2008 ~ Quite a number of islands in the Caribbean region have not yet gained independent status. They still have constitutional relationships with former colonial mother countries, be it Puerto Rico with the USA, the Netherlands Antilles and Aruba with the Netherlands, Martinique and Guadeloupe with the French Republic or the Caribbean Overseas Territories with Britain.

The status of the non-independent Caribbean remains ambiguous. None of the islands wish to stand on their own as sovereign states. A range of complexes is attributed to this (quasi) colonial status. They have sacrificed their cultural and political identities for a well-being that – by definition – cannot be fulfilled. The islands’ citizenry suffers from racial discrimination, not only at home, but also on the metropolitan mainland. And instead of exhausting every possibility to achieve sustainable development, a welfare mentality has overwhelmed the dynamics of the islands’ economies. Better off, yes, but at what price?

In this book, the islands’ connections with American and European metropolitan centers are considered lifelines which must be strengthened. The constitutional arrangement is defined as extended statehood, a form of government that is meant to supplement the island government. As de-colonization is not an option, it makes no sense to use alternative concepts such as dependency or re-colonization. These terms are biased and outdated. Circumstances have changed and require a format of analysis that goes beyond the old landscape of ‘colonies’ and ‘independent states’. The objective of this book is to promote a new look at extended statehood in the Caribbean while raising a number of questions relating to the operation of the different extended statehood systems across the region.
What are their objectives? What is their mission? How are they organized? How do they operate? What are the advantages and what are the disadvantages? Are there any Gordian knots that cannot be solved?

The contributors to this book present a medley of interests in the Caribbean. Jorge Duany and Emilio Pantojas-Garica, University of Puerto Rico, describe the contradictions of Free Associated Statehood in Puerto Rico. Justin Daniel, University of the French Antilles and French Guiana (Martinique), contributed the part on the French Departement d’Outre mer (DOM)(Martinique and Guadeloupe). Peter Clegg, University of the West of England, Bristol, UK, delineates the United Kingdom’s relations with Caribbean Overseas Territories (COT). The chapter on the Kingdom of the Netherlands in the Caribbean is by Lammert de Jong, a former resident-representative of the Netherlands in the Netherlands Antilles. Francio Guadeloupe, University of Amsterdam, provided the introduction to anti-national pragmatism. Dirk Kruijt, Utrecht University, assisted in editing the volume.


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About the authors
The book *My Story ~ A Study On Chinese Cultural Identity In Australia*, edited by Fan Hong and Liang Fen has been launched during an international event in Perth, Australia. The book had been published as volume 5 of the series *Asia Studies - Within and Without* - a book series that is kindly supported also by Rozenberg Quarterly.

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8. *From Chinese Country Boy To An Australian Professor*
Preface

The first wave of immigration from China to Australia appeared in the mid-19th century provoked largely by the gold rush of that period. In the 1861 census of Australia’s population there were over 38,000 Chinese migrants in Australia and by 1947 it had fallen to 6,400.

Since the 1980s there has been a new wave of Chinese immigration to Australia, and there are now over 415,000 Chinese immigrants, or ‘Chinese Australians’. Chinese migrants record high levels of educational attainment that match and occasionally surpass the national average. With a high degree of academic achievement and upward socioeconomic mobility, those Chinese Australians who were born post the 1950s and post 1980s are among the most well educated groups in Australia and comprise a large percentage of Australia’s educated class.

This research project is a part of the Cultural Identity Research led by the Confucius Institute at the University of Western Australia which focuses on the Chinese who have migrated to Australia since China opened up to the world in the
1980s. In this book we will tell the stories of these ordinary Chinese, their happiness and sorrows, inspirations and difficulties, and through recorded oral histories we will analyse their cultural identity, and their experience of integration with, and contribution to, this vast far away land.

Most of our interviewees, even if they have been living in Australia for many years, struggle to convey their cultural identity. This project is a precursor to further research on this fascinating universal issue for immigrants.

The project will capture the stories of 100 Chinese in Australia, with experiences reflecting all walks of life including blue collar workers, businessmen, entrepreneurs, politicians, doctors, lawyers, professors, students and housewives. The research team will record, transcribe, and review each interview, and reproduce each individual story, subsequently combining them in a series of books to be published – entitled “My Story – A study on Chinese cultural identity in Australia.”

This is Volume 1 of My Story it contains 26 stories of 30 people’s experiences in Australia. We start from when they first arrive in this foreign land, with their dreams and expectations. They recall their early and simple lives, enabling us to share their hardships, and celebrate their achievements and their pride in their contribution to both countries: Australia and China.

From the beginning of this project, we have received strong support from many Australian Chinese friends within the Chinese community. We acknowledge our gratitude to all the interviewees who offered their precious time, for their willingness to talk openly about their personal lives and to share their experiences, and for their recommending friends and acquaintances to participate in our project as part of our ‘snowball sample’. Some interviewees requested that they remain anonymous hence we have concealed the real names for all but one of the all interviewees but all the stories are true and authentic. We hope that their experiences as they continue the journey forward.

We would like to thank Mr Feng Jicai, Professor Jan Ryan, Professor Dennis Haskell, Dr Wang Yi and Mr Lin Gongjin for their guidance and consistent support.
We also thank Mr John C. Reeves, Professor Ian Henry, Dr Chen Hong and Mr Yu Chenggong for the English proofreading of this book; and Mr Wang Liyong and
Miss Wang Zhengyu for the Chinese proofreading. We thank the three PhD candidates, Guang Zhixun, Liu Li and Zhang Huijie, for their wonderful editorial assistance. We thank the volunteers of the Confucius Institute of UWA for transcribing tapes, including Hu Siyu, Zhao Wei, Zhou Yu, Zhang Xiangwei, Hou Jingyu and Jiang Mingxue.

Finally, we thank all the teachers at the Confucius Institute of UWA for their professional expertise and commitment in turning the interviews into compelling stories. The fact that this first volume has been produced in less than a year is testimony to the hard work and continuous effort of the team at the Confucius Institute.

We hope you enjoy their stories and welcome all comments in what we hope will be a stimulating intercultural dialogue.

Order the book: [http://www.amazon.de/My-Story-cultural-Identity-Australia](http://www.amazon.de/My-Story-cultural-Identity-Australia)
Fatsoenlijk land – Porgel en Porulan in het verzet van Loes Gompes

Nu online:
Proloog ~ Verzet in twee werelden
Athene, Rome en Jeruzalem in Alkmaar
De Duitse inval en het ontslag van de vaders
De PP-groep
De onderduikers
De Vrije Groepen Amsterdam
Porgel en Porulan in documenten en voedsel
Bevrijding
Bevrijding – Foto’s Jan Hemelrijk
Epiloog
Dankwoord

Jan Hemelrijk gaf de groep de naam PP-groep. Dat gebeurde bij de oprichting van de Vrije Groepen Amsterdam (VGA) in 1944 toen elke groep een naam moest kiezen. Je zou kunnen denken dat het een verwijzing is naar Potasch en Perlemoer, de twee kibbelende joodse zakenlieden uit de bekende gelijknamige vooroorlogse volkskomedie. Maar dat was niet het geval. Jan liet zich inspireren
door de ‘porgel’ en de ‘porulan’, fantasiebeesten in het clandestien verschenen nonsensrijm *De Blauwbilgorgel* (1943) van Cees Buddingh’.

De blauwbilgorgel

Ik ben de blauwbilgorgel,
Mijn vader was een porgel,
Mijn moeder was een porulan,
Daar komen vreemde kind’ren van.
Raban! Raban! Raban!

Ik ben de blauwbilgorgel,
Ik lust alleen maar korgel,
Behalve als de nachtuil krijst,
Dan eet ik riep en rimmelrijst.
Rabijst! Rabijst! Rabijst!

Ik ben de blauwbilgorgel,
Als ik niet wok of worgel,
Dan lig ik lanquit in de zon
En knoester met mijn knezidon.
Rabon! Rabon! Rabon!

Ik ben de blauwbilgorgel,
Eens sterf ik aan de schorgel,
En schrompel als een kriks ineen
En word een blauwe kiezelsteen.
Ga heen! Ga heen! Ga heen!

Cees Buddingh’ (1918 – 1985)
Now complete online: *Professional Blindness And Missing The Mark ~ The Historical Analysis Of Four Major Crises During The First Two Decades Of The Republic Of Indonesia*.

This book contains six captivating articles about decisive moments in the first two decennia of the Republic of Indonesia’s existence (1945-1965); one per chapter with an introduction. They were presented at the memorial in honor of Professor dr. *Wim Wertheim*’s centennial birthday in 2008 - the doyen of post-war Dutch Indonesia research.

Each chapter explores a significant event from that era and was written by experienced researchers – Mary van Delden, Saskia Wieringa, Ben White, Pieter Drooglever and Coen Holtzappel – making use of source material that for the most part has been neglected by previous research. The analyses of the material reveal the new Republic’s struggle to bring together, and keep together, the colonial heritage of the Dutch East Indies in one independent and productive Republic of Indonesia. The foundation of a domestically, across the archipelago, and
internationally accepted national government, as well as obedient regional governments and obliging armed forces, were deciding factors in this struggle.

Violent confrontations between armed forces and the communist party PKI took place in 1948 during the Indonesian National Revolution, as well as in 1965 after the Republic had already been independent for 14 years. The dividing issue was the power balance between politics and army top in state, government and land. A rigorous break with the past was made in 1965, which saw the installation of a junta regime under the leadership of General Soeharto that stayed in place for the following 32 years. Democracy had to wait until the army top made sure every part of politics and armed forces was finely adapted to work with the other. Not until then would the clock of government, production and control be fully set.

The articles reveal a blind spot in Western research of Indonesian developments in the discussed period; research that from 1965 onward was further, and permanently, influenced by the Indonesian army’s view. The Cold War raged domestically as well as abroad.

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Jan Briffaerts – When Congo Wants To Go To School. Educational Realities In A Colonial Context

Playground Girls School Sainte Thérèse in Coquilhatville, 1950s.


The education system in the Congo was widely considered to be one of the best in colonial Africa, in particular because of its broad reach among the Congolese youth. At independence however, the wake-up call was brutal as soon it became clear that the colonial educational system had neglected to form an educated class of people able to cope with administrating one of Africa’s biggest and economically most important countries. To be able to understand the mechanisms and effects of missionary education it is most enlightening to go back to the classroom and investigate the everyday reality of school. What did missionary education do exactly, how did it work, what did it teach, and how did it relate to its subjects, the children of the Congo?

This study gives clear insights into the everyday realities of colonial education. It is the result of historical research into educational practices and realities in catholic missionary schools in the Tshuapa region, located in the south of the Congolese province of Equateur. It is based on a rich array of historical source
material, ranging from missionary archives and mission periodicals through to contemporary literature and interviews with missionnaries and former pupils who experienced colonial education themselves. The title, “When Congo wants to go to school…” refers to one of many articles published in Belgian mission periodicals on the subject of the education and civilisation work carried out by missionnaries in the Belgian colony.

The complete book now online:

Introduction & A Few Preliminary Remarks
Educational Organisation In The Belgian Congo (1908-1958)
The Missionaries And The Belgian Congo: Preparation, Ideas And Conceptions Of The Missionaries
Catholic Missions In The Tshuapa Region

Part II – Realities
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