

SOCIAL DEVELOPMENTS IN EAST AFRICA

EDUCATION DEVELOPMENT IN UGANDA

- Before 1920, formal education in Uganda was run by the Christian missionaries.
- Their efforts were mainly concentrated in Buganda.
- Wherever they built a Church they would also set up a dispensary and a grammar School.
- Their main aim was to enable their converts acquire the three Rs – Arithmetic, Reading and writing.
- Their literacy was limited to reading religious books.
- However, by this time, very few African parents were willing to take their children to school.
- From 1900, missionaries introduced formal school education which was run alongside traditional education which they found.
- The aim of this type of education was to create a civil and literate community.
- Those who had this type of formal education could be clerks, interpreters and catechists.
- In 1902, the first school was built called Namilyango College.
- It was mainly children of chiefs and influential families who joined this school.
- In the same year, Mengo High School was also constructed by the church missionary society.
- By 1903, 7,800 girls were attending school.
- The girls' syllabus stressed submissiveness, hard work and good behavior.
- In 1905, a boarding girls' school was opened called Gayaza High School.
- In 1906, King's College Buddo was opened mainly for the sons and relatives of the Kabaka.
- St. Mary's college Kisubi was later opened in 1908.
- More schools were opened up in Masaka, Kamuli, Iganga, Hoima, Gulu and Mbarara.
- Such schools included Ntare School, Mary Hill high school and Kiira College Butiki.
- In these schools, more emphasis was put on religious knowledge, English, geography and arithmetic.
- These schools were run along denominational lines and were headed by reverends, nuns and priests.
- Teacher Training Colleges (T.T.Cs) were later setup, the first at Mukono by the Anglican Church.
- From 1920, the colonial government became interested in controlling education standards in Uganda.
- This was because of the weaknesses found in missionary education e.g. they had neglected technical and industrial education and they had also neglected agriculture and animal husbandry.
- The colonial government thus set up a department of education to guide education in Uganda.

Why the colonial government became interested in controlling education in Uganda

- ❖ There was need for the colonial government to control the syllabus i.e. what was taught in Schools because each religious denomination only taught what suited their interests.
- ❖ Missionary Schools only provided Education that was theoretical and not practical therefore irrelevant to the needs of the Africans.
- ❖ Missionaries had neglected animal husbandry and agriculture in their Schools yet the economy was based on agriculture.
- ❖ Mission Schools were also too many but with poor conditions for example hygiene was very poor and this called for the colonial government to come in and fund these Schools.
- ❖ Missionaries had also found it very expensive to shoulder education alone and this therefore called for government funding.
- ❖ The government also wanted to create a good impression of itself in public hence it's increased funding of education.
- ❖ The colonial government had by 1920 accumulated funds through taxation, revenue from cash crops and the Uganda railway and therefore this provided funds to invest in education.
- ❖ The colonial government had also finished setting up the necessary infrastructures like roads, Uganda railway, Hospitals and therefore it had to start investing in Education.
- ❖ There was also need for the government to continuously inspect the mission Schools to ensure that the syllabus was good, hygiene was improved and schools were properly staffed.
- ❖ Schools were run on religious differences and therefore the colonial government had to come in to remove the differences.
- ❖ Muslims had been neglected in provision of the education services and therefore the government had to come in.
- ❖ There was need to promote girl child education because missionary education had neglected girls.
- ❖ Government had also realized the need for education in development to create a civil class of skilled labor force.
- ❖ There was need to reduce illiteracy country wide especially in the rural areas because most Schools were in Buganda and in urban centers.
- ❖ There was need to create a class of teachers who were Africans because they knew the problems affecting their own people.
- ❖ Availability of scholarships from various institutions abroad e.g. Cambridge which called for government selection of Students.
- ❖ There was also need to improve on communication between the colonialists and the local people hence improvements in education had to be done by the colonial government.

How the government became involved in managing education after 1922

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

- In 1926 more courses were introduced at Makerere College in the fields of teaching, agriculture and medicine and it started producing professionals.
- Still in 1926, the colonial government started the Student exchange program and many students came from as far as Kenya Tanzania, South Africa and Zambia.
- In the late 1920's teacher training colleges were built, e.g. in Ndejje, Nkozi and Kyambogo and these produced Grade II teachers.
- An inspectorate of schools was also set up to check on the standards of these Schools.
- The government also set up education commissions for example Phelps – Stokes commission and De – la – war commission to continuously research on the progress of education in Uganda.
- In 1935, the colonial government linked Makerere to the college of Cambridge and the first group of Ugandans sat for the Cambridge certificate of education exams.
- In 1937, Makerere was recommended to become an institution of higher learning for the whole of E. Africa.
- In 1949, Makerere was linked to the University of London and it started offering degree courses.
- Its first graduates came out in 1953 that included Nelson Mandela and Julius Nyerere.
- From the late 1930's many schools were built and government increased funding in education.
- This increased enrollment in primary, Secondary, tertiary and technical schools.
- A sponsorship or Scholarship program was put in place to help students attain higher education.
- In 1964, all denomination schools (schools belonging to a particular faith) were abolished by the 1964 education Act.

How did these developments affect the people of Uganda up to independence?

- Illiteracy reduce a number of African students learnt how to read, write and count.
- English language was widely used by those that had attended the formal education system
- There was loss of African values and customs as African students adopted European values like dress.
- Many Ugandans were trained as Clerks, interpreters, secretaries and teachers.
- Due to the above training many Africans were employed by the colonial government and education institutions.
- Africans lost land where formal schools were established.
- Formal schools promoted African talents in sports, music, dance and drama promoted 1 formal school.
- Formal school system produce African nationalist like I.K.Musaazi, Elidad Mulira, Abu Mayanja, Jolly Joe Kiwanuka, Apollo Milton Obote.etc.
- Social infrastructures developed like roads and hospitals alongside schools.
- Ugandans acquired skills like tailoring, brick laying and typing.
- Many students acquired scholarships to study abroad.
- Formal education also produced the first group of African elites.
- It also denied Africans professional training that would make them doctors, engineers lawyers etc.
- In conclusion the effects of the formal education system on the people of Uganda were political, social and economic.

Revision questions

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

POLITICAL PARTIES IN EAST AFRICA

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

Why were political parties formed?

- ❖ They were formed to fight for the independence of their respective countries.
- ❖ They were also formed to demand greater African representation on the Legislative council.
- ❖ Political parties wanted the extension of the voting franchise to the Africans since they had been denied the right to vote.
- ❖ The rise of Pan-Africanism also drove Africans to form political parties because they wanted to rule themselves.
- ❖ Political parties were also formed as a result of colonial rule and its evils like loss of land, forced labour, heavy taxation.
- ❖ They were also formed to fight against European exploitation of African resources like land, labour and minerals.
- ❖ The influence of the Second World War was also a factor in the formation of political parties as Africans who had fought in the war came back with the zeal to liberate fellow Africans.
- ❖ Political parties were formed to fight for the release of imprisoned political prisoners like KANU was partly formed to fight for the release of Mzee Jomo Kenyatta.
- ❖ Political parties were formed to act as vehicles (platforms or mouthpiece) for airing out African discontent against colonial rule.
- ❖ The high levels of poverty and unemployment also forced ex-servicemen to form political parties e.g. General China.
- ❖ The rise of African nationalism was also manifested (shown) through the formation of mass political parties.
- ❖ Political parties were also formed to fight the discriminatory tendencies of the whites e.g. in education, health and employment.

- ❖ Political parties were also formed to demand for the removal of restrictions on the cultivation of cash crops, trade and free movement.

Problems faced by the political parties

- ✓ Tribal differences led to disunity which delayed independence e.g. D.P for Baganda and UPC for Northerners
- ✓ Differences in political ideologies also led to power struggles e.g. UPC could not have the same plan with DP on how to achieve independence.
- ✓ Differences in languages created the problem of language barrier i.e. Uganda lacked a national language which also created disunity.
- ✓ Religious differences created disunity e.g. DP for Catholics and UPC for Protestants.
- ✓ Imprisonment of Charismatic national leaders created power vacuum at the top.
- ✓ Differences on how to achieve independence e.g. some wanted force and some wanted diplomacy.
- ✓ Inferiority complex of Africans i.e. they underrated their potential to fight the whites.
- ✓ Lack of funds to sustain their activities made it difficult to spread awareness among the masses.
- ✓ Foreign interferences e.g. political parties were always not allowed to freely carry out their work.
- ✓ Some Africans collaborated with colonialists which weakened the work of political parties.
- ✓ High level of illiteracy made it very difficult for the leaders to convince the local people.
- ✓ Poor transport and communication to effectively spread ideas countrywide.
- ✓ Lack of proper organization made it difficult to achieve independence quickly.
- ✓ Nationalists mainly concentrated in urban areas and neglected the majority rural population.
- ✓ British policy of divide and rule worsened the levels of tribalism and created tribal thinking.
- ✓ The few educated Ugandans were comfortably employed in the colonial government civil service and could not join the independence struggles.

THE ROAD TO INDEPENDENCE IN EAST AFRICA

TANGANYIKA

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

Role played by Tanganyika African National Union (T.A.N.U)

- T.A.N.U was originally known as the sabasaba
- TANU was formed on 7th July 1954 in Dar-es-salaam.
- It replaced Tanganyika African Association (TAA).
- Dr. Julius Kambarage Nyerere assumed leadership of the party.
- The party made it clear that Tanganyika was an African country and therefore Africans had to have majority seats in government.
- The party opened up offices all over the country to mobilize the people of Tanganyika for self-rule.
- The party united the people of Tanganyika with the aim of achieving self-rule.
- In 1954, a UN mission was sent to Tanganyika proposing a planned constitutional process towards independence.
- T.A.N.U presented a report to the UN visiting team proposing a the constitutional process to adopted in drive to attain independence.
- In 1955, Nyerere as president of T.A.N.U. visited the UN in New York to explain TANU's aims and to seek for support of UN in the independence struggle.
- Nyerere and T.A.N.U received a lot of sympathy from the UN that was against colonialism in Africa.
- In 1957, T.A.N.U demanded that Tanganyika be granted independence in the next two years
- T.A.N.U successfully mobilized the people of Tanganyika for self-rule in the next two years.
- In 1958, TANU won a landslide victory in the Legislative Council elections largely due to its multi-racial policy.
- TANU defeated its only rival the United Tanganyika Party (UTP) that was formed in 1956 by some members of the Legco.
- After suffering a heavy defeat, UTP was disbanded unconditionally and this increased T.A.N.U's power and credibility.
- T.A.N.U planned the composition of the Legco by advocating for an African majority in the council.
- In the August 1960 elections, TANU swept the polls winning seventy out of seventy one African seats.
- On 1st May 1961, Tanganyika was granted internal self-rule under Dr. Julius Nyerere.
- TANU provided the first leaders of Tanganyika. When Nyerere became the first prime minister of Tanganyika.
- TANU Africanized the civil service and introduced special training scheme to accelerate a changeover.
- The party steered Tanganyika to independence on 9th December 1961, when the Duke of Edinburgh handed total independence to T.A.N.U under Nyerere.
- In 1963, Tanganyika became a one party state under TANU.

MWALIMU JULIUS KAMBARAGE NYERERE

- He was born in March 1922 at Butiama near the Eastern shores of Lake Victoria.
- He was born to Burito Nyerere who was a Zenaki chief.
- He went to Musoma for his primary and Tabora School for his secondary education.
- In 1943, he joined Makerere University College Kampala for a diploma in education.
- In 1945, he returned to Tanganyika to start a teaching career at St. Mary's Tabora- a Catholic mission school.

- In 1949, he went for further studies at the University of Edinburgh in Scotland and attained a Master's degree in history, economics and philosophy.
- While in Britain, he met various Pan-Africanists like Kwame Nkrumah and Jomo Kenyatta who encouraged him to liberate his people.
- In 1952, he returned to Tanganyika and was elected Secretary of Tanganyika African Peoples' Welfare Association.
- He also became an active member of Tanganyika African Association (TAA).
- In 1953, he was elected president of the Tanganyika African Association
- In May 1954 he was appointed a temporary member of the legico.
- On 7th July 1954, T.A.N.U was formed at Dar-es-salaam to replace TAA and Nyerere was elected president of the new party.
- In the same year (1954), he presented the African case for self rule to the United Nations visiting mission to Tanganyika.
- In 1955, he visited the UN trusteeship committee demanding independence for Tanganyika.
- Still in 1955, he was elected to the Legco but resigned after two years accusing it of not having a serious programme as far as speeding up the independence of Tanganyika was concerned.
- In 1956, he went back to the UN trusteeship committee demanding for African independence.
- In December 1956, he was elected president of the Legco in order to diffuse the conflicts that had risen between the government and TANU but like before he resigned accusing it of not having a serious programme as far as speeding up the independence of Tanganyika was concerned.
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- In September 1958, he led TANU to sweeping victory in all the Legco elections defeating its major rival United Tanganyika Party (UTP).
- In the August 1960 elections, he steered TANU to another landslide victory and it won seventy of all seventy one seats reserved for Africans in the Legco.
- On 1st May 1961, Tanganyika attained internal self rule and Dr. Julius Nyerere became the first prime minister.
- On 9th December 1962, Tanganyika got total independence from the British which the Duke of Edinburgh handed to Nyerere at Dar-es-salaam stadium.
- Nyerere became the first president of Tanzania.
- He retired from government service in 1985 and he died of Leukemia on 14th October 1999 at St. Thomas hospital in London.

Why did Tanganyika attain independence earlier than Uganda and Kenya?

- Tanganyika was gifted with able leadership of Julius Nyerere who acted as a unifying factor.
- Nyerere's friendly relations with the governor Sir Richard Turnbull with whom they always discussed Tanganyika's problems.
- The presence of Kiswahili as a unifying language also speeded up independence because it fostered unity.
- Tanganyika was a mandated territory of the UN and was being looked after by the British yet UN was against colonialism.
- Tanganyika lacked tribal and regional parties like it was the case in Uganda and Kenya which also promoted unity.

- There were no settler demands in Tanganyika like it was in Kenya where the white settlers wanted a say in government affairs.
- The close links that existed between UN and TANU also speeded up her independence campaigns.
- Nyerere was never imprisoned or his party banned like Kenyatta and UNC were banned from politics at one time.
- TANU lacked a strong rival and therefore it had a strong following from all the people of Tanganyika.
- Nyerere came from the Zenaki tribe which was one of the smallest tribes in Tanganyika which never caused tribal conflicts and feuds.
- Trade unions in Tanganyika were very active and strong compared to those in Uganda and Kenya which speeded up their demands for independence.

UGANDA

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

Dr. Apollo Milton Obote

- He was born on 28th December 1924 at Akokoro village in Lango, northern Uganda.
- He's father Stanley Opeto was a local village chief and Obote's early life was not very different from that of other children. For example he played and herded animals.
- He started his education at Lira Protestant School and then to Gulu High School and Busoga College, Mwiri.
- He then joined Makerere University College in 1948 for an Arts degree which he never completed.
- In 1949, Obote was expelled in his second year at the university and for political activism.
- He later joined a British Engineering and Construction firm called Mowlem construction Company based in Jinja.
- When the company transferred to Kabeta in Kenya, he followed it but left it to join Standard Vacuum Oil Company.
- While in Kenya, he was inspired greatly by Jomo Kenyatta and even become his personal secretary.
- He stayed in Kenya until 1957 and when he returned to Uganda he was appointed chairman of the Uganda National Congress (UNC) Lango branch.
- In 1958, he was elected to the Legco representing Lango and he came one of the vocal members on the council.
- At the same time, he befriended Ignatius Kangave Musaazi the leader of UNC and Musaazi appointed Obote as UNC representative in Mbale.
- Later, Obote took over the leadership of the U.N.C and sacked Musaazi from the party, for travelling to London without the consent of the party.
- However this caused the U.N.C. very many problems to the extent that it lost its popularity
- Obote then befriended William K Nadiope, a member of the Legco who had formed the Uganda Peoples Union (UPU).
- In 1959, there was a split in UNC with one faction led by Jolly Joe Kiwanuka and another anti-Buganda wing led Obote.

- In 1960, he was awarded a honorary degree of Law by the Long Island University in U.S.A.
- In the same year on 9th March, UPU merged with Obote's UNC wing to form the Uganda People's Congress (UPC).
- Obote assumed leadership of the new party with John Kakonge as Secretary General.
- The party became more popular as more prominent people joined it e.g. Jaberu Bidandi Ssali, Ali Kirunda Kivejinja, Dani Wadada Nabudere Abednego Kintu Musoke etc.
- In the 1961 elections, Obote's UPC lost to Ben Kiwanuka's Democratic Party (DP).
- Kiwanuka became the leader of the Legco and Obote became leader of the opposition.
- In April 1962, elections were organized and UPC got 37, DP got 24 and Kabaka Yekka (KY) got 21 votes.
- Obote decided to ally with KY to form a government and this was a victory for Obote.
- On 9th October 1962, Uganda got her independence with Obote as the Prime Minister.
- On 10th October 2005, Obote died in a Johannesburg hospital.

IGNATIUS KANGAVE MUSAASI

- Musaasi was born in 1902 to a Gombola chief in Bulemezi
- He had his education in mission schools up to when he joined the St. Augustine's school in Canterbury in England.
- When he returned to Uganda he became a teacher and taught at king's college Buddo.
- He then rose in ranks to the position of inspector of schools from 1935-1936.
- He founded the peasants farmer's volunteer's organization and later became the president of federation of African farmers.
- On the 20th of March 1952, he formed the U.N.C from the African farmers association.
- Musaasi helped the U.N.C become a wider political organization cutting across tribal, regional and religious divisions.
- As the leader of the U.N.C, he demanded for self-rule in Uganda.
- Through his party, Musaasi attacked European rule and exploitation.
- He also opposed the federation of the three East African states.
- He also demanded for greater African representation in the legco and opposed the federation of east Africa.
- Musaasi organized demonstration and strikes throughout the country intended to bring self-rule as soon as possible.
- Through the efforts of Musaasi's U.N.C, the colonial government was forced to think about granting independence to Uganda.
- Musaasi under the U.N.C, organized boycotts on non-African shops
- Musaasi under U.N.C, also condemned the deportation of Kabaka Edward Muteesa I to London in 1953
- In 1959 U.N.C was split into two wings with one Jolly Joe Kiwanuka and another anti-Buganda wing led Obote.
- At the time Musaasi was in London where he had been exiled by the colonial government.

Role played by the U.N.C towards the independence struggle in Uganda

- The U.N.C was formed by I.K. Musaasi from the African farmers association.
- It was dominated by Protestants and old boys of king's college Buddo and business men in Kampala.

- U.N.C created a wider political party that had support cutting a cross tribal, regional and religious divisions.
- U.N.C, demanded for immediate self-rule from the British.
- It also promoted national unity in a country that had been divided along tribes and religions.
- Party laid a platform for the rise of other parties like D.P, U.P.C.etc.
- U.N.C also demanded for greater African representation in the legco and opposed the federation of east Africa.
- U.N.C also opposed the federation of the three East African states.
- The party opened up offices all over the country to mobilise the people for self-rule.
- The party organized demonstration and strikes throughout the country intended to bring self-rule as soon as possible.
- U.N.C. also established a congress week which was intended to educate and mobilise the masses for the independence struggle.
- The U.N.C. organized boycotts on non-African shops.
- U.N.C also condemned the deportation of Kabaka Edward Muteesa I to London in 1953 and demanded for his return.
- It took part in the legco elections of November 1958.

Why was there a delay in the rise of nationalism in Uganda?

- ✓ Nationalism was the love of one's nation.
- ✓ Nationalists in Uganda included I.K.Musaazi, Elidad Mulira, Abu Mayanja, Jolly Joe Kiwanuka, Apollo Milton Obote.etc.
- ✓ Reasons for the delay were political, social, and economic.
- ✓ Tribal differences led to disunity which delayed independence e.g. the Buganda against the non-Buganda.
- ✓ Lack of white settler problem as was the case in Kenya and Tanganyika.
- ✓ There was no massive political party in Uganda since most of them were small parties that failed to win support of the entire country.
- ✓ Absence of common language to be used in the mobilization of the masses.
- ✓ Divide and rule established by the British created difference among Ugandan tribes especially between Buganda and Bunyoro.
- ✓ The idea of political parties was foreign among Ugandans yet the struggle for independence would only be successful through parties.
- ✓ Indirect rule created parochialism or self-centered thinking. This made it difficult to achieve total unity among the different tribes.
- ✓ Chiefs that had got positions due to colonial rule did not want to lose them as such they looked at the rise of nationalism to their political offices.
- ✓ Conflicts within the new parties made the British think that Ugandans were not ready for self-rule.
- ✓ Traditional rulers especially in Buganda looked at the rise of nationalism as a threat to the existence of the monarchy.
- ✓ Most of the politicians were part time politicians because they had other jobs and only engaged in political activity on weekends.

- ✓ Nationalists did not have access to mass media like T.v, radio, newspapers, journals, magazines, etc. which would have been used in the mobilization of masses.
- ✓ Religious differences created disunity e.g. DP for Catholics and UPC for Protestants.
- ✓ Imprisonment of Charismatic national leaders created power vacuum at the top.
- ✓ Lack of funds to sustain nationalist activities made it difficult to spread awareness among the masses.
- ✓ Some Africans collaborated with colonialists which weakened the work of the nationalist.
- ✓ High level of illiteracy made it very difficult for the leaders to convince the local people.
- ✓ Poor transport and communication to effectively spread ideas countrywide.
- ✓ Lack of proper organization made it difficult to achieve independence quickly.
- ✓ Nationalists mainly concentrated in urban areas and neglected the majority rural population.
- ✓ The few educated Ugandans were comfortably employed in the colonial government civil service and could not join the independence struggles.

KENYA

- On 12th December 1963, Kenya finally attained independence from the British.
- Over 250,000 people gathered at the Uhuru stadium to witness the occasion.
- It was steered to independence through the efforts of Mzee Jomo Kenyatta and Kenya African National Union (KANU).

Why was Kenya afrikan nationa

Role played by KANU towards the independence of Kenya

- KANU was formed in March 1950s by mainly African leaders in the Legco.
- It worked as mouth piece in representing African interests to the colonial government.
- It worked tirelessly to ensure that Africans are employed in the civil service.
- The party was able to win national and international respect sympathy and support in its struggle for independence.
- Demanded for the greater African representation in the legco.
- The party sensitized the Kenyans about the need for independence.
- It helped in fighting racial discrimination that had been introduced in Kenya.
- It was able revive African culture in Kenya.
- In 1960, it won a landslide victory in the elections but refused to form a government until Jomo Kenyatta was released.
- It organized boycotts, riots and demonstrations that helped speed up the independence of Kenya.
- Campaigned for the release of political prisoners after the outbreak of the Mau Mau rebellion
- It condemned land grabbing and disrespect for African cultures.
- KANU won international sympathy, support and respect from all over the world.
- It was involved in the formation of Mau Mau to liberate Kenya.
- Using Mau Mau, it made Kenya ungovernable to the whites.
- Using the philosophy of Harambee, national unity was fostered.
- KANU groomed leaders who were instrumental in the fights for Kenya's independence e.g. General China, Jomo Kenyatta, and Dedan Kimathi.
- KANU participated in the constitutional process that led to Kenya's independence.

- KANU led Kenya successfully attained independence with Kenyatta as the president on 12th December 1963.
- The party therefore provided the first leaders of Kenya and formed the first government in Kenya.

Mzee Jomo Kenyatta

- He was born in 1893 at Nsenda near Nairobi and he was a kikuyu by tribe.
- Between 1909 and 1916, he attended a Presbyterian Mission School where he was baptized Johnston Kamau Wa'Ngenyi.
- Between 1922 to 1928, Kenyatta worked as a water inspector for Nairobi municipality.
- During this period, he was an active member of a Kikuyu political organization and it was here that he changed his name to Kenyatta (Kenya's light) due to the political awakening he had received.
- In 1928, he was elected Secretary General of the Kikuyu Central Association whose main aim was to recover land lost to white settlers.
- He also became the editor of the Kikuyu Language Journal called 'Muigi Thania' (Unity).
- In 1929, he went to London as a representative of the Kikuyu Central Association and pleaded for the African loss of land to the colonial secretary. He returned to Kenya in 1930.
- In 1931, he left for England and studied anthropology at the London School of Economics.
- While in London, he wrote his first book "Facing Mount Kenya" one of the most reliable books on African anthropology.
- In 1945, he organized the Manchester Pan African Congress with Kwame Nkrumah, George Padmore and others.
- The following year (1946) he returned to Kenya and was given a hero's welcome by his kikuyu people.
- In July 1946, he replaced James Gichuru as the leader of Kenya African Union (KAU), a party that demanded for more African representation on the Legco.
- Around the same time, He became an active member of Mau Mau and with General China, Dedan Kimathi and Tom Mboya as the leaders of the movement.
- He also served as a principal of Githunguri Teacher Training College but his stay was short lived because, He was sacked by the colonial government due to his growing popularity.
- In 1951, Kenyatta presented a memorandum to the Colonial Secretary Griffith, containing African demand for self-rule.
- In 1953, he was arrested on suspicion that he was the real power behind the Mau Mau guerilla activities.
- He was sentenced to seven years in prison with other leaders e.g. General China and Dedan Kimathi.
- In 1960, KANU was formed by African leaders in the Legco and they elected Kenyatta as president while still in prison.
- In 1961, he was released from prison and he assumed leadership of KANU.
- As independence drew nearer, Kenyatta tried to reconcile KADU and KANU but his attempts failed.
- In January 1962, he was elected to the Legco and during general elections, KANU won with an overwhelming majority.

- In February 1962, Kenyatta attended the second Lancaster House Conference that was called to draw up a constitution for Kenya.
- In May 1963, elections were held and KANU won with eighty two seats and its rival KADU got forty one seats.
- On 1st June 1963, Kenya attained self-rule and Kenyatta became prime minister.
- On 12th December 1963, Kenya achieved total independence at Uhuru stadium, With Jomo Kenyatta as the first President of Kenya.
- In 1978, Kenyatta died.

Revision questions

1. a) What factors contributed to the growth of nationalism in East Africa between 1945 – 1960?
b) What obstacles/setbacks did the early nationalists face in their struggle for independence?
2. Describe the career and achievements of any two of the following in the history of East Africa.
(a) Apollo Milton Obote (b) Jomo Kenyatta (c) Julius Nyerere (d) Ignatius .K. Musaazi.
3. a) Why were political parties formed in East Africa?
b) What obstacles did they meet while carrying out their duties?
4. a) Why was there no political party in Uganda until 1952?
b) What role did Uganda National Congress play in the independence struggle of Uganda?
5. a) What were the achievements of political parties in the independence struggle of East Africa?
b) Why did Tanganyika get her independence earlier than Kenya and Uganda?
6. What were the contributions of any two of the following towards the independence struggle?
(a) The Uganda National Congress (U.N.C)
(b) The Kenya African National Union (K.A.N.U)
(C) The Tanganyika African National Union (T.A.N.U)

END