

New Horizons in Social Studies

Ministry of Education Guyana



Book Three

New Horizons in Social Studies

Book 3

Alvida Arokium
Dhanraj Bipcharran
Kunjbeharry Deonandan
Desiree Granger
Joan Kendall
Henry Rahaman
Janet Rodney
Gwen Wiltshire
Greta Welch (Convenor)

NOT FOR SALE

Copyright

Published by:

MINISTRY OF EDUCATION
National Centre for Educational
Resource Development
Georgetown
Guyana.

First Published : 1992
Revised Edition : 2008

© Ministry of Education

Printed by : Eniath's Printing Company Limited

ISBN: 978-976-8198-16-7

Acknowledgement

The Ministry of Education- NCERD- wishes to thank the following persons who have contributed to the review of New Horizons in Social Studies Bk 3.

Tyrone Dorris - Illustrator
Tricia Carryl - for Keyboarding

Aileen Granger - Review Team
Phillip Katrick

Rita Lowell - Coordinator

Contents

Chapter		Page
1	The Caribbean Community	1
-	What is the Caribbean	1
-	Location of Caricom Member States	2
-	History of the Integration Movement	4
-	Objectives of CARICOM	7
-	Organisational Structure of CARICOM	8
-	Other Community Organs	9
-	Regional Organisations	10
-	Areas of Functional Cooperation	11
2	Individual and Family	15
-	The Individual	15
-	Heredity	16
-	Environment	16
-	Stages of Development	18
-	Selecting and Preparing for an Occupation	22
-	Concept of the Family	26
-	Ways in which a Family is Formed	32
-	Issues in the Family	33
-		
3	Women in Society	45
-	Role of Women	46
-	The legal Status of Women	50
-	Rights of Women	51
-	Women's Organisation	53
-	Outstanding Guyanese Women	57

4	Population and Development	67
-	Definition of Population	67
-	Census	68
-	Age Structure of a Population	69
-	Population Pyramid	70
-	Population Growth	72
-	Population Distribution	73
-	Migration	75
-	Resources	77
5	Groups and Institutions	83
-	Groups	83
-	Types of Groups	83
-	Concept of Institutions	88
-	Types of Institutions	89
6	Environmental Issues	95
-	Issues on the Physical Environment	95
-	Our Environment	95
-	Caricom Ministerial Conference on the Environment	96
-	Pollution of the Physical Environment	98
-	Types of Pollution	99
-	Solutions to Problems	104

NOT FOR SALE

Preface

This series of textbook has evolved from the first set of secondary school textbooks which was planned for students in General Secondary Schools. An important modification is that the new books have been designed for students exposed to all types of secondary education (General Secondary Schools, Community High Schools and the secondary divisions of Primary Schools). The books have been prepared with the common curriculum in focus and will be found to be consistent with most of the concepts dealt with in the curriculum guides for these schools. It is hoped that the introduction of these books to the different levels of secondary education now evidenced in Guyana will help to remove some of the disparities which exist in accessing suitable learning materials. There was a deliberate attempt to involve the experiences of teachers of the existing Community High Schools, the secondary divisions of Primary School, the General Secondary Schools, teacher educators and University lectures.

Foreword

Our country and more specifically the Ministry of Education, has a rich and proud tradition of producing educational resources for our schools. These efforts are such that commercial publishers have purchased the copyrights of some of our textbooks and others have offered to work in partnership with the Ministry of Education. This revised text is testimony to the disciplined and dedicated work of our teachers and education officials. It is firmly grounded in practice and I wish to commend all who worked over the last two years on this book. Our students now have access to a quality textbook produced by some of our top professionals and I wish to urge them to make full use of it. The Ministry of Education will continue to attempt to provide quality material for our school system.

Dr Henry Jeffrey Minister of Education

1 The Caribbean Community

In this chapter we are going to:

- Define the Caribbean
- Locate the full member states and the associate member states of CARICOM.
- State the date when member states joined CARICOM.
- Trace the history of the integration movement.
- Identify the objectives of CARICOM.
- Discuss the organisational structure of CARICOM.
- Identify the areas of functional cooperation.
- Discuss the factors promoting regional cooperation.
- Outline the factors hindering regional co-operation.

1.1 What is the Caribbean?

Read this with your teacher.

When we speak of the Caribbean Region we mean those islands in the Caribbean that are washed by the Caribbean Sea. We also mean those mainland countries whose coasts are washed by the Caribbean Sea as well as those that are not touched by the Caribbean Sea but share a common history and culture with that of

the Caribbean Islands. Guyana, is thus considered as part of the Caribbean.

Caribbean Region is made up of five island groups and the Commonwealth Caribbean. The Commonwealth Caribbean is the group of territories which were former colonies of Great Britain and have since gained their independence. All of these are islands except Guyana and Belize.

We learn from geology that the Caribbean Region came into being many million years ago, as a result of major mountain– building earth movements. Many of the islands are the tops of a range of mountains formed during this period. Most of the range is under the sea and it connects the mainland of Central America with islands in the Caribbean Sea.

The main physical attractions of the Caribbean are the mountains, sea, coastline and rivers. The region is also one that has many natural resources. These natural resources are being exploited for the development of the whole region. The resources include the minerals, land, sun, wind, water and beaches.

The Caribbean Region is also experiencing change in its natural environment and the people of the region are coming together to dis-

cuss how these physical and environmental changes will affect their lives. The Caribbean Community and Common market, CARICOM, is the institution established to ensure that such regional issues are dealt with on a co-operative basis. Examples of successful co-operation among Caribbean peoples lie in the exploits and successes of the West Indies Cricket Team and the Caribbean Examinations Council (CXC).

1.2 Location of CARICOM Member States

Read this with your teacher

The Caribbean Community and Common market, CARICOM, has **fifteen** member states and **four** associate members. Following is a list of these member states along with the dates when they became members of CARICOM.

Activity 1

Work by yourself.

1. Name two islands in the
 - (a) Greater Antilles
 - (b) Lesser Antilles
 - (i) Leeward Islands Group
 - (ii) Windward Islands Group
2. Give an example of a mainland country that is:
 - (a) washed by the Caribbean Sea.
 - (b) not washed by the Caribbean Sea.
3. Write down the names of two Commonwealth countries that are located.
 - (a) within the Caribbean Region
 - (b) outside of the Caribbean Region

Member States	Date of Caricom-Membership
Antigua and Barbuda	4 th July 1974
The Bahamas	4 th July 1983
Barbados	1 st August 1973
Belize	1 st May 1974
Dominica	1 st May 1974
Grenada	1 st May 1974
Guyana	1 st August 1973
Haiti	4 th July 1997
Jamaica	1 st August 1973
Montserrat	1 st May 1974
St. Kitts/Nevis	26 th July 1974
St. Lucia	1 st May 1974
St Vincent and the Grenadines	1 st May 1974
Suriname	4 th July 1995
Trinidad and Tobago	1 st August 1973

Show your work to your teacher.

Associate Member States	Date of Caricom Membership
Anguilla	4 th July 1998
British Virgin Island	2 nd July 1991
Turks and Caicos Island	2 nd July 1991
Cayman Islands	16 th May 2002

- (b) the associate member states of CARICOM.
2. What do you understand by the term
- full member
 - associate member?



Fig 1.1. Caricom Countries

Activities

Work by yourself

- Draw a map of the Caribbean and insert
 - the full member states of CARICOM

- Which countries were the first to become members of CARICOM?
- Which associate member state joined the CARICOM community last?
- Which six countries joined CARICOM in May 1974?

6. Prepare a folder on CARICOM using the following headings:-

- Name of country
- Date of Caricom membership.
- Head of Government
- Official Language
- Status
- Population
- Capital
- Currency
- Area
- Flag

Show your work to your teacher

1.3 History of the Integration Movement

Early attempts at Federation

Read this with your teacher

Attempts at regional integration dates back to 1871 with the establishment of the Leeward Islands Federation. Although this body was dissolved in 1956 it was weak from the beginning as any island could veto the Federal government proposal. Ever present were inter-island rivalry and jealousy.

In 1876 another attempt was made to unite the Windward Islands and Barbados. This union failed as the Barbadian Assembly was unwilling to become saddled with its poor west-

ern neighbours. The Governor, Pope-Hennessy, attempted to impose unity on the disgruntled Barbadians and that resulted in rioting, loss of life in Bridgetown, the imposition of martial law and the recall of the Governor to Great Britain. These early attempts at political unification failed because no attempt was made to achieve social and economic integration among the islands.

In addition, the islands experienced very little inter-island communication and operated as separate entities.

Another attempt at integration was made in 1985 with the establishment of the **British West Indian Federation**. This federal body consisted of ten territories situated in the Caribbean Sea stretching from Jamaica to Trinidad and Tobago.

It was a **political union** drawn from members of Parliament directly elected by the people of all member states. During its four years of existence emphasis was again not placed on economic integration. In 1962 the Federation came to an end. Not daunted, the Caribbean leaders again made serious efforts to unite the Caribbean countries. To this end in 1962 a Common Service Conference was called to make decisions on the maintenance of these services, the major ones being:

- The University of the West Indies (U.W.I) founded in 1948.
- The Regional Shipping Service (WISCO) set up during the Federation.
- The Caribbean Meteorological Service

established in 1963.

These **Associate Institutions** represented the nucleus of Caribbean co-operation immediately after the end of the Federation.

The year 1962 was also important because, although the Federation was dissolved, there was the decision to continue the process of inter-island co-operation. This year also marked two important events in the development of CARICOM. In August of that year both Jamaica and Trinidad and Tobago gained their political independence and had the power to control their own domestic and external affairs. When the government of Trinidad and Tobago announced its intention to withdraw from the Federation it proposed the creation of the Caribbean Economic Community. This body was to consist of the ten members of the Federation, the three Guianas and the other islands in the Caribbean Sea both independent and non independent.

Activities

Work by yourself

1. Write the meaning of the following words:
 - Veto
 - Federation
 - Independence
2. Name the **two** integration movements which were formed before 1958.

3. What were **two** common factors which contributed to their failure?
4. Which regional institution survived despite the breaking up of the British West Indian Federation?

Show your work to your teacher.

Read this with your teacher.

In order to have further discussions on the concept of regional unity the then Prime Minister of Trinidad and Tobago, Dr. Eric Williams convened the **First Heads of Government Conference** in July 1963 in Trinidad and Tobago.

This conference was attended by the leaders of:

- Barbados
- Guyana
- Jamaica and
- Trinidad and Tobago

At this conference the four leaders spoke clearly of the need for close co-operation within the region as well as with Europe, Latin America and Africa.

As a result of this First Heads of Government Conference, there was a series of Conferences which followed. In **December 1965** the Heads of Government of Antigua and Barbuda, Barbados and British Guiana signed an Agreement at **Dickenson Bay in Antigua and Barbuda** to set up the **Caribbean Free Trade Association (CARIFTA)**

The Fourth Heads of Government Conference agreed to establish CARIFTA formally, and to include as many Commonwealth Caribbean countries as possible in the new agreement of December 1965.

Emerging from the 1967 Heads of Government Conference was the establishment of the **Commonwealth Caribbean Regional Secretariat** on May 1, 1968 in Georgetown, Guyana and the **Caribbean Development Bank (CDB)** in October 1969 in Bridgetown, Barbados.

At the Seventh Heads of Government Conference the leaders decided to transform CARIFTA into a Common Market and to establish the Caribbean Community with the Common Market being an integral part.

The Eighth Heads of Government Conference was held in April 1973 in Georgetown, Guyana. At this conference the decision to establish the Caribbean Community was brought into fruition.



Fig. 1.2. Caricom leaders signing the treaty of Chaguaramas in Trinidad establishing the Caribbean Community, July 4, 1973.

The Caribbean Community and Common Market (CARICOM) was established by the **Treaty of Chaguaramas**, was signed on **July 4, 1973** by Barbados, Guyana, Jamaica and Trinidad and Tobago and the movement came into effect on August 1, 1973.

Following its establishment, eight other territories – Antigua and Barbuda, British Honduras (Belize), Dominica, Grenada, Saint Lucia, Montserrat, St Kitts-Nevis, Anguilla and St Vincent and the Grenadines joined CARICOM. **The Bahamas** became the 13th member state of the Community on July 4, 1983 but not a member of the Common Market. Suriname became the 14th member state of the Caribbean Community on July 4, 1995. Haiti gained provisional membership on July 4, 1999 and became a full member of CARICOM in July, 2002.

Work by yourself

Draw a simple time line showing the History of Caricom from the time of the Leeward Islands Federation.

Show your work to your teacher

1.4 Objectives of CARICOM.

Read this with your teacher

The Caribbean Community has three objectives:

- (a) To foster economic co-operation through the Caribbean Common Market.
- (b) To facilitate co-ordination of foreign policy among the independent Member States and
- (c) To maximize common services and co-operation in functional matters such as health, education and culture, communications and industrial relations.

In Book One, you read about the organisational structure of your school. You read how it was important for there to be proper organisation if your school was to satisfy the goals of education. You also read that each part of the organisation had an important role to play so that the school could function properly.

In the same way CARICOM has been organised into pillars or organs so that it could function effectively. There are two main pillars of CARICOM. Study the simple Organizational Chart (fig. 1.3) try to identify these.

Organizational Structure of CARICOM



Fig. 1.3. Simple organizational chart of CARICOM

The Conference of Heads of Government

Earlier in this chapter, you read of some of the important decisions which were made at the fourth, seventh and eighth Heads of Government Conference. That will tell you how important this pillar is to the institution. The Conference of Heads of States (Prime Minister, President or Chief Minister). There are two important functions of this pillar. These are:

- to decide on the policies of the community.
- to have the final word in negotiating treaties between the community and international bodies.

The Community Council of Ministers (The Council)

The Council is the second highest organ. It consists of Ministers responsible for Community Affairs and any other Minister designated by Member States in their absolute discretion. It is responsible for the development of Community strategic planning and coordination in the areas of economic integration, functional co-operation and external relations.

1.6 Other Community Organs

The principal organs of the Community are assisted in the performance of their functions by the following four Ministers Council:-

- The Council for Trade and Economic Development (COTED) promotes trade and economic development of the Community and oversees the operations of the CSME (CARICOM Single Market and Economy).
- The Council for Foreign and Community Relations (COFCOR) determines relations with international organizations and third states.
- The Council for Human and Social Development (COHSOD) promotes human and social development.
- The Council for Finance and Planning (COFAP) coordinates economic policy

and financial and monetary integration of member States.

The Secretariat

The Secretariat has an important role to play in the functioning of CARICOM. It provides administrative leadership political and technical advice and support for the work of the organs of the Community and member States.

Institutions of CARICOM

Institutions of CARICOM facilitate its efficient functioning. These include:

- Caribbean Disaster Emergency Response Agency (CDERA)
- Caribbean Meteorological Institute (CMI)
- Caribbean Meteorological Organization (CMO)
- Caribbean Food Corporation (CFC)
- Caribbean Environmental Health Institute (CEHI)
- Caribbean Agriculture Research and Development Institute (CARDI)
- Association of Caribbean Community Parliamentarians (ACCP)
- Caribbean Centre for Development Administration (CARICAD)
- Caribbean Food and Nutrition Institute (CFNI)

Under the Treaty the following entities are

Associate:

Institutions of the Community:

- Caribbean Development Bank (CDB)
- Caribbean Examination Council (CXC)
- University of Guyana (UG)
- University of the West Indies (UWI)
- Caribbean Law Institute/Caribbean Law Institute Centre (CLI/CLIC)

- CANARI - Caribbean Natural Resource Institute
- CATCO - Caribbean Agricultural Trading Company
- CAIC - Caribbean Association of Industry and Commerce
- LIAT - Leeward Island Air Transport

1.7 Regional Organizations

As a result of the desire for regional integration, several regional organizations have been formed to enhance cooperation in economic and non-economic areas. Regional Organizations include:

- CEHI - Caribbean Environment Health Institute
- CTRDC - Caribbean Tourism Research and Development Centre
- CTO - Caribbean Tourism Organization
- CRDTL - Caribbean Drug Testing Laboratory
- CTU - Caribbean Trade Unions
- CIMI - Caribbean Inter-Cultural Music Institute
- ACTI - Association of Caribbean Tertiary Institutions
- CCL - Caribbean Congress of Labour

Regional Project

CARICOM has been able to launch the following regional projects for the benefit of the Caribbean people. These are:

- CDERA - Caribbean Disaster Emergency Response Agency
- CARIBEXPORT - Caribbean Export Development Agency

Activity

Work in groups

1. Select an Associate institution and prepare a brochure entitled, "What you need to know about _____."
2. Find out where the regional Projects listed in this chapter are located.

Show your work to your teacher

1.8 Areas of Functional Co operation

Read this with your teacher

Mr. William Demas (Former Present C.D.B) has stated that:

"Apart from strictly economic integration.... there is a need for other spheres.... to organize common services and systems of co-operation in order to remove or reduce costly duplication of effort and to pool limited regional resources to know how, expertise and experience."

Cooperation in other spheres can be of benefit to the people of the region, many of whom share the thoughts of Mr. Demas. This was also

suggested when CARICOM was established.

According to the treaty of the establishment of CARICOM, member territories are to make every effort to cooperate in the following areas:

- Shipping
- Air Transport
- Meteorological Services and Hurricane Insurance
- Health
- Education and training
- Culture
- Position of Women in Caribbean Society
- Broadcasting and Information
- Intra – regional Technical Assistance
- Trade
- Agriculture Development
- Sports
- Government
- Tourism

Other common services and areas of co-operation may be formed from time to time as determined by the Caribbean Community Conference.

Factors Promoting Regional Cooperation

We must note that the small size of the Caribbean Islands in relation to other countries

makes it important for them to have some form of cooperation. Small states like those of the Caribbean have limited skills and expertise to develop and utilise their resources. Also, their resources are limited and they depend on the larger countries to supply their needs. They are at the mercy of these states and often must pay the high prices for their goods. Cooperation is therefore necessary for Caribbean states if they are to be effective with a fairly strong bargaining power socially, economically and politically. Factors promoting regional cooperation are:

- cultural heritage,
- close geographical location,
- pooling/trading of physical and human resources,
- common economic marketing policies.

There are several advantages of **pooling human resources**. Human resource is one of the greatest assets of the region. There are qualified agriculturalists, educators, veterinarians and so on who could be used for the benefit of the region as a whole. The Commonwealth Caribbean Technical Assistance programme allows for some of these technical persons to be shared on request.

The CARICOM states share common historical and cultural roots and common aspirations. There are also common institutions serving the needs of the region for example, U.W.I and CARDI. The people can therefore work together for the development and integration of the region.

Factors Hindering Regional Cooperation

We have just considered some factors which promote regional cooperation. On the other hand, there are those factors which also hinder regional cooperation. Some of these factors include:

- conflict between territorial and regional loyalties
- differences in resources distribution
- differences among states in location of industries
- differences in stages of growth and development of economics
- influence of multi-national and metropolitan agencies.

Many Caribbean Governments have proposed strategies for the development of the economies and their people. Sometimes these strategies are different from those of other member states. Also, some states have strong economies while others have not grown and are weak. As a result, it is often very difficult for the economists of the region to propose development strategies that will cater for all the economies of the member states, for example, a common currency for all member states.

Despite these factors which are a hin-

drance to regional cooperation, the people of the regions through CARICOM must continue to work towards regional integration.

Activity

Work by yourself

1. Classify the Regional Organizations using the areas of Functional Co-operation as suggested by the Treaty e.g. Education – U.W.I, U.G, CXC.
2. Identify **one** area of functional co-operation in CARICOM and discuss **two** benefits that are derived by member countries.
3. Write a letter to the CARICOM Secretariat in Georgetown, Guyana suggesting two ways by which member countries could further develop sporting links.
4. Name and describe one programme on your local radio or television station which is designed to keep you in touch with the Caribbean.

Show your work to your teacher.

Summary

You have learnt that:

- The Caribbean Region consists of all the islands in the Caribbean, the main land countries that are washed by the Caribbean Sea as well as those that are not touched by the Caribbean Sea but share a common history and culture with that of the Caribbean Islands.
- The Caribbean Community and Common market, CARICOM has fifteen member states and four associate members.
- CARICOM was established by the Treaty of Chaguaramas. This Treaty was signed on July 4, 1973 at Chaguaramas in Trinidad by the Governments of Barbados, Guyana, Jamaica and Trinidad and Tobago and came into effect August 1, 1973.
- The objectives of CARICOM are given in Article 4 of the “treaty of Chaguaramas.”
- CARICOM functions mainly through four organs/pillars. These are the Heads of Government Conference, Common Market Council, CARICOM Secretariat and Institutions of CARICOM.
- The people of CARICOM will have to continue to work towards the strengthening of CARICOM since there are factors which cause them to come together. However, there are also factors hindering regional co-operation which must be overcome.

2 Individual and Family

In this Unit we are going to

- examine the effects of heredity and environment on the individual
- describe the stages of development
- identify developmental tasks
- discuss the steps involved in preparing for parenthood
- explain the concept, “family”
- examine the functions of the family
- determine ways in which a family is formed
- discuss issues in the family

2.1 The Individual

Read this with your teacher

“Within each of us is a universe,” Carl Sagan observed. You’re the same as other human beings in some ways, but you’re different in many other ways. Each person is an individual and as such has distinct characteristics.

No doubt, you have thought about the members of your family who do, and do not look alike, or have similar temperaments, tastes, behaviours or characteristics. Perhaps you have speculated that you have a nose like your mother or you

walk like your older brother. It is common knowledge too, that no two individuals are alike in all respects even though they may be born of the same parents.

Individuals are different in many respects – size, complexion, blood group, texture of hair, weight, attitudes, values and morals.



Fig. 2.1 Differences among individuals.

Differences among individuals may be explained by the interacting forces of heredity and environment. Let us spend some time discussing each of these interacting forces.

2.2 Heredity

What does 'heredity' mean? What traits are actually hereditary? Let us find out, **Heredity** refers to the transmission of potentialities for physical, mental and other characteristics from parents to offspring. This takes place at **conception**, that is the beginning of a new life as a result of the fertilization of the female egg by the male sperm. Twenty three pairs of chromosomes, contributed by both parents are found in the fertilized egg. The genes, the real bearers of heredity, are enclosed in these chromosomes.

The particular characteristics of a child's body are determined by the combination of a pair of genes; one member of each pair having come from the mother and the other member from the father. Because each parent has twenty – three pairs of chromosomes and each chromosome contains thousands of genes, billions of combinations are possible. This allows for unlimited variations among brothers and sisters. It is because of this unique quality of genes that an individual inherits from ancestors such characteristics as skin colour, blood type, hair texture and the potential to be tall, short, heavy or light.

2.3 Environment

We now know that certain characteristics such as the colour of our eyes and hair, blood type, features and the structure of our bodies are due almost mainly to heredity. Others show a strong environmental bias.

Someone has said that we inherit the structure for being human but that we learn to be human through our interaction with our environment. Let us explore this idea to see whether you agree or disagree. We take it for granted that we can talk to one another and there is common understanding. This is because each of us gets the language we use from our environment. Whether a person's native language is English, Spanish, French, Dutch or some other depends upon the people among whom that person has grown up. Because of our physical requirements we need and wear clothing, but we have learnt to dress as we do from our environment. Again, because of our physical requirements, we must eat; but what we eat and the way we do it is because we have learnt this too from the environment. The kind of family life we promote, the courtesies we observe, the customs we follow or conform to, the attitudes and beliefs we hold are possible because of our heredity, but all rest upon the environment for the forms and patterns they take.

Studies have been made of identical twins who have been brought up in different environments for evidence on what might be in-

herited and what might be developed by the environment. It was found that although persons may have a similar heredity but reared in dissimilar environments they will act and behave differently.

The structures we inherit cause us to be human. Our environment determines the kind of person we become. We must always bear in mind, however, that we learn human behaviour from the kind of life we live and the kind of people we interact with.

Interaction of Heredity and Environment

Heredity is vital for determining an individual's potential. Environment is also important for determining the levels of attainment.

Therefore, the interaction of these two factors should have a profound effect on an individual.

The view is generally held that heredity sets certain developmental limits on an individual. These limits differ from person to person and we cannot predict at what point they will be reached. Therefore, we should think we can all improve ourselves and develop our potential. We should always remember that heredity is not just limiting. Rather, it offers us countless possibilities – more than we can use in our life's span.

In order for us to develop our potential, we must not forget that environmental factors are of utmost importance. As one author puts it, 'physical and psychological growth potentials are set by heredity, but they can be dwarfed or enhanced, mutilated or enriched, warped or straightened, destroyed or built upon by environmental factors.'

Activities

Work in groups

1. You are like any other person, yet still you are unlike any other person.
Discuss.
2. Think of your relatives, your father, mother, sisters, brothers, grandparents, aunts, uncles and other members of the family.
 - (a) How many of them are alike?
 - (b) Make a list of the ways in which you think they are alike.
 - (c) Which of these likenesses do you think result from (i) heredity and (ii) environment?
3. Children of the same parent may perform differently at school and maybe in their behaviour. What do you think is responsible for these differences?

Show your work to your teacher.

2.4 Stages of Development

Read this with your teacher

Your body has been growing and changing since you were born. You are still growing and changing. But now, you're growing in a different and important way. You're growing up.

Your body is changing from the body of a young boy or girl to the body of a young man or woman and your feelings are changing too. These changes are linked to stages of growth and development and each of these stages has its own characteristics. Before discussing the stages of growth and development let us explore the meaning of these two words.

You may ask yourself what is growth and development? Development can be described as the increasing ability of an individual to achieve more varied and complex tasks. For example the ability to walk or talk.

Development is achieved through the process of growth which takes many forms such as **physical growth**, that is change in size and ability to function. There is also growth as a result of **maturation**. For example, the child is more capable of controlling his/her emotions, or is able to pay attention to a stimulus for a longer time or is better able to control body movement. The child also grows through **learning**. In pre school years, this is achieved mainly by interaction with his/her environment. He or she learns as a result of his/her interaction.

Let us identify some characteristics of development. Perhaps you may want to discuss these and add a few more with the help of your teacher.

- Development is marked by constant change.
- Growth is a continuous and orderly process.
- In development, the individual adjusts to the environment.
- Growth is not uniform. It does not proceed at the same rate throughout development.
- Development of different aspects or growth may not occur at the same time.
- All aspects of growth are inter-related in a complex manner.

Let us now identify the stages of growth and development.

1. The **pre-natal** stage. This is the period before birth. It begins at conception when the male sperm fertilizes the female egg. This period lasts for about nine months and ends when the mother gives birth to a baby.



Fig. 2.2 The Pre-natal Stage

Sometimes, however, birth may take place prematurely because of an accident or because of illness. Research has shown that the emotional state of a mother can affect the personality of the child.

2. **Childhood** – the period from birth to about the age of 10 to 13 years when the individual attains puberty.



Fig. 2.3 Picture showing children at play.

Childhood is characterized by motor development, mental and language development and emotional and personality development.

Interaction with other children, adolescents and adults is vital to this stage of development.

3. **Adolescence** – the period between puberty and adulthood. This period is usually from 12 to 18 years.
4. **Adulthood** – the period from 18 years to old age. During this period individuals become independent of their parents, are responsible for themselves and engage in work. They also seek further education and training and are involved in intimate relationships.
5. **Senescence** – old age. During senescence there is physical decline and a loss in strength and stamina. In some cases senility sets in. Most individuals have retired from their jobs and are mentally and financially unable to take care of themselves.



Fig. 2.4 An Old Man

Adolescence

Read this with your teacher

Let us spend some more time discussing the period of adolescence. This should be of interest to you since you are an adolescent.

Adolescence is a period of transition when the individual changes physically and psychologically from a child to an adult. Indeed, this is a very challenging and exciting time of your life. These changes do not happen overnight but over a number of years. It is a time when your body develops and your interests and feelings change.

Being an adolescent can be very hard at times. You aren't really a child anymore but you are not an adult either. One minute you are told to 'grow up' and act like an adult and the next that you are too young to be treated like one.

It's a time when you have to get used to being a more responsible individual. Also, people like your parents and teachers would have to help you learn to make your own decisions and to be more responsible individuals.

As you enter your teens, you will start to notice some changes in yourself:

- Your body begins to change. If you haven't been told what to expect you might worry about these changes and

think that you are sick. "Growing pains", aches and pains in the arms and legs could occur because you are growing quickly.

The changes in your body affect your emotions. As such, you will experience different emotions you will find that some days you feel very sensitive and moody that things can upset you more than when you were younger.

It is normal for you to have these kinds of feelings. You and your friends will be affected by the same changes. These concerns along with learning to like and understand your own body, are part of growing up.

You will probably find that talking your concerns over with your friends and parents will make adapting to the changes a lot easier. As the years go by you will gradually gain in self-confidence and be proud of yourself.

We will now find out how your bodies grow and change.

How girls bodies grow and change



Fig. 2.5 As girls get older, their bodies begin to develop into those of women

As girls get older, their bodies begin to mature. Everyone, has a different rate of growth. We can safely say that these changes usually begin between 11 and 13 years of age. This period of change and development, you may remember is called puberty.

At the base of the brain, there is a tiny organ called the **pituitary** gland. At the start of puberty, this gland causes the ovaries or the female sex glands to make more of the female sex hormones called **estrogen**. This hormone brings about several body changes. First, you may notice a sudden growth spurt. It is normal for some girls to grow several inches taller in a very short space of time. You will find that your hips will broaden and your breasts will develop. Pubic hair will appear low on your abdomen or around your **genitals** or outer sex organs. You will have hair under your arms and maybe on your legs.

How boys bodies grow and change

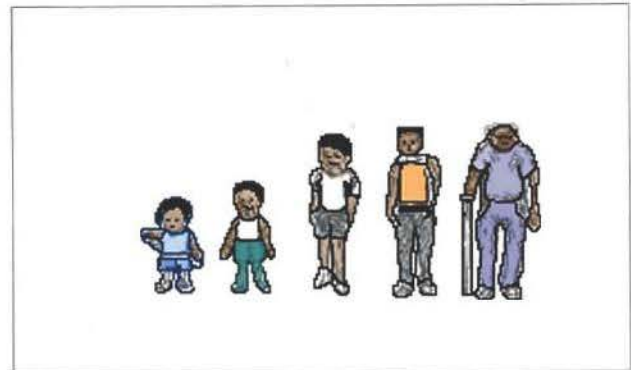


Fig. 2.6 As boys get older their bodies begin to develop into those of men

Boys' bodies change and develop too but they usually start their growth spurt later than girls. For boys, the changes begin when they are between 13 and 15 years of age. It depends on the individual. As boys grow, they get broader across the chest and shoulders. Their voices start to sound deeper. They begin to grow hair on their face and sometimes on their chest. Like the girls, boys too grow pubic and underarm hair and sometimes hair on their legs. Their reproductive organs develop also.

We should note, however, that in the process of growth and development each stage of growth has developmental tasks that must be successfully mastered. It is necessary for a person to master the appropriate tasks for the various stages if he or she is to master future tasks with little or no difficulty. These tasks are often quite interrelated so that competency in one task often rests upon prior success with an earlier or previous task. Failure to achieve a task when a person should may result in the non-

mastery of other essential and higher tasks.

Let us now identify and discuss some developmental tasks associated with the adolescent period:

- Developing a new and more mature relationship with peers.
- Developing a socially approved masculine or feminine role.
- Developing emotional independence from parents and other adults.
- Acquiring a set of values as a guide for behaviour.
- Achieving socially responsible behaviour.
- Accepting one's body as you are made.
- Developing intellectual skills and concepts necessary for living in a community.
- Selecting and preparing for an occupation.
- Developing economic independence.
- Preparing for marriage and family life.

Let us take a closer look at some of these developmental tasks that would be of concern to you.

2.5 Selecting and Preparing for an Occupation

This is definitely one of the main concerns of all adolescents. Each individual wants to know that there is a good job for him/her out there in the wider world.

First, you must have what is required to obtain and keep a job. This is important, moreso, if you want to earn enough money to get married and to provide for your family. A **sound education** is a must in this regard.

It is a good idea, if you would choose what type of occupation you are interested in. This would help you to complete your training in the best possible time.

You should bear in mind always that all occupations are worthwhile if they are well undertaken and can give a feeling of great satisfaction and achievement. Work is the gateway to success. Young people like yourself need to be adequately prepared for the job you have in mind so that you can make a valuable contribution to yourself, your family, your community and your country.



Fig. 2.7 A nurse at work

Preparing for Marriage

Marriage is a legal union between a man and a woman. It has been, and is still, one of the accepted institutions in our present day society. Someday, most of you will get married and will look forward to enjoying a happy relationship. A successful marriage must be prepared for.

This preparation begins long before the actual wedding day. You should have a basic knowledge of caring for children so that you can rear civic – minded citizens who would assist in developing Guyana.

The qualities you cultivate in your early years in making and keeping friends will assist you in making a successful marriage. You will make a wonderful marriage partner if you are considerate of others, honest, dependable, neat, clean, polite and well mannered.

The choice of a partner for marriage is quite important. You should not forget that your future together and your children's future depend largely on the person you choose. It is advisable that you choose a life partner who has common interests, ideals and values; in short a person whose way of life is similar to yours so that you may find pleasure in your partner's company and yet still grow together.



Fig. 2.8 Bride and groom

You should try to learn as much as possible about your intended spouse. For instance, you should try to see each other in various situations. Also you need to become familiar with the families and friends of each other.

A successful marriage is happy in many different ways, not in just a few. Happiness is something never completed, but gained from day to day and from year to year.

Marriage is a continuous process of getting along together. It is not static. Rather, it calls for growth and adjustment. Marital happiness can be experienced by:

- being determined to succeed
- being realistic
- adjusting to the other person
- nourishing love
- being wise about problems

Being realistic means that you realize that the high intense excitement of courtship days cannot go on forever, that it is not possible to make over the other person, that marriage is not free from drudgery and routine.

Being sensible about problems calls for the resolving of conflicts early in marriage if possible, handling conflicts wisely, being courageous and patient in times of difficulties.

Though much may be said or written about marital unhappiness, a good marriage is the greatest source of happiness in a person's life. Always remember that it takes good people to make good marriages.

Developing a new and more mature relationship with peers. As you get older you will develop new and more lasting relationships with your peers. Naturally, you will need encouragement and independence to make your own decisions.

Some adolescents make the mistake of letting their friends or the most popular group at school make their decisions for them, and then find themselves in trouble at home.

It is understandable that the ideas and feelings of your friends should be important to you but it is more important that you learn to think and make decisions for yourself. If your friends are going somewhere, or doing something that you do not want to do or feel you should not do, you can always say, NO!

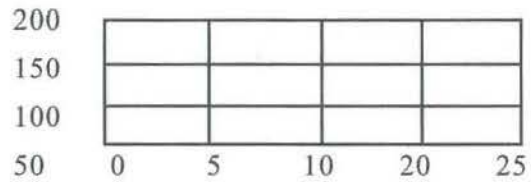
Activities

Work by yourself

1. Select at least eight people of different ages between one year and eighteen years old. For each individual person write down his or her age and weight on a chart similar to the one shown below. Then plot the figures on two graphs.

Name	Age	Height	Weight
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

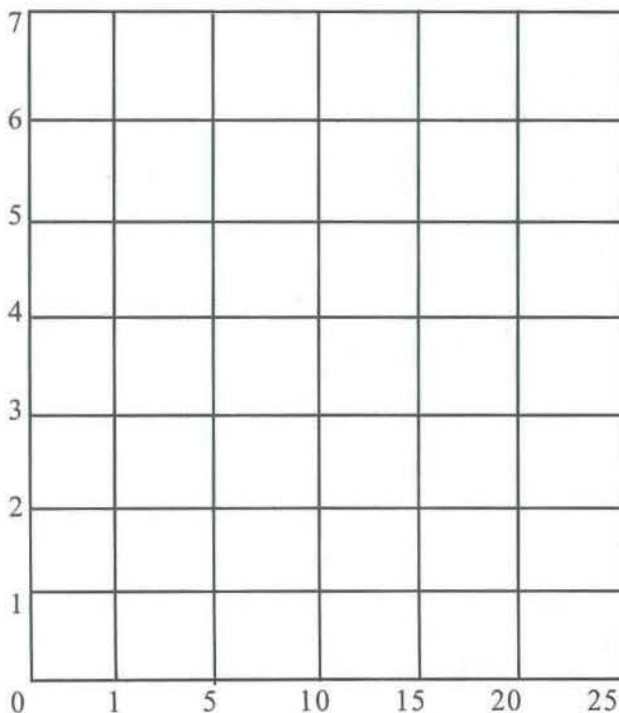
Graph of Weight



2. (a) What general trends are shown in your graph?
- (b) Compare your graphs with those of other students in your class.

Are their results similar?
- (c) What comparisons can you make between boys and girls of the same age in terms of weight and height?

Graph of height



3. Look at the boys and girls in your class. Do you think there is any relationship between their physical development and their social and emotional behaviour?
4. (a) List the development tasks for:
 - (i) childhood
 - (ii) adolescence
 - (iii) adulthood
 - (iv) senescence
- (b) For each of the stages, select three developmental tasks you consider most important. Give reasons for your choice.

5. Compile a pictorial scrapbook depicting activities peculiar to the various stages in the life of an individual.
6. Adolescence can be described as a period of 'storm and stress'? List arguments to justify/refute this statement.
7. Select one adolescent development task and discuss ways in which the (a) home (b) school and (c) other adults can assist in the achievement of this task.
8. Discuss the advantages and disadvantages of early/late maturing in adolescents.
9. Invite a minister and a pandit to discuss the topics:-
 - (a) 'choosing a marriage partner'
 - (b) 'preparing a list of important qualities you will look for in a marriage partner.'
10. Compile a list of important qualities you will look for in a marriage partner.
11. In your village or street, take a survey entitled, 'What makes a happy marriage,' among adults. Then rate the responses in order of preference.
12. Select one occupation not chosen by any one else in your class for which you can obtain information through a personal interview. Secure the following information for the class.
 - (i) Exact skills the job requires
 - (ii) What a typical day is like
 - (iii) Why the person likes the job
 - (iv) What the person doesn't like about it.
 - (v) How he/she first secured the job
 - (vi) What preparation he/she has for it
 - (vii) Financial benefits other than salary
 - (viii) Anything else you think the class will like to know.
13. Try to picture what a typical day will be like in the life of a doctor, carpenter, broadcaster, farmer, dentist or any other occupation of your choice. Prepare your account for the class.

2.6 Concept of Family

The family is the oldest institution in society. Also, it is the basic and most important unit in many ways. The family is seen as the foundation of society and the basis for all human relationships. Entire civilizations have survived or disappeared depending on whether family life was strong or weak.

All of us belong to a family, whether we live with our father and mother, grandfather, grandmother, brothers, sisters, uncles and aunts or even close friends, these people are our family. Let us look at some of the definitions given for a family by various authors.



Fig. 2.9 The Family

- A family is a group of persons, related by blood, generally living in one house and formed of parents and children. (Beddoe et al. 1987)
- A family is a group of individuals who are intimately related, living under the same roof, supporting and maintaining each other socially, economically and emotionally. (Ramsawak et al 1996)
- The family is a group of social arrangement in which individuals who are specifically related by blood, marriage, adoption or some other factor, group together and tend to share a domestic unit - a household. (Sandy et al. 2000)

Within a family may be found a **conjugal** pair consisting of a husband and wife and **consanguine** family or blood relations such as a mother and her children or a father and his children. In addition to the characteristics listed above, members of the family may have the following in common:

- surname
- religious belief (in most cases)
- resemblance (in most cases) Umraw and Ramsawak, 1985)

All of us would like to find out more about our families. We can do so by tracing our family tree.

The Family Tree

The family occupies a very significant place in many people's lives. Some people enjoy tracing their family as far back as possible through the generations to investigate who their grandparents and great – grandparents were, where they lived and what they did.

Having the necessary information they design a family tree. A family tree is a genealogical chart or diagram showing ancestry, relationships and descent of all the members of a family.

The family tree (Fig. 2.10) shows three generations. Study it carefully and with the help of your teacher or friend try to answer the questions which follow.

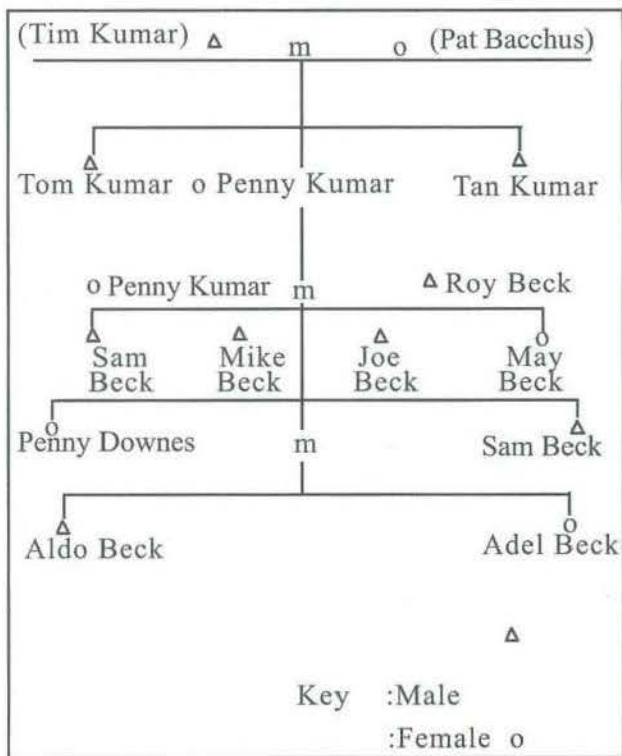


Fig. 2.10 A family tree showing relationship in the Kumar's family.

What relationship is

- Adel Beck to Tim Kumar?
- May Beck to Penny Kumar?
- Tom Kumar to Penny Downes?
- Tan Kumar to Aldo Beck?
- Penny Kumar to Mike Beck?

Now draw your own family tree to the third generation.

Functions of the Family

We have read earlier, that the family as an institution plays an important part in our lives and our society in general. It is our top-ranking social institution. It is, of all our social necessities, the most vital.

If the family were to be swept away, the world would become a place of regimentation, chaos and dissolution. Why? Because the family fulfills at least three vital functions. It provides:

- Sustenance and trains its members in the art of surviving.
- The earliest group association teaching the art of social living.
- The place where our culture is passed on from generation to generation.

That is only a small part of the service given by the family to individual members. There are other functions. For example, the family is closely related to social change. Ideas must develop there before the community adopts them.

In this section, we shall be looking at some selected functions of the family. It must be emphasized that all the functions included here are not common to, or undertaken by all families.

Reproduction

This is referred to as **procreation**. Some people argue that it is perhaps the most important function of the family. Through reproduction, the family ensures the crucial role of populating our society and thereby guaranteeing the continued existence of the human race.



Fig. 2.11 Reproduction

Socialization

Socialisation is generally defined as the process by which individuals within a society are taught the acceptable ways of behaviour and the culture of the society.

The family is the first group with which we come into contact. From birth to death there is hardly an action that can be performed by a person that is not guided and coloured by what

is learned in the family. It is the family that gives the child the earliest sets of concepts, values, knowledge and skills.

In the first instance, the family guarantees that the child has a place in society. The name of one's family immediately distinguishes one individual from another.

The impact of the family in the early years occurs as a result of social exchanges between people who are very close to each other. In such a receptive stage, the little child learns through observation, experience and direct training. This training in the formative years of the individual's life has a great impact in determining the attitude and behaviour that the child will demonstrate as an adult.

Through socialization, the individual learns a wide range of values such as **punctuality, respect, tolerance, industry and honesty**. In addition, he/she is trained to assume certain social roles and master a number of skills.

Bitterness and continuous conflict within the family works its way out into society. The person who is frustrated in family life is likely to become ill-natured and intolerable in adult life.

But wholesome and constructive thinking in the family will penetrate all society. The person who learns within the family to accommodate others, to subordinate, when necessary, personal interest to the interest of the group and

to tolerate in others habits he would condemn in himself/herself, that person has learned many of the lessons necessary to become a good worker, a good leader and a good citizen.



Fig. 2.12 Socialization: a mother dresses her child

Affectional/Emotional

The family is built upon affections. All literature records the longings of human beings for love. The greatest poems revolve around it. Our greatest writers have, at their highest moments described the joys of fulfilled love and have pictured for us the wretched suffering endured by those who have thrown it away or lost it.

How does love show itself in the family? It is not mainly in actions or in bubbling – over enthusiasm. Rather, it is the calm, assured feeling that here is a group of

people, very close since babyhood who would share pride in successes, sorrow in all failures and shame at disgraces. Affection has many sides. It includes the giving and receiving of encouragement, support and the easing of emotional pains received in life. But, it goes even further. It means a feeling of acceptance and approval. It means being needed and approved by people who know all about us and like us in spite of it.

The need for affection is as deep as the need for food. There is nothing in human experience that can substitute for genuine warmth and simple affection. Those who do not have it are the misfits, the youths and men and women who are trying to lose their feeling of depravity in alcohol or in other disapproved ways. They are as one author says, ‘lonely children lost and naked in a world that has relentlessly driven them down the empty corridors of the years, desolate and alone.’”

Studies have shown that children brought up in very harsh homes or homes with little love, may suffer retarded growth. The same is true for children reared in institutions and orphanages where warmth and affection are lacking.

Children especially need the right balance of love, attention and affection if they are to grow into normal and well-adjusted individuals.



Fig. 2.13 Affectional – a mother kisses her child



Fig. 2.14 Economic – a father unpacks the groceries

Economic

The family is said to carry out the economic function by providing money, goods, or services to meet the basic needs of its members. These needs include food, clothing, shelter, leisure, education, transportation and health. In most instances, parents are the providers.

The family is seen to be an economic unit in one or two ways. Firstly, the family works together to produce goods or services. Here members of the family cooperate among themselves to complete tasks. Secondly, as an economic unit, the individual members earn money which is pooled into the family savings. This money goes to pay for the house rent or mortgage, electricity bills, fuel, transportation and other expenses.

Educational

The family provides the first lessons in education for its offspring. During the early years education is informal and the child is taught the names of significant individuals and things in the environment. As the child grows older the family provides a more formal approach to education which continues through out the child's schooling. He/she is taught the alphabet as well as to count. The family also assists the child with homework and other relevant assignments.



Fig. 2.15 Educational: a father reads to his daughter

Activities

Work by yourself

1. Formulate your own definition of the concept, “family”.
2. Collect pictures for a scrapbook to illustrate the different functions of the Guyanese family.
3. What do you consider to be the most important function of the family. Justify your answer.
4. Explain how limited income can affect members of a family.

Show your work to your teacher.

2.7 Ways in which a Family is formed

Read this with your teacher.

A family begins with two persons. Some grow into bigger groups consisting of members of different ages.

We have learnt earlier that the period of adolescence is noted for its strong sex urge. This coincides with the custom of courting or wooing the opposite sex. This may result in the starting of a family.

Courtship is usually the first indicator which shows that two persons are interested in starting a family. Initially a person may court several other persons. People engaged in dating are often seen at parks and gardens, seawalls, fetes, picnics and so on. This period of courtship is used to become better acquainted with the person. After going out with several prospective persons, two people may finally, ‘get serious’ about each other and so stop seeing others.

An engagement period follows, or the pair may choose to live together in a common law relationship. We shall now find out some other ways by which families start.

- **Arranged marriages.** In this instance, the parents select a spouse for their

- daughter/son.
- **‘Shot – gun’ marriages.** Here the couple is compelled to get married because of the discovery of an unplanned pregnancy.
- **Marriage of convenience.** A person gets married to someone who is wealthy, has high status or position, or decides to marry a foreigner so as to obtain citizenship in the other country.
- **Family tradition.** In a number of families, when the spouse is dead, the other partner gets married to the most eligible family member of the deceased.
- Two persons may **elope** to live either in a common-law relationship or as a legally married couple.

Activity

Work by yourself

Explain why a “shot-gun” marriage is not the best way to begin a family.

2.8 Issues in the family

Read this with your teacher

You have already considered many aspects of our non-physical or social environment in our previous books. Can you remember what you learnt about our social environment? Our social environment includes our homes, parents,

peers, attitudes, values, norms, mores, beliefs and customs. Our social environment provides the setting in which we learn and develop. It influences our deportment, personality and behaviour. As a result we are the product of our environment.

Let us now examine some of our behaviour in relation to our social environment. These are as follows:

- Teenage pregnancy
- Juvenile delinquency
- Child abuse
- Substance abuse

Teenage Pregnancy



Fig. 2.16 A depressed pregnant teenager and an irresponsible father

You are right! Life could be very interesting and exciting with a compatible marriage partner. Oh yes! Young people also dream of having a successful marriage, a happy family with lots of children.

It is good to dream of good things, because only by having good objectives and then working positively towards achieving them, do we achieve anything worthwhile. But for young people like you, all these wonderful dreams can be shattered by becoming pregnant when you are not ready for it.

Think about it! If you become pregnant when you are not ready, it will mean giving up the good things in your life. It will also mean that your life will change, more than likely for the worse.

Here are some things you should consider. You might face one or many of them if you become pregnant before you are ready:

- Angry parents
- Getting thrown out of your home
- Dropping out of school
- Feeling embarrassed and ashamed
- Sleepless nights
- Missing periods
- Headaches
- Swollen ankles
- Doctor visits
- Long waits at the clinics
- Losing your boyfriend
- Getting a low-paying job
- Affiliation order in court.

And many more things you probably don't want to think about right now.

Teenagers need to develop firm values,

a positive self image and have a purpose in life. Teenagers with these qualities hardly ever become parents prematurely. They place high value on themselves and finishing school. They usually figure out for themselves and leave such things as dating, going steady and pregnancy for later in life when they have achieved their goals.

Juvenile Delinquency

We are all socialized to conform to the norms and values of society, thus our behaviour pattern must be in keeping with the norms and values of our society. In every society one would find persons who do not comply with what is generally regarded as normal within that society. One such behaviour is juvenile delinquency.

Juvenile delinquency is an antisocial or criminal conduct by delinquents. A juvenile delinquent is a child between the age of 11 years to 17 years who is guilty of some offence, act of vandalism, pilferage or an antisocial behaviour like truancy or whose conduct is beyond parental control. He/she can be brought before a juvenile court. While some may not violate the law, they may be difficult to educate, or may be endangering others in and out of school.

Let us now consider some of these **causes of delinquency.**

- hereditary and biological influences.
- lack of self-esteem and confidence
- single-parent families with visiting relationship
- poor socialization
- low socio-economic status
- poor parent child relationship
- teenage mothers whose children lack love and care
- neglected or rejected by parents, siblings and peers
- bad companions and
- the use of drugs.

In view of the increasing rates of juvenile delinquency over the years, we have law enforcement, social and correctional services and the detention home.

If a juvenile offender is arrested after violating the law, he or she is placed in a detention home, not in a jail with adults, awaiting the trial in the juvenile court. The male offenders are housed at Camp Street Prison and the female at a section in the East La Penitence Police Station in Georgetown.

The juvenile court does one/two things.

- place the young offender to probation under the supervision of a probation officer,
- or sends the young offender to the rehabilitation center at The New Opportunity Corps, a co-educational institution at Onderneeming on the Essequibo Coast, for a maximum of

3 years or a minimum of 1 year. This institution caters only for children between 11 years and 18 years. Below 11 years you are the sole responsibility of your parents and over 18 years you are an adult.

The welfare of these children has been the concern of our Government for a long time. In our country, Guyana and internationally these delinquents are now referred to as C.E.D.C – Children in Especially Difficult Circumstances. The children’s Service Department in the Ministry of Labour, Human Services, and Social Security has gone a far way in helping these C.E.D.C’s. Apart from assisting them with clothing and foot wear for school, they have established a home: The New Horizon Home at Sophia, Georgetown. This home caters for the pre-delinquent or “Street Children”. These children were living on the streets. They have no fixed place of abode. They begged or did little errands in order to obtain a meal. Their ways of life were not conducive to healthy socialization. These children are now housed in: A “Half Way Home” in the Mahaica Complex A Girls’ Hostel to replace the girls’ detention home at the East La Penitence Police Station is also located at Mahaica.

Most of these C.E.D.C’s lack the basic necessities of home life. There may be no male role model in the home. They may have had irregular or poor education, no healthy recreational excitement and some of them become victims of child and substance abuse. Some of

us are more fortunate than others. We never had such experiences. Think about what you or may be your youth club, could do to help these C.E.D.C's. We would all try to consider those among us who are less fortunate. "We must be our brother's keeper."

Child Abuse

By virtue of being children, you are powerless and sometimes vulnerable in society. Physically, emotionally, socially, mentally and legally you have to go through certain processes before you acquire power. You have to wait on nature to facilitate the gradual process of growing-up, and of course, wait to attain the legal age of majority before being allowed to make your own decisions. Until then you are at the mercy of every adult in society. Most adults accept their responsibility to nurture children, so that they go through safely from infancy to adulthood without developmental trauma. However, there are many adults who take advantage of children's powerlessness.

- physical abuse
- neglect
- emotional neglect
- sexual assault

Physical Abuse

Physical abuse involves harming the body in some form. Signs of physical abuse include beating, bruises, burns, cuts, missing teeth, broken bones, head and internal injuries, fractures, abdominal injuries or poisoning. On several occasions these inflicted injuries must have medical attention. Many adults are guilty of this form of child abuse.

Physical Neglect

Physical neglect is inadequate or dangerous child-rearing practices. This type of abuse or maltreatment is not immediately obvious and could go undetected for long periods of time. Neglect implies:

- abandoning the child,
- failure to act properly in safeguarding the health, safety and well being of the child,
- failure to provide food, clothing, shelter and medical care, and
- failure to protect the child from physical and social danger.

Emotional Neglect

Emotional neglect involves ill-treating by relating to the child in a destructive way. This involves withholding love, constantly criticizing or ridiculing a child. Consequently, the child

may suffer from low self-esteem. Sometimes this is not diagnosed until years later when psychologists see the effect. The emotional abuse is primarily verbal and the child is continually rejected. Emotional abuse plays some role in all forms of abuse.

Sexual Abuse

Sexual abuse involves inappropriate sexual behaviour between an adult and a child. This exploitation of immature children includes incest, molestation and rape.

Incest

Incest is any form of sexual activity that occurs between blood relatives as well as step-parents and step-children. Most cases of incest begin early in a child's life and continue for many years. This may consist of anything from unnecessary fondling to sexual intercourse. The majority of incest is between biological fathers or step-fathers and their daughters and siblings. Parents or step-parents and their sons are not unknown.

Some fathers or stepfathers use their parental authority and force their daughters into unwanted sexual activity. These daughters, having the respect for parental authority may not refuse and condone it because they are afraid of hurting their mothers or destroying the family reputation. They are confused and guilty.

Incest victims must not feel guilty. They need to take action because both victims and the perpetrators need help.

Sexual abused children usually have

- poor peer group relationship
- difficulty behaving in sexually appropriate ways.

Those who are victims of anyone of the types of child abuse need help. There is no time for secrecy. It is important to discuss abuse acts especially incest with a trusted adult. The trusted adult might be a friend, teacher, physician, Minister of Religion, a Pandit or an Imam. Incest is against the law, it is a crime. You can contact the Police. Make a report to the police as soon as possible after the incident. When you go to the police station, it is a good idea to have a friend or relative go with you. You must be prepared to give a detailed statement to the police of what happened. The police may arrest and charge the person who abused you. But there is a limit to what the law can do to protect you from incest. You should therefore do all you can to help yourself. You should:

- refuse unwanted sexual activity with family members,
- avoid being alone with the adult who is the aggressor,
- maintain that everyone has the right to be healthy and safe and to be respected by others,

- know your rights, one of these rights is, not to be used and abused. Say No to Incest.

A case study on one type of child abuse (sexual)

Here is a most distressing story of a little girl who was the victim of sexual abuse.

Sue, a very intelligent eleven year old lived with her mother, step father and siblings. Both parents gave little Sue, as she was fondly called, all the love and attention she needed. She was very obedient and willing at home and at school. She helped her mother with the household chores. In her mother's absence she would be very kind to her step father, who always showed her fatherly love.

Little Sue's mother accepted this man as a father of her children although he was not their biological father. He took good care of the children when she was away from home. The family enjoyed happy moments together, especially watching television.

One evening the entire family was watching television, and a documentary on sexual abuse and incest was being broadcast. Little Sue got up abruptly and left the room. Her mother was not disturbed about her leaving. Whatever her reason was, her mother had no cause to believe that her little Sue was a victim of sexual abuse.

A few days later her mother was horrified and shocked to learn from an observant neighbour that her little Sue was having regular sexual intercourse with her step father.

Sue behaved normally and did not seem unduly upset at the discovery her mother made.

Now work in groups

- Do you think Sue should have told her mother about her step father's behaviour?
- Why do you think she did not tell her mother?
- Why do you think she did not continue to view the documentary on child abuse and incest?
- What do you think will be the future of little girls who had been sexually abused by fathers, step-fathers, various lovers of their mothers, elder brothers and various male friends of the family?
- How do you think Sue's mother should deal with this situation?
- How can society help to heal the minds of young children and help them to live normal meaningful lives?
- What should be done to men who have carnal knowledge of girls under sixteen?
- Do you think Sue and others like herself, would be able to continue their academic studies when their womanly feelings have been prematurely aroused.

Substance Abuse

Read this with your teacher.

Drugs have been helpful in preventing or treating diseases that might have interfered with our entire being, physically, mentally and socially. Many of us are still hoping in anticipation for the discovery of new drugs to help in the treatment of some diseases. The authentic use of drugs promotes maximum help for some of us, but there are some among us who misuse and abuse drugs to the destruction of ourselves, physically, socially and mentally.

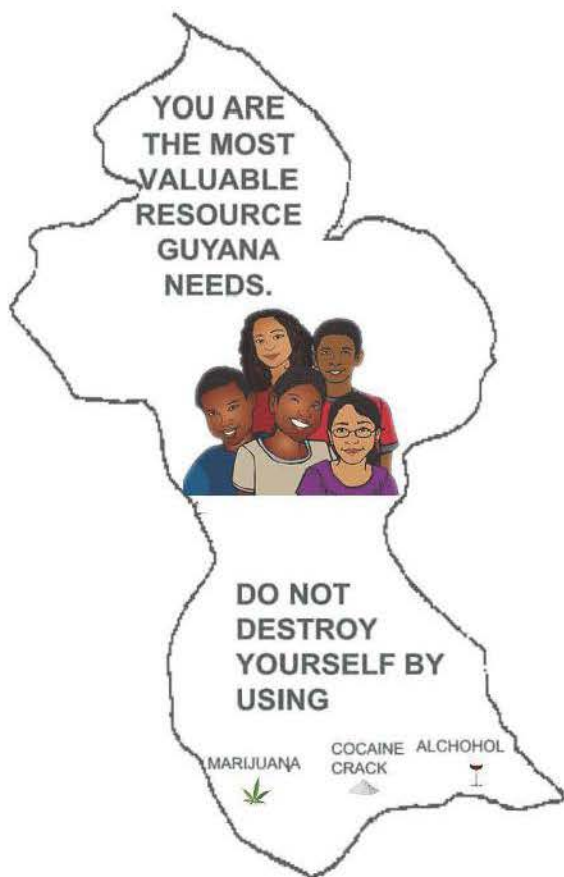


Fig. 2.17

What really do we mean when we talk about drugs? The term drug, as used today is referring to the “drug problem” (illegal drugs). It is defined as any substance other than food that is purposely introduced into the body to change normal body functions.

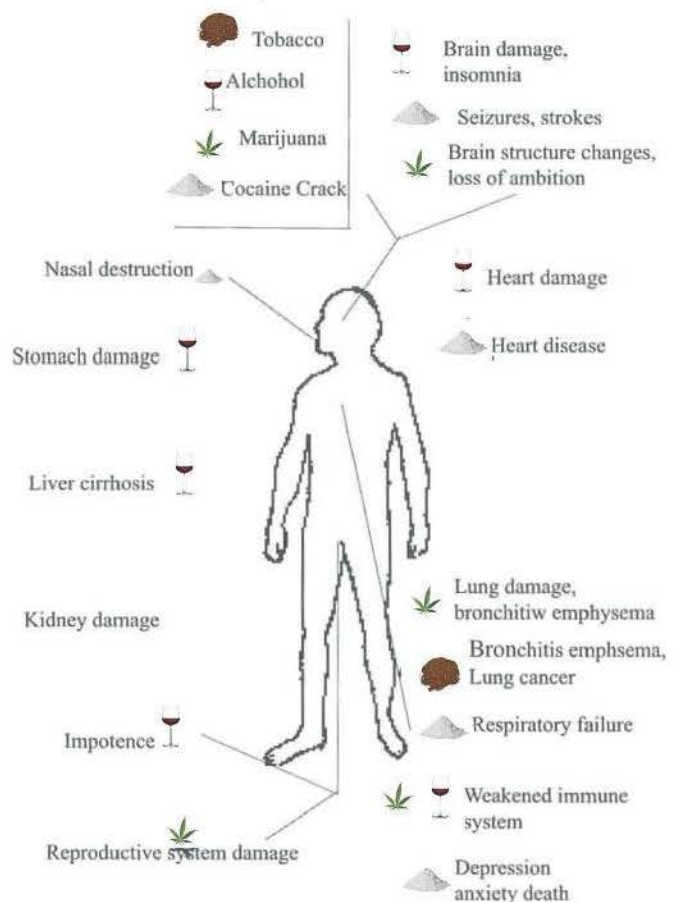


Fig. 2.18 The effects of drugs on your health

Most of the drugs referred to in this chapter would be psychoactive drugs-substances that act on the central nervous system and change one's mood and behaviour. These drugs, marijuana, cocaine and alcohol can be misused and abused. Drug misuse or substance abuse is the inappropriate use of a drug that interferes with physical, social and mental well-being.

Let us examine some drug myths and drug facts.

Myth: I drink alcohol, but I don't use drugs.,

Fact: Our number one drug problem is alcohol. Alcohol is a drug, just like marijuana and cocaine.

Myth: Marijuana is a natural plant but it is not a dangerous chemical.

Fact: Marijuana contains over 400 chemicals which can cause damage to the brain, heart, lung and reproductive system.

Myth: A cup of coffee, a cold bath or shower will sober up a drunk.

Fact: Coffee or a bath might wake the person up, and then you have a wide awake drunk. There's no way to sober up a drunk. Only time removes alcohol from someone's body.

Myth: Cocaine is not addictive, so it's safe.

Fact: Cocaine is addictive, and crack, a popular form of cocaine, is the most addictive drug known to man.

Myth: I don't drink alcohol, I only drink beer.

Fact: One beer has the same amount of alcohol as one mixed drink or glass of wine. Alcohol is alcohol, and no matter how you drink it, you still get high.

Myth: I can play sports better after I've smoked weed.

Fact: "Weed," or marijuana, distorts your sense of distance and time, alters your vision, and impairs your coordination. It would be difficult to play sports better under these conditions.

Myth: People who drink too much are only hurting themselves.

Fact: They are also hurting their families and friends, their employers and strangers on the highways. And you. Drugs hinder growth!

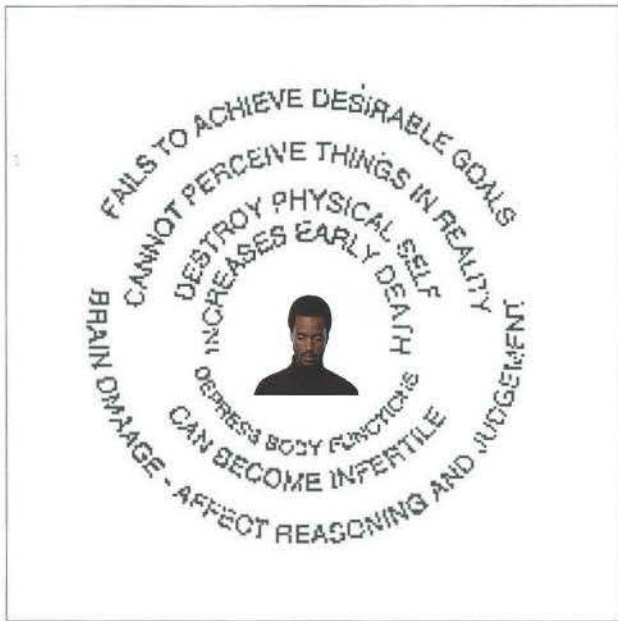


Fig. 2.19 You are the loser

Consider youths who use drugs to escape from problems. Facing problems is part of growing up. Using drugs to cope never makes things better. Life has its ups and downs for everyone. Feeling bad sometimes is normal. Talk with someone you trust and respect about things that are bothering you. Emotional growth comes from facing life's challenges, handling success, surviving failure. Youths who rely on a chemical refuge from problems hinder their emotional development, and fail to develop the skills needed for coping with problems.

Don't be fooled you have nothing to gain.



Alcohol, when misused, can bite like a snake



Have the courage to say no to drugs!



Fig. 2.20

You may be pressured to try drugs. You may find it hard to say no, but you can do it! Oh yes! "peer pressure" can work both ways! If you say "no", you might make a friend, think twice about using drugs. You might even be saving a life! How could you say "no". Yes you could when you consider the following.

The Rebound Effect

Drugs and alcohol cause these signs to be obvious.

- Abrupt changes in school or work attendance, quality of work grades,

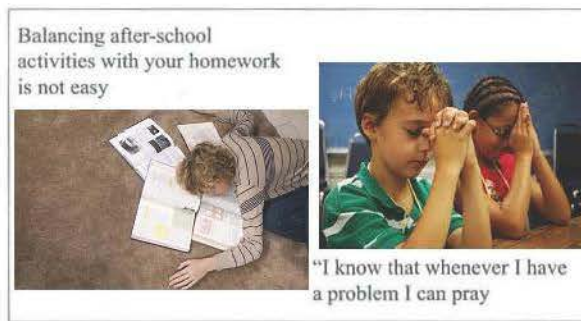


Fig. 2.21 Prayer changes things -discipline, work output.

- Unusual outbreak of temper, irritable.
- General changes in overall attitudes.
- Neglect of physical appearance.
- Secretive behaviour regarding actions and possessions.
- Wearing of sunglasses at inappropriate times (to hide eyes).
- Unusual borrowing of money from parents or friends.
- Stealing items or money from home or community.
- May spend time in isolated places for no apparent reason or stay in room a lot.
- Lack of interest in school and family activities; failure to do chores or other responsibilities.
- Increased preference for being away from family with undesirable friends.
- Change in friends.
- Changing attitudes towards rules and regulations; breaking curfew.
- Strange telephone calls, callers hang up.
- Lying, blaming others for troubles.

True, you may be curious about drugs and their effects. But you need not pollute your young mind and body to know what drugs do to people. Just observe drug abusers, your age especially those who have been abusers over a long period of time. Do they seem alert and smart? Have they kept up their grades? Or, are they dull and inattentive, at times even unaware or what is going on around them?

Growing up is not easy. But if you try to avoid growing pains by using drugs, you can seriously hinder your chances of becoming a responsible mature adult.

Learn to face problems head-on. If the pressures seem overwhelming do not seek a chemical escape. Talk things over with your parents or other responsible adults who may be able to advise you. Prayer has a healing effect. More things are wrought by prayers than this world dreams of. Prayers will always be helpful.

Acquired Immune Deficiency Syndrome (AIDS)

Aids is one of the most feared and deadliest of diseases affecting man in society today. It is caused by the Human Immune Deficiency Virus (HIV) and can be transmitted in the following ways:

- **Sexual intercourse** with an infected person (vaginal and anal)
- **Blood transfusions** with infected blood and blood product
- **Unsterilised needles/syringes**
- HIV infected mother to child during **pregnancy, childbirth and breast feeding.**

The Aids virus cannot enter the body through:

- sharing food, drink and clothes
- coughing and sneezing
- flies and mosquitoes
- holding hands and social kissing

Aids is a debilitating disease. Persons affected with HIV/Aids need emotional and physical support from family and friends.

A person with HIV/AIDS can continue life and work as before but should take care not to infect others and should avoid being infected with other diseases.



Fig. 2.22 Choosing a life style without drugs

Taking up a hobby is one wholesome way of using free time.

Work by yourself

Activities

1. Write an article for your local newspaper entitled, "The tragedy of teenage pregnancy in our society."
2. (a) Outline three reasons why there is an increase in child abuse in our society.
(b) How can this problem be controlled?
3. Design two anti drug posters and display them at convenient locations in your school.
4. (a) Why is HIV/Aids a cause for concern in society today?
(b) How could government assist in controlling this dreaded disease?

Show your work to your teacher.

Summary

You have learnt that:

- Each individual is unique and different from another. These differences are due to two interacting forces – heredity and environment.
- An individual during his/her life passes through a number of stages. Each of these stages has its own special tasks and characteristics.
- Adolescence is a challenging time in life and prepares the child for the transition from childhood to adulthood. It is marked by dramatic changes.
- The family is the basic and most important unit in society. It is formed in several ways. The family plays a vital role in our lives and it carries out a number of important functions.
- The family faces several challenging social problems which it must address since they threaten the stability of the family.

3 Women in Our Society

In this chapter we are going to:

- look at the **roles** of women.
- find out about the **legal status** of women.
- learn about the movement for the establishment of the **Rights of Women**.
- read about some important Women's Organisations in Guyana.
- learn about some of our outstanding women past and present.

Read this with your teacher.

In all societies, ideas about the work and family roles of women are changing. Despite these changes, there still exists in the minds of many, certain ideas about women as domestic workers. As a result of this, women all over the world have been given subordinate roles and in many cases their contributions to development have not been recognised.

In earlier times, it seems that women were satisfied to accept these domestic roles since they were strongly advocated by religious teaching. However, from the early twentieth century many feminist groups arose. They began to speak of "equality of women." Their voices were heard and evidence of this was seen

when the United Nations declared 1976-1985 The **decade for women**. During this decade there were three conferences. The first one took place in 1975 in Mexico City, the second in 1980, the mid-decade conference, was held in Copenhagen, and the end of decade conference was held in 1985 in Nairobi, Kenya. The theme of these conferences was "**Equality, Development and Peace.**"

It was at the Mexico Conference of the International Women's year, that the Declaration of Mexico on the equality of women and their contribution to development and peace was established. The **Mexico Declaration** states clearly that equality between women and men means:

"equality in their dignity and worth as human beings as well as equality in their rights, opportunities and responsibilities."

The date set aside to commemorate **International Women's Day is March 8**. International Women's Day grew out of the action of militant working women struggling for better wages, working conditions, and the vote. In 1857 garment-textile workers staged a demonstration in the Lower East Side of New

York City protesting poor working conditions and demanding equality for working women. They were angry about indecent wages and a twelve hour working day. When their procession left the poor district in which they lived and worked, and moved into the wealthier areas of town, they were dispersed by the police. Women were arrested and some were trampled when confusion resulted. Three years later, in March of 1860, these protesters formed their own union.

On March 8, 1908, thousands of women, this time from the needle trade industry, marched once again from the lower East Side of New York City. Sixty one years had passed since the earlier demonstration, but their demands remained the same. Shorter working hours and better working conditions. In addition they wanted laws against child labour and they wanted to vote.

In general women must no longer be viewed merely as cooks and home managers and bedroom companions. Rather they must be seen as trustworthy and must be highly esteemed; their contribution to development must be recognised.

3.1 Role of Women

The Report of a Commonwealth Expert Group on Women and Structure Adjustment suggested that there are many roles of women but four

important ones are those of

- producers,
- home managers,
- mothers and
- community organizers.

When we speak of the **role** of someone, we mean **what a person is appointed or expected to do.**

As **producers**, women contribute to the national product and national welfare as well as generate income for the household. Women's contribution to production and income generation varies according to a country's culture and history, stage of development and government's policy. Very often however, their contribution to national production is unmeasured, and sometimes women's pay is below that of men for the same job. As producers, many women are involved in the agricultural and manufacturing industries in Guyana.

In their role as **home managers** women normally have the bulk of the responsibility for managing and budgeting for household consumption, especially for basic needs. You might have seen your mother make her shopping list or her market list each week while in most cases your father provides fixed allowances for the home. Many women also channel any income earned almost exclusively into meeting collective household needs, especially those of children.

As **mothers**, women are responsible for the welfare of children and often also care for parents, parents-in-law and other elderly relatives. Mothers play a major role in the health-care of the family members. They are responsible for out-of-school education as well as for feeding of children. The work of mothers is private and unseen but because it is rooted in the intense and important relationships of the family it is seen as “a labour of love.”

The roles of women are not limited to the household and labour market. They are also **community organisers**. Women’s roles extend beyond the household and labour market to a network of community relationships. Women have shown a marked preference for working in groups to solve their economic difficulties, provide social services and promote community solidarity.

Traditional Role of Women

Traditionally, Guyanese women have shared the same life like most women all over the world. Their role was seen in the domestic sphere. They were viewed as mothers, cooks and wives for their husbands. They could also be producers but this was to be limited to the home or the community in which they lived.



Fig. 3.1 Traditional Roles of Women

As mothers, they were the main agents for the socialization process of their children. They were responsible for the early training of their children and for the health care of the family. Mothers were expected to prepare meals, tidy their homes, plant their kitchen garden and participate in the other domestic chores. Domestic labour however was not recognised as work. Those who sold the product from their kitchen gardens or who were involved in handi-craft had to limit their sphere of activity to their communities. Women were also expected to be good wives and this included working for their husbands and being good companions.

They were expected to bear children and among some ethnic groups a large number of children too. Many Guyanese families long ago had at least five children and in some cases families had as many as eleven or fourteen children.

Changing role of women

There are many changes in the role of women when compared with what existed traditionally. Women choose to work or stay at home, to marry or not, to have children or careers or both. But, most women in Guyana work, often for much longer hours than men.



Fig. 3.2 Changing roles of women

Some women were also income earners mainly in the traditional jobs such as teachers and nurses. Those women who did both wage labour and domestic labour were described as working wives' or working mothers', as if to deny that what they did at home was also work. Thus, although there was the absence of a defined role for women, traditionally their activities were home - centered.

In recent years they have removed from their traditional occupations. There are now many women in the Informal Sector, the Professional Sector and the Military and Para-military sectors of Guyana.

Study the tables which follow. They show various jobs in which women are now involved.

Guyana: Occupational Structure of Employment

Occupational Group	Male	Female	Total
Professional, Technical and Related Workers	9039	11654	20693
Administration and Management	4257	1680	5937
Clerical	4700	8696	13396
Sales Workers and Service Workers	14891	8916	23807
Agriculture, Forestry & Fishery	27622	9265	36887
Equipment Operators/Assemblers, Production & Related Workers	46174	7367	53541
Elementary Occupations	56335	26628	82963
Not Stated	4760	3508	8268
	167778	77714	245492

Source: Household, Income & Expenditure Survey 1992 – 1993
Bureau of Statistics, Guyana.

Guyana: Employed Labour Force by industrial Group and sex - 1992

Industrial Group	Male	Female	Total
Agriculture, Forestry, Hunting, etc.	60731	13307	74038
Mining, Refining and Quarrying	8630	1206	9836
Manufacturing	19354	8150	27504
Electricity, Gas and Water	2170	437	2607
Construction and Installation	9678	438	10116
Commerce	21748	18058	39806
Transportation and Communication	11379	1244	12623
Finance, Insurance & Real Estate	4393	3205	8598
Government	10604	7488	18092
Community Services	7807	6808	14615
Other Services	6636	14088	20724
Not Stated	4648	3285	7933
Total	167778	77714	245492

Source: HIES 1992 - 1993

The activities of women in the informal sector are very interesting to note. Women have traditionally been engaged in cottage industries producing craft items such as handbags and place mats using imported and indigenous materials, jams, jellies and garments. With the restriction of certain imported goods in the 1970's a new kind of activity started. Women became active traders, moving goods from one part of the country to another as well as travelling outside of Guyana to purchase items which were in scarce supply for resale locally.

With the change of certain laws, women can now enter many fields which were once male dominated. Above all however, women must now leave school with enquiring minds, aware of equal opportunities socially, economically and politically.

Activities

Work by yourselves.

- List three traditional roles of women other than that of a cook.
- Identify four non-traditional roles of women.
- Work in small groups.
- Study the tables given about occupational structure of Employment, and do the following:
- Find out in which category women outnumber men and suggest a reason for this.

- Give at least two reasons why you think women have had to seek employment outside the home.
- Girls, discuss with the boys their views of women now in occupations such as electricians, welders, mechanics and other non-traditional occupations for women.
- Interview a female mason or painter to find out more about her work experiences. Prepare at least four questions for your interview.

Discuss your findings with your teacher

3.2 The Legal Status of Women

Read this with your teacher.

The term "legal status" may be defined as "the legal position of an individual in or with regard to the rest of the community." Traditionally, the legal status of women has been one where it was felt that women were inferior to men. In the past, the purpose of the law as far as women were concerned was protection, from involvement with public affairs, property and financial matters and even from family responsibilities. Because of the law therefore, women could not take an active role in many areas in life.

Over the years it became recognized that women should have rights which they were denied and if this were to be so, there had to be changes in the law. There was a change in the law from “protection against involvement” to ensuring that they were given the right to be involved in the same way as men could be. During the United Nations Women’s Decade (1975-85) many of these laws which **discriminated** against women were discussed with the view to change.

At the United Nations 1980 Copenhagen Conference over 90 countries including Guyana consented to honour a resolution which states that ‘discrimination against women is incompatible with human dignity, with welfare of the family and of society, prevents their participation on equal terms with men, in the political, social, economic and cultural life of their countries and is an obstacle to full development of potentialities of women in the service of their countries and of humanity...’

Resolution 30

Although many argued that equality was a complex concept and that no one can be truly equal, it was felt that there were areas where women could make a greater contribution to their countries if they were not hindered by the law. It meant that legislation had to be implemented and enforced at the national level if there was to be a change in the status of women as set out by the law. Women wanted equal rights as men before the law, where there was to be no power or privilege on the one side

nor disability on the other.

3.3 Rights of Women

Equal rights – when women talk about equal rights, they mean that under the **constitution** and **in law** they should have equal treatment, the same **access** as men to social provisions such as pension plans and welfare assistance, education, the same right to pass on nationality to their children; the same pay for a job of the same value, the same responsibilities. It involves legislative changes in all attempts to influence social values and the whole system.

During the United Nations Decade (1978-85) there were certain **conventions** which were drafted. Equality for women was the focus of the United Nations Convention on the Elimination of all Forms of Discrimination against women. This was noted because even though the principle that women and men should enjoy equal duties as stated in the United Nations Universal Declaration of Human Rights, this equality was not practised and was not written in the national constitutions of various states.

The constitutional and legal status of women in Guyana have been the focus of women’s attention from the nineteenth century. Women in Guyana may be considered to have achieved some milestones during the twentieth century. This period was marked by a process of review of Government policy towards the attainment of the goal of **gender equality** and

equity. To a large extent, this review process was facilitated and strengthened by the preparation for the **Fourth World Conference on Women.** Step by step, through the adoption of conventions and recommendations, some of the legal rights of Guyanese women have been changed. Some of these achievements have been listed.

- 1904 - separate property rights were conferred on women
- 1920 - limited franchise was granted to women
- 1945 - women were eligible to sit in the Legislative Council
- 1953 - women were given the right to vote
- 1961 - women were eligible for jury service
- 1976 - presentation in Parliament of a State Paper on Equality for Women.
- 1980 - signing and ratification of the convention on the elimination of all forms of discrimination against women. (CEDAW)
- 1980 - enshrinement of the principle of equality for women under Article 29 of the 1980 Constitution of the Cooperative Republic of Guyana.
- 1981 - Desiree Bernard Committee was established.
Thirty – five (35) Acts were recommended for Amendment.

- 1991 - Equal Rights Act passed in Parliament
- 1996 - Domestic Violence Act passed in Parliament
- 1997 - Prevention of Discrimination Act passed in Parliament.

Let us consider briefly what Article one (1) of the 1980 Constitution of Guyana states.

“women and men have equal rights and the same legal status in all spheres of political, economic and social life.

All forms of discrimination against women on the basis of their sex are illegal.”

It is important for us to note this since this law meant that there was a change in the status of women. They now had equal rights and status as men in all aspects of political, economic and social life. They were not to be discriminated against on the basis of their sex.

It must be noted that the achievements show that women were granted some concessions and given recognition as individuals from the early 1900’s. This however does not mean that with a change of legislation action would follow immediately. With a change in law there must be education and measures geared towards a change of the attitudes of females and males.

Hence, as a result of Article 29 and other legislative changes, policies and programmes were put in place to ensure that there was indeed equality for women in all areas which the legislation specified. These included policies to enhance the status of women, for example:

- policies to enhance women's participation in political, economic and social development
 - policies for training women in income earning opportunities
 - policies for education of women.
- In the pursuit for gender equality, policies included;
- the right to work
 - equal pay for equal work
 - no discrimination on the basis of sex

Programmes executed to ensure gender equality were done by several Governments and Non-Governmental Organisations (NGO'S)

3.4 Women's Organisations

Individual women and women's organizations have actively worked for the improvement in the conditions of the lives of women in Guyana over the years. Before the 1940's there were a number of associations working for the betterment of women. There were women's sections of church groups and charitable organizations. The first women's organization was formed in July 1946. This was the Women's Political and Eco-

nomical Organisation (WPEO). Since then, many other women's organizations have been formed. These organizations have implemented programmes to ensure that there are equal rights for women in every sphere. Some of the **organisations** are **Governmental** while others are **Non-Governmental**.

When we speak of **Governmental Organisations** we refer to those which are within the Government structure, for example the Women's Affairs Bureau. **Non-Governmental Organisations** (NGO'S) on the other hand, are those which are not a part of the Government structure, for example the Anglican Mothers' Union. A Non Governmental Organisation Umbrella could shelter a broad spectrum of organizations – developmental, political, religious, welfare groups or organizations associated with popular movements such as trade unions.

At the end of 1991 there were over forty women's organizations in Guyana. These can be grouped as **social services, trade union, political, religious** or **professional**. Some of these organisations have branches in urban centers and rural communities but most of the organizations have their headquarters in Georgetown. Here is a list of some Women's Organisations.

Social Service

- Women's League Social Service
- Conference on the Affairs and Status of Women in Guyana (CASWIG)
- Red Thread Women's Development Project
- The Albouystown Women's Support Group
- Young Women's Christian Association (YWCA)
- Guyana Girl Guides Association
- Guyana Federation of Women's Institute

Trade Union

- Trade Union Council – Women's Advisory Council (TUC/WAC)
- Public Service Union – Women's Advisory Council (PSU/WAC)
- Guyana Teachers Union – Women Teachers' Vanguard Movement (GTU/WTVM)

Political

- Women's Progressive Organisation (WPO)
- National Congress of Women formerly Women's Revolutionary Socialist Movement (WRSM)

Religious

- Anglican Mothers' Union
- Central Islamic Movement
- Women's Aglow Movement

Professional

- Women's Study Unit (University of Guyana)
- Guyana Women Artists Association
- Guyana Association of Female Lawyers.

Guyana Teachers Union – Women Teachers' Vanguard Movement

Attention must be given to women's involvement in trade unions. Many trade unions have women auxiliaries. Although the female membership in the trade unions may be high, that of the women's auxiliary is rather low. For example in 1990 the Guyana Teachers' Union (GTU) had a membership of approximately 8000 of whom over 65% were female, its Women Teachers' Vanguard Movement membership totaled 52. In its one hundred and six year history, the GTU has had two female presidents.

Activities of the GTU.WTVM involve feeding needy children, planning concerts and other forms of entertainment, providing bursaries and the management of the Credit Union.

Women Studies Unit – University of Guyana

In 1984, a Women's Studies Group was launched at the University of Guyana. This engaged in activities aimed at increasing the consciousness of its members, mostly women academics in women's issues and the promotion of research and teaching in Women's Studies.

The Women's Studies in Social Sciences started in September 1987. Its main focus is to motivate research based on women in Guyana. The unit works with the Women and Development Studies Groups at the University of the West Indies on staff development and research. It also has links with the Atlantic Women and Development Committee, particularly members at Universities in Halifax, Nova Scotia.

Red Thread Women's Development Project – (NGO)

This development project, initiated in 1986 designed to equip women with income generating skills.

The four groups which are located primarily in rural communities functioned as production units. Productions included hand embroidered greeting cards, nibbi furniture and exercise books.

Activities are now more focused on addressing women's issues such as health and violence against women.

Women's Affairs Bureau – Governmental

In January 1981, the Women's Affairs Bureau was established in the Ministry of Labour. Its function was articulated in a Mission Statement stated thus

“To work towards the removal of all discrimination against women, to promote development of the country.”

The Women Affairs Bureau functions as the policy-making body at the governmental level on all matters pertaining to women. The objectives of the Women's Affairs Bureau include:

- giving technical assistance
- organizing of agencies to design courses to upgrade skills of women
- ensuring that policies and programmes cater for women's interests and needs at the governmental level.

The main programmes of the Women's Affairs Bureau involve

- counselling
- seeking funding for projects
- training women
- sensitizing policy planners and women about gender issues.

The Albouystown Women's Support Group

Women's support groups are voluntary small group structures which are aimed to satisfying members basic needs and interests. They are community based and seek to provide a comfortable and safe environment for women, to help each other to explore, learn and grow (Patrice la Fleur: 1992)

The Albouystown Women's Support Group is a grass root organization which is a successful experience of this new strategy. The group was established in June 1990 with approximately nine women. Over the two year period the membership has grown to about forty. The group was able to get funding from a Donor Agency and this money was used to conduct a skills training programme in needle craft and sewing. Women of this group mainly single mothers have been exposed to a variety of workshops, conferences and seminars on women's issues and other related areas. These include Health, Education, Agriculture and Small Business Management. The support group provides for its members scope to access resources and services.

Anglican Mothers' Union

The Anglican Mothers' Union in the Diocese of Guyana was established in 1926. The Mothers' Union had its beginning in England in 1876 and

fifty years later Mothers' Union came to Guyana, (then British Guiana). The 'All Saints Parish Church' in New Amsterdam, Berbice became the first church to have a branch of the Mothers' Union. Mothers of this Parish were first to be admitted as members while unmarried women became associated members.

The aim of the Mothers' Union is for the advancement of the Christian religion in the sphere of marriage and family life. The purpose of the Mothers' Union is to be specially concerned with all that strengthens and preserves marriage and Christian family life.

The Mothers' Union has five objectives. These are:

- To uphold the sanctity of marriage
- To encourage parents to bring up their children in the Christian faith
- To maintain fellowship through prayer, worship and service
- To promote conditions in society that foster stable family life and protect children
- To help those whose family life has met with adversity.

In pursuit of its objectives, the Mothers' Union has spread throughout the coastland and interior of Guyana. The second branch to be established was St. Paul's Plaisance. Branches were established in Georgetown, Bartica, Parika, Skeldon, Orealla, Mazaruni and the Rupununi District.

Activities of Mothers' Union include the organisation and management of Day Care Centres, helping with school feeding projects and educating women in the Christian faith. Approximately there are 82 branches of the Mothers' Union in the Diocese of Guyana. The Mothers' Union continues to be the handmaid of the church in an outreach to families in our local communities.

3.5 Outstanding Guyanese Women

In Guyana, historically, our women have always been involved in numerous struggles against colonialism. They have served as stabilizers for many single parent and nuclear families. They have supported riots, rebellions, and marches and have often protested against inhuman conditions. They have been an integral part of the development thrust of Guyana in many ways. Despite their contributions to the home and to society many of these women have not been recognized. This is evident since those chosen to be national heroes are Cuffy, Ata and Damon.

More recently, women have been an important part of Guyana's work force. They have filled many vacancies in the job market. More women have developed their potentials and have been able to make significant contributions to the development of Guyana.

Some Guyanese women who have been outstanding in various fields of endeavour are:

Majorie Broodhagen	Art
Maylene Duncan	Art
Bernadette Persaud	Art
Edna Cadogan	Art Education
Olga Lopes-Seale	Broadcasting
Celeste Dolphin	Broadcasting
Pat Cameron	Broadcasting
Laila Kissoon	Business
Eileen Cox	Consumer Protection
Lynette Dolphin	Culture
Patricia Gomes	Drama
Agnes Jones	Education
Cecilene Baird	Education
Ogla Bone	Education & Administration
Daphne Persico	Education
Winifred Gaskin	Education
Emily Dotson	Engineering & Law
Elsa Goveia	Historian
Sister Mary Noel Menzes	Historian
Olga Britton	Home Economics
Magda Pollard	Home Economics
Stephanie Correia	Jewellery & Pottery
Hazel Shury	Jewellery & Pottery
Desiree Bernard	Legal Affairs
Shirun Edun	Legal Affairs
Stella Merriman	Library Work
Agnes Murdoch	Library Work
Yvonne Stephen	Library Work
Enid Denbow	Medical Field
Brenda Aaron	Military

Cyrela DeJesus	Mining
Joycelyn Loncke	Music
Viola Burnham	Politics
Shirley Field-Ridley	Politics
Janet Jagan	Politics
Jane Phillips-Gay	Politics
Mildred Mansfield	Social Work
Jean Persico	Trade Union



Fig. 3.3 Former President Janet Jagan

Janet Jagan – Women In Politics

On October 20, 1920, Janet Rosenberg was born to Katherine and Charles Rosenberg in Chicago, Illinois, U.S.A. The family lived in Chicago until Janet was about fifteen years old, when they moved to Detroit where she was able to com-

plete high school. Upon completion of high school she attended the University of Detroit (1938 – 39), Wayne University (1939-40) Michigan State College (1940-41) and then, after the war started, she enrolled at the Cook Country School of Nursing in Chicago. At university her field was mainly science. She took courses in higher mathematics and higher sciences.

As a child she was an avid reader. Her father took her to the library many times where she read widely and borrowed books on all topics. She still reads much despite her busy schedule. The Great Depression which began when she was about nine years old, impacted negatively on her family. During the depression her father was jobless for almost three years. He was assisted by his brother during this period. This depression also impacted on Janet's thinking while she was a child.

Janet Rosenberg first met her husband Cheddi Jagan in the spring of 1943. On August 5th they were married at a simple ceremony at the Chicago City Hall. In December 1943 Janet left the United States to join her husband in Guyana, then British Guiana. Janet worked with her husband as a dental aide for over ten years. On October 14, 1949 their son Cheddi Bradlaugh was born. On October 14, 1955 their daughter Nadira Shanti was born. While the children were yet young Mrs. Jagan became General Secretary of the P.P.P and later a Minister of the Government.

In 1947 Mrs. Jagan joined the British Guiana Clerks' Association and became its Assistant Secretary. She was also a founder member of the W.P.E.O. and elected the president in July 12, 1946. She continued an active political life. In the General Elections of 1953, Mrs. Jagan was a candidate for Essequibo and Pomeroon. At the 1954 elections Mrs. Jagan became the elected member of Western Essequibo. She thus became one of the first three women to be elected to the Legislative Assembly, the other two being Jessie Burnham and Jane Phillips Gay. They were fondly called the 3 J's'.

During 1964 she served as a member of the Georgetown Town Council and as a Minister of Government. In addition to being General Secretary of the P.P.P she was also appointed Deputy Speaker of the House of Assembly.

When her party lost the 1964 General Elections Mrs. Jagan did not end her political career. She became one of the leading columnist of the MIRROR newspaper and worked at her party office Freedom House.

On October 6, 1992 the P.P.P/Civic party won the General Elections. Dr Cheddi Jagan became the new President of Guyana and Mrs. Jagan at the age of seventy – two years became the 'First Lady of the Land'.

In 1993, she received Guyana's Highest National Award the Order of Excellence for her contribution to the Nation.

In 1997, she became the first female Executive President of Guyana, following the death of her husband Dr. Cheddi Jagan. Mrs. Janet Jagan retired from politics as President in 2001.

Jane Phillips - Gay

On November 2, 1913 at the Georgetown Public Hospital a daughter was born to James Adolphus and Jane Johanna Phillips. Jane Phillips' early socialization was a reflection of the home into which she was born. Her mother was a nurse mid-wife and this influenced her caring personality. At the age of twelve Jane began to give services at the Palms.

Jane's early education began in 1918 and she attended a series of schools which included St. Ambrose Primary, St. Leonards Primary, Smith Church and Brickdam R.C. School where she was tutored by the late Mr. Small.



Fig. 3.4 Jessie Burnham, Jane Phillips – Gay, Janet Jagan

The role model of Jane Phillips was the American Reverend Esther Brooks. By October 31, 1933 she embarked on a trip to Barbados where she was ordained by Rev. Brooks at the Egolf Memorial Church. This event made her the first female Reverend in Guyana.

Jane Phillips was also involved in community work and Trade Union activities and in 1949 she was elected General Secretary of the G.I.W.U. In the political arena she made a sterling contribution. In the 1953 elections she contested the East Demerara Seat and won an overwhelming victory. As a result of this and other political activities on Monday, May 18, 1953, Mrs. Phillips – Gay made a spectacular entrance into Parliament to be sworn into the legislative assembly.

Viola Victorine Burnham

Viola Victorine Burnham, O.R was the former first lady, widow of the late President Linden Forbes Sampson Burnham.

She was born on November 26, 1930 in New Amsterdam, Berbice. Her parents were James Nathaniel and Marian Harper.

Viola's early education began at St. Theresa's Primary School and the then All Saints School in New Amsterdam. Later she attended Smith Church Congregational School where she won a County Scholarship, permitting her to attend the Bishop's High School for girls. Having completed school in 1957 and being successful at her examinations she left Guyana for England. In 1958 she gained her B.A. Hons

(Latin) at London University and in 1963 her M.S (Education) at the University of Chicago in the U.S.A.

On February 24, 1967 she got married to the then Prime Minister of Guyana, L.F.S. Burnham. In 1970, he became the President of the Cooperative Republic and Viola became Guyana's First lady. Their union produced two daughters Melanie and Ulele.

Although Viola Burnham loves to be remembered as a farmer, she has made outstanding contributions in many other areas of work. She worked as a journalist, a teacher, and a community development worker especially where women and children were concerned. Her hobbies include swimming, horse riding, interior decorating, painting and designing craft, fabric, clothing and furniture.

Viola Burnham also had some political experiences. From 1976 – 1990 she was chairman of the Women's Revolutionary Socialist Movement (W.R.S.M) with special responsibility for Women's Economic Projects. In 1976 she was elected a Member of the Central Executive Committee of the People's national Congress, (Representative of W.R.S.M) and in 1983, member of Central Executive Committee, P.N.C (elected). In 1985 she was appointed Vice President and Deputy Prime Minister with responsibility for social development including women's affairs. In December of that same year, she was elected member of the National Assembly. Further to that, she was appointed

Vice President Education, Social Development and Culture and Deputy Prime Minister. In December 1989 Viola Burnham was appointed Vice President, Ministry of Culture and Social Development with special responsibility for women, children and young persons, and the administration of the Social Impact Amelioration Programme (S.I.M.A.P) component of Guyana's Economic Recovery Programme (E.R.P). In the absence of the President and Prime Minister she acted President on two occasions.

Some of the outstanding experiences of Viola Burnham in women's affairs include:

- 1967 - First Vice Chairman, W.R.S.M.
- 1970 - Founder – member and first Vice President of the Caribbean Women's Association (CARIWA)
- 1975 - Leader of the Guyana delegation to the world conference of the United Nations Decade for Women
- 1984 - Chairman of the Board of Directors – Vanceram Table – ware Factory Ltd, Guyana (project of W.R.S.M)

In addition to those and other posts and qualifications held by Viola Burnham, she has been engaged in planning and implementing economic projects for Guyanese women utilizing indigenous raw materials and has

worked individually and collectively to promote equality of the opportunity for women.

She has also travelled widely and has received national awards from the Republic of Guinea, the Democratic People's Republic of Korea and Bulgaria among others. In 1984 she received the Order of Roraima, the second highest national award of the Cooperative Republic of Guyana.



Fig 3.5 Desiree Patricia Bernard

Desiree Patricia Bernard

Desiree Patricia Bernard is an outstanding Guyanese woman.

She was appointed the first female Judge of the High Court of the Supreme Court of Guyana. She was the first female Justice of Appeal in the Court of Appeal of the Supreme Court of Guyana. She was also the first female Chief Justice of the Supreme Court of Guyana. Desiree Bernard is the first woman to be appointed Chancellor of the Judiciary of Guyana. She was appointed Chancellor of the Judiciary in May 2001.

Desiree Patricia Bernard has served on a number of committees and organizations locally as well as Regional and International agencies. She has received many awards and made significant achievements during her years of service.

Some of the outstanding achievements of Desiree Patricia Bernard include:

Local

- 1979 - Chairman of Legislation Committee of Guyana Commission for International Year of the Child.
- 1987 - Founder President of Guyana Association of Women Lawyers.
- 1994 - Appointed first female Chancellor of the Anglican Diocese of Guyana, and first in the Province of the West Indies.

Regional

- 1970 – 1974 Founder Secretary of the Caribbean Women's Association. (CARIWA)

1976	Elected first and is still the only female President of the Organisation of Commonwealth Caribbean Bar Associations.	Awards	
1978	Served as member and Chairman of Caribbean Steering Committee for Women's Affairs later established as WAND – Women & Development Unit of the University of the West Indies.	1985	The Cacique Crown of Honour, the third highest national award of Guyana, for outstanding service in the improvement of the status of women in Guyana.
		1989	From the Women's Unit of the University of Guyana for outstanding contribution in the field of law. Medal of Service from the Caribbean Women's Association (CARIWA) for service to the Association.
			From the Guyana Association of Women Lawyers for invaluable contribution as its Founder President.
International			
1976 – 1978	Honorary member of Canadian Bar Association Member and Country's Vice President of International Federation of Women's Lawyers.	1997	From Bishop's High School Old Students Association.
1982 – 1998	Member of United Nations Committee on the Elimination of Discrimination against Women (CEDAW).	1999	Order of Roraima, second highest national award for contribution to the administration of justice in Guyana.
1982 – 1984	Served as Rapporteur of (CEDAW).	2002	
1985 – 1989	Served as Chairperson of CEDAW. Member of Commonwealth Lawyers' Association. Member of International Association of Women Judges.		

Najuma Fletcher

Najuma Fletcher was born on May 31, 1974. She attended the 'Happy Hearts' Nursery School and St. Margaret's Primary School. From 1981 – 1983 she attended the Vaz Preparatory School, Jamaica and returned home and completed her Primary Education at St. Margaret's Primary. In 1984 she passed the Secondary Schools Entrance Examination and was awarded a place at Bishops High School.

At the Bishop's High School in 1985 she was awarded the Music Prize for Best Introductory Student to Music, 1987 the Hilda Seeraj Medal for Best All Round Performance and in 1988 – CXC – Mathematics Grade 1. By 1990 Najuma had tucked below her belt eight CXC subjects and one subject at the GCE O'level.

Najuma's excellent academic achievements were coupled with her athletic achievements both at home and abroad.

At the local level, Najuma participated successfully in Track and Field Championships at High Jump and Long Jump and was the School's Champion Girl.

At the International level

1985 - High Jump, Girls under 11 – Gold. First Central American and Caribbean Youth Championships, Curacao

1986 - Caribbean Union Teachers championships, Barbados High Jump Under 13 Gold

1987 - Central American and Caribbean Youth championships, Bahamas

80 Metres Sprint	Gold
1000 Metres	Gold
Long Jump	Silver
60 Metres Hurdles	Bronze

1988 - 17th Junior Carifta Games, Jamaica

High Jump Under 17 – Silver



Fig. 3.6 Minister Gail Teixeira presents a jewellery set to Aliann Pompey for being the gold medallist at the Commonwealth 400 metres race.



Fig. 3.7 Aliann Pompey visits students of the Samaritan Help Sports Academy at Malteenoes Sports Club Thomas Lands, Georgetown.

Summary

We have learnt that:

- In the past, women were given subordinate roles and in many cases their contribution to development was not recognized.
- Today the roles of women have changed and women are being viewed as an integral part of the development of Guyana.
- The legal status of women has changed. There is now equality for men and women before the law.
- Government and Non-Governmental Organisation have worked to improve the conditions of the lives of women in Guyana.
- Many Guyanese women have excelled in politics, music, art, education and business management.
- Guyanese women have excelled in the fields of Sports Regionally and Internationally.
- Desiree Bernard is an outstanding woman in the field of law. She is the first woman to be appointed Chancellor of the Judiciary in Guyana.

4 Population and Human Resources

In this chapter we are going to:

- define a population
- state how the population of a country is determined
- explain why a census is important
- examine the age structure of a population
- discuss how population changes can affect a country
- examine the effects of internal and external migration on a country.
- explain what are human resources.
- explain why the human resources are important
- describe how the human resources can be developed

4.1 Definition of a Population

Read this with your teacher.

Population refers to the total number of persons living in a specific region or country at a particular time. Guyana's population was estimated to be about 718,406(1991/92 census). However, according to the World Fact Book 2000 the estimate for Guyana was 698,200.

On 2003-05-21 it was estimated that the world's population was 6,294,133,398 (US Census Bureau-<http://www.census.gov/cgi-bin/ibc/popclockw>).

The information on CARICOM countries is given in figure 4.1. Estimates for some of the countries with high population are given in figure 4.2.

Table 4.1 Population of Caricom Countries

Country	Area (Sq. Km)	Population
Antigua and Barbuda	440	67 400
Bahamas	13 864	300 500
Barbados	430	276 600
Belize	22 963	263 000
Dominica	772	70 200
Grenada	345	89 200
Guyana	214 970	698 200
Haiti	27 750	7 063 700
Jamaica	10 990	2 680 000
Montserrat	102	8 400
St. Kitts/Nevis	269	38 700
St. Lucia	617	160 100
St. Vincent and The Grenadines	389	116 400
Suriname	163 270	436 500
Trinidad and Tobago	5 129	1 163 700

Table 4.2: Selected Countries with High Population

Country	Population
China	1.237 billion
Brazil	160 million
India	970 million
Russia	147 million
United States	268 million
Pakistan	138 million
Indonesia	204 million
Japan	126 million

Activities

Work in small groups then share the information.

1. Prepare your own table to show the information given in figure 4.2.
2. Use an Atlas, the internet or any source to find out the names of ten other countries with high population. Add them to the table.

4.2 Census

Read this with your teacher.

Before the population of a country can be determined, a census has to be taken. Usually a census is taken every ten years.

A census is a survey, which provides information on the size of a country's population and its age and sex structure. During a census, additional information such as employment, occupation, salary, ethnicity, religious affiliation, births and deaths, migration, etc. are collected as well.



Fig.4.1: Conducting a Census

Activities:

Work in small groups.

1. Find out about the population of your community. Ask your teacher to arrange the activity. You and your friends can undertake the exercise. Each person can visit a particular street.
2. Describe the composition of the population. Are there many persons above forty-nine years?
Are there more males than females?
3. You can plot your information on a bar graph.

The importance of a Census

Read with your teacher.

It was mentioned before that during a census, information on employment, occupation, migration, etc. are also collected. The information is important to plan development policies. If a high unemployment rate is indicated, it may cause the government to try to make investment so as to ease the unemployment problem.

Similarly high emigration figures can signal whether or not there is need to provide additional social facilities to the residents or provide better working facilities. Often, residents who are very dissatisfied for one reason or the other will emigrate i.e. leave the country as soon as the opportunity arises.

4.3 Age Structure of a Population

Read with your teacher.

Through a census, important information on the population age structure is revealed. This information is important for planning purposes. When government is aware that the population is aging, it means that additional facilities must be provided for the senior citizens. On the other hand if there are indications of a young population then additional facilities such as crèches, day care centres must be provided. If there are many persons within the working age groups, then government has to plan for employment.

Study the following information below and then work in small groups.



Fig.4.4: Airport Scene

Table 4.3 Population of Guyana by age group and sex

Age group	Total	Male	Female
0-4 years	85,107	42,134	42,973
5-9	78,890	39,247	39,643
10-14	86,215	42,724	43,491
14-19	82,234	40,329	41,995
20-24	75,863	36,797	39,066
25-29	67,055	32,759	34,294
30-34	56,552	27,826	28,726
35-39	44,239	22,789	22,450
40-44	35,559	17,720	17,839
45-49	26,335	12,986	13,349
50-54	20,778	10,349	10,429
55-59	16,851	8,193	8,658
60-64	13,425	6,759	6,666
65 and over	29,193	13,339	15,796
Not stated	20	4	16
Total	718,406	353,013	365,393

Source: Draft Report of Housing and Population Census 1991/1992

Activities:

Work with the other students in your form.

Study the information in table 4.3

1. How many persons are below 20 years?

2. How many persons are between 20 and 49 years?
3. How many persons are 50 years and above?
4. Discuss the information with your form students and try to determine whether or not the population is a young one or a relatively old one.
5. Examine the three age groups mentioned in questions 1-3. Which age group do you think the government would have to make special provisions for?

4.4 Population Pyramid

Read with your teacher.

The gender and age structure of a population can be easily shown on a graph. This graph is called a **population pyramid**. The purpose of graphs is to quickly grasp the information which may have been presented on a table. When the population of different countries are displayed on population pyramids, the shapes are different. However there are three general shapes: Notice that in figure 4.6, the graph has a shape somewhat like a triangle. Note that there are relatively many persons in the young age groups. On the other hand there are not many persons in the older age groups. Such a graph indicates a rapidly growing population since the birth rate

is high. In many developing countries there is a relatively high crude birth rate and a relatively low crude death rate. The natural increase is therefore relatively high.

When the graphs in Fig. 4.3 and Fig. 4.4 are compared it can be noticed that the latter has less persons in the very young age groups and relatively more persons in the older age groups. Examine the age groups 6-4 and 5-9. If this trend should continue then the population is likely to decline or become less. The graph in Fig. 4.3 indicates a decreasing population since there is a decreasing birth rate.

In Fig. 4.5, the graph indicates a relatively constant population. This maybe so because the birth rate is neither increasing nor decreasing. (Ramsawak and Umraw, 2001). Notice that shape of the pyramid is different from the other two. You can examine the three pyramids and note the main differences. You have to compare the various age groups.

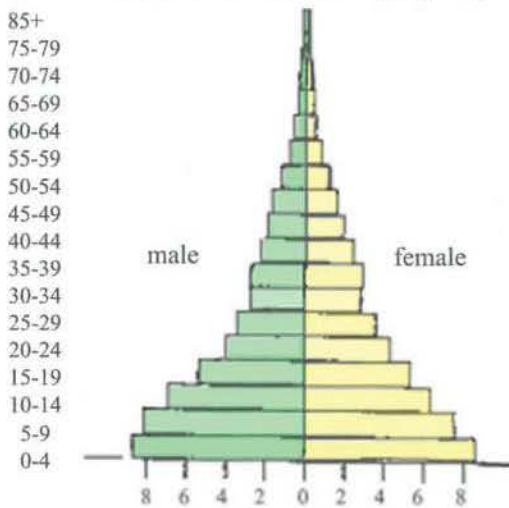


Fig.4.3: Population Pyramid –increasing birth

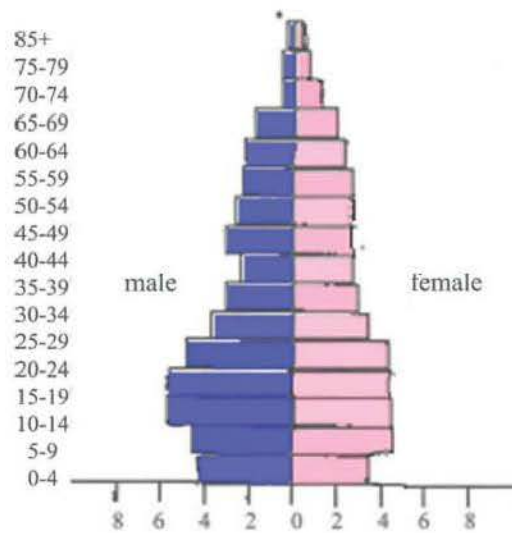


Fig. 4.4: Population Pyramid-decreasing birth rate

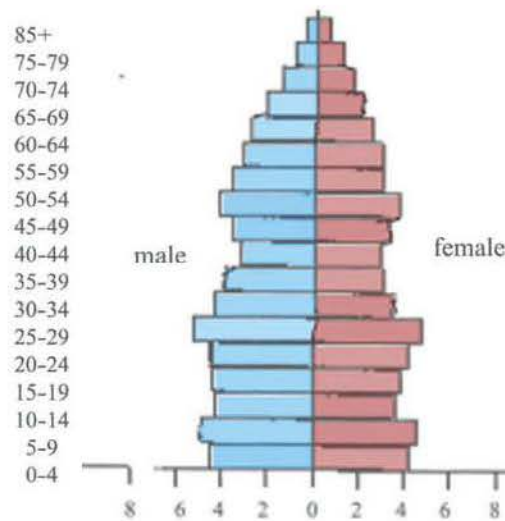


Fig. 4.5: Population Pyramid –constant birth rate

Activities

Work in small groups with your teacher.

1. Study the information for Guyana that is given in figure 4.5 and then calculate the percentage for each gender age group.
2. Plot the information on a population pyramid.
3. Describe the shape of the pyramid.
4. According to the pyramid you have drawn is the population increasing, decreasing or is it constant?

4.5 Population Growth

Read with your teacher.

Population growth can take place when the crude birth rate is higher than the crude death rate. This is often referred to the natural increase.

Crude birth rate: This is the number of live births per thousand persons in a population of a country for a particular year.

Crude death rate: This is the number of deaths per thousand person in a country's population for a particular year. Natural Increase takes place when the birth rate is greater

than the death rate.

Birth rates are very dependent on a number of factors. The health of the population and the ability to reproduce are very important. However in some countries although the population is healthy and capable of reproducing, the birth rate is relatively low since birth control measures are practised.

Health also affects the life expectancy rate. Life expectancy is the **average** age persons in a country are expected to live. A high expectancy rate means that persons live to an old age. A low rate means that persons die at a relatively young age.

The number of births is also determined by the fertility rate.

The fertility rate refers to the number of life births per thousand women within the age group 15-45.

In developed countries the fertility rate can be low since the women may practise birth control measures. On the other hand in developing countries, the rate may be relatively high, more so, in the rural areas where the education level is low and birth control measures are not taken.

Population Growth and the Consequences

Read with your teacher.

Rapid population growth can lead to overpopulation. **Really overpopulation takes place when the resources and services are not adequate for the population in a country.** Economic growth must always keep up with population growth or else the consequences can be serious.

Some of the consequences are :

- the average wages of workers are relatively low.
- a low standard of living is experienced
- crime and other social ills may develop.
- facilities and social services may be inadequate.

(Ramsawak and Umraw, 2001.)

Activities:

Work in small groups and then discuss with your form students.

1. Visit the community in which your school is located and note the services that are provided.
 - (a) Are you satisfied with the services in this community?
 - (b) Are the services better in your home community?

2. What services are lacking in the school community?

4.6 Population Distribution

Population distribution refers to the amount of persons living in a particular area of a country. If persons are living far apart then the population density is described as low. When persons are living close together then the density is likely to be high. In some regions of Guyana the population may be well scattered but in other regions it may be clustered. Normally one has to consider the area of a region and its population to determine its density:

If Guyana's population is estimated at 718 406 and the area is approximately 214 970. km², then the density is about 3.4 i.e. about 3 persons live in every square km. One has to bear in mind that though the density is relatively low in Guyana , there are areas where the density is relatively high. Often the towns or urban centres are densely populated.

Activities:

Work in small groups then discuss with all the form students.

1. Two centres (not towns) in Guyana with dense population are Parika and Bartica.

Name five others.

2. The Nuclear Housing Schemes which were developed by the Sugar Industry Labour Welfare Funds in Guyana are also densely populated. Two examples are Enmore and Annandale. Name five other such areas.

Regional Distribution of Population

Table Population of Guyana by Administrative Regions

On a map of Guyana examine the different Administrative Regions and note their sizes. The population figures for these regions are given in Fig. 4.4.

Table 4.4

Administrative Region	Population
Region No. 1	18 294
Region No. 2	43 139
Region No. 3	95 276
Region No 4	294 494
Region No. 5	51 274
Region No. 6	141 455
Region No. 7	14 682
Region No. 8	5 574
Region No. 9	14 947
Region No. 10	39 271
Total	718 406

Activities :

Work individually and then discuss with your class.

1. Examine the sizes of Administrative Region No. 9-Upper Takatu- Upper Essequibo
Compare the population of this region with Region No. 4 Demerara-Mahaica. Note the size of Region No. 4.
2. Similarly you can compare the sizes and population of Administrative Regions No. 3 Essequibo Islands –West Demerara with Region No. 8-Potaro-Siparuni.
3. Which administrative regions are partly located on the Coastland?
4. Give a reason why Administrative Region 4 is densely populated.

Factors which Influence the Distribution of Population

Read with your teacher.

1. People would reside where they can easily find work and where generally services and amenities are adequate. Many persons reside on the Coastland because the fertile soil allows the

- cultivation of crops on a large scale.
2. People would avoid places that are far from the centre of activity i.e. they may avoid the deep hinterland areas.
 3. They would avoid thick forested and very mountainous areas.
 4. People may congregate in areas where precious metals and important minerals are found. Linden has developed as a mining centre.
 5. People tend to live in areas where it is safe and comfortable to do so.

4.7 Migration

Read with your teacher.

Migration refers to the movement of people from one place of residence to another. Migration can be internal or external

Internal Migration

This refers to the movement of people within the country. Often people move from one region to the next. They may go in search of work or they may go to where they feel it is safe and comfortable to live. Normally however persons

tend to move to the towns or near to the towns. Persons generally feel that there are greater opportunities for jobs, education, etc. near the towns.

Movement to the towns can lead to a strain on housing and social facilities and slums areas can develop. This has led to a counter movement and the tendency is for people to move out of the city centre and reside in residential areas on the outskirts of the town.



Fig. 4.6 A Slum Area In The Town

Emigration and Immigration

Emigration refers to the movement of people from the country e. g. Guyanese emigrate from Guyana to the U. S. A. and Canada. Immigration refers to the movement of people into the country. In Guyana's history many immigrants came from India, China and Madeira.

Effects of Emigration on Guyana

Persons from Guyana migrate to the United Kingdom, the U.S.A., Canada and other countries. The movement is to a great extent a movement from a developing country to a more developed one. Such movements can have serious effects on Guyana.

- Most of the persons are relatively young and have received their basic education in the country.
- Many of the emigrants are well qualified thus there is a brain-drain on Guyana.
- Many old persons are left in the country and thus the dependency ratio rises. i.e those who are not working and depend on the working population to maintain them.

Activities:

Work in small groups then discuss in your form. Carry out a survey in your school community or collect information from your form students.

1. Find out the reasons why persons have emigrated.
2. Find out about the qualifications of the persons who have emigrated and place into categories as shown on the table below.

Education	
Primary	Secondary Technical University
Male	
Female	
Total	

Why People Emigrate

Read with your teacher.

The reasons can be placed into two categories:
Pull factors: These are the factors which attract people to another country.

- The bright lights of the developed countries.
- The better educational and other social facilities.
- An adequate standard of living.

These factors cause people to leave their own country.

- Social and political instability.
- Lack of steady employment.
- Poor standard of living.
- Poor social facilities.
- Discrimination.
- Natural disasters such as earthquakes and volcanoes.



Fig.4.7: Attractions of A Developed Country

Read with your teacher.

Resources are the living and non living things which can be developed and made useful by man. These include the skill, the ability, etc of man himself as well as the soil, forest trees and minerals.

4.8 Resources

Read with your teacher.

In Book 1, Chapter 4, it was stated that a natural resource is referred to as a physical resource. Natural resources include land, water and wild animals as well as features such as the wind and the sun. The energy of the wind and the sun can be harnessed and utilised. Generally the natural resources form the raw materials which are utilised by man. They provide man with food, shelter and material for manufacturing purposes.

Resources are not really of any importance unless they can be utilised by man.

The human resources are really needed to extract and develop the natural resources. Human resources include labour, skill or technology, special talent, capital-money, the right attitude to work, and entrepreneurship for business investment. (Fig 4. 12).

Before the natural or physical resources can be developed, **the human resource must be available.**



Fig. 4.8 Making use of solar energy - solar panels on a roof

Activities:

Do by your self at home and then discuss with your friends.

1. Study the scene in fig. 4.12 and then find out from persons how the energy of the sun is stored and used.
2. Describe one way in which the energy of rapids and waterfalls can be used. Find out about the Moco-Moco Hydro-electricity Project.
3. Describe two ways in which the energy of wind is used in Guyana. Find out about the use of wind mills to pump water in the Rupununi

Table 4.4 Resources

Natural	Human
land-soil	labour
water	skill
wild animals	technology
marine animals	attitudes, values
natural physical features	capital, finance
sun/wind	entrepreneurship

Human Resources

Read with your teacher.

1. **Labour**-Residents in a community provide the labour for work in the fields and factories. They clean the trenches and drains in the sugar cane fields and they provide the manual labour in the forest industry.
2. **Skills**-Specialised skills are needed for some jobs. A person who drives a

- vehicle or operates a machine needs special skills.
3. **Technology**-Advanced skills are often required to accomplish certain jobs. The making and repairing of a computer or television requires technical or engineering skills.
 4. **Capital**-Finance or capital is important for investment purposes. Persons may have their own money or they may take loans.
 5. **Entrepreneurship**-Persons investing in any business do take risks. Investors must therefore have the ability to manage their businesses.



Fig. 4.9 Utilisation of human resources

6. **Attitudes**-Attitudes and values are just as important as the skills that people possess. Production cannot be at a maximum when workers do not demonstrate the right work ethics. Workers and employers must try to settle issues amicably through the trade union. Persons who are skilled or qualified

should be willing to share their knowledge and expertise.

7. **Special talents** – Besides advanced training persons often depend on their natural ability or talent to perform certain jobs. Study the performance of your favourite singer or cricketer. Each has special talent. How many times have you climbed a very tall coconut tree? You have to have special talent and you have to be brave to do so.

Development of Human Resources

Certain conditions must be met if maximum use is to be made of human resources. The authorities must provide the essential social facilities to help develop the human resources. Some of these are:

Health services: The population must be strong and healthy. Persons who are ill cannot produce at a maximum. Severe illnesses can greatly hinder economic growth. A good health service must also take into consideration the special needs of those who are physically disabled, those who are blind and deaf or who have lost a limb. Institutions must also take into consideration those who are mentally ill or retarded for one reason or the other. Part of the health care must include the provision of health education. This will help people to practise good health habits and

to care for their families. Parents must plan nutritious meals for their families and provide a balanced diet.

Healthy habits include the avoidance of illicit drugs such as marijuana and cocaine. Alcohol and tobacco are also abused and persons can become addicted. The topic Substance Abuse is dealt with in Chapter 2.



Fig. 4.10

Fig. 4.11 Training at a Technical School

Education and Training: In Guyana, education is provided at the Nursery, Primary, Secondary and Tertiary Levels. The highest level of education and training is provided at the University of Guyana. Besides specialised training at certain government institutions, ongoing training is often conducted by private companies. Education and training are important, since skills are developed. Training for manual work alone is not sufficient for certain industries since some jobs/professions require specialised skills and technology. Regardless of the type of education or training received, persons must be fitted for life in society. The application of education and skills is therefore of utmost importance.



Attitudes and values: Academic education and training alone cannot lead to high production rates at the work place. Workers must also demonstrate good attitudes and values. Institutions involved in education must also emphasise the development of positive attitudes. Maximum production would be difficult to achieve if workers are late for work or are frequently absent without a genuine reason. Employers must also provide suitable conditions for work and the right work atmosphere. The development of good attitudes begins at home, but the school, the church as well as other social institutions must also play their role.

Activities:

Ask your Home Economics and Science teacher to help you and then discuss with your form students. You can also ask a nurse to help you.

1. Write down the different foods that you have eaten on a particular day. Discuss the different food groups. Try to determine whether or not you have eaten foods from the different food groups.
2. Draw a diagram to illustrate a balanced diet.
3. Find out about malaria.
 - (a) How is this disease spread?
 - (b) How has this disease affected life in your community or the mining are of Guyana?

Summary

You have learnt that:

- population refers to the people living in a particular region or country.
- before the population can be determined a census has to be taken.
- a census provides information to government to plan development policies.
- Government has to study population trends to plan development.
- a population pyramid can help to determine population trends.
- emigration refers to the permanent movement of people from a country.
- immigration refers to the permanent movement of people into a country.
- people usually migrate from a developing country to a developed one.
- some regions or countries are densely populated while others are sparsely populated.
- human resources are the labour, skills, attitudes, etc. of people.
- human resources are needed to develop the natural resources.
- we need to develop the human resources by providing education, health services, training, etc.

5 Groups and Institutions

In this chapter we are going to learn about:

- groups and institutions.
- the types of groups in society.
- types of institutions in society.
- functions of groups and institutions.
- benefits of joining groups.
- characteristics of groups and institutions.

Read this with your teacher.

Throughout your life you belong to one group or another. You are first part of the group '**the family**'. AS you grow older you find yourself in other groups. You are members of groups at school, churches and in the neighbourhood.

Groups have existed through the ages and will continue to exist mainly because man is considered a **gregarious** animal, that is, he is fond of company and as such cherish the company of others. These groups arise mainly through social needs or common interests.

5.1 Groups

- give us a sense of direction.
- reveal to us attitudes of others.
- organize for positive development.
- utilize our skills and talents and
- prepare us for the world.

What is a Group?

A **group** may be defined as two or more persons who are linked by a common purpose or interest.

5.2 Types of Groups.

Some common groups are:

- primary groups
- secondary groups
- formal groups
- informal groups
- interest groups
- peer groups
- negative groups

Primary Groups

You are sitting in your classroom. Your teacher is at the front of the class explaining a problem. Your teacher has a face-to-face relationship with the class. There is some degree of intimacy and there is also some permanence about the group. This type of group is called a **Primary Group**.

The basic small group of the family – mother, father and children is also an example of a primary group.



Fig. 5.1 A Primary Group – children in class with their teacher.

Secondary Groups

You are still in school, but now you are at a General Assembly. The students of all the classes are gathered in the school's Auditorium. You have said the School Prayer, the National Pledge and have sung a National song. The Headteacher stands in front of that large group of students to deliver a

short talk on discipline. Obviously, the Headteacher will not know all the students like the teacher in class will know his set of students. There is no longer that intimacy that characterized the primary group, and there is also no permanence about this group. Thus we refer to this larger group as a **Secondary group**.



Fig. 5.2 Children in a School at General Assembly – A Secondary group

Peer Groups

As students in school, probably the most important group to you is the **Peer group**. This group comprises individuals of approximately the same age and social status. This group is very influential in that strong loyalty exists to each other in this group. The attitudes and behaviours displayed by the dominant members of the group are imitated. The influence that is exerted in this group is so strong that the individual has to make a decision to either conform to rules of the home

and school or that of his group.

Peer groups can however be beneficial to individuals. It helps them to

- develop a sense of loyalty,
- make and abide by rules,
- make decisions,
- gain a sense of belonging and security,
- prepare for the adult world.



Fig. 5.3 A peer group – Students of approximately the same age group studying.

Formal Groups

You have so far seen yourself as being a part of the Primary, Secondary and Peer groups. You will now visualize yourself as part of a **Formal group**. In school there are certain rules and regulations by which the school is governed. In school you

will realise that there is a Headteacher or Principal who is appointed to that position. The Headteacher or Principal is the leader of the school and has specific functions. The next person in authority is the Deputy Headteacher or Vice Principal followed by the Senior teachers, Heads of Department and Specialist Teachers respectively. The school has an organized structure.

In this type of arrangement where you have rules and regulations, membership requirement and an organized structure the group is called a **Formal Group**. Other examples of Formal Groups are Girl Guides, Boy Scouts, Lions Clubs.



Fig. 5.4 The Lions Club of Georgetown at a meeting.

Informal Groups

In **Informal Groups** there are no **set** rules or regulations, and no special requirement to

become a member, as well as no fixed organizational structure.

These groups are usually spontaneous and are formed to satisfy the needs of the moment. For example, a group of boys on the street corner may decide to play a game of cricket so they will form a group and play their game. The game may change suddenly to some other game or activity of their choice. This situation is an informal one.



Fig. 5.5 Boys Playing Cricket on the street.
An informal group

Interest Groups

Bible Clubs are usually popular in schools. The students who attend the Bible Club meet to exchange their views about the Bible and to know more about God. In like manner other students will attend other groups such as the Debating Society, the Hindu Society, the Drama Group or the Reading Club. These groups all have one thing

in common, that is, young persons could get together to participate in an activity that is of interest to them. They can exchange their views and ideas. This group is called an **Interest Group**.



Fig. 5.6 Drama Club

Negative Groups

This group is characterized by the members displaying attitudes and behaviours that are not the expected attitudes and behaviours of society. These members portray negative attitudes such as taking drugs, breaking laws and vandalism.



Fig. 5.7 A Negative group- Boys destroying a building

Characteristics of Groups

Some Characteristics of groups are:

- Common goals – the members of the group all aspire for the same things. They have a common aim.
- Clearly defined status – each member realises that there are lines of authority where each member functions in his position of the club.
- Shared values – each member of the group will try to conform to the rules and regulations of that group.
- Common Symbols – the members of the group have a form of identification. For example, the students of a school have their uniforms and monograms.

- Established ritual and behaviour – rules and regulations are set down to establish the behaviour patterns of members.
- Membership may be (a) **Voluntary** – individuals are free to make a decision about becoming a member of an organisation or (b) **Involuntary** – membership is compulsory.

Let us read now about what Groups do:

Functions of Groups

- Man depends on each other for survival. Man provides for each other the basic necessities of life – food, clothing, shelter. Groups are therefore interdependent.
- Security – as a member of a group, you have a feeling of comfort and security. There is a sense of belonging and companionship.
- Shared experience – members of groups share experiences and thus help to solve problems which could not have been solved by the individuals.
- Social Control – the individual is expected to conform to the rules and regulations of the group, thus bringing about a sense of order in society.

Benefits of Joining Groups

- Being in groups provides opportunity for comparing behaviour patterns.
- Provides the opportunity for practising some important aspects of living such as justice, loyalty and cooperation.
- Assists in the development of acceptable attitudes and values.
- Helps individuals to get to know themselves better.

Activities

Work in groups.

1. Mime an activity of a particular type of group so that the rest of the class can identify the group. Let your teacher observe the miming of all the students.

Work by yourself.

2. Choose two groups to which you belong and list the specific benefits of each group.
3. Carry out a survey in your street to find out how many persons between ages 10 – 14 years belong to (a) Formal Group (b) Interest Group.
4. Using the information from question three, make a chart showing the percentage of persons in your street who belong to the different groups.

5. Explain why the peer group is so popular in society.
6. Write about the activities of the following groups:
 - the Leo Club
 - the Rastafarians

You may describe their dress, shared beliefs, rules, symbols, aims etc.

Show your work to your teacher.

5.3 Concept of Institutions

Read with your teacher.

In examining the concept institution, a number of responses can emerge.

These include:

- an established law, custom or public practice,
- an organisation established for social, political, economic, educational or religious purposes,
- an organized pattern of group behaviour established and generally accepted as a fundamental part of culture,
- practices and established ways of doing things.

Generally speaking, institutions are based on the customs and practices of a people. They not only

control or regulate human behaviour but provide for the needs of mankind. To accomplish these goals, institutions are divided into types. There are Universalistic Institutions and Particularistic Institutions. The Particularistic institutions emerge from the Universalistic institutions. Examples of these are set out in the Table below. These Particularistic examples cover a wide range of interests and activities.

5.4 Types of Institutions

Universalistic Institutions	Particularistic Institutions
1. Social	Family, marriage engagement etc.
2. Education	Schools, colleges, libraries, universities etc.
3. Political	Government, political parties, courts, laws, parliament etc.
4. Religious	Church, temples, mosques, baptism, thanksgiving dinner etc.
5. Economic	Banks, money, market, insurance, Trade Unions etc.
6. Recreational	Cricket, cinemas, art clubs etc.

Characteristics of Institutions

Each of the institutions within society has the following characteristics. Each has:

- specific functions to perform
- a clear organised structure
- fixed sanctions such as rewards and punishment.

Each endures over time.

Let us take, for instance, the school as an institution. One of its specific functions in society is to help in the socialization of its students. Within the school, one can recognize a distinct hierarchical structure comprising of the headteacher the deputy headteacher senior teachers, teachers and students. One can also discern systems of rewards for achievements and systems of punishments for defaulting. Earlier in this chapter, mention is made of the names of universalistic and particularistic institutions. Can you recall the names of the universalistic institutions with their examples? If you can, let us examine the functions of those institutions.

Social Institutions



Fig. 5.8 Nursery class in action

The family as a social institution performs **educational, economic, emotional, cultural** functions as well as functions of **reproduction** and **socialisation**.

Educational functions. Parents lay the foundation for the early education of children as it is within the home where first attempts of spoken and written language take place.

By supervising children's homework, giving encouragement, advice and assistance, parents continue to play an important role in the education of children.

Economic functions. Parents function in the economic life of their children by providing the money and/or goods to satisfy the basic needs of food, clothing, shelter, recreation, and books for their offsprings.

Emotional Functions. If children are to grow into healthy and stable persons they need love, affection and security. There is no better source to provide those needs than the family.

Cultural Functions. In any society there is need for the transmission of traditions, beliefs, tools, customs, habits and ideas. The family functions in this direction by passing on the culture from one generation to another.

Socialisation. The family functions as a socialisation agent when it provides the children with its earliest values, concepts, skills and knowledge. By so doing it is training the child to live a meaningful life in society.

Reproduction. The family plays a vital role in reproduction as it adds to the population and ensures the continuation of the human species.

Educational Institutions

This institution also plays a vital role in the process of social control. Let us examine the functions of education as they relate to the process of social control. At the formative stage, education strengthens the process of socialization initiated by the family. Thus it functions also as a socializing agent. Within the society, it also functions culturally, as elements of our culture and heritage are passed on through schools, colleges, universities and cultural events or exhibitions. Educational institutions also function in the

development process. Within its agencies there are provisions for innovations as someone must initiate the social change that is so necessary for a society to survive under modern conditions. Such change may be technical, political or artistic. Finally, education as an institution does only aim at satisfying all levels of the labour force but at **certification**. Through the policy of certification the more able ones are sorted out from the population.

Political Institutions

The concept of Political Institution has been dealt with extensively in Book Two, never theless there are some important functions of which we need to remind ourselves. The Government as the main political institution performs **three** main functions namely, **executive, legislative** and **judicial**. The executive functions of a government are entrusted to the President or Prime Minister and the Cabinet. Together, they decide policies and give directives to ensure that the policies are put into effect.

Members of the legislative make laws and review old ones for peace, order and good government of the people. The Judiciary which is made up of Judges, Magistrates and jury is given the task of maintaining law and order. To them are entrusted the tasks of interpreting and applying the laws to ensure that every accused is treated fairly and receives justice.

Present day governments have extended their functions to include **protection, economics** and **social functions**. Government in an effort to protect their borders from outside aggressions have taken under their control the functions of navies, armies and air forces.

To protect local industries, governments have instituted heavy taxes on foreign products that compete with local goods. They have even offered tax incentives like **tax holidays** to boost local industries. Finally they have made available **soft loans** and granted subsidies on agricultural tools and machinery in order to encourage agricultural production.

Government has also undertaken to provide certain social services within the society. These include the building and maintenance of roads, hospitals, schools, recreational facilities, bridges, water and electricity supply.

Religious institutions

Religious Institutions have evolved around the concept religion, which is linked with beliefs and practices pertaining to things sacred. As a body, this institution performs several functions. One of its functions is to give sacred authority to society's rules and values, for example, offences like stealing, committing murder, adultery, do not only break society's rules but are considered as sins against God. It give a sense of well being

and comfort to its followers through its messages of peace and promises of eternal life. Like the family and school, religious institutions perform certain cultural functions by passing on certain ideas, beliefs and practices from one generation to another. By so doing it offers a link with the past, present and future events. Another function is that it establishes rules and offers answers about life.



Fig. 5.9 Harvest scene in a church

Recreational institutions

These institutions are vital to any society. Recreational institutions assist in the transmission of skills and knowledge from one generation to another. They also encourage within their members a sense of fulfillment in life being engaged in the leisure activities such as games and belonging to clubs. They also strive to develop within their followers a spirit of competitiveness and co-operation.



Fig. 5.10 Sports in action with jubilant spectators

Economic institutions

Economic institutions comprise the financial sector and include a central bank, commercial banks, finance houses, trust companies, life insurance companies, thrift institutions, development banks and insurance boards. Raw materials from the land, labour and capital are all essentials of economic institutions.



Fig. 5.11 Bank of Guyana – Economic institution

Economic institutions are responsible for the regulation of production and the distribution and consumption of goods and services.

The Bank of Guyana – an Economic Institution

The Bank of Guyana is the central bank within Guyana and performs certain specific functions. These include:

- the fostering of monetary stability and the promoting of credit and exchange conditions conducive to the growth of the economy.
- the giving of maximum assistance to the government in its efforts to manage the economy.
- the giving of advice on exchange rates between the Guyana dollar and other currencies.
- the regulation of interest rates that

commercial banks and other specific financial institutions may charge on loans.

- reporting to government on the functioning of exchange controls and
- the managing of foreign exchange reserves of the Government.

Activities

Work by yourself.

1. What does the term institution mean?
2. Compile a scrapbook on “My family as a Social Institution.” (Remember to include those functions which **your** family performs).
3. Visit an economic or a religious institution. Write up a report of that institution under the following.
 - its organisational structure
 - functions
 - sanctions
4. Write arguments **for** or **against** this topic. “The School as an Institution builds on patterns set by the family.”

Show your work to your teacher

Summary

You have learnt that:

- a group can be defined as two or more persons who are linked by a common purpose.
- there are different types of groups.
- groups continue to exist because man cherishes the company of others.
- peer groups can be beneficial to individuals.
- groups have certain characteristics, which include clearly defined status, shared values, common goals and common symbols.
- groups are interdependent.
- groups function as a means of social control.
- the concept **institution** refers not only to structures or organizations but to organized patterns of group behaviour.
- institutions can be universalistic and particularistic.
- institutions have certain features or characteristics common to them. These include functions, structure and sanctions.
- institutions perform a wide range of functions. There is overlapping of some of these functions as each institution works in pursuit of the common objective – social control.

6 Environmental Issues

In this chapter we are going to:

- define our environment
- differentiate between the social and physical environment
- outline policies related to the use of the physical environment
- outline the role/functions of the environmental Protection Agency
- examine the ways in which the physical environment is being polluted
- explain what are the consequences of pollution
- suggest some possible actions that can be taken to reduce pollution

6.1 Issues on the Physical Environment

The environment in which we live is always under threat of being destroyed. This is more so in recent decades with modernization and its technological and industrial processes. Human beings themselves are part of the process of destruction when the environment is carelessly used and when domestic and industrial waste are dumped. In this chapter we shall examine some of the issues related to the environment.

6.2 Our Environment

Read this with your teacher.

Our environment consists of the area or surroundings in which we live. It includes the physical area as well as the social space. Our environment is therefore not only the physical or natural space but the people, their habits and their customs as well. Our physical environment consists of the land, the water, the air, the plants the animals, etc which are around us. The social environment consists of the people who live in the physical space. In addition, there are structures such as buildings, roads and trenches.

Our physical environment can easily become uninhabitable. This can take place for example when mosquitoes make life difficult in swampy areas. In other cases diseases are spread by animals. Human beings themselves often make the environment almost uninhabitable. They over-cultivate the land and erosion steps in. In other cases they dump domestic and industrial waste, and the surroundings become contaminated and unhealthy



Fig. 6.1 An Unhealthy Environment



Fig. 6.2 A Clean Environment

Activities

Work with your form students.

1. Make a survey of your community and note the ways in which it has become unhealthy.
2. Suggest **three** actions that can be taken to remedy the situation.

6.3 CARICOM Ministerial Conference on the Environment

Read with your teacher.

The Caribbean Community member states are very concerned with the deterioration of the physical environment. The first CARICOM Ministerial Conference on the Environment was held in 1989 in Port of Spain. At that Meeting, the Hon. A.N.R. Robinson, the then Prime Minister of Trinidad and Tobago in his address stated that

“..... environmental degradation has continued unabated, threatening in some instances the very survival of life on our planet”.

Some environmental issues identified were:

- climate change
- deforestation
- soil erosion

- pesticide build – up
- threat to the existence of indigenous people
- industrial and municipal pollution
- toxic and hazardous waste

Earth Summit at Rio de Janeiro

So conscious are the world leaders about environmental problems and its effects on planet earth, that on 5th June, 1992 they met at the United Nations Conference on Environment and Development which was known as the Earth Summit at Rio de Janeiro, Brazil. Here policies were formulated

“.... To protect planet earth from ecological disaster and to use their resources for the development of the present and future generations of mankind...”

Activities

1. Find out about the tourist industry in the Caribbean Islands. How can pollution affect tourism there?
2. Explain how pollutants in one country can easily affect life in another.

Guyana National Environmental Action Plan
The National Environmental Action

Plan (N.E.A.P) sets out to protect the environment as its main objective. It however takes into consideration the social and economic well-being of the country. The main goals are:

- the prevention or control of pollution.
- the general preservation and conservation of the natural environment.
- Ensuring sustainability through proper management of the natural resources for economic development.

(National Environmental Action Plan – 2001-2005.)

The policy of the Guyana government was made quite clear since the drafting of NEAP in 1994. To meet the desired goals, the Environmental Protection Agency (E.P.A) was established in 1996.

The Environmental Protection Agency of Guyana

Read with your teacher.

The Environmental Protection Agency (E.P.A) was established under the Environmental Protection Act of 1996. The body became operational in 1998. It has four main functions (GT& T Directory , 2002 – 2003).

1. Natural Resource Management
This function includes managing activities under the National Biodiversity Action Plan involving such areas as Wild life Management,

Protected Areas System, Eco – tourism and the sustainable use of natural resources such as Forestry, Mining, Agriculture, Fishing and Energy.

2. **Environmental Management**
This function includes the development of Regulations, Standards and Guidelines as well as Quality Control, Monitoring and Enforcement. The agency also has the responsibility of issuing permits.
3. **Information, Education, Awareness and Capacity Building.**
It has the responsibility of providing information and educating the public about environmental protection. Implementation of a formal system is also being developed to involve the school system.
4. **Role as Environmental Co-ordinator**
Co-ordinating and supporting of activities involving various institutions and organizations are also part of the Environmental Protection Agency's functions.

Activities

Visit a development site such as a factory, petrol station, etc. and try to find out what role the E.P.A. has to play.

6.4 Pollution of the Physical Environment

Read with your teacher.

Pollution refers to the introduction of foreign substances or matter into the air, water or land. These substances contaminate the land, etc. and prevent proper use of them. (Sandy and Grayson, zoo)

Pollutants or foreign substances include solid waste, liquid waste, smoke and dust from factories, domestic waste from homes, sewage, insecticide and weedicide from fields, toxic waste from motor vehicles and radioactive waste from nuclear factories.

When the physical or natural environment is polluted, the activities of human beings become restricted since we cannot make full use of water, land and soil. The land is used not only for the cultivation of crops but for recreational purposes as well. It is important therefore for some control or restriction on the use of materials that pose a threat to the environment.

Activity

1. Read page 32 in the New Horizons in Social Studies, Book II and discuss the cyanide waste spill at Omai.



Fig. 6.3. A polluted stream

4. Mining for bauxite, gold and diamond lead to severe destruction of the land. Mines and pits are left and pools of water collect.
5. Uncontrolled harvesting of forest trees can lead to erosion of the land. When the land, especially slopes are left exposed, rain can easily erode the top soil. When the soil is washed down to the streams, silting takes place and causes a blockage of the streams.

6.5 Types of Pollution

Read with your teacher.

Land Pollution

Causes

Pollution of the land takes place in several ways:

1. Persons carelessly dump solid waste on the roadside, on vacant lots and even on the beaches and seashores.
2. Liquid and solid waste from factories are carelessly dumped on vacant land.
3. The spraying of weedicides and pesticides especially on large farms and estates can easily lead to contamination of the physical environment.



Fig. 6.3 Aerial Spraying of Insecticides/ Weedicides.

Activity

Work in groups

1. Look around your community and note the various ways in which the land is being polluted. Write a letter to the E.P.A. or the authorities in your district and state the problem. Suggest two actions that can be taken.

Consequences of Land Pollution

Work in groups

1. When land is constantly treated with chemicals, destruction of minute animals and plants which are part of the ecosystem can take place. The land may eventually become barren and not capable of producing.
2. Pollution can lead to an unsightly environment. Garbage thrown at the side of the street can also harbour rats, flies, cockroaches and mosquitoes.
3. Garbage dumped at the side of the street can lead to foul smells and thus add to the discomfort of residents.
4. Land/soil that is affected by weedicides/pesticides cannot be safely used. Animals/plants can be easily poisoned.

Activity

Find out from your science teacher about the food chain. Explain what it is and then draw a diagram to illustrate it.

Water Pollution

Read with your teacher.

1. Streams, trenches, rivers, etc. seem to be suitable dumping sites for many residents. Persons also dump on the sea-shore and the materials find their way into the sea.
2. Industrial waste runs from the drainage trenches into rivers and eventually into the sea.
3. Sewage from urban areas are pumped into the rivers.
4. Spraying of pesticides, and weedicides in rice fields, easily lead to contamination of the water. The water through the drainage trenches eventually reaches the river.

Consequences of Water Pollution

1. Water that has to be used for domestic/recreational purposes must be clean and safe. Diseases can be caused when we use water that is contaminated.
2. Water that has been contaminated affects plants and animals. The fishes may be caught and eaten and through the process of the food chain, human beings can be affected.
3. A stream that has its flow checked with plastic bottles, etc. becomes a breeding ground for mosquitoes. Malaria, filaria and dengue fever can be easily spread.

Pollution of the Atmosphere

1. Pollution can take place naturally through forest fires.
2. Smoke, dust and dangerous odour can be emitted from factories.
3. Waste can be created through nuclear explosion or be emitted from nuclear factories.
4. Burning of domestic waste adds smoke and dust to the atmosphere.
5. Emissions from the exhaust of cars,

trucks, etc. add dangerous chemicals to the atmosphere.

Consequences

1. The air that we breathe must be fresh and pure. Contaminated air can easily lead to lung problems, irritations to the skin as well as irritations to the eyes. The breathing in of carbon monoxide that is emitted from motor - vehicles can eventually lead to death.
2. Polluted atmosphere is dangerous to flying air craft, motorists, etc. Smoke and dust can lead to poor visibility and accidents can be caused.

Marine Pollution

Marine pollution is of concern to the Caribbean Islands, since the beaches are natural attractions for tourists. Pollution of the sea/ocean can take place when:

1. Ships travelling in the sea are in danger and oil spills take place.
2. Ships deliberately dump waste into the sea.
3. Sewage from urban areas are emptied into the sea via streams and rivers.

4. Industrial waste and chemicals are dumped into the sea.

Consequences of Marine Pollution

1. Destructions of marine life takes place. The ecosystem on the seashore, reefs, etc is disrupted.
2. Beaches are used for tourism, therefore the tourist industry would be affected.
3. The trade in fishing and shrimping would decrease.
4. Employment generally would reduce.



Fig. 6.5 Making Use of the Beach



Fig. 6.6 A Polluted Seashore

Activities

1. Visit a beach area on the coastland or in a river area. Note how the beach is used.
2. How does it become polluted?
3. Visit the seashore.
4. Note the pollutants that are evident. How do you think the pollutants reached there?
4. Motor – cars, trucks, motor – cycles and other means of transportation also create noise.
5. Public address systems also create a noisy environment.
6. Explosives especially firecrackers which are common at Christmas time also create loud sounds.
7. Barking of dogs can also be a nuisance.

Noise Pollution

Read with your teacher.

Noise is unwanted sounds. However the playing of loud music may be appreciated by some, but it may be a nuisance to others. Not enough attention has been paid to this form of pollution and many who appreciate loud music do not realize that it is a serious health hazard. Noise pollution can take place in the following ways:

1. The use of machinery in a factory or equipment such as a drill.
2. Passing aeroplanes can also create unwanted loud sounds.
3. Noise can originate from stereo music which are played at fairs, barbeques and dances.

Consequences of Noise Pollution

1. Long periods of loud music can lead to deafness.
2. Sleep and rest are disturbed.
3. Anxiety and nervousness can be created.
4. Work is disrupted and production is decreased.



Fig. 6.7. Stereo Sounds

Activity

Write a letter to the police and explain the problem of loud music that you face. Suggest what steps can be taken to ease the problem.

existing regulations and the need to update them. In addition, often the authorities seem reluctant to take strong action against offenders.

Some solutions include:

6.6 Possible Solutions to Problems

Read with your teacher.

The problems related to pollution can in some cases be reduced if not completely resolved. Very often though, through carelessness, pollution takes place while in other cases persons demonstrate no consideration for others. A major problem seems related to

1. Updating old laws and regulations.
2. Enforcing the rules and regulations or discouraging repetition of the offence.
3. Repeated offences must be severely dealt with eg. licences for factory operations can be suspended.

4. The public must be made aware of the problems. The mass media must be used to sensitize citizens about the problems. Different strategies must be used to educate people at all levels.
5. Monitoring of the situation must be made regularly and offenders must be warned.
6. Efforts must be made by the authorities in each community to avoid the offences by:
 - (i) Providing suitable dump sites for garbage
 - (ii) Having regular clearing of garbage
 - (iii) Seeing that factories have the equipment to filter smoke and dust.
 - (iv) Ensuring that machinery is used at specified times and not during the night.
 - (v) Ensuring that loud music cease playing at a specific time.
 - (vi) Having special dump sites for burning waste. These must be available in the urban areas. Land filling can take place.
7. Waste from chemical factories must be carefully stored, treated then disposed in selected dump sites.
8. Sewage systems in the urban areas must be capable of treating the waste before releasing it.
9. Greater use must be made of the energy from the sun and wind and thus reduce the dependence on petroleum. In this way there would be less pollution.
10. Organic form of agriculture must be practised and thus lessen the use of artificial fertilizers, pesticides and weedicides. At Uitvlugt sugar-cane is cultivated in an organic way.
11. Greater use of biological control of pests can be introduced instead of using chemical control. In Trinidad and Tobago. "The mealy bug which destroys crops has been successfully controlled by the introduction of the ladybird beetle and a parasite wasp". (Ramsawak and Umraw, 2001, p.235.)

Summary

You have learnt that:

- Pollution of the environment is a serious issue.
- Government has written policies related to the care of the environment.
- Our environment consists of the physical as well as the social environment.
- Our social environment consists of people, their habits as well as their customs.
- The physical environment consists of the space and surrounding land and water as well as the plants and animals.
- Our environment can be easily polluted by persons dumping garbage, by the careless use of pesticides/weedicides as well as by factories which emit dust and dangerous fumes.
- Noise pollution is created by loud music, motor vehicles, factories as well as by animals.
- Pollution as a whole affects our health and safety.
- There is a need to control pollution,
- Special laws must be enforced.

NOT FOR SALE

Ministry of Education Guyana

www.education.gov.gy

ISBN 9788198167



9 789768 198167