

CHAPTER ONE: The Iron Age in Central Africa

Iron Age

- It refers to the period in history when man began to make and use iron tools.
- Iron Age replaced **Stone Age** (when man used tools made of stones)

Archaeology

- This the study of remains left behind by the ancient people OR It refers to the study of human history and pre-history through excavation of sites and analysis of physical remains (Artefacts).

Artefacts

- are objects made or given shape by people which are excavated or dug by archaeologists at a site e.g. broken pots, human bones, beads, hunting tools etc.

Origin of Iron Culture

- **Anatolia (modern Turkey)** was the first nation to smelt iron in 1500 BC with its people called the **Hittites being the first in the world to smelt Iron**. Later the Assyrians who were the neighbours of Hittites living in what is today Iraq learnt the use of Iron.
- Then Assyrians spread the use of iron to Africa in 670 AD when they defeated the Kushites who ruled Egypt.
- Therefore, the Kushites learnt about smelting iron from Assyrians, and it spread from Kush to west Africa, South-East and central Africa

Ways through which Iron Age Culture Spread

a. Migration

- As people moved from one place to another, they carried ideas about iron.

b. Trade

- As people moved and traded, they exchanged items and as well as ideas which were easily copied.

c. Inter-marriages

- As people intermarried, they could easily share ideas about Iron Smelting

d. Through warfare

- Some people became so ambitious and wanted to expand their territories or control trade. So they waged war on other communities. The defeated were forced to adopt the culture of the conquerors

Life of Early Man before the Iron Age period (stone age)

- People who lived during this period were people like the Bushmen, locally known as the **Akafula or Abathwa also called Mwandionerapati**
- These people used crude stone tools. Later on they began to refine these stone tools, so that they could do better work. These people lived in smaller groups and were **nomadic** i.e. moving from one place to another
- As the population increased, they faced the crisis of exhaustion of resources. Eventually, these people made a revolutionary discovery of domesticating plants and animals to produce food.

- Through crises, human beings improved their crude implements to refined ones, from food gatherers to farmers who settled and grew own food or went out to hunt yet returned to their settled homes.
- Seemingly, human beings have just been improving on the tools made by earlier generation. Therefore, we can comfortably state that Iron Age people refined the tools of Stone Age people.

Which people were responsible for the spread of iron culture to Central Africa?

- Probably historians believe that it was the **Bantu who brought Iron Age culture to Central Africa.**

What evidence is there to show that it was the Bantu?

1. **Bantu expansion and spread of Iron Age began affecting Central Africa at the same time i.e. between 200-1000AD**
2. **Physical analysis of human bones discovered in various Iron Age sites revealed that majority were the Bantus**
 - The use of iron tools which brought in Farming which in turn led to the permanent settlement in two ways namely
 1. People now produced enough food and hence no need to wander about in search of food
 2. They had to live at one place to take care of their crops

Evidence of Iron and Stone Age people depended on each other

- When Bantu speaking people migrated into Central Africa, they either displaced the Stone Age hunters or simply absorbed them into their communities through peaceful co-existence. This led to dying of the weaker elements of the two cultures while some were merged, such that a new culture was born. Therefore, we can say that
 1. **Iron Age skills on shaping tools originated from the Stone Age practices**, e.g. the hand axe made of stone is similar to the shape of most of the modern axes
 2. **Iron Age people relied on Stone Age people in identifying the hunting areas as well as the use of herbal medicine.** This is because the Stone Age people were familiar with most of the areas due to their nomadic life
 3. **Stone Age people relied on Iron Age people on economy and technology** e.g. making iron implements, pottery and farming.

Iron Age sites in Central Africa

- **Iron Age Site** is a place where archaeologists have dug and studied artefacts left behind by Iron Age people
- Most of these Iron Age sites were located near valleys, hills and swamps or water sources for the following reasons:
 - i. To carry out fishing activities
 - ii. To cultivate along the fertile shores
 - iii. To graze their livestock on abundant green pastures
 - iv. Near hills for hunting and defensive purposes
 - v. To hunt animals easily by driving them into muddy swamps
 - vi. The areas were well supplied with fresh water for domestic use

vii. The areas were good for transport and communication

- In **Malawi**, there is Nkope and Phopo Hills.
- In **Zambia** there is Kalambo falls and Ingombe Illede
- In **Zimbabwe** there is Gokomere and Ziwa



Map Showing the major Iron Age Sites in Central Africa

Iron Age sites and their archaeological findings

IRON AGE SITES IN MALAWI

Site	Location	Date Occupied	Findings	Activities
Phopo Hill	24 km west of Rumpho Boma near L. Kazuni	3 rd to 4 th Centuries (200-300 AD)	1) Channeled pottery 2) Heaps of Iron Slags 3) Bones of Fish and Games 4) Shell discs and beads 5) Grinding stones 6) Bones of domesticated animals Imprinted Daga	1) Pot Making 2) Iron Smelting 3) Fishing and Hunting 4) Long distance Trade 5) Farming 6) Taming of Animal Building of Huts
Nkoppe Bay	40 km North of Mangochi Boma	4 th to 8 th Century (360-775 AD)	1) Bones of Fish 2) Burnt Beans	1) fishing 2) Farming

			3) Pottery similar to Ziwa and Gokomere 4) Glass Beads 5) Iron Hoes 6) Copper	3) Pot-making or trade with Zimbabwe 4) Long distance trade 5) Iron smelting and farming 6) Trade with Zambia
--	--	--	--	--

Other sites in Malawi included Maudzu, Mbande Hill, Mwavarambo, and Mwamasapa

IRON AGE SITES IN ZAMBIA

a. Kalambo Falls

- It seems to have been occupied twice between the 4th and 14th centuries
- It was on the border between Zambia and Tanganyika

Discoveries	Activities
Iron Slag and Ashes	Iron Smelting
Grinding Stones	Farming
Undecorated Dimple Pottery	Pot-Making

b. Ingombe Ilede (literally meaning where cattle lie)

- It was occupied in the 14th and 15th Centuries
- It was discovered on the Confluence of the Kafue and Zambezi Rivers not far from Kariba
- This is very important Iron Age site in Zambia and Central Africa **because it contained large number of trade items and iron implements in its 46 graves**
- Ingombe Ilede was an important trade centre and lay on the trade route from East to West Africa and is probably the richest burial site in Central Africa.

Discoveries	Activities
Copper, Ivory, Cowrie Shells, Imported Cotton Cloth, Glass Beads, Wooden Amulets of Islamic origin, Cross-Shaped Ingots	All these items show long distance trade
Hammers, necklaces, iron bangles, Iron hoes and Gongs, Bowls, Pots, and Needles	These suggests Iron Smelting

Iron hoes	This suggest farming
Human skeleton	This suggest Settlement

- The people exchanged Ivory and Copper for foreign items. The **copper Ingots were used as trading currency**
- It is also suggested people of Ingombe Illede used salt to exchange it for ivory and slaves from neighbours.
- Other sites in Zambia included **Kalomo** and **Machili Forest**

IRON AGE SITES IN ZIMBABWE

1. Gokomere

- It was located in central Zimbabwe, north of Zimbabwe Ruins
- It was occupied between the 2nd and 9th centuries

Discoveries	Activities
Grooved and stamped channeled pottery similar to East Africa	Pot making or trade with East Africa
Beads	Long distance
Clay furnaces	Iron smelting
Cattle bones	Keeping cattle
Human bones of Bushmen of Boskop type	Human Settlement

2. Ziwa

- It was found in Eastern Zimbabwe and was occupied in the 14th and 9th and 10th centuries

Discoveries	Activities
Decorated pottery	Pottery
Remains of copper working	Trade with Zambia or mining
Cattle bones	Keeping cattle

Other sites in Zimbabwe included the following; Leopold Kopje and Great Zimbabwe

USES OF ARCHAEOLOGICAL FINDINGS OR ARTEFACTS

- Artefacts help to explain how ancient people looked like
- Determined the lifestyles of people by observing artefacts which were found.
- They reveal about the material culture of ancient people
 - They us about materials that the ancient people used in the past
- They are used to determine time in history through carbon 14 dating method

What made sites to have similar Artefacts

1. Long distance trade

- Trade made to exchange trade items under barter system of trade

2. Common area of origin

- All the sites were occupied/ inhabited by people with common origin (background)

3. Migration

- People moved from place to another because of trade and settlement
- These brought interaction among migratory groups made some share skills and practices

4. Inter marriages

- Iron Age skills were at clan level, inter marriages therefore exposed people of different clans or tribes to different skills and practices hence similarity

What made some sites have different or more artefacts than others?

1. The iron Age skills were based on clan levels and were hidden to others
2. Location, size and population limited some sites to have more materials and resources for the abundant production of items
3. Exposure to trade
 - Some sites like Ingombe Ilede were great centres of trade and therefore attracted more people and items into the area than others

Major socio-economic and political activities associated with Iron Age sites in Central Africa

- Iron Age brought some changes in Central Africa. The following were some of the socio-economic activities associated with Iron Age period

ECONOMIC ACTIVITIES

1. Trade

- Iron Age people engaged in trade. The commonest trade item was Ivory
- Zambia and Zimbabwe offered copper and gold respectively while from east Africa, beads and cowrie shells were obtained

There were two types of trade;

- a. **Internal trade** which took place among people of Central Africa
- b. **Long distant trade** which took place between Central Africa and the East- Coast

2. Metal Working

- a. Iron Smelting
 - Iron Age people smelted Iron Ore in furnaces (**Nganjo**)
 - They used to make tools and weapons
- b. Copper and Gold Smelting

- Copper was found in Zambia and in Zimbabwe, while Gold was found in Zimbabwe
- ❖ These metals were used for making precious ornaments like earrings, ornaments and bangles for trade

3. Pottery

- Pottery has been used by archaeologists to trace the origins of people during Iron Age period because its sizes and decorations explain more about the people who made such pots that it has been concluded that the Iron Age people used two routes to Central Africa.
- Pottery is relied by archaeologists because it preserves well and does not rot

Uses of pottery to Iron Age man

- a. Storage of grain water
- b. Used for cooking
- c. It was used as trade item
- d. It used for religious and marriages ceremonies
- e. Used for decoration

The Common types of Pottery

a) Channelled Pottery

- It was called so because of the characteristic grooves that decorates it at the rim.
- It was common in Central Africa

b) Dimple based pottery

- Derives its name from the dimple or depression on the bottom of the pot
- It was common in East Africa

c) Other variants

- They were Urewe ware, Kwale ware, Kinga/ Kisi ware

4. Farming

- Farming was the most important activity in Central Africa. They grew millet, sorghum, beans and peas
- They used grinding stones for crushing millet into flour. Burnt millet has been found in some archaeological sites such as Ziwa. Iron hoe heads and axes from archaeological sites explain that farming took place.
- People then started keeping animals such as goats and cattle for meat and milk. Bones of tamed animals such as cattle proves this.

5. Hunting

- With stronger iron tools, Iron Age people hunted buffaloes, elephants, wild pig and other animals

6. Domestication of animals

- Permanent settlement made Iron Age people to settle at one place. Permanent settlement produced enough food hence growth of population
- These two facts made animals to be insufficient near settlement to support people and they started taming wild animals for milk and meat. Bones of domesticated animals have found in many sites

7. Fishing

- Those Iron Age sites that were near water sources were engaged in fishing. Arrows, spears, poisonous plants and later on fish hooks were used for fishing.
- The discovery of fish bones and fish hooks in the Iron Age sites suggests the idea of fishing.

SOCIAL ACTIVITIES

8. Building of Huts

- Man stopped wandering and built conical huts with sticks and plastered with mud or cow dung and they thatched with grass
- Artefacts such as poles and mud imprinted daga have been discovered in certain Iron Age sites

9. Ancestral religions

- People also worshipped the powers of nature. This has been discovered through the discovery of pottery in places where they offered their ceremonies to the spirits of their ancestors. However, the type of religion is not known.

POLITICAL ACTIVITIES

10. Permanent settlement

- Farming provided enough food and hence no need for wandering and built permanent settlement that needed leaders

11. Governance

- Which involved sharing land for cultivation, trade, etc

Remarkable changes brought in by the Iron Age people in Central Africa

1. Settled life instead of Nomadism
2. Simple agriculture e.g. pastoralism (reared animals) and cultivated
3. Improved hunting by using metal arrows and pangas
4. Metal weapons improved defense against enemies and wild animals
5. Settled life led to the population growth, creation of large communities and development of ideas on
 - Division of labor
 - Decision and administration
 - Punishing the wrong doers
 - Managing farms and livestock
 - Specialization of work e.g. fishing, smelting, art, and craft, tin-smithing e.t.c.

SIMILARITIES AND DIFFERENCES BETWEEN THE MAJOR IRON AGE SITES

A. SIMILARITIES

1. Most of them were established along the water sources hills.
2. Their occupational dates show that there was a general migration of the people from north going south wards.
3. Most of the sites have similar findings such as iron slag and pottery fragments.
4. The artefacts discovered in these Iron Age sites show that the people had similar social-economics activities such as farming pottery and iron smelting.
5. Most of them developed routes for trade to Eastern Coast of Africa.
6. The Bantu are the people who are associated with all Iron Age sites in Central Africa.

B. DIFFERENCES

1. Most of them had very different occupational dates which show that some were established earlier than others e.g. Phopo hill was established earlier than Nkope Bay.
2. Some Iron Age sites were more important than others because of being established along the trade routes with the East Coast e.g. Ingombe Ilede in Zambia.
3. Some artefacts in other sites were brought in as a result of trade not necessarily being made in such sites.
4. Some benefited very little on the trade that was developed than other Iron Age sites.

Contributions of Iron Age Culture to Modern Civilization

- Modern civilization owes much to the culture, institutions, knowledge and technical skills developed at the Iron Age Sites. These includes

1. The beginning of farming

- Iron Age man grew crops like millet and sorghum and also tamed animals like cattle and goats
- The culture of growing crops and taming animals which started in Iron Age sites paved way to modern farming practices

2. Beginning of settled life in Cities and Towns

- Man stopped living a wandering life because of farming started during Iron Age and built permanent homes
- Therefore, the modern permanent is the contribution of Iron Age people

3. Organized political system

- Settled life and production of adequate food led to increase in population
- Increased human population created large communities which created need for law and order to protect people and property
- Eventually strong leadership and organized political system were needed and they led to the formation of pre-colonial kingdoms in Central Africa
- Pre-colonial kingdoms were definitely the basis for Centralized political system of government today

4. Improved hunting skills

- Iron spears and knives made by Iron Age people improved the hunting skills

- Iron Spears paved way for the development of a gun

5. Improved weapons for defence

- Iron weapons made people to defend themselves from wild animals
- The culture of using iron spears for defence paved the way for development of a gun for defence

6. Encouraged trade

- Iron Age man conducted trade; both internal and long distance and barter was also used
- The very same trade that was developed during Iron Age has led to Modern life

Importance of Iron Age Culture to Modern Life

1. Farm implements

- Man used Iron hoe in order to till the land, so improvement in hoes developed during Iron Age has led to the production of Tractor and Plough that have made to conduct farming at wider scale to day

2. Weapons for defence

- Knowledge used to produce Iron Spears have paved the way in the production of a gun

3. Invention of Steamers

- From the dugout canoes used for transport during Iron Age comes the Steamer used in modern life

4. Trains

- The production of Iron during Iron Age has paved the way the production of Iron used for railway lines

5. Invention of maize mill

- Iron Age people used to grind cereals using grinding stone (mphelo). The idea of a grinding stone was later borrowed and perfected which led to invention of maize mill and similar grain processing machines which improved peoples life.

6. Blast Furnace

- The method of smelting iron in clay furnaces of Iron Age culture has contributed to setting up of the Blast Furnaces of today.
- Blast furnaces smelt iron faster at high temperature with the power of electricity.

How did Iron Age Period Contributed to the formation of pre-colonial kingdoms

1. The spread of Iron Age skills and Technology like farming, smelting etc. led to a settled life in order to take care of their crops and animals. This led to the creation of small communities with special leaders
2. The growth of long stance trade made people to migrate into Newlands to look for trade materials and get settled there e.g. the Balowoka and Kazembe
3. Introduction of new food crops by Portuguese e.g. Maize, Cassava and g/nuts led to the Settled life, abundant food production and attraction of people into areas

4. This led to the population growth and creation of kingdoms

CHAPTER TWO

A. THE MARAVI KINGDOM

Origin and meaning of the word Maravi

- The word **Maravi** means flames of fire. Its proper name should be Malawi, the name of the present day country
- It was a name of the country and its people. It was adopted upon their settlement at Mankhamamba near Mtakataka-Mua area in Dedza district.
- The naming itself has a lot of speculations as below

1. Flames of bush fires

- People got settled at Mankhamba and Manthimba in Mtakataka during the dry season. So flames of bush fires kept on burning during the day and night due to hunting activities. The land was therefore called Maravi because of these flames.

2. The splashes of the rising sun

- The Maravi area was at the south western tip of Lake Malawi. So the rising sun kept on splashing beautiful colours on waters of Lake Malawi that it intensified the beauty of the land

3. Iron Smelting activities

- Since the Maravi were skilled iron smiths, flames of fire kept on emanating from the great number of small furnaces during the smelting activities. The area was therefore called the land of flames (Maravi)

Location of Maravi kingdom

- The kingdom was located on the south western shores of Lake Malawi
- It covered parts of Salima, Dedza, Ntcheu, Mangochi, Llongwe, Ntchisi, Nkhotakota, Dowa and Nkhotakota
- It also covered eastern Zambia and North west Mozambique

The people of Maravi

- The people of Maravi Kingdom were known as the Chewa
- The earliest people who settled in the present day Malawi were Stone Age Hunter-Gatherers known as the Pygmies or Akafula.
- With time, smaller groups of the Bantu began to enter the area around 1000 AD. These early Bantu invaders are called the **Proto-Chewa** came from around Lake Victoria. **Proto** means before.
- They were Iron Age people and easily defeated the Pygmies as they used superior iron weapons compared to Stone Age arrows of the Pygmies. The most important clan of these early Bantu invaders was the Banda

The founders of the Maravi Kingdom

- The Maravi Kingdom was founded after the arrival of another group of Bantu speakers
- This group originated from the Luba-Lunda country around Lake Kisale in South-eastern Congo
- It was founded by the **Phiri Clan**

The Maravi migrated out of Zaire because of the following reasons

1. They were running away from internal conflicts in the region
2. There was famine
3. Population pressure which created land scarcity
4. They needed fertile land for cultivation and for grazing their animals since they also practised animal keeping

Migration routes of the Maravi from Luba-Lunda to Kaphirintiwa

- The Maravi came from the **Uluba-Katanga** area in Eastern Zaire (now Democratic Republic of Congo).
- Out of Uluba, the group was led by a man called **Mazizi** of the Phiri clan and came in the second half of 15th century and they fled southwards
- This group **stopped at Choma** in Zambia or it might have stopped in Tanzania and entered Malawi through the west or the north
- However, many historians uphold entry through the **Western Route**
- When entering Malawi, they were led by **Chinkhole** after succeeding Mazizi. Chinkhole became the first to adopt the title of Kalonga and is regarded as the first Kalonga
- They temporarily **settled at Kaphirintiwa in Dzalanyama Range** where they found the Chewa clans of the **Akafula, Bathwa, Mwale, Banda, Zimba**
- The Banda were well organized under a woman called **Mangazi** who was a rain caller and led the worship of **Mphambe (God)**
- At Kaphirintiwa, the Chewa who received them
- The migrants were composed of clans and tribes such as the **Chipeta, Chikunda, Mbo, Zimba, Ntumba, Manganja**, and **Nsenga**. All these tribes except Nsenga spoke Nyanja which means the language of the lake.

Why the Chewa received the new immigrants (accept them)

- The Chewa warmly welcomed the new comers and accepted them as their rulers because
 - a. They had a good knowledge of centralized political system they brought from Luba-Lunda states in the Congo
 - b. They had knowledge of medicine and magic
 - c. They provided economic resources i.e. iron smelting and tool making
 - d. They occupied the land without conflict with the earlier Bantu group
 - e. Marriage between the **Kalonga (Phiri)** and **Makewana of Banda** clan unified the two clans or made the co-existence more friendly.

The move to Mankhamba

- The new comers did not stay long at Kaphirintiwa and they soon left because
 - a. They quarrelled among themselves
 - b. They accused each other of witchcraft

- Then they split into two groups

A. Chinkoles Group

- The main group under Chinkole went and settled at Mankhamba where they found the Chewa
- Chinkhole then became the first Kalonga and was succeeded by Chidzonzi

How did Chidzonzi win the support of the Chewa?

- a. He married a Chewa priestess Mwari
- b. He introduced Mlira cult to give respect to the spirits of the ancestors
- c. He made the Chewa Mwale to control the army
- d. The Chewa Banda were made to control religion

B. Group under Lundu and Kaphwiti

- The group was under Lundu and his uncle Kaphwiti broke away and migrated southwards and settled between Lomwe and Makua in the Lower Shire valley

Factors that led to the rise and the growth of the Maravi kingdom

1. Trade

- a. The Maravi traded with a lot of people including the Portuguese and Arabs. They traded in gold, ivory and Machila cloth (a form of locally made cloth) and in turn they got a lot of guns and wealth which the kings distributed to the people.
- b. The need to control vast areas for trade helped in the expansion of the kingdom

2. Effective Leadership

- The Kalonga established a centralized system of administration which gave him control over his kingdom
- All lesser chiefs paid tribute to the Kalonga which he then redistributed to the territorial chiefs
- This promoted unity and loyalty in the Kingdom hence the rise of the area.

3. Religion

- a. The Maravi created a religious kinship whereby the king had both religious and political authority. Also the marriage between the Kalonga and priestess Mwari made people to believe that the Kalonga had also acquired supernatural powers.
- Therefore, people respected the Kalonga and they remained loyal to him
- b. Religion united people together as they worshipped their god (**Mulungu**) together in different cults (**Mlira cult** at Mankhamba, **Makewana cult** at Msinja, **Mbona cult** at Khuluvu).

4. Military Conquests

- The Maravi were equipped with good knowledge of conquest and therefore they conquered vast areas around them
- The kingdom expanded greatly under the reign of Kalonga Masula who ruled between 1600 and 1640
- Masula reasserted his authority over growing influence of Lundu by making an alliance with the Portuguese who helped him in defeating Lundu in 1622. He also attempted to control Mwenemutapa for gold, but his forces were prevented with the help of Portuguese who allied with Mwenemutapa. Despite this failure, he managed to capture some huge quantities of gold
- Masulas reign had been described as the ***Golden Age*** of the Maravi kingdom

5. Farming

- The Maravi were farmers, they grew different type of crops such as maize, rice, cassava, vegetables and fruits. This ensured supply of food in the kingdom. The sufficient food attracted many people to settle in the area and promoted population growth, hence the rise of the kingdom.

6. Growing population

- This helped the kingdom to have more skilled people
- The kingdom expanded due to the growing population and some broke a way to look for enough land
- Because of growing population, the clan leadership proved a failure and the king was opted for a better political organization that strengthened the kingdom

7. The policy of decentralisation

- Undi, Lundu and Kaphwiti extended the boundaries of the empire and incorporated all people to the Maravi Kingdom.
- It led to the vastness of the kingdom.

socio-political and religious organisation of Maravi Kingdom

KALONGA (paramount chief)

- The head of the government was the King whose title was Kalonga
- He was from the Phiri clan and **had the following roles;**
 - a. Guardian of religion.
 - b. Controller of trade.
 - c. Political leader.

There were two influential clans:

1. The **Phiri clan**: responsible for political leadership and hence providing the Kalonga
2. The **Banda clan**: responsible for religious activities and provided the wife of the Kalonga
3. Other clans included the Mwale who were responsible for the army, the Mbewe were traditionally messengers, and the Nkhoma who were also messengers of the chiefs

- Some of the notable Kalongas were **Chinkhole**, then came **Chidzonzi**, then Mazula and the last Kalonga **Sosola**
- Mazizi is not included in the list of the Kalongas because he ruled before the title of Kalonga was adopted. In fact, the title was first adopted by Chinkhole who became the first Kalonga.
 - The Nyangu was the Queen Mother (she was either the Mother or Sister of the Kalonga) was the advisor to the Kalonga
 - She bore the successors of Kalonga
 - The succession and inheritance pattern was matrilineal, Kalonga was succeeded by his nephew (Nyangu's son) while Nyangu was succeeded by the daughter of the Kalonga.
 - **An important role in the selection of new Kalonga was played by female members of the royal matrilineage**
 - Often there was dispute over who was to become the next Kalonga
 - The Headquarters of the kingdom was at Mankhamba-Manthimba area in Ntakataka Dedza
 - Manthimba served as a court of the Kalonga while Mankhamba was a religious centre

➤ Officials at the court of the Kalonga

- Within his Palace, Kalonga was assisted by a number of royal officials who were called Ankhoswe (guardians)
- 1. **NYANGU**- The queen mother Nyangu was the advisor to the Kalonga and the source of life of the kinship
- 2. **SAOPA** – was the military commander who planned the defence and expansion of the kingdom. E.g. from Mwale clan
- 3. **KHOMBE**- an army commander who advised Saopa on military matters. Also from Mwale clan
- 4. **MKOMBA**- public relations officer and public executioner (putting to death) of criminals
- 5. **MFITI ZA MILANDU OR ABWALO**- they handled and settled cases
- 6. **MAVIMBA**- messenger. From Nkhoma clan
- 7. **KALUMBI**- He was the official in charge of the drums used to summon chiefs to meet. From Mbewe clan

Junior paramount chiefs

(Lundu, Undi, Kaphwiti and Chulu). They assisted the Kalonga to run the affairs of the Kingdom

Territorial chiefs

- Below the Kalonga, there were the Provincial or Territorial chiefs who were also known as Eni dziko. They were either the cousins or nephews to the Kalonga. These included Mkanda, Mwase, Kanyenda, Kabunduli, and Chimwala.
- These ruled large areas called chiefdoms and they represented Kalongas interests in their chiefdoms

Tributary chiefs

These were tribute paying chiefs who were also called Aphungu or Ambiri. Their duty was to collect tribute on behalf of the Kalonga

Village headmen

They were heads of families and also called Eni mudzi. Their responsibilities were to:

- a. Organize Nyau ceremonies
- b. Regulate hunting expeditions
- c. Collect payments from villagers after buying mzinda for young initiates
- d. Allocate land to the villagers for the growing of food crops

Religious centres of Maravi kingdom.

- All worshipped a High God called Chauta whose messenger was a large snake called Thunga (python) who acted as a husband to Makewana and Chauwa her daughter at Msinja.
 - The Maravi people established the following centres of worship
1. **Makewana Cult**: at Msinja in Lilongwe
 2. **Mlira Cult**: was the oldest and was under Mwari at Mankhamba. Kalonga Chidzonzi introduced Mlira cult which was conducted annually to pay respect to the spirit of the first Kalonga called Kalonga Chinkhole
 3. **Mbona Cult**: was at Khulubvi in Chikwawa

- Msinja was central shrine for worship.

Makewana had the following duties at Msinja:

- a. to call the rain when the snake paid her a visit.
- b. to make the soil fertile for the farmers.
- c. to grant success to hunters.
- d. to limit flood damages.

Role of the priesthood in Maravi kingdom

1. Priests presided over religious functions and communicated the king's religious wishes to the people
2. The Priests were highly respected and believed to be the intermediaries between God and people
3. They performed daily rites, poured libation and said prayers

Importance of religion in Maravi kingdom.

1. Promoted unity among people with common beliefs and traditions.
2. Encouraged loyalty to the King and other rulers.
3. Strengthened the position of the King since he was recognized as the leader with supernatural powers.
4. Religion also linked them between God and the people through the priests and Kings.
5. It also gave the people an identity which distinguished them from other groups.
6. Upholding morality, attitudes and values in the society, hence regulating people's behaviour.
7. The priests used religion to heal individuals of various illnesses

Expansion of Maravi kingdom

- The Maravi kingdom expanded during Kalonga Mazura in the 17th century
- The kingdom expanded due to the following reasons
 1. Military conquest
 - The Kalonga used his army to expand the borders of his kingdom
 2. Migration or breakaways of sub-chiefs
- With this, the Kalonga sent his lesser chiefs to occupy certain areas to protect his kingdom from external invaders
- Examples of such chiefs and their areas included:
- **Chimwala** was sent to Lilongwe, **Mkanda** was sent to Mchinji, **Kanyenda**, was sent to Nkhotakota. **Chulu, Mwase and Kaluluma** were sent to Kasungu, **Changamire** was sent to Ntcheu, **Kabunduli** went to Nkhatabay and **Mpinganjira** went to Mangochi

Reasons for such breakaways

1. Succession disputes, e.g. Undi
2. Magic and superstition, e.g. Kaphwiti
3. Overpopulation at Manthimba and Mankhamba
4. A need to control trade with Arabs and Portuguese
5. Unhealthy condition at Mankhamba, e.g. mosquitoes, high temperatures etc.

Lundu and Kaphwiti

- The two left Mankhamba due to the following reasons

1. Quarrels with the Kalonga
2. They were also accused of witchcraft
 - They established themselves in the Lower Shire and their headquarters was at Mbewe-wa-Mitengo
 - They conquered large areas including the Lolo, Makua, Manganja and Lomwe

Economic and Religious Activities

- They traded with the Portuguese at Sena and Angoche ports
- They also traded in Machila cloth with the Mang'anja (Machila cloth was made from tree bark), salt and iron
- At Khulubvi in Nsanje, Lundu controlled the Mbona cult (religious worship)

UNDI

- He was a brother to Kalonga Chidzonzi
- He left Mankhamba after he lost in a succession dispute
- He established his capital at **MAANO** Near Kapoche River in Eastern Zambia
- From MAANO he conquered the Chewa of Mchinji, the Nsenga, Katete and Chidiza areas of Zambia
- He went away with Nyangu to ensure that Kalonga authority should become ineffective

Decline of the Maravi kingdom

- The kingdom declined between 1700 to 1750 due to the following reasons:

Internal Factors

1. Succession disputes

- There were frequent succession disputes at the headquarters over who to become the next Kalonga
- As a result, Undi was defeated in succession dispute and left Mankhamba and took Nyangu to ensure that the authority should become ineffective (Nyangu provided heir to the throne). Her departure meant that there was no possible claimant to the throne after the death of Kalonga.

2. Vastness of the kingdom

- a. The kingdom was too big to be ruled by a single authority
- b. Its vastness also made it difficult to defend from enemies

3. Weak defence

- The kingdom had no standing army to repel attacks

4. Decentralisation.

- It led to ineffective administration as competent leaders broke away.
- Kalonga tolerated decentralization to extend his area of influence.

5. Civil wars

- Civil wars by Kaphwiti and Lundu disrupted the peace and unity that was prevailing in the Kingdom.

External Factors

6. Invasion by foreigners

- The Portuguese, Arabs, The Yao, and the Ngoni attacked the Maravi

7. The Makua-Lolo nationalism of 1740

- The Lolo and Makua gained Political consciousness so that they fought back and became independent
- The Makuwa-Lolo devastated the empire with their superior weapons and fighting tactics and took much land in the Luangwa valley and lower shire thus limiting the expansion.

8. Portuguese interference in trade

- Portuguese traded directly with lesser chiefs that defied Kalongas administration.
- People started depending on themselves for basic needs because they traded directly with the Portuguese

9. Growth of slave trade

- Slave trade by the Yao, Bisa, and the Swahili Arabs disrupted peace and caused depopulation.
- This led to the decline of agricultural life and security.
- Rulers like Kalonga Sosola (last Kalonga) died in the hands of Yao slave raiders in 1860s.

10. Colonisation

- British finally ended up the kingdoms organization as the area became the British Protectorate

Unifying factors among people in the maravi kingdom

1. Trade: all were linked by trade ties with the Portuguese along the Zambezi under kalonga
2. Religion: all worshiped high God Chauta whose messenger was a large snake called Thunga (python) who acted as a husband to Makewana
3. All members in the kingdom recognized Kalonga as their senior despite breakaways

Effect of the Maravi kingdom upon the people

1. The kingdom promoted trade. In most areas, trade was the major activity. So were Lundu, Undi and Kaphwiti. This made the people enjoy some of the foreign goods through trade.
2. The kingdom unified the people. The parent Maravi kingdom made the people to be unified through their trust in religion and their rulers.
3. The kingdom facilitated contacts with Europeans and Arabs. Through trade the Portuguese and Arabs were the most important. However, this contributed to the European colonization of Maravi by the British.
4. The Maravi provided a model of a good political organization for other pre-colonial kingdoms which developed in Central Africa
5. Lundu conquered the Lolo and Makua country in what is now northern Mozambique and were turned into large tribute paying and dependent states. The Portuguese referred to these as **"BORORO"**. These people adopted the culture and language of the Maravi people
6. Formation of a strong political empire due to the presence of guns, e.g. the Makua and Nsenga
7. Undi conquered the neighbouring Tawara and Nsenga peoples. These were incorporated into the kingdom as tribute-paying subjects. In the long run, the people copied elements of Maravi political system.
8. New religious systems were introduced like attaching the importance to ancestral spirits and the semi-god nature of the kings.
9. The spread of iron working technology by the Phiri and the Banda clans to Malawi.

10. The also introduced new agricultural practices, a justice system, social Organization (matrilineal) among others.

CHAPTER THREE

THE TUMBUKA – NKHAMANGA KINGDOM

Location

- The kingdom **covered Henga Valley in the northern Malawi**. It extended its boundaries from **South Rukuru in the north to Dwangwa River in the South**. And also from **Lake Malawi to the east and to Luangwa Valley in the west**
- Its headquarters was at **Bolero in Rumphu**.

Founders of the Kingdom

- The kingdom was founded by **Balowoka** from Tanzania
- Balowoka crossed Lake Malawi in dhows in about 1750 and they were called **Balowoka meaning those who have crossed the Lake**

Origin of the Tumbuka

- The Tumbuka came from Congo and entered Northern Malawi through Lundazi
- Their influential clans were Luhanga, Mkandawire (oldest clan), Kachali, Kumwenda, Mzumara, Msowoya, Harawa, Nyirongo, Nyanjaya, Mwalweni, Nyasulu, Munthali, Mwafulirwa, Kayira and Mhango.
- Leading clans in politics were the **Luhanga (royal clan)**, and **Mkandawire**
- The Kachali controlled the religious affairs and produced priests.
- The Tumbuka were later joined by the **Phoka, Kamanga** and **Henga**.

The common things that united the Tumbuka before the arrival of the Balowoka

1. Simple agriculture i.e. cultivation and pastoralism
2. Barter system of trade
3. Common language, all clans spoke Tumbuka
4. Religion; all clans worship the ancestral spirits of the Chikhangombe cult near the Chikhangombe hills
 - **Mwadandambi** of the Kachali clan acted as a priest.

Socio-political organisation of the Tumbuka-Nkhamanga before the coming of the Balowoka

1. **Decentralised political system.**
 - Tumbuka were organized in clans under clan leaders without single centralized authority. This because they have enjoyed a long period of relative peace. So each clan had its own leader e.g. Mubila was the leader of the Luhanga clan
2. **Matrilineal system**
 - The Tumbuka followed a **matrilineal system**. In this system, **inheritance is based on the mothers side**
 - Later they adopted the patrilineal system from Mmbelwa Ngoni who invaded their territory in the 19th century

3. Religion

- The Tumbuka believed in Chiuta, the creator of everything who was approached through ancestral spirits.
- In times of natural disasters such as drought, they gathered at shrines where they prayed for rain. The most important shrine was at **Chikhangombe** in Nkhamanga. The priest of Chikhangombe cult was **Mwadandambi**.
- Other religious centres in the Tumbuka country included **Bumba** and **Nkhonjera** in Nkhamanga, Phwezi Hill in the Henga Valley, **Nkhozi** in Mlowe, **Mwanda** in Hewe and **Chitende** Island in Chilumba

4. Occupation

- The Tumbuka were **farmers** as well as **pastoralists**. They grew crops such as millet and sorghum and kept animals
- They also hunted game for meat, ivory and skins

Migration route of the Balowoka into the Nkhamanga area

- Balowoka were **Nyamwezi, long distance traders** from Tanzania. They are believed to have come from the coastal region in the east of Lake Malawi. They were led by **Mlowoka** whose real name was **Kakalala Msawira Gondwe**.
- He was accompanied by 8 other members as follows: Katumbi, Kajumba, Mwahenga, Mwamlowe, Kabunduli, Jumbo, Chiuluntha and Mwalweni
- They entered Northern Malawi after they crossed Lake Malawi at a place called Mtawali and landed at Chilumba. From there, they proceeded to Nkhamanga area where Mlowoka settled at Thulwe.

The role of Kakalala Msawira Gondwe in the migration of the Balowoka

- He was a wealthy trader who came to Nkhamanga to conduct trade.
- He started trading with indigenous people in the area.
- He obtained ivory and leopard skins in exchange for cloth, beads and hoes.

Reasons why the Balowoka were interested in northern Malawi

- i. They were looking for ivory and leopard skins.
- ii. Looking for a peaceful land to settle due to tribal conflicts in Tanzania.
- iii. Drought made them to look for food and land for cultivation.

Factors that facilitated the establishment of the Balowoka among the local people

1. Peaceful co-existence

- Balowoka did not occupy area through conquest. They arrived and lived peacefully among the Tumbuka.
- This peaceful co-existence made the Tumbuka not to resist the new immigrants into their country

2. Assimilation

- They did not interfere with Tumbuka customs but they just followed the culture

3. Trade

- Balowoka controlled strategic centres rich in ivory, hence accumulated wealth and powers to control the area and used their wealth by giving goods as gifts to the clan leaders
- People were given iron hoes which were valuable to agrarian community and beads
- Mlowoka was also honest and generous in his business transactions

4. Honour for the clan heads

- Mlowoka honored clan heads with a blue-black turban or headband to show their authority

5. Inter-marriage

- Mlowoka married from Luhanga and Kumwenda families and therefore became of kinsman (relative) of the Tumbuka

- By marrying into the leading clans, Mlowoka assured himself of control of the ivory trade

NB: Because Mlowoka was supplying hoes among the Tumbuka Community, he was nicknamed Chikulamayembe (carrier) or distributor of hoes from Swahili word *Chikuwa majembe*. People often heard him saying *nachukuwa majembe*

Political organization of the Tumbuka-Nkhamanga Kingdom

- Mlowoka did not form a political state but he created a **political hegemony (trade control)** as he was satisfied with his business activities
- Mlowoka was operating from near Thulwe forest
- Later Mlowoka placed other members in various parts of the Tumbukaland e.g.

1. Katumbi went to Hewe
2. Kajumba to North-West of Hewe, towards the Bisa country
3. Chiuluntha to South of Nkhamanga
4. Mwahenga and Mwalweni to Henga valley
5. Mwamlowe to Lake Shore around mouth of South Rukuru
6. Kabunduli to Dwangwa Valley to the South of Jumbo
7. Jumbo to coastal area to the South of Mwamlowe

➤ These were called Lieutenants

Why they were placed like that:

1. To safeguard Mlowokas trade interests
2. To control sources of Ivory and trade
3. To be trade representatives for Mlowoka
 - When **Mlowoka died** and **Mubila Luhanga died (Mlowokas father in law)** between 1806 and 1810, Gonapamhanya (Mlowoka son) became the **First Chikuramayembe** and formed the Tumbuka kingdom
 - **Therefore, he changed his fathers economic hegemony into political kingdom through the following ways:**
 - a. He changed his fathers trade representatives and other Original Tumbuka leaders into sub-chiefs
 - b. He put these sub-chiefs as watch dogs over the sources of ivory and protect Lake shore embarkation points
 - c. He adopted the title of Chikuramayembe. His sub-chiefs ruled in strategic points

- The Nkhamanga Kingdom was established out of economics reasons.

Evidence which shows that Tumbuka-Nkhamanga Kingdom was born out of economic motive

- 1) Mlowoka was not a political leader but a trader interested in monopolising ivory trade.
- 2) Mlowoka sent his lieutenants as trade representatives and not political officials
- 3) The kingdom rose in area rich in elephants and therefore had a lot ivory.
 - Related to that, trade routes connected these interior areas to the East coast in order to export ivory.

Social and religious activities of the Tumbuka

- Chikuramayembe left the responsibilities of administration, judgment of cases and worship to the local leaders
- Therefore, it had a decentralized system of government i.e. it had no hierarchy
- Chikuramayembe then introduced tax of an elephant tusk for each elephant killed and also got lion and leopard skins but did not control sub-chiefs
- The kingdom was also located on the trade route to the Bisa country in the west and some of the trade items were cloth, beads, hoes and Mphande Shells
- The kingdom had **no standing army** and they raised **adhoc army** (i.e. when in danger)
- The kingdom had **no police** to enforce the will of the king
- During political crisis the Luhanga and Mkandawire intervened to form a common front
- There was little religious activity attached to the Chikuramayembe and he did not appoint priests associated with shrines
- Priests came from the families traditionally associated with priesthood i.e. Kachali clan
- Worship at Chikhangombe was not for all Chikuramayembe people, others established their own religious shrines in other territories such as Buma and Nkhonjera

Impact on the Balowoka on the Tumbuka

1. Tumbuka gained the use on items from the East coast because they were exposed to long distance trade
2. The Tumbuka system of organization changed from decentralization to centralized
3. The Tumbuka change from matrilineal to patrilineal system of inheritance

Weakness of Nkhamanga Kingdom

1. The Nkhamanga kingdom did not have standing army to defend itself from enemies
2. Lack of centralized religion system
 - this means that Chikuramayembe did not control religion
 - religion activities were left in the hands of the Phoka
3. Chikuramayembe did not control tribute
4. Political powers were under chiefs since kings were busy with trade
5. The breakaway sub-chief had more powers to rule and form their own kingdoms e.g. katumbi and Mwahenga

DECLINE OF THE TUMBUKA-NKHAMANGA KINGDOM

1. **Weaknesses of the leaders after the death of Mlowoka**
 - The successors of Mlowoka were weak. They were interested in political power and neglected trade on which the strength of the kingdom depended
2. **Poor and loose political organization**

- Leadership was under chiefs not the Chikulamayembe.
 - This paved way for breakaways, e.g. Katumbi and Mwachenga.
3. **loss of the trade monopoly**
- From the 19th century the Swahili Arabs gained in ivory trade and traded directly with local people and this made sub-chiefs to stop being loyal to the king.
 - The **Kaunga Nyirenda** after defeating Chikulamayembe around 1820s established themselves in the same area with the main of controlling the same trade.
 - The coming of the Nyirenda weakened the position of the Chikuramayembe as he lost revenue and control over trade
4. **lack of standing army**
- The kingdom had no army for defence against external attacks. Hence, they were easily defeated by the Nyirenda
5. **Lack of a central religion.** The diverse nature of the communities further complicated religious matters.
6. **The invasion by the Ngoni**
- Ngoni invaded the kingdom and killed the 8th **Chikuramayembe Mjura** and abolished the **Chikuramayembe dynasty** (the ruling family). It was revived by the British colonial authorities in 1907 when **Bongololo Gondwe** was installed as the 9th **Chikuramayembe**
 - By this time the Ngonis were returning from Tanzania, and these Ngonis made the Tumbuka captives and settled in Henga Valley temporarily where **Mbelwa I** was crowned as Inkosi in 1855
7. **Slave trade.**
- The slave trade carried out by Mlozi from the north greatly weakened the kingdom. Slave raids disturbed the social order in the kingdom
8. **British Protectorate**
- The area finally came under the authority of the British after colonisation of the area

CHAPTER FOUR

ORIGINS OF CHRISTIANITY AND ISLAM

A. CHRISTIANITY

- Religion is strong belief in existence of a god or gods and the activities that are associated with the worship of them by human beings
- **Monotheism** is the belief in one god
- **Polytheism** is the belief in many gods
- The Major World religions today are Christianity, Islam, Hinduism, Buddhism, Confucianism, Taoism, Shintoism, and Zoroastrianism.
- Christianity and Islam are the newest and both are monotheist in nature.

Christianity

- Christianity is based on the history, prophecies and guidance found in the Old and New Testament
- Christianity is also based on the teachings of Jesus Christ

A Brief History of Jesus Christ

- He was born during the reign of King Herod the Great (37BC-4BC), and Augustus Caesar was the Roman Emperor and Pontius Pilate was the governor of Palestine.

- By then Palestine was a province of Romans, it was added to Roman Empire during the rule of Augustus Caesar.
- His mother was Mary and his father was Joseph. He attended Jewish schools, and grew up in the village of Nazareth.

EARLY MINISTRY OF JESUS

- He began his ministry in Galilee.
- He chose **12 disciples (apostles)** who acted as his companions and made **Simon Peter** the leader of the group.
- His disciples were as follows: Simon Peter, James son of Zebedee, Andrew, John, Judas, Mathew, Phillip, Bartholomew, Thomas, James son of Alpheus, Thaddeus and Simon.

TEACHINGS OF JESUS

1. **Belief in one God.**

- Jesus asked his followers to believe one **God Yahweh**, who the creator of heavens and earth.

2. **Belief in Ten Commandments.**

- These were the collection of laws that the Jews believed that their God had given them and all people must obey and follow.
- The first five indicate how human beings must relate.
- The last five regulated how human beings should live with one another.

3. **Bring salvation and eternal life to people.**

- Jesus taught that his mission was to bring salvation and eternal life to Gods people.

4. **Forgiveness and love to of ones enemies.**

- Jesus taught about forgiveness and love to our enemies and bless those who curse them

5. **Justice.**

- He also taught his followers to be just and fair to others.

6. **Upholding morality.**

- He also taught people to be moral.

7. **Punishment to sinners.**

- Jesus taught that sinners who did not repent would be punished by God for their sins.
- The righteous and those who repent and confess their sins would have everlasting life.

8. **Provision of service to others.**

- He urged his followers to give to the needy.

9. **Humility, mercy and perseverance**

- Asked people to be humble in their dealings with one another.

10. **God would end wickedness in the world.**

- He also taught that God would end the wickedness world and establish His kingdom for people who sincerely repented their sins.

11. **Fatherhood of God.**

- Stressed the importance of peoples love for God, their enemies, and even themselves.

12. **Belief in the Holy Trinity.**

- He stressed about **three separate persons in God- Father, Son** and the **Holy Spirit** all with one nature.

13. **Belief in life after death.**

- Christ taught his followers to be good in their present life as they would be rewarded in the afterlife.

14. **Jesus death and resurrection.**

- This teaching was the one which strengthened the faith of his followers.

- i. Jesus preached about equality of all people, contradicting the Jewish leaders who distinguished the Jews as the Gods chosen people from Gentiles
 - ii. Jesus miracles attracted many especially the oppressed and social outcasts such as women, slaves and the poorest who have been mainly excluded by most ancient religions
 - iii. Jesus teaching that he was the son of God displeased the Jewish authorities
- The preaching of Jesus made many Jewish angry
 - The Jewish leader convinced the Roman Governor, Pontius Pilate, that Jesus was a danger to Roman peace
 - Jesus was accused by blasphemy and found guilty by the Sanhedrin, the Jewish Supreme Court
 - The Sanhedrin brought him before Pontius Pilate the Roman Governor who gave permission for Jesus to be crucified
 - Jesus was crucified at a Hill known as Calvary

The growth and spread of Christianity after the death of Jesus Christ

1. Simplicity of its practices

- Many people were attracted by the simplicity of Christian practices such as the idea of using powerful god and the promise of eternal life

2. The lessening popularity of Emperors and pagan gods

- The worship of emperors and pagan gods was no longer popular among people
- People were desperately looking for a supreme being, hence the idea of a single, all-powerful God and the new teaching offered a relief to many people

3. Miracles and healing by Jesus and the Apostles

- many people were attracted by the healings, demon exorcism and miracles performed by Jesus and later, the apostles

4. Missionary work

- Missionaries such as Peter and Paul took a greater role in spreading of Christianity.
 - a. **Peter** preached and converted the Jews in Rome
 - b. **Paul** took the gospel to the Gentiles or non-Jewish people as a result he is known as **Apostle of the Gentile**
 - _ Paul made at least three journeys all over the Mediterranean region: Palestine, Syria, Asia Minor, Macedonia, Greece and Rome
 - _ In his travels, he established Christian communities in different cities such as Corinth, Ephesus and Colossae. Through epistles to the churches and leaders, he advised and encouraged the believers. The doctrines that Paul formulated in his epistles formed the basis of the Christian teaching.
 - c. **St Mark**
 - He set up a church in Alexandria in Egypt where the new faith became known as **Coptic Christianity**
 - d. **St Athanasius**
 - He set a church in Ethiopia
 - e. **St Thomas**
 - He preached in India
- #### **5. The effects of Pentecost**
- The holy spirit empowered the Apostles and believers to bear witness to Jesus Christ as the Messiah and son of God
 - It made them to speak boldly about Jesus Christ among the Jews, Greeks and the Romans who failed to resist the gospel. As the result many people were converted to Christianity, for example,

3000 people became its members on the preaching

Pentecost day due to Peters

- **NB. Pentecostal day** commemorates the day when the holy spirit descended on upon the Apostles and other followers of Jesus after crucifixion and resurrection of Jesus in Jerusalem. It took place 50 days after Jesus resurrection (**Acts:2**)

6. The Roman peace (Pax Romana)

- Roman peace (Pax Romana) assisted missionaries to travel freely in the Empire to spread the Christianity. The Roman Peace also promoted foreign trade in the Mediterranean lands where by people from North Africa, Greece, Rome, Asia Minor and Europe interacted freely and exchanged skills and ideas including Christianity.
- **NB. The Pax Romana** was a period of peace and security in the entire Mediterranean world as soldiers patrolled the ways leading to cities and villages. Pax Romana existed for about two centuries.

7. The content of Jesus teaching

- Jesus message of hope, salvation, better future and equality of all people attracted the Empires oppressed such as women and slaves because they never advocated for discrimination along any line. Jesus taught everyone is equal before God.

8. Greek and Latin languages

- Greek language known as the *Koine Greek* and Latin were widely spoken and understood, so preachers had no language barriers to overcome

9. Good roads in the Empire

- Roman Empire had good roads which made missionaries to easily travel and to spread the Christian message

10. Persecution of Christians

- Christians were persecuted (tortured, jailed and killed) first in Palestine, this made Christians to disperse to other areas hence spreading the gospel to other areas
- Persecutions also exposed believers as men who stood against evil people and became torchbearers of the truth. This influenced non-believers to follow the Christian way of life

11. Legalization of Christianity

- In 313 AD, Constantine issued an order giving religious tolerance to Christians. This was the **decree of Milan**, also known as the **Edict of Milan**, which allowed the freedom of worship in the Roman Empire
- In 394 AD, Emperor Theodosius declared Christianity as the only religion of the Empire. Christians were therefore, free to worship and preach in the Empire. Many people became Christians

12. Falsity of pagan gods and the force of Christian truth

- The belief in many gods among people in the Roman Empire brought in a vain as the gods failed to provide answers to the problems of life. Polytheism was regarded as a belief in folktales, magic, spirits and superstition and human sacrifice
- While Christianity provided immediate solutions to peoples problem of life such as instant healing of the sick, raising of the dead and feeding of the hungry

13. Examples of Martyrs

- Many people were ready to die for the sake of spreading the faith. This made non-believers to be attracted as there must have been a worthy cause for people to be ready to die.
- Martyrs Peter and Paul were killed in Rome during the reign of Emperor Nero. This showed a strong belief in the reality of the next life

The persecution of Christians in the Roman Empire (63 AD-313 AD)

- As Christianity continued to gain much influence in the Roman Empire, the emperors became restless as the feared that the new religion might undermine their authority and weaken the empire.

- So emperors were determined to suppress it. Some emperors therefore, began to torture the believers to death

Reasons for the persecution of Christians in the Roman Empire

1. Christians refused to worship the Roman Emperor as a god and other Roman gods throughout the Empire.
 - _ They regarded the system as idol worship
2. Christians refused to fight in the Roman Army because they believed that violence was in direct conflict with Christian teaching of peace
3. Christians condemned popular cruel sports such as gladiatorial fights which were performed in sports stadiums
4. Christians were suspected of rebellion since they were regarded as the Jews, as Jesus was born a Jew.
 - This was because Jews of Palestine rebelled against Roman rule in 66 AD and it took several years to suppress this rebellion
5. They were worshipping in secret and this made the authorities suspected them of plotting against the state
6. Many Christians performed miracles, and as a result they were accused of witchcraft and were often put to death
7. Promotion of Jesus as the king and saviour.
 - _ Christians were accused of establishing the kingdom of God on earth that was against the Romans. They refused to worship the sun god on Sunday but consecrated Sabbath as their day of worship
8. Conflict of interest between Christians and other people
 - _ By refusing idol worshipping, Christians were hated by priests, idol makers and sellers, sellers of sacrificial animals and other various classes of people in the empire who lost their financial, political as well as religious benefits
9. Christians were regarded as atheists (Atheists are people who do not believe in god)
 - _ Since the Roman religion used the images of gods for worship, it brought hope and assurance to worshippers of their gods help at any time.
 - _ However, early Christians did not use the images in their churches and were accused of being atheists as they worshipped Unseen God which proved not to exist in reality and not likely to offer any help to the people
10. The teaching of love and forgiveness
 - _ The Christian message of love and forgiveness did not appeal to the Romans because it was a sign of being dishonest and weak to love ones enemy and pray for persecutors
 - _ The universal love of the Christian God ended the class struggle among the various people in the empire. This made the noble men to hate Christians and plotted to undo it

➤ **To avoid persecution, Christians held their services in secret**

➤ **They worshipped in underground passages outside Rome called Catacombs**

Activities carried out in the Catacombs

➤ **These were**

- i. Baptism
- ii. Burial
- iii. Meetings
- iv. Religious paintings and memorials of the dead Christians were seen in the catacombs.

The roles that different emperors played in the persecution of Christians

A. Emperor Nero (54 AD – 68AD)

- He was the first emperor to persecute Christians.
- He accused them of setting ablaze the city of Rome in 64 AD in order to speed up the anti-Christian campaign.
- He did the following to Christians:
 - a. He killed the Christians by crucifying them.
 - b. Men, women and children were thrown to wild animals to provide entertainment to the people
 - c. He killed St. Peter and St. Paul.
 - d. Poured tar on believers and set them ablaze at night to act as torches

B. Emperor Domitian (96 AD)

- The first Roman Emperor to call himself lord and god.
- He ordered people to honour and worship him as god but the Christians refused.
- He accused them of plunging the empire into total poverty.

C. Marcus Aurelius (161 -180 AD)

- He forced the Christians to curse the name of Jesus Christ and burnt them to death, e.g. Speratus and Polycarp the Bishop of Smyrna, North Africa

D. Emperor Septimus Severus (202-211 AD)

- He prohibited all Romans from becoming either Christians or Judaists.
- He condemned the Christians to death.
- He killed Perpetua and Felicitas of North Africa.

E. Emperor Decius (250 AD -251 AD)

- He decreed that all people except the Jews should offer sacrifices to the statue of the Emperor.
- The command was called the Edict of Sacrifice.
- Those who disobeyed to offer were put to death

F. Emperor Valerian (251AD - 260 AD)

- He confiscated church buildings and arrested its office bearers.
- He murdered Cyprian, the bishop of North Africa.

G. Emperor Diocletian (AD 284 – 305 AD)

- He put an allegation that Christians intensified the weaknesses of the Roman Empire.
- Rome was hit by a cute economic problems and wars.
- He attributed all these to Christians as the ones who provoked the fate.
- To revive the Empire, he issued a decree to:
 - a. Destroy all Christian churches.
 - b. Arrest all church officers including the Bishops.
 - c. Burn all Christian books including the Bible.
 - d. Force Christians to offer sacrifices to Roman pagan gods and statue of Emperors.
 - e. Declare all Christians as outlaws, they stripped of their Roman citizenship and killed.

The end of persecutions

A. Constantine (306 AD – 337 AD): the first Christian Emperor

- He became the Emperor in 306 AD and is regarded as the second founder of the Empire
- He realized that further persecution of Christians would be futile and that their support would greatly strengthen his position in the Empire.
- He also believed that he would secure the unity of the Empire if he gained the goodwill of the Christians.
- He converted to Christianity in 312 AD after the great **Battle of Milvian Bridge** against **Maxentius**
- Before the battle, Constantine is believed to have the vision in which he saw a cross inscribed with the words *in hoc signo vincere* which is Latin which meant **by this sign you shall conquer**
- So during the battle, he emerged victorious and attributed the victory to Christian God
- Also Constantine mother, Helen was a Christian and this may also have encouraged him to embrace Christianity
- Persecutions of Christians finally ended. Church property was restored and Constantine became protector of the church
- Eventually declared himself head of the of the church and was the Christian emperor of the Roman Empire

B. Theodosius (381 AD)

- He was intolerant of paganism but was very tolerant to individuals.
- He appointed both Christians and pagans into public offices.
- Christianity became the state religion all through the blessings of Theodosius I
- He embarked on a series of efforts aimed at destroying paganism from Empire.
 - i. In 381 AD, he issued orders forbidding any Christian to join the ranks of the pagans.
 - ii. In 391 AD, he issued orders forbidding persons to enter pagan temples.
 - iii. In 392 AD, he forbade the worship of the gods in secret and thus closed all sanctuaries.
 - iv. He gave the ancient temples to the Christians and ordered to destroy all the pagan sanctuaries.

The organization of the Church

- Every Christian congregation has elders and deacons, who are chosen from its members.
- Religious worship is organized and led by a priest
- At the head of a group of congregations, or diocese, is a senior priest, called a Bishop. A number of dioceses form a province under archbishop.
- In the early years of the Christian church, the archbishop of Rome, Jerusalem, Constantinople, Antioch and Alexandria were called Patriarchs. The patriarchs of Rome regarded themselves as the most important of all. Therefore, they were given the name Pope, derived from “papa” which means father.
- The Pope regarded himself as the successor of Peter the Apostle, the first Bishop of Rome. There two reasons why Peter became Pope

1. Jesus had chosen him to lead the church

- This is confirmed in the Bible as Jesus proclaimed him **the rock on which I will build my church** and on the other instance, Jesus gave him the **keys of the kingdom of heaven** (Mathew 16: 18-19)

2. Peters martyrs death in Rome

- Peter died as a martyr in Rome
- A Martyr is a person who dies because he/she refuses to give up certain beliefs

The reasons that led to the Bishop of Rome being acclaimed Pope

3. Apostolic succession.

- This established a link between Jesus and the office of the Pope since the first Pope was chosen by Jesus Christ (St Peter).

4. Political vacuum.

- The College of Cardinals was empowered to elect a Pope to counter pressures from feudal lords and emperors.
- When Emperor Constantine moved the capital of the empire from Rome to Constantinople in 330 AD, the Pope was the most powerful figure who remained in Rome. He thus filled the political vacuum left by Constantine's decision.

5. **Honour for Bishop of Rome**

- Christ elected the Apostle Peter to succeed Him as the leader of the church and the Bishop of Rome inherited the authority that Christ gave to Peter
- The Bishop of Rome was first occupied by Peter, the leader of Christ's disciples who was also killed in Rome, the position was given as an honour to the holder who like Peter was to head the church

6. **Scripture writings**

- It is recorded in the scriptures; Rome was given primacy over all other churches. Mathew 16:17-18 and John 21: 15-17

7. **Rome as the capital**

- The fact that it was the capital of the Roman Empire, it seemed reasonable for Rome to be the centre of the church

8. **Personal qualities of the Bishop of Rome**

- The Bishop of Rome was elevated to head the Church because of the personal qualities of the occupants of the office.

Church in the Middle Ages

- **The Middle Ages** refers to the period between the fall of the Western Roman Empire and the beginning of the Modern times.
- It is also called medieval period and historians agree that Middle Ages stretched from fifth century AD to the fifteenth century.
- This period is also called **Dark Ages** because many achievements of the Romans, such as Roads, public buildings were destroyed during the invasion by the tribes from Scandinavia, Gaul and Germany and laws, had ceased to function
- So during Middle Ages, the Roman Catholic Church became strongest institution and was only binding factor in those troubled times.
- In some ways church became stronger than kings and emperors. It determined the daily activities of people and their religious beliefs. It affected science, art and even government

The role of the church in the middle ages

1. It spread the message of Jesus Christ throughout Europe. Many people became Christians, thereby accepting the Christian faith to regulate today-to-day life.
2. Christianity provided a new form of unity under the pope when the Roman Empire was no longer in existence
3. Education was mostly under the church. Schools were attached to churches and teachers were mostly clergymen. Parish priests taught reading, writing, and Latin grammar
4. The church was involved in charity work. For instance, there were centres where the poor, the sick, the aged and orphans were cared for
5. Monks made improvements in agriculture. Using Roman methods of farming, they improved breeds of cattle and applied farming methods that increased crop yields

6. The church had courts that dealt with offences against church rules and even personal matters such as marriage, divorce, wills and broken promises
7. The church had a role to play in government. Church officials were given some duties in government as spiritual advisors to the kings.
8. The church and monastic orders also controlled large areas of land
9. The church also united western Europe under the leadership of the Pope
10. It preserved the elements of ancient Roman Civilization destroyed during Dark Ages, by putting up fine buildings, bridges, art, learning etc. and destroyed things which were against Christianity.
11. The Monks also developed industries like tanning or making animal skins into leather, brewing, baking, iron working, and wood carving.

The birth of Monasticism

The word **Monasticism** refers to the way of life whereby religious people isolated themselves from secular life and society with an intention of being devoted to meditation, prayer and work. The aim is **to attain spiritual purity**

Monasteries and Nunneries (convents)

- Much of the influence of the church in Europe was through the works of Monks and Nuns. These were men and women who chose to live a life dedicated to the service of God and lived apart from ordinary life.
- Their communities were called Monasteries for Monks and Convents or Nunneries for Nuns. Abbot led the Monks while abbess led the Nuns. To join a monastery, one has to undergo training as a novice to become a monk. If proved fit, the person took three vows

Vows of Monks and Nuns

- a. **Poverty**- not to own any personal property
 - b. **Obedience**- to observe the rules of monasteries
 - c. **Chastity**- not to marry
- The most influential groups of Monks were the Benedictine and Cistercian orders.

1. The Benedictine Monks

- They followed **St. Benedict**, the founder of Monte Cassino Monastery of Italy. Benedict drew out a set of regulations which guided everyday life of monks
- Under these rules, Monks devoted their lives to prayer, study and manual work. The rule was described in a single phrase ***Laborare est orare*** which means **to work is to pray**

2. The Cistercian Monks

- It was established at **Citeux** in France in 1098 AD
- Its followers had stricter rules than Benedictine Monks
- They meditated individually in rooms and ate very little

3. Mendicant Monks

There were two groups of Mendicant Monks: The Franciscans and Dominicans. They were also called **Friars** (brothers)

a. The Franciscans

- Franciscans had no dwelling place and did not own anything
- They wandered from place to place to preaching

b. The Dominicans

- They were followers of St Dominic
- They were influential among educated people and officials
- They were particularly noted for caring for the sick and old people

The works of the Monks and Nun during the Middle Ages

- The monks and Nuns did a lot of work that improved life in the middle Ages. Such as
 1. Spending much of their time in prayer and meditation in order to attain spiritual growth
 2. They improved farming methods and breeds of sheep and cattle.
 3. They cared for the sick, the aged and the poor.
 4. They taught people to read and write especially in Latin.
 5. They produced valuable books by making copies by hand.
 6. They acted as advisors (especially Monks) to rulers
 7. Sculpture and painting

Role of the church today

1. Education

- The church complements governments efforts in the area of education
- Church universities and colleges offer higher education opportunities to many people who cannot be accommodated by the inadequate public institutions

2. Health

- The church provides health services to the masses such as medication, family planning, immunization, and HIV/AIDS campaigns through its facilities

3. Infrastructure Development

- Through churches, hospitals, and schools

4. Governance

- The church has often criticized the human right abuses everywhere in the world. For example, the catholic bishops criticized the social, economic and human rights record in Malawi through their **pastoral letter on March 8, 1992**. This letter was one of the factors that set a stage for democratization in Malawi

5. Economic empowerment

- The church provides economic empowerment to communities through such ways as village or community cooperatives. For instance, some local churches offer livestock to families in an effort to improve their social and economic lives

6. Support for the vulnerable

- The church offer support to orphans, widows and people living with HIV/AIDS. The support takes various forms such as accommodation, healthcare, education and farm inputs

CHAPTER FIVE

B. ORIGIN OF ISLAM

- The word **Islam** means submission to the will of God.
- It is the religion which started in **622 AD** in Mecca by **Muhammad bin Abdullah**.
- The believers of this religion are called **Moslems** (people who voluntarily submit to the will of God).
- Islamic holy book is called Quran and God is known as Allah.
- There sacred place of worship is called mosque.

Origin.

- It started in Palestine alongside Christianity and Judaism.
- The three are interlinked and all worship one God though different names.

The Founder

- It was founded by **Muhammad** (an honest person to be praised).

The birth of Muhammad

- Shortly after Roman Emperor Justinians death in 565 AD, an event took place which affected the whole world
- Muhammad was born in Mecca around 570 AD on 20th August. He was the son of Abdallah (slave of Allah) and Amina.
- Abdallah died before the birth of the child while Amina died when he was 6 years old.
- He was brought up by his grandfather Abd al-Muttalib and later his uncle Abu Talib.
- At the age of 25 he married Khadija (40 years then) very rich woman.
- He managed Khadijas business transactions and frequently travelled on caravans to Syria.
- Muhammad was not happy with the way of life of people in Arabia.
- Most Arabs worshipped a variety of pagan gods and the city of Mecca was a centre for the worship of pagan gods.
- At the age of 40 in 610 AD, Muhammad used to retreat to a cave of Hira to spend time thinking about the meaning of life.
- One day he was visited by Archangel Gabriel who informed him that he had been chosen by God to be a prophet
 - o For the next 23 years, Muhammad received revelations from God, which he communicated to his followers and these were written in a book called the holy Quran(Koran)

Why did the Arabs make pilgrimages to Mecca before the birth of Islam?

- a. To worship the black stones at Kaaba in Mecca
- b. To see the Kaaba because it was believed that it was built by Abraham
- c. To consult the gods at Kaaba to get fortunes

The influences of Judaism and Christianity on Muhammad

1. Belief in one God (Monotheism) who created the Universe

- Muhammad borrowed this from Judaism and Christianity to enable him rally Arabs as a unified community under one **God-Allah**

2. Belief in Angels

- Both Islam and Christianity accept that Angel Gabriel was instrumental in relaying Gods words to his people.
- The presence of Angel Gabriel (Djibril), in the Quran suggests that Muhammad had an idea of basic beliefs of Judaism and Christianity

3. Parallelism in the Sacred Scriptures

- Stories of Hebrew prophets and figures such as Abraham and Ishmael, the story of Lot and his wife, King **David (Daudi)**, **Solomon (Sulayman)**, Mary the mother of Jesus (**Maryam**), **Jesus (Issa)**, **Joseph (Yusuf)**, are also found in the Quran.

4. Direction of prayer while facing Mecca (the Qublah)

- In order to be united with their fellow Jews in prayer in Jerusalem, the Jews who lived away from Palestine prayed while facing Jerusalem Temple
- When Muhammad reached Medina, he found the Jews and copied this and also ordered his followers to pray while facing Mecca.

5. Common area of origin among the three religions

- All the three religions are from the Middle East. As such, Islam copied a lot from Judaism and Christianity. For example, the Jewish feast of Atonement was turned into the Feast of Ramadhan, mid-day prayers, the use of Jewish sacred scriptures (the Old Testament), rituals of cleanliness, dress and many more

6. Belief in Day of judgment

- Just like the Judaism and Christianity, Islam believes that the world will end God will judge people according their deeds

7. Belief in life after death

- Both Judaism and Christianity believes in life after death. Islam too shares this belief

8. Belief in Prophets

- Islam accepts that Jesus Christ had a special place in Gods ministry to the world.
- Islam also believe that Jesus was one of the Prophets sent by God but Muhammad was the last

The teachings of Islam (pillars of Islam)

- Islam is built on five important teaching
- These teaching are also known as Pillars of Islam. The following are pillars of Islam
 1. **Shahada:** Muslims must testify that there is one God Allah and that Muhammad is the last messenger
 2. **Salat:** Muslims must pray five times a day while facing the direction of Mecca
 3. **Zakat:** Well-do-do Muslims must give alms to the poor
 4. **Sawn:** Muslims must observe the month of **Ramadhan** (ninth month of Muslim Calendar) as holy month for fasting. During this month, eating, drinking and Copulation from sunrise and sunset is prohibited.
 5. **Hajj:** Muslims must make a **pilgrimage (Holy Journey)** to Mecca at least once in one`s life, mainly those who are rich and can afford it

Basic beliefs of Islam

1. Belief in One God

- Muslim believe that there is one God, Allah, who is the creator of the whole universe

2. Belief in His Angels

- Muslims believe that Angels are made of light and that they are created to carry out Gods orders
- They include: **Djibril** (the mediator of revelations), **Mika** (the sustainer), **Israfic** (the announcer of the last day) and **Izra** (one who takes souls at the time of death).

3. Belief in prophets

- Muslims believed that God sent his messengers to communicate his will to people
- The Quran mentions 25 by name and Muhammad is believed to be last

4. Belief in life after death

- Muslim believe there is life after death
- Those who lived good lives will go to heaven while those who lived bad lives will suffer in hell

5. Belief in the Day of Judgment

- Muslims believe that the world will end, and that there will be a Day of Judgment. On this day, all human beings who have lived on earth will be given life again and will be held accountable for their deeds.

6. To believe in His sacred scriptures

- Islam believes that God spoke to various prophets and that in turn conveyed Gods message to their people. These messages were recorded in holy books. Quran confirms that among these holy books are the Torah of Moses and Gospels of Jesus
- Muslims interpret these scriptures differently to Jews and Christians

7. God controls history

- Moslems believe that God responds to peoples. whatever happens on earth is guided by Him

Similarities between Judaism, Christianity and Islam

1. They all believed in life after death.
2. They all believe in Angels and the day of judgment
3. They believe in helping the poor and the needy.
4. They all believe in one True God
5. Rewards and punishments in the after life
6. Presence of prophets as Gods messengers
7. Equality of all people before God
8. Fasting
 - o They all do not permit idol worship

Differences between Islam and Christianity

1. Moslems use jihads in winning converts while Christians do not.
2. Christians regard Jesus as the son of God while Moslems regard him as a mere prophet. In fact, they take Muhammad as the last and greatest prophet
3. Moslems believe that one can directly go to heaven after dying in a holy war while Christians regard righteousness as a yardstick to salvation
4. Polygamy is accepted in Islam while Christianity promotes monogamy
5. Christians paste pictures or statues of saints and Jesus in their churches while such practices are regarded as idol worship or abomination in Islam

Emigration of Muhammad from Mecca to Medina (622 AD)

- Muhammad and his followers faced persecutions in his home town of Mecca. In 622 AD, he and his followers had to run away from Mecca and went to Medina
- The flight of Muhammad and his followers from Mecca to Medina is called **Hegira**.

Why Muhammad fled from Mecca to Medina.

1. His condemnation of idol worship in Mecca brought fear among the elders and merchants of Quraysh tribe, as they earned a lot of money from pilgrims who paid offerings to the gods at Kaaba
 2. He preached that Muslims should be generous with their wealth which some rich took as criticism and were unhappy
 3. Many people, including his clan members, did not accept his claim of being a messenger of God.
- Due to above reasons, Muhammad and his followers began to be persecuted. So Muhammad and his followers fled Mecca for medina.

Importance of Hegira

- It marks the beginning of the Islamic religion

The Spread of Islam

- After the death of Muhammad Islam spread into North Africa and West Africa in countries like Egypt, Tunisia, and Libya.
- In Europe the Muslims conquered Spain and Northern France.
- In Asia, they kept being victorious until 732 AD when the Muslims (who were referred to as Moors in Spain) were defeated by the Franks under Charles Martel at the **Battle of Tours**

Factors that led to the rapid spread of Islam

1. Islamic Holy wars (Jihads).

- Moslems waged war on non-Muslim areas. These holy wars are known as jihads.
- The defeated states were forced to join Islam in fear of death or paying tributes.

2. Education.

- Muslims opened up a lot of learning institutions, which had a profound effect on Non-Muslim learners. Universities were opened at places like Timbuktu and Gao in Western Sudan and also at Cordoba in Spain where non-Muslim learners were later indoctrinated with Islamic way of life.

3. Trade

- Muslims conducted long distance trade which made Muslim traders also to spread Islam to other areas.
- Some Jihadists wanted to control trade in conquered areas
- Islam spread to Ancient Kingdoms of Ghana, Mali and Songhai mainly through trade

4. An influence of the Kings and clan heads.

- They influenced their subjects to join Islam in order to gain favours from Arabs.

5. Influence of Islamic missionaries on local people.

- Sheikhs and the Mwalims (Islamic teachers) preached on people, built mosques and instructed them on how to live as Moslems.

6. Prophet Muhammads military expeditions.

- Muhammad was good military organiser therefore so many tribes entered into agreement with him and joined Islam.

7. Inter marriages between Muslims and Non-Muslims.

- Inter-marriages helped to spread Islam because the latter were required to embrace the Islamic faith.
- This happened especially in East Africa in the towns of Zanj

8. Teachings of the Quran.

- The teachings of the Quran made so many converts and Islam was spreading very fast. One such kind of teaching was the promise of inheritance of paradise if one died in jihad
- Holy wars known as jihads were fought for the sake of Islam. Even well-known sinners became gallant fighters in the jihads so that they would enter heaven
- Another teaching which attracted many to Islam was the acceptance of polygamy

9. Running away from arid Arabia

- The Jihads were used as an opportunity to run away from mostly the arid Arabia
- This is possibly why Persia and Byzantine were conquered by the Muslim Arabs

10. Unity and discipline

- The success of Jihads depended on the unity and discipline among the Arabs

11. The tactful approach

- In places like West Africa, they did not force people in the conquered lands to convert to Islam, rather, they offered a chance for people to accept Islam or retain to their religion and pay heavy tax
- They would only be killed if they refused both options. Often people preferred to convert to Islam

12. Migration

- Conflicts over succession to the caliphate forced some Arabs to East African coast. They made settlements at Malindi, Kilwa, Sofala and Zanzibar. Here, they were able to convert most locals

Contributions of Muslims to civilization

- i. The Arabic language and literature spread to North Africa
- ii. Arab knowledge in Mathematics, Science, Philosophy and Astronomy was promoted in Europe.
- iii. Muslim universities where Greeks and Arabs studied were set up in Cairo in Egypt, Cordova in Spain, and Baghdad in Iraq
- iv. In Mathematics, Arabs promoted the use of Arabic numerals instead of Roman numerals
- v. Arabs invented modern method of multiplication and decimal system
- vi. Arabs also invented the zero sign in Mathematics
- vii. Islam law
 - This is called Sharia Law and this is practiced in many parts of the world today where it is used to discipline law breakers. Most of Islamic countries, include Sharia Law in government laws
- viii. Building styles
 - The buildings styles look the same and four cornered houses are very common in the world plus dome shaped structures
 - This is also a very big contribution to the world.
- ix. Mode of dressing
 - Muslims used to put on hat or robe, hijab for women and turban for men. This is very common in most of the African countries and the rest of the world.

CHAPTER SIX

ASPECTS OF EUROPEAN AWAKENING

A. THE RENAISSANCE

- From its French root, the word *Renaissance* means **rebirth**
- Classically, renaissance as a term can be defined as a period of rebirth or revival of learning that started in Europe, more especially in Italy
- It is the name given to developments in Europe from about 1350 to about 1600
- During those years, educated people came to believe that they were bringing about a rebirth of civilization
- The leaders of Renaissance wanted to recreate the culture of ancient Greeks and Romans which had been lost following the fall of the Western Roman Empire
- The Renaissance followed a period called the Dark Ages in Europe
- The renaissance started in Italy during the 14th Century

Reasons why the Renaissance began in Italy

- i. **Italy had rich princes from Venice, Milan, Genoa, and Florence who were able to hire and pay artists, and sculptors**
 - For example, the prince of Florence called Lorenzo de Medici donated a lot of wealth to the learning sector and he collected many books and pictures and he built a fine Gallery (display room) and Library.
 - He also employed sculptors to carve beautiful statues. He also employed a teacher to teach his children Greek language

- Such actions encouraged the rebirth of learning in Italy

ii. The fall of Eastern Roman empire

- Greek scholars who initiated the renaissance in Italy had run away from Constantinople, the capital of Eastern Roman Empire, after it was invaded by the Ottoman Turks in 1453.
- These scholars carried with them Greek knowledge and many valuable manuscripts

iii. Italians were inspired by the Ancient Greek and Roman heritage

- Italy had the remains of the Ancient Roman Empire such as ruined temples, statues and old manuscript which were able to inspire the renaissance

iv. Italys central position

- Italy lay at a central position on the Mediterranean Sea, which allowed her to establish close trade links with the Near East and hence became a centre for scholars ideas and traders. This location had both commercial and cultural advantages
 - a. Firstly, trade with the Near East and the West made Italian states rich and this produced a worldly urban people who were more interested in financing cultural life
 - b. Secondly, Italy was influenced by the Islamic and Byzantine civilisation
 - The cities that became the centres of the Renaissance are called City States because they had much power but did not rule large territories
 - The notable City States during the Renaissance were Genoa, Venice Florence, Milan, pisa and Rome
 - The Renaissance City States were not united; they were divided by civil wars or rivalries between families

v. Peace in Italy

- As the Eastern Roman Empire was torn apart by wars, there was peace in Italy as compared to other parts of Europe.
- Peace made other civilizations to be established in Italy.

vi. Weakening of Feudalism

- In Italy, feudalism was not strong compared to other parts of Europe due to the growth of cities.
- This made the rich merchants to begin playing an important role in politics and culture of the city-states since they could not gain power by birth

NB. Feudalism was a system in Europe where some people held land, and were called **landlords** and they offered land to others, or **tenants**, in return for services. With this system, ones wealth was based on birth, military ability and permanent hierarchy.

- × Renaissance produced a philosophy called **humanism** which is based on the belief that society develops by human effort and not essentially by Gods involvement
- × Humanists favoured human literature of the ancient Greek and Romans instead of church literature. They believe that education should aim to pass on morals to their students and prepare them for public functions of the state. For this, they placed emphasis on subjects such as history, literature and language
- × Renaissance ideas spread to other European countries. By the 15th century, it had reached **Germany, France, England** and **Spain** where ideas of Italian humanists were adopted. This was enabled by wealth which led to the founding of schools, colleges and universities where sons of the nobles and merchants were sent to learn Greek and humanist ideas
- × The spread of Renaissance was further speeded by the invention of printing press.

The contributions of outstanding personalities during the Renaissance

1. Renaissance Scientists

A. Nicolaus Copernicus (1473-1543)

- He was a Polish monk who attended the university of Cracow

Achievements of Nicolaus Copernicus

- i. He used mathematics to disprove the general belief that the sun goes round the earth
- ii. He argued that the earth and the other planet went round the sun contrary to popular belief that the earth was the centre of the universe.

B. Galileo Galilei (1564-1642)

- i. He invented the telescope using optical lenses
- ii. He came up with the idea of pendulum
- iii. He also found that gravity pulls all bodies to the earth at the same speed, irrespective of their weight
 - To prove this, he climbed to the top of the Tower of Pisa and dropped a ten-pound weight and a one-pound weight to show that they both hit the ground at the same time.
- iv. With the telescope he proved that the earth and other planets went round the sun (**Copernican Theory**)
 - The Catholic Church which did not accept the new ideas condemned Galileos claims
 - A group of Church leaders called the Inquisition put on him trial for heresy
 - To save himself from death, Galileo declared that he had been wrong and that the earth stood still at the centre of the universe

C. Johannes Gutenberg (1398-1468)

- i. He invented the printing press in 1455

Importance of printing press

- Many books were made within a short period of time
 - It facilitated the spread of Renaissance ideas
 - Books became cheaper and portable
 - Many people owned the bible
 - There was demand for education because everyone wanted to read for themselves.
- **The most famous book that Gutenberg printed is the Bible**

D. Paracelsus (1493-1541)

- He was a Swiss-German physician
- He invented the idea of diagnostic medicine.
 - Previously diseases were associated with certain beliefs about the body e.g. a person with a lot of blood was said to be confident and hopeful, a person who got angry quickly had too much bile.

- In some cases, bloodletting or sweating was used as treatment for diseases. Despite being dangerous, these methods were taught with religious backing in medical schools in Europe.
- While Paracelsus treatment relied on chemicals

E. Andreas Vesalius (1514-1564)

- He was a Flemish physician who was the first person to work on the science of anatomy
- He argued for observation and anatomical dissection
- He also felt that surgery should be done by physician only not barbers as has been the practice

F. William Harvey (1578-1657)

- He was an English physician who also worked on anatomy
- He traced the system of blood circulation in the body
- He was the first to recognise that the heart acted as a pump, by comparing the function of a heart to that of a mechanical pump

G. Robert Boyle (1627-1691)

- He is the father of modern chemistry
- He claimed that matter is made up of small and hard particles which explain changes in liquid, solid and gas

H. Isaac Newton

- He was an English Lecturer of Mathematics
- He proved that the movement of the planets round the sun is caused by the Gravitational Force of the Earth
- He disapproved the Aristotelian theory that proved that bodies fall at different speeds according to their weight

2. Renaissance Artists

Characteristics of Renaissance Art

- The figures of art looked as natural (realistic) as possible
- It had perspective so that the figures varied in size depending in the distance from the spectator
- It was secular in nature and not fully religious as medieval art

1. Leonardo da Vinci (1452-1519)

- He was not only an artist, but also a sculptor, musician, architect and engineer
- He studied anatomy to make his drawings and printing of the human body more life like
- He studied the character of people he was going to paint so that his painting would reflect the personality of his object
- During his life he produced many works of art
 - *The virgin of the Rocks*
 - *The Last Supper*
 - *The Mona Lisa*

2. Michelangelo Buonarroti (1475-1564)

- He studied at the school of sculpture started by Lorenzo the Magnificent.
- He was a great painter, sculptor, architect and poet
- Some of his works are;
 - The Pieta (a sculpture of Madonna holding the dead body of Jesus)
 - The sculpture of David
 - The sculpture of Moses

- iv. Sculpture of the dying slave
- v. The creation
- vi. Last judgment
- Michelangelo made the sculpture of the creation in the **Sistine Chapel in Rome for pope Julius II**
NB. Sistine Chapel refer to a private chapel of the popes in Rome; it was built by and named after Sixtus IV in 1473
- He also designed the dome of St Peters Basilica
- 3. **Raphael or Raffaello Sanzio (1483-1510)**
 - He was born in Italy at Urbino and was a student of Michelangelo and Leonardo da Vinci
 - He was a painter
 - He worked for Pope Julius II and Pope Leo X
 - Some of his works were:
 - i. The Virgin Mary
 - ii. He painted the School of Athens with Plato and Aristotle surrounded by their students in Greece
- 4. **Donatello**
 - He carved figures of David as a shepherded boy and St. George in armour
- 5. **Peter Brueghel (1529-1569)**
 - He painted pictures that portrayed peasant life
- 6. **Botticelli (1444-1510)**
 - He is remembered for his picture, *The Birth of Venus* which reflects non-Christian view and shows a return to the ancient wisdom
- 7. **Fra Angelico (1387-1455)**
 - He was a painter. He made his paintings on the walls of Florence
- 3. **Renaissance writers**
 - Renaissance writers came up with a new philosophy called **humanism**
 - Humanism is the idea that society develops through the efforts of human beings rather than through the intervention of God
 - The invention of the printing press facilitated the spread of the philosophy of humanism
- I. **Petrarch (1304-1374)**
 - He is known as the father of Renaissance in literature
 - He became a famous poet
 - He wrote love poems that were attributed to his wife Laura in a style known as the Sonnet (*a form of poem with 14 lines and regular rhymes*)
- II. **Niccolo Machiavelli (1467-1527)**
 - He wrote a book entitled The Prince
 - The book was a practical guide for the rulers of Italian City-States
 - Machiavelli advised the rulers that they were justified in using any methods, even cruel and deceitful ones, to make their position secure

III. Miguel de Cervantes (1547-1616)

- He was a Spanish ex-serviceman
- He wrote a book entitled the Adventures of *Don Quixote* where he criticized the feudal life and his society

IV. Dante Alighieri (1265-1321)

- He wrote a poem entitled Divine Comedy
- The two sections of this book talk of an imaginary trip through purgatory and hell. The third section of the book describes the entrance into Paradise guided by an ideal woman, Beatrice.
- He wrote in Italian and Latin.

V. Sir Thomas More (1478-1535)

- He was an English humanist writer
- He wrote his famous book, Utopia in which he called for an end to ownership of private property

VI. William Shakespeare. (1564-1616)

- He is one of the greatest English poets and play writers.
- He wrote many plays and poems
- He is considered as the greatest dramatist in English language.
- Some of his plays were:
 - i. Hamlet*
 - ii. A Mid-Summer Nights Dream.*
 - iii. Henry V.*
 - iv. Macbeth*
 - v. Merchant of Venice.*

VII. John Milton. (1608-1674)

- He was English writer.
- He wrote paradise lost, which describes how Satan and his angels lost their place in heaven

VIII. Francois Rabelais (1490-1553)

- He was a French monk who wrote novels in which he used his characters to provide opinions on religion, education and other serious subjects
- For instance, he expressed his view of the world through his invented characters, the **Gargantum** and his son **Pantagrivel**

4. Renaissance Philosophers

I. Giodano Bruno (1548-1600)

- He was an Italian monk

- He proposed that religion should be based on the laws of nature and not doctrines taught by the clergy
- He declared that universe was endless
- He was the first to suggest that there could be life on other planets.
- Because all these contradicted the scriptures, the church burnt him alive on the stake

II. Francis Bacon (1561-1626)

- He was Lord Chancellor of England during the reign of King James I
- He wrote about the importance of science in order to convince the king of the advantage of science
- He believed that science must aim to improve the material condition of humanity
- He also believed that science must be used for development of trade and industry and not for warfare or killing reasons

III. Rene Descartes (1596-1650)

- He was a French philosopher and mathematician. He is viewed as the father of modern philosophy
- He believed in mental power and its ability to achieve scientific knowledge
- He strongly believed that existence of human and the physical world could best be understood through reason and mathematics, and not through religion

IV. Leone Ebreo (1465-1523)

- He was a Jew whose family was forced to flee Spain in 1492
- His major contribution to humanism was his **philosophy of love**
- He believed that love was the most powerful force that influenced all human actions

The results of the Renaissance

1. More people went to live in cities which were centres of trade, industry and culture.
 - This led to the decline of feudal system.
2. As new ideas spread, standards of moral behavior among people also changed.
3. Town people began to demand a greater share of political power.
4. The discovery of Mariners compass led to the voyages of discovery in which the unknown lands were discovered
 - The long voyages resulted in trade in manufactured goods and slaves, spread of Christianity, increased European colonization of overseas territories
5. Renaissance left works of art that are still studied today.
6. The Renaissance created circumstances that led to the Reformation in Roman Catholic Church.
 - Since people became unhappy with some bad church practices and teachings and wanted to change them
7. It led to the rediscovery of knowledge all over Europe where universities, colleges and schools started.
8. It led to significant inventions such as the printing press, telescope and mariners compass.
9. Philosophical ideas that developed during Renaissance led to the development of modern science and technology.

CHAPTER SEVEN

B. REFORMATION

- The Reformation was period of religious change that took place within the Roman Catholic Church that led to the emergence of the protestant churches.

Causes of the Reformation

1. The Popes interest in worldly affairs other than spiritual issues

- The Popes concern was to secure their authority in Rome and surrounding territory, or Papal States, in Italy.
- To protect the Papal States, the Popes often engaged in costly conflicts with rulers of Spain, France and Germany who were also interested in the rich peninsula of Italy

2. The Popes liking for a life of luxury

- The Popes and Bishops lived a luxurious life and forgot their role of spreading the gospel.
- For example, fees for baptism, marriage and funerals were increased when Pope Julius II hired architects and artists to rebuild St. Peters Cathedral in Rome
- The Popes and bishops also spent a lot of money on paintings and books

3. Weak and divided papacy

- Papal prestige and authority was shaken from 1309 to 1377 when a succession of popes lived in Avignon, France rather than Rome. In Avignon, the popes were under the French rulers. This was resented by citizens of Rome and other European countries

4. Improper training of priests

- Priesthood requires proper training, however, some became priests through inheritance and simony (selling or buying a church benefice)
- Some were appointed after serving the church faithfully for a number of years

5. Corruption in the church leadership

- Church positions were sold to those who had money. Some bishops came to office after buying the position
- Church appointments were made on basis of birth and class not ability.

6. The idea of Celibacy

- Believers felt cheated upon realising that some priests had wives and children which was against their vows

NB Celibacy is a catholic teaching among the priests that upon being ordained as a minister, one should not marry or engage in any marital related affair

7. The Renaissance

- Educated people of the renaissance began to question the authority of the church on all aspects of life. For example, it became clear that there was a difference between religion and science as more scientific ideas seemed to clash with church practices or beliefs

8. Accumulation of wealth by church leaders

- Most church leaders became very rich at the expense of the poor through abuse of church collections and offerings and heavy taxes, such as tithes imposed on people
- Riches made them to lead an extravagant life. People rebuked this
- The church controlled a lot of riches in Europe. One such way was through land ownership whereby it controlled up to one-third of lands of Europe.

9. Growing replacement of Biblical practices with superstition

- Some people were dissatisfied that acceptable doctrines and practices were twisted or combined with paganism. For example, the veneration of Saints and the Virgin Mary who began to assume attributes of goddess made some people to raise questions

10. The selling of indulgences or certificate of forgiveness.

- **Indulgences** were pieces of paper, granting pardon for sins to those who bought them
- In the 16th people bought indulgences to cancel or stop the punishment dead relatives might be suffering in purgatory
- The selling of indulgencies was the immediate cause for the reformation

How the Renaissance led to Reformation?

1. The renaissance led to the rise of humanism, a philosophy that emphasizes the values of individuals and not God.
2. The renaissance led to the invention of printing press which spread ideas of humanism.
3. The Renaissance awakened a desire for religious liberty since the church played too great role in politics.
4. The renaissance made the people critical of the church since the scholars found that much of the activities of the church had little support from the bible.

Reasons why reformation started in Germany

1. Martin Luther was a German

- Strong Protestantism came from Germany because Martin Luther who was the first to protest against Roman Catholic Church was born in Germany

2. Translation of the bible into German.

- In 1535, Luther translated the bible into German.
- This means that literate people could read the bible in their own language rather than orally by clergy.
- So people could decide for themselves what the bible meant

3. The Germany princes were against the papacy.

- When Luther protested against the teachings of the church, he had ready support of the German leaders

4. Emergence of educated German elites

- As renaissance had promoted learning in Europe, Germany too produced people like Martin Luther who wrote a lot and spoke against some evils in the church

Martin Luther (1483-1546)

- Luther was a German priest born at **Eisleben** in the state of **Saxony** in Germany in 1483
- He studied theology and joined a monastery in Erfurt
- He was greatly influenced by the life and teachings of St Paul
- Luther felt that the church emphasized more on keeping church rules rather than one of the needed for and salvation
- In 1517, **Pope Leo X** had sent his representative **John Tetzel** to sell indulgencies in Germany
- Luther protested against the sale of indulgencies and said that "Sin can be forgiven by God alone and forgiveness cannot be bought"

Luthers actions towards the malpractice of the clergy

1. On 31 October, 1517, he nailed the 95 theses on the door of the Wittenberg Cathedral explaining why the indulgencies were a bad practice. He also challenged the Catholic Church to reform from its malpractices that were not biblically instituted.
 - Some of the arguments in the 95 theses were as follows

- a. The church hierarchy should be dissolved as all believers are priests by virtue of baptism. The Pope is not, therefore, the head of the church but Jesus Christ
 - b. Mans righteousness and justification are achieved through faith and grace
 - c. The Pope has no power to forgive sin but God alone. God will not forgive un-repent sinners. Private confessions were therefore to be abolished
 - d. There are only two sacraments that are biblically instituted namely: **baptism** and the **holy communion**
 - e. Baptism has no powers to remit (forgive) sins
 - f. There is no bodily presence of Jesus Christ in the Eucharist
 - g. The **Holy Roman Mass** is not a sacrifice of Jesus but a memorial of the last supper. Jesus sacrifice took place once at Golgotha not on the altar.
 - h. Priests should marry to avoid immorality
 - i. Monasticism should end as it led to corrupt practices of the clergy and enabled them to accumulate riches and powers during medieval period.
2. Luther also wrote three books namely,
 1. **To the Christian Nobility of the German Nation**
 2. **On the Babylonian Captivity of the Church**
 3. **About the Freedoms of Christians.** This was in 1520

The churchs immediate response towards Luthers protests

a. A letter of condemnation from the Pope to Luther

- The Pope issued a **Papal bull (letter)** to Luther describing him as someone who is bent on bringing confusion in the church
- The Pope condemned his writings and deeds. He declared that Luthers writings were **heretical (false teachings)**. Luther burnt the Papal bull publicly to show that he was firm on his stand of correcting the church

b. Luthers trial by the church and the state

- Martin Luther was accused of heresy and was tried by a Papal Emissary **Cardinal Cajetan**
- Luther refused to withdraw his theses arguing that biblical evidence be produced to show that he was wrong
- The Emperor of the holy Roman Empire, Charles V, summoned Luther to appear before the **Diet of Worms Council in 1521** in the city of Worms to answer his charges (**Diet means parliament**)
- Before the assembled princes and bishops of Germany, Luther refused to take back his words. He ended his defence by a famous sentence, **"I neither can nor will recant, for to do so would be to act against conscience, and to act against conscience is unholy and unsafe. So help me God. Amen."**

c. The ex-communication of Luther in 1521

- The Catholic **church ex-communicated (banished as a member of the church)** Luther, but Fredrick, the Wise (the Prince of Saxony) protected him and hid him in the Castle of Wartburg where Luther changed his name to Jorg to disguise himself from his enemies

Luthers reaction to the ex-communication of Luther

1. He translated the bible and religious scripts into German to sell his ideas
2. He bitterly criticised the Catholic Church in order to let it reform its malpractices
3. He established the Lutheran Church, since the Roman Catholic condemned him. It started in Saxony and it spread to Denmark, Sweden and Norway.
4. He became a married person, a sign of detaching himself from the Catholic Church and priesthood. His wife was Catherine von Bora

The role of different personalities in the spread of the Reformation to the other parts of Europe

A. John Calvin (1509-1564)

- He was born at Lyon in France. He studied theology at the university of Paris and Law at the university of Orleans
- Calvin then became a protestant. To avoid being persecuted in France, Calvin fled to Switzerland
- In Switzerland, Calvin was Influenced by the works of a Swiss reformer Ulrich Zwingli

Calvin important beliefs

- i. The Bible as the only source of truth
- ii. **Predestination**, the idea that God had already chosen those who would go to heaven and those who will go to hell
- iii. No bodily pleasures should be allowed to attain purity
- iv. A person is justified by faith and grace
- v. The church should not be subordinate to the state
- vi. The church hierarchy was to be abolished and both priests and Christians should be represented by a council of the church

Achievements of Calvin

1. He set up a Calvinist Church in Geneva
 - This was a very strict protestant church. It did not allow alcohol, Gambling, dancing and gay clothes.
- ii. He founded the university of Geneva which became the centre of Calvinism in 1559
- iii. He translated the Bible from Latin into French
- iv. He published a book called ***The institutes of the Christian religion*** in which he outlined his doctrines in 1536

Calvins followers had different names in different countries

- In Netherlands they were known as **The Dutch Reformed Church**
- In England they were called the **Puritans**.
- In Scotland they are called the **Presbyterians**
- In France they are called the **Huguenots**

B. John Knox (1505-1572)

- He led the reformation in Scotland and was influenced by the religious doctrines of Calvinism
- He founded the Presbyterian Church in Scotland
- He established Glasgow University for training reformed ministers.

His arguments were

- a. Christ, not human being, is the head of the church

- b. All believers are priests by virtue of Baptism, they are therefore to be entrusted with the church administration (**presbyters=church leaders**)
- c. The celebration of mass is idolatry as believers kneel before the Eucharist (memorial meal)
- d. The Bishops being overseers had an oppressive authority over believers
- e. Believers should maintain the purity of the body and soul

His contributions were

- a. He founded the Presbyterian Church in Scotland in 1560
- b. He wrote a Book of **Common Order (the Book of Geneva)** which acted as a Presbyterian Order for church life. He also wrote the Book of Discipline to regulate the life of church members and the preaching itself
- c. He established Glasgow University for training Reformed ministers

C. Ulrich Zwingli

- He was a Swiss reformer; he was inspired by the writings of Erasmus.
- He was the only reformer who did not found a Church
- His arguments were
 - b. A person is justified by faith alone
 - c. The bible has a supreme authority not the church
 - d. No biblical foundation for the idea of **purgatory**, in which a soul of the dead person waits for purification
 - e. No bodily presence of Jesus in the bread and wine at the Lords supper
 - f. Jesus is Holy and his holiness sanctifies believers (no private confessions to a priest)
 - g. No infant baptism, adult baptism has to be by immersion. Since he opposed infant baptism, his followers were called **Anabaptists**

D. King Henry (VIII)

- He was the king of England between 1509 and 1547.
- The pope called King Henry "**defender of faith**" because he opposed Luther ideas by writing a pamphlet against Luthers teachings early in his reign
- However, conflict with the Roman Catholic Church began when the Pope refused to annul Henrys marriage to his wife **Catherine** so that he could marry a new wife called **Anne Boleyn**
- The **Pope, Clement VII**, refused to nullify (declare invalid) the first marriage because he was put in a difficult position: **Charles V**, head of the Holy Roman Empire, was a nephew of Catherine, the wife of Henry VIII
- The king Henry had been thinking of marrying a new wife since he wanted a son to succeed him.
- His wife Catherine had only one surviving daughter and she was passed the child bearing age
- So when the Pope refused to annul his marriage, King Henry defied the pope and married Anne Boleyn.
- As a result, the power of the pope was reduced in England.

- King Henry became the supreme Head of the Church of England
- This led to the creation of the **Church of England or Anglican Church**.
- Good men who resisted the King were punished, for example, **Sir Thomas More** refused to accept the king as head of the church and was executed.
- About More, Emperor Charles V said **"if God has given me such a Counselor, I would lose my fairest City than that any harm should come to him"**.
- **William Tyndale**, for example, who made a translation of the bible into English, was put to death. As he died he prayed **"Lord, open the king of Englands eyes."**

A Summary of the Protestant Reformation

Martin Luther	John Calvin	Henry VIII
LUTHERAN CHURCH	CALVINIST CHURCH	ANGLICAN CHURCH
(North Germany)	(Switzerland)	(Church of England)
Denmark	Huguenots Church (France)	
Norway	Presbyterian Church (Scotland)	
Sweden	Dutch Reformed Church (North Holland)	

Reasons for the success of the Reformation

1. The charismatic personality of the reformers
 - All leaders of the reformation movement were committed to the cause they stood for. For instance, both Luther and Calvin were very strong, brilliant, and clever.
2. The church's vulnerability
 - The early church had practices and doctrines which lacked support from the bible
3. The people were not happy with the church's interference with people's lives
 - The early church owned much land, controlled education, exercised legal jurisdiction, provided the principles that guided the government and society, marriage and family. Therefore, many supported the Reformation
4. The worldliness of the clergy had upset many people who pressed for a general reform within the catholic church
5. The powerful kings in Europe looked upon religious rebellion as a means of increasing their own political power since for a long time they have been dominated by the church
6. The translation of the bible into different languages enabled Christians to judge for themselves the falsity of the church practices that were not biblically supported
7. The invention of printing press
 - This led to mass production of Bible and Christian literature that made it easier for people throughout Europe to exchange ideas.
8. New learning of humanism weakened the traditional sentiment of **reverence (consider something with deep respect)** by which many of the beliefs, traditions and customs of the Roman Catholic Church had long been supported

9. The influence of women

- Both influential and ordinary women played an important role in the reformation. For instance, Elizabeth I of England played an active role in spreading the Reformation. In France, some women of the nobility protected Protestant leaders. Educated women, on the other hand wrote treatises on religious issues which were widely read
- **NB Treatise** refers to a formal piece of writing that considers and examines a particular subject

The Counter Reformation

- It was an attempt to change the church from within and remove some of the practices that led to reformation.
- This was reformation within the Roman Catholic Church

Reasons for the counter-reformation

1. To remove abuses that were smeared on Catholic Church by Protestants
2. To stop the spread of Protestantism
3. To win back Christians into the Catholic Church

The Council of Trent (1545-1563)

- Meetings were held at Trent in Italy, where scholars and Clergy agreed on ways to correct the abuses of the church
- These meetings came to be known as the Council of Trent
- These meetings were organized by Pope Paul III

Results of the Council of Trent

1. The Popes supremacy over the Church was confirmed
2. Abuses such as the sale of indulgencies were ended
3. High post of the Church were filled on the basis of merit
4. The sale of the ecclesiastical offices was forbidden
5. A list of forbidden books called the **Index**, mainly protestant, was compiled and Catholic were forbidden to read these books
6. The **Inquisition (church court)** was revived to root out heresy (false teaching)
7. Strict rules for priests and Monks to follow were drawn up
8. Clarifications were made on the church beliefs and doctrines against the protestants e.g. on the mass and sacraments etc.
9. Through education and training of the clergy was emphasized
 - During the counter-reformation much of the work of winning back converts was due to monastic orders
 - The most important of these monastic orders was the Order of Jesus or the Jesuit Order

The Jesuit Order

- It was established by **Ignatius Loyola** in 1540
- The Jesuit were organized along military lines
- The Jesuit worked very hard to win back protestants through teaching and preaching
- Many went to work secretly in predominantly **protestant countries**, such as **Germany**, and **England**. Others went further afield, as missionaries to the newly discovered countries of the new world, Africa and to the East.
- Francis Xavier, a Jesuit Missionary visited Mozambique on his way to the East and he was the first Christian missionary to reach Japan.
- It was through the Jesuit that the Roman Catholic Church spread to America, Africa and Asia
- Jesuits were active in **Brazil, Mexico** and **Peru** in the new world and they carried the Christian faith to Congo, Angola, Mozambique and Mashonaland in the interior of Africa.

Why counter-reformation was successful?

- a. Jesuits worked tirelessly to win back Christians through preaching and education
- b. By putting into practice the terms of the Council of Trent, for example, no tolerance to Protestantism
- c. Divisions among protestant reformers paved a way for Catholicism to spread out rapidly

Results of the Reformation

1. The church split into Catholic and Protestant Churches, and eventually the Protestants divided into many church denominations i.e. **Presbyterians, Lutherans and Anglicans**
2. Different Christian Denominations brought in different doctrines that brought in divisions and hatred among people of the same nation, race or family
3. Religious wars were fought in Europe between Protestants and Catholics
4. The Church's influence over people's lives declined after the Reformation
5. Europe got divided into Protestant and Catholic countries. For example, Southern and Eastern Europe together with Ireland remained Catholic while Switzerland, Scandinavia, England and Scotland became Protestant.
6. The importance of Latin language in religious services declined because protestant churches held services in their own national languages.
7. Strengthening of the vocations
 - Reformation taught that vocation had an important role in the society. People were free to go about their business without interference from the State or Church
8. Promotion of education
 - Catholics encouraged priests and ordinary people to join educational institutions to enable them to be literate, similarly, the protestants encouraged bible study among its followers and encouraged its followers to get primary education to enhance literacy
9. Decline of the influence of the church on the nations

CHAPTER EIGHT: Aspects of European Awakening

ENLIGHTENMENT

- **Enlightenment** was a period in European history when scholars believed in the use of **reason** and **scientific method** as the best ways of learning the truth. It is also called the **Age of Reason**
- Enlightenment had its origins in **humanism** (a belief that society develops by human efforts and not essentially by Gods involvement).
- During enlightenment period, a group of people emerged who thought that they were more enlightened than others. These people felt it was their duty to enlighten others. In France, these people were called **Philosophes** (the French word for philosophers).
- **Philosophes** refer to the writers and thinkers of the 18th Century French enlightenment. The Philosophes criticised the religious intolerance, hereditary upper class and absolute authority of the Monarchy
- The Philosophes wanted human affairs to be guided by rationality rather than faith, superstition, or revelation. The ideas of enlightenment were seen as **a lamp shining in the dark room**

Factors leading to development of Enlightenment

1. The Scientific Revolution

- During the Scientific Revolution, European thinkers corrected some of the mistaken **scientific beliefs** established in earlier years. Thinkers of the Scientific Revolution generated ideas of reasoning, and applied the method used in science known as the **scientific method**
- Leading thinkers of enlightenment wanted to understand all aspects of life through the application of the Scientific Method which involved experiments. They believed that by using the scientific method, they could progress towards a better society than the one they had inherited
- For example, an English scientist **Sir Isaac Newton** showed that scientific thought and method could be applied to non-scientific topics and this is the development that paved the way for many thinkers of the enlightenment in its last period

2. Exploration and Imperialism

- As explorers returned from across the world with stories of people and cultures never previously known, Europeans were introduced to drastically different lifestyles and beliefs e.g. Chinese culture which was copied.
- Therefore, this worldwide contact provided enlightenment-era thinkers with the inspiration and desire for change

3. The Decline Influence of the Church

- During Reformation, the church lost its influence on its peoples lives as it was famously corrupt and often ruled using intimidation, fear, false knowledge and was violently intolerant towards opposition
- Therefore, when enlightenment thinkers came along praising liberty and self-empowerment, they found willing ears

4. Thirty Years War (1618-1648)

- The war broke out in 1618 when **Bohemian Protestants revolted against their incoming Catholic King**. The ensuing battle between the Protestants and Catholics spread into Germany which killed a third of Germany population.
- This violence inspired some leading European thinkers and writers to question the necessity of war

NB. Before Enlightenment, almost everyone in Europe believed in God. However, emphasis on use on reason led to the rise of atheism and deism

Atheists do not believe in any God whereas **Deists** believe in God, but they reject belief in miracles and Special Revelation

Major Centres of Enlightenment

- Enlightenment started in Europe and later spread to the New World of America due to establishment of British and Spanish Colonies.

1. London, England

- The origins of Enlightenment can be traced to England. In the second half of 17th Century and during 18th Century, London became a great trading metropolis as well as administrative, political and legal centre of England. So London became the centre of wealth and Civilisation
- **Coffee-houses** were very popular at that time. People met there to discuss the latest news, drink tea or coffee
- Coffee-houses houses became centres of political life. Each social group had its own coffee-house. Poets and literary men attended coffee-houses to read their creations

2. Paris, France

- France is traditionally regarded as the main centre of enlightenment. The leading thinkers of enlightenment were known by the French Name **Philosophe** meaning Philosopher
- Not all Philosophes Were French, however, and few were philosophers in the strict sense of the term. They were writers, professors, journalists, economists and social reformers
- In Paris, Enlightenment ideas were first developed in **salons**. These were elegant rooms in houses of the wealth upper class. Invited guests gathered in salons and took part in conversations that were often centred on the new ideas of Pholosophes
- The Salonneers, or women who organised the salons, played an important role. They decided the subject of discussion and directed the debate. This led to reduced marginalisation of women in Paris. The emergence of salons allowed for leadership and involvement for women in intellectual areas in Paris in the early 18th century
- The best known salon was that of **Madam Marie-Theresa Geoffrin** in Paris.

3. Unites States of America

- The main advocates of enlightenment in USA were **Thomas Jefferson** and **Benjamin Franklin**
- Benjamin Franklin became so popular as an example on enlightenment when he was sent to France on a diplomatic mission.

- He was the first person in European history of whom Figurines were made and sold as Souvenirs

NB. Figurine is a small model of human usually made of clay or porcelain

Souvenir is a thing that is kept as a reminder of a person, place or event

- Other centres of enlightenment included Scotland, Germany, Italy, Poland and Russia

Contributions of Outstanding personalities during Enlightenment

1. Montesquieu

- His full name was Charles Louis de Secondat, the Baron de Montesquieu
- He wrote a book, **The Spirit of Laws** in which he discussed his views on the best form of government. He argued for the separation powers by creating three branches: **the executive, the legislative and the judiciary**. Each branch would check the other and balance the power which would protect the peoples liberties
- His interest was in limiting the powers of the monarch and privileges of the nobility
- The separation of power would prevent an individual or group from gaining total control of government. He wished for a type of government in which people would have right to debate and amend laws before they come into force.
- In this system, he believed the king would never become a dictator
- His ideas of separation of powers formed the basis of the Unites States Constitution
- He also suggested that different types of government suited specific situations of the country based on its size, population, climate, or soil as follows
 - a. **The Republics**: suitable for small states
 - b. **Despotism**: appropriate for large states
 - c. **Monarchies**: suitable for moderate size states
- He also believed that women are weaker than men, and therefore, they are expected to obey their husbands and do what they are ordered to do.
- He also stated that women could make valuable decision makers and participate in government

2. Voltaire

- His real name was **Francois Marie-Arouet**. He was the greatest figure of enlightenment
- He advocated for the separation of church and state
- His most famous work was the **philosophical Dictionary**. In this book, Voltaire his main contribution to the enlightenment including **freedom of speech, press and religion** and **opposition to monarchy and dictatorship** as well as slavery
- Voltaire disliked the French Bourgeoisie or the upper class and the Aristocracy, the commoners and the church. He used satire to criticise the nobility

- He strongly promoted the idea of freedom of speech- he once said **I do not agree with what you say, but I will defend to death your right to say it**
- He promoted **Deism** (a religious philosophy based on reason and natural law)
- Some of his work which angered the rulers
 - a. He wrote philosophical letters in which he praised the workings of the English Political System
 - b. Poem on natural law
 - c. Essay on the Manners and Spirit of Nations
 - d. *Candide*- a short Satiric Novel which he wrote while in exile in Switzerland

3. Denis Diderot

- He is noted for the invention of the **Encyclopaedia**, one of the greatest achievements of the Enlightenment.
- His intention was to produce a summary of all knowledge that human possessed. The Encyclopaedia helped to spread the Enlightenment from France to other parts of Europe such as Russia.
- The ideas expressed in the Encyclopaedia criticised the church and the government and hence it was banned.

4. Rousseau

- **Jean-Jacques Rousseau** was passionately committed to individual freedom, because of this, Rousseau is described as the **Champion of Freedom**
- His main ideas were built on three areas of freedom, education and women affairs
 - a. **On Freedom**
 - In his famous book **The Social Contract** published in 1762, Rousseau explained that through a social contract, an entire society agrees to be governed by its **general will**. He said that individual freedom is achieved by being forced to follow what is best for the general will, the general will represent or means what is best for the whole community. Rousseau was trying to reject absolute power by rulers
 - He was in favour of a government based on the choice of all its citizens, and their democratic participation in every major decision
 - According to Rousseau, individuals who wish to follow their own self-interest must be forced to abide by the general will for them to have true freedom.
 - b. **On Education**
 - In his other important book titled **Emile**; Rousseau gives a general discussion on education.
 - He explained that the main aim of education should be the promotion of childrens natural instincts and not to restrict them
 - He argues for a balance between the **heart** (emotions) and **mind** (reason)
 - c. **On women affairs**
 - Rousseau believed that women are naturally different from men.

- He said women should be educated for their roles as wives and mothers by learning obedience and nurturing skills that would enable them provide loving care for their husbands and children

5. Mary Wollstonecraft

- She was born in 1759 to Irish parents in Britain
- She is considered as the founder of both European and American movements for women's rights. She was the best known British critic of enlightenment view on women
- She defended the position of women in society.
- In her book, **A Vindication of the Rights of Women**, she claimed that women deserved same rights as men and identified two problems from the ideas of many Enlightenment thinkers which restricted advancement of women
 - a. She noted that the same people who argued that women must obey men also said that government based on the absolute power of monarchs over their subjects was wrong
 - From this, Wollstonecraft brought the idea that the power of men over women was equally wrong
 - b. The application of the idea of **reason**. Wollstonecraft argued that since the Enlightenment was based on an idea of reason in all human beings, its application must be universal as well.
 - This means that since women have reason, they are entitled to the same rights as men
- Wollstonecraft thus declared that women should have equal rights in education, politics as well as in economic.

Differences between women and men: Views of Enlightenment thinkers

- a. **On gender:** Rousseau believed that men and women were born with different capabilities, as such, women were inferior to men and they did not have the same rights with men
- b. **In education:** Rousseau said that women needed less education than men because their role was that of wife and mother. Therefore, women needed to stay at home and concentrate on bringing up children. Women should be excluded from politics of public life.
 - In response to Rousseau, Mary Wollstonecraft argued that women also needed education to become virtuous and useful in society.
 - She believed that women would become better mothers if they were educated.
 - Although Mary agreed that it was a woman's duty to bring up the child, she stated that women were capable of participating in politics.
 - She even suggested a type of education where girls and boys learnt together. This is known as **co-education system**

Contribution of the Enlightenment to the modern world

1. Modern European Feminism

- The principles of equality and liberty on which Enlightenment was based still placed women in a subordinate position.
- Then women began to organise themselves into groups in order to challenge their lower status and achieve improvements in their lives. Modern feminism or women movement has borrowed much from Wollstonecrafts example

2. Individual rights

- The Philosophes promoted the ideas of individual rights such as freedom of speech, freedom of religion and freedom of thought. These ideas formed the basis of human rights

3. State Constitution

- The Enlightenment has influenced the legal codes and government structures of almost every country. For instance, separation of power proposed by Montesquieu
- The founders of United States Constitution and Declaration of Independence adopted most of the ideas of the French Philosophes

4. Separation between church and state

- The Enlightenment led to the decline of the influence of the church on state through the rise of atheism and deism. In France, the revolutionaries came up with a constitution that clearly separated the church and the state

5. The American Revolution

- The Enlightenment inspired American Revolution which produced the worlds greatest democracy.
- In many ways, the new United States was the Enlightenment, because its leaders implemented many of the ideas that European thinkers could only talk about. For example, the Declaration of Independence borrows heavily from Enlightenment themes, and also the US Constitution put into practice almost accurately Locke and Montesquieus ideas of separation of powers

6. The End of absolute Monarchy

- Enlightenment introduced the process of electing leaders and replacing the unjust rule of the un-elected kings or queens. For example, the Americans removed the British colonial power and put in place a government chosen by the people. Similarly, the French Revolution also benefitted from the Enlightenment ideas since it led to creation of new systems in the French politics and society
- Today around the world, countries have adopted constitutional monarchies where government is the hands of prime ministers, while kings or queens are there for reserve powers or ceremonial duties. Examples of constitution monarchies are Lesotho and UK.

7. Developments in science

- Enlightenment was based on the scientific method, as such this period led to developments in science and technology still visible today.

- The religious explanation of nature ended and brought significance advancements in the practice of medicine, mathematics, and physics and chemistry

8. Developments in education

- The ideas of Enlightenment thinkers led to the adoption of universal education for all. Leading thinkers of Enlightenment like John Locke challenged the notion of universal education being a privilege for only upper class.
- The ideas of public libraries, intellectual exchange as well as female education all took root from the Enlightenment.
- The public libraries offered a chance to commoners to educate themselves in topics of interests found in encyclopaedias since they were accessed free of charge.
- Areas such as science and human affairs overtook that dominance of religious books in libraries

9. The birth of new religious movements

- Philosophes attacked the Christian churches and also the reformation led to the birth of Protestant churches. But these were lacking in religious enthusiasm.
- Therefore, the desire for a greater depth of religious experience led to new religious movements. In England, the most famous one was the **Methodist Church** initiated by **John Wesley**.
- The Methodists stressed the importance of hard work and encouraged behaviour that led to spiritual satisfaction. Methodists therefore proved that the need for spiritual experience has not been removed by the search for reason

10. Promotion of capitalist ideology

- Some ideas developed during Enlightenment have led to the development of capitalism. Scottish Economist **Adam Smith** and French Economist **Marquis de Mirabeau** advocated for individual ownership of wealth.
- Adam Smith in his book **The Wealth of Nations** presented his ideas for a free market where the role of government intervention and taxation is minimised.

11. Morality

- The problem of moral values was central to the Enlightenment period. Revelation and traditional Christian doctrines were rejected. The demand for happiness and pleasure set standards for morality

NB. Morality refers to principles concerning the difference between right and wrong or good and bad

12. Promotion of aesthetics

- This was marked by treatises and debates over abstract questions such as the nature of taste, beauty, the sublime, imagination and creativity, and by speculation on the relations between the arts

NB Aesthetics refers to a set of principles concerned with nature and appreciation of beauty

CHAPTER NINE

THE INDUSTRIAL REVOLUTION

- It was a big change from domestic system of production to a factory system
- The Industry Revolution was the start of making large quantities of goods using machines in factories
- This is called **mass production**. This involved the change from hand work to machine work
- Before the Industrial Revolution started, farming was the main occupation in Europe. And also items such as cloths, tools and implements were made by hand for domestic use. Towns were small and undeveloped with very little activity of manufacturing
- This means production of goods remained small in amounts. However, production of goods by hand was gradually replaced by a factory system of production. In Europe, these changes started in England in 1750

Why the Industrial Revolution started in England (Britain)?

- There were several reasons why Industrial Revolution began in England as compared to other European countries

i. Trade

- Britain depended on international trade for its wealth, this gave her an incentive to produce more goods for exports
- Due to trade, England had many wealthy merchants who were able to invest in expensive machinery.

ii. Natural Resources

- England had coal and Iron ore reserves which made it easier to manufacture machines and build factories

iii. Cheap transport

- England an island, it had cheap transport for both importing and exporting goods

iv. England had village industries

- The existence of cottage industries laid the foundation for industrial revolution

v. Stability

- England had a stable political system since there were no struggles for political power
- Being an island, England was also relatively safe from attack by enemies
- This meant that people could devote all their time to economic development

vi. New Scientific Ideas

- Britain was one of the countries where new scientific ideas had taken the deepest roots
- This growth in new scientific ideas led to the various technological advancement

vii. Colonies

- Britain established colonies in North America and Caribbean which created a market for the manufactured goods

viii. Freedom of movement

- People in England were free to move about in search of work unlike other places in Europe where Serfdom and Feudalism still survived. This means that once factories were established, there was no shortage of labour

ix. High Population

- There was a high population in Britain which provided a ready source of labour to man the industry

x. Prosperity

- Britain was a prosperous nation with a high standard of living
- With the available wealth, rich merchants in Britain were able to invest in industries and buildings

xi. England had a strong navy which offered protection for her merchants along the sea trade routes

Important inventors and their inventions

A. Johannes Gutenberg (1398-1468)

- He invented the printing press in 1455

- **Impact of the invention of printing press**

- The Renaissance and mass communication which permanently altered the structure of the of society
- Many books were made within a short period of time
- It facilitated the spread of Renaissance ideas
- Books became cheaper and portable and this allowed the spread of knowledge and helped to create more educated and literate public
- There was demand for education because everyone wanted to read for themselves.
- Rise of early nationalism in Europe as many books became available in European vernacular languages to the detriment of Latins status as the official language

B. James Watt

- He was a Scottish inventor. He invented a **steam engine**.
- The development of steam power stimulated the demand for two raw materials
 - a. Coal to provide fuel for the steam engine
 - b. Iron to build the machines.

C. Richard Arkwright

- He invented another spinning machine called **Water Frame** in 1769
- This machine used water power rather than human power

D. John Kay

- He invented a **Flying Shuttle** in 1733. The Shuttle saved the weaver from trouble of having to pass the Shuttle from hand to hand. With Flying Shuttle, the weaver could spin greater lengths of clothes within a short period of time

The changes in various industries and their impact on society

Revolution in agriculture

- Some of the machines that were invented in the field of agriculture were **seed drills, threshing machines, combine harvesters, milking machines** and **cream separators**.
- Among the early farmers who experimented with new ideas in agriculture were

a. Jethro Tull

- He invented a seed drill that was used in sowing seeds evenly in a furrow (a hole into a ridge)
- This replaced the old method of broadcasting by hand where seeds were planted on the surface making them vulnerable to be eaten by animals or blown away

b. Lord Townshend

- He introduced a four- year crop rotation system which involved rotating wheat, barley, clover and turnip.

c. Thomas Coke

- He improved the quality of soil by mixing the light sand soil with clay substance called marl in order to make it into rich soil.

d. Robert Bakewell

- He experimented in the breeding of cattle and sheep.
- He selected best animals for breeding and came up with improved livestock that were resistant to diseases

Results of mechanization

1. More food could be produced by fewer labourers
2. It led to rural unemployment
3. The new system of breeding cattle and sheep led to the availability of cheap meat and milk in all seasons. This improved diet and eventually improving the health of the people
4. It led to an increase in the rate of urbanization because people flocked to towns and cities to seek jobs.
5. Land for agriculture was re-demarcated into small fenced fields which belonged to individual farmers. (land was leased and fenced by the rich, while lost their land due to failure to lease it)
6. Large estates were created by rich land owners.

Changes in Transportation and Communication

- i. **Changes in transportation**
- ii. **James Watt**

- He was a Scottish inventor. He invented a steam engine.
- Steam engine was a device which previously used coal to boil water that in turn produced steam that set the gears in the machine in motion.
- The development steam power stimulated the demand for two raw materials
 - a. Coal to provide fuel for the steam engine
 - b. Iron to build the machines.

iii. The introduction of locomotives

- In 1801 **Richard Trevithick** fixed James Watts engine on a frame fixed with wheels. The steam engine could now drive the machine now called locomotive. It operated on roads
- In 1804, another locomotive that operated on rails was introduced. William Symington fixed the steam engine on boats to operate in water ways
- The first railway line was opened in 1825 between Stockton and Darlington.
- In 1830, **George Stephenson** used the railway to drive steam locomotive called the Rocket which operated between Liverpool and Manchester. This marked the beginning of a national rail transport in England.

iv. Road Improvement

- There were two ways of improving road transport
 - a. To make better vehicles
 - b. To improve road surfaces

- Thomas Telford constructed good roads in Scotland and England
- **John Metcalfe** planned roads in the industrial regions of Yorkshire and Lancashire
- **John Macadam** used stones, broken into a small regular size, to form a hard smooth road surface.
- When tar was invented during the 20th Century, it was applied on the fine stone surfaces of the road
- These roads are now known as **"tar-macadamized"** roads or **tarmac roads** named in honour of John Macadam

Results of Roads improvements

1. The improved roads enabled vehicles to travel faster.
2. Bigger Wagons carrying more goods were introduced
3. Improved vehicles were introduced
4. Travelling became safer.

v. Canals.

- Canals were used to transport heavy goods such as coal and iron.

- The first canal was built by the Duke of Bridgewater and his engineer **James Brindley**.
- The canal linked the cities of Manchester, Liverpool, Lancashire, Birmingham, Hull, London and Bristol
- In 1869, the Suez Canal was built linking Africa, Asia and Europe through Egypt. It is 160 km long

Advantages of Canals

- They provided the shortest distance between places
- They could transport heavier goods than roads.

b. Changes in communication

vi. The Electric Telegraph

- It was invented in 1844 by **Samuel Morse** and linked the cities of Baltimore and Washington in the USA. By 1866, it managed to connect Britain and America through Trans-Atlantic cable
- In 1876, Alexander Bell invented the telephone

vii. Radio

It was invented in 1896 by an Italian scientist **Guglielmo Macaroni**. It was a wireless telegraph.

viii. Aeroplane

It was first made by two American brothers, **Orville and Wilber Wright** in 1908

Results of changes in Transport and Communication

1. The inventions of steam engines and locomotives led to the even distribution of goods and resources among people
2. It enabled the transportation of heavy goods of which people could not manage to pull or push to distant places
3. The swift movement of locomotives protected people and goods from robbers
4. Promoted trade between Europe and other continents. For instance, wealthier classes wore silk, muslins and calicoes from India
5. It led to a high demand for iron and steel for the building of rails, engines and stations
6. It lessened the distance and communication barrier among people and nations
7. It intensified employment among people in industries, ships, trains and mines

Changes in the Textile Industry

- The earliest appearance of Industrial Revolution took place in the Textile Industry
- At first, the process of cloth making was done by hand in the home
- However, new developments took place in the textile industry during industrial revolution as follows;

1. Flying shuttle

- It was the first machine to be invented. It was invented by **John Kay** in 1733.
- It was a piece of wood to which threads for making cloths were attached.
- Unlike the traditional method, it was possible to make broader cloths than before. Also this machine saved the weaver from passing the shuttle from hand to hand and more length of cloth could be weaved within a short period.
- However, the spines were left behind because weaving was done so fast that there was need to invest a corresponding spinning device in order to catch up with the weavers

2. Spinning jenny

- The second machine to be invented was called spinning jenny. It was invented by **James Hargreaves** in 1764 and Jenny was the name of his wife
- It increased the number of threads spun from one to sixteen, and so it was faster and could be operated by one man.
- The Spinning Jenney still had some setbacks as follows
 - a. It was still operated by hand
 - b. The thread produced was coarse and lacked strength

3. Water frame.

- It was invented by **Richard Arkwright** in 1769. The water frame used water power rather than human power and therefore, it had to be built on river side. This is why early factories were located at rivers
- The invention of a Water Frame was the real beginning of factory system in Britain
- Coarse and strong thread was made by spinning cotton thread in pairs

4. Mule

- It was invented by **Samuel Crompton** in 1776. Mule was the third spinning machine to be invented.
- It combined the features of spinning jenny and the water frame. The Mule **made it possible to spin fine and strong thread.**

5. Power loom

- It was invented by **Edmund Cartwright** in 1785.
- The machine was driven by steam power rather than water power

Results of Mechanization in Textile Industry

1. Cotton cloth became widely available at a cheaper price.
2. The use of power on machines led to the growth of factory system.
3. Industrial towns developed where many people migrated to look for employment.
4. Trade was encouraged
5. Many people got employed.

Changes in the Iron Industry

i. Method of smelting of iron

- a. Originally the way of smelting iron was using charcoal which largely contributed to deforestation
- b. In 1735, **Abraham Darby** used coal and coke instead of charcoal for smelting iron
- c. The result was that high grade iron suitable for making machines was made and there was a sharp in reduction in deforestation

ii. Blast Furnace of making steel

- d. In 1858, Henry Bessemer introduced the Blast Furnace: the device that smelted pig iron into steel after blowing hot air into the furnace. Because it is much stronger than iron, steel was in great demand for use in the following areas.

Building railways, constructing bridges and Building engines

Results of the changes in iron and steel industries

1. Strong locomotives, bridges and industrial machines were made
2. It led to the employment of people in industries
3. Construction of high-rise buildings, the skyscrapers as steel proved to be much stronger as compared to iron

General effects of Industrial Revolution

Positive Effects of the industrial Revolution

- i. Goods such as cloth became plentiful, cheaper and of higher quality
- ii. Transport and communication became very easy with good roads, railways and vehicles.
- iii. It led to the growth of industrial towns as people left villages to work in cities and towns.
- iv. Fallowing and crop rotation practices in agricultural practices reduced soil erosion, pests and diseases
- v. It led to tight security among nations as soldiers safeguarded goods and passengers from pirates and robbers
- vi. Material wealth increased for many people through increased production
- vii. Literacy was highly improved and promoted as schools were built closer to work places
- viii. It led to increase in job opportunities especially in cities and towns.
- ix. Trade was intensified among continents e.g. Europe, America, Asia and Africa
- x. Trade unions were formed to defend the rights of the workers and abolish child labour
- xi. Emergence of the middle social class whose wealth was obtained from industry and business. This was unlike the old system where there were Aristocrats and the Peasants and land ownership was a traditional means of wealth accumulation

Negative Effects of the Industrial Revolution

- i. There was exploitation as women and children were employed for very low wages
- ii. Child labour was common
- iii. Housing for the workers was usually poor.
- iv. Water supplies, sewers, and paved streets were in short supply.
- v. Epidemics of cholera, typhoid and diphtheria were common.
- vi. As the further technological development continued it led to unemployment. Soon a single machine could do a work of a group of people
- vii. It led to moral degradation due to effects of technological development and interaction of people with different backgrounds
- viii. The poor lost their land after failing to lease it
- ix. Riches led to the birth of a middle class of people that exploited the poor
- x. Overcrowding was common and it contributed to outbreaks of diseases.

CHAPTER TEN European Expansion

Voyages of Discovery

- **Voyages of Discovery** refers to the long journeys at sea in which European began to explore the world.
- The voyages of exploration came about because Europeans were looking for a way to reach the spice rich lands of Asia.

Factors that made the voyages of discovery possible

1. Map making

- The making of maps gave sailors advance knowledge of the location of the areas they were going to.

2. Advances of ship-design

- Strong ships called caravels which were able to withstand storms at sea were built.
- The caravels could move in any direction regardless of the direction of the wind.

3. The invention of the compass

- The compass enabled the sailors to go out into the sea without getting lost.
- Other technical aids for a successful voyage were a **lead** (used to measure depth) and **chronometer** used to measure time.

Why the voyages of exploration started in the 15th Century?

1. The invasion Eastern Europe by the Turks had cut off the land route from Europe to the East. Hence the alternative route to use was sea route
 2. Many Europeans wanted to increase their knowledge on the extent and composition of the earth.
 3. Merchants wanted to benefit from trade in the products that came from East, such as silk and spices.
 4. The industrial revolution in Europe created a demand for raw materials and more market for the finished products. This encouraged the explorations to find the raw materials and discover new market for finished products.
 5. Missionaries wanted to spread Christianity in Muslim and pagan countries
 6. New inventions such as mariners compass made easier to travel long distances at sea
- Portugal became the first European country to engage in voyages of discovery

Reasons why Portugal became the first country to engage in voyage of discovery

1. Geographical position

- The geographical position of Portugal is ideal for visiting the African Coast which was the key to find a sea rout to the East

2. Peace and stability

- Portugal had no competitors because other nation like Britain and France were fighting the Hundred Years war, while Spain was busy driving out the Moorish (Muslims Turks) invaders in the South

3. Advances in maritime technology

- The Portuguese scientists invented the **compass**, **astrolable**, and the **quadrant**.
- These instruments were used to measure the stars and the sun. the sailors were able to tell their position even when out of sight of land

4. Fine ships

- The Portuguese invented fine ships called the **carvel** which could withstand storms

5. Influence of Prince Henry

- The Portuguese were encouraged by prince Henry who set up a school of navigation and support to voyage of discovery

The Role of Prince Henry The navigator

- i. He spent his time and wealth planning sea voyages for his captains
- ii. He consulted experts and collected information, maps, charts, mariners compass, the quadrant (an instrument that is used to measure the angle of stars at night) in preparation for the voyages
- iii. He established an observatory school of navigation at place called Sagres in Portugal. The school was to train sailors on the use of maps and the compass

Aims of Prince Henry the Navigator

- i. He helped to gain more land for Portugal
 - ii. He wanted to spread the Gospel in non-Christian lands
 - iii. He wanted to develop trade with other countries
- He wanted to know more about the world and encouraged exploration to satisfy his curiosity

Portuguese Attempts to Find a Sea Route to India

Notable Portuguese Explorers

i. Diego Cam

- He reached the mouth of Congo River

ii. Bartholomew Dias

- He set off for India in 1486. He sailed straight to the River Congo
- He sailed to the Southernmost tip of Africa where his ships nearly sunk because of storms
- Because of this, Dias called this place **"Cape of Storms"**
- However, the King of Portugal renamed the place **Cape of Good Hope** because he was sure that the way to India lay ahead since at this point of Coastline turned north
- After reaching the **great Fish River**, Bartholomew Dias was forced to turn back because his crew feared to continue with the journey

iii. Vasco da Gama

- **His aim was to finish the work of Bartholomew Diaz in finding a sea route to India.**
- He was the first explorer to reach India
- He set off from Lisbon on 8th July 1497 with three ships namely: **St Gabriel, St. Raphael** and **Berrio**
- He sailed through the Atlantic Ocean for ninety-six days and was out of sight of land when he finally reached St Hellena Bay
- He then rounded the Cape of Good Hope and landed at **Mossel Bay**
- On Christmas Day 1497, he named the land he had passed through, **Natal (meaning birth)**
- Next, he passed through Mozambique Channel to Quelimane, then to Mozambique and Malindi

- There he found a Pilot, **Ahmed bin Majid**, who assisted him to reach India

Items Purchased by Vasco da Gama

1. Cinnamon
2. Pepper
3. Ginger
4. Cloves

IV. Pedro Alvares Cabral

- He claimed the Bahia region of Brazil for Portugal

Difficulties encountered by the Portuguese in the voyage of discovery

- a. Contrary currents
- b. The need to wait for favourable winds
- c. The absence of safe and accessible harbours in Africa

Results of the Portuguese voyage of exploration

Positive results

1. The sea route to India was discovered
2. Trade in spices expanded and brought a lot of wealth to Portugal
3. The entire coastline of Africa was mapped accurately and became well known to Europeans
4. Christianity spread to the coast of East Africa and India
5. Settlement of Portuguese in the interior of Africa and along the East Coast

Negative results

1. The Portuguese promoted slave trade in West and East Coasts of Africa
2. They destroyed the Arab civilization in the East Coast (the land of Zanj) after conquering the coastal states
3. The Portuguese exploited Africa and Asia of their resources, e.g. gold, ivory, spices and human resources (slaves)
4. They also promoted conflicts among the indigenous people that led to hatred and tribal wars due to presence of guns they had paid in exchange for goods

Map showing Routes followed by Portuguese, Spanish and English Explorers



Spanish Voyages of Exploration

- Spaniards began to engage in the voyages of discovery after they had succeeded in driving out the **Moors (Muslims)** in the south
- Since Portugal dominated the sea route to India through the East, Spain decided to use an alternative route to India through the West
- The Spanish voyages of discovery were undertaken by **Christopher Columbus, Amerigo Vespucci** and **Ferdinand Magellan**

1. Christopher Columbus

- He was a sailor from Italian city of Genoa who had studied navigation in Portugal
- He believed that it was possible to reach India by sailing westwards and thus avoid the long journey around Africa
- Columbus failed to get help from the Portuguese for his plan to sail to India through the Western route
- However, King Ferdinand and Queen Isabella agreed to support Columbus
- They mandated him to discover and acquire land for Spain
- Columbus set off from Spain in 1492 with three ships, namely the **Santa Maria, Nina** and **Pinta** and 92 men
- He made for the Canary Islands, from where he sailed, first west, then southwest
- He then reached **San Salvador (Watling Islands)** in the Bahamas, and then he discovered Cuba and Haiti
- Columbus thought the islands were off the Coast of India, and so he named them **West Indies** and its habitants were called **Indians**
- Columbus returned to Spain in 1493
- Columbus made more three voyages and he visited Dominica and Trinidad and landed on the mainland of South America at Honduras.

Results of the voyages of Christopher Columbus

- i. The Spaniards found rich treasures of gold and silver in Central and South America
- ii. Armed expeditions were sent to conquer rich kingdoms in Central and South America. For example, **Cortes** defeated the **Aztec rulers** of Mexico while **Francisco Pizarro** conquered the Inca kingdom of Peru.
- iii. The whole south and central America came under the rule of Spain

2. Amerigo Vespucci.

- He was an Italian navigator who claimed that on his first voyage he had reached North American mainland before any other explorer.
- So the new continent was named America, after **Amerigo Vespucci**.

3. Vasco de Balboa.

- He discovered the Pacific Ocean.

4. Ferdinand Magellan.

- Ferdinand Magellan was sent by Spain to explore land. He was a Portuguese explorer who worked for Spain.
- He set out from Spain with **five ships and 265 men** in an attempt to discover the western route to the East Indies
- He sailed south-west to Brazil and explored the river mouths such as River Plate to find a route to the Pacific.
- Magellan realized that the ocean he was sailing through to America was calm, he called it **Pacific Ocean (peaceful ocean)**
- At last he reached the southern tip of the American continent and sailed through what is now called **the straits of Magellan** where one ship was lost in a storm and another deserted and turned back with a lot of his provisions on board.
- Magellan and his three ships sailed through Pacific Ocean. The sailors had little food and they were forced to eat rats and leather
- In March, 1521, he reached the **Landrones islands** where they got new supplies, and later discovered the Philippine islands where Magellan was killed while assisting a friendly chief in a civil war
- After his death, the ships were now under **Sebastiano Del Cano**
- He followed the coast north wards and then struck out across the unknown Pacific Ocean.
- In 1522, after rounding the Cape of Good Hope, the remaining ships under Sebastian Del Cano reached Spain with one ship called **Victoria and 18 survivors**
- They returned to Spain on 6th September 1522. The journey proved beyond doubt that the world is round
- However, in terms of trade, **the route was unprofitable as it was too long**

Problems faced by Magellans crew during the voyage

1. Shortage of food and water supplies that forced the crew to depend on rats that infested their ships
2. Diseases due to starvation and untreated water
3. Unnavigable waters that led to ship wrecks
4. Strong winds that instilled a strong fear among sailors
5. Hostility from Islanders that led to the death of crew members including Magellan

Spanish defeat of the Aztecs

- Spain claimed lands that were discovered by Christopher Columbus, Amerigo Vespucci, Vasco de Balboa and Ferdinand Magellan.
- Then Spaniards began to settle in some of these areas more especially in new lands of South America. But in America they faced resistance from two indigenous groups who resisted Spanish occupation; the **Aztecs of Mexico** and the **Incas of Peru**

- The **Aztecs** were under their king named **Montezuma**. To deal with them, Spain sent **Hernando Cortes** with some 350 men who plundered the Aztecs in 1520.
- The **Incas of Peru** were also hostile to foreigners and were crushed by **Francisco Pizarro** in 1530

The Spanish –Portuguese conflict during voyages of exploration

- After Spanish discoveries in the West Indies and South America, quarrels began between Portugal and Spain over the ownership of the newly discovered land. (**America**)
- Both countries appealed to the Pope to settle their disputes peacefully.
- The dispute was solved through the **treaty of Tordesillas**, where in 1493, Pope Alexander VI drew a line on a map dividing the unknown lands between the two lands. This line was called **Papal line**.
- The line passed through the North-South Meridian West of Cape Verde Islands (46° 37' W)
- It was agreed that all land to the east belonged to Portugal while the western lands belonged to Spain. However, in 1550, Spain conquered Portugal and the Pope line was no longer useful

Results of Spanish Voyages of exploration

1. Discovery of the New World: The Americas
2. The discovery of Pacific-Atlantic link. Through Magellans journeys who navigated the channel in South America connecting Atlantic and Pacific oceans. Magellans name for the Pacific was adopted by other Europeans
3. Discovery that the world is round; Magellans voyages proved beyond any doubt that the world is round
4. Spanish explorers, especially Magellans group made contribution to science by discovering several new animals entirely unknown to European science

English Sea Voyages of Exploration

The English Voyage of Exploration was sponsored by the merchants of the western port of Bristol.

- These merchants financed an Italian explorer called **John Cabot**.

John Cabot

- He set sail from Bristol in 1497. His aim was **to explore the ocean west of Iceland**.
- He reached **Newfoundland** and Mainland of **Nova Scotia**.
- Later, his son **Sebastian** sailed northwards along the mainland towards the Arctic.
- Both John and Sebastian did not find any trace of gold or trade items.
- After the failure of John and Sebastian Cabot to find a sea route to India the English became and did not attempt further exploration for almost fifty years
- During the 16th Century English Voyage of discovery started again
- At this time, English explorers made attempts to explore a sea route to the East (India and Asia) through the north of Europe and Asia and through North America

- The exploration of the sea route to India and China through the North of Europe and Asia was called the **North East Passage** while the sea route to India and China through North America was called the **North Western Passage**

The North East passage

- This was a search for a sea route to India and China through the North of Europe and Asia
- The English explorers that explored the North East Passage were **Richard Willoughby** and **John Chancellor** in 1513

Results for the search for the North East Passage

- i. The explorers failed to find a navigable sea route around Northern Asia because they did not know that Asia was the great land mass and also due to ice bergs
- ii. Trade was opened with Eastern Europe and Russia.

The North West Passage

- This was the search for a sea route to the West through North America
- This search was undertaken by the following explorers;
 - i. Martin Frobisher
 - ii. Humphrey Gilbert
 - iii. John Davis
 - iv. Henry Hudson

Results for the search for the North West passage

- The explorers failed to find a navigable sea route

Francis Drake

- He was the first English man to sail around the world

Results of the English Voyages of Discovery

1. New trade routes were discovered in North America, Asia and Northern Hemisphere that were unknown during the Spanish and Portuguese voyages
2. They helped open the oceans of the world to all countries. This was done by Francis Drake who cut across the route that Spain and Portugal regarded as theirs
3. They helped make improvement to ship construction and rigging. This was done by John Hawkins who gained much experience in sailing to the West Indies and Africa.
4. Many areas such as Greenland, Baffin Island and Falk Island were discovered through the voyages of John Davis
5. The English colony in America was founded. It was founded by Sir Humphrey Gilbert
6. Trade was promoted between England and Russia.

7. Led to the discovery of navigation instrument called **Davis quadrant**, which sailors used to find latitudes when travelling

General results of the Voyage of Discovery

1. The countries in the Atlantic Seaboard such as Spain, France and England became the leading states of Europe.
2. The greatness of Italian city states such as Florence, Genoa and Venice declined
3. European forts were established in different parts of Africa and India where trade took place
4. New crops such as tobacco, potatoes and maize were introduced into Europe and Africa from America.
5. Christianity was introduced into Africa and America from Europe
6. European states began to colonize the newly discovered lands in order to acquire trade raw materials and promote European civilization.
7. It led to depletion of resources in Africa, Asia and America for the European industries
8. Ocean routes replaced land routes as great highways of the world
9. The voyages of discovery led to the slave trade
10. Much of the world became known except Australia and New Zealand
11. Accurate maps were drawn
12. The oceans of the world were explored and became well known

CHAPTER ELEVEN

THE FRENCH REVOLUTION

Definition of the term French Revolution

- The word **revolution** has different meanings in different contexts. But in political science, **a revolution** refers to a forcible overthrow of a government or social order, in favour of a new system by those governed. e.g. examples of famous world revolutions are the **American Revolution in 1775**, the **French Revolution in 1789**, the **Chinese Revolution in 1911**, and the **Russian Revolution 1917**
- **French Revolution** refers to a period of time in France between 1789 and 1799 when people overthrew the monarchy and took control of the government
- The upheaval was brought about by discontent in the population and led to the overthrow of **Bourbon Monarchy** under **Louis XVI**
- The government underwent a sudden change **from a monarchy to a republic**.
- **A republic** is a government which is ruled by an elected leader, rather than a king or a queen.

French society under the Ancien Regime or Old Regime (before the French Revolution)

- Before 1789 France was a monarchy. The king was above the law.
- The *lettre de cachet* empowered the king to imprison anyone he so wished.
- **Letter de cachet** (French; letters of the sign) was a letter signed by a king of France, countersigned by secretary of state and bearing official seal or a cachet authorizing imprisonment without trial of a named person

-

Who held power in Ancien Régime?

- France was an absolute monarchy, and the real political power remained with
 - i. The **king, whom before a revolution in 1789 was Louis XVI**
 - ii. The **Royal Council (Kings advisors)**
 - iii. and **Intendants (agents of the king in provinces)**
- By 1789, France was one of the richest and powerful nation in Europe and its king was **Louis XVI**
- **The monarchy stuck to outdated social system** that had emerged during the Middle Ages, which divided the society into three classes as follows:

1. The First Estate

- This comprised the **clergy** (Church leaders which include the bishops, abbots and priests) who owned 10% of the land.
- It was very rich through its land possession and charging high tithes and other fees.
- There was the higher clergy consisted of nobles, while the lower clergy were basically parish priests and were poor
- The **clergy was closely linked to the monarchy**. This relationship was strengthened by the **religious ceremony of coronation** which **symbolised the monarchs divine right to rule**.
- They also enjoyed privileges like exemption from taxes and only Roman Catholic Church was recognised by law. It also collected the **tithe** on all products of the soil and its land property
- This estate was the smallest in terms of population

2. The Second Estate

- Comprised of the **nobles** who owned by 25-30 percent of the land.
- These people were born into this position of wealth and prestige. They received priority in getting top jobs in government
- They therefore, held many leading positions in the government, military, courts and church offices. They enjoyed a lot of privileges by birth also just like the first Estate, such as being exempted from taxes except for the fairly small tax on land and also the obligations for road service
- However, this Estate was less favoured compared to the clergy.

3. The Third Estate

- This consisted of the majority of the French population (27 million people or around 98% of the nation)
- These were the **commoners of the French society**.
- It was divided by differences in occupation, level of education and wealth. These included the following
 - a. **The Bourgeoisie or Middle Class**
 - The group owned about 20 to 25 percent of the land and it was 8% of the population and highly ranked in the Estate
 - The group included merchants, bankers, industrialists, as well as professional people like lawyers, holders of public offices, doctors and writers. These were also very unhappy because
 - i. They were heavily taxed.
 - ii. They had very little political power despite being educated and wealthy
 - b. **The skilled craftspeople, shopkeepers, and wage earners**
 - Mostly found in urban areas, depending on wages to survive.
 - c. **The Peasants**
 - They constituted about 75 to 80 percent of the population and owned 35 to 40 percent of the land and were lowest ranked
 - Over half of the peasants had little or no land on which to survive as a result they paid indirect tax in form of labor to the *seignior* or landlord. This forced labour was called **corvee**. Besides that, peasants were subjected to taxes like the **taille** (specifically on peasant produce) and **gabelle** (which was tax on salt) which was hated by peasants. **Vingtieme** was tax paid on property
 - The three Estates elected deputies or representatives to the French Legislature called **Estates-General**. However, the Estates-General had not met since 1614.
 - **NB. The king was considered part of no estate. And there was little chance for people to move up in status from the Third Estate (commoner) to Second Estate (noble)**

The background to the French Revolution

A. The Enlightenment period

- By 18th century, the French society was influenced by the **ideas of the Enlightenment**.
- Enlightenment ideas made people to question the inequalities of old regime which still operated on the basis of divine rights of kings.
- The biased treatment by the government of sections of population did not go well with the majority of the citizens.
- Philosophes criticised the privileges of the church and the nobility, unequal taxation and poor conditions of the peasants and urban lower class
- Their ideas spread discontent as well as free thought among the French society

B. Colonial wars among European nations

- There were increased wars among European countries to acquire colonies in different parts of Europe and the Americas
- In the 1750s, European countries were drawn into the **Austrian war of succession**. The war started when Frederick II of Prussia invaded an Austrian rich province of Silesia.
- Britain sided with Austria against a coalition of France, Spain, Bavaria and Prussia. In the end, Prussia and her allies emerged as winners
- When the conflict spread to overseas colonies, **France was defeated by Britain in a famous Seven Years War**. The Frenchs lost trade control in India and Goree in Senegal. The loss of Goree cut her from an important source of slaves for their colonies in West Indies and also she lost market for her manufactured goods

C. Political and Socio-Economic problems within the French society

- **Politically, France was under an undemocratic and repressive regime** that cared less about the welfare of the bulk of the population. Nearly all powers in the national matters were in the hands of the king and his personal advisors
- **Economically, the finances of the government during the reign of King Louis XVI were deteriorating**. This was because Frances support to America during the war of their Independence (1775-1783). Also there was extravagance and luxury of the court at Versailles which housed the royal family and bad financial management made the expenditure to exceed its income. This made France accumulate huge debts
- Many **social problems** faced the French society before the revolution. **There was segregation in all the fields-government, army, and the church was the most annoying**. The division of people according to classes was another major social issue. Those who were not favoured felt unwanted. Many were therefore, ready to join opposition against the government whenever such an opportunity presented itself

The causes of the French Revolution

1. Influence of Enlightenment Thinkers

- These Enlightenment thinkers inspired the French people to press for changes; they started attacking undemocratic nature of the monarchy and the Nobles.
- The rise of Enlightenment inspired the French people to consider the need for some change in the society long before the revolution
- The ideas of key outstanding personalities such as Voltaire, Diderot, Montesquieu, John Locke and Rousseau had strong impact on the people

Their contributions in revolution

a. Voltaire

- advocated for freedom of expression and criticised harsh laws which were unjust to the common people

b. Montesquieu

- had an interest of limiting the powers of the Monarch and privileges of the nobility in France

c. Rousseau

- Advocated for the rule by the people, thus direct democracy.

d. John Locke

- wrote a book named **two treaties of Government** in which he criticised the doctrine of the divine and absolute right of the monarch

2. Problems with state finances (huge debts)

- A moment before a revolution in 1789, France was in economic chaos as it had accumulated huge debts. This was due to the following reasons
 - a. French involvement in the Seven Years War left government with a deficit
 - b. The French involvement in the America's war of independence
 - c. The kings wasteful expenditure on luxuries
 - d. The government obtained huge loans from private sources at high interest rates
- The King Louis XVI tried to impose uniform tax, the Nobles successfully defended their privileges
- The Controller General of Finances, Jacques Necker, skilfully created the impression that the economy was still health

3. The influence of England

- Most of the writings of the Philosophes were drawn from their impressions of England
- Thinkers like Voltaire and Montesquieu developed ideas of a good state on the basis of England. England was a model to the French people as they copied a lot from England, this can be reflected in the following points
 - a. English Newspapers circulated among the educated French citizens
 - b. English political club was reproduced in Paris after being set up on English Lines
 - c. French Bourgeoisie also copied the English dress and manners while noblemen also English fashion
- in the end, all these influences were causing the spread of discontent and free thought in France

4. Example of American Revolution

- The French sent navy and troops to assist the Americans against their colonial masters, the British. This led to much contact between the Americans and the French, and revolutionary ideas spread between the groups.
- The French reflected on why the Americans rose against the British and find out that among other reasons, it was the due to heavy taxation. The French were also heavily taxed by their government
- The American constitution and its guarantee of individual rights was also important example for political thinkers in France.

- Therefore, the success of American revolution inspired the French to do the same as the ideas of Enlightenment which helped the Americans had ironically originated from France or Europe in general

5. Resentment of the Royal Absolutism

- France in 1789 was an absolute monarch where all power rested in the hands of the king over his subjects. The king was above the law and could throw people in prison without trial
- The government was not ready for political reforms which were taking place in other parts of Europe especially Britain.
- The commoners were not happy with the poor system of taxation, poor judicial system and unfair trade tariffs. But there neither national or provincial assemblies to which peoples affairs could be discussed
- This made people to absorb the ideas of equality and freedom of the individual brought about by writers of Enlightenment period

6. Social rivalry between the two rising groups; the aristocracy and bourgeoisie

- Both the Nobility and the Bourgeoisie were against the monarchy, but also there were frictions between the two groups
- Since the Nobility enjoyed the privileges, they were determined to do anything to prevent the rise of the Middle-Class in the French society. Similarly, the Middle-Class had to remove or reduce the privileges of the Nobility by gaining control within the government.
- Revolution was therefore a fight for equality and recognition by the Bourgeoisie and finally they had to overthrow the monarch

7. Economic hardship

- There were a lot of challenges in the years before 1789; the cost of a better lifestyle was too high with the rise in prices of basic necessities such as bread. People were heavily taxed
- The Agrarian crisis of 1788-89 worsened things in France. The drought in 1788 ruined the harvest which led to the rise of prices of maize, bread and other foodstuffs, bringing about widespread starvation
- There also followed a severe winter in 1789 which froze all rivers and ports in the country. People started attacking those suspected of having stores of grain. Peasants took an advantage and started to attack the privileged landlords to get hold of food supplies.

The major developments of the French Revolution

A. The meeting of the Estates-General (French legislature)

- The **Estate-General** was composed of representatives from the three estates of French society. They were called the Deputies

- The king had called this meeting at Versailles on 5th May 1789 to try to fix the economic challenges; especially **to resolve the taxation issue**
- The **First** and **Second Estates** opposed to it while the Third Estate wanted to set up a constitutional government that would abolish tax exemptions for the clergy and the nobility
- The **First estate had 308** and **Second Estates had 285 delegates** each while the **third had 621**
- During the last sitting of the Estate-General in 1614, each of the estates voted separately in ancient system of **one vote per estate**. This system was unfair to the Third Estate that consisted of the majority of French people. By this always the **First and Second Estates together could outvote the Third Estate by two to one**
- However, this time the Third Estate insisted on voting as individuals **one man one vote**. Unfortunately, the king also insisted on voting using old system. Count Mirabeau and Abbe Emmanuel Sieyes led the Third Estate
- At the end of six-week period of time wasting, the Third Estate led by **Emmanuel Joseph Sieyes** a priest, declared itself the **National Assembly** on 17th June, 1789. Sieyes was the author of the influential pamphlet titled *What Is the Third Estate?* In which he argued that **commoners made up most of the nation and did most of its work, so therefore were the nation. He urged members of the Third Estate to demand constitution and greater political representation**
- This marked the beginning the beginning of French Revolution

B. The Tennis Court Oath, June 20th 1789

- Three days after the Third-Estate declared itself the sovereign assembly, King Louis XVI ordered the closure of the **Salle des Etats**- the hall in which the assembly was meeting on 20th June in order to prevent the Assembly from meeting.
- When the deputies of the Assembly arrived, they found the doors locked. They decided to move to a nearby indoor tennis court building where they all took an oath **not to disband until they had given France a constitution**. The oath which they swore is referred to as the **Tennis Court Oath**. On 9th July, the assembly renamed itself the **Constituent Assembly**
- On 23rd June, the king held a **Royal Session** of all the three estates where he announced various reforms and he declared the National Assembly illegal and ordered the three estates to meet separately
- Then the king left the hall, and then the nobles and the clergy left also. The deputies defied the order to leave and remained in their seats. When the king's official repeated the order for all the deputies to leave, the leader of the Third Estate Deputies **Count Mirabeau** exclaimed, **The nation in assembly does not take orders... We will not move from our seats except at the point of the bayonet!**
- More Nobles and Clergy joined the Third Estate. Soldiers also joined the rioters and the king had no option, but officially order the two other to join the Assembly.
- It elected a committee to write a constitution for the country. Finally, the Third Estate had won the battle.

C. The fall of The Bastille, 14 July 1789

- At first, the king seemed hesitant to react to the revolutionaries. Days later, soldiers marched on Paris. Deputies started to fear that they would be arrested and disbanded
- Then about **800 people moved to the Bastille** in order to seize the weapons so as to use them against the army and also avoid the army using the weapons against them
- On 14th July, 1789 the rioters attacked and destroyed the Bastille.
- **Bastille** was a royal prison and symbol of the oppression of the king and royal order. It held gun powder and arms.
- The guards opened fire killing 98 and wounding 73. The rioters and other guards who joined rioters killed the guards and the governor of Bastille **Marquis de Launay** was beheaded and his head paraded in the streets
- The **fall of the Bastille was significant as it symbolised the fall of tyranny**
- Just after the storming of the Bastille, the **Paris Commune** was established in the **Hotel de Ville** by the committee of the Hotel de Ville. It was **headed by a Major Marquis de Lafayette** who had by now become the commander of National Guard. (**National Guard** was a citizens militia intended to defend Paris and maintaining order in the city)
- Lafayette had fought in the American Revolutionary wars against the British and learnt liberal ideas from American Revolution
- The electors committee met at the **Hotel de Ville** (City Hall) and set up the National Flag. It also replaced the **old white flag** with **a new tri-colour of red, white and blue** and **declared 14 July as a national holiday**
- The king was forced to recognise the **new municipal government of Paris (Paris Commune)** and the National Guard and was forced to wear **a tri-coloured cockade hat**, the emblem of revolution
- **Paris Commune** was the government of Paris from 1792 until 1795. The Commune became insurrectionary (rebellious) in 1792, essentially refusing to take orders from the central French government
- In 1792, the Commune was dominated by Jacobins who were not in the **Legislative Assembly**

D. Peasant Revolt and the August 4 Session

- Food shortages triggered a rise in bread prices and riots increased in towns and countryside, peasants stopped paying taxes and tithes to the church. They went on to burn tax records and registers dues.
- **On the night on 4 August, delegates from First and Second Estates willingly gave up their privileges.** They renounced tithes, feudal dues and their historic rights of towns and provinces
- They further proposed uniform taxation and that church property be taken away by the Assembly

- The **National Assembly** at the end issued decrees that abolished the special privileges on taxes and payment of feudal dues such as the **corvee**

E. Declaration of the Rights of Men and Citizens

- Three weeks later, the National Assembly passed a **Declaration of the Rights of Men and Citizen**
- **Declaration of the Rights of Men and Citizen** was a revolutionary statement guaranteeing rights such as liberty and property
- The Declaration proclaimed "**Men are born and remain free and equal in rights**"
- However, **the declaration excluded women from the right to own property or to vote** which denied them political participation. Consequently, **women began to demand equality based on the principles of declaration**; they
 1. **wrote petitions** (a petition is a formal written request typically one signed by many people, appealing to authority in respect of a particular cause)
 2. **published tracts** (a short piece of writing on political and religious subject that is intended to influence other peoples opinions)
 3. **organised political clubs** to demand full participation
- In 1791 **Olympe de Gouges**, a Paris based woman writer published her Declaration of Rights of Women. She proclaimed that a "**woman is born free and lives equal to men in her rights**"

F. Declaration of the Rights of Man. Approved by the National Assembly of France August 26, 1789

- The representatives of the French people, organised as the National Assembly determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man
- On 27 August, the National Assembly adopted a set of revolutionary ideas called a **Declaration of the Rights of Man and the Citizen** as an introduction to the new constitution.
- The document was inspired by the **American Declaration of independence and Constitution** and **the English Bill of Rights**.
- The document had various articles such as
 - a. Men are born free and equal in rights. Social distinction may be founded only upon the general good
 - b. The second article stated the aim of all political association is the preservation of natural and imprescriptible rights of man. These include liberty, property, security and resistance to oppression
 - c. Other specific rights declared included access to public office based on talent, freedom of speech, religion and press; nobody was to be imprisoned except by forms of law decided by the people. They also removed a tax-free status for the nobles

G. Womens March on Versailles (The October Days: October 5-6)

- On October 5, 1789 a huge crowd of militant women of about 7000 armed with broom sticks, swords, spears, swords, pistols and muskets marched to the kings palace in Versailles.
- They demanded that the **price of bread and food to be brought down** and **that people who were unpatriotic towards the revolution be punished**
- They also demanded the king and his royal officials to move to the **Tuileries palace** in Paris to address the problems
- The following day on 6 October, women forced the king and his wife at knife point. These events came to be known as the **"October Days"**

Church versus the Assembly

- The Assembly tried to bring the Catholic Church under strict state control.
- Consequently, the **Civil Constitution of the Clergy** was passed in July 1790 and the king was forced to sign it and it demanded the following
 - a. The clergy was to be elected by people
 - b. Clergy to be paid salaries by government.
 - c. The clergy had to take an oath of loyalty to the state.
- **The Pope of Rome was to have no power of altering elections or other matters decreed by the state**
- All over France, even **Pope Pius VI condemned the constitution**. In this way the **government lost the support of the church**
- **NB.** The political clubs were established by people who wished to discuss government policies. One of the most influential political clubs during French evolution was the **Jacobins**; named after the former **Jacobin monastery** where the club held their meetings in Paris
- **The Jacobins were divided into two factions as follows**
 - i. **Mountain**-also called the **Montagnards**.
 - They got their name from the fact that they sat along the top benches of the assembly.
 - These were the most radical or extremist faction of the Jacobins led by Maximillien Robespierre
 - The Mountain opposed Girondists and eventually gained control of the club.
 - ii. **Girondists**-
 - Their name came from ha fact that many members were from the district of Gironde in Bordeaux
 - These were less radical. Many Girondists were executed at the start of **the Terror** for opposing Robespierre
- **Other political clubs included the Cordeliers led by Georges Danton, Pantheon, the Feuillants and the Society of 1789.**

H. Flight to Varrenes, June 20-21, 1791

- After the humiliation of signing the constitution, the royal family attempted to escape to Austria.
- **He planned to form a counter-revolutionary army to take back France.** However, Louis XVI was arrested at Varrenes just a few miles away from Austria border and was escorted back to Paris

- The trust of the French people in Louis dissolved as a result of this
- In the aftermath of the Flight to Varrenes, there was widespread discontent with the monarchy fuelled by the indecision of the king in signing the 1790 constitution.

I. **Champ de Mars Massacre, July 17, 1791**

- On 17 July 1791, a large crowd of approximately 50,000 had gathered on the Champs de Mars in Paris to sign a petition **calling for the abdication of the king** and for the king to be placed on trial for the crime for **abandoning his position**. Things got out of hand when two suspicious people turned on.
- **Concerned with safety and security with the large number of people**, the mayor of Paris declared martial law and called National Guard led by **Marquis Lafayette** to disperse the crowd.
- People started throwing stones at the Guards and Lafayette ordered an open fire on the crowd which killed as many as 50 people. These killings came to be known as **Champs de Mars Massacre**
- In September, people elected the Legislative Assembly, mostly dominated by the **Jacobins**. It drew up a constitution that maintained the monarch where the king was only the head of state, thus stripping the monarchs autocratic powers. **France was now a constitutional monarchy**; the king shared his rule with Legislative Assembly, but **had the power to stop (stop) laws he did not like**. He also had the to choose ministers

J. **The storming of Tuileries, June 20 1792**

- Urban workers and peasants organised themselves into a group known as the **Sans culottes**. These people marched to kings Tuileries Palace in Paris and demanded that he wear red bonnet (a symbol of revolution) and toast the nation
 - The crowd also demanded that he ends his veto powers and recall Girondin ministers. However, the king refused these demands and the crowd dispersed
- NB.** The name **Sans culottes** literally meant, **without culottes** which were the **knee breeches** that the privileged wore

K. **Overthrow of the Monarchy, August 10, 1792**

- The Paris Commune was moderate from its formation in July 1789 and turned radical from early August 1792
- The **Insurrectionary Paris Commune** led by George Danton, Camille Desmoulins and Jacques Herbert took possession of the **Hotel de Ville**. (took control of the Commune)
- Next day on 10 August, the **Insurrectionary Commune** organised 20,000 people for a demonstration against the king
- While the Assembly was meeting to elect a National convention that would write a new constitution, angry mob attacked the **Tuileries palace on August 10 1792**. As the crowd marched and they called for overthrow of the king, the National Guards switched sides and joined the demonstrators while the Swiss Guards remained loyal and fired at the crowd.
- The crowd invaded the palace and murdered all guards and servants alike in their sights.
- **The National Assembly** and **the king** fearing for their lives recognised **the commune** and agreed to set up a new parliament elected by **universal male suffrage** (all adult males given the right to vote).

- They agreed that the king handed to the people

L. The September Massacres (2-6, September, 1792)

- With the imminent invasion from Austrian/Prussian forces, there were fears that the prisoners (most of whom were sympathisers of the king) would be freed and will join the attacking forces against the revolutionary forces.
- **Jean-Paul Marat**, a leader of radical revolutionaries, organised mass killings of prisoners **to prevent counter revolutionary**
- Therefore, from 2 September, bands of assassins went from prison to prison and quickly condemned around 1,200 prisoners to death

M. The Republic is declared, September 22, 1792

- Following the arrests of Louis XVI and Marie Antoinette, the **Legislative Assembly** disbanded and replaced itself with a new political body named **National Convention**
- The **National Convention** (Legislative Assembly) was set up, elected by universal male suffrage to provide a new constitution after the deposition of the king.
- Next it **declared France a republic** meaning the abolition of the monarchy
- Due to this declaration, what remained was to decide the fate of the king Louis XVI. Two opposing groups, the **Girondins** and **the Mountain** were fully at dispute over this. Both groups came from the same political club of Jacobin
- **Girondins were moderate** and wanted the king to be exempted from execution while the **Mountain were radical** argued that the king should be executed in order to assure the revolutions success. The Mountain were successful

French Revolutionary Wars

- **The French Revolutionary Wars** were a series of major conflicts fought between the **French Republic government** and **several European monarchies from 1792 to 1802**
- On April 1792, the **Legislative Assembly (Frances governing body)** declared war on Austria. They were worried that Austria would attempt to reinstate king Louis XVI on the throne and felt that they had to act to defend their new republic
- Monarchs throughout Europe were concerned about the events that had taken place in France. In an effort to prevent the spread of the spread of revolutionary ideas to their countries, Austria and Prussia threatened war on France on July 25.
- On 27 August 1791, **Leopold II** of the Holy Roman Empire/Austria, **Frederick William II** of Prussia, and Louis XVI's brother-in-law **Charles-Phillippe** issued a **Declaration of Pillnitz**. The declaration asked for
 - i. Louis XVI to be set free
 - ii. The National Assembly to be disbanded. They threatened to invade France if their requests were ignored
- Soldiers were sent from Great Britain, the Netherlands, Spain, and Sardinia and formed an alliance known as the **First Coalition** to fight against revolutionaries in France. On 25 July, Austria and Prussia issued a warning of war, known as the **Brunswick Manifesto**, which

reached Paris on July 28. The Brunswick Manifesto promised that if the royalty is hurt, then the French civilians will be hurt too in the invasion

- The Jacobin leaders took extreme steps to meet the new danger. A **levee en masse** which literally means **mass uprising** was decreed by National Convention on August 23, 1793: this was a policy of mass national conscription of French citizens for service in the Revolutionary war.
- They drafted into the army 300,000 men in February 1793. Women asked for the right to form regiments to defend the country. By 1794, the number of recruits had reached 800,000
- On 20 September, 1792, Prussian and French artillery opened fire in a long range duel. Then the allied Austrian and Prussian forces under **Charles William Ferdinand**, Duke of Brunswick, quickly crossed the frontier and began to march on Paris.
- The war had devastating effects on France. Food shortages and poverty ran rampant throughout France, threatening to tear the country apart
- Just as it looked like the armies of Prussia and Austria would defeat France, the French armies pulled off a stunning victory at **Valmy**; a city less than 100 miles away from Paris.
- This victory boosted the morale of French troops and turned the tide of the war

N. Execution of Louis XVI

- In November, 1793 the revolutionaries discovered evidence in the Tuileries palace that Louis XVI had been in contact with the émigrés
- Therefore, Louis was seen as conspiring with the enemies of the Republic
- Consequently, Louis XVI was tried and convicted of treason in December. He was executed on 21 January 1793 using the **guillotine**, a machine adopted by the revolutionaries for beheading, or cutting off heads of condemned people

NB. Émigrés were Nobles and others who left France during the peasant uprisings and hoped to come back to restore the old system

O. The Reign of Terror (1793-94)

- **Reign of Terror** refers to a bloody period of the French Revolution during which the government executed thousands of its opponents and others at the guillotine
- During this period, the republican government was temporarily suspended, power was concentrated in the hands of small group of revolutionaries called the **Jacobins**
- On April 6 1793, the National Convention set up the **Committee of Public safety**, a kind of secret police to protect the republic. The committee of Public safety had the following duties
 - a. Issuing of decrees
 - b. Appointment and dismissal of officials
 - c. Control of all government departments

- Thus, through its leaders **Georges Danton of Cordeliers political club (from April to July) and (later dominated by Maximillien Robespierre of Jacobin)** the committee was successful in containing both domestic and foreign threats
- However, **with evidence of rebellions across France**, the **National Convention** and the **Committee of Public safety led by Maximillien Robespierre** of the radical group called **Jacobin club** set in motion an effort that came to be known as the **Reign of Terror**

Why the government instituted a reign of terror?

- i. protect the revolution from the people perceived to be against the revolution (**enemies of the revolution**)
 - ii. protect the country from foreign invaders
- The Convention silenced the press and began to arrest leading extremists. They went on to suppress and close popular women clubs in the country. On 16 October 1793 **Marie Antoinette** was found guilty of treason by Revolutionary Tribunal and was executed. **Olympe de Gouges** was also guillotined
 - The Commune under the leadership of Jacques Herbert attempted to wipe out Christianity in France by promoting the **Cult of Reason**. They did the following
 - a. In Notre Dame cathedral, the statue of the virgin Mary was removed, replaced by an Opera dancer as goddess of liberty
 - b. The Christian calendar was not spared; September 22 became the beginning of the French calendar. The new calendar had no Sundays and had a 10-day week instead of seven
 - Danton and Maximillien Robespierre opposed this policy of **de-Christianisation**. Together, they plotted against the Commune. In March 1794, Herbert and his supporters were arrested and guillotined
 - Then the two disagreed on the policy of terror, **Danton preferred an end to the policy**. However, **Robespierre thought Danton was trying to prevent the spread of revolution outside France**. He therefore, had Danton also guillotined on 5 April 1794
 - Thereafter, Robespierre gained control of the Commune and the Committee of Public Safety. Eventually, he became a dictator with power to arrest and to drag anyone to the guillotine
 - The terror was extended to provinces where representatives of the Committee moved about with **portable guillotines** or through **drowning known as "vertical deportations"**
 - Thousands of people perished within two months of Robespierres rule. In Paris alone, at least twenty-six people were being executed per day. Almost 17,000 people were killed by official executions during the reign of terror
 - It was now the turn of Robespierre to be arrested. He tried to commit suicide in order to escape the guillotine, but was prevented.
 - The Revolutionary Tribunal condemned him and he too was sent to death by the guillotine on July 28, 1794. This reaction against Robespierre is called **Thermidorian Reaction**

- **NB** *The **Thermidorian Reaction** was a parliamentary revolt initiated on 9 **Thermidor**, year II (July 27, 1794) which led to the fall of Robespierre and the collapse of reign of terror*
- ***Thermidorians** formed a coup d'état against Maximillian Robespierre who was executed with his supporters*
- ***Thermodor** was the eleventh month in the French republican calendar. The month was named after the Greek word **thermos** which means heat. It started on July 19 or 20*

The Government of the Directory (1795-1799)

- After the fall of Robespierre, the policy of terror was abandoned. The National Convention adopted a new constitution under which France would be governed by the **Directory of five**. It also set up a two-house legislature consisting of the
 - a. **The lower house, called the Council of Five Hundred representatives** which made law proposals
 - b. **Upper house, called the Council of Elders (a total of 250 senators)**, which accepted or rejected the proposed laws
- **Members of the two houses were chosen by electors.** There were only 30000 individuals eligible because of the qualification conditions electors had to satisfy. For example, they had to be owners or renters of property worth a certain amount or tax payers
- The day to day **government activities were carried by of five individuals; this was the executive committee which assumed leadership of a country with the support of the Legislature.** Each of the five was to retire each year with successor elected through Legislature
- The government led by the Directory was faced with a number of challenges such as
 - i. **Corruption**
 - ii. **Continuing economic challenge**
 - iii. **Political enemies** especially the royalists and radicals. The royalists wanted to bring back the monarchy which they believed offered better leadership while radicals were unhappy towards the turn of moderation. They both planned against the government
- The survival of the Directory led government relied on military. This had its own challenge such that **in 1799 a coup d'état (military takeover) occurred.** A popular military general, **Napoleon Bonaparte**, overthrew the government

The role of women in the French Revolution

1. March on Versailles

- Women of Paris courageously marched on Versailles to present the peoples grievances to the king. They forced the monarch to move to Paris

2. Demand for equal rights with men

- Women fought for equal rights with men. **Olympe de Gouge** wrote the **famous Declaration of Womens Rights** in 1791 in which women would enjoy equal rights to property as well as public office.

3. Formation of Political Clubs

- Women formed political clubs which helped in the spread of revolutionary ideas among them.
- One of the clubs notable leaders was **Jeanne Roland**

4. Protests by working class women

- The working women often protested and fought in the street battles whenever their rights and interests were threatened. For instance, in July of 1794 the **Jacobins** were succeeded by **Thermidorians**.
- The new government made laws that prohibited petitions and political clubs or groups, women again petitioned and protested. Another example was on the 1790 law that required a clergy to take an oath of loyalty to the state. The protests and demonstrations were mostly led by women

5. Participating in non-combat activities during war

- Women participated in non-combat activities whenever there was war. They were making tents and clothing which were to be used by soldiers in the war

6. Fighting alongside men in the army

- Though leaders of the revolution did not approve women in the army, however, many fought alongside men whenever war between their country and foreign troops occurred.

7. Women attended many meetings and participated in the attack on the National Convention

8. Providing their husbands and sons with moral support

- Women gave their husbands and sons moral support to forge ahead with the revolution

9. Cheering revolutionary leaders in the national assembly

Reaction of the revolutionaries to the involvement of women in the revolution

- Women, however, met some setbacks. As the revolution progressed, their rights to express themselves in public came under attack from the authorities.
- In 1793, a committee of the **National Convention declared that women lacked the moral and physical strength necessary to practice political rights**. Therefore, women met the following
 - a. Womens revolutionary clubs were banned
 - b. Those women who violated the ban were arrested and imprisoned
 - c. Some women were even beheaded. E.g. **Olympe de Gouge** was beheaded in 1793

NAPOLEON BONAPARTE

- Napoleon Bonaparte was born in 1769 at **Ajaccio** in the Island of Corsica in the Mediterranean Sea. This was soon after the island was taken up as territory of France from Italy.

- His father was **Carlo Bounaparte**, a lawyer and his mother was **Marie-Letizia Bounaparte**
- Noticing his natural ability and intelligence, his parents enrolled him in the military academy of **Brienne** at the age of 10. He completed his course at the age of 15. He went back to Corsica, but when he fell out with the rebel leader **Pasquella Paoli**, he was forced back to France and adopted the French version of his name, **Bonaparte (from Bounaparte)**
- He quickly rose in the ranks of French military and became a Brigadier at the age of 24.
- In 1795, Napoleon led soldiers against French royalists who were attacking the National Convention. For this, he was thought of as the saviour of French Republic
- When the government of Directory became unpopular, the houses backed Napoleon Bonaparte who seized power in the **Broumaire coup d'état**, on November 9, 1799 thereby removing the government of Directory. Napoleon then assumed dictatorial powers
- Napoleon carried on with the revolutionary wars against European countries
- The Napoleonic Wars continued the wars of the French Revolution until his final defeat in 1815 at the **battle of Waterloo**

The role of Napoleon Bonaparte in the French Revolution

1. Restoration of peace in France

- Within a year of his rule, Napoleon ended the wars between France and several European states and brought about treaties that would give France and Europe peace

2. Spread of the Revolution to other parts of Europe

- Napoleon helped to spread Revolutionary Ideas to other parts of Europe. In the conquered countries, Bonaparte set up republics based on the French republican system. For example, his legal code was imposed in the new republics

3. Codification of the laws

- Bonaparte ordered the re-writing of the French Laws. The new laws ensured uniformity and equality
- There were seven codes of law in total, but the most important was the civil code which was called the **Napoleonic Code** or **Code of Napoleon**
- According to the **Code of Napoleon**, everyone was treated equal before the law. The code provided for trial by jury and religious tolerance.
- However, the code was weak in certain respects. For example, some parts did not promote rights of other people
 - a. Firstly, Male head of households were given complete authority over their wives and children.
 - b. Another weakness was that its valuing order and authority over individual rights.
 - c. The divorce law made difficult for women to obtain divorces and made women **less equal than women**

- d. The property inheritance law also weighed in favour of sons while neglecting daughters
- e. Press freedom was also limited as Napoleon shut down sixty of seventy three newspapers in France

4. A new system of government administration (bureaucracy)

- Before Napoleon, the country was divided into departments or provinces, but he set up a centralised and bureaucratic state system. Under his rule, promotion was based on ability only
- Europe soon copied his model of governance.

5. Education

- He made important reforms in education. State controlled schools were increased. Napoleon built technical schools in order to improve industrial sector. He established the University of France

6. The Concordat (Peace with the Catholic Church)

- In 1801, he signed an agreement or treaty with the **Pope (concordat)**.
- This agreement recognised the Catholic Church (the oldest enemy of revolution) as the religion of the majority of French people. In return, the **Pope agreed not to ask for return of the church lands seized during the revolution**. The Catholic church was no longer the enemy of French government
- In the end, the Concordat strengthened Napoleons position

The contributions of the French Revolution to the modern world

1. Constitution

- The French wrote a constitution which became a model of the constitutions used by many countries in the world today. The assembly came up with the idea of separation of authority. The king was the head of state, the Legislative Assembly made the laws

2. The Tricolour flag

- The Revolutionaries designed **a three-colour flag of red, white and blue**
- Many countries today have developed three-colour flags which express devotion and nationalism

3. Individual Rights

- The National Assembly passed the **Declaration of Rights of man and citizen** in 1789. This was the document that gave individual rights to humankind. Similarly, the United Nations adopted the Universal Declaration of Rights in December 1948 which almost every country today is obliged to follow
- The **Bill of Rights** has been included in the constitutions of many countries. All this reflects influence of the French Revolution

4. Separation of church and state

- The **de-Christianity policies** of 1793 led to strict separation of the church and state. This is also true in several countries in the modern world

5. Judicial System

- The **civil code of Napoleon** remains the basis of the French Law. In addition, most European legal systems have been influenced by the code

6. The fall of Feudal System

- The French Revolution promoted equality as ideal for all citizens, hence forcibly eliminating traditional rights and privileges of the aristocratic class.
- European nations followed the example of France to end **feudalism** in a revolutionary way

7. The idea of nationalism

- The French revolutionary principles were exported and imposed on much of Europe which led to the rise of nationalism.
- Nationalism was one of the key principles of the revolution and that people should think themselves as citizens and have as their highest and only source of identity, **the nation-state**.

8. The idea of the "revolution"

- The French Revolution was a source of inspiration to radicals all over the world who wanted to destroy absolute leaderships in their countries
- For the past 200 years, revolutionaries have regarded the French Revolution as the model e.g. **Russia, China** and **Cuba** were inspired by the French example.

CHAPTER TWELVE

NATIONALISM AND INDEPENDENCE MOVEMENTS IN AFRICA

A. Ghana

Nationalism and Independence in Ghana

- **Nationalism** is the feeling held by people of a particular territory or nation that they should be able to form their own country and run their own affairs
- Before independence, Ghana was called **Gold Coast**
- Ghana was the first colony to achieve independence

Reasons why Ghana achieved independence earlier than other African countries

1. It was because people of Ghana developed political awareness earlier than elsewhere in sub-Saharan Africa
2. It was also because people of Ghana had long history of contact with Western Europe. Due to this western influence, the people of Ghana developed political awareness earlier than elsewhere in sub-Saharan Africa

Reasons for the Growth of Nationalism in Ghana

1. Economic wealth

- The economy of Ghana was based on growing cocoa
- In the years following the Second World War, there was high demand for cocoa in Europe, so farmers received good prices for their crops.

- However, the farmers were unhappy because the Cocoa trade was controlled by a small number of British companies, which regulated prices.

2. Pan-Africanism

- The **idea of Pan-Africanism** had great influence on Kwame Nkrumah who attended **the fifth Pan-African congress** in Manchester in 1945 with other African leaders like **Kamuzu Banda** of Nyasaland, **Jomo Kenyatta** of Kenya.
- When Nkrumah returned home, he was determined to free his country from colonial rule

3. Western Education

- The British promoted civilization in Gold Coast by building schools, for example, the Achimota College. The Gold Coast had the best developed educational system in Africa. This western education led to development of nationalism in the following ways:
 - a. Education was not evenly distributed as majority of schools were located in the prosperous southern part of the colony. This made Africans unhappy with the colonial administration
 - b. Western education produced an educated class of people who became leaders of nationalism movements. For example, **Nkrumah** and **Dr. Danquah** organized political parties that fought for independence
 - c. Western ideologies inspired educated Africans to point out the weaknesses of the colonial government and enabled the leaders to propose the ideal solutions to the problems of the masses

3. Urbanization

- As people moved to towns to seek employment, a group of people known as **working class** emerged. These people encountered poor conditions in towns and were open to political ideas that promised to improve their lives, such as **nationalism** and **self-rule**.
 - In urban areas people were also exposed to organizations of labour unions which aimed to fight for better working and living conditions. This experience convinced urban Africans that conditions would be better if they ruled themselves
- NB. Urbanization** is the movement of people from rural to urban areas

4. African participation in the colonial government

- Since Gold Coast was peaceful, the British allowed some Africans in the running of the government, hence there were some Africans in the **Legislative Council** of the Colony
- However, Africans were not happy because only a limited number of Africans were allowed to participate in the running of the government

5. The effects of the Second World War

- The end of second world brought several problems in Ghana.
- a) The first problem was that **ex-service men (war veterans)** were angry because the colonial government could not provide them with jobs. Hence many of them did not want British colonial administration in Ghana
- b) Secondly, the **end of Second World War** led to the rise of prices of goods. This made the ordinary people to be unhappy with colonial rule

6. The Cocoa Industry

- a. **The government order to cut down cocoa trees**
- The people of Ghana depended on the Cocoa industry, however, the cocoa trees were attacked by the swollen shoot diseases
- Then British colonial authorities told the farmers to cut down the affected trees in order to stop the spread of the diseases, this made the farmers to think that the British wanted to destroy the cocoa industry
- Therefore, many of them were against British Colonial rule

b. lowering of cocoa prices on the world markets

- The British regulated the cocoa prices at the market to the disadvantage of Africans, who often poor villagers. Hence African farmers became frustrated and hated the colonial government.

Early Nationalism in Ghana

- Among the early prominent nationalists was African lawyer **Joseph Casely Hayford**. In 1917, he formed the National Congress of British West African Colonies which included Gold Coast, Nigeria, Sierra Leone and Gambia.
- At its meeting in London in 1920, the Congress demanded substantial reforms in the administration of these colonies as follows
 - a. That Africans should be appointed to the Legislative Council (parliament)
 - b. That a university for British West Africa be set up
 - c. That African lawyers and doctors be appointed into the colonial administration
- However, the colonial secretary **Lord Milner**, rejected its demand
- In 1925, a new constitution was introduced. Out of the ten unofficial seats in the Legislative Council (**parliament**) only three were reserved for Africans.
 - As a colony Ghana was ruled by the Governor who was assisted by an advisory council which by 1945 had only two Africans. This displeased Africans who wanted a change.

The Burns constitution and its Development

- In 1946, the colonial government under **Sir Alan Burns** introduced changes to the Gold Coast Constitution
- The constitution that was formed was called the **Burns Constitutions**. Named after the Governor Sir Alan Burns

Changes introduced by the Burns Constitutions

- i. It increased the number of Africans in the Legislative Council so that Africans formed the majority Legislative Council
 - ii. Africans were also appointed to the Executive Council. These Africans were responsible to the government to the people
- However, many Africans were not happy with the Burns Constitutions for the following reason
 - i. It did not give a responsible government to the people of the Gold Coast. This is because the governor still had the power to block laws
 - The peoples dissatisfaction with the Burns Constitution led to an increase in nationalistic feelings which in turn led to the formation of the first political party in Ghana called **United Gold Coast Convention (UGCC)**

A. The UGCC

- The UGCC was formed in 1947 by **Dr. Joseph B. Danquah, FA Awoonor Williams** and **George Grant**
- The leader of the UGCC was **Dr. Danquah**

Why the UGCC was formed

- It was because the people were unhappy with the Burns Constitution

Aims of the UGCC

1. to achieve self-government for the people of the Gold Coast as soon as possible by constitutional means only
 2. to fight for self-government in the Gold Coast within a shortest period of time
 3. to urge the Colonial Government to reduce the rising costs of goods after the second world war
- in 1947, Dr. Danquah invited **Kwame Nkrumah** to return from Britain to become the General secretary of UGCC
 - Nkrumah organized youth groups in the UGCC and become very popular

Why UGCC was popular among people in Gold Coast

1. Nkrumah's radical moves in pressing the colonial government to grant Gold Coast an immediate Independence. He also associated the party to the local mass who began to support UGCC as a weapon to end colonialism in the country
2. The presence and support from ex-service men who on 28th February 1948, rioted against poor economic policies of the colonial government. To free themselves from such conditions, they aligned themselves to UGCC.
3. The Colonial policy of cutting down the affected cocoa plants aroused anger among farmers who began to hate the colonial government and supported the UGCC.
4. The control of trade by the Europeans reduced the selling price of farm produce, at the same time the cost of European made products increased. African chiefs held riots in Accra and Africans supported the native pressure groups to end such problems

The 1948 Rioting and its results

- In 1948, a riot took place in the Gold Coast
- The people of the Gold Coast rioted **because they were unhappy with the economic conditions in Ghana**
- Prices of imported goods went up and cocoa prices were also lowered
- In February 1948, the discontent turned into riots by ex-servicemen in the capital, Accra and other towns
- In the riot, two people were killed and others were wounded
- The British Colonial administration blamed the UGCC for the disturbances and arrested six of its leaders including Nkrumah and Dr. Danquah

Weakness of the UGCC

- i. Its members were drawn mainly from the rich and educated people. Hence the party did not present people of Ghana
 - ii. The party was conservative because it did not want to bring radical change
 - iii. The party insisted on using legal and constitutional means to achieve independence even though it would not work
- However, Nkrumah later abandoned the UGCC and formed his own party known as the **Convention Peoples Party (CPP)**

Reasons why Nkrumah resigned from UGCC?

1. He felt that the group was too **conservative (resistant to change)**
2. He felt the party was dominated by the members of the elite
3. He attacked the party because its leaders were ready to cooperate with the British
4. He was sidelined in the **Coussey Committee** which comprised of 38 Africans.
- Nkrumah resigned from the UGCC in 1949, together with his close assistants, **K.A Gbedenah** and **Kojo Botsio**

B. Convention Peoples Party

- it was formed on 12th June in 1949 by **Dr. Kwame Nkrumah, Kofi Botsio** and **K.A Gbedenah**
 - **Aims of the Convention Peoples Party**
- i. **To fight for an immediate independence of Ghana.**
 - Nkrumah associated himself with all classes of people (the youth, the learned, business people, school leavers, the unemployed, and villagers) who were empowered to be patriotic and liberate their country from the colonial rule. Nkrumah used the famous slogan **Self-Government Now** which showed desire to have Africans rule themselves
 - The policy of the CCP was for **"self-Government Now"**

- This was different from the policy of the UGCC, which was prepared to cooperate with the British to win self-government sometime in the future
- ii. **Foster nationalism in non-violent way (Positive Actions)**
 - Nkrumah wanted to use **Positive Action** to put pressure on the colonial government to grant independence to Gold Coast
 - **Positive Action** referred to the use of non-violent means like strikes, boycotts and non-operation in order to push for reform
 - Africans began to boycott purchasing goods from European and Lebanese shops, looted shops in 1948 and released prisoners after attacking jails.
 - Nkrumah hoped that positive action would compel the British to grant independence to the Gold Coast
- iii. **Promote unity among people**
 - The party wanted to unite all classes of people for self-rule to be attained. Nkrumah also wanted to unite West African States to fight for self-rule
- iv. **To let Gold Coast to develop its own socio-economic and political system. (Socialism)**
 - Nkrumah hoped to use socialism to improve the lives of people of the Gold Coast; as Africans traditionally are bound by a communal type of life
 - This meant that the state would play a great role in laying down economic and social reforms

Comparison of the UGCC and the CPP

UGCC

- i. UGCC was conservative and constitutional in attaining self-rule, it cooperated with Colonial Government while CPP was radical (**militant**) in forcing the colonial government to step down from ruling Gold Coast
- ii. UGCC members were middle class people, the urban elite where as CPP involved all sectors of life: the ex-servicemen, poor cocoa farmers, school leavers and educated radical who wanted the colonial government change some of its policies
- iii. UGCC believed in attaining independence in the distant future where as CPP believed in immediate independence

Nkrumahs activities that made him win support in the Gold Coast

1. He established party branches countrywide
2. He formed youth groups in Accra and national wide
3. He promised boycotts, violence and strikes to force the colonial government change some of its policies the (**positive action**)
4. He demanded for a self-government now
5. His stand on criticising the colonial government poor policies
6. His demand for a constitutional review to allow Africans have a universal vote and occupy key positions

Why the CPP attracted the support

- i. It promised industrial development
- ii. It promised jobs for all people
- iii. It promised free primary education and national health service
- iv. It promised equal opportunity for all people

Roles played by political parties in fostering nationalism in Gold Cost

1. Providing the mass with proper leadership that guided people to resist the colonial rule
2. Acting as the mouth piece of the masses against the oppressive colonial policies and demand for self-rule
3. Promoting solidarity among people to resist colonialism through riots and strikes.

The reactions of the colonial government to the nationalist movements in Ghana

- Nkrumah called for non-violence campaign called **Positive Action (a campaign based on Mahatma Gandhi of India)**
- The Positive Action involved **boycotts, strikes** and **non-violent demonstrations**. The campaign was to force the British government to grant self-rule
- In January, 1950, Nkrumah called for countrywide strikes and boycotts although the government had banned strikes.
- Most public services such as **buses and railways stopped functioning**. The demonstrations turned violent, characterised by looting and death of people.
- In reaction to violence, the colonial government declared a **State of Emergence on 20 January 1950**. Nkrumah and other CPP leaders were arrested. Nkrumah was arrested on charges of sedition and organising an unlawful strike. In addition, the **Accra Evening News** was banned.
- **NB. A state of emergence** is a situation in which a government is empowered to perform actions that it would normally not be permitted. It can be declared during a disaster, civil unrest, or armed conflict
 - However, later the British sent lawyer **Aiken Watson** to be chairman of the commission of inquiry on the causes of violence
 - The commission formed was called the **Watson Commission**

The Watson Commission

- It was formed in 1949
- The chairman of the commission was **Aiken Watson**.

Why the commission was formed?

- To found out the causes of the 1948 violence.

Findings of the Watson Commission

The Watson Commission Found Out That:

- Educated Africans were irritated by being sidelined in the administration of their country
- Educated people felt that the chiefs should not have political roles. Most people saw chiefs as instruments of British Policy
- The Burns Constitution did not satisfy the needs of the people of the Gold Coast

Recommendations of the Watson Commission

- It recommended that the **colony be given responsible government**.
 - This meant that the government had be accountable to their voters not to the Governor
 - It also recommended **an increase in African representation on the Executive Council**.
 - African representation was supposed to be in majority and highly involved in formulating government policies and be responsible to the legislature
- The Watson commission report was accepted by the colonial office in London
 - However, the British government appointed another commission to implement the recommendations of Watson commission
 - This new commission was headed by an African Lawyer **Sir Henly Coussey**
 - The commission was known as the **Coussey Commission**

The Coussey Commission

- This commission was made up of thirty-eight African members chaired by Sir Henry Coussey
- The members of the Coussey Commission included chiefs, leaders of the UGCC and other people
- Kwame Nkrumah was not invited to become a member of the Coussey Commission

Recommendations of the Coussey Commission

- It recommended that:
 - The Legislative council should be enlarged (increased)

- ii. African members of the Legislative council were to be elected and not nominated as was the case with of Burns Constitution.
 - iii. Executive council be turned into a kind of cabinet that is responsible for the legislature
 - iv. The Executive Council should have an African majority
 - v. The governor was to have the final say on all important decisions
- The report of the Coussey Committee was accepted by the British Government
 - As a result, a new constitution was drawn up for the Gold Coast
 - Following the new constitution, the first elections were held in Ghana in which the CPP won many seats
 - The CPP became the largest party in the legislature and could form a government
 - Nkrumah, who by then was in prison, was released and he became Prime Minister of the government
 - However, the British governor still had final authority

THE INDEPENDENCE OF GHANA

- Nkrumah pressurized the British government to produce another constitution that would give complete power to the Africans.
- So in 1954, a new constitution was drawn up for the Gold Coast

Changes Introduced by the 1954 constitution

1. That the Executive Council should comprise Africans only
2. All members of the Legislative Council were to be directly elected
 - As a result of the new constitution, **elections were held in September 1954- The CPP won 71 out of the 104 seats**
 - The parties that opposed the CPP during this election were the
 - a. **National Liberation Movement (NLM)** with its supporters drawn from Ashanti region; whose people did not like to come under the authority of people from the coastal region like Nkrumah after independence. These people therefore favored a federal form of government with the hope that it would give them some powers over the government of their state.
 - b. **Northern Peoples Party**
 - c. **Togoland Congress**
3. Britain insisted that new elections to be held again to determine the popular party in Ghana. The CPP won this election held in July 1956
4. On 6 March 1957, Gold Coast then became independent and took a new name, **Ghana. Nkrumah became the head of government and Governor became the head of state. Ghana became a republic in 1960 and Nkrumah became the president.**
5. The last British governor of Ghana was **Sir Charles Aden-Clarke**

Contributions of Ghanas Independence to Africa

1. The independence of Ghana was an inspiration for national movements in other African countries
2. Nkrumah encouraged nationalism in Africa. He preached for a struggle against independence and underdevelopment
3. The independence of Ghana encouraged other European countries to speed up decolonization

CHAPTER THIRTEEN

NATIONALISM AND INDEPENDENCE MOVEMENTS IN MALAWI

- Malawi formerly known as Nyasaland, was declared a British Protectorate on **14th May, 1891**
- Sir Harry Johnston became the first **Her Majestys Commissioner and Consul General** for Nyasaland
- The country was known as **Nyasaland Protectorate** from 1891 to 1907
- In 1907, Nyasaland received the first constitution known as the **Crown Colony Constitution**. This was during the administration of Sir Alfred Sharpe who had replaced Sir Harry Johnstone.
- The name **Nyasaland** was also adopted under this constitution in 1907
- The head of government was the **Governor**. The Governor was assisted by an **Executive Council (Cabinet)** and **Legislative Council (parliament)**. Sir Alfred Sharpe became the first governor of Nyasaland
- Since Nyasaland had no valuable minerals and had little industrial development, it attracted very few European immigrants to settle in Nyasaland. Therefore, there were very few Europeans to be chosen as administrators, hence the government was mostly controlled from Britain rather than settlers as was the case with elsewhere in Central Africa such as Northern Rhodesia and Southern Rhodesia (Zambia and Zimbabwe) or Gold Coast (Ghana) in West Africa

Factors that led to the rise of nationalism in Malawi

1. Religion

- Religion played an important role in the Malawian protest against colonial rule
- For example, **Eliot Kamwana**, leader of the Watch Tower Movement preached against taxation
- **Charles Domingo**, who started separatist churches among the Ngoni, condemned the treatment of Africans on European states
- **John Chilembwe**, leader of the providence Industrial Mission, staged uprising in 1915 against colonial rule

2. Effects of the First and Second World Wars

- Africans initially believed that the white man is **invincible or unbeatable**, however, during the **First and Second World Wars**, they fought along with whites and saw them being killed. This removed the belief that the European was unbeatable and encouraged Africans that they could fight and end colonial rule at home
- Malawian soldiers fought in the Second World War and many of them were sent to North Africa and the Far East
- The war broadened their mental horizons and made them long for political change in their homeland

3. Colonial Government policies on land, labour and taxation.

a. Policy on land

- Most people in Malawi lost their land to the white settlers, especially in the Southern Region and Nkhatabay were forced to migrate to hilly, swampy and unfertile areas

b. Policies on labour

- The colonial Government introduced **Thangata System**. This was a form of forced labour in which Africans worked as payment for rent. Under this system, the land owner could demand labour from a tenant in place of rent for the land. Africans were ill-treated and the work itself was irksome. Many Africans resented this system

c. Taxation policies

- Africans were highly taxed and suffered from acute economic problems as they had no sources of revenues

- Those who failed to pay were tortured or sometimes had their wives and children taken as hostages
- Therefore, Africans hated these oppressive colonial policies and they wished for **self-determination**

4. The Federation of Rhodesia and Nyasaland

- Nationalism increased in Malawi when the British proposed to establish a federation of Rhodesia and Nyasaland. This caused great opposition in Nyasaland due to the following reasons
 - a. The chiefs feared that the federation would rob them of their power
 - b. Migrant laborers from Nyasaland did not want the system of **pass laws** and **racial segregation** in Southern Rhodesia introduced in Nyasaland
 - c. They also feared that this would delay the attainment of self-government
- Hence the federation intensified the desire to achieve independence from the British

NB Federation of Rhodesia and Nyasaland also known as **Central African Federation** was a political union of Southern Rhodesia, Northern Rhodesia and Nyasaland.

5. The Chilembwe uprising

- In 1915, Reverend John Chilembwe ran into conflict with the white settlers. This was because Chilembwe was unhappy with how some estate owners treated African workers especially on Bruce Estates.
- There were disagreements between Chilembwe and William Jarvis Livingstone, the manager of AL Bruce estate at Magomero.
- The rising of Chilembwe marked the beginning of African Nationalism in Malawi. Africans began to believe that it was possible to liberate their country from colonial rule

6. Western Education

- The missionary schools produced a class of educated Africans who began to question some colonial policies. These people encouraged others to resist colonial rule. E.g. Elliot Kamwana, a product of Livingstonia Mission schools, preached against taxation

7. Labour Migrations

- Many Malawians travelled outside the colony to work in the copper belt of Northern Rhodesia or mines of South Africa.
- These people encountered new ideas and people of different backgrounds
- These experiences made them interested in political change at home.

Nationalist Movements in Nyasaland

1. The voluntary Associations (1912-1940)

2. The Nyasaland African Congress (1943-1959)

3. The Malawi Congress Party (1959-1966)

A. Native Association (Welfare Associations)

- These were the associations organized in the district or region by Africans with an aim to improve conditions for Africans during colonial rule
- a. The First Native Association was formed at Karonga in 1912 by **Simon Chiukepo Mhango**. One of its prominent founders was **Kyungu Peter Mwakasungula**. It was **North Nyasa Native Association**
- b. The other Native Association was the **West Nyasa Native Association** formed among the Tonga in Nkhatabay in 1914
- c. The **Mombera Native Association** was formed among the Ngoni in Mzimba in 1920 by Chief Amon Mthwaro II
- d. **Blantyre Native Association** formed in 1923 in Blantyre
- e. **Mulanje Native Association** 1924
- f. **Thyolo Native Association** in 1924

- g. **The Chiradzulu Native Association** in 1926 by **Dr. Daniel Malikebu**
- h. **Zomba Native Association** in 1927
- i. **Lilongwe Native Association** in 1929
- j. **Kasungu Native Association** in 1930
- k. **The Lower Shire Native Association** in 1931

Reasons why Levi Ziliro Mumba is honoured as the father of Native Associations

- 1. Levi Ziliro Mumba led to the establishment of all other native associations in the Central and Southern Regions of Malawi, e.g. the Southern Province Native Association (SPNA) that was split into Blantyre, Mulanje, Thyolo and Zomba Native Associations
- 2. He also influenced the formation of an umbrella body to unite all native associations. It was called the Representative Committee of the Northern Province Native Associations

Aims of the Native Association

- i. To keep the government informed on the views and grievances of the Africans
- ii. To keep the Africans informed of the laws introduced by the colonial government
- iii. To organize public meetings for discussing matters of interest to the Africans.
- iv. They wanted the British to govern fairly to improve schools and roads

Weaknesses of the Native Association

- The associations confined themselves to specific districts and region. Hence they concentrated on local problems and not national ones
- i. The associations were too divided to speak with one voice to the government
- ii. Membership to the associations was confined to the educated class. Hence they lacked the support of the masses
- iii. The methods used by the associations were moderate. They avoided violence and hence could not get government attention

The significant of the Native Associations in the political development in Malawi

- i. The Native Associations provided valuable experience for future leaders
- ii. The solidarity among Africans in the Native Associations acted as the basis for the development of mass political parties e.g. the establishment of the Nyasaland African Congress and the Malawi Congress Party
- iii. The Associations turned the masses to be patriotic and got united to foster Nationalism in Nyasaland

B. The formation of Nyasaland African Congress

- The idea of forming a national association to present African views originated with **James Fredrick Sangala**
- In 1943, Fredrick Sangala formed the **Nyasaland African Council**

Aims of the Nyasaland African Council

- i. To stand up for Africans interests and demands
- ii. The present Africans needs to the colonial government
- iii. To fight racial segregation
- The council drafted its constitution under the guidance of **Levi Mumba**
- In 1944, a nationwide conference was convened in order to discuss and adopt the constitution
- During the conference, **Levi Mumba** suggested that the **Nyasaland African Council** should change its name to the **Nyasaland African Congress**
- The president of the party was **Levi Mumba** and his deputy was **Charles Matinga**
- The Nyasaland African Congress was formed in 1944

Factors that led to the formation of Nyasaland African Congress

- 1. The idea to amalgamate British Central African territories

- As the idea of amalgamation of the British Central African territories was gaining ground, there was an increased need for a united voice against the colonial government.

2. Fear for racial segregation policies

- The government accepted that the coloured community be allowed to set up separate schools for themselves
- Africans feared that the segregation policies of Southern Rhodesia would soon come to Malawi

3. Failure by Native Associations to address African grievances

- Native Associations failed to deal with particular problems of **Thangata, labour migration, education**, etc. because of concentrating on district or regional issues, Sangala saw a need to form a national body that could unite Africans and foster African interests

The aims of the NAC

- a. To be the mouthpiece of Africans by presenting their views and needs to the colonial government
- b. To resist the imposition of Federation of Rhodesia and Nyasaland
- c. To foster nationalism in Nyasaland
- d. To take over education system from missionaries
- e. To look into problems such as market facilities, wages and agriculture
- f. To allow English to be the language of instruction in school at all levels. It was hoped that such a policy would increase opportunities for Africans in different areas

The NAC leadership by 1944

- a. Chairman (president) : **Levi Ziliro Mumba**
 - b. The Vice Chairman : **Charles J. Matinga**
 - c. The Secretary : **Charles Mlangi**
 - d. The Vice Secretary : **John Dickson Phiri**
 - e. The Second Vice Secretary General : **Harry Tungande**
 - f. The Treasurer General : **Isaac (Issa) MacDonald Lawrence**
 - g. The Assistant Treasurer General : **H.B. Dallah**
- **Other leading personalities in the formation of the NAC were James Fredreck, Lewis Mataka Bandawe, and Charles Chidongo Chinula. Fredrick did not take a position despite being the founder because he was a civil servant**

Demands of the NAC on Education

- i. It wanted the government to take over the educational system from the mission societies
- ii. It wanted English to be the language of instruction, even at the lowest level

The Role of Dr Banda in the NAC

- i. He contributed advice to the party
- ii. He contributed money to the party

Problems facing the NAC

- i. Death of its leaders **Levi Mumba** and **Isaac Lawrence died in 1945**. This created leadership problems
- ii. There were internal quarrels in the party. Differences emerged between **Charles Chinula**, the successor of Levi Mumba, and **Charles Matinga** his vice
- iii. The congress had financial problems. It did not have enough money to finance its operations
- iv. The party lacked support of the masses as it remained on the issue of self-government
- v. Tribalism affected the work of congress. Charles Matinga a Yao was very tribalistic
- vi. The Congress did not have full-time staff to run party affairs. Instead the party relied on civil servants who were unable to meet frequently
- vii. It was highly dominated by the educated Africans who sidelined the local masses

Factors that stimulated the NAC to political activities during the 1950s

1. Colonial agricultural policies

- NAC turned into a mass party because of the campaign against colonial agricultural policies. For instance, **Malimidwe System**, it was a system where by the colonial government wanted to enforce methods of farming and soil conservation such as making ridges and drains.
- However, although the idea was good but the ways in which these ideas were enforced were very bad. As a result, the people resented (**hated**) colonial rule

2. The “Young Turks” (educated young men and women)

- The situation changed in the mid-1950s with the emergence of young educated people who joined the NAC
- These people included **Henry Masauko Chipembere, Kanyama Chiume, Thamar Dillon Thomas Banda, Dunduzu Chisiza** and **Yatuta Chisiza** known as the **Young Turks**. The Young Turks were radical in approach to colonial government. They were ready to use violent means to force the government to bring changes. Their aim was self-government for Malawi
- The Congress adopted a national flag and the slogan, meaning dawn on the insistence of Young Turks
- In 1956, the five of members of NAC, including James Chinyama, Kanyama Chiume and Masauko Chipembere were elected to the Legislative Council. The two aggressively attacked the Federation of Rhodesia and Nyasaland and other issues such as racial discrimination and neglect of rural areas

NB. The name **Young Turks** was adopted from a radical Young Turks Movement which overthrew the corrupt and oppressive government of **Sultan Abdul Hamid II** in 1908 in the Turkish Empire

3. Imposition of the Federation of Rhodesia and Nyasaland

The imposition of the Federation of Rhodesia and Nyasaland in October 1953 led to the rise of nationalism in the country because

- i. The opposition to the Federation unified or brought Africans together in their anti-colonial feelings.
- ii. Many people rallied behind the NAC in its campaign against the federation. The Congress organised strikes, boycotts and non-payment of taxes. Consequently, in 1953 riots broke out across the country

4. The return of Kamuzu Banda to Nyasaland

- The arrival of Dr Hastings Kamuzu Banda in 1958 stimulated the political activities of NAC.
- Dr Banda did several things which helped the party transform into a mass political movement, these included the following:
 - a. He toured the whole country where he addressed mass rallies. In his speeches, he condemned the **Federation** and the **Malimidwe System**
 - b. Congress employed full-time staff and organising secretaries for all districts and provinces in the country
 - c. On his insistence, each branch of the Congress included the **Womens League organised by Rose Chibambo** and the **Youth League**. This was done to involve the ordinary masses into nationalistic struggle

Roles of prominent political figures in the struggle for Nyasaland's independence

1. Hastings Kamuzu Banda

- He financed the activities of the NAC

- He helped to transform the NAC into a mass political movement after 1958
- He led the nationalist struggle

2. **Rose Chibambo**

- She organised the womens wing of the NAC

3. **Orton Chirwa**

- He was a lawyer and founded the Malawi Congress Party together with Aleke Banda
- He was the interim leaders of Malawi Congress Party
- He also influenced the colonialists to release Nyasaland political detainees in 1960

4. **Dunduzu Chisiza**

- As a secretary general of NAC, he planned activities for the operation of the party that led to the Independence of Nyasaland

5. **Kanyama Chiume**

- He used his position in the Legislative Council to criticise the Federation and other Colonial Policies
- Together with Masauko Chipembere, they invited Dr H.K Banda to lead the nationalistic struggle

6. **Henry Masauko Chipembere**

- He founded the Young Turks movement that promoted violence to scare the colonialists in order to grant Africans immediate independence in Nyasaland
- He embarked on a programme of recruiting the rural masses into the NAC
- He used his position in the Legislative Council to attack the Colonial government
- He wrote Dr Kamuzu in Kumasi, Ghana, to return home and lead the nationalist struggle

Main stages leading to independence of Nyasaland in 1964

1. **The declaration of the state of emergency on 3rd March 1959**

- Events of between January and March 1959 led to the declaration of the state of emergence
- By the beginning of 1959, anti - colonial violence became a regular feature in the urban areas of Blantyre, Zomba and Limbe.
- On 20th January, the demands that **Dr Banda** made with the Governor, **Sir Robert Armitage**, angered the nationalists when they were rejected. Africans became more inflammatory in their speeches.
- After several violence between 28th February and 2nd March in Karonga, Chitipa Rumphu, Lilongwe, Mangochi, Zomba, Limbe and Blantyre, on 3rd March 1959, the colonial government, **declared a state of emergency**.

Why the colonial government declared the state of emergency?

- a. Because of riots across Nyasaland
 - b. The allegation that the Nyasaland African Congress plotted to murder the Governor and some Europeans in order to overthrow the government
- Dr Banda and other NAC leaders were arrested and NAC was banned in an exercise called **Operation Sunrise**. It was called the operation sunrise **because the state of emergency was declared just after midnight on March 3** and arrest squads were sent out at 4:30 am.
 - **Dr. Banda** was detained at **Gweru Prison**, while **Chipembere** and the **Chisiza brothers** (Yatuta and Dunduzu) and **Qawaniso Chibambo** were at **Khami prison** in Zimbabwe.
 - The arrest of the nationalist leaders led to another wave of riots across the country. The worst of these occurred at Nkhatabay where 20 people were shot dead. The day is commemorated as the **Martyrs Day** in Malawi.
 - The State of Emergency was lifted on June 16, 1960.

Results of the State of Emergency

- a. Death and injuries of innocent African countrywide

- b. Operation Sunrise was declared by government to stop the violence
- c. The NAC members were detained. Dr Kamuzu Banda was detained at Gweru Prison, whereas Chipembere, Dunduzu Chisiza and Qabaniso Chibambo were at Khami Prison in Zimbabwe and many followers were imprisoned within the country.
- d. NAC was banned and whoever was found using the slogan *kwacha* was arrested
- e. Setting up of the Commission of Inquiry that pointed out the real grievances of the Africans to the government. This led to a constitutional review that provided Africans with a **self-rule**

2. The Formation of Malawi Congress Party

- While Dr Banda was still in prison, **Orton Edgar Ching'oli Chirwa** and **Aleke Kadonaphani Banda**, formed **Malawi Congress Party (M.C.P)** on 30th September 1959. It was formed to replace the banned National African Congress
- The party **aimed to advocate for constitutional means as opposed to violence** in order to achieve self-government
- When Dr Banda was released from Gweru, Orton Chirwa handed the leadership to him on 5th April 1960.
- M.C.P. expressed nationalistic views in its magazine called **Tsopano**. On 19th December 1959, it was renamed the **Malawi News**, with Aleke Banda as its editor

Reasons for the formation of the Malawi Congress Party

- a. to fight for the release of the detained NAC members after the State of Emergency
- b. to ask the government end the state of emergency
- c. to foster nationalism in Nyasaland
- d. to resist the federation of Rhodesia and Nyasaland
- e. to act as the mouth piece of the local masses before the government
- f. to fight against racial segregation between Africans and Europeans in Nyasaland

3. The Commissions of Inquiry

A. The Devlin Commission

- The British government appointed a commission of inquiry to find out the causes of the March 1959 disturbances.
- The commission chairman was **Patrick Devlin**

Findings of the inquiry

- i. There was no evidence of the alleged plot to massacre Europeans and Kamuzu Banda was not involved in such plots of killing Europeans.
- ii. The majority of the politically influential Africans were members of the NAC
- iii. Africans were opposed to the Federation
- iv. Africans demonstrated in Nyasaland after the frustration of being sidelined in running their own country
- v. It reported that Nyasaland African Congress had a radical unit known as the **Young Turks** eager to speed up the attainment of self-rule through whatever means convenient to them

B. The Monckton Commission

- The chairman was **Sir Viscount Monckton**. It was set up by the British for the following reasons
 - i. To make an inquiry on the reasons why Africans in Nyasaland and Northern Rhodesia were against the Federation
 - ii. To find out the constitutional changes and the life span of the Federation

The findings and Recommendations of the Commission

- i. The Federation was hated by Africans
- ii. If the Federation was to continue, its lifespan was to be **specified-three years only**-then each country was free to secede or break away from it

- iii. Africans wanted to be in a majority in the Legislative Council, therefore, their representation was to be equated to that of the Europeans
- iv. All racial discrimination practices be abolished
- v. The voter qualification was to be revised and open to all adults
- As recommended by the commission, the Colonial Secretary **Ian MacLeod** released **Dr Hastings Kamuzu Banda** from prison on 1st April, 1960. Thereafter, constitutional talks were held between 1960 and 1963 in preparation for independence

4. Constitutional Talks (1960-1963)

a. The First Constitutional Talks (1960)

- It took place at **Lancaster House** in London from 25th July, to 4th August, 1960. It was chaired by the British Colonial Secretary, **Ian MacLeod**
- Four political parties were invited from Nyasaland for a round table conference; they included the **Malawi Congress Party (MCP)** represented by Dr H Kamuzu Banda, the **United Federal Party** of Mr Michael Blackwood, the **Congress Liberation Party** of Mr Thamar Dillon Thomas Banda and **Asian Convention Party** by Sattar Sacraine.
- Lancaster Conference had the following constitutional changes that contributed to the independence of Nyasaland
 - i. Agreement to form new constitution and a government that was composed of a Governor, the Executive Council of ten members and the Legislative Council of 28 elected non-officials
 - ii. The introduction of the two voting rolls of which members were to be voted directly: i.e. 8 members in the upper roll and the remaining 20 in the lower roll

The 1961 General Elections:

- The date was on 15th August 1961. MCP won all the lower 20 seats and the 2 upper roll seats, UFP got 5 seats on the upper roll. The remaining 1 seat was won by **Colin Cameron**, as independent candidate

b. The Second Constitutional Talks (1962)

It took place at the **Marlborough House** in London in November 1962. Two parties from Nyasaland represented the Legislative Council: The Malawi Congress Party and the United Federal Party

The constitutional changes: in May 1963, the Legislative Council became the Legislative Assembly and Malawi was given self-government with Dr Hastings Kamuzu Banda as the Prime Minister. Secondly, the Executive Council changed to Cabinet

c. The Third Constitutional Talks (1963)

It was called the **Butler-Banda Conference** because it was mainly between Dr Hastings K Banda and Honourable Richard Austen Butler, a minister responsible for African Affairs. It took place in London in September, 1963.

The meeting produced a new constitution

- i. Seats of the Legislative Assembly increased to 53. Fifty of which were to be elected on the general roll, to give Europeans a representation, three rolls were to be elected on a special roll
- ii. They agreed on General Election to be held in April, 1964
- iii. They also agreed that independence would be granted on 6 July

The 1964 General Elections and Independence of Nyasaland

- During the campaign period, the MCP effectively used its Newspaper, the **Malawi News**, to its advantage.

- The league of Malawi Youth, a Militant Wing of the party led by Aleke Banda, terrorised all opposition groups in the run up to elections. It also violently treated the Jehovahs Witness for refusing to participate in the partys activities
- In the elections, MCP won all the 50 seats. Consequently, Nyasaland was granted independence on 6 July, 1964 and Dr Hastings Kamuzu Banda became the Prime Minister of the country. The Governor, **Sir Glyn Jones** still led the government
- Nyasaland became Malawi (**Flames**), a name originating from Maravi Kingdom. Malawi became a Republic on 6th July 1966, Dr Banda became the first President.
- The MCP then introduced the new Constitution, Malawi became a **one party state** as all other political parties were made illegal. This initiated a period of political intolerance, regionalism and gross human rights violations.
- The country returned to multi-party politics in May 1994 after voting in a referendum

CHAPTER FOURTEEN

REGIONAL AND CONTINENTAL GROUPINGS IN AFRICA

The establishment of the Organisation of African Unity (OAU)

- The origin of the Organisation of African Unity lie in the idea of **Pan-Africanism** the idea of a free and united Africa.
- The word **Pan-Africanism** can be defined as an idea and movement that encouraged the solidarity of Africans worldwide in order to achieve social, economic as well as political progress.
- The idea of Pan-Africanism was first written about in the beginning of 20th Century by black people living outside Africa.
- It originated in West Indies and USA among Negroes to mobilise all people worldwide who were African by nature
- The Movement was at first a protest movement of black people against their **exploitation, racism and indignity**.

Figures behind the Idea of Pan-Africanism

- The people behind this movement included the following; **William Edgar B. Du Bois**, **Marcus Garvey** (a Jamaican businessman) and **Henry Sylvester Williams** (a West Indian lawyer)
- The writings of Marcus Garvey had the most influence in Africa, he spoke of **Africa for Africans** and he urged all black people living outside Africa to go back to their Mother Land
- **William E Du-Bois** is famous for his summary of the reasons for the movement *The problem of the 20th Century is the colour line*
- **Henry Sylvester Williams** sponsored the first Pan-African Congress which was held in London in 1900, at this meeting the mistreatment of Africans in South Africa and Southern Rhodesia
- Four other congresses were held in various capitals to create **awareness of the plight of Africans**

Aims of Pan-Africanism

- a. Promote unity and solidarity among Africans to resist ill-treatment from the Europeans and other groups
 - b. They also wanted to liberate Africa from the colonial rule by urging Africans to strive for political and economic Independence
 - c. They wanted to integrate African countries into a large body that could have a stronger voice in world affairs
- Attempts to develop the idea of Pan-Africanism led to the formation of **Organisation of African Union**

Steps towards the formation of the Organisation of African Unity

1. The 1945 Manchester Pan-African Conference

- Pan-Africanism attracted African leaders in 1945 when **the fifth Pan-African** meeting took place in Manchester in Britain. It was chaired by **Dr Du Bois** and **Kwame Nkrumah** of Ghana, as its secretary.
- Some notable African leaders who attended the conference included **Mzee Jomo Kenyatta** of Kenya, **Obafemi Awolowo** from Nigeria, **Sekou Toure** of Guinea and **Dr Hastings Kamuzu Banda** from Nyasaland
- Some members of African political movements attended the conference included the African National Congress from South Africa, the National Council of Nigeria and Cameroon; the Nigerian Youth Movements from Nigeria and the Nyasaland African Congress from Nyasaland

Aims of the 1945 Manchester Pan-African Conference

- a. To promote Nationalism in Africa
- b. To support nationalist movements in African countries striving to get rid of colonialism and develop them

Terms of the 1945 Manchester Pan-Conference

- a. To put into practice at once the principles of the **1941 Atlantic Charter** especially the self-determination policy
- b. To implement the **land reforms** in Africa; Europeans were forced to stop snatching land from Africans; land distribution landless Africans and urging Europeans to **vacate African lands** especially in Kenya
- c. To and all other **discriminatory laws** in Africa

- d. To let the **Africans exercise their freedoms**, e.g. of speech, press, association and assembly
- e. To **revisit the tax policies** in mandated territories. Civil and criminal codes were also to be reviewed
- f. To introduce **free meals, books, school equipments** and to pupils up to the age of 16
- g. To grant Africans of 21 years of age a **right to vote** and voted into public positions
- h. To foster the **availability of medical health** and welfare services to all
- i. To **abolish forced labour** and introduce a policy of an **equal pay for equal work**

2. Conference of Independent African States (CIAS)

- It took place in April 1958 in Accra (Ghana). It was chaired by Dr Kwame Nkrumah **to promote ideas of Pan-Africanism**
- It was attended by African countries which by then had already attained independence. The eight member states of CIAS included Ghana, Guinea, Liberia, Libya, Ethiopia, Tunisia and Sudan

Terms of CIAS conference

- a. To promote unity and solidarity among African independent states by forming a union of African states
- b. To foster nationalism in African countries struggling for independence, for example, Algeria and South Africa
- c. To let member states solve their differences through dialogue
- d. To let member states form an African common market
- e. To let presidents from member states **meet once in every two years** to discuss issues of their common interest

3. All-African Peoples Conference (AAPC)-1958

- It took place in December, 1958 in Accra, Ghana. It was chaired by **Dr Kwame Nkrumah**.
- It was attended by 28 member states of which some of them were independent while others were still under colonial rule
- Leaders from non-independent states included **Tom Mboya** of Kenya, **Patrice Lumumba** of Congo, and **Holden Roberto** of Angola

Terms of the Conference (AAPC)

- a. To **free all African colonies from foreign rule** through supporting the nationalist movements morally and economically
- b. To **promote African dignity by ending racism and discriminatory laws** that were promoted by Europeans in Southern Rhodesia, South Africa and Portuguese territories
- c. To **end the political and economic exploitation of Africans** by colonialists
- d. To **set up an organisation** with Accra as its headquarters. The organisation was to represent an African voice before the Europeans and international organisations such as the United Nations

Effects or results of the terms of the All-African Peoples Conference

- a. It led to the formation of a regional organisation, the **Union of Independent African States** in 1959 by Nkrumah and Sekou Toure of Guinea **to foster independence and unity** among African states
- b. It led to the introduction of a charter known as the **Sanniquellie Declaration** by Nkrumah and Liberian president, William Tubman

Points of the Sanniquellie

- a. To form an African Organisation. It came to be known as the **Community of Independent African States**
- b. To let Africans **adopt the self-determination policy** according to the UN Charter and end colonialism
- c. To let member states not interfere in domestic affairs of another member country
- d. To let all **African states join the formulated international body** upon attaining their independence
- e. To let the newly formulated body create agencies that could look into the economic, cultural, scientific and research affairs

4. A split within Pan-Africanism (1960)

- In January, 1960, member states of **All-African Peoples Convention** met in Tunis (Tunisia) to review some points of the body.
- In June, 1960, they again met in Addis Ababa, Ethiopia, to urge African countries form an international body with a voice on world affairs.
- However, there were different opinions on what form such an international body was to take. This led to the formation of two groups of African countries with different views, known as **Casablanca** and **Monrovia**

a. The Casablanca Bloc

- It was officially set up on 24th December, 1960 and was led by Dr Kwame Nkrumah. Its member states met at Casablanca in Morocco to formulate policies on how to operate the group
- The members were Ghana, Guinea, Mali, Egypt, Algeria, Libya and Morocco

General terms of the Casablanca Bloc

- They wanted to establish a strong political unification of African states to end colonialism
- They wanted to form a federation of African states with each state giving up some of its independence to a central government by way of a **United States of Africa**. Thus a **non-alignment policy** was to be followed whereby **all neo-colonial links with colonisers were to be rejected**

b. The Monrovia Bloc

- It was officially set up in May, 1961 in Monrovia (Liberia) among member states of the French colonies
- It was led by **Leopold Senghor** of Senegal and **Houphouet Boigny** of Cote d'Ivoire
- The member states included Togo, Dahomey (Benin), Senegal, Malagasy (Madagascar), Chad, Niger, Upper Volta (Burkina Faso), Central African Republic, Congo, Gabon, Ethiopia, Liberia and Cote d'Ivoire (Ivory Coast)

General terms of the Monrovia Bloc

- The main argument of Monrovia Bloc was that of having a **gradual unity of African states through economic cooperation and not forced federation**. Western states had to be treated as allies and not immediately removed.

Differences between the Monrovia and Casablanca blocs

- The Casablanca was more **radical** in fostering nationalism whereas the Monrovia bloc was more **moderate** and opted for cooperation with Europeans to fully attain political and economic independence
- Besides, the Casablanca members were mostly **former British colonies** whereas the Monrovia bloc were dominated by **former French colonies**

Reasons that made it difficult to form a single international organisation by 1960 in Africa

a. Member states had different attitudes towards the formation of the organisation

- Nkrumah as a Pan-Africanist leader wanted an immediate confederacy of African states to end colonialism while some members wanted to promote other areas of African co-operation before the initial set up of the African political body
- Also Nkrumah and his supporters wanted to do away with anything that was western and promote African goals while some members supported alliance with the westerners for development

b. Most states in Africa were still under their colonial masters

- It was therefore difficult to put into practice the policies that favoured Africans before the Europeans

c. Civil wars widened the gap between member states

- For instance, in DRC, when Katanga wanted to break away from Congo, **Casablanca supported the government against breakup of Congo** while **Monrovia bloc supported the independence of Katanga**.
- Also in Algerian war and Biafran civil war in Nigeria, they supported different sides

How was the rivalry between the two blocs resolved?

- Ethiopian leader, **Emperor Haile Selassie** invited member states from both blocs to a meeting in Addis Ababa in Ethiopia. The two rival blocs buried their differences and agreed to form a Pan-African movement known as the Organisation of African Unity (OAU)
- The Addis Ababa Conference was attended by 32 independent nations who also became members of OAU after signing the **OAU charter**
- On 25th May 1963, the Organisation of African Unity was established with Addis Ababa as its Headquarters

The Organisation of African Unity (OAU)

- As the two groups agreed to form a single organisation, it was the idea of the Monrovia bloc which won much support as there was no talk of federation
- By 1994, had 53 countries out of 55. Before this, South Africa was excluded from membership because of its apartheid policies.
- On 12th November, 1984, Morocco withdrew because it refused to recognise the **Sahrawi Arab Democratic Republic** as the government of Western Sahara which OAU did.

Aims for the formation of OAU

- i. To achieve political unity of African states by acting as collective voice for the African Continent
- ii. To raise the living standards of African people
- iii. To eliminate all forms of colonialism in all African territories
- iv. To ensure that Africans enjoy human rights
- v. To raise the dignity and status of African people
- vi. To settle disputes involving member states peacefully
- vii. To strengthen cooperation among member states
- viii. To defend African nations independence

Principles followed by OAU member states

- a. To honour border demarcation among African countries that were inherited at independence to avoid international conflicts
- b. Equality of all states in Africa despite their social, political and economic status
- c. To follow the non-alignment policy among member states in world affairs. i.e. not to be influenced by the policies of super powers such as USA and USSR.
- d. To let member states solve their disputes through mediation, negotiation and arbitration
- e. To let member states defend their independence and sovereignty
- f. To let member states liberate African countries from colonisation

The organisational structure of the OAU

The Assembly

- The heads of state and government formed the Assembly.
- The head of the Assembly was called the **chairperson**, the position rotated amongst the heads of state and government
- It **met every two years** to discuss general matters
- The **host country assumed chairmanship** until the next meeting

- Decisions were reached at after **a two-thirds majority**

Functions of the Assembly

- i. To admit new members to the body
- ii. To discuss and make decisions on international problems from Council of Ministers
- iii. To elect members of the Council for mediation, conciliation and arbitration

B. The Council of Ministers

- It was made of Foreign Ministers of member states who met twice annually at a convenient time

Functions of the Organ

- i. To prepare the agenda for the meeting by Heads of State
- ii. To approve the annual budget of OAU
- iii. To prepare conferences of the Assembly
- iv. To coordinate inter-Africa co-operation

C. The Council for Mediation, Conciliation and Arbitration

- Its membership was limited to 21 people, each from a separate member state of OAU
- They were elected by the Heads of State for a five year terms

Function of the Organ

- a. To settle disputes among member countries through mediation, economic sanctions and collective defence

D. The Secretariat

- It is **headed by Secretary General** with its permanent **headquarters in Addis Ababa** in Ethiopia
- He/she was elected by the Heads of State for a four-year term

Functions of the Organ

- a. To coordinate the activities of the OAU in all its agenda and commissions e.g. economy, culture, politics, education etc.
- b. To summon member states to meetings
- c. To prepare an agenda for meetings
- d. To prepare and present an annual budget to the Council of ministers for approval

E. Specialised Commissions and Agencies

- OAU had different commissions responsible for various functions. For example, there was Mediation Commission, Defence Commission, Health and Sanitation Commission and Liberation Commission
 - The Commissions had the following functions
- a. To promote African culture through education and cultural visits among member states
 - b. To improve peoples living standards through good health programmes and by uprooting root causes of socio-economic problems
 - c. To foster security among African countries
 - d. To liberate African countries from colonialism

The successes and failures of the OAU

1. Successes of the OAU

- a. The **liberation of African countries from the colonial rule**. The OAU supported liberation groups in Zimbabwe (ZANU, ZAPU), Namibia (SWAPO), South Africa (ANC, PAC),
- b. The **establishment of the African Development Bank (ADB)** in 1964 to foster economic and social development of African countries
- c. **Repatriation of the Refugees** under the United Nations High Commissioner for the Refugees (UNHCR)
- d. The **OAU managed to isolate South Africa** and put pressure on her to end apartheid rule and introduce democracy. Some of the sanctions included **breaking diplomatic relations, closure of**

African harbours to South African ships and **Closure of airports and airspace** to South African planes.

- e. **Settling of disputes among African countries**, e.g. between Algeria and Morocco (1964-65), Somalia and Ethiopia border disputes (1965), working for peace in DRC, Rwanda, Burundi and Darfur
 - f. **Representing African interests worldwide** through the UNO and Secretary-General like **Boutros Boutros Ghali** (Egypt), **Kofi Annan** (Ghana 1997-2009),
 - g. **Encouraged cooperation among African states** which was necessary for development of the member states
 - h. **Foster the human rights** among Africans if infringed by the non-Africans worldwide
2. **The failures of the OAU**
- a. The OAU **failed to enforce its decisions due to disunity** among member states. For example, while other members worked to isolate South Africa, Dr Banda of Malawi established diplomatic ties with apartheid regime
 - b. **Failure to end civil wars and massacres** as members were barred by the **OAU Charter that prohibits them in interfering in the internal affairs of another country**. Innocent people have been killed in Nigeria (1967-70), Uganda (1971-79), Burundi (1972), Rwanda (1993-94) and Zimbabwe (2000-2006) without any action from the OAU
 - c. It has been **overruled by the rich African countries** like Libya, Morocco and Nigeria who always choose to veto some of its decisions
 - d. Social services such as health, infrastructure and education remained poor on the continent
 - e. The OAU failed to about real political unity in Africa
 - f. It **failed to enhance unity** among member states due to **wide membership and different cultural affiliations**
 - g. It failed to operate its offices and activities due to a lack of funds
 - h. **Its undemocratic representation**; critics of the structure of OAU argue that it did not represent the people of Africa. It was controlled by the rulers of member countries some of whom were self-appointed and did not represent the views of the people over whom they ruled

Factors for failure of the OAU (problems faced by the OAU)

- a. **Lack of funds** for its operation
- b. **Lack of permanent army** to enforce order among African countries
- c. **Cultural differences among member states**, North African States were culturally Arabic and pursued Islam whereas Sub-Sahara states are mostly Christian countries that are pro-western.
- d. **Ideological differences**: some countries within OAU adopted socialist policies and maintained strong links with Communists countries of Eastern Europe e.g. Sekou Toure, Kwame Nkrumah, and Julius Nyerere. Others maintained strong links with the capitalist countries of Western Europe and the USA, e.g. Cote d'Ivoire, DRC, and Malawi. This division weakened the organisation
- e. **The formation of regional groupings**; the unity of the OAU was also threatened by regional groupings among member states. The main example is the **Arab League** to which many North African states belong

Why OAU changed to African Union (AU)

- The main reason for the change was the **need to have a new approach in solving continental problems**.
- This was because OAU had some inherent weaknesses that rendered it ineffective, for example, it **had no Security Council and army to enforce its orders. Also a clause that stated that member states could not interfere in each others affairs denied OAU to settle wars, impose sanctions and remove irresponsible leaders from power**

- African Union was officially established in Durban on 9th July 2002 with its first chairman **Thabo Mbeki**. AU comprised of all Independent African countries. South Sudan Joined on 28th July 2002, Morocco re-joined in 2017.

Aims of the AU

- a. Promote unity and peace among African countries
 - b. Encourage democracy and good governance
 - c. Encourage sustainable development
- The official languages for AU are English, Arabic, Portuguese, and French.
 - The African Union is expected to be a much stronger organisation than the OAU, this because it has made improvements on the principles of the defunct OAU. For example,
 1. **Right to intervene in a member state in case of a crisis or conflict;** the fact which was not available during the time of OAU.
 2. The new organisation has also **emphasised on respect of human rights, democratic principles and good governance.**
 3. It has also committed to the **promotion of social justice and gender equality**
 - However, the AU faces a number of challenges including **poverty** and **debt**

Different regional groupings in Africa

- Besides the AU, attempts at regional level are also made in order to tackle regional problems. The main regional organisations are SADC, COMESA, ECOWAS and EAC

1. The West African Group

ECOWAS (Economic Community for West African States)

- **ECOWAS was established on 28 May 1975 and revised in 1993. Its headquarters is in Abuja in Nigeria**

Member states

- Benin, Burkina Faso, Cape Verde, Cote d'Ivoire, Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Niger, Nigeria, Senegal, Sierra Leone and Togo.

Aims of ECOWAS

- 1) Promote economic integration among its members
- 2) Abolish visa and other obstacles so as to promote free movement of people, services and capital between ECOWAS states
- 3) To coordinate industrial development in order to avoid duplication of resources and capital
- 4) To harmonise developments so as to create cooperation in agricultural, financial and economic policies

2. The Southern African group

❖ SADC- (Southern Africa Development Community)

- it was first created as SADCC (Southern African Development Coordination Conference) in 1980 and changed to SADC on 17th August 1992 in Windhoek, Namibia. The SADC treaty was also amended on 14 August 2001. The headquarters is Gaborone in Botswana.
- Member States included the following; Angola, Botswana, Democratic Republic of Congo, Lesotho, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe

Aims of SADC

- a. To achieve development and economic growth
- b. To reduce poverty
- c. To promote peace and security
- d. To coordinate foreign policy
- e. To improve the standard and quality of life of the people of southern Africa
- f. To establish a common market and common regulations
- g. To promote self-sustaining projects which will still enhance self-reliance

3. East African Group

❖ East African Community (EAC)

The EAC was originally founded in 1967 but it disbanded in 1977. It was revived on 7th July 2000.

Aims of EAC

- a. To increase cooperation among its members
- b. Improve and strengthen participation of private sector and civil society
- c. To promote good governance and adherence to principles of democracy, rule of law, and gender equality
- d. To reduce poverty
- e. To enhance political stability in the region with an aim of establishing an East African Federation
- In general, the EAC seeks to create a free trade area, customs union, a single market, single central bank a common currency

4. East and Southern African group (COMESA)

COMESA (Common Market for East and Southern Africa)

- It was established in December 1994 to replace the **Preferential Trade Area (PTA)**.
- This was a grouping of free independent states which aimed to cooperate in developing natural as well as human resources.

Aims of COMESA

- a. To achieve free trade area by removing internal tariffs and barriers
- b. To promote trade through trade liberalisation, improvement of transport and communication
- c. Promote peace and security in the region
- d. Promote joint development in all economic fields

NEPAD The New partnership for Africans Development

The NEPAD was formed against the following background

- a. The need to transform the focus of OAU from political liberation to economic development
- b. To address Africa's challenges such as poverty and under-development
- The NEPAD was established in 2001 with its Secretariat Office in **Midrand, South Africa**. The founding members were South Africa, Nigeria, Algeria, Egypt, and Senegal. It was founded with such aims as
 - a. To reduce poverty
 - b. To promote sustainable development
 - c. To stop Western marginalisation, or sidelining, of Africa
 - d. To speed up empowerment of women
- **In 2002, the NEPAD was ratified by the African Union which replaced the OAU.**

REFERENCE

1. Syllabus for History Forms 1 and 2 (2013), Domasi: MIE.
2. Beza, PK (2014) Arise with History students book 2, Blantyre: Claim.
3. Munama, DK (2014) Target in Junior Secondary School Book 2 (from prehistoric era to civilisation)
4. Chiunguzeni G (2004), New Junior Secondary History course 1 & 2. Blantyre: CLAIM
5. Katombosola B. et al (2014) Achievers Senior Secondary History Student's Book 2
6. Junior secondary History course (1986), Dzuka publishing Company, Blantyre, Malawi
7. Peacock H.L. (1982) A History of Modern Europe 1789-198. Melbourne: Heinemann

