. Empire is a group of states under one rule. An emperor or rulers govern or administer a group of smaller states under one unified administration.
2. As cash economy and urbanization grew many people left churches to find formal employment and moved into towns and cities. The authority of the Pope was not really recognised and there was a faith crisis.
3. Martin Luther was strongly against the practices of the church like, payment of sins to priests, abuse of power by church leaders, question authority of pope and church's strict rules based on tradition.
4. State True or False.
 - (a) False
 - (b) True
 - (c) True
 - (d) True



(e) True

Activity 11.2.1.4

1. This is the field of natural science dealing with structural organisation of living things.
2. Black Death referred to a deadly disease that killed thousands of people in Europe. It was a skin disease caused by a virus. It killed one third of the population in Europe.
3. State True or False.
 - (a) True
 - (b) True
 - (c) True
 - (d) False

Activity 11.2.1.5

1. The Catholic Church believed in the theory that the Earth was the centre of the universe. No one was supposed to question or oppose any teachings about astronomy or physics in the 1500s believed by Catholic Church and that theory was challenged by Galileo. He maintained that the earth revolved around the sun and not the other way around. This is the most accepted theory by all presently.
2. The word heresy means holding ideas opposed to church teachings.
3. State True or False.
 - (a) False
 - (b) False
 - (c) True
 - (d) False

Activity 11.2.1.6

1. Some of the major commercial activities in the colonies were
 - Sugar plantations
 - Tobacco plantations
 - Rubber and silk
 - Slave trade
 - Missionary movements
2. A colony of settlement is a region dominated by citizens of foreign country where they control the economic systems and government. These foreign people also introduce their cultures, social activities, governance styles and ideas into the colony.
3. The British cartoonist expresses the power and influence of British and other European countries in Africa Middle East.
4. The only African countries who remained uncolonised were Ethiopia and Liberia.
5. Cecil Rhodes dominated the diamond mining and other economic activities in Africa and extended the British sphere of influence across African colonies.

**Activity 11.2.1.7**

1. Isaac Newton make many discoveries and some major contributions presently used are;
 - Founder of law of gravitation
 - Invented Mathematics branch Calculus
 - Experiment nature of light and colour
2. The enlightenment thinkers wanted to belief something by observation and experimentation. They did away with assumptions, dreams and believing without seeing and feeling what they believed about.
3. State True or False.
 - (a) False
 - (b) True
 - (c) False
 - (d) True
 - (e) False
 - (f) True

Activity 11.2.1.8

1. Industrial Revolution is defined as a change from an agricultural society to the one based on industry or machines. It involved work that was manually done by hands being replaced by machines that were faster and produced large amounts of goods in less time.
2. These were some of the changes due to coming of the Industrial Revolution.
 - Machines did more work and cost less labour
 - Many labourers lost their jobs because machines took over their jobs
 - Greater work output achieved
 - Many people drifted into towns and cities
 - Formal employment systems were introduced
 - A lot of social problems were created due to rapid cash economy
 - Travelled long distances and crossed over continents using more advanced ships and planes
 - Factories built to produce surplus food and goods for everyone
 - Living standards improved with better medicine and vaccines produced
 - Transport systems were improved
 - Communication between places were improved
3. State True or False
 - (a) True
 - (b) False
 - (c) True
 - (d) True
 - (e) True
 - (f) True
 - (g) True
 - (h) False
 - (i) True
 - (j) False

**Activity 11.2.1.9****1. Advantages**

- Changed small agriculture society to manufacturing economy
- Social and economic changes life-style and standards
- Better health and living conditions improved

Disadvantages

- Caused great pressures on family structures
- It created economic imbalances between rich countries and poor countries taking away resources from poor countries with fewer benefits.
- Environmental pollution and effects on the environment and people

2. Rise in sea level, climate change, and occurrence of natural disasters.**3. State True or False.**

- (a) False
- (b) True
- (c) True



Sub unit 11.2.2: Scramble for Colonies (Old Imperialism)

Introduction

Sub unit 11.2.2 basically looks at how the European Industrial powers competed amongst themselves to exploit human labour and resources at the disadvantage of the indigenous people. The European countries with their well-developed industries and technologies were attracted to explore vast areas of the undiscovered areas. It began as a competition and adventure that eventually resulted in claiming ownership of land and people.



Sub topic 11.2.2.1: Imperialism in the 19th and 20th Centuries

Welcome to sub topic 11.2.2.1. In this sub topic, you look at Imperialism in the 19th and 20th centuries particularly in the extension of power and influence by European countries to territories and states, not under any form of colonisation.

By the end of this sub topic, the students should be able to:

- Recap on the definition of imperialism, colonialism
- Discuss and explain the motives for the European Imperialism in Africa, Asia and the Pacific
- State the significance and effects of European Imperialism on colonised territories

The main interest behind maintaining colonies was to exploit natural resources to support Europe's ever expanding economies and industries. The main differences in this era were the number of competing colonial powers and the parts of the world they chose to colonise. Almost all European powers participated, and they sought colonies in Africa, Asia and in the Pacific.

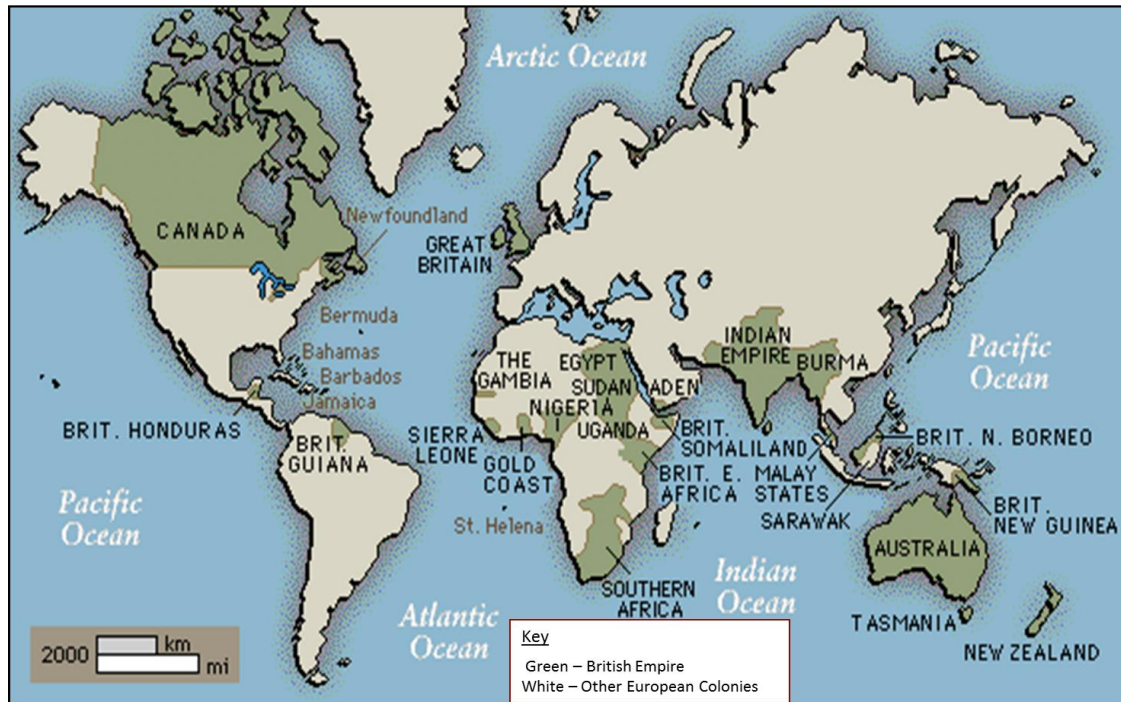
Colonialism can be seen as one country's domination of another country or people usually through aggressive, excessive use of military actions. The terms **colonialism** and **imperialism** are sometimes used interchangeably, but scholars usually distinguish between the two terms. They reserve colonialism for instances where one country assumes political control over another and using imperialism more broadly to refer to political or economic control exercised either formally or informally.

Areas of European Colonisation in the Pacific and Asia

The British Empire established over the course of three centuries, began in the late 16th century with commercial interest in sugar and tobacco plantations, slave trading, and missionary activities in North America and the Caribbean Islands. During the late 19th and early 20th centuries, the British Empire reached the height of its power, ruling over large parts of Africa, Asia, Pacific and North America. Great Britain initiated a lot of plantations in the colonies in Africa, Asia and the Pacific.

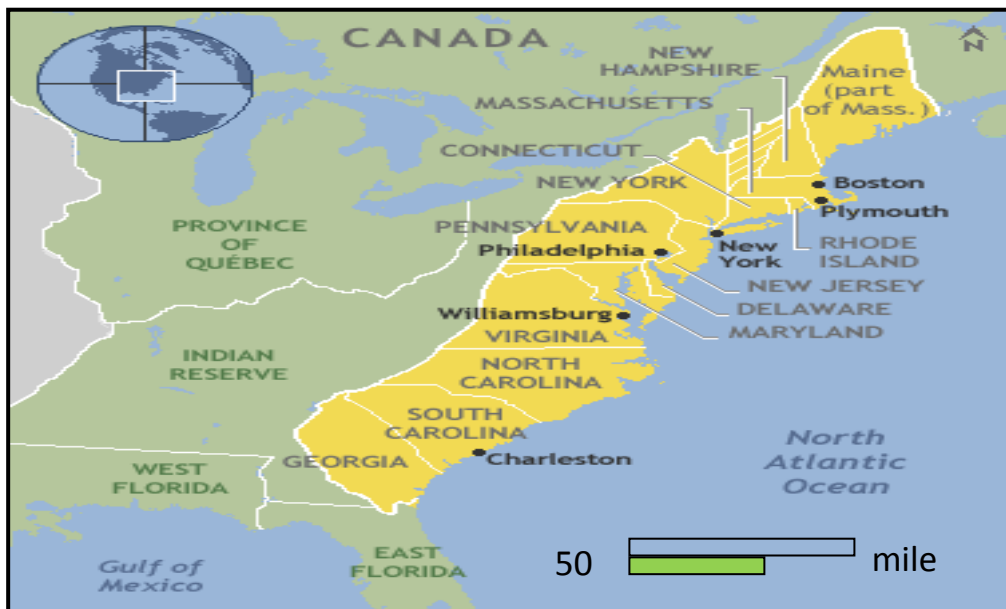
Both Africa and the Pacific were areas where trade, investment, and profits had all been comparatively low before the late 19th century. These were also areas where Western nations, with their advanced military technology easily conquered indigenous states. Imperial nations adopted the attitude that they should control these areas in order to protect what they viewed as weak peoples.

In general, the citizens of powerful nations supported this view, and their motives were to gain as much profit and resources as possible. However, the truth is that imperialism brought many challenges to the poor nations but also helped boost their economies. It strengthened the idea of self-determination and eventual autonomy. In a way without European Imperialism most colonies may not become a politically and economically independent country.



Map Illustration 11.2.2.1a: British colonies in the 20th century

The winners of World War I fought in (1914-1918), particularly France and Britain, took over the colonial possessions of the losers. They claimed Germany and the Ottoman Empire in Africa, the Pacific, and the Middle East. They managed these areas and called mandates, as trustees under direction of the League of Nations, an international alliance formed in response to World War I. Mandated territories were supposed to be managed in the interests of the indigenous peoples, as well as in the interests of the world at large.



Map Illustration 11.2.2.1b: The 13 British colonies in North America as they existed on the eve of the American Revolution (1775-1783). After winning independence from Britain, these colonies made up the first 13 states of the newly formed United States of America.

The indigenous peoples were thought to be “unable to stand by themselves,” to quote the League of Nations Charter. **Mandates** were just like colonies where their political decisions were made by those countries looking after them.

British settlement colonies, including Canada, New Zealand, and Australia, achieved autonomy gradually adopting a constitution. British colonies in South Africa followed a different path. It was through Boer War (1899-1902) which involved two groups of European colonialists: the British government, and Dutch-speaking Afrikaners, or Boers, who were descendants of 17th - century Dutch settlers to the Cape of Good Hope. The British fought in this war and defeated Afrikaners or the Dutch white settlers and instituted the Formation of the Union of South Africa. This allowed a collective representation where Afrikaners led the nation until 1990 when they were defeated by African National Congress led by the first black president Nelson Mandela of South Africa. Most African countries gain their freedom and their political independence.

Colonialism was not solely a European idea or motive to gain colonies in the 20th century. Japan was growing as a major imperial power. In the early 1940s Japan founded the Greater East Asia Co-Prosperity Sphere, claiming to unite Asian nations against Western domination. In fact, this act brought much of Asia under Japanese control as part of Japan’s political and economic empire. Japanese conquests of the Philippines, Indonesia, Burma, Malaya, and Indochina ended Western colonial administration in these areas.

However, Japan’s administration during World War II (1939-1945) was more severe than that of the Europeans or Americans. In Korea, for example, Japan imposed several measures designed to assimilate the Korean population, including outlawing the Korean language and even Korean family names. Japan also had a great deal of influence in the Pacific region claiming colonies and competing with European powers such as Britain and America. The World War II had a severe impact on the Japanese imperial power and its downfall.



Map Illustration 11.2.2.1c: The Japanese sphere of influence and control.



Japan became a powerful imperialist determined by a highly developed technology and manpower. This technology was used to challenge the European powers in colonisation and imperialism in the 19th century. This strategic position of Japan was also a threat for the European empires in the Pacific and Asia. Japan was a target in World War II by the European Allied Powers comprised of America in revenge over the bombing of Pearl Harbour. The Allied powers combined and suppressed Japan by bombing its two cities in 1945. This event was the significant turning point for Japan who surrendered most of her colonies to the allied powers including USA and Great Britain. However, after the war Japan rose again by building a sophisticated technology compared to the rest of the world.

Motives of European Imperialist

The main motives of European Imperialism during the 19th Century was formally for economic reasons. The industrial growth in Europe resulted in the great demand for raw materials. Europe ran out of resources and to cater for the demand they decided to expand to other territories and regions resulting in colonialism. This was the time when there was great interest in developing high technology machinery and further expansion in knowledge about the world. High powered sea going vessels were built that enabled Europeans to travel long distances to exploit natural resources and other valuables for their own benefits.

In the Pacific, the British, the French, and the Germans faced competition from both the Americans, who took over Hawaii and the Philippines from the Spaniards, and from the Japanese, who colonised Korea. The French took Indochina (now Vietnam, Cambodia, and Laos), and the Germans colonised the north east of eastern New Guinea, in the South Pacific. In Asia, the British strengthened their hold on Burma (now known as Myanmar) and Malaya (now known as Malaysia). Although China was never formally colonised, European powers established individual “spheres of influence.” The Chinese fought back Europeans through the Boxer Uprising which the Europeans blamed the Chinese for damages to their properties.

Political Motives

It is understood that European imperialism also resulted from the desire for power, prestige, security and establishment of powerful relationships with others. With this understanding, the late 19th Century France Imperialism was intended to restore her international prestige after a defeat in the Franco-Prussian War (1870-71). After experiencing the defeat France rose again by claiming colonies to be reckoned by others. Similarly, Russia expanded into Eastern Europe after 1945 is understood in terms of security needs. It needed to protect itself from another invasion across its western border. They need to have many states together for protection and to raise a strong powerful army.

Missionary Movements

In this view, missionary activity was an integral part of colonisation and imperialism. According to this perspective, political, cultural, or religious beliefs force states into imperialism. Britain's colonial empire was motivated at least in part by the idea that it was the “white man's burden” to civilise “backward” peoples. Missionaries joined hands with the colonial administration to spread the gospel across the world. The belief in one God became a strange ideology compared to the traditional believes in many gods. The idea of living a moral life and restrictions about polygamy were new challenges brought to certain parts of the world.



Economic Motives

Imperialism is so often viewed as economically motivated. Disagreement arose between those who believe that imperialism implies exploitation and is responsible for the underdevelopment and economic stagnation of the poor nations. Others argued that both parties benefit from imperialism, where the poor countries have better access to development and have an exposure to modern economic activity. At the same time the powerful countries benefit from using its resources and make as much profit as possible for their countries. The European countries eagerness for colonialism was purely for economic reason and extending their influence. What was apparent is that the impact of imperialism is uneven: Some poor nations have enjoyed greater economic benefits from contact with the rich than have others. For instance, India, Brazil, and other developing nations have even begun to compete economically with their former colonial powers. Thus, it is prudent to examine the economic impact of imperialism on a case-by-case basis. Imperialism has proven both destructive and creative: For better or worse, it has destroyed traditional institutions and ways of thinking and has replaced them with the habits and mentality of the Western world.

In general, strong countries dominated weaker ones to promote their own national self-interest, out of economic, religious, cultural, or other reasons. It has been said that the three primary motives for establishing colonies were gold, God, and glory, but the main incentives were usually economic. The colonising country could control important markets for its exports (such as cotton products) and deny these markets to its competitors. Colonies were also important as sources of raw materials (such as raw cotton) and as opportunities for investment. A country also increased its wealth by conquering another civilization and taking its riches or by exploiting the mineral wealth of another land. In the 16th century, for example, Spain became a rich and powerful country use force to obtain the riches of existing civilisations in the Americas and by seizing the area's mineral wealth through mining.

European colonisation was determined by the urge to grow their economies which will enable them to become powerful. In other words, people were used like slaves to work for them for very long hours and low pay. These practices were promoted by the policy of **mercantilism** that many European colonial powers adopted. Those who advocated mercantilism believed that exports to foreign countries were preferable both for trade within a country as imports and exports because it brings more money into the country. To implement mercantilist policy, England passed legislation called the Navigation Acts (1651-1673) that restricted its colonies to trading solely with the mother country. The acts also stipulated that goods imported or exported by English colonies in Africa, Asia, or America had to be shipped on vessels constructed by English shipbuilders and that at least three-quarters of the ships' crews had to be English.

Effects of Colonisation

There were a number of effects on the indigenous people in all of those European colonies. The indigenous people suffered various forms of suppression and intimidation. Many of them were forced to work on plantations as labourers and slaves. America was one of those that used native Africans as slaves and suppressed them. Even young children and the elderly had to work. Their owners made them do housework, cook, and care for babies. Slaves had few rights and little control over their lives. They were not allowed to learn how to read or write. Owners could treat them cruelly—starving, beating, or even killing them. Husbands and wives could be separated and sold to faraway plantations. So could parents and children.



Slaves were often sold at auction. In some colonies the indigenous peoples' rights were abused. The family units were dismantled by taking away family members to work for the colonial masters. Many people worked long hours without any formal reward from their so-called masters. In some colonies, the natural resources were over used and exhausted. This situation made it difficult for some colonies to survive and continued to seek aid from former colonial powers. There is a tremendous influence of the European cultures in almost all the European colonies in the governance, economic, religious and other social organisation spheres. For instance, many former colonies' constitutions are directly influenced by European ideologies and practices.

Decolonisation and Self-Rule

America was against the idea of colonialism and pressured Britain to give away its colonies for independence. As a former colony of Britain, American colonies wanted to become fully independent and this idea was supported by the United Nations. In this situation, most of the colonies rose with the growth of nationalist movement in Europe, Africa, Asia and the Pacific where many European colonies were established.

America also wanted a free trade and a world that is free from political domination. Due to industrialisation, America was expanding into an industrial power and wanted to advocate peace after experiencing the destructive two world wars. As the pressure built up, Britain and other European countries gave away independence to most of the colonies in Africa, Asia and the Pacific. For example, the British colony of India upon independence in 1947 was partitioned into Hindu India and Muslim Pakistan due to religious unrest. The United Nations played a significant role in the negotiation peace process.

Now read the summary.

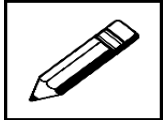
Summary

- The main interest behind maintaining colonies was to exploit natural resources to support Europe's industries.
- Almost all European powers participated in the Scramble for colonies in Africa, Asia and the Pacific.
- Colonialism is where one country assumes political control over another.
- Imperialism broadly refers to political or economic control exercised either formally or informally.
- During the late 19th and early 20th centuries, the British Empire reached the height of its power, ruling over large parts of Africa, Asia, Pacific and North America.
- British settlement colonies achieved autonomy gradually adopting a constitution.
- British colonies in South Africa followed a different path.
- Japan founded the Greater East Asia Co-Prosperity Sphere, mainly to unite Asian nations against Western domination.
- European imperialism also resulted from the desire for power, prestige, security and establishment of powerful relationships with others.
- In general, strong countries dominated weaker ones to promote their own national self-interest, out of economic, religious, cultural, or other reasons.
- The indigenous people suffered various forms of suppression and intimidation.



- America was against the idea of colonialism and pressured Britain to give away its colonies for independence.

Now do Activity.



Activity 11.2.2.1

1. Define 'New Imperialism'.

2. List some of the major effects of colonisation on the indigenous people in the colonies.

3. What was the main reason for United States pushing Britain and other colonial powers to offer independence to all the colonies throughout the world?

4. Refer to Map 11.2.2.1a, to answer the following questions. Name the former British colonies of Africa.

(i) _____

(ii) _____

(iii) _____

(iv) _____

5. Write True or False for the following statements.

(a) Mercantilism is the economic system of colonies supplying materials and markets and entirely dependent on the coloniser. _____

(b) Plantation labourers and slaves suffered various forms of suppression. _____



- (c) Imperialism is both good and bad for coloniser and colonised territory. _____

Check your answers at the end of subunit 11.2.1

Sub topic 11.2.2.2: The Scramble for Colonies in Africa

In the last sub topic, you looked at the introduction to Imperialism. In this sub topic, you learn a bit more on Scramble for colonies in Africa by European powers.

By the end of this sub topic, the students should be able to:

- Explain the phrase ‘Scramble for colonies’
- Discuss the motives for European colonisation in Africa
- Identify the effects of colonisation on the African people

What is ‘Scramble for colonies’?

The 19th century was the peak period when European countries were attracted to the African continent by its vast fascinating landscape and natural resources. Between the 1870s and 1900, Africa faced European imperialist aggression, diplomatic pressures, military invasions, and eventual conquest and colonisation. Toward the end of the 19th century, rival European nations began a scramble to grab colonies in Africa. They sent soldiers, as well as explorers, to establish settlements on African land and seize African resources.



Figure 11.2.2.2a: Dr. David Livingstone a missionary.



Figure 11.2.2.2b: Sir Henry Stanley – Journalist

David Livingstone was a Scottish missionary and physician and one of the greatest explorers of the African continent. He alone pioneered the abolition of the slave trade. Anglo-American explorer Sir Henry Morton Stanley was a key figure in the Scramble for Africa. His late 19th - century exploration and development of the lower Congo River in the name of Belgian king Leopold II led to the creation of the huge Congo Free State as Leopold’s personal property.

Their discovery played an important part in bringing about the Scramble for Africa. Both setting foot on the continent of Africa had enabled the seizing of African territory by European powers in the late 19th and early 20th centuries. They saw the riches of the continent and made several media publications that drew the attention of Europeans. This propaganda was the beginning of European intrusion into the continent.



Figure 11.2.2.2c: Cecil Rhodes
British miner

In South Africa, British diamond prospector Cecil Rhodes gained control of many diamond mines. Rhodes dominated world diamond production. From 1881 onwards, he seized African territories for Britain. The land he seized later became the countries of Botswana, Zambia, and Zimbabwe. Cecil Rhodes used his great wealth, made from mining diamonds in Africa, to extend British rule in southern Africa. Upon his death in 1902, much of Rhodes's vast wealth went to the University of Oxford for the establishment of the Rhodes scholarships.

France, Germany, and other European countries also claimed territory in Africa. Europeans were attracted by African colonies because of its natural treasures. Some scientists hunted for fossil remains of early human beings. Biologists believed that forests in Africa held many undiscovered kinds of plants and animals. At the same time, African societies put up various forms of resistance against the attempt to colonise their countries and impose foreign domination. By the early twentieth century, however, much of Africa, except Ethiopia and Liberia, had been colonised by European powers.

Motives of European colonisation of Africa

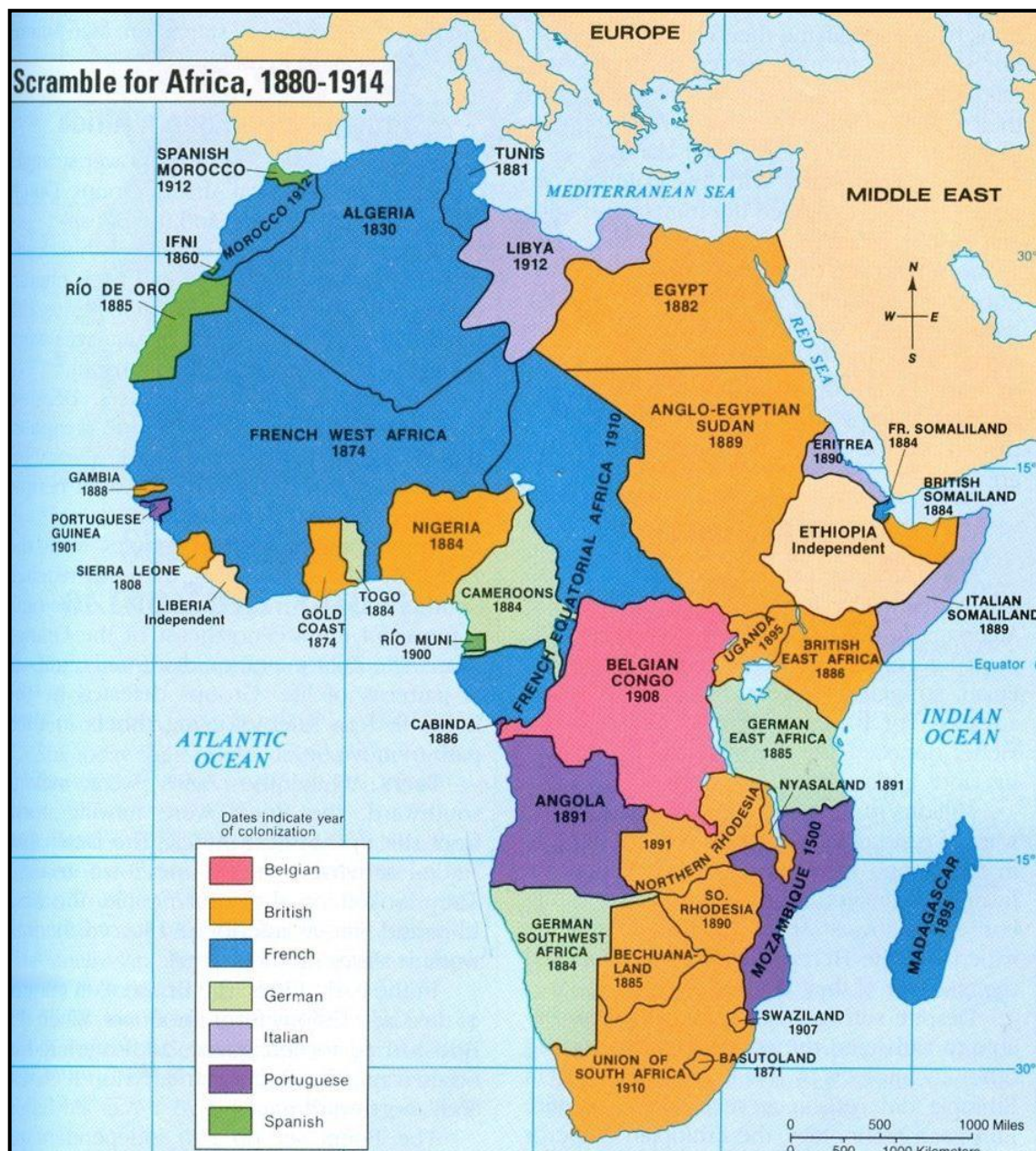
The European imperialist push into Africa was motivated by three main factors, economic, political, and social aspects. This motivation developed in the nineteenth century following the collapse of the profitability of the slave trade, its abolition and suppression. The main factor was the expansion of the European capitalist market for Industrial Revolution, which means that, as industries expanded, more resources and markets were needed. The capitalist industrialisation was determined by the demand for assured sources of raw materials, the search for guaranteed markets and profitable investment outlets. For this reason the European scramble eventually ended up in the partition and eventual conquest of Africa. Therefore, the main motivation for European intrusion was economic.

They wanted gold, silver, silk, diamond and other valuable resources so that they could make a lot of profit. Many European countries became very rich at the expense of the African colonies. Explorers from Europe planned record-breaking voyages for the name of their countries. They were keenly interested in geography. They also hoped to find a sea-route around Africa to China so they could bring back valuable silk and spices to sell in Europe. The explorers also aimed to control West African trade in ivory, gold, and slaves.

European nations partitioned Africa at the Berlin West Africa Conference (1884-1885). In this conference the Germans got south-western Africa, along with Tanganyika (now Tanzania) in East Africa. The Portuguese got Mozambique and Angola, in southern Africa. Belgium took the Congo, and France got Senegal, the Cameroons, and several other colonies in the western Sudan and Central Africa. The British got the rest, including Kenya and Uganda in East Africa, the Gold Coast (now Ghana) and the territory that became Nigeria in West Africa.

The British already controlled Egypt, which they had occupied in 1882, as well as English-speaking Cape Colony and Natal on the southern tip of Africa. The British also dominated Southern Rhodesia (now Zimbabwe) and Northern Rhodesia (now Zambia) through the British South Africa Company under the leadership of Cecil Rhodes. The result was that almost every part of the African continent was a European colony.

The European colonialists divided the large continent of Africa and exploited its resources and the people. However, Africans responded by being aggressive and in some place the Europeans were confronted by internal resistance to foreign domination. The British had the biggest empire in Africa and managed to cooperate well with such aggression though in some areas they were confronted. The Africans saw Europeans as thief and intruders who benefit from the wealth of their land. They were people who relied entirely on their environment for food and other survival needs. While the Europeans view the environment as a commodity and a source of wealth.



Map Illustration 11.2.2.a: European sphere of colonisation in Africa

Source: <https://www.google.com.pg/search?q=european+sphere+of+colonisation&biw>

The main African European Imperialists included Belgium, Britain, France, Germany, Italy, Portugal and Spain. The dates of each colony indicate the year of European colonisation until self-government and eventual independence. The colonisation of Africa also saw the impact of inter-European power struggles and competition for popularity and prestige. Britain, France, Germany, Belgium, Italy, Portugal, and Spain were competing for power within European power politics. One way to demonstrate national superiority was through the possession of territories around the world, including Africa. The social factor was the third major element. As a result of industrialisation, major social problems grew in Europe such as unemployment, poverty, homelessness, and social displacement from rural areas, among many other problems. These social problems developed partly because not all people could be absorbed by the new capitalist industries. One way to resolve this problem was to acquire colonies and export this "surplus population." This led to the establishment of settler-colonies in Algeria, Tunisia, South Africa, Namibia, Angola, Mozambique, and central African areas like Zimbabwe and Zambia. Eventually the overriding economic factors led to the colonisation of other parts of Africa. Thus it was the interaction of these economic, political, and social factors and forces that led to the scramble for Africa. There were several movements of European commercial, military, and political agents to declare who were competing to declare exclusive claims to particular territories for trade; they imposed **tariffs** against other European traders. They wanted to claim exclusive control of waterways and commercial routes in different parts of Africa.

Outcomes of Berlin Conference (November 15th 1884 and February 26th 1885)

This conference was the brainchild of German Chancellor Otto von Bismarck who feared the aggressiveness of some European countries creating tension among imperialists. He initiated the idea to respect each other since they all had one common interest. Their main agenda for colonialism in Africa was for economic prosperity and in the process he wanted respect and understanding to prevail. He realised the danger where this aggressive imperialism would lead to Europeans fighting among themselves.



Figure 11.2.2.2b: Otto von Bismarck

This scramble was so intense that there were fears that it could lead to inter-imperialist conflicts and even wars. To prevent this, the German chancellor Otto von Bismarck convened a diplomatic summit of European powers in the late nineteenth century. This was the famous Berlin West African conference (more generally known as the Berlin Conference), held from November 1884 to February 1885. Bismarck is noted for saying that the great problems of Germany would not be settled by speeches and resolutions but by "blood and iron."

The conference produced a treaty known as the Berlin Act, with provisions to guide the conduct of the European inter-imperialist competition in Africa.



Some of its main issues addressed were as follows:

- The Principle of Notification (Notifying other powers of a territorial annexation)
- The Principle of Effective Occupation to confirm the annexations
- Freedom of Trade in the Congo Basin
- Freedom of Navigation on the Niger and Congo Rivers
- Freedom of Trade to all nations
- Suppression of the Slave Trade by land and sea
- This treaty was drawn up without African participation, provided the basis for the partition, invasion, and colonisation of Africa by various European powers.

Southern Africa became a much more important element in the Scramble a year after the Berlin Conference. At that time, word spread of the world's largest known deposits of gold in the Afrikaner-controlled South African Republic (or Transvaal). Western miners and industrialists flocked into southern Africa to profit. Among those involved in finance and operation of the mines was British magnate Cecil Rhodes, a leader of diamond mining in the Cape Colony. Rhodes was a believer in the "civilising" mission of British colonialism—he dreamed of a British African empire stretching from the Cape of Good Hope to Cairo, Egypt. Thus, hoping to find still more gold north of Transvaal in 1890, he led a "pioneer column" of settlers north. These prospectors overcame African opposition and carved out the new British colonies of Southern and Northern Rhodesia (present-day Zimbabwe and Zambia).

The African Resistance

After the Berlin Conference, various European countries sent out agents to sign so-called treaties of protection with the leaders of African societies, states, kingdoms, decentralised societies, and empires. The different interpretation of these treaties by the various faction forces often led to conflict and eventually to military encounters. For Europeans, these treaties meant that Africans had signed away their sovereignties to European powers. The Europeans felt that they were protected or guaranteed by the treaty to exploit the land resources and human labour at their own wish. The Africans realised that and decided to organise aggressive resistance that often led to severe military encounters between the white settlers. Even though in their own land they were made to work under pressure and threats. Many Europeans decided not to pay them for the labour they provided. The rich natural resources were not exploited for their own gain.

The main cause of the resistance was that the Africans wanted their land and resources. They saw their land being taken away and used for large plantations and cattle farming. Europeans started large mining in areas they once called their sacred land. The Africans begin to realise the mistakes done by their chiefs in signing of those vague treaties which were indirectly made in favour of the European. As a result resistance and opposition grew all over the African continent. The Africans knew their landscape and environment well so they were able to fight the highly trained foreign military. They used their knowledge of traditional tribal fight methods to cause havoc to the European pressures.

African military resistance took two main forms: guerrilla warfare and direct military engagement. While these were used as needed by African forces, the dominant type used depended on the political, social, and military organisations of the societies concerned.

In general, small-scale societies, the decentralised societies (erroneously known as "stateless" societies), used guerrilla warfare because of their size and the absence of standing or professional armies. Instead of professional soldiers, small groups of organised fighters with a mastery of the terrain mounted resistance by using the classical guerrilla tactic of hit-and-run raids against stationary enemy forces. The guerilla war fare was the approach used by the Igbo of south-eastern Nigeria against the British. Even though the British imperialists swept through Igbo land in three years, between 1900 and 1902, and despite the small scale of the societies, the Igbo put up prolonged resistance. The resistance was protracted and fragmented, and therefore it was difficult to conquer them completely and declare absolute victory. Long after the British formally colonised Igbo land, they had never fully mastered the territory.

In the late 19th century Italy sought to establish a colony over Ethiopia. Italian forces invaded in 1895, anticipating an easy victory. However, under the leadership of Emperor Menelik II, the Ethiopian army decisively defeated the Italian force at the Battle of Ādwa on March 1, 1896. Ethiopia was the only indigenous African state to resist European colonisation.



Figure 11.2.2.2e: Emperor Menelik of Ethiopia

Direct military engagement was most commonly organised by the centralised state systems, such as chiefdoms, kingdoms, and empires, which often had professional armies and could therefore tackle the European forces with large troops. In the case of Ethiopia, the imperialist intruder was Italy. It confronted a determined and skilful military leader in the Ethiopian emperor Menelik II. As Italy intensified pressure in the 1890s to impose its rule over Ethiopia, the Ethiopians organised to resist.



Figure 11.2.2.2f: Samory Toure

Another example of resistance was the one organised by Samory Touré of West Africa. Touré attempted to forge a new political order so he ran up against the French imperialists who were also trying to extend their territories inland from their base in Dakar, Senegal. This brought the parties into conflict. Touré organised military and diplomatic resistance.

The Effects of the Scramble

Africa on the eve of World War I (1914-1918) was nothing like the Africa of 40 years earlier. What had been a largely independent continent with some foreign control of its coasts was now almost entirely in European hands. Britain and France held the lion's share. The British had almost fulfilled Cecil Rhodes's dream of an unbroken line of colonies from the Cape to Cairo. Their colonies held promising economic potential, with gold in South Africa and cash crops in

East and West Africa. The French controlled huge amounts of territory in North and West Africa, but much was desert and only a few colonies were productive.

In the late 1800s, countries in Europe claimed control of lands in Africa. Figure 2.10 shows how much of Africa was under Britain's rule. A British leader has one foot in Egypt and the other foot in South Africa. This cartoonist proclaims that Africa is in the hands of Britain, extending as far as Middle East in Egypt. Germany lost its African colonies after losing World War I. Britain and France gave up most of their colonies in the 1950s and 1960s. Spain remained longer but became a less-significant participant in the colonial picture. Portugal was the last European power to give up colonies and concentrated on its own affairs.

In 1944, Mandela joined a group called the African National Congress (ANC). The ANC opposed the rule of South Africa by whites alone. The ANC believed that South Africa belonged to everyone, whatever the colour of their skin. Nelson Mandela became the first Black African President of South Africa after a very long fight with European domination and government.

Effects of the European takeover on Africans were considerable. In the short term, the Scramble obviously led to Africans' loss of control of their own affairs. But it also brought enormous hardship to most Africans. In addition to the deaths caused by the conquest itself, many Africans died as a result of disrupted lifestyles and movement of people and animals that were exposed to different diseases being introduced. Africa's population did not begin to recover from the devastation caused by the Scramble and its aftermath until well into the 20th century. In the long term, the Scramble was part of a larger process of bringing non-Western peoples into the world economy—in most cases as exporters of agricultural products or minerals and importers of manufactured or processed goods.



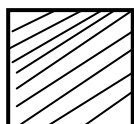
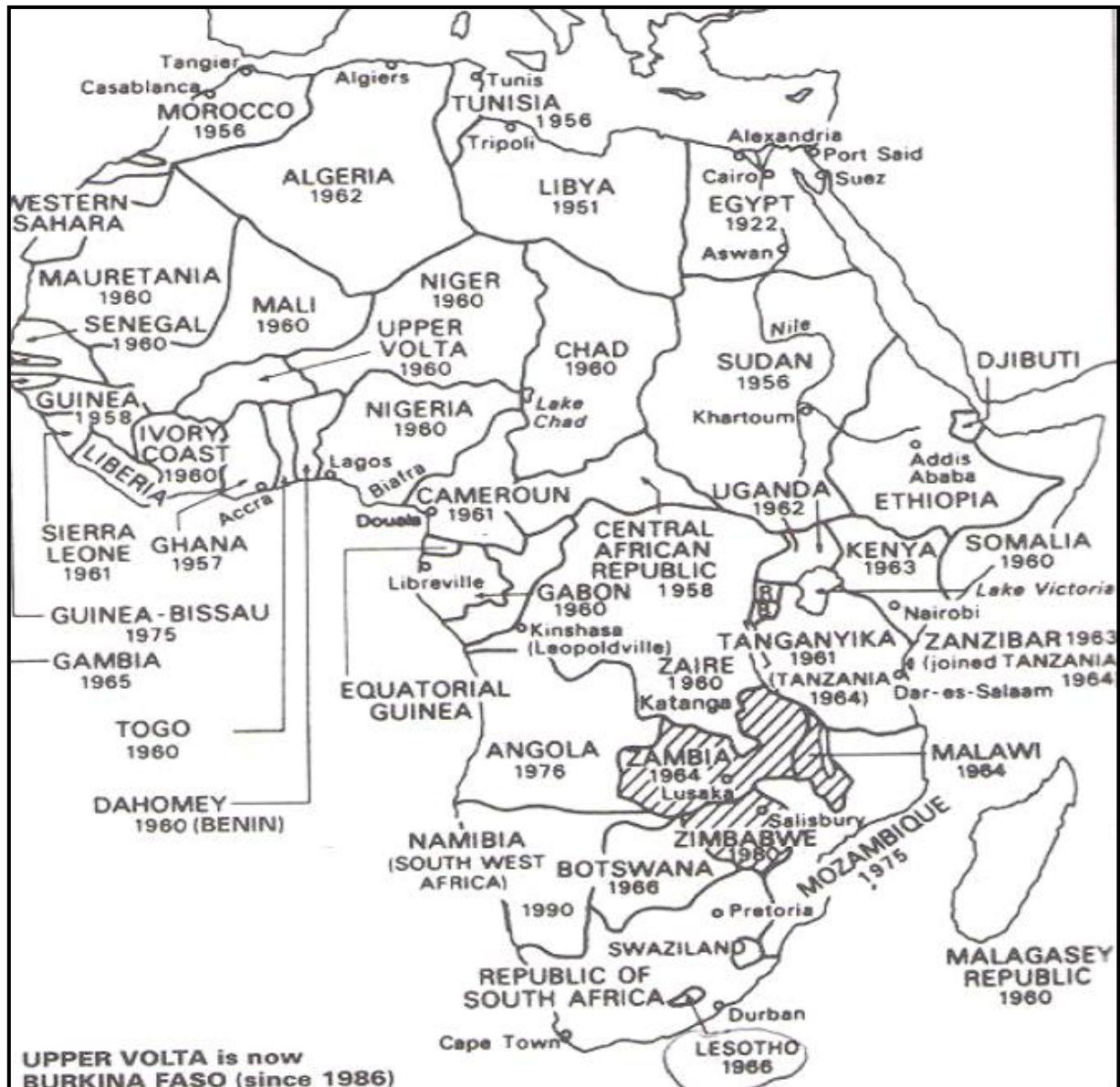
As a young man, Mandela fought against the segregation. The Segregation Policy in South Africa was called *apartheid*, a word that means *apartness*. Under apartheid, black people could not vote or hold certain jobs. Whites controlled the government. Blacks and whites lived in separate areas and went to different schools. Mandela opposed this cruel and unfair system.

Figure 11.2.2.2g: Nelson Mandela

African nationalism spread rapidly after 1945 or WWII. It was due to more Africans getting educated in Britain and USA, where they were made aware of racial discrimination. Colonialism was seen as the humanitarian and exploitation of blacks by whites. The working class Africans in the new towns were alert and ready to raise the alarm of nationalist ideas. However, the British prepared their colonies for independence and they would still be able to exercise influence through trade links. They hoped to preserve by including the new states as members of the Commonwealth. This practice of exercising influence over former colonies after independence by economic means is known as **neo-colonialism**. It became widespread in most of the new states of the Third World.

African Independent States

Bordered by the Atlantic Ocean to the west, the Indian Ocean to the east, and the Mediterranean Sea to the north, the African continent is divided into over fifty countries. After World War II many African territories began to fight for their independence from European colonisation. The borders of many modern African nations reflect the colonial boundaries.



The Central African Federation 1953 – 63. Northern Rhodesia (Zambia) Southern Rhodesia (Zimbabwe) and Nyasaland (Malawi)

R – Rwanda 1962

B – Burundi 1962

Note: The year in each country indicates the year of their independence from European countries.

Figure 11.2.2.2h: African countries and their Independence dates

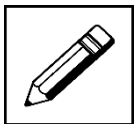


Now read the summary.

Summary

- 'Scramble for colonies' refers to the 'grabbing' of colonies in Africa by European powers for economic, social and political reasons.
- European nations partitioned Africa at the Berlin West Africa Conference (1884-1885).
- Almost every part of the African continent was a European colony.
- Africans responded by being aggressive and in some places the Europeans were confronted by internal resistance to foreign domination.
- The British had the biggest empire in Africa.
- Southern Africa was more important in the Scramble due to its large deposits of gold.
- After the Berlin Conference treaties of protection were signed with the leaders of African societies, states, kingdoms, decentralised societies, and empires.
- The different interpretation of these treaties by the various faction forces often led to conflict and eventually to military encounters.
- Africans were forced to work under pressure and threats.
- The main cause of the resistance was that the Africans wanted their land and resources.
- Ethiopia was the only state that resisted Italian invasion.
- Africa on the eve of World War I was almost entirely controlled by Europeans.
- Nelson Mandela fought strongly against the system of Apartheid in South Africa.
- After World War II many African territories fought for independence from European colonisation.

Now do Activity.



Activity 11.2.2.2

1. List three important reasons for the scramble of Africa.



2. Why did European countries hold the Berlin Conference?

3. List the outcomes of the Berlin Conference.

4. Explain the South African Policy of Segregation.

5. What was the main cause of African resentment?

Check your answers at the end of subunit 11.2.2.

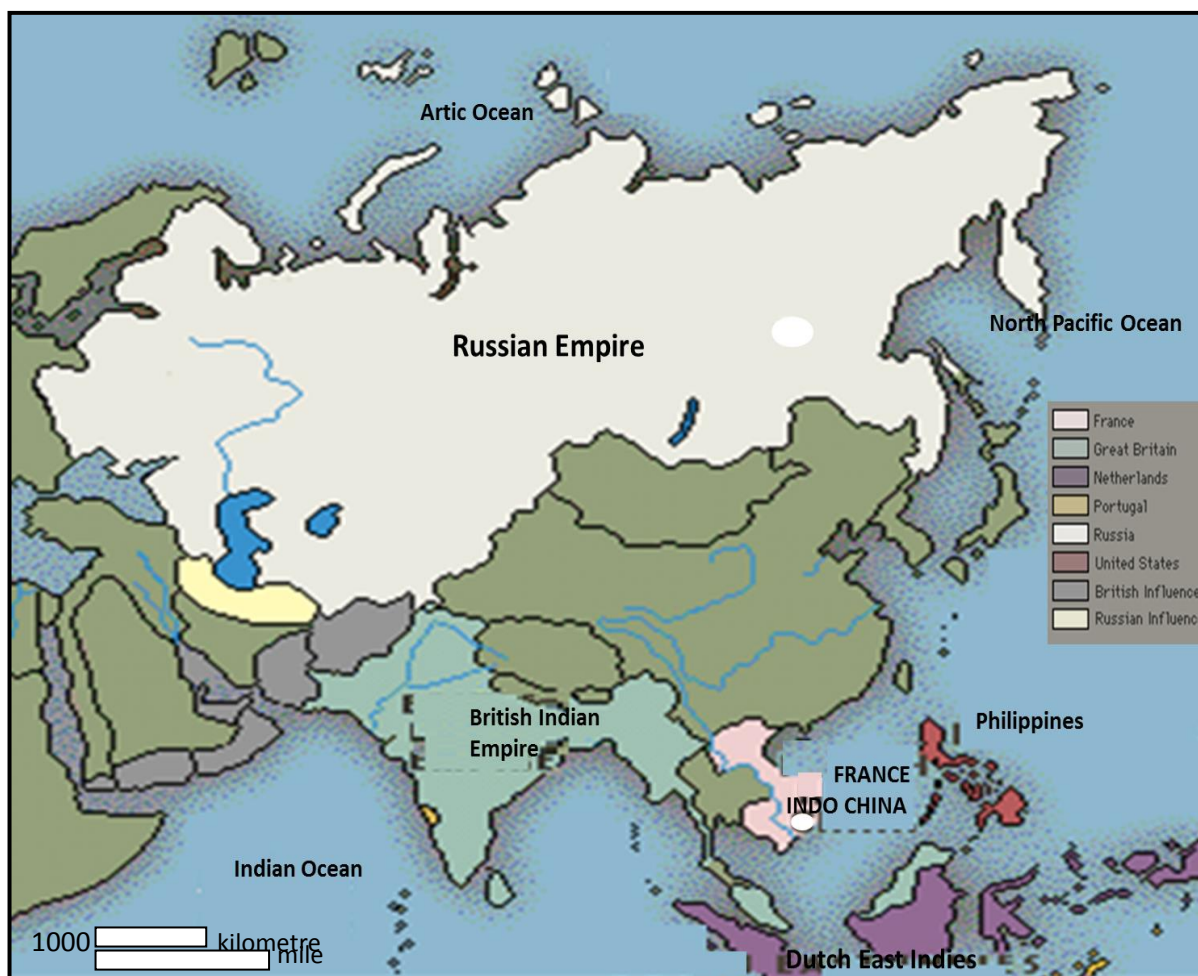
Sub topic 11.2.2.3: Colonies in Asia

In the last sub topic, you looked at Scramble for colonies in Africa by European powers. In this sub topic, you look at the European powers also scrambling for colonies in Asia.

By the end of this sub topic, the students should be able to:

- Explain the setting for European colonisation in Asia
- Discuss the motives for colonisation
- Identify the effects of colonisation

By the mid-19th century, the major colonial powers in Asia were Britain and Russia. The Portuguese, who had been the first to bypass the Ottomans by sailing around Africa, had lost most of their Asian strongholds. Asia was torn by the rivalry between European powers. In India, for example, during the Anglo-French wars of the 18th century, both sides used Indian soldiers, called sepoys.



Map Illustration 11.2.2.3a: European Colonisation of Asia

Source: <https://www.google.com.pg/search?q=European+colonisation+of+ASIA>



After defeating French in the late 18th century, the British expanded in India, annexing and expanding influences. By 1850 they controlled the entire subcontinent. Indians disliked the British rule and exploded in the Sepoy Rebellion of 1857. British suppressed the revolt and introduced reforms and tightened their control for nearly another century.

From India, the British moved into Burma (now known as Myanmar) and the Malay Peninsula. Two Anglo-Burmese wars (1824-1826, 1852) cost Burma its seacoast. The British extended protection over Islamic states of the Malay Peninsula and took direct possession of the important trade centres of Singapore, Penang, and Malacca. Although Britain also threatened Siam (present-day Thailand), the Thai kingdom bargained away its claims to several Malay states in order to retain its own independence.

Western Powers in Asia in early 1900s

Initially, Western powers came to Asia to trade. Europeans also demanded settlement and institute business activities in the Asian region, such as land for military bases, to protect that trade. Although the Westerners built railroads, canals, roads, and schools, the profits from trade went to the West. These were some of the practices that caused the Asians who began to hate the foreigners.

The era of European colonial expansion began in Asia in the early 1500s as European explorers and traders sought new sea-trade routes to Asia. Their main motive was to control the source of highly prized spices and other luxury goods. Initially Portugal and Spain controlled the Asian maritime trade, with Portugal establishing its dominance in South and Southeast Asia. The Dutch, French, and British also established powerful trading interests in the region. The Dutch claimed control of the East Indies (present-day Indonesia) from Portugal to gain a monopoly on the valuable spice trade. Portugal's holdings were reduced to two small territories, East Timor and Macau. Throughout the 17th century, the Dutch were the most fortunate European power in the region because of the control over the spice trade.

During the 1800s almost all the European powers vied with one another for colonies throughout the world. By the end of the century several Western powers had aggressively expanded their colonial territories in Asia. Great Britain, which became the dominant economic and political power in the world, tightened its control over the entire Indian subcontinent. It was known as British India, which was considered the "jewel" of the vast British Empire.

India's boundaries were gradually expanded after the British government took over the administration of India from the British East India Company in 1858. British India eventually came to include what are now the independent countries of Pakistan, Bangladesh, Myanmar (formerly known as Burma), and Sri Lanka (Ceylon). The British also extended their control into other strategic areas, including Singapore present-day Malaysia and Hong Kong.

In the late 1880s France imposed colonial rule in present-day Vietnam and Cambodia, naming its territory the Indochinese Union (commonly known as French Indochina), extended in 1893 to include Laos. In 1896 France and Britain agreed Siam (Thailand) should remain independent as a **buffer state** between their respective possessions, making it the only uncolonised territory in South and Southeast Asia. The United States won control of the Philippines in 1898, after defeating Spain in the Spanish-American War. Meanwhile, The Netherlands continued to control the Dutch East Indies or the Indonesian islands.

See illustration map below of British India.



Map Illustration 11.2.2.3b: British India, 1858

Source: <https://www.google.com.pg/search?q=European+colonisation+of+ASIA>

South East Asia

There are 11 countries in Southeast Asia: Brunei, Cambodia, East Timor, Indonesia, Laos, Malaysia, Myanmar (formerly known as Burma), the Philippines, Singapore, Thailand, and Vietnam. Each of these countries had their own experiences of European Colonialism and their path towards eventual independence.

The Dutch gained control of the East Indies (modern Indonesia) and controlled the spice trade, which they had wrested from the Portuguese. Spain ruled the Philippines from the 16th century until the United States took over control in 1898. The French gained influence in Indochina (Vietnam, Cambodia and Laos). The European powers that dominated the Southeast Asian countries were Britain, Netherlands, France, Portugal and USA. They dominated the trade routes and controlled central points of economic activities in the region.



Map Illustration 11.2.2.3c: South East Asia

Source: <https://www.google.com.pg/search?q=south+east+Asian+map>

East and South Asia

In East Asia, China's experience with the Europeans in this period was quite different. A good relationship and trade between Europe and China marked both the early Ming and early Qing dynasties grow to such a stage. A dynasty is the succession of rulers from the same family. The early Ming dynasty claimed territories and sent great people out as far as Africa, demonstrating their superiority over European nations. But they then withdrew into themselves. After realising the foreign piracy and illegal intruders into their territory, they decided to forgo outside contact and closed doors.

Chinese civilisation is one of the oldest civilisations in the world. The earliest Chinese cities go back more than 5,000 years. China influenced the culture of many surrounding countries, including Japan, Korea, and Vietnam. China gave the world many famous inventions. The Chinese invented paper and printing. They made the first silk and the first compass. Do you like fireworks or kites or playing cards? The Chinese were the first to make these things, too. These inventions gradually spread to other parts of the world.

From Emperors to Communism

For thousands of years, dynasties ruled over China. Dynasties were rich and powerful families led by an emperor. The most famous was the Ming dynasty. The Ming dynasty built the Great Wall of China starting in the late 1500s to protect China from outside invaders. The wall winds thousands of miles across northern China and is the longest structure ever built. The Ming dynasty also built the Forbidden City in Beijing (the capital of China).

This was a beautiful palace surrounded by walls that no ordinary people could enter. That has changed. Today, anyone can visit the Forbidden City. It is one of China's biggest tourist attractions.



Figure 11.2.2.3d: The Forbidden City, Beijing



Figure 11.2.2.3e: Great Wall of China

Chinese Emperors used to live in the palaces inside the walls of the Forbidden City. Ordinary people were allowed inside only after the last emperor was overthrown in 1911.

Millions of people had moved from the countryside into cities to find work. In the cities, there were thousands of factories that produced many of the toys, clothes, and machines sold today in the United States and other countries. Although China remains poor by world standards, it is rapidly catching up with more developed countries.

Japan and its Rise

Japan had a great influence in China and benefited economically from World War I. Many European states were fighting each other for colonies and building their empires. This situation was an opportunity for Japan in building ships and provided machinery and industrial tools. Japan had a great influence over its neighbours and extended as far as the Pacific. During the 19th century, the European countries realised the threat from Japan as a growing power from the Asian region.

By the mid-1890s, the Meiji leaders had succeeded in convincing the Western powers to renegotiate the unequal treaties, and return full diplomatic equality to Japan. All foreign discrimination and suppression were addressed and Japan wanted to be viewed as a partner and a leader in the Asian region. The Meiji leaders sought to **buttress** their new international position by building a colonial empire. Their motives were mixed: First, in the competitive climate of global imperialism, they wanted to improve Japan's national security by building a defensive buffer of colonial territories. In addition, only "civilised" countries, such as Britain and France, possessed colonial empires, so the acquisition of colonies was a marker of international prestige. Finally, having built up their own national wealth and strength, many Japanese felt that they had a mission to spread modernisation among their Asian neighbours.

Beginning in the late 19th century, Japan fought a series of wars that expanded its control over the Asian mainland. By the beginning of World War II in 1939, Japan had a sizeable empire in

East Asia. Japan made a major military push into Southeast Asia and the Pacific, simultaneously launching an attack on December 7, 1941 against the United States. The Japanese empire reached its height shortly thereafter, in 1942. After that, Allied military forces began to push the Japanese back toward their home islands. Japan lost all of its colonial territories after its defeat in World War II.

The following map illustrates Japanese influence in the Pacific in the 1900s.



Map Illustration 11.2.2.3d: The map shows the Japanese sphere of influence and control in the Asian region and eventually reached the Pacific in the latter periods of 1900s.

Source:

<https://www.google.com.pg/search?q=Japanese+sphere+of+influence+in+the+Asian+region>

Shortly after the end of the Russo-Japanese War (1904-05), the Japanese established a protectorate over Korea. The Korean court and the traditional Korean elite resisted the Japanese political intrusion. When the Japanese ousted the Korean king from the throne in 1907, anti-Japanese guerrilla activities spread quickly throughout the Korea Peninsula. In 1910, after three years of often brutal fighting, the Japanese finally annexed Korea to Japan under the name Chosen. The Japanese colonial government adopted a harshly repressive policy toward the Korean population, but it also embarked on a program of introducing modern institutions and developing the agricultural economy. With the control of Korea, the Meiji leaders rounded out a defensive perimeter of colonial possessions stretching from Taiwan in the south, through Korea in the west, to Karafuto in the north. They had also established Japan as one of the world's great powers, side by side with the United States and the major European countries. The Western powers were quick to accept the Japanese colonial sphere in East Asia, and they regarded Japan's military and naval capacity with admiration as well as concern.



Indo – China

Before World War II began, France had exercised direct rule over Indochina as its protectorate. A Protectorate was a country which was officially independent with its own ruler, but which was under the 'protection' or guardian ship of the mother country. In practice it meant that the mother country in this case France controlled the affairs in the protectorate just as it did in a colony. During the war the whole area was controlled by Japan.

Indochina is the name sometimes given to the peninsula between India and China, which includes Myanmar (formerly known as Burma), Thailand, the Malay Peninsula, Cambodia, Laos, and Vietnam. In a narrower sense it refers only to Cambodia, Laos, and Vietnam, which were united under French rule as the Indochinese Union (commonly known as French Indochina). France created the union from its territories in Cambodia and Vietnam in 1887, incorporating Laos in 1893. The Indochinese Union effectively came to an end in 1945, although a French-controlled Indochinese Federation survived until 1954.

Ho Chi Minh, Vietnamese Communist leader, was the first president (1945-1969) of the Democratic Republic of Vietnam and the principal force behind the Vietnamese struggle against French colonial rule after World War II (1939-1945).

Despite the country's limited participation, the war in Europe brought economic boom to Japan. Japanese industry sold weapons and other goods to the Western countries fighting the war and advanced into Asian markets left open by the decline of Western trading activity. Nearly every sector of the Japanese economy expanded, but heavy industry grew especially fast, creating a new and increasingly large male industrial labour force. The war also brought with it social unrest, as rapid inflation sparked wage disputes between management and workers.

The United States entered the war to stop the spread of communism in Southeast Asia. American leaders feared that communist forces would gain control of Vietnam. After that, nation after nation might fall to communism. Communism is a political and economic system that the United States strongly opposes. Vietnam had been split in half in 1954, after fighting a war to gain independence from France. When French forces withdrew, Vietnamese communists gained control of North Vietnam. Ho Chi Minh was the leader of the North Vietnamese communists.

South Vietnam had a non-communist government. This government was weak and corrupt. But the United States supported it in order to keep the communists from taking control of all of Vietnam. Many people in South Vietnam rebelled against their government. They backed efforts of the north to unify the country. The Dutch controlled the East Indies or today Indonesia and had a big influence over the spice trade. Dutch also controlled the western half of New Guinea which is today Irian Jaya and eventually handed over to Indonesia after gaining their independence. East Timor went through a political struggle with Indonesia and eventually granted independence while West Papua continues to struggle from Indonesian dominion.

See map illustration below of French Indochina.



Map Illustration 11.2.2.3f: Indo china

Consequences of colonialism in Asia

Most of the Asian countries experienced different influences and colonial intimidation and suppression. As discussed, all the Asian countries including, China, Vietnam, India, Indo-China, Japan, Malaysia and East Indies particularly Indonesia had their own history of foreign influence and colonial resistance.

Now, you briefly look at some of the major conflicts caused by colonialism in Asia.

1. *The Opium Wars in China*

Opium Wars were fought between 1839-1842, and 1856-1860. These were two conflicts between Britain and China over trading rights. In the Second Opium War, also known as the *Arrow War* or the *Anglo-French War in China*, where French forces joined the British. The wars are so named because they centered on the trade of opium, which is a powerful narcotic or a powerful drug that British sailors were smuggling into China in vast quantities. The Chinese lost both wars. As a result, they found themselves forced into the emerging world of global trade and diplomacy. As a result Western nations gained significant commercial privileges and territory in China.

In 1839 China attempted to halt the illegal importation of opium by British sailors. Britain responded by bombing Canton as shown by figure 2.16. Britain won the battle easily, and China was forced to surrender the island of Hong Kong to Britain. As a result Britain had easier access and further extended its powers over to Hong Kong.

2. *Taiping Rebellion*

The Taiping Rebellion (1851-1864) was the most important of China's rebellions. It succeeded in establishing a separate government and ruled much of southern China for more than a decade. The Taipings rallied their forces and attacked on the non-Chinese Qing (Manchu) dynasty, China's ruling dynasty. With foreign assistance, the Qing eventually defeated the Taipings. The rebellion seriously weakened central power in China, and the ethnic groups like the Taipings



grew with the forces of modern nationalism to bring an end to China's imperial regime less than 50 years after the rebellion ended. Western troops battled Taiping soldiers during the Taiping Rebellion. The rebellion began in the early 1850s and sought to overthrow China's Qing dynasty. Hong and his followers were eventually suppressed in 1864 by Chinese and Western forces.

3. The Sepoy Rebellion in India

Sepoy Rebellion from 1857-1859, also known as the Indian War of Independence, was an uprising against British rule in India begun by Indian troops (*sipahi* or *sepoys*) in the reign of the

English East India Company. The rebellion was the first concerted attempt by the people of South Asia to overthrow the British Indian Empire. By the 1850s the English East India Company had established control over present-day India, Pakistan, Bangladesh, Myanmar (formerly known as Burma), and Sri Lanka. By conquest or diplomacy, the company had overrun numerous autonomous Indian kingdoms during the previous two decades. A small elite group of British civilian officials and an army of 160,000 men, only 24,000 of them British, controlled the vast division of British India known as the Bengal Presidency. This area stretched from Burma in the east to Afghanistan in the west and included huge territories in central India.

The sepoy rebellion erupted when the Indian army discovered that cow and pig's parts were used to ease friction for the bullets in the military weapons they were using. For the Indians cows were sacred for the Hindu religious beliefs and the pigs were perceived to be dirty by the Muslims. The British were blamed to abuse this one aspect of their religious beliefs and culture. The Indian army broke ranks and fought with the British soldiers and administration. India's boundaries were gradually expanded after the British government took over the administration of India from the English East India Company in 1858. British India eventually came to include what are now the independent countries of Pakistan, Bangladesh, Myanmar (formerly known as Burma), and Sri Lanka (Ceylon).

In response to this harsh treatment of their fellow soldiers, members of the 11th and 20th infantry regiments revolted on the evening of May 10. They freed their comrades along with hundreds of civilian prisoners, and slaughtered 40 British officers and civilians. The sepoys then marched to Delhi, where other Indian regiments joined the mutiny. They massacred dozens of British there, and reinstated the 82-year-old Mughal emperor, Muhammad Bahadur Shah. The news of these events triggered mutinies throughout the Bengal army, rapidly igniting a general anti-British revolution in north and central India. Among those joining the sepoys in the uprising were Indian princes and their followers, whose territories had been annexed by the English East India Company, and people whose ways of life and sources of income had been disrupted by British trade, missionary activities, or social reforms.

Now read the summary.

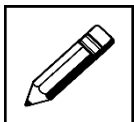
Summary

- There are 11 countries in Southeast Asia.
- Each of these countries had their own experiences of European colonialism and their path towards eventual independence.



- By the mid-19th century, the major colonial powers in Asia were Britain and Russia.
- After defeating French in the late 18th century, the British expanded in India, annexing and expanding influences. By 1850 they controlled the entire subcontinent.
- The main aim of the Western powers to come to Asia was to trade.
- The era of European colonial expansion began in Asia in the early 1500s as European explorers and traders sought new sea-trade routes to Asia.
- The Dutch claimed control of the East Indies from Portugal to gain a monopoly on the spice trade.
- In the late 1880s France imposed colonial rule in present-day Vietnam and Cambodia, naming its territory the Indochinese Union (commonly known as French Indochina), extended in 1893 to include Laos.
- Chinese civilisation is one of the oldest civilisations in the world.
- For thousands of years, dynasties ruled over China.
- Communism is a political and economic system that the United States strongly opposes.
- Vietnam was split in half in 1954, after fighting a war to gain independence from France. When French forces withdrew, Vietnamese communists gained control of North Vietnam.
- South Vietnam had a non-communist government.

Now do Activity.



Activity 11.2.2.3

1. Name the Asian countries that were in the British sphere of influence.

2. Which three countries make up Indo-China?



3. List the two political systems that divided the North and South Vietnam into famous Vietnam Civil War.

4. How did Japan build its empire across the Asian Region? Briefly explain.

5. Write True or False to the following statements.

(a) French Indochina was British territories. _____

(b) Both North and South Vietnam were communists' states. _____

(c) The British had monopoly of the spice trade in the East Indies. _____

(d) The Chinese civilisation is one of the longest civilisations in the world. _____

(e) The Sepoy rebellion erupted because the British abused the Hindus and Muslims religious beliefs. _____

6. Briefly write a summary of the Opium War.

7. Write a brief summary of the Sepoy Rebellion by identifying the group that started it, how and why?

Check your answers at the end of subunit 11.2.2.



Sub unit 11.2.2 Summary

Sub unit 11.2.2 looked at the scramble for colonies mainly in Africa and Asia in the 1800s and 1900s. The colonisation of the Pacific took place later in the 1900s or early 20th century. African colonisation took place mainly in the interest of Europeans and for the economic benefits that could be gained. Vast natural resources were exploited and human labour abused by early colonisers in Africa. Africa people were severely suppressed during European colonial rule.

In Asia, occurred a similar trend to that of African colonisation. The countries that were being looked after by Europeans followed the same style of political government and leadership. Asia provided the market for European goods and raw materials for its industries.



Answers to Activities 11.2.2

Activity 11.2.2.1

1. It is a state where political or economically developed countries having control over less developed countries through political or socio-economically.
2. Some of the major effects on the indigenous people
 - People were suppressed in their own land
 - Forced labour
 - Slavery
 - Deprivation of freedoms
 - Their land was taken away forcefully
 - Intimidation
 - Worked long hours without proper rewards
 - Human rights laws were denies
 - Woman and girls were abused
 - Families were broken apart/social structure disintegrate
3. America wanted a free trade and a world that is free from political domination. USA became an industrialised country and it needed a free trade and avoid war after the experience of WW I & II.
4. State True or False.
(a) True (b) True (c) True

Activity 11.2.2.2

1. The main motives for the scramble for Africa
 - Economic – exploitation of raw materials and human labour
 - Political – influence and control
 - European settlement
 - Competition among European powers
2. Germany initiated the conference to advise all European countries to respect each other and become friendlier and be less competitive or aggressive towards each other.
3. The conference addressed the following areas of concern on the side of the European powers.
 - The Principle of Notification (Notifying) other powers of a territorial annexation
 - The Principle of Effective Occupation to confirm the annexations
 - Freedom of Trade in the Congo Basin
 - Freedom of Navigation on the Niger and Congo Rivers
 - Freedom of Trade to all nations
 - Suppression of the Slave Trade by land and sea
 - This treaty was drawn up without African participation, provided the basis for the partition, invasion, and colonisation of Africa by various European powers.



4. Segregation is also called apartheid a word that means apartness. Under this policy black people were separated from the whites in all their social and daily life activities.

Activity 11.2.2.3

1. The countries under British sphere of influence
 - India
 - Pakistan
 - Bangladesh
 - Burma
 - Sri Lanka
 - Malaysia
 - Hong Kong
2. Indo-China consists of the following countries.
 - Cambodia
 - Vietnam
 - Laos
3. The struggle was between North Communist government and South Capitalist or Democratic system supported by the United States of America.
4. Japan had a great influence in China and benefitted economically from World War I. Many European states were fighting each other for colonies and building their empires. Japan took this opportunity in building ships and provided machinery and industrial tools. Japan had a great influence over its neighbours and extended as far as the pacific using its machinery and developed technology.
5.
 - (a) False
 - (b) False
 - (c) False
 - (d) True
 - (e) True
6. Opium War

The Opium War was a conflict between Britain and China over the trade of a powerful narcotic drug that the British were smuggling into China. The British were joined by French and made the Chinese to surrender and continued the sale of this powerful drug. China was also forced to give away Hong Kong to Britain as a result the western nations gained significant commercial privileges and territories.
7. Sepoy Rebellion

Sepoy Rebellion was an uprising against British rule in India begun by Indian troops in the reign of the English East India Company. The rebellion was the first attempt by the people of South Asia to overthrow the British Indian Empire.

The sepoy rebellion erupted when the Indian army discovered that cow and pig's parts were used to ease friction for the bullets in the military weapons they were using. For Indians cows were sacred for the Hindus religious beliefs and the pigs were perceived to be dirty by the Muslims.

This one aspect of their religious beliefs and culture was perceived to be abused by the British. The Indian army broke ranks and fought with the British soldiers and administration.



Sub unit 11.2.3: The Arrival of Foreigners in the Pacific

Introduction

In this sub unit, you look at the arrival of foreigners in the Pacific. There were many different groups of foreigners that came to the island nations. These groups of people included: traders, planters, settlers and administrators. They were also missionaries and miners. The group that contributed to most social change in Papua New Guinea were the early missionaries. They built schools and aid posts and taught the people how to read and write and look after themselves.



Sub topic 11.2.3.1: Explorers and Traders

Welcome. This is the first sub topic for sub unit 11.2.3 *The Arrival of Foreigners*. In sub unit you looked at the Scramble for Colonies in Africa, Asia and the Pacific. In this sub topic, you look at Explorers, Traders and Missionaries into the Pacific.

By the end of this sub topic, the students should be able to:

- Define the terms explorers, traders, and missionaries
- Discuss and explain the roles of these new comers to the Pacific
- Summarise the effects of the arrival of these foreigners into the Pacific

Background

The 19th century was a period of great European expansion of empires and imperialism all over the world. The Pacific island nations came under a tremendous threat by colonial influence and exploitation of its human and natural resources. The British, French and Dutch became powerful imperial nations by their influence and extension in the Pacific. European imperial nations were competing with each other to grab as many colonies as they could to build their empire and increase their countries' wealth.

After the arrival of the native people from south East Asia into the Pacific, there were no other happenings in the Pacific until the coming of the explorers.

Developments which enabled European exploration

The knowledge to build new ships enabled the explorers to travel longer distances. Before these ships were built sailors did not sail long voyages.

Another development was the invention of gun powder which was used to make weapons. This has given them the strength to travel the unknown territories. These weapons gave them a military advantage over the people they met during their explorations and in the Pacific there were a lot of encounters with the Europeans.

Explorers

European explorers came to the Pacific region about 200 years ago. In 1526, Jorge de Meneses, arrived on the west coast of the main island of New Guinea and called it 'Ilhos dos Papuas', which means islands of the Papuans.

In 1545 Inigo Ortiz de Retes of Spain set foot at the mouth of the Mamberamo River in West Papua. He called the area 'Nueva Guinea' because he saw a similar area as this, in the Guinea coast of West Africa.

From the 16th-18th centuries European explorers from Spain, Portugal, Britain, France and Holland visited our part of the world.

The first Europeans to come into the Pacific were the Spaniards and Portuguese. These groups of people were interested in spice. Different spices were used in Europe to preserve and flavour

food. The Portuguese arrived in what are now called Molucca Islands in Indonesia in 1512. They found spice on these islands and called them the Spice Islands.



Figure 11.2.3.1a:
Captain James Cook

In 1770, British explorer and navigator Captain James Cook sailed around the world twice, made three voyages to the Pacific Ocean, and became the first European to visit Hawaii. Cook sailed to Tahiti, New Zealand, Australia, Vancouver Island, and the Hawaiian Islands, where he was killed in a fight with islanders. French explorer, Philip Carteret in 1767, explored New Ireland, New Britain and sailed into Manus Islands.



Figure 11.2.3.1b: French
Explorer Louis
de Bougainville

Louis de Bougainville reached the eastern tip of the main island of New Guinea and in 1786 reached the island of Buka. This region was named after him as Bougainville. Members of the expedition became the first Europeans to see many of the Pacific islands they encountered. Bougainville was also a distinguished scientist, and fought in the American War of Independence.

The new comers to the Pacific included traders and labour recruiters, missionaries, planters and government officials. The reasons for their coming were varied including:

- wealth
- for glory for their countries
- the Christian missionary movement, and
- for strategic (military purpose)

Traders

Later the Dutch traders arrived and competed in the spice trade in the area. By the 17th century, the Dutch controlled the entire spice trade in the East Indies (Indonesian islands). They were only interested in the Indonesian islands and their presence did not affect New Guinea very much.

In the 1700s English and French ships came to the island of New Guinea. An English man named Dampier discovered the island of New Britain. The exploration continued until 1768 when other islands such as New Ireland, Manus, Buka and Bougainville were discovered.

New Guinea Islanders traded among themselves and some travelled long distances by traditional canoes. From historical evidences there has been trading contacts between Indonesia and the western part of the island of New Guinea. It is believed that Malay traders reached northern islands of New Guinea including Manus and New Guinea Islands.

In the 19th century Europeans visited the Pacific region for a variety of reasons. The Europeans came as explorers and traders. Many of them came to the Pacific as private traders, scientist and missionaries. The colonial powers also sent their representatives of government officials to



establish their authority and settlements. In the early 19th century many European ships came into the Pacific and they traded goods for food, water and wood with the local communities. Traders wanted sandalwood, cedar, copra, pearls and beche-de-mer (pislama or sea cucumber). British and American ships hunted in our waters for whales.

The British colony of New South Wales became a centre point of call before passing into other parts of the Pacific region.

Missionaries

A missionary is someone who volunteers to spread the gospel preaching the death and resurrection of Jesus Christ. As Christianity spread throughout Europe many people were converted by the work of the missionaries.

Another important change was brought by missionaries representing many different Christian churches followed the explorers into the Pacific area. They found themselves in situation of possible conflict with the people. Sometimes the conflict was physical and they were attacked and killed. Missionaries varied in their attitudes to traditional beliefs and customs. Some aspects of traditional cultures were almost completely destroyed since the missionaries prohibited them.

One important aspect about missionaries is their perseverance in establishing pioneer schools where ever they settled or set up mission stations. The missionaries established schools and aid posts to cater for the needs of the local communities. They were pioneer because the colonial administration was not interested in providing these essential services rather; they were more interested in economic gain for their countries. At the beginning of World War II there were no administration schools and had only 500 students in six administration schools. At this time, there were over 90, 000 children in mission schools in both Papua and New Guinea.

Establishment of Mission Stations in New Guinea

One important group of Europeans who came into New Guinea were the Christian Missionaries who had different roles and visions apart from the other Europeans. Most of the Europeans came into New Guinea with mixed motives of economic gain and other political reasons unlike the missionaries. In 1847 the first Christian station was established by the French Marist Catholics on Woodlark Island in the Milne Bay Province. These missionaries extended further to Rooke Island further east of Milne Bay Province. In 1848 the mission further spread to the Morobe Province. The French Catholics were replaced by Italians and continued the missionary activity.

Some of these missionaries were faced with difficulties in converting people from different cultures and traditional religion. However, in 1882 the Mission of the Sacred Heart successfully established Catholic communities at Matupit near what is now Rabaul, East New Britain Province. In 1885 the Marist further expanded into Yule Island in the Central Province and established a Catholic Station.

In 1874 the Protestant Mission was established by Reverend W.G. Lowes and Rev. James Chalmers of the London Missionary Society in Port Moresby. A Protestant Mission is referred to a Christian denomination. It is protestant because they protested against the Catholic Church

and broke away to form these denominations we have today. The major reformer is Martin Luther who pioneered the break away from the mother church which is Catholic.

Shortly after the establishment of London Missionary Society Rev. George Brown set up the Methodist Mission in the Duke of York Island in 1875. The London Missionary Society made a tremendous progress in converting people into Christianity as well as training people with skills. By 1884 there were 140 students at the Port Moresby Mission and 1, 000 students at 20 mission stations established along the south coast and the nearby islands. For this reason, Rev. James Chalmers was very well known and popular.



Figure 11.2.3.3c: A L.M.S Pacific island

In 1886, the first Lutheran mission was established by the Germans at Finschhafen on the North Coast of Morobe.

These missions had a tremendous effect on the lives of the locals. The missionaries were keen and careful in the early stages of their work. They worked collaboratively with their colonial administrators. They followed the explorers and government officials in converting people into Christianity. It was a challenging experience for many of these early missionaries who stood up over coming hostility and confrontations. Their work for missions was greatly needed by the colonial administration to help people change their mindsets and attitudes.

Pacific Island Missionaries

The volunteer teachers and catechists from the other Pacific islands who came along with the European Missionaries played a very important role in the evangelisation. The London Missionary Society (LMS) brought Pacific Islanders to work in Papua because they were thought to be able to withstand the climate of the region. However, while in New Guinea the European missionaries complained that the Pacific island missionaries were becoming more superior to the local Papuans. Many had high status in their own societies and assumed that the Papuans would understand and respect their status but this respect has never eventuated. The Pacific Islanders tendency to resort to violence rather than peaceful persuasion also upset the European missionaries.

The differences in backgrounds and values of the Europeans and the Pacific islanders also made them interpret each other's acts differently. The Pacific Islanders' cultures emphasised food exchange and sharing. The Europeans encouraged individualism and kept things to themselves. When the Pacific island missionaries shared their food with the Papuans, the Europeans often saw it as waste trying to become popular among the local communities.

Europeans visited the villages once in a while and returned quickly to their mission stations after work. While the Pacific island missionaries lived with the people in local communities and understood the people much better than the Europeans. Their role in the evangelisation played a significant part in converting New Guinea islanders into Christianity.

Missionaries were the only white people who did not come to the islands looking for food, trade, or women. In fact, the missionaries always tried to help the islanders. They did not want others to take advantage of the people. The missionaries worked against problems caused by beachcombers, whalers, black birders, and dishonest traders. They tried to stop



wars, cannibalism, and using humans as sacrifices to the gods. They brought white men's medicine to fight white men's diseases. They tried to improve farming on the islands. They taught the islanders to write their own language and built many schools. They helped to educate many islanders. Most Pacific islanders who became Christians were formally educated through the tireless efforts of the missionaries.

German Missions

The colonial authority encouraged German Missions as a way of spreading the German language and culture including Christianity. Lutheran and Catholic missions were established in Aitape, Astrolabe Bay and the islands along the Huon Gulf. Apart from religious instructions the mission schools taught mathematics and German language in German New Guinea. Some of the missions recruited local people as assistant teachers and some even offered basic health services.

All the missions wanted to stop tribal war and social disorder in the communities. They came up with sports as a tool to turn youths away from engaging in social problems. Cricket was mostly favoured by many local people and white settlers; it eventually became a major attraction to the society.

The missionaries were the first group of outsiders to really change the lives of New Guineans through the preaching of the Gospel. It was a challenge at the first encounter because the missionaries were faced with hostility and resistance. Some of them bravely endured these obstacles and converted them into Christianity. The missionaries were pioneers in establishing school systems to educate New Guinea islanders. Health centres were built to cater for the schools and local community. Many Papua New Guinean leaders were educated by these early missionaries and their quality of education was better than the government established schools.

Miners

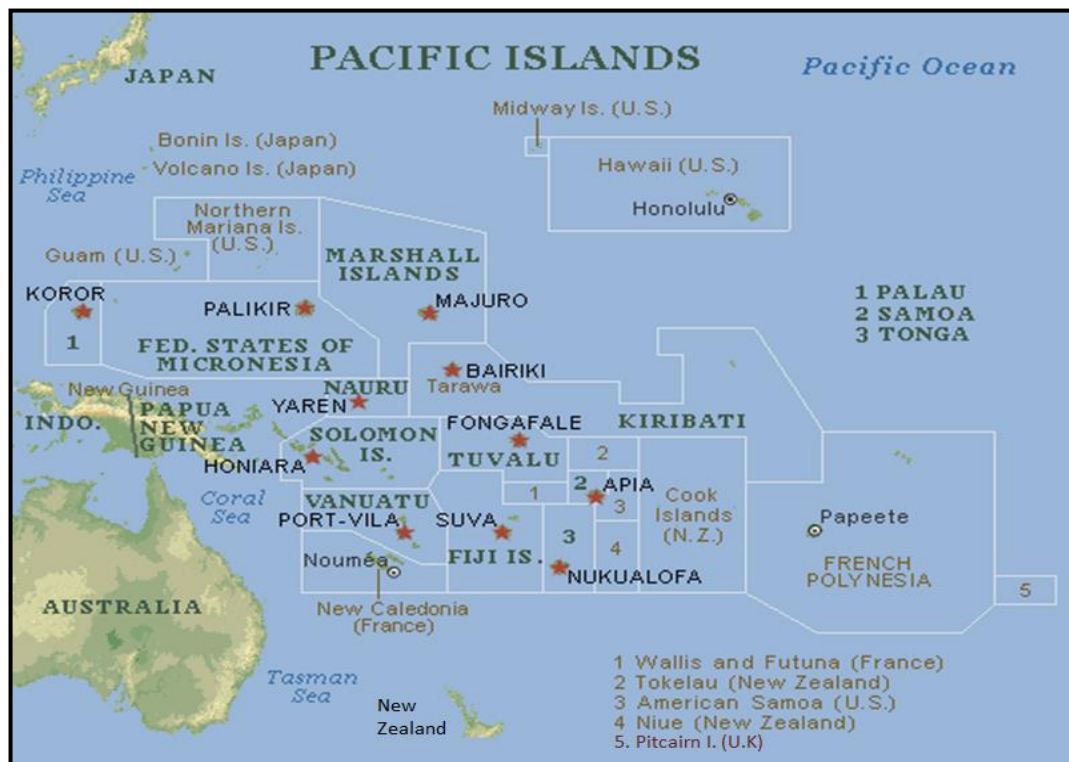
The search for gold brought many Europeans and Chinese to Papua New Guinea. As early as 1878, more than 100 white prospectors were looking for gold in the Laloki and other rivers around Port Moresby.

In 1889, gold was discovered on Misima Island. Gold was the reason why many Australians came to Papua New Guinea. In 1926 gold was found in Edie Creek near Wau in the Morobe province. By the end of that year, there were more than 200 miners and 1300 Papua New Guinean labourers in the goldfields around Wau. Like the plantation owners, the miners used labourers to do the hard work. Some villages lost nearly all their strong men.

In 1927 the first aero plane flight from Lae to Wau was made. More freight was being flown out of Lae than any other airport in the world at that time. Giant dredging machines were flown in piece by piece. The Morobe goldfields were very rich and continued to produce gold until the Japanese invasion closed all mining operations in 1942.

The demand for raw materials for European factories and markets during the Industrial Revolution caused European powers to explore and colonise Africa, Asia, the Pacific, and North America.

The map illustration below shows the Pacific island territories that were colonised.



Map Illustration 11.2.2.4d: Pacific Colonisation

Negative Effects

Westerners brought both tragedy and innovation to the Pacific region. Western diseases such as smallpox, tuberculosis, and measles devastated populations in Oceania, particularly in Polynesia. In some areas whole islands were nearly depopulated. During the 19th century, France, Britain, Germany, and the United States annexed most of the islands of the Pacific that had not been previously claimed by colonial powers.

Colonisation brought great increases in trade, whaling and missionary activity. However, tensions between Westerners and native peoples increased.

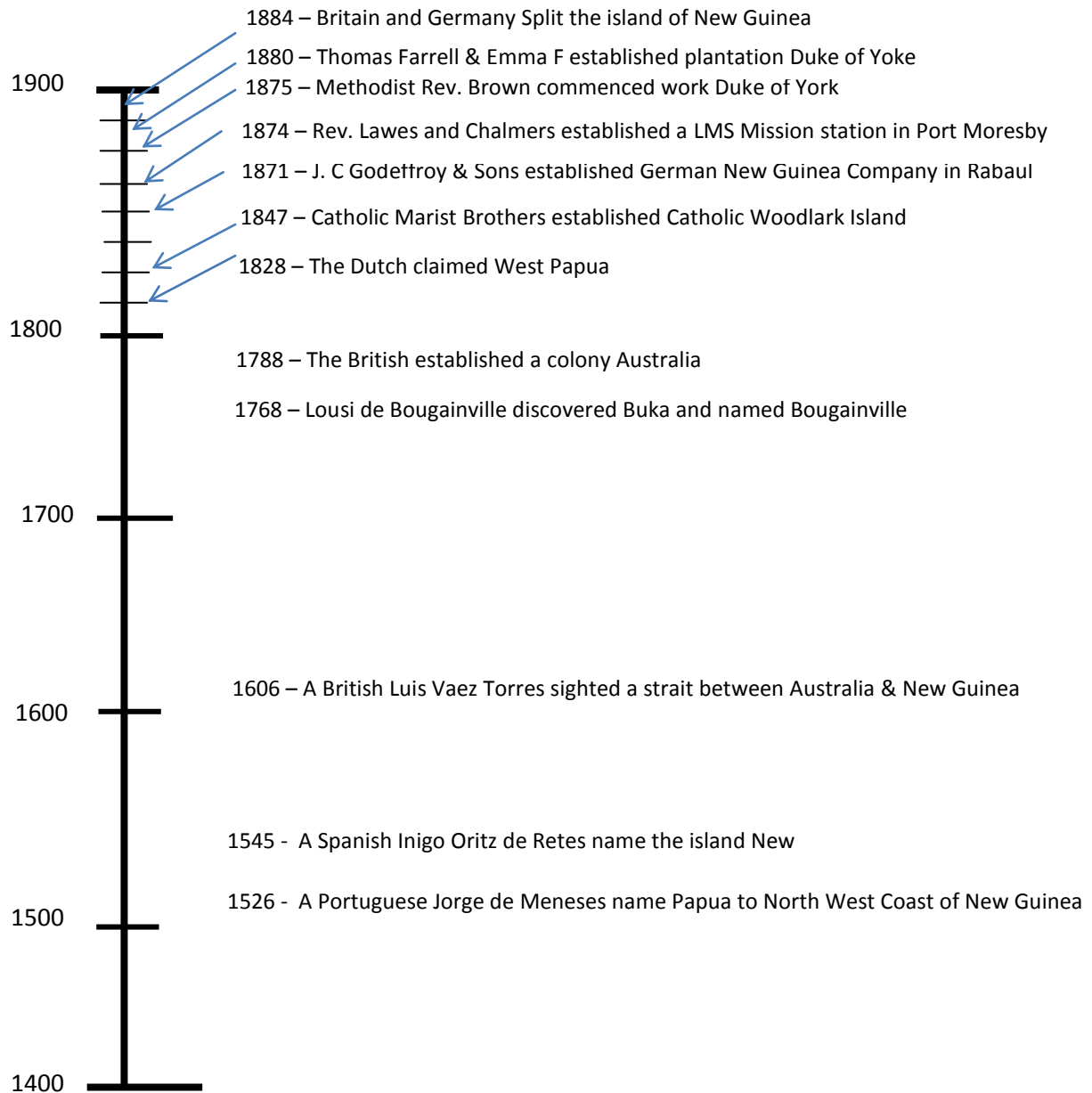
1. In 1834, Fijians killed the entire crew of an American merchant ship, the *Charles Dogett*. As a result, Westerners intimidated the islanders and even destroyed their food gardens and homes. Many chiefs were converted to Christianity, and Western forms of government slowly replaced traditional systems, bringing great cultural changes. Again, Fiji was a good example to undergo these changes. In 1854 Cakobau, one of Fiji's most powerful chiefs converted to Christianity bringing an end to Fiji's centuries-old practice of cannibalism. Amid disorder and opposition, Europeans placed Cakobau in charge of a newly created national government, but when the disorder continued Cakobau requested Britain to annex the islands. By the 1870s Fiji was Britain's headquarters in the Pacific.

2. Another negative impact of Westerners was a 19th-century practice called **black birding**. Natives, nicknamed blackbirds, were recruited or often kidnapped outright to work as labourers in Australia and South America. The labourers were subjected to horrible working conditions



often little better than slavery. The islands of Melanesia, specifically the Solomon and Vanuatu, lost many inhabitants as a result of cheap labour recruitment referred to as black birding. Study the timeline below of early European arrival.

TIMELINE SHOWING THE ARRIVAL OF EUROPEANS IN NEW GUINEA DURING 19TH CENTURY



Source: NDoE, Papua New Guinea

World War II

On December 7, 1941, Japan opened the Pacific war by bombing Pearl Harbour. Japan continued to extend its influence across the Pacific in late 1941 and early 1942. By mid-1942, the peak of the Japanese advance, including New Guinea, Australia and west of the International Date Line. Allied forces made up of (Britain, France, USA, and Australia fought bloody battles to regain the islands, including desperate struggles in the Battle of Iwo Jima, and



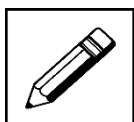
the Battle of Kokoda Trail. In this war many innocent Pacific islanders lost their loved ones and a severe destruction was done to their environment.

Now read the summary.

Summary

- There were different groups of Europeans that came to the Pacific and for various motives.
- The first group of people to have come into the Pacific were explorers followed by traders, miners, and missionaries.
- There were different missions that came to Papua and New Guinea.
- The first Christian station was established by the French Marist Catholics on Woodlark Island in the Milne Bay Province in 1847.
- The missionaries were the first group of foreigners to really affect the lives of New Guineans through the Gospel.
- The missionaries set up schools and aid posts to help the local people.
- The German missions were encouraged to spread the German language and culture.
- The LMS brought other Pacific island missionaries and volunteers to work in Papua.
- The Pacific island nations came under a tremendous threat by colonial influence and exploitation of its human and natural resources.
- The British, French and Dutch became powerful imperial nations by their influence and extension in the Pacific.
- Westerners brought both tragedy and innovation to the Pacific region.
- Japan brought the Americans into the war by bombing the U.S. military base in Hawaii.

Now do Activity.



Activity 11.2.3.1

1. Name the first two European countries to enter the Pacific region.

2. In what year did Dutch claim West Papua?

3. What were the main motives of Pacific exploration and colonisation?



-
-
-
-
4. List the negative effects on the Pacific islanders?
-
-
-
-
5. What is the main reason for the coming of explorers and traders to the island of New Guinea?
- a. Explorers
-
- b. Traders
-
6. Summarise the one main role of a missionary.
-
7. Briefly describe how the missionaries helped the local people.
-
-
-
8. What impact did the missionaries have on the local practices and customs?
-
-
-

Check your answers at the end of subunit 11.2.3.

**Sub topic 11.2.3.2: Effects, Reactions and Blackbirding**

In the previous sub topic, you looked at Explorers, Traders and Missionaries that came and the effects of these newcomers on the Pacific people. In this sub topic, you look at Effects, Reactions and Blackbirding in the Pacific.

By the end of this sub topic, the students should be able to:

- Define and explain the terms Blackbirding
- Identify and explain the places slave labourers were taken to work at
- Discuss and explain the reactions and negative effects of blackbirding on the Pacific people

In different places the indigenous people reacted differently when they first contacted the Europeans. From written records and personnel accounts from the Europeans we have a fair idea of how our people reacted to the Europeans and their respond to them. In some societies they believed that the people with pale skins were the spirits of the ancestors returning from the dead. With this in mind the villages tried to accommodate the new arrivals into their traditional ways of thinking.

In many other places they regarded the foreigners as living human beings and resented the invasions of their territory and use of resources. Traditionally, our people did not allow another tribes man to enter another's territory without permission. It was seen morally wrong to step into someone's area and they saw the white men coming into their area uninvited.

A reaction is a response to something. A response can either be positive, negative, friendly or hostile depending on the situation one is involved in.

Hostile Reactions

In the traditional sense, it is custom to fight aggressively to defend one's land and territory when someone intrudes or enters without proper approval from the village's chiefs and elders. This act is seen as an attempt to defend one's land rights and resources from being taken away and abused by someone other than one's own. One response to this invasion was to attack the intruders.

The following paragraphs look at a few examples of hostile reactions by both locals and foreigners on each other.

- An example of an attack on a party of Spaniards by the Mailu islanders in 1606 was recorded by Captain Don Diego de Prado. The Mailuans had built a strong fence of planks and canes surrounding their village of several hundred houses. To reach it the Spaniards had to go through a dangerous passage which had steep rocks on either side. Captain de Prado led a party to the area within gunshot range and apparently made signs of peace with the people. However, the local villages disregard these signs and prepared their bows and arrows and prepared to attack the team. When the Spaniards shot at the villagers they replied by throwing rocks and stones from the steep sides of the passage.



- Many villagers including women and children were slaughtered or killed by the Spaniards through the use of their powerful guns. When the villagers surrendered, de Prado used more force by taking fourteen children on board the ship and allowed the rest to go back to their villages. The children were taken away by force and without their consent were baptised as Catholics in Manila in the Philippines. They were never returned to their villages and it is presumed they settled in Philippines and probably died there.

Reactions of the Local People towards the Europeans

As first contact is concerned, not all encounters were hostile and chaotic. In some places of New Guinea many Europeans were welcomed and even invited to dine with them in their houses.

The best example is that of the Russian Scientist Miklouho Maclay who was able to socialise with the local people and lived with them. He further studied their cultures and even decided not to use fire arms when faced with hostility. He used words to cool them down.

By 19th century a number of coastal and island villagers were familiar with European traders and missionaries. They brought many new goods and got the attention of the people. Some local people even jumped on the ships and travelled short distances with the Europeans. Men from Woodlark Islands were engaged as ship crews who often visited Sydney, Australia. The local people were employed as carriers and labourers as well as crew on trading vessels and whalers. Some traders used local agents to supervise the smoking of sea cucumbers which they left to cure in sheds. They also used local agents to supervise the smoking of sea cucumbers which they left to cure in sheds.

The Europeans used local people as interpreters to communicate well with those people who could not understand the language Europeans were using. Communication was established through the development of a language which came to be known as 'Melanesian Tok Pidgin' or Pidgin English. Tok pidgin came to be used by Papua New Guineans from different regions to communicate with each other as well as with Europeans.

Some villagers accepted the foreigners reluctantly but, recognising the Europeans super power, took the view that, 'if you cannot beat them then join them.' This is the feeling and misunderstanding of the local people about the Europeans. They (Europeans) came with lots of cargo and high powered weapons that can kill ten people at once and this become a fear to some locals. As such they were left with no choice so decided to surrender or work with the Europeans amicably.

Blackbirding

Black birding is a system of forced labour recruitment used by foreigners on the local people. Natives, nicknamed blackbirds, were recruited or often kidnapped with force to work as labourers in Australia and South America. They were subjected to horrible working conditions often little better than slavery. The Melanesian islands, especially the Solomon and Vanuatu, lost many inhabitants as a result of **black birding**. The word, black birding means taking Pacific islanders by force to work for the colonial masters in large sugar plantations in Queensland, Australia. Papua New Guineans from the coastal areas were taken to foreign land to work in plantations. In 1884 the Queensland colonial administration banned black birding. In 1901

there were approximately 10, 000 Pacific Islanders in Australia working in large sugar farms and plantations. About 3, 000 people were repatriated between 1906 and 1908. Some volunteered to join the group because they wanted to see the world of the white men. Since they were never travelling such a long distance that this labour recruitment was perceived as an opportunity to travel and see many places and the new world.

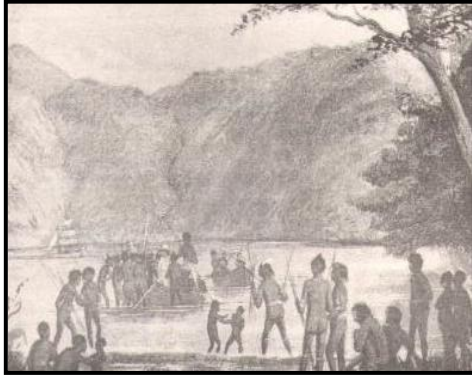
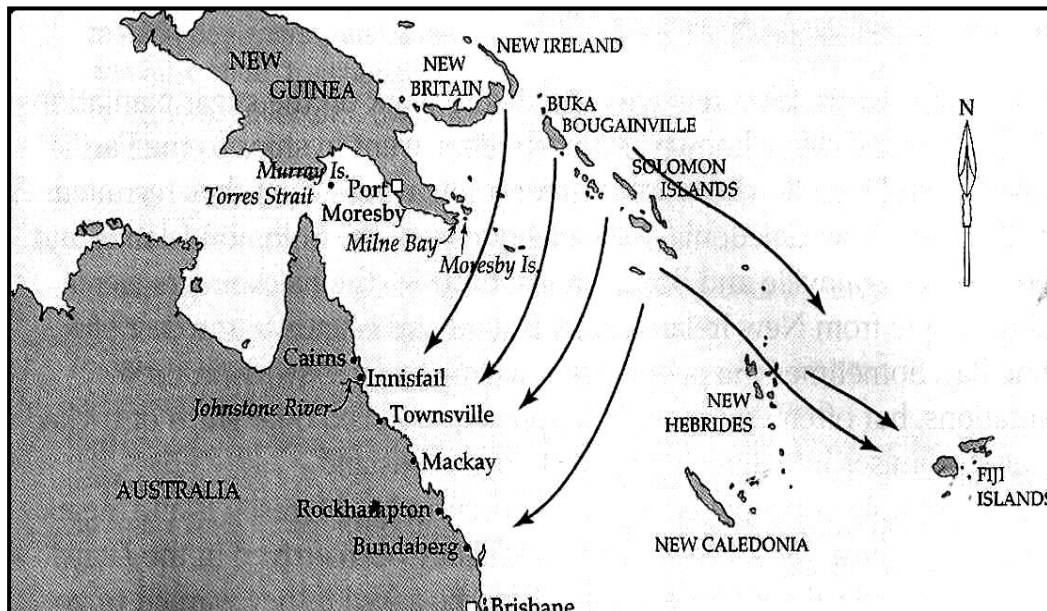


Figure 11.2.3.5a: Relatives saying goodbye to loved

The Pacific Islanders were taken to Queensland to assist with heavy physical labour the white plantation owners could not perform themselves. The plantation owners wanted Pacific islanders because they were cheap and hard working. They can work very long hours without complaining to their superiors and so-called masters. The pacific islanders were seen as suitable labour because the white labourers so expensive to employ. Their rate was higher than the Pacific islanders who cheaper.

Systems used to recruit labourers

The system involved ships going to Pacific islands, usually the Solomons, where the captains would recruit workers whom they called 'kanakas'. The kanakas were persuaded to sign contracts for three or four years. After this time they could renew contracts or return home. They brought these cargo ships and handpicked them with many falsified stories. They handpicked and shipped the kanakas to the plantations.



Map Illustration 11.2.3.5b: Labourers were taken from Papua New Guinea and other Melanesian countries and sent to Queensland, Australia. The direction of movement of labourers.



The effects and Significance of Labour Trade

The Pacific islanders experienced a harsh work pressure in the plantations which was not normally experienced in their villages. When they were taken away from their villages and environment, these labourers found it very difficult to adapt to the environment and socialise with people of different cultures. They could not communicate fluently in the English language as it was the common language used in these plantations. Until 'tok pidgin' became commonly used among the communities, communication problem became a thing of the past.

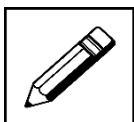
One positive aspect of the labour trade was experienced on their return to their villages where, men took metal tools such as steel axes and bush knives. These tools moved quickly into the traditional trading network and spread though out New Guinea. Even before the white men actually penetrated the highlands and interiors of the mainland New Guinea people were already using steel tools such as axe and bush knives. They used blankets for sleeping and modern clothing to cover their bodies. In other words black birding was also good because our people were already introduced to this modern tools and gained knowledge about the outside world. It was also a learning experience for them, where the knowledge and skills learnt enabled them to look after their families as well.

Now read the summary.

Summary

- There were hostile as well as friendly reactions amongst the local people and foreigners.
- Black birding is a system of forced labour recruitment used by foreigners on the local people. Natives, nicknamed blackbirds, were recruited or often kidnapped with force to work as labourers in Australia.
- The Pacific islanders experienced a harsh work pressure in the plantations which was not normally experienced in their villages.
- A positive aspect of labour trade was returning home with steel knives and tools to use in gardening and house building.

Now do Activity.



Activity 11.2.3.2

1. Why did New Guineans brand Europeans as thieves?



2. State the reason why the local people changed their mindset about the Europeans.

3. Define blackbirding.

4. Why did the Australian plantation owners favour Pacific islanders to work for them?

5. List some advantages of blackbirding to the islanders.

Check your answers at the end of 11.2.3.



Sub topic 11.2.3.3: The Coming of Administrators

In the previous sub topic, you looked at Effects, Reactions and Blackbirding in the Pacific. In this sub topic, you look at the Arrival of Administrators in the Pacific region.

By the end of this sub topic, the students should be able to:

- Define the term Administrator
- Identify the motives for the arrival of administrators
- Discuss and explain the effects and reactions of local people

An administrator is someone who takes care of a group or organisations. They are appointed or elected by the authority to take control and oversee the general operation and running of the administration. Colonial administrators were representatives of trading companies and their main interest was to protect the interests of the European traders and settlers and govern in a way that would make the most profits for them.

Administrators and government representatives had a great impact on the lives of Papua New Guineans. They brought peace to the people and taught them about organised ways of doing things.

Settlers were people who came into a territory to live and do their business. Many settlers accompanied their country representatives or colonial administrators. When a country claimed possession of a protectorate settlers moved in to do business and help the colonial administration. Settlers searched for better living conditions and suitable environments to permanently settle in.

In the early 1880s the British colonial government in Queensland, across the Torres Strait, became alarmed by German commercial activity in New Guinea. Britain became suspicious of German annexation of New Guinea and fearing the security threat this posed, Queensland claimed south-eastern New Guinea (Papua) for the British Crown in 1884. The British government in London did not immediately recognise the action, although pressure from its Australian and New Zealand colonies prompted Britain to formally establish a protectorate over south-eastern New Guinea in 1884. A few days earlier Germany had claimed north-eastern New Guinea, and in 1884 the British and German empires agreed upon the borders of British New Guinea and German New Guinea. This means the island of New Guinea was divided between Germany claiming (New Guinea coastal mainland and islands) and Britain claimed Papua and eventually agreed with the creation of a border.

In 1901 Britain's Australian colonies became states in the independent Commonwealth of Australia. The new nation assumed the administration of British New Guinea, which was formally transferred to Australia in 1906 and renamed Papua. The Australian lieutenant governor pursued the sometimes-conflicting policies of exploiting Papua's natural resources and improving the lives of the Papuans.

On the other side, a German company was given German New Guinea to administer by Germany. When the company's plantations failed to make a profit, the German government

assumed control of the colonial administration in 1899. Germany concerned itself primarily with improving the lives of the foreign settlers. Although the Germans introduced commercial plantations, created a small road network, and improved sanitation, the lives of the New Guineans were either little improved or made harsher. At the beginning of World War I (1914-1918) an Australian military force occupied German New Guinea and remained there throughout the war. After Germany's defeat, the League of Nations granted Australia a mandate to rule the German colony, which was renamed the Mandated Territory of New Guinea. Plantations and agriculture were expanded. The discovery of gold in the 1920s created a gold rush. The Australians extended the education system, but they were generally less concerned with native rights in the mandated territory than in Papua.

There had been several hundred years of contact between foreigners, Asians and the Europeans with the people of Papua New Guinea. In 1828 the Dutch Government claimed the western half of the main island of New Guinea and established a boundary at 141st meridian east longitude.

The British and the German governments divided the island of New Guinea without even consulting the people. They claimed possession of the land, resources and the people who inhabited this part of the world without their approval or agreement. One reason is that the plantation owners of Queensland wanted continued access to cheap New Guinea labour to work on their sugar cane plantations. They regarded the Pacific islanders as the cheapest labour to employ; they wanted to maintain the plantation labour supply from New Guinea.

The Germans claimed the north-east in order to establish German businesses and exploit the land and the labour. The vast majority of the people, especially those from the Highlands of New Guinea did not know that their land was divided by the foreigners. Even the coastal people who had regular contact with the Europeans did not understand the division of their land and resources.

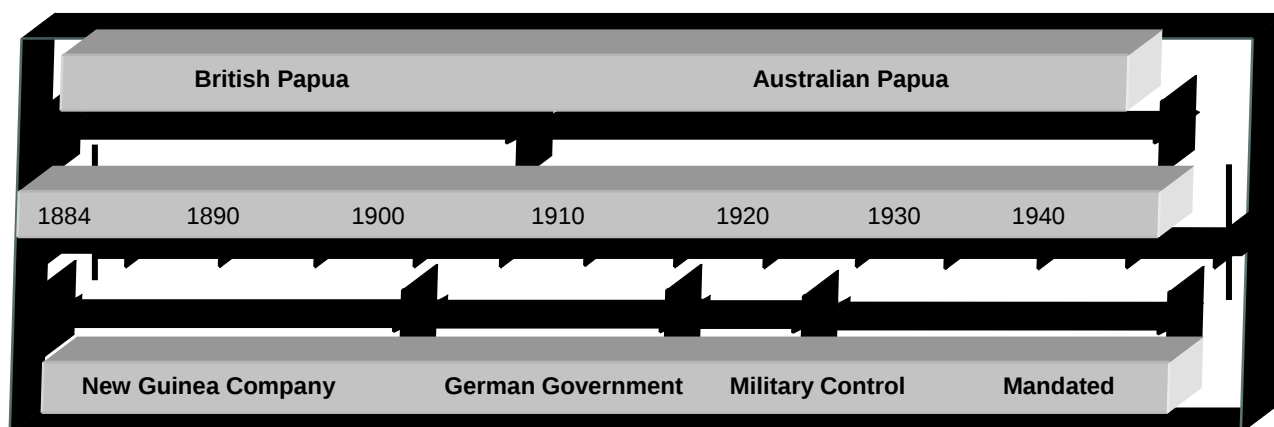
See map illustration below of New Guinea and Papua Protectorates.



Map Illustration 11.2.3.7a: New Guinea as British, German and Dutch protectorates.

The timeline here shows New Guinea and Papua administration.

TIMELINE FOR THE ADMINISTRATION OF NEW GUINEA



British New Guinea and Australian Papua 1884 - 1914

- 1884 – Britain and Germany divided the island of New Guinea between them.
- 1888 – Sir William Macgregor became governor of British New Guinea
- 1891 – Anglican mission established at Dogura, Milne Bay. Methodist began work in Milne Bay. Burns Philp and Company Ltd established a branch in Port Moresby.
- 1898 - George Ruthven Le Hunte Succeeded Macgregor as governor of British New Guinea.
- 1905 - The Australian Parliament passed the Papua Act under which it took responsibility for the administration of British New Guinea and renamed it the Australian Territory of Papua.
- 1906 - Royal Commission established.
- 1907 – Hubert Murray appointed acting administrator and (in 1908) Lieutenant Governor Papua
- 1910 – Bank of New South Wales established in Papua. Gold found at Lakekamu Region
- 1914 – Outbreak of World War I as a result Australia took over German New Guinea.

German New Guinea Company

The New Guinea Company was formed in May 1884. It hoped to make profits by using local labour to work on copra, cocoa and tobacco plantations over land taken away from the local people. The German government gave the administrative authority to the German New Guinea Company to administer the area. The company policy was directed by businessmen based in Berlin. Their motives were for economic gains. They wanted to establish plantations and many business people from Germany invested. More German settlers moved into the territory and established plantations.



The company director, Adolf Von Hausemann, never visited German New Guinea. In June 1885, company representatives sent out from Berlin to prepare the way for German settlers. In November 1885, they were welcomed. The villagers thought they were relatives returning from the dead. The German New Guinea Company administered the area for 30 years.

The German government took direct control of German New Guinea. The German government appointed Albert Hahl, as the administrator to extend German influence and encourage the development of plantations. The Germans had more money than in Papua. They built roads, bridges, hospitals, colonial district offices, police posts and expanded the police force. The Germans left German New Guinea in 1914. They taught German language in the village schools under their colony. German administration wanted the people to think and do things the way they do their normal business. Australian forces took control of German New Guinea from 1914 to 1922. Australia was formally given the mandate to look after the mandated territory until 1942 when the Second World War broke out.

Why did Australians fear German Influence?

German occupation in New Guinea was seen as a threat so Australia sought advice from their mother-country Britain. From the 1870s, the governments of Queensland and other Australian colonies requested Britain to take control of all eastern New Guinea and neighbouring islands. German traders were already settled in New Britain and the Duke of York Islands, they pleaded with their government to annex New Guinea before the British moved in. During that time there was fierce rivalry between British and German traders throughout the Pacific. They were fighting among themselves and often these traders forced their countries to claim colonies.

British refusal to Annex East New Guinea

Britain, which has already possessed many colonies worldwide, had no special interest in eastern New Guinea. Australia itself was not able to claim colony of east New Guinea because a colony cannot claim another colony. However, as Australia put more pressure, Britain intercepted and it raised its flag at Port Moresby. This is because they do not want to spend money running the colony. The German government also had assured Britain that they do not intend to claim a colony in eastern New Guinea.

Australia's response to British refusal

The Australians were unsatisfied with the opinion of their mother country. Therefore, they became increasingly determined that Germany should annex east New Guinea. In 1878 Queensland increased her boundary in the Torres Strait to what it is today. By 1883, the Australians, especially the Queenslanders, were very nervous about the situation to their north.

The Queensland premier, Sir Thomas McIlwraith, was convinced that Germans were about to annex eastern New Guinea. He sent a telegram to the police magistrate on Thursday Island, Henry Chester, ordered him to claim all of eastern New Guinea in the name of the British Crown.

British response to Queensland action

For a time the British government cannot shallow the Queensland decision. Technically a colony cannot annex another colony. On the other hand many British disagreed with Queensland's native labour traffic or black birding.

The British government did not like Queensland annexation of New Guinea and assured Queensland that Germany had no intention of colonising east New Guinea. The British were wrong and in the following year Germany announced that she intends to claim possession of eastern New Guinea. This made the British changed their mind and made their intention known to colonise south east New Guinea.

Formal declarations by Britain and Germany

The British government refused to accept Queensland's action but said was willing to take control of New Guinea that is if Australia would pay all the administration costs of the new colony. The two agreed and, in August 1884, the Queensland government passed a law guaranteeing £15, 000 to be set aside for New Guinea each year.

On the 3rd of November 1884 the Germans declared their control over north eastern New Guinea as a colony. Three days later on the 6th of November 1884 southern east New Guinea was declared a British protectorate. This declaration gave notice to other European powers to keep out and gave the British a limited degree of control and a greater ability to protect its Australian colonies in Australia.

Motives for Annexation

As you can see, the motive for the British annexation of New Guinea was to protect the British people in Queensland. The Australians, especially the Queenslanders were afraid of the Germans and their persistence was paid off by the British declarations.



Figure 11.2.3.7b: The rising of the British flag at Port Moresby, 6th November 1884

The function of the German protectorate established by the German government in North East New Guinea in 1884 was economical. It was to protect her interest in seeking to exploit the land, resources and local labour. Though they built infrastructures like roads and bridges in the colony their main motive was to do business. The German colonial administration encouraged and protected the rights of its own German citizens. They disregarded the rights of the indigenous people. Traditional land was taken away at their own risk as if they were the customary landowners. For Germans there was no such thing as land mediation or consultation, instead they went ahead and established large copra and cocoa plantations.



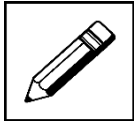
The Australians also had their own interest in interfering with the possession of New Guinea. Australia also used the New Guinea islanders as cheap labourers to work in the large sugar plantations in Queensland and other parts of Australia. Perhaps their persistence to colonise the entire New Guinea could be for economic reason because Australian miners were the first people to do gold mining in New Guinea. The argument is balanced here that all European countries had their own individual interest in the way they handled the colonisation issue over New Guinea.

Now read the summary.

Summary

- An administrator is someone who is in charge of or administers an organisation or colony.
- Administrators and government representatives had a great impact on the lives of Papua New Guineans.
- Settlers were people who came into a territory to live and do their business.
- The island of New Guinea was divided between Germany and Britain with the creation of a border.
- Upon Australia's political independence, the administration of British New Guinea was transferred to Australia in 1906 and renamed Papua.
- New Guinea was administered by the German New Guinea Company since 1884.
- The Germans left New Guinea at the start of the First World War, in 1914.
- Australian forces took control of German New Guinea from 1914 to 1922. Australia was formally given the mandate to look after the mandated territory until 1942 when the Second World War broke out.
- German occupation of New Guinea was seen as a threat to Australia.
- Britain already had many colonies all over the world and was not keen on annexing southern east New Guinea, until later when the Germans annexed New Guinea.
- The Queenslanders' main motive in persuading Britain to annex southern east New Guinea was basically to protect the British settlers in the Queensland colony.

Now do Activity.

**Activity 11.2.3.3**

1. What is the work of an administrator?

2. The Australian Parliament passed a law called “Papuan Act”. What was this law all about?

3. Differentiate between annexation and protectorate.

4. Write True or False to the following statements.

- (a) Germany’s main motive in annexing New Guinea was purely political. _____ F
- (b) Queensland was still a colony of Britain when it wanted Britain to annex south New Guinea. _____ T
- (c) The main reason why the British annexed southern east New Guinea was to protect its people in Queensland. _____ T
- (d) The German’s left New Guinea in 1942 to go and fight World War II. _____ T
- (e) In 1888, Sir William Macgregor became governor of British New Guinea. _____ T

Check your answers at the end of 11.2.3.



Sub unit 11.2.3 Summary

Sub unit 11.2.3, looked at the different groups of people that came to New Guinea and into other parts of the Pacific. Explorers came before the others beginning the 16th century sighting land. Followed by explorers came traders with the purpose to trade for spices and other resources. Planters came to New Guinea to plant cash crops and make profit. The main motive for these Europeans to come was to make profit and accumulate wealth.

Their coming to New Guinea had a major effect on the people in the long term. The indigenous people reacted mostly negatively towards the early Europeans particularly explorers. A primary effect on the people was the abuse of human labour and exploitation to be forced to work in sugar plantations in Queensland and in East New Britain, New Guinea Islands.

Another group of Europeans that arrived were administrators. Administrators brought about many social and economic development and changes in the lives of native New Guineans.



Answers to Activities 11.2.3

Activity 11.2.3.1

1. Spain and Portugal
2. In 1828
3. They came for various reasons
 - For economic reasons/trade
 - Labour recruiters came to recruit labourers
 - Planters – came to establish plantations
 - Miners – explore mineral resources
 - Missionaries – spread the gospel
 - Colonial administrators
 - Political influence and show of strength and power
4. Negative effects

Europeans introduced diseases that nearly wiped out the population of some islands.
5. Many foreigners came into the Pacific and New Guinea as explorers and traders. The explorers included government officials, miners, scientists and those who had hidden motives. While the traders came to trade their goods with the locals and many settled and established plantations.
6. A missionary is someone who volunteers to spread the gospel of Jesus Christ.
7. The missionaries were able to preach the gospel and change the lives of people to turn away from their bad habits. They were able to socialise well with the local communities therefore; the colonial administrators used the missionaries to extend their administrative roles.
8. Missionaries established
 - Schools, aid posts
 - Employment/pastors
 - Establish links between the colonial administration and the local people
 - Became like agents of change

Activity 11.2.3.2

1. The Europeans entered their territories uninvited because in their custom a stranger has to be invited before entry.
2. The local people changed their mindset when they realised that Europeans had large cargoes and wealth that is incomparable to their own. Eventually the locals surrendered as they were attracted by the white men's goods.
3. It is a system used to recruit Pacific islanders to work for Europeans in the large sugar plantations in Queensland. It was a forced recruitment and they were lowly paid for the labour provided.
4. The plantation owners perceived that Pacific islanders were cheap and hardworking people than people from other regions who were already engaged in the farms.



5. Some of the advantages to the labourers were:

- They were introduced to steel tools
- Learnt new skills and knowledge on how to look after themselves
- Exposure to Western culture and easily adopted

Activity 11.2.3.3

1. An administrator is someone who takes care of a group or governs and introduces laws to control the group.
2. Under the 'Papuan Act' Australia declared the responsibility for the administration of British New Guinea and renamed the territory as Australian Territory of Papua.
3. A protectorate is an area that is already under the security of someone and no intruder can enter or claim the area. Annexation is a state where someone set foot without formally claiming the area.
4. State True or False
 - (a) False
 - (b) True
 - (c) True
 - (d) True
 - (e) True



Sub unit 11.2.4: European Imperialism in Papua New Guinea

Introduction

In this sub unit, you look at how Europeans continue to colonise Papua New Guinea through administration. By 1884 onwards both Papua and New Guinea were governed as separate protectorates by the Germans and British.

Through these colonial administrations, traditional land and resources were exploited as well as human labour. The local people were introduced to working long hours at the plantations. Such changes led people to realising the motives behind European administration.

In the following sub unit, you will look at how the native people responded to European imperialism.

**Sub topic 11.2.4.1: German Administration**

Welcome. In the last sub topic, you looked at Arrival of Administrators in the Pacific region. In this sub topic, you look at German Administration in New Guinea.

By the end of this sub topic, the students should be able to:

- Identify and discuss the German administration
- Discuss the motives of the German Administration
- Discuss and explain the effects and reactions of local people on German Administration

In some instances local people were resistant and aggressive but the Europeans pursued their goal and which was to settle permanently.

German New Guinea Company (1885-1889)**1. New Guinea Company's Activities-Mainland**

The indigenous people were new to the changes that were taking place too fast on their land. For example, the local people supported the establishment of plantations on their land taken over illegally by European settlers and company officials. It was reported that the whole family and tribesmen were involved in clearing bushes and planting the cash crops in those plantations. In return, they were offered axes, bush knives, mirrors and some clothing. Through this arrangement the Germans thought that they were firmly established as the locals were already supporting them.

The local people only worked for certain hours and days as it is their custom and tradition. Once they had possession of the steel tools and other products to make life easier, the plantation labour force dropped dramatically. The company's labour force went from bad to worse which put a lot of pressure on the company's management.

The company was forced to recruit labourers from the nearby islands. However, the islanders saw the plantation as places of violence and death. The German Company brought in Indonesians and Malaysians to work on these plantations but many of them died from malaria.

2. New Guinea Company's activities-Islands

The German New Guinea Company employed different people to work on plantations. These settlers began to understand the local culture because of their long association. They also feared and recognised that the local people could exercise real power over them. These settlers knew the expectation of the people like the taboos. The taboos includes, shooting pigs, taking village women away, and returning the labour recruits to their villages.

Unlike Company officials on the mainland, most of these settlers believed that local people deserved respect. They respected their customs and daily ways of doing things. Slowly the similar labour problems in the mainland also developed on the islands. The Tolai resented the loss of their land to planters who interfered with their sacred places. This resentment also erupted into violent conflicts and civil unrest in the plantations.



Places under German New Guinea

Mainland Territory	Islands Territory
Morobe Province	Manus Province
Madang Province	New Ireland Province
East Sepik Province	East New Britain Province
West Sepik Province	West New Britain Province
	North Solomons

These provinces were governed by the German New Guinea Company whose prime motive was economic gain. The Company established some major cocoa and copra plantations on the mainland and the islands. The local people gave up working very long hours in these plantations which they were not used to in their customs

The German Imperial Administration (1899-1914)

The New Guinea Company was given the role of administering the territory on a temporary basis for business and economic reasons. However, when the company failed to attract local work force to work on the plantations the German government took over the administration in 1889. The first and only German government appointed governor Albert Hahl was an experienced colonial administrator and manager. He decided to extend the German influence and revive the failing plantations. Hahl governed German New Guinea until the territory was taken over by Australia at the outbreak of World War I in 1914.

Albert Hahl continued to maintain the administration as set out by the German New Guinea Company. He established Madang as the headquarters for the north-east of the mainland. For the Bismarck Archipelago, he established headquarters at what is now Kokopo in the East New Britain Province for the islands region. Each district was managed by officers who maintained law and order. It was paramount to make sure it was profitable for the Europeans.

Albert Hahl ensured the safety of the Europeans was guaranteed and recruit many labourers to maintain the plantations. He built administrative offices, roads and wharves. Hahl also commanded a police force of up to eighty armed local police.

From 1911 the police force numbered up to 125 and was based in Rabaul. They were called out to contain any disorder throughout German New Guinea. The Germans gained control of the mainland coast only, whereas the inland including the highlands remained untouched.

Establishment of Effective Administration and Control Systems

There were two other colonial stations based at Madang for the mainland or Momase region and Kokopo for islands or New Guinea Island. Hahl further extended colonial administration at Kavieng, Namatanai, Kieta, Rabaul, Lorengau, Aitape, Angoram and Lae. Hahl built his headquarters at Kokopo until 1906, when it was moved Kavieng.

Hahl appointed a council of senior officials and private settlers to advise him on the administration of the colony. The Germans had intended for a rapid economic change and to achieve this dream he appointed resident magistrates in Rabaul, Madang and Keviang. This number had later increased to 100 German officials by 1914.

In order to have direct control over the villages, Hahl appointed local headmen known as 'luluais' as a direct agent of the colonial administration. Their roles were limited to solving village disputes, however; big cases such as death were referred to the German Courts. The luluais were involved in assisting the German officials recruit labourers. These local luluais were also involved in supervising the work on the plantations as well as building and maintaining roads in the colonies. Later Hahl appointed 'tultuls' who assisted the luluais in maintaining control and order in the villages and plantations. Tultuls were comprised of locals who formerly served the Europeans and had experience working in the plantations. They were also former police officers and plantation labourers.

Labour Recruitment and Regulations

Administrator Hahl experienced similar problems in German New Guinea especially in labour recruitment drives. This situation contributed a lot in the general economic progress of the Imperial German administration. Many people responded that they had surplus of food in the gardens and were no longer interested in working for someone else.

In Madang a few people volunteered while in Huon Gulf labourers refused German money and demanded to be paid in pig's teeth. As a result German planters encouraged the Administrator to introduce Liberal Labour Policies. However, the planters wanted all men to be forced into working in those plantations. They were also former police officers and plantation labourers.



Figure 11.2.4.2a: A mainland luluai.

Luluais were made as agents to monitor that every unmarried man had to work for at least three years on a plantation. In 1903 Germans introduced a new labour law that ordered the people to work up to four weeks a year in building roads, bridges, and cleaning the houses of the settlers. The local villagers were encouraged to plant twenty new coconut palms for each young man in the village. Another way introduced to get men into the plantations was through the introduction of the head tax.

In German New Guinea alone luluais were chosen from village elders who made sure that the new laws made by the colonial administration was followed by the people. Luluais, tutuls and village constables and village councilors sometimes went against other village people, like the sorcerers who were traditionally powerful people. These people helped to bring the European type of government to many parts of Papua New Guinea. They also helped to break down many of the customs and traditions of the people.

The law breakers were punished and as a result these new laws brought many changes to the lives of many Papua New Guineans. It generally changed the worldview of the people and they were able to look at the world and people differently. In order to pay the tax, villagers had the opportunity to sell copra or vegetables. Otherwise they had no choice but to work on the



plantations to earn an income in order to pay for the tax. These are some of the techniques the German administration introduced to capture the people to work for them indirectly. Their main aim was to make as much profit as possible through the use of local resources and exploitation of human labour. These aspirations were achieved through the introduction of these policies. Some people resisted to work for the Europeans while some others obediently worked for them. For some, the cash and experience gained from the Europeans as *labourers*, police, *tutuls* and *luluais* were useful skills for later use in their villages. When these people returned to their local communities, they were more respected and perceived as people with skills and knowledge about the outside world.

Job attraction and opportunities for locals

The Germans worked only along the coastal areas and much of the interior highlands region of the mainland was untouched. Some patrol officers sent there were attacked or died of severe malaria. However, not all locals were unwilling to work, because some of them liked the jobs brought by the white men. Many of them left their villages and joined the police, personnel servants, and boat crew, and mission catechist to spread the gospel.

The impact of German rule in Gazelle Peninsula

The impact of German Rule in Gazelle Peninsula was the establishment of copra and cocoa plantations. There were several plantations established along the coastline near Kokopo and Rabaul that attracted many labourers. Many people were recruited as labourers to work on the plantations and in return were offered steel tools. Some of the impacts were the involvement of the local people into the local police force, personnel servants, guides, and boat crew and mission catechists. After a harsh experience of working for very long hours in plantations the people began to resist the foreign rule on their land. The locals strongly resisted the foreigners and in one incident locals destroyed the German administration block. This incident started a fight between the locals and the settlers. In Gazelle Peninsula alone, many people were introduced to the foreign ideas and education.

In 1890, there was a big dispute between the settlers and the Tolai people who saw a Filipino killed in the clash. Some local people took sides with the settlers and a big fight escalated where both sides saw severe destruction to properties. Many local people lost their houses and life stock such as piglets.

A few days later several Tolai warriors attacked one of the German owned plantations destroying the administration block and residential areas of the labourers. The labourers assisted the German settlers and a big fight erupted between the settlers and the local people. However, the Tolais were defeated because the German settlers used high powered gun and weapons to make the locals surrender to them. As a customary requirement, the settlers forced the local Tolais to pay compensation in the form of traditional shell money.

In 1893, a Tolai land owner killed a plantation owner's wife. In response a group of colonial administration officials accompanied by about 80 local policemen burnt down houses and destroyed their food gardens for the prime suspects over the killing of the business man's wife. The foreigners went to the extreme of killing those local people responsible for causing unrest in the colony and the plantations. The foreigners used high powered guns which was more powerful than those used by the local people.

This friction between the German administration and the local people created a very big difference between the two groups until 1914 when World War I erupted in Europe. The local people decided not to assist the Germans in the War and this also caused their down fall which saw the colony taken over by Australia.

German Missions

The colonial administration worked with the missionaries to spread the gospel and German language and cultures. They changed the mindset of the local people. Lutheran and Catholic missions were established at Aitape, Astrolabe Bay (Madang) and the Huon Gulf (Morobe). The Catholic missions were established in the New Guinea islands as far back in 1884.

By 1914 the Catholic and Lutheran missions were established in most areas where German colonial rule extended its authority and influences. Apart from religious instructions the missions conducted a school which taught simple mathematics and taught the German language. The missionaries pioneered to offer formal education to the local people. The colonial administrations were reluctant to provide education to the local people. Through the mission schools the local people became more aware of their roles and rights. They began to realise their place in the society and slowly realised their dignity. Many of the missions were funded and mainly staffed by churches in Germany. Some recruited local people worked as teachers, interpreters, typist, cleaners and support staff. Many of these missionary works were accepted by the people because it helped the community.



Figure 11.2.4.4a: Comparison of traditional and modern worship houses. Traditional worship houses were replaced by churches as shown here.

Many communities appreciated the education of their young children. They also provided health services and their teachings and guidance helped the people change their attitudes. The Christian doctrines and teachings even challenged the customs and traditions of the people. One such incident is prohibition of polygamy according to the Christian principles. Regardless, of customary challenges a lot of people accepted Christianity.

Missionaries and Community Services

The missionaries organised entertainments such as sports to take the attention of the people away from bad habits. It was believed that people could forget about their tribal differences



when they played sports. In German New Guinea soccer was introduced as one of the main sports used for social gathering. However, sometimes there were clashes between tribal groups in the sports fields. The missionaries used different tactics to get the people's attention and to keep them occupied with activities.

Agriculture Exports for New Guinea and Papua from 1893 to 1923

Cash Crop	1893		1903		1913		1923	
	N.G	Papua	N.G	Papua	N.G	Papua	N.G	Britain
Copra	2243	194	3126	332	17 300	794	39 151	3189
Tobacco	86	-	46	-	-	-	-	-
Cotton	38	-	100	-	-	74	-	-
Rubber	-	-	-	-	23	2	-	57
Cocoa	-	-	-	-	6	-	137	-
Sisal	-	-	-	-	21	113	-	343
Ivory Nut	-	-	9	-	118	-	27	-
Trepang	133	21	76	276	90	-	75	29
Pearl	2	-	409	22	320	n.a	409	-
Sandalwood	-	899	-	356	-	n.a	-	144

Figure 11.2.4.4b: Agriculture exports for New Guinea and Papua between 1893 and 1923

Now read the summary.

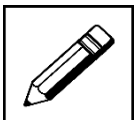
Summary

- German New Guinea Company took control of mainland and island New Guinea between 1885 and 1889.
- German New Guinea Company employed different people to work on plantations.
- German New Guinea Company established some major cocoa and copra plantations on the mainland and the islands.
- The local people were not used to working very long hours in the plantations and gave up as they were not used to in their custom.



- The German New Guinea Company was given the role of administering the territory on a temporary basis for business and economic reasons.
- In 1889, the German government appointed Governor Albert Hahl who was an experienced colonial administrator and manager to take over and run the affairs of German New Guinea.
- Hahl governed German New Guinea until the territory was taken over by Australia at the outbreak of World War I in 1914.
- Hahl appointed a council of senior officials and private settlers to advise him on the administration of the colony.
- Administrator Hahl experienced similar problems in German New Guinea especially in labour recruitment drives. This situation contributed a lot in the general economic progress of the Imperial German administration. Many people responded that they had surplus of food in the gardens and were no longer interested in working for someone else.
- The Germans worked only along the coastal areas and much of the interior highlands region of the mainland was untouched.
- The impact of German Rule in Gazelle Peninsula was the establishment of copra and cocoa plantations.
- The colonial administration worked with the missionaries to spread the gospel and German language and cultures.

Now Do Activity.



Activity 11.2.4.1

1. What is the main motive of Germany to establish the German New Guinea Company?

2. Compare how the workers performed for the German New Guinea Company on the mainland and islands.

3. When was Albert Hal appointed as governor of German New Guinea? (Refer to the table above).



- 4.
- (a) How did the Company make profit?
- _____
- (b) Which group of people represented this 'human labour'?
- _____
5. In what year was the Labour Force Regulation established?
- _____
- 6.
- (a) Which group of people resented the loss of their land to planters? _____
- (b) What came about as a result of such resentment?
- _____
7. What cash crop plantations were also established by the Company?
- _____
8. State the main roles and responsibilities of the tultuls and luluais. Complete filling in the table.

The major roles of tultuls and luluais	
Tultuls	Luluais

9. Which places did Germany establish its headquarters for the mainland and the islands colonies? Complete filling in the table.

German Headquarters and settlement in New Guinea	
New Guinea Mainland	New Guinea Islands



10. How did Germans engage the local people in their administration?

11. Why did the islanders refuse to assist the Germans during the World War?

12. What was the main reason why German administration worked with the missionaries?

13. Name the two major Christian denominations that Germans partner to administer the German colony.

14. Give reasons why Germans were not able to provide education to the local people.

Check your answers at the end of subunit 12.2.4.

Sub topic 11.2.4.2: The British and Australians in Papua (1884-1905)

In the last sub topic, you looked at German Administration in New Guinea. In this sub topic, you look at the British and Australian Administration in the Papuan region from 1884 to 1905.

By the end of this sub topic, the students should be able to:

- Identify and discuss the British/Australian administration
- Discuss the motives of the their Administration
- Discuss and explain the effects and reactions of local people on their Administration

The British had little interest in New Guinea because it had one of the biggest colonial empires throughout the world extending as far as Africa. British interest in Papua was to keep other powers out of the region because of Australia which was beginning to develop after being a former British colony. Britain did not use excessive force to take away land from the local people. In the British territory, the colonial authority decided which laws and rules should be made as well as ensuring that they were obeyed by the people. Courts decided if the laws were broken or not and this took several process and stages before a final decision was reached. This was the basis and the beginning of the colonial authority.

Captain James Erskine a British Naval Officer raised the British flag in Port Moresby on 6th November 1884 on behalf of the government of Great Britain. The British claimed the south-east of the island mainly to keep other powers out of the area. The British were not interested in using the people's land and labour for commercial purposes. The British officials protected the people and their land. The officers appointed by the British government to look after the protectorates were called special commissioners.



Figure 11.2 4.5a: Sir Peter Scratchley man in charge of the Protectorate

In December 1884 Sir Peter Scratchley became the first special commissioner who later died and he was replaced by Hugh Hastings Romily until 1886. Commissioner Romily was then replaced by John Douglas who recommended Papua become a British Possession instead of being just a British Protectorate. Sir Peter died by severe malaria. He lasted for only three months in office.

In 1888, the recommendations of Commissioner Douglas were considered when Papua formally became a British colony, a possession rather than just a protectorate. It was known as British Papua.

From 1888 to 1898 Sir William Macgregor a medical doctor by profession became the first governor of the colony. He established an administrative system that linked Port Moresby with the rest of the colony. Through this system he divided the colony into four parts which he called Divisions. He engaged a resident magistrate in each division, namely the Western Division was based at Daru, the Central at Port Moresby, the Eastern at Samarai, and a South East Division at

Misima. The resident magistrates take charge of the Armed Native Constabulary. The police was increased to 100 local recruits who assisted the colonial administration.

Sir Macgregor explored nearly all the main rivers, islands and highest mountains in the colony. He accompanied his patrol officers and made the villagers feel his style of leadership and the people recognised the presence of the colonial administration. Sometimes people's reception was hostile while some people friendly. In hostile situation the white men were assisted by the local police to talk to the people. He appointed village constables as an agent to the colonial administration. They provided uniforms and received an allowance of one pound a year. These village constables met colonial patrols and reported disputes, sickness and other problems in the villages.

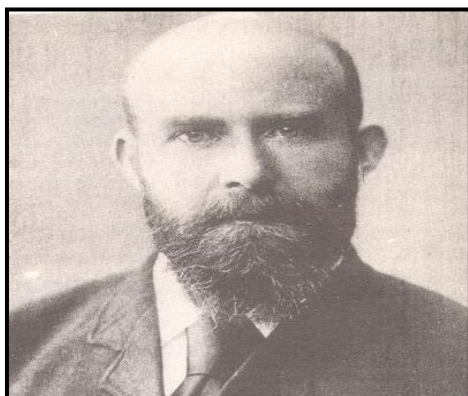


Figure 11.2.4.5b: MacMacgregor was the first British appointed Governor when British New Guinea became a colony in 1888.

Under Macgregor, the people were introduced to a new system of authority. The big man and chieftain systems were replaced by the colonial systems of authority where rulers were appointed by colonial authority. These people made the laws and they even punished the law breakers. The people had different views about law and order because the local people were used to their traditional customs and laws. The white man wanted to end tribal fighting but for the locals it is okay to take revenge. Macgregor is the pioneer Governor who worked tirelessly to change these world views of our people.

Economic Activity

The major industry that attracted the white man into Papua was Gold Mining. Many Europeans came to the colony in search of gold which started at Sudest and Misima Islands.

Trade in pearl, pearl shells, copra, beche-de-mer and sandalwood continued. Macgregor supported the idea of people becoming small cash-crop farmers to become self-reliant. He arranged all young man in each village to plant and look after 20 to 30 coconut trees. Through this scheme he wanted the local people to pay their head tax from revenue earned. Macgregor believed that colonies should be self-supporting and not rely on Britain.

Land and Labour Policy

Macgregor believed that the people should not sell their land to the Europeans. He ordered the sale of land to be approved by the colonial administration. He developed a policy to prevent Europeans from buying land cheaply. He lived with the people and understood the local systems of land ownership and tried to protect the land ownership. Macgregor did not allow labourers to be taken away long distances to work for Europeans. In 1892, he introduced a policy to coordinate the labour exploitation after he realised the abuse carried out in Queensland sugar plantations.

Health, Education and Missionaries

Though Macgregor intended to prioritise health and education, the failure was caused by trained professionals. May be one other reason could been funding and resources to

implement better health systems and education in the colony. He encouraged simple health and hygiene and communicated with the missions to provide a little education they could to the local people. Macgregor had created good working relationships with the Christian churches to carry out the colonial administration work in partnership. He wanted the missionaries to help his officers to establish friendly contacts with the local people to promote and spread European moral values. He allowed them to build schools, teach English language and make them able to write their own local language. Macgregor accepted the presence of the various missions where they had established their influence on the local people.

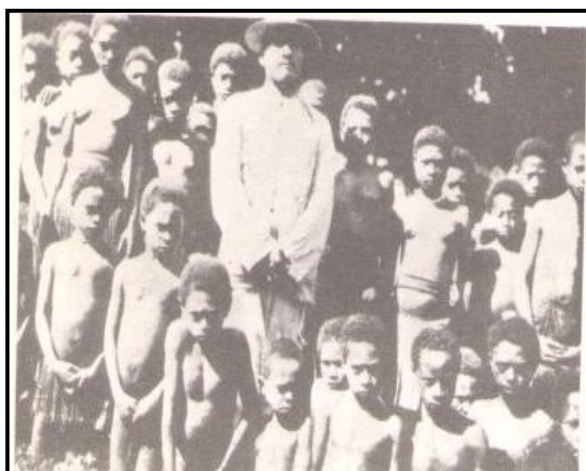


Figure 11.2.4.5c: A Fijian Mission Teacher at Karkar Island

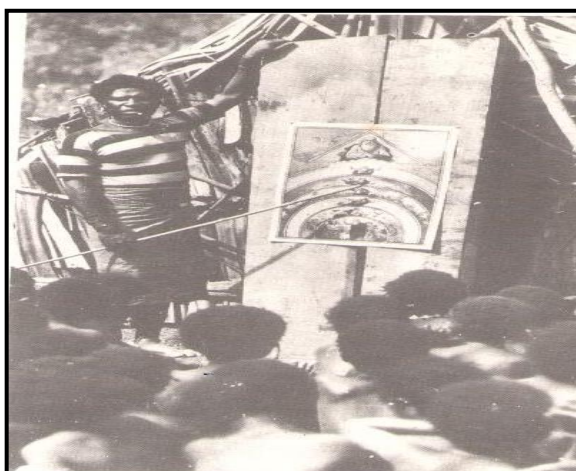


Figure 11.2.4.5d: A catechist conducting lessons at open space

Apart from the other colonial administrators Macgregor's influence left the foundation for future government of Papua New Guinea. The written records and oral history affirms that he was one of the best administrators the colony ever had because of his style of leadership. His partnership with the churches and missionaries contributed a lot in the administration of the colony and his policies were adopted for the independent state of Papua New Guinea.

Reactions of the Papuans

It is important to understand here that the British colonial administration was centered on the central Papuan region. Not much of the highlands region was touched by either the British or by the Germans. However, some parts of the highlands region were explored by the explorers Jim Taylor and the Leahy family who have their presence felt in many parts of the highlands. Some people received the local people and invited them to settle permanently while some resisted them because of their skin colour. The local people slowly understood the changes that were taking place in their society. For some people, example, the Binandere, European contact became hostile where the local people confronted the white man with arrows and spears. For others such as Mekeo, the desire for white man's goods made them become friendly. However, many parts of British New Guinea remained unexplored and the administration did not do much until the Australian administration took over.

It is important to acknowledge the work of the missionaries who changed the lives of the local people by preaching the gospel. The Pacific islands missionaries brought into Papua by the London Missionary Society also played a significant role in moulding the people and their mindsets. They made people aware of the changes that were taking place involving the local people as catechists, interpreters and pastors. This enabled the European explorers to extend



their influence and administration. Generally, the Papuans had a different reaction than the New Guinea administration. The British administration respected the rights of the people by giving them more control and ownership over their land and resources. Not many people were requested to work for the colonial masters. The administrators understand the cultures of the local people and made sure that new laws introduced were in line with the traditional customs and traditions.

In 1901 when Australia gained its independence, Britain handed over the colony of British New Guinea to Australia to administer. Under the Papua Act in 1905 Australia took over complete control of British New Guinea.

The Australians in Papua (1905-1914)

In 1905 the Australian Parliament passed the Papuan Act that enabled Australia to formally take over the British colony of New Guinea which was renamed Papua. The British wanted Australia to continue the British policy of protecting Papuan rights over land and labour. They also wanted them to encourage economic development by Europeans using cheap local land and labour if necessary at the cost of Papuan rights. These views of the British changed when Australia took over the colony of Papua. In 1906 a Royal Commission was established which recommended large scale plantations to be developed in the colony. The commissioners believed that Europeans should own the land and the people should be used as cheap labourers.

Land Policies of 1906

In the same year Land Ordinance Act or land law that look at the recommendations of the Royal Commission were reviewed. It was an undertaking that land cannot be bought from the people but it only allowed for the land to be leased for only 99 years. The settlers were to make use of the land that was leased and they were not entitled to sell or lease to someone else. This authority is still in existence today.

Sir John Hubert Murray's Leadership 1907 – 1940

Sir Hubert Murray was the first administrator appointed by Australia who was trained in England as a lawyer. Murray supported the idea of commercial development of Papua through plantations and gold mining using local land and labour. The local people did not really understand the meaning of leasing their land to the Europeans except through proper mapping or consultation.

Plantations and Cash Crops

Some Europeans planted cash crops such as coconut, cocoa and rubber. However, many of these plantations failed to make profit and they blamed Murray for favouring the local people. The main failure was caused by market demand and multiple suppliers of similar products. Many other places in the Pacific and the world produced similar cash crops and Papua was too far from the buyers that resulted in the decline. It was not Murray's style of management that caused the down fall of the cash crops in the colony. European cash crops were finally destroyed by the 1929 Great Depression which hit hard on the Western economies like the United States of America. The 1929 Great Depression was the time when the value of money went down or money became valueless. Importers could no longer afford to buy the cash crops produced in places like Papua and New Guinea.

**Native Labour Policy and Social Changes in the Colony: 1907**

This native labour policy was used to monitor the way labourers were recruited and employed in the plantations. Natives who work for the Europeans were required to sign a contract called an indenture. The colonial administration officials made sure that the labourers were informed of the terms and conditions of the contracts and made sure it was accepted. In Papua there were surplus labourers because people were eager to have excess to steel tools while some ran away from troubles created in the villages.

Labourers came from different parts of Papua and New Guinea. The motto was, divide and exploit. The role of a labourer was to produce cash crops for the settler. Under the labour law, a man was required to work for no more than fifty hours in a week. He was to have Sunday as day off. Sometimes labourers were punished by making them work on Sundays which was against the law and Murray's policies. In many plantations the rules made to protect the labourers were broken by planters and they were punished for their actions as well. Murray made sure that both sides were happy and worked together.

Murray believed that the people should be introduced to Western influences slowly and their way of life was less disturbed as much as possible. In spite of Murray's policies, many men who left their villages to work as plantation and mine labourers, carriers, police, boat crew, tradesman, clerks and mission workers took back to their villages many skills and knowledge learnt in their jobs. They took back to their villages' Western goods and ideas. The goods which included steel axes, knives, fish hooks and nails changed the village life and often the authority of the village leaders were undermined.

The Australian government passed laws to regulate European's use of Papuan land and labour. They made sure that local rights to land and labour were protected and observed by all colonial administrations that came into office. Some settlers abused these laws and discriminated the local people without the notice of the colonial administrators. Few Papuans were given education and access to health services. In this situation the Christian missions intervened by providing basic education to the local people and assisted in health and hygiene.

Now read the summary.

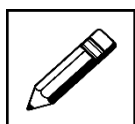
Summary

- British interest in Papua was to keep other powers out of the region because of Australia which was beginning to develop after being a former British colony.
- In the British territory, the colonial authority decided which laws and rules should be made as well as ensuring that they were obeyed by the people.
- Captain James Erskine a British Naval Officer raised the British flag in Port Moresby on 6th November 1884 on behalf of the government of Great Britain.
- The British were not interested in using the people's land and labour for commercial purposes. The British officials protected the people and their land.
- In 1888, Papua formally became a British protectorate, and it was known as British Papua.



- From 1888 to 1898 Sir William Macgregor became the first governor of the colony.
- Under Macgregor, the people were introduced to the colonial systems of authority where rulers were appointed by colonial authority.
- Many Europeans came to the colony in search of gold which started at Sudest and Misima Islands.
- Macgregor supported the idea of people becoming small cash-crop farmers so that they were self-reliant.
- Macgregor developed a policy to prevent Europeans from buying land cheaply.
- Macgregor encouraged simple health and hygiene and communicated with the missions to provide a little education to assist the local people.
- Apart from the other colonial administrators Macgregor's influence left the foundation for future government of Papua New Guinea. The written records and oral history affirms that he was one of the best administrators the colony ever had because of his style of leadership.
- Macgregor's partnership with the churches and missionaries contributed a lot in the administration of the colony and his policies were adopted for the independent state of Papua New Guinea.
- It is important that we acknowledge the work of the missionaries who changed the lives of the local people by preaching the gospel.
- In 1905 the Australian Parliament passed the Papuan Act that enabled Australia to formally take over the British colony of New Guinea which was renamed Papua.
- Sir Hubert Murray was the first administrator appointed by Australia.
- This native labour policy was used to monitor the way labourers were recruited and employed in the plantations.
- The Australian government passed laws to regulate European's use of Papuan land and labour.

Now do Activity.



Activity 11.2.4.2

1. Why did Britain give less priority in colonising Papua compared to the Germans?



2. Name the main activity that attracted Europeans into Papua.

3. Why was Sir William Macgregor important in providing services to the local people?

4. What were the main reactions of the Papuans to the outsiders?

5. Write a few sentences on the Binandere's reaction to their first European contact.

6. Name a few early explorers who entered the highlands region.

7. Explain the native labour policy.

8. Briefly explain the Land Policy of 1906.



9. Give one reason why Murray believed that Western influence were to be introduced slowly.

10. How did Western goods change the lives of the locals back in their villages?

Check your answers at the end of subunit 12.2.4.



Sub unit 11.2.3 Summary

Sub unit 11.2.3 discussed European imperialism in New Guinea starting 1884. New Guinea was looked after as separate protectorates. German administration took care of New Guinea mainland and islands. Papua was looked after by the British until Australia's independence in 1906 saw Papua become a protectorate of Australia.

British and German administrations in brought about major economic and social changes and developments in the lives of native people. Schools and health centres were built as well as teaching the people how to look after themselves to avoid sickness.

**Answers to Activities 11.2.4****Activity 11.2.4.1**

1. It was set up to exploit the local labour to make as much profit as possible for the host country.
2. On the mainland the company made little success because locals were reluctant to work for them and they were not used to working long hours with the use of steel tools. The company on the island made a steady progress because the islanders were used to the modern tools.
3. 1902
4.
 - (a) By using human labour
 - (b) The local people
5. 1903
6.
 - (a) Tolais
 - (b) Violent conflicts and civil unrest
7. Cocoa and copra plantations
8. Some of the major roles and responsibilities of tultuls and luluais
 - They were direct agents of the colonial administrations
 - Settle disputes as peace mediators
 - Became interpreters
 - Assist colonial administration in labour recruitment
 - Supervise community work
 - Became clerks and supervisors in the plantations
9. For the mainland Madang became the headquarters that includes the Momase region. The islands headquarters was established at Kokopo – Rabaul.
10. The Germans involve local people in some of these activities,
 - Local police force
 - Personnel servants
 - Guides
 - Boat crews
 - Mission catechists/cooks and *tea boi*
 - Interpreters
11. The local people began to hate the Germans because they killed anyone who caused trouble in the colony. The locals also attacked them and during the war the locals decided not to help them which caused their downfall.
12. Germans worked with the missions for the following motives.
 - spread the gospel
 - impart German language and culture to local people



-keep the local people as their labourers

13. The Catholic and Lutheran Missionaries

14. The churches pioneered to provide education because the colonial administration wanted to abuse local labour and no longer interested in providing education.

Activity 11.2.4.2

1. Generally the Papuans received the Whiteman and welcome them into their communities, while the interior highlands regions received them with mixed feelings and hostility.
2. The Binandere people of Northern Province attacked the white man with arrows and spears. The white man responded by using their guns to make the Binandere surrender.
3. The early explorers to enter the highlands region were:
 - Jim Taylor
 - Leahy brothers
 - Catholic missionaries
4. Britain had many important strategic colonies around the world and had less interest in Papua. It was deciding to hand over the colony to Australia which was maturing as a British former colony.
5. Gold rush attracted Europeans into the colony.
6. Macgregor was an important administrator for the following reasons.
 - Introduced education systems for the local people
 - Health services were introduced
 - Engaged local people as police and peace mediators
7. The policy monitored the way labourers were recruited and employed in the plantations. Natives were introduced to sign a contract called the Indenture. Terms and conditions were told and signed.
8. This policy states that land cannot be sold or bought from the local people. It can only be leased for at least 99 years by investors and later returned to the customary land owners.
9. This was because Murray wanted that people's way of life be less disturbed as much as possible.
10. Western goods and ideas that people brought back to the village changed the village life in that the authority of the village leaders was challenged.



Sub unit 11.2.5: Response to Imperialism in Asia, Pacific

Introduction

In this sub unit, you look at the response of the indigenous people on European colonisation. The indigenous people responded to colonial rule in both Papua and New Guinea.

In other parts of the Pacific the Maoris and Aborigines also fought against European colonisers for better land deals and people's welfare.

In Asia, nationalistic movements took effect trying to overcome British rule.

**Sub topic 11.2.5.1: Response**

In the last sub topic, you looked at British and Australian Administration in the Papuan region from 1884 to 1905. In this sub topic, you look at the Response to colonialism around the world.

By the end of this sub topic, the students should be able to:

- Identify the different indigenous group's response to colonialism
- Explain the reasons why indigenous peoples have risen against colonialism
- Discuss and explain the effects and reactions of indigenous people

There were different responses to European colonisation from Africa, Asia and the Pacific regions. These colonies were established for various reasons where some were for settlement, economic activities, military bases, and for strategic influence and empires. Many European countries were claiming colonies to extend their influence and show their technology and military power. More people of European descent were born in the colony and considered it their home—the colony formed an identity distinct from the mother country.

Early Resistance

In primary resistance, indigenous states and people fought Europeans' first attempts to control them. Most European powers had to use force to defeat existing states in colonies, although some native people were unable to organise resistance. Sometimes the native people perceived how powerful the Europeans were and made treaties with them. Others fought long and hard, against huge odds.

Secondary resistance occurred after the colonising nation had established its power. The peasants usually start such resistances as a reaction to, taxes, land shortage, labour conditions, livestock regulations, and the interference of missionaries in local customs. In Nigeria in 1929, for example, police fired shots on a group of women protesting taxation and killed about two dozen protesters. These early types of resisters faced major obstacles because indigenous people were often fragmented by language, kinship, or tribal lines. Successful resistance to the colonial powers required an organisation capable of crossing these dividing lines. This kind of organisation resulted with the third type of resistance and nationalism which continues to be an important force in the 20th century.

Colonies of Settlement

The British settlement colonies, including Canada, New Zealand, and Australia, achieved autonomy gradually through a final establishment of a constitution. British colonies in South Africa, however, followed a different path. The Boer War (1899-1902) involved two groups of European colonialists: the British government, and Dutch-speaking Afrikaners, or Boers, descendants of 17th-century Dutch settlers to the Cape of Good Hope. The British had seized the Cape of Good Hope in 1814 during the Napoleonic Wars. They had expanded their territories throughout the rest of the century and confronted in a battle with the Afrikaners for control of parts of southern Africa.

The British won the Boer War, and afterward they encouraged the formation of the Union of South Africa, ruled by a coalition of English- and Afrikaans-speaking whites and led by former

generals of the defeated Afrikaners. Afrikaners remained in power until the early 1990s when they were replaced by the African National Congress under Nelson Mandela. The Europeans were fighting among themselves to colonise and control some parts of Africa and in the Boer War we see the Dutch and British were enemies.

Before becoming the first black president of South Africa in 1994, Nelson Mandela spent much of his life in prison for leading black opposition to the oppressive rule of the white minority government. During his many years in captivity, Mandela became a worldwide symbol of resistance to white domination in South Africa. Here, he cast his first vote in front of supporters upon his release from prison on February 11, 1990.

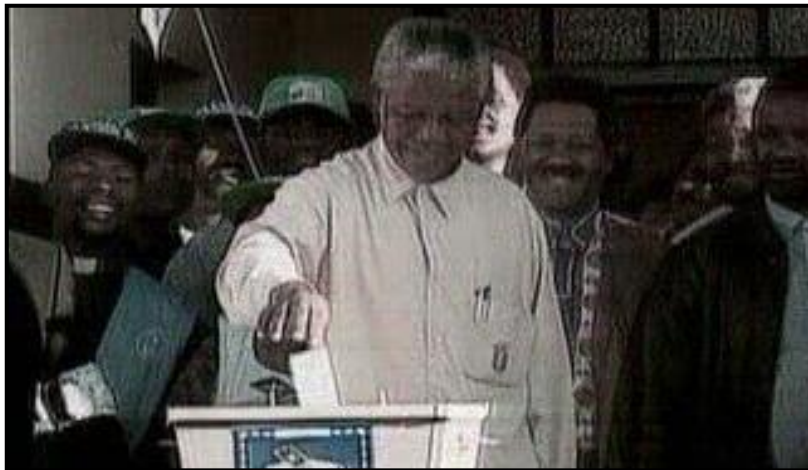


Figure 11.2.5.1a: Nelson Mandela casting his own first vote, South Africa

The struggle and the separation between the white settlers and blacks came to an end when Nelson Mandela came to power after many years in exile. He appears to end the black oppression and white domination of South Africa. The 'apartheid' policy of this separation came to an end. Apartheid, policy of racial segregation formerly followed in South Africa was in nature injustice to humanity. The word *apartheid* means "separateness" in the Afrikaans language and it described the rigid racial division between the governing white minority population and the non-white majority population.

Nationalism

Nationalism is not easy to define. Nationalism is ideas, and movements that people come up with to fight for their sovereignty. They may derive in part from characteristics that members of a group have in common, such as language, religion, race, political state, or historical experience. Many ethnic groups were formed to oppose the idea of being under the colony of foreign rule. Typically a country contains several ethnic, religious, and perhaps other kinds of divisions, which could claim to be nations in their own right. The same is true of colonies and former colonies.

Nationalist leaders who have helped their countries overcome colonial empires include Nigeria's first president (1963-1966), Nnamdi Azikiwe, and Hastings Kamuzu Banda, the first prime minister (1964-1966) and president (1966-1994) of Malawi, in south-eastern Africa. They fought severely with foreign domination and rule. They were even imprisoned for their political struggle but they persisted to gain self-rule and eventual independence for their country.



Figure 11.2.5.1b: Hastings Kamuzu Banda

Hastings Kamuzu Banda was the first president of Malawi, which gained independence from British rule in the early 1960s. In 1971 he declared himself president for life. Banda ruled with an iron hand throughout the 1980s. In the early 1990s, however, opposition to his regime intensified, as did international pressure to improve Malawi's human rights record. In May 1994 he lost the presidency in Malawi's first multiparty election since independence.

In Southern Rhodesia, as in Algeria, white settlers wanted to limit the power of the black majority. In 1923 the British government granted self-government to the white settlers in Southern Rhodesia. During the following years, black African unrest grew into a widespread nationalist movement opposed to the rule of the British settlers. African nationalists conducted strikes, protests, and guerrilla warfare. The British settlers, who by the late 1950s numbered more than 200,000, wanted to restrict the political power of the African majority.



Imprisoned in the 1960s by Rhodesia's white minority government, Joshua Nkomo became a symbol of the struggle for black majority rule. In 1980, the country became independent as Zimbabwe's Nkomo lost the election for prime minister but went on to hold several senior positions in the government. He fought against the white minority rule and raised alarm for the world to intervene on injustice done to human rights issues.

Figure 11.2.5.1c: Joshua Nkomo



Robert Gabriel Mugabe became Zimbabwe's first prime minister in 1980. He became president of the country in 1987 after constitutional reform abolished the office of prime minister. Mugabe had helped lead the Black Nationalist movement in the 1970s that ended white minority rule and secured the country's formal independence from the United Kingdom in 1980.

Figure 11.2.5.1d: Prime Minister, Robert Mugabe

China's colonial resistance in the Asian Region

Much anti-Western sentiment in places that were never formal European colonies, such as China, can be regarded as anti-colonial. China's two Opium Wars against Britain during the mid-19th century can be viewed as primary resistance to colonialism. Although the British did not attempt to occupy the entire country, their victory over China did result in possession of Hong Kong. For more than 150 years Hong Kong was a British dependency, returning to Chinese rule in mid-1997. The Boxer Uprising in 1900, led by Chinese nationalists known to Westerners as the Boxers, was a rebellion against foreigners, representatives of foreign powers, and Chinese

Christians. The uprising resulted in part from resentment over economic and political exploitation of China by various Western powers and Japan.

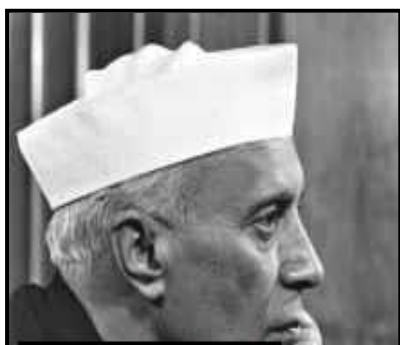


Figure 11.2.5.1e: Boxer Uprising of China

In the late 19th century Chinese resentment grew toward Japan and Western countries because of their economic and political exploitation and humiliating military defeats of China. A secret society of Chinese called the Boxers began terrorising Christian missionaries in 1899. In 1900 these attacks culminated in the violent Boxer Uprising in Beijing, which claimed the lives of many Chinese and foreigners. Western powers occupied the city and quelled the revolt.

British India

In India colonial powers relied on alliances with powerful native classes. Without the cooperation of these elites, Europeans would have lacked the power and the money to maintain control in the colony. The powerful native groups participated in the colonial rule and remain loyal. Some natives supported the colonial while others resisted the colonial rule and sometimes clashed among themselves. The Europeans saw this as an advantage and ruled India. Many local Indians were used as labourers in other parts of British colonies.



A charismatic nationalist leader, Jawaharlal Nehru fought for Indian independence from British rule for nearly three decades beginning in the late 1910s. He was deeply involved in the political opposition and was imprisoned numerous times for civil disobedience. The nationalist movement achieved its goal when India gained its freedom at midnight on August 14, 1947. Upon Britain's withdrawal, Nehru became independent India's first prime minister.

Figure 11.2.5.1f: Jawaharlal Nehru India's first Prime Minister



Figure 11.2.5.1g: President Sukarno, his wife and children

President Sukarno became the symbol of Indonesian people's struggle for political independence from the Netherlands. He became the first president of Indonesia and declared that he is not a communist or affiliated to any religious groups. Rather he is a nationalist who fights for the freedom of Indonesian people. Sukarno poses with his family in 1945 shortly after he became the first president of Indonesia.



Figure 11.2.5.1h: Abdul Haris Nasution of Indonesia

Abdul Haris Nasution is viewed as a national hero in Indonesia for his fearless fight for independence from the Dutch. This Indonesian General led guerrilla attacks against the Dutch in 1948 and 1949 during the struggle for independence. He led guerrilla actions (1948-1949) against the Dutch on Java and immediately became Indonesia's army chief of staff (1950) and chairman of the chiefs of staff (1957), and minister of defence (1959). He supported President Sukarno become the next president of Indonesia.

The Vietnam War

The Vietnam War is recorded to be one of the great guerrilla wars ever fought by the United States of America. In the beginning the USA was not a party to this struggle but involved to contain the further spread of communist from North Vietnam. The USA heavily fought the troops of Ho Chi Minh of North Vietnam and in the process lost millions of dollars and thousands of army. Ho Chi Minh actually led a resistance to end colonial rule for the entire Vietnam. He led a protest for political independence from the colonial powers.



Figure 11.2.5.1j: Ho Chi Minh of Vietnam

One of the most important Communist figures of the 20th century, Ho Chi Minh led the Vietnamese struggle for independence from France during the First Indochina War (1946-1954). In 1954 Vietnam was temporarily divided into North and South Vietnam, with Ho as the leader of North Vietnam. During the Vietnam War, which began in 1959, Ho became a symbol of unity and liberation for the Vietnamese people.

Pacific and the Aborigines

There were certain instances of encounter between the Europeans and the Pacific islanders but it did not escalate into a big tribal war fare. For instance, the aborigines of Australia were suppressed by British settlers where many of them were killed by settlers using their high powered weapons. They retaliated with their boomerang spears and sometimes clashed with the British settlers.

In the 19th century, as British colonists expanded into Australia's interior, conflicts with Aboriginal people became more frequent. Many Aboriginal people died in battles against better-armed colonists, who sought to claim traditional Aboriginal lands for mining, ranching, and farming.

The Treaty of Waitangi was signed on February 6, 1840. The treaty was intended to bring about peaceful annexation of New Zealand by Britain, and grant the Maori people of New Zealand as first settlers and full rights as British subjects. In 1975 New Zealand passed the Treaty of Waitangi Act in an attempt to hear and resolve these issues. Before the signing of this



agreement there were several encounters and resistance against the Europeans by the Maoris. This treaty brought peace and agreement though there were disagreements made by the future generations.

Pacific islands were colonised and given autonomy by the Europeans though they left behind severe effects to the traditional lifestyle. Wherever resistances were experienced the colonialists used highly powered weapons to suppress them and extend their influence far and across the Pacific. The colonisation brought great changes to life-style including economic and socio-political changes to the lives of the Pacific islanders. In some Pacific islands including Fiji experiences of race problems were created by the former colonial administration. The British introduced Indian settlers of Fiji and Fijians continue to have problems. However, many of the Pacific Islanders have adopted the western life style and embraced the colonial past that brought tremendous change.

Caribbean and the West Indies

The Caribbean Islands include thousands of islands located south of the United States. On map illustration 11.2.5.1m, the country names are shown in black letters. The white letters indicate areas that were controlled by countries outside the Caribbean. These countries are included in parentheses for you to better understand the countries that make up the Caribbean and the West Indies. In the 1940s movements demanding national autonomy emerged in many West Indian societies. Autonomy was seen as the only way to shift decision-making power in economic as well as political matters from the colonial power to the West Indian people. Demands for autonomy also had to do with race and colour, which had been central issues in the Caribbean for nearly five centuries, ever since the beginning of the African slave trade in the early 1500s.

West Indian society inherited a social structure based on slavery, the plantation, and colonial rule. That structure had small white elite at the top; a small middle class of white and a few black people; and a large black base occupying the lowest economic class. Most whites were wealthy, socially secured, and educated, while most blacks were poor, often semiliterate, and underprivileged.

Traces of the old social structure remained strongest in the French West Indies. In Martinique a small elite of local white families kept great economic power in their hands. There also the colour divisions were obvious, with a white upper class, a middle class divided of many races, and a large mass of black people. In Haiti, too, class divisions were based on race. Nearly two centuries after it achieved independence, Haiti's society still had sharp racial, cultural, and linguistic divisions. One percent of the population—largely a mulatto elite—controlled 40 percent of Haiti's wealth. The majority of Haitians were poor black agricultural workers. They were largely illiterate and spoke only Creole, a mixture of French and African languages. French was spoken by the wealthy upper classes. Many of these smaller Caribbean Islands led nationalist movements to gain independence from their former colonisers. The British and French colonies have various nationalist movements calling for abolition of social classes and discrimination. One such activist is Fidel Castro of Cuba who overthrew the USA elected government and established a communist government. Castro and his followers transformed Cuba by imposing a socialist system on the island nation. The government took over foreign properties, broke up immense plantations, and distributed land to peasant farmers. It also established long-term programs to improve basic health conditions and the educational system.

However, the revolution also instituted a Communist political system that restricted freedom of expression.

Nationalist Movements and Political Struggles of Caribbean Islands



Map Illustration 11.2.5.1k: Caribbean Islands



Figure 11.2.5.1l: Fidel Castro – Cuban Revolutionary leader

In 1956 Cuban revolutionary Fidel Castro and about 80 armed followers returned from exile in Mexico and landed on the southern shore of Cuba. Government troops killed most of the rebels during the landing, where Castro and a handful of men escaped to the mountains of eastern Cuba, where they continued a guerrilla campaign to oust Cuban dictator Fulgencio Batista. Batista fled the island on January 1, 1959, and Castro emerged as the leader of the new government in Cuba.

The effect of nationalist movements was evident not only in the political and economic activity of the islands, but also in the spread of intellectual activity. During the social and political revolution that occurred in the English-speaking West Indies in the 1950s and 1960s, novelists, poets, sculptors, painters, choreographers, and musicians emerged.

Now read the summary.



Summary

- There were different responses to European colonisation from Africa, Asia and the Pacific regions.
- Colonies were established for various reasons.
- European countries claimed colonies to extend their influence and show their technology and military power.
- Primary resistance refers to indigenous states and people fighting Europeans' at first attempts to control them.
- Secondary resistance occurs after the colonising nation had established its power.
- The British settlement colonies achieved autonomy gradually through a final establishment of a constitution except colonies in southern Africa.
- Before becoming the first black president of South Africa in 1994, Nelson Mandela was imprisoned for fighting against the apartheid system of the white minority government.
- Mandela became a worldwide symbol of resistance to white domination in South Africa.
- Many other leaders in Africa, Asia and the Pacific had fought for sovereignty for their countries.
- Pacific islands were colonised and given autonomy by the Europeans though they left behind severe effects to the traditional lifestyle.
- West Indian society inherited a social structure based on slavery, the plantation, and colonial rule.
- The effect of nationalist movements was evident not only in the political and economic activity of the islands, but also in the spread of intellectual activity.

Now do Activity.



Activity 11.2.5.1

1. Generally, how did various regions around the world respond to colonial rule? Briefly describe your answer in a paragraph.



2. Find out about the West Indian society in the Caribbean. Draw a West Indian's social structure on a pyramid.

3. What kind of government did Fidel Castro introduce in Cuba? Explain.

4. (a) What was the Treaty of Waitangi? Explain.

- (b) Where did the signing of this Treaty take place?

- (c) Who was involved?

5. In what ways generally did colonisation benefit the Pacific peoples?

- 6.

- (a) Did the Australian Aborigines accept the British colonists peacefully? If your answer is 'No' then explain why?



(b) _____

7.

(a) Who was the first president of the Republic of Indonesia? _____

(b) What did he fight for in Indonesia?

Check your answers at the end of subunit 12.2.5.



Sub topic 11.2.5.2: Ideas of Race

In the last sub topic, you looked at Response to colonialism. In this sub topic, you define terms related to Race and discuss practical examples that happened around the world. During the ending chapter of the colonial empires, several countries practiced segregation, assimilation and paternalism in different parts of the world.

By the end of this sub topic, the students should be able to:

- Define terms related to Race and discuss practical examples of colonial responses
- Discuss the reasons why indigenous peoples responded against colonialism
- Discuss and explain the effects and reactions of indigenous people

What is Human Race?

Race is the classification of humans into groups based on physical traits, ancestry, genetics or social relations, or the relations between them. First used to refer to speakers of a common language and then to mean national affiliations, by the 17th century race began to refer to physical traits.

Race, the idea that the human species is divided into distinct groups on the basis of inherited physical and behavioural differences. Genetic studies in the late 20th century disproved the existence of biogenetically distinct races, and scholars now argue “races” are cultural interventions reflecting specific attitudes and beliefs that were imposed on different populations in the wake of Western European conquests beginning in the 15th century.

Segregation was a system that kept white and black people apart until the 1960s. It was primarily used in South America. Blacks had to use separate schools, hospitals, and restrooms from whites. Here, a black man is ordered out of a “whites only” waiting room. It became an act that all citizens had to follow and was deeply rooted among all classes of people.

Before the civil rights movement, black people were often not treated fairly in the United States. A system of segregation kept white and black people apart in many Southern states. Under segregation, blacks and whites had to use separate public facilities, such as schools, hospitals, and restrooms. Facilities for white people got more money from the government and were generally much nicer than facilities for blacks. Teachers at white schools were paid more money. White hospitals had more doctors. Southern states kept black people from voting so that black people would have no say in government.

In sociology, **assimilation** is the process by which individuals or groups are absorbed into and adopt the dominant culture and society of another group. In this situation, people of different ethnic groups become more influenced by the dominant culture. The term *assimilation* is generally used with regard to immigrants to a new land, such as the various ethnic groups who have settled in the United States. New customs and attitudes are acquired through contact and communication. The transfer of customs is not simply a one-way process. Each group of immigrants contributes some of its own cultural identities to its new society. Assimilation usually involves a gradual change and takes place in varying degrees. A full assimilation occurs

when new members of a society become completely hard to identify or differentiate from older members.

Paternalism is basically a feeling of being more influential and continuing to undermine the abilities of others. It is a state that is seen to be good and welcoming though with the feeling to suppress the progress of subordinates. Telling people what is best and a style of government or management, or an approach to personal relationships, in which the desire to help, advise and protect may neglect individual choice and personal responsibility.

During World War I (1914-1918) Congo troops supported the Allied cause in Africa, conquering the German territory of Ruanda-Urundi (now Rwanda and Burundi). After the war Belgian colonialism changed greatly. Labour practices were changed for better conditions, and schools and hospitals were established.

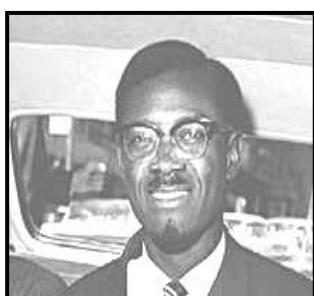


Figure 11.2.5.2b: Patrice Lumumba

The standard of living rose significantly. However, the Belgian colonial attitude toward the Congolese remained extremely paternalistic. The Africans were treated like children, disciplined when judged to behave disobediently or immorally, and taught to abandon traditional lifestyles in favour of labouring on colonial farms. In addition, the Congolese were not taught modern technical or administrative skills. Patrice Lumumba became the first prime minister of the Republic of the Congo (now the Democratic Republic of the Congo) when the country achieved independence in 1960

Racial Segregation

Racial Segregation in the United States was made legal and it became a social practice of separating people on the basis of their race or ethnic background. Segregation by law occurred when local, state, or national laws required racial separation, or where the laws clearly allowed segregation. This racial separation occurred when social practice, political acts, economic circumstances, or public policy result in the separation of people by race or ethnicity. It was evident even though no laws required or authorised racial separation. Segregation has continued even when state and federal civil rights laws have explicitly prohibited racial segregation.



Figure 11.2.5.2b: Black kids separated from white kids on school bus

Like seen in this photograph the black kids were not allowed to jump on the same school bus as the white school kids. They were not even allowed to go to the same schools. This is one of the biggest racial segregation ever practiced in United States of America until his racial separation law has been prohibited in the United States since the mid-1960s.



Figure 11.2.5.2c: President Lyndon B. Johnson

The Civil Rights Act of 1964 was one of the most sweeping reforms of racial inequality in the United States. It prohibited discrimination based on race or colour in the workplace, public accommodations, public facilities, union membership, and federally-funded programs.

The act was a victory for the civil rights movement and the administration of President Lyndon B. Johnson. On signing the bill, President Johnson gave a speech regarding the equal treatment of people.

Australian Aborigines' Assimilation and Disposition

During the early colonial period the Aborigines experienced many racial oppression and discrimination. They were forced to live in reserves or land set aside to keep them as a means to have total control over them. Aboriginal land rights and human rights were suppressed to establish white supremacy. Australian British settlers saw the land as vacant and established large plantations across the continent.

In 1937, a conference of federal and state Aboriginal authorities agreed to a formal assimilation policy, although it was not strongly implemented until after World War II (1939-1945). At first this policy applied mainly to "mixed blood" Aboriginal people, but in the 1950s it came to encompass all Aboriginal people.

As stated at a 1961, Native Welfare Conference of Commonwealth and state authorities, the policy of assimilation "means that all Aborigines and part-Aborigines are expected eventually to attain the same manner of living as other Australians and to live as members of a single Australian community enjoying the same rights and privileges, accepting the same responsibilities, observing the same customs and influenced by the same beliefs, as other Australians." In many ways this policy was a great advance; instead of excluding Aboriginal people it actively sought to include them in Australian society. But its cost including complete social and cultural conformity to European values and social practices was completely unacceptable to many Aboriginal people.

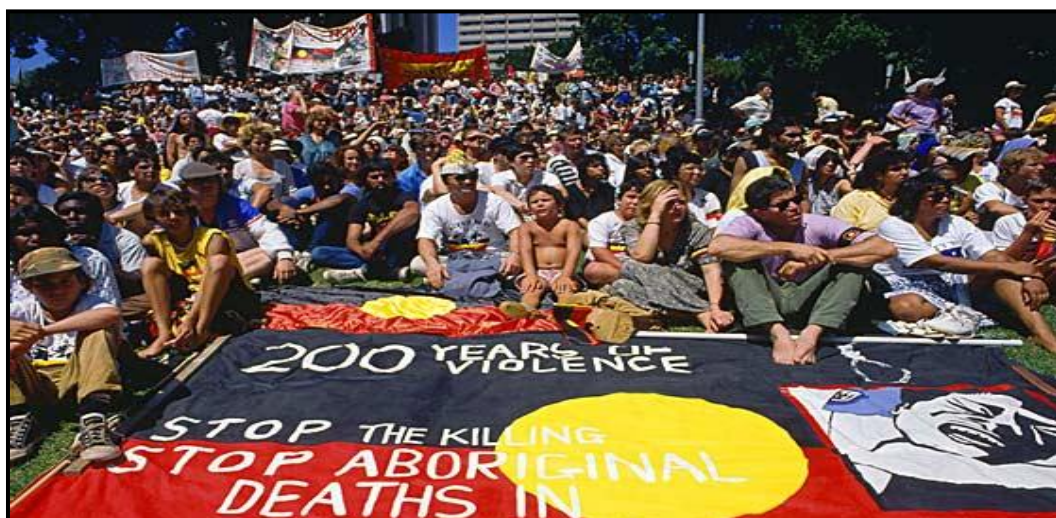


Figure 11.2.5.2d: 1988 Aboriginal Protest over Killings by British Settlers

Australia's 1988 event was a year-long celebration of the 200th anniversary of permanent European settlement of the continent. But for many Aboriginal people, the occasion symbolised invasion, dispossession, and occupation. Here, thousands of people gather in Sydney to protest the celebration and to call attention to injustices against Aboriginal people, including an unaccounted high death rate among Aboriginal people in police custody.

There are several racial issues throughout the world where people thought of themselves as higher or superior than others based on race and ethnic backgrounds. The Latin America and Caribbean were some of the first places where black Africans were mistreated based on their ethnic background.

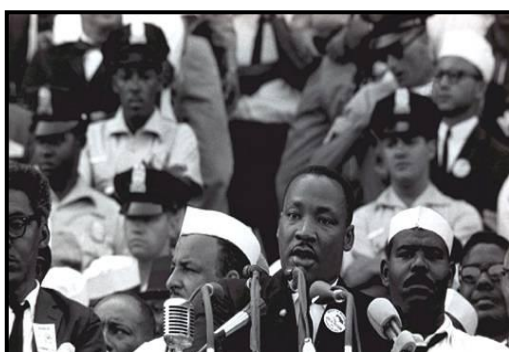


Figure 11.2.5.2e: Martin Luther King, Jr.

Martin Luther King, Jr., emerged as a leader of the American civil rights movement after organizing the famous 1955 bus boycott in Montgomery, Alabama. Throughout his career he pressed for equal treatment and improved circumstances for blacks, organising nonviolent protests and delivering powerful speeches on the necessity of eradicating institutional racial inequalities. In 1963 King led a peaceful march between the Washington Monument and the Lincoln Memorial, where he delivered his most famous speech, "I Have a Dream."

Hitler's racial discrimination policy of Germany



After World War 1, Hitler joined the National German Socialists Workers' Party. Many people called it the Nazi Party, for short. Hitler was an excellent public speaker. He appealed to German pride by constantly speaking about their *racial superiority*. This was the idea that one type of people is naturally better than others. He blamed other people, especially Jews, for Germany's problems.

Figure 11.2.5.2f: Adolf Hitler German

His speeches attracted thousands of people who thought Hitler could be a great leader. The Nazi Party grew rapidly. Hitler saw the Jewish race as a curse to the progress of Germany and its people. He said Germans are far better and superior race than any other race. With this perception he commanded his soldiers to erase the Jewish race which is expected that about 60 six million Jewish were killed in mass genocide.

All over the world there were several racial discrimination attitudes against the indigenous people. The colonial masters saw themselves more higher than the people they colonised. Sometimes they undermined the potential and capacities of other people. For instance, Papua New Guineans were perceived to be slow learners and could not be able to attain self-



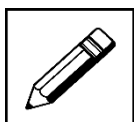
autonomy. This perception changed when we got our independence quickly and our citizens continue to advance in education. We have some of the world's best doctors, scientists, pilots and politicians after 30 years of independence. Similar sentiments apply to those third world countries and colonies who gain their independence and self-autonomy like the African countries.

Now read the summary.

Summary

- Race, the idea that the human species is divided into distinct groups on the basis of inherited physical and behavioural differences.
- Segregation was a system that kept white and black people apart until the 1960s and which was primarily used in South America.
- Before the civil rights movement, black people were often not treated fairly in the United States.
- Assimilation is the process by which individuals or groups are absorbed into and adopt the dominant culture and society of another group.
- Paternalism is a feeling of being more influential and continuing to undermine the abilities of others.
- Racial Segregation in the United States was made legal and it became a social practice of separating people on the basis of their race or ethnic background.
- The Civil Rights Act of 1964 was one of the most sweeping reforms of racial inequality in the United States.
- During the early colonial period the Australian Aborigines experienced many racial oppression and discrimination.
- In 1937, a conference of federal and state Aboriginal authorities agreed to a formal assimilation policy, although it was not strongly implemented until after 1945.
- All over the world there were several racial discrimination attitudes against the indigenous people.

Now do Activity.



Activity 11.2.5.2

1. (a) Define assimilation.



-
-
- (b) When is full assimilation of a new immigrant complete? Briefly explain.
-
2. Explain paternalism in your own words.
-
-
-
-
- 3.
- (a) What is segregation? Explain
-
-
-
- (b) Where in the world was segregation mostly practiced?
-
- (c) Which race of people was most affected by it?
-
4. Describe how paternalism was practiced during World War II by Congo troops in Africa.
-
-
-
-
-
- 5.
- (a) When was the formal assimilation policy for the Australian aborigines implemented?
-
- (b) How effective was this policy?
-



6. In the United States, who fought for the rights of the blacks, and led civil unrest protesting non-violently?
- _____

7.

- (a) Who was Adolf Hitler?
- _____

- (b) Which race of people did Hitler blame for Germany's problems?
- _____

Check your answers at the end of subunit 12.2.5.

**Sub topic 11.2.5.3: Early Micro nationalist movements in Papua New Guinea**

In the last sub topic, you looked at Ideas of Human Race. In this sub topic, you look at micro-nationalist movements in Papua New Guinea and its effects on the people.

By the end of this sub topic, the students should be able to:

- Identify the type of nationalist movement in PNG
- Explain the reasons for nationalist movements
- Discuss and explain the effects of such movements on indigenous people

Nationalist movements happened when there is a strong desire to achieve political or economic participation and independence while under someone else. People organise groups to raise concerns for their welfare to be made known to authority or organise opposition. It is also a movement by a group of people who may want a separate identity and culture but not state of their own. The nation-state is regarded as significant for the realisation of social, economic, and cultural aspirations of a people.

Nationalism is characterised principally by a feeling of community among a people, based on common descent, language, and religion. Before the 18th century, when nationalism emerged as a distinctive movement, states usually were based on religious or dynastic ties; citizens owed loyalty to their church or ruling family. Concerned with clan, tribe, village, or province, people rarely extended their interests nationwide.

The differences between Papuans and New Guineans

In July 1972 Port Moresby had one of the worst riots in its history when Papuans and New Guineans clashed after the Papuans won a football match. The violence resulted in damage to houses, shops, and cars. More serious trouble seemed to have been averted only by the actions of university students, who marched around the city appealing for calm and unity. Part of the responsibility for the uprising rested with the Nationalist Papua Movement, formed early in the year by Josephine Abaijah, the only woman member of the Papua—New Guinea Assembly, to make Papuans aware of their identity and to mobilise support for greater development in Papua. During the year the movement became increasingly separatist, taking the position that Papuans would rather remain Australian citizens than become part of an independent sovereign state dominated by New Guineans.

The issue of independence was a very volatile one. Early in the year in 1973, the Labour government in Australia announced that it was following the initiative of the previous administration and advocating self-government for Papua—New Guinea effective December 1973. Independence was to proceed on the basis of a constitution being drafted by the constitutional planning committee.

Soon after Australia's position was announced, tribal unrest erupted. The chief minister of Papua—New Guinea, Michael Somare, called on Australia to alter its timetable to enable the island to adjust gradually to self-government.



One effect of the outbreaks of violence was the departure of many European expatriates. In July the government launched a campaign to convince white public servants to remain in Papua—New Guinea. Chief Minister Somare stated that selected public servants would be guaranteed up to 3½ years' employment, a continuation of Australian education for their children, and first-class medical services.

Micro-Nationalist Uprising

The early micro-nationalist movement in Papua New Guinea consisted of a collection of movements and opposition to political and economic rule. These movements were influenced by the European colonial administration and introduction of formal governance systems. These micro-nationalist movements included the development of cargo cult, local protest movement, regional separatist movements, self-help movements, and opposition against government policies. In 1960s and 1970s, there were several movements in Papua New Guinea with similar agendas to attain greater independence to political, economic, social or cultural recognition and participation.

Cargo Cults

Cargo cults were social movements that helped people cope with the problem of culture contact and change. They expressed dissatisfaction with current cultural conditions; and were also explained as attempts to launch a redemptive process by which the social and moral order may be rebuilt.

Cargo Cults were religious movements arising from the impact of modern technology and delivery of huge cargo on developing cultures. Such movements appeared in New Guinea when European trading stations and colonial administration became dominant. Possession of trade goods and cargo brought in by Europeans was perceived as bringing prosperity. The traditional native cultures were weakened by the contact with Westerners, but they deliberately rejected or were unable to adopt Western culture as an alternative. Native groups developed around prophetic leaders, who promised a new age of blessings and salvation that would be boosted by the arrival of special cargoes of European goods.

Tribal deities, cultural heroes, or ancestors were invoked to drive the foreigners away, and various rituals were enacted to speed the arrival of the promised goods. World War II brought further cultural disruptions to the area, and new cults arose. After the war and the withdrawal of military personnel, some cults built air strips, believing that planes would continue to arrive bringing cargo.

Some famous cult movement in Papua New Guinea includes the Peli Association established in 1970s that became popular and attracted many members throughout the country. It grew out from the Sepik provinces and even some members contested the national elections.

The second biggest cult movement was known as Petenamu that was developed from Morobe highlands and it expressed clear political autonomy. Its ideas were later developed by Pangu Party that campaigned for greater economic development and support for small business enterprises.

The Tutukuvul Isukal Association of New Ireland was another famous cult movement that grew out with the objective to get rid of the Australian administration and to invite Americans as a means of improving the welfare and status of the people. The movement quickly attracted



several thousand supporters in southern New Hanover and mainland of New Ireland. Its members refused to pay council taxes and boycotted government officials and agencies. There were violent confrontations with government field officers. In 1966 the TIA was supported by a Catholic Priest and it eventually ventured into copra plantations in the New Ireland area and surrounding coastline.

Local Protest Movement

Several of the more prominent micro-nationalist movements of the 1970s had their origins in organising local opposition to government policies. Some of those popular movements included the Napidakoe Navitu of North Solomons (Bougainville), the Mataungan Association of East New Britain, the Nemea Landowners Association of Central Province, the Koiari Association of the Central Province, and the Ahi Association of villagers near Lae and the Musa Association of the Northern (Oro) Province.

Napidakoe Navitu of North Solomon

This association started from a series of meeting held in Kieta to oppose the government's plan to control the Arawa plantation and outstanding issues concerning Bougainville Copper. It became an advocate of Bougainville secession and a supporter of a referendum on the issue of separatism from Papua New Guinea. This movement further developed into the bigger Bougainville Crisis costing the lives of many Papua New Guineans and Bougainville Army.

Mataungan Association of East New Britain

The association addressed dissatisfaction over land matters, economic enterprises, education and the preservation of certain aspects of traditional Tolai cultures. They opposed the idea of multi-racial council on the Gazelle Peninsula. They further went on a rampage and destroyed many offices and injured the government officials. Later the government responded by sending in police force who took many ring leaders into custody. The Mataungan Association was a source of inspiration to a number of individuals and groups with feelings of grievance against the government and a desire to see economic, social and political development take place through local community action.

Koiari Association of Central Province

This Association demanded for a separate local government council and for compensation for tribal land takeover by the Papua New Guinea Electricity Commission motivated its formation in 1973. The Koiari, who occupy the foothills of the Owen Stanley Range behind Port Moresby, voiced their concern for local, social and economic benefits and development. Like these movements the Ahi Association in Morobe also raised similar economic benefits from the urbanisation on their land. They wanted proper compensation for the land and the government had made several cash commitments to settle their demands.

Self-Help Development Movements

One of the most prominent of these was the Kabisawali Association in the Milne Bay Province. The aims of Kabisawali movement were to embrace political, economic and social aspirations. It was a move to tell the government and the leaders they (the people) existed as it seemed they had been overlooked for any development. Secondly, to fulfill the purpose of the Association this was to run its own affairs like running the tourist industry with hotels and tourist amenities. It wanted to revive the islands happy life with festivals and traditions without too much of a loss to the western world.



The group eventually developed into a business activity that got involved in trade stores, trucks, road building, tourism, artifacts trading and many other projects. A Kabisawali Village Development Corporation was established in 1974 to undertake business and other activities, including traditional Kula exchanges. It engaged in artistic and cultural activities and promotion of youth and adult education.

Similarly, the Boera Association was established in 1972, near Port Moresby to promote development on a self-help basis. The main initiatives were developed by young university graduates, former public servants and Pangu Party Chairman, Sir Moi Avei. The Boera Association extended its activities to other nearby Motu villages. Eventually it grew into a larger ethnically based movement called the Hiri Association. The Hiri Association had little success with its business activities and gradually fell away. In Oro province another self-help movement arose 'Komge Oro' Association. Its members were committed to pursuing cultural, social, and economic activities based on village community initiatives. The emphasis was placed upon subsistence living as a basis for self-reliance and the acceptance of cultural activities that were bound up with that way of life. John Waiko supported the ideas of this movement and proposed for the mobilisation of the whole Oro Province. It will lead the people towards true self-reliance and control over their own destiny and called on the provinces' trained leaders throughout the country to realise its importance.

Self-help development movements were slow to emerge in the highlands until the 1970s. One of the larger and more successful of this was the Piblika Association. It was an ethnic group comprising a number of clans which claimed common ancestry in the vicinity of Mt. Hagen city. Formation took place in 1974, organised by a big man to bring an end to continuous tribal fighting in the area. This group then agreed to partner into business activity and initially started a service station and a coffee plantation. They became more successful and paid dividends to its members evenly until it was dissolved due to friction among the members themselves.

Regional Separatist Movements

The two most commonly cited examples of separatist movements are North Solomon (Bougainville) and Papua Besena. The Bougainville issue was evident at least as early as 1968 when a group of Bougainvillean leaders and students called on the Government to have a discussion on Bougainvilleans feeling towards self-autonomy. North Solomon's nationalism in 1970 had much in common with the micro-nationalist concepts. Its emphasis was much more on a coalition of political forces at a point of time than a single movement. Its main objective was political separatism rather than the demand for improved services. They wanted to have political freedom separate from the mother country.

The Papua Besena emerged in 1973 under the leadership of Josephine Abaijah. This group's aim was to stop Australian government from granting independence to a unified Papua New Guinea. The Papua Besena movement also wanted to liberate Papua not only from Australian colonial rule but also to remove people from other provinces in Papuan customary land. The Papua Besena claimed to be a Papua-wide movement with supporters in all the Papuan Provinces. It further combined with other movements in the Papuan regions like the Papuan Black Power Liberation Movement who had similar goals and objectives.

The Highlands Liberation Front was set up by university students from the four provinces of the highlands. The principle aim of this association was liberating, all highlands people from white



and coastal domination in the public services, private enterprises and armed forces. As well as demanding the appointment of highlanders to senior administrative positions in the central government.

On a smaller scale, the Wahgi Tuale was created in the Western Highlands in the early 1970s to press for a separate province for the Waghi – Jimi area apart from the Western Highlands Province. These ideas were carried on until recently the Wahgi Tuale came to realise its dreams when Jiwaka Province was created by the O’Neil/Dion Government in the 2012 election.

The issue facing many indigenous peoples everywhere is how to protect their territories and stop others from robbing them from their wealth and resources. They see that they are being marginalised and threatened in their livelihoods and the foundation of their cultures. With land and control of their resources the indigenous people are destined to remain the world’s poorest communities with the worst health, highest mortality rate and shortest life span. For these objectives and many others the micro-nationalist movements in Papua New Guinea developed and some of them ventured into business corporations and self-help associations that served the interest of the majority.

Now read the summary.

Summary

- Nationalism is characterised principally by a feeling of community among a people, based on common descent, language, and religion.
- The early micro-nationalist movements in Papua New Guinea consisted of a collection of movements and opposition to political and economic rule. These movements were influenced by the European colonial administration and introduction of formal governance systems.
- Several of the more prominent micro-nationalist movements of the 1970s had their origins in organising local opposition to government policies.
- Papua New Guineans involved in micro-nationalist movements wanted to protect their territories and stop others exploiting their land and resources.

Now do Activity.



Activity 11.2.5.3

1. Explain the meaning of cargo cult.



2. Why did cargo cults grow in Papua New Guinea?

3. Name some major cargo cult groups in New Guinea.

Check your answers at the end of subunit 12.2.5.



Sub topic 11.2.5.4: Maori and Australian Aborigines

In the last sub topic, you looked at micro-nationalist movements in Papua New Guinea and its effects on the people. In this sub topic, you look at such movements that occurred with the New Zealand Maoris and Aborigines of Australia.

By the end of this sub topic, the students should be able to:

- Identify the type of nationalist movement in New Zealand and Australia
- Explain the reasons for nationalist movements
- Discuss the effects of these movements on Maoris and Aborigines

The Maori nationalist movements were comprised of indigenous rights movement in New Zealand. These movements existed since the Europeans colonised New Zealand and the movement rose again to argue the Treaty of Waitangi. The treaty was intended to bring about the peaceful annexation of New Zealand by Britain, it granted the Maori people, New Zealand's first settlers, full rights as the British. The different perceptions in property and ownership led to an ongoing debate about Maori rights and land claims.

In 1975 New Zealand passed the Treaty of Waitangi Act in an attempt to hear and resolve these issues. It was centred on the issues of Maori land rights, the Maori language, culture, and racism. Most members were Maoris though it attracted some support from Paketa (who were made up of New Zealanders of European Ancestry). Notable successes of the movement included establishment of the Waitangi Tribunal, the return of some Maori land, and the Maori language being made an official language of New Zealand. The movement is part of a broader Maori Renaissance.

King Movement

Maoris became increasingly alarmed by how quickly the government bought land from Maori people. The Maori were also frustrated that the government had not established law and order in Maori villages, as promised in the Treaty of Waitangi.

The King Movement gained urgency in 1858 after a census showed for the first time that Europeans in New Zealand outnumbered Maori. A chief of the Ngatihaua tribe, Wiremu Tamihana, organised meetings with other Maori groups to gain support for a Maori king. For his efforts, Tamihana became known as "The King Maker." Later in the year, the groups proclaimed Te Wherowhero, an elderly chief of the Waikato tribe, as king. Te Wherowhero was also called Potatau I. Some 2, 000 Maori celebrated the beginning of Potatau's rule at Ngaruawahia, which later became the capital of "King Country," where the movement was based.

The King Movement decided not to challenge British authority, instead become partners in which the Maori would govern themselves. While the New Zealand governor would govern the Europeans, and both peoples would owe ultimate alliance to the British crown. To that end, the Maori king appointed indigenous magistrates, who settled disputes, levied fines, and issued warrants in Maori areas. Not all Maori accepted the king's authority, but most shared the King Movement's resolve not to sell land.



British settlers soon had difficulty finding land to expand their settlements, and many viewed the King Movement as a form of disloyalty to the British government. Tension between the British and Maori escalated when Potatau enacted laws that stopped the British from jailing Maori people, officiating in Maori territory, and building roads on Maori lands. The Maori believed the Treaty of Waitangi gave them the right to pass these laws, although the British and Maori disagreed on the interpretation of the treaty. In 1860 the first of the Taranaki land wars erupted when a Maori chief, challenged a land sale by a Maori to the colonial government. A decade of war followed, in part because the government could not resolve the issue of land disputes and because of the mistranslation of the Treaty of Waitangi. A lasting peace was not achieved until 1881, when Potatau II released the last of the Maori land to the government and accepted the authority of the New Zealand parliament.

Although the King Movement did not save the Maori land, it served as a platform for Maori grievances. Unsatisfied with the New Zealand government's response to their concerns, King Tawhiao, in 1884, took a petition of Maori grievances directly to Britain. Tawhiao was reassured that the British understood their concerns, but little was done to address them. In 1914 King Te Rata also petitioned Britain directly, with similar results. Near the end of World War I (1914-1918) Te Puea Herangi used her status as a Maori princess to organise opposition to the military draft.

Today, the King Movement functions mostly to uphold the spiritual power and dignity of the Maori people in New Zealand.

There is a long history of Maori resistance to Pakeha (refers to New Zealanders of European ancestry). Many Maori embraced most aspects of European culture while retaining many aspects of their own cultures. There was unending tribal fighting against the Pakeha settlers and later soldiers. They also used petitions, court cases, to the British government. There was passive resistance and boycotts to try to achieve their goal of a separate Maori political system. Some of these resistances were based around religious cults such as Pai Marire and Ringatu. Prophets like, Te Kooti, Rua Kenana and Te Whiti are sometimes seen as early Maori activists.

The Maori King Movement was also an important focus of resistance, especially in the Taranaki and Waikato regions. Some Maori also worked within Pakeha systems such as the Parliament of New Zealand in order to resist land loss and cultural imperialism. An outspoken member Ngata was one of the most important and influential Maori MPs who tried to combine the benefits of both cultures for Maori. He was forced to resign when he became involved in one of the biggest cases of mismanagement and maladministration which amounted to half a million pounds in New Zealand.

Early Activism over the Issue of Sporting Contacts with Apartheid South Africa

New Zealand has a long history of sporting contact with South Africa, especially through rugby union. In 1970 there was a discrimination against Maori players, since the apartheid political system in South Africa did not allow Maori players to be included in the New Zealand team. Despite some of New Zealand's best players being Maori they were excluded from the tour to South Africa because of apartheid laws.

In South Africa whites were not allowed to have physical contact with the blacks so the Maoris became victims of this policy. There were nationwide protests and the Maoris issued a warning of civil unrest in the entire Maori communities. The protesting group also stopped all racist



tours between South Africa and New Zealand. In 1973 the South African Rugby team tour to New Zealand was cancelled due to security reasons. In 1976 the South African government relented and allowed a mixed race All Black team to tour South Africa

Waitangi Treaty Protest

The Treaty of Waitangi has always been a major focus of Maori protest. It is often used to argue for particular aims such as return of land and the promotion of Maori language. This treaty was an agreement made in 1840 between the British Crown and several Maori chiefs. The treaty essentially gave the British the right to establish a governor in New Zealand and stated the rights of the chiefs to ownership of their lands and other properties. It further gave the Maori rights to British citizenship. The agreements in the treaty were ignored and the Maori used this to argue that their rights were denied. (Refer to Subtopic 11.2.5.1)

Women's Liberation Movement

The Maori women's group had campaigned against their suppression in a male dominated society. They also discussed issues of black women recognised in the social, political and economic activities and highest on their agendas were their rights over the land.

For many women there was an underlying tension between the politics, culture and language of Maori society that they were struggling to preserve and their own liberation from this oppression as Maori women. Indeed, for many Maori women it was a battle on two fronts. Firstly, it was in the struggle over land, and secondly for equality within the movement. They want a return of their land forcefully taken or through suspicious means and they wanted some kind of recognition in the governance.

Maori King Movement was a Maori nationalist movement dating from the late 19th century. The Maori founded the movement in part because the British colonial government broke promises made to them in the Treaty of Waitangi (1840) and partly because they were concerned by how much of their land the government was buying and had taken away. Many nationalist movements were developed over the issue of land rights and greater participation. On certain occasions there were race issues though it was better than the Aborigines' experience with the colonial settlers.

At least some advancement and achievement were made in terms of greater Maori participation in political, economic and social organisation. Today, many indigenous Maori are involved in politics, highly educated and meaningfully contribute in the economic activities. They even actively participated in sports activities where sometimes 'all blacks' rugby league sporting activities were organised at the international level. Eventually, there was peace and harmony among these opposing groups.

The Aboriginal Nationalist Movements

The First Australians

The original Australians were the Aborigines. When British settlers arrived in 1788, there were about 350, 000 Aborigines roaming the continent freely. They developed an enormously rich culture, but one that most European settlers could not understand. The Aboriginal culture is one of the mind and spirit. It was based on harmony with the environment. The land was sacred to be used by everyone.

British settlers caused great hardships for the Aborigines. Many Aborigines died fighting the settlers and by diseases brought by Europeans. Today, few Aborigines maintain their traditional way of life. Most live in cities and towns. The Aborigines realised the unjust treatment and land grabbing by the British settlers that provoked indigenous resistance to the foreigners. Thousands of indigenous people were killed by the settlers using their advance weapons.

The British settlers had different ideas about how the land should be used and owned. They did not believe it belonged to the whole of society. European culture is a material one: the people change the environment to suit their needs. When the British took possession of Australia, they called it '*Terra Nullius*' (empty land) and gave no rights to the Aborigines

Conflict of Interest

There was an immediate conflict of interest between the Aborigines and the settlers. Aborigines were hunters and gatherers and regarded the land as a 'mother' to them. It was sacred and something that was shared and cared for by the community. The new settlers wanted to use large areas of land to raise cattle and sheep. They wanted to fence large areas of the best land to be used by, and belong to, one person. To them the land was not sacred. It was a resource to be used for their benefit. This conflict of interest led to many clashes between the Aborigines and the settlers.

The cartoon depicts "the first land sale in Australia. You can see that the aborigines had been pushed aside and had no say over their land.



Figure 11.2.5.5a: The First Land Sale in Australia – 1855. The Aborigines Had No Say To What Was Going On.

Source: NDoE, Student Resource Book, Papua New Guinea

Most early British settlers regarded the Aboriginal people as an inferior race that should be driven off the land. They forced the people off the land they had occupied for over 40, 000 years. Traditional land was turned into farms, cattle and sheep properties or mining camps.

In those times, Aboriginal people were **massacred** and their water holes and food supplies were

poisoned. Slowly their numbers declined until, by 1920, the Aboriginal population had fallen to about 60,000. They shot, poisoned or took into virtual slavery many thousands of Aborigines. It was impossible for the Aborigines to defend their land successfully against the armed British settlers.



Figure 11.2.5.5b: The Myall Creek Massacre, Aboriginal Weapons Were Useless Against the Europeans.

Source: NDoE, Student Resource Book, Papua New Guinea

The Aborigines that were badly treated than in any other parts was in Tasmania. Within seventy three years of the first settlement, in 1803, the Tasmanian Aborigines had ceased to exist as a full blooded race. They had been hunted and killed, and confined to special settlements. What happened in Tasmania was an act of **genocide**.

What did the aborigines do to reclaim their land?

Aboriginal reaction varied. Some Aboriginal people were shy and stayed clear of the newcomers; others were curious and kept a close eye on the new settlement.

Peaceful relationships ended when the Aborigines realised that:

- the new arrivals planned to stay.
- their traditional lands were being cleared for farmland.
- the newcomers brought sicknesses and diseases.
- they had to compete for their traditional foods.

Aboriginal resistance to white occupation of their land was widespread. Aborigines used their bush craft and local knowledge to constantly carry out raids and ambushes. The two major difficulties faced by the Aboriginal resistance were the guns of the Europeans and the deadly diseases they brought to Australia.

One of the first Aborigines to openly resist the Europeans was Pemulwuy. He led his warriors

on many successful raids against the settlers, killing several of them. In 1803, two settlers shot Pemulwuy and sent his head to the Governor. It was preserved and sent to Sir Joseph Banks in England as a trophy.

What were the effects of European Settlement of Australia?

The arrival of the immigrants was disastrous. As a result of this mass migration and settlement, the original inhabitants of Australia became minorities in their own land. Many lost their lives while fighting against the Europeans. Others lost theirs through diseases that were introduced by the Europeans. They lost their traditional land and their way of life was completely disrupted by the settlers. They had no rights to the land that had supported them for thousands of years and no way of protecting their sacred sites from exploitation by farmers and miners. At first, the Aborigines were not considered to be Australian citizens. They were not even included in the population census counts until 1961. The Aborigines were forced to live on reservations in remote areas that the settlers did not want.

Below is a graph which shows the effect on the Australian population by the arrival of the Europeans. As you can see from the graph before 1788 the population of the aborigines was over 350, 000. It declined greatly when the invaders killed many of them. Around 1950 the population started to increase again. Today the populations of the Aborigines are healthy but they are a minority in Australia. Their population dropped from 350, 000 down to about 60, 000.

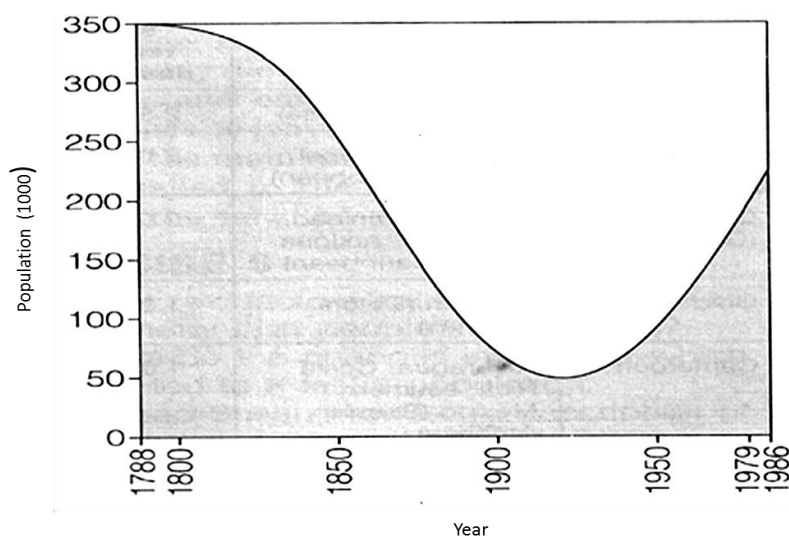


Figure 11.2.5.5c: Australian population and the arrival of Europeans

Source: NDoE, Student Resource Book, Papua New Guinea

Aboriginal Australians Protest Government Plan

A community of Aboriginal Australians burned a government proposal on “native title” land claims issued by the government of Prime Minister John Howard in 1997. Aboriginal groups denounced the government plan as it was a way to overlook native title in order to benefit wealthy landowners and developers.

In the following illustration, Figure 11.2.5.5d, a group of Australian Aborigines, some holding the Aboriginal flag, marched in Sydney in a demonstration against racial discrimination. The flag, designed by Aboriginal artist Harold Thomas, was first displayed in 1971 and was officially proclaimed a "Flag of Australia" in 1995, and has become a powerful symbol for Aboriginal people.



Figure 11.2.5.5d: Aboriginal demonstrations

Gurindji Cattle Farm Workers Strike

In 1966, at the same time as the Yolngu were seeking control of their land, Gurindji workers at the Wave Hill cattle station in the Northern Territory went on strike for equal wages with white stockmen and better working conditions. Their strike quickly became a claim for land, as the Gurindji demanded for a lease on part of the station that covered their traditional lands. In 1975, after years of legal struggles, they were granted a lease.



Figure 11.2.5.5f: The Uluru sacred Ayers Rock stands alone

The passage in 1976 of the Aboriginal Land Rights (Northern Territory) Act marked a radical change in governmental attitudes toward Aboriginal land rights. As a result of this act, more than 40 percent of the total land area in the Northern Territory was given to Aboriginal ownership. In 1985 the government officially transferred Uluru, one of the world's largest standalone rock to the Pitjantjatjara and Yankunytjatjara to Aboriginal peoples, who consider it sacred. They now lease the site back to the government as Uluru-Kata Tjuta National Park, one of the most popular tourist attractions in Australia.

Both the Aboriginal and non-Aboriginal lands within Australia contain sites and landforms that have spiritual significance to Aboriginal people. Landforms such as hills, outcrops of rocks, and water holes might together make up a *dreaming trail*, which tells the story of how the world was created according to Aboriginal tradition. While sacred lands already had minimal protection under state and federal law, the federal government expanded protection of sacred sites by passing the Aboriginal and Torres Strait Islander Heritage Protection Act in 1984. The act gives the federal government the power to prevent mining and construction projects that



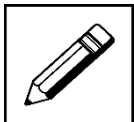
would threaten sacred lands. It operates in cases where no state legislation exists, or where state legislation will not be used to protect a sacred site.

Now read the summary.

Summary

- The Maori nationalist movements were comprised of indigenous rights movement in New Zealand.
- In 1975 New Zealand passed the Treaty of Waitangi Act in an attempt to hear and resolve these issues.
- The King Movement gained importance in 1858 after a census showed that Europeans in New Zealand outnumbered Maori.
- The King Movement decided not to challenge British authority, instead become partners in which the Maori would govern themselves.
- The original Australians were the Aborigines.
- The British settlers had different ideas about how the land should be used and owned.
- When the British took possession of Australia, they called it '*Terra Nullius*' (empty land) and gave no rights to the Aborigines
- Both the Aboriginal and non-Aboriginal lands within Australia contain sites and landforms that have spiritual significance to Aboriginal people.

Now do Activity.



Activity 11.2.5.4

1. Describe the King Movement and its benefits to the New Zealand Maoris.

2. Which country do the Maori belong to?



3. What type of political system in South Africa affected New Zealand's All Blacks during the South African tour?

4. How did the Treaty of Waitangi benefit the Maoris?

5. Explain the Aborigines perception about land.

6. Explain the white man's perception about the land.

Check your answers at the end of subunit 11.2.5.

Sub topic 11.2.5.5: The Indian Nationalist Movement

In the last sub topic, you looked at micro-nationalist movements in by Maoris and Aborigines. In this sub topic, you look at similar movements by indigenous people in India and Kenya.

By the end of this sub topic, the students should be able to:

- Identify the type of micro-nationalist movement in India and Kenya
- Explain the reasons for nationalist movements
- Discuss the effects of these movements on indigenous Indians and Kenyans

The East India Company ultimately emerged as the predominant power. It played the role of government and established laws that were in favour of the British Empire and economic gain. It became a major force for more than 200 years by exploiting human labour and natural resources. It acted as a government by passing various legislations in favour of the company's interest that attracted the growth of Indian Nationalist Movements.

One of the results of the social, economic and political changes instituted in the country throughout the greater part of 18th century was the growth of the Indian middle class. Although from different backgrounds the middle class and its varied political leaderships contributed to a growing "Indian" identity. The realisation and refinement of this concept of national identity fed a rising tide of nationalism in India in the last decades of the 19th century.

Many Indians realised their rights and various forms of economic and political deprivation by British colonial government. They rose and aired their concerns through various nationalist movements. They were inspired by Gandhi's ideas of non-violence.

The Nationalist Movements in India were organised in mass movements emphasising and raising questions concerning the interests of the people of India. In most of these movements, people were encouraged to take action. These movements failed to win Independence for India. However, they did promote a sense of nationalism among the people of the country. The failure of these movements affected many people as they withdrew from Government offices, schools, factories and services. Though they did manage to get a few privileges such as those won by the **Salt March** in 1930, they did not help India much from the point of view of their objective.



Figure 11.2.5.6a:
Mahatma Gandhi of India

Indian nationalist leader Mohandas Gandhi (known as Mohatma) spent his life campaigning for human rights in India. His strategy was to use a combination of passive resistance and non-cooperation with the British, who ruled India. Gandhi said his techniques were inspired by the Russian writer Leo Tolstoy and American writer Henry David Thoreau, and by the teachings of Jesus Christ. In 1947 Gandhi's pacifist efforts brought an end to British rule in India. In 1924, Gandhi withdrew from active politics and devoted himself to campaigning communal unity. He became the centre of the struggle for independence. In 1930, Mahatma proclaimed a new campaign of civil disobedience, calling upon the Indian population to refuse to pay taxes, particularly the tax on salt. The campaign was a march to the sea, in which thousands of Indians followed Gandhi from Ahmadābād to the Arabian Sea, where they made salt by evaporating sea water.

"You must be the change"



In 1939, World War II began. Gandhi refused to support Britain in the war unless India was granted complete independence after it was over. Five years later, the British agreed. India became a free country in 1947. Gandhi's dream of a united India was not realised. However, Indians were mostly Hindus. The country's Muslims demanded their own state, which became Pakistan. Religious violence broke out between India and Pakistan.

Gandhi himself became a victim of the violence. On January 30, 1948, he was shot and killed by a Hindu Indian who hated his efforts to achieve peace. "You must be the change you wish to see in the world," Mahatma Gandhi said. His death was considered a world tragedy. His life inspired other people. One person who followed Gandhi's way was American civil-rights leader Martin Luther King, Jr.

The Swadeshi movement encouraged the Indian people to stop using British products and use their own handmade products. The original Swadeshi movement emanated from the partition of Bengal in 1905 and continued up to 1908. The Swadeshi movement which was a part of the Indian freedom struggle was a successful economic strategy to remove the British Empire and improve economic conditions in India.

The Swadeshi movement soon stimulated local enterprise in many areas. The Swadeshi movement was the most successful.

Indian textile industry also played an important role in the freedom struggle of India. The mechanisation of the textile industry pioneered the Industrial revolution in England and soon India was producing cotton cloth in such great quantities that the domestic market was saturated and foreign markets were required to sell the production. On the other hand, India was rich in cotton produce and was in a position to supply British mills with the raw material, they required. This was the time when India was under British rule and the East India Company had already established its roots in India. Raw materials went to England at very low rates and cotton cloth of refined quality was brought back to India and sold here at very high prices. This was draining India's economy and the textile industry of India suffered greatly. This led to a great resentment among cotton cultivators and traders.

To add fuel to the fire Lord Curzon announced the partition of Bengal in 1905, and there was a massive opposition from the people of Bengal. Initially the partition plan was opposed through press campaign. The total follower of such techniques led to the boycott of British goods and the people of India pledged to use only Indian goods and to wear only Indian cloth. Imported garments were viewed with hate. At many places, public burnings of foreign cloth were organised. Shops selling foreign cloths were closed. The cotton textile industry is rightly described as Swadeshi industry. The period witnessed the growth of Swadeshi textile mills. Swadeshi factories came into existence everywhere.

Swadeshi movement changed India's entire texture of their social and domestic life. The movement soon spread to the rest of the country and the partition of Bengal had to be firmly inhaled on the 1st of April, 1912.



Figure 11.2.5.5b:
Rabindranath Tagore

Rabindranath Tagore, an Indian writer and philosopher best known for his poetry. Winner of the 1913 Nobel Prize in literature, Tagore was born in 1861, during the British colonial era in India. Through lecturing in different countries, founding a school (later a university) in 1901, and writing on social and political themes, Tagore sought to impart a greater understanding between Western and Eastern philosophies, religions, and cultures. He wrote mostly in Bengali, but translated many of his own works into English.



Figure 11.2.5.5c: Gopal
Krishna Gokhale

Indian nationalist Gopal Krishna Gokhale helped lead India's independence movement in the early 1900s. Gopal Krishna Gokhale (1866-1915), Indian nationalist leader, who in the early years of the 20th century, was the most effective critic of British rule in India. In 1905 he founded the Servants of India Society, dedicated to training "national missionaries for the service of India." Gokhale was an early influence on Mohandas K. Gandhi, who called him his political guru.

The Quit India Movement

The Quit India movement was the final of the three major nationalist movements in India. It was started in August, 1942 by M.K. Gandhi. Though the Quit India Movement collapsed within a very short time it will be a mistake to suppose that the movement was a total failure. Firstly, the movement revealed the determination of the people to undergo any amount of suffering for the cause of the country.

Secondly, the popular character of the August Rebellion was revealed through the participation of students, working class and peasants. It was the participation of the peasant community that turned the movement into a mass upsurge. Thirdly, the 1942 Movement marked the end of India's struggle for freedom and may be regarded as an apex of the freedom struggle. Fourthly, the violent mass upsurge of 1942 convinced the British ruler that their hold was sure to collapse in India sooner or later.

Britain had both colonies and dependencies. Many persons suppose them to be identical; but they were not. Britain's free colonies, like Canada and Australia, though perceived to be governed by the mother country, were really self-ruling in everything except their relations to foreign powers. It was not so with dependencies like India. These were granted no self-government, no representation; they were ruled absolutely by Great Britain, which was not their "mother" country, but their conqueror and master.



The Mau Mau Nationalist Movement

Following World War I, protests against settler supremacy and the policies of the colonial government emerged among Kenyan Africans. Much of the opposition during this period came from educated Kenyans who objected to the government's high taxes, labour-control policies, and a general lack of opportunities. One of the first opposition movements to emerge was the East African Association, which was banned by colonial authorities in 1922.

In the 1920s and 1930s African protests focused on local issues and remained within the boundaries of the ethnic units recognised by colonial rule. The Kikuyu Central Association (KCA), formed in 1924, began advocating the return of land lost to European settlement, the importance of Kikuyu cultural values, and improvement became the main issue. One of the leaders of the KCA was Jomo Kenyatta. During this period, the KCA and similar organisations in other parts of Kenya sought not the removal of colonial rule but rather improvement within it to fight this injustice.

Mau Mau Rebellion was a nationalist movement in Kenya. It was an uprising against British rule in Kenya that began in 1952 after a long build-up of resentment caused primarily by distribution of land. The African communities were tired of having their grievances ignored, especially the Kikuyu, one of Kenya's most numerous ethnic groups, gradually moved toward more radical actions. These were the Bantu-speaking people who made up the largest tribal group in Kenya. Some outbreaks of violence occurred in 1951, and the following year a secret Kikuyu society known as Mau Mau began a campaign of violence against Europeans and disloyal Africans.

In October 1952 the British declared a state of emergency and deployed troops to weed out the rebellion. The Kenyan nationalist leader, Jomo Kenyatta, and also a leader of the Kenya African Union, was arrested and charged with organising Mau Mau. In 1953 he was sentenced to seven years in prison. Before the rebellion was quashed three years later, 11, 000 rebels had been killed, and a total of 80, 000 Kikuyu—men, women, and children—were confined in detention camps. Some 100 Europeans and 2, 000 pro-British Africans lost their lives. Although it was a military failure, Mau Mau rebellion brought recognition of African grievances that eventually led to Kenya's independence.

Kenyatta spent almost nine years in jail and detention. By the time he was freed in August 1961, Kenya was moving towards self-government under African leadership, and Kenyatta had been embraced as the colony's most important independence leader. Shortly after his release, Kenyatta assumed the leadership of the Kenya African National Union (KANU), a party founded in 1960 and supported by the Kikuyu and Luo ethnic groups. He led the party to victory in the pre-independence elections of May 1963 and was named prime minister of Kenya in June. Kenyatta led Kenya to formal independence in December of that year. Kenya was established as a republic in December 1964, and Kenyatta was elected Kenya's first president the same month.

Jomo Kenyatta was the most important nationalist figure in Kenya during British colonial rule. He became the leader of the country when Kenya was granted independence in 1963. This is a view from a speech given by Kenyatta shortly before independence. He addresses the fears of white farmers in Kenya that they would face persecution under the upcoming black majority rule.

As president, Kenyatta, known affectionately to Kenyans as *mzee* (Swahili for “old man”), strive to unify the new nation of Kenya. He worked to establish harmonious race relations, safeguarding whites’ property rights and appealing to both whites and the African majority to forget past injustices. Kenyatta adopted the slogan “*Harambee*” (Swahili for “let’s all pull together”), asking whites and Africans to work together for the development of Kenya. He promoted capitalist economic policies, encouraged foreign investment in Kenya.

Mau Mau was a secret society of Africans who wanted an end to British rule in Kenya. The movement became violent in 1952. Terrorist attacks killed more than 100 Europeans. More than 13, 000 Africans lost their lives before the rebellion was crushed.

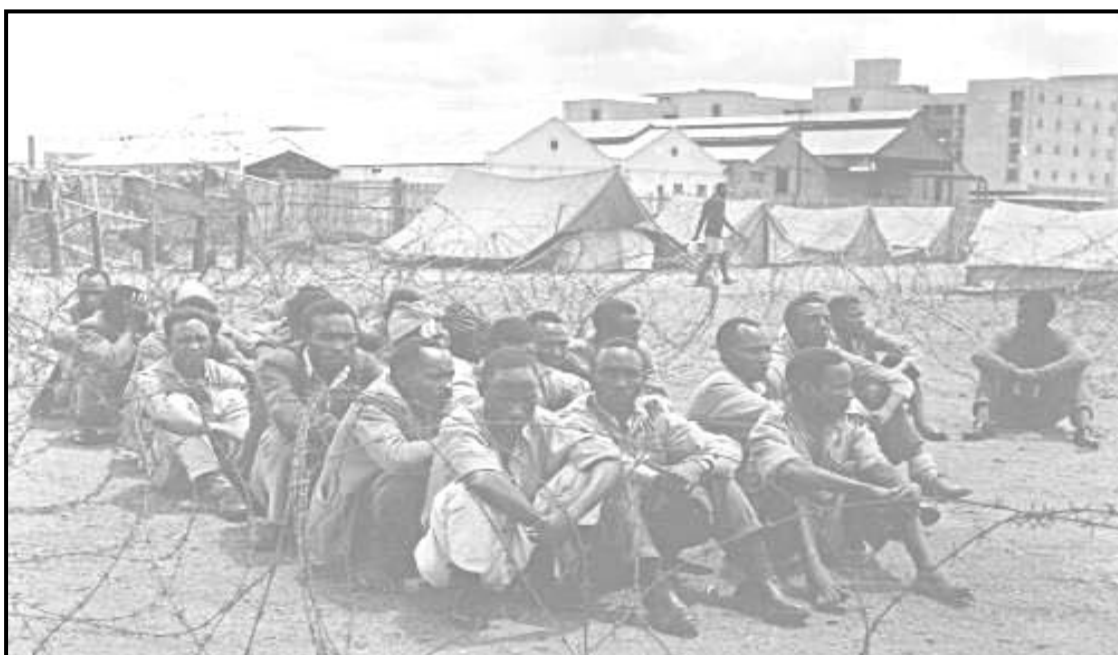


Figure 11.2.5.6d: Captured Mau Mau Rebels

Now read the summary.

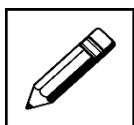
Summary

- One of the results of the social, economic and political changes introduced in India in the 18th century was the growth of the Indian middle class.
- Indians realised their rights and various forms of economic and political deprivation by British colonial government.
- The Nationalist Movements in India were organised in mass movements emphasising the interests of the Indian people.
- Mohatma Ghandi was a nationalist leader who spent his life campaigning for human rights in India. His protest strategy was to use both passive resistance and non-cooperation on British rule in India.
- The Swadeshi movement encouraged the Indian people to stop using British products and use their own handmade products.



- The Quit India movement was the final of the three major nationalist movements in India.
- Mau Mau Rebellion was an uprising against British rule in Kenya that began in 1952 about distribution of land.
- Following World War I, protests against settler supremacy and the policies of the colonial government emerged among Kenyan Africans.
- In the 1920s and 1930s African protests focused on local issues recognised by colonial rule.
- In 1952 the British declared a state of emergency and organised troops to weed out the rebellion.

Now do Activity.



Activity 11.2.5.5

1. What was the strategy used by Mahatma Ghandi to gain India's political independence.

2.
 - (a) Which company was the driving force in India for 200 years?

 - (b) What was the aim of this company?

3. Explain how the Indian middle class brought about nationalistic feeling among the people?

4. How did India manage to get its independence from Britain? Briefly explain.



5.

(a) What was the main aim of the Swadeshi movement in India? Explain.

(b) Where did the Swadeshi originate from?

(c) Explain how the movement help India's local economy?

6. Describe the Mau mau Rebellion.

7. Who was Kenyatta? Briefly explain.

**Sub unit 11.2.5 Summary**

In this sub unit, you looked at Responses to colonialism. The indigenous people reacted in different ways to colonial rule. Early micro nationalist movements resulted from peoples' resentment towards colonial rule and how best to do away with it. In New Guinea micro nationalist movements started in different parts of the country. The Maoris and Australian Aborigines fought hard for their land rights. The Treaty of Waitangi gave the Maoris rights to their traditional Maori land. Australian Aborigines were most severely mistreated by the British in Australia.

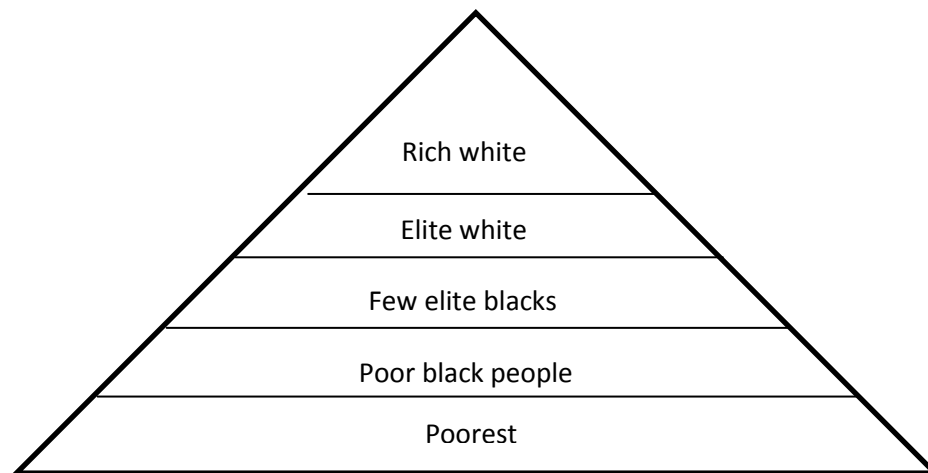


Answers to Activities 11.2.5

Activity 11.2.5.1

1. Almost all the colonies around the world including, Africa, Asia, Caribbean islands and the Pacific islands region begin to organised nationalist movements. Some of these groups even fought aggressively with the colonial powers which are evident in the African regions and Asia. The Vietnam War and Korean War are results of these nationalist feeling against the colonial powers.

2. Social pyramid of West Indian countries



3. Fidel Castro introduced Socialist Republic which turned into Communist governance system. He abolished the United States of America's established government and proclaimed localisation of all American owned assets and businesses.
4.
 - (a) The treaty was intended to bring about peaceful annexation of New Zealand by Britain, and grant the Maori people of New Zealand as first settlers and full rights as British subjects.
 - (b) In Waitangi, New Zealand
 - (c) The New Zealand government and Maori people
5. Colonisation brought great increases in trade, whaling, and missionary activity.
6.
 - (a) No
 - (b) This is because the British colonists wanted to acquire the best Aboriginal lands for mining, ranching, and farming.
7.
 - (a) President Sukarno
 - (b) He fought for the freedom of Indonesian people

**Activity 11.2.5.2**

1.
 - (a) Assimilation is a state where individuals or groups are influenced to adopt a dominant culture of others. Sometimes it is forced by authority while others do because it most favoured by everyone.
 - (b) A full assimilation occurs when new members of a society become completely hard to identify or differentiate from older members.
2. Paternalism is the feeling of being more powerful or influential and undermines the abilities of others. It is the state of being more bossy and dominant than the others.
3.
 - (a) Segregation was a system that kept white and black people apart until the 1960s.
 - (b) It was primarily used in America.
 - (c) The blacks
4. The Belgian colonial attitude towards the Congolese was (remained) extremely paternalistic. The Africans were treated like children, disciplined when judged to behave disobediently or immorally, and taught to abandon traditional lifestyles in favour of working on colonial farms. In addition, the Congolese were not taught modern technical or administrative skills.
5.
 - (a) 1937
 - (b) At first, this policy applied mainly to “mixed blood” Aboriginal people, but in the 1950s it came to encompass all Aborigines.
6. Martin Luther King Jr.
7.
 - (a) Hitler was a member of the National German Socialists Workers’ Party who later became Germany’s Chancellor and dictator.
 - (b) Jews

Activity 11.2.5.3

1. It is a social movement that helped people cope with problems of cultural contact and changes. It is also a religious movement arising from the impact of modern technology such as delivery of modern cargo on developing cultures.
2. The local people believed that these goods were coming from the dead ancestors which were promised long ago.
3. The Tutukuvul Isukal Association of New Ireland, the Peli Association, the Napidakoe Navitu of North Solomons, Mataungan Association of East New Britain, Koiari Association of the Central Province.

**Activity 11.2.5.4**

1. The Maoris realised that they were being marginalised and their land taken by force, settled on and used by foreigners. As a result they protested through the king movement that served them rights to their land and greater participation in politics, economic and social activities of the country.
2. New Zealand
3. Apartheid
4. It stated the rights of the chiefs to ownership of their lands and other properties.
5. The aborigines viewed the land as sacred and valuable provider of everything for survival. They also regard the land as their mother and land is for everyone to be used without boundaries. There is no individual who own the land in other words it is for everyone.
6. The white men saw the land to be no man's land that can be used and divided among themselves. For them land was a resources that they can use to make money. With this view they divided the land among themselves.

Activity 11.2.5.5

1. His motto was 'non-violence and passive resistance.' He used a non-cooperation style with the British government with all its policies without violence. He said you must be the change you wish to see in the world.
2.
 - (a) East India Company
 - (b) Exploit human labour and natural resources
3. The middle class and its varied political leaderships contributed to a growing "Indian" identity. The realisation and refinement of this concept of national identity fed a rising tide of nationalism in India in the last decades of the 19th century.
Many Indians realised their rights and various forms of economic and political deprivation by British colonial government. They rose and aired their concerns through various nationalist movements. They were inspired by Gandhi's ideas of non-violence.
4. India did not support Britain in the war (WWII) but wanted Britain to promise that it would grant India's independence after the war (which it did).
5.
 - (a) The Swadeshi movement encouraged the Indian people to stop using British products and use their own handmade products.
 - (b) The original Swadeshi movement originated from the partition of Bengal in 1905 and continued up to 1908.
 - (c) The Swadeshi movement which was a part of the Indian freedom struggle was a successful economic strategy to remove the British Empire and improve economic conditions in India.



6. It is a nationalist movement of Kenya that fought against the British rule and suppression on their land. They abused the human labour and exhausted their natural resources. The Mau Mau nationalist group mobilised and fought aggressively with the whites and their followers which eventually led to their political independence.
7. Jomo Kenyatta was a Kenyan nationalist and leader of the Kenya African Union. He started the Mau Mau movement. In 1953 he was sentenced to seven years in prison.



Glossary

Acid rain	Rainfall made acidic by atmospheric sulphur and nitrogen oxides from the industrial burning of fossil fuels.
Annexation	Forceful takeover of an area by a powerful country to become a part of its control or empire
Apartheid	Racial division between the governing white minority population and the non-white majority population in South Africa.
Assimilation	Process by which individuals or groups are absorbed into and adopt the dominant culture and society of another group.
Autonomy	freedom of action or the road towards self-government
Black birding	taking of Pacific islanders by force to work for the colonial masters in large sugar plantations in Queensland, Australia
Black Death	An epidemic of plague in Europe that lasted from years 1347 to 1351 resulted in the deaths of almost one-quarter of Europe's population.
Boxer rebellion	opposition or resistance of foreign rule led by the Chinese who made up the bulk of the population
Cargo cult	religious movement arising from the impact of modern technology and delivery of huge cargo on developing cultures
Christendom	When a Church and state were viewed as two different aspects of one Christian society, sometimes referred to as worldwide Christian
Civilisation	An advance stage or system of human development from one stage to the next stage
Colonisation	Action of taking control of a small country by a more powerful country.
Colony	An area of land that the people of another country settle in and control.
Communism	A political system that view for the common good unlike private ownership
Coup	Takeover of a democratically elected government by individuals or military
Decolonisation	Giving power away or proclaiming self-rule and governance
Dynasty	Rich and powerful families having control over a region or territory controlled by an emperor



Empire	Empire is a group of states under one rule or one ruler
Enlightenment	Beginning of the age of reason
Global warming	Earth's slowly rising temperature, especially in the last 20 years or so.
Heresy	Holding ideas opposed to church teachings.
Humanism	A philosophical thought, attitude that emphasises the dignity and worth of the individual. It is the belief or conviction that people are rational beings who possess within themselves the capacity for truth and goodness.
Imperialism	Policy of extending a country's power and influence through colonisation and use of military force or other means
Indulgences	Payment of sins paid to the churches.
Industrialisation	Process that describes the change from an agricultural society to one based on industry
Mandate	Colonies where their political decisions were made by those countries looking after them
Massacre	Vicious killing of large numbers of people or animals
Mercantilism	Economic systems that colonies will supply materials and markets and entirely depend on the colonisers
Monarch	Head of the state, a king, queen or emperor the feudal (old class system)
Nationalism	Ideas and movements that people come up with to fight for their sovereignty. They may derive in part from characteristics that members of a group have in common, such as language, religion, race, political state, or historical experience.
Neo-colonialism	This is the practice of exercising influence over former colonies after independence by economic, such as aid assistance in the form of projects and investments.
Pakeha	Refers to New Zealanders of European ancestry
Papacy	Office of the pope in the Vatican City
Paternalism	A feeling of being more influential and continues to undermine the abilities of others.



Protectorate	A country which was officially independent with its own ruler, but which was under the 'protection' or guardian ship of a foreign country.
Protestant Reformation	A member of a Christian group separate from Catholic follows who decide to break away because they are not happy with the traditions followed in the Catholic Church. Example is Martin Luther who is a protestant reformer
Peasant	Working class or labour class
Per capita income	Level of income per person
Renaissance	Rebirth of knowledge and the world around
Revolution	A change from one stage to another
Secularism	Belief that religion and religious bodies should have no part in political or civic affairs or in running public affairs.
Segregation	System that kept white and black people apart until the 1960s
Tariff	A tax or duty to be paid on a particular class of imports or exports



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FODE PROVINCIAL CENTRES CONTACTS

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1	DARU	P. O. Box 68, Daru	6459033	72228146	The Coordinator	Senior Clerk	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	The Coordinator	Senior Clerk	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	The Coordinator	Senior Clerk	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	The Coordinator	Senior Clerk	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	The Coordinator	Senior Clerk	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	The Coordinator	Senior Clerk	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	The Coordinator	Senior Clerk	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	The Coordinator	Senior Clerk	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	The Coordinator	Senior Clerk	72229057
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11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	The Coordinator	Senior Clerk	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	The Coordinator	Senior Clerk	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	The Coordinator	Senior Clerk	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	The Coordinator	Senior Clerk	72229065
15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	The Coordinator	Senior Clerk	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	The Coordinator	Senior Clerk	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	The Coordinator	Senior Clerk	72229073
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19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	The Coordinator	Senior Clerk	72229081
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21	HELA	P. O. Box 63, Tari	73197115	72228141	The Coordinator	Senior Clerk	72229083
22	JIWAKA	c/- FODE Hagen		72228143	The Coordinator	Senior Clerk	72229085

SUBJECT AND GRADE TO STUDY

GRADE LEVELS	SUBJECTS/COURSES
Grades 7 and 8	1. English
	2. Mathematics
	3. Personal Development
	4. Social Science
	5. Science
	6. Making a Living
Grades 9 and 10	1. English
	2. Mathematics
	3. Personal Development
	4. Science
	5. Social Science
	6. Business Studies
	7. Design and Technology- Computing
Grades 11 and 12	1. English – Applied English/Language& Literature
	2. Mathematics - Mathematics A / Mathematics B
	3. Science – Biology/Chemistry/Physics
	4. Social Science – History/Geography/Economics
	5. Personal Development
	6. Business Studies
	7. Information & Communication Technology

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) courses.
- For Grades 9 and 10, you must study English, Mathematics, Science, Personal Development, Social Science and Commerce. Design and Technology-Computing is optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) courses to be certified.

GRADES 11 & 12 COURSE PROGRAMMES

No	Science	Humanities	Business
1	Applied English	Language & Literature	Language & Literature/Applied English
2	Mathematics A/B	Mathematics A/B	Mathematics A/B
3	Personal Development	Personal Development	Personal Development
4	Biology	Biology/Physics/Chemistry	Biology/Physics/Chemistry
5	Chemistry/ Physics	Geography	Economics/Geography/History
6	Geography/History/Economics	History / Economics	Business Studies
7	ICT	ICT	ICT

Notes: You must seek advice from your Provincial Coordinator regarding the recommended courses in each stream. Options should be discussed carefully before choosing the stream when enrolling into Grade 11. FODE will certify for the successful completion of seven subjects in Grade 12.

CERTIFICATE IN MATRICULATION STUDIES		
No	Compulsory Courses	Optional Courses
1	English 1	Science Stream: Biology, Chemistry, Physics
2	English 2	Social Science Stream: Geography, Intro to Economics and Asia and the Modern World
3	Mathematics 1	
4	Mathematics 2	
5	History of Science & Technology	

REMEMBER:

You must successfully complete 8 courses: 5 compulsory and 3 optional.