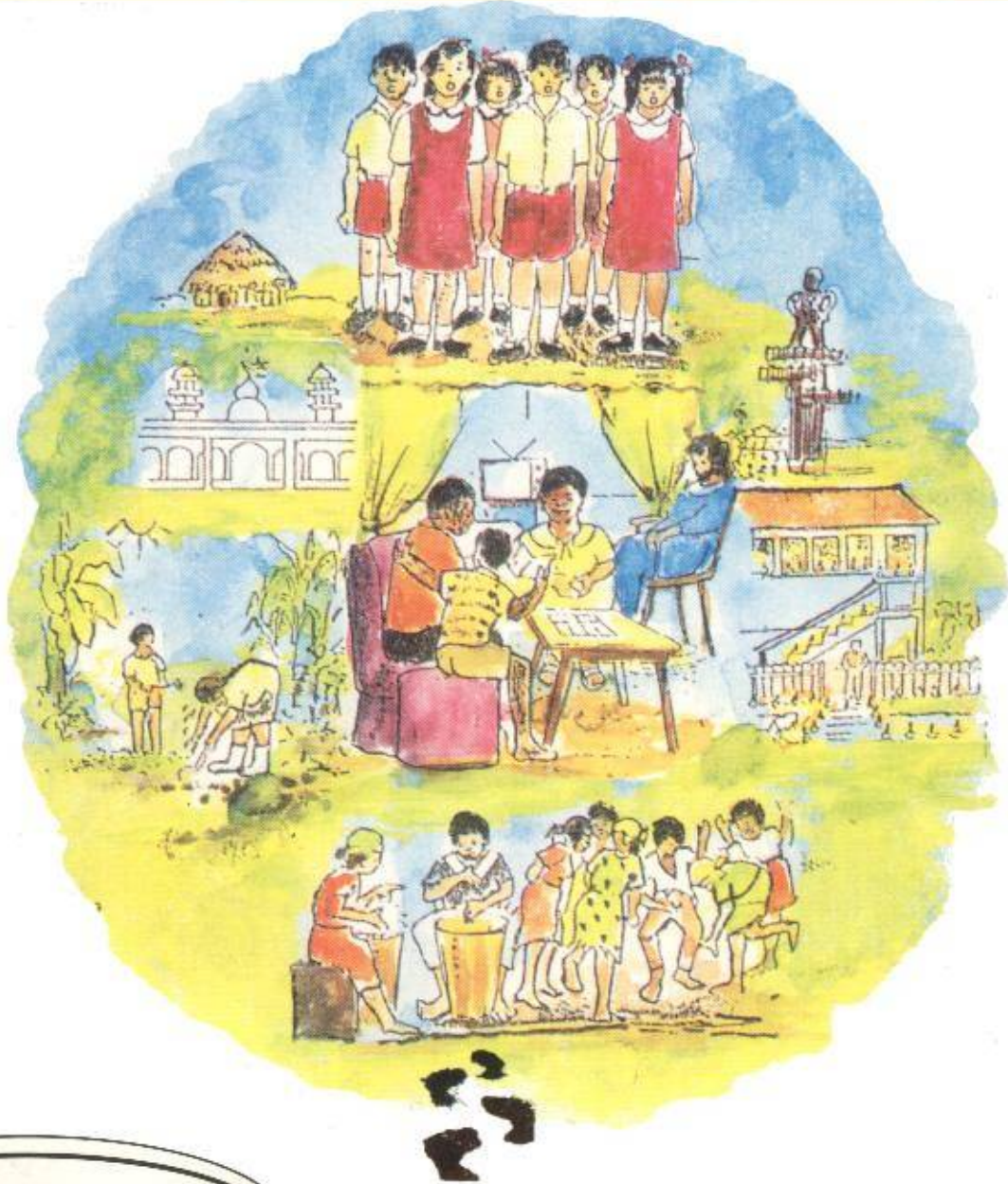


Social Studies For Our Children

Book 6

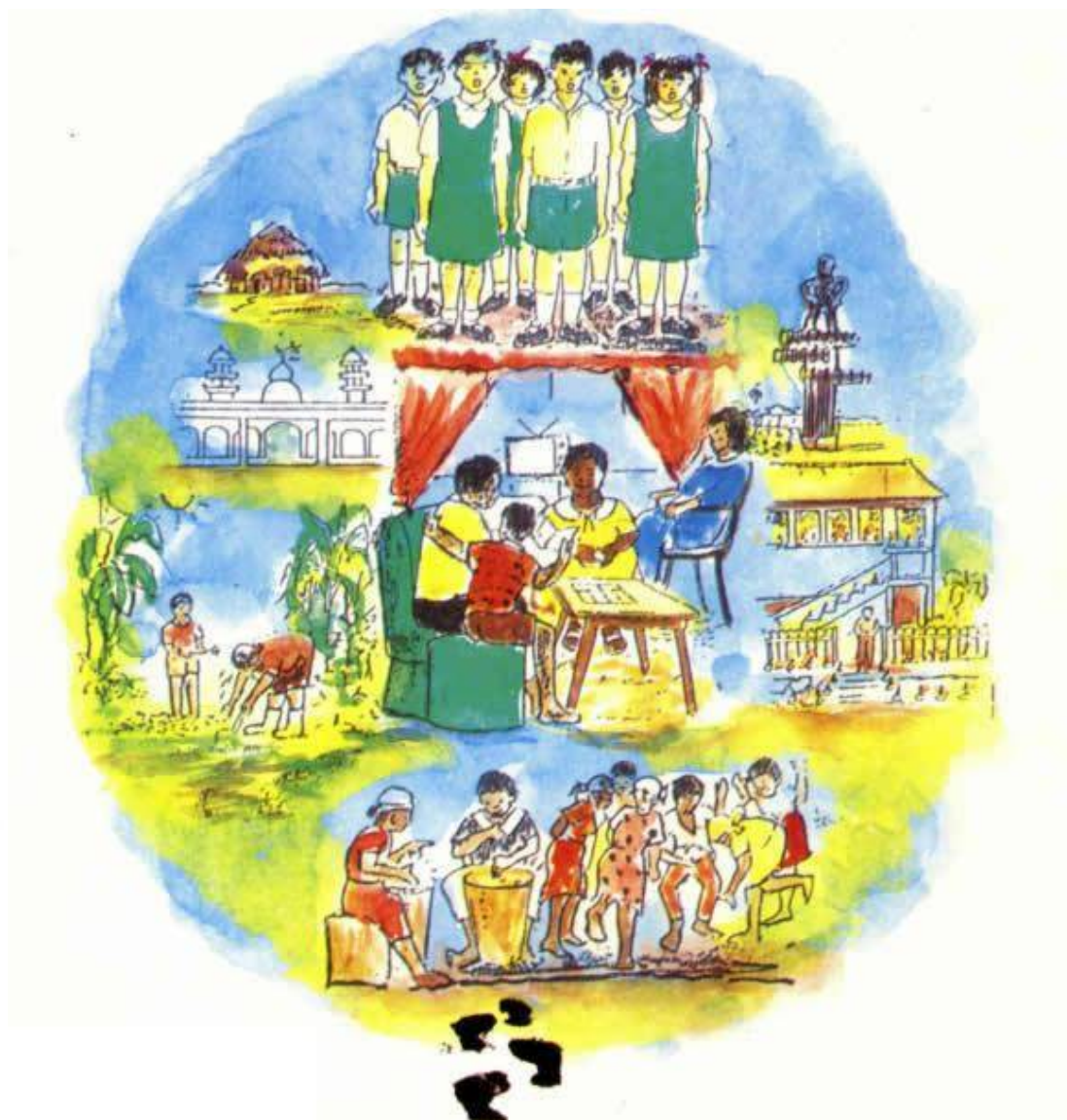


Easy Path Series

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Social Studies For Our Children

Book 6



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Cheryl Foster

Myrtle Fraser

Pearl Marks

Winifred Toney

Marvin Bart

Maylene Duncan

Franciene Doris

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* * * * *

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SOCIAL STUDIES FOR OUR CHILDREN

BOOK 6

WRITING TEAM: Ruth Persico [team leader]
Cheryl Foster
Myrtle Fraser
Pearl Marks
Winifred Toney

SUBJECT SPECIALIST: Marvin Bart

ILLUSTRATOR: Maylene Duncan

DESIGN TYPIST: Franciene Doris

GRAPHICS PLACED BY: Franciene Doris

COVER DESIGN BY: Maylene Duncan
Marvin Bart

A GOG/EFA-FTI Project

Easy Path Series

NOT FOR SALE
PRINTED FOR THE MINISTRY OF EDUCATION
GOVERNMENT OF GUYANA.

FOREWORD

One welcomes the publication of this series of textbooks as part of the Primary Education Improvement Project funded by the Inter-American Development Bank and the Government of Guyana.

This series of texts has been long in planning, writing and producing. In the process however, many Guyanese have developed skills in textbook writing and publication. This will serve Education well in the future.

We congratulate all those responsible for the production of these texts. They have done a good job. Guyanese children at the Primary level, and, indeed, the society as a whole, will be the beneficiaries of their labour.

Thanks to the Inter-American Development Bank for its financial support. Primary Education in Guyana will benefit considerably with the availability of relevant reading material.

Dale A. Bisnauth
Senior Minister of Education
and Cultural Development

NOT FOR SALE

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1 Our Planet Earth

Land and Water

We have continents

If you were to take a rocket and go far up into space you would see the earth as a globe or round ball beneath you. As the earth turns, you would see that it is made up of large masses of land separated by water. These different masses of the world are called continents.

A continent is a large mass of land. It may be made up of one country or a number of countries.

There are six continents in the world.

- Asia
- South America and North America
- Europe
- Antartica
- Africa
- Australia

The Antartica is a frozen continent in the southern part of the world. Special animals are able to withstand the cold life. There are whales, seals, walruses, penguins and other sea birds. Scientists also live there in order to study this frozen land mass.



Map of the world showing the Continents.

Look at the map of the world on page one.

Can you locate the continents?

Can you locate Guyana?

People who live on these continents have different characteristics.

They may have different skin colour, hair, language and also eat, dress and house themselves differently.

Remember in Book Four you learnt that our forefathers came from Africa, Asia, Europe, North and South America.

Look at your map again. Point out from where your forefathers came.

We have Oceans and Seas

You read earlier that the continents are separated by bodies of water. These bodies of water are called oceans and seas.

An ocean is a great body of water surrounding or separating continents.
A sea is a large body of water partly or fully enclosed by land.

Here are the names of the Oceans and examples of Seas that make up the world.

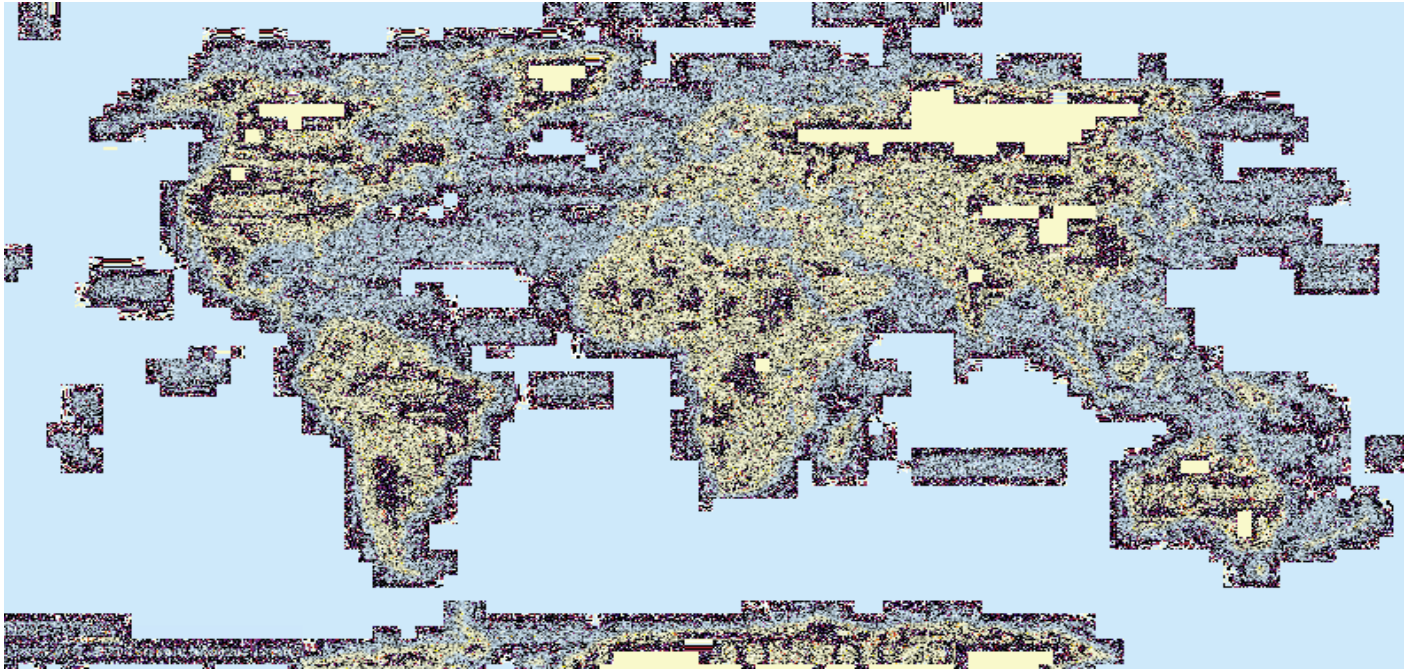
Oceans

- Atlantic Ocean
- Pacific Ocean
- Indian Ocean
- Arctic Ocean

Seas

- Caribbean Sea
- Mediterranean Sea
- Bering Sea
- Black Sea
- Red Sea
- Caspian Sea
- China Sea

Let us locate these Oceans and Seas on this map of the world.



Which one of these Oceans is found near to Guyana?

Which one of these Seas is found near to Guyana?

You can see that some of these seas are fully enclosed by land, for example the Caspian Sea. Others are only partly enclosed.

We have Hemispheres

Our World is spherical in shape. It is also called the planet earth or the “watery” planet. The earth is a big place. It has one natural satellite called the moon which is round and has the same shape of a globe. Your teacher may use the globe to teach your lessons. Draw a circle in your book to stand for the earth. There are two points on the opposite sides of the earth from top to bottom called the poles. One is called the North Pole and the other is called the South Pole. Halfway between these two poles is the Equator which is an imaginary line that divides the earth into halves.

These two half-spheres or hemispheres are called the Northern Hemisphere and the Southern Hemisphere.

Here is a diagram of the earth showing the North Pole and the South Pole, the Northern Hemisphere and the Southern Hemisphere.



In the Northern Hemisphere there are the Arctic Circle and the Tropic of Cancer. In the Southern Hemisphere there are the Antarctic Circle and the Tropic of Capricorn.

There are other important imaginary lines that are marked on the globe. These lines are called latitude lines or sun lines. Sun lines are very important because they show how the rays of the sun affect the climatic zones of the earth.

For you to do

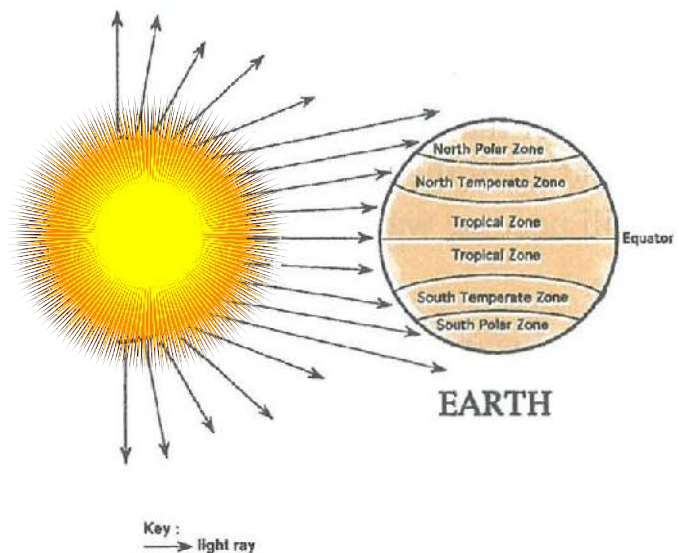
1. On a blank map of the world insert the following
 - (a) Your home continent
 - (b) An ocean next to your country
 - (c) A sea near to your country.
2. Draw a circle to represent our world. Put in the:
 - (a) Northern Hemisphere
 - (b) Southern Hemisphere
 - (c) North Pole
 - (d) South Pole

Our Earth's Climatic Zones

The world is divided into zones because of the amount of heat it receives. These zones are called climatic zones. They can help you to understand some of the relationships between the earth and the sun.

Look at the diagram below.

Note that the tropics will be hotter; they are slightly near to the sun. Note too that the sun's rays are shorter. They have a shorter distance to the equator. As a result, countries in these parts are hot. The rays travel a longer distance to the poles, so places nearer the poles receive less heat.



Is the earth becoming warmer? How harmful can this be?

As you have read in your science lessons, the atmosphere above the earth's crust is chiefly air. Air is a mixture of gases, mainly oxygen, nitrogen and carbon dioxide to a low degree. However, industrial, agricultural and fuel burning activities have increased the carbon dioxide content in the atmosphere. Carbon dioxide and the presence of other gases in the atmosphere - methane, nitrous, oxide and ozone have all helped greatly in increasing the warmth of the earth.

Water vapour and dust particles are also found in the atmosphere. This water vapour absorbs the sun's heat readily. It also helps to increase the effects of the other gases in the atmosphere. The dust particles help to form droplets which form clouds. These clouds when filled with moisture fall as rain. The rain helps to absorb some of the heat on the earth.

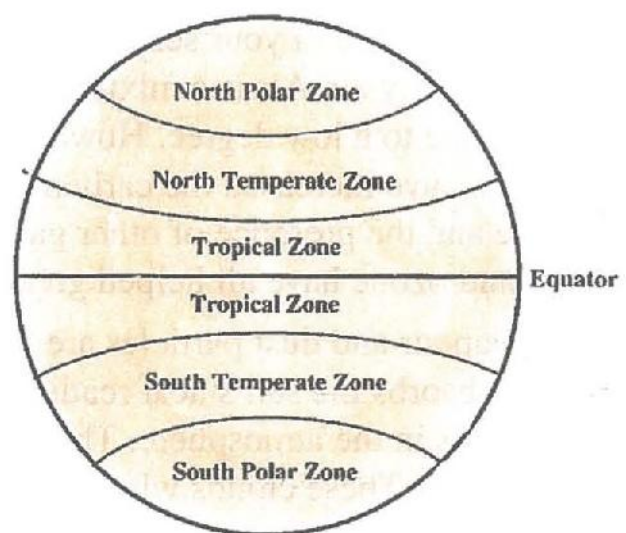
The trapping of the sun's rays by the gases in the atmosphere is known as the 'greenhouse effect'. These greenhouse gases - carbon dioxide, methane, nitrous, oxide and ozone - mentioned earlier, usually trap the sun's heat. They also send some of the sunlight's rays to the earth. Ozone which is a by-product of combustion or the burning of fuel, especially in automobiles and jet aircraft, is beneficial. It is so because it absorbs the ultra violet rays of the sun.

It has however been discovered by scientists that there is a hole in the ozone layer of planet earth. The sun's rays, therefore get through this layer to the crust of the earth. In this way, the earth's surface becomes warmer. If there is a build up of the greenhouse gases through activities mentioned earlier, the earth will become warmer or hotter. Global warming will be the result.

Global warming can have ill-effects on the earth. It can give rise to increased water vapour, hence rains; ice and snow will melt rapidly; oceans, seas, rivers and other waterways will overflow; hence floods. Too much water around can hinder the free movement of people from carrying out their daily tasks. Animals and domestic birds may die. On the other hand, too much ultra violet rays from the sun may result in skin cancer in people. The intense heat may cause plants and animals to die in large numbers.

Let us look at the various climatic zones of the world as seen in the diagram below: They are three categories:

- (1) The Tropic Zone
- (2) The Temperate Zone
- (3) The Polar Zone



The Climate of our Tropic Zone

Countries in the Caribbean, including Guyana, lying between the Tropic of Cancer and the Tropic of Capricorn, get strong sunlight. They are hot countries with a very high temperature. These countries have bright daylight throughout the year. However, rain falls during the year and the amount of rain varies from time to time. Often, in May, June and December, rainfall is heavy. Whereas in August and September, the heat of the sun is intense. Use your globe to locate other countries such as Nigeria and Kenya, the Philippines and Sri Lanka. They are in the Tropics or Hot-Wet Lands.

People of the Desert

In our last lesson we learnt about the climate of our Tropic Zone. Let us now find out about some people who live in this zone. Look at the diagram on the previous page and find the Tropic Zone.

In this zone there are hot deserts where people live.

A hot desert is an area where there is hardly any rain and where very little vegetation grows.

The land is very low and there is little or no vegetation or water. People find it very difficult to live in hot deserts. Some of the people who live in hot deserts are nomads.

Nomads are people who spend the whole of their lives moving from one place to another.

As such they do not have a permanent home or city in which to live.

The Bedouin family from North Africa lives in tents. They are mainly herds-men who rear camels, sheep and goats. These animals need grass and shrubs to eat. In the desert, there is very little vegetation. When they have used up the sparse vegetation in an area, the animals are moved to another area where there is fresh grazing pastures.

Their Homes

The homes of these nomads are huts or camp sites in the form of tents. These tents are set up at a spot where there are trees and water.

However, in some places in the desert where there is water, there may be a village or even a small town. Here there are usually palm and other trees, fruits and vegetables. This place is called an oasis.

Oases are places in the desert where there is enough water for palms and other trees to grow.

Their Clothes

People who live in deserts usually wear loose, thick clothing. This is because the heat is very great in the day. It becomes cold at night.

Their clothing forms a protection from the heat of the sun and allows them to keep cool in the day and warm at night. Look at how they are dressed.



Their Foods

The foods that these people eat are mainly meat, fruits and milk. The meat of the camel is only used on a very special occasion.

For you to do

Fill in the blanks

1. The tropical zone lies between the Tropic of _____ and the Tropic of _____.
2. The Caribbean is in the _____ Zone.
3. Two other countries beside Guyana, in the Tropical Zone are _____ and _____.

Answer these questions

4. In what months is the temperature at its highest in Guyana?
5. Which are the months that have the most rainfall?
6. Describe the way of dress of the people of the desert.
7. What effects can global warming have on the earth?

The Climate in the Temperate Zone

After you have passed through the Tropics, you will be in the Temperate Zone. These two zones are found to the north and south of the tropics. They are called the North Temperate Zone and the South Temperate Zone.

Countries in these zones are neither very hot nor very cold all the time. They are called the temperate or cool lands. These cool lands such as Afghanistan, China, the Falkland Islands and Uruguay have seasons. These are called Summer, Winter, Spring and Autumn.

Use a globe to locate countries lying between the Arctic Circle and the Tropic of Cancer.

This zone is called the North Temperate Zone. Have you ever heard of any of these countries? Maybe you might have heard of these countries or maybe you yourself might have visited one.

Now let us locate countries lying between the Antarctic Circle and the Tropic of Capricorn. These countries are found in the South Temperate Zone.

For you to do

1. Complete this table showing countries that are found in the Temperate Zones.

North Temperate Zone	South Temperate Zone
(a) United States of America	(a) Australia
(b)	
(c)	
(d)	
2. Write sentences describing each of the four seasons e.g. Winter is a very cold season. There is ice and snow.
3. Ask your teacher to discuss with you the life-style of people who live in Temperate countries.
4. Examine the many products in stores and books and see which of these are from Temperate countries e.g. England, United States of America, Japan.
5. Make a scrapbook with labels and pictures of these products and write the name of the country in which they were made.

The Climate of our Frigid or Polar Zone

Near the Poles (north and south), and within the Arctic and Antarctic circles the sun does not shine very strong.

For about 6 months in the year the sun cannot be seen in countries near the poles, but for the next 6 months there is daylight. These lands, called Frigid and Polar or Arctic and Antarctic Zones (or Regions) are very cold lands. Some parts of countries in these regions are called Cold Lands. Can you identify some of these countries on your school globe or map? Let us name some of them: They are: Canada, Greenland, Norway, Finland and Russia.

People of the Arctic Lands

If you look at your school globe/map, you will notice where the Arctic and Antarctic circles pass. These lands to the North and South are so cold that trees cannot grow. However during summer, mosses, bushes and hedges grow.

Although the land is covered with snow most of the year, people are able to live there. These people are called Eskimos.

Here is a picture of an Eskimo family. Notice their way of dress.



Eskimos are found in the Polar or Frigid Zones. Let us take a closer look at the life-style of the Eskimos.

It is very cold in the Arctic Region, but in June, July and August, it is not so cold. These months are called summer. This is the time of the year when Eskimos live in tents and do a lot of fishing and hunting.

From October to June or July of the following year the sea remains frozen. During this time the Eskimos give up the tents and go back to their winter camps where they would stay for the whole winter. These winter camps are called igloos. They are built of ice. However in these modern times some of them build homes that are well protected from the cold.

Their Homes

You have learnt, the Eskimos live in tents during the summer and in igloos during the winter. Long ago Eskimos' tents were made from the skin of seals. Today Eskimos make their tents of canvas.

An igloo for a family takes about two days to build. This is because it has several compartments. Here is a picture of an igloo.



Clothes

Long ago Eskimos used the skins of animals like the reindeer, for clothing. This type of clothing protected the Eskimos from the winter in the Arctic. Today, Eskimos make their winter clothing out of thick woolen blanket material with an outer cover of wind proof cotton.

Food used by Eskimos

Eskimos depend on hunting for most of their foods: They gather enough food to last them throughout winter. Besides collecting berries, the Eskimos hunt seals, walrus, fish, whale and blubber. At present they also use tinned foods.

For you to do

1. Draw the Arctic and the Antarctic circles on a diagram.
2. Name two countries found in each of the zones.
3. Discuss with your teacher the differences between your home and that of the Eskimos.
4. Complete by writing sentences to show the differences in the three types of homes:

Eskimo Tent

Igloo

Your Home

5. On a map of the world shade in the areas where the Eskimos live.
6. List two differences between the way you dress and how the Eskimos dress.
7. If you were to dress in Guyana like the Eskimos, what do you think would happen?
8. Make two columns headed Guyana and Eskimo Lands.
Compare the climate of the Arctic lands with Guyana.

People of the Tropical Savannahs

There are many areas of Tropical Savannahs in our world.

They all tend to have the same major characteristics. These are:

- One season of rainfall and one of dry weather.
- Grasslands are formed because of the climate. Trees find it hard to live through the dry season.
- Animals are reared on these grasslands e.g. sheep, goat, cattle.
- Most times the grazing is poor and animals need plenty of space to search for grass.
- The people who live there tend to live according to their environment.
See how true these facts are, when you read about our own savannahs.
We will take a look at the Tropical Savannahs in Guyana.

In Book Five you would have noticed that the Rupununi Savannahs lie near the south-western border of Guyana near Brazil.

A savannah is one of the names given to large areas of grasslands.

The Rupununi Savannahs are divided into two sections by the Kanuku Mountains. You can find these mountains on a map of Guyana. Since the savannahs are divided into two sections, they are called the North Savannahs and the South Savannahs. Let us look at the way of life of the people of the savannahs.

Most people who live in the Rupununi Savannahs are Amerindians. These people are divided into several tribes. In the North Savannahs there are the Macusi and the Patamonas. In the South Savannahs the Wapisianas and the Wai-Wais can be found. Other tribes are located in other parts of Guyana, as you will learn in later lessons.

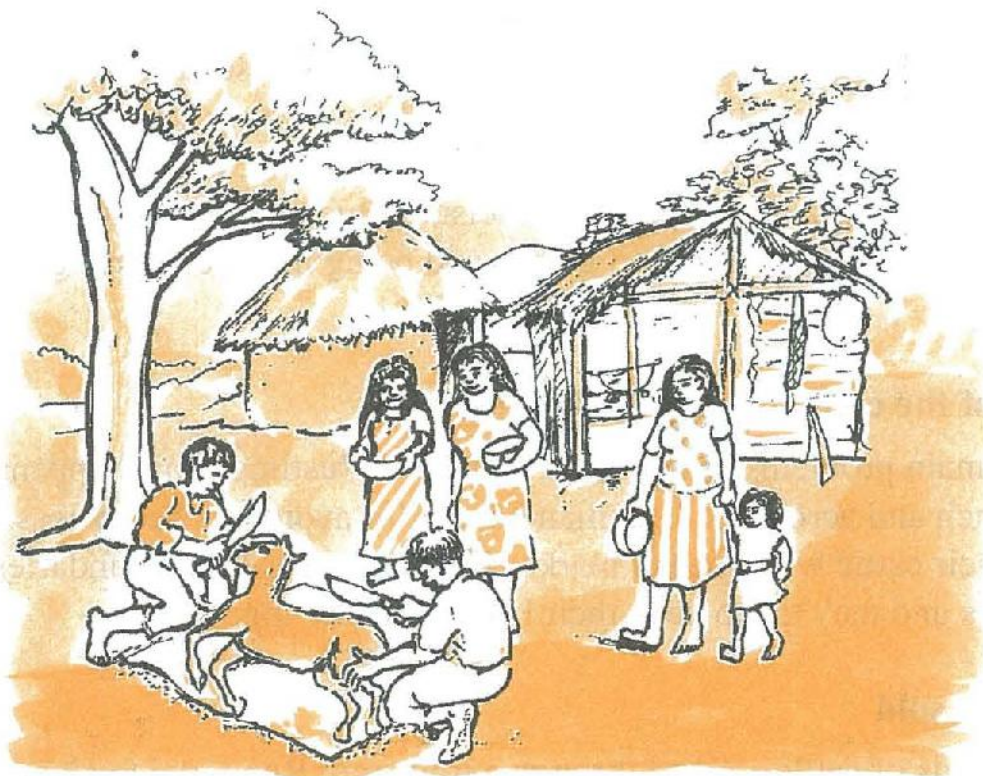
The Rupununi Savannahs have two seasons - a dry and a wet season

During the rainy season the people do a lot of planting. Some of the crops the residents cultivate are cassava, corn, yams, sweet potatoes, beans and tobacco.

During the very wet season in the Rupununi, the water in the creeks and rivers begin to rise. Many times there are floods. At this time, the cattle are watched carefully for diseases. To help prevent this, they are led to high grounds.

It is during this time too that wild animals are hunted. They are hunted quite easily, because at this time the animals leave their homes in the forest and come out in the open to look for food. Many wild animals are killed. These may include deer and wildhogs.

When these animals are killed, the people of the villages would all come together to help with the cutting up and smoking of the meat.



Smoking is one way the Amerindians use to preserve their meat. The dry season starts from August. At this time they start to harvest their crops which were planted at the beginning of the wet season. Some of the main crops are cassavas and peanuts. Cassavas are grated and dried to make farine, cassava bread and casareep among other products.

Houses of the savannah people

The types of houses built by Amerindians are mainly dependent on the surroundings and their life-style. In most cases natural materials which are close at hand are used. However, in the savannah, the eta palm is widely used for building the roofs of houses. This type of roof is known for its coolness and it may also last for a long time if it is properly made. During a person's lifetime in the savannahs he or she may build several houses.

Many villages in the savannahs are separated from large cattle ranches by fences. There are not so many cattle ranches in the Rupununi today as they were many years ago. Some of these ranches today have a few hundred heads of cattle as compared to thousands long ago.

The men who look after the cattle are called vaqueros or cowboys. These men move from place to place rounding up their cattle on horsebacks as you have seen in Book Five. These horses are kept in stables.

The people of the savannahs spend their leisure time playing outdoor and indoor games, watching films, making craft and being involved in religious activities.

Problems of the cattle industry - Rustling

One of the main problems of the cattle industry is rustling. This happens from ranch to ranch and across the Brazilian border. To avoid this heavy loss, ranchers brand their cattle with special marks. They also patrol the boundaries of their ranches and they try to keep their herds of cattle together.

How meat is sold

Long ago herds of cattle walked through a trail from Rupununi to Georgetown to be slaughtered. During this long and difficult journey, many cattle died before reaching their destination. Today in the Rupununi, there are modern techniques of slaughtering. Beef is also now flown from the Rupununi to Georgetown, to be sold.

How people move around

The people of the savannahs move around mainly on foot, horseback or by using bullock carts, bicycles, and land rovers. With the improvement of an all weather road that links Rupununi with Linden on the Demerara River, a greater number of land rovers and heavy duty trucks are used. People can now travel to the Rupununi by land and air.

Trade with Brazil

In the last paragraph you learnt about the link between Georgetown and Rupununi by land. Because of this link, trade with Brazil is on the increase. There is also a heavy flow of border-crossing between people from both countries, for selling and bartering purposes. Some of the items people trade in are bicycles, household appliances, foodstuff and clothing.

For you to do

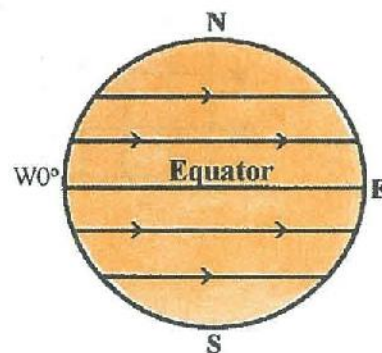
1. Make two Amerindian craft pieces.
2. Collect pictures of Amerindian activities and paste them in your scrapbook for your Social Studies Corner.

We Can Locate Communities on Earth

You have learnt that our world is made up of continents and oceans. The continents are made up of many countries. These countries participate in trade. People also travel from country to country. An accurate and quicker method should be found to guide our planes and ships around the earth. This would make it easier to locate the various communities. If you look closely at the globe or world map again, you would see lines criss-crossing them. These lines are called lines of latitude and longitude.

Lines of Latitude

Lines of latitude are imaginary lines that run parallel to the equator. They form circles around the earth. The equator is also a line of latitude.

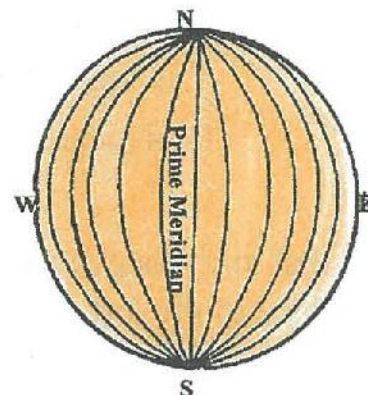


Can you identify lines of latitude on the diagram shown above?

Lines of Longitude

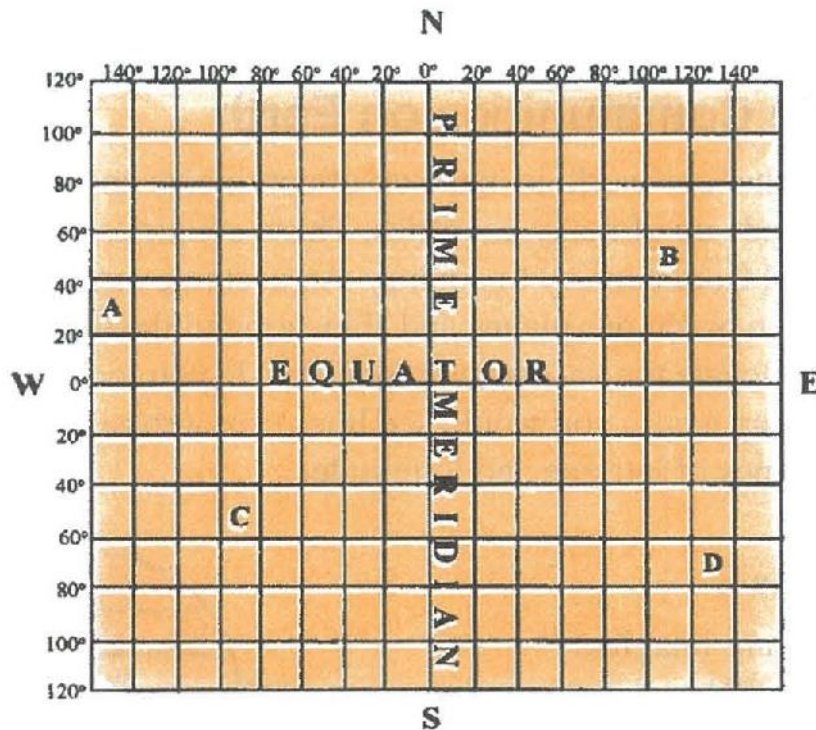
Lines of longitude are imaginary half-circles drawn through the poles.

Can you identify lines of longitude on this diagram?



To locate places on a map or to travel from one place to another we make use of lines of latitude and longitude. Geographers many years ago divided the earth into parts by means of lines. They then numbered these lines in degrees.

Look at the chart below and see how one can find a place by using lines of latitude and longitude.



Example A is located at 40°N 140°W
 B is located at 60°N 100°E
 C is located at 60°S 100°W
 D is located at 80°S 120°E

Note that any place above the equator is North and any place below is South. Any place to the left of the Prime Meridian is west and to the right is east. Ask your teacher to help you locate the places at A, B, C and D, to see if you can find places on a map. Guyana can be found at 1°N of the Equator (Latitude) and 56°W of the Prime Meridian (Longitude).

For you to do

1. Why do people need to locate places far away?
2. State the differences between lines of Latitude and Longitude.
3. What is the line of Latitude at 0° called?
4. What is the line of Longitude at 0° called?
5. Using a world map find the directions for
 - (a) Your neighbouring countries.
 - (b) Three CARICOM countries.

Points to Remember

- The earth contains large areas of land called continents and large areas of water called oceans and seas.
- The inhabitants of different continents have different physical characteristics and ways of life.
- Different parts of the world have different climates.
- Guyana has a warm climate because it is in the Tropic Zone.
- England has a cool climate because it is in the Temperate Zone.
- The different climatic zones have different vegetation, soils and animals.
- Lines of latitude and longitude are used as a means of locating places.
- Global warming can have ill-effects on animals, plants and people who live on planet earth.

2 Counting the people in our Community

The importance of a census.

Population is the term used to describe people living in a community. Some communities have a large population while others have a small population. Look at your community. What can you say about the population of your community? How can you count the people in your community? You can do this by taking a Census.

A census provides this information.

- The number of people who were born
- The number of people who died.
- The number of people who migrated overseas.
- The number of foreigners who have settled in the country.
- The number of people in the country.
- The number of people in a particular community.
- The number of males and females
- The number of people in the different age groups.
- The number of employed people, unemployed people, retired people etc.

A census also provides other types of information, for example, your salary, occupation, and qualification.

People in the community of a country
can be counted by taking a census.

Some population terms

Natural Increase: The increase of births over the number of deaths. This is when the birth rate exceeds the death rate.

Birth Rate - The number of babies born per thousand persons of the population.

Death Rate - The number of deaths per thousand of the population.

Migration: The permanent movement of persons and animals from one place to another to take up residence. For example, people leave Guyana to work in the Caribbean. Birds leave the winter in England to spend time in Guyana.

Immigrants: People who have entered a country to take up residence. For example the Chinese from China came to live in Guyana.

Emigrants: People who have departed from their home country to take up residence in another country. For example, people leave Guyana to live in Suriname.

Internal Migration: People move from one community to another in a country. For example, people leave Georgetown to take up residence in Bartica.

Population on the Move

The plane has probably brought persons who are migrating to Guyana. It will also be taking emigrants to live in other countries.

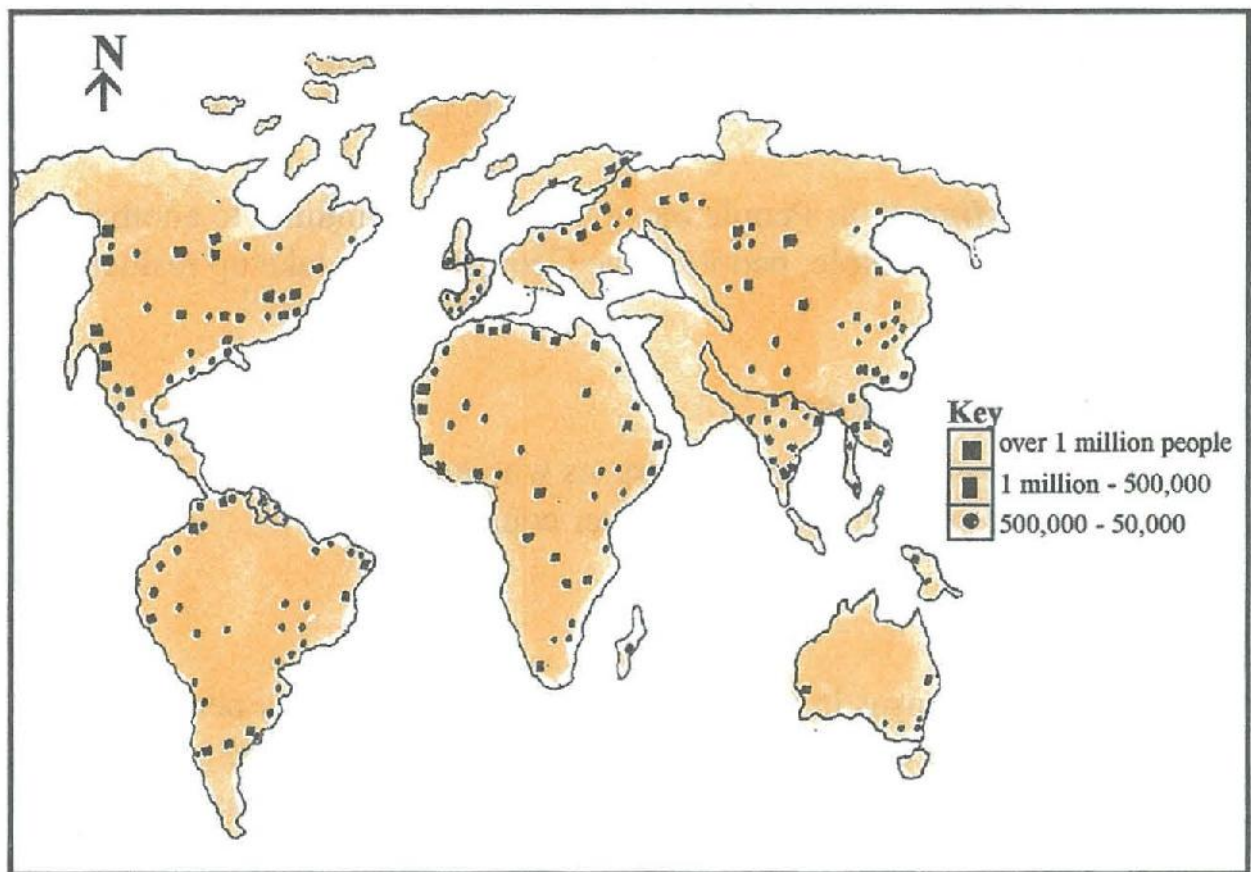
For you to do

1. Carry out a census in your community. State how many persons are employed, are under 18 years of age, are over 70 years of age. Let your Social Studies teacher guide you. This can also be done as a group project.
2. Find out how many persons have migrated from your family or community.
3. Find out when the last census was done in your country.
4. Read a census sheet, note the questions that are asked. Let an adult fill it out.
Read the completed form.

Populated areas on our Earth

As you have learnt before, our world is made up of continents, oceans and seas. These continents comprise hot lands, cool lands and cold lands. Many of these lands have coasts, rivers, mountains, plains, forests and deserts. People live in almost all areas of our world. Look at the map on the next page. It shows you how population is distributed over the earth. Where are most of our large cities found?

Map of the world showing population distribution



From the key, you can see that some areas are heavily populated. Other areas have only a small number of people. Some areas may have people only for a certain time of the year.

On the map above you can see that some areas of the world are very heavily populated. When you look at a map of the world or your globe you will notice however, that many large towns are found on the coast. Many large towns are also found at the mouths of large rivers. You will also observe that many people live there. The population is sparse where it is very cold, where there are deserts, where there are mountain ranges and where there are thick forests.

Why do people live in certain places? Many people live on the coast because of trade and fishing. Others live on river banks because of trade and land for farming.

However, in mountains, deserts, thick jungles and very cold lands, many persons do not live there because farming is not easily done and because of severe heat or cold.

Roads may be hard to build in the mountain and jungle areas. Lack of food and transportation, along with a harsh climate, does not encourage persons to live in these places.

Where people live in Guyana

Let us now take a look at population distribution in our country. Remember population distribution tells us where people live and how many live in a particular place.

POPULATION AND DENSITY FOR ADMINISTRATIVE REGIONS-1992 CENSUS

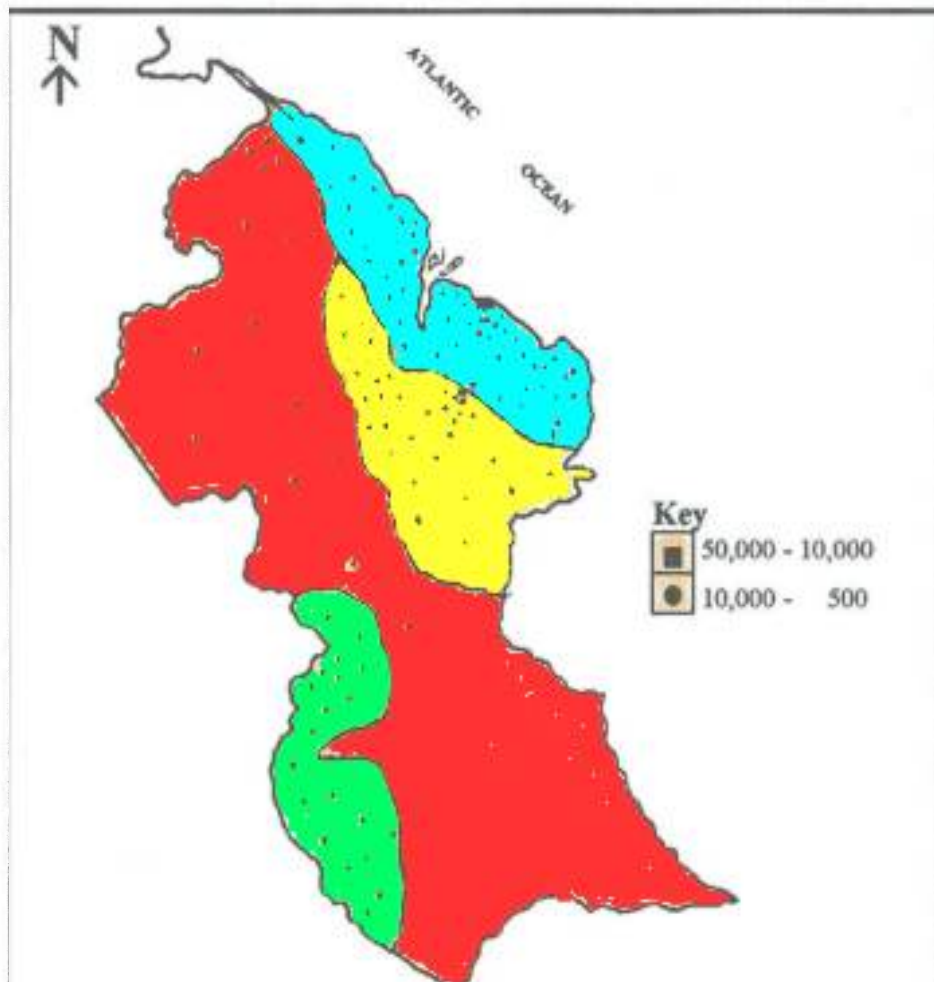
REGION	AREA IN km ²	POPULATION	POPULATION DENSITY PER km ²
Region 1	20,399	23,204	1.1
Region 2	6,195	48,411	7.8
Region 3	3,755	101,290	27.1
Region 4	2,232	309,059	138.5
Region 5	4,190	52,321	12.5
Region 6	36,234	122,849	3.4
Region 7	47,213	15,935	0.3
Region 8	20,051	9,211	0.5
Region 9	57,750	19,365	0.3
Region 10	17,040	39,766	2.3
TOTAL	214,999	742,041	3.4

Often we feel that Guyana has a large population. This is so when we compare our population with those of some of the smaller CARICOM states. You can check the figures for the CARICOM states and place the information on a table.

The 2002 Census Report for Guyana has shown that our population was 742,041. We can compare this figure with those of other countries. Brazil which is one of our neighbours has a population of 173,000,000. India is the second most populated country in the world with 1,025,100,000. China is the most populated country in the world with 1,285,000,000. Use an Atlas or a text book to find out the population of other countries that you are interested in.

From these figures, you can see that Guyana has a very small population when compared with other countries in the global community.

Look at the map below and note where people live in Guyana.



If we look closely at the map we can come to these conclusions:

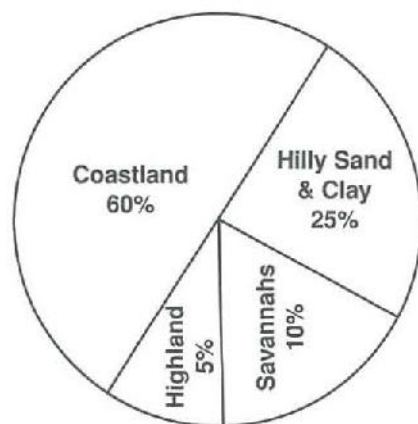
1. Most of Guyana's population live on the coastland.
2. Approximately 29% of our population live in the six towns and capital city. Persons who live in towns and cities are called Urban Dwellers. They live in urban areas.
3. Approximately 25% live in small villages on the coast, along river banks and in the country's interior. These people are called Rural Dwellers. They live in the country side or rural areas.
4. Most of our population live on the lowlands and along river banks; Linden in the Hilly Sand and Clay region is an exception.
5. The forest, rivers, waterfalls and mountains have all contributed to the sparse population in the interior.

For you to do

1. Name one area of the world that is sparsely populated. Give your reasons for this.
2. On a blank map of the world insert the following cities.
 - (a) Georgetown
 - (b) London
 - (c) Tokyo
 - (d) Brasilia
 - (e) New York
 - (f) Mexico
 - (g) Luanda
 - (h) Bogota
 - (i) Moscow
 - (j) Rio de Janeiro
3. Identify cities and important towns of the following countries. The first is done for you.

Country	Capital	Important towns
1. India	Delhi	Bombay, Bangalore, Madras, Calcutta
2. Argentina		
3. Australia		
4. Venezuela		
5. Peru		
6. China		
7. Jamaica		
8. Cuba		
9. United States of America		
10. England		

4. Name one area of the world that is heavily populated. Give your reasons for this.
5. On a blank map of the world shade in heavily and sparsely populated areas. Use a key.
6. Look at the Pie Chart below and answer these questions:
 - (a) What does the chart tell us?
 - (b) Where in Guyana do most Guyanese live?
 - (c) Approximately how many people live in other regions?



Points to Remember

- A census usually provides you with information on the population of a community, city or country.
- Most large cities and towns of the world are found on the coastlands or on the banks of rivers.
- Most of the world's population live in cities and towns.
- Guyana has a small population, most of which is found on the coastland. The interior areas are sparsely populated.
- Deserts, jungles, mountains and very cold areas do not encourage the settling of many people. Farming cannot easily be done, roads are hard to build and conditions overall are not good for human settlement.

3 The Caribbean Community

The Caribbean Community and Common Market, familiarly known as CARICOM, was set up by an agreement called the Treaty of Chaguaramas. This agreement was signed in Chaguaramas, Trinidad on the 4th July, 1973 by Barbados Guyana, Jamaica and Trinidad. The 4th July is now celebrated as CARICOM or Caribbean Day.

Since this agreement was made, eleven other countries have joined, so this Movement now has fifteen members.

This movement or group was formed to work towards unity in the Caribbean: To achieve this unity the CARICOM Treaty has three objectives. They are:

- To strengthen and expand trade between member countries.
- To agree on foreign policies of member states.
- To co-operate in the development and spread of services, culture and sports.

How the Caribbean Community came into being

The idea of regional co-operation in the Caribbean started in the late eighteenth century. In 1958 the first official integration of the West Indies came into being with the formation of the West Indies Federation. Many disagreements between the countries caused this Federation to break up. After a number of Heads of Government meetings, some Caribbean countries formed the Caribbean Free Trade Association (CARIFTA). The governments in the Caribbean found that the aims of CARIFTA could not satisfy the need for integration. CARIFTA dealt mainly with trade. Hence, the Treaty of Chaguaramas establishing the Caribbean Community was formulated to ensure closer integration. This treaty signed on 4th July, 1973 was the beginning of the CARICOM integration movement.

On the next page, there is a time line highlighting the integration movement in the Caribbean.

STAGES OF DEVELOPMENT OF CARICOM

Time line highlighting the integration movement in the Caribbean

The British tried to develop a Federal system with 10 Caribbean countries except Belize and Guyana	Federation came to an end	Heads of Government Conference decided to have a new integration movement	Heads of Government Conference decided to establish CARIFTA - the Caribbean Free Trade Area	CARIFTA agreement came into effect on 15th May	All members of CARICOM except the Bahamas and Suriname became members of CARIFTA	Heads of Government Conference decided that the Caribbean Community should be established.	The treaty came into force on 1st August. The Treaty of Chaguaramas establishing CARICOM was signed by Barbados, Guyana, Jamaica and Trinidad and Tobago at Chaguaramas, Trinidad on 4th July, 1973	Other member states except Suriname decided that CARICOM should be established.	Suriname joined CARICOM on 4th July, 1995. Haiti joined CARICOM in July 1997.	
0	1958	1962	1963	1965	1968	1971	1972	1973	1974	1997

The Member Countries

The member countries of this community are:

- (a) Founder members of the Caribbean Community/More Developed Countries (MDC's)
 - 1. Guyana
 - 2. Trinidad and Tobago
 - 3. Barbados
 - 4. Jamaica
- (b) Members of the Organisation of Eastern Caribbean States (O.E.C.S.)
 - 5. Antigua and Barbuda
 - 6. Saint Kitts/Nevis
 - 7. Montserrat
 - 8. Dominica
 - 9. Saint Lucia
 - 10. Saint Vincent / Grenadines
 - 11. Grenada
- (c) Other Member States
 - 12. The Bahamas
 - 13. Belize
 - 14. Suriname
 - 15. Haiti

How the Caribbean Community works

The Caribbean Community works according to the rules of the Treaty of Chaguaramas. Below is a simple outline showing the role of institutions of the Community.

- A -** A supreme body consisting of the Heads of Government of member states.
- B -** A ministerial body responsible for the Common Market.
- C -** Other ministerial bodies each responsible for certain specific functions.
- D -** A body of administrative and technical personnel responsible for ensuring that recommendations and decisions of the Heads of Government Conferences and other ministerial bodies are put into effect.
- E -** Associate institutions which are independent bodies but not part of the Treaty arrangements.

Does CARICOM have a governing body? The answer is yes.

From the outline you can see at **A** that the Heads of Government make up the supreme body of the organisation which is also known as the Heads of Government Conference. This body makes the final decision on how member countries should behave in certain situations.

All important decisions for CARICOM are made by the Conference or at a special meeting of Heads of Government. This group is made up of Presidents and/or Prime Ministers of each country.

The organisation **B** on the outline, the Common Market Council, is made up of ministers of member states. This body looks after trade and other economic matters in CARICOM.

At **C** Ministers of the government in each member state form groups which make important decisions. These Conference of Ministers are the institutions that look after areas such as Health, Education, Agriculture, Transport, Foreign Affairs, Finance and Labour.

A separate secretariat building is under construction at Liliendaal, Greater Georgetown.

The organisation **D** shows, the Caribbean Community Secretariat which is responsible for the administration of CARICOM. Its offices are found in Georgetown, Guyana.

At **E** on the outline are the Associate Institutions. These organisations work in close co-operation with the institutions of CARICOM. Below is a list of organisations and some of the activities they do.

1. University of the West Indies. –University Education
 - Mona Campus (Jamaica).
 - St. Augustine Campus (Trinidad & Tobago) - University Education
 - Cave Hill Campus (Barbados).
2. University of Guyana - University Education.
3. Caribbean Examinations Council - CXC Examination for 5th and 6th Formers in the Secondary Schools – CSEC and CAPE
4. Council of Legal Education - Training lawyers.
5. Caribbean Development Bank - Provides loan and capital for business.

6. Caribbean Meteorological Council - Weather forecasting and hurricane warnings.
7. Caribbean Broadcasting Union - C.B.U. - Radio and Television Programmes, cricket, festivals and important meetings.

Can you name other organisations that assist in Caribbean development? Let your teacher tell you.

Flag of the Caribbean Community

Just as the flag of Guyana has colours and symbols which represent various things, this flag too has colours and symbols which represent things.

The light blue represents the familiar blue sky of the Caribbean.

The dark blue represents the Caribbean Sea.

The yellow circle represents the sun.

The narrow ring of green around the sun represents the vegetation of the Caribbean region.

The interlocking Cs represent the logo or symbol of the Community.

Our country is a member of CARICOM. We must know about our country and other CARICOM countries. This knowledge would help us to understand how the people of neighbouring countries live and work. This would help us to work towards unity in the Caribbean. You would now read some basic facts about each country. Take special note of each country's flag.



Guyana

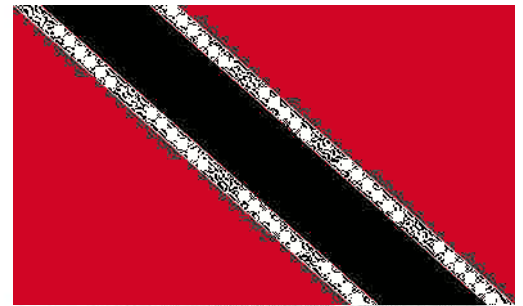
Guyana is a CARICOM country which is on the mainland of the continent of South America. It is by far the largest of the CARICOM countries. Its capital is Georgetown and its main exports are bauxite, alumina, gold, sugar, rice, timber, rum, fish and shrimp. Guyana joined CARICOM on 1st August, 1973.



Flag of Guyana

Trinidad and Tobago

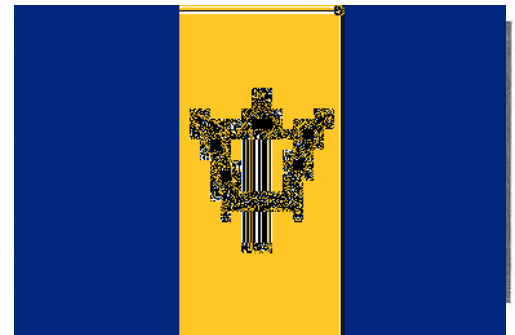
Trinidad and Tobago are the most northerly of the Lesser Antilles. They lie close to the South American coast. Many tourists visit these islands every year. The capital is Port-of-Spain. The exports are petroleum products, cocoa, sugar and crude petroleum. Trinidad and Tobago joined CARICOM on 1st August, 1973.



Flag of Trinidad and Tobago

Barbados

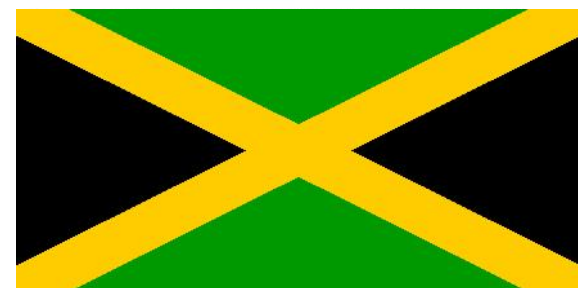
Barbados is the most easterly of the West Indian islands. You would notice this on the map of the Caribbean. The country has developed one of the largest tourist industries in the Caribbean. Its main crop is the sugar-cane. Its exports are sugar, rum, molasses, clothing, chemicals and electrical equipment. Its capital is Bridgetown. Barbados joined CARICOM on 1st August, 1973.



Flag of Barbados

Jamaica

The name Jamaica is an Arawak Indian word which means the 'Isle of Springs'. From the map you can see it is found in the Caribbean Sea. It is mountainous and its highest mountains are the Blue Mountains where a famous brand of coffee is grown. It is the third largest of the Caribbean islands. Its exports are bauxite, alumina, sugar, bananas, citrus fruits, fruit products, rum and cocoa. It also attracts a large number of tourists every year. Jamaica joined CARICOM on 1st August, 1973.



Flag of Jamaica

Antigua and Barbuda

Antigua and Barbuda are two small islands in a group known as the Lesser Antilles (see map on page 38). Redonda is an even smaller island which is a part of Antigua and Barbuda.

However no one lives on the island. These islands are controlled by the same government which is located in Antigua. The capital is St. John's and the main crops are sugar-cane and cotton. Its exports are rum, cotton garments and manufactured goods. Many tourists visit these islands every year.

Antigua/Barbuda joined CARICOM on 5th July, 1974.



Flag of Antigua & Barbuda

Saint Kitts/Nevis

St. Kitts is also called St. Christopher. The two small islands are part of the Lesser Antilles. They are separated by a channel. The capital is Basseterre. Its exports are sugar, molasses, beer, ale, cotton and lobsters. Tourism is important.

St. Kitts/Nevis joined CARICOM on 26th July, 1974.

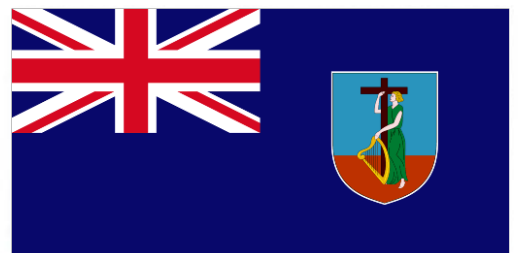


Flag of St. Kitts/Nevis

Montserrat

Montserrat is another very mountainous island. It is called the "Emerald Isle of the West". Its capital is Plymouth and its exports are spices, machinery, transport equipment and manufactured goods.

Montserrat joined CARICOM on 1st May, 1974.



Flag of Montserrat

Dominica

Dominica is another small island in the Lesser Antilles. It is the most northerly and largest of the Windward Islands. It is very hilly and rugged but beautiful. Its capital is Roseau and its exports are coconuts and coconut products, citrus fruits and citrus products.

Dominica joined CARICOM on 1st May, 1974.



Flag of Dominica

Saint Lucia

Saint Lucia also belongs to the group of islands known as the Lesser Antilles. It is also very mountainous. The capital is Castries. It exports bananas, coconut oil, cardboard boxes, vegetables, copra meal and cocoa. Tourism is also important to St. Lucia. Saint Lucia joined CARICOM on 1st May, 1974.



Flag of St. Lucia

Saint Vincent and the Grenadines

You will see that this nation like the Bahamas is made up of many islands and cays. They are however not as many as the Bahamas. St. Vincent and the Grenadines consist of 32 islands and cays. People do not live on all of them. The capital is Kingstown. The exports are bananas, arrowroot and sweet potatoes. St. Vincent and the Grenadines joined CARICOM on 1st May, 1974.



Flag of St. Vincent
and the Grenadines

Grenada

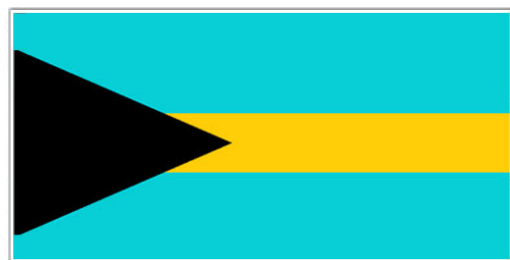
Grenada is mountainous and thickly wooded with many streams and rivers. The capital is St. George's. Its main exports are nutmeg, cocoa, bananas, mace and clothing. It is the most southerly of the Windward Islands. Grenada joined CARICOM on 1st May, 1974.



Flag of Grenada

The Bahamas

The Commonwealth of The Bahamas is made up of many islands. There are about seven hundred (700) islands and two thousand (2,000) cays - small banks of sand. The capital is Nassau. These islands attract large numbers of tourists every year. The exports are crayfish, cucumbers, tomatoes, coconuts, sisal, salt, straw products and lumber. The Bahamas joined CARICOM on 4th July, 1983.



Flag of The Bahamas

Belize

Belize was formerly known as British Honduras. It is located in Central America. Its immediate neighbours are Mexico and Guatemala. The capital of Belize is Belmopan. The main crops are sugar-cane and citrus fruits. Its main exports are sugar, molasses, citrus fruits, clothing, fish and mahogany.

Belize joined CARICOM on 1st May, 1974.



Flag of Belize

Suriname

The Republic of Suriname lies on the northwest coast of South America, as you can see on the map on page 38. It is bordered by Guyana to the west, by French Guiana to the east and by Brazil to the south.

At the CARICOM Summit of Heads of Government of Member States Meeting held in Guyana on July 4th, 1995, Suriname was accepted as the fourteenth member state of CARICOM. It has become the nearest CARICOM state to Guyana.



Flag of Suriname

Haiti

Haiti shares the island of Hispaniola with the Dominican Republic. The official language is French and the currency is the Gourde.

The important economic activities are the cultivation of sugar-cane and rice, fishing, forestry and the manufacture of clothing and textile. Tourism is also now a growing economic activity. The capital is Port-au-Prince.

Haiti became a member of CARICOM on 4th July 1997.



Flag of Haiti

For you to do

1. These are the shapes of CARICOM countries. Draw and label them with letters and next to these letters write the names of the countries.



2. Which of the countries above can be found on the continent of South America?
3. Using the map on page 38, which CARICOM country can be found nearest to the coast of the South American continent?
4. Which CARICOM country is the largest of the Caribbean islands?
5. Fill in the blanks
 - (a) The agreement to start CARICOM was signed in _____ on the 4th July, _____.
 - (b) There are _____ countries which are members of CARICOM.
 - (c) The Secretariat of CARICOM is located in _____.
 - (d) The countries which signed the agreement to form CARICOM are _____, _____, _____ and _____.
6. Choose the correct answers.
 - (a) The light blue colour of the CARICOM flag represents
 - a - Caribbean Sea
 - b - vegetation
 - c - blue sky
 - d - sun
 - (b) The capital of Barbados is
 - a - Belmopan
 - b - Bridgetown
 - c - Basseterre
 - d - Castries
 - (c) The CARICOM country found in Central America is
 - a - Belize
 - b - Guyana
 - c - Jamaica
 - d - The Bahamas
7. Prepare a booklet for yourself on CARICOM. Include
 - maps of the countries with the capitals
 - their flags
 - the names of the Heads of Government
 - the national motto
 - the main products or economic activities

8. Fill in the blank spaces by choosing the correct word from the list below.
Secretary-General; CARICOM Day; appreciate; Heads of Government;
Conference; unity.
- (a) The first Monday in July is celebrated as _____.
 - (b) The main purpose of CARICOM is to bring about _____
in the Caribbean.
 - (c) The Secretariat of CARICOM is headed by a _____.
 - (d) Important decisions for CARICOM are made by the _____.
 - (e) We must learn about our CARICOM neighbours so that we can
_____ them better.
9. Draw two columns. In the first column write down the names of the following countries: Antigua & Barbuda, Dominica, Grenada, Jamaica and Montserrat. In the second column write down the names of the capitals of each country. Name the first column Countries and the second, Capitals.
10. Name six cricketers of the West Indies team. Let your parent or teacher help you. Say to which country each cricketer belongs.

Let us now look again at a map of the Caribbean and see where these places are located. The CARICOM states are shaded.

Map of the Caribbean showing CARICOM Countries.



Points to Remember

- CARICOM was set up by the Treaty of Chaguaramas.
- There were four founder member countries of CARICOM.
- There are fifteen member states of CARICOM.
- CARICOM countries help one another.
- Each CARICOM country has its own flag.
- Haiti is the last country to join the Caribbean Community.

4 A Glimpse of our History

Early forms of Co-operation

Co-operation takes place when two or more persons work together towards a common goal.

Co-operation among the Africans - The Purchase of Victoria

When the slaves became free, they no longer wished to stay and work for their ex-masters on the plantation.

After emancipation, they worked for a short time on the plantations and pooled their wages. They used this money to purchase abandoned cotton plantations. Plantation Northbrook which they later renamed Victoria, was the first village they purchased. It is said that on the day they purchased Victoria, they took the money to the Plantation owner in a wheel-barrow. You could see a diagram of this in Book Five.

Victoria is located on the East Coast of Demerara -20 kilometres from Georgetown.

Victoria was purchased by the slaves in 1839. The good news of the purchase spread rapidly. Between the years 1839 and 1849 ex-slaves purchased thirty-eight other abandoned plantations. Perhaps some of us now live in villages which the ex-slaves bought. Here are the names of a few of these villages. Plaisance, Beterverwagting and Friendship in Demerara, Ithaca in Berbice and Bush Lot in Essequibo. You can find out if the community in which you live was one of the villages which the free slaves established. If you live in Plaisance, Beterverwagting, Friendship, Ithaca or Bush Lot visit the district office and obtain the story of the purchase. Ask your class teacher to invite someone who knows the story of your village or community. Let that person tell your class the story.

Co-operation among the races

The Portuguese co-operated

The Portuguese were the first immigrants to labour on the plantations in Guyana after the slaves became free. However, the Portuguese did not work for many years on the plantations.

These Portuguese workers turned to group farming among themselves. They also built agricultural settlements at Bladen Hall on the East Coast Demerara and Port Mourant (Portuguese Quarters) in Corentyne.

Even the Portuguese businesses were built by co-operative efforts and they received help from the European merchants, shopkeepers and pawnbrokers in Georgetown and elsewhere in the country.

How the East Indians co-operated

After slavery was abolished the Negroes left the plantations. Labourers to work on the plantations became fewer and fewer. Therefore, the plantation owners needed other labourers. They sent to India for labourers. The East Indians worked on the sugar plantations all over the country.

At the end of their contract, many East Indians settled in Guyana. These East Indians used co-operation as a means of developing themselves. In Book Five you read about 'lend a hand' and 'Give a hand'. They used those forms of co-operation in rice farming, house building, digging irrigation and drainage canals on their land.

How the Chinese co-operated

Between the years 1853 and 1912 the Chinese came to the then colony of British Guiana. They, like the Portuguese, practised co-operation in the form of group farming and building settlements. Two of the lesser known agricultural settlements were Hope Town and Santa Mission along the Kamuni Creek, Demerara River.

The Chinese also showed co-operation in living and trading together. Evidence of this can be seen in Chinese Lane, known as St. Ann's Street, New Amsterdam, Berbice.

For you to do

In this section of the unit you read about the free Africans, the Chinese, the Portuguese and the East Indians co-operating among themselves.

Let your teacher help you and your classmates discuss and dramatise each stage of the coming of the Africans, Portuguese, East Indians, and Chinese to this country.

Co-operative Societies

On May 8th, 1948 the Co-operative Societies Act of British Guiana was passed. Today there are many registered co-operative societies in Guyana. The aim of these societies is to improve the living conditions of members.

What are Co-operatives?

Co-operatives are voluntary business organisations formed by people. Their aim is to provide goods and services cheaply and easily for a community.

What you need to know about Co-operative Societies

- Any seven (7) persons or more can form a co-operative society.
- In a Co-operative Society no member can have more than one vote regardless of how much money he/she puts into the society.
- Only the Registrar of Co-operatives can register a Co-operative Society.
- No person or group of persons should use the word 'Co-operatives' in his business unless it has been legally registered.

Types of Co-operatives Societies

The School Co-operative Thrift Society

In 1951 the Government through the Education Ministry started co-operatives in schools. These schools were Philadelphia Church of Scotland School, East Bank Essequibo, St. Swithin's Anglican School, Vreed-en-Hoop and St. Ann's Anglican, Agricola. These co-operatives were successful.

Since 1957 there have been School Co-operative Thrift Societies in many schools throughout Guyana.

Who are the members of a School Co-operative Thrift Society?

Members of a School Co-operative Thrift Society are pupils from Grade 2 to Grade 6 of a school which has a School Co-operative.

Who runs the School Co-operative Thrift Society?

A School Co-operative Society is managed by the members of the society. The School Co-operative Society is supervised by a Teacher Officer. The members of the Society elect the officers who manage the co-operative. These officers are the Chairman, the Secretary and the Treasurer.

Types of savings in a School Co-operative Thrift Society

There are two types of savings – Ordinary and Special Savings. Ordinary Savings are withdrawn when a pupil leaves the school. Special savings are withdrawn periodically for special reasons.

Credit Union (Co-operative Society)

A Credit Union is a group of people with something in common. The members agree to save money together and lend money to each other when needed.

Who are members of Credit Union?

Members of a Credit Union must have a common bond. They may be employees of the same establishment e.g. The Guyana Defence Force Credit Union. They may be members of the same church e.g. The St. James-the-Less Credit Union. They may be members of a particular Trade Union e.g. The Guyana Teachers Co-operative Credit Union - Reg. 39, The Guyana Public Service Credit Union, Amalgamated Transport and General Workers Credit Union Reg. 749. They may be residents of the same community.

How the members save?

Savings is done by investing in shares on a weekly or monthly basis. Some persons give permission for their savings to be taken out from their salary.

How members get loans from the Credit Union

- (i) A member must save regularly in the society.
- (ii) Two members of the same society must sign as guarantors.
- (iii) The member must satisfy the committee of management that the loan would be used for anything for himself and/or the total welfare of his or her immediate family.

A guarantor is someone who agrees to be responsible for the debts that are made by someone else. In case of any problem, the guarantor is expected to pay the debts.

Some advantages of being a member of a Credit Union

- (i) Members amass large sums of money in a relatively short time by saving sums of money regularly.
- (ii) Members can borrow any amount of money far in excess of the number of shares they have in the society.
- (iii) The rate of interest on loans is lower than that of other lending agencies (banks, insurances).
- (iv) Repayments of loans are easier.
- (v) There is no long waiting for loans.

Some Credit Unions provide scholarships for members or their children, to help them in their education.

Highlighting a Co-operative Society

Rosignol Fishermen's Co-operative Society Ltd. was registered on 27th March 1956. This Co-operative Society is located in the vicinity of the Rosignol Ferry Stelling, West Bank Berbice.

Since its beginning in 1956 it has rebuilt its retail outlet by self-help, and constructed wharf facilities. Its membership, money and equipment which the society owns, have also increased.

This society supplies and sells fishing equipment such as nets, ice, gasoline, hooks and engines to its members, at reasonable prices.

For you to do

There are other Fishermen's Co-operative Societies in Guyana e.g.

Wakenaam Fishermen's Co-operative Society,

Moruca Fishermen's Co-operative Society and

Greater Georgetown Fishermen's Co-operative Society.

Find out about others and especially if there is one in your community. If there is one in your community let your class teacher organise a visit for your class.

Guyana: A Co-operative Republic

A major achievement in co-operatives took place on the 23rd February 1970.

Independent Guyana was declared a Co-operative Republic. Co-operatives were introduced in all activities in different parts of the country.

The introduction of Co-operatives in all parts of Guyana was to encourage Guyanese to take part in making decisions, to help develop Guyana.

Historical Events

Forts and monuments tell us of important events which took place. They also tell us about persons who were involved in these events.

A fort is a strongly made structure or set of structures used to defend important places e.g. settlements, towns, crossings.

A long time ago the Europeans who were the Dutch, French and English came to Guyana in search of gold. Eventually they settled and set up trading posts and plantations to cultivate cotton, tobacco and sugar. Those Europeans attacked and fought one another in order to call the colonies of the country their own. The Dutch during their occupation and settlement in the country built forts to defend their settlements against attacks by other countries. At the time, Berbice, Essequibo and Demerara were separate colonies.

Fort Nassau - Berbice River

What is Fort Nassau?-	A fort built to defend the Dutch settlement.
Who built Fort Nassau?	Abraham Van Pere, a Dutchman, who got permission from the Dutch West Indian Company built Fort Nassau.
In what year was Fort Nassau built?	Fort Nassau was built in the year 1627.
Where was Fort Nassau built?	Fort Nassau was built fifty miles up the Berbice River.

Let your teacher plan a visit for you and your classmates to see the remains of Fort Nassau. If you cannot make the trip, try to have a photograph of what is left of Fort Nassau, for your Social Studies corner.

You will find that near to Fort Nassau there are the remains of a Lutheran Church - the first Christian Church established in the colony of Berbice. It is also believed that a wrecked ship complete with cannons and other artilleries may be still lying on the river bed. Around the historical site could be found bottles and jugs.

The Fort Nassau ruins now form a National Trust site. The National Trust is a committee set up by the Government of Guyana to preserve old buildings and places considered to be important to Guyana's history.



The church on Fort Island

Fort Zeelandia (Fort Island - Essequibo River)

What is Fort Zeelandia?

Fort Zeelandia was the first Dutch Administrative Headquarters.

Where was Fort Zeelandia built?

Fort Zeelandia was built on Fort Island - Essequibo River. Fort Island, was once the Dutch capital on the colony of Essequibo.

In what year was Fort Zeelandia built?

Fort Zeelandia was built in 1744.

The picture below shows the remains of Fort Zeelandia.



A monument is a building, a pillar etc. built to preserve the history of very important events or persons.

Monument in memory of an event - Independence Arch

On Sunday 22nd May 1966, four days before Guyana received political independence, the Independence Arch was presented to the Government and people of Guyana. The Independence Arch is situated at upper Brickdam and Vlissengen Road, Georgetown. It was presented to the Government and people of Guyana by the Demerara Bauxite Company, (DEMBA) a subsidiary of ALCAN.

The Independence Arch is made of aluminum, a product of bauxite. Bauxite is mined in Guyana at Linden in the Demerara River and at Kwakwani in the Berbice River. Guyana's bauxite which is processed into aluminum is among the richest deposits of bauxite found in the world.

Monument in memory of a person - Russel Memorial

The late Sir William Russel was born in 1827 in Scotland. He came to Guyana in 1847. He was knighted and later died in the year 1888. In Guyana, his major service was in the supply of water to Georgetown and the East Coast of Demerara. He also founded the West Demerara Water Conservancies and promoted the Boerasiri Water Supply Scheme.

He toiled through swamps, tramped over sand reefs, cleaned out forgotten creeks until he solved the problem of the water supply.

In recognition of his contribution to the supply of water in British Guiana he was not only knighted but a monument was also erected in his honour at the Lama Conservancy and a statue was put up near Stabroek Market, Georgetown.

Today the statue in memory of the late Sir William Russel is sited in the compound of the City Engineer's Department, Georgetown.

Place Names

While you read about the early forms of co-operation among the freed slaves (Negroes or Africans), the East Indians, the Portuguese and the Chinese, names of places where they settled were mentioned.

The following section will deal with place names which are significant in the history of our country.

Hopetown - Kamuni Creek

In 1853 the first batch of Chinese labourers arrived in the colony to work on the sugar plantations. Between 1853 and 1913 many others came. However the wages they received for their labour on the sugar plantations were far below their expectations. On account of the low wages, they gave less and less labour on the plantations.

In 1865 a Chinese missionary O'Tye Kim asked the Court of Policy for permission to set up an exclusive Chinese settlement at Kamuni Creek about 50 km up the Demerara River.

The then Governor of the Colony supported the plan and permission was granted. Land clearing and building construction commenced. The settlement was named Hopetown in honour of Sir James Hope of the British Navy who was visiting the Colony at that time.

Under the leadership of O'Tye Kim, Hopetown made rapid progress in the first couple of months. Crops were planted, poultry was reared and charcoal was produced. The charcoal produced was of very high standard. The progress and success were short-lived when the settlement suffered from flooding and the destruction of crops.

Melanie Damishana - Our first constructed co-operative community

On the 14th December 1975 Melanie Damishana was declared Guyana's first co-operative community. This community which is situated 19 km on the eastern coast from the city of Georgetown, was once known as plantation Elizabeth Hall.

Melanie is the first name of the fourth daughter of the late Executive President of the Co-operative Republic of Guyana - The Honourable Forbes Burnham, OE, SC. Damishana is the Amerindian (Arawak) term for village.

The community is sited on about 186 hectares of land. The buildings, parks, roads and playfields were constructed purely by self-help labour. The membership of the community grew out of the membership of the Vilgalstra Housing Co-operative Society. The membership had a say in the management and administration of their community as regards the rules of co-operatives.

However, members of the village were not giving of their best in community development. The Committee of Management of the village handed over the village to the Central Housing and Planning Authority.

For you to do

1. Make a date line covering important events in the chapter.
2. Co-operative quiz.
 - In what year was the Co-operative Movement formed in Guyana?
 - What is the least number of persons required to form a co-operative society?
 - Name the two kinds of savings in a School Co-operative Thrift Society.
 - A School Co-operative Society is managed by _____.
 - All Co-operative Societies are managed by _____.
 - In what year did Guyana become a Co-operative Republic?
 - What is the name of Guyana's first Co-operative Village?
 - Name two types of Co-operative Societies.
3. Who built Fort Nassau and where was it located?
4. Make a model of the Independence Arch for your Social Studies corner. Let your teacher guide you.
5. Why was the settlement of the first batch of Chinese who came to Guyana renamed?

Points to Remember

- The freed Africans saved their earnings and bought Plantation Northbrook.
- The freed Africans renamed Plantation Northbrook - Victoria.
- The Chinese, Portuguese and East Indians also worked on the sugar plantations of Guyana.
- 'Lend-a-hand' and 'Give-a-day' were some ways of co-operation practised by the early East Indians and Portuguese.
- The early Guyanese lived, worked and farmed together.
- The Chief Co-operative Officer is the Registrar of Co-operatives.
- Co-operatives are voluntary business organisations run by its members.
- There are many types of Co-operatives.
- Guyana is a Co-operative Republic.
- Co-operatives are found in many areas of Guyana's development.
- Melanie Damishana is the first Co-operative Village in Guyana.
- Forts and monuments tell us of important events which took place.
- Fort Nassau can be found up the Berbice River while Fort Zeelandia can be found in the Essequibo River.
- The Independence Arch was presented to the Guyana Government by DEMBA, a subsidiary of ALCAN.
- The first batch of Chinese to work on the sugar plantations of Guyana left and settled at Hopetown along the Kamuni Creek of the Demerara River.

5 How We Govern Ourselves

The Guyana Constitution

In Level Five, we spoke about Guyana gaining Independence, and being ruled by its own people. After independence, the Government made some new laws and rules to govern our country. These laws were written in a book called the People's Constitution. This new constitution is the Supreme Law of Guyana, and it came into effect on October 6, 1980.

Some laws in the New Constitution state that

- (a) Guyana is a Co-operative Republic.
- (b) The President is Head of State.
- (c) Every citizen has a right to work.
- (d) Citizens have a right to form political parties.
- (e) Every citizen has a right to:
 - (i) rest, recreation and leisure.
 - (ii) free medical attention and also social care in case of old age and disability.
 - (iii) participate in activities designed to improve the environment and protect the health of the nation.

The above information tells us some of the rights that the constitution gives us.

The People's Constitution in general, provides for the rights and freedom of everyone. This is regardless of his or her gender, race, religion, place of birth, beliefs, or colour. Remember that changes to the constitution take place from time to time.

For you to do

1. Write all you can remember about what is a constitution.
2. Name five of the rights that the constitution gives us.
3. Identify the right you appreciate best. Say why you appreciate it.
4. Find out who wrote the People's Constitution.
5. Find out about some of the changes to the constitution since 1980.

Electing a Government

In our schools, there are class leaders. Members of the class elect a boy or girl who will represent them as a class leader. These leaders are sometimes called Prefects or Monitors. This class leader may be responsible for cleaning and arranging the class or any other responsibility. If the members of the class do not co-operate with him or her, his or her task becomes difficult. This class leader must also be someone you can trust and depend on. It is in the same manner, Guyanese elect the Government of their choice. Before elections are held, an Elections Commission is set up.

The Commission is responsible for managing the General, Municipal and Local Government elections throughout the ten administrative regions of Guyana.

Below are some of the functions of the Elections Commission.

The Elections Commission is responsible for

- the registration of electors 18 years and over, residing in Guyana.
- the conduct of Elections on Elections Day.
- ensuring that fairness, impartiality and compliance to instructions given, are in operation on this day.
- postponing the holding of Elections after discussion with the President and Leader of the Minority in Parliament, to another day, for the country or a specified area/s, if any ills or hardships occur.

Preparing for the Elections

Elections are usually held every five years for General and Local Government and three years for the Municipality. Just before elections, the many political parties start their campaign. Leaders of these parties hold meetings throughout Guyana.

I am sure you had the opportunity of listening to these open air meetings. The meetings are mainly kept at the corners of streets or at the market square.

The politicians travel throughout the ten regions of Guyana. They tell people about the better way of life they will provide for them, if they are elected as the new government.

Elections Day

On Elections Day, voting is done at Polling Stations in all the Administrative Regions of Guyana. Voting starts at 06:00h and ends at 18:00h. Voting is done by secret ballot on paper provided by the Elections Commission.

Polling Stations

Polling Stations are set up in each division of every administrative region. Voting is done in secrecy. Some people who work at the Polling Stations on elections day are:

- A Presiding Officer
- An Assistant Presiding Officer
- A Poll Clerk
- A Poll Agent and Accounting Clerk
- Observers

When the Polling Station is closed, the votes are counted. The results are sent to the Elections Commission. The political party that secures the most votes is declared the winning party by the Elections Commissioner. The leader of this party becomes the President. That leader who functions as Head of State and Commander-in-Chief of the Armed Forces can then form the government. The losing party or parties become the Opposition. The leader of the losing party with the most votes becomes the Leader of the Opposition. He or she is called the Minority Leader.

Electoral Systems

In Guyana elections have been conducted under two systems. Up to 1961 we used the **First-Past-the Post System**. In this system, the candidate (or party) that obtains the highest number of votes in a particular constituency wins the seat for that constituency. From the 1964 elections, we began to use the **Proportional Representation System**. In this system all the votes cast in the whole country at the National Elections are counted. Each political party is allocated seats in proportion to the number of votes it has obtained. A party that has obtained 50% of the votes is allocated 50% of the seats i.e. 20 out of 40 for the National Elections.

For the Regional elections the Proportional Representation system is also used, but each region is taken separately. Study the table which shows the allocation of Parliamentary seats according to regions.

Allocation of Parliamentary Seats according to Administrative Regions (Geographical Constituencies)

Ad. Region	No. of Seats	Ad. Region	No. of Seats
Region #1	2	Region #6	3
Region #2	2	Region #7	2
Region #3	3	Region #8	1
Region #4	7	Region #9	1
Region #5	2	Region #10	2
		TOTAL	25

For you to do

1. Name the head of the Elections Commission.
2. How does a political leader become leader of a country?
3. Who is the Minority Leader?
4. What do Registrars do?
5. Let your teacher arrange an election for a class leader of your class.
6. Imagine you are a leader of a political party. Write down some of the things you will do for your country.

Supreme Organs of Democratic Power

The Supreme Organs of Democratic Power are :

- (i). Parliament.
- (ii). The President and
- (iii). The Cabinet

Our National Assembly

You will remember that in the last unit, we mentioned the steps to follow to elect a Government.

Persons who are elected, form the National Assembly. This body usually meets in the **Parliament Buildings**. I am sure that you have heard or read about the National Assembly. **It is the Law—making body of government.**

Composition of the National Assembly.

At present, (2004) there are 65 elected members from the various political parties. Forty are elected from the National Elections (Top-up seats) and 25 from the Regional(or Geographical) elections. The Executive President appoints an elected member as the Prime Minister. The Prime Minister is the chief assistant to the President to discharge the functions of the government in the National Assembly.

Members of the National Assembly elect a Speaker and a Deputy Speaker. **The Speaker is responsible for the proper conduct of business in the National Assembly.** The Speaker can be a non-elected member of the National Assembly, that is, he/she may not have been elected at the polls. Often there are Ministers who are appointed but who were not elected at the polls. **They are also called non-elected members.** Our constitution provides for four non-elected members and two Parliamentary Secretaries

Parliament

The Executive President once he /she has taken up his/her post is no longer a member of the National Assembly.

The National Assembly is constituted as Parliament when the Executive President is present.

Composition of Parliament (Elected Members) by Political Parties (2001 Elections)

Political Parties	PPP/C	PNC/R	WPA/ GAP	TUF	ROAR	TOTAL
Top-up Seats (National Elections)	23	14	1	1	1	40
Geographical Constituencies (Regional)	11	13	1	0	0	25
No. of Seats	34	27	2	1	1	65

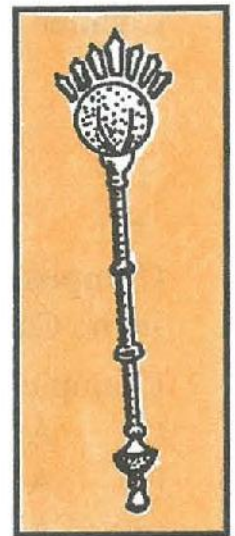
Some important people in the National Assembly

We have just read about the National Assembly. In the National Assembly, there are some important people who perform some special duties.

The Speaker

His duties are like those of a Chairman of your School Co-operative, or your School's Parent Teachers' Association. The Speaker directs the meetings. He has the power to discipline any member of the National Assembly, if there is need to do so.

The Mace is a symbol of the authority or power of the Speaker. Let us look at the Mace. Engraved on the head of the Mace is Guyana's Coat of Arms and affixed thereto is a flag of Guyana. The stem has representations of the Victoria Regia lily and the sugar-cane and rice plants. What do they mean?



Before the National Assembly starts its sessions, the Sergeant-at-Arms of the National Assembly, enters the Parliament Chamber with the Mace and sets it on the table in the Chamber. This tells the Assembly that the Speaker is on his way to the Assembly. The Speaker's decision is final.

In many schools, there is a Headteacher and a Deputy Headteacher. The Deputy Headteacher is the chief assistant to the Headteacher. In this same manner, the Prime Minister is the chief assistant to the President. He is also the leader of the Government business in the National Assembly. He therefore leads the business to be discussed in the National Assembly.

The Minority Leader

The losing parties in the elections also win seats in the National Assembly. The leader of a losing party and with the largest number of votes is called the Minority Leader. In the National Assembly, the Minority Leader and other members of the Opposition may support or oppose any bill that the Government tries to make law.

For you to do

1. How is the Speaker of the National Assembly elected? List the duties of the speaker of the National Assembly.
2. Does the President attend the National Assembly?
3. Does the Prime Minister chair meetings of Parliament?
4. How many elected members make up Parliament?

Our Cabinet

Every country has a special body of persons who make sure the plans for the Government are carried out. In Guyana this body of persons is called “The Cabinet”

The Cabinet is a body of people selected by the President to manage the affairs of the entire country.

Composition of our Cabinet

In the Cabinet, every member has a special job that he manages.

Examples are:

- (1) A Minister who is responsible for Education.
- (2) A Minister who is responsible for Agriculture.
- (3) A Minister who is responsible for Health.
- (4) A Minister who is responsible for Housing.
- (5) A Minister who is responsible for Finance.
- (6) A Minister who is responsible for Home Affairs.

Find out the names of all the Ministers.

The Head of the Cabinet is the President. He meets with members of the Cabinet, and they discuss problems that affect the country. They also discuss what they should do to improve the standard of living of all the Guyanese people. These discussions are taken to the National Assembly for their approval. The President may at any time attend and address Parliament. When the President is at the National Assembly, we say Parliament is ‘in session’. He may also send messages to the National Assembly. These are read at the first convenient sitting of the National Assembly after they have been received by the Prime Minister or any other minister selected by the President.

For you to do

Answer these questions:

1. Write a short paragraph on 'The Cabinet of Guyana'.
2. Are all Government ministers members of the Cabinet?
3. What issues in a country do you think the Cabinet would talk about?

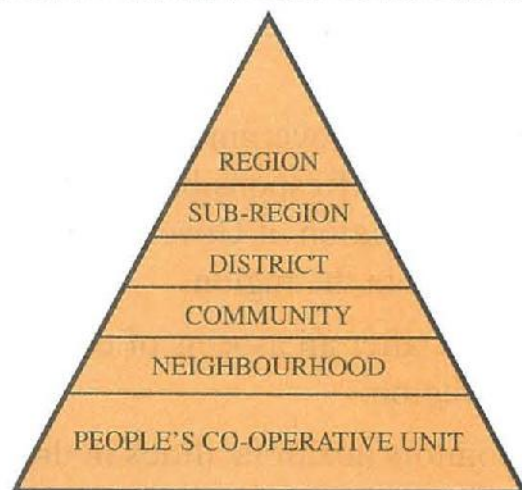
Local Government Organisation

Our country, Guyana is very large, and it is very difficult for one body of persons in Georgetown to manage. We spoke about electing a Government. Remember that this elected Government has to take care of the welfare of all the people in Guyana.

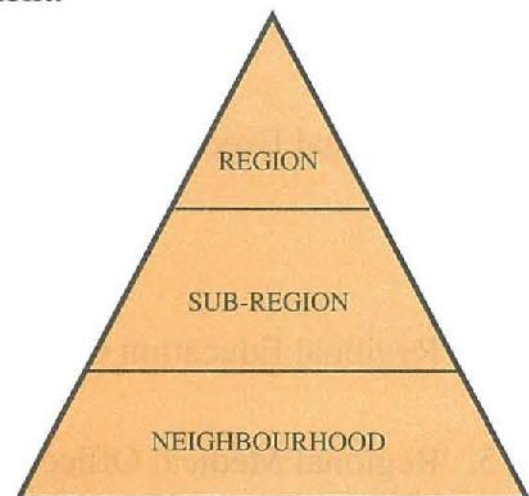
The elected Government or body of people is called the Central Government. However, our country Guyana is very large and it would be difficult for one body of people to manage it. Hence, the Local Government and the Regional Administration assist in managing the affairs of our country.

Local Government

People are selected or elected within the area in which they live to serve on the Local Government. They serve as chairmen, councillors, and Captains in the case of Amerindian villages. They make plans for the smooth administration of these communities. They ensure these plans are carried out. Look around your community and note what services are provided. Some of them may be provided by the Neighbourhood Democratic Council. Here is a chart to show the structure of the Local Government.



Structure in 1980



Structure after amendment in 1994

From the chart, you will be able to understand how our country is divided. It is divided into ten administrative regions. These regions are divided into twenty- six sub-regions. The Sub-regions are divided into a number of Neighbourhood Democratic Councils. In 1980 there were six divisions but in 1994, there was an amendment to the constitution and the divisions were reduced to three. These are shown in the diagrams above. At present there are still the traditional Amerindian Village Councils. The constitution makes provision as well for Village Councils as well as Community Councils in any Neighbourhood if there is the need.

The City and other towns are not part of the Regional System. They are run by the Mayors and Councils. They are called Municipalities. However, they work along with the regions. The Amerindian Reservations and settlements also work along with the region.

For the purpose of Local Government our country has been divided into 65 Neighbourhood Democratic Councils and 6 Municipalities. Find out the name of your Municipality or Neighbourhood Democratic Council where your school is located.

Here are some important workers in the Regions.

Officers	Duties
1. Regional Chairman	Makes Central Government aware of problems in the region. Ensures that decisions arrived at, are carried out.
2. Regional Councillors	Help in making plans for the communities. See that plans are carried out.
3. Regional Executive Officer	The Chief Government Officer in the region. Responsible for the administration of Government's policies in the region.
4. Regional Education Officer	Looks after all aspects of education in the region.
5. Regional Medical Officer	Monitors health facilities in the region.

Can you name other important workers in your region?

For you to do

1. Put T for True, or F for False for the following sentences.
 - (a) The Regional Chairman is the Head of the city.
 - (b) Central Government does not help the Regions.
 - (c) The Regional Chairman is elected by the President.
 - (d) The Regional Chairman attends Parliament.
 - (e) Corriverton is one of our municipalities.

2.
 - (a) What is the name of your NDC Neighbourhood?
 - (b) How does it receive money to do its work?
 - (c) List 3 services provided in your community by the Neighbourhood Council.
 - (d) Write a short paragraph on what you have learnt about Local Government.

Points to Remember

- The Constitution is the Supreme Law of Guyana.
- The National Assembly consists of 65 elected members which include ministers of the Government.
- The National Assembly usually meets at the Parliament Buildings in Georgetown.
- The Speaker is the chairperson at the meetings in the National Assembly.
- The President only attends the National Assembly on special occasions; when the President is there, we call it Parliament.
- The Cabinet is made up of mainly Ministers from the winning party.
- The Cabinet makes plans for the entire country.
- Local Government is a system of Government in Guyana. Its aim is to ensure all parts of Guyana get good administration.
- It is controlled by Central Government.
- The Regions are a part of Local Government.
- Local Government helps to raise its own money to carry out its functions.
- What the Central Government does for the entire country, the local government does for small parts of the region.

6 How We Protect Ourselves

Our Police Force



This picture shows us a policewoman on duty. What is she doing? She is a member of the Guyana Police Force. The Guyana Police was established on the 1st July, 1839. It was then known as the British Guiana Police Force.

Before Independence, the Force was managed by a Commissioner who was not a Guyanese. He was sent to Guyana by the King or Queen of England who ruled the country at that time. After Independence, the Police Force was managed by a Guyanese. The first Guyanese Commissioner was Mr. Felix Austin.

Benefits of the Police Force

Our country has rules and regulations. These must be observed by every citizen. Here is how the Police Force plays an important role. It ensures that citizens obey these rules and regulations, that is, they do not break the law.

If they do break the law the police places them before the courts. Other ways in which a Police Force helps a country are by:

- preventing citizens from taking the law into their own hands.
- encouraging citizens to make their complaints at a police station.
- providing citizens with police protection so that they would be encouraged to be involved in business.
- maintaining law and order in the country.

The Headquarters of the Police Force is found at Eve Leary in Young Street, Kingston, Georgetown. The office of the Commissioner is also found there. Police Stations or Outposts are found in many parts of Guyana. I am quite sure you can find the Police Station or Outpost in your town or village. If you are interested in becoming a member of the Police Force, here is your opportunity. At the age of 16 you may apply to be an apprentice and learn skills such as boxing, motor mechanics, music and others.

The Police Force is divided into various sections. Some are the Training School, the Traffic Department, the Canine Department, the Mounted Branch, the Band, the Tactical Service Unit, the Criminal Investigation Department and the Special Branch which is responsible for protecting the President.

After training, policemen are placed into these various sections. They are also transferred to other areas; they must have knowledge of other areas with regard to the way of life in each area. Police Stations operating in and out of Georgetown are identified by letters of the alphabet.

A Division – Georgetown

B Division – Berbice

C Division – East Coast Demerara

D Division – West Coast Demerara

E Division – Linden, Wismar, Kwakwani

F Division – Interior locations such as Lethem, Bartica, Mabaruma, Mabura.

The Police Force is a part of the Joint Services. The Minister of Home Affairs is responsible for its operations. The Police Force offers promotions and rewards to its members who work hard and are devoted and responsible. These promotions are from Lance Corporal to Commissioner of Police.

The Force has different forms of recreation. There are clubs, and bars, athletic competitions, gymkanas, cultural activities and a very good choir. There are also games such as football, boxing, rifle shooting. The force competes with other organizations in these activities. Members of the police represent Guyana in many sports and games.

Our Defence Force

You may have seen these smartly dressed, physically fit men on parade, they are our soldiers. They are members of the Guyana Defence Force. They attract a crowd whenever there is a parade, or any other military display. I am sure you would like to be like one of them. These men and women do not only march, they learn other skills. We will talk about this later in the chapter.

Before Independence, our Defence Force was known as the British Guiana Volunteer Force. It contained no females. Only males were accepted for training in this organisation. The volunteers did drills and were taught to use weapons.

In 1964, Premier Cheddi Jagan formed the Special Service Unit (S.S.U.). This was made up of members of the Volunteer Force and senior officers of the Police Force. They were based at the Rifle Ranges, which is now known as Camp Ayanganna. On the 1st November, 1965 this same organisation became the Guyana Defence Force. Its first Chief of Staff was a British Officer, Colonel Pope. Today males as well as females can join the Guyana Defence Force. Since Independence, the Head of the army has been a Guyanese. That person is known as the Chief-of-Staff and Head of the Army. The President of our country is the Commander-in-Chief. He is the only person who can give orders to the Chief-of-Staff.

The main Headquarters of the army is at Base Command Ayanganna, Thomas Lands, Georgetown. Other important centres are Camp Tacama, Berbice River and Camp Stephenson next to our International Airport.

Objectives of the Guyana Defence Force

1. To support civil authorities in maintaining law and order.
2. To maintain our territorial integrity - protect our border.
3. To assist in community development e.g. assisting in helping people in flooded areas, building roads, bringing out sick people from the hinterland regions, acting as guides and hosts to foreign organisations that visit our country areas.

Ask your teacher to explain these objectives to you.

Here are pictures depicting members of the army at work.



Training

Training in the army is done at many bases. The most important ones are Camp Ayanganna, its Headquarters in Georgetown, Camp Stephenson at Timehri and Camp Tacama on the Berbice River.

The G.D.F. is divided into many sections

Divisions in the G.D.F.

- The Training Corps
- Coast Guard
- Engineer Corps
- Artillery Battalion
- Support Weapons
- Band Corps
- Intelligence Corps

- First Infantry Corps
- Medical Corps
- Air Corps
- Ordnance Corps

From their names you can identify what these divisions do. For example, the Training Corps trains the soldiers.

These young men and women also have recreation periods. The army has beautiful buildings known as Mess Halls or clubs. Soldiers go to the clubs to play games such as dominoes and billiards. They also have cultural evenings to which the public is invited. They are very good in athletics, cricket and boxing. They often enter into competition with other organisations in football, volleyball as well as other sports.

For you to do

1. Who is the present Chief of Staff of the Guyana Defence Force? Name his Commander-in-Chief.
2. Name sections of the Guyana Defence Force. Say what each section does.
3. Let your parent or teacher help you name a few ranks in the Defence Force.
4. State the name and location of an army camp in your region, district or community.
5. Write in one sentence, a major function of the army.
6. Would you like to become an officer in the G.D.F.? Why?

Our Courts and Corrective Institutions

The Magistrate's Court

Some people feel the court is a place where only punishment and hardships are given out. It is not so. Your home and your school have rules and regulations. What happens when you do not carry out these rules and regulations? Of course, you are disciplined. The same thing happens when persons disobey the rules of the country. According to the offence, persons are alleged to have committed, they are charged by a police officer and are summoned to appear before the Magistrate and/or Judge to be disciplined.

There is another side to the court, where people who are wronged, receive justice. For instance if someone steals from you and he or she is caught, you will receive justice when he or she goes to the court. We can say that the Magistrate's Court is an Institution of Justice. It is established to uphold the law, and to look into the grievances and disputes of people. The scale and weight in the picture represents the Scale of Justice in our legal system.



Scale of Justice

What it can do

The Magistrate's Court has limited powers. Only cases such as minor traffic offences, disorderly behaviour, and land cases are tried here.

The High Court

This Court deals with murder, rape, treason and other grave offences. In the Supreme Court, a group of twelve persons called Jurors decide whether a person or persons is/are guilty or innocent.

If guilty, the Judge then passes sentence on the offender. The Appeal Court is the highest court of Guyana. This court hears appeals from persons who may have lost a case in a lower court. This Appeal Court can change the decisions made by a magistrate or judge in the Magistrate's or Supreme Courts.

Can you remember that in a previous chapter mention was made of what the constitution says about the rights of people? I will remind you of these, because they concern you.

They are:

- (a) Every citizen has a right to education.
- (b) Every citizen has a right to work.

Some children in society do not attend school. During the day they can be seen wandering on the streets. Sometimes they commit crimes. When they are held by the police, they are 'passed through' the courts. The courts may order that they be taken to the New Opportunity Corps. This is a place of correction for youths under 18 years of age. Offenders attend school there and are taught different skills. With these skills it is hoped that they can carry on a business or find a job easily. There will be no need to steal or do wrong acts, in order to live.

Adults, eighteen years and over, when found guilty of committing crimes are sent to prison to change their attitudes.

For you to do

1. Name some persons who are officers of the law.
2. Name a corrective institution in Guyana.
3. Write a short summary on the New Opportunity Corps.
4. What cases are tried in
 - (a) The Magistrate's Court
 - (b) The High Court

Points to Remember

- The Police Force and the Defence Force are part of the Joint Services.
- The Defence Force defends our country from foreign invasion.
- Members of the Police Force patrol the streets or do “beat duty”. They protect our homes, businesses and important buildings from burglars, when they are patrolling the streets.
- They help us to use the road carefully.
- They make every effort to bring law-breakers to justice.
- The courts are institutions of Justice.
- The Magistrate, Judge and Jury are part of the Courts.
- The New Opportunity Corps helps to change the attitude of juvenile offenders. This would prevent them from becoming criminals.

7 Natural Disasters -

The effects on the lives of people

Our world is alive. Every now and then the winds blow very strong. The oceans and seas become rough. Rains may fall heavily for days and even parts of the earth may move.

When these events take place where people live, they can cause death and destruction. These events are called natural disasters. They include tropical winds known as hurricanes, typhoons and cyclones, earthquakes, volcanic eruptions and floods; thunder and flashes of lightning.

Tropical winds and Hurricanes

The name 'hurricane' is an old Arawak word. A wind is a stream of air and a hurricane is a whirl in the stream.

Strong tropical winds are known as hurricanes in the Caribbean, typhoons in the Pacific, cyclones in India and China. They are strong rotating winds which reach a speed in excess of 120 kmph. These winds vary in size, force and endurance. They change directions suddenly and can cause severe destruction.

A storm is a weather condition with strong winds, rains and lightning.

Hurricanes in the Caribbean

When do they come

Hurricanes generally occur during the hottest months.

In the Caribbean, there is an old verse which goes like this:

June too soon

July stand by

August look out, you must

September, remember

October, all over.

A teacher who was holidaying in St. Lucia in September 1994 sent a cable to her class:

“Yesterday was very frightening, for most of us here. Tropical Storm Debbie, hit St. Lucia about 11 p.m. Friday 9th. It rained, landscape slid, high winds blew, thunder rolled, lightning flashed, trees were uprooted, roads were impassable, water was everywhere. It was near chaos and five lives were lost.”

An average of eight hurricanes and tropical storms pass through the Caribbean every year. Some hurricanes and tropical storms are mild and do not cause much damage, destruction or deaths. Sometimes these hurricanes pass through the islands and do much damage.

The information below will tell you about major hurricanes over a period. Read some reports of what took place during major tropical winds and storms.

Stabroek News Saturday 17-09-1988

Gilbert Ravages Jamaica

Gilbert crashed through Jamaica on Monday, tearing up trees, buildings and utility poles with 226 km an hour winds

Cyclone Issac hit the Kingdom of Tonga

BRE NEWS Summer 1982

When Cyclone Issac hit the Kingdom of Tonga on March - - 1982, a large number of buildings, particularly timber-framed houses, were destroyed by the 226 km an hour winds.

Hurricanes in the Caribbean

Stage I: Hurricane Watch

Hurricane watch means a hurricane may hit an area.

Stage II: Hurricane Warning

Hurricane warning means a hurricane is heading for an area.



A family looking at Television

Stage III: Radio and television help

Radio and television keep people informed about the weather conditions. The announcements tell the people what to do. They may be told which areas to evacuate until the winds or storms have ceased and which buildings are to be used as shelters.

The radio, television, newspapers and hand bills tell people what they should do.

The family in the picture is looking at the television. The members of this family want to hear the news about the hurricane.

Hospitals and their workers help

Hospitals are very important. When people are hurt or injured, the hospital must be working well to take care of them. Every worker at the hospital should know exactly what he or she must do when disaster strikes.

- Each hospital must be checked to make sure the building, roof and windows are strong enough to withstand a hurricane.
- Announcements must be made so that the road to the hospital is kept clear and free from parked cars, buses and vans.
- The hospital must also have extra stocks of foods, drugs and water supplies. It should also have a generator for supplying electricity.

Rebuilding after a tropical storm

When a tropical storm hits an area, the lives of people are affected. Communities are left without potable water, electricity supply, and transportation is disrupted. People are left homeless and without food. Sometimes schools, offices and work-sites are forced to close after destruction.

An example of destruction by hurricanes can be read in the Stabroek News, Monday 18th September, 1995.

‘Marilyn batters Caribbean, heads out to open sea’.

A weekend hurricane, Marilyn, churned north towards the open waters of the Atlantic yesterday, leaving three dead and hundreds homeless, after slamming the U.S. Virgin Islands in the Caribbean.

The people and their leaders help to rebuild the community, replace electricity poles, repair buildings and replace other things.

Service and leadership groups e.g. the Red Cross, and the Lions Club give help and assistance. One country helps another country. People also help each other.

Guyana Chronicle - Monday 11th August, 1980

Government to supply sugar, rice, lumber in hurricane relief.

The Guyana Government has been asked to supply urgently 100 tons of rice, 150 tons of sugar and more than half million board feet of lumber to assist those CARICOM states most affected by Hurricane Allen which swept through the Caribbean leaving a trail of death and destruction.

BRE News Summer 1982

Advice for Tonga on hurricane - resistant houses.

The Government of Tonga asked BRE for advice on building new low-cost houses with greater resistance to cyclones (hurricanes).

Stabroek News Saturday 17th September, 1988

Help for Jamaica

The St. Vincent and the Grenadines RED CROSS despatched 400,000 water purification tablets to Jamaica to help the country recover from damage caused by Hurricane Gilbert on Monday.

Stabroek News, Tuesday 19th September, 1995

“Workers struggle to help homeless on Virgin Islands”.

Emergency workers battled yesterday to provide food and shelter for thousands of people in the U.S. Virgin Islands, after Hurricane Marilyn smashed through the Caribbean, killing at least six persons.

For you to do

1. Read this: Hurricanes are named in alphabetical order in a year. Hurricane Gilbert means that it was the seventh hurricane in the year_____.
2. Make a list of the places mentioned in this unit. Use the index in a map book to locate them.
3. Compile a list of things you should do after you have received a hurricane warning.
4. List five things which may happen during a hurricane.

Earthquakes

You were asleep. You awoke with a start. The bed was shaking. Pictures were banging against the wall. Household articles crashed to the floor. The dogs were barking. Fire and burglar alarms went off. Suddenly the shaking stopped. It was an earthquake.

An earthquake is a sudden vibration of the earth's surface which may be violent enough to cause great damage. The vibration is caused by the movement of rocks against each other, beneath the earth's surface.

Earthquakes have destroyed many Caribbean cities, towns and villages in the last three hundred years; for example Port Royal, Jamaica in 1692, Caracas Venezuela in 1812. In 1843 earthquake levelled buildings in Guadeloupe and killed a third of the local population. In Guatemala in 1976, an earthquake left nearly 23,000 dead and billions of dollars in damages.



Earthquakes have devastated some countries whose names you are familiar with. In the picture you can see how places are destroyed by earthquakes.

San Francisco - 1906

San Francisco a city of natural beauty, which is noted for its hills and one of the finest natural harbours in the world, had its setbacks.

In 1906 it was devastated by earthquake and fire.

India - October 1993

The worst earthquake to hit India in more than fifty years left more than 35,000 people dead.

Los Angeles - California - January, 1994

Monday January 17th 1994 earthquake struck California, leaving fifty-five dead, more than 7,800 people hurt, 1,300 of them with serious injuries. Tent cities were set up for thousands of earthquake victims, many of whom have been living outside in cold, damp weather since the disaster struck. Thousands are still without water, electricity and gas at the time this report was completed.

Mexico - October, 1995

‘Workers search for survivors after Mexico quake’

Resource workers swarmed over the wreckage of a sea-front hotel yesterday, in a frantic hunt for survivors from Mexico’s worst earthquake in a decade.

Earthquakes usually take place in special areas of the earth. They sometimes come without warning. If an earthquake occurs now, you would be surprised. Some people would panic. Here are some things your teacher could do to prepare you, her pupils, for an earthquake.

- Gather the pupils of her class.
- Discuss what you could do if an earthquake strike.
- Select a place where everyone would meet to practise earthquake drills.
- Name one or more safety spots in each room of your school.
- Practise first-aid and how to use a fire extinguisher,
- Make a list of essential things which should be kept in school. e.g. bottled water, flashlights and radios (extra batteries too), essential medications.

What to do when the shaking begins?

If you are inside the building. Follow these instructions

Go a few steps to a safety spot you have already selected. The spot should be away from windows, tall cupboards and other furniture that could fall. Crouch under the heavy desks and tables in the safety area. Keep still and hold on to the desk and/or the table until the earthquake is over.

If you are outside, find a clear spot away from buildings, trees and electric poles and lines.

What do you do when the shaking is over?

- Still remain calm
- Find out if anyone was injured
- Give first-aid
- Listen to the radio for instructions

Here are other things your teacher should do

- Inspect the building for damages
- Listen to the radio or television for instructions
- Advise you if it is safe for you to go home alone.
- Assist you if you are told to evacuate the area.
- Assist you to go to a shelter, if your school and/or home is unsafe.

For you to do

1. Look at the map of the world on page 78 and at a map of the world in your atlas. See if you can name some of the countries or areas that will suffer from earthquakes as indicated on your map.
2. List things your family could do to prepare for an earthquake.

Volcanoes

A volcano is an opening in the earth's surface through which melted rocks known as lava, ashes and gases, sometimes escape through the opening with explosive force.

Volcanoes exist in three different states. These states are active, dormant and extinct.

An active volcano can come to life or erupt at anytime.

A dormant volcano is quiet or inactive for a period.

An extinct volcano can no longer come to life, or erupt.

In many parts of the world including the Caribbean volcanoes are active, dormant or extinct.

Some of the volcanoes of the Caribbean are South Soufriere in Monsterrat, Mount Pele of Martinique, Mount Soufriere of St. Vincent and Soufriere of St. Lucia.



Active Volcanoes in the Caribbean

Mount Pele - St. Pierre Martinique

In 1902 in St. Pierre Martinique, Mount Pele gave off melted rocks, ashes and gases through openings in its surface. Many large buildings were demolished and about 28,000 people died.

La Soufriere - St. Vincent

In 1979 Mount Soufriere in St. Vincent erupted. Through the opening, steam and dust hurled into the air damaging crops and livestock. Over twenty-thousand (20,000h) people were forced to evacuate their homes and live in evacuation centres for about two months.

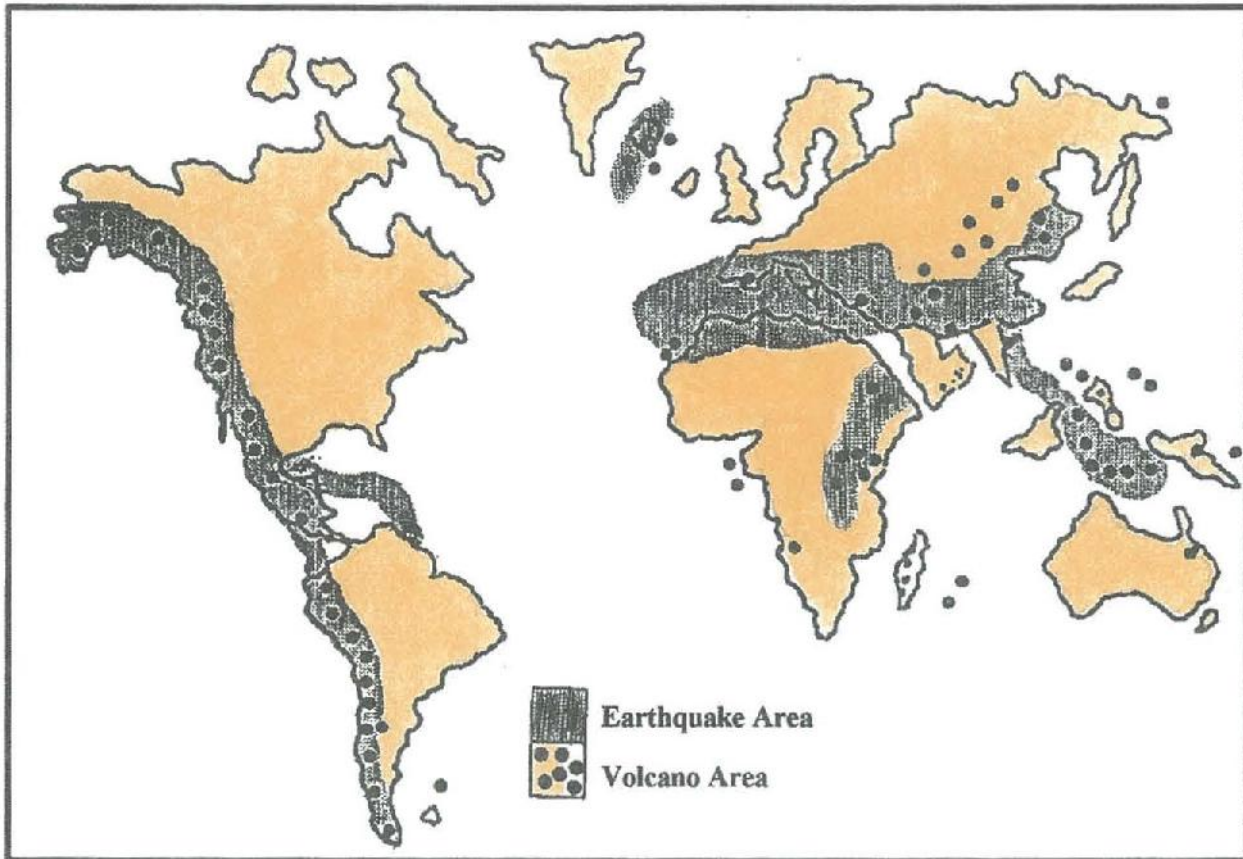
Dormant Volcanoes Erupt

Soufriere of St. Lucia - In the south-west of St. Lucia is Soufriere which was once an active volcano. This volcano erupted about forty thousand years ago. Here are found the Sulphur Springs. The Sulphur Springs are the only remaining signs of dying volcanic activity in St. Lucia. Although the Sulphur Springs are dormant, a special unit of experts closely monitor its activities.

Mount Helens in the Cascade Mountains, Washington State, USA is a beautiful cone-shaped mountain. Mount Helens erupted on Sunday 18th May 1980. There was a terrible blast and rocks, gases and steam belched forth. Blast after blast was heard kilometres away, until a wide and deep crater was formed.

For you to do

1. Look at the map of the world below and a map of the world in your atlas. Name some countries that may suffer from volcanoes.



Map of the World showing Volcano and Earthquake Areas

Points to Remember

- Tropical winds are named differently in some countries of the world.
- Hurricanes have done great damage in many countries of the world, including the Caribbean.
- Earthquakes destroyed the infrastructure of many countries and have caused people in others to panic.
- Volcanoes exist in three states and are very dangerous except in the extinct state.
- Countries in the hurricane belt of the Caribbean and other parts of the world often suffer from hurricanes. People of these countries are on the look out for hurricanes especially when the season comes about.

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