

MY LIFE: MY LEGACY



A PRACTICAL MANUAL

Generations working together to
digitally record their personal stories
of post war Greek migration to
Australia

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Fairfield Hellenic Senior Women and Partners thank and acknowledge the City of Darebin

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INTRODUCTION

The City of Darebin has a cultural makeup of residents and had strong influxes of migrants from Greece and Italy in the 1950's and 60's following World War II. People born in Greece constitute the largest ethnic group of overseas born in the southern suburbs of the municipality Fairfield Alphington Thornbury and Northcote.

They also represent a significant growth in the 70 to 85 + age group. This is the age group of most of the members of the Fairfield Hellenic Seniors. The ageing of these people reflects what is happening in other areas of Victoria.

The 2011 census indicates that the median age of the Greek-born in 2011 was 67 years compared with 45 years for all overseas-born and 37 years for the total Australian population. The Greek speaking elderly representing the 75 + age group are rapidly increasing. Post war migrants to Australia, once a vibrant contributing force to this society, are now gradually confronting ageing and departure. (1)

Fairfield Hellenic Senior Women and Partners was established in August 2015 and became an incorporated organisation in November 2015. The senior women initiated the club and did so with the belief that there are many Greek speaking seniors living in this area for many years who would benefit from having a local meeting place. Having felt their own isolation and diminishing capacities associated with age, they identified that the same need for social interaction was needed by their peers, friends, relatives and neighbours. People who can be described as becoming increasingly vulnerable to social isolation due to numerous social barriers associated with ageing. These are seniors who are dropping out of their normal social interactions and on attending existing social clubs for a variety of reasons such as:

- Widowhood- no longer confident in attending without partners
- Loss of driving licences
- Increasing problems with physical mobility
- Decreasing ability to negotiate complex public transport due to age related disabilities
- Others are home bound with responsibilities of caring for unwell partners
- Some have never engaged in senior's groups, their lives revolving around raising grandchildren, a life role now completed.
- Some have not felt isolation or the need to participate in senior's groups until experiencing loneliness through the loss of their lifelong partners.

The benefit of the social connection provided through this group has touched observers and participants in a meaningful way. Listening to the conversations of these seniors reminiscing and talking about their life experiences, their origins, traditions, experiences of war time and migration, their

achievements, and their losses, makes vibrant and meaningful conversation. It is a truly moving experience and evidence to the fact that so much history will be lost as this generation of Greek migration to Australia departs.

A poignant reminder also, that this generation, like other European migrants of their time grew up in countries plagued by world wars, civil war and poverty. Many have been subjected to psychological trauma. Most did not have the opportunity of an education beyond primary school. These are the conditions which lead to the movement of these people to Australia, a land that offered them the opportunity for a better life.

While these people's formal education levels may be poor, their life experience, their achievements and their contributions to Australian society have been abundant.

Confidence of post war migrants currently living their senior years in Australia is also affected by technology. They are people who feel particularly excluded and alienated by the English language and now the language of digital technology. Many find computer technology impenetrable and even threatening.

Over the past twenty years, the rapid rise of digital technology, the computer age, has set new social barriers to this generation's interaction and participation with today's society. These seniors belong to what generally referred to as the "The generation that tech forgot (2). This is a global phenomenon, subject to international research and has inspired many projects including the European initiative "Grandparents and Grandchildren". (3)

It clearly highlighted that in a society where participation and connection is increasingly dependent on the use of technology, those in the situation like our members, who are already linguistically disadvantaged and computer illiterate are losing out. They are greatly disadvantaged in accessing opportunities that technology provides.

Purpose and aims of this project as outlined in the Submission for grant

"My Life Story: My legacy" is an active history project that aims to engage isolated seniors in a way that is personally meaningful and stimulating. It will encourage seniors to actively participate in a process of lifelong learning through familiarisation with technology (computers scanners printers the internet etc) in a way that is not threatening. A key objective is to encourage them to familiarise themselves with the opportunities that technology provides them.

It has been researched and proven that seniors who break through the barriers can achieve major long-term benefits such as an easy access to numerous information services, mental stimulation, and improved social connection. (4)

"My Life: My legacy" draws on the concepts underlying a European initiative, Grandparents and Grandchildren. A project that puts forward the idea of a unique learning setting aimed to improve the digital literacy of elderly by small steps. It promotes the use the communication technologies as a mean to stimulate and encourage intergenerational learning and mutual understanding between generations; "My Life: My Legacy provides the opportunity for grandparents to work together with children and grandchildren in creating their own life story and their family's life story in a digital format.

Participating in this project will continue to engage these seniors in meaningful way. It will provide them to learn how to archive pictures, documents, videos, and any other material of personal historical

meaning. That is, anything they deem important or is of interest to their family, and to do so through engaging with younger people and learning from their computer knowledge and expertise.

The concept draws on international research which demonstrates that seniors can overcome barriers and can learn to engage with technology and social media when they are given ongoing support and are accessing technology on matters that are meaningful to them as opposed to the traditional IT seminar which can be overwhelming. Reassurance of their safety and security is also a major factor.(5)

The benefits for seniors who choose to participate are multiple. Some are as follows:

- Providing participants with a sense of purpose,
- Opportunity to acquire new skills and knowledge,
- Constructive use of time on their hands,
- Lifelong learning,
- Familiarisation with use of technology and opportunities it provides in a non-threatening way,
- Making better use of their local library facilities, its computer resources and library support staff,
- Engaging with children and grandchildren in a meaningful way as they work on their project,
- Confidence in recalling their contributions to society, and
- Confirmation of the belief they are still contributing by leaving a legacy to their decedents and to Australian society which became their home and final destination.

Technological Barriers

One of the most significant obstacles to the use of technology by seniors is the emergence of a new language associated with the digital age. Technology has imposed a new way of being, a new view of the world and communications within it. Associated with this is a whole new vocabulary, points of meaning and differences in the way we connect with significant others. These developments have created gulf between this generation and the following one.

Learning new linguistic terms and their practical application can create a common platform and help the elderly to better communicate with younger people's view of the world. That is, if seniors take on the challenge of learning some new things and younger people assist.

Chances are that children and grandchildren are more familiar with the technology and the terminology associated with it. In fact, the project undertaken by the European Union "Grandparents and Grandchildren" promotes a unique learning setting with the aim of improving the digital literacy of seniors in incremental small steps. This encourages the cooperation of seniors with younger generations in order to promote their full political rights in today's digital society.

A challenging project indeed!

My Life: My Legacy Project

“My Life: My Legacy”, (A Practical Manual - Generations working together to digitally record their personal story of post war Greek migration to Australia), is a project for which we have been generously received funding through the Victorian Government’s CALD Seniors Participation programme. It is founded in the belief that it is possible for seniors to engage with technology. It is very possible if simple guidelines are developed, support provided to guide them through the process.

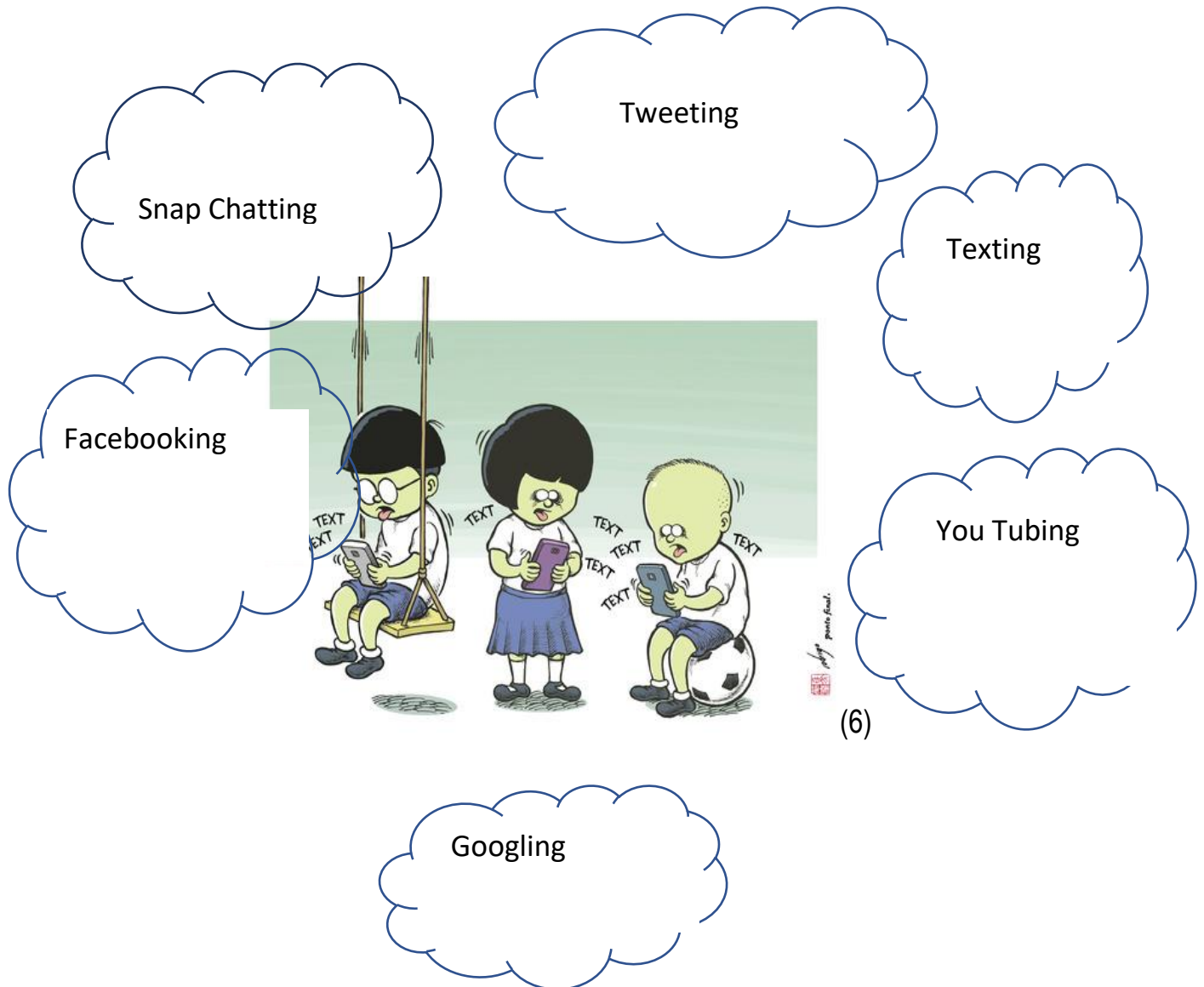
It is a project which aims to engage encourage and facilitate cooperation between seniors, their children and grandchildren, in a way that has mutual and personal meaning for them and their descendants. It is therefore bilingual and printed in both the English and Greek language.

Part A of the manual is dedicated to the importance that recording of historical events has for society and the importance of recording of one’s personal history for the benefit of their descendants. The aim of this section is to inspire enthusiasm in those who participate in the project.

Part B is a practical guide which aims to teach participants how to organize and archive photographs, documents and other material that has historical significance to them, their families and to future generations. It also covers how to engage family members who have computer skills and work with them to transfer their archives to digital format. It intention is to use the opportunity provided through these meaningful tasks, to help them gain knowledge and confidence in the use of today’s technology (computers, scanners the internet etc). And doing so in a way that is not threatening but promotes understanding of the potential usefulness of technology and opportunities it provides to them personally. It contains practical examples and exercises.

Part C As we have said there is a serious digital divide between those who have ready access to computers and the Internet and who speak the digital language, and those who do not. The purpose of this section is to help bridge the gap of the digital language divide between Greek speaking seniors and their children. It contains a brief history of computers and a comprehensive pictorial guide of computer and internet related terms and concepts and is made available as a PowerPoint presentation in the Greek version of the manual.

WHAT ARE THESE KIDS DOING ALL DAY?



Learn their language. They will be delighted with your knowledge.

Explanation of terms is found on the next page.



Snap chat is a popular mobile application that allows registered users to send videos and pictures, both of which will self-destruct after a few seconds of a person viewing them.



Face book is a social networking website and service website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues. The site, is available in 37 different languages, Users can post comments, share photographs and links to news or other interesting content on the Web, play games, chat live, and even stream live video. Shared content can be made publicly accessible or it can be shared only among a select group of friends or family, or with a single person.



Twitter is an online news and social networking service where users post and interact with messages, "tweets", restricted to 140 characters. Registered users can post tweets, but those who are unregistered can only read them.



YouTube is a website designed for sharing video. Millions of users around the world have created accounts on the site that allow them to upload videos that anyone can watch. Video files can be very large and are often too big to send to someone else by email. By posting a video on YouTube, you can share a video simply by sending the other person a url 'link' – that is, the 'address' of the relevant internet page.



Texting is the act of composing and sending electronic messages, typically consisting of alphabetic and numeric characters, between two or more users of mobile phones, fixed devices (e.g., desktop computers) or portable devices (e.g., tablet computers or smart phones).



Google Search commonly referred to as Google Web Search or simply Google, is a web search engine developed by Google. It is the most-used search engine on the World Wide Web.

PART A

Before we Begin our Work, Some Words of Inspiration

HISTORY

What is History?

The Importance of History

Why Write your Life Story?

A Small and Important Book “The Up and Downers”

What is the Significance of this Article?

Extract - Anastasios Vasilopoulos

The Story of Greek Migration to Australia

What is a Personal History?

Why Record your Story of in Digital Form?

What do Personal Historians Do? What you can Do?

What is History?

History means "inquiry, knowledge acquired by investigation". It is the study of the past as it is described in written documents. It is an umbrella term that relates to past events as well as the memory, discovery, collection, organization, presentation, and interpretation of information about these events. Events occurring before written record are considered prehistory. Scholars who write about history are called historians.(7)

The Importance of History

According to David Crabtree,

"History is important. In centuries past this statement would have seemed self-evident. Ancient cultures devoted much time and effort to teaching their children family history. It was thought that the past helps a child understand who he is.

Modern society, however, has turned its back on the past. We live in a time of rapid change, a time of progress. We prefer to define ourselves in terms of where we are going, not where we come from. Our ancestors hold no importance for us. They lived in times so different from our own that they are incapable of shedding light on our experience.

Today's individual is so much smarter now than he was even ten years ago that anything from the past is outdated and irrelevant to us.

Therefore, the past, even the relatively recent past, is in the minds of most of us, enshrouded by mists and only very vaguely perceived. Our ignorance of the past is not the result of a lack of information, but of indifference. We do not believe that history matters.

But history does matter. It has been said that he who controls the past controls the future. Our view of history shapes the way we view the present, and therefore it dictates what answers we offer for existing problems." (8)

Why Write your Life Story?

"A life story is a gift one generation bestows upon another"- Denis Ledoux (9)

Few people would argue the value of creating a story about a life lived. In fact, it's a dignified and generous act to create a story of your life for your descendants. From it, they will likely learn something valuable and engaging from the things you experienced and the history that shaped you as an individual.

- A record of your life is a powerful way to connect generations and preserve memories. Personal histories connect generations - including generations unborn.
- It is a legacy for your children and for generations to come.

- Personal histories also allow you to reflect on what you have learned from life. Recollection and life review are now recognized as important life processes. Sorting through memories allows us to find the meaning, and value in our lives.
- If you wish you can contribute your story to Australian historical archives as an offering to the country that became your home and final destination.
- More significantly, events of a life experience that are not recorded will be lost to the world forever.

A Small and Important Book

On the following page is an extract from the book “Anevokatevates” (Up and Downers) by the researcher and author Nikos Pasagiotis. This piece, Vlachs and Arvanites in Moria is beautifully written but its rambling poetical prose and use of colloquial Greek makes translation difficult. He talks about the gradual movement of nomads, shepherds and their herds from their existing homelands, of harsh terrain and climate, in search of warmer more fertile regions. They make a back and forth long southward journey, over generations. They eventually migrate, settle and assimilate peacefully with locals, building villages and homes in the more bountiful regions of Messenia (10)

The Vlachs and Arvanites described in the book were not famous. There were not kings nor people of wealth. They were a simple people who struggled to survive. They were people who lived in the dark ages. They had neither education nor the means to record their experiences. In fact, there were very few records of the movement of these people.

«Vlachs are an important part of the Greek settlement although their origins remain disputed from all sides. » (11)

The name “Vlahos” or “Vlach” is open to interpretations as mountaineer, nomad, unpolished, shepherd, etc. Vlachs are said to have their origins in Slavic regions of Europe. The origins of Arvanites are also disputed and are said to have a long history dating back to back to the fall of the Roman Empire and through the Byzantine era and middle ages. Over centuries and generations, they moved southwards from the Balkans to eventually assimilate with the locals and create settlements in Southern Greece. (12)

In this piece “**Shepherds of Arcadia to the Pastures Messenia**” Pasagiotis refers to the movement of these people from the rugged mountains of Arcadia, to more fertile lands in the region of Messenia where they built villages and permanent homes.

As there were no written records we learn about their lives by means of narratives, imagination, poetry and song passed down by ancestors to descendants over time. Their story was passionately investigated by the author Nikos Pasagiotis. He researched and imparted their history in the ancient Homeric fashion a form of human communication where information, ideas and cultural material is received, preserved and transmitted orally from one generation to another.

Τσοπάνηδες της Αρκαδίας στα Χειμαδια της Μεσσηνίας



Βλάχοι και Αρβανίτες στο Μοριά
Από το βιβλίο

«ΑΝΕΒΟΚΑΤΕΒΑΤΕΣ» του Νίκου
Πασαγιώτη

Εδώ, στο κέντρο του Μοριά, θα σταθώ περισσότερο για να αγναντέψω όσο μπορώ μακριά στα περάσματα των κοπαδιών, να μάθω για τους στανεμένους βοσκούς στην Αρκαδία, ποια η ζωή τους, πως βιοπορούσαν, και πως με τον καιρό κατέκτησαν σαν παραχειμάζοντας ειρηνικά τη Μεσσηνία, πιο πολύ την Πυλία, την απαγκερή και πολύβοσκη εκείνη άκρη της Μεσσηνίας.

Εδώ πρόκειται για τους γνωστούς «ανεβοκατεβάτες», όνομα που έδωσε ο λαός στους βοσκούς, από το ανέβασμα την Άνοιξη με τα κοπάδια στην Αρκαδία, και το Χειμώνα το κατέβασμά τους στα χειμαδιά της Μεσσηνίας. Η πολυμορφία του εδάφους της, τα απέραντα οροπέδια, τα πυκνά της δάση, οι ρεματιές και τα ποτάμια της Αρκαδίας σκεπασμένα από σμυρτιά, θρούμπη και πουνάρι αποτέλεσαν από τα πανάρχαια χρόνια πηγή έμπνευσης σε ποιητές και λογοτέχνες μέχρι και σήμερα σε ξένους και ντόπιους. Τα τραγούδησε η λαϊκή μούσα, τα έκανε θρύλο.

Σε αυτά λοιπόν τα απάτητα βουνά, σ' αυτή την παρθένα φύση, οι ποιμενικές φυλές έβρισκαν πάντα σιγουριά και καταφύγιο. Όσοι από τους ποιμένες της Στερεάς έφτασαν τα Μοραϊτικά βουνά, γι' αυτό τους ονομάζουν Σκηνίτες και Ρουμελιώτες, τμηματικά και κατά καιρούς, ακόμα και με τη συμπαράσταση και ανοχή των αρχών που προσπαθούσαν και προωθούσαν τους βόρειους προς το Μοριά που ευχαρίστως ο Μοριάς δεχόταν κάθε κάθοδο ξένων κυρίως κτηνοτροφικούς πληθυσμούς. Οι πιο πολλοί απ' αυτούς σαν ορμητήριο είχαν την Αρκαδία, εκεί έστηναν γρέκια με σκοπό να κατέβουν πιο νότια.

What is the significance of this article?

The story of the “Up and Downers” is important and relevant to your own story and to the story of all migrants and refugees.

You too made the move from your homeland, Greece, to seek a better life in Australia. You escaped hardships of civil war dictatorship poverty, seeking better economic opportunities offered in other parts of the world. You traversed the Indian Ocean towards an unknown place in the Southern hemisphere to find more fertile economic terrain to build a better future.

Many of you have returned to the place of your birth to reconnect with your roots, to see relatives, to again experience the balmy Mediterranean summers and to smell the earth of your childhood. You returned to introduce your children to their origins.

Many of you traversed the Indian Ocean many times for these reasons. From the northern hemisphere to the southern hemisphere. From the southern hemisphere to the northern hemisphere of the earth. Many of you considered the permanent return home. Some of you returned. Most of you stayed in Australia and settled permanently and assimilated. You too are “Up and Downers”.

Your experiences are amazing. Your life’s journey is incredible. The story of your life should be told to future generations by any means you have at your disposal.

This article also has contemporary relevance to the experience of refugees and others who seek to migrate to create a better life for themselves and their families. The movement of people to places of the world offering a better economic opportunity continues today as we observe and as reported daily by the press.

In the following article by Anastasios Vasilopoulos, a dear friend and critic of the book “Anevokatevates” insists in his review that these stories have universal relevance. He maintains that all people have an obligation to the next generation to record their history. If they do not, the chain of intellectual succession will be broken.

“Let us leave as much written material to generations that will follow. Let us all help in the spiritual transcendence of humanity. Let’s shed light on the darkness of ignorance. Cast out the ghosts that frighten humanity so that it can become free and strong beneath the glow of the truth and of education.

These around about what this special and good friend N. Pasagiotis would converse about. A man who could have offered much to the education of the Greek people had not the difficulties of his childhood keep the doors of a higher education closed and had not a life of struggling to earn a basic wage not consumed his creative time.

Crystal clear, strong mind distinguishes his research and concern, He lives things and is inextricably linked with them. He views the eternity of life quite rightly as, the interdependence and succession of generations

As one generation emerges from the light of the sun of the previous generation it will draw on it as a babe suckling on the breast to hold on to life. It will taste the previous generations efforts and offerings to hold onto and survive life. And from here stems the most important obligation of every generation, the responsibility to make their passing as fertile and creative as possible.

Alas for the generation who will pass the path of life without purpose. This generation will justifiably bear the curse of the younger generation.

Viewing life through these lenses, and feeling the heavy obligation and responsibility a generation carries towards the younger generations, he picked up his pen frequently and within the limits of his abilities and has completed this remarkable work.

In the continuity of life between generations, he sees, beyond material and spiritual assets, customs, traditions etc. These spiritual assets are the cultural wealth of society, which reflects conditions of universal importance. If these are not recorded not written into books, we will not immortalize them. They will be lost and the chain of intellectual succession will have gaps, it will have chasms that will directly impact on the path of human spirituality.

With this essay, our friend Nikos Pasagiotis attempts to bridge a gulf. His clarity of thought, deeply-rooted in a love for nature flies into a dance, it can be said, behind these shepherds, the Up and Downers, the Vlachs of the paddocks and mountains the crystal-clear springs and valleys Living with them in their joys and their sorrows.

This is the trail followed by our author in his study of virgin goat paths of mountains and scrub unpolluted from the impurities of cities and ports, and which allows him to approach the more intimate, warmer, humanity of fellow human beings Through this path he will see and will present us the continuation of peoples, and remind us that everybody is a branch of the same tree and our difference is no more than the difference between the foliage and the fruit of a tree from the North to the East., (from the West to the South)

The issues raised in this book are remarkable since its determination is to is immortalize the people and things of bygone days which if neglected will be lost forever.

This book will have accomplished its intended purpose the if it sparks interest and encouragement of other (historical) researchers to present more comprehensive studies of the past.

And let's not forget that the greatness of the Homeric epics is found exactly in the fact that they immortalize an era.” (13)



The History of Greek Migration to Australia

In the following extracts, we read how historians have documented the story of Greek migration to Australia. Information has been sourced from the web pages of the Museum of Victoria. This website is operated by Museums Victoria, an agency of the government of the State of Victoria and specifically addresses the flow of immigration to Victoria is based on government census information gathered in Victoria since 1854. We fully acknowledge Museums Victoria as the source of the following information. (14)

History of immigration from Greece

Greeks have been establishing new lives in Victoria ever since the gold rush of the 1850s. Many Greeks were amongst the sailors who left their English ships in Australian waters when they heard the discovery of gold. Most intended to return home rich men, so few women came to join them. By 1871, there were still only 19 Greece-born women in Victoria, and 127 men. After the gold declined, those who stayed found work in restaurants, cafes and shops.

*The community commenced to consolidate through chain migration- relatives and townspeople joining Greek settlers already here. The Greek Orthodox Community of Melbourne and Victoria was founded in 1897 and in 1901 the Greek Orthodox Church in Melbourne was established. The first Greek language newspaper, *Australis*, was issued in 1913.*

In the 1920s a quota system limited the number of non-British immigrants to Australia, Greeks included. Between 1925 and 1929 this meant only 100 Greeks could immigrate each month.

After World War II and during the civil war in Greece that followed, over 160,000 Greeks came to Australia, mostly to Victoria. Initially, the majority found work in factories or farms as unskilled or semi-skilled labour – even educated migrants had to settle for a manual job. Community groups, churches, welfare agencies, newspapers and schools gradually developed, and eventually, the population of Melbourne constituted one of the largest Greek settlements in the world outside of Greece.

Although Greek immigration to Australia declined in the 1970s, in 2011 almost 49,991 Victorians were born in Greece. Far more are proud to have Greek heritage. The Greek community today largely lives in areas around Coburg, Preston, Port Melbourne, Oakleigh and Doncaster, and continues to make significant contributions to many aspects of Victorian life – particularly in food and hospitality, manufacturing, small business and politics.

History of Immigration from Egypt

Immigration from Egypt to Victoria increased significantly after World War II. Many immigrants arrived in the late 1940s and 1950s, escaping the growing Arab nationalist movement in Egypt which saw the overthrow of the Egyptian monarchy and the subsequent Suez Crisis. By 1952, the population of Egypt-born Victorians had increased to 2,748; within seven years it had more than doubled to 6,555. Because of their multilingual skills many secured employment as translators and interpreters for the Australian government, in particular for the Department of Immigration.

During the 1970s and early 1980s, increasing numbers of Egypt-born people settled in Victoria, and by 2011, the community had grown to 12,491 people.

The variety of languages spoken by Egypt-born Victorians today reflects the multicultural character of the cosmopolitan cities of Alexandria and Cairo. While nearly half speak Arabic at home, the population includes significant numbers who speak Greek, Italian, French and English.

History of immigration from Cyprus

Cypriots were first recorded in Australia in the 1850s. These early arrivals were mainly Greek Cypriots who came to Australia as gold prospectors. Many settled in Victoria and established small businesses in Ballarat and Daylesford. One of the settlers was Tony Meringa (Miranda), who arrived in Victoria in 1857 and moved around the goldfields area before settling in Daylesford and owning the Athens Hotel.

More Cypriots arrived after the British take-over of Cyprus in 1878, many working their way to Australia as crewmen on board British ships.

The first significant arrival of Cyprus-born immigrants in Victoria began after World War II, in response to a politically unstable homeland. The Victorian Cypriot population increased from just 169 in 1947 to 2,396 in 1954.

Cyprus became an independent republic in 1960, but in 1974 Greece-born officers of the Cyprus National Guard overthrew the government. In response to this coup, Turkish troops invaded Northern

Cyprus and displaced nearly half of the island's total population. This caused increasing numbers of Cypriots to migrate to Australia, with the Victorian community almost doubling in size between 1971 and 1981, to 10,555 people.

Today Victoria is still the most popular destination for Cyprus-born migrants to Australia, with 8,178 recorded in 2011. The community clearly reflects the ethnic make-up of Cyprus. In 2011, 61% of Victorian immigrants from Cyprus spoke Greek at home, and 26% spoke Turkish. 5,260 were recorded as Orthodox and several hundred more belonged to other Christian denominations; 2,054 were recorded as Muslim. Cypriot migrants have settled all over Melbourne with significant numbers in the outer North and West, largely working as tradespeople, labourers and professionals. Organisations such as the Cypriot Community of Melbourne and Victoria provide support to the community

What is a Personal History?

Beyond the statistics and factual accounts described above, integral to the history of mass migration of the Greek people, are the very rich personal stories of individuals and their families. This is their personal history.

It contains the substance of human experience. The joys and laughter, the losses and the tears, the achievements and contributions, the songs, the celebrations, the lessons learnt from life. and the hopes and the dreams of a generation.

This is what Anastasios Vasilopoulos refers to as spiritual rewards, as the cultural wealth of society and of having universal significance. If these human experiences are recorded, they are in a sense, immortalized and connect generations.

Personal history is the process of saving the history of a life. Today this can take many different forms: it could be a memoir, a tribute, an autobiography, a biography, or an oral history. Personal stories come in a variety of formats, including print, video or audio. A life story can be as simple as an oral recording or a hardback publication. It could be a video with a brief tribute or full-length documentary. Personal stories can also take other specific forms, such as a cookbook, a memory box or a photograph collection.

Today we can all create and store our personal historical archives in digital form.

Why Record your Life Story in Digital Form?

- Digital format will be more responsive and easy to use for the next generation,
- It also allows children and grandchildren to participate in your project by sharing their knowledge and technological capabilities,
- It promotes cooperation and interaction between generations,
- It allows easy access of your story to many if you want this.
- A digital format is considerably more affordable than printing a book.

What Do Personal Historians Do? What you can do.?

Personal historians help clients (individuals, families, communities, businesses, or organizations) preserve memories, images, voices, stories, and histories. They bring an objective eye to the material, helping their clients focus and narrow down what began as an overwhelming project. The final product will have a level of professionalism that goes beyond what the client could achieve alone. (15).

However, the costs of these services can be prohibitive for many people.

This guide is about helping you write your personal history using various simple methods. It will guide you to organize your archives and by using various means and tools available through technology to record them in digital form.

Of course, you can use any format that you prefer. However, the intention of this guide is also to familiarise the user with technology in a way that is meaningful. A way that is not threatening because it encourages working and cooperating with children and grandchildren to capture the special circumstances of your family history.

Good Luck

PART B

WORKBOOK

1. PERSONALARCHIVING IN SUMMARY
2. HOW YOUR CHILDREN AND GRANDCHILDREN CAN HELP YOU
3. PREPARING YOUR ARCHIVES: WHAT ARE ARCHIVES?
4. INFORMATION YOU CAN FIND ON THE INTERNET. "MY ORIGINS"
5. MEMORY AND RECOLLECTIONS: HISTORICAL BACKGROUND GREECE
6. POST WAR MIGRATION SHIPS TO AUSTRALIA
7. SETTLEMENT AND RESIDENCE OF GREEKS IN AUSTRALIA
8. FAMILY PHOTOGRAPHS
9. SCANNING PERSONAL DOCUMENTS AND HISTORICAL RECORDS
10. FAMILY HEIRLOOMS
11. POWERPOINT PRESENTATION FAMILY HEIRLOOMS
12. FAMILY TIME LINE
13. GENEALOGICAL CHARTS YOUR FAMILY TREE
14. HOW YOU CAN PRODUCE A BIOGRAPHICAL INTERVIEW IN VIDEO
15. 52 QUESTIONS IN 52 WEEKS



1 PERSONAL ARCHIVING IN SUMMARY

Archiving refers to the organization and preservation of personal documents, photographs etc. of a family or individual. It is often associated with family history, a project where the family deal with the recording of their history to leave a legacy for future generations.

Many see the digital age as providing an opportunity to leave a richer legacy for future generations. Those engaged in this exercise may also decide that their life experiences are a potential source of information for historian's cultural records. (For example, Public Libraries).

In summary, the process of personal archiving is as follows:

- We collect our materials, files, documents, photos. Material that we think is worth keeping.
- We select a classification method and organize our material.
- We select a secure preservation method to ensure the selected files will withstand time and be available for future generations.
- We Invite other family members to participate in the exercise and to add information that is important to them. This allows you to create a collection of material that has relevance for the whole family.
- Individuals involved in the personal archiving examine all the documents, the memories and experiences of the individual and the family. These experiences may relate to memories of your life, living family, dear ones who have passed away, or a practical description of our ancestors.
- From the materials, we make interesting observations, written notes, time lines and add photos.
- Our priority is to ensure the long-term preservation of this material. This often deals with the transfer of your files to a digital format.

- This allows will allow you to preserve the life of your material and to keep it in a safe secure place. It also allows multiple copying and easy distribution to other interested people.

1.1 Methods of Digital Archiving



Files Stored in your computer's hard drive.



Files Stored on a USB memory stick.



Files that are burned and stored on a DVD Disc.



The members of Fairfield Hellenic Seniors who take part in the project "My Life: My Legacy" will be provided with a folder to store their paper documents and an USB stick to transfer their historical archives in digital form.

DIGITAL TECHNOLOGY AND USB FLASH DRIVE

USB flash drive or better-known memory stick is a small device where we can store various data from our computer. If we connect them to a computer we can store any information we choose. We can include written documents, photographs, music and videos. They are very small and lightweight and we can carry them everywhere. So simply, we have all the data we want at any time in our pocket.



YOUR NOTES

2. HOW YOUR CHILDREN AND GRANDCHILDREN HELP YOU



When we ask our children and grandchildren to cooperate there are some things we need to take into consideration.

First and foremost, when you ask for their help, it is important to have an understanding that they may be busy with other work demands or life requirements at any time.

One way in which you approach them and inform them and explain that you want to work on the digital recording of the history of your family. This is important to you, for them and for

generations to come. Tell them that you need their help because they have knowledge and skills that you do not. Ask them if they could schedule a time to work with you on this task.

Secondly, give them the English version of the manual. They too need guidance. Specifically ask for their help to transfer your files to digital format. Together with your children select a storage mode to preserve your story, a way that will guarantee its security for future generations.

It is important to understand that the preparation and organization of family files are your responsibility. This is the hardest part of the exercise.

Collect documents and material of interest and put them in an order of preference. Do you want to present the information in chronological order or in free form? You may present your material in a practical systematic method or in a more expressive and creative way. This is your personal choice. There is no right or wrong way.

The practical guide will help you to prepare personal historical archives by providing you with examples of a variety of techniques you can use.

Ask the children if they want to add material which is of special interest to them as part of their family history. Chances are that they will be thrilled with your effort and your interest to leave a written legacy.

You can start your family history by thinking about the biographical questions outlined in the guide and begin by recording memories, factual events and your life experiences.

We will explore the ways that younger people may help with technology. Briefly, the manual will cover how to find and download interesting pictures historical records and other information relevant to your past from internet websites.

They can show you and help you with scanning of your prepared documents and photos.

They may even be able to create a presentation with the PowerPoint program for you.

Your children may even have the disposition and desire to organize a biographical interview by video with you.

All these ideas are covered and explained in more detail throughout this workbook.

Keep an open mind. Your children are much more experienced in the use of digital technology and may have some ideas that are better and more innovative than those presented in this guide. Listen to their suggestions. That is with one very important exception.

Your personal history is your property. Only you have the right to decide whether your records will be published or publicized on the public domain of the internet.

We begin with the question of how we can prepare our archives

3 PREPARING YOUR PERSONAL ARCHIVES: WHAT ARE ARCHIVES?

3.1 Existing Personal Documents

Archives are a collection of historical documents that provide information on a place, institution or group of people.

Existing historical family documents can include

- Photos
- Passports
- Certificates
- Property titles
- Family Letters
- Family Recipes
- Poems

3.2 Other Existing Documents

You can go to your local library, find history books and explore the historical data that is of relevance and interest to your project. Libraries house several other resources that you can locate and use. In addition to books, these physical resources include periodicals, magazines, newspapers, maps, and manuscripts. In addition, many libraries provide media resources such as films, prints, CDs, cassettes, and videos that you can access.

These days, however, it is much easier to find the information we need through the World Wide Web. Especially if you are seeking documents only available overseas.

Most of the information used to create this manual was sourced from the World Wide Web.

3.3 Circumstances and Facts not yet Recorded

Your archives can also include information that has not been officially recorded such as for example:

Chronicles -the history of events of your life ranging in chronological order, as in a time line. The purpose of which is the recording of events in life.

Personal accounts- written or oral narrative of life experiences, memories, stories passed down by ancestors and places of relevance to you.

There are also **Family heirlooms** that will refer to later.

YOUR NOTES



4. INFORMATION YOU CAN SOURCE FROM THE INTERNET: “MY ORIGINS”

DIGITAL TECHNOLOGY AND THE WORLD WIDE WEB

The term **World Wide Web (WWW)** refers to the collection of public Web sites connected to the Internet worldwide, together with the devices such as computers and cell phones that access its content. For many years, it has become known simply as “the Web”. It allows us to access a huge collection of digital documents and web sites in a very easy way. Wikipedia is one of these web sites. It is a multilingual free on-line encyclopaedia. Like other websites it provides us with Links that lead the user to find relevant pages with the information they are looking for.

Web (World Wide Web - WWW) as an Internet service, allows us to have access to a huge collection of digital documents and web pages. You can search countless subjects to add historical depth and significance to your life story. Such as for example: the place of your birth, the village or the town where you grew up in, the school you attended and other historical information relating to your village or town. You can also find details about the ship that first brought you to Australia. Later in the workbook, we will also present some of the ships that carried migrants from Europe to Australia in the 1950's 60's and 70's.

Any information you find on the internet is already in digital format. The task of transferring it to your own archives is simple. It is a matter of copying the information from the web page and pasting or transferring it to your own digital archives. Your children can show you how to do this.

4.1 Examples: The Place of my Birth

On the following pages, you will find some examples from web pages providing historical information on villages of Greece. Some of the ships that carried migrants from Europe to Australia after World War 2 will also be presented. One of them may be the one you travelled on yourself.

YOUR NOTES

EXAMPLE 1

“Eptachori”



“A beautiful village, hanging in a steep gorge of Pindos. The towering peaks, the lush slopes of pine, fir, beech and many evergreens, the sudden pitch-dark ravines, waters that roll down, sometimes in song, sometimes with the roar of the waterfall, small meadows by rivers, and in clearings and the unique grey, treeless hills, giving a special emphasis to our landscape.” (16)

EXAMPLE 2

“Chrysokellaria”



“Chrysokellaria is a village of Koroni Municipality (now Pylos-Nestor) and has about five hundred inhabitants. Chrysokellaria previously named Saratsa was considered a head village of Pylos. Located between two hills it was built around 750 AD by Slavs and nomads and Greeks who arrived from other regions. A few years later we have the movement of "Vlachs" a race of Greek origins who came from the mountains of Pindos. Around 1420 arriving in the area were organized Arvanites groups from Aitolia of Epirus who settled in the area and came into conflict with the first residents and with the Venetians who controlled the region.

After around 1470 Greeks and Albanians were considered one people. The descendants of these tribes united among themselves and with the first settlers of Chrysokellaria and participated in the Revolution of 1821 against the Ottomans. It is believed that the famous revolutionary Kolokotronis passed through Chrysokellaria, on his way from Marathi to Zakynthos.

The name Saratsa remained until 1927. Then by government decision the village was renamed Chrysokellaria after the monastery of Panagia (Our Lady) Chrysokellaria which is tucked into the hollow of a hill just two kilometres southeast of the village. “(17)

EXAMPLE 3

“Tenedos”



“Tenedos (The Bozcaada) was inhabited since ancient times and situated there was the Temple of Apollo. The Island became an object of contention between the Ottomans and Venetians, who controlled it successively. It was used by the Turks as a naval base and a place of exile. At the signing of the Treaty of Sèvres the island, inhabited by an almost absolute majority of Greeks, ceded to Greece.

In the 1920 census of the island the population on the island was 2835 inhabitants, all Greeks who had gathered in the Megalochorio in the northern part of the east coast. The only settlement of the island. Following the Greek defeat in the Asia Minor War and the fall of the Ottoman Empire that followed, Tenedos with Imbros were annexed to Turkey under the signing of the Lausanne Treaty. While the Greeks who lived there were excluded from the population exchange, the two islands under the 14th article of the Treaty, would enjoy autonomy, with their own police and local government. The terms of the Treaty nevertheless were not honoured by Turkey. Assets of Greeks were confiscated and churches desecrated. The Greek school was closed (for security reasons, according to the Turkish state). The Greek populations position deteriorated, especially following the intensification of the conflict in Greek-Turkish relations in the 60s. Today there remain only a few dozen elderly Greeks.” (18)



4.2 EXERCISE 1: THE PLACE OF YOUR BIRTH

Ask your children to help you find information on the city / town you were born from the Internet

Include details about its history, important buildings, your school, your church and so on.

Ask them to show you how to print the information on paper. Place it in your folder

Ask them to show you how to transfer this information on a USB stick and to create a digital file with the name. **"Origins: The place of my birth."**

4.3 EXERCISE 2: BIOGRAPHICAL QUESTIONS -The Place of my Birth

- When and where were you born?
- Describe your house, your neighbourhood, the city/village you grew up in.
- What memories do you have of your parents (name, date of birth, place of birth, etc)?
- What kind of work did your parents do (farmer, manager, seamstress, nurse, professional, worker, and so on)?
- What kind of difficulties or tragedies did your town/village and family experience while you were growing up?
- What are the names of your brothers and sisters? Describe the things that stand out in your mind for each one of your brothers and sisters.
- What were some of the family traditions you remember? What were the special celebrations of your town/ village.
- Share some memories of your grandparents.
- Did your grandparents live nearby? If yes, describe how they were involved in your life. If they lived far away share some memories of their visit to you or your visits to them.
- Who were your aunts and uncles? Write something about your aunts or uncles that stands out in your mind.
- Give some details about them (names, personalities, events you remember to do with them, and so on).
- Where did you go to school? Give some details about what was school like for you and some of your memorable experiences.
- What were your teachers like?
- What were your favourite subjects at school? Explain why.
- Who were some of your friends at school?
- Explain what your friends were like and the games you played.
- Do you still have contact with these friends? Where do they live?
- Did you go to high school? What grade did you complete?

YOUR NOTES

5. MEMORY AND RECOLLECTIONS: HISTORICAL BACKGROUND GREECE

This section is dedicated to the history of Greece and memories of stories you may recall from your childhood and adolescence.

People are the inheritors of an historic legacy. History shapes a person identity. Your ethnic or cultural background has also shaped your personal identity in various ways. It forms the foundation of your personality traits. Your identity is furthermore shaped by the people around you and your experiences in the world.

When you were growing up in the early 20th Century, your homeland suffered great wars, Nazi occupation civil war and poverty. A general chaotic and despairing situation prevailed. Many people who grew up in this time did not have the opportunity of adequate formal schooling. Record keeping was rare and slow. Registers of births and deaths were very often inaccurate.

Nevertheless, as there were no televisions or other forms of modern entertainment back then, people spent time conversing and storytelling. You have probably heard many stories from your ancestors. Children are particularly intelligent and receptive. The experiences childhood and stories heard in the early years of life are deeply embedded in the mind. They remained indelible over the years. Your personal memories are valuable. If they are not recorded, they will be lost forever and future generations will never know them.

The next section "Historical Background" provides some brief information about your homeland's history. The information is sourced from various websites on the internet including Wikipedia "The free Encyclopaedia" and refers to the events occurring just prior to your birth and when you were growing up. It is dedicated to the memories and recollection of stories from your childhood and years of your youth. The exercises under "Biographical Questions" give you the opportunity to:

- Rediscover your childhood memories,
- Remind you of everything you heard as young children have lived through,
- Motivate you to write some things that until now have not been recorded, and
- To help you organise your material.

5.1 Greece During World War 1 and Migration of Greek People

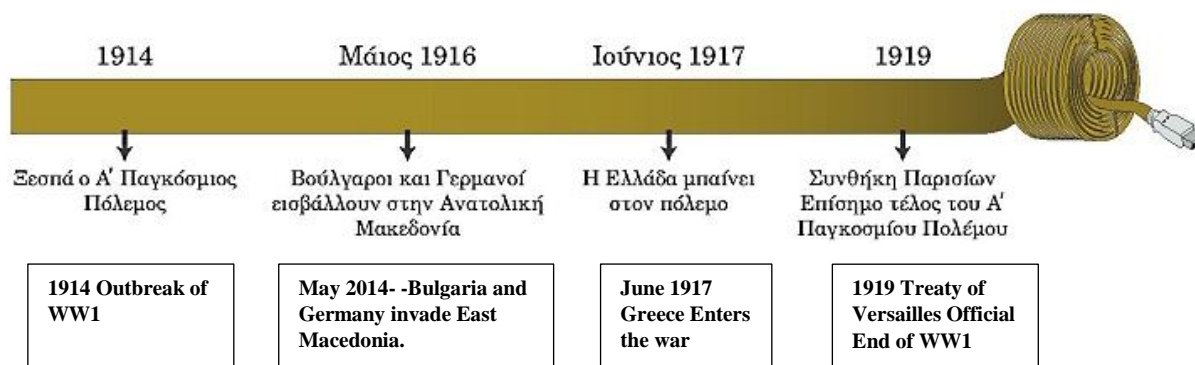
World War I broke out in Europe in 1914. World War I, also known as the Great War, was a generalized conflict of the European Forces that lasted from August 1914 to November 1918.

Greece was in internal dispute due to the conflict involving two political factions the Venizelists and the Royalists. Greece belatedly entered the war in June 1917

In September 1918, it played a crucial part in the successful Macedonian campaign, which led to the collapse of Bulgaria, a fact that accelerated German surrender two months later. At the end of the war Greece was on the winning side and came out on the side of the Entente (Britain, France and Russia).

A period of prolonged neutrality meant that, in terms of manpower, Greece avoided the total catastrophe that befell other participants.

Nevertheless, the war led to political breakdown and to a bitterness and resentment, both internal and external, which has never been totally eradicated. (19) The war divided political elites, leading the whole country into civil strife that lasted for decades. (20)



(21)

Greek Migration to Australia During World War 1

During WWI Greece remained neutral, eventually joining the side of the Allies. In 1916, the Australian government responded to this neutrality by placing a special prohibition on the entry of Greeks and Maltese people to Australia that was not lifted until 1920. There were several anti-Greek outbursts because of the neutrality stance by Greece, often instigated by Australian soldiers on leave. During these outbursts, Greek shops and cafes were badly damaged or destroyed, with the worst rioting occurring in Kalgoorlie and Boulder. (22)

5.2 EXERCISE 3: BIOGRAPHICAL QUESTIONS - World War 1

You were not born yet, but you may have heard stories from your parents, grandparents or other seniors about the events at this time.

- Do you remember any of these stories?
- Was your town/village affected by this war?
- Did members of your family serve as soldiers?
- Did you have relatives in Australia at that time?
- Do you possess any documents or photographs?

5.3 The Greek Interwar and Migration of Greek People

The Greek Interwar occurred in the period between the two world wars (i.e., between 1918 and 1939). The Greek Interwar is historically defined as the period between 1923 and 1940. That is, between the Asia Minor Catastrophe and Greece's entry into World War II.

The defeat of the Greek forces in Asia Minor marked the end of a decade of continuous wars, and the dwindling of the Great Idea after nearly a century of territorial extensions and changes due to following integration of different ethnic populations. (The main drive of the Great Idea was the enlargement of Greek borders to include areas with Greek populations which were under foreign sovereignty). This is a turbulent, paradoxical period of Greek history, but is also a key to a deeper understanding and shaping of Modern Greek society (23) (24)

Migration of Greeks during the Interwar Period

During the interwar period, the number of Greeks migrating to Australia increased substantially. Some Greeks who settled in Australia were expelled from Asia Minor after the Greek military defeat by Turkey in 1922. Other Greeks sought entry after the USA established restrictive immigration quotas in the early 1920s. During the 1920s there was significant Greek migration to Darwin and across the Top End of Australia. Greeks would often work in the cane fields of North Queensland and move to Darwin during the dry season to work in the pearling industry. One famous family of Greek Australians, the Paspaley family, excelled in the pearling industry and have stores across Australia. From 1924 until 1936 a series of regulations operating in Australia severely restricted the number of Greeks permitted to immigrate and settle in Australia. (25)

5.4 EXERCISE 4: BIOGRAPHICAL QUESTIONS – The Greek Interwar

You were not born yet, but you may have heard stories from your parents, grandparents or other seniors about the events at that time.

- Do you remember any of these stories?
- Was your town/village affected by this war?
- Did members of your family serve as soldiers?
- Did you have relatives in Australia at that time?
- What was your life experience of these historical events?
- Do you possess any documents or photographs?

5.5 The Second World War

Fascist Italy had initially declared war and invaded Greece in October 1940, but the Hellenic Army initially managed to push back the invading forces into neighbouring Albania, then an Italian protectorate. The occupation of Greece by the Axis Powers began in April 1941 after Nazi Germany invaded Greece to assist its ally.

While most of the Hellenic Army was dislocated on the Albanian front to fend off the Italian counter-attacks, a rapid German *Blitzkrieg* ("lightning war") campaign was launched and Greece was defeated. Following the conquest of Crete, all of Greece was occupied by June 1941.

Greece's territory was divided into occupation zones run by the Axis powers, with the Germans proceeding to administer the most important regions of the country themselves, including Athens, Thessaloniki and the most strategic Aegean Islands. Other regions of the country were given to Germany's partners, Italy and Bulgaria.

As result, the Greek government went into exile, and an Axis collaborationist puppet government was established in the country. - an occupation government, set up by Greek associates of the Germans.

The occupation in the mainland lasted until Germany and its ally Bulgaria were forced to withdraw under Allied pressure in early October 1944.

However, German garrisons remained in control of Crete and some other Aegean islands until after the end of World War II in Europe, surrendering these islands in May and June 1945.

The occupation contributed to enormous miseries to the Greek people and caused incalculable damage. The human losses of Greece during the Second World War are estimated to be between 300,000 and 770,000 civilians and between 20,000 and 35,000 soldiers. Over 40,000 civilians died in Athens alone from starvation, tens of thousands more died because of reprisals by Nazis and collaborators.

The occupation ruined the Greek economy and brought about terrible hardships for the Greek civilian population. Much of Greece was subjected to enormous destruction of its industry (80% of which was destroyed), infrastructure (28% destroyed), ports, roads, railways and bridges (90%), forests and other natural resources (25%). (26)

At the same time, the Greek Resistance, one of the most effective resistance movements in Occupied Europe, was formed. These resistance groups launched guerrilla attacks against the occupying powers, fought against the collaborationist Security Battalions, and set up large espionage networks. By late 1943 the resistance groups began to fight amongst themselves.

When liberation of the mainland came in October 1944, Greece was in a state of extreme political polarization, which soon led to the outbreak of civil war. The subsequent civil war gave the opportunity to many prominent Nazi collaborators not only to escape punishment (because of their anti-communism), but to eventually become the ruling class of post-war Greece, after the communist defeat

Occupation of Greece 1941-1944



1941 German soldiers raise the Nazi flag on the Acropolis. It will be removed by Manolis Glezos and Apostolos Santa In one of the first acts of resistance. (27)



1944 Prime Minister George Papandreou and others on the Acropolis after the liberation of Nazis. (28)

5.6 EXERCISE 5: BIOGRAPHICAL QUESTIONS – WW2

Many of you were young children adolescents and young adults at the time.

- What do you remember?
- Was your town/village affected by this war?
- Did members of your family serve as soldiers?
- Did you have relatives in Australia at the time?
- What was your life experience of these historical events?
- Do you possess any documents or photographs?

5.7 The Greek Civil War

The Greek Civil War was fought in Greece from 1946 to 1949 between the Greek government army (the nationalist/non-Marxist forces of Greece, backed by the United Kingdom and the United States), and the Democratic Army of Greece (DSE the military branch of the Greek Communist Party (KKE), backed by Yugoslavia and Albania and by Bulgaria).

The fighting resulted in the defeat of the Communist insurgents by the government forces.

Founded by the Communist Party of Greece and by Communist nations such as Yugoslavia, the Democratic Army of Greece included many personnel who had fought as partisans against German and Italian occupation forces during the Second World War of 1939-1945.

The civil war resulted from a highly-polarized struggle between left and right ideologies that started in 1943. From 1944, each side targeted the power vacuum that was left at the end of German-Italian occupation (1941-1945) during World War II.

The war, which lasted from 1946 to 1949, was characterised by guerrilla warfare between the KKE forces and Greek governmental forces mainly in the mountain ranges of northern Greece.

The war ended with the NATO bombing of Mount Grammos and the final defeat of the KKE forces. The civil war left Greece with a legacy of political polarization.

The struggle became one of the first conflicts of the Cold War (c. 1947 to 1991) and represents the first example of Cold War power post-war involvement in the internal politics of a foreign country. (29)



The "mass kidnapping of children" in the Civil War

At the height of the Greek Civil War in 1948, thirty-eight thousand children were evacuated from their homes in the mountains of northern Greece. The Greek Communist Party relocated half of them to orphanages in Eastern Europe, while their adversaries in the national government placed the rest in children's homes elsewhere in Greece. A point of contention during the Cold War, this controversial episode continues to fuel tensions between Greeks and Macedonians and within Greek society itself. (30)

5.8 EXERCISE 6: BIOGRAPHICAL QUESTIONS – Greek Civil War

Many of you were young children adolescents and young adults at the time.

- What do you remember?
- Was your town/village affected by this war?
- Did members of your family serve as soldiers?
- Did you have relatives in Australia at the time?
- What was your life experience of these historical events?
- Do you possess any documents or photographs?

5.9 Greek Migration Following the second World War and Civil War

The Greek government encouraged post-war migration as a way of solving poverty and unemployment problems, with the most favoured destination being West Germany. Large numbers of people also left for Australia and Canada. Post WWII, in the late 1940s, 50s, and 60s, Greeks were among one of the main European races picked by the Australian government's "Populate or Perish" immigration scheme. Due to this, thousands of Greeks migrated to Australia with just one purpose and that was to gain a better life and future for themselves and their families. The main destinations where these "Hellenes" immigrated were to cities such as Melbourne, Sydney and Adelaide.

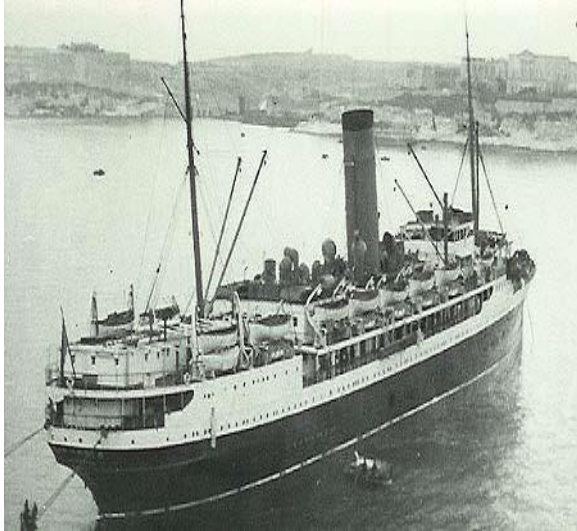
As part of the Post war immigration to Australia, Australia's first migrant reception centre opened at Bonegilla in December 1947 with an intake of the first assisted migrants from Europe, Baltic refugees from Germany. Assisted migrants who had not been refugees began arriving in 1951. (31)



Rows of huts at Bonegilla, the largest migration reception centre, with more than 300,000 migrants passing through over a 24-year period. (32)

YOUR NOTES

6. POST WAR MIGRANT SHIPS: YOUR JOURNEY TO AUSTRALIA



CYRENIA

"The ship travelled on Greece-Australia, and from 1949 to April 1954. Cyrenia was built in 1911 in Govan as the Maunganui for the Union SS Co. of New Zealand. She served through both World Wars and sailed over 2 million miles. SS Co. Maunganui was sold to the HML service in 1947, and was used for emigrant services from Italy and Greece to Melbourne as the Cyrenia. By 1952, she was being laid up for much of the year, with summer use only in the Mediterranean. She completed her final Journey to Melbourne in 1956. Cyrenia was broken up in 1957. (33)



FLAMINIA

Flaminia was built by the "Merchant Shipbuilding Corp" Chester Pennsylvania. She was launched on 14 December 1921, as the 7,899 ton American-Hawaii Steam Ship Companies cargo ship, Missouriian. She was completed in 1922. In 1954 Cogedar decided to place her on the Australian migrant service. She departed Trieste April 1955 for her first voyage to Australia via the Suez Canal, arriving in Cairns 30 May. She remained in Cairns for three days, and returned to Italy. Her second voyage departed Trieste on 16 July, arriving in Fremantle 14 August, and Melbourne 19 August. She sailed between Italy and Australia (34).



PATRIS

In 1959, the Patris became the first liner in the Greek owned Chandris fleet. Many of her passengers were heading to Australia with a sense of adventure – hoping to begin a new way of life. Whatever the reason, mention of a journey on the Patris evokes memories that many will never forget. (35)



AUSTRALIS

The Australis left Piraeus, Greece, for her first immigrant voyage to Australia on 21 August 1965, reaching Fremantle on 6 September and Melbourne on 13 September. She made a total of 62 voyages to Australia between 1965 and 1977, travelling regularly between Britain and Australia via the Suez Canal, stopping at ports such as Aden. The Australis retains a significant place in Australian immigration history as the last ship to carry government assisted immigrants to Australian shores in 1977. She had the largest passenger capacity of any post World War II immigrant ship to regularly visit Australia and many passengers fondly remember her grandeur and Art Deco style. (36).



ELLINIS

The Ellinis embarked on her maiden voyage from Piraeus to Sydney on December 30, 1963. For the next 10 years, Ellinis made regular line voyages to Australia, as well as operating seasonal cruises. For several years in the late sixties early seventies she was employed on an eastward round-the-world service sailing via the Suez, or South Africa, to Australia, New Zealand via the Panama to New York to Britain or directly to Rotterdam. (37)



OLYMPIC AIRWAYS

Many migrants arrived in Australia by aircraft. A new era was characterized by air transport. Migrants arrived in Australia with Olympic Airlines in the early 1970s, but the most common use of the airline by the Greek people was to visit their homeland.

Olympic Airlines had a regular schedule between Athens, Sydney and Melbourne. In 2002, the service abandoned this route one of its most popular ones, due to financial problems. (38)

6.1 EXERCISE 6: BIOGRAPHICAL QUESTIONS – “My Great Journey”

These are some of the ships that carried migrants from Europe to Australia after World War 2. One of them may be the one you travelled on yourself. If your ship is presented include the information in your files. If it is not presented ask your children to help you find information on the ship or airline you travelled with on the internet. Ask them to show you how to transfer this information on a USB stick and to create a digital file with the name. **“My Great Journey”**. You can then if you wish answer the following questions.

- What date did you leave Greece?
- Who was with you when you left?
- Where were you travelling to?
- Why did you leave?
- In what ship you travel?
- What were your feelings when you departed?
- With whom did you travel?
- Who did you meet on the ship?
- What are some of the experiences that you remember from the journey?
- When did you arrive at your destination?
- Who welcomed you?
- Where did you spend the first night, week, month or year after arriving?
- What were your first impressions of Australia?

7. GREEK SETTLEMENT AND RESIDENCE IN AUSTRALIA



"A Pilgrimage to Bonegilla, Immigration Center". Presented in the picture is organizer of the tour and President of the Former Greek Resident's, Association. Theofanis Emmanouilidis who remembers with emotion his first experiences in Australia, 62 years after his arrival. (39)

The main destinations of Greek migrants in the 50's 60's and 70's were cities such as Melbourne, Sydney and Adelaide. During these decades, the Greeks as other Europeans began to have a great impact on the country. The majority worked hard in factories or in the cultivation of land as unskilled or semi-skilled workers. Even trained immigrants did manual work.

Gradually, the Melbourne population of Greek people was one of the largest communities in the world outside of Greece. They opened restaurants and many other small businesses. Over time, community groups, churches, welfare organizations, newspapers, and schools were created. They created their own Greek Community Centre and set up successful soccer clubs. The most successful Australian clubs with Greek heritage are South Melbourne Hellas, Pan-Hellenic (Sydney Olympic FC) and West Adelaide Hellas (West Adelaide SC). (40)

The Greek population was increasing greatly during the 60's and 70's and 80's this time through the birth of children, 1st generation and grandchildren, 2nd generation Greek Australians.

The cities in which Greeks and other Europeans settled filled with new colours and scents, new cuisines, enviable orchards and vegetable gardens. Universities and technical colleges filled with their children. Many of whom graduated successfully to become scientists, doctors, teachers, business leaders, politicians, lawyers and other professionals. Most importantly, they become exemplary citizens and householders.

Slowly, calmly but firmly, with tribulation and great struggle, they break the chains of misery from which they escaped. They overcome the class differences and the poverty that limited them and confined them as children. It is true that most of these migrants were but children themselves when they left their parents and their homes. They worked hard in harsh conditions and they wearied before succeeding. An emotionally charged clichéd statement voiced to their own children many times over echoes the experience of their youth.

"I arrived in this country with only a suitcase in my hand."

But let us, their children, first generation Greek Australians answer in their honour.

"You may have left your home with only a suitcase in your hand, but you took with you your story, your traditions, your orchards, your dreams, and you had as a motivation the need for progress in your life.

And in your pocket, that pocket of your suit and coat, the pocket closest to your heart, you carried with you precious and treasured values. Unselfish love for family, inexhaustible patience and persistence, hope for peaceful co-existence in a new country, and your dreams for a better life."

7.1 EXERCISE 8 BIOGRAPHICAL QUESTIONS – Residence in Australia

- What was your first home in Australia and what other suburbs did you live in?
- What was the behaviour of other people, towards you, as a newcomer?
- How difficult or easy was your adjustment?
- Was it easy to find a job?
- Where did you work?
- What kind of transport did you use?
- How did you spend your free time?
- What were the reactions of the people you left behind?
- Which clubs did you participate in?
- What church did you attend?
- At which university / school did your children study?
- How often did you visit Greece?
- What are your greatest achievements?
- What did Australia offer you, which Greece could not offer you?
- What were your losses?
- Did you regret anything, if yes what did you regret why?
- What would you do differently?
- Did you ever feel Australia was home?



Three generations of Greek Australians engage in the annual harvest of olives that grow from a small olive grove in grandfather's inner suburban Melbourne garden.



(42)

YOUR NOTES



“A picture is worth a thousand words”

Chinese proverb

8 FAMILY PHOTOGRAPHS

If you have trouble starting your life story or think you do not have much to say, it often helps to start talking about old family photos. Relatives from previous generations and you and your immediate family at various stages of life. Photos can magically elicit memories (including memories of the stories you've heard throughout your life).

Some examples of photographs

- My village/place of birth
- My school
- My parents
- Departure from Greece
- Photos Engagement / Wedding
- My first home
- Memorable celebrations
- In my work with partners
- My children as babies
- Marriage of children
- My grandchildren

8.1: METHODS: Digitally Photograph an Original Photograph



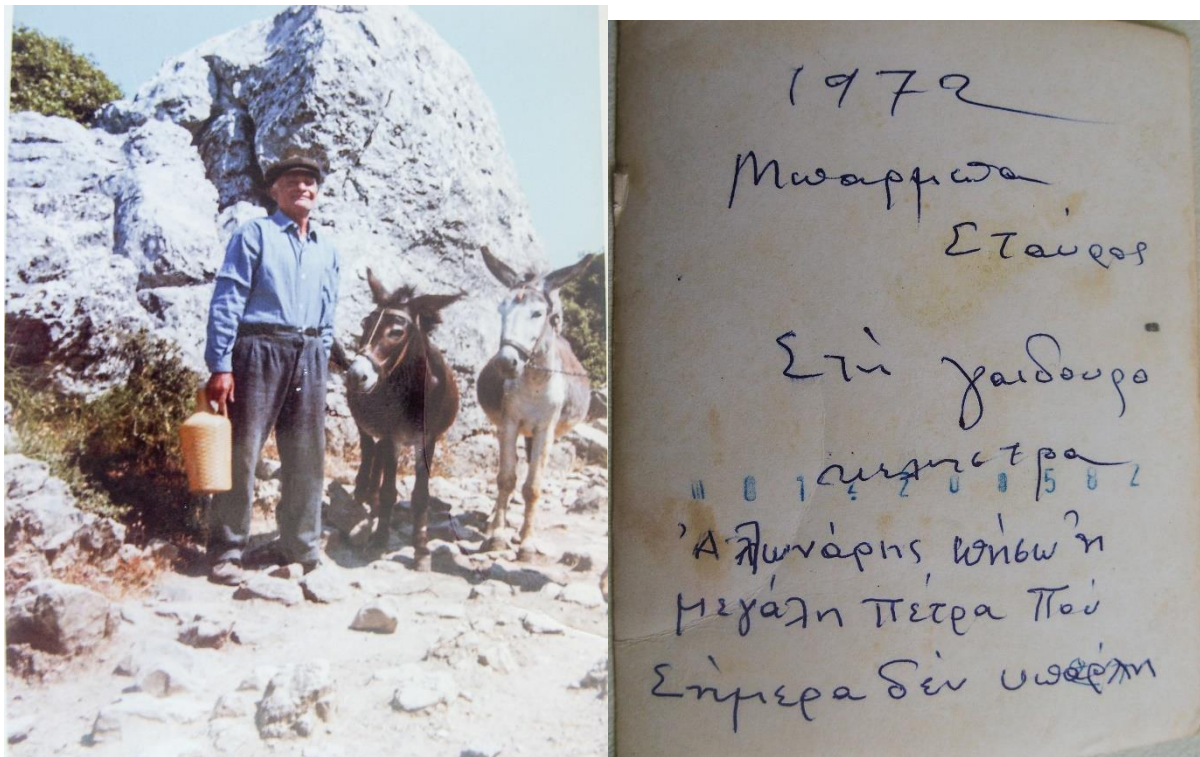
The following photograph was processed in the following way. A digital camera was used to take a picture of the original photo and notes behind it. It was then downloaded from the camera's memory card (pictured) to the computer. The computer software allows us to enhance the original. We can then save it in our digital archives as part of our life story.

8.2 EXERCISE 9: PHOTOGRAPHS AND COMMENTARY

Select some old special and important photos and classify them in chronological order so you can go through them consecutively, identifying the people in them and what was happening in the pictures. With brief notes tell the story about each photo you selected. For example:

- What date was the photograph taken?
- Who are the people in the photograph?
- What significance do they have for you?
- What were you experiencing at the time?
- How were you feeling at that moment?
- Are any people in photographs deceased?
- Who was this person?
- What did they do and what did they go through in their life?
- Why are they important to you?
- What were their beliefs?
- What impressions did they leave behind?
- What lessons did they teach you?

8.3 Example: Photographs and Commentary



Uncle Stavros

The gentleman presented in this photo is Uncle Stavros, brother of my paternal grandfather. Next are the notes of my father. The photo was taken in 1972, when my parents first returned to Greece on a holiday.

Uncle Stavros had crystal blue laughing eyes. He loved us very much. He told us many stories. When he was young he worked for a wage in tough jobs. As a young man he worked with a company that built the road through Taygetos (a mountain range in the Peloponnese peninsula in Southern Greece) between Kalamata, Messenia and Sparta, Laconia.

Very Hard work in years when there were no machines. When I first met him, he was aged in his 60s' and still worked hard cultivating raisins.

A simple man with a big heart.

His daughter, grandchildren and great grandchildren reside in Melbourne Australia. There remains a strong between us. His Legacy is the love he showed us that still connects generations. (43)

YOUR NOTES

8.4: METHODS : Scanning Original Photographs

DIGITAL TECHNOLOGY: SCANNING

Present on a variety of home business and office printers, scanning is a function that digitizes printed documents and pictures and sends the files to your computer or outputs a duplicate copy of the items via the printer. Printers that contain built-in scan components include all-in-one, inkjet and laser printers.



Scanning is the easiest way to process photographs and other documents to a digital format. It is easy but it requires time and patience. The photographs on the following page were scanned. Notes were made on the printed copy. The printed copies were scanned again and stored on a computer file and saved in digital archives as part of a life story.

You will note that the notes are rough and casual and in the Greek language. This has been done intentionally to demonstrate that the task can be simple. A more polished result can be achieved if you and your children desire this.

YOUR NOTES

8.5 Example: Scanning Old Photos and Commentary. "My Journey to Australia on the Patris"
1963



20-6-63

Χαρούμενη στον Αφρικανό μου Αρτίστο δια τὰ μέ σημά του μέ' αἰῶνα Ρούφα	PATRIS

(44)

8.6 Example: Scanning Old Photos and Commentary. "Our first home in Fairfield" (45)

Το πρώτο μας σπίτι στο Gillies Street Fairfield Μελβούρνη.
Οι γονείς μας το αποκτίσαν το 1966 όταν ήμουν 6 ετών.
Ζήσαμε σε αυτό έως το 1984. Το γκρεμίσαν και το ξανακτίσαν.
Δεν γινόταν να επισκευαστεί και να ανανεωθεί. Είναι οι μόνες
φωτογραφίες που υπάρχουν από αυτό το αρχοντικό σπίτι.



Η φωτογραφία αυτή
 τραβήχτηκε το 1970.
Το ξανθό κορίτσι είναι εγώ.
Το μικρότερο αγόρι
ο αδελφός μου. Τα άλλα
παιδιά είναι κομψοκοίτα
που μας επισκέφτηκαν.
Πήδαμε και κάναμε παιχνίδια
χώρα ενώ ήμασταν εκεί.



Η φωτογραφία αυτή τραβήχτηκε το 1976
και παλι παρακαλώ εγώ 16 ετών.
Εδίνα εξετάσεις για το πανεπιστήμιο
Θυμάμαι την κόραση και την αγάπη



8.7 EXERCISE 10: SCANNING PHOTOGRAPHS

- It would be useful to have a stack of blank A4 paper sheets of paper.
- A4 is the paper size used in this manual.
- Attach or lightly glue a photo to the blank sheet
- Write your notes.

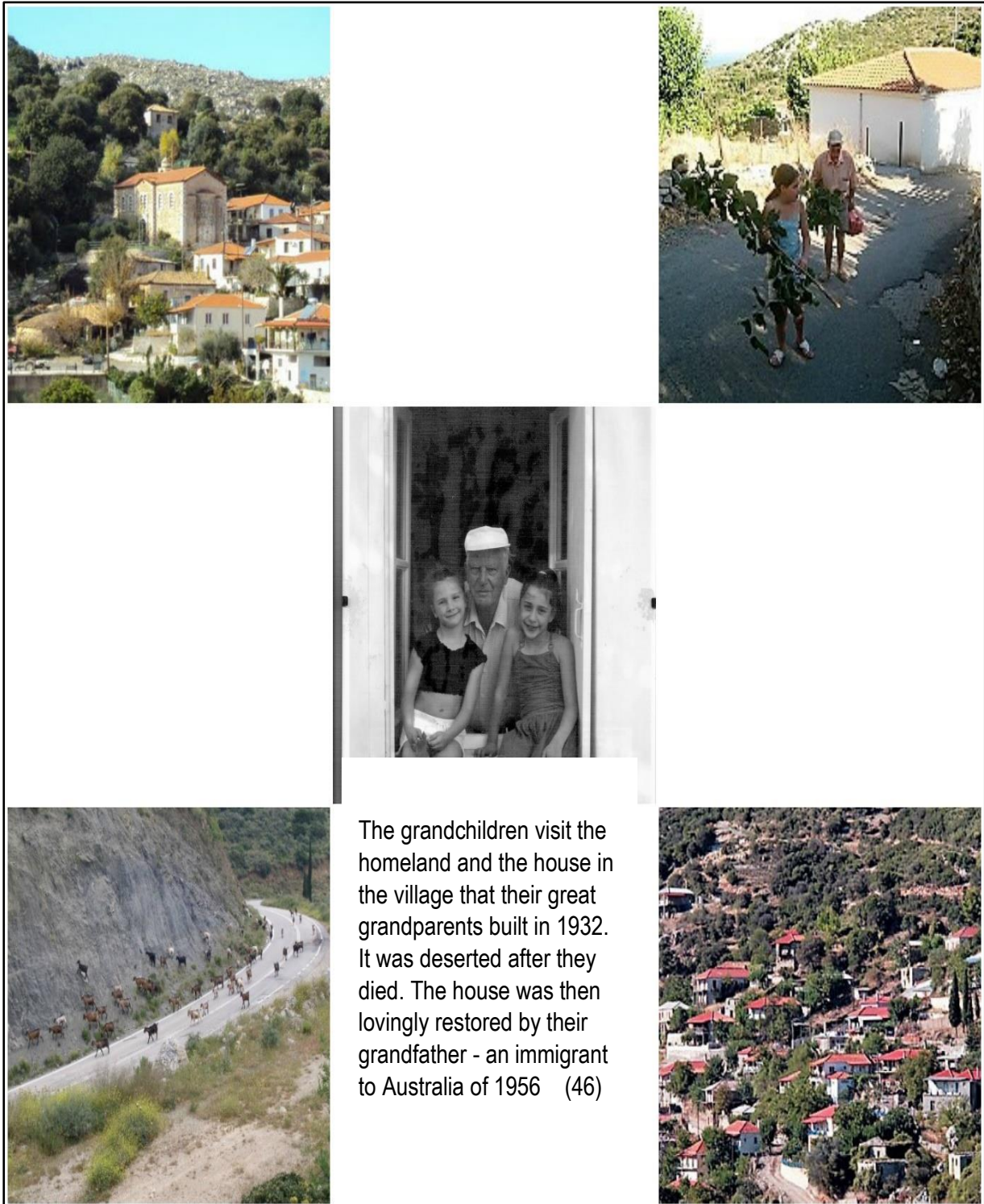
Your files are ready to be scanned

At this point you will need help from your children. Place the pictures on the scanner, make sure they are aligned. and scan them. Your photos and notes are now in digital form.

Along with your children, you can decide where you want to save them. We recommend that you transfer them to a computer file, and to a USB stick.

Regardless of how you decide to digitize your photos after they have been put in digital form, you and your children can present them in any way you like. For example, on the next page we present a collage. We add a few notes, the icons tell the rest of the story

8.8 Example: Photographs in the Form of a Collage



The grandchildren visit the homeland and the house in the village that their great grandparents built in 1932. It was deserted after they died. The house was then lovingly restored by their grandfather - an immigrant to Australia of 1956 (46)

9. SCANNING PERSONAL FAMILY DOCUMENTS AND HISTORICAL RECORDS

This refers to any documents have some significance to you and your life. Besides the photos you can include, for example

- | | |
|---|---|
| Old Passports | • Document - Proof of Your First Payroll. |
| • Family Letters | • Tickets from the cinema, the theatre or special event you attended. |
| • Certificates | • Wedding invitations - baptisms. |
| •Property titles | • Journal or magazine of the time. |
| • Family Recipes | • Other items in your memory boxes |
| • Personal Poems | • Extracts from your personal calendar |
| • Tickets/ postcards of the ship or plane you arrived with. | • Awards |

9.1 EXERCISE11: SCANNING PERSONAL DOCUMENTS

From the examples described, select some documents that are important to you and your personal story. Documents which you think may be of interest to future generations of your family. You can scan them and store them in a file called significant family documents. Your documents now in digital form.

Along with your children, you can decide where you want to save them. We recommend that you transfer them to a computer file, and to a USB stick under the name "Important Family Documents".

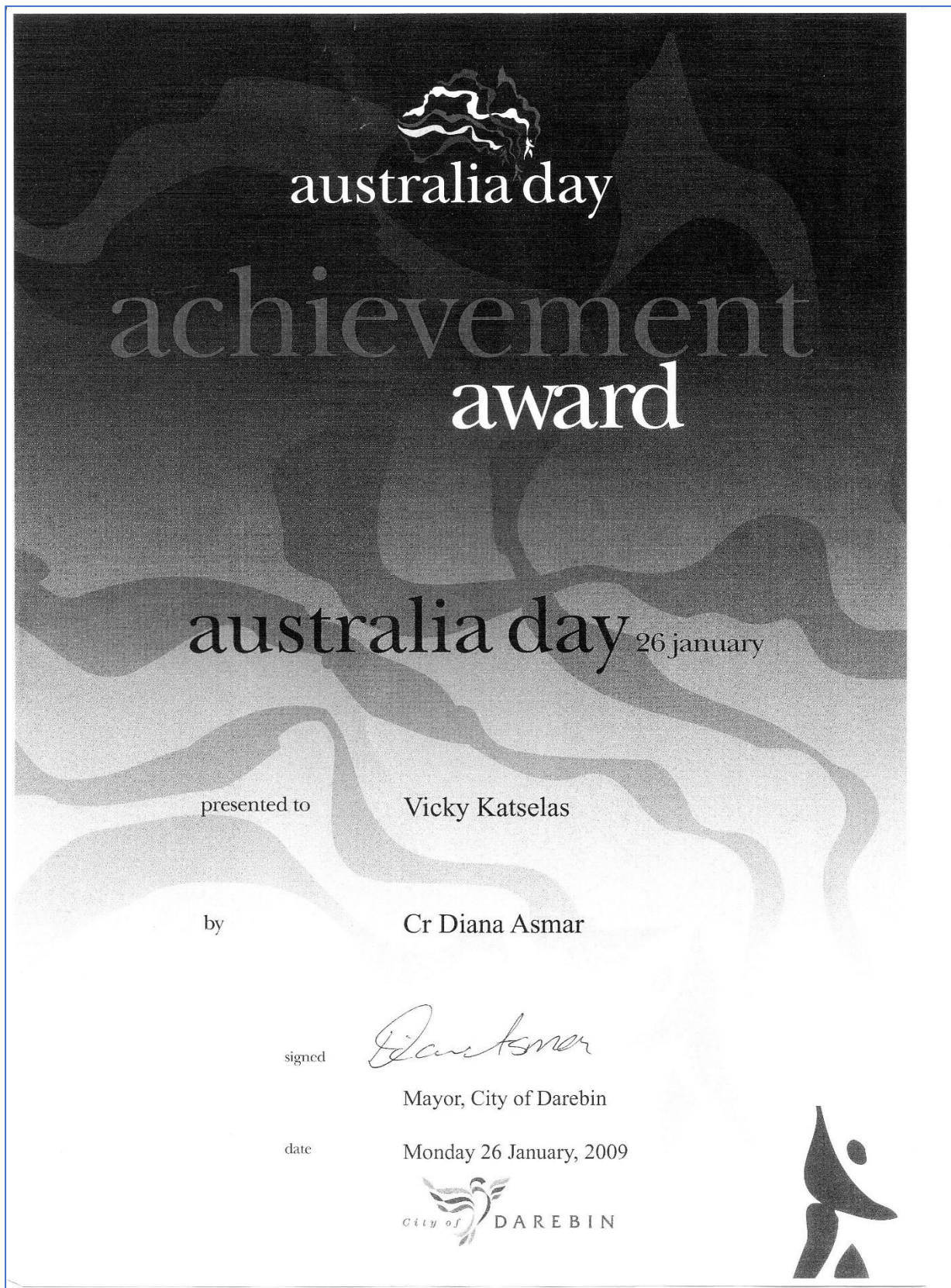
Example 1 is an Australia day Achievement Certificate awarded to a prominent City of Darebin and Greek community volunteer Mrs Vicky Katselas.

Example 2 is a book cover and extract of a publication of life recollections and poetry by Northcote resident Mrs Litsa Gogas

Example 3 is a book cover and extract of a publication Publications of Poetry by Northcote resident Mrs Ioanna Liakakou

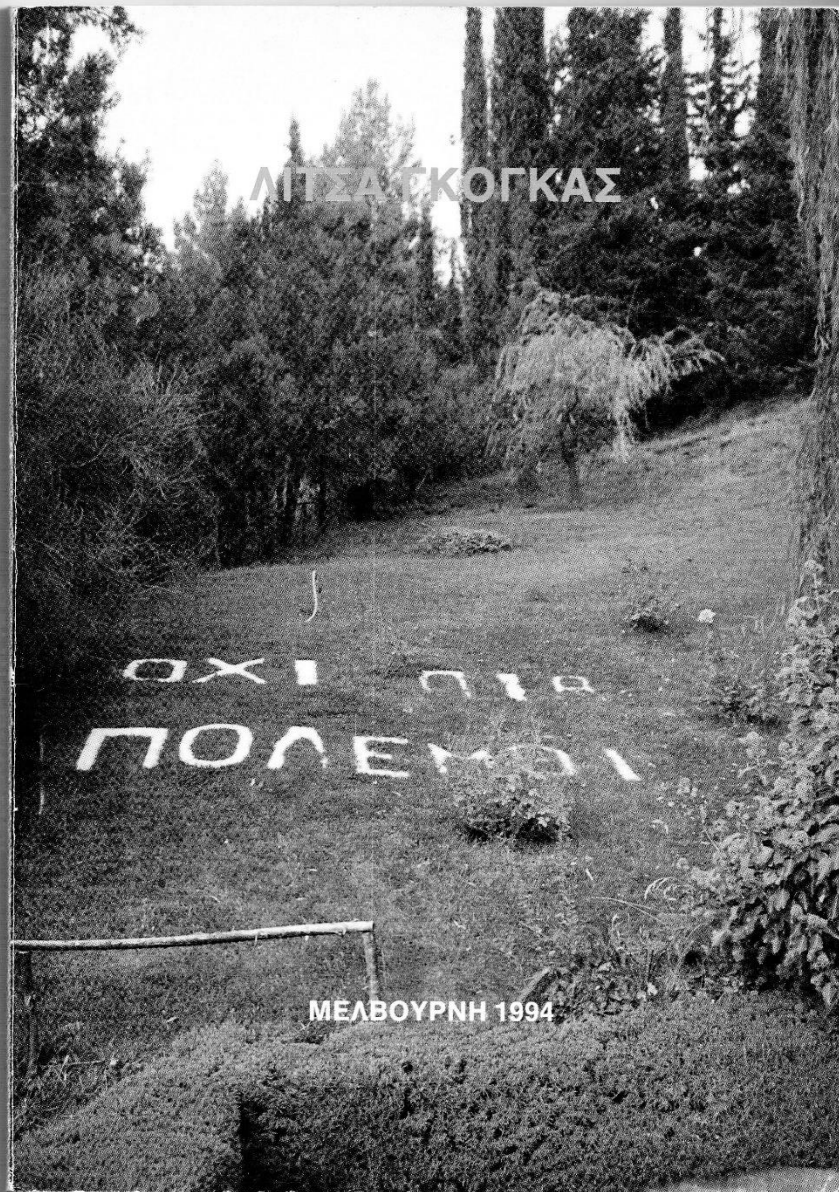
YOUR NOTES

9.2 Example 1 Personal Documents: An Australia Day Award Vicky Katselas



(47)

9.3 Example 2: Personal Recollections (A published Document) Litsa Gogas



Νικολοπούλου-Γκόκα, Λίτσα

Κατοχή το 40

Ήταν πόλεμος και στο σπίτι μας περνάγαμε δύσκολα, όπως άλλωστε και όλοι εκείνα τα χρόνια του πολέμου.

Ένα απόγευμα ήρθε στο σπίτι μας ένας μακρινός μας συγγενής για να πάρει δυο παιδιά να τον βοηθήνε στις δουλειές. Αυτό το ακούγαμε από καιρό να το λένε οι γονείς μας. Εμείς τα μεγαλύτερα παιδιά που καταλαβαίναμε και θέλαμε να πάμε μαζί του γιατί όπως μας έλεγαν οι γονείς μας θα είχαμε να τρώμε. Ο μπάρμπα-Θύμιος ήταν πλούσιος. Αλλά και δεν θάλαμε, γιατί θα φεύγαμε από τ' αδέρφια μας, τους φίλους μας, τη γειτονιά μας. Πάντως, όλοι μας λέγανε μικροί και μεγάλοι, πως όποια παιδιά διάλεγε ο θείος θα ήταν τυχερά γιατί θα γλίτωναν από την πείνα.

Νάσου ένα απόγευμα και αγναντεύουμε τη φιγούρα την άγνωστη στη γειτονιά νάρχεται προς το σπίτι μας. Όπως πλησίαζε είδαμε ότι ο μπάρμπα-Θύμιος είχε ένα ταγάρι στον ώμο του, κι εμείς χαρήκαμε γιατί σκεφτήκαμε πως όλο και κάτι θα μας έφερνε.

Αφού βγήκε η μητέρα να τον καλωσορίσει μαζευτήκαμε όλα τριγύρω του σαν τσιροπούλια και περιμέναμε να ανοίξει το τράστο να μας φιλέψει.

Ο μπάρμπα-Θύμιος τίποτα, το είχε δίπλα του εκεί που κάθισε, κουβέντιαζε με τη μητέρα και μας κοίταζε ένα-ένα να δει ποιο του κάνει για τις δουλειές που ήθελε βοηθό.

Πέρασε η ώρα, ήρθε κι ο πατέρας από το χτήμα, έβγαλε τα παλιά του ρούχα, νίφτηκε κι ήρθε και κάθισε κοντά στον μπάρμπα-Θύμιο. Η μητέρα τους έφτιαξε τσάι του βουνού κι εμάς μας έδωσε κάτι χαρούπια που της είχε δώσει μια γειτόνισσα. Άντε να παίξετε και θα σας φωνάξω όταν γίνει το φαί. Εμείς άλλο που δε θέλαμε, αν και ο νους μας ήταν στο ταγάρι του μπάρμπα-Θύμιου. Αφού άρχισε να σουρουπώνει ακούμε τη φωνή της μητέρας να μας καλεί. Ελάτε, ελάτε νύχτωσε μαζευτείτε. Εμείς τρέξαμε όλα τριγύρω στο τραπέζι το

Ζωγραφιές Ζωής

καθένα στη θέση του. Ο Πατέρας έκανε την προσευχή και όλοι σωπαίναμε ευλαβικά.

«Ευλόγησε το φαγητό μας, το ψωμί ας και ό,τι άλλο βρίσκεται στο τραπέζι μας, Κύριε»

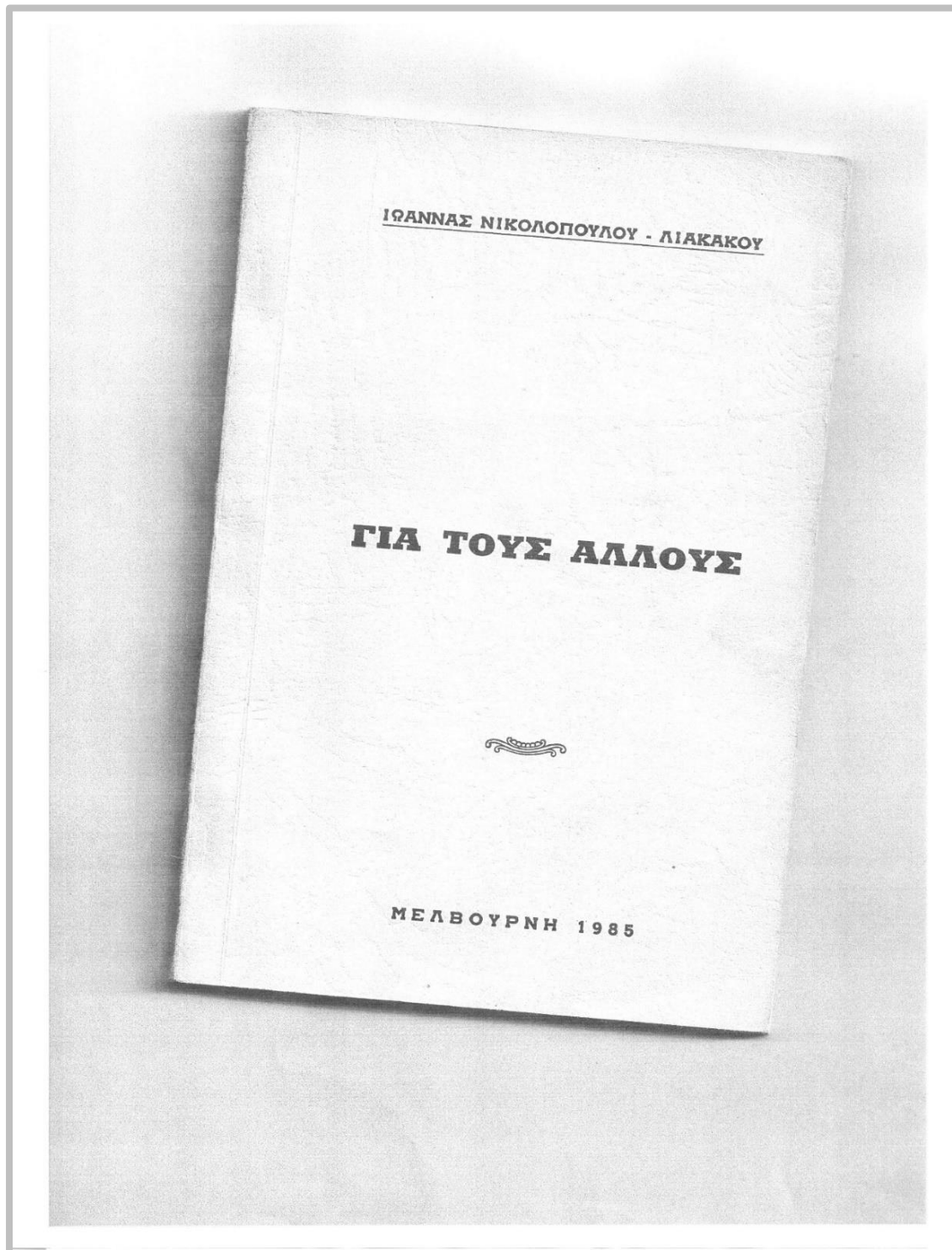
Ο Κωστάκης κι ο Θάνος, τα μεγαλύτερα παιδιά, θυμάμαι κοιτάχτηκαν κάπως παράξενα ερωτηματικά. Ίσως επειδή δεν υπήρχε στο τραπέζι μας τίποτε άλλο, ούτε ψωμί, παρό κάτι λαχανίδες. Αρχίσαμε να τρώμε και τότε βλέπουμε τον μπάρμπα-Θύμιο να ανοίγει το τράστο και να βγάζει από μέσα ένα καρβέλι ψωμί. Εμείς όλα τα παιδιά βγάλαμε μια φωνή χαράς που βούιξε το σπίτι. Κι από τις φωνές εννέα παιδιών ήταν σαν να είχαμε ορχήστρα. Μας έδωσε από μια φέτα ψωμί και ήταν τόσο νόστιμο, που νομίζω δεν έχω φάει ποτέ μου τόσο γλυκό ψωμάκι. Έμεινε σχεδόν το μισό καρβέλι, ο μπάρμπα-Θύμιος το έβαλε μέσα στο ταγάρι και το φύλαγε εκεί δίπλα του σαν το στρατιώτη που φυλάει το όπλο του. Αφού τελειώσαμε κάναμε το σταυρό μας, ευχαριστήσαμε το Θεό που σήμερα καλοφάγαμε και ο καθένας πήγε στη θέση του για ύπνο. Όσοι χώραγαν στα κρεβάτια και πεντέξη παιδιά στρωματσάδα χάμου. Εμείς όλη νύχτα τα πεντέξη παιδιά δεν μας έπαιρνε ύπνος. Σκεφτόμαστε το ψωμί στο ταγάρι και ποια παιδιά θα έπαιρνε ο μπάρμπα αύριο κοντά του.

28-10-01

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9.3 Example 3: Scanning -A Poetry Publication Ioanna Liakopoulos



ΠΑΙΔΙΑ ΤΗΣ ΕΛΛΑΔΟΣ

Παιδιά της Ελλάδας,
παιδιά σκορπισμένα
σε κάθε μεριά
ποιά κατάρα σας δέρνει;

Ποιά οργή σας πετάει
μακριά από την άγια σας γης;
Είναι τάχα ο πόθος
της δικής σας ψυχής;

Καθώς λέν', χρόνια τώρα,
πώς στο αίμα σας μέσα
περπατάει κρυφός
ο παλινός μισεμός;

Είναι τάχα αλήθεια
ότι καίει στα στήθια
των Ελλήνων
ένος πόθος φυγής;

Ώ παιδιά της Ελλάδας
σκορπισμένα παντού
ποιός σας κράζει στα ξένα;
ποιός με πλάνεψ' εμένα;

Μη μας κράζει ο Θησέας,
μας πλανεύει η Κίρκη,
το χρυσόμαλο Δέρας,
η φαγωμάρα, της φτώχειας η φρίκη;

Ποιά κατάρα μας δέρνει,
ποιά οργή μας σκορπίζει,
ποιός εχθρός μας ορίζει,
την πατρίδα μας παίρνει;

Παιδιά, παιδιά της Ελλάδας,
παιδιά σκορπισμένα,
σε κάθε μεριά,
ω παιδιά πικραμένα.

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ΟΙ ΞΕΝΗΤΕΜΕΝΟΙ

Στην ξενιτειά που μ' έφερε
της μοίρας μου το κύμα
στην άλλη τη μεριά της γης
στο φοβερό το δῆμα.

Ρωτώ την καρδιά, το νου
γιατί τέτοια κατάρα;
τι έκανα; τι έφταιξα,
γιατί είμαι πεταμένη;

Βλέπω ένα γύρω τη ζωή
σε τούτο εδώ το χώμα,
είναι γλυκειά, έχει ψωμί,
έχει και ήλιο ακόμα.

Παντού είν' ωραία η ζωή
και όπου γη Πατρίδα.
Εδώ ένοιωσα τον έρωτα
εδώ πήρα ελπίδα.

Τα αγαπώ τα χώματα
αυτά που μ' αγαπάνε
ποτέ τους δε με διώχνουνε,
ποτέ δε με πετάνε.

Είμαι καλά έχω χαρά
τίποτα δεν με νοιάζει
και η πατρίδα μ' η παλινά
ας πάψει να με κράζει.

41

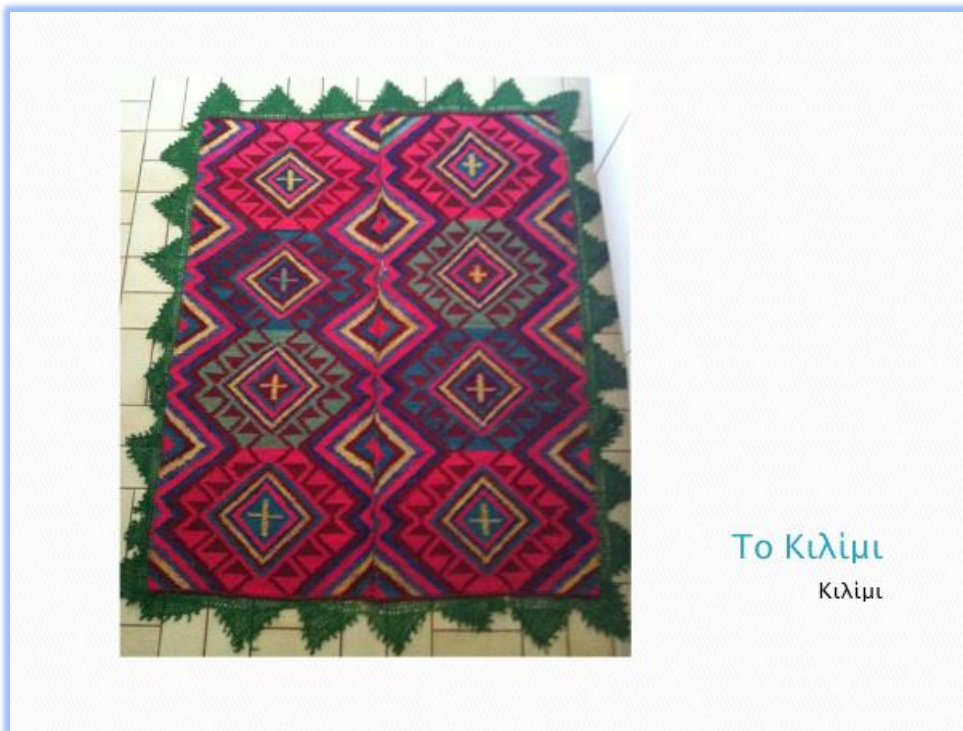
10. FAMILY HEIRLOOMS

These are precious items belonging to a family for many years and passed from one generation to another. You might have items in your home that have significant meaning for you and which bring forth the memories of a time and place in your family history. These items need not have great monetary value but are nevertheless priceless in their meaning.

The easiest way to keep and share the memory of a family heirloom is to take a picture of it and make historical notes on its importance and preserve it in digital format.

10.1 Example: Family Heirloom

The following example for an heirloom written by a young child on a school program entitled "The Kilimi" - A Small Object with a Great History."



"A Small Object with a Great History"

"Today I'll talk about the object I chose for this project "The Kilimi" – a special rug.

In the old days when there were no cars to go from one place to another. people in villages used horses. When a marriage took place in and between villages it was a great event shared by all. The kilimi was like a blanket and placed on the saddle of horse. It was only used for weddings.

The rug that I have, has a long history. The rug my grandmother possessed was made by Diamanto Kaldis, my great great grandmother who lived round the end of the 19th Century.

The rug was made by the loom, with wool that had had been hand turned into string and hand coloured in various by various dyes. This kilimi is green, blue, pink, purple, yellow and red.

The rug he used twice in weddings. A few days before the wedding the relatives of the groom travelled to the bride's village on horseback to claim the bride's dowry from her family home. On the wedding day, they put the rug on the horse covered with a specially made white sheet to sit the bride on to take her to church.

My grandmother, Noula, who had been handed down the kilimi brought it to Australia in 1965 when she migrated here with my grandfather, my aunt, and my dad. She thought that it may be needed here in Australia. But everything was different here. It has not been needed at all.

Finally, my grandmother donated it to my mother to pass it down to me.
I do not think I will be needing it.

The funny thing is as I was told by my grandmother, even she did not need to use it at her wedding. The reason being that the house of my grandfather in the village was only 50 meters from her own and both houses only 50 meters from the church. So, they went by foot and had no use of horse or the kilimi."

The Kilimi remains an important heirloom and part of my family's legacy." (50)

0

11. POWERPOINT PRESENTATION: Family Heirlooms

After Johanna prepared her speech, she organized some pictures and presented the history of the Kilimi to her classroom using the program called "PowerPoint".

This is a more complex task. However, most school aged children would have learned how to create PowerPoint presentations as part of their education.

DIGITAL TECHNOLOGY: POWERPOINT



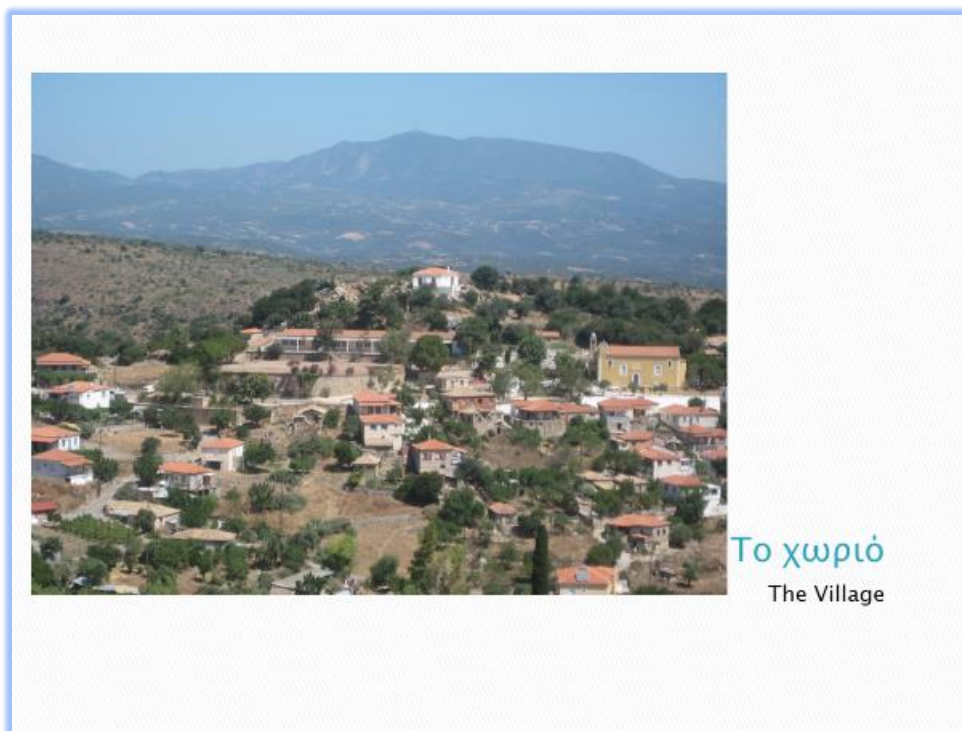
PowerPoint is part of the Microsoft Office Suite. It uses a graphical approach to presentations in the form of slide shows that accompany the oral delivery of the topic. This program is widely used in business and classrooms and is an effective tool when used for training purposes.

PowerPoint is one of the simplest computer programs to learn. It is the most popular program used worldwide for presentations. Anyone can create stunning presentations that look like they were designed by a professional.

PowerPoint presentations can be made into photo albums, complete with music or narrations, to distribute on CDs or DVDs. In addition to an on screen slide show, PowerPoint has printing options that allow the presenter to provide handouts and outlines for the audience as well as notes pages for the speaker to refer to during the presentation. (51)

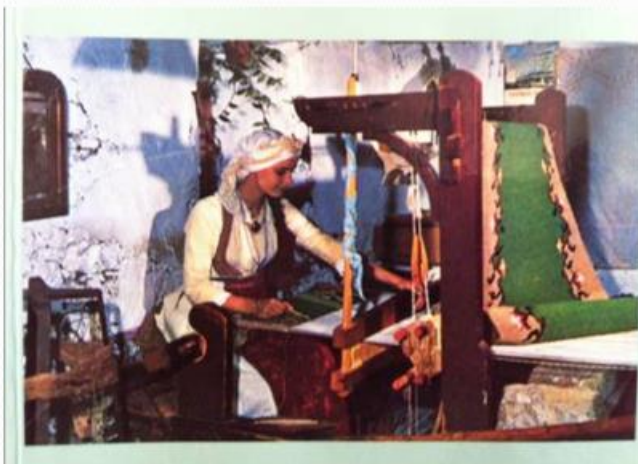
YOUR NOTES

11.1 Example: PowerPoint Presentation – Family Heirlooms





Το Κιλίμι
Κιλίμι



Ο Αργαλιός
The loom



Πάνε για τα προικιά

Preparing to go for the dowry



Τα προικιά

Collecting the dowry



Ελληνικό διαβατήριο 1965

Andrianopoulos Greek Passport 1965



Εγώ και η μαμά

My mum and I



Η γιαγιά και ο παππού
μου στο γάμο τους

My grandmother and grandfather
at their wedding

Ευχαριστώ!

(52)

YOUR NOTES

12. FAMILY TIMELINE

12.1 Why create a timeline?

Creating a chronological list of events for an individual or family will help you make sense of what happened, when it happened, and where it happened. By gathering the significant events from your ancestors' past and placing them along a single timeline, you'll start to get a more comprehensive view of their lives. When you add world events to that same timeline, you'll begin to see your ancestors within the context of the historical era in which they lived. You'll start to understand how local, regional and world events may have influenced their actions. If you take time to gather and organize all your information on a timeline in advance, your writing process will be much smoother. When you start writing your family history stories, you won't have to stop mid-story to track down factual data—it's already gathered on an easy-to-see timeline. (53)

12.2 What to include in your timeline

Personal or family events:

- Births
- Marriages
- Deaths
- Moves or emigration
- Religious milestones
- Education
- Military Service
- Employment
- Property transactions

Historical events:

- Wars
- Famines
- Natural disasters (E.g. earthquakes)
- Technology, inventions

12.3 How to create your timeline

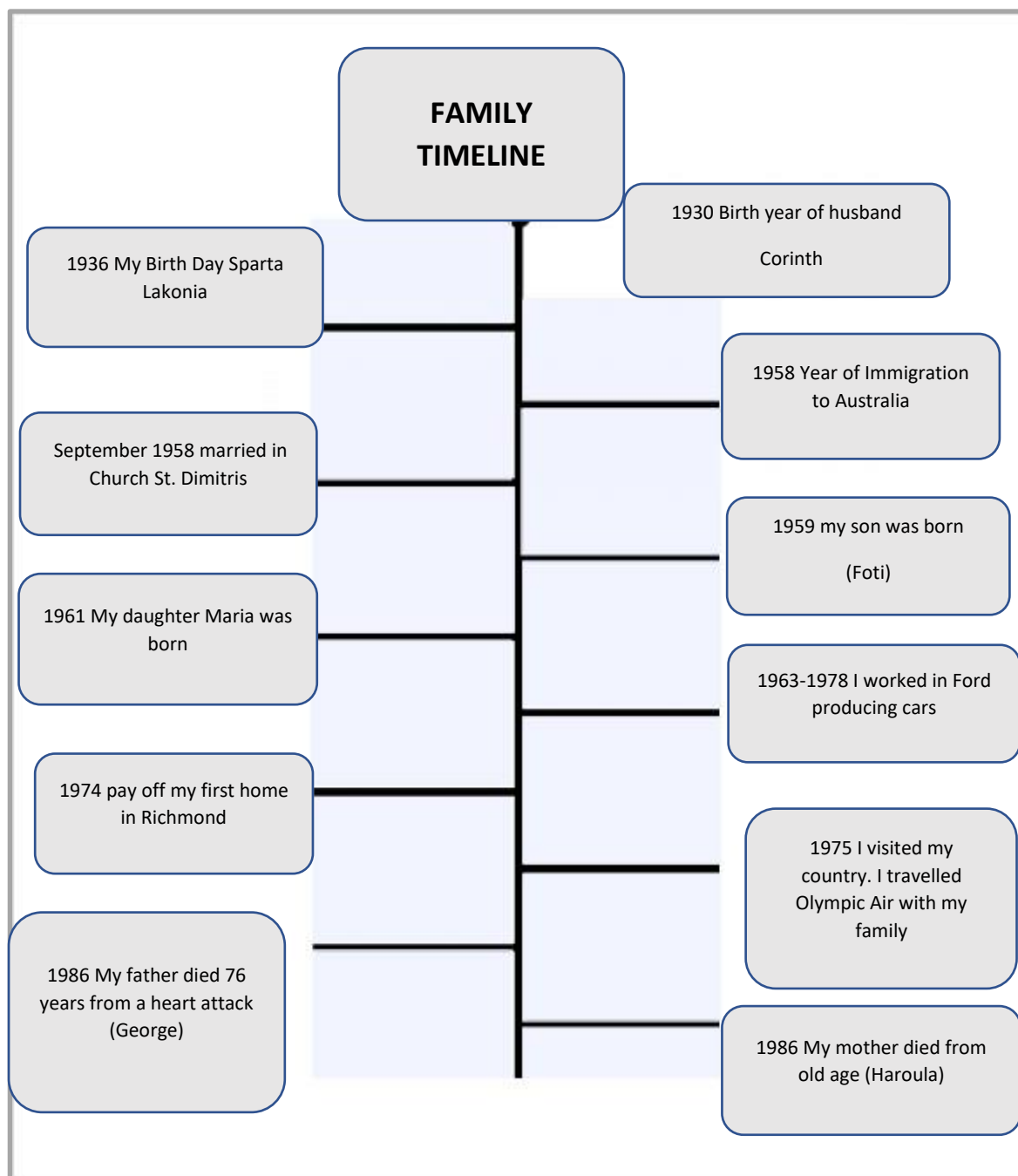
Your timeline can be as simple as drawing a horizontal line across the middle of a piece of paper and adding vertical lines to mark and label events. To make it more manageable, I suggest creating multiple pages divided into 10-year increments per page. Be sure to include names, dates and locations for each event. (53)

12.4 EXERCISE 12: CREATE YOUR FAMILY'S TIMELINE

Using the following example and the template provided create a timeline of important events in your life. Include basic information such as: When it is completed add it to your paper folder. Scan and save it to your digital files under the file name " My family timeline"

- | | |
|------------------------|--|
| • birth, | • marriage, |
| • childhood, | • the birth of the child, |
| • education, migration | • long trips, |
| • career highlights, | • grandchildren and their date of birth, |
| | • parents death) |

12.5 Example: Family Timeline



(54)

12.6 On the following pages is a simple template of a time line you can use.

FAMILY TIMELINE

FAMILY TIMELINE

[illegible]

FAMILY TIMELINE	

13. GENEALOGICAL CHARTS (FAMILY TREE)

A family tree, is a chart representing family relationships in a conventional tree structure. It is the descriptive and graphic reference to the known ancestors or descendants of a human being, presenting them in a tree structure up to a certain limit, either in the present or in a historical past.

The purpose of the genealogy tree is to highlight the relationships of the family. It can include the names of ancestors or descendants as well as other information such as dates of birth, death, baptism, marriages, locations and professions.

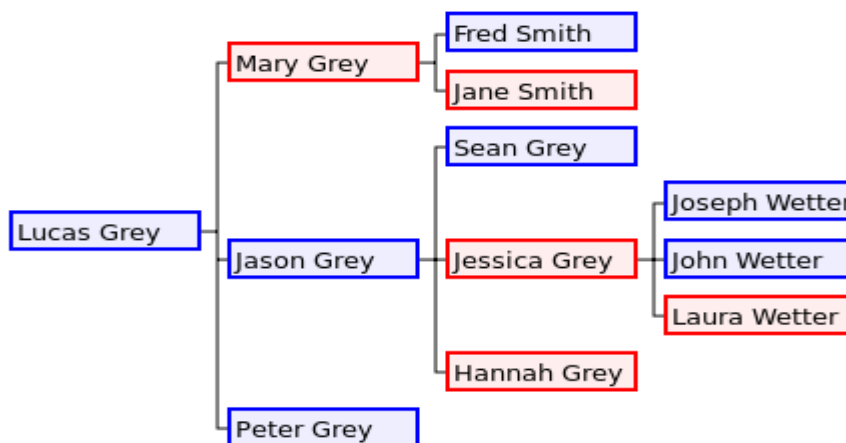
13.1 Formats for a Family Tree

Genealogical data can be represented in several formats, for example as an ancestry chart or descendants chart.

An ancestry chart is a tree showing the parents, grandparents, great grandparents and so on.

A descendant's chart depicts all the children, grandchildren and great grandchildren of an individual.

Example of a Descendants Chart



(55)

13.2 EXERCISE 12: Create Your Family Tree

In the following pages, you will find genealogical tree template of an ancestry tree with a place for notes. You can in your own time complete it in your own time. When it is completed add it to your paper folder and scan and save it to your digital files under the file name " My FamilyTree"

13.3 ANCESTRY FAMILY TREE TEMPLATE (56)

FAMILY NAME _____

MY NAME

Year and Place of
Birth

Notes

FATHERS NAME

MOTHERS NAME

Year and Place of
Birth

Year and Place of
Birth

Notes

Notes

NAME PATERNAL GRANDFATHER

NAME MATERNAL GRANDMOTHER

Year and Place of Birth

Year and Place of Birth

Notes

Notes

NAME PATERNAL GREAT GRANDFATHER1	NAME PATERNAL GREATGRANDMOTHER1
--	------------------------------------

NAME PATERNAL GREATGRANDFATHER 2	NAME PATERNAL GREATGRANDMOTHER 2
--	--

Notes

Notes

NAME MATERNAL GRANDFATHER		NAME MATERNAL GRANDMOTHER	
Year and Place of Birth		Year and Place of Birth	
Notes		Notes	
NAME MATERNAL GREAT GRANDFATHER1	NAME MATERNAL GREAT GRANDMOTHER 1	NAME MATERNAL GREAT GRANDFATHER2	NAME MATERNAL GREAT GRANDMOTHER2
Notes		Notes	

(56)

14. HOW TO PRODUCE A BIOGRAPHICAL INTERVIEW IN VIDEO

By Gretchen Siegchrist Updated August 23, 2016 (57)



Producing a video interview is a straightforward process that you can complete with nearly any type of home video equipment.

Prepare yourself and your subject for the video interview by talking about the information that you're going to cover and the questions that you're going to ask. Your subject will be more relaxed and the video interview will go more smoothly if you've talked it out ahead of time.

Find a good backdrop for conducting the video interview. Ideally, you'll have a location that illustrates something about the person you are interviewing, such as their home or workplace.

Make sure that the background is attractive and not too cluttered. If you can't find a suitable backdrop for the video interview, you can always seat your subject in front of a blank wall. Depending on the location of your video interview, you may want to set up some lights. A basic three-point lighting setup can really enhance the look of your video interview. If you're working without a light kit, use whatever lamps are available to adjust the lighting. Make sure that your subject's face is brightly lit, without any odd shadows.

Set up your video camera on a tripod at eye-level with your interview subject. The camera should only be three or four feet from the subject. That way, the interview will be more like a conversation and less like an interrogation.

Use the camera's eyepiece or viewfinder to check the exposure and lighting of the scene. Practice framing your subject in a wide shot, medium shot and closeup, and make sure that everything in the frame looks right.

Ideally, you'll have a wireless lavalier microphone for recording the video interview. Clip the mic to the subject's shirt so that it's out of the way but provides clear audio. A lavalier microphone will not get a good recording of you asking the interview questions. Use another lav mic for yourself, or a microphone attached to the camera, if you want the interview questions recorded as well as the answers. If you don't have a lav mic, you can always use the camcorder's built in microphone for the video interview. Just make sure the interview is done in a quiet space and that your subject speaks loudly and clearly.

Seat yourself right next to the camcorder on the side with the flip-out screen. This way, you can subtly monitor the video recording without directing your attention away from the video interview subject.

Instruct your interview subject to look at you, and not directly into the camera. This will give your interview a more natural look, with the subject looking slightly off camera.

Press record and start asking your video interview questions. Make sure to give your subject plenty of time to think about and frame their answers; don't just jump in with another question at the first pause in conversation.

As the interviewer, you need to be completely quiet while your interview subject is answering questions. You can respond with support and empathy by nodding or smiling, but any verbal responses will make editing the interview very difficult.

Change up the framing between questions, so that you have a variety of wide, medium and close up shots. This will make it easier to edit different segments of the interview

When you finish the video interview, leave the camera rolling for a few extra minutes. I've found that people relax when it's all over and start talking more comfortably than they did during the interview. These moments can yield great soundbites

How you edit the video interview depends on its purpose. If it's purely archival, you can just transfer the whole tape to DVD without editing. Or, you may want to watch the footage and choose the best stories and soundbites. You can put these together in any order, with or without narration, and add b-roll or transitions to cover any jump cuts.

choose the best stories and soundbites. You can put these together in any order, with or without narration.

Tips

- Find your interviewee a comfortable chair to sit in. This will help them be more relaxed in front of the camera.
- Ask your interviewee to remove any bracelets or jewellery that could clank together and disturb the audio recording.
- Check the frame closely to make sure there are no background objects poking out from behind your subject's head.

14.1 EXERCISE 14: Create a Biographical Interview by Video

On the following pages “**Dear Grandma and Grandpa**” you can find an abundance of questions that you, your children and grandchildren can choose from to prepare for a biographical interview by video.

14.2 Dear Grandma and Grandpa,
I want to know all about you and our family. You have a wonderful story to tell, please share it with me. (58)

Tell me about your family:

What about your grandparents---

Did they ever tell you stories about when they were little?

Are you like any of your grandparents in any way?

Do you think I am like any of your grandparents?

Do you have a favourite grandparent memory?

Do you have something that belonged to your grandparents?

Now tell me about your parents---

Do you know any stories about when they were young?

Do you know how they met each other?

How many wedding anniversaries did they celebrate together?

Can you tell me something special you remember about each of your parents?

Who do you resemble the most?

Do I resemble either of your parents?

What other relatives or family friends have been important to you?

Can you tell me their names and why they are special?

Are any of our relatives known for doing something unusual?

Do you remember a favourite family recipe?

Who is the oldest relative you ever met?

Did they tell you any interesting stories about our family?

What were you like when you were little?

What's your earliest memory?

Did you ever get into trouble for doing something you weren't supposed to? What was it? How old were you?

What was one of your greatest adventures when you were small?

What's one of the funniest things that ever happened to you when you were young?

What were your dreams for the future when you were a teenager?

Did you have a "crush" on anyone in high school?

What did you like about that person?

Who were your best friends when you were growing up? What did you do together?

Tell me about the other children in your family and how you got along with them.

What did your family like to do together?

Grandma and Grandpa, tell me about your life together:

How did you meet?

How old were you?

What were you doing at the time?

When did you first know you wanted to marry?

Were you engaged? How long?

What was your wedding like?

Did you go someplace special on a honeymoon?

What surprised you the most about your new spouse after you were married?

What were your first years together like?

How many children did you want?

Tell me the story of my parent's birth?

What did you think the day my parent was born?

How did you choose my parent's name?

Did my parent remind you of anyone else in your family?

What was my parent like as a child?

What's one of the most mischievous things my parent ever did?

What about my parent made you especially proud?

Tell me about your children when they were young.

What kinds of things did you all like to do together?

Tell me what makes our family special:

As a teenager, what did my parent do that worried you the most?

What's the funniest thing my parent ever did?

Can you tell me your favourite story about being my parent's parent?

Did my parent have any special interest or achievements as a teenager?

When it was time for my parent to move out and leave home, how did you feel?

When did you first meet my parent's spouse?

How did you feel when they decided to marry?

What was their wedding like?

Do you have a favourite memory of their wedding day?

Now, tell me what you thought when you first saw me.

Tell me about places important to you:

What countries did your families originally come from?

Do you know why and when they moved here?

Did they bring any traditions with them?

Where and when were you born?

Where did you live when you were growing up?

Tell me about the family home you remember most.

What was your room like?

Did you have to share it?

Did you have a special place you liked to go when you were a child?

Was there any place that was scary?

Where did you go to school?

Did you like school?

Which subject was your favourite?

What school activities did you enjoy?

Did you have a part-time job? Where?

How much money did you make?

Where did you spend holidays and other vacations?

What kinds of entertainment did you enjoy?

Where did you move when you left your family's home?

How old were you then?

Where was your first full-time job?

What did you do?

Where else have you worked?

Where was your first home after you married?

What was it like?

Did you raise your family there?

Where were you when I was born?

Tell me about things when you were young:

Did you have a favourite toy?

Do you remember an outfit you really loved?

What was the very best present you ever received?

What's the most memorable gift you ever gave?

Do you remember when you got your first skates or bicycle?

How did you learn to get around on your new "wheels"?

How old were you when you learned to drive a car?

What kind of car was it?

Who taught you?

What was the first car you owned?

Do you remember how much it cost?

Tell me about any "fads" you can remember during your teen years.

Now tell me about your all-time favourite:

- | | |
|---------------|------------------|
| • book, | • singer, |
| • movie star, | • food, |
| • music, | • anything else? |

Tell me some things I take for granted that were invented in your lifetime.

What was life like without them?

What year was it when you were 21?

I wonder what some of these things cost:?

- | | | |
|----------|-------------------------|----------------|
| • Bread? | • Fish | • Bus Tickets |
| • Milk? | • Stamps | • Cinema |
| • Flour? | • Refreshment | • Chocolates |
| • Rice | • Sugar | • Petrol |
| | • Fruit and vegetables; | • A nice house |
| | • Meat | |

Tell me about the interesting times of your life:

What was happening in the world the year you were born?

When you were a child or teenager, what world events were taking place?

Was there a time that you remember being especially fun or significant?

What were the major news stories when you were starting a family of your own?

Which political figure do you remember most and why?

Can you remember a time or an event that changed your life?

Tell me about special times in our family:

Do we have a traditional way to celebrate holidays?

What family weddings do you remember most?

What other memorable occasions have taken place in our family?

How has life changed since your grandparents' time?

How do you think times have changed between your childhood and mine?

What do you hope the future brings for me?

15. "52 QUESTIONS IN 52 WEEKS"

According to Steve Anderson writing your life story has never been easier. (59)

"Many people believe that it takes a lot of time and work to write their life story and feel that the task is just too big. Because of that, they never start. But sharing memories of your life does not have to be a big, involved effort. Imagine how much easier the task of writing about your life might be if you were to focus on writing about just one topic each week. It doesn't matter if you write a few paragraphs, a single page, or several pages. The important thing is that you write something. Anything is better than nothing at all.

Now imagine if someone provided you with one question to write about each week for 52 weeks. At the end of just one year you will have created your own life story to share with your children and your future posterity. You will never be forgotten because your own life story will bear witness to your existence. Add some pictures, and you can make it even more inviting to read.

Your great-grandchildren will be able to read them and enjoy learning about your life and getting to know who you are. Future generations will be glad that you took the time to write something about your life and that you left them with such a valuable legacy."

15.1 EXCERSISE 15: "52 Questions in 52 Weeks" (60)

On the following page, there are the 52 questions developed by Steve Anderson. Each week for one year, take one question and write as much or as little as you want. Don't worry about how much you write for each question, but do write something. Questions do not need to be answered in any special order.

52 Questions in 52 Weeks August 26, 2013 by Steve Anderson

1. What is your full name? Explain why your parents gave you that name.
2. When and where were you born? Describe your home, your neighbourhood, and the town you grew up in.
- 3.. What memories do you have of your father (his name, birth date, birthplace, parents, and so on)?
4. What memories do you have of your mother (her name, birth date, birthplace, parents, and so on)?
5. What kind of work did your parents do (farmer, salesman, manager, seamstress, nurse, stay-at-home mom, professional, labourer, and so on)?
6. Have any of your family members died? If so, explain what they died from and what you remember of their death; the circumstances of their death.
7. What kind of hardships or tragedies did your family experience while you were growing up?
8. Are there any obvious or unusual genetic traits that run in your family line?
9. What are the names of your brothers and sisters? Describe things that stand out in your mind about each of your siblings.
10. What were some of your family traditions that you remember?
11. Did your family have special ways of celebrating specific holidays?
12. Share some memories of your grandparents.
13. Did your grandparents live close by? If so, describe how they were involved in your life. If they lived far away share some memories of visiting them or of them traveling to visit you
- . 14. Who were your aunts and uncles? Write about any of your aunts or uncles who really stand out in your mind. Give some details about them (names, personalities, events that you remember doing with them, and so on).
15. Where did you go to school? Give some details about what was school like for you and some of your memorable experiences.
16. What were your favourite subjects in school? Explain why.
17. What subjects did you like the least? Explain why.

18. Who were some of your friends in school? Explain what your friends were like and what they are doing today if you know that.

19. If you went to college or a vocational school, what school did you attend? Describe what memories you have of those years and what subjects you studied.

20. What do you see as your greatest strengths?

21. What were some of the challenges you have had to deal with in your life?

22. What medical issues have you had to deal with throughout your life?

23. Was religion an important for you and your family? If so, explain what religion your family practiced and what it meant to you. Explain if it is or is not an important part of your life today.

24. What foods do you like and dislike? Describe any food allergies you or other family members had.

25. Were there two or three food dishes your mother or father made that were especially memorable?

26. How did you meet your spouse?

27. What was your courtship like? Describe your marriage day.

28. Share some stories about your spouse.

29. How many children do you have? List their names and share a few memories about each one.

30. Describe some of the major community, national, and world events you lived through. How did these events change your life?

31. What are some of your life philosophies or life views that you would share with others?

32. What are some of the personal values that are very important to you? Share some examples of what have you done and what are you doing now to teach these values to your children, grandchildren and others.

33. List at least five people who have had a memorable influence on your life. What did they do that had such an influence on you?

34. What are 20 things about yourself that make you uniquely you?

35. What are 50 things that you are grateful for?

36. What is your philosophy on money?

- 37.If you could spend a day with any famous person in the world, who would it be, and what would you do during your day with him or her?
- 38.What scares you?
- 39.What makes you stop and go “Wow!”?
- 40.What are some of the things you enjoy doing in your leisure time?
41. If you could go back in time and spend an hour visiting with yourself at age 15, what would you tell your younger self?
- 42.What are some of your talents? Explain how you discovered them and what you have done to cultivate and improve them. Describe how your talents have they affected your life.
- 43.What did you do for a career? Explain how you chose that career.
- 44.What were some of the jobs you had throughout your life? Explain some of the memorable experiences you had with these jobs.
- 45.What are 5 significant events or experiences in your life, and explain what effects they have had on you.
- 46.What are some of the life lessons that you have learned and would like to pass on to your descendants?
- 47.In how many places have you lived during your lifetime? Provide a brief description of each place you’ve lived, why you lived there, and why you moved.
- 48.If someone gave you \$10,000 and told you that you could NOT give it to any of your friends, family members or use it for yourself, what would you do with it?
- 49.If you could go back in time and do things over again, what would you change?
- 50.When all is said and done, what do you want to be remembered for? Explain what you are doing now to create a legacy worthy of remembering.
51. If you were to leave 5 different bits of advice for your future posterity, what would they be?
- 52.Have you travelled to any place outside of your home country? If so, explain the reasons for your trip(s) and what memorable things happened on some of those

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