

SENIOR FOUR SELF STUDY WORK

HISTORY OF EAST AFRICA

DAY 1

TOPIC: POLITICAL DEVELOPMENTS IN EAST AFRICA

BUGANDA AGREEMENT OF 1900

- This was the agreement that was signed between the British special commissioner Sir Harry Johnston and the young Kabaka Daudi Chwa II.
- The Kabaka was represented by three regents i.e. Sir Apollo Kaggwa, Stanslus Mugwanya and Zakaria Kisingiri.
- The agreement was signed on 10th March 1900.
- At first it was called the Uganda agreement but since it only applied to Buganda, it came to be known as Buganda agreement.

Why the agreement was signed

- ❖ The agreement was intended to define the position of Buganda within a wider Uganda i.e. that Buganda was also a province like other provinces in Uganda.
- ❖ The agreement was to confirm that Buganda had submitted to British rule i.e. that there was to be no resistance from the Baganda.
- ❖ The agreement was also intended to make Buganda safe for missionary activities especially after the religious wars that had de-stabilized Buganda.
- ❖ The agreement was also intended to promote British exploitation policies i.e. to prepare the ground for the effective exploitation of Uganda resources.
- ❖ The agreement was signed to introduce the rule of law in a country that had under gone a lot of political turmoil e.g the religious wars in Buganda 1880 – 1890.

- ❖ The agreement was also signed to check on the activities of Kabaka Mwanga who still had interest especially in destabilizing the protectorate from Northern Uganda.
- ❖ The agreement was signed to end the threats of Sudanese mutineers in the north i.e. they had become notorious demanding a lot of money from the British who had hired them in 1897.
- ❖ The agreement was also intended to find a suitable way to both the Baganda and the British on how to assist the young Kabaka Daudi Chwa II.
- ❖ The agreement was signed to make Buganda self reliant through introducing economic reforms e.g. cash crops growing and payment of taxes.
- ❖ The agreement was intended to reward the Baganda for their support and co-operation with the British in the extension of colonial rule e.g. Buganda was given the two lost counties that belonged to Bunyoro (Bugangaizi and Buyaga) in Mubende.
- ❖ The agreement was signed to solve the boundary problems between Buganda and her neighbours especially Bunyoro.
- ❖ The agreement was signed to make a spring board or the starting point from where the rest of Uganda would be colonized.
- ❖ The agreement was to serve as a legal document that would protect and safe guard the British imperialist interests in Uganda.
- ❖ The three regents who signed on behalf of the young Kabaka Daudi Chwa were ignorant and only interested in material benefits e.g. land and titles like Sir Apollo Kaggwa.

Terms/provisions of the agreement

- All men of 18yrs and above were to pay a hut tax of 3 rupees which was to be collected by local chiefs.
- No more taxes were to be collected without the approval of the Lukiiko and the consent of the Kabaka.

- Revenue from the taxes was to be for the protectorate government and not the Kabaka, like before.
- The collection of tributes from neighbouring states like Busoga, Ankole, and Toro by Buganda was to be stopped immediately.
- All chiefs including the Kabaka were to receive a monthly salary like other civil servants in the protectorate government.
- All natural resources like minerals and forests were to be in the hands of the protectorate government and it was its duty to exploit them.
- Land was to be divided into two i.e. Mailo land was to be given to the Kabaka and his subjects while crown land was to be given to the protectorate government.
- Peasants settling on this land were to pay rent (Busuulu) to the landlords and the Kabaka was to appoint chiefs to look after his mailo land.
- Crown land included forests, lakes, swamps and the people who settled on this land were not to pay rent or Busuulu.
- The Kabaka was to be retained as the supreme ruler of Buganda but with the title of his highness.
- The Kabaka was to rule under close supervision of a British representative and he was to be assisted by three regents i.e. Katikiro (Prime Minister), Muwanika (Treasurer) and Mulamuzi (Judge).
- The Lukiiko was to have parliamentary powers, to formulate laws and to remain the highest court of appeal.
- The Kabaka was not to dismiss any member of the Lukiiko without consulting the British government.
- Membership to the Lukiiko was to be fixed at 89 and of these 60 were notables, 20 Ssaza chiefs, 3 regents / ministers and 6 Kabaka's nominees.

- Cases involving foreigners were not to be decided upon by the Kabaka but handled by the protectorate government.
- The Kabaka was not to form an army without the consent of the protectorate government.
- Buganda's boundaries were to be redefined and the two lost counties of Buyaga and Bugangaizi that previously belonged to Bunyoro were to be added to Buganda.
- Buganda was to be divided into 20 counties each under a Ssaza or county chief.
- In case of misunderstanding the terms of the agreement, the protectorate government had the right to abrogate or cancel the agreement.

Effects of the agreement

- ✓ The Kabaka's powers were greatly reduced e.g. he lost authority over the army and tax collection.
- ✓ The agreement made Buganda part of Uganda and it placed Buganda at the same level with other provinces in Uganda.
- ✓ The Kabaka lost control over his chiefs who became public servants and were paid by the protectorate government.
- ✓ Buganda's 20 counties were allocated on a religious basis i.e. protestants were given 10, Catholics got 8 and Moslems 2.
- ✓ The agreement re-defined the boundaries of Buganda to include the two lost counties of Buyaga and Bugangaizi which were got from Bunyoro.
- ✓ The loss of the two counties led/increased Bunyoro's hostility to Buganda.
- ✓ The Buganda agreement laid a foundation for the signing of similar agreements with others areas e.g. Toro agreement in June 1900, Ankole agreement 1901.

- ✓ The agreement confirmed and formalized British rule over Buganda and Uganda as a whole which meant that Buganda had lost its independence.
- ✓ The agreement encouraged the growing of cash crops like tea, coffee and cotton because people had to pay taxes.
- ✓ The hut tax also forced people to crowd in one hut so as to avoid paying the tax and this led to the spread of diseases like dysentery.
- ✓ The agreement began the exploitation of Uganda's resources like minerals and forests as a way of raising funds for the protectorate government.
- ✓ After the agreement, some Baganda decided to collaborate with the British to extend colonial rule in Uganda e.g. Semei Kakungulu and John Miti.
- ✓ The agreement also encouraged the development of roads, schools, hospitals as a way of tapping Uganda's economic potential.
- ✓ The Kabaka lost control over the land in Buganda which increased on the number of white settlers grabbing land in Buganda.
- ✓ The agreement ended the religious wars which had destabilized Buganda during the reign of Kabaka Mwanga.

ACTIVITY 1

1. a) Why was the 1900 Buganda agreement signed?
b) What were the results/significances/effects of this agreement?
2. a) Describe the **TERMS, CLAUSES, PROVISIONS** of the 1900 Buganda agreement?
b) How did it affect the affairs in Uganda up to independence?

DAY 2

THE 1953 KABAKA CRISIS

- This was a political misunderstanding between the Governor of Uganda-Sir Andrew Cohen and the Kabaka of Buganda-Muteesa II.
- It involved a lot of tension, mistrust and suspicion between these two gentlemen.
- This tension resulted into the deportation of Muteesa II to England on 30th November 1953.
- Kabaka Muteesa II had failed to cooperate loyally with the British as the 1900 agreement demanded.
- This created a non-violent but very tense and confused situation in Buganda that is popularly known as the '*Kabaka crisis*' of 1953.

Causes of the crisis

- ❖ Buganda was demanding for federalism and special status so that she would not be at the same level with other regions of Uganda which the colonial gov't opposed.
- ❖ In 1945, three Africans were chosen to join the Legco to make constitutional changes. Buganda, Ankole and Busoga were all supposed to send one representative each, but Buganda refused and demanded for more seats because she didn't want to be at the same level with other regions.
- ❖ The Kabaka also supported the Lukiiko's decision not to send a representative to the Legco and this annoyed the governor who wanted a united Uganda leading to the deportation of the Kabaka.

- ❖ In 1952, a colonial gov't expert A.C Willis researched and emphasized the need to set up local councils in Uganda and resist federalism which didn't go down well with the Baganda.
- ❖ The Baganda were also worried about the developments in the Legislative council which was turning into a *small national assembly* for all races, tribes and regions of Uganda and this threatened the power of Buganda as a semi-independent state within a wider Uganda.
- ❖ The Baganda also feared for their power because this would mean that the colonial gov't would win over any vote of confidence over Buganda.
- ❖ The formation of Uganda National Congress (UNC) on 2nd march 1952 by Ignatius Kangave Musaazi also led to the crisis. The party called for unity amongst all Ugandans to demand for independence which the Baganda saw as threat to the institution of the Kabaka.
- ❖ The Baganda were also alarmed by the colonial government's demands for the East African federation which Buganda didn't like because they didn't want to merge with other regions of East Africa.
- ❖ The Kabaka also received a lot of support about this issue from his subjects, the Lukiiko and other provinces like Busoga who also opposed the idea and this also worsened Muteesa's relationship with Sir Andrew Cohen.
- ❖ The governor was also angered by Buganda's demands to be transferred from the colonial office to the foreign office which showed no confidence in the abilities of the governor.
- ❖ On 30th November 1952, the British stopped recognizing the Kabaka and later deported him to London in 1953.

- ❖ The British wanted to fulfill the demands of the 1900 Buganda which had stated that the institution of the Kabaka would be abolished if at all he failed to cooperate with the British and this is what sparked off the crisis.
- ❖ The Kabaka was ill advised and he showed stubbornness to the governor even after a series of meetings were held with the governor and this led to his deportation in 1953.
- ❖ The Baganda refused to choose a successor to Muteesa II after his deportation in 1953, contrary what the governor had thought and they only voiced one point ***‘We want our Kabaka back’***

Effects of the Kabaka crisis

- ✓ Following the deportation of the Kabaka in 1953, a state of emergency was declared in Buganda.
- ✓ Several Baganda elites were sent to England to plead for Muteesa’s return e.g. Eridadi Muriira, Thomas Makumbi and Apollo Kironde.
- ✓ In early 1954, a constitutional expert-**Sir Keith Hancock** was sent to Uganda to see how a new constitution would be quickly made to return sanity to Buganda.
- ✓ It led to the signing of the **1955 Namirembe agreement** which altered the 1900 agreement e.g. the Kabakaship became a constitutional monarch.
- ✓ It was also agreed that the Buganda was to remain part of Uganda and it was to elect members to the Legco like other regions.
- ✓ The crisis affected the formation of the East African federation because this act by the Baganda clearly showed that some sections of the people didn’t want it.
- ✓ The crisis caused a lot of resentment from the Baganda following the deportation of their Kabaka e.g. Baganda men

allowed their beards grow wild and they wore bark cloth as a sign of mourning.

- ✓ The crisis resulted into riots in Buganda and increased demands for British withdrawal from Buganda's soils.
- ✓ The crisis led to the violation of the 1900 Buganda agreement by both the British and Baganda e.g. Britain stopped recognizing the Kabaka and Buganda wanted independence outside the protectorate.
- ✓ The Namirembe agreement also resolved that Muteesa was to return if the Lukiiko had invited him and on **17th October 1955**, Muteesa returned amidst jubilation from his people.
- ✓ The crisis resulted in Buganda's boycott of the 1961 National Assembly elections and fresh elections were organized in 1962.
- ✓ The crisis led to the formation of political parties in Uganda for example **Democratic Party in 1956** and **Uganda Peoples' Congress in 1960**.
- ✓ The formation of political parties also forced the Buganda loyalists to form their own political party called **Kabaka Yekka (K.Y)** literally meaning king alone, to strongly support the Kabaka's position.
- ✓ The crisis speeded up the political developments in Uganda that resulted into the attainment of independence on **9th October 1962**.

ACTIVITY 2

1. a) What were the causes of the Kabaka crisis of 1953 – 1955?
b) What were the results of this crisis?
9. a) What led to the conflict between the British and the Baganda between 1953 – 1955?
b) What were the effects of this crisis on Buganda up to independence?

DAY 3

DEVONSHIRE WHITE PAPER (1923)

- This was a statement of government policy issued in March 1923 during a conference in London by the colonial secretary, who was also the Duke of Devonshire.
- From 1896, white settlers started flocking into Kenya while the Asians came during and after the construction of the Uganda Railway.
- Inevitably, between 1907 and 1923 bitter conflicts arose between the three groups i.e. Asians, white settlers and the Africans due to their different demands and interests.

Reasons for the declaration of the Devonshire White Paper Asians (Indians)

- The Asians wanted equal representation on the L.E.G.CO (Legislative council) i.e. the Asians outnumbered the white settlers yet the white settlers had more seats on the LEGCO.
- Racial segregation also hurt the Asians e.g. they wanted equal treatment with the whites in politics, health, education, business e.t.c.
- The Asians also wanted unrestricted immigrations into Kenya i.e. they wanted free entry and exit into and out of Kenya.
- They also wanted to acquire land from the fertile Kenyan highlands i.e. the white settlers had forced the Asians to stay in towns which they did not like.
- Asians had formed associations like the East African Indian National Congress led by A.M Jeevanjee which became a platform for airing out their grievances against the white settlers.

Africans

- The Africans demanded for the withdrawal of the Kipande (Identity cards) that made them look like prisoners in their own country.
- Africans wanted a reduction in taxes which had suffocated them yet many of them had nowhere to get the money.
- African also wanted good labour conditions e.g. many of them were forced to work on European farms with little or no pay at all.
- Africans like the Kikuyu and the Maasai wanted all the land that had been taken away from them returned by the white settlers
- Africans also wanted to regain their independence that had been eroded by the British.
- Africans also demanded for similar education opportunities which they had been denied by the whites in order to keep them backward.
- Africans also wanted representation in government because they had been totally left out in politics.
- Africans were also restricted from growing cash crops by the whites who claimed that they were going to lower the quality of the Kenyan produce.
- The Africans also formed tribal organizations e.g. the Young Kikuyu Association and the Young Kavirondo Association which became plat forms for airing out their views.

White settlers

- The white settlers wanted to monopolize politics of Kenya e.g. by 1920, they had more seats /majority seats on the legislative council but they were not contented.

- They believed in racial superiority and they didn't want to share social services with Africans and Asians e.g. health, education e.t.c
- The white settlers wanted to retain the fertile Kenyan highlands exclusively for themselves.
- The European settlers also wanted the colonial government to discourage Africans from growing cash crops so that they could only serve as laborers on the European farms.
- The white settlers wanted to colonize Kenya as a separate colony from England i.e. they wanted Kenya to be declared Independent from England.
- The whites were also led by Lord Delamare and Colony Grogan who set up a number of associations to serve as platform for airing out their views.

Terms/provisions of the Devonshire White Paper

- ❖ The Kenyan highlands were to be exclusively reserved for the white settlers only.
- ❖ The legislative council was to have eleven (11) Europeans, five (5) Asians (Indians), 1 Arab and a missionary to represent African interests.
- ❖ There were to be no more restrictions on Asian immigration or entry into Kenya.
- ❖ A missionary i.e. Dr. Arthur was to be nominated to the legislative council to represent the interest of the Africans.
- ❖ There was to be no more racial segregation or discrimination in all residential areas.
- ❖ Africans were to be members of the local councils and not in politics at a higher level.
- ❖ Asians and African representatives on the Legislative council were not to be on the same voters registers as the whites.

- ❖ The colonial office in London was to watch over the Kenyan Affairs in order for the interests of the Africans to be given first priority.
- ❖ The paper clearly stated that Kenya was primarily an African territory and the interests of the Africans were paramount or very important.
- ❖ The paper made it clear that all racial groups in Kenya were to work together and gradually towards the achievement of self rule or independence.
- ❖ The paper also warned against the white settlers wanting to make further advances towards self rule.
- ❖ The paper was to rule out any constitutional changes in favor of the white settlers.
- ❖ The paper also stated that the white settlers would no longer have controlling influence on the colonial government but it was the government that was to serve their interests.

Effects of the Devonshire white paper

- The Asians failed to win equality with the white e.g. they were denied the right to occupy the Kenyan highlands and were given only five seats on the LEGCO and they had to use a different voters register.
- The white settlers lost their dream of even controlling Kenya as a separate colony.
- The paper confirmed Kenya as a settler colony which increased the number of Europeans coming into Kenya.
- The paper also confirmed that Kenya was for Kenyans and that, their interests were to be given first priority.
- The paper also clarified that neither the whites nor the Asians would gain monopoly in the administration of Kenya whatsoever.

- The giving of the highlands to settlers stimulated plantation farming and led to the growth of cash crop economy.
- The paper failed to address the land and labour problems i.e. Africans were to continue providing labour on settler farms.
- The free immigration policy resulted in many Indians pouring into Kenya and they became a major force in Kenya's economy.
- The paper also laid the foundation for the future independence struggles of Kenya e.g. armed groups like Mau- Mau were formed by the Africans.
- The paper exposed the intentions of the white settlers in Kenya who were after taking over the country.
- The paper created unity among Africans and Asians because it affected them equally.
- Africans started sharing in the running of their country. E.g. the native councils and in 1931 they were allowed to send representatives to the Legco.
- The colonial government started training and educating Africans, a measure that was intended to prepare them for the future responsibilities and independence.

ACTIVITY 3

1. a) Explain the factors which led to the issuing of the 1923 Devonshire white paper.
b) Why is this paper still remembered in the history of East Africa?
2. a) What were the causes of conflict between the various races in Kenya between 1907 – 1923?
b) How did the Duke of Devonshire settle these conflicts?
3. a) Describe the **Terms, Clauses, Provisions** of the 1923 Devonshire white paper.
b) What were the effects of the paper?

4. a) What led to the racial differences between the Europeans and Asians in Kenya between 1907 -1923?

b) How did the Duke of Devonshire settle these differences?

DAY 4

THE WHITE SETTLERS IN KENYA

- The Europeans begun to settle in Kenya in 1896 and large number came in 1903.
- They mainly came from New Zealand, Britain, South Africa, Australia and Canada.
- Their aim was to set up plantation farms.

Reasons for their coming

- ❖ The climatic conditions especially in Kenyan highlands were good, cool, and conducive for European settlement.
- ❖ Very few Africans had settled in the high lands and this is perhaps why settlers settled in such areas in large numbers.
- ❖ The Devonshire white paper of 1923 that gave the Kenya highlands exclusively to the whites also encouraged them to come to Kenya in large numbers.
- ❖ Kenya had strategic advantage i.e. it had direct access to the Indian Ocean waters and a well developed transport network.
- ❖ The construction of the Uganda railway line reduced transport costs and provided them with a reason to come and exploit resources in Kenya.
- ❖ The nomadic way of life of the some of the Kenyan tribes like the Nandi, Maasai and Kikuyu also made it easy for the settlers to obtain land.
- ❖ The colonial policy was clear that Kenya should be a settler colony which officially encouraged settlers to come in large numbers.

- ❖ Many of the governors in Kenya were too lenient and sympathetic to settler demands e.g. Sir Charles Elliot (1902-1904), Sir Donald Stewart (1904 – 1905).
- ❖ During the Anglo-Boer wars (1899 – 1902) in south Africa, a number of African farms were destroyed which forced many settlers to rush to East Africa expecting to find the same prospects.
- ❖ The earlier reports made by the explorers also encouraged the settlers to come e.g. they reported about the fertile soils and reliable rainfall in Kenyan high lands.
- ❖ After World War 1 in 1919, there was a need to resettle ex soldiers and therefore many of them ended up in Kenya as settlers.
- ❖ The desire to stop inhuman acts of slave trade and introduce legitimate trade also encouraged many whites to come to Kenya.
- ❖ Many Africans were poor and were willing to work on settler farms and therefore the white settlers came to Kenya to exploit the idle and unskilled African labour force.
- ❖ Charismatic leaders like Lord Delamare also encouraged settler farming because he was a successful farmer and encouraged many settlers to grow cash crops.

Problems faced by White settlers in Kenya

- Settler farming faced strong opposition from Africans e.g. the Maasai and Nandi constantly raided the white settler farms.
- The world economic depression after World War 1 greatly affected the white settlers as their crops lost market because of the low prices.
- Diseases also frustrated the settlers e.g. the cows were attacked by East coast fever and tick borne disease while wheat was attacked by leaf rust.

- The white settlers lacked funds to carry out large scale farming e.g. some were too poor to buy land or even pay workers.
- Some crops like tea and rubber required large estates which the settlers could not get easily.
- In some areas the soils were infertile due to mineral deficiency which also led to low output.
- The colonial government paid less attention to the problems of the settlers because it was only interested in reducing costs of administration.
- A lot of time was wasted by the white settlers on the experimental growing of some crops e.g. rubber.
- There was competition from imported products e.g. wheat was imported on a large scale.
- Labour was not enough mainly because Africans were not willing to work on European farms.
- Poor transport also affected settler farming in Kenya e.g. many parts were not connected to the railway line.
- Most of the Kenyan land was barren and unproductive e.g. in Maasai land.
- There was theft of settler food by the Pastoral tribes like Nandi, Maasai and Turkana.
- Tropical diseases that affected the settlers like Malaria, Sleeping sickness e.t.c.

Effects/role of white settlers in Kenya's economic development

- ✓ The white settlers introduced plantation agriculture i.e. Cash crop, economy in Kenya like Pyrethrum, rubber, wheat.
- ✓ Settler farming stimulated the development of communication net works e.g. roads were built and Uganda railway line extended to areas like Kitale.

- ✓ The growing of cash crops also led to the development of modern and scientific methods of farming e.g. use of fertilizers and setting up large fenced farms.
- ✓ Because of increased business activities, modern towns and trading centers like Nairobi developed.
- ✓ The introduction of plantation agriculture enabled the Kenyans to shift from subsistence farming to large scale farming which brought in more money.
- ✓ With increased agriculture, small scale industrialization took place e.g. 1906; UNGA Limited established a grain mill in Nairobi.
- ✓ The settlers introduced the rearing of exotic animals in Kenya e.g. exotic sheep, cattle and pigs were imported from New Zealand and Britain.
- ✓ A lot of land that was previously idle was put to good use by the settlers who established large farms for cash crops and rearing of animals.
- ✓ The establishment of the plantation farms created more employment opportunities for the Africans who improved on their standards of living.
- ✓ The growing of cash crops disrupted the traditional African patterns of farming i.e. Africans started growing crops they were not going to eat.
- ✓ Because plantation farming was in the hands of the white settlers, the economy of Kenya was therefore put in the hands of the whites.
- ✓ Africans lost much of their lands particularly the Kikuyu, Kamba, and Maasai.

- ✓ The white settlers dominated the politics of Kenya which caused political problems and this resulted into the 1923 Devonshire white paper declaration.
- ✓ The movement of Africans with in Kenya was restricted by the colonial government which led to the introduction of identity cards (Kipande).
- ✓ African loss of land and segregation tendencies of the whites led to the formation of nationalistic movements like Mau Mau.

Economic and social developments in Kenya between 1900-1945

- Cash crop development was linked much to the white settlers who occupied the Kenya highlands.
- The first crops to be grown were maize for cash and potatoes for food.
- Lord Delamere experimented wheat farming in the Uasin-Gishu plateau where he produced the first wheat crop successfully in 1907.
- In 1904, tea was introduced at Limuru and sisal was planted at Thika.
- By 1920, sisal had become the second most important plantation crop.
- Rubber was also grown on plantations near the coast.
- Tomatoes and cape good berries were also grown.
- Africans grew crops which they were familiar with e.g. simsim and groundnuts.
- In 1904, the policy of reserves was beginning where Africans had to supply labour and were not to grow cash crops.
- In 1908, Coffee Planters' Association was formed where coffee trees were got from missionaries.
- Lord Delamere later introduced coffee growing near Thika.

- By 1920, large tea estates were established around Nakuru.
- In 1925, two companies from India were set up on the large tea plantations at Kericho.
- Between 1920 to 1921, the government encouraged maize growing.
- In 1935, pyrethrum was grown in the Kenyan highlands.
- Vegetables and fruits were also introduced in the Mau hills.
- Communication included railway lines, roads, telegraphs and waterways.
- Kenya-Uganda railway began in 1896 at Mombasa and extended to several parts of Kenya.
- In 1921, the railway line extended from Nakuru to Eldoret and Kitale then to Uganda.
- Within Kenya, the railway lines extended to Nyeri, Nanyuki, Thompson falls and Magadi.
- Feeder roads were constructed to supply or feed the railway stations with goods to be transported.
- Harbour at Mombasa developed due to easy communication by road and railway.
- Lake steamer service on Lake Victoria was established which boosted trade.
- Major ports like Kisumu, Jinja, Port Bell, Entebbe, Bukoba, Mwanza and Musoma were established and this boosted water transport.
- By 1930, Kenya's internal and international communication services had been established.

Contribution of Lord Delamere to the economic development of Kenya

- His real name was Hugh Cholmondeley.
- He first came to Kenya in 1897 on a hunting expedition.

- He probably came from South Africa and was attracted by the great potential of the country.
- He was a product of white settler influence in Kenya.
- The white settlers increased in Kenya as a result of the construction of the Uganda railway.
- He later returned in 1903 to settle in the Kenyan highlands which were suitable for white settlement.
- Lord Delamere was determined to make farming a success in Kenya and therefore worked hard for its development.
- He acquired land at Njoro and around Lake Elmenteita for the development of agriculture in Kenya.
- He spent his personal effort and money on agricultural experiments in Kenya.
- He experimented on various types of wheat in the above areas.
- Lord Delamere also experimented on various breeds of exotic livestock in Kenya e.g. the Freshian.
- Delamere spent a lot of money trying to control diseases and climatic problems in Kenya.
- Through research, he was able to contain the ‘rust’ disease which threatened wheat in Kenya.
- He imported pigs, sheep and cattle although many of them died of the East Coast Fever.
- He carried out cross-breeding of exotic and local animals which promoted the resistance of the animals.
- In 1907, he produced his first successful wheat crop.
- He also developed crops like tea, sisal, coffee and maize.
- He was instrumental in the formation of ‘Master-servants ordinance’ of 1906 that was where Europeans were the masters and Africans were the servants.

- The ordinance made African interests secondary to the European interests in Kenya.
- Lord Delamere was active in settler politics and led the European settler delegation to the Devonshire White Paper discussion in 1923.
- He later died in 193 during the period of the Great Economic Depression.

ACTIVITY 4

1. a) Why did the settlers send Asian and European delegations to the colonial secretary in 1923?
b) What were the outcomes of their journey?
2. a) Why did Uganda receive few white settlers? **OR** Why didn't Uganda develop into a settler colony?
b) Why was Kenya developed into a settler colony?
3. a) What problems did the white settler communities encounter in Kenya?
b) Describe the role of the white settlers in the development of the economy of Kenya up to 1945.
4. a) What factors led to the rise of settler communities in Kenya in the late 19th century?
b) What were the effects of their activities on the Africans in Kenya?

DAY5

THE UGANDA RAILWAY

- This was the railway line that was built from Mombasa (Kilindini) harbour at the coast of Kenya through Kenya to Kampala and then extended to other parts of Uganda.
- Construction began on 30th May 1896 and Sir George White House was the chief engineer.
- Labour was mainly provided by the Indian Coolies.

- From the start, the line was called the Uganda railway because the British wanted to effectively exploit the economic resources of Uganda since Kenya offered less prospects.

Reasons for the construction of the Uganda railway

- ❖ The British constructed the line to establish effective control over Uganda and Kenya.
- ❖ The railway line also intended to ease the transportation of Military personnel, Colonialists, arms or weapons and administrators in Uganda.
- ❖ The line was built purposely to open the interior for trade and commerce i.e. to enable East Africa carry out trade with the outside world.
- ❖ The line was built to help in the elimination of Slave trade because it would enable the abolitionists move into the interior of Uganda and Kenya.
- ❖ The line was meant to encourage cash crop growing like cotton, tea e.t.c which would lead to the economic development of Kenya and Uganda.
- ❖ The line was built to provide a cheaper quicker and easier means of transport to replace the slave trade that involved moving long distances on foot.
- ❖ The line was constructed to ease the work and movement of the missionaries who wanted to spread Christianity and civilize Africans
- ❖ The British built the line in order to conform to the doctrine of effective
- ❖ occupation as demanded by the Berlin conference of 1884 – 1885.

- ❖ The line was also constructed in order to stop other powers like the Egyptians who had also shown interest in controlling Uganda because of the source of the River Nile.
- ❖ The British wanted to provide employment opportunities for the people of Uganda and Kenya through the construction of the railway e.g. people were to be employed as cleaners, mechanics and in the loading and off loading sections.
- ❖ The line was constructed because the Imperial British East Africa company (IBEACO), had recommended it and it had even surveyed its route.
- ❖ The line was intended to make Uganda and Kenya self reliant and enable them to pay for their own administration.
- ❖ After the signing of the second Anglo – German agreement of 1890 (Heligoland treaty), the British had no fear of investing their money in Uganda and that's why the line was constructed.
- ❖ The line was intended to open up the remote areas of E.Africa to develop them into urban centres.
- ❖ It was constructed to link the landlocked Uganda to the East African coast.

Extension of the Uganda railway (1896 – 1965)

- The idea of building the railway line was introduced by William MacKinnon of IBEACO.
- In 1892, a survey of the route was done.
- On 30th May 1896, the project eventually began at Kilindini (Mombasa).
- Sir George white house was the Chief engineer.
- Over 32,000 Indian coolies were recruited for the job since Africans were not interested in the work.
- In 1898, the railway line had reached Voi.

- By 30th June 1899, the line had reached Nairobi and this is where the central store of materials was located.
- By 1900, the line had reached Nakuru.
- By 20th December 1901, it had advanced to Kisumu where it was connected to Uganda through a steamer service ship (ferry) across Lake Victoria.
- In 1913, the Nairobi-Thika line was extended to the European farms of Nyeri and Nyahururu.
- From 1921, there was a major expansion of the line in Kenya e.g. in 1926 the Nakuru to Solai line was constructed and then it was extended to Eldoret during the same period.
- In 1913, the Naivasha-Gilgil-Thomson's falls line was also constructed.
- From Eldoret, the line was extended to Kitale to the European farms in the area.

IN UGANDA

- From Kisumu where the line had reached in 1901, it was connected to Uganda through a regular steamer service (ferry) across Lake Victoria to Port Bell.
- In 1912, Sir Hesketh Bell built the line that connected Kampala to Port Bell to reduce on congestion at the port.
- In the same year (1912), the Jinja –Namasagali line was constructed to encourage cotton growing in Busoga.
- In 1928, the Namasagali-Tororo line was constructed to tap mineral potentials and cotton.
- From Tororo, the line was connected to Eldoret in Kenya to reduce on the congestion at Port Bell.

- In 1929, the Tororo - Soroti line was constructed through Mbale to encourage cotton and coffee growing and enable the transportation of cattle.
- In 1931, the line crossed the Nile and reached Kampala.
- This was to ease the transportation of goods like coffee from the East to Kampala.
- In 1956, the Kampala – Kasese line was constructed to transport copper from Kilembe mines to Jinja for smelting.
- In the 1960's, Soroti was connected to Lira then to Gulu to transport cotton, simsim and cattle.
- By 1965, the line had reached Pakwach to transport tobacco, simsim, Cotton and coffee from Northern Uganda.

Problems faced during the construction of the railway line

- Physical obstacles like forests, steep relief, steep escarpments of the rift valley and rivers caused engineering problems especially in Kenya.
- Wild animals like Lions in the Tsavo region of Kenya delayed the projects as people feared and failed to work for over a month.
- Hostile African tribes also made the construction difficult e.g. the Nandi stole the construction materials before disappearing into their hills.
- The harsh climate like heavy rains and scorching sun also made the construction work very difficult.
- Labour shortage mainly because most Africans were not interested in constructing the railway line.
- The British resorted to the Indian coolies who were very weak and they caused unnecessary delays.

- Tropical diseases like Malaria, jiggers and small pox also proved to be a problem because they claimed the lives of many Indian Coolies.
- Inadequate funds also made the construction work difficult because the cost of the line was too high i.e. the British spent about 8 million pounds and yet the initial budget was 2 million pounds.
- The constructors faced hostility from the Germans who frequently attacked the line e.g. at Voi in order to make the constructors' work very difficult.
- Lack of food was another big problem because the constructors had to depend on supplies from Europe.
- Language barrier also affected the construction because the British, Africans and Coolies couldn't easily communicate with each other.
- There was also lack of communication between the constructors and the colonial office in London where orders were supposed to come from.
- There was a problem of poor transport and communication especially when it came to transporting heavy construction materials within East Africa.
- Lack of co-operation between the railway authority and local leaders was also a problem e.g. the local leaders accused builders for not consulting them.
- British engineers were very few and this always led to acts of indiscipline, disorder and wastefulness on the part of the Coolies.
- Inadequate port facilities in Mombasa caused a problem because it was difficult to off load heavy rail way machinery.

Effects of the Uganda railway

- ✓ Transport and communication from the interior to the coast was made easy for example a journey that used to take months was now covered in a week.
- ✓ The line stimulated economic growth and promoted international and local trade e.g. agricultural products could now be exported using the railway.
- ✓ The construction of the line stimulated the growing of cash crops e.g. Cotton, Coffee and Tobacco.
- ✓ Towns developed especially along the railway routes e.g. Kisumu, Nakuru, Voi, Kitale, Tororo, Mbale and Jinja.
- ✓ Construction of the line brought many Indians into E.Africa e.g. a fifth of all the Indian coolies who came to construct the railway remained behind to do business.
- ✓ There was loss of lives especially in areas where the stubborn Africans were refusing the line to pass through their lands e.g. during the Nandi resistance.
- ✓ Construction of the line caused an influx of Europeans into E. Africa who came to do trade and agriculture for example in the Kenyan highlands.
- ✓ Construction of the line created many employment opportunities for many people e.g. station managers, locomotive drivers, engineers, mechanics.
- ✓ The influx of whites and Asians resulted into political conflicts especially in Kenya and this resulted in the Devonshire white paper declaration of March 1923.
- ✓ Construction of the line brought slave trade and human portage to an end and legitimate trade was introduced.

- ✓ The construction of the line eased the British administration of Uganda and Kenya i.e. troops and administrators were easily transported for supervision.
- ✓ The line speeded the development of feeder roads which connected areas where goods were produced to railway stations.
- ✓ The movement of missionaries with their property was made easy and this led to western civilization and spread of Christianity.
- ✓ The construction of the railway line led to the transfer of Kenya capital from Mombasa in 1907 to Nairobi which was more central.
- ✓ Africans like the Nandi and Masai lost their lands because they originally occupied areas where the line passed
- ✓ Small scale industries e.g. cotton ginneries, copper smelting and coffee processing plants were established to reduce on the bulk of goods for export.

The contribution of Allidina Visram in the economic development of Uganda

- ✓ Aldina Visram was an Indian born in 1863 in India.
- ✓ He came to Uganda as a result of the construction of the Uganda railway.
- ✓ He began his commercial career in Zanzibar in 1870 during the prosperity of the Indian Ocean trade and Long Distance trade.
- ✓ He later moved to the interior of East Africa and set up a base at Bagamoyo.
- ✓ During the progress and development of the railway line inland, he set up commercial posts and centers along the line.
- ✓ He was the most enterprising Indian trader in Uganda of his time.

- ✓ He bought produce from African farmers for sell e.g. cotton, coffee and tobacco.
- ✓ He built cotton ginneries in Uganda e.g. in Kampala to process the cotton.
- ✓ He lent out money to African and Indian traders in East Africa.
- ✓ He introduced the banking system e.g. he built the National Bank of India and Commerce.
- ✓ He reached Kampala and established himself as a powerful trader by 1898.
- ✓ He opened the first shop in Uganda.
- ✓ He established stations along the river Nile and had agents in Jinja.
- ✓ He organized caravans which were sent between Uganda and the coast.
- ✓ His trade was mainly in the export of ivory and cotton.
- ✓ He acquired a lot of wealth and invested in oil mines, saw mills and a soda factory.
- ✓ He was a kind hearted man who gave out many donations e.g. to Namirembe cathedral.
- ✓ Many streets in Kampala and Jinja were named after him because of his contribution to the economic development of Uganda.

ACTIVITY 5

1. a) Why was the Uganda railway constructed?
b) Explain the difficulties faced during the construction?
2. a) Describe the development of the railway system in Uganda between 1912 – 1965.
b) What were the effects of the railway construction?
3. a) To which parts and for what reasons was the Uganda railway extended after 1912?

- b) Show its importance in the development of Uganda in the same period.
4. a) Describe the role played by Aldina Visram to the economic development of Uganda.

DAY 6

SOCIAL DEVELOPMENTS IN EAST AFRICA

EDUCATION DEVELOPMENT IN UGANDA

- Before 1920, formal education in Uganda was run by the Christian missionaries.
- Their efforts were mainly concentrated in Buganda.
- Wherever they built a Church they would also set up a dispensary and a grammar School.
- Their main aim was to enable their converts acquire the three Rs – Arithmetic, Reading and writing.
- Their literacy was limited to reading religious books.
- However, by this time, very few African parents were willing to take their children to school.
- From 1900, missionaries introduced formal school education which was run alongside traditional education which they found.
- The aim of this type of education was to create a civil and literate community.
- Those who had this type of formal education could be clerks, interpreters and catechists.
- In 1902, the first school was built called Namilyango College.
- It was mainly children of chiefs and influential families who joined this school.
- In the same year, Mengo High School was also constructed by the church missionary society.
- By 1903, 7,800 girls were attending school.

- The girls' syllabus stressed submissiveness, hard work and good behavior.
- In 1905, a boarding girls' school was opened called Gayaza High School.
- In 1906, King's College Buddo was opened mainly for the sons and relatives of the Kabaka.
- St. Mary's college Kisubi was later opened in 1908.
- More schools were opened up in Masaka, Kamuli, Iganga, Hoima, Gulu and Mbarara.
- Such schools included Ntare School, Mary Hill high school and Kiira College Butiki.
- In these schools, more emphasis was put on religious knowledge, English, geography and arithmetic.
- These schools were run along denominational lines and were headed by reverends, nuns and priests.
- Teacher Training Colleges (T.T.Cs) were later setup, the first at Mukono by the Anglican Church.
- From 1920, the colonial government became interested in controlling education standards in Uganda.
- This was because of the weaknesses found in missionary education e.g. they had neglected technical and industrial education and they had also neglected agriculture and animal husbandry.
- The colonial government thus set up a department of education to guide education in Uganda.

Why the colonial government became interested in controlling education in Uganda

- ❖ There was need for the colonial government to control the syllabus i.e. what was taught in Schools because each religious denomination only taught what suited their interests.
- ❖ Missionary Schools only provided Education that was theoretical and not practical therefore irrelevant to the needs of the Africans.
- ❖ Missionaries had neglected animal husbandry and agriculture in their Schools yet the economy was based on agriculture.
- ❖ Mission Schools were also too many but with poor conditions for example hygiene was very poor and this called for the colonial government to come in and fund these Schools.
- ❖ Missionaries had also found it very expensive to shoulder education alone and this therefore called for government funding.
- ❖ The government also wanted to create a good impression of itself in public hence it's increased funding of education.
- ❖ The colonial government had by 1920 accumulated funds through taxation, revenue from cash crops and the Uganda railway and therefore this provided funds to invest in education.
- ❖ The colonial government had also finished setting up the necessary infrastructures like roads, Uganda railway, Hospitals and therefore it had to start investing in Education.
- ❖ There was also need for the government to continuously inspect the mission Schools to ensure that the syllabus was good, hygiene was improved and schools were properly staffed.
- ❖ Schools were run on religious differences and therefore the colonial government had to come in to remove the differences.

- ❖ Muslims had been neglected in provision of the education services and therefore the government had to come in.
- ❖ There was need to promote girl child education because missionary education had neglected girls.
- ❖ Government had also realized the need for education in development to create a civil class of skilled labour force.
- ❖ There was need to reduce illiteracy country wide especially in the rural areas because most Schools were in Buganda and in urban centres.
- ❖ There was need to create a class of teachers who were Africans because they knew the problems affecting their own people.
- ❖ Availability of scholarships from various institutions abroad e.g. Cambridge which called for government selection of Students.
- ❖ There was also need to improve on communication between the colonialists and the local people hence improvements in education had to be done by the colonial government.

How the government became involved in managing education after 1922

- Before 1920, education was in the hands of missionaries.
- Schools were opened and run by missionaries and evangelism was their main purpose.
- From 800 pounds in 1920, government expenditure on education rose to 88,000 pounds in 1933.
- In 1922, the government opened up a technical School at Makerere College to start training people in the fields of health, carpentry and metal works.
- In 1924, the colonial government instituted the Phelps-stokes commission to re-examine the state of education in all the East African countries.

- In 1924, the government appointed Sir Eric Husey as the first director of education in Uganda.
- In 1926 more courses were introduced at Makerere College in the fields of teaching, agriculture and medicine and it started producing professionals.
- Still in 1926, the colonial government started the Student exchange program and many students came from as far as Kenya Tanzania, South Africa and Zambia.
- In the late 1920's teacher training colleges were built, e.g. in Ndejje, Nkozi and Kyambogo and these produced Grade II teachers.
- An inspectorate of schools was also set up to check on the standards of these Schools.
- The government also set up education commissions for example Phelps – Stokes commission and De – la –war commission to continuously research on the progress of education in Uganda.
- In 1935, the colonial government linked Makerere to the college of Cambridge and the first group of Ugandans sat for the Cambridge certificate of education exams.
- In 1937, Makerere was recommended to become an institution of higher learning for the whole of E. Africa.
- In 1949, Makerere was linked to the University of London and it started offering degree courses.
- Its first graduates came out in 1953 that included Nelson Mandela and Julius Nyerere.
- From the late 1930's many schools were built and government increased funding in education.
- This increased enrollment in primary, Secondary, tertiary and technical schools.

- A sponsorship or Scholarship program was put in place to help students attain higher education.

In 1964, all denomination schools (schools belonging to a particular faith) were abolished by the 1964 education Act).

ACTIVITY 6

1. a) Describe the developments in formal education in Uganda during the first half of the 20th century.
b) Why did the colonial government become interested in controlling education after 1920?
2. a) Explain the role played by the colonial government in promoting education in Uganda before independence.
b) How did these developments affect the people of Uganda up to independence?

DAY 7

WORLD WAR 1(1914 - 1918)

- This was the first global war that broke out in 1914.
- It was primarily a European war but people in East Africa found themselves joining in on the side of their colonial masters.
- The bigger part of the war was not fought in East Africa.
- However many people from East Africa were shipped to Europe, Burma, Malaysia and in the Middle east to fight on the side of either Britain or Germany.
- The war spread to East Africa mainly because the mistrust and suspicions between Britain and Germany, in Europe was extended to East Africa.

Why was East Africa involved in World War 1?

- ❖ Britain and Germany were the major war lords in Europe and since they had colonies in East Africa they extended their conflicts and suspicion to East Africa.
- ❖ Britain and Germany had colonies which were adjacent to each other and therefore this led to the involvement of East Africa in World War 1.
- ❖ Germany provoked Britain into the war because she wanted Britain to divert her attention and resources from the war in Europe.
- ❖ Britain had strategic reasons for example she wanted to use East Africa to protect her colonial interests in North Africa (Sudan and Egypt) and the Middle East.
- ❖ The East African countries were under military obligation to support their colonial masters and therefore they had to provide more fighters.
- ❖ Some Africans were already employed in the Kings African rifles (K.A.R) and when the war broke out, they definitely had to fight in the interest of the colonial master.
- ❖ East African was directly involved in the funding of the war because the colonial masters had business in E.Africa that generated revenue.
- ❖ Colonial powers recruited Africans to use them as human shields in the war mainly because Africans had proved to be very strong in any war or fight.
- ❖ The white settlers in East Africa joined the war because they had set up bases and businesses in East Africa which they had to protect.

- ❖ Some Africans fought out of ignorance i.e. some of them even volunteered to go Europe and fight for their colonial masters so that they could see what was in Europe.
- ❖ Some Africans were forcefully taken by the colonial masters because the colonialists needed troops.
- ❖ Some Africans wanted to prove to their colonial masters that they militarily strong and they could survive the war.
- ❖ Some Africans wanted to acquire skills of battle to use in their fights against colonialism upon their return to East Africa.
- ❖ The colonial masters had also tricked some Africans into joining the war i.e. some of them had been Promised Land, material benefits and jobs.

How East Africa got involved in World War 1

- It was Germany that provoked Britain into war by attacking her colonies first.
- The British used a stronger machinery to drive the Germans back into Tanganyika.
- Therefore, the greater part of the war ended up being fought in Tanganyika.
- The British force was bigger with about 4250 soldiers compared to the German force of about 2750 soldiers.
- The Germans hoped to win the war through disorganizing the British and they therefore attacked the Uganda railway line at Voi.
- Under the skillful German commander Von Lettow Vorbeck the Germans managed to disorganize the British.
- The British did not sit back as they sent for troops from India, South Africa and they attacked port Tanga.

- More reinforcement was got from Rhodesia and Nyasaland and it arrived under General Smuts
- The German commander Von Lettow Vorbeck was utterly (completely) defeated by the bigger force of the British and he was forced out of E.A in 1917.
- The defeated German forces ran to Mozambique and by November 1918, the war had ended and peace slowly returned to the region.

Effects of the war on East Africa

- ✓ The war severely disrupted the economic development in East Africa because it was too costly to surpress.
- ✓ Agriculture greatly declined during the war because plantations were either destroyed or abandoned in order to concentrate on the war.
- ✓ Depopulation. The war led to massive depopulation especially in Tanganyika as many people were killed and others migrated to safer areas.
- ✓ It led to a period of famine and starvation because of the decline in agriculture.
- ✓ The war led to an influx of white settlers particularly into Kenya which led to Africans losing their land
- ✓ African attitude towards Europeans changed after the war and they started demanding for independence which led to the rise of African nationalism.
- ✓ Ranks and medals were awarded to those who had successfully fought in the war hence creating a new class of ex-service men.
- ✓ There was an outbreak and spread of diseases like meningitis, syphilis which were brought by the returning soldiers from Europe.

- ✓ Many ex-service men copied western cultures which they introduced in E. Africa. e.g dress code.
- ✓ There was massive destruction of property e.g railway lines, Villages, Buildings, which had taken years to build.
- ✓ Trade and commerce also suffered greatly during the war which situation led to the spread of poverty.
- ✓ The war ended with the defeat of Germany in 1918 and she was forced to surrender Tanganyika to the League of Nations.
- ✓ After the defeat of the Germans, the whole of the E. African territory came to be under the British.
- ✓ A number of reforms were introduced by British Tanganyika e.g in 1925, Sir Donald Cameron introduced indirect rule in Tanganyika.
- ✓ There was increased exploitation from the British in E. Africa because they wanted to compensate for the loses they made during world war for the loses they had made during world war

ACTIVITY 7

1. a) Why was East Africa involved in the first world war of 1914 – 1918?
b) What were the effects of this war on East Africa?
2. a) How did East Africa get involved in world war 1?
b) How did World War 1 affect the people of East Africa up to independence?

DAY 8

THE SECOND WORLD WAR (1939 - 1945)

- This was the second global war that broke out in 1939.
- Just like World War 1, it was Germany that was blamed for causing the war under Adolf Hitler.

- Due to Germany's wish to control the entire world, she ended up conflicting with other world superpowers e.g. Britain, France, and U.S.A.
- Germany formed an alliance with Italy and Japan to disorganize world peace and this war spread throughout the world in just a flash which led to East Africa's involvement.

Why did East Africa get involved in the War?

- ❖ East Africa was under military obligation to support its colonial master which was Britain at the time of the outbreak of the war.
- ❖ East Africa was directly involved in the funding of the war because she had to support her colonial master, Britain.
- ❖ East Africa's colonial Master-Britain did not have enough troops to fight in the war and therefore she had to turn to East Africa for troops.
- ❖ Some ambitious personalities wanted to go and fight alongside the colonial master so that they could acquire skills which they would use to fight colonialism upon their return e.g. Waruhiu Itote who came to be known as General China spearheaded the Mau-Mau rebellion in 1954.
- ❖ Some people in Tanganyika supported Hitler hoping that Tanganyika would return to Germany and Britain could not let this happen, hence involving East Africa.
- ❖ The presence of Italy in Somalia and Eritrea also scared the British because these colonies were adjacent to East Africa particularly Kenya.
- ❖ Japan's involvement in the war also scared the British because they had to protect their interests across the Indian Ocean waters.
- ❖ The presence of such opponents in such areas caused suspicion and tension.

- ❖ Several battalions of the King's African Rifles (K.A.R) were stationed on the Somalia border.
- ❖ Troops moved into Kenya joined by contingents from Nigeria, Ghana e.t.c.
- ❖ Britain and Germany were already enemies in Europe and therefore their mistrusts and suspicions were extended to East Africa leading to her involvement.
- ❖ Africans had performed quite so well in World War 1, so the Europeans decided to use them again.
- ❖ Italy's involvement in the war forced the British to recruit more Africans in the King's African Rifles which was the colonial army.
- ❖ Thousands of East African soldiers went to Burma, India, Madagascar and Europe to join the war leading to East Africa's involvement.

Effects of the war on East Africa

- Many people were killed, wounded and others were permanently crippled in the military campaigns in Somalia, Burma and Ethiopia.
- Many people were forcefully recruited in the colonial army- K.A.R and they were forced to go and fight in foreign lands like Burma and Somalia.
- Trade was disrupted and exports declined. E.g. Ugandan coffee and cotton prices fell and many people lost their businesses.
- A lot of man power was devoted to fighting and agriculture was neglected, it led to reduced food production which led to an outbreak of famine.
- The family system was disrupted as men were forced to abandon their wives and children to go and fight in foreign lands like Burma.

- The war veterans also brought and spread venereal diseases and other sexually transmitted diseases like Syphilis and Gonorrhea.
- Many people in Tanganyika were imprisoned during the war especially those who had supported the Germans during the battle.
- The war led to serious depopulation as many people were taken to fight and others migrated to other regions.
- Since the ex-soldiers had acquired military skills during the war, they spearheaded the campaigns against colonialism upon their return e.g. General China led the Mau-Mau rebellion.
- The war sowed seeds of nationalism in East Africa especially in Kenya where Ex-soldiers formed militant groups like Mau-Mau.
- The ex-servicemen caused resettlement problems on their return e.g. they had no land and most of them wanted to stay in urban areas where there were no jobs.
- Italy was defeated during the war which forced her to surrender to the British and this led to the British extension of her colonial territory to include Port Kismayo, Somalia and southern Ethiopia.
- After the war, Tanganyika became a trusteeship of the British under a UNO provision towards self government.
- The war led to the formation of the UNO, which strongly de-campaigned colonialism and this led to the Independence of East African countries in the early 1960s.
- The British government directed technical schools and institutions to introduce and produce war equipment.
- Many European communities began to change their attitude towards Africans for the better.

How World War II led to the growth of Nationalism in Kenya

- Many people fought in the war and served in the Middle East, Burma, India, and Somalia where they fought alongside Europeans, Arabs and Indians.
- On their return to East Africa, the ex-servicemen spearheaded the independence struggles. This was due to the following:
 - Ex-service men came back with a changed attitude towards colonialism. They had been exposed to better conditions in Europe and Asia and therefore wanted to fight poverty and misery in East Africa.
 - Unemployment that resulted from the war forced ex-service men to join militant groups like Mau-Mau to fight the colonialists and improve their living conditions.
 - It destroyed the myths about whites e.g. the war exposed the Africans and they were able to see that the white man could also die and flee in battles.
 - British policy changed after the war e.g. Africans developed closer contacts with the British due to the fact that many ex-soldiers were allowed to attain education and grow crops.
 - Africans learnt revolutionary ideas like liberty, equality and fraternity after realizing that in Europe, these were the major reasons as to why the Europeans were fighting each other.
 - Kikuyu and Luo broke into Asian shops and they got a strong economic force which they used to support the Nationalistic movements like Mau-Mau.
 - Africans were allowed to form political parties and even join the LEGCO and this led to African political activism.

- Formation of UNO also speeded up the growth of Nationalism mainly because the international body was against colonialism and encouraged Africans to demand for self rule.
- The war led to the rise of educated and prominent personalities like Jomo Kenyatta, Dedan Kimathi who were able to organize and mobilize the masses to achieve self rule.
- The war exposed the Africans to the value of solidarity and unity. The Africans were able to realize the need for a united force in their quest for independence.
- The war led to the emergence of new super powers e.g. USA and Soviet Union to replace Britain and Germany and gave their support to the Africans to fight for their independence.
- Africans learnt how to use military vehicles, sophisticated weapons and military tactics and upon their return to East Africa, they taught the local people.

ACTIVITY 8

1. a) Why was East Africa involved in the second World war of 1939 – 1945?
b) What were the consequences of this war on the people of East Africa?
2. a) How did world war II contribute to the growth of nationalism in Kenya?
b) What problems were faced by the early nationalists in their struggle for independence?

DAY 9

THE RISE OF NATIONALISM IN EAST AFRICA

- Nationalism is the desire by a given group to achieve political, economic and social independence.
- It's also defined as the increased love for one's nation.
- Nationalism was characterized by formation of political parties and mass political awareness.

Factors that contributed to the rise of Nationalism in East Africa

- ❖ World War II led to the rise of nationalism in East Africa because it encouraged Africans to form nationalistic movements like Mau-Mau in Kenya.
- ❖ The high levels of unemployment and poverty made Africans form mass political movements like Mau-Mau to demand for better conditions.
- ❖ The influence of Christian missionaries who always stressed equality of all men before God also encouraged Africans to rise up and fight for their rights.
- ❖ Missionary education produced elites like Jomo Kenyatta, Apollo Milton Obote and Julius Nyerere who led the independence struggles.
- ❖ The emergence of an educated class of Africans also speeded up the independence struggles because these educated Africans provided the leadership e.g. Jomo Kenyatta, Julius Nyerere.
- ❖ The granting of independence to Asian countries like India and Pakistan in 1947 aroused nationalistic feelings among the East Africans since they also felt that they should be independent.
- ❖ The development of national languages like Swahili for Tanganyika and English for Uganda and Kenya created unity among Africans and it solved the language problem.

- ❖ The spread of socialism and communism by USSR and China also led to the rise of nationalism in East Africa because these countries were supporters of anti-colonialism.
- ❖ The emergence of new superpowers like USA and Russia after World War 1 also led to the rise of nationalism because they always stressed decolonization of African countries.
- ❖ The growth of Pan Africanism also led to the rise of nationalism e.g. they brought the notion of 'Africa for Africans' which created unity amongst the Africans.
- ❖ The 1941 Atlantic Charter published by President Roosevelt (USA) and Premier Churchill of Britain called for people to form their own governments under which to live.
- ❖ The formation of cooperative movements also led to the rise of nationalism. They became a platform for people to air out their grievances against the colonial government.
- ❖ Colonialism had its own evils like forced labour, heavy taxation and land grabbing by the Europeans and these forced Africans to rise up against European rule.
- ❖ The independence of Ghana in 1957 also gave morale to other countries to fight for their independence.
- ❖ Increased urbanization forced many people to migrate from villages to towns which exposed these people to new ideas of liberty, and equality which forced to form political parties.
- ❖ Support from Africans in Diaspora (blacks who were living abroad) in USA, England. These gave support to fellow Africans at home to rise against European rule.
- ❖ The Influence of the 1952 Egyptian revolution; this revolution was spearheaded by Colonel Nasser and he influenced nationalists by giving support to movements like Mau-Mau.

- ❖ The formation of the United Nations in 1945 also led to the rise of Nationalism in East Africa. The organization had an anti-imperialism policy and encouraged Africans to rise against European rule.

Problems faced by early Nationalists

- Tribal differences greatly affected the independence struggles. E.g. in Uganda, the Baganda didn't want to unite with other tribes while in Kenya, KANU was accused of being a Kikuyu tribal grouping
- Differences in political ideologies also affected the work of early nationalists. E.g. in Kenya, KANU favoured a unitary gov't while KADU wanted a federal government.
- Differences on how to achieve independence also affected the work of early Nationalists. E.g. in Kenya, the Mau-Mau people preferred violence and others peaceful means.
- Lack of a uniform language also affected the work of early nationalists e.g. in Uganda, other people hated Luganda because of the already elevated position of Buganda.
- The death of leaders of Nationalistic movements e.g. General China in Kenya. This created a lot of fear among the local people and it created a leadership vacuum.
- Religious differences also affected the nationalist struggles. These were created by the missionaries and they made it hard for people to unite.
- The inferiority complex among Africans also affected them i.e. many of them underrated themselves and thought that they couldn't defeat the white man.
- Lack of funds also hampered the work of the nationalists e.g. they could not have all the supplies needed like guns and ammunitions.

- Some Africans collaborated with the colonialists and these weakened the nationalists i.e. they saw no need of fighting the whites.
- There was a problem of foreign interference e.g. in Kenya, the Mau-Mau was crushed by a force flown in from Britain.
- The high levels of illiteracy among the East Africans made it difficult for the nationalists to explain to them the need for independence.
- The poor transport and communication networks in East Africa also proved a problem to the nationalists e.g. it was not easy to communicate with people in the villages.
- The nationalists in Kenya and Uganda mainly concentrated in urban areas and denied themselves support from the majority rural population.
- The British policy of divide and rule also undermined the work of the nationalists. It created tribal thinking among tribes and this affected the unity.
- There were also clashes between the different leaders of the various nationalistic movements and these wrangles reduced on their effectiveness.
- Lack of proper organization and planning also affected the work of nationalists e.g. the Mau-Mau didn't have a clear plan of attack against the British.

ACTIVITY 9

1. a) What factors contributed to the growth of nationalism in East Africa between 1945 – 1960?
- b) What obstacles/setbacks did the early nationalists face in their struggle for independence?

DAY 10

POLITICAL PARTIES IN EAST AFRICA

- A political party is an association of persons whose major aim is to acquire state power.
- In East Africa, parties formed included: Kenya African National Union (KANU), Kenya African Democratic Union (KADU), Tanganyika African National Union (TANU), Democratic Party (D.P) Uganda National Congress (UNC), and Uganda Peoples' Congress (UPC).
- Most of these parties were formed and dominated by educated Africans.

Why were political parties formed?

- ❖ They were formed to fight for the independence of their respective countries.
- ❖ They were also formed to demand greater African representation on the Legislative council.
- ❖ Political parties wanted the extension of the voting franchise to the Africans since they had been denied the right to vote.
- ❖ The rise of Pan-Africanism also drove Africans to form political parties because they wanted to rule themselves.
- ❖ Political parties were also formed as a result of colonial rule and its evils like loss of land, forced labour, heavy taxation.
- ❖ They were also formed to fight against European exploitation of African resources like land, labour and minerals.
- ❖ The influence of the Second World War was also a factor in the formation of political parties as Africans who had fought in the war came back with the zeal to liberate fellow Africans.
- ❖ Political parties were formed to fight for the release of imprisoned political prisoners like KANU was partly formed to fight for the release of Mzee Jomo Kenyatta.

- ❖ Political parties were formed to act as vehicles (platforms or mouthpiece) for airing out African discontent against colonial rule.
- ❖ The high levels of poverty and unemployment also forced ex-servicemen to form political parties e.g. General China.
- ❖ The rise of African nationalism was also manifested (shown) through the formation of mass political parties.
- ❖ Political parties were also formed to fight the discriminatory tendencies of the whites e.g. in education, health and employment.
- ❖ Political parties were also formed to demand for the removal of restrictions on the cultivation of cash crops, trade and free movement.

The role/Achievements of Political Parties

- They contributed to the achievement of independence in their respective countries.
- Political parties fostered unity and brought different people and tribes together.
- They contributed to the freeing of political prisoners like Jomo Kenyatta by KANU.
- They enlightened and educated the masses about their rights in their respective countries.
- They led to the recognition of their countries nationally and internationally.
- Through boycotts, demonstrations and riots, they advocated for the participation of Africans in voting process.
- They advocated for the equality of all races and the establishment of multi-racial governments.

- They acted as platforms for explaining the colonial ills to the people especially in local languages that were understood by everyone.
- Political parties contributed greatly to the development of infrastructure like roads, schools and hospitals.
- As a result of their pressure, Africans were able to get white collar jobs.
- They contributed to the development of agriculture like the establishment of Busitema Agricultural College and Kibimba rice scheme in Uganda.
- They contributed to the attainment of republican status by the East African states e.g. Uganda in 1963 and Kenya in 1965.
- They led to the establishment of adult suffrage in East Africa.

Problems faced by the political parties

- ✓ Tribal differences led to disunity which delayed independence e.g. D.P for Baganda and UPC for Northerners
- ✓ Differences in political ideologies also led to power struggles e.g. UPC could not have the same plan with DP on how to achieve independence.
- ✓ Differences in languages created the problem of language barrier i.e. Uganda lacked a national language which also created disunity.
- ✓ Religious differences created disunity e.g. DP for Catholics and UPC for Protestants.
- ✓ Imprisonment of Charismatic national leaders created power vacuum at the top.
- ✓ Differences on how to achieve independence e.g. some wanted force and some wanted diplomacy.

- ✓ Inferiority complex of Africans i.e. they underrated their potential to fight the whites.
- ✓ Lack of funds to sustain their programmes made it difficult to spread awareness among the masses.
- ✓ Foreign interferences e.g. political parties were always not allowed to freely carry out their work.
- ✓ Some Africans collaborated with colonialists which weakened the work of political parties.
- ✓ High level of illiteracy made it very difficult for the leaders to convince the local people.
- ✓ Poor transport and communication to effectively spread ideas countrywide.
- ✓ Lack of proper organization made it difficult to achieve independence quickly.
- ✓ Nationalists mainly concentrated in urban areas and neglected the majority rural population.
- ✓ British policy of divide and rule worsened the levels of tribalism and created tribal thinking.
- ✓ The few educated Ugandans were comfortably employed in the gov't civil service and could not join the independence struggles.

ACTIVITY 10

1. a) Why were political parties formed in East Africa?
b) What obstacles did they meet while carrying out their duties?
2. a) Why was there no political party in Uganda until 1952?
b) What role did Uganda National Congress play in the independence struggle of Uganda?
3. a) What were the achievements of political parties in the independence struggle of East Africa?
b) Why did Tanganyika get her independence earlier than Kenya and Uganda?

DAY 11

THE ROAD TO INDEPENDENCE IN EAST AFRICA TANGANYIKA

- On 9th December 1961, Tanganyika became the first East African state to achieve independence.
- It was steered to independence through the efforts of Mwalimu Julius Kambarage Nyerere and Tanganyika African National Union (TANU).

Role played by Tanganyika African National Union (TANU)

- TANU was formed on 7th July 1954 in Dar-es-salaam.
- It replaced Tanganyika African Association (TAA).
- Dr. Julius Kambarage Nyerere assumed leadership of the party.
- The party made it clear that Tanganyika was an African country and therefore Africans had to have majority seats in government.
- The party opened up offices all over the Tanganyika which united the people.
- In 1954, a UN mission was sent to Tanganyika proposing a planned constitutional process towards independence.
- In 1955, Nyerere visited the UN in New York to explain TANU's aims and press for support.
- Nyerere and TANU received a lot of sympathy from the UN that was against colonialism in Africa.
- TANU successfully mobilized Tanganyikans for self rule in the next two years.
- In 1958, TANU won a landslide victory in the Legislative Council elections largely due to its multi-racial policy.
- The wide spread use of Kiswahili as a national language also made it easy for the party to build a huge following.

- TANU defeated its only rival the United Tanganyika Party (UTP) that was formed in 1956 by some members of the Legco.
- After suffering a heavy defeat, UTP was disbanded unconditionally and this increased TANU's power and credibility.
- TANU planned the composition of the Legco to speed up the independence of Tanganyika.
- In the August 1960 elections, TANU swept the polls winning seventy out of seventy one African seats.
- During the voting, TANU promised Tanganyikans self rule, safe guarding their interests and introduction of complete adult voting.
- On 1st May 1961, Tanganyika was granted internal self rule under Dr. Julius Nyerere.
- Nyerere became the first prime minister and therefore TANU provided the first leaders of Tanganyika.
- TANU Africanised the civil service and introduced special training scheme to accelerate a changeover.
- On 9th December 1961, the Duke of Edinburgh handed total independence to Tanganyika under Nyerere.
- In 1963, Tanganyika became a one party state under TANU.

MWALIMU JULIUS KAMBARAGE NYERERE

- He was born in March 1922 at Butiama near the Eastern shores of Lake Victoria.
- He was born to Burito Nyerere who was a Zenaki chief.
- He went to Musoma for his primary and Tabora School for his secondary education.
- In 1943, he joined Makerere University College Kampala for a diploma in education.

- While at Makerere, he formed the Makerere Boys of Tanganyika, an association of all Tanzanians at Makerere.
- In 1945, he returned to Tanganyika to start a teaching career at St. Mary's Tabora- a Catholic mission school.
- In 1949, he went for further studies at the University of Edinburgh in Scotland and attained a Masters degree in history, economics and philosophy.
- While in Britain, he met various Pan-Africanists like Kwame Nkrumah and Jomo Kenyatta who encouraged him to liberate his people.
- In 1952, he returned to Tanganyika and was elected Secretary of Tanganyika African Peoples' Welfare Association.
- He also became an active member of Tanganyika African Association (TAA).
- In 1953, he was elected president of the Tanganyika African Association which he reorganized to form an effective organ in national politics.
- On 7th July 1954, TANU was formed at Dar-es-salaam to replace TAA and Nyerere was elected president of the new party.
- The party was broad in outlook and Nyerere made it clear that TANU was opposed to tribalism and aimed at uniting all Tanganyikans for independence.
- Nyerere's non –racial tendencies soon endeared him to the governor, Sir Richard Turnbull.
- The two became good friends and always sat together to discuss government problems.
- In 1954, he presented the African case for self rule to the United Nations visiting mission.
- In 1955, he visited the UN trusteeship committee demanding independence for Tanganyika.

- Still in 1955, he was elected to the Legco but resigned after two years accusing it of not having a serious programme as far as speeding up the independence of Tanganyika was concerned.
- In 1956, he went back to the UN trusteeship committee demanding for African independence.
- However, in 1957, his meetings became violent and were banned by the colonial government.
- In December 1957, he was elected president of the Legco in order to diffuse the conflicts that had risen between the government and TANU.
- In September 1958, he led TANU to sweeping victory in all the Legco elections defeating its major rival United Tanganyika Party (UTP).
- In his rule, he encouraged unity, non-racial politics, spirit of freedom and hard work ‘Uhuru Na Kazi’.
- In the August 1960 elections, he steered TANU to another landslide victory and it won seventy of all seventy-one seats reserved for Africans in the Legco.
- On 1st May 1961, Tanganyika attained internal self rule and Dr. Julius Nyerere became the first prime minister.
- On 9th December 1962, Tanganyika got total independence from the British which the Duke of Edinburgh handed to Nyerere at Dar-es-salaam stadium.
- Nyerere became the first president of Tanzania.
- He retired from government service in 1985 and he died of Leukemia on 14th October 1999 at St. Thomas hospital in London.

Why did Tanganyika attain independence earlier than Uganda and Kenya?

- Tanganyika was gifted with able leadership of Julius Nyerere who acted as a unifying factor.
- Nyerere's friendly relations with the governor Sir Richard Turnbull with whom they always discussed Tanganyika's problems.
- The presence of Kiswahili as a unifying language also speeded up independence because it fostered unity.
- Tanganyika was a mandated territory of the UN and was being looked after by the British yet UN was against colonialism.
- Tanganyika lacked tribal and regional parties like it was the case in Uganda and Kenya which also promoted unity.
- There were no settler demands in Tanganyika like it was in Kenya where the white settlers wanted a say in government affairs.
- The close links that existed between UN and TANU also speeded up her independence campaigns.
- Nyerere was never imprisoned or his party banned like Kenyatta and UNC were banned from politics at one time.
- TANU lacked a strong rival and therefore it had a strong following from all the people of Tanganyika.
- Nyerere came from the Zenaki tribe which was one of the smallest tribes in Tanganyika which never caused tribal conflicts and feuds.
- Trade unions in Tanganyika were very active and strong compared to those in Uganda and Kenya which speeded up their demands for independence.

UGANDA

- On 9th October 1962, Uganda attained total independence from the British.
- This was mainly due to the role played by Apollo Milton Obote.

Dr. Apollo Milton Obote

- He was born on 28th December 1924 at Akokoro village in Lango, northern Uganda.
- He was born to a local village chief called Stanley Opeta.
- He started his education at Lira Protestant School and then to Gulu High School and Busoga College, Mwiri.
- He then joined Makerere University College in 1948 for an Arts degree which he never completed.
- In 1949, Obote led a students' strike in his second year at the university and he was expelled for political activism.
- After his expulsion, Obote was also denied a Visa by the Colonial government to study abroad.
- He later joined a British Engineering and Construction firm called Mowlem construction Company based in Jinja.
- When the company transferred to Kabeta in Kenya, he followed it but left it for Standard Vacuum Oil Company.
- While in Kenya, he was inspired by members of Mau Mau like Jomo Kenyatta, General China (Waruhiu Itote) and Dedan Kimathi. He had studied with some of them at Makerere.
- He stayed in Kenya until 1957 and when he returned to Uganda he was appointed chairman of the Uganda National Congress (UNC) Lango branch.
- In 1958, he was elected to the Legco representing Lango and he came one of the vocal members on the council.

- At the same time, he befriended Ignatius Kangave Musaazi the leader of UNC and Musaazi appointed Obote as UNC representative in Mbale.
- Later, Obote sacked Musaazi for travelling to London without the consent of the party.
- As a result, UNC lost its popularity and Musaazi was exiled in Gulu and later London.
- Obote then befriended William K Nadiope, a member of the Legco who had formed the Uganda Peoples' Union (UPU).
- Nadiope always moved with and introduced Obote as a son of Busoga to the masses but this was a mistake because it weakened UPU.
- In 1959, there was a split in UNC and Obote led the anti-Buganda wing.
- In 1960, he was awarded a honorary degree of Law of Long Island University in U.S.A.
- On 9th March 1960, UPU merged with Obote's UNC wing to form the Uganda Peoples' Congress (UPC).

ACTIVITY 11

1. Describe the career and achievements of any two of the following in the history of East Africa.
 - (a) Apollo Milton Obote
 - (b) Jomo Kenyatta
 - (c) Julius Nyerere
 - (d) Ignatius .K. Musaazi.
2. What were the contributions of any two of the following towards the independence struggle?
 - (a) The Uganda People's Congress (U.P.C)
 - (b) The Kenya African National Union (K.A.N.U)
 - (C) The Tanganyika African National Union (T.A.N.U)

