

New Horizons in Social Studies

Ministry of Education Guyana



Book Two

New Horizons in Social Studies

Book 2

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NOT FOR SALE

Foreword

Curricula must be flexible enough to respond to the existential needs of the children in a changing society. Textbooks which are aids in the delivery of those curricula must be revised and edited as often as the need arises to make them contemporary in information and presentation.

Because of these things one welcomes the revised editions of the secondary school textbooks.

We wish to commend all those persons responsible for this painstaking effort for having done a worthwhile job. The nation's children and their teachers will benefit significantly because of this effort.

May the industry of the editors be suitably rewarded by the wise use of the revised secondary school texts.

Dale Bisnauth
Minister of Education

Preface

This new series of secondary textbooks have evolved from the first set of secondary textbooks which were planned for students in General Secondary Schools. An important modification is that the new secondary books have been designed for students exposed to all types of secondary education (General Secondary Schools, Community High Schools and the secondary divisions of Primary Schools).

The books have been prepared with the common curriculum in focus and will be found to be consistent with most of the concepts dealt with in the curriculum guides for these schools. It is hoped that the introduction of these books to the different levels of secondary education now evidenced in Guyana, will help to remove some of the disparities which exist in accessing suitable learning materials.

There was a deliberate attempt to involve the experiences of teachers of the existing Community High Schools, the secondary divisions of Primary Schools, the General Secondary Schools, teacher educators and university lecturers.

1

Guyana- its location in the world

In this chapter we are going to learn about:

- lines of latitude and longitude.
- where Guyana is located in the world.
- the national boundaries of Guyana.
- Guyana's immediate neighbours.
- weather and climate.
- how weather and climate affect man.

Read this with your teacher.

Look at the map in Fig.1.1. I am sure that you have seen this before. We all know that Guyana is located somewhere on this map. Can you tell

exactly where **Guyana** is located? The earth's surface is so vast that unless a mathematical method is used, it is impossible to locate any place on it. For this reason, **imaginary** lines have been drawn on the map. One set runs east to west and is called lines of **latitude**. The other set runs north to south passing through the poles and is called lines of **longitude**. Let us try to gain a better understanding of **latitude** and **longitude** for they are very important in helping us to locate any place on the earth's surface. When lines of latitude and longitude **intersect** it is easy for us to pinpoint any place.

The World



Fig.1.1 Map of the world

Lines of latitude and longitude

Latitude

Read this with your teacher.

Latitudes are imaginary lines measured in degrees from the centre of the earth as shown in Fig. 1.2. These lines are called parallels of latitude. They run parallel to the equator, and encircle the globe in an east-west direction.

The equator lies midway between the North and South poles and is represented as 0° . The poles are 90° North and 90° South respectively. Lines of latitude can be drawn at intervals of 1° between the North and South poles.

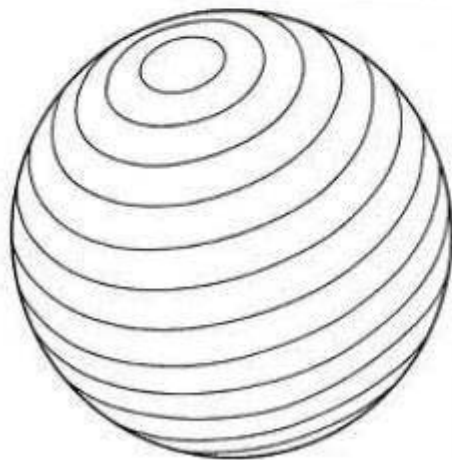


Fig.1.2 Parallels of latitude

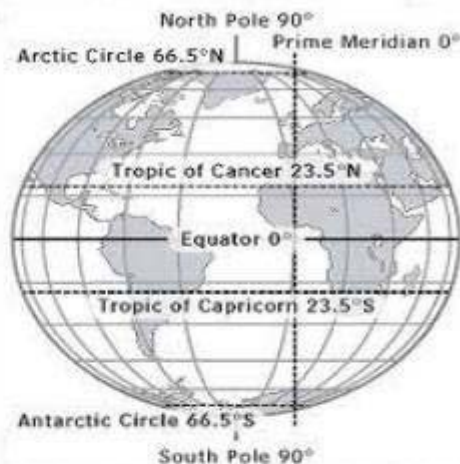


Fig.1.3 Important lines of latitude

For precise location on a map, each degree is sub-divided into 60 minutes and each minute into 60 seconds.

There are five important lines of latitude which have been given special names. These are from North to South:

- the Arctic Circle - $66^{\circ} 30' N$
- the Tropic of Cancer - $23^{\circ} 30' N$
- the Equator - 0°
- the Tropic of Capricorn - $23^{\circ} 30' S$
- the Antarctic Circle - $66^{\circ} 30' S$

These important lines of latitude have been shown on Fig.1.3

Activities

Work by yourself.

1. In your exercise book briefly define the following terms:
 - equator
 - latitude
2. Draw a diagram showing the five important lines of latitude.

Longitude

Read this with your teacher.

Longitudes are imaginary lines measured in degrees, east or west of the chosen 0° or Prime Meridian.

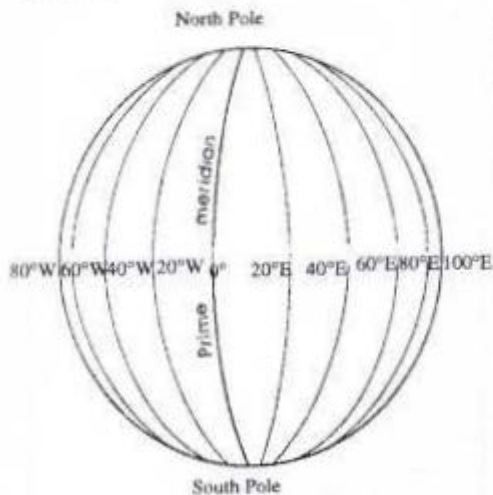


Fig. 1.4 Meridians of longitude

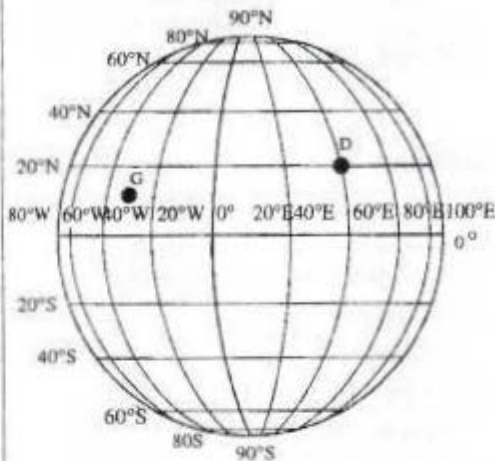


Fig. 1.5 Lines of latitude and longitude

On the globe, longitude is shown as a series of semi-circles that run from pole to pole passing through the equator. Such lines are also called **meridians**. Unlike the equator which is centrally placed between the poles, any meridian could have been taken to begin the numbering of longitude. However in 1884, by international agreement, it was decided to choose as the zero meridian, the one which passes through Greenwich, near London. This is called the Prime Meridian, Central Meridian or the Greenwich Meridian (0°) from which all other meridians radiate eastwards and westwards up to 180° .

Remember that meridians of longitude are not parallel to each other. They meet at the poles.

In order to locate any place on the globe we must give its latitude first then its longitude.

Try to give the locations of the places marked D and G on Fig. 1.5

Now we can see that the exact position of any point or place on the earth can be found if the latitude and longitude are known.

Activities

Work by yourself.

1. Write down the approximate latitude and longitude of each of the following cities :

- Georgetown, Guyana
- Paramaribo, Suriname
- Port of Spain, Trinidad
- Caracas, Venezuela
- Bridgetown, Barbados
- London, United Kingdom
- New Delhi, India

2. Explain the difference between parallels of latitude and meridians of longitude.

3. Choose the correct answer.

(i) Lines of latitude are:

- parallel lines circling the earth from pole to pole
- parallel lines circling the Earth in an east-west direction
- lines dividing the western hemisphere from the eastern hemisphere.

(ii) Lines of longitude

- run parallel to the equator
- include the Tropic of Cancer
- meet at the poles

(iii) The Prime or Greenwich Meridian

- runs parallel to the equator
- is a line of longitude

- is centrally placed between the poles

Locating Guyana using latitude and longitude

Read this with your teacher.

Let us use our knowledge of latitude and longitude to locate our country Guyana. Study the latitudes and longitudes on the map in Fig 1.6.

Guyana can be found between

- latitude 1° N and 9° N and
- longitude 57° W and 61° W.

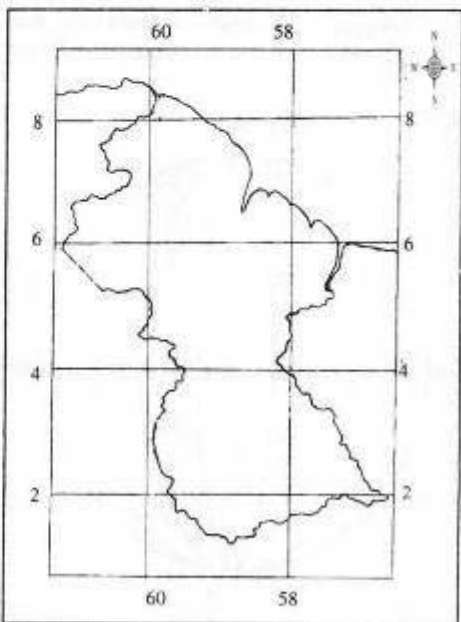


Fig. 1.6 Map of Guyana showing latitudes and longitudes

Locating Guyana within the hemisphere

Read this with your teacher.

I am sure you can remember reading in Book One that the people of Guyana came together from many different countries and they made Guyana their homeland. In addition to maintaining ties with these countries from which their forefathers came, increasing contacts and trade relationships are being established with countries in Europe and Asia. For this reason we need to know where Guyana is located and then focus outward to learn as much as we can about the relative location of our Continental, Caribbean and International neighbours.

Do this with your teacher.

1. Take a large ball.
 - Mark two points on it so that the points illustrate the two poles.
 - Draw a line right round the ball so that it is midway between the points all the way.

Have you noticed that the line divides the ball into two equal parts? Because the ball is a sphere, each point can be called a hemisphere or half sphere.

The equator is the name given to the line, which divides the earth into the **northern** and **southern** hemispheres. Fig. 1.7a and 1.7b show this division.

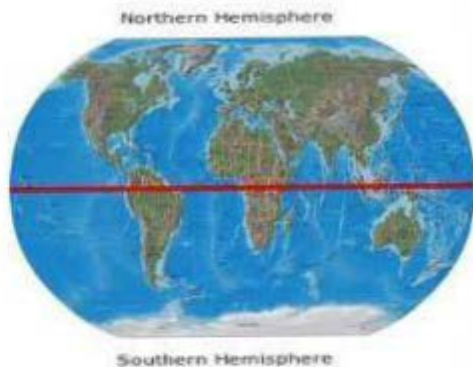


Fig.1.7a Part of the Northern and Southern Hemispheres



Fig.1.7b Part of the Southern and Northern Hemispheres.

2

Take another large ball

- Mark two points on it so that they are exactly opposite each other
- Draw on the ball another set of circles which pass through the two poles.
- Each circle between the poles can be called a meridian or a line of longitude.

We can apply this idea to the earth. Notice that, the Central Meridian divides the earth into the western and eastern hemispheres. Look at Fig. 1.8a and 1.8b.



Fig.1.8 a The Eastern Hemisphere



Fig.1.8 b The Western Hemisphere

We need to note that the continents of North and South America are located in the Western Hemisphere, while the continents of Africa, Australia, Europe and Asia are located in the Eastern Hemisphere.

Guyana is found in the Northern Hemisphere and also in the Western Hemisphere. Fig.1.9 indicates this.



Fig.1.9 Location of Guyana within the Hemispheres

The national boundaries of Guyana

Read this with your teacher.

Activity

Work by yourself

1. On an outline map of the World, indicate and name:
 - the northern hemisphere
 - the southern hemisphere
 - the eastern hemisphere
 - the western hemisphere.

Show your work to your teacher.

In Book One, we identified the boundaries of our school. You will remember we said that boundaries are those streets, dams, creeks, canals or landmarks nearby which border our school. Our country Guyana has boundaries. The boundaries help us to know what lands belong to us. Let us study the map (Fig.1.10). It will help us to identify our national boundaries.

To the **north east** of Guyana lies the Atlantic Ocean. Our national boundary in the Atlantic Ocean is the **322 km Exclusive Economic Zone**. This boundary was determined by the Law of the Sea Convention concluded on December 10th 1982.

To the **east** of Guyana lies the Corentyne River. The Corentyne is not Guyana's river, it belongs to Suriname. The highwater mark of this river forms the boundary between Guyana and Suriname.

To the **south west** of Guyana, the Takutu and Ireng Rivers separate Guyana from Brazil. Three rivers which separate Guyana from Venezuela are, the Wenamu, Cuyuni and Amakura rivers.

To the **west** there is a large forested mountainous region called the Pakaraima Mountain Range. These mountains are about 610 m high but in some places they are much higher. Mountain Roraima, 2,772 m high is found on this mountain range. The highest mountain found in Guyana is Mt. Ayanganna which is 622.4 m high.



Fig.1.10 Our national boundaries



Fig.1.11 Our continental neighbours

Guyana — its immediate neighbours

Our Continental neighbours

Read this with your teacher.

Guyana is located on the northern coast of the South American continent. Of the thirteen countries found on this continent Guyana is the only English-speaking one. This is because Guyana was once a **British Colony**.

Our continental neighbours are:

- Suriname, found to the **east**
- Venezuela found to the **west** and

- Brazil found to the **south and south west.**

- language
- money
- population
- food
- major occupations of the people.

Activities

Work by yourself.

1. On a blank map of South America insert
 - Guyana
 - our continental neighbours
2. Prepare a project "Our Continental neighbours" under the following headings:
 - location
 - capital city
 - head of state

Guyana's Caribbean neighbours

Read this with your teacher.

The Caribbean region is made up of countries and islands which border the Caribbean Sea. The region is made up of five island groups. The Commonwealth Caribbean is found within the group of territories which were former colonies



Fig.1.12 Guyana's location in the Caribbean

of the United Kingdom. All of these are islands except Guyana and Belize. Apart from historical links, Guyana also shares social, political and cultural links with the Caribbean. In 1973, Guyana, Barbados, Jamaica and Trinidad and Tobago - the More Developed Countries (MDC) signed the Treaty of Chaguaramas which established **CARICOM** - the Caribbean Community and Common Market. With this **treaty** our trading links were strengthened with the Caribbean. Today, Guyana maintains trade links with the countries in the Caribbean.

Our nearest Caribbean neighbour is Trinidad and Tobago found to the north west of Guyana. Fig. 1.12 shows Guyana in relation to the Caribbean.

Activities

Work by yourself.

1. On an outline map of the Caribbean insert
 - Guyana
 - Our CARICOM neighbours
 - Colour the Caribbean sea blue
2. Identify two Caribbean neighbours of your choice.
Prepare brochures "Caribbean neighbours" under the following headings:
 - location
 - language
 - capital city
 - head of state
 - money
 - national flag
 - national dishes
 - major occupations of the people

Guyana and the world

Read and discuss this with your teacher.

Guyana does not only maintain close contact with countries in the Caribbean but also maintains contact with many other countries of the world.

Guyana is a member of the United Nations and maintains relations with 92 countries.

Regionally, Guyana is a signatory to the Latin America Economic System (SELA) and it is also a member of the Organisation of American States (OAS).

Guyana is a member of the African, Caribbean and Pacific (ACP) group of countries and has extensive relationships with Europe through the Lomé Convention. Guyana also has relations with the European Economic Community (EEC) grouping. Relations are maintained on both an individual and collective basis and many relationships are reciprocal, with national and organisational representatives located in Guyana. Fig. 1.13 shows Guyana's location in relation to other countries of the world.

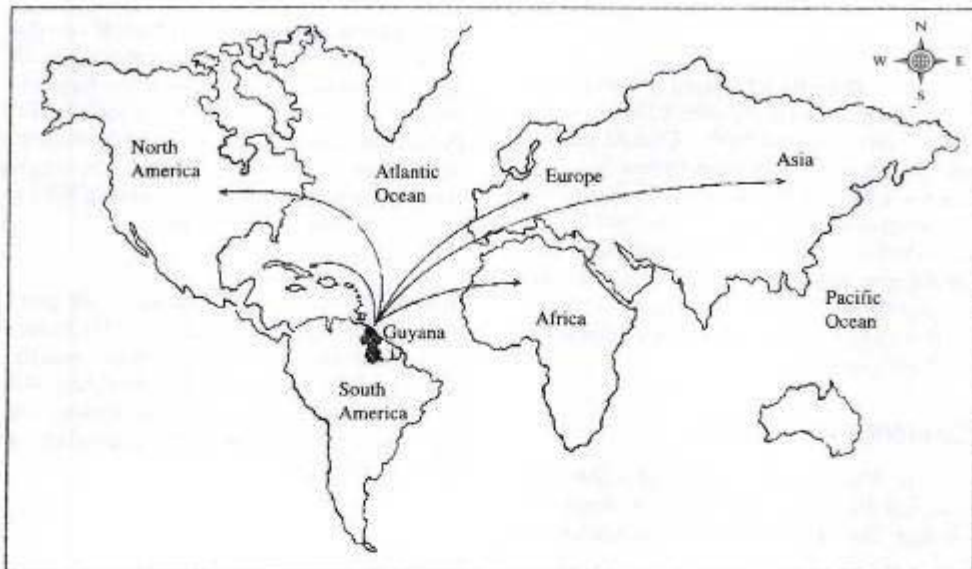


Fig. 1.13 Guyana's location in the world

Weather and climate

Activity

Work in small groups.

Find out the following:

1. How does Guyana benefit from being a member of:
 - (a) the United Nations
 - (b) the Organisation of American States.

Weather

Have you ever wondered how it is possible to know what weather conditions we will experience for the coming day? This is possible because the meteorologist (a person who studies the weather) can check the atmospheric condition and make a forecast.

When the meteorologist reports the weather condition, he does so for the forthcoming twenty-four hours. That is because the weather refers to what is happening in the atmosphere over a short period of time, in most instances on a twenty four hour basis. The weather does not stay the same for long, but keeps on changing.

Climate

Climate on the other hand defines the condition of the atmosphere over a long period of time or on a seasonal basis. Climate refers to seasonal changes on the earth, for example, Guyana has a hot and dry climate. We should note that weather and climate are similar because both describe the conditions of the atmosphere. They are different because weather gives a description for shorter period, while climate gives a description for a longer period and covers a larger area of the earth's surface.

Elements of weather

In describing the weather of a place, one must make specific references to the elements of weather. These elements that make up the weather are:

- Temperature
- Atmospheric pressure
- Winds
- Humidity
- Rainfall
- Sunshine
- Cloud cover

Let us find out more about these elements.

Temperature - Temperature is how hot or how cold a substance is. However, the meteorologist measures how hot or how cold the atmosphere is. This measurement is done in degrees Celsius which can be converted to Fahrenheit.

Atmospheric pressure - Hold a bicycle tube that has air in one hand and one that does not have air in the other hand. Can you imagine how they both will feel? Yes, the one with air will feel heavier. This is so because air has weight. Well, similarly, the air in the atmosphere has weight. The weight of this air pressing down on the earth's surface is known as atmospheric pressure.

Humidity - Water vapour is one of the gases which makes up the atmosphere. This mainly gets into the atmosphere by evaporation from the earth's surface. Sometimes the atmosphere will have a lot of water vapour and sometimes it will not. The water content in the atmosphere is known as humidity.

Rainfall - Why would you wear a raincoat? I am sure you would because you do not want to get wet by the rain. Where does rain come from?

We know that excess water from the earth's surface evaporates. As it evaporates, it forms clouds. Condensation then takes place, causing the water to return to the earth's surface in either tiny or large droplets. This is known as rainfall.

Sunshine - The sun's rays reaching the earth's surface is known as sunshine.

Cloud cover - The amount of sky covered with cloud is known as cloud cover.

Activities

Do these with your teacher.

1. What does a meteorologist do?
2. Describe today's weather.
3. Try out the activity with the bicycle tubes. Do you agree that air has weight? Can you now explain what is atmospheric pressure?
4. Wet the tip of your index finger and hold it in the open air. Explain what you feel.
5. Draw a picture of the sky showing cloud cover.
6. Write a sample of a day's weather forecast. (You may check your daily newspapers or the Television News).

Measuring weather elements

A meteorologist usually has to measure the elements to know the type of weather which we will experience. Each element has its own peculiar measuring instrument.

Here is a list of the instruments used to measure these elements:

ELEMENT	INSTRUMENT
1. Temperature	1. Simple Thermometer
2. Atmospheric Pressure	2. Mercury Barometer/ Aneroid Barometer
3. Wind (a) Direction	3. (a) Wind Vane
(b) Strength	(b) Anemometer
4. Humidity	4. Hygrometer
5. Rainfall	5. Rain Gauge
6. Sunshine	6. Campbell Stokes - sunshine recorder

There is no instrument to measure cloud cover. We can make observations.

Description of weather instruments

The simple thermometer

The simple thermometer is used to measure the temperature of the atmosphere. It consists of a hollow glass tube from which all air has been removed. Can you tell why the air had to be removed? The bulb of the thermometer contains either mercury or coloured alcohol which is easily visible. The liquid also goes part way up the stem. As the air gets hotter, the mercury or alcohol expands and rises, pushing a metal index which gives a reading. If the air gets cooler, the mercury or alcohol contracts and falls, and gives a reading which tells how cool the atmosphere is.



Fig. 1.14 A simple thermometer

The barometer

Atmospheric pressure is measured in millibars (mb) using two types of barometers, i.e. a Mercury Barometer or an Aneroid barometer.

The mercury barometer consists of a vertical glass tube about 1 m in length. The tube is sealed at one end and partly filled with mercury. The open end rests in a bowl of mercury. If the atmospheric pressure is high, then the weight of the air will press down the mercury and force it to rise in the tube. A reading is then taken.

The aneroid barometer is much simpler. It consists of a very high lined metal box from which most of the air has been removed. When the pressure rises, the box is squeezed, but when the pressure falls it stretches. The movement of the box causes a pointer to move which records the pressure.

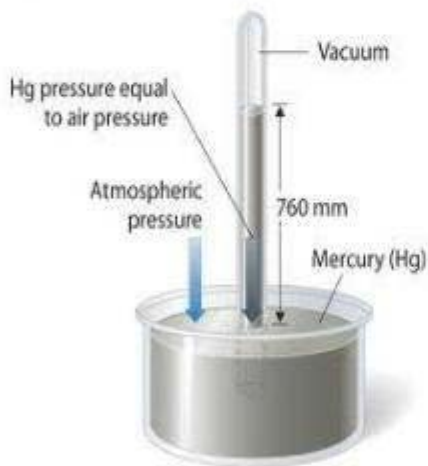


Fig. 1.15 A mercury barometer

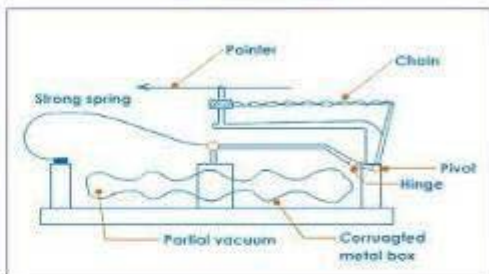


Fig. 1.16 An aneroid barometer

Wind vane and anemometer

Both the speed and direction of the wind can be measured. Different instruments are used to measure each.

The speed of the wind is measured by an **anemometer** and the direction of the wind is measured by a **wind vane**.

The anemometer

This measures the speed of the wind in kilometres per hour. It consists of a set of cups attached to a rotating shaft. As each cup in turn faces the wind it is pushed back, causing the shaft to spin. The shaft is connected to a speedometer which shows the wind speed.



Wind blows into the cup and forces it back

Rotating shaft spins round

Fig. 1.17 a A rotating cup anemometer

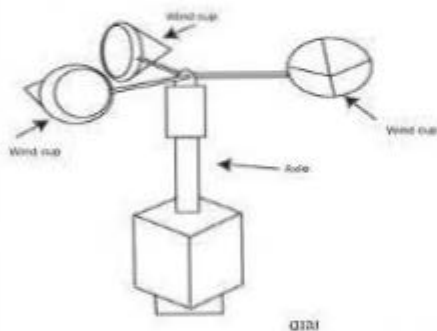


Fig.1.17 b Simplified sketch showing the main features of a wind anemometer

The wind vane

A wind is named after the direction from which it blows. The wind vane is mounted on top of a tall pole or on top of buildings, so that the wind blows it freely. It has short arms representing the cardinal points and a pointer.

The pointer is pushed by the wind to show the direction in which the wind is blowing.



Fig.1.18 a A wind vane

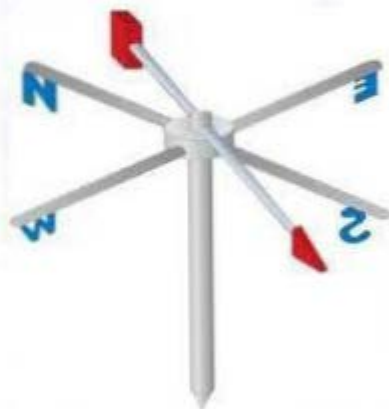


Fig.1.18 b A wind vane

The hygrometer

The hygrometer is made up of two simple thermometers: a wet bulb thermometer and a dry bulb thermometer. The wet bulb thermometer is surrounded with a permanently wet muslin which dips into a container of water. As the air loses its water vapour, water from the muslin is forced to rise and saturate the air. As the water rises it cools

the thermometer and the temperature drops. The dry bulb thermometer is not affected in the same way. The meteorologist then takes the difference in readings and determines the humidity of the atmosphere. If the difference is high, then humidity is low and if there is no difference, then humidity is high.

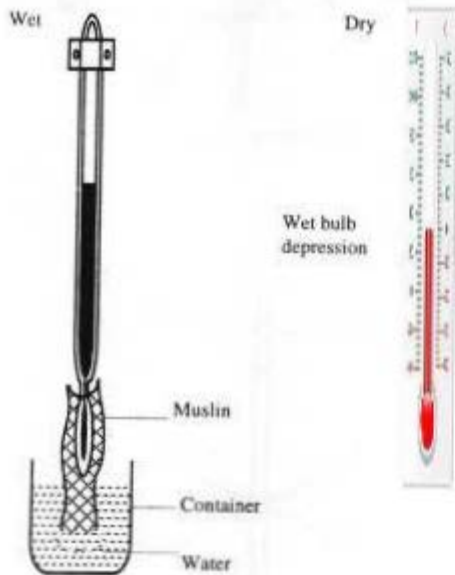


Fig.1.19 The hygrometer consisting of wet and dry bulb thermometers

The rain gauge

The amount of rainfall a place receives is measured by using a rain gauge and is recorded in millimeters (mm). The rain gauge consists of a container sunk into the ground and a smaller container placed within the larger one. A funnel

is placed in the smaller container, which collects the rain as it falls.

The rim of the funnel is about 30 cm above the level of the ground to prevent water from splashing into it. The rain gauge must not be placed under trees or building so as to prevent excess water from entering.

At the end of the day, the water from the container is poured into a measuring cylinder and measured. If we say for example, that a place had 20 mm of rain, it means that if every drop of rain remained on the surface of the earth, the level of water would be like 20 mm high.

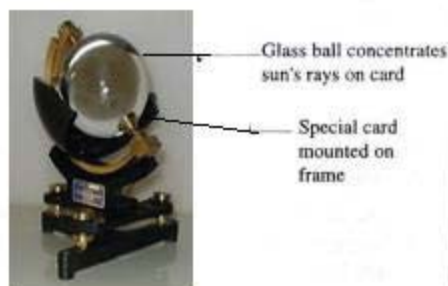


Fig.1.20 A rain gauge

The Campbell Stokes sunshine recorder

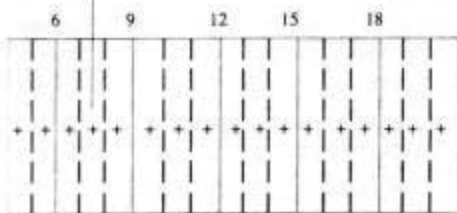
Sunshine is measured in hours and minutes per day for which the sun can be seen. The amount of sunshine received is determined partly by how it is above the horizon and if it is blocked by clouds.

The recorder consists of a small glass ball mounted on a frame. A special sensitized card is placed below the ball. The ball causes the rays of the sun to scorch the card as the sun moves across the sky. If the sun shines continuously there is a continuous trace of scorch on the card, but if at anytime it is hidden by a cloud, then the trace is broken. The amount of traces are then added up to find the total length of sunshine for the day. The card is replaced daily.



(a) The recorder

scorch mark made by the sun when it is shining



An example of a record card

Fig.1.21 A Campbell Stokes sunshine recorder

A meteorological station

The meteorological station is also known as a weather station or a 'met' station. This is a place where the instruments used to measure the elements of weather are stored.

A weather station usually has a small wooden structure known as the *Stevenson's Screen*. It houses the following:-

A Six's thermometer which comprises the maximum and minimum thermometers.

A hygrometer which comprises the wet bulb and dry bulb thermometers.

The Six's thermometer is used to measure the maximum (highest) and minimum (lowest) temperatures of a place for a particular day. The hygrometer as we said earlier, is used to measure the humidity of a place.

The screen enables the instruments in it to give accurate readings. This is possible because the screen is usually painted white outside to prevent excessive heat from penetrating into the screen. It is wooden with four louvred sides to allow air to pass through freely, but to keep the direct rays out. The box should be sited in an open space away from trees and buildings.

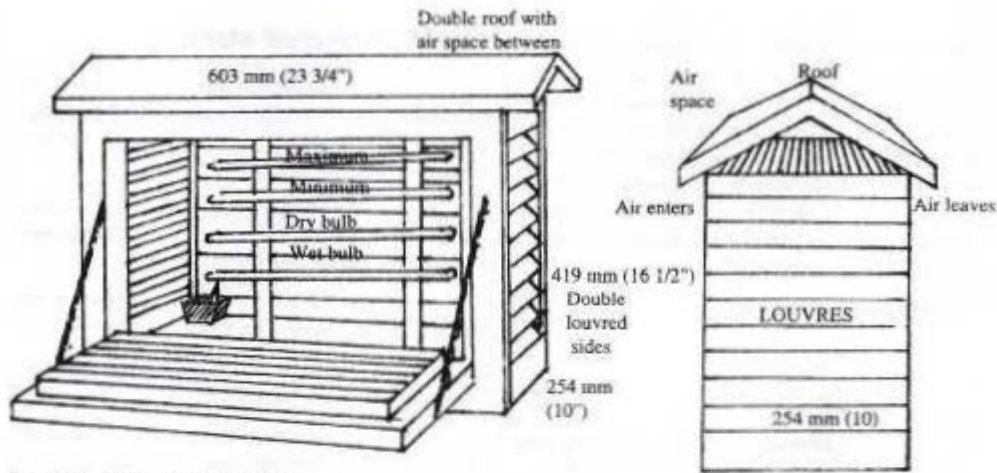


Fig.1.22 A Stevenson screen

How does weather affect us?

The weather of a place can affect our daily lifestyles in many ways. This makes the weather forecast something of significance to us. Weather influences to a very great extent the sort of food we eat, what we wear, how we live and work. Despite the advances made in science and technology, farmers and their crops are still at the mercy of the climate and the weather.

The fishermen, farmers, journalists, sportsmen, housewives and aeroplane pilots are some of the persons who are directly affected by the weather. The fisherman must be sure that there are no strong winds and excessive rainfall before going out to sea.

Farmers must know the weather conditions so that their crops can be planted at the right time. Do you remember when the El Niño weather phenomena caused a vast amount of crops to be destroyed?

Sportsmen cannot be engaged in sporting activities during certain weather conditions.

Can you imagine a game of cricket or football being played during a period of heavy rainfall?

The housewife too, must know the weather for the day to be able to decide her daily activities, for example, laundry work.

Activities

Work in a group.

- Look again at Fig. 1.21 - The Campbell Stokes sunshine recorder and the record card.
- Have you noticed the gap immediately after 0900 hours on the record card?
- What do you think happened?
- When did the sun reappear?
- When did the sun finally disappear for the day?
- For how many hours was there sunshine during that day?

Do these by yourself.

- Explain the difference between climate and weather.
 - What instruments are normally found in the weather station?
 - Name the instruments you would use to measure the following elements of weather:
 - (a) humidity
 - (b) wind direction
 - (c) atmospheric pressure
 - (d) rainfall
 - Sketch any two of the above instruments you named.
 - Try to explain how the instruments work.
- Show your work to your teacher.*

Summary

WE HAVE LEARNT THAT :

- latitudes are measured in degrees from the centre of the earth, to north and south of the equator (latitude 0°), which circles the earth midway between the poles. The North pole is 90° North and the South pole is 90° South but these are points, and not lines.
- lines of latitude and longitude help us to find the exact location of a place on the earth's surface.
- the earth is divided into the Northern and Southern hemispheres by the equator and into the Eastern and Western hemispheres by the Central Meridian and longitude 180° .
- the ocean, rivers and mountains are all parts of our National Boundaries.
- Guyana is located between 1° and 9° N latitude and between 57° and 61° W longitude.
- Guyana has immediate Continental and Caribbean neighbours.
- weather refers to atmospheric conditions of a place on a daily basis.
- weather conditions change very quickly.
- climate refers to atmospheric conditions of a place over a long period of time or on a seasonal basis.
- Guyana has a hot climate. Sometimes it is dry and sometimes it is wet or rainy.
- the elements of weather are temperature, atmospheric pressure, winds, humidity, rainfall, sunshine and cloud cover.
- thermometer, barometer, wind vane, anemometer, hygrometer, rain gauge and Campbell Stokes sunshine recorder are all instruments for measuring the elements of weather.
- a meteorological station is also known as a weather station or 'met' station.
- at a 'met' station weather instruments are used to collect information about the weather.
- weather forecasts are important to everyone.

2 Living in our natural regions

In this chapter we will learn about:

- the natural regions
- some economic activities in each of our natural regions
- some projects and industries in our natural regions
- the various means of transportation used in our regions

Natural regions

Read this with your teacher.

Have you wondered what is a natural region? I am sure you have. Let us find out what it is.

When we speak of a natural region, we refer to an area where:

- the buildings
- climate
- vegetation and
- the way of life of the people are similar.

Our country Guyana can be divided into four natural regions. These are:

- The Coastal Plain
- The Hilly Sand and Clay Area

- The Forested Highland and
- The Interior Savannah.

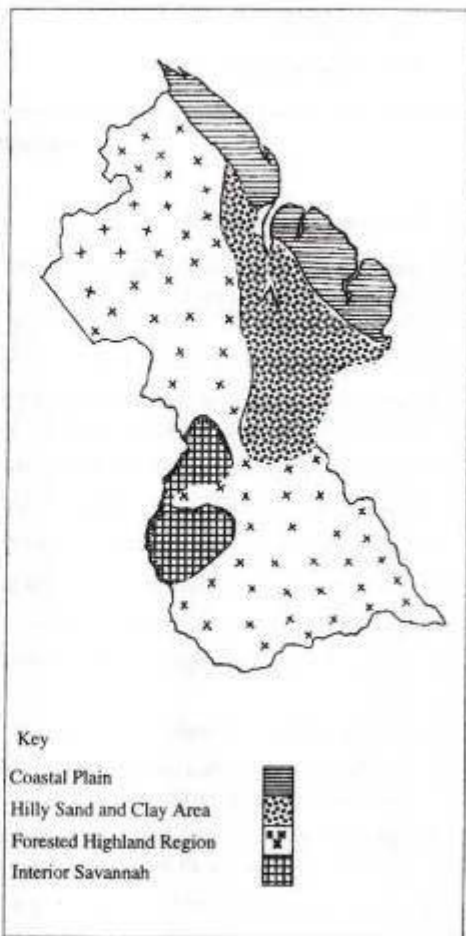


Fig. 2.1 Map of Guyana showing the natural regions

Whole class activity.

Use the key provided to locate the natural regions on the map in Fig. 2.1.

Now tell your teacher the answer to the questions below.

Questions

1. Which is the largest natural region?
2. Which natural region is closest to the Atlantic Ocean?

Living in our natural regions

To learn how our people live in the natural regions we must study the **population distribution**, **physical features** and **resources** of the region and see how our people have used these for their benefit and for their survival.

Activity

Work by yourself.

The map in Fig. 2.2 shows the important population centres of our natural regions. Study it carefully then answer the questions.

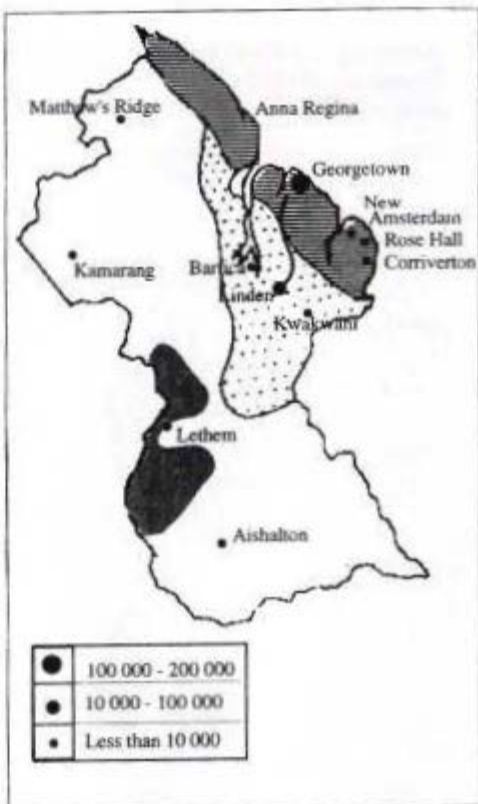


Fig.2.2 Map of Guyana showing important population centres

Questions

1. Which of the communities on the map has a population of less than 10,000?
2. Which of our towns has the lowest population?

Share your answers with your teacher.

The map in Fig. 2.3 shows the resources of the natural regions. Study it carefully then answer the questions below.

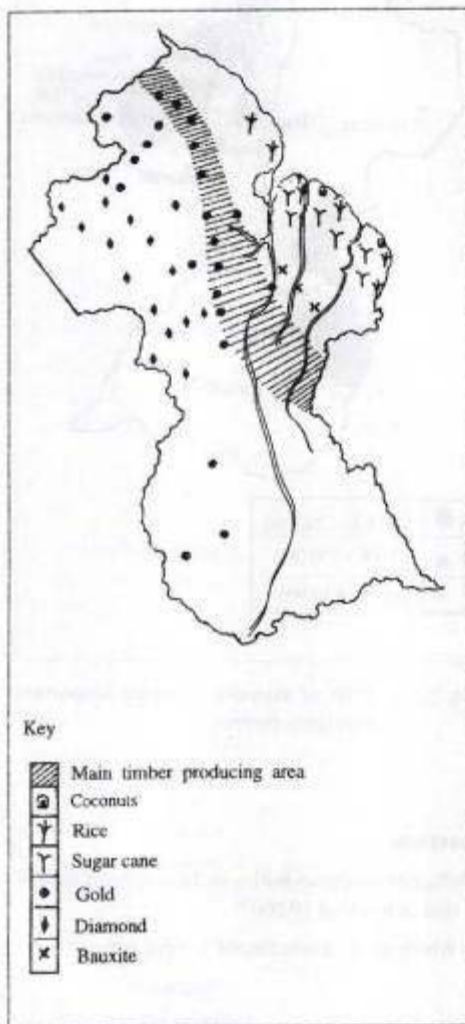


Fig.2.3 Map of Guyana showing the important resources.

Questions

1. In which natural region would one find large amounts of gold and diamonds?
2. Name three resources found on the Low Coastal Plain.

Show your answers to your teacher.

Now compare the two maps. Can you see any relationship between the population of a community and the natural resources found there? Discuss this with your teacher.

Living on our Coastal Plain

Read this with your teacher.

Let us talk about the Coastal Plain.

The Coastal Plain stretches from Point Playa in the north west to around Orealla in the north east.

Our coastland has often been described as flat and narrow. It is flat because there are no rolling mountains and hills found here. It is a narrow strip of land, when compared with the other natural regions. Look at Fig. 2.1 once again and observe the narrow nature of the coastland.

Another feature of our coastland is that it is below the level of the sea. As a result, sea dams and sea walls have been constructed to keep out the waters during the high tide. There are also mangrove trees along the coast which form natural breaks against the Atlantic Ocean. In places where these have been removed, sea walls and groynes have been built to break the force of the waves.

Our coastland is the most densely populated area of Guyana. Can you recognise this

from the map in Fig.2.2? People live in the many towns and villages along the coast. Of the six towns of Guyana, five of them are located on the coastland. These are :

- Anna Regina
- Georgetown
- New Amsterdam
- Rose Hall
- Corriverton.

Can you locate these towns on the population map?

In Book One, we said that our coastland is the most important area for farming. This is because of the fertile soil and the climate found there. These **arable** lands are the main resource of the people on the coastland. In the past, sugar plantations were established on the coast and many coastal dwellers worked there. Today these plantations are called estates or **arable farms** because besides sugar cane, rice and other crops are grown there.

People on the coastland experience two wet and two dry seasons. During the dry seasons farmers must get water for their crops. For this reason, **irrigational** canals have been dug to bring water to the land in the dry season. Coastal dwellers also enjoy the cooling breeze of the North East Tradewinds all year round.

Some coastal dwellers are engaged in arable farming while others are engaged in peasant farming. On the peasant farms, poultry, small stock (for example, sheep and goats) are reared and mainly cash crops (for example, tomatoes, green vegetables, ground provisions and some fruit trees) are grown.

On our coastland many people also work in **industries**. There is the Industrial Estate in

Georgetown where there are garment and other factories. There are other **manufacturing industries** on the East Bank of the Demerara River. There is also the Clay Brick factory which is called the Mount Tai Overseas Foundation Incorporated, on the West Bank of the Demerara River.

Coastal dwellers also work in the **fishing industry**. Fishing is done by fishermen with fishing boats or by companies with trawlers.

Tourism is a rapidly developing industry on the Coastal Plain. The famous Shell Beach which attracts many tourists is in this natural region. This beach is about 135 kilometres long.

In Book 1, you learnt about four species of sea turtles found in Guyana. Can you remember the name of any one of them? The names are the Leatherback, Green Turtle, Hawksbill and Olive Ridley. From March to July every year, these turtles lay their eggs at nights in the warm sand on the beach. Many tourists find this sight very interesting.

Georgetown, the capital of Guyana is located on the Coastland. Our capital city has many wooden buildings which remind us of the architecture of the Dutch and British. St. George's Cathedral, the world's tallest wooden building is among these. Many tourists are generally fascinated by these buildings.

On the coastland, the people have used the natural resources, for example, the arable land and water as well as the man-made resources, for example, factories, for their benefit. As a result of the establishment of manufacturing industries, employment has been created for many people.

Living in our Hilly Sand and Clay Area

Now let us find out how the people live in another natural region - The Hilly Sand and Clay Area. This area lies to the south of the Coastland. It extends from the Pomeroon River inland to the Mazaruni, south to Apoteri, and thence eastwards to the Corentyne.

The area is hilly with large deposits of sand and clay, above which lies forest and patches of savannah lands. The Intermediate Savannahs are found in this natural region. There are some areas where the trees have been removed and the reddish sand or clay is exposed. It is not very easy for water to pass through this type of soil so that these areas are usually swampy.

The sandy soils are not the best for farming. Only a few crops such as pineapples, citrus and ground nuts are grown there. However, this area has other valuable resources. The trees are of great value. Greenheart, Mora, and Crabwood are examples of some species of wood found in this area. The Mabura Forestry Project which you will read about later in this chapter, plays a very important role in this region.

The Hilly Sand and Clay Area also contains other sources of wealth. Minerals, such as bauxite, quartz and glass sands, are found there. The scenic beauty of the area is also a valuable resource.

This scenic beauty attracts many tourists. One such attraction is on a bank of the Madewini Creek where a rainforest lodge was built to preserve the environment. Tourists who visit this lodge, have the opportunity to observe a wide variety of Guyana's flora and fauna.

Activity

Work in small groups

Look at the map in Fig. 2.2 and list the names of the main population centres in the Hilly Sand and Clay Area.

Show your work to your teacher.

Linden is the name of the town found in this natural region. It is a mining town. Many of the people work in the bauxite mines or in the plant since bauxite processing is the main economic activity of this region.

In addition to bauxite mining, people of this natural region also work on poultry farms. Others work on citrus fruit farms. There is also a cattle ranch along the Linden Highway and this provides employment for many people.

People in this natural region experience hotter days and cooler nights than those who live on the coastland. Also, there is constant heavy rainfall and this is the main reason for the heavy forest cover and swamps in this natural region. The forest cover allows for some amount of lumbering activities to be carried out. Some small farmers use the forest resources to do logging. These logs are mostly used as fuel in some factories and bakeries. The forest resources are also used to make charcoal. This too is used as fuel. The picture in Fig. 2.4, shows a charcoal pit. Look at it carefully then do the activity which follows.



Fig.2.4 A charcoal pit

Activity

Work in small groups.

- Write a few sentences to explain how charcoal is made.

Show your work to your teacher.

Living in our Forested Highland Region

Read this with your teacher.

The Forested Highland Region is the largest of our Natural Regions. It is made up of large areas of forest covered mountains. The mountain ranges include:

- The Imataka Mountains in the north-west,
- The Kanuku Mountains in the south-west,
- The Sierra Akarai, Amuku and Kamoia Mountains in the south,
- The Majestic Pakaraima plateau in the western interior and
- Other smaller ranges and hills, for example, Aruka Range in Essequibo.

Our highland region is an area of heavy rainfall. The heat along with the heavy rainfall influences forest growth. Plant life is highly favoured by this type of climate. Growth is vigorous in the conditions of high temperature and abundant moisture which prevail throughout the year. As a result, the forest is dense and varied. It is a source of wealth for Guyana.

The timber companies use the trees from this natural region. In the forest, the trees are selected, felled and prepared for export or for use locally.



Fig.2.5 Amerindian fishing



Fig.2.6 Amerindian hunting

Another economic activity of the people in the Forested Highland Region is **balata bleed-**

ing. Balata, a rubber like substance obtained from the Bulletwood tree is used to make ornaments. Maybe you have seen balata ornaments before.



Fig. 2.7 Balata bleeding



Fig. 2.8 Balata ornaments

The Amerindians use the resources of their environment to make bows and arrows and blowpipes for hunting. They make calabashes, canoes and paddles. They weave hammocks and baskets from tough fibres and dried grasses

gathered from the forest. Some of the baskets and hammocks are sold locally or in other countries. In addition, they make cassava bread and use the heat of the sun to bake it. Amerindians make a drink from cassava called **paiwari**. They also like to drink cane juice. The special dish of the Amerindians is **pepperpot**.

Activity

Work in small groups.

1. Collect pictures and information about mountains in our country. Use these to make a scrap book.
2. Below are the jumbled names of trees found in our forests. See if you can arrange the letters of each name correctly. The first letter begins the name of each tree.

Sapriaut	Wlablaa	Svliaberil
Cbaodowr	Pehaetrulp	Ghrneereat

Here are the names you should have:

Purpleheart	Crabwood	Greenheart
Siparuta	Wallaba	Silverballi

Show your work to your teacher.

Living in our Interior Savannahs

Read this with your teacher.

So far, we have found out about how people live in three of our natural regions. Let us find out how people live in the fourth natural region - The Interior Savannahs.

To the west-south-west of Guyana lies an area of tropical grassland with scattered trees. This area of grassland is called the Rupununi Savannah from the name of the main river passing through it. The Rupununi Savannah is divided into the North Savannah and South Savannah by the Kanuku Mountains.

The rainfall conditions mark this natural region off from the rest of the country. In the Rupununi Savannah there is one dry and one wet season. The climate in the savannah is cool because the area is high.

The main population centres are Lethem, Nappi Valley, Dadanawa, Aishalton and St Ignatius. The main occupation of the people in this natural region is cattle ranching. This is because of the vegetation which can be used for cattle food. The grasses here are poor and it takes 8 - 12 hectares to support one head of cattle. The open range system of cattle rearing is used and there are large ranches.

During the dry season the Amerindians round up the cattle, repair their houses, fish and catch birds including toucans. During the wet season the activities are different. They plant corn and other crops and they hunt for wild animals. The area becomes flooded and roads become muddy and most people use boats for transportation. In the savannahs people also bleed balata. The Amerindians also make hammocks and leather ornaments. Some of these are exported.

In Nappi village, some Amerindians have a prosperous balata business. Here they design and

sell small figurines which are made of balata. These products have a ready market in the countries like the United States of America and Brazil.

Conservation International, a non-profit organisation, ensures that the balata is extracted from the bulletwood tree without damaging it. The main aim of Conservation International is to save the rich tropical rainforest. This organisation, with the assistance of Aid to Artisans, assists with the export of the balata items produced in Nappi.

Activity

Work in small groups.

Look again at the population Map of Guyana in Fig. 2.2. What is the approximate population of:

- (a) Lethem? (b) Aishalton?

Discuss the answers with your teacher.

The Heart of Palm Project

Read this with your teacher.

The heart is extracted from the Manicole Palm which is indigenous to the North West District (Administrative Region 1). 200,000 hectares of land are cultivated with Manicole Palms by the Amazon Caribbean Guyana Limited. The following rivers are used to gain access to this area:

- Barima
- Aruka

- Kaituma
- Waini

The Manicole Palms grow prolifically on the flood plains of these river banks. Clumps or coppices (suckers) regenerate very quickly. The heart of the palm is collected and canned in the North West District. This produce "Heart of Palm" is a delicacy in France where it is used as a vegetable salad.



Fig. 2.9 Label of the Heart of Palm product

The North West area is abundant in marsh and swamp forests and the highest concentration of palms is found along the banks of the Barima and Waini rivers. These palms also have other uses:

- the split trunk is used to construct houses, huts and permanent camps.
- the upper section of the heart (cabbage) provides food for the people in the forest area.
- it serves as a buffer effectively controlling

- it provides spawning grounds in the wet season for the **aquatic** animals.

Developments in the forestry industry

Read with your teacher.

In Book One you learnt that the country's forests contain over 1,000 different varieties of trees. About 70 species of timber are exploited on a regular basis. Our forests are also penetrated by many rivers which provide the main transport for the removal of forest produce to established processing centres.

Guyana has set aside almost 36,000 hectares of land for the Commonwealth Guyana Programme for Sustainable Tropical Forestry. The Project seeks to establish guidelines for **sustainable development** of tropical forests. This project is the Iwokrama International Centre for the Rainforest Conservation and Development. You will learn more about this centre in Book 3.

A third of the project area, almost uninhabited, is to be preserved as **virgin forest** for use as a Research Centre to monitor the species and preserve the longevity of flora and fauna. The rest of the forests is to be developed on an environmentally sustainable basis, for the benefit of the Guyanese people.

Mabura forestry project

There is an important forestry project in Region 10. This is the Upper Forestry Project at Mabura. The Upper Demerara forest contains a large stand of Greenheart, a species of hardwood which is in great demand internationally. Greenheart is very useful for marine construction. The objectives of the Mabura Forestry Project are :

- to increase exports of easily marketable wood products from well known species and
- to introduce lesser known species to the international market.

It will also increase the supply of lumber for domestic consumption, particularly for housing.

At the project site, a skidder is used to collect the trees and transport them to 'market' that is, a spot in the forest where all the felled trees are collected. From the forest, the logs are trucked to the Mabura sawmill. At the sawmill, sawn-wood is produced. Ninety-five percent of the sawn wood from Mabura is transported to Georgetown by road because of the inadequate transportation links.



Fig. 2.10 Hauling greenheart trees out of the forest

This project is one of those which will open up Guyana's virgin hinterland to economic development. In this way, more jobs will be created for unemployed Guyanese. It will also cause people to migrate to the hinterland to work and they will have to set up homes.

Activity

Answer these questions then show your answers to you teacher.

1. Why is it important that we preserve our rainforests?
2. What problems would be encountered by the Mabura Forestry Project if the sawmill is removed from Mabura?

The Mahaica - Mahaicony- Abary Project

Read with your teacher.

Another developmental project which provides jobs for our people and important revenue for the national economy is the Mahaica-Mahaicony-Abary (M.M.A) Project. This project is being executed by the Mahaica- Mahaicony-Abary Agricultural Development Authority in Region 5.

The project involves the construction of irrigation and drainage works in the Abary River area. The project prepares 15 000 hectares of lands for rice cultivation. It contains two percent of Guyana's potentially arable land. The project accounts for twenty percent of total value of the country's agricultural production. Its principal crop is rice which is one of the main exports of Guyana.

Activity

Work in small groups.

- List as many jobs as possible that are provided by the Mahaica-Mahaicony-Abary Project

Omai gold mines project

Read this with your teacher.

In Guyana, gold is mined by **individual operators** or by companies. One such company is Omai Gold Mines Limited which has been granted a mining concession of fifty-two square kilometres. Mining operations take place in Region 7. The Omai Project is located about one hundred and sixty kilometres south of Georgetown or three hours drive from Georgetown. The Linden Highway which runs along the Demerara River joins Georgetown to Linden and is the roadway used to get to Omai's operations. At Linden, the Demerara River is crossed to Wismar and the journey continues by road to the Essequibo River crossing. Linden is the port of entry for Omai's Project supplies. The map in Fig.2.11 shows this information.

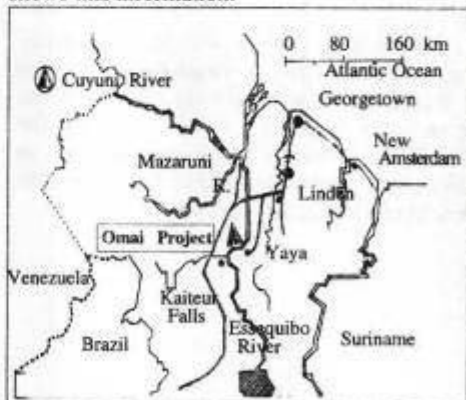


Fig.2.11 Map showing the location of the Omai Project



Fig. 2.12 Omai Project surface map

At the Omai Project, the ore is mined in an open pit. The excavation of the Main Stock pit, (the Fennell Pit) began in February 1992. There are four adjacent Wenot Lake pits which will be mined subsequently. The mining rate is about twenty-five million tonnes of ore per year.

At the moment, the mining camp now houses as of September 1998, one thousand, one hundred employees. Over one thousand of them are Guyanese. They have been trained for the work which they do. In addition to employment there are many spin-off benefits for a number of Guyanese. These include :

- establishment of a medical facility,
- construction of wharf and facilities at Christianburg,
- upgrading and maintenance of the Rockstone/ Mabura road,

- construction of a road to Yaya and Brother B landing.
- construction of the Omai Airstrip with lighting facilities,
- training skills — mechanical and operational,
- injection of foreign currency to the economy,
- payment of Guyana income tax by expatriate employees and
- transportation and communication benefits for the area.

Omai has put up a plan for the management of the local environment since this is necessary if mining operations are to be continued. The plan includes :

- protection of the **atmospheric environment**, for example, to keep the air free from dust pollution.
- protection of the **aquatic environment**, for example, protection of the plants and animals, growing or living in or near the water (rivers).
- protection of the **terrestrial environment**, for example, protection of the land, soil, trees and wildlife from total destruction.

Although it is hoped that there will be maximum profits from the venture, operations are carried out with the full realisation that the natural environment must be protected.

Omai Gold Mines Project uses cyanide, which is a toxic chemical, in its production of gold. If this chemical is not used safely, it can be harmful to man and the environment.

Omai tries its best to use cyanide safely so that it does not harm its employees or the environment.



Fig. 2.13 A view of the Gyratory Crusher Foundations.

In August 1995, some cyanide - contaminated water escaped into the Omai Creek and the Essequibo River, when a section of one of the dams at Omai Gold Mines broke. This caused many fishes and other animals to die. It also re-

sulted in many problems in communities close to Omai Gold Mines. Since this incident, the company has been trying to be extremely careful with the use of cyanide because it does not want the problem to recur.



Fig.2.14a Mining camp at Omai Project



Fig. 2.14b Barge with project supplies crossing the Essequibo river

Activity

1. Find out more about cyanide from your Science teacher.

Work in groups

2. List some problems which you think occurred in some communities due to the contaminated water in the Omai Creek and in the Essequibo River.
3. Write the names of two of the communities which were affected by the contaminated water.

The importance of transportation in developing the regions

In this section you will learn about the importance of transportation in Guyana.

Read this with your teacher.

Transportation refers to the carriage of goods and people from one place to another especially over long distances. People from earliest times have been on the move, moving from one area to another within a country or from one country to another. In modern times, this movement of people and products across the world has increased in size and speed. Early man went on foot and could only carry a limited amount of goods. Today, in a matter of hours

people travel around the world by aircraft. They have been able to take more goods and thus increase their trade.

During the colonial era in Guyana transportation was rather limited. Water transport was used to export goods. Roads were few and were mainly located near the industries. Today in Guyana the chief means of transport are:

- land transport - roads (main roads, minor roads, tracks) and rails.
- water transport - sea, rivers, canals, lake.
- air transport - above the surface.

Regardless of the means, transportation is very important. Can you imagine what would happen if all the country's transport stopped in one day?

How would you react if you woke up one day and found the following headlines in your newspapers?

Pilots ' Sick Out '

Taxi Drivers Park Cars In Gas Stations

Mini-bus Drivers Leave Their Buses At Home

Dockers Stay Out

One Cars Grind To A Halt



Fig.2.15 Transportation to factory

What do you think would happen? Clearly we cannot do without transportation. We would not be able to get to school. Our produce would remain on the farms. We would not be able to travel abroad. Our trade would stop. So we must understand that there is direct link between economic growth and transportation growth.

Fig.2.15 shows how transport is important to our factories and other industries. Fig.2.16 shows the need for transportation **from** the factories and other industries.

Once our goods have been manufactured they have to be sold. The selling of goods will help the economy to grow. With increased transportation more goods can be sold. With the breakdown of transportation there will be no selling and this will cause a halt in economic growth. Some perishable products would be spoiled. This would cause a loss of income for many people and a loss of revenue for the government.

In Guyana there is economic transportation by which people and goods are carried for the purpose of economic profits and non-economic transportation which includes all movements which are carried on for some purpose other than economic profit.

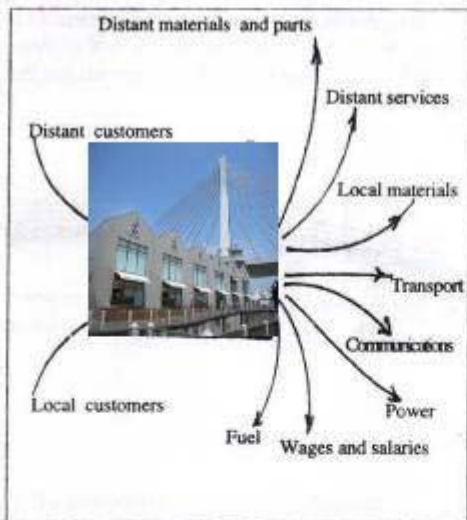


Fig. 2.16 Transportation from factory

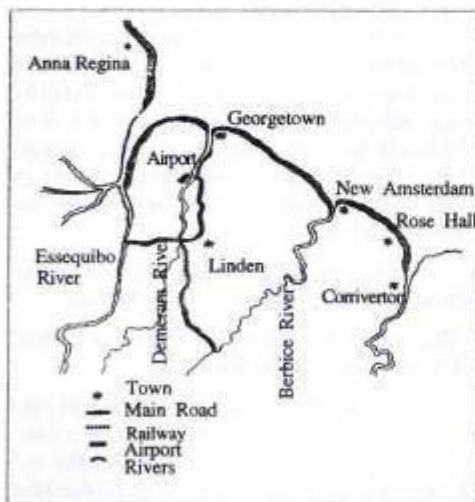


Fig.2.17 Transportation links in Guyana

When we consider the impact of transportation in developing our regions we will consider economic transportation and how it has helped in developing the economy where it is adequate, and how it hinders development in the region where it is inadequate. Fig.2.17 is part of a map of Guyana showing the transportation networks. Study the map carefully and identify the roads, rivers, proposed hinterland route, airstrip, airport, steamer/ferry route and bridge illustrated there.

Land transportation in Guyana

Many roads in Guyana are located on the Coastal Plain where the population is concentrated. During the period 1970 to 1998, there was a considerable development in road communication that undoubtedly had far-reaching effects upon the country's economic development and especially on the development of the agricultural sector. Let us consider some of these roads (first-class asphalted highway/dirt roads) which have been constructed during this period:

- the 56 kilometres West Demerara Road in Region 3,
- the 66 kilometres Corentyne Highway in Region 6,
- 193 kilometres Upper Mazaruni Road in Region 7,
- 8 kilometres Parika-Hubu Road in Region 3,
- the East Coast Railway Embankment Road from Sheriff Street to Enmore and from Unity to Mahaica in Region 4. (The Enmore to Unity Road is to be completed at a later date)
- the Kurupukari - Lethem Road in Regions 10 and 9.

In addition, there was the construction of the Demerara Harbour Bridge in 1979 and the 1,732 foot (about 520 metres) Canje Bridge.

These roads have not only facilitated easier movement of people and agricultural produce from one point to the next but have also opened up important forest and mineral areas that were once inaccessible.

The Upper Mazaruni roads have facilitated easy access to the possible Hydro-electric project site.

The one and a quarter mile (2 kilometres) Demerara Harbour Bridge has linked the important sugar farming communities on the East Bank and West Bank of the Demerara River. Farmers can now carry their produce and farming equipment with greater speed and efficiency than was possible using the steamer alone.

The Canje Bridge, opened in 1978 has replaced the eighty-five year old antiquated Canje Swing Bridge which had to be swung manually whenever the mast of sugar-laden vessels had to pass. The old bridge could have only accommodated vessels up to fifty feet (15 metres) wide while the present bridge caters for vessels up to seventy five feet (22.5 metres) wide.



Fig.2.18 Canje bridge (old)

The map in Fig. 2. 17 shows the main roads,

railways, towns, airport and ports of Guyana. This section has been selected because it would show you how most of the roads are concentrated in the coastlands.



Fig.2.19 Canje bridge(new)

If you study Fig.2. 17 you would notice that there are not many roads in Administrative Regions 1, 7, 8 and 9. Some parts of Guyana cannot be reached from Georgetown by roads. Aircraft or ferries must be used.

There has been also the opening up of some parts of the interior. The Bartica Issano Potaro Road has been one road link. This road is used by many miners and loggers since it runs from Bartica to the main gold, diamond and logging areas. There are also many kilometres of rough roads and trails which have been cut by the mining companies.

In Administrative Region 10, there is also a road from the Rockstone area to Mabura

. This road is also very useful in the development of the resources in this region.

You may have heard of the proposed road from Guyana to Brazil. That road when completed will have benefits for both Guyana and Brazil. Try to identify the proposed hinterland route on an outline map of Guyana.

RAILWAY

Most of the railway systems in Guyana have been closed. The only railway systems that still exist are those from Matthew's Ridge to Port Kaituma and those in Linden. In Linden, the railway is used to take bauxite from the distant mines to the plant.

Water transportation

Read with your teacher.

Many rivers, streams and canals can be found in Guyana. This makes water transport extremely critical to the development of our country. For this reason, steamers, ships, ferries, pontoons and barges have been built to improve transportation facilities. Farmers can use the steamer to bring their crops to Georgetown even though it is not a very reliable system.

Punts are built to carry sugar cane along waterways. This is a cheap means of transportation. Passenger steamers are also cheaper than transportation by air or road.

Activity

Work by yourself.

1. Use the map in Fig. 2.17 to identify the steamer route from Parika to Georgetown.
2. Find out the cost to cross the Demerara River by Ferry from Vreed-en-Hoop to Georgetown.
3. Find out the cost of travelling from Vreed-en-Hoop to Georgetown by road, using the Demerara Harbour Bridge.
4. Which one is cheaper and by how much?

5. Find out the cost of travelling by air from Georgetown to Port Kaituma and the cost of the same journey by boat.

Discuss your findings with your teacher

Air transport

The journey from Georgetown to interior locations which formally took many weeks of paddling is now accomplished in a few hours with the use of aircraft. In areas where the vegetation is dense or the land mountainous, aeroplanes are often the best means of transport. Air transport has played a very important part in the opening up of Guyana's interior areas. There are many airstrips and landing pools in the interior which are used by miners. Some miners also have private aeroplanes.

Before 1940, cattle from the Rupununi Savannahs had to be driven overland along the cattle trail to the coast. By 1970 'beef by air' became an important aspect of air transport in Guyana. Today, however, air transport is very costly and very often beef cannot be transported from the Rupununi Savannahs. Air transport is also used for:

- surveying.
- crop dusting and spraying.
- photographing and mapping.
- inspection of crops, sea defences and.
- trading between Guyana and Brazil, Caribbean Islands, North America and Europe.

We must remember that the pattern of transportation in the largely undeveloped interior is completely different from that on the coastland. Roads and rivers can be easily used in the transportation of crops. However, although the interior is rich in gold, diamond, forest and scenic beauty it remains largely underdeveloped because of the lack of transportation. Many rivers are filled with rapids and waterfalls and this makes transportation up rivers difficult. Vast areas of the land is high and heavily forested and this makes the building of roads expensive and difficult. If we are to open up our interior locations for development, we must be prepared to expand our transportation links. Transportation is the lifeblood for commerce and development.

Activities

Work in small groups.

1. Draw a map of Guyana and insert the following :

- a) the towns of Guyana
- b) mountain ranges in the Forested Highland Region
- c) two villages in each natural region.

Work individually.

2. Identify three features of the coastland and describe three ways by which it can be protected from the sea.
3. Collect labels of products manufactured in Guyana and paste them in a scrap book.
4. On an outline map of Guyana insert the roads mentioned in the section "Land Transportation".
5. Compare the dry and wet season activities in the Rupununi Savannahs.
6. On a map of Guyana insert **three** gold mining areas.

Summary

WE HAVE LEARNT THAT :

- Guyana has four natural regions, and ten administrative regions.
- Guyanese use the resources of the natural regions for their benefit and for their survival.
- the Coastland is the most densely populated area of Guyana. It is important for farming, fishing and the manufacturing of products.
- the Hilly Sand and Clay Region is valuable for mineral deposits, forests and scenic beauty.
- the Forested Highland Region is the largest natural region. It is made up of forested mountain ranges. The area has large deposits of gold, diamond and valuable species of timber.
- the settled population of the Forested Highland Region is made up of the Amerindians.
- the Rupununi Savannah is important for cattle ranching.
- there are several developmental projects taking place in our regions.
- transportation is very essential if our regions are to be developed.

3

A glimpse into our history

In this chapter we are going to find out about:

- how our Amerindian ancestors lived in times past.
- why the Europeans came to Guyana.
- how Africans were brought to Guyana and how they lived in the days of slavery.
- the earliest villages and how they came about.

- The arrival of the indentured immigrants and how they lived in the days of indentureship

Read this with your teacher.

Amerindians : location, culture and customs

The Amerindians, who are indigenous members of the Guyanese family, lived in small communities scattered throughout Guyana. As seen from the map in Fig. 3.1, the Amerindians were divided into more than ten different tribes. Let us examine briefly the way of life of one of these tribes - the Arawaks - in times past.

The leader of an Arawak tribe was known as the **Cacique** or chief. He was a person of authority. He organised the work of the village and decided when fields should be cleared and planted. He also decided whether or not to launch attacks on neighbouring tribes. He was the one who led the tribe in all festivals and religious ceremonies. As chief, he had several wives. The practice of having several wives is called '**polygamy**'.

The Cacique also acted as judge. Arawaks in those days had no written laws, but there were customs and beliefs handed down from their ancestors which guided their lives. For some crimes like murder, poisoning, theft and adultery they were punished by the cacique. The Arawaks also believed that if they committed certain



Fig.3.1 Map of Guyana showing location of Amerindian tribes

crimes or broke the religious laws, they might be punished by evil spirits.



Fig.3.2 The interior of an Amerindian house

The Arawaks had no religious or legal marriage ceremony. To be accepted as a bridegroom, a man had to prove to the bride's father that he was a responsible man. He did this either by paying a 'bride-price' or dowry, or working with his father-in-law to be. Once he had satisfied the bride's father, he was allowed to go to the girl's hammock in the communal house or **cane**ye and this was seen by the tribe as proof of marriage.

Activities

Work by yourselves

- List ten tribes of Amerindians
- Find a picture of an Arawak cacique and describe briefly how he dressed.
- Explain **two** duties of a cacique or chief.

Read this with your teacher.

There was a lot of team spirit among the Arawaks. They worked together in co-operation to provide food for the whole tribe. The ordinary men were supervised by nobles or **mitaynos**, who were advisors to the Cacique. The men of the tribe provided food by hunting, fishing and trading. They hunted with bows and arrows and also used the bow and arrow to fish. Fishing was also done by net, and by poisoning the water of a small portion of a river or stream which they had previously dammed off.

The Arawaks also traded with other tribes for game, trinkets and ornaments, and later with the Europeans when they came to Guyana, exchanging **annatto**, letterwood, hides and tobacco for silver ornaments, hats, trinkets or knives.

The men of the tribe were responsible for building houses, defending the tribe, making canoes and clearing of the fields. Most of the farming and cooking was done by the women. After the men had cleared the fields, the women planted a variety of vegetables and fruit. They made cassava bread and pepper-pot and the intoxicating drinks **paiwari** and **cassiri**. Of course, the women were also responsible for the care of the children and they wove the cotton bands and loin coverings worn by members of the tribe.

Activities

Work in groups

- Describe **five** artifacts found in Amerindian communities and say how they were used.
- Describe how the Amerindians used to hunt and fish in past times.
- Use pictures to illustrate how the Arawak women prepared cassava bread and paiwari.
- What other foods did the Arawaks use?

Individual work

- List the responsibilities of the men, then those of the women, of the Arawak tribe.
- Explain what is meant by a 'bride-price' or a dowry.
- What is a 'caneye' ?
- Who were the 'mitanyos' and what responsibilities did they have?



(a)



(b)



(c)



(d)

Fig.3.3 Aspects of Amerindian culture

ADVANTAGES OF A CREDIT UNION

- It is owned and run as a non-profit organisation by its members.
- Only members can borrow money, elect officers, manage its affairs and enjoy the benefits.
- It teaches people to save regularly and systematically. Members can save small or large amounts.
- By investing five hundred dollars each month, a member can amass thousands of dollars in a relatively short time.
- It is an easy source of loans. The rate of interest on loans is lower than that of any other lending agency.
- It pays good dividends, and offers security. Dividend on shares is paid on year-end balances and not on minimum quarterly balances as is normally done on savings in other institutions.
- It is safe, because it is registered, chartered and governed by law and inspected regularly by government officers.
- Regular audits by a supervisory committee and the government ensures that reserves are set up. These reserves ensure additional protection.
- It provides financial counselling and advice on budgeting and the saving of money when needed. A person learns to become his own 'Bank Director' through wise saving, careful budgeting and wise spending.
- It builds self reliance and self confidence.
- It provides a higher standard of living for its members.
- It reduces the cost of living to its members.
- It assists in capital formation.

- All Shares and Loans are insured against the member's death; at very little cost to the individual member. When a member dies his/her loan balance is paid off by the Insurance.

HOW A CREDIT UNION WORKS FOR SAVINGS

Members deposit money regularly. These savings are called **shares**, usually worth \$500.00 each. The money deposited becomes a **fund** from which members may borrow. After deducting operating expenses and the reserve fund the remainder is returned to the members as **dividends** on savings or **interest refund** on loans. The average dividend may be 4 to 6 per cent annually.

FOR LOANS

The Credit Committee approves all the loans with a minimum of delay. The person borrowing the money needs:

- at least one member to be a guarantor.
- to give authority to deduct payments from wages or salary.
- insurance on long term loans.

Now that we know so much about credit unions, let us get acquainted with one of the better known credit unions in Guyana. It is the New Amsterdam Credit Union.

must save in the Ordinary Savings Account. Ordinary Savings are the savings a member accumulates for further studies or to provide him or her with tools for apprenticeship in a trade, etc. Ordinary Savings can only be withdrawn upon leaving school.

A member can also have a **Special Savings Account**. **Special Savings** can be withdrawn at anytime to meet such emergencies as the payment of examination and school fees, the purchase of textbooks and school uniforms, etc.

The funds of the School Co-operative are deposited in the name of the school co-operative at a commercial bank. The **Trustees** — Chairman, Secretary and Treasurer, operate the bank account on behalf of the members.

Credit Unions

We will now focus our attention on Credit Unions. Credit Unions are very popular in Guyana. Actually, they are the most successful co-operative organisations found throughout our country. It could be said that a credit union is a true co-operative. Why do you think this is so? In addition to being a co-operative, it is equally true to say that a credit union is also a financial organisation. It operates according to good business and financial principles.

A Credit Union is a type of Co-operative Society which deals with savings of members for the purpose of creating a pool of funds to make loans to members at a low rate of interest.

Members of a Credit Union must have a common bond of association. They may be employees of the same establishment, members of the same church, residents of the same community, members of a particular trade union,

military organisation, teachers or public servants.

It is important to note here that in all types of co-operatives, membership is open to all, irrespective of creed, status, race and political belief. In a Credit Union however, membership is usually limited to groups with an already existing common bond.

This limitation of membership by location or interest is done for two good reasons. In the first place, it is easier to save money through the Co-operative if all the members have a regular meeting place. For example, in many large factories and firms, the "check off" system may be applied. The second reason for limiting the membership to a closely knit group of common interest is that, often small loans are requested by members and the only security required is their personal character and honesty. It is important, therefore that the Committee should personally know the member who is applying for the loan.

Perhaps, you are anxious to read about some of the services and benefits or advantages which a credit union offers its members.

The services which a credit union offers to members are :

- Thrift-saving facilities which can be drawn at a later date.
- Loans-lending facilities which are at a low interest rate.
- Education in credit union principles and financial matters.
- Counselling on financial matters. Members can obtain advice on money and financial planning.
- Community development.



Fig.4.14 Office of the Greater Georgetown Fishermen's Society

A visit to this co-operative society shows a display of all types of fishing equipment for making and repairing nets and boats. There are finished nets of different types, for example, the pin seine and trawl nets. Both members and non-members may purchase any of the items that are on display.

School Co-operative Thrift Societies

A School Co-operative Thrift Society is made up of pupils, eight years old and over, who attend the particular school where the co-operative is formed. The main objectives of school co-operatives are to:

- encourage the habit of being thrifty whereby the students may save regularly during their school life.
- teach students how to use money carefully before they face the problems of adult life.

- provide practical lessons in the keeping of accounts.
- have students learn how to conduct themselves orderly at meetings, make speeches, elect officers and use votes wisely.
- make students realise the use of co-operation and to appreciate the value of co-operation as a way of life.

After reading the objectives of school co-operatives you would agree that they are the simplest and surest way of improving our way of life. The best place to lay this foundation in our lives, is in our schools, and more especially, through our School Co-operatives. Does your school have a Co-operative Thrift Society ?

THE OPERATION OF THE SCHOOL CO-OPERATIVE

The students are the supreme authority of the School Co-operative. They manage the affairs of the society, with the assistance of a teacher. This **Teacher Supervisor** is a guide and an adviser. The members elect from among themselves, a Committee of Management. The Committee of Management appoints the officers — the Chairman, Secretary and Treasurer.

The members save weekly. Savings are of two types :

- Ordinary Savings
- Special Savings

Ordinary Savings make up the share capital of the society and is **compulsory**. A member

nities, for example, the Police Consumer Co-operative in Georgetown, and the Terminal Consumer Co-operative at Vreed-en-Hoop. No doubt you will be able to add the names of several Consumer Cooperatives to the list.

Agricultural co-operatives

This type of society is intended to meet the needs of persons who are involved in agricultural production. Many Guyanese farmers belong to an agricultural co-operative. Agricultural co-operatives assist farmers in a number of ways. They can provide farmers with extra credit. These farmers can only provide share capital or repay loans at certain periods, for example, after harvesting and sale of their crops or livestock. In addition to providing capital on reasonable terms, this type of co-operative supervises and advises its members on the proper use of the facilities provided.



Fig.4.12 Members of an Agriculture Co-operative at work.

Agricultural co-operatives assist in the securing of stock feed, medicines, fertilisers, pesticides, seeds, small tools and equipment to members. They also help in the wholesale purchase of items such as seeds or fertilisers, so that

bulk purchases can be made and items sold to members at a reasonable price. Agricultural co-operatives also assist in marketing members' produce.

Fishermen's Co-operatives operate in a similar way. They are involved in the sale of twine and other fishing gear, provide wharfage facilities and handle the production of ice and sale of petrol to members who fish individually.



Fig.4.13 A Co-operative Society on the move

THE GREATER GEORGETOWN FISHERMEN'S COOPERATIVE SOCIETY

The office of the Greater Georgetown Fishermen's Co-operative Society is located at Lombard Street in Georgetown.

It was registered during 1971 with 33 members. The total assets of this society increased by 25% from \$914, 726 in 1978 to \$1,146,212 in 1979; and total sales increased by 34 % from \$1,768,113 in 1978 to \$2,363,633 in 1979. In recognition of the significant progress of this society and its contribution to the development of Co-operativism, it was awarded the Medal of Service on Guyana's Tenth Independence Anniversary.

Generally, co-operatives could be divided into two main groups— 'Consumer' and 'Producer' co-operatives. The consumer group includes all those set up with the aim of making available goods and services to their members. The members purchase the goods or services from the societies.

The producer group includes those co-operatives which seek to provide employment for their members and from which the members earn an income.

However, these two broad categories can be further sub-divided into different groups depending on their main economic activity, organisation or function. Co-operatives in Guyana, can be categorised also according to their main activity as follows:

- Consumer co-operatives - supermarkets, groceries, stores, 'buying clubs'.
- Agricultural co-operatives - farming and fishing.
- Service co-operatives - handicrafts, housing, transport.
- Producer co-operatives - security services, catering, building construction.
- Finance or credit unions - savings, loans.

We will now examine how a Consumer Co-operative is organised.



Fig. 4.11 Types of co-operatives

Consumer co-operatives

Consumer co-operatives are organised to satisfy the need for the supply of goods and services to their members. They usually stock foodstuff and household articles that the family may need. The main reason for a consumer co-operative is to purchase goods at a wholesale or reduced price and then resell them to its members at reasonable prices when compared with the cost of the goods in other shops. This results in financial gains for each member. With this type of co-operative, the members who patronise or purchase goods from the co-operative receive at the end of each year, a bonus or a refund based on the amount of patronage they gave to the society.

An example of a consumer co-operative is a **buying club**. In this simple type of consumer co-operative, seven or more people, informally, 'club' or join together to purchase a large quantity of the product in order to obtain a discount. By making a joint purchase, a larger quantity may be purchased at a low price. Formal Consumer Co-operatives are found in many of our commu-

LABOUR SHALL BE FAIRLY TREATED

Co-operators do not try to earn large sums of money or to acquire big dividends by giving workers small wages. Provision is made for workers in co-operatives to receive the same wages, salaries and benefits like those who do similar jobs in the private and public enterprises. The payment of proper wages to workers is important when we remember that almost all the employees in a co-operative have a special concern in its success.

From time to time, a large co-operative would have need to hire workers from outside of the co-operative. Whenever this practice occurs these non-members are also assured that they will be fairly treated by the co-operative.

CO-OPERATIVE SOCIETIES SHOULD CO-OPERATE WITH EACH OTHER

It is natural for us to expect that a co-operative is concerned with improving the welfare of its members. Thus, we would not expect to find selfishness existing among members of a co-operative society.

In the first place co-operatives were formed to help people solve problems or tackle jobs too big for one person alone. Similarly, no single co-operative group can do as much as many co-operative groups working together.

We must realise that in every human activity, there may be people with jealous and selfish feelings. Members of a co-operative are fully aware of the negative effects these can have on the society. It is for this reason, that co-operatives strive to overcome these obstacles to their progress. They continuously try to promote the team spirit among all types of co-operative groups. Failure on the part of one co-operative is felt by all the others. Likewise, every success is an

achievement and a reward for all.

In our country, co-operative societies work together for their common benefit at all levels. Let us look at some examples.

Besides trading with each other the Consumer Co-operative sells the agricultural products of the Agricultural Co-operatives. Financial and Credit Societies offer financial assistance to a number of other societies, by providing loans and advances to purchase machinery and tools, as well as insecticides and weedicides. Similarly, Agricultural Production societies may give assistance, by providing investment possibilities for financial and credit societies.

Co-operative Housing groups use the services of the Building Co-operative which provides skilled labour. The Building Co-operative would benefit from using lumber supplied by the Logging Co-operatives. In this way, everyone benefits.

Activity

Work in groups.

Prepare a brochure/flyer on the Principles of Co-operatives.

Show your work to your teacher.

Types of co-operatives

Now that we are familiar with the history of co-operation and the organisation of co-operatives in our country, let us find out about the many different kinds of co-operative societies that exist in Guyana.

Practices of co-operatives

A number of **practices** help to strengthen the principle of co-operation. They play an important part in the overall success of a co-operative. Let us find out about these practices.

SALE AT MARKET PRICE FOR CASH

The failure of most businesses could be traced to the granting of credit. You may want to discuss this with your teacher. The co-operative society like other businesses is no exception. The failure of most co-operative societies could be traced to the granting of credit. Hence, capital was not available to buy stock when it was needed. Their motto is usually, 'Buy for cash sell for cash'. The early co-operators argued that credit was not good. They felt that once a person gets into debt, he/she becomes a slave to it unless some special effort was made to get that person out from it. Despite this motto, there are cases of authorised or controlled credit.

However, it is hoped that as a result of education and training, members will understand that credit is to be avoided. Cash trade is seen as an education for members; each member has to live within his or her budget. A member buys only that which is necessary, so there is less waste. Cash purchases encourage thrift and thrift fosters the development of correct living habits.

Credit business also involves more work. Additional staff has to be employed to record the transactions. This means less surplus in the long run. It also uses up scarce capital and hinders the investment programme of the co-operative.

Selling at market prices for cash allows a co-operative to sell and create a surplus. In the end, the society gains. The surplus is returned through interest on shares and the patronage dividend, also allocations for reserves, education and other similar areas could be made.



Fig.4.10 A consumer purchases items at a co-operative

MAINTAINING ADEQUATE RESERVES

Co-operators try to manage their society as business-like as possible. We can actually find many of the good business practices found in other types of businesses in well organised co-operatives. One of these practices is maintaining **adequate reserves**.

Consideration must be given for rough times that may arise in the future. Money must be kept for these "rainy" days.

We can really appreciate the reason for the operation of the co-operative to be carefully and competently managed. Therefore, there needs to be wise investments and proper management of the society's funds in order to ensure that a surplus is obtained.

One of the practices of co-operatives is to place 20% of the surplus in a reserve fund. Money from this fund could only be used with the consent of the Chief Co-operative Development Officer.

Fund and to the Audit and Supervision Fund.

In addition, the law requires that the Society may be called upon to give towards education a maximum of 10 per cent of its surplus or one per cent of its working capital. This fund must be used to educate its members so that they can have a sound knowledge about matters related to the society and help them appreciate the value of co-operation.

In a co-operative a limited amount of interest or dividend is given to members on their shares. This means that the interest rate cannot exceed a certain amount. For example, in Guyana the interest ceiling is 6%. Although the co-operative may have declared a large surplus in a particular year its members do not receive more than 6% interest on their shares since money has to be set aside for other purposes. These include education, statutory reserve fund and audit fees. However, if the surplus is very small then a lower interest rate would be paid to members. We must remember, too, that all members are paid the same interest rate on their shares.

• DUE PROVISION FOR EDUCATION

The founders of the co-operative movement were aware of the dangers of illiteracy and ignorance. They worked very hard to remove these ills from society. Thus they made it their duty to set aside money for the education of members, employees and their children.

Through education, members are able to acquire knowledge and skills which help them to be informed about the affairs of the society and to be better-equipped in carrying out the affairs of the society.

Education should also help co-operators to learn more about co-operatives.

As a result of these factors, a certain sum

of money is usually set aside from the surplus for educational materials and programmes, such as purchasing of books, attending seminars at institutions and for observing the work of successful co-operative societies.

• PATRONAGE REFUND OR PATRONAGE DIVIDEND

Surpluses are not only used to pay dividend on share capital to members but are also given to all members who did business with the co-operative during the year. For example, those members who borrowed money or who purchased consumer or other items from the co-operative would receive a refund or rebate based on the amount of patronage they gave to the co-operative. It therefore means that the more business a member does with the co-operative the larger is the interest rebate he/she receives.

We must note, however, that the patronage refund is not a fixed amount. It is determined after deductions have been made from the surplus for purposes such as dividend on shares, statutory reserves, education and audit fees.

• SUSTAINABLE DEVELOPMENT OF COMMUNITIES

Co-operatives work for the sustainable development of their communities through policies approved by their members. For example, the activities of members of a Producer's Co-operative would bring financial and other benefits to members and their community.



Fig. 4.9 The treasurer counting money collected from members

Activity

1. Let your teacher take you on a visit to a co-operative in your area. Observe the officers at work.
2. Imagine that you are the Chairman of your school thrift society, state four of your functions.

Important principles of co-operatives

Read this with your teacher.

Principles are regulations or laws which provide the guidelines for the officers to conduct the affairs of the co-operative in a businesslike manner. A principle is binding or lasting and cannot be changed by a co-operative.

A co-operative, like any other organisation, is guided by a number of principles. Let us look at these:

• OPEN MEMBERSHIP

Membership of a society must be open to all people of good character who have similar needs, regardless of their race, colour, religion or political beliefs. However, they must be prepared to abide by the by-laws of the society.

Membership is free from any pressure. Conditions are clearly set out for the withdrawal of membership under fair and reasonable terms.

• DEMOCRATIC CONTROL

The democratic principle is one of the most important principles of the co-operative. Every member has **one** vote only, in any decision taken by the society regardless of the amount of capital held by any one member. A member with twenty-dollars worth of shares has the same voting power as another member with two hundred dollars worth of shares. It is the **members who control** the society and not the amount of money they have invested. Each member is equally important.

• LIMITED INTEREST ON SHARE CAPITAL

In a co-operative, shareholders do not obtain full interest on their capital. This is laid down by the **Principle of Equity or Proportionality**. This is the relationship between members as users individually, and the society. The interest payable on share capital is limited to 6 per cent. As such, only part of the surplus is distributed since money must be made available for **statutory reserve, audit supervision and education**.

In Guyana, it is required by law to allocate annually part of the net surplus to the Reserve

- record all transactions as and when they occur
- keep the books of the society accurately and up-to-date
- place all applications for loans before the Committee
- receive cash and thereupon issue receipts on behalf of the society
- submit all cash to the Treasurer at the close of each day's business, where the by-laws so require
- call General and Committee meetings
- take the Minutes at all meetings
- conduct correspondence on behalf of the society
- be responsible for the safekeeping of all the society's property.

Duties of the Treasurer

The treasurer plays a very important role in the society since he/she helps to manage the financial affairs of the society. The duties of the treasurer are to:

- receive from the secretary all monies collected on behalf of the society
- make funds available to the secretary in order to pay the society's debts
- deposit all monies belonging to the society in any of the commercial banks for safe keeping
- keep a record of all transactions
- produce all monies and bank books belonging to the society when asked to do so
- advise the Committee on wise investment policies.



Fig 4.8 A Secretary at work

man, secretary and treasurer. These are the main officers who are expected to provide leadership for the Committee as well as the members. If these officers are to succeed at their jobs, they have to possess and develop leadership qualities. They must also be dedicated, very honest and hard-working. Each one has his or her own duties to perform but they must always work together in close harmony and co-operation.

Duties of the Chairman

Read this with your teacher.

A chairman of a co-operative society is expected to do more than chair meetings. The chairman must be a good role model since the reputation of the society depends on the example he/she sets as its leader. He/she must also have a sound knowledge of co-operatives in order to offer good advice to committee members. The efficiency and progress of the society also depend on the way he/she supervises the affairs of the society. Therefore, the chairman must:

- ensure that the society is operating efficiently
- see that the Secretary does his/her work properly
- intervene and settle disputes and difficulties which arise in the day-to-day affairs of the society
- ensure that both Committee and General Meetings are held regularly and called immediately as the needs arise
- ensure that the rules regarding the safety and control of cash and property belonging to the society are strictly observed by those appointed to do so.

Duties of the Secretary

Read this with your teacher.

The secretary is another important officer of the society. He/she helps to manage the affairs of the society. The duties of a secretary are many. These include to:



Fig. 4.7 The Chairman conducting a meeting

Activity

Work by yourself.

Study the diagram in Fig. 4.6 and describe the organisational structure of a co-operative.

The committee of management

Read this with your teacher.

The affairs of the co-operative are conducted by the freely elected representatives of the members. In any Co-operative society, the members of the Committee are responsible to the general membership for the day-to-day management of the society.

The members of the Co-operative at their Annual General Meeting elect a Committee of Management from amongst themselves to supervise the running of the society. The Committee consists of the **Chairman**, the **Secretary**, the **Treasurer** and a number of Committee members. The size of the Committee is stated in the society's rules. Members usually hold office from one Annual General Meeting to the next.

The Committee tries to ensure the successful operation of the co-operative as a business and at all times observe the following:

- the Co-operative law and other laws of Guyana
- the rules of the particular co-operative
- co-operative principles and practices.

The following are some of the main tasks of the

members of the Committee of Management:

- attend all committee meetings
- employ a competent manager; set out his/her salary, outline duties and give him/her authority to try out ideas
- set sound policies and goals to guide the manager and see that these are followed
- control the finances
- see that the manager prepares a budget and approves important financial matters
- require the manager to prepare and submit monthly financial statement
- review the progress of the co-operative regularly and continue to study all parts of its operations for ways to make it function better
- hold meetings regularly for members of the co-operative
- plan for continuous education in co-operatives for all members.

Let us turn to the functions of the three main officers. Can you remember who they are?

Duties of the three main officers

Read this with your teacher.

All the elected members of the Committee are officers of the co-operative. At the first meeting, members of the Committee of Management elect from amongst themselves, a **chair-**

Application For Membership

C.S. FORM 4

No. _____ Name (Block Letters) _____

I hereby make application for membership of the

Co-operative Society and I agree to confirm to the Rules thereof, and to the Co-operative Societies' Ordinance and Regulations and any amendments thereof.

I already belong to the following Co-operative Societies:-

.....

Signature.....

Address.....

.....

Age (if 21 or over "Full" will suffice)

Occupation.....

Date

Approved	Date Enrolled

S.P. N.A

Fig.4.5 Application for membership form

The structure of a primary co-operative society

Read this with your teacher.

Let us now turn our attention to the structure of a co-operative society. By structure, we mean how the co-operative is made up or organised so that it could function smoothly.

In most societies, it is not practical, nor possible for all the members to meet, to make the many day-to-day decisions. Also, all of them cannot play an equal part in actually doing the day-to-day jobs that need to be done. Therefore, the membership of a co-operative needs to divide itself into specialised groups setting out the rights and responsibilities of each member. This type of arrangement is called the organisational structure. Do you remember this term ?

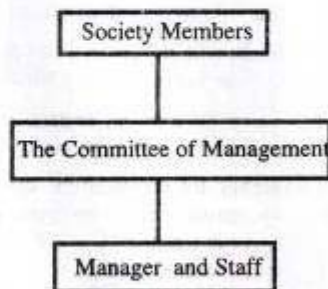


Fig. 4.6 The basic organisational structure of a co-operative

given titles and

(d) the price paid

3. On an outline map of Guyana insert the five villages you have listed in 1 above.

Show your work to your teacher.

How to form a Co-operative


Read this with your teacher.

Now that we have traced the development of co-operatives, let us now examine how a co-operative society is organised. The word, co-operative is a short way of saying, Co-operative Society. It applies to a society registered under the Co-operative law.

Before a co-operative is registered the following steps are taken:

- Step 1 Identify the problem or need.
- Step 2 Meet with the District Co-operative Officer to discuss the problem.
- Step 3 Carry out a survey to determine if it is wise to form a co-operative.
- Step 4 Report the results of the survey to the group of interested persons, the District Co-operative Officer and other technical officers.
- Step 5 Train officers for the Co-operative
- Step 6 Sign and forward the application form to the Chief Co-operative Development Officer.
- Step 7 The Chief Co-operative Development Officer registers the society.

Certificate of Registration



Certified that the application dated

....., made by

.....

to be registered under Section 6 of the Co-operative Societies Act (Chapter 88:01), as the

.....

has been accepted and that the said Society has been registered accordingly as No..... subject to the provisions of the said Act and the Regulations made there-under.

Dated this day of 20

Chief Co-operative Development Officer
GUYANA

Fig. 4.4 Certificate of Registration

Activity

Work by yourself.

Fill out the application for membership form in Fig 4.5

Show your work to your teacher.

People also co-operated at social events such as:

- christening or baptism of a child
- pre-wedding activities
- caring for the sick
- preparing for the wake or funeral

During these occasions, friends and neighbours would assist in household chores as well as prepare and serve food and drink. You may have seen persons decorating a home or a hall for a wedding.

By now, you have realised that the idea of co-operation is part of our history. It has become a way of life for all Guyanese. Let us now identify some important milestones of the co-operative movement in Guyana.

From about 1940, many religious and social groups were engaged in co-operative activities to help their members to raise their living standards. There were the Negro Progress Convention, the League of Coloured People, the East Indian Association and the Chinese Association. Religious organisations managed 'Trusts and Benefit Schemes' for example, Burial Societies and Penny Banks, which assisted in the education and development of the low income members of the community.

A co-operative department was set up in 1948 by government. This department was involved in the development of co-operatives as a way of improving the standard of living of Guyanese. Many kinds of co-operatives were formed. Members were able to obtain food-stuff, clothes, homes and other items more cheaply because they were members of a Co-operative Society.

In 1951, government with the co-operation of the Ministry of Education introduced in schools, the School Co-operative Society.

At that time, however, Guyana was still a British colony and so there was little concern to promote co-operatives. When Guyana became an independent country in 1966, Government encouraged the development of co-operatives. This caused the co-operative movement to spread to all types of businesses and so more people were able to enjoy the benefits of co-operatives.

Since 1966, our government has been supporting the growth and development of the co-operative movement. So much importance has been placed on co-operation and co-operatives, that our country has been renamed the Co-operative Republic of Guyana in 1970.

The co-operative system of bringing people together in groups to plan, work and be of service to each other and the nation is the basic foundation of the Co-operative Republic of Guyana.

Guyanese from all walks of life, are now members of co-operatives that are assisting them to save, feed, clothe, house and to educate themselves.

Today, as Guyanese we should all be proud of our long association with co-operatives. We should continue to promote co-operatives because co-operatives can help us to improve our standard of living.

Activities

Work in groups.

1. Make a list of at least five (5) other villages not mentioned in this chapter that were purchased by the ex-slaves.
2. List:
 - (a) the year the village was purchased
 - (b) size
 - (c) the number of persons who were

The first village which was bought by the former slaves was Northbrook, now called Victoria. Other villages purchased by the ex-slaves include Buxton and Friendship on the East Coast of Demerara, Den Amstel on the West Coast of Demerara, Good Hope on the Essequibo Coast and Hopetown on the West Coast of Berbice.

There were two other important instances when the Africans demonstrated the spirit of togetherness.

The East Coast Slave Revolution of 1823 was one of a co-operative spirit when the slaves, with their leaders, began the fight for freedom. We can say the same thing too about the Berbice Slave Rebellion of 1763.

When the East Indian immigrants came, they like the Africans did not earn much. However, by using the co-operative approach, they were able to plant, reap and sell their produce to supplement their meagre wages.

After indentureship, the East Indians helped each other in their villages in communal activities. Neighbours, friends and family members were asked to "give-a-hand" or to exchange their labour, "day for day" when it was time to plant and reap crops, prepare the land for planting and building houses.

This practice still continues in many of our communities. The host would prepare food and drink for the workers; there is no payment for work. Each worker knows that he or she will get the assistance of others at some future occasion.

Another method that was used by the East Indians as well as the Africans to purchase land, or other property, was the system of saving money, by "throwing box". A number of persons would decide to save a fixed amount of money on a regular basis. Each member of the box took a "hand". When it was his/her turn to draw, all the "hands" were put together and so the member received a large sum of money.



Fig. 4.3 Friends help the Singh family

Activities

1. Discuss with your teacher what the children are doing in the picture in Fig 4.1.
2. Share with the members of your class some instances when you took part in co-operative activities.
3. Let your teacher teach you the song, entitled, "Let us Co-operate". Here is the first stanza:

Let us cooperate for Guyana
Let us cooperate for our land
Let us resolve to fight together
See we do it right together
Can we do it? Yes we can.

Early forms of co-operation

Read this with your teacher.

The first Guyanese, the Amerindians, practised co-operation as their way of life. They continue to do so even to this day and would willingly work together in community activities, such as farming. At the completion of any major community activity there is usually a big celebration with feasting and dancing. Can you remember what this celebration is called ?

Co-operation was also an important part of the way of life of our African and East Indian ancestors.

When slavery ended on August 1, 1834, the freed Africans willingly pooled their money to buy abandoned plantations. Together they used their skills to build and manage many villages along the coast of Guyana.



Fig.4.2 Friends and family cutting rice

4

Co-operatives in action

In this chapter we are going to learn about:

- the concept of co-operation.
- early forms of co-operation.
- how to form a co-operative.
- the structure of a primary co-operative society.
- important principles and practices of co-operative societies.
- the role and function of the Committee of Management.
- the duties of the three main officers.
- types of cooperatives.
- benefits of cooperatives.

The concept of co-operation

Read this with your teacher.

You may have seen or heard the word **co-operation** being used quite often. Let us take a closer look at the meaning of this important word.

Co-operation is the working together of two or more persons to achieve a common goal. This is for the good of themselves and the group. When people voluntarily, that is, of their own free will, join with one another to solve a problem, to provide a service or to organise something for the benefit of themselves and the others, they are said to be working in co-operation.



Fig. 4.1 Children working together in their kitchen garden

Summary

WE HAVE LEARNT THAT:

- Amerindians, the indigenous people of Guyana, were divided into more than ten tribes and lived in many different areas of Guyana.
- the Arawaks, an Amerindian tribe, were ruled by Caciques who acted as Judges and Leaders in religious festivities.
- European nations, for example, the French and Spanish, came to Guyana in search of El Dorado.
- Africans were brought to Guyana by a system of forced migration called the slave trade, to work on the sugar plantations.
- after emancipation, the ex-slaves bought abandoned plantations and founded communal villages.
- Indians, Chinese and Portuguese came to Guyana as indentured immigrants.

Living and working conditions

The indentured labourers were housed in ramshackle 'logies' with few conveniences and their pay was so small it was difficult for them to improve their surroundings. They were housed without regard to their **caste** and had to do jobs which conflicted with their **caste** rules. They were punished if they refused to obey the planters' orders.

Hours of work were long, especially at harvest time, and the planters tried to avoid paying overtime. Indentured workers could be fined for absence from work and even for unpunctuality.

But unlike the African slaves, the indentured immigrants were encouraged to maintain their culture and religion. The planters even contributed money to help build the first mosques and temples. This was a deliberate plan to try and keep the indentured labourers on the sugar plantations.

The Immigration Agent General

The indentured immigrants were helped by the Immigration Agent General, to whom they could make complaints, and who looked after their interests. His duty was to see that the terms of the Indenture were kept by both parties and that the rights of the indentured workers were not abused. The best known of these Agent Generals was James Crosby, who was a great champion of the indentured labours and so zealous of the interests of the Indian indentured workers that he was regarded as "The Protector of Immigrants". He was greatly loved by the indentured labourers, and it was due to his efforts, largely, that the lot of indentured labourers in Guyana was made easier.

Activities

Work in a group

- Explain the term 'curfew' and suggest **two** ways this might affect the life of an indentured labourer.
- Find out more about James Crosby and write a short account of his life and work.
- Write a paragraph on "The problems of an Indian Indentured labourer".



Fig. 3.13 Some household utensils used by early East Indian indentured immigrants.

Activities

Work in groups.

- List as many tools or utensils as you can identify as being originally from India, e.g. the tawa.
- Write an illustrated report about an imaginary Indian immigrant from the time he was contacted by an agent to the time he arrived in Guyana on the **Whitby**.
- Explain the meaning of these terms:

indentureship; contract; recruitment; repatriation

- What were two motives that led immigrants to come to work in Guyana?
- Do you think the indentured immigrants enjoyed the journey to Guyana? Give TWO reasons for your answer.

Life under the Indenturedship system

Read this with your teacher.

The planters rigidly controlled the lives of the indentured labourers when they arrived in Guyana. At first, they tried to treat the indentured workers nearly as harshly as they had treated the African slaves. There were reports of indentured workers being flogged, and, in one case, it was reported that salt pickle had been rubbed into the wounds of an Indian indentured immigrant after he had been flogged. The law soon put a stop to such treatment but the planters introduced harsh Labour Laws to control the working life, movements, and even the social life of the indentured labourers, to a certain extent. They were subject to curfews which meant they had to be in their home compound by a certain time every evening.

They were compelled to be at work unless they were in hospital or in jail, and they were fined or jailed for a great many offences, including breaking the curfew. Planters also tried to reduce the indentured workers pay for the slightest misdemeanours and for very trivial reasons.

The arrival of the East Indians

Read this with your teacher

As you learnt from Book 1, the planters were faced with a problem of finding workers for their plantations when the ex-slaves moved away to live in free villages like Victoria. They tried to recruit labourers for their plantations from Africa, the West Indies, Madeira, China and India. Workers came from all these areas but most came from India, which proved to be the most reliable source of labour. The first East Indians arrived in Guyana in two ships, the **Hesperus** and the **Whitby** on 5th May, 1838, a day now celebrated as **Indian Immigration Day**.

Indentureship

The new African, Chinese, Indian and Portuguese workers came to Guyana under an Immigration scheme known as the Indentureship system. By this system, workers were made to sign a contract or 'Indenture' promising to work for three or five years under specified conditions. They had to agree to work for the company or plantation owner to whom they were contracted, and to do whatever that employer assigned them to do. In return the employer promised to provide lodgings, medical care, a fixed rate of pay and other conditions which could vary from time to time.

Recruitment of indentured immigrants

The indentured immigrants were recruited by agents in the various countries, who set up recruiting centres and encouraged workers to sign up to come to work on plantations in the West Indies.

The would-be immigrants were promised **repatriation** at the end of the contract, or they could renew the contract for a further period. Sometimes, they were promised land if they agreed to stay in the new homeland.

The journey to Guyana

When the agents had enough workers, they made them sign the contract or make a mark or leave a thumb print if they could not write. The indentured immigrants were then taken to a nearby port and put on board the ship which was to bring them to Guyana.

The ships were often small and the immigrants packed together in over-crowded conditions. In the days of sail, the journey took a long time. Often the ships ran out of fresh food before the journey was ended and some immigrants suffered the effects of poor nutrition by the time they reached Guyana.

The indentured workers came for different reasons. Some came because they were attracted by the promise of land, some because in their country there was famine and some because they were unemployed in their country. They came bringing their treasures. The Indian indentured labourers brought, among other things, jewellery, their best saris and house-hold utensils of brass and silver that they had used in India. Many also brought pictures and images associated with their religion.

The Development of Victoria

Read this with your teacher.

Soon Victoria began to develop into a model community. Churches were built, the two earliest being Wilberforce Congregational Church, named after William Wilberforce who fought for the emancipation of the slaves, and the Wesleyan (Methodist) Church. Most churches were built on the main road of the village, known as the "Middle Walk".

Education

The ex-slaves were very interested in education, which they regarded as a way of getting better jobs and achieving upward mobility. The first schoolmaster of the village was William A. Baptiste, known as "Boss Africa", who started classes in the congregational church. Other churches were established and started schools which were later supported by Government funds and became known as Government-aided schools.

The building which housed the Roman Catholic school is still in existence, though like all primary schools it was taken over and managed wholly by the Government. Many doctors, lawyers and other professional men had their early education in the schools of Victoria Village.

Economy

The main occupation of the village was farming. Many villagers also worked part-time on nearby sugar plantations or were involved in the fishing industry started by a group of Victorian men.

Community development

The villagers formed guilds, a Band of Hope and an Improvement Association which encouraged debates and other cultural and intellectual activities. An Agricultural Society which pioneered an Agricultural show was formed.

When the Local Government Ordinance was passed in 1892, Victoria elected its first Village Council, with Mr. S.O. Maison, a dispenser, as Chairman. Things went so smoothly that Victoria gained the reputation of being 'a most peaceful village'.

Activities

Work in groups

For a class display, compare Victoria with your community under the following heads:

- History
- Economic activities
- Religion
- Education
- Community improvement

Work on your own

- Why was Aunt Belinda called a martyr?
- Find out the name of the first chairman of your village, town or district, or the first mayor of your city.
- Why were the ex-slaves eager to obtain education?



Fig. 3.10 Aunt Belinda guarding a dam in the night

Activities

Work in groups.

- Identify **one** problem the Early Victorians faced.
- Show how they tried to solve this problem.
- Find out **two** problems your community faces.
- Discuss and list ways in which your community tries or has tried to solve those problems.



Fig.3.11 Wilberforce Congregational Church



Fig. 3.9 Ex-slaves pushing a wheel barrow of money

The **legal title** for the land was held by six of the ex-slaves on the understanding that the land purchased had to be divided into eighty-three lots. Each **shareholder** erected his house, which was made of coconut branches and sides of cabbage leaf or wattle daubed with mud. They each had to contribute to the maintenance of drainage, irrigation and other work which would be directed by an elected headman.

Problems of the villagers

The villagers settled down to communal farming, planting food crops such as cassava, plantain, yams, coconut and breadfruit. These provisions were either sold or bartered for sheep, pigs, goats, etc. The seeming prosperity of the village influenced ex-slaves from neighbouring plantations — Belfield, Cove and John, Hope—to move to the village and make a home for themselves.

Before emancipation, drainage, irrigation and the maintenance of dams, roads and bridges were the responsibility of the planters. After the

purchase of communal villages, these duties fell to the villagers. They found it difficult to meet their obligations as they had spent most of their savings in buying the land.

The plantation owners tried to discourage the villagers further by repeatedly flooding their villages. For example, on several occasions they deliberately broke the dam of Plantation Belfield, which was on a higher level than Victoria Village. This caused water to run down and flood Victoria, destroying crops and live stock.

Whenever the village was flooded, a bell was rung and the villagers turned out to mend the dam. The proprietors of Belfield tried to prevent this by starting a rumour that the ghost of Jack Slow, a brutal overseer, haunted the area. Many of the ex-slaves believed this, and were afraid to venture out to protect the dam.

The story of Aunt Belinda

Aunt Belinda was a tall, strapping woman, who refused to be frightened by this rumour. She volunteered to guard the dam.

The next morning, the villagers heard the bell, and when they rushed out to mend the dam, they found the dead body of Aunt Belinda, strangled with her own shawl. However, from that day onwards, the dam was never broken again, and Aunt Belinda became known as the Martyr of Victoria Village.

- (b) flooding the villages, causing destruction to crops and livestock, and
- (c) encouraging harassment by the police who refused to allow groups of more than five to assemble without permission.

These frustrations caused many villagers to abandon their communities and look for work in urban areas, or in the interior, i.e. on timber grants, quarries or in gold and diamond mines. In spite of the pressures, many of them refused to go back to work full-time on the sugar plantations.

In Guyana there were also **Proprietary Villages**. These were started by the plantation owners themselves with the aim of keeping ex-slaves near to plantations. The planters divided lands on their estates into lots which were then sold to ex-slaves for prices ranging from \$100.00 to \$220.00 per lot. These lots were eagerly bought up by ex-slaves who held separate title for the land they purchased. The proprietors developed them and so started a thriving village movement.

The first Proprietary Village was started on the Essequibo Coast in 1840 by a planter named Carberry. The village was given the name **Queenstown** in honour of Queen Victoria, the reigning British Monarch of that time. Queenstown is still known by that name.

Activities

Work on your own.

- Explain the terms (a) Communal Village
(b) Proprietary Village.
- Give **two** other examples of communal villages.
- Why were ex-slaves anxious to leave the

sugar plantations?

- Why did Mr. Carberry sell land to his ex-slaves?

Victoria Village

Victoria Village was named after Queen Victoria, the reigning British Monarch of that time. The name was given to the village to honour Queen Victoria whom the villagers thought was responsible for their being freed.

As you read earlier, after emancipation the ex-slaves wanted to assert their independence. They thought that the best way to do that was to be owners of land and to be economically independent of the plantations. They pooled their resources and bought several abandoned plantations. The first plantation to be bought in this way was Plantation Northbrook, an abandoned cotton plantation.

Plantation Northbrook was purchased by eighty-three ex-slaves from Plantation Belfield, including five women, **Molly Archer, Belinda Hopkinson, Maria Grant, Hanna Porter, and Catherine Thom**. They paid Mr. Burke, the owner \$6,000 as downpayment, taking the money wrapped in coloured socks and stockings in a wheelbarrow to the Public Buildings, Georgetown. The remaining sum of \$4,284.63 was paid three weeks later.

This mass movement of ex-slaves away from the plantation community became known as the **Village Movement**. During the period of **apprenticeship** the slaves were paid wages for extra work. Many of them were able to save this money and so they accumulated great sums. Some slaves had also saved money from the sale of provisions and livestock at their **Sunday Market**. This money was of great benefit to them. They co-operated by pooling their resources and were able to purchase for great sums abandoned cotton and sugar plantations.

In places like Guyana and Jamaica where there were extensive lands the village movement took root, easily. In the smaller islands, for example, Antigua, St. Kitts, Barbados, the idea of the village movement did not take shape because lands were not easily available and so the majority of slaves had to remain on the plantations to seek jobs.

In Guyana the ex-slaves who had saved their money had the option to buy abandoned estates from the Crown or private individuals. This they did in great quantities paying as much as eighty thousand dollars (\$80,000.) for an estate. This land was divided among the purchasers who erected their houses and started to farm their land. The first plantation to be bought was **Plantation Northbrook** for the sum of \$10,284.63 cents. These villages were called **Communal Villages**.

The planters and some government officials tried to harrass the villagers and force them to go back to work on the plantations which badly needed labour. They attempted to frustrate the villagers by:

- (a) refusing to lend money to the black communities for investment.

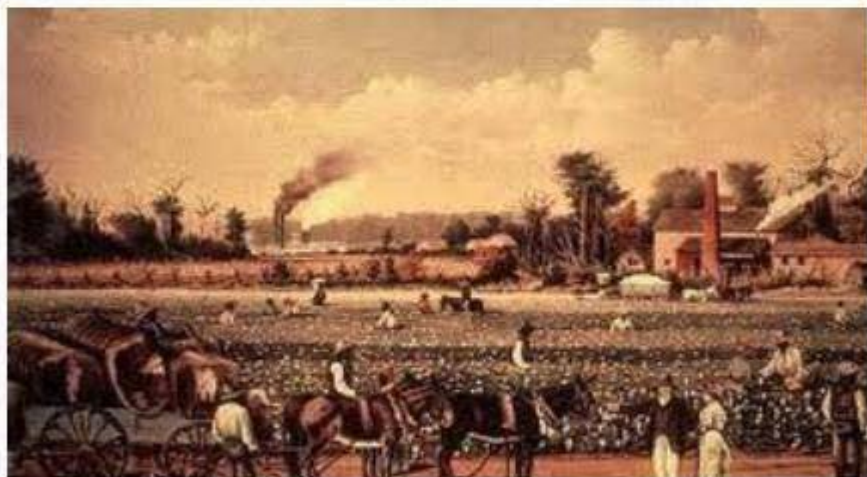


Fig.3.8 Victoria in the early days

The Plantations had hospitals for patients. These hospitals were dirty and poorly ventilated. Patients were under the care of 'African Doctors'. Everyone was given medicine but the critically ill ones were given sugar, barley and fowl soup.

To control slaves and to deter others from committing offences, they were punished severely. The penalties included cutting off the ear or hand, whipping and execution. In spite of these measures, slaves still committed offences which included homicide, physical attacks on whites, open rebellions, satire, ridicule of whites, malingering and damaging of master's property.

Family forms

During slavery, family life was not encouraged among the slaves. There was little security as slaves could be sold at any time. Slave marriages were not encouraged or recognised. Husbands and wives were often separated without notice and any domestic union could be broken as children were sometimes sold away from their parents.

Even among white supervisory staff, marriage was not regarded with favour, as employers were loath to pay the expenses incurred in bringing their employees' families out from Europe or housing their wives and children. Consequently, white staff were often promiscuous with the slave women.

Even child-bearing was not welcomed by the slave owners until the abolition of the Slave Trade, as it meant that the female slave could not give her best efforts to her work. Then there would be the expenses of maintaining the children until they could become valuable as workers. Many children died before reaching adolescence, from poor nutrition or disease, which meant an economic loss to the planters.

Children born on plantations under slavery belonged to the slave owner thus the role of the father as **protector** and **provider** was taken away from him under the law: the father lacked the means of providing for his children or their mother and could not prevent them from being bought, sold, overworked and ill-treated.

Women, however, had more contact with their offspring and under the law, the children took the status of the mother. Although they were under the watchful eyes of an elderly woman during the day, they slept with their mother at night.

Such patterns of family organisation began under slavery and continued during the **apprenticeship** period. When the slaves moved into their villages after **emancipation**, many of the patterns of family organisation survived.

Activities

Work in groups.

- Prepare an illustrated account of a day in the life of **either** a field or a factory slave during harvest time.
- Describe a typical slave home.
- What type of food did the slaves usually eat?

The village movement

Read this with your teacher.

After **emancipation** the ex-slaves, to prove themselves independent and capable of running their own lives, moved away in large numbers from the plantations. They were also anxious to get away from the work and places which reminded them too much of slavery and from their former masters, who were still trying to take unfair advantage of them.

Slaves in Guyana were also engaged in basic infrastructure work. They built sea defences and roads, and worked on drainage and irrigation systems. These were all vital to agriculture along the coast and riverain areas.

Those in the fields suffered from exhaustion and aged prematurely as they endured long hours of work in the sun. At about six they were summoned to work by the blowing of horns or the ringing of the bell. They marched to the work site under the watchful eyes of the **slave driver**. In the fields they worked, ate breakfast, rested then worked, ate lunch, rested and then worked again until sunset. These activities were carefully monitored. During crop time, however, the activities changed as slaves worked day and night processing sugar.

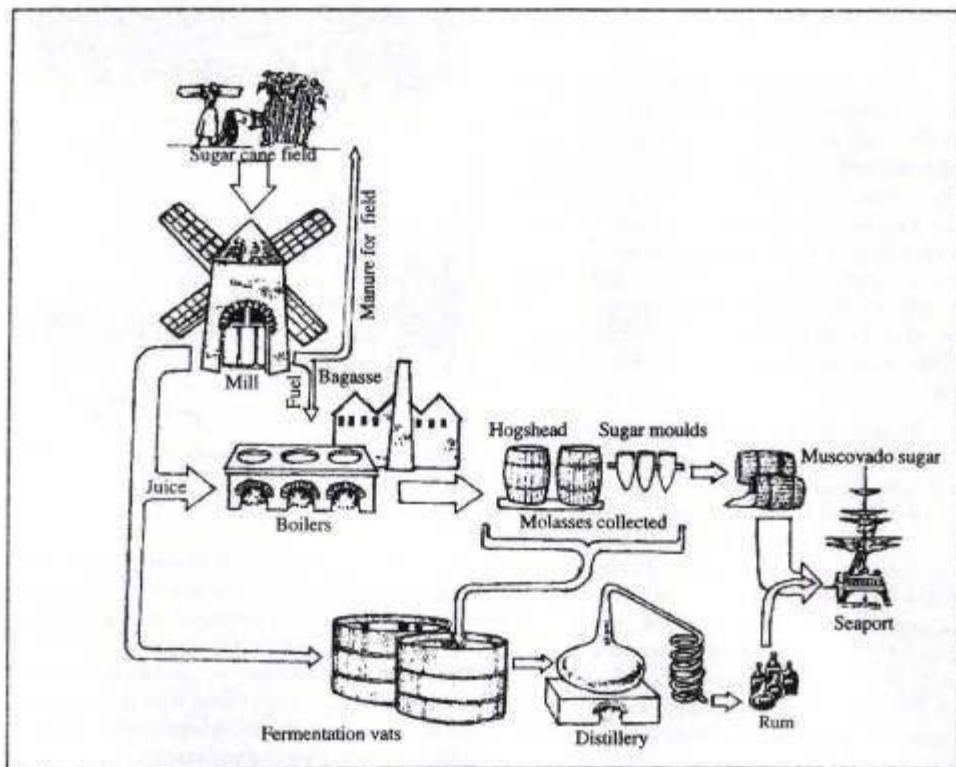


Fig. 3.7 Processing of sugar

How the African slaves lived

Living and working conditions

Read this with your teacher.

In Guyana, slavery was a cruel institution. Under it, slaves suffered serious disabilities and they could not have gone to court for justice. The disabilities included poor housing, insufficient clothing and food, long hours of hard work, unsatisfactory medical attention and severe punishment.

Slaves occupied buildings that were built of frail materials, or thatched with certain leaves and plastered with mud. At times, some were **white-washed**. Later, there was a little improvement as boards were used instead of mud. Within these dwellings, there were no windows, chimneys nor fireplace. Cooking was however, done in them. The furnishing was sparse. There was an iron pot and blankets for each occupant. Fowls were lodged within these same dwellings at night and the occupants had very little time to clean them.

Slaves received an allowance of clothing once every year. Sometimes this allowance was given every eighteen months. The men and women received the same quantity. Men were given a woollen jacket, a hat, six to seven yards of cotton, one piece of canvas for trousers, a razor, a knife and a piece of cloth for twisting around the waist when in the fields. Because of the insufficient clothing, men worked almost naked. Women with young children were given an additional piece of material to strap children on to them. Children under nine years were not given any supply of clothes.

Salt fish, yams, cassava and Indian corn made up the daily diet. These items were rationed and had to be supplemented with produce from the slaves' plot. Additional allowances of beef or pork, sugar, tobacco, rum and pipes were given on Christmas holidays.



Fig.3.6 Slaves at work

African slaves were involved in a wide range of occupations. Most worked on the plantations as labourers growing three main staples for export — sugar, coffee and cotton. Others were skilled tradesmen and domestics while a small group were fishermen, transport workers (rowing of boats), guards, drivers, sellers, nurses, stock-keepers, traders and carvers.

The Africans, some of whom were captured in tribal warfare, were hurried from the interior of Africa to the West Coast of Africa in a line or **coffle**. There, they were housed in **barracoons** or slave prisons which were part of the forts kept by the Europeans on the coast of Africa. The slaves were kept in these barracoons until the slave ships arrived.

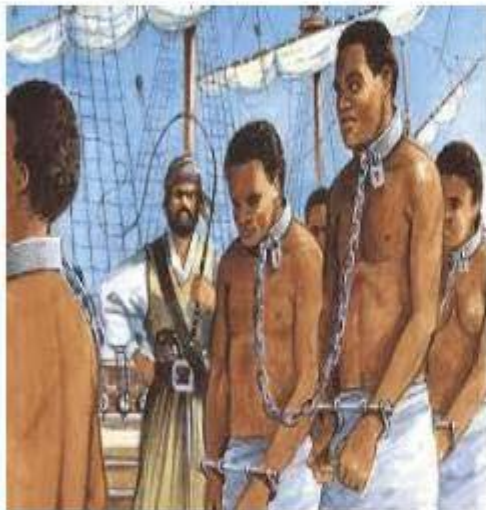


Fig.3.5 Slaves moving to the coast in a coffle

From these forts they were put on board ships for the long, arduous journey called the **Middle Passage** from Africa to the Americas, which was the middle part of the Triangular Route that started from Europe, went to Africa, then to the Americas and then back to Europe.

In the slave ships, the slaves were packed together in overcrowded holds, in very insanitary conditions. Food was given in very small quantities and was often unwholesome. The slaves were only allowed up from their narrow resting-places once a day for exercise but in bad weather often spent days without being allowed to get up. They suffered terribly from hunger and disease.

Those who survived the trip were sold on arrival by **auction** or **scramble**. During these sales, families were often broken up with no regard for their feelings; husbands were separated from wives, mothers from children, brothers from sisters, and friend from friend. The slaves were then taken to their new masters and a plantation life which made harsh demands on them.

Activities

Work on your own.

- Explain the following terms used about slavery:
 - (a) Middle Passage
 - (b) barracoon
 - (c) coffle
 - (d) auction
 - (e) scramble
- Why were Africans considered suitable for plantation work?
- Identify **one** way in which slaves were obtained in Africa.

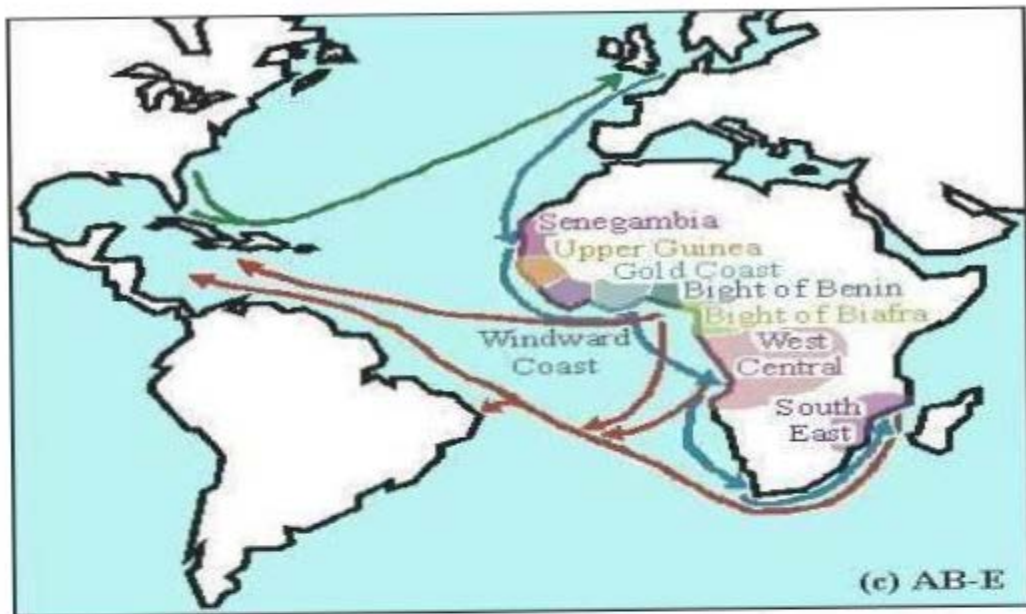


Fig. 3.4 Map of Africa showing some areas from which slaves came

The coming of the Europeans.

Read this with your teacher.

Long after the Arawaks and other Amerindian tribes had been living in Guyana, another group of people, the Europeans, came to the country. They came in search of the Golden One, El Dorado. Stories about a fabulously rich golden King, who lived in a Golden City, had reached the Europeans, and the English, French, Spanish and other European nations, sent **expeditions** to search for him. They never found him or his golden city, but the Dutch, one of the European peoples, stayed on in Guyana to set up **trading-**

posts and began trading for salt, hides, dyes and tobacco with the Ameridians. After a number of years, the Dutch, who were from Holland, decided to settle in Guyana. They invested in large plantations. They needed many workers for these plantations and felt that the Africans would make good labourers as they were strong and were accustomed to a harsh tropical climate. So Africans were brought to Guyana to work on the sugar, coffee and cotton plantations.

The coming of Africans

Africans were brought to Guyana as slaves by Dutch settlers and traders during the early 17th century. These slaves were part of a **forced migration** which began in the 15th century and ended in the 19th century. This mass movement of millions of Africans became known as the **Trans Atlantic Slave Trade**.

CASE STUDY OF THE NEW AMSTERDAM CREDIT UNION

This is a very successful community type Credit Union which gives the people of New Amsterdam, the opportunity to save money and get credit when it is needed.

The NACU is a living example of what the true spirit of co-operation can do. In 1967, four small credit co-operative societies pooled their resources and formed a credit union for the town. There were then, about 84 members. This Credit Union has given financial help to other co-operative societies in the area.

In December, 1995 the NACU received financial assistance of \$60,000.00 US dollars from the Inter-American Development Bank. This money was to assist in strengthening the programme of the New Amsterdam Credit Union.

We have been featuring a few successful co-operatives in this chapter. They all have a number of characteristics in common. Successful co-operatives bring people together who :

- have a common need or problem,
- want to do something to help themselves,
- are willing to support the co-operative by supplying capital,
- patronise the co-operative by buying from it,
- select competent persons to manage the co-operative.

Activities

Work in groups.

1. Prepare a folder on each of the following types of co-operatives:-
 - (a) A School Co-operative

- (b) An Agricultural Co-operative
- (c) A Consumer Co-operative

2. Find out all you can about the first co-operative society which was established in your village, town or community.

Show your work to your teacher.

Benefits of co-operatives

Read this with your teacher.

Co-operative societies exist in many countries around the world. They operate as economic units. You may want to make a list of some of these countries.

In our country — the Co-operative Republic of Guyana, co-operatives are seen as playing a very important role in improving our way of life as well as the quality of life in our country. Though, there may be differences in aims, all co-operatives are run like other businesses. However, they offer a number of advantages which give their members additional benefits. Here are some of these benefits.

- The members are directly involved in the running of the society.
- Members share in the democratic control of the society.
- The members can acquire discounts on their goods through bulk purchases.
- Members get a share from the surplus.
- Co-operatives provide employment for their members by creating jobs.
- The society helps members to save for a specific purpose.
- In credit unions or other saving societies, the

savings of members are safeguarded.

- The practice of thrift assists in building the country's economy.
- Members develop qualities such as self-reliance, tolerance and discipline which enhance their lives and also help to improve society.
- It provides members with an 'increased spirit of enterprise' leading to improvement in our country.

Activity

Work by yourself.

Write three benefits students will receive as members of a school co-operative.

Summary

WE HAVE LEARNT THAT:

- co-operation is the working together of two or more persons to achieve a particular goal.
- our ancestors used co-operation to build and develop our communities.
- co-operation has played an important part in our history.
- co-operation is evident in many of our social customs.
- co-operative societies are formed so that people are provided with certain goods and services.
- co-operatives are guided and governed by certain principles and practices.
- co-operatives can be classified according to their main activity.
- the basic ideals of co-operatives are the same — common ownership, common responsibility and decision making, and equal sharing of profits among members.
- different societies provide different goods and services.
- co-operative societies are different from other types of business organisations.
- co-operatives are beneficial to us and to our country.

5

How our nation is governed

In this Chapter we are going to learn about:

- what is meant by the term 'government'
- how our government is elected
- the structure of government
- the compositions and functions of Parliament, Cabinet and the Judiciary
- the functions of central government
- the functions of local government.

Government

Read this with your teacher.

In Book One we learnt that Government is the way in which any group or organisation is ruled. This concept can be applied to our families, schools, churches, sports clubs, villages and towns. This chapter describes the Government of our country.

Government is also defined as a group or body of persons elected or selected to rule a country, a state, a district or other similar area. Government is usually made up of :

- the elected (**Politicians**),
- skilled Public Servants (**Technocrats**),

The elected group is made up of politicians who are chosen when we have national and regional elections. The skilled public servants are known as technocrats. They are qualified in specific areas of administration and technical work and are appointed to work for the elected government.

How our government is elected

Read this with your teacher.

Our system of electing Government is **democratic**. It is based on the principle of one man, one vote. This means that every individual who is **eighteen** years and over, has an equal opportunity to vote for the party or candidate of his or her choice. The system of choosing our leaders is called **Proportional Representation**. It is different from the system used in Trinidad and Tobago and Barbados. Their system is called First-Past-The-Post. Ask your teacher to tell you more about this system.

In Guyana, national elections should be held every five years. Since independence four major political parties have remained active, namely :

- The People's National Congress
- The People's Progressive Party/Civic
- The United Force
- The Working People's Alliance For Guyana

However, just before national elections there is a tendency for several small parties to emerge to contest the elections. At the national election held in October 1992, eleven political parties contested, while in December 1997, ten contested.

From 1964 to October 1992, the People's National Congress governed the country. Mr Linden Forbes Sampson Burnham was leader of the PNC and the first executive President. He died in 1985.



Mr. Hugh Desmond Hoyte



Mr. Samuel Hinds



Dr. Cheddi Bharat Jagan



Mrs Janel Jagan

Fig.5.1 Presidents of Guyana

After his death, Mr Hugh Desmond Hoyte became leader of the PNC and leader of the government also.

When national elections were held in 1985, the PNC again formed the government under the leadership of Mr. Hoyte who introduced several reforms for the development of the country. On October 5th 1992, however, the People's Progressive Party/Civic was elected to form a government under the leadership of Dr. Cheddi Jagan. Dr. Jagan served as President for five years. During this period he devoted much of his time towards the development of Guyana.

On 6th March 1997, Dr. Cheddi Jagan died. After his death, Mr. Samuel Hinds, then Prime Minister, filled the vacant post as President.

The People's Progressive Party/Civic was once more elected to form a government in December, 1997. Mrs. Janet Jagan, wife of the late President Cheddi Jagan became President.

Protests against the PPP/Civic government led to the signing of the **Caricom Herdmanston Accord** in January 1998 by the leaders of the two major political parties. The Herdmanston Accord contained a number of measures to which Mrs. Janet Jagan and Mr. Desmond Hoyte agreed.

Some of these measures included:

- an independent audit of the Poll of the December 1997 general elections
- the cessation of all demonstrations and marches.
- the lifting of the ban which was imposed on the demonstrations and marches.
- the establishment of a Constitutional Reform Commission.

It was felt that the implementation of this accord would provide a basis for the return of peace and co-operation in the society.

The political tensions which existed at that time in Guyana, attracted the attention of CARICOM, of which Guyana is a member. CARICOM then decided to invite Mr. Desmond Hoyte of the Opposition Party to their annual Heads of Government Conference which was held in July, 1998 in Castries, St. Lucia. The Heads of Government then had a dialogue with both President Janet Jagan and Mr. Desmond Hoyte. A statement on the agreements reached at the meeting was signed by these leaders along with Prime Minister Dr. Kenny Anthony of St. Lucia. This agreement was known as 'The St. Lucia Statement'.

One of the decisions of this meeting was that it was important for Guyana to observe the terms of the Herdmanston Accord, and that all the measures mentioned in this Accord must be implemented within the time frame specified. Both leaders gave the assurance that they would observe the terms of the St. Lucia Statement.

Due to ill health, Mrs. Janet Jagan resigned as President on Wednesday 12th August 1999. Immediately after, thirty-five year old Mr. Bharrat Jagdeo was sworn in as Guyana's seventh President.

Proportional representation

Before a party can contest the National Elections it needs to present a list of sixty-five names to the chairman of the Elections Commission. Each party is expected to name its Presidential Candidate from its list of sixty-five. In Guyana, parties have to contest for a total of fifty-three seats in Parliament. To obtain one seat or to have one Member of Parliament, a party has to obtain a certain number of votes. This number depends on the total number of votes that are cast. This figure is divided by fifty-three and the number obtained is what each party would have to gain to have one representative in Parliament. Assume that 530,000 votes

are cast at an election then each party needs to have $530,000 \div 53 = 10,000$ votes to gain one seat in **Parliament**. Here is an example of how seats may be allocated after votes have been counted.


Party	Votes obtained	MP's or Seats
ABC	121,159	12
BBC	77,027	8
CCC	329,712	33
NCC	3,102	0

This system is called Proportional Representation or P.R. because Parties are allocated seats in Parliament based on the number of votes the party obtains in relation to the total number of votes cast. The party with the majority of votes is invited to form the Government. If no party obtains a large enough majority to form a government then it can join with another Party to form a Coalition government. The other parties are grouped together to form the **Opposition**. The Presidential candidate of the victorious party is sworn in by the Chancellor of the Judiciary, who also invites him/her to name the **ministers, cabinet ministers** and **members of Parliament** to form the Government.

Activities

Do it yourself.

1. Prepare a table of the 1997 general elections showing the parties which contested the elections, the leaders and the party symbols. The first one is done for you.

Parties	Leaders	Symbol
PPP/Civic	Janet Jagan	

2. Prepare a folder on the Presidents of Guyana.
3. Write a letter to a friend in a CARICOM country describing the type of electoral system used in your country.

Show your work to your teacher.

Preparing for elections

Read this with your teacher.

Just before elections, political parties start their campaign. In order to win the support of voters, leaders of these parties hold meetings throughout the country. They distribute pamphlets and place posters on buildings and fences. They also make speeches on the radio and television, and conduct house-to-house visits. Each party presents to voters a manifesto with its plans for the development of the country.

In order to vote at national and regional elections, we must fulfil the following requirements.

We must be:

- a citizen of Guyana or a citizen of a Commonwealth country and should be living in Guyana.

- at least eighteen years of age
- a registered voter
- in position of a valid voter's identification card

Election day

On election day, voting is done at Polling Stations throughout the ten administrative regions of Guyana. Voting starts at 06:00 h and ends at 18:00 h. It is done by secret ballot on the paper provided by the Elections Commission.



Fig.5.2 Citizen voting on election day

Activities

Work in groups.

Study the picture in Fig. 5.2

1. Discuss what is happening in this picture.
2. Can you name the other stages in the voting process?

Discuss your answer with your teacher.




1	C.O.N	
2	L.A.B.	
3	L.I.B	

Fig.5.3 Specimen of a ballot paper

Work by yourself.

1. Prepare a scrap book showing elections in Guyana.
Remember your scrap book must have a name or a title.

Show your work to your teacher.

Read this with your teacher.

The work of government can be divided into three main areas as can be seen in Fig.5.5

The Legislative branch of the government deals with the making of laws. Parliament is our law-making body or Legislative Assembly.

The Executive Body makes, presents and defends policies.

The Judiciary ensures that the laws are observed.



Fig. 5.4 Parliament Building

Composition of parliament

Our Parliament is **unicameral**, that is, it has only one house. Trinidad and Tobago's legislature has an upper and a lower house, and its Parliament is referred to as **Bicameral**. The *Constitution* or the laws of Guyana provides for Parliament to have fifty-three elected members from National Elections as well as ten (10) elected members from the Regional Democratic Councils — one from each Administrative Region — and two from the National Congress of Local Democratic Organs.

The President may also appoint—non-elected-members to Parliament, **Technocrats**. There is no fixed number of technocrats appointed to Parliament. The number varies from time to time.

The composition of Parliament after the 1997 National Elections was:

Elected Representatives	.....	53 members
Regional Democratic Councils	.....	10 members
National Congress of Local Democratic Organs	.....	2 members

Non-elected members		
(Technocrats)	.....	10 members
Speaker of the National Assembly	.....	<u>1</u> member
Total	.....	<u>76</u> members

Members of the National Assembly, may be identified as Speaker of the National Assembly, Cabinet Ministers and members of the Minority parties.

The President is not a member of the National Assembly or Parliament. However, the Speaker can invite him/her to address Parliament. The President has powers to prolong the life of Parliament as well as to dissolve it and call for elections.

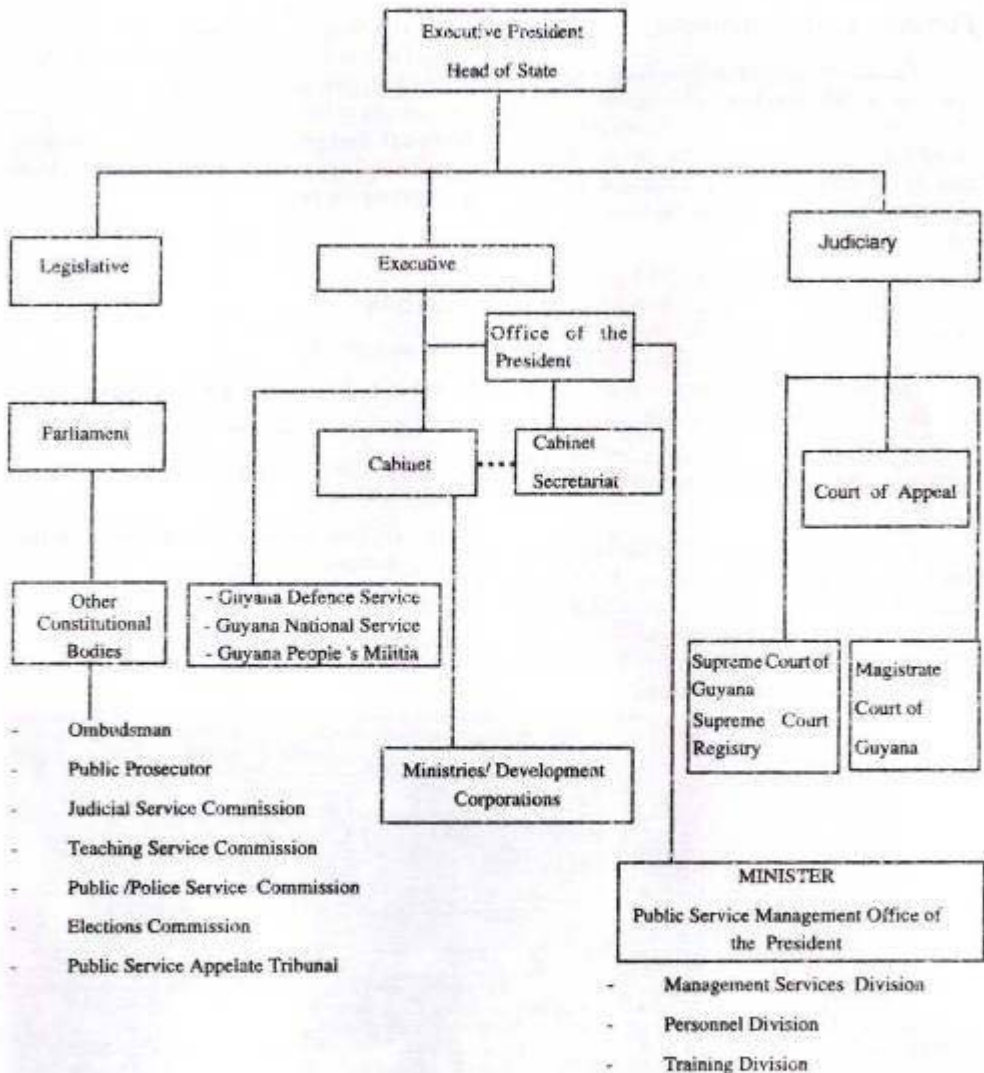


Fig. 5.5 Organisational structure of the Government of Guyana

Functions of parliament

Parliament performs two important functions. Firstly, **it makes laws**. Through the speaker of the House, who chairs the proceedings, the ruling party presents issues for debate or law-making. Members of the opposition may suggest alternatives or give support to the making of the law.

A policy which is debated in Parliament is called a **bill**. Before a bill becomes a **law**, it must be debated on three different occasions thus providing the opportunity for special committees and all members of Parliament to research and be familiar with the nature of the Bill.

At each sitting, suggestions are entertained in order to modify or clarify interpretation of the Bill.

The President must **append** his/her signature before the bill becomes a law. Parliament does not only make laws, it can also amend existing laws or repeal old or antiquated laws. The second major function of Parliament is **to debate and approve the National Budget**.

The Minister of Finance must present a budget within ninety days of the new year. After a thorough debate, the budget is normally approved and it becomes law. In addition to the **National Budget**, Parliament also considers, debates and approves of **Supplementary Budgets** during the year.

Activities

Work by yourself.

1. What do you understand by the term "unicameral legislature"?
2. How many elected members are there in Parliament?
3. (i) Find out the name of the Speaker of the National Assembly
(ii) List three of his duties.

Show your work to your teacher.



Fig. 5.9 Debate in Parliament

Work in groups.

4. Discuss one issue that is being debated in Parliament at this time.

Ask your teacher to take you on a visit to Parliament.

Composition and functions of cabinet

Let us read together.

In Guyana, the President chooses and appoints the members of **Cabinet**. This body is also known as the Executive branch of the Government. It is responsible for making policies and ensuring that they are carried out. The Cabinet is made up of the

- President
- Prime Minister
- Senior Ministers
- Selected Ministers

Cabinet has three important functions to perform.

- It decides on appropriate policies or strategies it would employ to develop the country.
- It presents such policies to Parliament.
- It defends these policies in Parliament.

Some examples of policies which Cabinet is concerned with are importation of goods, stability of the currency, wages and salaries for Government employees, education and medical care.

Activities

Do this by yourself:

1. Name the President and four other members of the Cabinet.

2. Find out the duties of each person you listed in your answer to question one.
3. Name the Minister responsible for education.
4. List two of his/her duties.
5. Are you pleased with the services offered by the Ministry of Education? Give two reasons for your answer.
6. What improvements would you like to see in our schools?

Show this to your teacher.

The Judiciary

Read this with your teacher.

The Judiciary is that branch of government which seeks to:

- interpret the laws
- administer the laws
- apply the necessary sanctions to law breakers

The head of the Judiciary is the Chancellor. The political head of the legal system of which the judiciary is a part is the Attorney General. The Judiciary is made up of several institutions, they are:

- Magistrate Courts — Juvenile, Fraud, Traffic, Land, etc.
- High Court, where a judge presides and the case is assessed by Jurors.
- Appeal Court, is the highest court of the land. Usually three judges listen to the case that is being appealed and then make a decision.

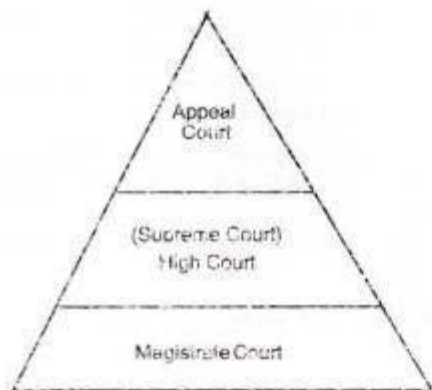


Fig. 5.6 System of Courts in Guyana



Fig. 5.7 b A Traffic Policeman on duty



Fig. 5.7 a: Opening of a High Court Session

Other institutions which work within the judiciary are the Public Prosecution Office and the Police Force.

Activities

1. Ask your teacher to arrange a visit for your class to the Magistrate court nearest to your school.

Work in a small group.

2. On your return from the trip, discuss all that you learn with members of the group.

Work by yourself.

3. Write a paragraph on "A visit to the Magistrate court."

Show your work to your teacher.

4. Use clippings from newspapers with examples of cases tried in all three of the courts. You must also include pictures of magistrates and judges.

Display your work to the class.

Functions of central government

Read this with your teacher.

The Government of a country performs a large number of basic functions in order for the country to progress and for its citizens to enjoy a good quality of life. These functions are grouped into **Economic, Social and Political** functions.

Economic : To obtain money for providing social services, the Government has to raise revenue. This is done in several ways:



Fig. 5.8 Paying duties on imported and exported goods.

- Taxation from salaries through a system known as **Pay As You Earn** or **P.A.Y.E.**
- Collection of custom duties from imported and exported goods.
- Taxes on profits from state and private entities are collected.
- Consumption taxes are collected when we

purchase imported items; also some locally produced goods e.g. lumber, beverages.

- Sale of licences for television sets and radios (wireless sets).
- Collection of withholding taxes from our savings at the bank.



Fig. 5.9 Purchasing of television roofing

These are a few of the taxes collected to help to pay for repairs to our roads and other services provided by Government. Some of the institutions which work to ensure that taxes are paid are Inland Revenue, Customs Department and Post Offices.

A second economic responsibility of the Government is to provide employment opportunities through the development of public and private enterprises.

Thirdly, the Government is also engaged in fixing wages and salaries for workers in the public sector.

Finally, the Government tries to ensure that

the country has a balance of trade. When our import bills exceed our exports there is a deficit in trade. We need to borrow money to buy the things we do not produce. When we do this we have to repay with interest and this makes our country poorer.

Social : Every Government must try to improve the quality of life of its citizens. This can be done by providing a number of social services.

- education and training to enable citizens to prepare themselves adequately for the world of work.
- encourage the practice of religion and the development of customs in the society. To help promote our culture, the Government granted seven religious and four non-religious holidays.
- Sports, a discipline for developing ourselves physically, mentally and spiritually.
- Health facilities to develop an efficient, effective and healthy work-force.



Fig.5.10 Medical care

- Civil defence, to prevent anarchy or lawlessness. The Government establishes institu-

tions to protect its citizens.

This is done by the Police and Defence Force.

- Infrastructural facilities must be maintained. These include: roads, bridges, ferries, stelling, potable water supply, electricity and sea defence.
- Care for senior citizens and the destitute - pension, medical care, transportation, homes such as the Palms, Dharam Shala and night shelters.

Like other Governments, ours has a duty to address environmental problems. Government takes steps to control such problems as pollution, drug abuse, conserving our rain forest and other resources.

Political : Every Government has the responsibility for choosing an appropriate political ideology which will provide guidelines for governing the country. This ideology is based on a set of beliefs on how a system should work. The Co-operative Republic is based on the principle of having economic and social development through co-operatives. The political ideology of a country tends to influence its foreign policies and this will signal sources of loans and technical assistance a country may receive. Government needs to establish friendly relationships with other countries. This friendship is particularly important for strengthening economic agreements such as trade, loans and exchange of personnel.

Activities

Work in small groups.

1. What would happen to us if Government does not provide social services?

Report to your class.

Work by yourself.

With the aid of the puzzle answer the following questions.

1. What are the three basic functions of Government?
2. How does the Government obtain money for social services?
3. List four social services which the Government provides for its people.
4. Give one reason why Government establishes friendly relationships with other countries.

Show your work to your teacher.

R	O	A	D	S	D	M	H	T
T	R	A	M	E	X	Y	W	R
S	O	C	I	A	L	T	E	A
A	E	M	I	K	O	R	P	D
S	U	P	I	M	R	N	T	E
W	A	T	E	R	Q	I	L	B
B	U	L	T	E	N	C	A	Y
Z	O	P	A	C	T	U	C	E
D	C	H	Q	O	I	N	I	D
A	B	T	D	N	E	F	T	U
G	H	L	I	O	J	K	I	C
L	M	A	N	M	O	P	L	A
Q	R	E	S	I	T	U	O	T
Y	W	H	X	C	Y	A	P	I
T	A	X	A	T	I	O	N	O
B	C	D	E	F	G	H	I	N

Local government

Read this with your teacher.

In Book One we studied village, district and city councils. These are examples of Local Government at work. We will now turn our attention to the Regional Democratic Councils of Administrative Regions to find out more about the Local Government as a system.

On the 29th August, 1980, Mr. Arthur Chung, then President of Guyana signed the Local Democratic Organs Act, of 1980.

The fourth clause authorised the Minister of Local Government to divide Guyana into ten administrative regions. It became important for Government to decentralise decision making in relation to the development of the rural communities. Central Government found it necessary for the people at all levels to be involved in decisions about services and projects concerning their communities instead of personnel in Georgetown making decisions for them.

The following considerations helped to determine the boundaries of each region :

"... population, physical size, geographical features, economic resources and the existing and planned infrastructure of the area."

(Source : Local Democratic Organ Act 1980. No. 43 page 7)

A watershed as well as the mid-points of river channels have been used to separate one region from another. A **watershed** is a line of highland which separates the sources of one set of rivers on one side, from another set running on the other side.

Look at chapter 2 which gives information about the ten administrative regions of Guyana.

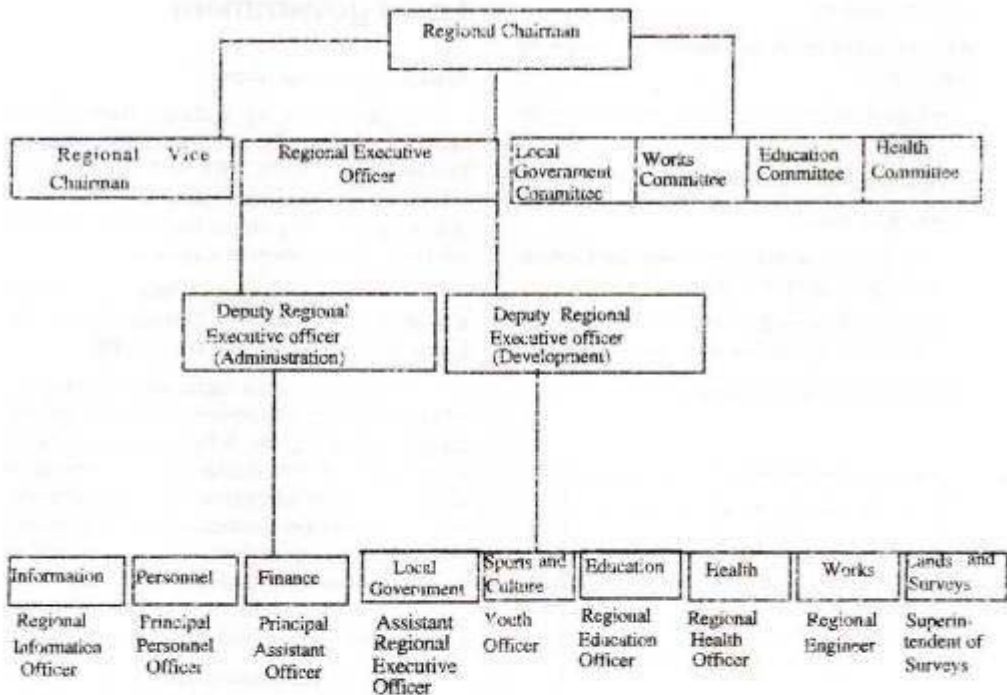


Fig. 5.11 Organizational chart of a Regional Democratic Council

How the regions are organised

Read this with your teacher.

Each Region has a Regional Democratic Council and a Regional Chairman is elected from among elected members of the Council. The Regional Chairman's immediate subordinates are the:

- Vice Chairman
- Regional Executive Officer
- Councillors from both the ruling political Party and the Opposition.

In each region the councillors are organised into a number of **Standing Committees**. Each committee makes recommendations to the Council with regards to the services to be undertaken in the Region. Some examples of such Standing Committees are:

- Education and Training
- Works
- Health, Environment and Sanitation
- Agriculture and Production

At each monthly meeting of the Council the chairman of each **Standing Committee** presents a report with its recommendations.

The **Regional Executive Officer** is responsible for the day to day activities of the region. There are two Deputy Regional Executive Officers who are responsible to the Regional Executive Officer for the administration and development of the offices shown in the diagram on page 90. The Deputy Regional Executive

Officer (Administration), is responsible for the information, Personnel and Finance divisions, while the Deputy Regional Executive Officer (Development) is responsible for all other areas.

These officers also have special officers assigned to them. An example is the Regional Education Officer who is in charge of education. The Regional Education Officer is invited to meetings of the Standing Committee for Education where he/she is able to make contributions towards the development of education. The other Regional officers also make their contributions to Guyana's development.

Functions of administrative regions

Read this with your teacher.

Central Government in Georgetown has provided persons in the region with the opportunity to manage their communities. This system of administration is referred to as Local Government, and is implemented through the Regional Democratic Council. The functions of the Regional Democratic Council may be grouped into three broad categories, namely: **Economic**, **Social** and **Cultural**. For each group we would state **two** functions and your teacher would discuss the other functions with you.

Economic

- Collecting all rates and taxes, market and abattoir revenues. This activity is directly the responsibility of the Neighbourhood Democratic Councils within the Regional Democratic Council. This money is used to provide social and welfare services for the people in the Region.

The Regional Democratic Council obtains funds from Central Government in order to carry out the policies and decisions of the government.

- Providing employment for people in each region. Jobs such as clerks, store-keepers, drainage and sanitation workers are examples of a few.

Social

This is one of the major functions of Local Government. The Regional Democratic Council is obligated to provide social amenities for the people in each region. Two such functions are to:

- Provide education and training for the school-age population.
- Maintain a clean and healthy environment, health clinics, dispensaries, hospital, refuse collection and disposal.

Cultural

Each Regional Council plans and marks national events or celebrations at the Regional level. Examples of these national events are May Day, Independence and Republic Anniversaries and Heritage Days.

The relationship between central and local government

The ten Regional Democratic Councils are responsible to the Minister of Regional Development. The Chairman of each council reports about the activities within the Regions to the Minister of Regional Development. Another level of communication open to the Regional Democratic Councils is **Parliament** since each council in Parliament has an elected representative there.

The Regional Democratic Councils also have access to the highest forum of decision making — The Supreme Congress of the People. This institution is made up of the President, members of Parliament, members of Minority Parties and members of the National Congress of the Local Democratic Organs.

Activities

Work by yourself.

- Draw a diagram to show the structure of the Regional System.
- As Regional Chairman, prepare a speech for residents in your region explaining the social services which are available for residents.
- Prepare a scrap book on Activities in the Region.
- Find out the names of all the Neighbourhood Democratic Councils in your region.

Show your work to your teacher.

- Let your teacher arrange a field trip for your

class to attend a meeting of the Regional Democratic Council.

- Prepare a class report of your field trip.

Show your work to your teacher.

Summary

WE HAVE LEARNT THAT:

- government is the way in which any group or organisation is ruled.
- government is also defined as a group or body of persons elected or selected to rule a country, a state, a district or other similar area.
- government is made up of politicians, from both the ruling and opposition parties as well as skilled Public or Civil Servants - Technocrats.
- government exists at both the central or national level and the village or local level.
- our government is chosen by a system known as Proportional Representation. This is done on Election day when we are required to exercise our franchise or right to vote.
- one must be at least eighteen years of age and a citizen of Guyana in order to vote.
- the system of Government in Guyana is democratic.
- our Government has three main functions namely: Legislative, Executive and Judicial.
- the Legislative functions include making, amending and repealing of laws.
- the Executive functions include making, presenting and defending policies.
- the Judicial functions include the upholding of the laws.
- central government looks after the affairs of the entire country.
- central government performs specific functions - economic, social and political.
- local government is mainly concerned with management of our ten administrative regions.
- Municipalities or Town Councils, Village or District Councils are all part of our local government working together to provide services for people in our communities.
- Local Government is an integral part of Central Government since it is also concerned with the development of our country.

6

Our health and well-being

In this chapter we are going to:

- list the stages which an individual passes through during his/her lifetime.
- discuss the physical and emotional changes which take place during adolescence.
- talk about good health practices.
- find out more about the control and prevention of diseases.
- discuss how to ensure sexual and reproductive health.
- learn about the importance of nutritional health.
- examine the ways in which we can safeguard our health and show the necessity for a clean environment.
- examine some ways of fostering good social relationships between our friends, parents/guardians.
- examine the importance of good friendship.
- find out how to relate to the handicapped and disabled.

The stages of growth and development in an individual

Read this with your teacher.

We have heard the proverb "Curiosity kills the cat". However, that curiosity, if channelled in the right direction will not kill the child. This is because children are normally and naturally curious about life and about the parts of their bodies that make boys different from girls.

As an individual grows he or she goes through several different stages during his or her lifetime. These stages can be categorised into:

- pre-natal –before birth.
- childhood –birth to about 10-13 years, when an individual reaches puberty
- adolescence –period between puberty and adulthood, usually from 12 or 13 years to about 19 years.
- adulthood –from the time when an individual attains majority age, usually from age 18 to old age.
- senescence – old age.

The stage that would be of most interest to us is the stage of Adolescence. This is the stage where some of the most important physical and biological changes take place, for example:

- Girls increase their body fat.
- Their breasts develop.
- They experience hair growth in the pubic areas.
- The menstrual cycle begins.
- Boys acquire additional weight and muscles.
- The voice begins to change.
- There is hair growth in the pubic areas, on the face and thighs.
- There is increase in size of the genital organs.

Girls experience these changes earlier than boys. Girls may be taller and stronger than boys in early adolescence. However, by late adolescence the average boy is usually taller and stronger than the average girl.

Adolescence is a very important stage in our lives. Our body begins to prepare for parenthood. Your science lessons would help you to understand the sexual development which takes place within the body.



Fig 6.1 A mirror image of an adolescent

Activities

Work by yourself

- Describe a situation or an event when your curiosity got you into trouble with your parents, friend or teacher.
- Explain the stages of growth in an individual.

Physical and emotional changes

Read this with your teacher.

These physical changes that take place lead individuals to show interest in the opposite sex. They become concerned with their physical appearance, problems associated with dating, marriage, sex and the development of their personality.

Physical changes are only one aspect of our total development. There are also changes in the way we think, feel and behave. We all have inner feelings we call emotions. These inner feelings are demonstrated in our behaviour.

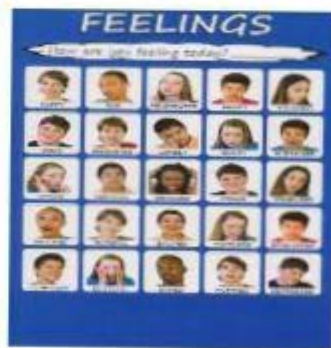


Fig.6.2 Faces showing different expressions

At this adolescent stage we begin to experience many changes in our emotions. Sometimes we feel very cheerful and happy, then suddenly we feel very sad or we get angry. We must not be too confused about these changes. These are the results of the rapid physical growth and the hormonal changes taking place in our body.

Since we are conscious of these changes, we must also be conscious of the different aspects of behaviour and how these are accepted by others and try to control our emotions.

We are expected to behave differently at different stages in our development. During early childhood we would have expressed anger with temper tantrums. Now that we have grown up we have better ways of dealing with our emotions, because we now understand why certain things happen at certain times. Thus we have to develop behaviour patterns that are desirable and are in keeping with the accepted norms of society.

Here are some of the things we could do to control our emotions.

- be very good listeners.
- assess situations carefully before making decisions or forming judgement.
- always maintain soft and polite speech.
- make positive statements about others or say nothing; be tactful not to say things to hurt another person.

Good Self-concept

Now that we are aware that there are changes that happen during adolescence, we should feel more comfortable with our body and

develop a good self-concept. Our self-concept reflects how we feel about ourselves. If we have a good self-concept we would see ourselves as being successful in whatever we do. Having a poor self-concept may certainly lead us to be unsuccessful.

Our self-concept has some influence on our entire being, physically, emotionally, mentally and socially.

Adolescence is a time for discovering our real self and making the best of ourselves.

Here is a poem on Adolescence.

Adolescence

Adolescence is a time for being the greatest, for thinking thoughts you've never before.
Adolescence is the time for exploring, for exploring yourself and your surroundings.
Adolescence is a time of discovery, of new inventions, of great ideals.
Adolescence is a time of awareness, of opening your eyes, tasting, touching, smelling, hearing, learning.
Adolescence is the opening of a flower lain so long underground and in a tightly closed bud.
Adolescence is a new, broader world with new horizons. All that was once hidden is now in view.
Oh, who but fools would hinder the wakening of a sleeping child ?

Written by Christine Pomfret

In order to develop a good self-concept we need to:

- increase our self-knowledge by reading and asking questions about who we are and our place in the world.
- have courage and hope. This means that we must be brave enough and strong enough to control what we think, say and do. We must always be hopeful, since hope is power for improvement.
- have wisdom — we must act wisely, in school, at home or at play. We must learn to choose the good things in life and avoid the bad.
- be healthy and clean — our whole body must be healthy and clean, so that our mind can work properly, we must keep physically and morally clean.
- be helpful and unselfish. We must use our strength to help others who need help; we can be kind, loving and forgiving; we can be protective to the weak, the suffering, the young, the disabled, the old and to dumb animals.

Good health practices

Read this with your teacher.

During adolescence we need to pay close attention to our personal hygiene, that is to take special care of our body, so that we could develop into healthy, well-adjusted adults. Some of the things that we could do to ensure that this function is carried out properly are to :

- Bathe with care at least once daily, especially after physical exercises.
- Use a deodorant daily under each arm to

control underarm odour. If it is not possible to have a deodorant, a little baking soda or a piece of lime/lemon would help.

- Brush our teeth after every meal and before going to bed at nights. Our teeth are very important. They help us :
 - (i) in the digestive process.
 - (ii) to speak properly and
 - (iii) add to our appearance.

So let us take good care of them. We always like to have pleasant breath when we are talking to others. Although bad breath is caused by many other reasons, we do not want to have foul breath because of an unclean mouth. Sometimes it would be useful to refresh our breath with a mouth wash.

- Wash our hair thoroughly at least once every week. Some of us could wash our hair more often because of the texture. Also it might be necessary for some of us to use prescribed medication to get rid of dandruff and lice.
- To keep our face clean wash with soap and water especially if we have acne. We must avoid squeezing the pimples or acne. If this infection is serious consult a doctor.



Fig. 6.3 Personal health habits

- Our feet should be washed and dried thoroughly and the correct footwear should be worn to prevent problems.
- Our clothes should be washed, cleaned and changed often, especially our underwear.
- Our nails should be kept short, clean and free from dirt.

Adolescence is the stage in our lives when we have to plan our future, set our goals as regards careers. We must channel our energies and thoughts on our educational development.



Fig. 6.4 A comfortable footwear

Leisure and Relaxation

Leisure could be described as recreational activities, rest and relaxation. Leisure time activities include outdoor and indoor games. Our government, private citizens and many organisations have allocated areas where we can go to relax. These are:

- the National Park.
- the Botanical and Promenade Gardens and Zoo.
- Merriman's Mall in Georgetown.
- our creeks and beaches.
- our lakes e.g. Mainstay and Capoey.

- other holiday resorts.

Leisure activities can be put into two groups:

1. For personal enjoyment
 - jogging or walking
 - visiting amusement parks
 - travelling
 - swimming
 - fishing
 - reading
 - going on boat cruises
2. Community Activities
 - visiting fairs
 - playing or viewing sports and games
 - attending shows and concerts



Fig.6.5 Sports and Games



Fig. 6.6 At the beach

Diseases can be controlled and prevented

A disease is an unhealthy condition which can lead to illness. Tiny germs could enter your body to make you ill. When people contract a disease they begin to experience symptoms or signs that make them feel uncomfortable.

Some diseases can lead to death if the correct medicine is not given quickly. However, diseases can be controlled and prevented.

Communicable and Non-communicable Diseases

Some diseases are communicable while others are non-communicable. The communica-

ble diseases are contracted from one person to another, while the non-communicable diseases are caused in other ways, for example, cancer and diabetes.

Diseases

Air-borne:

- Influenza
- Tuberculosis
- Rubella
- Pneumonia
- Whooping cough

Method of transmission

By breathing in contaminated air especially the very fine droplets that people expel when they cough and sneeze

Water borne: By use of contaminated water, hands, taps, etc.

- Cholera
- Dysentery
- Typhoid fever

Food borne:

- Gastro-enteritis

We can control diseases by building up our bodies to fight the bacteria. We can prevent bacteria from a sick person's body from infecting us if we practise good sanitary habits.

We can also reduce the number of cockroaches, flies and rats in our environment by spraying and destroying them in the early stages.

Our Public Health and Vaccination Centres work to prevent diseases. Here are some of the activities which take place at our Public Health and Vaccination Centres.



Fig. 6.7 Immunisation is of great importance to everyone.

Activities

Work in groups.

- Role play a child who has contracted a disease. Begin from the home to the time the child gets to the doctor's clinic.
- Draw a set of pictures to show how your family practises good sanitation.
- Conduct an in-class survey to find out:
 - (a) diseases which are most common in your class.
 - (b) the number of persons infected over a term.
 - (c) what caused the infection?
 - (d) why is it compulsory for all students entering school to be immunised?

Sexual and reproductive health

We should ensure that as teenagers we do not indulge in sexual activities. Should we become involved, our chances of completing our education may be hindered. We would also be at risk of exposing ourselves to diseases.

In order to enjoy a healthy life we should first try to understand our sexuality as well and that of others. We should appreciate who we are and behave in a manner that brings dignity and respect to ourselves.

Teenagers should face life with confidence even when we relate to the opposite sex. If we are puzzled or doubtful about a situation then we should seek advice from a trustworthy person.

DEMONSTRATING POSITIVE BEHAVIOURS

Here are some of the things we should avoid:

- Sexual abuse and violence e.g. rape, incest and criminal actions.
- Behaviours which can lead to the risk of becoming pregnant.
- Homosexuality and promiscuous behaviour due to pressures from peers and negative groups using drugs and becoming involved in crime.
- Early pairing off with the opposite sex.
- Being lured into homes of strangers who appear to be friendly.

DREADED DISEASES

There are some diseases that are sexually transmitted. (S.T.D.)

Here are some of them:



Fig. 8.8 H.I.V. Infection

- Acquired Immune Deficiency Syndrome (A.I.D.S.)
- Genital warts
- Syphilis
- Gonorrhoea

- Chancroid
- Vaginitis
- Urinary tract infection

Activities

- Find out how any one of the above diseases is contracted.
- Make up a story about a person who has AIDS.
- How can one prevent contracting AIDS?
- Ask your Headmaster/Headmistress to invite a health officer to talk to students on sexually transmitted diseases.

Nutritional health

Read this with your teacher.

Nutrition is the study of food nutrients and their effect on the body. To maintain nutritional health you must be able to select foods from the five groups and eat the best possible meals that are adequate in nutrients and calories. Each food group should provide some of the nutrients a person needs and foods in one group cannot replace those in another.



Fig. 6.9 Pyramid showing food groups

Study and copy the pyramid above. Can you give a reason for each of the following:

The grain group is the largest. Then followed by the vegetable and fruits group. Then followed by the milk and meat group and the fats, oils and sweets group.

Here are some healthy ways of eating:

- Use vegetables as sauces instead of cream or cheese sauces.
- Choose onions on pizza instead of extra cheese or meat.
- Look for whole-grain bread. Canned peas and corn are excellent sources of fibre.
- Eat more beans and lentils. They are excellent low-fat sources of fibre.
- Only plant foods provide fibre. Animal products do not.

Activities

- Our diet can result in a healthy life or an unhealthy one. Explain how diet can cause good or bad health.
- Study the pyramid and explain why the group with grains is the largest.
- What general name can we give to the group at the top of the pyramid?

A clean environment fosters a healthy lifestyle

Our physical environment is the source of the elements which are important to life. It also contains substances, creatures and plants which can damage our environment and also cause harm to mankind and his/her well-being. Therefore we must safeguard ourselves.

Our health can be affected by:

- Global warming e.g. heat stress
- Diseases from animals e.g. malaria from mosquitoes
- Use of pesticides e.g. for agricultural products.
- Domestic pollution e.g. pouring waste in rivers and creeks
- Using chemicals which will destroy our marine life.
- Industrial pollution: e.g. waste from factories which pollute the air.

Read this with your teacher.

Ways in which we can safe-guard our health.

We should wash our hands thoroughly after toilet use. Our school yard should be kept clean to control the reproduction of rats and flies. All surfaces on which food is placed should be clean. If a bin is used to dispose garbage ensure it has a cover. Let an adequate amount of fresh air enter your homes, school etc. Try always to obtain a clean and pure water supply.



Fig. 6.11 Land pollution contributes to flooding

Activities

- Describe two ways in which our health can be affected.
- Explain why our physical environment can contain substances which affect our health.

Fostering good social relationships

Let us think for a moment what life would be like on a deserted island; no one to talk to, no one to touch, no one to laugh, sing or play with. Since people need to interact with each other they form relationships which could last for a life time or for a short period of time. This close interaction shapes our behaviour or social relationship towards others.

Two of our most important relationships are those we form with our friends (peers) and our parents or guardians. We look to our parents/guardians as the final authority on matters relating to our welfare.

Since we live in communities we also need to form social relationships with others in the community, such as the handicapped and the elderly.

The Importance of good friendship



Fig. 6.12 A group of happy friends

Friendships are special relationships that satisfy a need for human companionship. Having friends is very important during adolescence. We need friends who would help us in our learning process, as we grow through our teens to adulthood. During these early adolescent years, we find it easier to make friends with members of the same sex. We depend on each other for companionship.

It is important to make friends, but it is most important that we consider carefully the type of friends we choose. Most of our friends are those we consider as our peers. We are in constant contact with our peers, in school and out of school. Since we value our friendship with our peers very much, these friends must be individuals with whom we could communicate comfortably. They must have some basic qualities. They must

- be caring, loyal and sincere.
- be truthful .
- be helpful and considerate.
- have self-respect

True and lasting friendships help us to develop into adults whom society would be proud of. There are several general principles we need to develop.

Such as :

- be cheerful
- be helpful
- be tactful
- be honest
- be kind
- be congenial

Thus, if we are able to develop these general principles on the art of being friendly, we will not have to go to the extreme to achieve the recognition we are seeking. This recognition will come easily. More importantly, we will be the ones who will make the decision about what we want. Our friends will not be able to influence us to do wrong things as we will be in a position to choose persons who will have the same interests that we have.

One important fact that we have to remember is that relationships begin with those closest to us.



Fig. 6.13 Parents and children

Activities

- Adolescents find it easy to make friends with the same sex.

Give reasons to support the statement above.

- What are some of the qualities you will look for when choosing a friend?
- Why is it important that children seek advice from their parents?
- Why is it important that adolescents display positive social behaviours?

Our parents/guardians

Our parents/guardians should be our true friends. We should not be afraid or ashamed to communicate our failures, successes, problems or anything that concerns us with them. We should have them as our confidant.



Fig. 6.14 Parent discussing a problem with her child

Sometimes we have friends whom our parents do not approve. We usually object to our parents' interference but we should respect their values. We must try to understand our parents and remember that we are now growing up. They have better judgement and so may have good reasons for objecting to our associations with some of our peers.

Some of these associations may cause us much harm since some of us are easily swayed by peer group pressure. We do not use our own judgement, we are easily influenced and do things our peers do.

Many times we do things unconsciously, not realising that we are actually conforming to **peer group pressure**. Our peers might ask us to do things we do not want to do, for example, to smoke a "joint". It might be difficult to say 'No', for fear of losing our friends. When we are confronted with these situations we must remember that we are responsible for our behaviour. There are times when we have to use our own judgement, be firm and say NO! to undesirable requests.

Now we can appreciate why our parents must be so interested in the choice of our friends. We are maturing and we must have a change in attitude towards our parents. We must be careful to express ourselves in a way that is becoming of a child. That is, we must be careful not to let our expressions be taken as rudeness.



Fig. 6.15 Parents and children playing games

We tend to resent the behaviour codes our parents set. We want to assert our independence. We say our parents are old-fashioned, but we must remember that they are our best friends and guides. Let us therefore, obey and respect them and accept their judgement. As we grow up our parents would recognise us as young adults and would guide us in making wise decisions.

When parents and children can communicate, the generation gap is narrowed.

Now, let us consider some courtesies that would help to foster good relationship with our parents.

- Let our parents know all our friends, their names and addresses. Take our friends home and introduce them to our parents.
- Let our parents know where they could locate us when we leave home. Parents worry more than we could realise.
- Always answer our parents politely. "Yes Mother," "No Mother." Avoid being rude to our parents.
- Have 'rap' sessions with our parents, discussing topical issues.
- We must not argue with our parents. We must be good listeners, and think before we speak.

• Greet our parents with a "good morning." It is not unusual to find some of us getting up in the morning without even saying "Good morning, Mom," or "Good morning, Dad," especially if we were annoyed the night before. It would not be always easy to greet our parents with a pleasant good morning as we would do to a good friend or our teacher, but doing this would begin our day on a good note.

We must remember that natural courtesies and graciousness are as important as aspects of etiquette. When we speak with our parents/guardians, brothers, sisters and other relatives we should practice using expressions such as :

- "Thank you," "Please,"
- "Excuse me," "Pardon,"
- "May I go?" "May I help you?"

When we do so, these expressions would be part of our vocabulary and would come naturally in our relationship outside the home.

If we treat the members of our home circle the way we would like to be treated, then everyone would live in greater harmony and this world would be a better place in which to live.

It is also necessary for us to develop specific skills that contribute to good citizenship. We must learn how to :

- communicate effectively,
- solve problems,
- make healthy decisions ,
- think critically,
- care about and help others,
- say "No" to negative influences,
- build self-confidence,
- set goals for healthy living.

Generally, as adolescents, we need to develop positive social behaviours of self-discipline, responsibility, good judgement and the ability to get along with others. It is also important that we establish commitments to the home, school and community.

Relating to The disabled / handicapped

Some of our friends may be different from us. They may have a disability. That is, they have a physical or mental defect. This might be no fault of theirs. Some are born with disabilities, while others become disabled as a result of an accident, injury or disease during early childhood or adolescence or even later in life.

- Mary was born with poor vision which her parents observed when she was one year old.



Fig. 6.16 A blind girl

- Jane had the disease poliomyelitis that left her paralysed; she now walks with a limp.



Fig. 6.17 Jane in a wheel chair

- Dawn and Dianna became dumb at 2 years after a fire which started in their bedroom.

Disabilities might limit us in what we could do. Such a limitation is called a handicap. Some persons despite their handicap still make a valuable contribution to society. Whenever possible, a disabled person should be encouraged to work. Doing something useful would help to improve his/her outlook on life.

Feeling sorry for a disabled person will not help that individual, it will worsen the situation. We have to let that person know that we have confidence in his/her ability to progress and that we are willing to give our help whenever it is humanly possible.

A blind person can help himself/herself and move around fairly well on his own. His/her senses of touch and hearing are highly developed. This makes it possible for him/her to use those extra powers that nature has built into the human system, more effectively. Although it is important for the disabled person to make full use of his/her other senses, we, who have the use of all our senses must make life easier for them. We must be helpful and considerate.



Fig. 6.18 A teenager helping a blind man across the street

We must help the disabled among us to feel wanted, that life is worthwhile and that they are a part of our society. Many who are paralysed should be encouraged as much as possible to meet their everyday needs. Most of them would be capable of earning a living for themselves and their families. For example, the international blind singer, Stevie Wonder, communicates joy and satisfaction to hundreds of people throughout the world, through his music. The same can be said about our own calypsonian, the Mighty Smoker.



Fig. 6.19 Teenagers sharing gifts to inmates of a Rehabilitation Centre

There are many Guyanese also who were able to cope successfully with their disability. Here is a pen picture of one such person.

Ingrid Waithe-Peters is the second of eight siblings. She became blind as a result of a disease known as cataract.



Fig. 6.20 A handicapped person at work

Her primary education began at St. Margaret's Primary School in Corriverton, Berbice. In 1965 she was one of 15 children who was educated at a special residential school for the blind—Santa Cruz School in Trinidad and Tobago. There was no such school in Guyana. At Santa Cruz school she spent eleven years acquiring her basic primary education. Subjects taught were Braille, English Language, Mathematics, Social Studies, History, Geography and Music.

Ingrid returned to Guyana in 1977 at the age of 17 years. She did not attend Secondary school, but through private tuition she was able to gain G.C.E English Language with a Grade C. She also obtained distinction in music from the Royal School of Music in England.

Ingrid worked as a Telephone Operator at the Government Technical Institute for about six months with Mr. Samuel Griffith, another blind person. Ingrid wanted something more exciting, so in 1978 she filled the vacancy for a Braille Instructor at the David Rose School for the Handicapped. She was professionally trained in 1985

as a Trained Grade 1 Class 1 Teacher at the Cyril Potter College of Education.

Ingrid is now a teacher at the Resource Unit for the Visually Impaired and the Blind. This is a department of the St. Rose's High School that caters for children from nursery, primary and secondary schools.

Ingrid enjoys her work at the **Resource Unit**, but she wants to develop her academic qualification by attending The University of Guyana

Ingrid finds no difficulty socialising with others. She loves music and singing. She enjoys cultural shows, parties and dancing. She hopes that someday she would be an entertainer.

Ingrid said, "Being blind did not prevent me from enjoying a full life. I took a period of time to accept who I am. I am contented. I am happily married." Ingrid has two children.

Ingrid's determination to succeed could be an inspiration for others with a similar handicap

The elderly

Some of us would eventually experience the years of full maturity. This is when the human life cycle moves towards completion from youth to old age. Those persons who enter the final stage are termed the 'elderly' or are often called Senior Citizens.

Gerontologists (people who study the aged) have different theories about when aging begins. It is widely accepted that aging begins when an individual's body matures and stops growing.

Throughout our life stages there are changes that are directly related to a specific stage of development. In the same way there are changes at this stage in an individual's life. These changes are obvious. They could be seen, felt and ob-

served. Some of these are :

- wrinkled skin,
- arthritis,
- memory lapses,
- poor vision,
- feebleness,
- senility.

However, apart from the life cycle changes, we must address our minds to some positive thinking towards our senior citizens and the social aspects of aging. We must not stereotype, that is, assume that people in a particular group will all think and act in the same way. There are many myths and facts about old people.

Let us examine a few of them :

- **Myth** Intellectual failure comes with old age.
- **Fact** People who are intelligent during their early and middle years will probably be intelligent until death.
- **Myth** Old people find it difficult to understand what is happening in the real world.
- **Fact** Many Presidents, educators and world leaders are over 65 years.

These persons are well respected and we the younger ones are guided by their wisdom. They might have qualities that we as young people do not possess.

We must show some thoughtfulness, warmth and sincerity towards our older folks. Some of our senior citizens, when they retire

from the world of work, are still active while some are just left alone and eventually find themselves isolated. This happens sometimes when one of their spouses dies and also when their children leave home to start their own families. The elderly people could be affected by loneliness. Loneliness is a social concern we should consider. It can cause depression.

Depression is the feeling of being sad, unhappy, discouraged and helpless. At this stage our old folks need to have new friends and social relationships.

We must therefore be aware of the social needs of the elderly. Their needs are similar to our needs. They need persons.....

- to show them love,
- to talk to and who could listen to them,
- to accompany them to places of interest,
- who are willing to join them in social activities.

Let us think about ourselves. If our needs are not met, we would not be able to achieve total development. Likewise the older folks would not have full satisfaction out of this aging process. Do you think we could help our elderly to meet their needs? Of course, we can. We could participate in and....

- "Adopt a Grandparent" programme by spending time once a week with a "shut in" person or one from a Senior Citizen Home. They would appreciate if we can talk with them, read to them or do errands for them.
- Encourage the elderly to participate in suitable functions within the community.
- Arrange transportation so that an elderly person can meet friends and participate in new activities.

- Take an elderly person out to get some form of relaxation for example, concerts, fairs and church functions.
- Help them to cross the road and to do their marketing.



Fig. 6.21 A teenager helping an old person to do some reading

If we develop these social habits of thoughtfulness and consideration for others, we would **most likely continue to do so as we grow older**. When we are warm, sincere and helpful to the elderly and the disabled, life would be nicer for everyone. Fig. 6.21 shows a teenager helping an old person to do some reading.

We must always give assistance to the elderly or the disabled. We must never forget that when we say a kind word to someone or do a kind deed we make others feel better. At the same time we ourselves feel better. In so doing we would be building our character, by training ourselves in good habits. When we are busy doing good, there would be less time to do evil.

Activities

- Name three disabled persons who have contributed to your country's development.
- Explain how an organisation can assist the disabled.
- List three causes of disability.
- How does the Government of Guyana assist the elderly?
- Another name we sometimes use to describe the elderly is
- State two activities in which the elderly can become involved.

Summary

WE HAVE LEARNT THAT:

- during adolescence, hormones control and regulate our rapid growth and development.
- the adolescent stage is a period of transition between childhood and adulthood.
- there are five stages of growth and development in an individual.
- good health practices help to foster self-confidence and respect from peers.
- leisure and relaxation are essential for our health and well-being.
- some diseases can lead to disability and even death.
- adolescents should not indulge in illicit sexual activities.
- adolescents experience physical, emotional and social changes.
- it is important for us to take a balanced diet to ensure nutritional health.
- human beings need to interact with each other in good social relationships. There must be mutual understanding and the ability to compromise.
- our parents/guardians should be our true friends therefore we should confide in them and communicate our failures and successes.

NOT FOR SALE

Glossary

Anemometer	-	an instrument used to measure the speed of the wind
Aneroid barometer	-	an instrument used to measure atmospheric pressure
Anatto	-	a bright orange dye from the pulp of a tropical tree
Aquatic	-	growing or living near water
Architecture	-	the style of a building as regards design and construction
Atmospheric pressure	-	the weight of the air
Auction	-	a public sale by which goods are sold to the highest bidder
Bacteria	-	organic matter or germ that is present in the air.
Barracoon	-	temporary accommodation at a slave port for slaves who are awaiting shipment from West Africa to the West Indies
Calories	-	used in measuring the heat or energy producing value of food
Caney	-	a communal house used by members of the Arawak Tribe
Cassiri	-	an alcoholic drink made from cassava by the Amerindians
Caste	-	religious/social group among Hindus, in which an individual's membership was determined by his birth
Central Government	-	the administration of the affairs of the entire country
Chemical	-	a substance made by a chemist from the simple stuff which is in our environment.
Climate	-	state of the atmosphere over a long period of time or on a seasonal basis
Coffle	-	a line or 'gang' of slaves yoked together by a stick or rope
Committee of Management	-	the members who are elected at the Annual General Meeting to look after the affairs of the co-operative
Communal villages	-	villages which were bought as a result of persons pooling their savings.
Congenial	-	to be of the same nature, having the same likes or dislikes
Contaminate	-	to infect or spread
Co-operation	-	when two or more persons work together for a common goal
Co-operative	-	a business organisation that is democratically controlled by seven or more persons who have a common goal
Curfew	-	a regulation requiring people to be indoors between certain hours
Democratic control	-	one man, one vote

Demonstrated	-	shown or clearly seen in one's feelings
Dividend	-	the special name given to the interest which members of a co-operative receive from their shares
Eco-Tourism	-	travel to a natural area that preserves or enhances its environment
El Dorado	-	meaning "The Golden One" or the "Gilded One" a Spanish name given to a mythical king who bathed in gold dust or a Golden City
Endanger	-	in danger of dying out
Erosion	-	the wearing away of the earth's surface by action of water, wind and so on
Expeditions	-	organized journeys to attain some purpose or to discover and explore new lands
Fauna	-	the animal life of a region
Flora	-	the plants of a particular region
Government	-	a group of persons who have been elected to govern a country.
Government-Aided-Schools-		privately owned or church owned schools which received Government funds to pay for repairs, teachers' salaries, etc.
Groyne	-	a timber framework or low broad wall built out from a shore to check erosion of a beach
Hormonal	-	internal secretions produced by the glands
Humidity	-	a measure of the amount of water vapour in the air
Hygrometer	-	instrument consisting of wet and dry bulb thermometers used to measure humidity
Ideology	-	doctrines or beliefs of a political movement
Indentureship	-	a system of employment whereby persons who came to work on the plantations were contracted for a fixed number of years
Indigenous	-	the first to arrive and settle
Indigenous (indigene)	-	native -born or original inhabitant of a country
Industry	-	a branch of trade or manufacture
Interact	-	mutual actions between persons
Interfere	-	to come in the way of
Irrigation	-	artificially watering of land by means of channels in order to grow crops

Legal title	-	the right to own or possess property , given by a deed, transport or other legal document
Local Government	-	the administration of local affairs in communities, village or towns
Logie	-	a long, low building housing several families on the sugar estate.
Majority	-	the greater number
Manifesto	-	a public declaration of plans by an important person or a group
Manufacturing Industry	-	an industry which makes the same article in large quantities either by hand or by using machines
Marine	-	found in, or produced by the sea
Meteorological station	-	a place where all instruments used to measure the elements of weather are stored
Middle Passage	-	the second leg of the triangular route - the journey from Africa to the Americas, along which slaves were the main cargo.
Mitanyos	-	the nobles of the Arawak tribe who had the duty of advising the chief
Nomination Day	-	the day set aside for persons naming a candidate for a particular office
Ordinance	-	regulation or ruling handed down by those in authority
Patronage refund	-	the sum of money given back to members of a co-operative based on the amount of purchases made or loans taken during the year
Perishable	-	likely to decay or rot
Personality	-	of an individual's character
Physical features	-	refers to the natural build of the land
Paiwari	-	an alcoholic drink made by the Amerindians
Politician	-	a person active in politics for his own profit or that of his party
Pollution	-	waste matter
Polygamy	-	legal marriage to more than one spouse
Population distribution	-	the amount of people who live in different areas
Producer co-operatives	-	those societies where members pool their skills and money to produce particular types of goods such as garments, handicraft and furniture
Promiscuity	-	taking sexual partners casually or haphazardly
Promiscuous	-	having sexual relations with many people

Proportional Representation	- seats in Parliament allotted, based on the number of votes a party obtains in relation to the number of votes cast
Proposal	- a suggestion
Proprietary village	- village laid out on plots of land and sold to workers by the owner of the plantation.
Rainforest	- A type of tropical forest where tree tops form a shelter which blocks out most of the sunlight . Many kinds of plants and animals grow there
Repatriation	- return voyage home paid for by the government or previous employer at the end of a contractual agreement.
Sanction	- a penalty or a reward
Scenic	- of or concerning natural beauty
Scramble	- a method of public sale of slaves by which the customer could buy as many slaves as he could lay his hands on within a given time
Species	- a class of things having some common characteristics.
Spouse	- husband or wife
Surplus	- the gains or profits which a co-operative makes after expenses have been deducted
Symptoms	- a constant effect that may result from a disease
Tactful	- saying or doing the right thing
Temperature	- a measure of the degree of heat in the air
Thermometer	- an instrument used to measure temperature
Toxic	- poisonous
Trading posts	- temporary markets at which individuals exchanged goods mostly by barter
Triangular trade	- trade carried on by the Europeans from the fifteenth to nineteenth century. The route went from Europe to Africa, and along the Middle Passage to the Americas, then back to Europe with tropical produce such as sugar, rum, tobacco and dyes
Trustworthy	- to be able to confide in or depend on
Upward mobility	- moving from a lower social class to a higher social class
Weather	- state of the atmosphere at particular time and place
Watershed	- a line of highland which separates the sources of rivers

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