

**WA Maritime Museum  
School Program**

**immigration  
stories**



**LEARNING RESOURCE**

**Year 6**

# Immigration Stories



## Contents

- Overview
- Booking instructions
- Curriculum links
- Duration
- At the Museum
- Planning your visit
- Excursion extensions in Fremantle
- Post-visit activities
- At school classroom activities
- Immigration Stories Walking Trail
- Immigration Stories Profiles

## Overview

<b>Year Group:</b>	Year 6 only
<b>Availability:</b>	Monday to Thursday during term
<b>Sessions:</b>	2 per day at 10am (other time options are available)
<b>Cost:</b>	Please check website for current session price
<b>Duration:</b>	120 minutes (approx)
<b>Arrival:</b>	from 9.30am to allow for morning break
<b>Maximum students:</b>	32 per session
<b>Supervision ratio:</b>	1 adult to 10 students
<b>Curriculum links:</b>	ACHASSK136, ACHASSK137
<b>Website:</b>	<a href="http://museum.wa.gov.au/immigration-stories">museum.wa.gov.au/immigration-stories</a>

The WA Maritime Museum is the perfect location to bring Year 6 students as a stimulus to explore the stories of people who migrated to Australia. The Museum is located on Victoria Quay in historic Fremantle where many people disembarked ships to start the Australian part of their migration story. Immigration Stories is a two-part 120 minute curriculum-linked package that immerses your students throughout our galleries. It assists teachers of Year 6 students with the following HASS focus questions:

- Why did they migrate to Australia and what were their stories and challenges? (ACHASSK136)
- How did they contribute to Australian society? (ACHASSK137)

## Booking Instructions

1. We can accommodate 2 classes per day starting at 10am. Each class needs to be booked separately
2. Visit the website and click on the 'Book Immigration Stories' button to check the available dates and sessions.
3. Bookings need to be made 14 days before the date of your visit.
4. Select your desired date and fill out your class details.
5. You will require your school's payment card (we accept VISA or Mastercard) to complete your booking.
6. Your payment will be instantly processed and you will receive a confirmation email of your booking. This email is also your Tax Invoice and receipt for the credit card holder.
7. Please email [education@museum.wa.gov.au](mailto:education@museum.wa.gov.au) or call us on 1300 134 081 to discuss other booking options if the above is not suitable

Please note that if you cancel your booking within 14 days of your visit, you will be required to pay the full cost of the excursion. Changes to dates and times are subject to availability.

## Curriculum Links

Programs and exhibitions at the *WA Museum* support teachers in their delivery of the WA Curriculum to their students. *Immigration Stories* has been developed with reference to the following content description from the Year 6 Western Australian Curriculum:

### Humanities and Social Sciences (HASS)

- **Knowledge and understanding**  
**History: Australia as a nation**  
Stories of groups of people who migrated to Australia (including from one Asian country), the reasons they migrated (e.g. push-pull factors) and their contributions to society (ACHASSK136) (ACHASSK137).
- **Skills**  
Questioning and Researching, Analysing, Evaluating, Communicating and Reflecting

## Duration

Immigration Stories is a 2 hour package that consists of the following two components:

- Facilitated tour - 60 minutes (approx.)
- Facilitated object exploration - 60 minutes (approx.)

Both components start on the hour.

## At the Museum – What your class will experience

Students participating in this two part program will:

**Part A - Interactive Gallery Tour** (Ground floor of the WA Maritime Museum):

- Take part in an interactive gallery tour that follows the life of an Italian fishing migrant who came to Fremantle in the early 1900.
- Recreate some of the challenges and achievements of this person's life in the context of migration to Western Australia.
- Discuss how individuals and groups such as the Italian fishing migrants have shaped Fremantle and Western Australia in the past and today.



**Part B – Object Exploration** (Level One of the WA Maritime Museum):

- Read the stories of five migrants who have come to Western Australia between 1891 and 1968.
- Handle a range of objects that are linked to the various stages of each person's migration story.
- Discuss the motivations for coming, challenges, achievements and contributions of each migrant.
- See gallery artefacts that come from or link to migrants who came to WA.
- Reflect on the importance of using a range of sources when examining the past.

**Optional – Precinct Walking Trail** (Outside the WA Maritime Museum & Victoria Quay):

- An optional 45 minute self-guided precinct walking trail linked to *Immigration Stories*.
- Find some of migrants featured in *Immigration Stories* on the *Welcome Walls*.
- Consider the changes that have occurred in the Harbour and the surrounding landscape.
- Visit statues linked to CY O'Connor and migration to Fremantle and reflect on why they are there.
- Photocopy or print the *Immigration Stories Walking Trail* - one per group leader.
- As Victoria Quay is part of Fremantle Ports, view their emergency plan on their website by searching 'Safety and Environment Induction Handbook'.

## Planning your visit

### Specific to this program

- **Before arriving at the Museum** please have students already organised into **FIVE groups of 4-7 students, each with an adult helper if possible**, for the **Part B – Object Exploration** component of this program. Having your students already organised into groups will give them more time to enjoy the activity, rather than spending time splitting into groups. If you do not have enough adult helpers, we suggest that you organise 2-3 groups of independent students that can work without direct adult supervision, and then allocate the adult helpers to the groups that require more support.
- Students will NOT require any pencils/paper or clipboards unless you specifically wish them to record their work for later use.

- The program starts promptly at 10am and runs for the full 2 hours with a short transition period in the middle. There is no time for a snack break during the transition and we strongly recommend that a morning tea break occurs before the program start time.
- The Museum is open from 9.30am for access to toilets and storage of bags etc.
- If you are running late please contact the WA Maritime Museum front desk on 9431 8334.

### General to WA Maritime Museum

Please visit the website for our Excursion Management Guide and information on how to find us.

## Excursion Extensions in Fremantle

While in Fremantle you might like to extend your excursion with the following suggestions:

- A 45 minute self-guided precinct walking trail linked to *Immigration Stories* has been created that takes place outside the Museum and nearby Victoria Quay.
  - Find some of migrants featured in *Immigration Stories* on the *Welcome Walls*.
  - Consider the changes that have occurred in the Harbour and the surrounding landscape.
  - Visit statues linked to CY O'Connor and migration to Fremantle and reflect on why they are there.
  - Photocopy or print the *Immigration Stories Walking Trail* at the end of this document - one per group leader
  - As Victoria Quay is part of Fremantle Ports, view their emergency plan on their website by searching 'Safety and Environment Induction Handbook'.
- After your excursion, explore the *Welcome Walls* and find the panels of the migrants that were talked about in the program:
  - Maria Iannello – panel 47;
  - Ilona and Frank Hrubos – panel 110;
  - Stephen Anstey – panel 22;
  - Peters Family – panel 330.



Visit [museum.wa.gov.au/welcomewalls/](http://museum.wa.gov.au/welcomewalls/) to find out more (Click on Search Names).

You may also like to research some other stories online and find their panels OR ask students to find out if they have any relatives or friends on the *Welcome Walls*.

- Take students down to Fremantle Fishing Boat Harbour:
  - Visit the sculpture *To the Fishermen - The Jetty*, which was erected in honour of the men who pioneered the fishing industry in Fremantle. The memorial consists of two sculptures and 12 timber columns with the names of 608 fishermen on bronze plaques attached. Reflect on the contributions made by these fishermen and their families in establishing the industry.
  - Consider the success of the main Fish and Chip restaurants, and the hard work and dedication of the migrant families that established these businesses.



- Stroll down the 'Cappuccino Strip' (South Terrace) and take note of the signs of multiculturalism seen in this area (eg businesses, restaurants etc). Make a record of the different cultural groups represented, and discuss the challenges and contributions made by the migrants that created these influences.
- Visit the Fremantle Port and view the many sheds that still remain from the time of early immigration, as well as the later 1960s passenger terminal. Walk along the harbour and watch the ships coming in and out and discuss what it would have been like to arrive here by ship before the harbour was mostly taken up by cargo and cruise ships. Then imagine that this was the first view of their new homeland for many immigrants to Australia. What do you think their impressions might have been?
- Find the Fremantle Ports building and find the C.Y.O'Connor statue. Read more about his contributions to WA on the plaques below the statue.

## Post-visit Activities

***It is recommended that the migrants featured in the program aren't revealed until after the program to allow for an element of surprise during the program.***

- Using the *Immigration Stories Profiles*, try some of the following activities:
  - Use the list of each person's objects and sort them into categories using charts or Venn diagrams eg photos, sentimental objects, practical objects, work-related objects, immigration documents, etc. What category of object is the most common?
  - For some of the most interesting objects on the lists, have a more in-depth discussion about the meaning of the objects and the stories that they tell. Then, write at least one question for each one. What would you like to know about that object? How could you find out the answer?
  - Look at the source references for each object. Create a list of all the places that the objects and documents were obtained from eg libraries, donations, etc. For the objects that have no source information, talk about where or how the Museum may have possibly obtained that object.
  - The objects that students looked at in the Museum activities were specially-designed props, scanned original documents or photos or items purchased from antique stores to closely replicate the original items. When studying history, how important is it to look at real/original objects? Discuss the importance of authenticity when studying historical sources.
- Some of the people whose stories were featured in the Museum activities have more information online. Visit the WA Museum's website and search for *Stories from Shore*, *Stories from the Sea*. Look up C.Y.O'Connor and Yasukichi Murakami on the *Australian Dictionary of Biography* website. Use these stories as inspiration to create an oral history narrated from a first person perspective and create a recording or a performance for these people.



- View the videos of Stephen Anstey featured on our *Immigration Stories* web page and discuss the following:
  - The Ten Pound Pom Migrant Experience:
 

What were some of the reasons that the ‘Ten Pound Pom’ scheme appealed to Stephen and his family? Compare the reasons that Stephen’s family came to the reasons that some of the other migrants you studied came to WA. Consider them in terms of ‘push’ versus ‘pull’ factors.

Describe some of the memories that Stephen experienced on his journey. What made it so exciting for him? Compare this to the journey that may have been experienced by the other migrants studied at the Museum. What things influence how a person experiences their journey?

Describe Stephen’s initial experiences at school and compare them to what Nonja (or other child migrants) may have experienced when they first went to school.
  - Packing for a Voyage to a New Country:
 

What factors influenced Stephen’s choices for the things that he brought with him? Why do you think he kept these things? Have you even kept any sentimental items from a significant time in your life? Were most of Stephen’s things practical or sentimental? How would a child’s packed bag differ from an adult’s packed bag?

If you were moving to a new country, what would you bring with you on your journey and why? What might you have to leave behind and how would that make you feel?

## At School – Classroom Activities

Following are some suggested activities for exploring the topic of immigration:

- **Immigration Timeline:** Research the varied Australian immigration policies over time, and summarise them on a timeline that can be displayed in the classroom.
- **Family Tree:** Create a simple family tree, detailing names and nations of origin of at least three generations of their family. Record these countries of origin in a table, graph or pie chart to capture the diversity of class members’ heritage. Locate countries of origin on a world map to see the distribution of student heritage.
- **Persuasive creation:** In your web browser, find some of the immigration posters used to persuade new immigrants to come to Australia. Analyse their effectiveness, then either create a poster of your own, or write a newspaper article enticing new migrants to immigrate.
- **Oral History Project:** Select an immigrant (relative, family friend, teacher etc.) and interview them on their migration experiences. Brainstorm suitable interview questions first with the whole class or in small groups. Record your interview with them and then transcribe their story into a booklet keepsake that can be given to them. Include copies of any photos or images they contribute to the project.
- **Suitcase Stories:** (Pair this with ‘Oral History’ above) Design and create a suitcase for a migrant that they have researched/interviewed, or for themselves (imagining they are moving to a new country), and fill it with items to reflect their journey to their new country. Why do objects hold such special significance for immigrants? (eg keepsake, love, personal/family/cultural identity, monetary value). What items would be brought to remind them of home, and to prepare them in their new country? Create a museum display in the classroom of everyone’s ‘Suitcase Stories’.

- **Dictation Test:** Research the concept of the dictation test that allowed the *Immigration Restriction Act 1901* to be implemented. Dictate a chosen passage to the class, or have them pair up and test each other. Have students reflect on whether they would have passed the test and been allowed to migrate to Australia. Have them reflect on whether they found the test a fair process, and how it may have impacted on test participants.
- **Welcome to Australia:** Create a 'Welcome to Australia' pack for new migrants. Create it as a poster, collage or physical kit. What do you think they would like to receive? What do you think they should receive to familiarize themselves with their new country?
- **Multicultural Menu:** Host an international food day, where students share food (and music – Teacher/students can create a Spotify playlist) from either their own heritage, or from a chosen cultural group. Be sure to discuss the 'food landscape' that existed for these cultural groups and how they had to adapt to 'Australian' food and the challenge of accessing their traditional food groups (eg Chinese and Italian market gardeners introducing new fruits and vegetables, importing Mediterranean staples of olives, oils, wines, the anglicising of Chinese food for the Australian palate).
- **Immigration Board Game:** Create a board game that features migrant or refugee stories. Invent the rules of the game, its layout, and the stops on the board which reflect the motivations, government policies, challenges, and experiences of your migrants. Give the game a creative name and then host a 'games day' where students can play (and judge!) each other's games.
- **Creative writing:** After researching stories of migration, write a fictional story or letter from the point of view of a child migrant or refugee about having to leave their home. How does the main character feel about moving away? Are they scared, excited, bewildered? Are they alone or with family? What did they take with them, and what happened when they arrived at their new destination? Has anyone or anything important been left behind? Will they ever be reunited?
- **Artistic endeavor:** Create an artwork, song or poem reflecting on the experiences of migrants leaving their home and arriving in a strange new land, and facing new challenges. Possible responses include: fear, worry, hope, excitement, sadness, loss, joy, adventure.
- **Scootle:** Search the Scootle website by the Australian Curriculum descriptor codes for more ideas: (ACHASSK136) (ACHASSK137).



# Immigration Stories

Stand in front of the Maritime Museum and look around you. Imagine this space 200 years ago.

The original people of this area are Whadjuk people. The Whadjuk name for Fremantle is Walyalup.

This area began to change quite a lot after the first European migrants arrived in 1829.

This 1830 painting of Fremantle shows the types of shelter lived in by early migrants.



Image courtesy of State Library of Western Australia.

Walk around the harbour side of the Museum and find this mural. It shows the original coastline of Fremantle on top and the current coastline underneath.

## Can you see where more land has been added?

You can see how much things have changed since the arrival of migrants. Let's find out more about one of these changes.



Keep walking around the harbour side of the Museum and find the rocky section shown in this picture. If you reach the Museum windows you have gone too far.

At this point, a rocky sandbar once stretched across the river's mouth to form a shallow estuary. This was an important crossing point and fishing area for Whadjuk people.



As more migrants arrived, it was decided that the rocky sandbar would be removed to allow large ships to enter the harbour.

C.Y. O'Connor was the Government Chief Engineer who designed the new Fremantle Harbour in the 1890s, using explosives to blow up and remove the sandbar.

## Do you think everyone agreed with the removal of this sandbar?

Walk back to the front of the Museum where you will continue your walk to find out more about C.Y. O'Connor.



Image courtesy of State Library of Western Australia.

Head down the centre path of the car park until you reach the C.Y. O'Connor statue.

Read the plaque beneath the statue to find out more about him. You might learn more about C.Y. O'Connor's migration story today.

### **What were some of his contributions to Western Australia?**

The tall white building behind the statue is the Fremantle Ports Building. This picture shows the same statue with the original Harbour Trust building that existed until the early 1960s.

The workers in these buildings controlled harbour operations as thousands of migrants arrived at their new home over the years.



Image courtesy of State Library of Western Australia.

Use the zebra crossing to reach this sculpture, *Southern Crossing*, which represents the arrival of new migrants.

Read the panel on the side of the blue and grey gangway.

Talk about what the gangway represents. Consider what might be in the suitcase. Discuss the meaning of the approaching dingo.

### **How does this sculpture make you feel?**



Return to the front of the Museum and find this statue, dedicated to the child migrants who came to Western Australia without their parents.

Think of some reasons why children came here on their own.

### **How do you think they felt when they arrived here?**



Now explore the Welcome Walls.

Find these names, their year of arrival and the ship they came on:

Maria Iannello – Panel 47

Ilona and Frantisek (Frank) Hrubos – Panel 110

Stephen Anstey – Panel 22

Peters Family – Panel 330

### **Do you know anyone who has their name on these walls?**



# Immigration Stories

## STEPHEN ANSTEY (STEE-VEN AN-STEE)

Stephen Anstey was born in England in 1958. His childhood in England was exciting, exploring ancient castles, reading tales of *King Arthur* and listening to records. One of his favourite albums was by *The Kinks*.

With a poor economy in England, Stephen's parents wanted a better future for their children. In 1968, when Stephen was ten years old, the family could get tickets to Australia for just ten pounds. Stephen packed his prized possessions, including toy soldiers and his favourite magazines.

The ship that brought Stephen's family to Fremantle was called the *Fairstar* – a comfortable and exciting cruise ship with theatres, pools and shops. Stephen recalls buying the game *Cluedo* on board.

When Stephen started school at North Cottesloe Primary School, he was teased for his accent and his English uniform. His long socks, cap and tie stood out against the 'Aussie kids' white t-shirts and bare feet. It did not take long for Stephen to fit in and he loved his new life, discovering the wonders of the Australian bush.

With a good education behind him, Stephen grew up to become a History Curator (and Head of the History Department) at the Western Australian Museum. He has worked on many important Museum exhibitions, such as the *Howzat!* Cricket Exhibition.

### Stephen's Object List:

Album: *Something Else* by *The Kinks*

Recording: *Waterloo Sunset*. Creators: Ray Davies, composer and producer, 1967; *The Kinks*, performers, 1967; Source: *Something Else* by the Kinks, studio album

Book: *The Story of King Arthur and his Knights*. Author: Howard Pyle

Migration poster. Courtesy of Museum of Applied Arts and Sciences

*Look and Learn* magazine, 1968

Toy soldiers

*Cluedo* game, 1960s

Felt school cap, 1960s

Leather school satchel

White gloves

Exhibition brochure: *Howzat!* Courtesy of the Western Australian Museum



# Immigration Stories



## ILONA HRUBOS (E-LONA ROO-BOS)

Ilona Hrubos escaped Czechoslovakia in 1946 when she was 19 years old. Her home town was not safe after World War II. Ilona and her mother snuck over the border in a crowded wagon to a German immigration camp. She had to leave her boyfriend Frank, which was very hard. After two years, Frank finally escaped to join Ilona. They got married on Christmas Eve in 1948.

Seeking a better life, Ilona and Frank migrated to Fremantle in 1951 after their first son turned one. The journey to Fremantle on a crowded ship took a whole month. Ilona was pregnant, sea-sick and looking after a toddler. One highlight was the fun 'Crossing the Equator' celebration.

Frank got work building the railways. Ilona and Frank's first home was made up of two tents, with straw-filled sacks for bedding. There was no running water or electricity, no shower or toilet, and many creatures such as spiders, scorpions and noisy frogs to get used to.

Ilona learned English by listening to a small radio, which was their first major purchase. By the light of a hurricane lamp, Ilona also saved money by sewing clothes out of cheap remnants of material, and eventually saved up enough to buy a sewing machine. After seven years, Ilona and her family finally moved into a house that they built with their own hands.

Much of Ilona's life has been dedicated to raising and supporting her five children. She sewed to make extra money - buying, mending and selling second-hand clothes. She also worked as a tea lady in a seniors' hospital. Ilona wrote a book about her life for her family and crocheted a special blanket for each of her 15 grandchildren.

### Ilona's Object List:

Fur stole

Photo: Ilona and Frank Hrubos wedding. Courtesy of the Hrubos family

Equator Crossing Certificate (copy). Courtesy of the Hrubos family

Photos: *Anna Salen* ship and Ilona and Frank Hrubos. Courtesy of the Hrubos family

Hessian sack

Hurricane lamp

Radio

Sewing box

Tea cup

Crocheted blanket

Family story: *Looking Back on My Life*. Author: Ilona Hrubos. Courtesy of the Hrubos family



# Immigration Stories



## **YASUKICHI MURAKAMI** (YA-SU-KI-CHI MU-RA-MA-MI)

Yasukichi Murakami left Japan at the age of 16 in 1897. Around 1900, many young Japanese men travelled to Australia to work in pearling. Pearls were valuable and the shell was used to make many objects such as buttons and cutlery. Yasukichi arrived in North Western Australia and found work with a Japanese storekeeper in Broome.

When the storekeeper passed away, Yasukichi took over and expanded the business. He created a photography studio and a bank for Japanese pearlers. He also helped to run the Dampier Hotel and became a well-respected leader in his community. Yasukichi and his business partner, A. C. Gregory, tried to set up Australia's first cultured pearl farm. This was closed down by authorities to protect the natural pearling industry.

In 1926, Yasukichi designed and patented a safer pearl-diving suit. He applied to be an Australian citizen but was rejected due to the 'White Australia Policy'. When World War II broke out, Yasukichi was interned in a prison camp. His diving suit patent was not renewed and others got the credit for similar designs.

In most photos you will see Yasukichi wearing western-style clothing. This photo of him in 1919 shows him wearing a Japanese kimono/yukata, sent to him by his first wife's sister. On the back of this photograph, Yasukichi writes that he has not worn Japanese attire for 15 years and 'didn't feel comfortable at all in it', but he hopes that the photo will bring 'a smile' to those back in Japan.

Yasukichi Murakami was an important pearling pioneer, inventor and businessman. His photographs, uncovered many years after his passing, are valuable sources of Broome's history. In 2015, a stage play was created about his life. In 2016, a photographic exhibition of his life was held in Japan, near his home town. In Broome, *Murakami Road* is named after Yasukichi.

### **Yasukichi's Object List:**

Pearl shell, Pearl shell buttons and spoon

Passport: Yasukichi Murakami. Courtesy of the National Archives of Australia MAA:PP9/4, YASUKICHI, MURAKAMI

Banking box

Photo: Dampier Hotel. Courtesy State Library Western Australia BSA2754/19

Diving suit design and patent. Courtesy of United States Patent and Trademark Office <http://www.uspto.gov> US 1689079

Photo: Yasukichi Murakami and diving equipment. Courtesy State Library Western Australia BA2754/17

Naturalisation application certificate. Courtesy of the National Archives of Australia NAA:A659,1939/1/1289

Yukata (male kimono) set. Donated by Kaori Irobe, great-granddaughter of Yasukichi Murakami

Photo: Yasukichi Murakami wearing Japanese attire. Courtesy of Murakami family

Box brownie camera, 1900s

Photographs from the Yasukichi Murakami collection. Courtesy of State Library or Western Australia BA2754, 1-35

Photo exhibition brochure (copy). Courtesy of Julie Murakami, great-granddaughter of Yasukichi Murakami



# Immigration Stories



## **C.Y. O'CONNOR** (CHARLES YEL-VER-TON O'CONNOR)

Charles Yelverton (often called C.Y.) O'Connor was born in Ireland in 1843. At this time, many families lived in poverty because of the Irish Potato Famine, but he grew up in a wealthy family and had a good education.

C.Y. left Ireland in 1865 and migrated to New Zealand where he was a successful engineer. After 26 years, Western Australian Premier, John Forrest, offered him the job of Engineer-in-Chief. He was to be in charge of railways, jetties, lighthouses, bridges and some other very important projects.

C.Y. set off from New Zealand with some, but not all of his children (his family was separated for a while). On May 21, 1891, Australian newspapers announced that he was on his way from New Zealand. The ship docked in Albany and he spent a 20-hour train trip to Perth, arriving during Foundation Day celebrations on June 1.

C.Y. O'Connor's work was very demanding but he still made time to enjoy his hobby of horse-riding with his children. He was always well groomed and well dressed, as you can see from this photograph.

In Western Australia, C.Y. O'Connor worked on planning and modernising the state's railways and their buildings. His best-known projects, which many thought impossible, were the design of Fremantle Harbour at the mouth of the Swan River to allow large ships to moor safely and a 540km pipeline that delivered fresh water to the Goldfields from Mundaring Weir.

### **C.Y.'s Object List:**

Photo: Gravelmount House, where C.Y. O'Connor was born

Drawing: Irish Potato Famine. Source: Wikimedia Commons

Office stationery

Photo: C.Y. O'Connor and Family. Courtesy of State Library Western Australia 009044D

Newspaper article announcing C.Y. O'Connor arrival. Courtesy of National Library of Australia The Daily News (Perth, WA: 1882-1950) Tues 5 May 1891 pg3 <https://trove.nla.gov.au/newspaper/article/76464102>

Hat, fob watch

Horseshoe

Photo: C.Y. O'Connor. Courtesy of State Library Western Australia SLWA\_b2103153\_1

Image: Fremantle Harbour. Courtesy of National Library Australia Western Australia. Public Works Department. & O'Connor, C. Y. (1904). Western Australia, Fremantle Harbour works <http://nla.gov.au/nla.obj-229849610>

Book: *C.Y. O'Connor, his Life and Legacy*. Author: A.G. Evans

Railway spike

Lead weight, used on a line to measure harbour depth

Steel Locking Bar and Pipe Sections (genuine) 1900s

Joined two sections of pipeline together (painted gold more recently). Donated by Robert Mitchell, Australian Museums and Galleries Association Western Australia

Book: *The Pipeline C.Y. O'Connor Built*. Authors: Joy Lefroy and Diana Frylinck; Illustrator: Marion Duke. Donated by Joy Lefroy

# Immigration Stories



## NONJA PETERS (NON-YA PETERS)

Nonja came from the Netherlands (Holland) in 1949 when she was five years old. After World War II, many people lost their homes and felt unsafe.

Nonja's parents decided that they should emigrate to Australia as they hoped for a better life there. They read books to learn all about Australia, but her parents also made sure that she was still learning her Dutch letters and words.

Nonja's mother packed their most important possessions and some household items (like silver spoons). There was no room for the children's toys. They got sick a lot on the crowded, dirty ship. Nonja missed her Oma (grandmother) and her best friend Elsje. When they arrived in Fremantle, Nonja's father cheered her up with a new doll.

The doll gifted by Nonja's father continued to bring her joy in those early months. She missed Dutch treats like chocolate sprinkles but she wanted to fit in so she begged her mother to make Vegemite sandwiches. Nonja learned English quickly by playing games at school. She made friends with other migrant children and the 'Aussie kids' too.

As an adult, Nonja wanted to share stories of other people who had also migrated. She now works at Curtin University, writing books and research papers about migration. In 2006, Dutch Queen Beatrix of the Netherlands awarded Dr Nonja Peters a knighthood 'For outstanding service in preserving the migrant heritage of Dutch and other post-war migrants' and for supporting relationships between Australia and the Netherlands.

### Nonja's Object List:

Miniature Dutch clogs

Childhood photo. Courtesy of Nonja Peters

*All About Australia* (copy of portion of original book). Authors: Dr H.G Maar and J.D Rempt

Dutch phonics board (copy). Courtesy of Nonja Peters and Maritime History Department

Silver spoons

Photo: Nonja Peters and her father. Courtesy of Nonja Peters

Drawings for Oma and Elsje (recreation)

Photo: Nonja Peters and her brother. Courtesy of Nonja Peters

1950s Princess Elizabeth doll

1950s Vegemite jar

Recording: Happy Little Vegemites radio jingle; Creators: Alan Weekes, composer, 1949, The Happy Little Vegemites Trio, vocalists, 1949; Source: National Film and Sound Archive catalogue number 537271

*De Ruijter* chocolate hagelslag (sprinkles)

Photo: Dr Nonja Peters on the day she received her knighthood. Courtesy of Nonja Peters

Replica medal: Dutch Order of Orange-Nassau, Knight Grade

Books by Nonja Peters:

*Milk and Honey, But no Gold*

*We came by sea: Celebrating Western Australia's Migrant Welcome Walls*

*A touch of Dutch: maritime, military, migration and mercantile connections on the Western Third 1616-2016*