

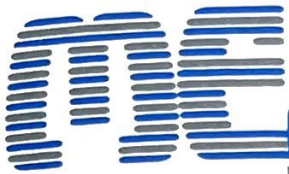
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# Multiculturalism in Education NEWSLETTER

No.1 1986

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Languages & Multicultural Centre  
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Editor: Brian van Wageningen

Education Department of South Australia

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## FROM THE EDITOR

Advisory staff in the Languages & Multicultural Centre have started 1986 with new zest (still feeling invigorated after the holiday break) because this year will be the year of big decisions and mark the watershed, it seems, in Centre developments for the future.

Our Supervisor, Ms. Ann Sexton, delineates some of these for us in a 'guest editorial'.

Within the Centre we thought we would get in first with a few changes of our own with regard to this **Newsletter**. A new cover to give it a new lease of life and refresh our readers interest coincided with the decision to integrate the **Multiculturalism in Action (MIA)**, Ten Schools, Support Group's News Bulletin and the **MCE Newsletter**. Sylvia Eliseo of MIA is responsible for the art work on the cover, while she and Meredith Noble,, R-7 MCE/ESL Senior Adviser, and myself have formed an editorial committee.

We hope you will enjoy the fruits of our labour in 1986 - welcome back!

*Brian van Wageningen*



## GUEST EDITORIAL

Since its official opening in 1980, and also before that time, the Languages and Multicultural Centre has established a justifiably high reputation for supporting teachers and students in the many aspects of multiculturalism in Education.

It is interesting to reflect on some of the significant developments in this area since that time. OSTP with its inclusion of multicultural perspectives; Diversity & Cohesion as the Education Department's first multicultural policy statement; Voices for the Future and the subsequent Languages Policy; Greek and Italian curriculum materials; SSABSA accreditation for ESL as a publicly examined subject at Year 12; Education for a Cultural Democracy which contained recommendations from the Task Force investigating multiculturalism in education; the establishment of a New Arrivals Programme; and the changed operation of the Ten Schools Project to become a state wide support group called Multiculturalism in Action, to name but a few.

All of this has happened in the context of a reorganized Education Department where the creation of 5 Area education offices has led to the need to re-think ways of working with schools teachers and other Area personnel.

Now there is the amalgamation of the Curriculum and Programmes Directorates to form the new Directorate of Studies to take effect from April 2nd with Jim Giles as its Director.

Also there will be the South Australian Curriculum Centre, the function and management of which are still being debated.

We are all constantly having to adjust to change, to get used to new structures, to establish new networks.

The Education Department has responded to change by establishing a Standing Committee on Multiculturalism in Education (SCOMIE) in an attempt to ensure that managers throughout the department develop practices which are appropriate to and reflective of the multicultural nature of Australian society. Dr. Dante Juanta has been appointed as Executive Officer for SCOMIE.

Mr. Chris Majewski has been appointed as Superintendent of Studies (Multiculturalism) and among other things is working closely with Chris Hyde and Dante in re-writing the Education Department's policy on multiculturalism.

Two Areas have appointed multicultural advisers: Cathy Humzy (1.0) in Eastern Area and Danny McLean (0.5) in Southern Area. Already, there have been productive discussions with those people and we look forward to cooperating with them in their Areas. Advisers from the Languages & Multicultural Centre are also closely involved in planning Area inservice programmes particularly in Eastern and Northern Areas.

It has become clear through planning these in service programmes that one of the real advantages of having a group of MCE/ESL advisers located centrally is that schools and Area offices have access to a large number of resource people with a variety of interests, skills and teaching experience. For instance, there are seven people working with Eastern Areas

However, one of the responses to all the change that has occurred in the Education Department is to propose that MCE/ESL advisers from the Languages and Multicultural Centre be dispersed and allocated to the five Areas.

While this proposal is in accord with the rationale behind reorganisation there is, in my view, a real danger that either by dismantling this unique central resource or by separating the human from the material resources, there will be a diminished flexibility in catering for the needs of students and teachers in schools.

There are, of course, advantages in having MCE/ESL advisers located in Areas. Increased interaction with other curriculum advisers, possibilities for working as part of an Area team in school-based curriculum plans, closer identification with the 'local' scene and greater awareness of Area philosophies and operations are all extremely important and would be facilitated by having advisers physically based in Area offices.

At this stage, however, such a move seems premature and may even result in a loss of focus for multiculturalism in Education. There is always somebody in the Languages and Multicultural Centre who can respond to a cry for help when a school is seeking advice, resources or information and schools do make such calls with great frequency. To provide the same service in each Area, R-12, additional advisory positions would be required - and that means money!

Many schools are taking up the challenge of making curriculum gender and culture inclusive while still trying to sort out exactly what that means. Languages and Multicultural Centre advisers are very much involved in these deliberations and their help is being widely sought.

1986 presents a real challenge as we strive to ensure that, as a central group, we continue to provide a service to Areas in line with their perception of their needs, and within their own particular structures. It gives promise of being a really demanding but a very interesting year.

Who knows what 1987 will bring?

*Ann Sexton*



## PRESS RELEASE

The Director General Mr. J. Steinle officially opened the exhibition 'Our Multicultural Heritage' in the Education Centre Gallery. The exhibition which will run for two weeks focusses on the contributions that Australians from all cultural backgrounds have made to this state's heritage and provides a launching pad for students to explore the theme within the classroom.

Students from Forbes and Croydon Primary Schools put on displays of Greek, Bulgarian and Turkish dances. In addition the official guests shared in a giant Pizza donated by Pizza Express.

The exhibition features the award winning documentary: 'Family Tree', the photographic record of Italian immigration and life in South Australia, (from Filef) and a 'hands on' opportunity for students to investigate their own heritage.

### Text of Mr. Steinle's Opening Address

It is appropriate that in this Jubilee Year we should focus on our multicultural heritage.

It is appropriate because if there is one element in the past hundred and fifty years that stands out it is the fact that our society has been shaped by the contributions that have been made by people from a wide range of cultural backgrounds. That heritage includes not merely those who arrived on these shores in the past one hundred and fifty years but also the rich linguistic and cultural heritage of the Aboriginal people.

Our multicultural society is not a post war invention - for example, where would Burra be without the Cornish and Welsh settlers? Where would the outback be without the Afghan camel drivers? Would there be a Barossa Valley without the German settlers? Would we have had olive groves on the Adelaide Plain if it had not been for Greek and Italian settlers?

All these and many more people came to our shores in the nineteenth century. They brought with them not just a diversity of lifestyles and languages but most importantly a diversity of ways of thinking about the world. They brought with them their own unique ideas about what they could make this land do for them.

So when we look at our multicultural heritage we look at how people from all over the world have contributed to the creation of a lifestyle which is uniquely South Australian. The pizza and foods we will shortly enjoy are a good example of how we have borrowed, adapted and transformed ideas from overseas to fit in with our lifestyle. If you travel to Italy you will not be able to buy a pizza such as this. What had its origins in a particular Italian region has been incorporated into our culture to a point where virtually all that remains to betray its origins is the name.

It is important that all children in our schools are aware of our multicultural heritage. For we do have a culturally diverse student population. By celebrating our multicultural heritage we are emphasizing once again that we not only welcome all, but that we look forward to sharing their cultures and languages with them. That is why I was particularly pleased to see that this display includes provision for the students to reflect about those elements in our present society which will form part of our future heritage. If we encourage our students to represent and share their cultures and languages then our whole society will be enriched.

I have therefore much pleasure in declaring this exhibition open.

\_\_\_\_\_ | \_\_\_\_\_  
The above is the official press release for the multicultural Heritage exhibition. By the time you will be reading this the exhibition will have been taken down, the various artefacts returned to their respective owners.

But what will the impact in schools be? Very little I fear. The reason for this is that school programmes are very much locked into the availability of resources. Whilst all the material is there to develop a culturally inclusive history curriculum the fact remains that the amount of energy required to organize these resources for classroom use is substantial. As a consequence unless the teacher has a prior commitment to cultural inclusivity it is unlikely that, in the light of other demands on the teacher's time, a great deal will happen. The other dimension is that the writing and preparation of history curricula requires more than just a willingness to make an effort - there is a historical expertise that needs to be brought to the task if one is to be sure that the resulting curricula enable students to make sense of the past; in particular enable students to identify questions that need to be asked on the past and isolate the wheat from the chaff.

Thus whilst the exhibition is a welcome interlude in an otherwise barren landscape I am afraid that unless there is a government commitment to the preparation of materials which will enable all teachers to follow up the display with classroom work drawing on established texts.

But for those of you who cannot wait for that even, there are two excellent books which could be a useful starting point for the development of your own culturally inclusive curriculum.

M. Dugan & Josef Szwarc      **There Goes The Neighbourhood!**  
   **Australia's Migration Experience.**  
   Macmillan. Sydney. 1984.

J. Wilton & R. Bosworth      **Old worlds and New Australia,**  
   **The post-war Migrant Experience.**  
   Penguin. 1984.

*John Tons*

(This Exhibition was sponsored by the L & M.C.  
coordinated by Joan Turner and assembled with the  
help of many colleagues, who generously gave of  
their time and energy.  
Editor)

## AT MADISON PARK

Two Year 5 classes working together in a Unit shared an exciting and educational experience. Madison Park has traditionally been thought of as having students of predominantly mono-lingual background.

Earlier in the year the school had been quite surprised to discover their varied multicultural backgrounds. It was found that the mother tongue of a very significant number of children, their parents or their grandparents was a language other than English. In fact 23 languages were represented. Some children felt quite comfortable with the knowledge that a language other than English was spoken around them. Other children acknowledged only reluctantly that their mother or father spoke any other language than English, especially if this was spoken to their grandparents.

At the time of this experience the Year 5 class also had a Japanese exchange student visiting them and the children were learning something about Japanese culture. We were also keen that the children gain some awareness of the Japanese language. To do this we decided to make a liberal translation on an innovated form of Bill Martin's, 'Brown Bear, Brown Bear'. To gain a broader perspective and appreciation of other languages we decided to also use other of the most common languages represented in the class. The aim was to let the children discover how different languages 'work', for example, where adjectives are positioned, what the word order in a question is and so on. We also aimed to give the children some sense of excitement in 'discovering' other languages. The children then approached their parents or grandparents to help with the translations. The Japanese exchange student, one of the deputy principals, whose mother tongue is Ukrainian, and another teacher who speaks Indonesian were also recruited to give assistance. Languages to be used were Italian, Greek, Indonesian, Dutch, German, Ukrainian and Japanese. Even collecting vocabulary became a valuable exercise as children became aware of dialect differences. Even more significant was the interchange which was going on at home between parents and children. For the first time some children began to get excited about their language heritage. The self esteem of some children was raised considerably as they became 'experts' in their fields, where formerly they had considered themselves as having little to offer and did not perceive themselves as leaders.

During the actual lesson the children worked in groups to 'translate' their stories. Most of the children were unfamiliar with the language but an especially tutored 'expert' led the group. They became so excited and fascinated as they progressed through the story. The degree of involvement of each child was very, very high. It was obvious we were at least achieving the aim of creating in the children a sense of excitement and discovery. What we didn't expect was that we, as the 'blase' teachers would experience that some excitement and sense of discovery.

At the end of the lesson the draft copies of the story in the various language were shared. The children made comparisons between the various languages. They found that some English words had derived from languages other than English. They compared the word order of the various languages. They compared the pronunciation of various sounds. They were fascinated by the different script forms. The list could go on and on and the 'discoveries' seemed endless, and in the process they learnt so much about the English language. At the end of the session some of the students who had previously been reluctant to admit their association with a language other than English were coming up saying "I can get the words in 'x' language because my mum comes from there".



To complete the exercise the children turned their translated versions into big books with water washed pictures which they did during an art lesson.

Later a number of children engaged in private projects to get the book into other languages as well. For instance, one child realized that there was no Vietnamese translation and undertook to contact Vietnamese children in the school to produce a Vietnamese version.

The completed children's books have remained in the classroom and have continued to be a source of pride and fascination as their now dog eared condition attests! The children are proud of their prowess in reading other languages, and are keen to show off this ability. It must be pointed out that the translations are not completely accurate and as a means of actually teaching the language would be inadequate.

However, our aim was NOT to make the children proficient in another language but rather to give them an appreciation of other languages and in so doing increase their awareness of the English language. As such it succeeded admirably.

*Colleen Bradtke*

## Project Position

Monica Ciccocioppo, A Guidance Officer with Student Services, has recently been appointed as a Project Officer in Multicultural Education with particular emphasis in the area of E.S.L.

The aim of the Project is to look at developing an effective collaborative model for the provision of joint educational and psychological services to parents, teachers and students where the students have a non-English speaking background. Monica hopes to work with a number of teachers, parents and other involved personnel to develop and trial a range of educational and psychological assessment techniques which will result in the production of an effective process of assessment.

A Reference Group of interested people from a variety of backgrounds has been formed to act as a consultative body to Monica during the life of the project.

Monica is based at the Blair Athol New Arrivals Centre, Telephone 269 7281.

# MULTICULTURALISM IN ACTION SUPPORT GROUP

## Ten Schools

A detailed information letter is being sent to all schools in the state. I have condensed this so that you can bring it to your staffs' attention.

The changes which have been proposed account for new structures, new appointments and the general growth of awareness of Multiculturalism in Education.

### HISTORY

For ten years we have been operating under the name "Ten Schools Project". In brief, the Project has been a support group which gave assistance to schools and lobbied the Department and schools to recognise and act on the principles of Multicultural Education. Its success can be attributed to the vast network of links formed with school communities, to the support received from the Supervisor and staff of the Languages and Multicultural Centre and the ability of the Management Committee to influence and support Departmental decisions, particularly at the time of the development of the "Diversity and Cohesion" document.

During that ten year period the Ten Schools Project grew from 16 schools which had made an annual commitment to developing the philosophy of multiculturalism in their school communities to fifty schools at the end of 1985. (47 Primary, 2 Secondary and 1 Area School). In that time there were some significant highlights, growth points and periods of change.

### MULTICULTURALISM IN ACTION SUPPORT GROUP, TEN SCHOOLS 1986

The FUNCTION of the Multiculturalism in Action Support Group (Ten Schools) is to:

1. Communicate with principles of multiculturalism to schools.
2. Assist schools and Education Department personnel to:
  - Focus on multiculturalism in education.
  - Bring about curriculum change through an awareness of the philosophy of multiculturalism in education.
  - Participate in linking/sharing/communicating with each other to achieve the desired support.
3. Be available for schools which indicate an interest in the principles of multiculturalism.
4. The Multiculturalism in Action Support Group acknowledges that there are other structures/groups both within and outside the Education Department which are also responsible for multiculturalism in schools.

The Multiculturalism in Action Support Group (Ten Schools) AIMS to:

1. Support schools adapt Education Department policy on Multiculturalism in Education, to the local situation.
2. Respond to any individual/group/school seeking support to implement the philosophy of Multiculturalism in Education.
3. Focus on inclusivity in curriculum management e.g.:
  - parent & student participation in decision making etc.
  - culture & ethnicity
  - gender
  - language
  - assessment & evaluation.
4. Map out what other organisations/bodies exist and establish how they function in relation to us.
5. Establish and maintain strong links with central Education Department bodies, viz: Languages & Multicultural Centre, Project Officer (MCE), SOS (MCE), SCOMIE.
6. Establish links with Area
  - management
  - advisers
  - schools
  - support groups.
7. Negotiate with other organisations/bodies e.g. MECC to:
  - maximise information sharing and dissemination
  - widen the audience
  - share responsibilities
  - further working relationships
  - maximise resource sharing
  - initiate joint action
  - lobby jointly
  - document good practices.

#### HOW

The MULTICULTURALISM IN ACTION SUPPORT GROUP has two full time R-12 advisers based at the Languages and Multicultural Centre. A Management Committee, which will now consist of central personnel, elected teachers and principals and a representative from each Area, will be responsible for coordinating and promoting activities, formal communication and administering monies.

There is a budget of \$30,000 to support schools, teachers, communities in supporting principles of multiculturalism. As the Multiculturalism in Action Support Group is now state wide, ideas for submissions or support for existing programmes will be considered.

There are also a number of teachers who have been involved in programmes in schools and networks of schools who may also act as resources. Programme undertaken will be documented in such a way that information can be shared with other schools. For further information contact Nick Scarvelis or Sylvie Eliseo at the Languages & Multicultural Centre 139 Grote Street, Adelaide. Phone: 2126177.



## "WOMEN IN A MULTICULTURAL SOCIETY"

One of the main concerns of the growing number of teachers interested in developing a curriculum which reflects our multicultural society is the need for more teaching materials to use in the classroom. In particular, there are few resources available to students which depict the experiences of women from a range of cultural backgrounds as they live and work in Australia today.

This need has been recognised and acknowledged by the Multicultural Education Coordinating Committee (MECC) of South Australia and as a result, the Committee supported the production of materials in the 1984/85 Grants Programme.

In 1985, a major development project was undertaken by Elizabeth Sloniec, currently teaching at Marion High School, with financial assistance from MECC.

She has written 15 stories based on interviews with women from various ethnic backgrounds. The stories are designed for use across the curriculum at senior secondary level, and have been trialled successfully in South Australian schools. The stories describe the experiences, opinions and reflections of women from a wide range of cultural/linguistic backgrounds, e.g. an Aboriginal woman, an Italo-Australian woman, an Anglo-Celtic woman, Laotian woman, etc.

The production of this material aims to:

- provide positive role models to senior secondary students of women in a multicultural society.
- enable students to identify shared needs and concerns of women.
- enhance students' understanding of contemporary Australian society.
- encourage students to value the perspective on life offered by women from different cultural backgrounds.
- address the needs of bi-cultural girls with regard to life and career choices.

The material will be published in 1986, and it is anticipated that the resource book will be available at the end of the year.

Further details can be obtained from Elizabeth Sloniec at Marion High School (08 2761434) or Rosetta Colanero at MECC (08 2272994) or Jennifer Gilbert at MECC (08 2273450).

### Hurford Officially Opens MRC in Salisbury

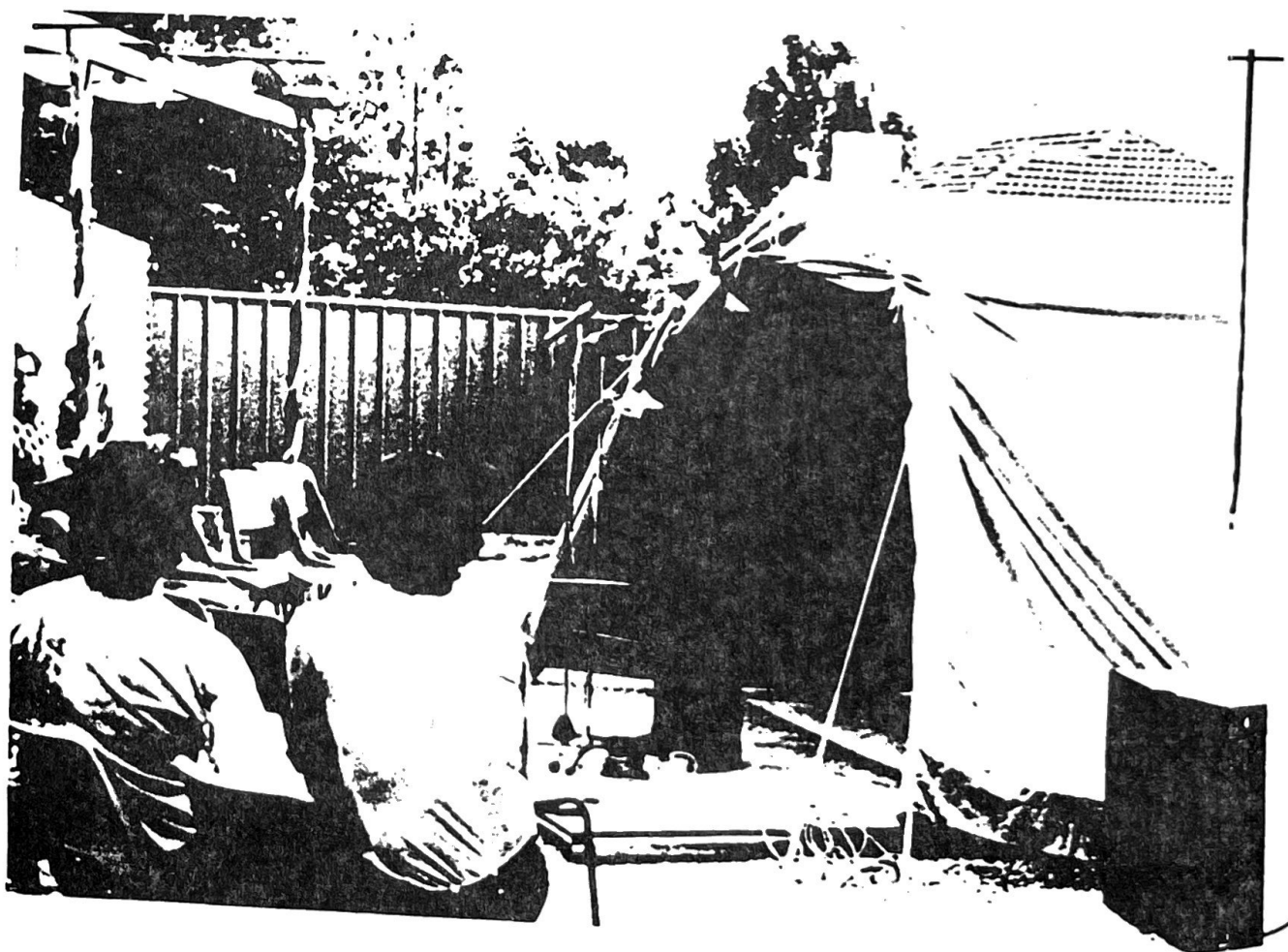
The Minister for Immigration and Ethnic Affairs, Mr. Chris Hurford, officially opened the Migrant Resource Centre in Salisbury on the 6th of December 1985.

The Centre serves the northern metropolitan area of Adelaide which includes the local government areas of Salisbury, Elizabeth, and the other outlying northern suburbs. The decision to establish a Migrant Resource Centre (MRC) in Salisbury is an outcome of the Review of Locations of MRC'S in 1983. Of the total population of Salisbury, 36% are overseas born and among the overseas born, 31% come from non-English speaking countries.

The Migrant Resource Centre in Salisbury is the only migrant specific service in the northern area of Adelaide, and therefore fulfils a very important role in helping ethnic communities regarding settlement needs and problems.

The Salisbury MRC aims to provide information and referral to ethnic communities, raise community awareness about multicultural issues, provide and develop programmes for migrants which are not met by existing services, and advocate with government agencies in the Adelaide northern area about migrant rights and welfare.

Contact: Ron Tan (08) 343 2277



Mr. Chris Hurford delivering his speech during the official opening day of the Migrant Resource Centre (Salisbury)

## MULTICULTURAL EDUCATION COORDINATING COMMITTEE 1986 GRANTS PROGRAM

In 1986, funds will be available through the Commonwealth Schools Commission Multicultural Education Program to support the implementation of multicultural and languages programs in schools across South Australia. These funds are administered by the Multicultural Education Coordinating Committee of South Australia (MECC).

Schools are invited to apply for grants to assist making their education programs more reflective of and responsive to the ethnic, cultural and linguistic diversity which characterises Australian society.

Projects may also be initiated in and for schools by educational support services, parent organizations, community groups etc.

Through the GRANTS PROGRAM, MECC aims to support:

- efforts to develop in students an understanding and tolerance of the different cultural traditions and associated values and lifestyles existing in Australian society;
- activities designed to help students to understand their own heritage better and to share in the cultural traditions of others;
- the provision of opportunities for children to learn a language other than English which is spoken by a community in Australia;
- attempts by schools to make use of the skills and knowledge available in the community, which are associated with particular cultures;
- efforts to encourage parents, especially those whose first language is not English, to participate in the formal education of their children;
- the development of materials and programs of study which accurately portray the history of Australia's indigenous and immigrant people;

However, due to Commonwealth Schools Commission Funding Guidelines, MECC is unable to recommend grants for projects which focus on the teaching of English as a Second Language, aspects of settlement of recently arrived migrants, or ethnic schools.

There are two categories of grants:

### Resources-based Projects:

To implement changes to the school curricula and activities based on the use of existing commercially available resources.  
An amount of up to \$750.00 will be provided to support these projects.



### Pilot Projects:

To implement initiatives which extend beyond the use of resources to bring about change in existing school programs, organization and structures. An amount of up to \$4,000.00 will be provided to support these projects.

The closing date for applications is: **Friday, 18th April, 1986**

There will only be one round of funding. Application Forms and Guidelines for Applicants are available from the Projects Coordinator, MECC Office, 3rd Floor, Education Centre, 31 Flinders Street, Adelaide. (227 3450, 227 2195)

## SPARE A THOUGHT FOR TRANSITION

A new year and with it come new students, a new timetable, new challenges and new ideas. But sometimes the tendency is to work toward the old - the tried and true practices of the years gone by. And least of all, some would contend, need we spend our time thinking about transition and those year seven students who will march through the doors next year at this time. That's a long way off and there's so much else to think about...And so the years roll on....

Perhaps you could spare one brief moment to give a thought to 7-8 transition. Just keep it in mind. Right now primary school students and their parents are thinking about high schools and making their choices for next year. Any communication from the high schools is greatly appreciated, even at this early stage of the year. And further to that, why not invite the year seven students into your school to experience life on your campus. All it takes is an unused classroom and a few dedicated teachers willing to give up a free lesson or two. Kidman Park High School has developed just such a programme and they don't even wait until term three to think about it.

Last year Kidman Park High School invited neighbouring year seven classes into their school to experience the high school environment. Year seven teachers accompanied their classes to the school and 'set up shop' within the school. A number of secondary teachers volunteered to take a lesson and explain just what does happen at high school in the various subject areas. After a week 'on campus' the year seven students returned to the primary school having overcome many fears and prejudices about what happens at high school. Each primary teacher has also gained valuable insights into the school, while many high school teachers have developed a greater understanding about primary teaching.

If this all sounds like a reasonable idea for your school there is a booklet available which may be useful to you. The booklet is entitled **A Survey on 7-8 Transition Activities** and it's available from the Languages and Multicultural Centre, or from Rod Yon at Kidman Park High School.

*Kurt Nolte*

# REVIEWS

TAD SOBOLEWSKI

## CROSSING THE BRIDGES

Dezsery Ethnic Publications  
Adelaide. 1984.

JOE ABIUSO

## THE MALE MODEL

Dezsery Ethnic Publications  
Adelaide. 1984.

JOHN VASILAKAKOS

## THE SHIPWRECK OF THE S.O.S., PROFILE OF TYRANNY

Trans. Mary Mylanos.  
Dezsery Publications  
Adelaide. 1985.

In her introduction to the Oxford History of Australian Literature Professor Leonie Kramer carefully avoids giving her imprimatur to any particular definition of Australian Literature. There are certainly problems with all possible definitions. Is Australian literature the literature produced by Australians? If so, who are these Australians? Further, what is Australian about books such as *Schindler's Ark*? *Schindler's Ark* is a fine novel written by an Australian, but the theme of the novel could be part of any literary tradition. Indeed part of the problem faced by critics of works written in English is that there are now so many writers using English and writing from a variety of cultural backgrounds that it is difficult at times to identify what is really meant by terms such as Australian Literature; much of the writing is beginning to assume the flavour and texture of fast food outlets - time and place are irrelevant. It is not the nationality of these authors, not their country of residence which determines whether their literature is American, English, African, Indian or Australian but rather the way their writing reflects the culture of England, Africa, Australia or wherever. For example the *Lord of the Rings* is English literature because it draws on a wealth of Anglo-Celtic mythology - even though it is not specifically about that mythology. Similarly Neville Shute's *On the beach* is Australian, for although Science fiction, a genre not usually thought of as belonging to a particular national heritage, the characters and setting (indeed the title!) tells us something of Australian culture, the pace of our life in Australia, the way we think about the world.

So the key to the question about Australian literature is the notion of culture. Australian literature is the literature which is an expression of our lifestyle, of the way we think and feel about the world, which tackles issues of concern from the perspective of someone living in Australia - it is our soul captured in verbal imagery.

Therefore if we are going to avoid defining Australian Literature in terms of its authorship we are forced to rely on some quality of the writing itself. We need to identify a quality of Australianness that is common to Australian literature; yet to do that is to assume that we can trap the nature of Australia into a single concept frozen in time. Certainly Judith Wright seems to be searching for some such notion of Australian Literature: "We are beginning to write, no longer as rootless men who reject the past and put their hopes only in the future but as men with a

present to be lived in and a past to nourish us". That idea certainly has its share of problems, our past is yet but imperfectly understood and, as Kramer points out, the past that nourishes us tends to be closer to the realms of mythology and legends than history. However, Wright also ignores the fact that many contemporary and past Australian writers are 'transplanted Europeans', are rootless men and women who are contributing to our literary heritage, not only in English but in languages other than English.

The paradox is that our literature is not only an expression of culture it also creates culture. Literature creates the images about our world and the way we are; in time these images become absorbed in our culture and part of our everyday reality. In essence much national literature has to do with creating and re-inforcing myths about ourselves and society.

It is time perhaps to allow ourselves to fall deliberately into the trap against which Kramer warns: "So far as literature is concerned, an insistence on the importance of 'Australianness'...at best introduces extra-literary considerations into criticism, at worst proposes a severely limited view of the possibilities of Australian Literature." To me the function of literature is to explain the world to us; it is an attempt to hold the world up to us for our close inspection. There is therefore a strong sociological element in literature.

It is in this context that we find that ethnic minority groups are the silent voices of our literary heritage. They do not participate in Writers Weeks. With few notable exceptions such as David Martin and Judah Waten they tend to find it difficult to gain a foothold in Australian Literary society. The absence of such writers means that the content of an Australian literature will tend to be defined in terms of those writings in English produced by Anglo-Celtic Australians.

This is particularly significant for teachers. When we consider that one in four Australians were born outside of Australia that some 50% of Australians were either born outside Australia or live in a family situation with at least one person who was born outside Australia, it follows that any literature which does not include the writings of people from minority Ethnic background, be they in English or in other languages, is effectively denying children access to their complete cultural heritage. (It needs to be added that the same argument holds for Aboriginal literature.)

It is in this context that a publishing house such as Deztery's has added significance. Operating on a shoestring budget it provides an avenue through which Ethnic Minority writers can get their material published. (Another avenue teachers need to know about is *OUTRIDER* - the only literary magazine devoted exclusively to the publishing of ethnic minority writers.)

There will be those who will argue that the danger of following the sort of principles outlined above will mean that quality control over our literature is lost - if we publish something simply because it is from a person writing from a minority background point of view, if we publish it and commend it because of its curiosity value are we not demeaning the language? Certainly that would be true, but we need to take into account that Anglo-Australians have taken almost two hundred years to have their



own linguistic forms and styles accepted as 'quality' literature - as much a test of time as of taste. Furthermore, when we consider the writing of people coming from another linguistic heritage to English we will find that their experimentation with form and shape will be influenced by their first language - a process which could in the long term be to the enrichment of our own language.

In reviewing the following three books I used the above as a guide to shape my critique.

**Tad Sobolewski, *Crossing the Bridges***

Sobolewski writes in a tradition more common to Europe than Australia. His pieces in the main are very short, just little vignettes exploring life's foibles.

Through the works we gain insights into the experiences that many migrants faced immediately after world war II and have continued to face as they established themselves in Australia.

Sobolewski's work is of interest from a sociological point of view. However, it is the quality of writing which I find the most interesting. In terms of organization and structure his work typifies the European 'short' tradition. His English is however, the sort one associated with late Victorian writers like Thomas Love Peacock interspersed with contemporary Australian idiom: "Forgive me if I made your children a bit scared...You will understand, however, that I have certain duties bestowed on me." p37.

Throughout the book the stories are interlaced with heavyhanded, ponderous prose which almost seems to arise out of a need to demonstrate a familiarity with the entire content of the Thesaurus. Whether this is product of the Polish tradition within which he writes or whether it merely serves to highlight the fact that he originally learnt his English before the war and that the two language registers of Australian English and the text book English one learns in European schools are interfering with one other cannot be determined. I feel confident, however, that Sobolewski's stories as presented here will always have great appeal as sociological accounts of the special insights that the migratory experience and immediate post-war experiences bring than as examples of Australian prose.

Yet damning though that criticism may be the book still has an important place in our literary tradition, for if we are to understand what motivates Australians to struggle with an alien language to painfully craft stories such as these is essential to an understanding of our migrant heritage.

**Joe Abiuso, *The Male Model***

Abiuso has learnt his English in Australia. His stories are written within an unabashedly Australian idiom but an Italo-Australian idiom.

To me the highlight of the book was the *Diary of an Australian Schoolboy*. Again I was struck with the similarity of our experiences - the feeling of total alienation and hostility towards an uncaring system is a thread that runs through the length of that story.

The other stories such as the lead story *The Male Model* have a gentle wry humour. And they all reflect the cosmopolitan flavour of Australian life.

John Vasilakakos, **The Shipwreck of the SOS and Profile of Tyranny**  
Unlike the other two writers Vasilakakos writes in Greek. His work has been published both in Greece and Australia.

The two stories contained in this book are technically excellent - unlike the previous two writers, where one had the feeling that there were times when they lost control over the narrative, Vasilakakos is always in control; his stories are ingeniously constructed and translated in a style that seems at once consistent with the Greek scene described and with the sort of English used in Australia.

But Vasilakakos does create problems for our definition of Australian literature. In the argument presented above it was not sufficient for someone to be Australian or to be writing in Australia for that work to be admitted as Australian literature - it had to shed some light on Australian culture. In that context the previous two writers certainly belong to an Australian literary tradition. But what about Vasilakakos? I would say yes, simply because his work gave me an insight into an aspect of our culture, albeit obliquely.

We live in a society which celebrates a song "I Still Call Australia Home" written and performed by an expatriate Australian living permanently in the USA. Our newsmedia is dominated by news from Britain. Yet for all that there is an aggressive edge to any claims that migrants may likewise continue to follow closely events in their own country. What is often not noticed is that the longer we stay in Australia the more alien and the more incisive become our critiques of our former homelands. So it is with Vasilakakos: the book deals with Greek political life and seeks to expose the weaknesses of Greeks in coming to terms with politics. In **Profile of Tyranny** people either do not want to face up to the realities of tyranny, or accept it with a shrug, or are too fearful to think about it.

Whether Vasilakakos will eventually be accepted as an Australian writer in the sense that Sobolewski and Abiuso are remains to be seen. What does emerge is that the identification of an Australian literature remains complex. Sobolewski develops themes which will help our understanding of the migrant presence but in so doing uses a form of English which is uniquely his. My impression is that he is not fully in control of his narrative and as a consequence the language does at times get in the way of the story. Abiuso's language is direct and straight from Australia's streets, which is, I believe, its great strength. It is the sort of writing that brought ultimate acceptance to Lawson.. However, Abiuso's stories are uneven and at times one gets the impression that it is the task of the reader to organize the images. Whether this is a conscious attempt at some sort of existential prose or simply due to a lack of control over the narrative - I cannot say. As for Vasilakakos his technical control I can only admire - to me the book was an eyeopener in that it broadened in understanding of Greek politics in a way that reading Greek novels had not done - I can only assume that it was the fact that he was writing from an Australian dimension that enabled me to enter into his stories more fully than I had found hitherto possible.

*John Tons*

# RESOURCES

Accompanying this Newsletter is a resource supplement **Resources for ESL:** Teacher reference and classroom materials No. 1 produced by the E.S.L. curriculum committee task group.

The reviewed materials included on the list are materials which classroom teachers are at present using and finding useful. This supplement will accompany each future Newsletter. We hope you will submit short reviews of any material which you would like to share with others, for inclusion in future supplements. Contact Penny McKay at Marion High School or myself at the Resource Centre, Languages & Multicultural Centre.

You also now have **English Language Accessions List No.19** which brings you up to date with materials being added to the collection. Note:-

- F. Hill, Eric. **Spot goes on holiday.**  
London Hill. Heinemann. 1986.  
This is one of a series of 'Spot' adventures now translated into many languages including Vietnamese, German, Italian...
- A new selection of books on festivals 394.26... Worth looking at, ready to supplement your own collections before the event.
- A recently published (1984) **Around the World Series** 915..(p.8) a good replacement for all those 'out of date' cultural geography materials.
- 418. AWA **Awareness of Language** (series)  
Cambridge Uni. Press. 1983-85 - a very readable set of books suitable for teacher and student use. This is an introduction to how language works, with a strong emphasis on practical activities.

Accessions lists in languages other than English are available on request. New materials being added to the collection are displayed every Friday afternoon - to Tuesday.

The Resource Centre holds catalogues of most publishing houses, publishing in the area of Multicultural Education/Multiculturalism, English as a Second Language and languages other than English. You are welcome to browse through these. We also offer suggestions for the school wishing to make selections in any of the above.

*Margaret Stockley*

# NEW FILM AND VIDEO CATALOGUE

## Images of Women II

In mid-February the latest film and video catalogue, 'Images of Women II', from the State Film and Video Library, was launched, and all schools will receive a copy.

This is the second part of a catalogue, listing under subject headings and alphabetically, films and videos which relate not only to the lives of women, but most have also been made by women. The films listed under **Multiculturalism, Family Life, Sex Role Stereotyping, Equal Opportunity** and **Women and Work** could be useful to teachers looking at issues relating to Girls and Multiculturalism. Teachers of the SSABSA ESL will find them useful in looking at some of the themes - e.g. "Between Cultures", "Growing Up", - "Commitment" and "Images of Australian Life".

For more information about specific films, phone Angela Tolley, Liaison Officer, at the State Film & Video Library (Phone 2687366).

Order titles through your school or phone direct (phone 268 7366)

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\* The All-Australian Calendar Book, complements the All-Australian  
\* Calendar 1986. Hodja has once more cooperated with the  
\* Australian Productivity Council, the Victorian Ethnic Affairs  
\* Commission and the Child Migrant Education Services Division of  
\* the Education Department of Victoria to produce them both as an  
\* exercise in community awareness.

\* As well as the actual entries, there is information about  
\* calendars, the major religions in Australia, activities for  
\* children, and a comprehensive index.

\* The overarching theme is PEACE. The International Year of peace  
\* Secretariat was impressed with Hodja's 1985 Almanac and Calendar,  
\* and it has fully supported the use of the peace theme for 1986.

\* A wealth of information useful in classroom practice at your  
\* fingertips - highly recommended!

\* Available from Seelect or from the publisher: Hodja Educational  
\* Resources Co-operative Ltd. 135 Church Street, Richmond. Victoria  
\* 3121 (telephone (03) 429 6111) at \$14.95.

\* B.v.W

\*\*\*\*\*



CLAYTON, LORNA.

**When do you bow in Australia?**

Sydney. A.F.S. 1984. \$14.00

"If man were a goldfish the last thing he would be aware of is the water in which he swims. How then can people, deeply immersed in their own culture be aware of other cultures....."

In this book Lorna Clayton from her experience as an A.F.S. (American/Australian Field service) host, orientation camp leader, and language camp director investigates "the water" through the experiences of exchange students from overseas. The students mostly from non-English speaking countries range from 16-18 years old.

Letters, poems, newspaper articles, cartoons, interviews, and personal observations from the content of this work. Two "tables of contents" are given, the first a selection of headings such as 'smiling' 'thanks' 'loving' 'culture shock' 'body language' 'cultural differences' etc. which may be used in reference to Table II headings which include 'Australian people', 'Homes and families', 'Feelings', 'Australian Schools', 'Communication', 'Australian behaviour towards those who are different'. Clayton notes 'there are many invisible differences (between cultures) that may have an effect on relationships...', 'there are an infinite number of ways that people can view social reality. There is no ideal or correct way of viewing another culture'.

From ways of dealing with stress to showering with hot water. From shaking the head to indicate yes instead of no, to blowing noses. From belief in spirits to how/when to talk to the opposite sex. From when do you wink? to when do you bow?

"How can we know all these things?....  
Having information, having the answer, is a help.  
Knowing that one answer may not be the answer leaves  
room to learn".

A very readable book written with sensitivity and humour.

*Margaret Stockley*

# POLISH PEOPLE & CULTURE IN AUSTRALIA

Edited by Roland Sussex and Jerzy Zubrzycki

(Immigration Monograph 3) Department of Demography, ANU, 1985.  
vii + 223 pp. \$12.95 soft cover

**Polish People & Culture in Australia** is a collection of eight essays by a group of well-known scholars representing the disciplines of demography, history, linguistics and sociology. The book presents an overall profile of the Polish ethnic group in Australia, the sixth largest group of non-English speaking immigrants.

Most Australians are virtually unaware of the Polish element in the formation of their nation. We speak of Kosciuszki and perhaps of the explorer Strzelecki, but often have no idea that these two eminent men were Poles. Not much is generally known about the Polish soldiers who fought alongside Australian troops in Tobruk and Italy during World War II and who subsequently settled in Australia. And the 'quiet presence' of several thousand settlers who came to Australia as Displaced Persons, or as victims of the several crises which have shaken Poland in recent years, has also escaped the attention of scholars, publicists, and - with minor exceptions - of novelists and poets.

The Department of Demography of the Australian National University is very pleased to have this volume in its Immigration Monograph Series.

## CONTENTS

### Introduction

Roland Sussex and Jerzy Zubrzycki

### The Demography of Polish Settlers in Australia

Charles A. Price

### Sir Paul Strzelecki and his Achievements

Lech Paszkowski

### Polish Migrants in Hobart: A Study of Community Formation

Jan Pakulski

### Polish Culture and Education in Australia:

### Review of some Recent Research and Educational Developments

J.J. Smolicz and M.J. Secombe

### Polish Language Maintenance among Polish Children

Ruth Johnston

### New Generation: Cultural Transmission among Children of Polish Migrants in Hobart

Jan Pakulski

### The Double Life of a Bilingual

Anna Wierzbicka

# ESL CURRICULUM COMMITTEE COMPUTER TASK FORCE

At its meeting on the 5th March the group, comprising primary, secondary and tertiary educators, clarified its immediate task as being the review of software, the compilation of a select bibliography of literature about L2 learning, for the Vertical File in the Languages and Multicultural Centre Resource Centre; TESL methodologies and the use of computers; and in addition supply our reviews to the Angle Park Computer Centre in accordance with their 'Software Evaluation Guide'.

In the long term therefore our purpose will be to:

- Look at and become familiar with what is currently available in software and judge its appropriacy. This to result in reviews which may be circulated to people working in the ESL field.
- Make recommendations about the nature of software required to meet the needs of ESL learners.
- Collect information/articles on computer assisted learning and ESL and disseminate these.
- Investigate the possibilities for setting up an in-service course for teachers.  
(Option in the TESL Course: Computers in ESL)
- Facilitate the information flow from groups using computers to assist second language learning programmes through regular reports in the Multicultural Newsletter.

We are also keeping in touch with the SLUCA project in 6 primary schools (Second Language, using computers as an aid), which have similar aims to those above. Key teachers meet regularly in the Languages & Multicultural Centre to discuss progress and compare notes

The Convenor of the Task Force is Anny Be of the SACAE, Salisbury Campus.

Meetings Term 1 of the ESL.CC Task Force will be on:

Wednesday 2nd April: 4.00 - 6.00 p.m. at the L & M.C.  
Individual groups review 2 software.

Wednesday 30th April: 4.00 - 6.00 p.m. at the L & M.C.  
Individual groups review 2 software.

Interested people are welcome to join.

*Brian van Wageningen*

# 7th INTERNATIONAL FILM FESTIVAL FOR CHILDREN

14th-18th JULY 1986



## 7th International Film Festival for Children. 14th-18th July 1986

**Festival Theatre, Adelaide**

### PROGRAMME GUIDE

To enable schools to make bookings at the Festival Theatre and to arrange transport, the Guide below gives the age suitability of each programme.

MONDAY	JULY 14	Morning: Programme 1. Children 8-12 years
		Afternoon: Programme 2. Children 8-12 years
TUESDAY	JULY 15	Morning: Programme 3. Children 4-7 years
		Afternoon: Programme 4. Children 11-12 years
WEDNESDAY	JULY 16	Morning: Programme 5. Children 4-7 years
		Afternoon: Programme 6. Children 8-12 years
THURSDAY	JULY 17	Morning: Programme 7. Children 4-7 years
		Afternoon: Programme 8. Children 8-12 years
FRIDAY	JULY 18	Morning: Programme 9. Children 8-12 years
		Afternoon: Programme 10. Children 11-12 years

**SCREENING TIMES:** Morning 9.45 a.m. — 12 noon  
Afternoon 12.45 p.m. — 3.00 p.m.

**ADMISSION:** \$2.00 children  
\$5.00 Festival Membership  
Adult in charge of a school group of not less than 10 students admitted free.

**BOOKING  
ARRANGEMENTS:** Judy Thyer, Festival Centre Adelaide  
Tel: **213 4666** (open from 2nd April, 1986)

The films entered for the 7th International Film Festival for Children will arrive in Adelaide during June. They will be previewed by a Committee of the S.A. Council for Children's Films and Television before programmes are finalized. The S.A. Council reserves the right to make changes to the programme if necessary.

Festival Director: Mrs. Eileen Sharman

Festival Office: 181 Goodwood Road,  
Millswood, S.A. 5034  
Tel: 373 0282



# FESTIVAL THEATRE



Assisted by the Government of South Australia  
Assisted by the Australian Film Commission

BECAUSE WE CARE  
MAKING A DIFFERENCE

Contact the South Australian  
Council for Children's Films and Television Inc.  
181 Goodwood Road, Millswood • Tel: 373 0282



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