

Sangam Skm College-Nadi

Lesson Notes- Week 1

Subject: History

Year: 13

<b>Strand</b>	Time, Continuity and Change
<b>Sub strand</b>	Decolonization
<b>Content Learning Outcome</b>	Describe the events and incidents which led to decolonization.

Definitions:

Decolonisation	This is the process when a colonial power withdraws from its former colonies.
Institutionalised collective effort	Action taken together by a group of people or an organisation whose goal is to enhance their status and achieve a common objective. In this instance, it refers to nations co-operating together in the platform of the initiatives of the United Nations in granting their colonies independence.
Political Mobilisation	The term refers to activities that intend to motivate and organise large numbers of people to undertake a particular political action. This could be either in the form of passive or active resistance.
Passive Resistance	Non-violent opposition to authority. The use of peaceful means instead of force to bring about political or social change.
Active Resistance	Violent opposition to an invading, occupying, or ruling power. Forms of active resistance include revolts and rebellions by individuals or groups.
Negotiation	A discussion or process of treaty with another (or others) aimed at reaching an agreement about a particular issue or problem mainly involved in reaching a common consensus of granting independence between the colonial power and its subjects.

Introduction:


- Decolonisation is the process of withdrawal of a colonial power from its colony.
- This mostly began to happen after World War 2.
- Decolonization was mostly motivated by the United Nations which wanted to facilitate former colonial subjects in gaining their political autonomy from their colonial rulers.
- There was a time when the leading countries of the world ventured out of their boundaries in order to meet their internal needs and engaged themselves in political, social and economic activities.
- Most of them set up colonies and established systems to regulate their activities during the period of colonialism.
- Most people of the colony came to be familiar with the systems introduced by the colonial powers and increasingly gained confidence in their ability to rule their countries.

- The emergence of potential local leaders and their enthusiasm to rule marked the end of colonialism and the commencement of the era of decolonisation.

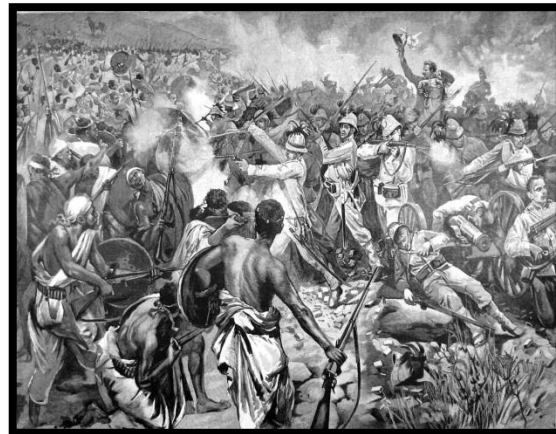
<b>Methods of decolonization</b>	Institutionalised collective effort	Political Mobilisation	Passive Resistance	Active Resistance	Negotiation
<b>Examples of countries</b>	Cook Islands	Vanuatu	Western Samoa	India	Fiji

### Examples of Passive and Active Resistance

#### Gandhi's & Beliefs Action



- 1920s-1930s: **nonviolent** actions against **British** rule
- **Boycott** of British goods
- **Fasting & praying**
- Deeply **upset** when **protests** turned **violent**



Reasons for Decolonization		
<p><u>Loss of Imperial Will:</u> Where colonial powers were feeling exhausted after World War 2 and wanted to get rid of their colonies since it was getting too costly to maintain it.</p>	<p><u>Local Demands:</u> Colonial subjects were questioning the motives of colonial rulers and demanding sovereignty.</p>	<p><u>International Pressure and Initiatives of United Nations:</u> The <b>Declaration on the Granting of Independence</b> to Colonial Countries and Peoples was adopted by the <b>United Nations</b> General Assembly <b>on 14 December 1960</b>.</p>

### Review Questions:

- (i) In your opinion does “decolonization” and “independence” mean the same thing? If you think these two terms are different then explain what is the difference?
- (ii) Why do you think the process of decolonization mostly happened after World War 2?
- (iii) Differentiate between “Active Resistance” and “Passive Resistance” by stating examples from this lesson.



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Lesson Notes- Week 2

Subject: History

Year: 13

<b>Strand</b>	Time, Continuity and Change
<b>Sub strand</b>	Decolonization Process In Samoa
<b>Content Learning Outcome</b>	Identify the key events in Samoa's decolonization and the role played by the colonial government.

- New Zealand officially took over Samoa from Germany in 1921. New Zealand wanted to rule Samoa for the benefit of the Samoans.
- The new Zealand colonial administration was similar to the German administration where in addition to the central administration there was also a native administration which however, had no powers to make policy decisions.
- Samoans resented the colonial administration for interferences since they strongly felt that they should have a voice in policy making.
- On the other hand, the New Zealand government fully engrossed in their belief of acting in the best interest of the Samoans passed an ordinance to control certain customs. According to the Ordinance customary rights to banish or exile law-breakers were transferred from the village to the Colonial Administration. It also gave powers to the Colonial Administrators to strip titleholders as a punishment.
- This Ordinance angered Samoans and by 1926 anti-New Zealand sentiments were emerging. Samoans hated the dominating paternalistic attitude of the central administration. They were not consulted in any decision making and most of all they hated interference with traditional authority and rights over *matai* titles.
- The European and part-European communities which included merchants, planters and traders were also not happy with the colonial administration. They thought that since they possessed the knowledge of both Samoan and European cultures, they were in a far better position to hold administrative role in the Samoan community. The Colonial Administration on the other hand, created a Legislative Assembly with only four local representatives and chosen entirely by the Colonial Administrator. The Europeans and the part-Europeans also hated the racial attitudes of the NZ officials.
- In 1923, the Colonial Administrator, Brigadier General G.S. Richardson thought of the Samoans as "*backward children, who under NZ rule could advance to become like Europeans.*" Samoans were proud of their culture and hated such attitudes.
- In 1926, Samoan leaders including Ta'isi Nelson, a businessman and member of the Legislative Assembly, openly began to criticize the Richardson Administration. He founded a newspaper, The Samoan Guardian to express his criticism.
- Nelson submitted a list of grievances to the NZ government on behalf of the Samoan and European communities. In 1927, the NZ Minister for External Affairs visited Samoa to hear their concerns. Surprisingly, the Minister W. Nosworthy was unsympathetic to the Samoans. He accused the local Europeans for provoking the Samoans and further announced that troublesome local Europeans and part Samoans could get deported from Samoa.

- The Samoans established The Samoan League, ‘Ole Mau’ or ‘Mau’ to represent their views. Their motto was, ‘Samoa mo Samoa’, Samoa for Samoans. Its headquarters was in Apia. The Mau’s policy was to pursue ways of passive resistance.
- Richardson reacted by disbanding Mau leaders. Two of its leaders were banished.
- In 1927, the NZ government a Royal Commission to inquire into the complaints. The Commission’s findings favored Richardson’s views. It resulted in the deportation of Nelson and two local Europeans.
- This resulted in further opposition from Samoans. Richardson called for two warships from NZ to stop this rebellion and passed regulations outlawing many of Mau’s activities. 400 Mau leaders were arrested. These arrests became ineffective as more and more of Mau supporters volunteered to get arrested as an act of rebellion.
- In 1928, Richardson left and was replaced by S.S Allen. The Mau organized a petition signed by 8,000 adult Samoan males to the League of Nations but still they were denied a hearing by the Mandates Commission of the League.
- Nelson continued to campaign internationally by using his own resources. This included writing a book, “The truth About Samoa” in 1928. Despite all these efforts, the League chose to accept NZ’s version of the situation since members of the League were allies of NZ during World War 1.
- On 25<sup>th</sup> December 1929, after 4 years of peaceful protest, violence broke out. There was a march organized in Apia to welcome back the two Europeans, Gurr and Smythe from exile. Things became out of control which resulted in the deaths of 11 Samoans. One of the leaders of the Mau, Tupua Tamasese said these words before he died, *“My blood has been spilt for Samoa. I am proud to give it. Do not dream of avenging it as it was spilt in maintaining peace. If I die, peace must be maintained at any price.”*
- In the early 1930’s, NZ rule became more forceful. They were bound to destroy Mau. The NZ marines swept into villages terrorizing and looking for Mau leaders who had fled to the mountains to save themselves. Nevertheless, while the men were hiding as fugitives, women had taken over the resistance campaigns led by Tamasese’s widow, Alaisa. The Women’s Mau organized a Malaga (travel tour) encouraging resistance in the districts.
- In 1933, Nelson returned to Samoa but faced the same challenges. Again he was arrested and imprisoned. By now some differences within the leaders of Mau were emerging as well.
- However, in 1936, a new Labour government came into power in NZ. The new PM of NZ, M.J. Savage promised a more cooperative attitude towards Samoa. Nelson was released and a way was opened for self-government consisting of Mau leaders in the Administration.

### **Review Questions:**

1. What does the word “Mau” mean? When and why was it formed?
2. Why did the NZ government continuously refuse to accept the demands of Mau?
3. What major factor led to the NZ government in changing their views regarding Samoa and finally giving prominence to Mau in 1936?

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Lesson Notes- Week 3

Subject: History

Year: 13

<b>Strand</b>	Time, Continuity and Change
<b>Sub strand</b>	Decolonization Process In the Cook Islands and Nauru
<b>Content Learning Outcome</b>	Describe the role played by UN and other foreign influences in the decolonization process and to identify the international trends that affected these events.

**Definitions:**

Internal Self-Government	A local/domestic campaign to end all forms of foreign control and influence so as to be able to take charge of their political, social and economic affairs.
Autonomy	The right of a country to gain its independence.
Self-Government	A system in which people of a country rule themselves and control their own affairs, free from external political authority.
Referendum	Voting done by people, in this case to choose whether they wanted independence or not.
Free Association	Self-governing countries whose external affairs and defence are the responsibility of their former colonial ruler.
Phosphate	Phosphate is a sedimentary rock formed millions of years ago by the accumulation of organic matter on the ocean floor. Micronesian islands consist of considerable high deposit of this mineral which is of good economic value in the commercial trading markets.
Trusteeship	The administration or governing of a territory by a foreign country under the supervision of the Trusteeship Council of the United Nations.

**Decolonization in the Cook Islands**

- The Cook Islands was a test case for the UN after its 1960 Declaration on Colonialism.
- The NZ colonial administration in Cook Islands emphasized free expression of the people on what type of independence they wanted.
- NZ also invited a UN Mission to be present during the whole process where the Cook Islanders would be empowered to elect a Legislative Assembly and debate on a draft constitution.
- The UN Mission reported favorably that an act of freely expressed self-determination had taken place in the Cook Islands. A resolution of the UN General Assembly recognized that full internal self-government had been attained and under Article 73 of the UN Charter, NZ to be released from its obligations.

- The last of decolonization was achieved in 1962, when the Legislative Assembly was given the choice on what type of independence they wanted; whether they wanted free association with NZ, integration with NZ, internal self-government or federation with other Pacific territories.
- The Assembly chose internal self-government.
- In 1964, the Legislative Assembly amended and approved the Cook Islands Constitution Bill.
- The Bill came into effect in 1965 and Cook Islands were declared independent.

### **Decolonization in Nauru**

- After World War 2, the administration of Nauru had been looked after by the UN Trusteeship Council (United Kingdom, Australia and NZ).
- The decolonization process in Nauru was made a little complicated when the colonial partners showed their reluctance due to the presence of phosphate in the islands.
- Nevertheless, fulfilling the obligations of the UN Declaration played a significant role since these partners were prominent members of the UN themselves.
- The speed up in the decolonization of Nauru was also a result of the contributions of a local leader, Hammer DeRoburt who was well educated in western style and well understood Nauruan terms. DeRoburt was a shrewd politician who brought great confidence to the developments that led to Nauruan independence.
- On 15<sup>th</sup> October 1968 although they had initially set the date of 31<sup>st</sup> January 1968 to correlate the anniversary of their return from Truk after World War 2 which they saw as a symbol of their identity and survival of their community. The offer of unconditional independence was made and Nauru became independent.
- The decolonization of Nauru showed that despite the overwhelming economic interest of the presence of phosphate and what benefits it may bring to the colonial partners, the colonial partners could not act in an open defiance to the UN Declaration and thus made independence possible for Nauru.

### **Review Questions:**

1. In what way was the decolonization process of Cook Islands a test case for the United Nations?
2. What economic factor may have hindered the process of decolonization in Nauru?
3. What could be the major factor for both Cook Islands and Nauru in gaining their speedy independence?