

**Chapter 1 : Book The New Governance Of The English Regions**

*The New Governance of the English Regions [Mark Sandford] on racedaydvl.com \*FREE\* shipping on qualifying offers. English regions appeared to have been killed off by the massive 'no' vote in the referendum in the North East on 4 November*

In small groups for each region, students will observe and note details of pictures, maps, and advertisements in order to describe each region. Students will use historical reading skills to conclude how the geography and natural environment influenced the economic specialization of each region with special attention to the early colonial era. This lesson will prepare the learner for the concept of interdependence of the colonies as a result of specialization. Historical Background Colonial America depended on the natural environment to meet basic needs of the people and the colony. Specialized economies quickly emerged as a result of human and environmental interaction. Colonial America also had regional differences among culture or historical reason for establishment as a colony. The Southern Colonies were established as economic ventures and were seeking natural resources to provide material wealth to the mother country and themselves. In contrast, the early New England colonists were primarily religious reformers and separatists. They were seeking a new way of life to glorify God and for the greater good of their spiritual life. The Middle colonies welcomed people from various and diverse lifestyles. The social-political structure included all three varieties: Another difference is clearly noted in the human resources. New England had skilled craftsmen in the industry of shipbuilding. The Mid-Atlantic presented a diverse workforce of farmers, fisherman, and merchants. The Southern Colonies were primarily agricultural with few cities and limited schools. As these regions developed highly specialized economies, each could not supply everything that was needed or at least not as effectively as an interdependent system – they relied on each other for certain items or skills. The environment is ideal for water-powered machinery mills, which allowed for finished products to be crafted, such as woven cloth and metal tools. The middle colonies had rich farmland and a moderate climate. This made it a more suitable place to grow grain and livestock than New England. Their environment was ideal for small to large farms. The coastal lowland and bays provided harbors, thus the middle colonies were able to provide trading opportunities where the three regions meet in market towns and cities. The Southern colonies had fertile farmlands which contributed to the rise of cash crops such as rice, tobacco, and indigo. Plantations developed as nearly subsistent communities. Slavery allowed wealthy aristocrats and large landowners to cultivate huge tracts of land. Notable differences are found in the way social life was structured among regions. For the people of the South, life emerged as rugged and rural while people of the North are heavily connected to the Church and village community. These cultural differences remained and shaped some of the confrontations that needed to be addressed during the Civil War. Lesson Objective How did climate, geographic features, and other available resources distinguish the three colonial regions from each other? How did people use the natural resources of their region to earn a living or have their basic needs met? What are the benefits of specialization and trade? How did political and social life evolve in each of the three regions? Materials Historical Reading Skills: Student Handout Procedure Hook: Have you ever thought of living in a place that is totally different from here? Take a moment to pick one place that is different from here. Describe the climate and the weather. Name some natural resources in that environment. Model historical thinking skills: An image of the Boston map is projected and students are asked to list objects they see. Students answer the questions from their PSA question sheet see student worksheet handout by raising their hands. Teachers explain that some questions might not be appropriate for their picture, but the idea is to do the best they can and fill in as many details as they can. Each group will have pictures from one region. The students must work together to analyze which region they have and discuss the historical thinking questions. Students present their region to the class and show all of the images. A script is provided at the bottom of the student handout. Assessment Students will demonstrate knowledge of their assigned region by creating a rough draft of a poster or brochure that will describe life in the colonial age. Students will provide details on how people interacted with their environment to produce goods and services. In order to exceed the Standard, student will need to include an

example of interdependence among the regional economies. The student creation will be graded on a four-point formative rubric scale. References Hyde, Sir Thomas. A Plan of the town of Boston. From Library of Congress: Geography and Map Division [http: Image of New England fishermen from a late 19th-century history book. Shows evidence of fishing industry and ruggedness of the environment. Rare Book RR Repository: The Accident in Lombard Street. Hermitage 26 Acres of Land. The Old Plantation, c. Life of George Washington](http://www.loc.gov/rr/rb/england/fishermen.html)—The farmer. A plan of my farm on Little Huntg. Library of Congress American Memory Collection.

**Chapter 2 : Regions of England - Wikipedia**

*"The Labour Government has presided over a step change in the quantity and quality of governance in the English regions. Regional Development Agencies and Regional Chambers have been established, and the regional offices of many government agencies have been strengthened.*

While this website will remain online, it is no longer maintained. History - Dr. This link has been variously characterized as a congenial meeting of two people in a so-called "New World;" a collision between the civilized and the savages in an ancient world; the beginning of a genocidal rampage. But there is another and very relevant way of looking at the relationship between the Old and New Worlds, as the map below illustrates. By the end of the colonial era in North America, conomic exchanges between the "old" and the "new" worlds demonstrates the existence of a global economic empire. Discussion Topics To explain the importance of studying colonial history in the 21st Century. To understand the geographical claims of European nations in colonial North America. To examine the new economic model for the development of the English colonies. To study the characteristics of the early colonists. To explore the governance, economy, and social structure created during the 17th Century within each of three colonial regions: To take an indepth exploration of three colonies - Jamestown in the south, Pennsylvania in the Middle, and Massachusetts in New England - and one of the most unusual of all the colonies - Georgia. To compare and contrast the political, economic, social, and spiritual development of the three colonial regions throughout the Seventeenth Century. Goal 1 - To explain the importance of studying colonial history in the 21st Century Six Reasons to Study Colonial History To realize that diversity in North America was here from the beginning and such diversity makes us uniquely American. Each cultural group, in turn, embraced dozens, if not hundreds of different cultural characteristics. Geographical diversity - mountains, mighty rivers, vast forests, excellent farmland, superior harbors. To understand the dominance of Protestantism. While religious diversity existed from the beginning of British colonization, the vast majority of Euro-Americans were Protestant - and a substantial minority were Calvinist. Thus, their religion was tied to the need to use their own individual resources to achieve spiritual and material success. This will shape the American psyche. To comprehend the full extent of the racist attitudes Euro-Americans held toward non-white people. Euro-Americans used discrimination, subordination, enslavement, paternalism, and finally, violent policies to deal with their racial fears and prejudices. To learn the origins of our political institutions. Some type of self-governance arrived very early in North America, even while the colonists were still under control of the British. Britain had no choice but to honor the self government that arose in the colonies because it was too far away to maintain regular, centralized control. To study the development of the unique American character, attitudes, and practices. The majority of colonists were the outcasts of Europe, most of whom were seeking economic, religious, and political freedom from the shackles of European governments. When they landed in America and were forced to deal with the decidedly un-European factors of forests, Indians, wild territory, unlimited land, and the chance to become wealthy, they developed a uniquely individualist, entrepreneurial, "leave me alone while I make a buck" attitude. To gain an appreciation for the deeply-held belief in American Exceptionalism - that we are unique in the world , have a special destiny, and must spread our way of life into new territory. There are at least two ways of understanding the belief in American Exceptionalism. America is an exception to the way people were granted rights and freedom. Our Founding Fathers realized that throughout history, we derived rights and freedoms only at the pleasure or discretion of an overarching authority that stood "above" them. That authority could be a king or queen or a parliament and that authority would decide what the people were allowed to have, or to do, or to keep. It all flowed downward to the people from a controlling higher authority; human rights were allocated to the people, or distributed to the people, or permitted to the people by an empowered greater entity whose reason for existence was to impose order and structure. The Founding Fathers thus created a society that was an exception to this - rights would not be granted by an outside entity, flowing downward, but instead were innate, inborn and integral to each and every individual. You did not have to wait to have rights flow down to you, they would flow up, from you. America is exceptional or better

than other nations in every respect - economically, politically, socially, and militarily. Americans believe that the U. Deneen, In other words, the United States is exceptional because Americans believe it to be exceptional. This underlies the idea that in every foreigner there is an American waiting to get out. Bush and their mission to reform the world in the American image. To understand the geographical claims of European nations in colonial North America Within 93 years after the first permanent British colony was settled in North America in , the Spanish, French, Dutch, and British were deeply involved in the great race for empire. Colonization and the creation of empires had become common place by the early s. Spain - The first Spaniards to arrive in the "New World" - the conquistadores - were interested in getting rich. And for years, they were quite successful. These riches made Spain for a time the wealthiest and most powerful nation on earth. France - The French had established a strong trading colony in Quebec, had built a strong inland empire for fur trading throughout the Mississippi River regions, and had several settlements along important water routes. Netherlands - By , the Dutch were firmly entrenched in the trading economy in New Netherlands The British, then, were among the last of the great European powers to gain colonial influence in North America. As the map below of world colonization by the mids indicates, Spain and France had a much greater foothold in the Americas than the English. But remember, during the entire period of English colonization to , the vast majority of America was populated by American Indians. Thus, it was not the European influences that were strongest in the s - it was the Indian influence. So, why did James I seek a geographical claim to North America? First, you will remember that England was recovering from over a decade-long war with Spain. And even though the English were victorious, they needed a way to boast their economy. What better way than to have a colony rich with natural resources to exploit? Second, England had a serious surplus population and not enough food to feed them or prisons to house them. Third, England wanted to expand their empire - and because they were late to the game of empire, they claimed "new" land where they hoped to find rich resources. Fourth, the King had an economic motive based upon a new concept of economics - which brings us to our third goal for today. To examine the new economic model for the development of the English colonies The New Economic Model for Colonizing British North America - Mercantilism, Corporations, and Capitalism The idea of mercantilism was that the nation, not the individuals within it, was the principal actor in the economy. Some merchants joined forces and formed chartered companies - or corporations. To meet their needs, merchants sought assistance from the king who, in turn, benefited from the expansion of corporations. Each corporation acquired a charter from the King. The charter gave the corporation a monopoly on trading in a particular region. Thus, the goal of both the English king and the financial backers - those who owned the corporations - was to make money. The corporate colonies, therefore, were ventures in capitalism - that is, they were based on an economic system in which the production and distribution of goods are privately or corporately owned and developed. To study the characteristics of the early colonists Characteristics of the First Colonists Most were young - over half were 25 years and under. Almost half were either indentured servants or slaves. Very few were wealthy and most were of the "middling sort" - neither very rich nor very poor. While all knew they could not immediately own land in many of the North America colonies, they knew they had a chance to improve their economic and social standings in a way that they could never accomplish in Europe. The vast majority were English, Scot, and Irish. Most worshiped in the Anglican Church; a smaller number were Calvinists. These characteristics remain largely the same throughout much of the colonial era, with three exceptions: Larger numbers of women arrive. More convicts arrive after the British Transportation Act of - about 50, convicts were shipped to the colonies, largely for non-capital offenses against property. This number is far less than the , convict men and 24, convict women transported to Australia after the Americas outlawed transportation in After the Protestant Reformation, the biggest religious debate was about the proper way for a Christian to gain access to the will of God. For Catholics and more conservative Protestants, the traditions of the church contained valid, time-honored additions to what was found in the Bible. For the Puritans, the church had been corrupted through centuries of greed and abuse. If something was not in the scriptures, it was a man-made distortion of what God intended. Began their congregations with a covenant a term they took from the Bible between a group of believers and God. In turn, each congregation elected their ministers, all of whom were university-trained and who could be voted out by the congregation. Believed that

ever since the fall when Adam broke his covenant of works with God, man had been deserving of perpetual damnation. God had since made a covenant with Christ and upon fulfillment of that covenant, offered grace to a small minority of people known as the Saints. Believed that because the identity of the Saints had long since been determined by God predestination, there was nothing anyone could do to win salvation. No one could be entirely sure about who was one of the elect, but if a person was saved, he or she naturally lived a godly life. Thus, their conduct might indicate whether or not they were saved. Recognized states by which he or she might experience knowledge of redemption: Excommunicated members of the congregation if they strayed from the true path and failed to correct themselves. Both Puritans and Separatists were Never sure where they stood in the eyes of God which contributed to constant introspection and the desire to achieve. Subject to an essential tension between their inward, spiritual lives - am I serving God or am I going to hell - and their outward, secular lives - I need to make more money and I can only do that by focusing on material means. To explore the governance, economy, and social structure created during the 17th Century within each of three British colonial regions: Additionally, the governance, economy, and social structure of each developed around the geographical realities of each colony. In turn, these geographical realities led to the gradual formation of three regional groups of colonies. The New England Colonies. The New England colonies experienced much independence from Britain during their early years. By the s - when all of the New England colonies were under control of the Crown - each colony still retained much control through two vehicles: Central governments, which were representative and responsive to the needs of the majority, and consisted of a governor and bicameral legislature. Officials were annually elected by white, free men who were church members and had sought salvation. Local government town meetings where all white male Church members who owned property gathered regularly to consensually decide matters of local importance.

## Chapter 3 : The Colonists - What they created

*By contrast, this book analyzes the many institutions and networks established at the English regional tier since It argues that a new form of governance is developing in the English regions, characterized by processes rather than specific policy concerns: strategic co-ordination, scrutiny, and civic engagement.*

The president[ edit ] As the republic of Cameroon is a democracy, a presidential election determines the President of the Republic. The presidential elections take place every seven years and the vote is made through direct, equal and secret suffrage. The President is elected by a majority of the vote cast for a term of seven years in office renewable only one time. Article 6 [3] The president of the Republic defines the policy of the nation, appoint the government officials and other senior administrative officials and define their function with respect to the policy he defines; the President of the Republic put an end to these appointment. The government[ edit ] It is the duty of the Government to implement the policy of the nation. The Prime Minister is appointed by the President of the republic and the Council of Minister is made of ministers also appointed by the President of the republic on the proposal of the Prime Minister. The powers of the President of the Republic might be delegate by this one to the Prime Minister, any one of the Ministers or senior administrative officials of the State, Minister within their respective agendas. The Parliament has legislative power in matters relating to a The fundamental rights, guarantees and obligations of the citizen; b The status of persons and property ownership system; c The political, administrative and judicial organization; d The following financial and patrimonial matters; e Programming the objectives of economic and social action; and f The system of education in the country “ Article However, pursuant to Article 28 of the Constitution, Parliament may empower the President of the Republic to legislate by way of ordinance for a limited period and for given purposes. Such ordinances shall be tabled before the bureau of the National Assembly and the Senate for purposes of ratification within the time-limit laid down by enabling law. Public administration[ edit ] The numerous existing in Cameroon can be seen as the government in charge of the policy of the nation within the framework of their respective duties. There were two Departments: Thus, in his book Communal Liberalism published in , he opportunely underlines that: One of these core values is the sense of community here presented as a duty of solidarity "this political vision is translated by the putting in place of a certain number of reference tools for it to be operational such as Strategic Document for Poverty Reduction and its subsequent evolutions which shall result in the projection of the socio-economic development under the form of vision at horizon, the Strategic Document for Growth and Employment and other related projects and programmes. It was the social promotion of woman and child without any discrimination and in the perfect guaranty of the equality of rights in the politic, socio-educative, and cultural domain. It is the same situation as in You can help by adding to it. July The Superior State Audit: July Minister-Delegate at the Presidency in charge of Relations with the Assemblies[ edit ] This section is empty. July Ministry of Commerce 4. Ministry of Communication[ edit ] This section is empty.

## Chapter 4 : Differences among colonial regions

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## Chapter 5 : Government of Cameroon - Wikipedia

*Additional resources for The New Governance of the English Regions. Example text. Methodologically it is hard to isolate an institution or a group of 30 The New Governance of the English Regions institutions and determine their contribution to the process of economic change.*