

African “chiefs.” Thus colonial rule rested on and reinforced the most conservative segments of colonized societies.

Both colonial governments and private missionary organizations had an interest in promoting a measure of European education. From this process arose a small Western-educated class, whose members served the colonial state, European businesses, and Christian missions as teachers, clerks, translators, and lower-level administrators. A few received higher education abroad and returned home as lawyers, doctors, engineers, or journalists. As colonial governments and business enterprises became more sophisticated, Europeans increasingly depended on the Western-educated class at the expense of the more traditional elites.

If colonial rule enlisted the willing cooperation of some, it provoked the bitter opposition of many others. Thus periodic rebellions, both large and small, erupted in colonial regimes everywhere. The most famous among them was the Indian Rebellion of 1857–1858, which was triggered by the introduction into the colony’s military forces of a new cartridge smeared with animal fat from cows and pigs. Because Hindus venerated cows and Muslims regarded pigs as unclean, both groups viewed the innovation as a plot to render them defiled and to convert them to Christianity. Behind this incident were many groups of people with a whole series of grievances generated by the British colonial presence: local rulers who had lost power; landlords deprived of their estates or their rent; peasants overtaxed and exploited by urban moneylenders and landlords alike; unemployed weavers displaced by machine-manufactured textiles; and religious leaders outraged by missionary preaching. A mutiny among Indian troops in Bengal triggered the rebellion, which soon spread to other regions of the colony and other social groups. Soon much of India was aflame. Some rebel leaders presented their cause as an effort to revive an almost-vanished Mughal Empire and thereby attracted support from those with strong resentments against the British. Although it was crushed in 1858, the rebellion greatly widened the racial divide in colonial India and heightened British intolerance toward Indians, whom they viewed as untrustworthy. Fear of provoking another rebellion made the British more conservative and cautious about deliberately trying to change Indian society. Moreover, the rebellion convinced the British government to assume direct control over India, ending the era of British East India Company rule in the subcontinent.

Colonial Empires with a Difference

At one level, European colonial empires were but the latest in a very long line of imperial creations, all of which had enlisted cooperation and experienced resistance from their subject peoples, but the nineteenth-century European version of empire was distinctive in several remarkable ways. One was the prominence of race in distinguishing rulers and ruled, as the high tide of “scientific racism” in Europe coincided with the acquisition of Asian and African colonies. In East Africa, for

Guided Reading Question

■ EXPLANATION

Why might subject people choose to cooperate with the colonial regime? What might prompt them to violent rebellion or resistance?

TRM Find complete **model answers** in the TE-book, the TRFD, or the book’s companion website, highschool.bfwpub.com/strayer3e (teacher login required).

TEACH HISTORICAL THINKING SKILLS

Patterns of Continuity and Change over Time

Ask students to describe continuities and changes in nineteenth-century empires. *The nineteenth-century empires enlisted cooperation and experienced resistance from their subject peoples, much like empires of the past. The use of “scientific” racism to justify colonization was a new development in the nineteenth century.*