

Social Studies

Cycle 2 - Group 4

Textbook



**Ministry of Education,
Culture, Youth, and Sports**

Division of Educational Innovation

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INTRODUCTION

This textbook will help teachers and students concentrate on nine themes:

1. Citizenship
2. Groups
3. Change
4. Climate
5. Economy
6. Industry
7. Government
8. Transportation
9. Communication and Technology

Each theme presents the information from four different angles: Civics, Background information, Culture, and Human values.

1. 'Civics' looks at the topic from the point of view of our shared life in the community.
2. 'Background information' provides more technical ideas about each theme.
3. 'Culture' refers to our local cultural life, as well as that in the region and across the globe.
4. 'Human values' concentrates on human values which are shared by all ethnic groups and are essential for building our country St. Maarten on solid, humane grounds.

The key terms, which must be learned in each unit, will be printed in bold letters in order to gradually increase the students' vocabulary.

This textbook is meant to help teachers and students to build on the knowledge and experiences they already have. It will therefore help them to tap into the treasure they already carry within themselves. That is why UNESCO thinks that going to school should be all about discovering *the treasure within* — within the students, the teacher, and St. Maarten.

Citizenship

Civics

DEMOCRATIC IDEALS

The **democratic system** guarantees:

1. The **representation** of the citizens
2. The **participation** of the citizens, and
3. The **accountability** of the government.

1. Representation

The citizens of a democratic country who have reached the **age of majority** have the right to elect the people who will represent them in **government** (that is, their **representatives**).

Most countries elect their President, Prime Minister, and Members of Parliament or Senate by **secret ballot**. In other words, they **cast their votes** or **ballots** in secret, for instance, in a **voting booth** at a **polling place** or **polling station**.

When Barack Obama got the majority of the votes, he was **voted into public office**. He became the first black President of the United States of America (USA).



2. Participation

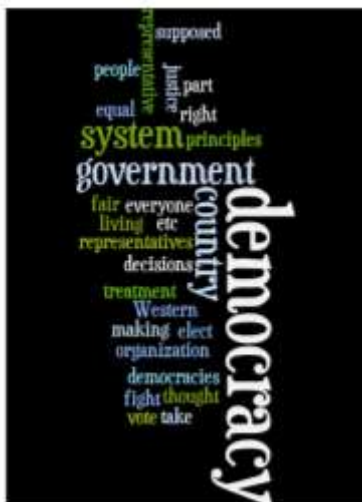
People like **democracy** because it gives them the chance to decide who should represent them and what should happen in their community.



3.Accountability

In a democracy, government officials are accountable to the voters for their policies and actions while in office. This means they are responsible for their decisions and must explain to the people or the legislature what they have done and why.

Although these **democratic ideals** are more or less the same everywhere, democracy comes in different forms of government. The USA for instance is a **presidential republic**, or presidential democracy, whereas The Netherlands and the United Kingdom are **parliamentary constitutional monarchies**, or constitutional democracies.



Some democracies have a **multi-party system** (The Netherlands and St. Maarten) while others have a two parties system (the USA and Jamaica).

Some countries are headed by a President. Others have a President and a Prime Minister. Various countries still have a monarch (King or Queen) and several ministers, one of whom is called Prime Minister. Some countries, e.g. St. Maarten and Curaçao, have a Prime Minister and also a Governor. The Governor represents the King of the Netherlands.

There are several democratic systems. In **presidential systems**, voters elect their President. In **parliamentary systems**, voters choose the legislature (a parliament or a senate) first, and then the Members of the Parliament or the Senators decide who will become Minister.

Our democratic system is different from the American one. On **October 10, 2010**, when the Netherlands Antilles ceased to exist, we became a constituent country within the Kingdom of the Netherlands. This means that country St. Maarten has full autonomy in its internal affairs.

The King of the Netherlands is the official Head of State and is represented by a Governor, who is appointed by the King. The first Governor of St. Maarten is Drs. Eugene Holiday.



Drs. Eugene Holiday, first Governor of country St. Maarten

Background information

PERIODS THAT SHAPED ST. MAARTEN HISTORY AND CULTURE

The pre-Columbian period (200 BCE — 1493 CE)

- This was the time before the arrival of the Spaniards led by **Christopher Columbus**. The Amerindians (**Arawaks** and **Kalinago**) populated the island at that time.

The colonial period (1493 — 1954)

- On **November 11, 1493**, the Spaniards claim the island for the Spanish Crown. After that, the **Spanish**, **Dutch** and **English** had the complete island or parts of it under control. **Africans** were **enslaved** and brought to work on the local plantations.

The constitutional period of the Netherlands Antilles (1954 — 2010)

- The **Netherlands Antilles** were created with **Curaçao** as its capital. In the 1970s, because of the tourism industry, jobs were created and large groups of immigrants (mainly from **Haiti** and the **Dominican Republic**) came to the island seeking a future for themselves and their children.

The start of the national period (2010)

- The Netherlands Antilles ceased to exist and St. Maarten became a country within the **Kingdom of the Netherlands**.

BECOMING A DEMOCRATIC COUNTRY

Throughout history, St. Maarten has seen the arrival of many people, for instance, Amerindians, Europeans, enslaved Africans, Asians, Arabs, and many others. For many years, our island was under the **colonial** rule of two European powers: the Netherlands and France. Our local and international affairs were decided elsewhere as we were considered **dependencies** of the so-called '*mother country*.'

In 1954, St. Maarten, the southern half of our island, became a part of a new country within the Kingdom called **the Netherlands Antilles** (shortened to the NA). That way, the Kingdom consisted of two countries: the Netherlands (in Europe) and the Netherlands Antilles (in the Caribbean). The NA were made up of the **ABC islands** (Aruba, Bonaire and Curaçao) and the **SSS islands** (Saba, Statia and St. Maarten). The SSS islands only had one Member of Parliament representing them in the *Staten* in Curaçao until Aruba left the NA in 1986 and obtained *Status Aparte*. Since then, St. Maarten has worked toward a new constitutional status which was obtained in 2010 when it became a country within the Kingdom of the Netherlands.

Now that we are a country and can choose our own people to lead us, it is important that we become active citizens and participate in our democracy by voting (if we are citizens) and by taking an interest in what our political parties are saying and doing.

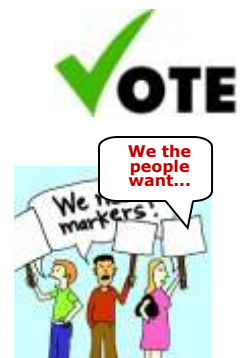
Culture

SELF-DETERMINATION

The basic idea behind democracy is that the people must be able to decide what happens in their community. This is called **self-determination**.

Democratic life also has its own culture. This is important because democracies can only really work when the people are active and interested in politics. How do they do this? Mainly in four ways:

- ⇒ By **casting ballots**
- ⇒ By becoming a member of a **political party**
- ⇒ By organizing and taking part in **boycotts** and **demonstrations**
- ⇒ By voicing their **opinions** and participating in **dialogues**



ST. MAARTEN POLITICAL PARTIES

The names of the political parties are usually represented by their abbreviations. In most democratic countries there are at least two or three big political parties. The party that wins will form the **government**, the other(s) will be **in the opposition**.

In the elections of September 17, 2010 the following parties participated:

- **NA (National Alliance)**: with 6,298 votes, enough for six seats. Their elected candidates were William Marlin (party leader), Frans Richardson, Patrick Illidge, Dr. Lloyd Richardson, George Pantophlet, Louie Laveist, and Hyacinth Richardson.
- **UP (United People's Party)**: with 4,943 votes, enough for 5 seats. Their elected candidates were Theo Heyliger (party leader), Gracita Arrindell, Silvia Meyers, Romain Laville, Jules James, and Rhoda Arrindell.
- **DP (Democratic Party)**: with 2,339 votes, enough for two seats. Their elected candidates were Sarah Wescot-Williams (party leader) and Leroy de Weever. (Important people in our island's political history belonged to this party, such as Claude Wathey, who resigned in 1992, and Sarah Wescott-Williams, who became St. Maarten's first Prime Minister.
- **CPA (Condordia Political Alliance)**: the 128 votes won by Jeffrey Richardson (party leader) were not enough for a seat.





Integrity is doing the right thing even when nobody is watching!



Integrity is very important for our island to prosper.

This word basically means that we are *honest*, try to listen to the voice of our *conscience*, and stick to what is *right and good*.

People of integrity avoid telling lies. They do not take things which do not belong to them.

Neither do they **discriminate** people on account of their color, status, religion, or gender.

POLITICAL CULTURE

Each democratic country has its own **political culture**. The whole procedure and atmosphere surrounding presidential elections in the USA are different from what we are used to in St. Maarten or how these things are done in The Netherlands.

The **USA** is made up of states, each with its own state laws but joined together into a federal union. That is why it is called the *United States* of America. The USA is one of the most powerful nations in the world; so when they choose their president, the whole world looks on with interest. Presidential elections in the USA cost millions and millions of dollars, because the general election is preceded by (indirect) **presidential primary elections** (run by state and local governments) and **caucuses** (run by the political parties). The two main US political parties are: the Republican (or Conservative) Party and the Democratic (or Liberal) Party. George Bush Sr. and George Bush Jr. are Republicans. Bill Clinton and Barack Obama are Democrats.

If we look at this map of **our more immediate region**, we will see names that remind us of our colonial past. The political systems of the Netherlands (NL), France (FR) and the United Kingdom (UK) have influenced, and still do, how we do politics on our islands.



Groups

Civics

MIGRATION IN THE CARIBBEAN

Migration has always been a part of Caribbean life. The Amerindians arrived from South America. The Europeans came across the Atlantic and forcefully brought along between 8 and 15 million enslaved Africans to work in the Americas (including the Caribbean islands).

Once slavery was abolished, new laborers were needed. That was when new non-European groups arrived in the region: the Chinese, Javanese, Arabs (especially from Syria, Lebanon and Palestine), and (East) Indians. They often came on a contract and were called **indentured laborers**.

MIGRATION is the movement of large numbers of people, birds, or animals from one place to another.

MODERN PATTERNS OF MIGRATION

From the 1960s onwards, the USA, Canada, England, The Netherlands, continental France, and Spain have continuously attracted men and women looking for work as well as students who wanted to go to **further their studies**. Once **graduated**, many of them stayed abroad either because they could not find jobs that matched their **qualifications** in the Caribbean, or because they had gotten used to another **lifestyle** and other **life standards**.

In the 1970s, islands such as Trinidad and Tobago, St. Thomas and St. Croix became the **destination** where many Caribbean people went to work in **oil refineries**.

However, in the 1980s, the oil industry slowed down and people needed new **employment opportunities**. By then tourism in the Caribbean had become a fast growing **industry**. The rise of hotels attracted **job seekers** from different corners of the **Caribbean Basin**. For example, Columbians and Venezuelans went to Aruba, while people from the neighboring islands, Haiti, and the Dominican Republic came to St. Maarten. This is known as **intra-Caribbean migration**.

DIASPORA

When people speak of the Caribbean **diaspora**, they are referring to the communities of Caribbean migrants and their children in the USA, Canada, and Europe. There is an important Jamaican and Trinidadian diaspora in the UK and USA, and a Dutch Caribbean and Surinamese community in The Netherlands.

REMITTANCE

Remittance is **money** that someone sends to support family members in their country of origin.

The economy of some countries in the region, such as Jamaica, the Dominican Republic, and Haiti rely heavily on the remittance of money from the diaspora. Although some governments momentarily encourage the emigration of



their citizens in exchange for remittances (money) to boost their economies, the exodus of skilled labor force deprives these communities from the **expertise** needed to build up their economy.

Nowadays, rising nationalism and the weakness of the economy in Europe are pushing some Caribbean men and women from the **diaspora** to return to their home countries.

THE UNIVERSAL HUMAN RIGHT OF MOVEMENT

On October 24, 1945, after the end of the Second World War, which had cost the lives of over 60 million people and had destroyed Western Europe, several countries decided that they had to learn to work together to safeguard peace. To that end, France, the Republic of China, the Soviet Union, the United Kingdom and the United States of America, together with a majority of the other 46 **signatories**, founded **the United Nations** (or the **UN**). In 1948, the UN produced a very important document: the **Universal Declaration of Human Rights** (or **UDHR**). In its article 13, the UDHR reads:

- (1) Everyone has the right to freedom of movement and residence within the borders of each State.**
- (2) Everyone has the right to leave any country, including his own, and to return to his country.**

Background information

THE WEST INDIES

The **West Indies** is the name given to the chain of islands located between the **Gulf of Mexico** and the **Caribbean Sea**, to the west, and the **Atlantic Ocean**, to the east. It is another way of referring to the Caribbean islands (the Lucayan Archipelago, the Greater Antilles, the Lesser Antilles).

The name 'West Indies' has its own history. When Christopher Columbus arrived in the Caribbean, he thought that he had reached India. That is why they called this part of the world: the Indies. Later on, when Europeans had colonies all over the world and they wanted to speak of their colonies, they made a distinction between the **West Indies** (the Caribbean) and the **East Indies** (India, Malaysia, Indonesia etc.).

The problem with those names is that they are West or East Indies only *if you are looking from Europe*. That is why many Caribbean and Asian people prefer not to use those terms. They do not want to look at their home country through the eyes of Europeans (that would be **Euro-centric**). '**The Caribbean**' is a more **neutral** name than the West Indies.



THE MIDDLE PASSAGE

The **Middle Passage** is the name given to the forced migration of the enslaved men and women from their homes in Africa to the Americas.

The whole **ordeal** began when African men and women were **captured, sold**, and shipped to our shores.

Thousands upon thousands of Africans died while they were being captured and on the journey across the Atlantic.

During their **transatlantic voyage**, they were chained together and placed **below deck**. They stayed down there for six to eight weeks. That was the place where they had to eat, sleep, urinate, defecate, give birth, throw up and, sometimes, even die. If they got sick, they were thrown overboard into the sea. This all happened without them knowing where they were going to, which explains the **stress and despair** that they experienced. To make matters worse, they were often not even able to understand each other because they hailed from different **language families**. That is why, later on, on the plantations they created new languages combining words from African, Amerindian, and European languages such as, Sranantongo in Suriname, Kwèol in St. Lucia, and Créole in Haiti.



From the movie
La Amistad

ABOLITION AND EMANCIPATION IN ST. MAARTEN

This is the Emancipation Declaration issued in 1863 for Curaçao and its dependencies, as the Netherlands Antilles were then called, by the Governor of Curaçao.

Proclamation

The Governor

To the enfranchised population of Curaçao and dependencies.

In the month October of last year has been proclaimed in your Island the law by which it pleased His Majesty, our most gracious King, to decree that on the 1st of July 1863 slavery should ever be abolished in Curaçao and its dependant Islands.

That happy day is now there.

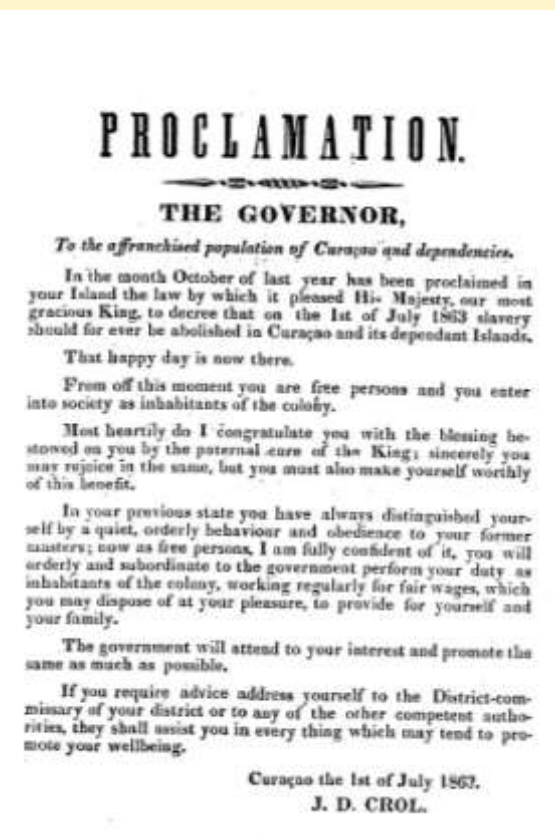
From this moment you are free persons and you enter society as inhabitants of the colony.

Most heartily do I congratulate you with the blessing bestowed on you by the paternal care of the King; sincerely you may rejoice in the same, but you must also make yourself worthy of this benefit.

In your previous state you have always distinguished yourself by a quiet, orderly behaviour and obedience to your former masters; now as free persons, I am fully confident of it, you will orderly and subordinate to the government perform your duty as inhabitants of the colony, working regularly for fair wages, which you may dispose of at your pleasure, to provide for yourself and your family.

The government will attend to your interest and promote the same as much as possible.

If you require advice address yourself to the District-commissary of your district or to any of the other competent authorities, they shall assist you in everything which may tend to promote your well being.



Curaçao, the 1st of July 1863.

J. D. Crol



DE GOUVERNEUR van Curacao en onderhoorigheden.

Allen die deze zullen zien of hooren lezen, salst!

Nademaal de persoon J. J. N. Saar

zich by request tot ons verzoegd heller verzoekende brieven van manumissie voor den heer
in eigendom aankomende slaaf Victor
oud 9 jaren 2000 van Jerman

Id aanmerking nemende, dat zich ter Koloniale Secretary, na aankondiging in de openbare dagbladen, geene oppositie tegen hetzelfde heeft opgedaan en dat voorts, de voorschriften tot het verkrygen van Brieven van manumissie, by de wet verordend, zyn in acht genomen.

Zoo is het, dat wy aan genoemden slaaf Victor
de tegenvoordige brieven van manumissie verleen, tot al zulke einden als by het Reglement op de manumissie der Staten in de Nederlandsche West-Indische Bezittingen zyn uitgedrukt, gevee wy Manumissie den voornaam van Victor en den familie naam Maan met stelligen best om voortaan dien naam en geene anderen te voeren.

Verzoekende derhalve allen, en een' iegelyken, zoo hooge als lage autoriteiten, waar ter plaatse ook gevestigd, om des voornomden Victor Maan op vertoouing dezer, voor een' vryen persoon te erkennen en hem het effect van dien volkomen te laten genieten, hetwelk wy aan alle buitenlandsche autoriteiten, in dergelyke gevallen, wederkeerig zullen trachten te verschuldigen en naar behooren te erkennen.

Gegeven onder onze Handteekening en bekr. hijsel met het Gouvernements Zegel op Curacao den 21 Juny 186 1.

Gedrukt ten Waaren van den Administrateur der Posten op Curacao den 10 Juny 186 1.

Gorsma

Gedrukt ten Waaren van den Postbusser des Konincs op Curacao den 10 Juny 186 1.

S. Schattner

De Gouverneur voormeld,

J. J. N. Saar

De Koloniale Secretaris,

J. J. N. Saar

A document that freed people of color had to carry with them as proof of their freedom.
Source: Courtesy of General Affairs

Human values



HUMANENESS

If we are **humane**, then we will show kindness toward people and animals, and we will make sure that they do not suffer unnecessarily. But when we

hurt people or animals while we could have avoided it, we are being cruel.

During the Middle Passage, the enslaved Africans were treated **inhumanely**.

We should never follow bad examples. On the contrary, we should try to be compassionate, kind, and benevolent, because that makes us better **human** beings.



Change

Civics

THE GLOBAL VILLAGE

The '**global village**' that is how many people describe our present-day world. Global, in this phrase, means 'world-wide'. The whole **phenomenon** is called **globalization**.

The idea of a global village suggests that the whole world has become like a village where people keep meeting one another throughout the day because they are neighbors.

Why has the world become so 'small'? It is all thanks to the advances in communication technologies. The telephone, radio, TV, and especially the Internet have given us the tools to share our life with people who, geographically speaking, are very far away. For example, it is completely **plausible** (thinkable and possible) that St. Maarteners of Chinese descent watch Chinese TV, read online Chinese newspapers and chat with their friends and family living in Fujian or Hong Kong on Facebook or QQ, a Chinese instant messaging program.

ROLE OF THE ECONOMY

Globalization started as the expansion of the distribution of goods and services beyond neighboring countries. Governments began reducing the things which used to make international trade difficult and expensive (such as tariffs, export fees, customs).



During the colonial period, there already was a good deal of international trade. The plantation system and the slave trade were global enterprises. However, the difference between then and now is that while in the old days international problems were often solved by waging war, we now prefer **diplomacy**, **negotiations**, and **bilateral** and **multilateral agreements**. Modern weapons are very dangerous and also extremely expensive. The First and the Second World Wars (1914-1918 and 1939-1945, respectively) taught the world many lessons about the **financial** and **social cost** of war. War costs lives and money.

Therefore, nowadays countries prefer to form bonds of international cooperation, for example: the **UN** (United Nations), the **EU** (European Union), **MERCOSUR** (Mercado Común del Sur), **APTA** (Asia-Pacific Trade Agreement) and the **CARICOM** (Caribbean Community). (► chapter on the economy.)

CULTURAL ASPECT

Although the commercial **aspects** of globalization are important, there are also other **dimensions** which are just as important, if not more, for example: **culture**.

The **mass media** (or large-scale means of communication) do not only broadcast the messages of people who want us to buy things, but also function as the global **forum** for the import and export of ideas, fads, and trends. We can hear in St. Maarten about a new Japanese gadget and then order it online from the USA, China, or Japan.

Ideas, music, games, and films now travel more than ever before. For instance, some people in India who used to fry most of their food are now changing their age-old eating customs because of programs about a healthy diet which they might have watched on cable or satellite TV.

LANGUAGE: THE REVERSE OF BABEL

In the Bible there is a story about people who wanted to build a tower so high that it would allow them to reach the skies. When God saw what they were trying to do, He created confusion so that they would not be able to understand one another. As the language of other people became something incomprehensible, people moved away in different directions, farther away from one another.

We could say that globalization is reversing **the Babel effect**. The spread of English and the recognition of the value of 'World English' (for instance, St. Maarten English and Indian English) are making it possible for people to **communicate** across **language barriers**.

Just like pizza is no longer only Italian or fried rice only for the Chinese, so too has English stopped being the possession of **native** English speakers. Most people who speak English nowadays have a different **first language** (for example, Chinese, Hindi/Urdu, Spanish, Indonesian/Malay, etcetera).

However, English is not the only language which is becoming fully globalized. More and more people are learning Chinese, Spanish, Portuguese or Indonesian/Malay.

THE ENVIRONMENT

One of the most serious downsides of globalization is its **environmental cost**. To satisfy some of our habits (such as eating food from other countries, going abroad on holidays, driving to work, etcetera) we are **depleting our planet's** natural resources.



Engraving *The Confusion of Tongues* by Gustave Doré (1865)

Background information

CULTURE

A very long time ago, a famous North African bishop known as Saint Augustine of Hippo (November 13, 354 – August 28, 430) said: *'What is 'time'? Well, if you don't ask me about it, I know exactly what it is. But if you do ask, then I don't know it anymore.'*

Something similar happens with the word **'culture'**. We often say 'Eating plantain belongs to the Surinamese culture' or 'The Salsa is Cuban'. That may be true, but the problem is that a lot of people in the world eat plantain and millions dance the Salsa (even in Japan!).

This teaches us that culture is not just one thing: rice and peas, potatoes or oxtail soup. Culture is a collection and mixture of things.

We could compare culture to language. In English we have lots of words (thousands upon thousands). We know some and do not know a lot of them. We use a few and maybe dislike some of them, because they are rude or difficult to pronounce (like 'procrastination' or 'idiosyncrasy'). Still, all those words belong to *the English language*. Every culture, too, is made up of many different things which we share: we like some, we do some, and leave some to others (for example, food, clothing, language, music, dance, religion, sayings, etcetera).

Cultures—like languages—are a collection of many things that we think, imagine, do, prefer, cherish enormously, dislike or even fear. We do not all have to like all of them, but still we *recognize* that they have been part of the life of our group for some time. When we say *'that's part of my culture,'* we mean that it is part of us or, at least, of some of us. They remind us who we are, who we were or who we would like to be as a group, better still, as a people.

Culture is a collection (an assemblage) of ideas and imaginings, customs, practices, rituals, preferences, artistic expressions, and institutions shared by a group and passed on as being 'part of who we are, were or would like to be as a people' (of our shared identity).

CULTURAL ROOTS: TIME AND PLACE

When people see that you look different from the rest, they will sometimes ask you: 'Where are your roots?' or, 'Where are your cultural roots?' There are people who might ask these questions to make us feel 'out of place,' but not everybody will ask for that same reason. People ask about 'cultural roots' because cultures do have roots.

To better understand this, think about some customs which your grandparents

passed on to your parents and your parents passed on to you. This can be something very simple, like speaking St. Maarten English. If and when you have your own children, you might also pass on to them some of the same things, and some might be forgotten. For example you speak St. Maarten English but you might use words that your grandmother did not know when she was your age. Languages change, and so do cultures. This is all very normal, because when the world around us changes, we and our ideas, practices and traditions do as well.

Many of the things which our grandparents and their friends and neighbors shared and saw as part of their culture had to do with the place and the time in which they lived. For example, if they had not had (sweet) *bananas* and *plantains*, plantains would never have become part of their culture.

Think of the words '**culture**' and '**cultivate**', they are family. The vegetables which people could cultivate in their place became part of their culture. Old St. Maarten people did not have camels, so they could never say that drinking camel milk was 'part of their culture'. The Bedouins, however, can surely say that.



CRÉOLITÉ and CREOLISATION

Our cultural usages link us with the past. In the Caribbean, we have things which come from different places and peoples: the Amerindians, the enslaved Africans, the different European colonizers, and, later on, from other groups, such as Latin Americans, North Americans, Arabs, Indians, and Chinese.

A black Caribbean man is not the same as a black African. Just like a white Caribbean woman is not the same as a white European or North American woman. Caribbean blacks also have customs that came from whites, and Caribbean whites have customs which came from the enslaved Africans. On the inside—and in many cases also on the outside—we are mixed. We all share **Creole** cultures which is known as **créolité** or **creolisation**.

We, Caribbean people can be considered as **world citizens**, since the Caribbean has been a home to the world, and now the world is our home.

OUR PLACE WITHIN THE GLOBAL VILLAGE

Mass media influence culture in two ways. 1) They continually **enrich** our culture with new things. 2) They make us cherish who we are and what we have for they challenge our values and customs. That is why we also want to **preserve and protect** our cultural identity.

Culture

Roots have two main roles, they help trees stand its ground and they continuously channel up nutrients so that the tree remains vital and strong. We could think of cultural roots in a similar way. Our cultural roots should never become chains keeping our people from developing in new ways.

Schools are among the places where cultural traditions are preserved and passed on as well as adapted and creatively renewed and reshaped. Art schools and clubs in particular, play a key role in the survival and renewal of the artistic expression of cultural groups, such as music and dance. In St. Maarten, the history of dance is inextricably linked with one such school: the *Motiance Dance School*.



THE MOTIANCE DANCE SCHOOL

The **Motiance Dance School** was founded on September 1, 1985. It opened its doors at the Movies 1 and 2 building on the **Walter Nisbeth Road** and is commonly linked to the **John Larmonie Center**. The father figure behind Motiance was **Cees van Dolderen**, a Friesian St. Maartener by option, who was an exemplary and courageous person in many ways.

From the beginning, Motiance sought to combine healthy and educational **after-school-activities** with dance and culture. This school of dance was never meant to be a **money-making business**. On the contrary, it has always tried to provide inexpensive activities, and to give a chance through **scholarships** to children who seriously wanted to join its **ranks**. In 1986, the school became a **non-profit organization** (NPO), and the Government of St. Maarten partly **subsidized** the school.

Motiance has concentrated on Afro Caribbean dance, jazz ballet, classical ballet, tap, and gymnastics for boys and girls. In 1988, a teacher at the school, Carolyn Jenkins, and dancers of the Motiance Dance Company revived the traditional St. Maarten **Ponum dance**, which recently has been popularized by Clara Reyes

The school has also built bridges with other dance schools, such as the Dance Theater of Harlem, The New York City Ballet, Nanette Bearden Dance Company, The Jamaica National Dance Theater, Folkloric Dance Theater of Holland, and Introdans.

Several of the school's former students have become dance teachers or even international dancers, such as:

- **Percy Kruythoff**, who performed in Holland's leading modern dance company of Truus Bronkhorst. Kruythoff together with his wife **Dorottya Kiss** have founded the Kishoff Moves in Amsterdam
- **Collin Roberts**, who now performs in prestigious companies in the USA
- **Nicole de Weever**, who toured the world in the West Side Story Broadway Show and now works with Bill T.Jones in the Fela Kuti Project
- **Uri Eugenio**, who performs and teaches dance in the Netherlands



Percy Kruythoff



Nicole de Weever



Uri Eugenio

- **Isabel Fleming**, who teaches dance and choreography in French Saint Martin

In 2005, **Arlene Halley**, who succeeded the late Cees van Dolderen, formed the *Motiance Adult Dance Company* from people who had returned to the island after studying overseas.

Human values



SERENITY is very important in order not to lose control when things do not go as planned.

If we remain **serene**, or calm, we will be more agreeable to others. People usually appreciate it when others keep their cool even when things are starting to heat up around them.



Serenity Prayer

God, grant me the serenity
to accept the things I cannot change;
the courage to change the things I can;
and the wisdom to know the difference.

Living one day at a time;
Enjoying one moment at a time;
Accepting hardships as the pathway to peace;
Taking, as He did, this sinful world
as it is, not as I would have it;
Trusting that He will make all things right
if I surrender to His Will;
That I may be reasonably happy in this life
and supremely happy with Him
Forever in the next.

Amen.

~ Reinhold Niebuhr

Climate

Civics

CLIMATE, ECONOMY AND EDUCATION

The climate and, especially, climate change are of vital importance for the 40 million people who live on the Caribbean islands.

If temperatures become hotter, the sea-level will be higher and hurricanes will be more frequent during the hurricane season. Our life and our property will therefore be at stake. If the oceans swell, some of our smaller islands might even be at risk to disappear under water. This will affect the amount of tourists who visit the Caribbean and our island.

If we love our islands and want to protect our lifestyle and livelihood, we must learn about the climate and, above all, about the ways in which we can protect our ecosystem and slow down negative climate change.



If we want to have a future on our islands, we must respect the soil, the sea, and the air. Every time we are careless with our garbage, make reckless use of the automobile, the air-conditioning or the lights in our home, we are contributing to adverse climate change.

As Nelson Mandela put it: *"Education is the most powerful weapon you can use to change the world."* That is why we should aim at:

- ◆ Learning to know
- ◆ Learning to do
- ◆ Learning to live together
- ◆ Learning to be
- ◆ Learning to transform oneself and society

We should all learn to live in peace with one another and with nature, this is called: **Education for Sustainable Development** (or **ESD**). It is good to know that there are excellent web-pages dedicated to ESD, for example:

- ◆ <http://www.unesco.org/education/desd>
- ◆ <http://educationforsustainabledevelopment.com>



Background information

MAPS

To visualize the world, we use maps. The science or art of making maps is called **cartography** and its practitioners are called **cartographers**.

At this point of our education, we should be able to easily find places on a map, because reading a map is a very useful skill to have.

A **two-dimensional map** is a representation, that is, a drawing or model. You have them on paper, online (like Google maps) and also on a **GPS** (global positioning system) screen.

There are different kinds of maps, depending on what you want to learn from them.

1- **Physical maps**: they indicate the **physical** features and **landforms** of an area (mountains, rivers, lakes, etc.), leaving out human-made features (such as cities). These maps remain stable over extremely long periods of time.



2- **Political maps**: they tell us how a region is divided into **political entities** (cities, parishes, counties, states, countries). When new countries are created (like the Republic of South Sudan which became independent on July 9, 2011), political maps have to be updated.



3- **Thematic maps**: they provide us with information about one aspect of a region, for example:

* **Climate maps**: they show us what the **climate** and the **precipitation** (rain and snow) are in a given area. These maps only change over long periods of time.

* **Economic or resource maps**: they give us an idea of the main

resources found in an area (minerals, forests, oil, etcetera). Given that the economy can take new turns, it is better that we use economic maps which are up to date.

* **Road maps**: they help us find our way around by showing us the highways, roads, streets, cul-de-sacs, airports, railroad tracks, cities, petrol stations, etc. in a given area. These maps can quickly change as governments build new roads or streets are given new names.

***Topographic maps**: they give us an idea of the shape and **elevation** of an area: whether it is flat or mountainous. These maps remain unchanged for extremely long periods of time.

4- **Star charts**: these are maps of the night sky used by **astronomers** and **amateur star-watchers**.



Culture

FLOODING

Flooding occurs for various reasons, for instance because too much rain falls which cannot be absorbed by the soil. There are basically three types of floods:

- ◆ **River floods** occur when the water rises in the rivers and overflows the land that is normally dry.
- ◆ **Coastal flooding** usually happens when strong winds blow waves onto the land. Hurricanes and storms also cause coastal flooding and so do tsunamis and high tides.
- ◆ **Flash floods** occur when floodwaters rise very fast with no warning within several hours of intense rain. Flash floodwaters flow faster in hills and valleys than on flatter ground and can be quite destructive. The rushing water erodes the soil and washes it away.



FLASH FLOOD WATCH

means that flash flooding is possible in or close to the watch area.

FLASH FLOOD WARNING

means that flash flooding is actually occurring in the warning area.

Just two feet of water can float a large vehicle or even a bus, while 6 inches of rapidly moving water can knock a person down.

Flooding is the world's most expensive type of natural disaster, not only in material damage but also in human lives.

FLOODING AND MUDSLIDES IN THE CARIBBEAN AND ST. MARTIN

Many islands in the Caribbean do not only suffer from flash floods but also from **mudslides** when heavy rain occurs. **Deforestation**, **erosion** and the building of homes and roads in the hills have destroyed the natural habitat resulting in water and mud rushing down during heavy rainfall.

The island of Hispaniola has frequently suffered from mudslides, usually during the hurricane season. Luckily we have been spared major mudslides but flashfloods have taken some victims in the past. In 2005 a person died in a flashflood in Saunders after some 22 inches of rainfall. Another person was reported missing.

The filling of parts of the Great Salt Pond, and most of the other ponds around our island, has also contributed to an increase in flooding in low lying areas. The Great Bay channel is usually opened during heavy rains to allow run-off water in the Freshwater Pond to flow into Great Bay. In the Philipsburg area the *Kanaal van Rolandus* (Rolandustrench), which was built in 1852-53, is responsible for the draining of the rainwater into the sea. Two pumps assist in the pumping away of too much water.



A mudslide in the Dominican Republic

Human values



COMMUNITY INVOLVEMENT

When people take an interest in what happens around them and participate in worthy causes, we say that they are **involved** in the **community**.



Worthy causes are activities which people set up and get going in order to achieve **lofty goals**, such as cleaning our beaches, visiting elderly people and doing their shopping, organizing tours of historical sites on

our island, raising funds to help children in Haiti, helping other children with their homework, etc.



Economy

Civics

ECONOMY

The word **economy** has several meanings. Here, it is understood as:

1. the **complex** of human activities concerned with the production, distribution, and consumption of goods and services
2. the management of the **resources, finances, income, and expenditure** of a community, business **enterprise**, etc.

The economy of a country is, therefore, both all what is produced, sold and bought within its territory as well as how it is managed.

IMPORTANCE OF THE ECONOMY

The economy affects everyone's life.

- * Every country has an **economic system** by which it provides for the needs and wants of its population.
- * As part of the economy, people produce, distribute and consume goods, and render services. Most of these **transactions** are estimated and paid for using **money**.
- * The production and distribution process creates jobs, by which people earn an income (money) to help meet their needs and wants.
- * Governments make decisions on how the needs and wants of the population may be met and **levy** or **charge taxes** to be able to offer the services which it wholly or partially **subsidizes**.
- * No country in the world can foresee all the needs and wants of its citizens and residents. Therefore all **national** economies exist within the **international** economy, which is like a network made up of interdependent economic systems.



Background information

COMPONENTS OF AN ECONOMY

Every economy has a number of **structural** components, such as **capital**, **labor**, **products**, **consumers**, **producers**, and **natural resources**.

• Capital	wealth available for or capable of use in the production of further wealth, as by industrial investment
• Consumers	people who acquire goods and services for their own personal needs
• Labor	productive work, especially physical toil done for wages
• Natural resources	anything that comes from nature, for example, water, wood and minerals, etc.
• Resources	assets, capital, funds, holdings, materials, means, money, property, reserves, riches, supplies, wealth, etc.
• Producers	a person or business enterprise that generates goods or services for sale
• Products	something produced by effort, or some mechanical or industrial process

ECONOMIC EXCHANGE

An **economic exchange** takes place whenever goods or services are transferred from one person or business **entity** (the **provider**) to another (the **receiver**) for a **compensation**. Every exchange is also a **transaction**. In most cases, the receivers pay money for the goods or services which they acquire. In some cases, they **barter** (**exchange**) goods for other goods and services.

Economic exchanges are also called **trade**. Trading can happen on the **domestic markets** (**wholesale** and **retail**) as well as on the **international markets** (**import**, **export**, and **entrepôt** [On-tray-poh]).

APPROACHES TO THE ECONOMY

In the last hundred years, two basic approaches to the economy have influenced how governments regulate the economy.

- ◆ The first approach is called **socialism**. As its name indicates, it is oriented towards the **development** of the basic needs of the society as a whole. Socialist thinkers take the most vulnerable group (like the poor and the aged) as an important **criterion** to judge whether or not the economy is fulfilling its highest objectives. Although socialists know that the economy is the result of the enterprising spirit, creativity and labor of individuals, still they



believe that the **production, distribution, and consumption processes** should benefit not only **the haves**, but also **the have-nots** of the community. Socialism often strives to place basic services such as water, electricity, and universal health care in the hands of the government. This measure is an attempt to make sure that they are not only available to the rich but to all citizens and residents of the country.

- ◆ The other approach is called **capitalism**. It is characterized by its focus on **capital** and the ability of individuals to own, produce, distribute and **exchange** goods. The idea is that the freedom both of the **movement of capital** and of business people should be defended. It is believed, people will make the economy **prosper** when they see that **creativity** and **entrepreneurship** pay off. Moreover, many capitalists assume that when **enterprising** individuals are allowed to become increasingly rich, their riches will **trickle down** to the poor.

Socialists often criticize capitalism arguing that rich people get rich on the sweat, tears, and blood of the poor. That is why, according to socialists, governments should ensure that the resources which belong to the whole community benefit all of its members, especially the poorest and weakest, and not only successful business people and the aristocracy.

Capitalists on the other hand criticize socialism because, in their view, when (poor) people get used to being taken care of by their government, they become lazy and the whole economy collapses.

Communism, an extreme form of socialism, became the **ideology** on which the **Union of Soviet Socialist Republics (USSR)** was founded. When the USSR broke up (1982-1991), capitalists, especially Americans, interpreted this as a conformation that capitalism—and not socialism—is the best way to organize the economic life of a country.

In the Caribbean, Cuba still has a communist system under the leadership of **Raoul Castro**, the brother of **Fidel Castro** who started this system.



Post-Soviet states in alphabetical order:

1. Armenia, 2. Azerbaijan, 3. Belarus, 4. Estonia, 5. Georgia, 6. Kazakhstan, 7. Kyrgyzstan, 8. Latvia, 9. Lithuania, 10. Moldova, 11. Russia, 12. Tajikistan, 13. Turkmenistan, 14. Ukraine, 15. Uzbekistan

INTERNATIONAL ECONOMICS

Local, regional, national, and international economies are deeply **interconnected** and **interdependent**. This is because the economic processes that produce, distribute or consume products have become **globalized**. Hence, we say that the world resembles a **global village**: local events often have a global impact. This is called **globalization** or sometimes '**glocalization**' (global + local). For example, cars may be assembled in the USA using spare parts fabricated in China and Brazil. So if the Brazilian workers **go on a strike**, the factories in the US will risk not being able to deliver finished cars and the customers on St. Maarten will not be able to buy a new car.

The same goes for food and any other products that are imported on St. Maarten. Any political, social, or environmental (drought or flood) upheaval elsewhere in the world will have consequences for us on St. Maarten.

Governmental responses to economic globalization

Economic globalization does not mean national governments do not have anything to say in this matter. They still make regulations for trade within their borders. Anybody or any company wanting to establish trade relations with businesses on their territory must abide by the national government's rules. Governments usually make trade regulations which sway between the **free market** and **protectionism**. If a government does not make it difficult for national and international businesses to buy from and sell to one another, and does not favor local products, then it is said that it has opted for the **liberalization of the market** or the **free market**. On the contrary, if it seeks to defend the local industries by levying higher taxes from foreign companies or by preventing foreign products from being considerably cheaper than local ones, then that government has opted for **protectionist** policies. While capitalist governments usually promote the free market, socialist ones—especially **populist** ones, like in Venezuela and Argentina—tend to be more protectionist.

The international banana trade

The international banana trade is an example of the relation between politics and business. There is no doubt that bananas are one of the world's favourite fruits. In 2008, Europe consumed 5.4 million tonnes of bananas.

Europe and Caribbean bananas

Since 1975, Europe has given priority to the Canary and Caribbean islands as providers of bananas. With this preferential treatment, including a **tariff-free** import regime, they wanted to help the economies of their former colonies or dependencies to develop without relying on **international aid**. This situation

was advantageous for the Caribbean but had negative trade consequences for Latin America (for example, Ecuador and Brazil). Latin American banana imports had to pay taxes, which meant that these bananas had to be **retailed** at higher prices.

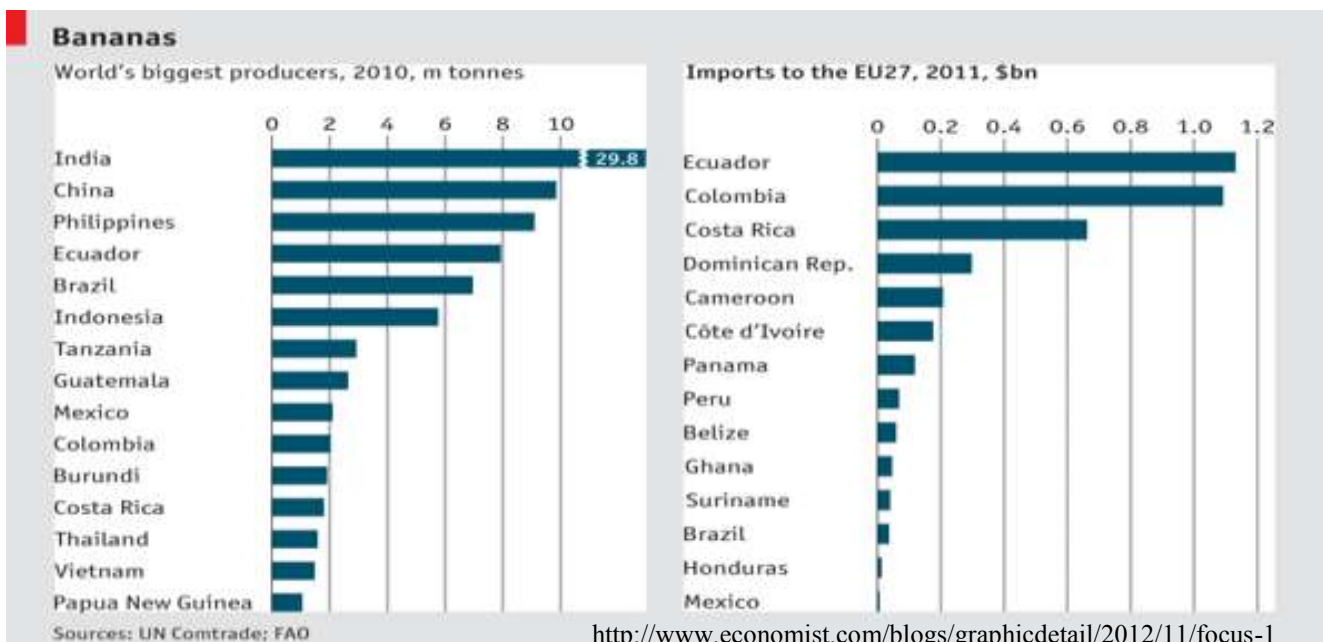
As a result, Latin American bananas had to be produced more cheaply if they wanted to be able to compete with their Caribbean counterparts. These bananas were therefore grown on larger mechanised plantations run by giant US corporations such as Chiquita, Dole, and Del Monte, and were known as 'dollar bananas.'

Euro-bananas

However, not everyone in the EU was happy with the official European banana regime; Germany for one. For a start, this country had lost all its colonies after World War I and, therefore, had no favored supplier to champion. Hence, in the 1990s, German Chancellor Helmut Kohl pledged he would try to get the EU import regulations **liberalised**. His election **campaign** played on the simple fact that Germans seemed to prefer the larger bright yellow dollar bananas from Latin America to the smaller (Caribbean) Euro-bananas.

The repercussions of free trade

For some, the banana became the symbol of the refusal of the European Union (EU) to accept free trade. However, the EU eventually decided to start to phase out its tariff system for banana imports. No preference will be shown anymore. As a result, there are people who now complain that poor families of farmers—in the Caribbean and the Canary Islands, for instance—will be disadvantaged by 'unbiased' free trade at the expense of wealthy American-owned businesses. The case of the banana imports to Europe shows both that bananas are a serious business on which jobs and lives depend and that international policies have a direct effect on local life throughout the world, including our region.



Culture

TOURISM AND CULTURE

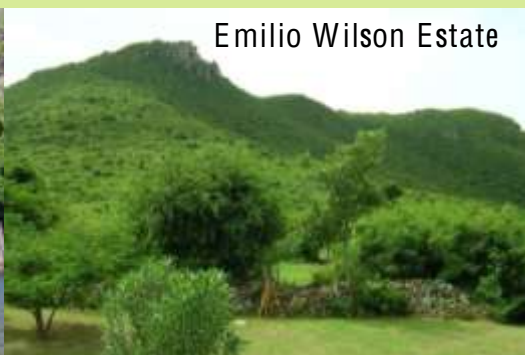
Tourism both helps preserve and changes the hosts' culture. Whenever people with different ideas, needs, and lifestyles visit a place on a regular basis, the local community will soon seek to meet the tourists' expectations so they come back. This process has consequences.

Positive aspects

- ◆ Tourism creates jobs which is an essential need of every community on Earth
- ◆ Tourists often want to see what they lack at home, and this includes more than mere sunshine. The Caribbean is almost a **trademark** in itself. Many people from countries with an **accelerated pace of life** escape to the Caribbean to experience 'the Caribbean way' (and thus unwind). At times, this functions as a motivating factor for St. Martiners to preserve the 'local flavor.'
- ◆ Cruise ships remind us that the 'Caribbean way' is not an exclusive possession of our island. Our culture links us to other communities of the region.
- ◆ The fact that people from all over the world want to experience our culture shows that it has a message which is valid and valuable and, hence, ought to be safeguarded and passed on. Our physical and cultural heritage is of vital importance not only to our community's identity, but also to its economy.



Mangroves



Emilio Wilson Estate



Methodist Church

Negative aspects

- ◆ Tourism and its related businesses are usually **private enterprises** whose first aim is to make money. This can be dangerous when they neglect the social, cultural and environmental impacts of tourism and the needs of local residents. Think, for instance, about countries where the best beaches belong to 5 star hotels and are therefore off limits to local residents.

Mixed aspects

- ◆ Tourism can result in a **double-edged relationship** between tourists and locals. Some tourists may be seen as people who are both welcome and

resented. To its residents, the island is not only beaches, bars, shops, and casinos; it is also the place where they live, work, etc. Therefore, even though St. Martiners need tourists, they also want to feel at home on their own island.

Tourism gives us numerous reasons for the preservation of our natural resources, the visual arts, music, dance, food, and other cultural elements.

DIFFERENT TYPES OF TOURISM

Tourism can be defined as the practice of travelling for recreation. Since the establishment of an airport in 1943 and the opening of the island's first deep water pier in 1964 the tourist industry started to develop. In the 1950s and 1960s the amount of people coming to the island was still rather small. The first cruise ship, for instance, came from St. Thomas in 1958 with just 155 tourists on board.

In the 1980s St. Martin experienced a veritable **tourist boom**. According to the St. Maarten Harbour Group of Companies the number of cruise passengers visiting the island increased from 105,000 in 1980, to close to 900,000 in the year 2000.

Looking at tourism today we can identify the following types or forms:

- ◆ **Cruise ship tourism** became the leading type of tourism after the opening of the new Dr. A.C. Wathey Pier in 2001.
- ◆ **Timeshare tourism** means that various parties own the right to make use of a property for a week, usually resort condominiums. After a boom in the 1980s it is slowly diminishing.
- ◆ **Maritime tourism** is concentrated in the Simpson Bay area where the lagoon is a hurricane hole for boats and serves as a base for many mega yachts. The Heineken Regatta, started in 1980, has become one of the largest sailing events in the Caribbean.
- ◆ **Eco tourism** encourages conservation of the ecosystem and the preservation of authentic local traditions, e.g. Loterie Farm on Pic Paradis, the Butterfly Farm, hiking and riding tours, kayaking in the mangroves.
- ◆ **Medical tourism** is a new form of tourism and is presently investigated as a possible new form to make up for the slowly dwindling timeshare.

Human values



ENVIRONMENTALISM

When people are **environmentalists**, they are committed to protecting and improving the **environment**. They avoid pollution, which is **endangering** human civilization, and promote respect for the **ecosystems**.

Industry

Civics

If we look around at school, in the supermarket, on the streets, we will see that most adults spend a big part of their time trying to earn money or spending it. They must often provide not only for themselves, but also for their families. All these endeavors are referred to as earning a **livelihood**.

Livelihood is what people do in terms of **self-employment** and/or **wage employment** to generate a **pecuniary income** to meet their needs and plan their future using their human and material resources.

Human resources consist of what people know and can do, i.e. their knowledge and skills, which are also called **intellectual capital**, as well as their contacts within the community (their **social capital**). Material resources comprise of their **material and financial capital** (that is, their possessions and money, respectively).

These kinds of activities which people do to earn a living usually go hand in hand with a lifestyle. For example, the life of doctors and lawyers is different from that of a prime minister or a cashier at a supermarket. This does not mean that some people are automatically better than others because of their jobs, careers and/or professions. It simply implies that since doctors and lawyers tend to earn more than cashiers, read different books, and must live up to different social expectations, their lives will also be different.

Industries are extremely important to the livelihood of all the citizens of a country. Industries solidify the financial backbone of a community's economy, without which it cannot survive. Moreover, they provide **financial stability** to the citizens by creating sources of employment. When people have jobs and are sure of them, they can buy not only what they need to survive, but also other commodities (such as TV sets, IT appliances, more expensive clothing, holiday deals, etc.). This process makes money circulate and gives the community the feeling that they are on the path to (further) **development**.

Small islands face a number of extra challenges which other bigger countries do not experience. In the case of St. Maarten, this is made worse by the yearly tropical storms and hurricanes which threaten the lives and infrastructure of the island, without which neither livelihood not industries can be normalized.

Background information

THE INDUSTRIAL REVOLUTION (1750-1830)

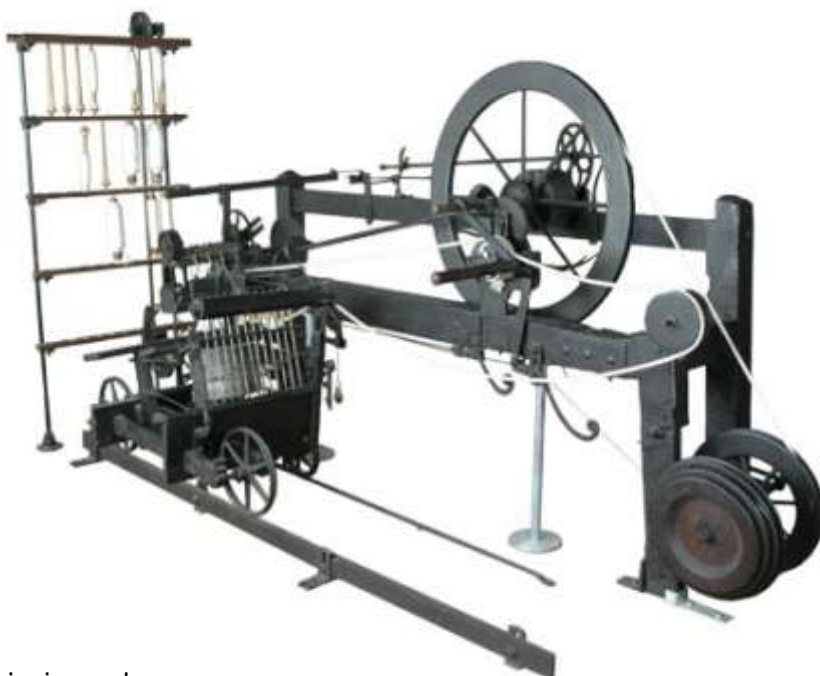
The Industrial Revolution marked the period of social and economic change that transformed Britain from an **agrarian** society into an **industrial** one (cf. *Encyclopaedia Britannica*). It was not an **armed** revolution like the French Revolution (1789-1799) but a series of radical changes that took place in the economy and society of Britain in the late 18th and early 19th century. These changes would gradually be adopted elsewhere throughout the world.

Given that the Industrial Revolution was ushered in by some technological innovations, it could be said that it represented a turning point in the history of human knowledge. There were three main areas where new technologies led to great changes in production:

1. **Textiles**: new ways of spinning cotton were engineered
2. **Steam power**: the steam engine was invented and gradually perfected
3. **Iron making**: coke replaced charcoal and new techniques were developed.

These three areas would also represent the main sectors where the Industrial Revolution was felt.

The textile mills and their work rhythm became the **precursors** of factories. Manchester and Liverpool spearheaded the revolution and became magnets for people seeking employment.



Spinning mule

The introduction of the Spinning Mule into cotton production processes helped to drastically increase industry consumption of cotton. This example is the only one in existence made by the inventor Samuel Crompton. It can be found in the collection of Bolton Museum and Archive Service. (*Wikipedia*)

TYPES OF INDUSTRY

There are many types of industry.

1. Cottage industries

Cottage industries are small enterprises run in places like the home or a community center. These industries usually consist of traditional handicrafts, catering, tailoring, dressmaking, beauty culture, retailing of dry goods, pottery, and furniture on a small scale.



Guavaberry bottles

One of the advantages of cottage industries is that they can be combined with other jobs. Also, in societies where women are confined to the domestic sphere, these industries give them the change to have a source of income without having to leave their house. Another positive aspect of cottage industries is that those involved in them seldom need raw materials which are hard to come by.



Lulu dolls

Examples of cottage industries on St. Maarten are the handmade Lulu dolls and the hand painted guavaberry bottles.

2. Primary Industries

Primary industries are essentially connected with nature. They have two important features:

- ◆ the goods which they produce have a direct link to the soil (e.g. agriculture, farming and horticulture) or rivers, lakes or oceans (e.g. fishery).
- ◆ These goods do not need to undergo specialized processing. The cattle and fish can be sold to the meat industry, fruits and vegetables to the green grocers and supermarkets, and the timber to the furniture industry.



3. Extractive industries

Extractive industries are similar to primary industries since both are closely related to nature. However, in the case of the former, the goods or resources which are extracted or drawn from the soil, air or water need to be subjected to subsequent industrial processes before they can really be

used in the production of consumption goods. Among these industries are: mining industry, coal mineral, oil industry, iron ore, extraction of timber and rubber from forests, etc.



Wind energy



Bauxite mining



Oil industry

4. Manufacturing Industry

Manufacturing industries take raw materials and transform them into finished products. Factories are the most characteristic site of this type of industry. In them, the assembly line includes both machines and manpower working in well-planned, synchronized ways to ensure that their product is always the same. They may produce either producer goods (e.g. paper) or consumer goods (e.g. books).



5. Construction Industry

Construction industries are often very visible. All the new buildings on our island are examples of how important the building sector is.

This industry takes care of making new airports, hotels, bridges, roads, dams, canals, etc. The main difference between this industry and others is that the goods produced stay where they are built.



6. Biotechnology and genetic industry

Genetic industries re-produce and multiply plants and animals for sale. While people may have a few chickens for sale at home (= cottage industry), poultry establishments rear them in their thousands and in ways that resemble factories. These concerns rely on scientific knowledge and technologies to ensure that they limit their losses and maximize their profits. Among these industries are plant nurseries and enterprises involved in rearing poultry, cattle or fish (e.g. salmon and prawns).



7. Service Industry

Service industries do not make items which people can buy, rather they do things for people or render a service for a price, such as cut their hair, taking care of them when they are sick, or transport them from A to B. The service sector has gradually become very important. They are important sources of income on our island, for example, the hospital, swimming pools, sport clubs, hotels, guided tours, festivals, recitals, casinos, cinemas, bars and other places of entertainment, etc. Many of these enterprises and initiatives respond to both the real and perceived needs of individuals.



THE POST-INDUSTRIAL ECONOMY

In the world of today, the **service industries** have taken the place of what used to be the **manufacturing industries**. Factories have become less important and service providers have taken the lead, especially the information technologies (IT). College and university students are studying IT because there are many jobs in this industry.

COMMERCIALIZATION OF RENEWABLE ENERGY

Coal was the main source of energy at the time of the **Industrial Revolution** at the end of the 19th century. In the following century, oil and gas replaced coal as the most important energy source. However, at this moment, there are three main reasons why governments and **investors** want **to diversify**, or **change**, the sources of energy, namely **pollution**, **climate change**, and **energy security**.

Pollution

Up to a few years ago, energy was obtained by burning oil, coal or natural gas. As a result, smoke produced by carbon emissions became common in industrialized countries. In the past, people were not always aware of the negative effects of pollution on human health. However, nowadays, scientists have been able to make a connection between a number of illnesses and polluted water, soil or air.

There are businesspeople who do not want to use eco-friendlier practices because it would cost them money; for example they could use paper instead of plastic bags in their businesses. The younger generations however, are becoming more concerned with the environment. As a consequence the public is putting pressure on governments and businesses to use the energy from the wind, the sun, and the heat coming from within the earth itself.

Climate change

Scientists recognize that the climate changes. Moreover, climate change is nothing new. The earth and its climates have been changing from the beginning of time.

There are many reasons why climates change. While some of the changes are natural, others are the result of human activity. Among the natural changes are **oceanic circulation** (El Niño, El Niña), **solar radiation** (caused by a hole in the ozone layer), movements of the **earth plates** (earth quakes), and **volcanic eruptions**. Humans contribute to climate change by causing global warming, which turns the earth's atmosphere into a global greenhouse.

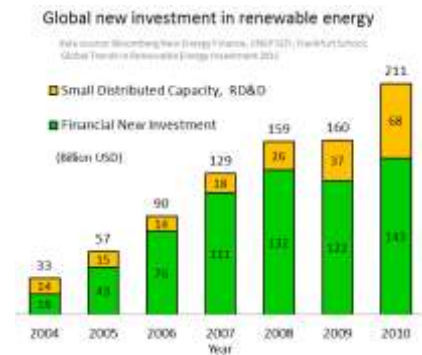
Energy security

Energy security means getting continuous energy at an affordable price. Cheap energy is important for our modern economies. However, some of the most important oil and gas producing countries are **politically unstable**, such as Iraq, Iran, Libya, Nigeria, and Venezuela. At the same time countries like India and China have recently industrialized (more factories, cars, electrical appliances, etc) and need more energy. Therefore it is important to look for alternative energy sources.

The three reasons mentioned above make it necessary to look for **renewable** and **clean** energy sources.

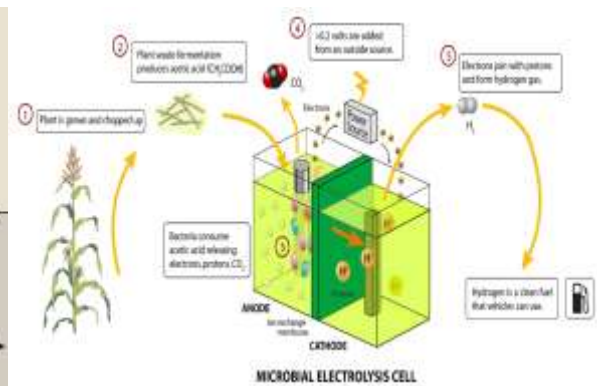
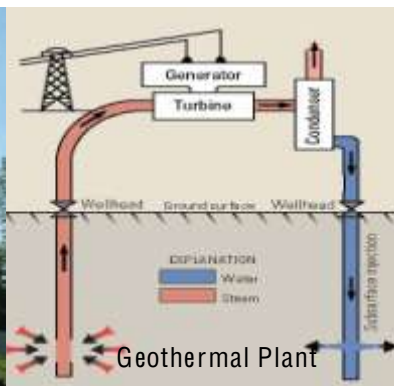
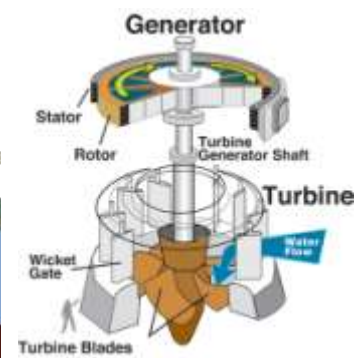
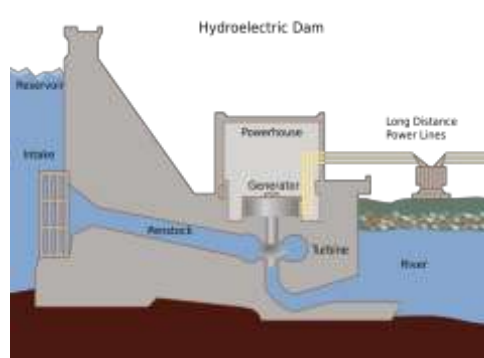
RENEWABLE ENERGY TECHNOLOGIES

The International Energy Agency (IEA) speaks of three generations of renewable energy technologies used in the last 100 years.



First-generation technologies: after the Industrial Revolution in the 19th century

- **Hydropower:** water is used to generate electricity to which end dams are built.
- **Biomass combustion:** energy and fuels (such as methane gas, or landfill gas/bio-gas) are derived from garbage, wood, waste, landfill gases, and alcohol fuels.
- **Geothermal power and heat:** The surface of the earth functions as a



protection layer separating the extremely hot inside from the outside. Geothermal plants tap into the heat underneath the earth's outer crust and transform it into energy.

Second-generation technologies: since the 1980s

- **Solar heating:** the heat produced by sun beams is used to heat up liquids for different purposes (e.g. to warm up swimming pools or for the bathroom)
- **Wind power:** wind turbines are used to generate electricity.

- **Modern forms of bio-energy:** ethanol and biodiesel are being produced from vegetable sources such as sugar cane and soybeans, respectively. Ethanol is often mixed with ordinary gasoline to reduce its cost.
- **Solar photovoltaic cells:** these cells convert light into electricity.



Solar water heater



Wind turbines in the US



The largest photovoltaic solar power plant in the US at Nellis Air



A bus in the US powered by soybean biodiesel

Third-generation technologies: still under development

- **New bio-refinery technologies:** new applications of the idea of biomass energy.
- **New geothermal power:** new application of the ideas behind geothermal power.
- **Ocean energy:** new technologies which tap into wave energy, tidal energy, river current, ocean current energy, offshore wind, etc.



Natural resources can be turned into geothermal power

Culture

SOME INDUSTRIES FROM THE PAST

The lifestyle of the residents of our island has always been shaped by the factors upon which their livelihood depended. In the old days, some of the industries on our island were the following:

- ◆ Agriculture (▶▶ primary industry)
- ◆ Animal husbandry (▶▶ primary industry)
- ◆ Fishery (▶▶ primary industry)
- ◆ Salt picking (▶▶ extractive industry)
- ◆ Boat building (▶▶ manufacturing industry)



Salt picking



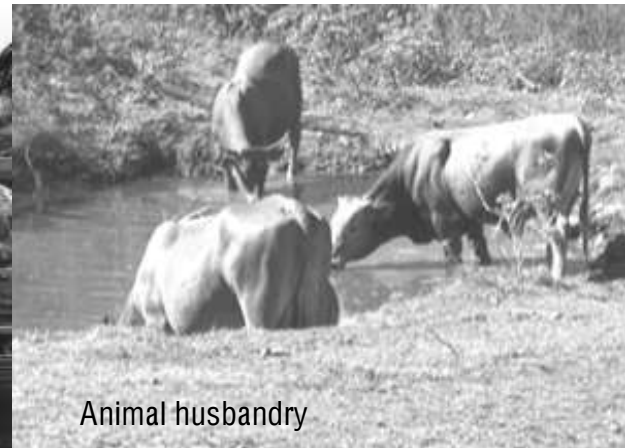
Fishery



Agriculture



Boat building



Animal husbandry

Human values



SOCIAL CONSCIOUSNESS

If you are **socially conscious**, you are **aware** of what is going on in your society, especially of its problems, weaknesses and challenges. **Social consciousness** does not always lead to right action. Some people blindly follow what others say, they are 'Yes men' or 'Yes women'. Our social consciousness should be **awakened** and **expanded** not to repeat 'the same old song' but to find new and better ways to live and deal with one another and our shared planet.

Government

Civics

The roads that we use were built and are maintained by the government. The police who keep us safe are also part of the state. Our schools are either completely or partially funded with government money. What we eat, the clothes we wear, the way people drive and the cars they drive, and a lot more; they all must abide by government regulations. Tourists, cruise ships, planes, buses, taxis, banks, shops, communication companies, buildings, must also abide by government regulations. The government affects our lives from the cradle to the grave.

Even though all countries must have a government to function well, the shape of their governments may be very different.

Background information

GOVERNMENT

The word **government** can have different meanings.

- ◆ We usually use it to refer to the people who **exercise political authority** over the actions and affairs of a country, nation, district or locality, such as **ministers, commissioners** and **mayors**. All these people and their public functions are part of the **state** and its **administration**.
- ◆ Government refers also to the **system** by which political communities such as municipalities, districts, provinces, states, nations, and countries are ruled. **Democratic** systems are the most common form of government these days. Their main characteristic is that the citizens have a say in who governs them, which they express during **elections**.

Furthermore, the act of governing can also be called **governance**.

DEMOCRATIC PRINCIPLES

Even though nowadays most systems of governance are democratic, they are structured in different ways. Ideally, they share the following democratic principles.

- ◆ **Power** resides with the people and is **delegated** to certain individuals, for example, by means of **ballots**.
- ◆ All citizens of the country enjoy **basic equality and freedom** before the law.
- ◆ The idea of **political pluralism**. All citizens have the right to their own

opinion of how the community should be run. They may also organize themselves into **political parties** seeking to turn those ideas into **governmental policies** by having their candidates elected into office.

- ◆ The principle of **due process**. This means that the government must respect both the **human, legal, and civil rights** of the citizens over which they rule. The government must also guarantee that all citizens will enjoy a **fair trial** if they are ever taken to **court**. This is one of the aspects that separates truly democratic governments from **despotic, tyrannical, autocratic** or **dictatorial** ones.

Despots, tyrants, autocrats and **dictators** are men or women who govern a community thinking that they have absolute, unrestricted authority. They do not consult the people, neither do they allow their people to disagree with them. These kinds of governments rarely respect their citizens basic rights. **Freedom of expression** is limited (e.g. news are **censored** and websites which they do not like are blocked). **Fair trial** is also not always guaranteed.



HUMAN RIGHTS

Human rights are the basic or **fundamental** rights which all children, men and women have because they are human beings.

For the greatest part of human history, people did not think that all humans had the same rights. There have always been people who were considered 'less human' and were, therefore, entitled to fewer rights. For example, women were believed to be less intelligent than men and enslaved people were treated as possessions and not as fellow human beings.

However, when the world witnessed what Hitler and the Nazis had done during the Second World War, especially the **Holocaust**, everyone agreed that the time was right to compose the **Universal Declaration of Human Rights**.

This declaration was sanctioned by the United Nations General Assembly in Paris (France) in 1948.

Universal Declaration of Human Rights

LEGAL RIGHTS

Legal rights are the basic or **fundamental** rights which are enshrined in the Constitution or Fundamental Law of a country, as well as in its other codes of law (e.g. the Penal or Criminal Code or the Civil Code).

CIVIL RIGHTS

Civil rights are part of the legal rights of individuals. They may also coincide

with some of the human rights. People use this concept to underline the importance of rights that ensure a citizen's full participation in the civil and political life of his or her political community.

Given that civil rights seek to protect the freedom of all citizens, they are often linked to discrimination or political repression.

Among the **basic civil rights** are the following:

- ◆ physical and mental integrity
- ◆ life and safety
- ◆ protection from discrimination on grounds of physical or mental disability, sex, religion, race, national origin, age, or sexual orientation
- ◆ privacy
- ◆ freedom of thought and conscience, speech and expression, religion, the press, and movement



Charles

Liberia-Peters

Pascal-Trouillot

Chamorro

Jagan

Moscoso

SIX FEMALE HEADS OF STATE IN THE CARIBBEAN

In the 1990s the Caribbean Region had six female heads of state, out of 18 in the whole world, two of them served as Prime Minister and four as President .

Mary Eugenia Charles was Prime Minister of Dominica from 21 July 1980 until 14 June 1995. She was Dominica's first, and to date only, female prime minister as well as the nation's longest-serving prime minister.

Maria Liberia Peters was the Prime Minister of the Netherlands Antilles from 1984 to 1986 and from 1988 to 1994. She was born on Curaçao from St. Maarten and Saban parents.

Ertha Pascal-Trouillot was the provisional President of Haiti for 11 months in 1990 and 1991. She was the first woman in Haitian history to hold that office.

Violeta Barrios Torres de Chamorro became president of Nicaragua on April 25, 1990 and left office on January 10, 1997. Chamorro was the first elected female head of state in the Americas.

Janet Jagan was President of Guyana from December 19, 1997, to August 11, 1999. She previously served as Prime Minister of Guyana from March 17, 1997, to December 19, 1997.

Mireya Elisa Moscoso Rodríguez de Arias was Panama's first female president, serving from 1999 to 2004. She ran for president in 1994 but failed.

BRANCHES OF GOVERNMENT

Once **the Romans** had left behind the **monarchic** model of governance according to which the **king** had most or all of the power over **the state**, they designed the Roman **Republic** (509–133 BCE), which was based on three bodies representing three different sectors of the population: **legislative** assemblies (the people), the **senate** (the aristocracy) and the **magistrates** (individual leaders).

Charles de Montesquieu, a French political philosopher (1689–1755), also proposed a tripartite division of state power called the **Trias Politica**. However, his structure did not attempt to divide power among different social groups but to separate the branches, or functions, of government as such. This separation would ensure that no person or group could arbitrarily let his or her agenda dictate the destinies of the citizens. His blueprint for government is now known as the **three branches of government**, which refer to the **legislature**, the **executive**, and the **judiciary**.

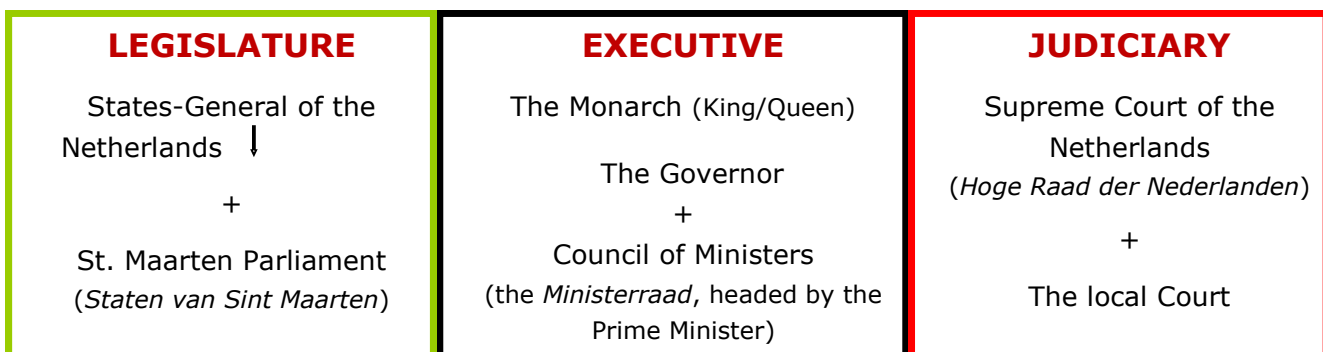


- ◆ The legislature passes laws.
- ◆ The executive is made up of the ministers and the prime minister and/or the president who take care of the everyday running of the state.
- ◆ The judiciary is made up of the courts and the judges in charge of administering justice.






























In democratic states, the three branches of government are not above the people. The highest authority in the land belongs to the **Fundamental Law**, **Basic Law** or the **Constitution** (*Staatsregeling*), which was, in most cases, written by individuals elected by the people and then approved by the citizens by means of a **referendum** (i.e. a universal consultation similar to voting).

THE BRANCHES OF GOVERNMENT IN ST. MAARTEN

St. Maarten is a country but not a state. The state to which St. Maarten belongs is called **the Kingdom of the Netherlands**. The relationship between the members of the Kingdom are stipulated in the **Charter for the Kingdom of the Netherlands** with the changes made in 2010. All this has consequences for the division of state authority.



CARICOM stands for Caribbean Community. It is an intergovernmental organization made up of 15 nations and dependencies. Its aims are to coordinate economic policies and development planning in the region. The organization also assists its less-developed members by operating as a regional single market for many of its members. Its secretariat headquarters is based in Georgetown, Guyana.

Organization of East Caribbean States (OECS):

www.oecs.org

The Organisation of Eastern Caribbean States (OECS) was established on June 18 1981, once some of the islands had gained their independence from Britain. The initial cooperation, unity and solidarity treaty, known as the Treaty of Basseterre, was signed in the capital city of St. Kitts and Nevis, by the representatives of seven islands: Antigua & Barbuda, Commonwealth of Dominica, Grenada, Montserrat, Saint Lucia, St. Christopher (St. Kitts) & Nevis, St. Vincent & the Grenadines. Later on, Anguilla and the British Virgin Islands joined the Organization, too.



OTHER INTERGOVERNMENTAL ORGANIZATIONS

Worldwide, there are several intergovernmental organizations, some more influential than others.

- ◆ The most important international organization is the **United Nations**, or UN (www.un.org).
- ◆ The **European Union** (EU) is one of the most important economic alliances on Earth. Other similar organizations are: the **Southern Common Market**, or MERCOSUR/MERCOSUL (www.mercosur.int), the **African Union**, or AU (www.au.int), and the **Association of Southeast Asian Nations**, or ASEAN (www.asean.org).
- ◆ The **North Atlantic Treaty Organization**, or NATO (www.nato.int), is the most powerful military organization.
- ◆ The **United Nations Educational, Scientific and Cultural Organization**, or UNESCO (unesco.org), is the world's most influential organization in matters pertaining to education and culture.
- ◆ The **World Health Organization**, or WHO (www.who.int), is an agency of the UN concerned with international public health.
- ◆ The **International Criminal Police Organization**, known as INTERPOL (www.interpol.int), is an intergovernmental organization for international police cooperation.
- ◆ The **International Court of Justice**, or ICJ (www.icj-cij.org), is the UN's main judicial organization based in the Peace Palace in The Hague, The Netherlands. It deals with legal disputes in cases submitted by states. In other words, neither individuals nor organizations can take a case directly to the ICJ.



Culture

There are two special days on St. Maarten which make explicit reference to our community's political evolution.

December 15: Kingdom Day

Kingdom Day (*Koninkrijksdag*) is celebrated throughout the Kingdom of the Netherlands (Aruba, Curaçao, St. Maarten and the Netherlands). It commemorates the signing of the **Charter for the Kingdom of the Netherlands** on December 15, 1954. This is also **Naturalization Day** on which foreigners are granted Dutch nationality.

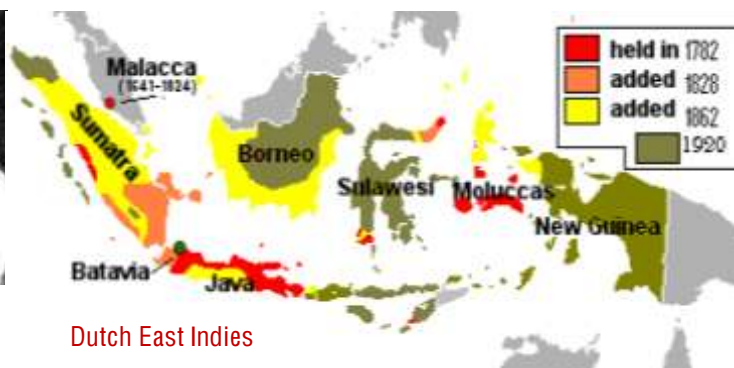
The Kingdom underwent some fundamental changes during the 20th century. On August 17, 1945, **Indonesia**, or the **Dutch East Indies**, which was then a Dutch colony, declared its independence, which was fully acknowledged on December 27, 1949. On November 25, 1975, **Suriname**, another part of the Kingdom, became an independent country, too. On January 1, 1986, **Aruba** became a country with *status aparte* within the Kingdom. Finally, on October 10, 2010, the **Netherlands Antilles** ceased to exist.

October 10: Constitution Day

On October 10, 2010, the relationship between the then **constituent** parts of the Kingdom of the Netherlands (Aruba, the Netherlands and the Netherlands Antilles) was reshaped. Aruba remained a constituent country. The Netherlands Antilles ceased to exist, and Curaçao and St. Maarten became two separate **constituent countries**. Bonaire, Saba and St. Eustatius became **Public Bodies** or **Special Municipalities** of The Netherlands.



Sukarno, accompanied by Mohammad Hatta (right), proclaiming the independence of Indonesia.



Dutch East Indies

Human values

UNITY

Unity is both **the end and the means** whereby a group's separate parts come together and cooperate

with constancy and unity of purpose. Unity enhances the chances of the whole group—and not just of some of its members—to become a fair and prosperous community.



Transportation

Civics

TECHNOLOGIES AS MEANS OF TRANSPORTATION

Sometimes, familiarity makes us take for granted important aspects of our life. For example, we might not quite realize to what extent e-mail, the Internet, cell phones, and planes have changed the way people live. When our people emigrated to Europe or North America in the past, they often had problems keeping in contact with those left behind. But now, loved ones are just a call or text message away. Moreover, thanks to the modern means of transportation, intercontinental travel is well within most people's reach. The information, communication and mechanical technologies have become an essential part of our life.

Once upon a time, it was common that adults always knew more, but that is no longer the case. Nowadays, most children can use computers better than their grand-parents, maybe even better than their parents. This is a reflection of the changes societies have undergone. Technological development both responded to the needs and wants people had, and created new needs and wants.

In themselves, technologies are neither good nor bad. They are what they are: means. For instance, a car is not merely a car. It can take grandmother to church, but it can also run over somebody. In other words, we can use it in both a careful and careless fashion. It is how we employ our technologies that makes them either 'good' or 'bad'.

TECHNOLOGIES AND INFRASTRUCTURE

The amount of cars on our island has increased drastically. We are all familiar with the traffic jams when going and coming from school and work.

To alleviate the traffic, government has been building roundabouts, new roads, and parking facilities. This can have a great impact on the environment, for example the projected building of the Ring Road in the Great Salt Pond and the cause way in the Simpson Bay Lagoon.



Philipsburg—Ring Road



Simpson Bay—Causeway

Background information

MOST ECO-FRIENDLY MODES OF TRANSPORT

Our current modes of transportation can function only if energy—more specifically fossil fuels—are available. This is not without consequences; our mechanized means of transport contribute to world pollution. Nonetheless, efforts are being made to design eco-friendly equivalents of our cars, bikes, and planes.

Bicycle

The eco-friendliest vehicle is the bicycle. Besides, it is not only good for the environment, but also for the health of the cyclist.



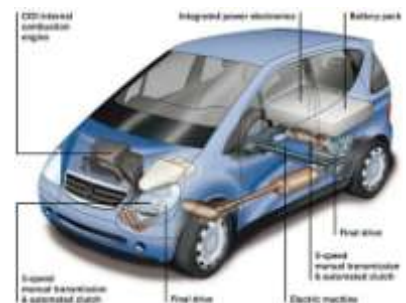
Electric Vehicles

One of the possibilities is to use electricity instead of fuel. This alternative is being tried out not only on cars, but also on trains, trucks, boats, motorcycles, and scooters. These vehicles do not give off gas emissions. To increase the benefits of these vehicles, the electricity needed to make them function can be produced in eco-friendly hydroelectric or geothermal plants or come from wind turbines or solar power.



Hybrid Cars

Hybrid vehicles are powered by an internal-combustion engine and another source of power such as a battery. These type of cars emit considerably less polluting gases than standard ones.



Green Trains

Hybrid engines can also be used to power trains. Furthermore, they can also use overhead lines, an electrified third rail, or an energy storing device such as a battery or a fuel cell. Hybrid trains such as France's double-deck TGV electric train reaches speeds of 200 mph or faster.

Motorcycles

Electric motorcycles are powered by batteries, which, if produced in eco-friendly ways, could reduce pollution levels considerably.

Slow progress

If there are alternatives, then why do we still use fuel-powered vehicles? This is not only a question of having the money to buy alternative 'green' means of transportation, but also of changing the behavior of most people.

DEVELOPMENT OF TRANSPORT

The means of transport that are common nowadays have had a long history.

Road transport

Millions of years ago, our ancestors were hunters. They soon developed game trails. Moreover, as they had to drag their big preys along back to the place where they lived, they found ways to ease the task, for instance, by employing a frame to drag loads, or **travois**.

Historians think that animal-drawn carriages were invented in **Sumer** in the Ancient Near East about 4000 or 5000 years before the common era and spread from there to India and Europe in the following millennium and to China around 1200 BCE.

Although the **Romans** had good roads, the first modern highways was designed by John Loudon McAdam (1756–1836) during the **Industrial Revolution**. Soil and **stone aggregate** was used for paving. Finally, in the early 20th century **tarmac** and **concrete** paving became the norm.

Maritime transport



Greek Galleys

People had boats already in the **stone age**, which lasted approximately 3.4 million years and ended between

4500 BCE and 2000 BCE, when humans discovered metalworking. For it is known that the



Arab caravel

Aboriginals arrived in Australia by boat approximately 40,000-45,000 years ago. The **galleys**, which were used in the Mediterranean Sea around

A North-American travois



3000 BCE, took maritime transport a level higher.

Yet, these would in turn be replaced by the Arab **caravel** around the year 1400, and the **man-of-war** around 1600. **Steamboats** and later on the **diesel-powered ships** owed their arrival to the industrial revolution. The latest

addition were the **submarines**, which were predominantly military **maritime** vehicles.

Rail transport

Compared to other means of transport, trains are of a recent date. About 500 years ago, horses were used to push **wagons** with coal on rails of wood. This was usually for moving coal from the mine down to a river, from where it could continue by boat. The iron rails which we now know date back to the 1760s.

The modern **railway** system were invented in England in the 1820s. Thanks to the Industrial Revolution, **steam locomotives** were possible, thus becoming the precursor of all **mechanized** land transport.

Aviation

Even though we would not think of kites as a means of transport, they were an invention that allowed human beings to keep an object in the air by playing with the forces of nature, such as the wind. Historians tell us that the Chinese had kites by 200 BCE.

Before the arrival of planes, inventors experimented with a mechanized form of kite: **balloons** capable of transporting people. Jean-François Pilâtre de Rozier and François Laurent d'Arlandes flew 5 miles (8.0 km) in a hot air balloon invented by the Montgolfier brothers in Paris in 1783.

The history of aviation would forever be associated with the name of the **Wright brothers**, who managed to sustain a flight on an airplane on December 17, 1903. World War II had an important impact on aviation. War and planes forged an alliance. However, the commercial sector followed the military, later passenger and cargo planes became increasingly common.

Spaceflight

The history of aviation entered another phase when the Americans and Russians decided to put a man into space.

The first human **spaceflight** was the Soviet Vostok 1 mission in 1961. But the first spaceflight to the Moon was achieved with **NASA's** Apollo 11 mission in 1969, with **Neil Armstrong** and **Buzz Aldrin** being the first human beings to walk on the Moon.



EFFECTS OF TRANSPORT

The development of the different means of transport has greatly influenced human life.

- ◆ Without a solid infrastructure including roads, buses, planes, airports, trains (depending on the territory) and sea routes, global **economic growth** would remain difficult to attain.
- ◆ It is also much harder for people to gain access to education when they cannot reach **education** centers, such as schools, colleges and universities, with relative ease. Countries made up of islands, such as the Maldives, must therefore often search for new ways of making education accessible to their people despite the constraints which their geography imposes on them. It would be quite impossible for them to found a college on each island. Fortunately, the Internet offers now new possibilities for distance education.
- ◆ Comprehensive **health care** for the whole population also depends on the availability of roads and vehicles that can reach patients as well as clinics and hospitals in time. People like us who live on an island experience the shortcomings of insular life first hand. We have a good hospital, but due to the limited size of our population, no hospital could ever afford all the services which can be rendered in a big city such as New York, Miami or Amsterdam.

- ◆ Transportation can also help guarantee the **security** and **safety** of the population. In cases of catastrophes, storms, wildfires, etc., the population ought to be able to move to safer grounds quickly. Without good roads and the appropriate vehicles, they would be left to fend for themselves against the forces of nature. Moreover, bad roads and deficient vehicles can easily become the cause of countless accidents, as well as of ensuing disability and deaths.

TRANSPORT AS A POLLUTANT

We could never live as we do, if we did not have the means of transport which we have grown so used to. Our lifestyle would have to change a lot if suddenly there were fewer cars, buses, planes, and ships.

Our dependence on transportation comes at a price. Too many vehicles on the road cause congestion and call for a greater number of roads and parking lots to be built. This means more of the natural habitat of the many species and agricultural lands is used to make roads. Moreover, our cars, buses, planes, and ships require great amounts of energy, especially petrol, and emit gases which pollute the air.

Occasionally oil tankers leak oil into the oceans and seas, pollute the waters and endanger sea species of birds and fish alike.



We know that we should protect the environment, but our modern lifestyle is not very eco-friendly. We have many bad habits, such as the way we litter the Earth.

We could reduce the pollution caused by transportation which would have positive effects on air quality, acid rain, smog and climate change. However, the very idea of doing it is a complex issue. For example, governments can limit the amount of cars households are allowed to have, but that is not enough. Furthermore car factories and the oil industry depend on people buying and using cars. Without this trade, thousands of employees would lose their jobs. So if fewer cars were sold, thousands upon thousands of jobs associated with the car industry would be lost. This is something governments would not want to happen.

Therefore governments need to find a balance between saving the environment and keeping jobs for its citizens.

POLLUTION —if you don't kill it, it will kill you. ~Anonymous

We do not inherit the Earth from our ancestors, we borrow it from our children. ~Native American Proverb



Culture

BOAT BUILDING IN THE CARIBBEAN

Living in an archipelago, a boat is the most common means of transportation to get around. The Amerindians arrived in large canoes, the Europeans and enslaved Africans in big sailing vessels, and until the middle of the 20th century, the boat was the most important means of transportation and communication between the islands.



Traditional Kalinago canoe building



Present day wooden boat building in Carriacou



Wooden boat building has a long tradition in St. Maarten and the wider Caribbean Region. However, with the import of steel hulls and fiberglass techniques, many of the traditional skills became lost. Nowadays we still find wooden boat building on Carriacou, Bequia, and Petit Martinique as well as on the neighboring island of Anguilla. The boats that race in the well known *August Monday Anguilla Boat Race* are all built by hand.

The new generation on St. Maarten has taken up the challenge to continue this tradition with the '*Build Your Future Project*', an initiative of St. Maarten Marine Trades Association (SMMTA) and St. Maarten Sailing School. The project takes place at the Milton Peters College, at the carpentry division of the PSVE, where the students are building a Skerry, a small Norwegian style boat.

Human values

LIVELINESS

People who are **lively** are usually full of energy and enthusiastic. They tend to be the life of the party and motivate others to join in and have fun. There is a difference between people who are authentically lively and those who have a narcissistic longing to be the center of the attention.

The developments in transportation offer many opportunities for lively and energetic people who want to discover the world.



Communication and technology

Civics

Technologies such as the Internet and **mobile and smart telephons** have changed the way people communicate, learn, and go about their lives. Similarly as is the case with any other technology, the new communication applications have both **advantages** and **disadvantages**.

Online communication is making it possible for people from all over the world to **interact** with one another as if they were next-door neighbors. There are even schools and colleges where **online platforms** (such as Moodle) **and forums** are used for students to talk about different themes grouped in 'threads.' These spaces for learning discussions provide a common **focus** offering students the chance to learn while participating in their own time and at their own pace.

Online libraries, too, are making a big difference in rural and poorer communities which would not have had access to **specialized** information had it not been for the arrival of the Internet. In the past, qualitative education was practically the privilege of a few students who could afford to go to prestigious universities, mostly in the UK, US or France, depending on whose colony their countries of origin were or had been. This situation used to contribute to the survival of local **elites** and the nearly **aristocratic** structures to which they often led. However, nowadays, online quality libraries have opened up the chest of **scientific** and **academic** knowledge and information to students everywhere — all the students need now is access to the Internet. These libraries are not only for college and university students; some of them are for pupils and younger children, such as the **International Children's Digital Library** (<http://en.childrenslibrary.org>). This is **globalization** at its best.

However, the new communication technologies also pose dangers. One of them is related to **security** and **safety**. On the one hand, online fraud has become commonplace. Professional **hackers** regularly hack bank and governmental **websites**. On the other hand, the Internet is a bountiful hunting ground for all sorts of **predators**, including **cyber bullies** and **pedophiles** in search of a **prey**. This explains why parents are often very concerned as to whom their children talk to and exchange **personal information** with (e.g. address, phone number, daily routine, pictures, etc.).



Background information

POLITICAL ROLE OF THE MEANS OF COMMUNICATION

The media influence not only what individuals do, but also the workings of government. This is an indication of the political power that the media wield these days as opinion makers.

The media are an **inquisitive** eye **scrutinizing** what governments do or fail to do. Governments recognize this and organize **press conferences** before and after important events.

The media play a key role in:

- ◆ raising awareness among the **citizens** as to what is happening locally, regionally, nationally and internationally,
- ◆ giving citizens the opportunity to analyze the **affairs** that are occurring in the community, and
- ◆ influencing the way in which people **prioritize** events by classifying news items into main and secondary, as well as by neglecting to cover some happenings altogether.

THE MEDIA AND CIVIC EDUCATION

In the past, schools, churches, synagogues, mosques and/or temples where the main institutions where citizens were educated about the **norms** and **values** of their communities. At present, mass media are the more ubiquitous means of public information. Not everybody goes to school or a religious community center, but most people listen to the radio, watch TV, visit websites, and read newspapers and magazines. It is, therefore, wholly logical that mass media play both a direct and indirect role in civic education. They influence the citizens' civic knowledge, skills and virtues.

- ◆ **Civic knowledge** is the basic information which citizens need to become effective and responsible citizens in a democracy.
- ◆ **Civic skills** are the skills needed to understand, explain, compare, and evaluate the performance of the government, as well as to monitor and influence public policies.
- ◆ **Civic virtues** are the attitude and commitments needed to preserve and improve democratic governance and citizenship.



Radio Tower in Philipsburg in the 1950s

THE PUBLIC SPHERE, THE MEDIA AND CIVIC LIBERTIES

The **public sphere** is the interaction by the public in the community. It is the opposite of the **private sphere**, which takes place in the personal space of individuals or family. For example, the purchase of a car is a public act, whereas the belief in the existence or non-existence of a deity is a private decision.

In democratic societies like ours, the citizens and residents are meant to have open access to the information needed to participate in the affairs of the community in realistic and meaningful ways. This includes:

- ◆ the right to voice your **opinion** and discuss **publicly** through assemblies of citizens and by means of rational and harmless arguments.
- ◆ the **freedom of expression**, i.e. to have one's own ideas and to express them in ways that do not cause purposed, unavoidable, unnecessary and unwarranted harm to others.
- ◆ the freedom to **discuss matters** which refer to the policies of the government.
- ◆ the freedom to **criticise** the way in which any of the branches and departments of the government are functioning without fear of being persecuted or punished.

These liberties are not only individual freedoms but also rights to be had by institutions, organizations, and the mass media. To this it must be added that in some circumstances, there may be a clash of rights and/or duties. For example, can newspapers publish anything at all even when it is well-known that if they do, it will give rise to conflict within the community? In such a case scenario, people would have to decide what must be given priority: the right to free expression or the duty to preserve the unity of the community.

Democratic societies must strike a balance between two needs without which democracy would only be in name: the need to allow for **opposing views** and the need to find a **working consensus** between those views.

The above considerations bear directly on the mass media.

- ◆ In a democratic community, the media must be open to **divergent groups**. They may never become an instrument of governmental **propaganda**. Nor may they be unfairly aimed at criticizing the workings of a given government.
- ◆ The media must be aware of and report on the different groups in the community. They must be careful not to wilfully silence or make disappear pockets of **dissent**.

EARLY BEGINNINGS OF TELEVISION ON ST. MAARTEN

The first known television station on St. Maarten was the **West Indies Television** which started in 1973 and was owned by an American Company. The programs were broadcasted on channel 3 which the population of Saba and St. Eustatius were also able to watch. Other neighboring islands were able to view this channel as well. The productions at the time were all done live. There was a musical show, that showcased local talent whereby persons would come and sing accompanied by Mr. Jan Matser who was a musician. Mr. Harold Jack also hosted a program called Caribbean Express. Mr. Dwight Barran and Beverly Hyman hosted a television program together and they later moved on to produce their own shows. The local news was read by persons within the organization of the Jaycees and was read live as well.

The West Indies Television was taken over around 1976 by **Tele Windward** which also used channel 3. This station showed its viewers educational informative programs that were produced not only inside of the studio, but outside the studio as well. Some of the programs were: Christmas programs, Carnival programs, and programs on how to cultivate plants.

Mr. E. Lynch, Mr. A. Brown and Mr. W. Marlin were commentators on their show which broadcasted sports events live.

On Saturday nights, Mr. S. Mathew hosted a double feature movie.

Leeward Broadcasting Cooperation (LBC TV) started in the mid-1990's after Tele Windward no longer existed and showed programs on channel 7. The programs were mainly pre-taped in the studio and showed to viewers. The television station continued to produce more local shows and viewers could look at more programs from the USA.

St. Maarten Cable channel 15 took over from the Leeward Broadcasting Cooperation. It was the island's first official cable network showing 24 hours a day broadcasting news, sports, entertainment etc. Cable network also showed pre-taped local programs and regional ones as well.

HOUSE OF NEHESI PUBLISHERS

Reading is fundamental to learning. In order for us to read books, someone needs to write them. Once the books are written, the author needs to find a publisher. St. Martin has its own **publishing house**: House of Nehesi



<http://www.houseofnehesipublish.com/>

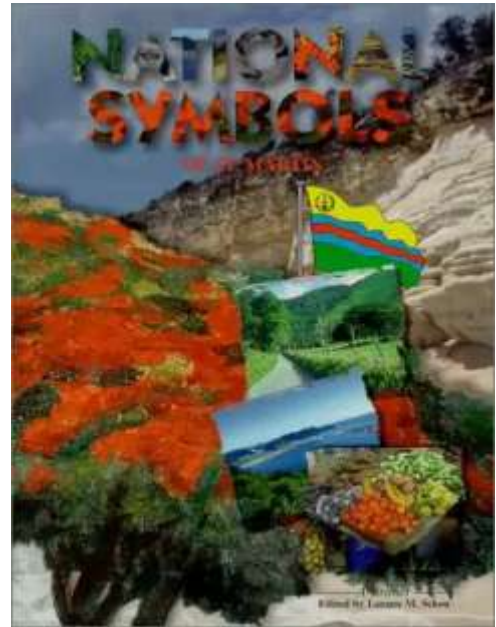
Publishers (HNP).

The idea of a publishing house was formed in 1980 by Lasana M. Sekou after he wrote his first volume of poems. Two years later, while a student at Stony Brooks University in New York the publishing house was started in Lasana's dorm room. In 1986 House of Nehesi Publishers was registered as a non-profit foundation in Philipsburg. Today, House of Nehesi Publishers is a leading multi-media publishing house in the Caribbean.

House of Nehesi publishes books for children and adults, both fiction and non-fiction, and is also very active in the cultural field. Together with the **Conscious Lyrics Foundation** they organize the annual **St. Martin Book Fair** since 2003. House of Nehesi has also conducted a creative writing program which resulted in the publication of *Brother Rich, Nana Sweetie—Creative Writing in St. Martin*.



HNP president Jacqueline Sample(r) and HNP founder and projects director Lasana M. Sekou at a publisher's meeting. New York City, 2007. *(HNP file photo)*



National Symbols of St. Martin, published by House of Nehesi and edited by Lasana Sekou, is used extensively in schools.



Lasana Mwanza Sekou was born in Aruba as Harold Hermano Lake. He is the son of Joseph Husurell Lake Sr. and the brother of Josph H. Lake Jr. Sekou advocates independence and the unification of the Southern and Northern part of the island.

Human values

PERSPICACITY— per-spi-cac-i-ty /pur-spi-kas-i-tee

People who are **perspicacious** are acutely **perceptive** or **discerning**. They have a clear vision and do not take things at face value. They see more as they look and are able to distinguish between the wrappings and the core of what is in front of their eyes.



