

An African Hero: Julius Nyerere

<i>Who?</i>	Fifteen adult men and women in Session One of a Community Education Series entitled, <i>African Heroes: Leaders of selected African Nations</i> . They were invited to Session One and asked to watch a YOUTUBE video in preparation. They completed an LNRA.
<i>Why?</i>	The NAACP is doing adult education in African history as it relates to issues in the United States
<i>So That?</i>	These fifteen men and women share with their families the stories of African heroes who founded and led Tanzania, Kenya, Uganda, Ethiopia, Zambia, Zanzibar, and Zimbabwe.
<i>When?</i>	First in the series of seven two hour Tuesday evening sessions: June-July 2015
<i>Where?</i>	Community Center, Raleigh NC a comfortable, air-conditioned room with five small tables with comfortable chairs, a computer, large screen t.v. (5 tables, three at a table.)
<i>What?</i>	<ul style="list-style-type: none"> • Nyerere's biography: four paragraphs • A short selection Part One: The Arusha Declaration • Selection of Stories about the Presidential Years • Video: The Legacy of Julius Nyerere 29 minutes youtube.com
<i>What For?</i>	<p>By the end of this two hour session, all will have</p> <ol style="list-style-type: none"> 1. Seen and made notes on The Legacy of Julius Nyerere a YouTube video which they were invited to watch at home on their computers before coming to the session. 2. Heard Jane's stories of her experience of Mwalimu and selected a favorite: 3. Read one paragraph of the biography; marked what struck them 4. Reviewed the Arusha Declaration and marked one or two outstanding signs of Nyerere's socio-political philosophy that will be useful to NAACP
<i>How?</i>	<p>LEARNING TASK #1: THE VIDEO</p> <ol style="list-style-type: none"> a) When you were invited to this course, you were invited to watch a video The Legacy of Julius Nyerere. Share at your table one thing that you found in that video that moved you to join this session this evening. We'll hear a sample. b) Watch the video again and make notes on new things you see. Share some of your notes at your table. We'll hear a sample. <p>LEARNING TASK # 2: JANE'S STORIES OF MWALIMU <i>"You can't nationalize nothing"</i> The United States of Africa Mwalimu and Sister Margaret Rose</p> <p>Tell, at your table, which of those stories you will share with your family, and why you chose that</p>

one! We'll hear a sample.

LEARNING TASK # 3: THE BIOGRAPHY

Read ONE PARAGRAPH EACH of this bio, **mark** what strikes you as significant in the paragraph you read. **Share** some of what you marked at your table. We'll hear a sample.

PARA #1 Julius Kambarage Nyerere (13 April 1922 – 14 October 1999) was a Tanzanian politician who served as the leader of Tanzania, and previously Tanganyika, from 1960 until his retirement in 1985.^[2]

Born in Tanganyika to Nyerere Burito (1860–1942), Chief of the Zanaki,^[3] Nyerere was known by the Swahili honorific *Mwalimu* or 'teacher', his profession prior to politics.^[4] He was also referred to as *Baba wa Taifa* (Father of the Nation).^[5] Nyerere received his **HIGHER EDUCATION** at Makerere University in Kampala and the University of Edinburgh. After he returned to Tanganyika, he worked as a teacher. In 1954, he helped form the Tanganyika African National Union. TANU

PARA # 2 When Tanganyika was granted responsible government in 1960, Nyerere became Chief Minister. He led Tanganyika to independence a year later and became the new country's first Prime Minister. The country became a republic in 1962, with Nyerere as the country's first president. During the first years, Nyerere created a single-party system and used "preventive detention" to eliminate trade unions and opposition. In 1964, Tanganyika became politically united with Zanzibar and was renamed Tanzania, with Nyerere as president of the unified country.^[6] He was the sole candidate for president in the unified country's first election, in 1965, and was reelected unopposed every five years until his retirement in 1985.

PARA # 3 In 1967, influenced by the ideas of African socialism, Nyerere issued the Arusha Declaration, which outlined his vision of *ujamaa* (variously translated as "familyhood" or "socialism"; not to be confused with the Swahili word *Umoja* which means "unity"). *Ujamaa* was a concept that came to dominate Nyerere's policies. However, his policies led to economic decline, systematic corruption, and unavailability of goods. In the early 1970s, Nyerere ordered his **SECURITY** forces to forcibly transfer much of the population to collective farms and, because of opposition from villagers, often burned villages down. This campaign pushed the nation to the brink of starvation and made it dependent on foreign food aid.

In 1985, after more than two decades in power, he relinquished power to his hand-picked successor, Ali Hassan Mwinyi. Nyerere left Tanzania as one of the poorest, least developed, and most foreign aid-dependent countries in the world, although much progress in services such as health and **EDUCATION** had nevertheless been achieved. As such, Julius Nyerere is still a controversial figure in Tanzania. He remained the chairman of the Chama Cha Mapinduzi for another five years until 1990. He died of leukaemia in London in 1999.

LEARNING TASK #4 The Arusha Declaration

Read and **mark** this short selection from The Arusha Declaration. **Name** one way this material relates to our issues in the United States today... We'll hear a sample.

*The **Arusha Declaration** was made by Tanzanian President Julius Nyerere on 5 February 1967, outlining the principles of Ujamaa (Nyerere's vision of socialism) to develop the nation's economy. The declaration called for an overhaul of the economic system, through African socialism and self-reliance in locally administered villages through a villagization program.*

Part One: The TANU Creed

The policy of TANU is to build a socialist state. The principles of socialism are laid down in the TANU Constitution and they are as follows:

WHEREAS TANU believes:

- (a) That all human beings are equal;

- (b) That every individual has a right to dignity and respect;
- (c) That every citizen is an integral part of the nation and has the right level;
- (d) That every citizen has the right to freedom of expression, of movement, of religious belief and of association within the context of the law;
- (e) That every individual has the right to receive from society protection of his life and of property held ACCORDING to law;
- (f) That every individual has the right to receive a just return for his labor;
- (g) That all citizens together possess all the natural resources of the country in trust for their descendants;
- (h) That in order to ensure economic justice the state must have effective control over the principal means of production; and
- (i) That it is the responsibility of the state to intervene actively in the economic life of the nation so as to ensure the well-being of all citizens, and so as to prevent the exploitation of one person by another or one group by another, and so as to prevent the accumulation of wealth to an extent which is inconsistent with the existence of a classless society.