

# History

## Form 4

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# Book Features

**TOPIC 2** COLONIAL ADMINISTRATION IN RHODESIA

**Units Covered**  
2.1 Company Rule  
2.2 Responsible Government  
2.3 Federation of Rhodesia and Nyasaland  
2.4 Unilateral Declaration of Independence (UDI)



**Introduction**  
The topic will begin by looking at the initial stage of the settler rule which was associated with economic, social and political developments. However, of particular interest is that the developments were mainly meant to suppress and excessively benefit from the local people's labour and resources. Other colonial settlers outside the company felt that the company was not treating them fairly, thus a change of government was pushed for. Later on, we shall realise that self-rule was granted under the banner of the Responsible Government. As a result of pressure from different angles, a Federal Government was formed in 1953. The Federation of Rhodesia and Nyasaland later collapsed in 1963 due to various reasons such as one of the members being the main beneficiary at the expense of other members. The topic will end by discussing the government of Ian Smith that declared the Unilateral Declaration of Independence (UDI) of 1965 which was a one-sided form of independence.

Catchy opening images to captivate learners.

Topic 1: Colonisation

- Local leaders such as Nehanda, Makoni, Chingaira and Kagwi were executed for leading the war and those who escaped death sentence were imprisoned.

**TOPIC 1 REVISION EXERCISE**

- Which list of countries took part in the scramble and partition of Africa?  
A. Britain, Italy, Portugal, Germany, Spain and France.  
B. Britain, Namibia, Portugal, Germany, Spain and France.  
C. Britain, Italy, Portugal, Egypt, Spain and France.  
D. Sudan, Italy, Portugal, Germany, Spain and France.
- The scramble and partition of Africa was caused by the following factors except \_\_\_\_\_.  
A. the need to spread Christianity, need for market, balance of power  
B. strategic reasons, need to invest excess capital, need to spread civilisation  
C. need to spread civilisation, technological advancement, exaggerated reports  
D. technological advancement, prestige, uncivilised people
- Which of the following country did not attend the Berlin Conference?  
A. Britain B. Germany C. France D. Algeria
- Which one was not part of the aims of the Berlin Conference?  
A. To divide Africa among the European powers.  
B. To settle disputes arising from European activities in the Congo region.  
C. To decide about the major rivers in Africa.  
D. To avoid clashes among European powers.
- Identify countries which were involved in the scramble for Zimbabwe.  
A. Britain, Germany, Portugal and Netherlands.  
B. France, Germany, Portugal and Netherlands.  
C. Britain, Germany, Greece and Netherlands.  
D. Britain, Austria, Portugal and Netherlands.
- Which one of the following played the most important role in the colonisation of Zimbabwe?  
A. Contribution of Cecil John Rhodes.  
B. Reports from Early Europeans.  
C. Availability of good savannah soils.

Revision tests in each topic to help with assessment.

- The company was to grant plots to British citizens.
- The company had the obligation to establish banks.
- They were to develop roads, railways and telegraphs.
- They were to promote trade and commerce.
- Promote civilisation.
- Respect local customs, laws and religions.
- Ban sale of liquor to locals.
- They were to abolish the slave trade.

**Activity 1.5**

**Discussion** From your assessment, what factors pushed the British government to accept to grant Cecil John Rhodes the Royal Charter?

**The British South Africa Company (BSAC)**

**The Pioneer Column**

Rhodes armed with the Royal Charter made a plan to occupy Zimbabwe. Rhodes then returned to South Africa and set up a group of European settlers to colonise and occupy Zimbabwe. This group of settlers was called the Pioneer Column. Rhodes advertised in newspapers for applicants to join the first settlers in the country. He received 2000 applicants from people from the rest of the world, recruiting 200 people aged between 20 and 29.

**Composition of the Pioneer Column**

The column consisted of the following three groups:

1. **Pioneer Corps** – This was a group of 200 people recruited from the applicants by Rhodes and they were people of different skills and occupations who could start up a new economy. The people included prospectors, farmers, miners, builders, nurses, doctors, engineers, lawyers, trade people, economists, bakers, traders and many more. This group was led by Major Frank Johnson and assisted by Maurice and Burrow. The pioneer corps wore a brown uniform and this group was to be dissolved upon arrival in Mashonaland. Rhodes promised these men 3000 acres of land and 13 gold claims each upon arrival in Zimbabwe.
2. **Mounted Police** – These were 400 men who were employed to offer protection to the Pioneer

In-text activities throughout the book to keep learners busy.

**GLOSSARY**

**Communism** – a theory or system of social organisation in which all property is owned by the community and each person contributes and receives according to their ability and needs.  
**Decolonisation** – the action or process of a state withdrawing from a former colony, leaving it independent.  
**Segregation** – the action or state of setting someone or something apart from others.  
**Socialism** – a political and economic theory of social organisation which advocates that the means of production, distribution and exchange should be owned or regulated by the community as a whole.

**EXERCISE 3.2**

1. Define mass nationalism.
2. Describe any four causes of mass nationalism in Africa.
3. Name any four examples of nationalists who took the leading role in mass nationalism.
4. Explain how colonial education contributed to mass nationalism.
5. Identify any four colonial policies that contributed to mass nationalism.

**TOPIC 3 SUMMARY**

- Modern Pan-Africanism began around the 20th century with the aim of addressing problems faced by African descendants who had been taken to other parts of the world as a result of slave trade and those in Africa facing the results of colonialism.
- Individuals such as W B Du-Bois and Marcus Garvey were fast in noticing the problems faced by their fellow people of African descent and worked hard in taking over the cause for Pan-Africanism.
- One of the most compelling reasons for rise of Pan-Africanism was that Pan Africanists believed that unity of all Africans would enable the continent to fulfill its unrealised potential to independently provide for all Africans.
- Modern Pan-Africanist such as Dr. Kwame Nkrumah of Ghana, Mwalimu Julius Nyerere of Zambia and others advocated for the formation of the Organisation of African Unity (OAU), today called African Union (AU).

Summaries at the end of each topic.

The son of a vicar, Rhodes grew up in Bishop's Cleeve, Hertfordshire and was a sickly child. He was sent to South Africa by his family when he was 17 years old in the hope that the climate might improve his health. He entered the diamond trade at Kimberley in 1871, when he was 18 and over the next two decades gained near complete domination of the world diamond market. His De Beers diamond company, formed in 1888, retains its prominence into the 21st century. Rhodes entered the Cape Parliament at the age of 27 in 1880 and a decade later became Prime Minister. After overseeing the formation of Rhodesia during the early 1890s, he was forced to resign as Prime Minister in 1896 after the disastrous Jameson Raid, an unauthorised attack on Paul Kruger's South African Republic (or Transvaal). After Rhodes's death in 1902, at the age of 48, he was buried in the Matopos Hills in what is now Zimbabwe.  
 Source:Wikipedia, December 2016.

**QUESTIONS**

1. What attracted Cecil John Rhodes to come to Africa?
2. Explain Rhodes' 'Cape to Cairo dream and show how it contributed to the colonisation of Zimbabwe.
3. Where is Cecil John Rhodes' grave found?
4. Apart from Rhodes' 'Cape to Cairo dream, what other three factors contributed to the colonisation of Zimbabwe?
5. What was Zimbabwe's colonial name?

**GLOSSARY**

**Barred** – closed or secured.  
**Brutal** – unpleasant or harsh.  
**Capitalist** – a person who uses their wealth to invest in trade and industry for profit.  
**Culminated** – reach a climax or point of highest development.  
**Disciplined** – controlled form of behaviour or of working.  
**Fiasco** – a complete failure.  
**Guerilla** – a member of a small independent group taking part in irregular fighting against large regular forces.  
**Mobilised** – prepare and organise troops for active service.  
**Reinforcements** – the process of reinforcing or strengthening.  
**Remnants** – a part or quantity that is left after the greater part has been used or destroyed.  
**Seized** – take hold of suddenly and forcibly.  
**Sjambok** – a long stiff whip originally made from rhinoceros.

Glossary at the end of each unit.



# TOPIC 1

## THE ARMED STRUGGLE

### Units Covered

- 1.1 First World War (1914- 1918)
- 1.2 The League of Nations
- 1.3 Rise of European Dictators



### Introduction

The First World War was an international conflict, which erupted in 1914 and ended in 1918. It embroiled most of the nations of Europe along with, the United States of America, the Middle East and the other regions of the world. The war was extensively catastrophic in nature and virtually unprecedented in slaughter, carnage and destruction. These results prompted statesmen to create an International Organisation, the League of Nations which was intended to maintain the peace of the 1918 Paris Peace Conference. Unfortunately, the League faced a number of challenges particularly from the rise of European dictators. More will be discussed as this topic develops.

# 1.1 FIRST WORLD WAR (1914-1918)

## Objectives

By the end of this unit, learners should:

- Explain the causes of the First World War.
- Describe the events of the First World War.
- Examine the consequences of the First World War.
- Explain the provisions of the Paris Peace Conference.

## Introduction

The First World War came as a disturbing feature to the relative calm, peace and tranquillity the Europeans had enjoyed since the defeat of Napoleon at Waterloo in 1815. It was generally assumed in some circles that Europe would enjoy the fruits of rapid industrial capitalism and scientific developments in a pool of relative peace. World War 1 brought about unprecedented cataclysm, with its unparalleled loss of life and the unreasonable destruction of property contributed to hopelessness and great despair among the Europeans. The great conflict pitted two camps the Central Powers, (Germany, Austria-Hungary, Turkey and Bulgaria) and the Allies (Russia, France, Britain, Italy, Rumania and the USA).

## Causes of World War 1

The First World War was a result of varied and complex factors. The war erupted in 1914 but its outbreak was a process and not an event. Put differently, numerous factors were responsible for this chaos. These were mainly in the form of long and short-term factors. The following exposition therefore seeks to analyse the causes of the war in detail.

## System of Alliances

By 1914, Europe was torn into two alliances that would form the warring parties of World War 1. Britain, France and Russia sided with the Triple Entente, while Germany, Austria- Hungary and Italy belonged to the Triple Alliance. The division of Europe into two hostile camps profoundly precipitated Europe's rush to conflict.

## The Central Powers

Before 1871, Germany was non-existent, but a confederacy of small principalities led by Prussia steered by its chancellor Otto von Bismarck. As postulated by some historians Otto von Bismarck was a prince of war before the unification process of Germany who became the master of peace post-unification period. After the unification of Germany Bismarck feared its neighbours who intended to nurse the wounds of the foregone defeat by Prussia in Austro-Prussian War of 1866 and the Franco- Prussian War 1870-1871.

Bismarck wanted to establish a series of alliances and to craft foreign policy decisions that would stabilise the balance of power in Europe. Without these streams of alliances, Bismarck surely believed in the inevitability of another continental war.

## The Dual Alliance

Prince Otto von Bismarck was aware of the impossibility of an alliance with France because of the lingering anger of the French over the heavy loss when Alsace and Lorraine were taken over by the Germans following the Franco-Prussian War. On the other side, Britain pursued and maintained a policy of Splendid Isolation and was reluctant to form any European Alliance. Under these circumstances, Bismarck turned to Austria- Hungary and Russia.



*Otto von Bismarck, the German Chancellor*

## The Three Emperors' League, 1873

It pledged mutual wartime support among Germany, Austria- Hungary and Russia. Russia withdrew from the League in 1878.

## The Dual Alliance, 1879

After Russia's withdrawal from the Three Emperors' League, Germany and Austria formed the Dual Alliance in 1879. The Alliance promised that the parties would aid each other if Russia attacked them or if Russia assisted another power at war with either nation.

## The Triple Alliance, 1881

Germany and Austria- Hungary strengthened their bond by forming the Triple Alliance with Italy in 1881. The three nations pledged support for each other, should France attack any of them. If any member of the Alliance found itself at war with two or more nations at once, the alliance would come to their aid.

## The Reinsurance Treaty, 1887

In the face of a confrontation, Otto von Bismarck wanted to avoid fighting a war on two fronts which meant making some agreement with either France or Russia, Bismarck signed what he called the "Reinsurance treaty" with Russia, stating that both nations would remain neutral when one was in a war with a third party.

However, the treaty lasted up to 1890, when it collapsed because of the government that replaced Bismarck. On the other side, the Russians wanted to maintain the treaty and its neglect was a major error made by Bismarck's successors.

## Germany Foreign Policy after Bismarck

Bismarck's well-crafted foreign policy began to crumble after the chancellor was voted out of power. Germany's Kaiser Wilhelm pursued an aggressive policy of militarisation. Germany's newly elected leaders proved incompetent at maintaining Bismarck's system of alliances and the country found itself surrounded by hostile powers.



**EXERCISE 12**

- (a) Name any five Balkan States between 1900 and 1914. (5)
- (b) Describe the First and Second Balkan Wars, 1912-1913. (12)
- (c) To what extent did the Balkan Wars lead to the First World War? (8)

## Course of the War

### The Western Front- 1914

The war began according to the Schlieffen plan on the Western Front where unexpected Belgian resistance was encountered. It took two weeks to capture Brussels, and this proved important since it offered the French opportunity to prepare and left the channel ports to pave way for the British Expeditionary Force to land. The Germans found themselves making straight for Paris just east of the city instead of sweeping around in a wide arc, capturing the channel ports and approaching Paris. The Germans penetrated to within twenty miles of Paris and the French government retreated to Bordeaux and the more they more they got nearer to Paris, the more they slowed down. This was due to limited supply of food and ammunition and the German forces became tired of the marches in the August heat.

### The Battle of Marne

The French under Joffre in the Battle of Marne attacked the faltering Germans. At the battle of Marne, the French called everyone to the front including ordinary women to try to force the Germans back to the River Aisne, where they were able to dig trenches. The Marne battle was decisive and crucial because it destroyed the Schlieffen Plan. Hopes for a short war were shattered and France could not be dealt with in six weeks and this forced German to face war on two fronts. Eventually, trench line stretched from the Alps to the Channel coast and the war of movement was over.



*Scene of the Battle of Marne*

### The War on the Eastern Front

Russian mobilisation was more than the expectation of the Germans. However, they made the fatal mistake of attacking both Austria and East Prussia spontaneously. They were successful against the Austrians and occupied the province of Galicia. The character displayed by Russia made the Germans to call the retired Hindenburg who twice defeated the Russians at Tannenburg (August) and Masurian Lakes (September) driving them out of Germany. The Russians lost a great deal of ammunition and equipment and out of six and a quarter million men mobilised a third had no rifles. In addition, the Russians were demoralised whilst Germany's self-confidence was activated. The Russian scenario was fruitless when Turkey entered the war since it could cut her supply line through the Dardanelles. The Serbs had booted the Austrian invasion and a plus to the Allies and Austrian morale was dampened.

#### ACTIVITY 1.7



Visit the internet and download the battle of Marne, look at the video of the battle noting methods and tactics used.

## The Western Front- 1915

The deadlock persisted in the western line, with men determined to break the trench line. At Neuve Chapelle and Loos, the British tried and the French at Champagne and the Germans at Ypres but all efforts were in vain. All the attacks in the western Front failed because no surprise attack was possible due to massive artillery bombardment followed infantry attack to clear the barbed wire from no man's land between the two trenches. Reconnaissance aircraft and observation balloons were employed to spot troop concentration on roads leading up to the trenches. In face of a breach of the trench line advance was unattainable because the artillery barrage had churned up the ground and the fatal machine gun fire. The Germans used poisonous gas at Ypres but it was blown back towards their own line when the wind changed direction and they suffered heavily in terms of human loss than the Allies.

## The Eastern Zone

Further successes were made by the Russians against Austria, but faced defeat whenever they clashed with the Germans who captured Warsaw. The Turkish blockade of the Straits was meant to curtail supplies from the western powers to reach Russia, which was already running of arms and ammunition. The western allies decided to capture the Straits to open up supply lines and to ease pressure on Russia. Winston Churchill strongly supported the idea to counter the stalemate in the west by getting rid of Turkey, considered the weakest of the Central powers because of its wavering government. A successful venture against Turkey enabled support for Russia and would bring Greece, Bulgaria and Rumania into the Allied camp and Austria would be attacked from the south. The Gallipoli campaign failed and the mines stopped an Anglo-French naval attack through the Straits of Constantinople. The British made no progress since the Turks had already strengthened their defences and no advance could be made.

The blockade system was instituted by the British to stop the Germans using the neutral Scandinavian and Dutch ports to break the blockade. The process involved stopping and searching all neutral ships and took any goods anticipated of being intended for the enemy. The USA being anxious to continue to trade with both camps vehemently objected to the British move.

The only alternative for the Germans in face of the blockade system was to use the mines and submarine attacks because their surface vessels were either destroyed or blockaded. Firstly, they respected neutral shipping and passenger liners. It became clear that the German U-boats were not effective because of insufficient U- boats and the problem of identification. The British fooled the Germans by flying neutral flags and used passenger liners to carry arms and ammunition. The British liner, the Lusitania was sunk in April 1915 and out of a thousand victims 118 were Americans. Woodrow

### ACTIVITY 1.8 DEBATE



"The Battle of Ypres was a turning point for the Germans in their struggle against the Allied powers". How far do you subscribe to this view?

## The Battle of Jutland, 1916

Scene of the battle of Jutland

It was a major event in 1916 and the only time when battle fleets emerged and engaged each other and the result was indecisive. Von Scheer, the German Admiral tried to attract a section of the British fleet out from its base in order to use the numerically superior Germans to destroy them. More British ships came out than he had



Scene of the battle of Jutland

It was a major event in 1916 and the only time when battle fleets emerged and engaged each other and the result was indecisive. Von Scheer, the German Admiral tried to attract a section of the British fleet out from its base in order to use the numerically superior Germans to destroy them. More British ships came out than he had been thinking, and after two fleets shelled each other on and off for a long time, the Germans retreated to the base. What should be noted is that, the importance of the battle lay in the fact that, the Germans failed to weaken British sea power and the German high seas fleet stayed in the Kiel for the duration of the war leaving the British in total control of the surface. The Germans embarked on 'unrestricted' submarine warfare.

## Unrestricted' Submarine Warfare, 1917

The campaign was extremely effective since the Germans had been concerned on production of U- boats from the days of the Battle of Jutland. The sink on sight policy was adopted where they attempted to sink all enemy and neutral merchant ships in the Atlantic. The Germans knew that their actions were likely to bring in America in the war, but anticipated that Britain and France would be dealt with before USA made any meaningful contribution. In this situation, the convoy system was instituted whereby a large number of merchant ships sailed together protected by escorting warships. The German gamble had failed and this hugely reduced losses. The submarine campaign was very crucial since it succeeded in bringing the USA in the war. Helped by the Americans, the British navy played a pivotal role in defeating the Central powers.

## The Western Front, 1917

This was a period of Allied failure, as a massively French attack headed by Champagne Neville had nothing to offer, only a mutiny in the French army to be remedied by Petain. The British fought the Third Battle of Ypres, remembered as Passchendaele, which was fought in muddy conditions where the British casualties outweighed the Germans. The Battle of Cambrai demonstrated that tanks, if properly used might break the stalemate of trench warfare. The Germans and Austrians at Caporetto heavily defeated the Italians and disorderly retreated.

## The Eastern Front

The Allies faced very serious challenges when the Russians withdrew from the war following their defeat by the Germans. The Russians' continuous defeat by the Germans, lack of reinforcements and inefficient leadership contributed to the outbreak of two revolutions and the Bolsheviks who inherited power were prepared for peace. The Allies were hard pressed without the intervention of the USA.

## The USA Entrance in the War (April 1917)

The entrance of the USA in the war was caused by a multiple of factors like the German U- boat campaign, the realisation that Germany was persuading Mexico to declare war on the USA; in return, it would be awarded Texas, New Mexico and Arizona. The Americans were reluctant to join the war on

### ACTIVITY 1.9 GROUP



#### WORK

Compare and contrast the Battle of Marne and the Battle of Jutland.

### ACTIVITY 1.10:



#### RESOURCE PERSON

As a class invite an expert of World War 1 and ask him/ her to explain the major battles fought during the war. He/she should look at aspects such as the participants involved, weapons, methods and results of these battles.

### ACTIVITY 1.11 GROUP DISCUSSION



Describe the following battles:

- Passchendaele
- Cambrai

undertaken”.

### Greece and Bulgaria, 1925

The two nations shared a common border. In 1925, sentries patrolling this border fired on one another and a Greek soldier was killed and as a result the Greek army invaded Bulgaria. The Bulgarians asked the League to intervene and the League ordered both armies to stop fighting and that the Greeks should pull out of Bulgaria. Experts were sent by the League and they blamed Greece and fined her 45 000 pounds and both nations accepted the verdict.

### Question of Disarmament and the League

The disarmament question was one of the major obstacles faced by the League of Nations. Various approaches were made between 1923 and 1933 to enforce and end aggression since disarmament was one of the chief aims of the League. These efforts however, failed.

### The Draft Treaty of Mutual Assistance, 1923

The Treaty was drafted in 1923. It suggested that any nation wishing to disarm would have its security guaranteed by other members of the League of Nations, if attacked by the aggressive power. This treaty faced rejection by other nations specifically Britain. No nation was willing to be the first nation to disarm, without others disarming at the same time. According to Britain, the treaty did not consider non-League members.

### The Geneva Protocol

The terms of a proposed agreement known as the Geneva Protocol were drawn up and approved by the League Assembly after prolonged discussions and debate. An aggressor was defined as any state refusing arbitration and going to war according to the protocol. This would prompt the League to apply sanctions against such aggressors and the Protocol banned the use of poisonous gases.

### Disarmament Commission, 1925

The League appointed a Commission for Disarmament in 1925. Its major intention was to organise a world conference on disarmament. Proposals on disarmament were to be drawn up that were to be discussed at a later conference. Germany and the USSR were invited to take part at the conference.

### The Kellog-Briand Pact, 1928

The French Foreign Minister, Aristide Briand wishing to involve isolationist America in a peaceful diplomacy, suggested to his US counterpart Frank Kellog in 1927 that France and US should jointly renounce war as a means of settling international disputes. Kellog proposed that other nations should be invited to sign the declaration after he felt such a Pact might be considered as an alliance between France and US.

Nine countries signed the Pact on 27 August 1928 and these were Germany, USA, Belgium, France, Britain, Italy, Japan, Poland and Czechoslovakia. Eventually, sixty-five nations signed the Pact, including the USSR and the League accepted the Pact.

### The Provisions of the Pact were:

- Renouncing war as a way of solving international disputes.
- War could only be used for self- defence.
- Disputes between nations should be solved by peaceful means.



However, there was no means of punishing aggressors so the Pact was meaningless.

### Disarmament Conference, 1932-1933

There was nothing immediately forthcoming about disarmament by 1927. There were disagreements in the definition of armaments and how they were to be counted. Germany requested a revision of the Treaty of Versailles in 1930. The Disarmament Commission issued draft proposals for arms reduction during the same year. In 1932 the Disarmament Conference met and sixty nations met to discuss the Commission's disarmament draft proposals.

Germany demanded equality of arms with countries such as Britain and France. France would not hear any of it, but Britain and USA were prepared to accept it. The conference adjourned until 1933 after much debate. Hitler had become the dictator of Germany before they met again. In June 1933, the conference reconvened. Hitler demanded immediate equality of arms with France because he was determined to rearm Germany. A compromise was proposed that after 4 years Germany would be granted equality of arms with France because France would not accept this. Hitler rejected this, left the conference and withdrew his country from the League of Nations.

The League's attempt to preserve peace through disarmament had failed in 1935. Germany openly declared her program and intention to rearm. Mutual suspicions were too strong for disarmament to work. Nations began to increase their armies and navies and the international scene became more secure.

### The Political Work of the League in the 1930s

In the 1930s the League of Nations met with several attempts to its authority. Examples of acts of aggression faced by the League machinery were:

#### The Japanese Invasion of Manchuria

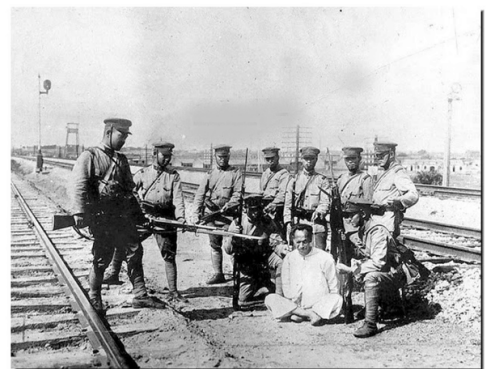
The troubles for the League of Nations began in the Far East. Japan was one of the countries severely hit by the Great Depression. The Japanese looked around for means of expanding foreign trade and gaining new sources of wealth due to growing population in a limited space and huge unemployment problem. Behind the Japanese policy were the army and navy leaders and in the serious economic position of 1929-1931 they gained the upper hand in the counsels of the Emperor. In complete defiance of the League of Nations, Japan launched an attack on the rich province of Manchuria in 1931, which wrested from Chinese hands and established her own state of Manchukuo.

The Japanese troops attacked Chinese troops near Mukden. The Japanese army insisted on the invasion though the Japanese government attempted to limit the fighting. The whole of Manchuria was in Japanese hands by the end of the year. Fighting continued in February 1932 in Shanghai and Nanking was also bombarded by Japanese troops.

China appealed to the League which strongly condemned Japanese move and ordered her troops to be withdrawn. Japan

#### ACTIVITY 1.22 PROJECT

Undertake some research and find out the reasons why the League was a successful force in the 1920s and not in the 1930s.



*Japanese soldiers capture a Chinese prisoner of war, 1931*



## The Abyssinian Crisis, 1935

Reasons why Italy wanted to control Abyssinia

- To avenge the Adowa defeat of 1896.
- To gain prestige
- To gain a new colony to add to the East African colony.
- To gain supplies of raw- materials.

In 1934 a border dispute erupted at WalWal between Italy and Ethiopia. The League of Nations intervened to no avail because Mussolini wanted military glory. Italy invaded Ethiopia in October 1935 using tanks, airplanes and poisonous gas. Italy was declared an aggressor by League and half- hearted sanctions were imposed against the Italians by the League. Italy defeated Abyssinia in May 1936 and in July 1936 the League ended the sanctions. The League's actions forced Italy to march out of the international machinery in 1937.

The League's decision on the crisis was that the Italian conquest could be internationally recognised. The League of Nations was fatally weakened by the Italian action. Mussolini's action paved way for the German annexation of Austria, Czechoslovakia and Poland in 1938 and 1939 respectively. The Abyssinian crisis greatly discredited the League.

## The Spanish Civil War, 1936-1939

A civil war broke out in Spain in 1936. The nationalists were led by General Franco, who wanted to overthrow the elected government of the Spanish Republic. Franco was supported by the army, leaders of the Catholic Church and landowners during the war. The Spanish Republican got its support from the socialists, trade unionists, and the Small Communist Party. Other countries were asked to follow a policy of 'non-intervention' by the League of Nations. Russia violated the policy by sending aid to the government. Mussolini sends soldiers to assist Franco, while Hitler sent warplanes.

## German Aggression

The acts of aggression committed by Hitler further weakened the League machinery to a greater extent. Hitler took advantage of the weakness of the League to engage in aggressive foreign policy. Examples of these aggressive tendencies were:

The Remilitarisation of the Rhineland, 1936

German troops entered the Rhineland which had been demilitarized

by the provisions of Versailles Treaty. This was utterly a breach of the Versailles Treaty and the total defiance on the authority of the League. Nothing was done by the League of Nations.

The Invasion of Austria (Anschluss)

The union between Germany and Austria (Anschluss) was prohibited by the Versailles Treaty. However, Hitler was determined to have it. An attempt to unite Germany and Austria was made in 1934, but the move was a fiasco. German troops marched into Austria in March 1938 and pronounced the union of the two countries. The League just looked on again as Hitler breached another term of the Versailles Treaty.

### 1.23 DRAMA



Dramatise the Japanese invasion of the Chinese Province of Manchuria in 1931.

### ACTIVITY 1.24 VIDEO



On your internet download the Abyssinian invasion by Italy in 1935 and the Spanish Civil War of 1936- 39. Note the effects of these two wars on international relations.

## Party

Adolf Hitler was born in Austria in 1889, son of an Austrian customs officer at Braunau. Hitler left school at the age of 16, and tried unsuccessfully to be an artist. He went to live in Germany in 1913 and in 1914 he joined the Bavarian army when the war broke out he spent four years on the Western front. Hitler was awarded with the Iron cross twice, a military merit cross. On the battle front, he was twice wounded and recovered from the consequences of the British gas attack when the war came to an end. Hitler was greatly shocked by the armistice which he later described as a criminal betrayal of the fatherland. Germany's surrender profoundly shook him. When the war ended Hitler returned to Munich where he used to reside before the outbreak of the war. It was at this point in time that he became involved in the politics of Germany.

## The Birth of the Nazi Party

The Nazi or National Socialist Party arose in 1921, when it was set up by a small group in Munich. Hitler joined the party in 1919 and the organisation was led by Anton Dexter. Hitler was made its president a few months after its foundation taking it from Dexter. Hitler was surrounded by men who were eventually to rule Germany with him like Captain Ernst Rohm, Dietrich Eckhart, Alfred Rosenburg, Rudolf Hess, Herman Goring and Julius Stricher. In 1920 the party changed its name to National Socialist German Workers Party, better known as the Nazis. The group began to parade under a white and red banner with a swastika.

## Hitler's Ideas

Hitler was strongly anti-Jewish and avidly pro- German. He believed in the superiority of the 'Aryan Race', the pure German race over other races. It was Hitler's conviction that, the strong should enforce their will to have dominance over the weak. Hitler and his party had a vague policy which was basically a mixture of nationalism and socialism hence his popularity to both socialists and nationalists.

## Hitler, the Orator

Adolf Hitler has been regarded as one of the 'greatest' demagogues in history as he possessed a tremendous gift of oratory. His powerful delivery and dynamic gestures stirred nationalist passions in his audience. His major line of propaganda at the time was denunciation of the Versailles Treaty and the "traitors" by which he meant the Jews, communists, socialists, pacifists and the 'November Criminals' who signed the armistice on 11 November 1918 and were used as scapegoats for Germany's problems. Hitler formed a paramilitary unit called the Storm Troopers or (SA) which was used as a chief instrument for Nazi terror and intimidation. The SA dressed in brown uniform and jackboots and wore Swastika armbands.



*A swastika*



*Adolf Hitler addressing a crowd.*

## Principles of Nazism

- Nationalism
- Expansionism
- Militarism
- Anti-communism
- Ant- Semitism and racism

### ACTIVITY 1.29



#### DEBATE

- a) 'Hitler rose to power because he was an opportunist'. Discuss.

## The Munich Beer Hall Putsch, 1923

The Weimar Republic which governed Germany after the First World War was weak and unable to revive the Germany economy. On 8 November 1923, Hitler attempted to seize power by a coup de tat, in a bid to overthrow the Weimar Republic. He was joined by Ludendorff in his conspiracy. However, the authorities had crushed the uprising and killed 16 Nazis in the process. Hitler was arrested, tried and sentenced to five years at Landberg, but he was released after 9 months. During his imprisonment Hitler wrote his book Mein Kampf (My Struggle) which became the Nazi bible.

The book (Mein Kampf) contained his ideologies which later were transformed to the Nazi manifesto.

- Misfortunes faced by Germany were influenced the Jewish.
- Jews were an inferior.
- The Versailles Treaty was dictated peace.
- All Germans were to be united.
- German expansion in the East.

## The Nazi Party During the Period of Prosperity (1924- 1929)

Between 1924 and 1929 the Nazi Party did not make much headway. Hitler had concluded that the Nazis would not be in a position to seize power by force. The party would have to adopt the democratic system to gain power. After he was released from prison, Hitler started a rebuilding exercise of the Nazi party for it to take power through the democratic process. However, the Nazi party remained a small party before 1929, and it lost ground in Germany. In 1924 they had 32 seats in the Reichstag, but in 1928 the number of seats had fallen to 12. In face of these misfortunes, Hitler was preparing for another opportunity and decided that, the old tactics were hopeless. He could not win power by the Nazi movement alone, but had to gain support of the big industrialists in Germany and the army. However, the conditions in Germany were soon to present him with this opportunity.

## The Great Depression and the Rise of the Nazis to Power (1929-1933)

A revised system of reparations payments by Germany was devised in 1929. It was the American financier who was responsible for the proposals.

Since 1921, Germany had continued to be in arrears with her payment and a new plan reduced the amount of yearly payments. Still she would have to pay an annual sum in the region of 50, 000, 000 million pounds for the next 59 years and Stressman wished to accept these proposals which were rejected by the Nazis and the Nationalists.

The Great Depression, a period of economic collapse (1929-1933) had started in the USA with collapsing

promised not to intervene in matters of the state and in turn, they dissolved the Catholic Centre Party and take no further involvement in politics. The relations of the two institutions were tainted when Hitler dissolved the Catholic Youth League because it competed with the Hitler Youth. The Catholics objected to this and their schools were shut down. The Catholics were greatly appalled by this which prompted the Pope Pius XI condemned the Nazi regime for being hostile to Christ and the Church. Hitler became very bitter and many priests and nuns were arrested and sent to concentration camps.

- Protestant Churches
- The majority of the Germans belonged to one of these churches so Hitler intended to organise them into a 'Reich Church' with the Nazi as the first Reich bishop. This did not go well with many priests (pastors) and a group led by Martin Niemoller criticised the government on its inference on church affairs and about the persecution of the Jews. Niemoller and other pastors were sent to the concentration camps where he survived until his liberation in 1945.
- Under the stewardship of Hitler became a police state since opposition forces were hunted down by the police, assisted by the SS and the notorious Gestapo. There was no fair trial for enemies of state and the concentration camps were now full. Examples of these camps were Dachau near Munich, Buchenwald near Weimar and Sachsenhausen near Berlin. These camps contained opponents like communists, Social Democrats, Catholic priest, Protestant pastors and highly the Jews.



*The Roman Catholic Cathedral*

## Hitler's Foreign Policy

### Aims in Foreign Policy

When Hitler took over the reins of power, he was determined to make Germany great again. His ideas were set out in a book called *Mein Kampf* (My struggle) that he had written in prison in 1924. His major aims were to make Germany a great power among the European powers once again and he aimed to achieve this by tearing apart the Versailles settlement, which was unpopular to most Germans. This, Hitler hoped to fulfil by building the army, recovery lost territory such as the Saar and the Polish Corridor, and bringing all Germans into the Third Reich. The unification of all the German stock would involve the annexation of Austria and some parts of Czechoslovakia and Poland dominated by German minorities created by the Versailles Treaty. The question on whether Hitler's thirst for territories would be quenched by these acquisitions is still lingering in the minds of some authorities. Some historians believe that the annexation of Austria, some parts of Czechoslovakia and Poland was a starting point, which was to be complemented by the seizure of the whole of Czechoslovakia and Poland and by the conquest and lasting occupation of Russia as far as the Ural Mountains. This would create *lebensraum* (living space) for the Germans which would offer food for the German people and an area in which the extra Germans would settle.

Hitler started his foreign policy with major successes which increased his popularity among the German people. The first set of aims was fulfilled until the end of 1938 without a fight and with the consent of Britain. The Germans of Poland needed to be integrated into the Reich. The catastrophic decision to

#### ACTIVITY 1.31



#### RESEARCH

Research about the dominant religion in your community and assess how it tolerates the beliefs of others.

## Arbitrary arrests

The OVRA was the secret police of the Fascists. The organisation was formed in 1927 and led by Arturo Bocchini. Numerous people were arrested by the OVRA and sent to prisons on remote Mediterranean islands. The conditions in these prisons were unbearable.

## The New Electoral Law

The new Electoral Law was drawn up in 1927. In this law the electorate was given the official list of candidate whom they could only accept or reject. These members of parliament were chosen by Fascist Grand Council presided over by Mussolini. About three million people were denied the right to vote. One could vote if one belonged to the Fascist syndicate. In local government, elected town councillors and mayors were dismissed and towns were now run by officials appointed by Mussolini.

## Economic Policy

### Industry

Great efforts were applied to improve the industrial sector. Top priority was given to the hydroelectric power and between 1917 and 1942 electric power increased fivefold. Moreover the car industry expanded greatly. The Fiat Company produced the majority of the Italian cars. Schemes were undertaken to develop oil refining at Bari and Leghorn. Other pioneers in the oil refining industry were the Electric Company, Monecatin Chemicals and Pirellic Rubber. Subsidies to firms were given by Mussolini's government in the 1930s under the government's Industrial Reconstruction Programme. Artificial silk production was encouraged and by 1930 its production had increased tenfold. Also, iron and steel production doubled by 1930.

## Self-Sufficiency: 'The Battles'

The Fascists' major aim in domestic policy was to attain economist self-sufficiency (Autarky). Various programmes were embarked upon like the 'Battle for Grain', THE 'Battle for Lira', and the 'Battle for Births'.

### The 'Battle for Grain'

To drive self-sufficiency farmers were encouraged to concentrate wheat production. This involved the destruction of the vineyards and olive orchards, which had taken years to grow.

A programme of land reclamation was launched; involving draining of marshes, irrigating and planting forests in mountainous areas. A good show of this was the reclamation of the Pontine Marshes around Rome. The marshes were an area of malarial swamp, which produced thousands of acres for new land for farming.

### Results of the 'Battle for Grain'

#### Positive results

- Wheat imports had been cut by 75% by 1935.
- Between 1922 and 1939 grain production doubled.



for control of colonies intensified.

- The immediate causes of the war were linked to the tensions in the Balkans. The Sarajevo assassination of Archduke Franz Ferdinand the heir to the Austrian – Hungarian throne on 28 June, gave an opportunity to Austria – Hungary to settle in long- standing grievances with Serbia. Germany persuaded Austria-Hungary to attack Serbia, while other powers did little to avoid war. Lastly, the European powers became involved in the war for different reasons.
- Considerable casualties were claimed by this war and it destroyed industries and factories in most parts of Europe.
- The League of Nations was part of the Treaty of Versailles signed after the end of the World War 1 to prevent the outbreak of future wars.
- From the outset, the League was dominated by few rich members of the Council, namely Britain, France, Italy and Japan. The US was not a member of the Council because the USA Senate opposed the idea of the League of Nations.
- The League of Nations scored some successes in solving the burning issues involving minor states, on the whole the League was principally handicapped by the lack of support from the USA, disagreements between Britain and France and the influence of the Great Depression among other factors.
- The League was increasingly undermined by fascist rulers like Mussolini and Hitler whose acts of aggression created conditions for the outbreak of the Second World War.
- The 1929-31 Great Depression created the necessary conditions for the rise of Nazism under Adolf Hitler. The coalition government of the Weimar Republic was further weakened by economic and financial problems as well as unemployment problem. Adolf Hitler became the Germany President in 1933.
- After assuming power, Hitler started a process of purging real and imagined enemies such as political opponents, communists, Jews and some minority groups.
- When the problem of internal enemies was dealt with, Hitler started to expand the frontiers of Germany violating the provisions of the Versailles Treaty.
- In order to pursue his grand ambitions of building a strong and greater Germany dominated by the pure German race, the Aryans, Hitler started to build the army, the air force and navy.
- The main factors that gave rise to the development of Fascism in Italy were economic, social and political considerations.
- The rise of Fascism in Italy was associated with Benito Mussolini. Mussolini fell out with the socialists because they were anti- war and began to defend private enterprise and property, advocated law and order, and championed the cause of morally strong and unified Italy. Mussolini had strong followers known as the fascists and he was affectionately referred to as 'duce' or leader.
- The existence of a weak government, the fascists marched on Rome in the early 1920s to demonstrate their political strength. In a bid to avoid anarchy, the King of Italy turned to Mussolini to bring political order. Mussolini started to rule Italy as a dictator.
- The main elements of Italian fascism were extreme nationalism, totalitarian system of government, imperial dominion and glory and military strength.
- Mussolini sought to strengthen his social ideas abroad after 1930 through war and imperial domination.

## END OF UNIT EXERCISE

1.6



1. (a) List five countries involved in the Moroccan crises. (5)  
 (b) Describe the first and second Moroccan crises. (12)  
 (c) To what extent were the first and second Moroccan crises responsible for the outbreak of World War 1? (8)
2. (a) Name any five weapons used in the First World War. (5)  
 (b) Describe the trench Warfare during this war. (12)  
 (c) How effective was the trench Warfare during this war? (8)
3. (a) Name any five original members of the League of Nations. (5)  
 (b) Describe the origins and aims of the League of Nations. (12)  
 (c) How successful was the League in achieving its aims? (8)
4. (a) State any five social problems faced by Italy after World War 1. (5)  
 (b) Describe the economic and social problems faced by the Italians after World War 1. (12)  
 (c) To what extent were these problems responsible for Mussolini's rise to power? (8)
5. (a) Identify any five states annexed by Hitler up to 1930. (5)  
 (b) Describe the measures taken by Hitler to rise to power in Germany. (12)  
 (c) "Hitler's personal ability did nothing to his rise to power". How far do you agree with this statement? (8)
6. (a) List any five jobs that were regarded 'men- only' before the outbreak of the First World War. (5)  
 (b) Describe the role played by women during the First World War. (12)  
 (c) How far did the position of women improve after the First World War? (8)
7. (a) Identify five aims of the League of Nations. (5)  
 (b) Describe the work of the League Council and Assembly. (12)  
 (c) Why was the League Council unable to maintain peace in the world?
8. (a) State any five activities of Mussolini's Public Works Scheme. (5)  
 (b) Describe the measures taken by Mussolini to make Italy self- sufficient. (12)  
 (c) To what extent was the idea of self- sufficiency successful in Italy during this period? (8)
9. (a) State any five injustices that were done by Fascists to the Italian people between 1919 and 1929. (5)  
 (b) Describe the injustices that occurred to women and workers during Mussolini's dictatorship. (12)  
 (c) How popular was Mussolini's dictatorship to 1939? (8)
10. (a) State any five breaches of the Treaty of Versailles that Hitler committed in his aggressive foreign policy. (5)  
 (b) Outline the events in Hitler's foreign policy from 1935 to 1939. (12)  
 (c) How far did the people of Germany benefit from Hitler's aggressive policy? (8)

## Fascinating Facts

On 7 December 1941, without warning, without being provoked and without any declaration of war; the Japanese carrier-borne aircraft attacked a big and important US naval base of Pearl Harbour in Hawaii.

Offensive in Check, 1942-1943

Midway Island, June 1942

The Americans beat off a serious Japanese attack in the Pacific which included 5 aircraft carriers, nearly 400 aircraft, 17 large warships and a force of 500 troops. Contrary, the Americans had 3 carriers and 233 planes destroyed four of the Japanese carriers and about 330 planes. The Americans had broken the Japanese radio code and knew exactly where and when the attack had to be executed to realise this great victory. Also, the Japanese were over-confident and made two dangerous mistakes; they split their forces allowing Americans to concentrate on their main carrier force, and they attacked with aircraft from all 4 carriers spontaneously, so that when they were all rearming the fleet was highly vulnerable. The Americans launched a counter-attack by dive-bombers which sank two of the carriers and all the Japanese planes. Midway was a turning point the battle of the Pacific to the Japanese who lost their carriers and strike planes. This seriously weakened the Japanese and the Americans maintained their lead in carriers, and aircraft, especially the dive-bombers. The Japanese had by far possessed more battleships and cruisers, but they were ineffective, and the most possible option to wage a war in the vast Pacific was by air power operating from carriers. The Americans under General MacArthur recovered the Pacific islands with landings in Solomon Islands.

El Alamein- 1942 in Egypt, Rommel's Afrika Korps was driven back by Montgomery's Eighth Army. Several engagements were fought in the Al Alamein area before this great battle. In the first place the Axis advance was temporarily checked and when Rommel tried to break through was stopped again at Alam Halfa and finally he was chased out in the October battle for good by the British and New Zealanders. The reasons for the Allies were that during the seven week pause massive reinforcements arrived so that the Germans and the Italians forces were outnumbered and allied air power was vital, repeatedly attacked the Axis forces and sinking their supply ships crossing the Mediterranean. By October the Axis faced shortages of food, fuel and ammunition. El Alamein victory prevented Egypt and the Suez Canal from falling into German trap and ended the probability of a link-up between the Axis forces in the Middle East and those in the Ukraine. The Egyptian campaign completed the expulsion of the Axis forces from North Africa and encouraged landings of American and British troops in the French territories of Morocco and Algeria to threaten the Germans and the Italians from the west.

### EXERCISE 2.1



- |     |  |      |
|-----|--|------|
| (a) | Identify any five causes of World War 2.               | (5)  |
| (b) | Describe the Japanese attack on Pearl Harbour in 1941. | (12) |
| (c) | How important was air power in the Second World War?   | (8)  |

## Stalingrad

The German southern attack which had manoeuvred deeply through Crimea, capturing Rostov, was lastly checked. In August 1942, the Germans had reached Stalingrad and caused some destruction on the city, but the Russians refused to surrender. The November counter-attack was ferocious and the Germans were trapped whose supply lines were precariously extended in a large pincer movement cutting off their retreat. The commander von Paulus surrendered with a force of about 100 000 men. The defeat by the Russians was catastrophic and destroyed the invincibility myth of the Germans and Russian morale was boosted. Counter-attacks followed forcing the Germans to abandon the siege of Leningrad and to retreat from their position west of Moscow. Time was the only determinant factor for the Germans, now heavily outnumbered and short of tanks and guns, were chucked out of Russia.

## Role played by Allied Naval Forces in the War

As in the First World War, the British navy played a pivotal role and this included protecting merchant ships bringing food supplies, sinking German submarines and surface raiders, blockading Germany and transporting and supplied Allied fighting in North Africa and later Italy. Initially, the British did not realise the importance of air support in their naval operations and had few carriers. As a result, they suffered defeat in Norway and Crete where the Germans established strong air superiority. The Germans had numerous naval bases in Norway, Denmark, France and Italy. However, the British had some successes apart from the challenges encountered.

Half the Italian fleet at Taranto (November 1940) were sunk by the aircraft from the carrier and in March 5 more warships were destroyed off Cape Matapan. Also the threat from surface raiders was removed by the sinking of Bismarck, Germany's only battleship at the time. Again, the navy destroyed the German invasion transports on their way to Crete though they could not prevent the landing of parachute troops. The navy provided escorts for convoys carrying supplies to help the Russians and their most contribution was their victory in the Battle of the Atlantic.

## Air Power and the Defeat of the Axis Powers

The initial important achievement was seen in the Battle of Britain (Operation Sea Lion 1941) when the Royal Air Force encountered the German Luftwaffe. The attack was very unfortunate because it attracted a serious British counterattack which led to the defeat of Germany and eventually abandoned the attack. Air power carried out successful attacks on the Italian fleet at Toranto and Cape Matapan, the German battleship Tirpitz was sunk in Norway in 1943. The German navy chief complained to Hitler in 1943 that since the introduction of the new radar devices, more U- boats were being destroyed by aircraft than the naval vessels. Again air power won the Pacific war against the Japanese. The Battle of Midway Island in June 1943 was won by use dive- bombers operating from aircraft carriers. Attacks by heavy bombers prepared the way for landings by marines, for example at Mariana Islands (1944) and the Philippines (1945).

In hopeless situations the RAF took part, for example the desert war, they constantly bombed Rommel operating from bases in Egypt and Palestine on supply ships in the Mediterranean and army on land. The Allied forces, the British and the Americans flew parachute troop to aid the landings in Sicily(1943) and Normandy (1944).The Germans had bombed world cities and ports like London in 1940 and 1941.In retaliation, the British and the Americans launched 'strategic air offensive' massively attacking military and industrial targets in order to thwart German war effort. Cities like the Ruhr, Cologne, Hamburg and Berlin were badly raided.

The Japanese and the Italians had to import supplies and the Germans lacked rubber, cotton, nickel and oil.

## Allied Powers Learnt From Early Failures

The Allies knew how to check the Blitzkrieg attacks and they admired the importance of air support and air craft carriers. They built an air and naval superiority which won battles in the Atlantic and the Pacific and gradually starved the supplies of their enemies.

## The Axis Powers Miscalculated

Little did Hitler know that war against the British would involve much of her empire and that his army was bound to spread thinly on the Russian front, on both sides of the Mediterranean, and the west coastline of France. They became stretched out beyond their capability to hold their gains. Japan was a small island with restricted industrial power and the Germans constantly assisted the Italians who proved incompetent.

## Allied Resources

The combined resources of the USA, USSR and British Empires brought about the downfall of the Axis powers' empire. Rapidly, the Russians moved their industry east of the Ural Mountains and production continued despite the fact that, the Germans had occupied much of the west. The USA and Russia had four times as many tanks as the Germans and could double in the field. During the peak period, American production levels reached a turn out over 70, 000 tanks and 120, 000 aircraft a year, which the Japanese and Germans could not withstand.

## Tactical mistakes made by the Axis powers

The Japanese concentrated on producing battleships and they could not understand the importance of the aircraft carriers. Hitler became obsessed with no retreat mantra for the Germans and failed to provide for a winter campaign in Russia. This contributed to many disasters in Russia including Stalingrad. Also Hitler's insistence in producing V- rockets when he could have been concentrating in producing jet aircraft which would have re-establish German air superiority and eliminating the devastating bomb attacks of 1944 and 1945 respectively.

## Effects of the War

- Immense destruction of lives, homes, industries and communications in Europe and some Asian countries. The war claimed at least 30 million lives and the majority of which were the Russians. Almost 21 million people were uprooted from their homes. Nazism had committed serious atrocities and had intentionally killed six million Jews and hundreds of thousands of non-Jews in extermination camps.
- No inclusive peace settlement like the Versailles Treaty concluded after the First World War. The main reason being that there was a lot of suspicion and distrust emerged between Russia and the west.
- Stimulation of rapid social and scientific developments.
- European domination of the world greatly declined with the USA and Russia becoming the leading powers.



# TOPIC 5

## NATIONALISM

### Units Covered

5.1 Social, Political and Economic Policies

5.2 Land Reform and Indigenisation



### Introduction

After gaining independence from its former colonial oppressors on 18 April 1980, the Zimbabwean government made several strides towards creating a stable environment where development could be realised. This was characterised by putting in place different socio-economic and political policies. Part of this topic will therefore be premised on unpacking these policies and their implications for the Zimbabwean people. Moreover, the Land Reform programme will also be analysed in detail as well as the indigenisation policy and its far reaching consequences which transcend the Zimbabwean borders.

Primary schools' enrolment increased from about 820 000 in 1979 to 2, 08 million in 1990, an increase of 154%. To cater for these huge enrolments, the number of Teachers' Colleges also increased during the first decade of independence. By 1990, there were 15 teachers' colleges in the country, ten of which training primary teachers and five training secondary teachers. Great strides have been made in higher education when the government encouraged the construction of many universities including state universities like Great Zimbabwe, NUST, Solusi and Africa University. The government also granted university status to some colleges for example Midlands State University, Chinhoyi and Bindura universities. Affirmative action policy was put in place by the government in colleges and universities to accommodate the girl child who was not given opportunity to pursue educational goals during colonial era. In addition, in the 1980s efforts were made to merge education with production in curriculum. To encourage education among students in Zimbabwe, private colleges have been encouraged to operate. Education was merged with sport and culture to encourage sport among children. However, it is vital to stress that even though the government of Zimbabwe made great milestones in encouraging education since independence, there have been problems in the education sector like:

- Teaching and learning materials in many Zimbabwean schools are inadequate.
- Massive expert- teacher exodus to other countries leaving schools with less experienced teachers due to poor salaries for the teaching force.
- Prevalence of hot sitting as a result of shortage of schools.
- Qualified teachers shunned poor working conditions in rural areas to teach in urban areas leaving schools in rural areas manned by temporary teachers.
- The granting of university status to many colleges compromised the standard of education in state universities and colleges as many students enter these institutions with fewer points.
- The corona virus had affected the education sector tremendously affected as schools were closed.

## Health

Since 1980 the government of Zimbabwe has made remarkable progress in the field of health care system especially for majority of the indigenous people who were marginalized during colonial days. During colonial era, the white minority had access to first class and insurance funded health care system, while Africans enjoyed only medical service. It is important to note that in 1980, there were only four referral hospitals in the country and of these two were reserved for whites, while the other two were serving the entire black population. In rural areas the only access to health care was through church run clinics. A fragmented health system also characterised Rhodesian Party policy with a two tier medical system favouring urbanites in form of the white community. The colonial government cared little to the indigenous people's welfare in health issues. Institutions serving the white minority interests like Andrew Fleming, (now renamed Parirenyatwa) were better equipped and staffed and received hefty share of the health budget each year.

After independence, the government of Zimbabwe made health service one of its top priorities to serve

### ACTIVITY 5.1



In groups answer the following questions and give feedback to the class.

1. Name any five ministers of Education, Sport and Culture in Zimbabwe since independence. (5)
2. Outline measures taken by the Zimbabwean Government to improve the education system. (12)
3. How successful has the Zimbabwe Government been in carrying out these measures? (8)

**END OF UNIT EXERCISE**

- 1 (a) List any 5 MDC ministers in the Government of National Unity from 2009-2013. (5)
- (b) Describe six economic achievements of the Government of National Unity from 2009 to 2013. (12)
- (c) Did the people of Zimbabwe benefit economically from this inclusive government? Explain your answer. (8)

## 5.2 LAND REFORM AND INDIGENISATION

### Objectives

By the end of this unit, learners should:

- Describe the reasons for Land Reform programme.
- Assess the role of the Constitution of Zimbabwe in the redistribution of land.
- Describe indigenisation policies in Zimbabwe.
- Explain the reaction of Western countries to land reform programmes.

The Land reform programme is an attempt sacrificed by the Zimbabwean government to distribute land to landless people. The programme was executed in different phases since the country attained its independence from the British.

### Reasons for the Land Reform Programme

- To correct the historical injustice on land ownership.
- To fulfil one of the revolutionary principles of the war.
- To reduce pressure over land in rural areas.
- To promote agricultural development.
- Maximisation of idle land.
- Resettling of freedom fighters and returning refugees.
- To create employment to the country's youth.
- To eradicate poverty and improve the household income.
- To redistribute land equally without racial prejudice.

### Role of the constitution of Zimbabwe in the redistribution of land

#### Phases of the Land redistribution process

##### Phase 1

The government of Zimbabwe failed to distribute land to the land hungry Zimbabweans soon after independence because it was bound by the "Sunset Clauses" in the Lancaster House Constitution. Land distribution would take place in terms of 'willing buyer, willing seller' basis and it gave special

- Freedom of movement; the right to seek asylum; the right to a nationality.
- The right to marry and found a family; the right to own property.
- Freedom of thought, conscience and religion; freedom of opinion and expression.
- The right to peaceful assembly and association.
- The right to take part in government and to equal access to public service.

Articles 22 to 27 outlines the economic, social and cultural rights to which all human beings are entitled, including:

- The right to social security.
- The right to work; the right to equal pay for equal work; the right to form and join trade unions.
- The right to rest and leisure.
- The right to a standard of living, adequate for health and wellbeing.
- The right to education.
- The right to participate in cultural life of the community.
- Lastly, Article 28 recognises that everyone is entitled to a social order in which the human rights set forth in the Declaration may be fully realized.

## **Children's Rights as Enshrined in Universal Declaration of Human Rights.**

### **These rights are as follows:**

- Every child has an inherent right to life.
- A child has the right to rest and leisure, to engage in play, recreational and cultural activities, and arts appropriate to the age of the child.
- Every child who is mentally or physically disabled shall have the right to special measures of protection.
- Every child has the right to be protected from all forms of economic exploitation like child labour.
- Every child has the right to be protected from abuse and torture.
- Right to proper administration of juvenile justice.
- Every child is entitled to parental care and protection particularly with regard to nutrition, health, education, clothing, and housing.
- A child has the right of protection against harmful social and cultural practices.
- Any child who is permanently or temporarily deprived of his family for any reasons shall be entitled to special protection and assistance.
- Every child has the right to be protected against all forms of apartheid and discrimination.
- Every child has the right to be protected from all forms of sexual exploitation and sexual abuse.
- Children have the right to be protected from drugs i.e. Narcotics and illicit use of.
- Children have the right to be free from all forms of trafficking, sale, abduction etc.
- A child has the right to live with his/her parent.



- The right to food shelter, education and the best possible health care.

## Government Efforts in Promoting Children's Rights

The rights have been enshrined in the Constitution of Zimbabwe Amendment (NO 20) Act of 2013. Priority was given to children's rights and Zimbabwe adopted the Convention on the rights of the child. Children's rights were not set out in the Constitution of Zimbabwe before Amendment (No 20). Now with Amendment (No 20) of 2013 children's rights are set out in the superior law of Zimbabwe. Children's rights are set out in section 19 of the constitution.

Section 19 (1) clearly states that the State must adopt policies and measures to ensure that in matters relating to children, the best interests of children concerned are paramount. In section 19 (2) the State has undertaken to ensure that children enjoy family or parental care, or appropriate care is given when removed from family environment, have shelter and basic nutrition, health care and social services, are protected from maltreatment, neglect or any form of abuse and have access to appropriate education and training.

Section 19 (3) of the Constitution of Zimbabwe deals with child labour and compels the state to take appropriate legislative measures to protect children from exploitative labour practices and to ensure that children are not required or permitted to perform work or provide services that are appropriate to the children's age or place at risk the children's age, their children, education, physical or mental health or spiritual, moral and social development. In addition, Section 19 (3) the state is fighting against acts such as human trafficking and child prostitution, where children are abused in order to obtain income to support families.

The right to education – Section 75 (1) of the Constitution stipulates that every child has a right to basic State-funded education, including adult basic education; and further education, which the State, through reasonable legislative and other measures, must take progressively available and accessible.

Section 75 (2) of the Constitution provides that Every person has the right to establish and maintain, at their own expense, independent educational institutions of reasonable standards, provided they do not discriminate on any ground prohibited by the Constitution. The government acknowledges the role of private educational institutions in complementing government efforts in providing education and enhancing skills for the country's workforce.

A look at the Maintenance law which is one of the most controversial topics to most men in Zimbabwe, the State protects children. The Maintenance Act (Chapter 5:09) has brought many changes which protect children, both parents have the duty to maintain their children.

Upon divorce or judicial separation, children are protected from the conflicts between their parents when a decree of divorce or judicial separation is granted by the High Court of Zimbabwe, the court looks at the best interests of the child. Naturally, custody is vested by mothers, but can be granted to the father after taking into account the best interests of the child which are provided in section 4 of the Guardianship of Minors Act (Chapter 5 :08). The court looks at the age of the child, health, sex, educational and religious needs, social and financial position of the parties, character of parents, temperament, past behaviour of parent to child.

The Child Abduction Act (Chapter 5:05) which is international in nature is meant to safeguard the removal of children when a custodian parent wants to leave another country with the child. When parties fail to agree, the High Court of Zimbabwe makes the decision for the parents since it is the upper guardian of the minor child. With the Children's Act (Chapter 5 :06), establishing the children's

## CONT...



- 7 (a) List any five tenets of democracy. (5)
- (b) Describe the following types of democracy;
- i. . Representative democracy (6)
  - ii. Direct democracy (6)
- (c) Are people of Southern Africa benefiting from democracy? (8)
- 8 (a) Identify any five human rights groups in Zimbabwe. (5)
- (b) Outline human rights as stipulated in the Constitution of Zimbabwe. (12)
- (c) How successful has been the Zimbabwean government in promoting human rights? (8)
- 9 (a) List any five political rights enshrined in the Constitution of Zimbabwe. (5)
- (b) Explain the functions of the following organs of State:
- i. Executive (4)
  - ii. Legislature
  - iii. Judiciary
- (c) Is the principle of separation of powers helpful in promoting democratic societies? (8)

## GLOSSARY



**Abdicate** To surrender, renounce or relinquish, as sovereign power.

**Aggressive** Making assaults or unjustly attacking.

**Alleviate** To make less severe.

**Amendment** An alteration or change for the better.

**Ammunition** Articles used in charging firearms.

**Antagonise** To work against.

**Appeasement** The political idea that peace can be obtained by giving in to the demands of the enemy.

**Arbitration** A process through which two or more parties use an arbitrator or arbiter in order to resolve a dispute.

**Armistice** A formal agreement to end fighting.