

PENANG SANGAM HIGH SCHOOL
P.O.BOX 44, RAKIRAKI
LESSON NOTES

School: Penang Sangam High School

Year/Level: 13C

Subject: History

Strand	Change and Continuity in the Pacific and Beyond
Sub Strand	Decolonization
Content Learning Outcome	<ol style="list-style-type: none">i. Understand the term decolonisation and its nature in specific case studies.ii. Discuss the involvement of the UN in the process of decolonisation in the various pacific islands.

Introduction

Leading countries of the world happened to be in some parts of the world because of their internal needs and engaged themselves in political, social and economic activities. Due to this most of them set up colonies and established system of governance to safeguard their activities. Mostly these activities conducted during colonialism period. The subject people came to know about these systems introduced by the colonial powers gradually gained confidence in their ability to rule their countries. The enthusiasm unleashed by the local people to take part in their local government and to rule, marked the end of colonialism and continued till the period of decolonisation.

Decolonisation refers to the process of withdrawal of colonial powers. **The Oxford Dictionary (1993) defines decolonisation as** “the withdrawal from its colonies of a colonial power; the acquisition of political or economic independence by such colonies”.

Some countries achieved self-rule or independence through institutionalised collective effort like Cook Islands. The Cooks were given about four options to choose how they should continue with their journey or self-rule, but they opted for self-government with free association to New Zealand.

Unlike some countries achieved their independence through political mobilisation or involve themselves in activities that intended to motivate and encourage large number of people to undertake a particular political action. An example could be Vanuatu.

However in some cases, actions of the pro-independence movements are characterised by nonviolence with the typical example in India led by Gandhi.

Inevitably, some independent countries used violent oppositions to an invading, occupying or ruling power. This was mostly in the form of revolts, rebellions by individuals or groups. A remarkable example could be Samoa which led to its independence state. Through the Mau Movement led by Tupua Tamasese Lealofi III.

Apparently and an example of negotiated independence was Fiji.

Unit 3: Decolonisation

Case Study 1

First Wave of Decolonisation

Introduction

The three countries that gained independence in the Pacific was

- i) Western Samoa from New Zealand in 1962
- ii) Cook Islands (in Free Association with New Zealand) in 1965
- iii) Nauru from Australia – 1968

Decolonisation began in 1962, with the independence of Western Samoa in 1962, influenced by the Mau Movement of Samoa with the slogan “Samoa Mo Samoa” literally “Samoa for Samoa”.

The common factor in these early examples of decolonisation was that it was not a sudden event. Similarly, people spoken and demanded or suggested they resume control of their own affairs.

Active Resistance

Mau Movement “ Samoa Mo Samoa”

Reasons of resistance

- i. The Native administration had no power to make decisions.
- ii. The structure was similar to the German administration- adopted and was foreign
- iii. Samoans felt intimidated/disrespected when external interferences in matters which concerns the village *matai* or head of family.
- iv. Ordinance passed to control certain local customs.
- v. Ordinance authorised to banish or exile law-breakers from the village to administrators.
- vi. In 1921, Tama-a-Aiga suffered banishment and loss of title.
- vii. The Ordinance was designed to force Samoans, to follow and obey the central administrations, therefore the regulations was enforced into villages and districts.

Results

- i. Enraged/angered local Samoans and by 1926, anti-sediments emerged throughout Samoa.
- ii. Resented the Paternalistic attitude of the central administration.
- iii. Discontent also developed among the Europeans and part-European merchants, planters and traders of Apia, because they felt the central government undermined/belittled/disregarded them and their role in the parliament. They had vast understanding of European and Samoan society which would be very critical in ways of the government. In addition they resented the racial attitudes of many NZ officials towards them and local Europeans who had married Samoans.
- iv. Samoans were regarded by Richardson as backward children.

Activity

1. Define decolonisation . _____
2. Discuss the reason leading countries or powerful countries need control. _____
3. Why powerful countries need a good system of governance in an administered _____