



TRAVELLING *for* LOVE

Teachers' Notes

Travelling for Love

Target audience

Years 9 - 12

Dates

14 February – 1 June 2008

Times

10am – 5pm daily

Venue

Philip Bacon Heritage Gallery, level 4
State Library of Queensland
Cultural Centre, Stanley Place, South Bank

Duration

Suggest students spend 30-45 minutes in the exhibition

Maximum group size

30 students

Self-led or guided tour

Teachers and students can request a free introductory guided tour of the exhibition by contacting Peter de Vries on 3842 9812 or peter.devries@slq.qld.gov.au

Teachers and students can also visit the exhibition independently but please let Peter know when you'd like to come.

Aim of attending the exhibition

To provide the opportunity for students to engage experientially with a range of historical and contemporary material. Students should value the communication process and its human motivations, and the elements of time and place in the unfolding of relationships. They should appreciate the impact of world events on people and their everyday lives.

Brief description of the exhibition

The exhibition features a plethora of primary historical sources and should be of immense interest to students. The objects themselves have travelled great distances, in the hands of the people 'in love' and bear witness to their committed relationships. The diverse nature of the material on display shows that the tangible evidence of a long distance relationship has changed with the passage of time.

Key Learning Areas addressed

Studies of Society and Environment

Senior Syllabus Links

Modern History

English

At the exhibition students can:

- Read primary historical sources such as letters and diaries
- Look at and analyse primary historical sources such as cartoons and photographs
- Listen to songs of travelling for love
- Spin the globe and plot the journeys of couples who have travelled for love
- Watch three digital stories about couples who have travelled for love (an Indigenous, an Italian and an Australian story)
- Write and leave a true story of travelling for love for display in the exhibition and the website
- Write a letter to someone they love and post it for free
- Compare the ephemera of long distance love affairs and notice how it changes over three centuries

Examples of material on display in the exhibition suitable for in-depth study by high school students:

- Information panels tell the stories of ten couples who have travelled in and out of Queensland to be with the ones they love.
- Original embroidery on linen and damask c.1903 and a ceramic oil lamp - remnants from a bride's trousseau. The trousseau belonged to Genoeffa Barbera (nee Esposito) who travelled from Sicily to North Queensland with her four-year-old daughter, to be with her husband who had migrated in 1913. Much of her trousseau and possessions were stolen when her husband, was interned as an 'Enemy Alien' in South Australia and Victoria during World War II. A special free [event](#) highlighting women's embroidery and fancywork and the western practice of keeping a trousseau will be held on level 4 of the State Library on Sunday 13 April from 1pm-2pm.
- Rubery Bennett's (renowned Sydney landscape painter 1893-1987) original 'plein air' painting kit, sketchbooks, watercolour painting *Sydney Harbour near Zoo*, and oil painting on board *Aboriginal Stockman*. Rubery and his wife Vi, travelled extensively in Australia and overseas to enhance Rubery's art career.
- Stethoscope c.1890, obstetrics forceps c.1905, silver auriscope c.1905 and bullet probe c.1910 similar to the instruments carried by Dr Lillian Cooper who arrived in Brisbane in 1891 and established a practice in The Mansions in George Street. Dr Cooper was the first female doctor to practice in Queensland and one of the first women to drive a motor car. A special, free [event](#) commemorating the work of Dr Cooper and her lifelong companion Josephine Bedford will be held on level 4 of the State Library on Friday 7 March from 12-1pm.
- A dilly bag c.1885 and shield c.1955, that are part of a panel depicting an Aboriginal love story told to Tom Petrie (an early Brisbane settler and land owner) about Kuril and her friend. Dilly bags were used by Aboriginal people to collect and carry food. Kuril weaves dilly bags until her friend returns from the Bunya festival to find her.
- Travelling writing case c.1860. In the 19th and early 20th centuries writing letters and keeping a diary or journal was a common practice. The case would make writing on a bumpy train journey or a rollicking sea voyage much easier.

- Original letters between Pat Kinane and her fiancé Vince Fogarty. Together, this couple exchanged over 1,800 letters in the three and a half years they lived on opposite sides of Australia. They married in June 1937.
- Political cartoons c.1943 depicting American soldiers 'stealing' young Australian women.
- Photographs of the couples in the stories and the places they courted and lived, for example: the Oasis Swimming Complex, Brisbane (1964), Lammermoor Station outside Hughenden (c.1910), and Sandy Cape Lighthouse, Fraser Island (c.1907).
- A collection of sheet music and books on the topic of travelling for love. Included in the exhibition are non-fiction and fiction texts such as: *We of the Never Never* (1907) and *The Riders* (1996); and songs such as: *I met her Monday on Thursday Island* (1953) and *Holdin' You in my Holden* (1956).
- A range of ephemera including telephone calling cards, emails, airline boarding passes and correspondence used as evidence of a long distance relationship between Chiaki, who lived in Japan, and Adrian who lived in Australia. The couple kept these items as evidence of their long-term relationship and in order to successfully apply for a marriage visa to the Department of Immigration and Multicultural Affairs.

Before coming to the State Library, teachers and students can:

Discuss the following:

- If you had to move to the other side of the world and you knew you may not return to where you are living now, what significant keepsakes would you pack?
- What methods would you use to contact friends/family left behind?
- Give examples of the following: a phone call, text message, postcard, email, letter. How do each of these methods of communication differ in their content, emotional impact and permanence?
- Unlike contemporary society where waiting for anything is anathema, most of the people presented in the stories in the exhibition must show patience while waiting for a letter or visit from their loved one. Provide an example of a time in your life when you had to wait for a person, object or event. What were your feelings during this period? What activities did you engage in whilst waiting?

Students may familiarise themselves with some of the terms to be found at the exhibition:

- **Courtship** - the wooing, or process of showing attention and affection for another person with the intention of marriage
- **Malaria** - one of the most common infectious diseases spread by mosquitoes, mainly in tropical and sub-tropical regions, and can cause poverty due to sickness and death
- **Political cartoon** - sketch or drawing in a newspaper caricaturing a person or subject of current interest
- **Prayer book** - a book containing prayers and other forms of worship and used in religious services or private devotions
- **Sextant** - instrument on a ship to calculate the ship's latitude and locate its position on the nautical charts
- **Sulky** - a two wheeled cart pulled by a horse, with a seat for the driver
- **Travelling trunk** - a mobile wardrobe used on long journeys, particularly ships
- **Unpack** - to remove from a container all the gear of travelling, or, to decipher the meaning of particular ideas
- **Ephemera** – something that is designed to last for a short time, something that is usually thrown away
- **Dilly bag** – a hand-woven bag made and used by Aboriginal people to collect and carry food

- **Sheet music** - music printed on large unbound sheets of paper
- **Auriscope** - an instrument used to inspect the auditory canal and eardrum. Modern auriscopes are fitted with lighting and magnifying lens systems
- **'Plein air'** - painting in the open air in order to capture the effect of outdoor light which is not observable in a studio. The 'plein air' movement originated in France in 1865
- **'Trousseau'** - from the French word 'trousse' meaning 'little bundle'. These are the goods that a bride brings with her when she marries: her wedding dress, clothing, jewellery, accessories and household linen
- **'Enemy Alien'** - a resident of a country with which his/her former country is at war
- **Obstetrics forceps** - an instrument that resembles a pair of tongs used for grasping the head, or other part of a baby to facilitate its delivery

During the exhibition and following the visit:

Teachers can use the detailed study notes on the following pages which provide specific inquiry-based activities for students to engage in, with relevant curriculum links.

Detailed teacher notes with curriculum links

Studies of Society and Environment

Time, Continuity and Change

Australian narratives and identities have been shaped by 20th century events including major conflicts and waves of immigration.

- The exhibition provides a human face to the approximately 12,000 Australian women who married American servicemen and 5,000 British women who married Australian servicemen during World War II. The exhibition features a range of primary and secondary historical source material that could support the development of learning experiences that provide opportunities for students to demonstrate the following core learning outcomes:

TCC 5.3 *Students collaborate to locate and systematically record information about the contribution of people in diverse past settings.*

- For example, the contribution of the Italian community to North Queensland's sugar industry, in the story 'Carving out a life in a strange land'.

D6.1 *Students evaluate evidence of the ways in which their personal histories and the histories of others have been constructed.*

- Students can gain an understanding of how history is written by examining the diaries, letters, photographs and other primary sources in the ten stories in *Travelling for Love*.

Culture and Identity

Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways.

- This theme is promoted in many stories in the exhibition for example: how Italians and Sicilians lived and were regarded in Australia in 'Carving out a life in a strange land' and how Americans were viewed in 'She picked me up at a dance one night'. The exhibition features a range of primary and secondary historical source materials that could support the development of learning experiences that provide opportunities for students to demonstrate the following core learning outcomes:

C1 5.3 *Students share their sense of belonging to a group to analyse cultural aspects that construct their identities.*

- Students could examine ways in which the individuals in the stories tried to maintain their cultural heritage. For example, in 'A marriage by sail and mail' Scotsman Robert Christison established an 'English garden' for his English wife on their cattle property outside of Hughenden in 1878.

C1 5.4 *Students describe how governments have caused changes to particular groups.*

- For example, in 'Carving out a life in a strange land' Carmelo Barbera was interned as an 'Enemy Alien' during World War II and in 'An International Love Affair', Alexander Kerensky, former Prime Minister of Russia and his wife Nellé Tritton had to flee Paris at the outbreak of World War II.

C1 5.5 *Students express how dominant and marginalised identities are constructed by media and other influences.*

- Students could examine the cartoons depicting American soldiers during World War II in the story 'She picked me up at a dance one night'.

C1 6.4 *Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups.*

Essential Learning

The Queensland Studies Authority has finalised development of the Queensland Curriculum Assessment and Reporting Framework including Essential Learnings and Standards for Studies of Society and Environment (available for download at www.qsa.qld.edu.au/assessment/3160.html). From 2008 Queensland schools will use Essential Learnings and Standards to guide curriculum planning. Possible connections between the *Travelling for Love* exhibition materials and SOSE Essential Learnings and Standards are outlined below:

By the end of Year 9, in terms of *Ways of Working* students are able to:

- Identify a research focus from broad topics and design focus questions and sub-questions.
- Plan investigations, using discipline-specific inquiry models and processes
- Research and analyse data, information and evidence from primary and secondary sources
- Evaluate sources of data, information and evidence for relevance, reliability, authenticity, purpose, bias and perspective
- Draw conclusions and make decisions supported by interpretations of data, information and evidence
- Communicate descriptions, decisions and conclusions, using text types specific to the context and purpose and conventions of research-based texts
- Respond to local and global issues by taking action in planned and enterprising ways
- Apply strategies for making group decisions and for taking informed social and environmental action

By the end of Year 9, students should *know and understand*:

Time continuity and change

Social, political, economic and cultural changes and continuities are connected to particular events, ideas and contributions and can be interpreted from different perspectives

- Australian narratives and identities have been shaped by 20th century events including major conflicts, waves of immigration, social divisions and changes, and government relations with other nations
- Evidence of events in Australian, Asian, Pacific and global settings can be interpreted from different perspectives and values positions

Culture and identity

Cultures and identities are shaped by a range of factors, and societies promote cohesion and diversity in different ways

- *Group identities are influenced by different factors, including family, communities, nationality and socio-economic factors and religious beliefs*

Suggested inquiry activities related to *Essential Learnings and Standards* :

- Students could evaluate the sources of data, information and evidence in the *Travelling for Love* exhibition for relevance, reliability, authenticity, purpose, bias and perspective
- Students could research and analyse data, information and evidence from primary and secondary sources.

Modern History (Senior Syllabus)

One of the Global Aims of the syllabus is for students to *become proficient in the processes of historical inquiry and explanation. . . This proficiency involves an understanding of the problematic characteristics of historical sources and the ability to develop evidence from sources using the processes of analysis, interpretation, evaluation and decision making.*

- By attending the *Travelling for Love* exhibition students will have the opportunity to examine how the primary historical sources have contributed to the 'giving of meaning' and 'making of history' of ordinary lives.

Theme 5: *The history of everyday life* - through historical studies. . .students will understand the way people, in different societies and over time, have experienced their daily lives.

Possible inquiry topics:

- *Forming relationships*
- *Forming groups*

Sample focus questions:

- *What is the connection between an 'ordinary person's life' and history?*
- *What kinds of political, social, cultural or economic changes affect people's daily lives?*
- *What have you learnt about the historical significance of the daily lives of different peoples?*

(In 'Tom Petrie's Reminiscences of Early Queensland from 1837' Tom tells an Aboriginal love story. Students can gain an understanding of the 'everyday' of Aboriginal people by viewing the dilly bag, shield and watching the six-minute animation of the story.)

Theme 7: *Studies of diversity* - through historical studies. . .students will understand the historical origins of the diversity of political, racial, ethnic, social or religious groups in a society, nation or region, and the ongoing historical significance of the relationships among groups.

Possible inquiry topic:

- *Case studies of tolerance, intolerance, and political and religious diversity, sexuality, racial and ethnic diversity.*
- The story in 'Carving out a life in a strange land' shows that in 1933 there were 8,355 people born in Italy living in Queensland. Carmelo Barbera was one of them. He was interned as an Enemy Alien in 1941. His wife, Genoeffa, deemed too old and infirm to be a threat to national security, never recovered from being separated from her family and died in 1948.

Sample focus questions:

- *What primary and secondary sources are both available and valuable in this study?*
- *Did these diversities produce, directly or indirectly, significant debates or changes in ideas or beliefs with societies?*

Theme 9: *History and the global perspective* - through historical studies. . .students will understand that the terms 'global', 'globalism' and 'globalisation' carry a range of meanings from references to events, people, ideas and movements. . .

Possible inquiry topic:

- *The history of internationalism*

Sample focus question:

- What were the dominant beliefs about world organisation and societies prior to the development of the particular focus of this study?

- Travelling for love became a global phenomenon after 1945 with the movement of over 100,000 war brides around the world. Students will be able to see how the spreading of ideas became commonplace as methods of communication changed.

Theme 11: *The individual in history* - through this theme students will understand that individual people can be essential active historical agents, sometimes helping to induce and affect change, often times reacting to influences and pressures.

Possible inquiry topics:

- *Biography and autobiography as history*
- *Family history (especially sources and methods)*
- *A local identity: 'Lifelong companions who traveled against the tide' reveals that in 1891 English-woman, Dr Lilian Cooper, travelled to Brisbane and overcame fierce opposition from the all-male medical fraternity to become the first female doctor in Queensland. She was also a founding member of the RACQ and instrumental in establishing the Lady Lamington Hospital for Women in Spring Hill. Her lifelong companion, Miss Josephine Bedford established the Creche and Kindergarten Association in 1907 and the Playground Association in 1913. A special event commemorating their lives will be held at the State Library on 7 March, more information is available at www.slq.qld.gov.au/whats-on.*

Sample focus questions:

- *Who has benefited from this person's life, in both the short and long term?*
- *Would you like to take this study further, or in a fresh direction?*

Theme 13: *Studies of change* - through historical studies...students will understand that continuity and change are fundamental concepts of historical studies. They will understand...the ways in which major changes have shaped the lives of ordinary people.

Possible inquiry topic:

- *Heritage and change: establishing, maintaining, challenging and changing heritage*

Sample focus question:

- *How has this large-scale change evidenced itself in everyday life?*
- *During World War II about 5,000 British women married Australian servicemen and around 12,000 Australian women married American servicemen. Governments chartered special ships and trains to reunite the couples.*
- *A story of a Brisbane girl, Joan, who married Bill Bentson, an American serviceman is included in the exhibition. Students can compare the immigration experiences of Bill and Joan Bentson to the latter day story of Chiaki (from Japan) and Adrian (from Australia). Their story is included in the exhibition under the title: 'We didn't know how to make it real when we lived so far away'. Students can examine the letter from the Department of Immigration and Multicultural Affairs sent to Chiaki in 2006. How have immigration laws changed or responded to the needs of people who travelled for love? What national/international events have prompted these changes?*

English (Senior Syllabus)

In the *Travelling for Love* exhibition students can engage with a variety of everyday texts both historical and contemporary. Students will have the opportunity to observe how the language employed by the individuals featured in the stories, is influenced by cultural contexts and specific social situations. By viewing the exhibition, students can gain an understanding of the development of a wide range of literary practices. The following resources used in the exhibition are compatible with learning experiences required by the syllabus.

4 Course Organisation

4.4 Resources and required texts

There must be a range and balance in the texts that students read, view and listen to, selected from the following:

- *Reflective texts such as biographies, memoirs, autobiographies and journals.*
- *Spoken and written everyday texts of work, family and community life.*
- Students could view the diaries of Robert Christison from the 1890s and the sketchbooks of Rubery Bennett from the 1950s.

5 Learning Experiences

5.1 Planning learning experiences

- *Learning about language necessitates explicit teaching about its features, patterns, and conventions, and its uses in different cultural contexts and social situations.*
- Students will be given the opportunity to engage with the ideas, cultural assumptions, attitudes, beliefs and values in a range of texts in the exhibition.
- For example, in 'A marriage by sail and mail' students could compare how formally Robert Christison refers to his wife, calling her 'Mrs Christison' in his diary; whereas 40 years later, Vince and Pat refer to each other by their first names and other terms of endearment.

5.2 Working with language and texts

(suggestions for working with texts in their contexts)

- *Experimenting with the ways that language choices influence and are influenced by interpersonal relationships, taking into account differences in power, distance and affect between writers and readers.*
- For example in 'She picked me up at a dance one night' students could view some of the 400 letters, begun in 1943, exchanged by Joan, her mother and her American mother-in-law.

(suggestions for working with the constructedness of texts-focused learning activities)

- Explore how different cultural assumptions, attitudes, values and beliefs about being Australian are embedded in the poetry, songs, letters, photographs, artworks and cartoons in the exhibition.
- Explore the ways different selections of material would represent particular individuals in the exhibition- before constructing their own text, such as a biography.