

4 IMMIGRANT CHRONICLE

FOCUS ON THE ESSENTIALS

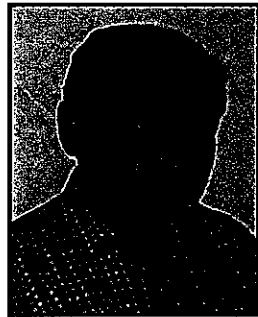
Introduction

- This section in each chapter has been designed to provide you with some essential information about *Immigrant Chronicle* and two related texts through the context, audience, purpose, plot, characters and relationships.
- You must remember, however, that the focus of the syllabus in the Area of Study is belonging. This is what you will focus on in the extended response you will have to write in the HSC examination.
- The second section in each chapter focuses wholly on the concept of belonging. It contains a detailed analysis of *Immigrant Chronicle* and two related texts in relation to this concept. This is the material that you will draw from for your extended response on the concept of belonging in the HSC examination.

About the Poet

- Peter Skrzynecki is an Australian poet and author of Polish-Ukrainian descent.
- He was born in Germany in 1945 and migrated to Australia with his Polish parents in 1949. After a four-week sea voyage, Skrzynecki's family arrived in Sydney on 11 November 1949. They lived in a migrant camp in Bathurst for two weeks before being moved to the Parkes Migrant Centre.
- In 1951 the family moved to the working-class Sydney suburb of Regents Park where a home had been purchased at 10 Mary Street. Peter's father, Feliks Skrzynecki, worked as a labourer for the Water Board and his mother Kornelia found work as a domestic in Strathfield.

What are the key points about the poet of *Immigrant Chronicle*?



Peter Skrzynecki

- In 1956 Skrzynecki began school at St Patrick's College, Strathfield, where he completed his Leaving Certificate in 1963.
- Peter Skrzynecki's collection of poems, *Immigrant Chronicle*, offers a personal perspective on the Australian migrant experience and is autobiographical in style.
- He has published fourteen books of poetry and prose. In 2002 he received the Medal of the Order of Australia (OAM) for services to Australian multicultural literature.
- Peter Skrzynecki is a Senior Lecturer at the University of Western Sydney.

The Type of Text

Immigrant Chronicle is a collection of poems. The edition that the page numbers refer to is University of Queensland Press, 2002. This is the edition specified by the Board of Studies.

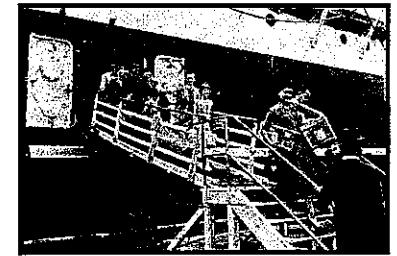
About the Context

The Context of the Period

- By the time the Skrzynecki's arrived in Australia in 1949, post-World War II Australia had launched a massive immigration program in the belief that having narrowly avoided a Japanese invasion, Australia must 'populate or perish'. More than two million people, including hundreds of thousands of displaced persons, immigrated to Australia from Europe.
- By 1947, a post-war immigration boom was underway. Many migrants came on government-assisted passage and had to stay in Australia for at least two years, working in government-designated employment. Skilled migrants found it difficult to find work commensurate with their experience and training, and as a result had to settle for unskilled labouring jobs. Many migrants, particularly those who did not speak English well, experienced prejudice.
- A chronicle is by definition an historical account of events chronologically arranged, usually without analysis or interpretation. This is somewhat paradoxical given the highly poignant and emotional content of Skrzynecki's work. You should not assume, however, that Skrzynecki speaks for all migrants—as his title suggests. Not all migrants share his attitudes and many had very positive experiences. The 'migrant experience' also contains universal themes of loss, pain, hope, survival, light and dark, and as such should be considered in relation to the whole of human experience.

What specific type of text is *Immigrant Chronicle*?

What is the context of the period in which *Immigrant Chronicle* was written?



Migrants to Australia arriving by sea in the 1950s.

What is the personal context of *Immigrant Chronicle*?

What impact did the context (social, historical, personal, political) of *Immigrant Chronicle* have on the content and setting?

Who is the audience Skrzynecki is targeting in *Immigrant Chronicle*?

What elements of purpose has Skrzynecki chosen in *Immigrant Chronicle*: intellectual (persuasive, critical, etc.), affective, emotional?

How should you read *Immigrant Chronicle*?

The Personal Context

- Skrzynecki was four years old when he arrived in Australia with his parents in 1949. *Immigrant Chronicle* was published in 1975. The poems record Skrzynecki's evolving experiences as he grows from a child to a young man in an environment of adjustment and adaptation. He wrote about his European background, his experiences as a migrant in Australia, the problems associated with being an exile, his parents' dispossession and the difficulties encountered such as racism, bigotry and the challenges facing immigrants trying to assimilate and adapt to a new life.

The Impact of the Context on the Content and Setting

- While the reader is drawn into Skrzynecki's life experiences, not all personal information is revealed. As poetic creations, they remain reflections of reality and are best appreciated as a comment upon those experiences. Skrzynecki has deliberately recreated images of his childhood for particular effect and these are filtered through the passing of time and the subjectivity of memory.

The Audience for the Poems

- Skrzynecki aims to communicate with all modern Australians. However, anyone who has experienced loss, change or displacement, or who believes in hope may empathise with his message.

The Purpose of the Poems

- Skrzynecki's purpose is to chronicle his experiences, as well as the immigrant experience in general within a specific context. This in turn has a cathartic effect for himself and his audience who may appreciate aspects of his experiences as universal. As Skrzynecki's poetry is autobiographical in style based on personal content, it is highly reflective and emotive.
- Skrzynecki also aims to honour his family and recognise their suffering. He writes in appreciation of their gifts and sacrifices.

Reading the Poems

- Poetry is often meant to be performed so try reading it aloud, adapting your voice to the changing content. This will very often provide some insight into what the poet is thinking or feeling at that point.

Poetry is writing that conveys meaning less directly—through the sound of the language, through how the words are broken into lines, through language techniques and through the poet's ability to communicate ideas with expressiveness and concision combined with density of thought and emotion. As such, it is important to read through a poem a number of times in order to appreciate the different levels of meaning that exist within it.

- As a chronicle is an historical account of events arranged chronologically, Skrzynecki's poetry is ordered loosely by event. Reading and analysing his poems in order can help the reader to understand his overall experience and message, as well as make links and connections between ideas in his poems.

Key Concepts and Definitions of the Text

Literary Definitions

Alliteration—the repetition of a leading consonant sound in a phrase. In 'Postcard', 'Red buses on a bridge' conveys a literal, matter-of-fact observation by Skrzynecki.

Allusion—where the poet makes reference to other names, places, events, literary works or images that may only make sense in the light of prior knowledge. This technique can add to the poetic experience. For example, the allusion to 'Hadrian's Wall' in 'Feliks Skrzynecki' heightens the tension of the 'battle' raging between Peter and Feliks.

Assonance—the repetition of vowel sounds to create internal rhyming within phrases or sentences; together with alliteration, it serves as one of the building blocks of verse. 'A lone tree / Whispers: / "We will meet ..."' (p. 82, stanza 10) in 'Post card' creates a soothing, dream-like effect and slows the pace of the text.

Figurative language—a word or phrase that departs from everyday literal language for the sake of comparison, emphasis, clarity or freshness. Metaphor and simile are the two most common examples, but figurative language also includes hyperbole, puns and personification.

Hyperbole—a statement which is an exaggeration. While such statements are not literally true, people make them to sound impressive or to emphasise something, such as a feeling, effort or reaction. In 'Feliks Skrzynecki', 'Why his arms didn't fall off' emphasises Skrzynecki's child-like wonderment.

What are the key concepts and definitions relevant to *Immigrant Chronicle*?

Imagery involves the use of vivid or figurative language to represent objects, actions or ideas. The 'golden cypress' in 'Feliks Skrzynecki' creates a beautiful and vivid image of the sustaining and illuminating landscape of Feliks's garden.

Irony may refer to particularly striking examples of incongruities observed in everyday life between what was intended or said and what actually happened. Irony is the discrepancy between expectation and reality. In 'Feliks Skrzynecki', it is ironic that Feliks is so content after all he has experienced, and Peter so dissatisfied with such a bountiful life.

Jargon—terminology that relates to a specific activity, profession or group. Much like slang, it develops as a kind of shorthand, to express ideas that are frequently discussed by members of a particular group. Skrzynecki often refers to things using their Polish name to create a sense of his separateness from this group, for example, 'Kielbasa'.

Juxtaposition—involves associating two seemingly random ideas in parallel which can stimulate a creative response or highlight an idea or feeling. The opposing ideas of 'condemn' and 'cherish' in 'Post card' highlight the extreme emotions of Polish nationalism.

Metaphor—describes a first subject as being or equal to a second subject in some way. This device is used in literature, especially in poetry, where with few words, emotions and associations from one context are associated with objects and entities in a different context. For example, the dark 'shadows' in 'Ancestors' are metaphors which describe the burden of heritage.

Mood—this is created through the poet's description of a setting and can often influence the overall tone or feeling of a text. Texts generally have either a positive or negative atmosphere.

Personification—a figure of speech that gives an inanimate object or abstract idea human traits and qualities, such as emotions, desires, sensations, physical gestures or speech. The barrier in 'Migrant hostel' 'rose and fell like a finger' to indicate Australians' resistance to the migrant presence.

Pronoun choice—a device used by the poet to influence the reader's attitude towards a person, group or thing. For example, the exclusive pronoun 'they' in 'Feliks Skrzynecki' highlights Skrzynecki's separation from Feliks's Polish social group: "Talking, they reminisced" (stanza 3, line 6).

Punctuation includes punctuation marks, inter-word spaces and indentation. These can be manipulated by the poet to elicit a particular effect. In '10 Mary Street', the use of parentheses in '(The whole block had been gazetted for industry)' creates the sense of a retrospective comment.

Repetition—where words or certain phrases are repeated for emphasis. The repetition of 'For eight years' in 'St Patrick's College' highlights the feeling that Skrzynecki's education there seemed to him to be never-ending.

Rhetorical questions are posed for effect rather than to receive an answer. Skrzynecki uses them convincingly in 'Post card' to communicate his anguish and frustration: 'What's my choice to be?'

Simile—a figure of speech used to make a comparison between two things, usually with the words like, same or as. 'Like a well-oiled lock' in '10 Mary Street' illustrates the smooth and well-established routine of everyday life.

Symbolism involves the use of iconic representations that carry particular conventional meanings. For example, in 'In the folk museum', 'Autumn' is symbolic of a dusty, cold, dry and lifeless past.

Theme/Subject—the unifying subject or idea of a story.

Tone—encompasses the attitudes of the author towards their subject. The tone may be formal, informal, intimate, solemn, sombre, playful, serious, ironic, condescending, etc. A solemn, haunting tone pervades 'Ancestors'.

Other Definitions

Hadrian's Wall—built by the ancient Romans in 122 CE to prevent raids by the wild and uncivilised Pictish (Scottish) tribes and keep them out of England.

Kielbasa—a Polish word for traditional Polish sausage.

Lucaet Lux Vestra—the school motto of St Patrick's, Strathfield, which translated means 'Let your light shine'.

Migrant hostels—established to accommodate displaced persons and assisted migrants after World War II. In New South Wales a network of converted army and air force camps provided migrants with temporary accommodation until they were able to buy or rent houses in the community.

The shortage of housing in the post-war period resulted in many migrants living in hostels for years. The early history of migrants and their children in Australia was therefore inextricably linked to these hostels.

Tablelands heritage—refers to the history of a particular rural area of New South Wales. A tableland or plateau is a flat, elevated region.

Venite Adorimus—the name of a hymn book.

White Eagle refers to the national coat of arms of Poland which comprises a stylised white eagle in a red shield with a golden beak and talons and wearing a golden crown.



The White Eagle is the Polish national coat of arms.

Summary of the Poems

What are the most important elements of 'Feliks Skrzynecki'?

'Feliks Skrzynecki' (p. 2)

- The poem details Peter's reflections on the father he deeply loves and respects.
- It describes Peter's father, Feliks, and their changing relationship.
- Conflict is generated between the two as a result of the poet becoming further embedded in Australian culture.
- Information on Feliks is provided by Peter's memory and reminiscences. The impact of Feliks's experiences is as strong for the son as it is for the father.
- Peter recognises in maturity that his father understood the gap that existed between them. Feliks knew that Peter would come to treasure his heritage in later years after an initial dislocation from it.

What are the most important elements of 'St Patrick's College'?

'St Patrick's College' (p. 6)

- The poem deals with the poet's memory of school days.
- Skrzynecki reflects on some of his experiences at St Patrick's College in Strathfield.
- The speaker gives an impression of his day-to-day life as a student.
- Connections are made between the beginning of school days and their endings to highlight the poet's questioning attitude towards some of his experiences.
- The end of the poem sees the poet cast his thoughts to the potential of his future outside of the restraints of school.

What are the most important elements of 'Ancestors'?

'Ancestors' (p. 8)

- Skrzynecki ponders and reflects on who his ancestors were.
- In asking a series of questions in his reflections he attempts to resolve issues surrounding his identity. However, he feels burdened by his heritage.
- The poem's dark, nightmarish setting and content heightens Skrzynecki's sense of dislocation from his past.
- The poem ends with a negative image, casting doubt on a resolution to the poet's frustrations.

'10 Mary Street' (p. 17)

- The poem details the daily routines of the Skrzynecki family.
- It describes the family home, 10 Mary Street in Regents Park in south-western Sydney, the family's first home after leaving the migrant hostel.
- It reveals the security of home life from an immigrant family's point of view.
- The house represents safety and security and the family will experience loss and displacement when it is gone.

'Migrant hostel' (p. 44)

- Skrzynecki reminisces about the two years his family spent at the Parkes hostel for newly arrived migrants.
- The immigrants are forced to spend this time in Parkes as a transition into Australian society.
- The poet conveys the immigrants' sense of isolation and dislocation during this time.
- The promise of a new life is not quickly realised and there is a sense of enforced imprisonment at the hands of an unsympathetic bureaucracy.

'In the folk museum' (p. 63)

- Skrzynecki reminisces about a visit to a folk museum.
- The museum is filled with information and items relating to Australia's rural history.
- The experience forces the poet to consider his own different heritage and generates feelings of cultural isolation in him.
- The poem ends with the possibility for the two cultures to meld. However, this is dismissed by the poet.

'Post card' (p. 80)

- A friend travelling in Poland sends the poet a postcard showing the historic centre of Warsaw, his father's home.
- It prompts a relationship with the city that the poet has not yet acknowledged.
- The postcard acts as a catalyst for Skrzynecki's sense of frustration about his identity.
- The final section of the poem sees Skrzynecki acknowledge the significance of his heritage and his place in it.

What are the most important elements of '10 Mary Street'?

What are the most important elements of 'Migrant hostel'?

What are the most important elements of 'In the folk museum'?

What are the most important elements of 'Post card'?

The Characters in the Poems

Introduction

The following is general information for you to understand the characters more deeply. Refer to the Focus on the Concept of Belonging section for information on the characters specific to the concept of belonging.

What are the main characteristics of Feliks?

79

For an in-depth analysis of Feliks and the concept of belonging, go to pages 79, 82, 84, 87, 91 and 94.



Feliks Skrzynecki

Feliks Skrzynecki is the poet's father. He emigrated to Australia with his family in 1949 and is deeply attached to his Polish heritage.

In the poem 'Feliks Skrzynecki':

- **Feliks Skrzynecki is portrayed as an effective and reliable provider, virtuous and optimistic.** He is a kind, hardworking and independent man. The personal pronoun 'my' and his choice of adjectives establishes the warmth Skrzynecki feels for his father: 'My gentle father' (stanza 1, line 1). Feliks's bond with his garden reinforces the perception of his loving and nurturing nature as the the vivid imagery of the garden is positive, rich and life-sustaining: 'Loved his garden like an only child' (stanza 1, line 4).
- **Feliks Skrzynecki is a survivor.** Direct references to World War II labour camps contrast with the prior peaceful, domestic setting. Feliks has experienced hardship and trauma, which has not altered his positive perspective on life. 'Five years of forced labour ... / Did not dull the softness of his blue eyes' (stanza 3, lines 11–12). He has not been worn down by his negative experiences.

What are the main characteristics of Peter?

79

For an in-depth analysis of Peter and the concept of belonging, go to pages 79, 84, 87, 91 and 94.



Peter Skrzynecki

Peter Skrzynecki immigrated to Australia with his parents at the age of four. He feels alienated from his environment and deeply conflicted about his identity.

In the poem 'Feliks Skrzynecki':

- **Peter is in awe of his father's attitude and achievements.** Peter as a young boy is amazed by Feliks's stamina and cannot comprehend his strength and stoicism. Hyperbole illustrates his child-like wonderment: 'Why his arms didn't fall off' (stanza 2, line 6).

In the poem 'St Patrick's College':

- **Peter questions the social, educational and spiritual value of his school experiences at the college.** His choice of verb 'carry' in 'carried the blue, black and gold' (stanza 4, line 2) conveys the burden he feels in wearing the St Patrick's uniform for eight years, as well as the effort of trying to fit in to the school environment and failing. 'I'd been privileged to wear' (stanza 4, line 3) adds to this heavy tone as it implies the expectations of others weigh on him.

In the poem 'Ancestors':

- **Peter reflects on his heritage.** He arrived in Australia at the age of four and a common theme throughout his poetry is his sense of disconnection from his parents' culture. This poem sees Peter cast his mind back further than his parents as he considers the people who came before them.
- **Peter feels haunted by his ancestors.** Peter's ancestors are described metaphorically as 'shadows' (stanza 1, line 1) in the opening line of the poem—dim, shadowy, murky and sinister phantasms that disturb his concept of self. This creates a dark and haunted mood and sets up an exploration into Peter's burdened psyche.

In the poem '10 Mary Street':

- **Skrzynecki's observations about his family life are from a child's perspective.** The poet is six years old when the family moves into the house. 'Bursting at the seams' (stanza 2, line 13) is a juvenile hyperbole that communicates the poet's satisfaction and positive childhood memories of the house and garden. It also reflects the poet's Australianness with its informality.

He reminisces about the family's daily life and the routine of going to school and work. The poet loved coming home to the restorative garden oasis, in direct contrast to the repetitive daytime labour and the insecurities of the world outside the home.

In the poem 'In the Folk Museum':

- **Skrzynecki vividly recalls his unpleasant visit to a folk museum.** The museum contained historical Australiana which he felt was irrelevant to his background and history.

In the poem 'Post card':

- **A postcard sent by a friend with a scene of Warsaw strikes a chord with Skrzynecki.** There is a sense of unwanted ideas and feelings hovering around and disturbing him. He cannot ignore the call of his heritage.

What are the main characteristics of Peter's mother?

82 For an in-depth analysis of Peter's mother and the concept of belonging, go to page 82.



Peter's Mother

In the poem 'St Patrick's College':

● **Peter's mother controls her son's education.** The poem begins with the reasons why St Patrick's College was chosen for the young Skrzynecki. His attitudes and desires are secondary to the authority of his parents and it is 'Mother' (stanza 1, line 3) who enrolls Peter at the school.

● **Mrs Skrzynecki is impressed by the school uniform which is indicative of values like discipline and pride.** He is there because of her influence.

The Skrzyneckis

In the poem '10 Mary Street':

● **Peter's parents cultivate a nurturing and protected domestic life.** The order and daily routine of the family's life is highlighted by the simile 'Shut the house like a well-oiled lock' (stanza 1, line 4), stimulating both visual and aural senses to communicate the safety and security of their daily existence.

In the poem 'The Migrant hostel':

● **The Skrzyneckis had faced uncertain times.** The family had been sent to Parkes Migrant Hostel approximately six hours west of Sydney by train. They could not start a new life without jobs and their own accommodation.

The Key Relationships in the Poems

Feliks and Peter Skrzynecki

'Feliks Skrzynecki'

● **A cultural barrier exists between Feliks and Peter Skrzynecki.** The gulf between father and son is a result of their different cultural backgrounds and education and a generation gap. Feliks's helpless anguish as he observes this tragic gap developing is revealed in the simile 'Like a dumb prophet' (stanza 7, line 5). It is paradoxical for Feliks to be both dumb and prophetic. He is dumb through his lack of English language as Peter's English grows; as well, he is powerless to speak out about his son's movement away from him. He is prophetic as he can foresee that Peter will come to value his heritage in later years at the expense of his dislocation from it in youth.

What are the main characteristics of the relationship between Feliks and Peter?

80 For an in-depth analysis of the relationship between Feliks and Peter and the concept of belonging, go to page 80.

Peter and his Parents

'St Patrick's College'

● **Skrzynecki's parents have made sacrifices to send him to St Patrick's.** While he hopes his education will serve him well in the future, he has difficulty seeing what he has acquired and this elevates his sense of guilt. This is further expressed in the description of a 'darkness' (stanza 5, line 17) that surrounds Skrzynecki in the final stanza, illustrating the depth of the poet's negativity.

Repetition of 'for the best' (stanza 5, line 18) in the final stanza ties in strongly with the poem's orientation. Significantly, however, it is preceded by the negative 'Wasn't', reinforcing Skrzynecki's attitude and overriding his mother's voice from the opening stanza. It implies some criticism for his mother's choice of school being based on the attitudes and ideas of others, and not perhaps on what was best for her son's personality and happiness.

'10 Mary Street'

● **Peter is both supportive and disapproving of his family's attitudes towards assimilation.** The poet acknowledges the reasons why his parents keep the old ways alive as well as their intense desire to cloak themselves in safety and predictability; however, he also recognises their vulnerability in the face of their rigidity and stubbornness. This is illustrated by the sustained garden imagery 'Citizens of the soil / That was feeding us' (stanza 5, lines 3-4).

Peter and his Heritage

'Ancestors'

● **Skrzynecki feels a deep sense of loss as he is unable to make cultural connections with his family.** The poet's ancestors are 'faceless' (stanza 1, line 3) so it is impossible for him to 'read' them or glean information from them.

The Skrzyneckis and the Other Immigrants

'Migrant hostel'

● **The Skrzyneckis, like the other immigrants, find comfort from their compatriots in a difficult environment.** The cramped confinement of their daily life at the migrant hostel illustrates the insensitivity of a seemingly uncaring government system that processes people's lives.

What are the main characteristics of the relationship between Peter and his parents?

88 For an in-depth analysis of the relationship between Peter and his parents and the concept of belonging, go to page 88.

What are the main characteristics of the relationship between Peter and his heritage?

85 For an in-depth analysis of the relationship between Peter Skrzynecki and his heritage and the concept of belonging, go to page 85.

What are the main characteristics of the relationship between Peter Skrzynecki and the museum?

92 For an in-depth analysis of the relationship between Peter Skrzynecki and the museum and the concept of belonging, go to page 92.

What are the main characteristics of the relationship between the Skrzyneckis and Warsaw?

95 For an in-depth analysis of the relationship between the Skrzyneckis and Warsaw and the concept of belonging, go to page 95.

Peter and the Museum

'In the folk museum'

- Skrzynecki recalls feeling alienated while visiting a folk museum. It contains memorabilia relating to Australian history. Having arrived in Australia from Poland at the age of four, he feels particularly removed from this aspect of Australiana. The museum caretaker appears cold and unfriendly, like the museum itself.

The Skrzyneckis and Warsaw

'Post card'

- Skrzynecki's dilemma lies in deciding on the city of his allegiance. The poet feels frustrated guilt as well as tragic loss at being unable to culturally identify with his parents and share their past experiences of Warsaw. 'You survived' (stanza 3, line 7) indicates his familiarity with the city, as viewed through his father's eyes. The poet pleads, 'Let me be' (stanza 4, line 3) in order to be released from the pressure of cultural expectation he feels is communicated by his parents.

FOCUS ON THE CONCEPT OF BELONGING

Introduction

- This section in each chapter focuses wholly on the concept of belonging and therefore contains a detailed analysis of the text in relation to this concept.
- Please note that this is the material that you will draw from to write your extended response on the concept of belonging in the HSC examination.
- To ensure that you know what the syllabus expects of you, we have included the syllabus requirements in the margins.
 - The first margin questions are always directly from the syllabus—these are the syllabus requirements.
 - The second margin questions (underneath) are syllabus questions made easy, i.e. we have interpreted them so you can readily understand what is required of you!

FOCUS ON EACH POEM

'Feliks Skrzynecki'

Places and the Concept of Belonging

The Garden

- Feliks creates a place to belong in his garden. Feliks treasures his garden. He is empowered by his bond with the soil. Repetitious work and labour provides him with a sense of security and purpose. Feliks does not belong in the surrounding Australian culture and so he creates his own world in the safety and beauty of his garden. 'Spent years walking its perimeter / From sunrise to sleep' (stanza 1, lines 5–6) illustrates the physical parameters of where he feels he belongs.

Work

- Feliks has created a place to belong by surrounding himself with rewarding physical activity. He is portrayed as hardworking—a man of few words whose actions speak volumes and who prides himself on work achieved. Both the sound and meaning of the words 'Alert, brisk and silent' (stanza 1, line 7) reveal a compressed and purposeful energy. The images of a powerful manual worker whose hands are 'darkened' (stanza 2, line 1) and cracked 'Like the sods he broke' (stanza 2, line 3) reveal the safety and security that can be achieved by physical labour.

The Past

- Feliks's bond with his past is a barrier to belonging. It is readily accepted that the older you get, the more difficult it becomes to adjust or assimilate into a new environment and culture. As such, Feliks never really 'belongs' in Australia. He recreates his life with his garden, his work and his Polish cronies and latches onto the past. Reminiscing about pre-war Poland reminds him of his youth and happier, uncomplicated times before the trauma of the war and the destruction of everything he knew: 'they reminisced ... / About farms where paddocks flowered' (stanza 3, lines 6–7).

School

- Peter belongs to his new home in Australia where he has grown up. It is what he 'knows' and his education creates

Syllabus Requirements

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of places that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Feliks Skrzynecki' through his portrayal of places?



Feliks Skrzynecki in his beloved garden.

this experience. As Peter grows, school represents the growing chasm between Feliks and himself. It is another area where he and Feliks are divided by experience. 'Stumbling over tenses in Caesar's *Gallic War*' (stanza 7, line 2) adds depth of meaning to the battle that is occurring between Peter and Feliks.

Events and the Concept of Belonging

Experiencing Hardship

- **Wartime hardship influences Feliks's capacity to belong in Australia.** Reference to World War II labour camps illustrates the harsh reality of Feliks's experiences. Courage and endurance are key features of Feliks's personality which were developed through his traumatic wartime experiences. They are traits admired by Peter who reports that 'twice they dug cancer out of his foot' (stanza 4, line 4). There is a sense that Peter himself would never be able to face similar trauma with the same attitude.

Dealings with Bureaucracy

- **Dealings with bureaucracy hinder belonging.** Feliks experiences discrimination and he is sneered at because of his lack of English: "Did your father ever attempt to learn English?" (stanza 5, line 9). However, he is united with Peter through this experience. Skrzynecki demeans the clerk, with his ignorant 'dancing-bear grunts' (stanza 5, line 8). Sympathy is generated for the Skrzyneckis who are forced to deal with stupidity and arrogance. The incident reveals an unpleasant aspect of Australia's response to migrants. Peter exists in the nether world of not belonging to either group.

Forgetting

- **Peter is intent on belonging to the culture he is growing up in.** He stubbornly focuses on his studies, to the detriment of his Polish education. The classical allusion to Caesar's Gallic War is ironic as Skrzynecki is getting a grounding in Latin—a 'dead' language—while ignoring the far more enriching and fulfilling 'lessons' that Feliks is fighting to instill in him. 'I forgot my first Polish word. / He repeated it so I never forgot' (stanza 7, lines 3-4). Skrzynecki's tone reveals the building resentment he felt for Feliks at the time.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of events that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Feliks Skrzynecki' through his portrayal of events?

Characters and the Concept of Belonging

Feliks Skrzynecki



- **Feliks has strong emotional ties to his Polish heritage and belongs to his past.** Feliks expresses nostalgia for Poland; his Polish friends visit and they reminisce about Poland and their experiences, keeping the past alive and mentioning places unknown to Peter: 'About farms where paddocks flowered' (stanza 3, line 7).

- **Feliks has created a place for himself to belong in his new life.** He is empowered by his bond with his garden. It represents a natural world he can understand and control, and offers security and peace as he settles into his new existence. The 'golden cypress' (stanza 6, line 2) creates a beautiful and vivid image of the magical and illuminating landscape of Feliks's garden.
- **Feliks attempts to instil in Peter a sense of cultural belonging.** While he attempts to enforce aspects of Polish culture on to Peter, it is impossible to fabricate the depth of feeling, pride and emotion or the sense of 'belonging' to a nation, a culture and a heritage that forms a large aspect of Feliks's personality: 'I forgot my first Polish word. / He repeated it so I never forgot' (stanza 7, lines 3-4). Feliks fails in attempting to apply the same stoic attitude that he has to his garden and work to his son. A feeling of belonging cannot be enforced or easily created.

Peter Skrzynecki



- **Peter belongs to a different context of time and place.** He feels disconnected from his Polish heritage. He is excluded from conversations about Poland and the past, as it is a history he is not a part of. The exclusive pronoun 'they' highlights his separation 'Talking, they reminisced' (stanza 3, line 6).

Peter is unable or unwilling to stop the cultural and personal gulf forming between him and Feliks. He is becoming an educated Australian. This is seen in the metaphor of 'Hadrian's Wall' (stanza 7, line 7) that illustrates the growing organic and deliberate distance between them.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Feliks Skrzynecki' through his portrayal of Feliks?

For a quick recap of Feliks Skrzynecki, go to page 72.



In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Feliks Skrzynecki' through his portrayal of Peter?

For a quick recap of Peter Skrzynecki, go to page 72.



Age and context form Peter's motivations. He cannot comprehend Feliks's fortitude and discipline and wonders 'Why his arms didn't fall off' (stanza 2, line 6) with the amount of work he did. Hyperbole here helps define Peter's perspective of his father.

- **Peter experiences confusion about where he belongs.** The irony of Feliks's contentment lies in his very quickly adapting and settling into a pleasant and safe routine in Australia, whereas Peter, who has never known anything else, feels dissatisfaction and that he does not belong. Nor can he control his associations with either culture: 'a language/I inherited unknowingly' (stanza 5, lines 3-4) reinforces Peter's sense of powerlessness.

Relationships and the Concept of Belonging

Feliks and Peter Skrzynecki

- **Although Peter admires his father, the separation between them is enduring and they do not share belonging experiences.** Peter is never shown working with Feliks. Instead, he observes, enviously at times, unable to comprehend the happiness and contentment Feliks emanates in the face of such hardship: 'My father sits out the evening / With his dog' (stanza 6, lines 5-6).
- **In many ways father and son remain strangers to each other, with individual attitudes towards belonging.** Each is uncomprehending of the other's experiences, as they have no shared cultural background. Peter is shut out from his father's past as he does not personally know or remember it. He does not belong within the Polish culture, nor does he completely identify with Australian culture. He experiences guilt and regret as he cannot share his father's enthusiasm for Poland. 'Remnants ... / inherited unknowingly' (stanza 5, lines 3-4) and 'Happy as I have never been' (stanza 6, line 8) communicate this terrible guilt and helplessness.
- **Feliks belongs to and has a shared history with other Polish immigrants he socialises with.** The experiences that bind the group together create yet another area of difference between Peter and Feliks: 'That formal address / I never got used to' (stanza 3, lines 3-4). The emphatic 'never' highlights Skrzynecki's stubbornness and isolation.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of the relationships between characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Feliks Skrzynecki' through his portrayal of the relationship between Feliks and Peter?

74 For a quick recap of the relationship between Peter and Feliks, go to page 74.

'St Patrick's College'

Places and the Concept of Belonging

The School

- **St Patrick's College is a well-known Roman Catholic school in Sydney that the poet does not feel he belongs to.** The poem makes reference to precise details of the school environment. The second stanza begins with a reference to a statue of 'Our Lady' (stanza 2, line 3) who watches imposingly from the building. This provides the first indication of the high religious status of the school. However, her face is 'overshadowed by clouds' (stanza 2, line 5), the metaphor acting as an ominous foreshadowing of Skrzynecki's future school experiences and the suggestion of a barrier to belonging.

The Suburb

- **The poet's sense of not belonging is extended to include the surrounding suburb of Strathfield, where his school is located.** Skrzynecki devotes Stanza 3 to the description of life outside of school. The repetition of 'For eight years' (stanza 3, line 1) communicates the lengthy amount of time Skrzynecki attended the school. This contributes to a weary tone, implying that while a long time was spent there, he feels he has learnt little of value. Skrzynecki walks around the suburb of Strathfield with a sense of disconnection, of not belonging, feeling 'like a foreign tourist' (stanza 3, line 6). This simile creates a sense of irony as Skrzynecki is from a foreign background and he may feel isolated at school for this very reason.

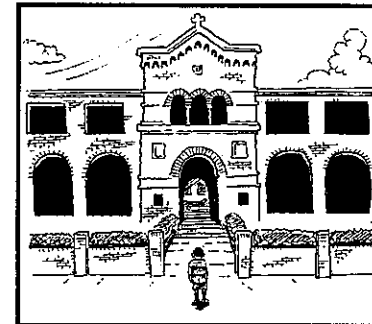
Events and the Concept of Belonging

Attending School

- **Skrzynecki uses school-based jargon to illustrate his lack of understanding of his environment and highlight his sense of not belonging.** For example, his humorous reference to the school motto '*Luceat Lux Vestra*' ('Let your light shine') (stanza 2, line 14) demonstrates his incomprehension of its significant meaning as he thought it 'was a brand of soap' (stanza 2, line 15) (Lux being a popular brand of soap at the time). The reference also serves to illustrate how the details that are important to Skrzynecki's mother—tradition, uniform—have a small and insignificant effect on him. Skrzynecki questions the relevance of his Catholic education, as seen in the metaphor 'Uncertain of my destination'

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of places that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'St Patrick's College' through his portrayal of places?



Peter Skrzynecki spent eight unhappy years at St Patrick's College.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of events that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'St Patrick's College' through his portrayal of events?

(stanza 3, line 7). He does not know what the future holds for him and feels disengaged from his education.

Religious Activities

- **The poet's religious education does not contribute to his sense of belonging.** Throughout the poem, there are a number of references to religious activities. These reflect the experiences of a Catholic school education at the time: 'Mother ... / Said a prayer / For my future intentions' (stanza 2, lines 6–9).

Skrzynecki's mother is religious and this would have informed her choice of school. Skrzynecki refers again to 'intentions' during the final stanza, where 'Mass was offered up / For our departing intentions' (stanza 5, lines 2–3). His tone implies that he feels untouched by his religious experiences.

In addition, 'Could say The Lord's Prayer / ... all in one breath' (stanza 4, lines 8–9) communicates a feeling that the young Skrzynecki has missed the significance of the prayer as he rushes through it. His flippant actions as a child allow Skrzynecki to question the benefits of a repetitive and rigorous Catholic education. His mention of 'The seventy-eight pages' (stanza 5, line 8) of his hymn book provides pointless detail to illustrate Skrzynecki's lack of engagement with his religious education.

Characters and the Concept of Belonging

Peter Skrzynecki

- **An overriding sense that Peter never belonged to St Patrick's permeates the poem.** There is a second reference to the religious statue of 'Our Lady' (stanza 5, line 4), which in the final stanza is 'unchanged by eight years' weather' (stanza 5, line 5), creating a sense of irony as not much has changed for Skrzynecki either—he has been minimally altered by his educational experiences. In summation of his education, he reflects on and lists a number of experiences: 'Saw equations I never understood' (stanza 5, line 10).

Skrzynecki refers again to the school motto—'Before I let my light shine' (stanza 5, line 19)—but in the final stanza it is applied only in relation to his future away from the school. There is a sense of hope and potential. However, it will be achieved away from St Patrick's.

Peter's Mother

- **Peter's mother works hard to create a place to belong.** Her efforts, however, are based on the perceived values and

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'St Patrick's College' through his portrayal of Peter?

72

For a quick recap of Peter, go to page 72.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'St Patrick's College' through his portrayal of Peter's mother?

74

For a quick recap of Peter's mother, go to page 74.

attitudes of her new environment. Perceived Australian values and attitudes inform his mother's choice of school. There is a sense that money spent on uniforms and fees is money well spent and will ensure a quality education: 'wanting only / "What was best"' (stanza 1, lines 5–6).

The direct speech here indicates the mother's perspective; as well, the clichéd expression reflects her subjective and emotional attitude towards education—a desire to keep up with other Australian families by sending her son to a 'good' school. This is a common desire for immigrant parents who feel their differences keenly and try to 'fit in'.

Relationships and the Concept of Belonging

Peter and his Mother

- **Tension is created as mother and son have individual ideas about what it means to belong.** Her educational and spiritual values are culturally dictated, while Peter is removed from these experiences.

The end of the poem links back to the beginning through reference to Peter's mother. Peter 'Prayed that Mother would someday be pleased' (stanza 5, line 15) which highlights the burden of expectation he feels and is ironic juxtaposed with other prayers in the poem.

'Ancestors'

Places and the Concept of Belonging

The Dreamscape

- **The landscape of Skrzynecki's dream is arid and barren, symbolic of his sense of cultural isolation and of not belonging.** The landscape he creates is rich in sensory descriptions: 'grasses and sand' (stanza 4, line 4); 'mud' (stanza 6, line 4).

Events and the Concept of Belonging

Dreaming

- **Dreaming allows Skrzynecki to reflect on where he has come from in his search for a sense of belonging.** His dream is a metaphor for his reflections which focus on identity and how his family's immigration has interfered with significant identity-forming communications: 'Who are these shadows / That hang over you in a dream?' (stanza 1, lines 1–2). He ponders the effects of moving to Australia as a child and the subsequent impact on his mature identity.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of places that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Ancestors' through his portrayal of places?

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of events that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Ancestors' through his portrayal of events?

The Burden of Heritage

- **Peter's ancestors are trying to speak to him, to inform him, to complete him and create a sense of belonging.** However, he is blocked from receiving their message. Peter experiences guilt and frustration as a result of his isolation. He cannot communicate with his parents in ways that are deeply meaningful. Repetitious, rhetorical questions highlight this inner turmoil: 'To what star / Do their footprints lead?' (stanza 3, lines 3–4). Shared cultural experiences and history are what he is denied.

Characters and the Concept of Belonging

Peter Skrzynecki

- **Skrzynecki explores issues surrounding his heritage and identity in his search for a sense of belonging.** In doing so he uses a series of interrogative pronouns and rhetorical questions. 'Who' (stanza 1, line 1) personifies the concept of ancestors, giving them form and substance. 'Why' (stanza 5, line 1) allows him to question situations and events that he has no control over.

- **Skrzynecki feels cut off from the past and this creates a barrier to belonging.** It attempts to speak to him but he cannot understand its message. Behind the ancestors of Skrzynecki's fancy are epic natural features. These comprise 'Mountains ... river / ... moonlit plain / ... grasses' (stanza 4, lines 2–4). Such images figuratively represent the great and significant legacies that are passed down through generations.

The image is one of peace and represents possibility that is not realised. He wakes from the dream in horror expressed through the simile 'tongue dry / As caked mud' (stanza 6, lines 3–4), indicating a foreboding sense of hopelessness for his future identity. This reveals how attitudes to belonging are modified over time; however, not always in a positive way.

- **Peter is uncertain and uneasy about his future and there is no sense that he will achieve a sense of belonging.** His final image of the wind which 'tastes of blood' (stanza 7, line 3) is a dark and foreboding conclusion to his examination. 'Sand and grasses never stir' (stanza 7, line 2) is representative of stagnation and reflects the poet's feeling of not knowing where he belongs.

'Where do they point ... / ... footprints lead?' (stanza 3, lines 1–4). The poet is unable to read, understand or see any communications from his ancestors. He is unable to

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Ancestors' through his portrayal of Peter?

72

For a quick recap of Peter, go to page 72.

comprehend how their influence on him will affect his future self and he is denied a feeling of inner peace that comes from a sense of culturally belonging.

Relationships and the Concept of Belonging

Peter and his Heritage

- **Peter's sense of dislocation increases dramatically in his reflections on his ancestors, highlighting the depth of his frustration at not belonging.** To him they are alien and difficult to identify with. This is seen in the dark imagery of 'shadows / That hang' (stanza 1, lines 1–2).
- **Peter's ancestors stand sentinel in solidarity against the poet, creating a barrier to belonging.** 'Standing shoulder to shoulder' (stanza 1, line 4), they metaphorically obscure his desire for information about his past and the security that could be gained from identification and recognition of where he has come from.
- **Peter's ancestors hold the keys to his identity and his ability to create a sense of belonging.** However, the information and legacies of his past are keys that no longer fit his 'lock'. This was altered permanently when his family moved to Australia and Peter began a different cultural experience.

Peter's heritage is personified by a 'whisper' (stanza 2, line 2) from the past. However, what is communicated is an enigma of 'secrets' (stanza 2, line 1) that he is unable to decipher or translate and is blocked from receiving. He is never the receiver of this strange communication—the ancestors whisper in the 'darkness' (stanza 2, line 2) or void that transcends time and space.

The figurative 'circle' (stanza 3, line 2) that surrounds him protects as well as restricts communication from the past. It also symbolises his Australianness that sets him apart from his European forefathers.

Peter and the Reader

- **Peter's experiences are universalised through pronoun choice allowing the responder to ponder their own sense of belonging.** Second person singular pronouns 'That hang over you in a dream' (stanza 1, line 2) are used throughout the poem for particular effect. They contribute to the detached and dream-like quality of the text. As well, the reader is included in the reflections of the poet, rendering his experiences in longing to belong as universal. The emotions and frustrations of Skrzynecki resonate deeply with the audience as a result.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of the relationships between characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Ancestors' through his portrayal of the relationship between Peter and his heritage?

75

For a quick recap of the relationship between Peter and his heritage, go to page 75.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of the relationships between characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Ancestors' through his portrayal of the relationship between Peter and the reader?

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of places that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in '10 Mary Street' through his portrayal of places?

'10 Mary Street'

Places and the Concept of Belonging

The House

● **The house at 10 Mary Street has both literal and symbolic belonging significance.** On a literal level it is typical of the kind of house a migrant family might choose to live in, with its semi-industrial location. Symbolically, the house represents much more. It signifies the Skrzyneckis' search for security, identity, safety and a place to belong. The house is a refuge from the new and strange environment and provides a safe place to belong.

The end of the poem details the frightening possibility of the house being 'pulled down' (stanza 5, line 7) and the safety and security it represents dissipating. The irony is that the house is 'gazetted for industry' (stanza 3, line 9), and due to be pulled down, in spite of the family's careful maintenance and provision-making gardening.

The personification of the house's 'China blue coat' (stanza 3, line 2) reveals its fragility. It is too well cared for and idolised and the poet predicts with anxiety the sorrow that will be experienced when it has to be vacated.

The Garden

● **The garden is symbolic of a place where the Skrzyneckis belong.** It conveys a rich and positive image of life, growth and nurture. The simile 'tended roses ... / Like adopted children' (stanza 2, lines 8-9) reveals the poet's positive perspective of his parents: deep love and admiration. The well-tended vegetable garden creates a cultural connection to the 'old ways' and reveals a desire to preserve their Polish culture, as well as to create a sanctuary to belong in.

Events and the Concept of Belonging

Routine

● **Routine creates a sense of belonging in the family's day-to-day life.** Peter's parent's mundane work life is contrasted with the richness of their home life. 'For nineteen years' (stanza 4, line 1) suggests an easy rhythm and routine. An everyday expression is used to suggest the rhythm of the daily routine: 'Back at 5p.m. / From the polite humdrum' (stanza 2, lines 1-2).

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of events that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in '10 Mary Street' through his portrayal of events?

Keeping Pre-war Europe Alive

● **Imagery of the 'old world' and European ways is warm and inclusive and reveals where the family feels they belong.** Food, culture and tradition are highlighted. They envelop the family in predictability, familiarity and security. There are photographs and letters from the past, as well as discussions, passion and alcohol, whereby Skrzynecki's parents can pretend that they have never left Europe. 'Heated discussions / And embracing gestures' (stanza 4, lines 5-6) remind them of where they used to belong.

Forging an Identity

● **Skrzynecki looks beyond the home towards a new life in the wider community and future possibilities of belonging.** 'Inheritors of a key' (stanza 5, line 5) symbolises potential Australian citizenship while 'citizens of the soil' (stanza 5, line 3) enlarges established garden imagery to incorporate the wider Australian society outside of 10 Mary Street. There is a sense that the house has nourished the family during their occupation of it—providing safety and security and a place to belong: 'citizens of the soil / That was feeding us' (stanza 5, lines 3-4).

Although the house has supported the family physically and emotionally, the positive imagery at the end of the poem signifies hope for the future—the 'key' representing the future, new opportunities to belong within the wider community and a new life.

Characters and the Concept of Belonging

Peter Skrzynecki

● **Peter experiences confusion about where he belongs.** Imagery of the 'Old World' and Polish culture contrast with the descriptions of Australian life. There is a sense of duality, of two lives lived, with the poet accessing both and yet neither are in any way meaningful to him: 'Kept pre-war Europe alive' (stanza 4, line 3).

● **The poet takes his sense of belonging in the home for granted.** Peter has a more nonchalant and flippant attitude towards the beloved family home. His parents carefully tend the garden while he ransacks and gorges himself. The house has less significance to him and the poet is self-critical and remorseful in his reminiscences: 'I'd ravage the backyard garden' (stanza 2, line 11).

Polish traditions and food are alien to Australia at that time and make it difficult for Peter to obtain a sense of belonging

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in '10 Mary Street' through his portrayal of Peter?

72 For a quick recap of Peter, go to page 72.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in '10 Mary Street' through his portrayal of the Skrzyneckis?

74 For a quick recap of the Skrzyneckis, go to page 74.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of the relationships between characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in '10 Mary Street' through his portrayal of the relationship between Peter and his parents?

75 For a quick recap of the relationship between Peter and his parents, go to pages 75.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of places that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Migrant hostel' through his portrayal of places?

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of events that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Migrant hostel' through his portrayal of events?

within Australian culture. While citizenship has brought entry into Australian society, this legal position is not conducive towards a social, cultural or psychological sense of belonging.

The Skrzyneckis

- **Peter belongs to a different context from that of his parents.** There is an ongoing and unresolved tension between Peter and his parents. Peter feels social pressure to change, while his parents hold on to the old ways.

Relationships and the Concept of Belonging

Peter and his Parents

- **Peter's parents are naturalised but not assimilated and this impacts upon their ability to belong in the new environment.** Peter is critical of his parents, who have attended naturalisation ceremonies and who should be attempting to assimilate, but who stubbornly envelop themselves in keeping their past alive as seen in the helpless repetition of 'For nineteen years' (stanza 1, line 1).

This criticism also reveals the pathos of his parents' sacrifices and their recent hardships that make change so difficult.

'Migrant hostel'

Places and the Concept of Belonging

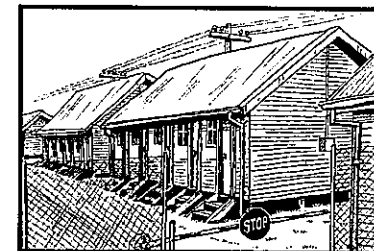
Parkes Hostel

- **The inhabitants of the hostel come and go but no one seems to have control or to have achieved a place to belong yet.** There is a sense of anonymity and randomness in the first stanza. This reinforces the immigrants' sense of insecurity and nervousness about their situation, illustrated by the sharp 'Sudden' (stanza 1, line 5). There is a never-ending state of activity that is unsettling. The usually cheerful and colloquial 'comings and goings' (stanza 1, line 2) is imbued with sinister overtones.

Events and the Concept of Belonging

The Past

- **The immigrants continue to be haunted by their recent wartime experiences that impact upon their ability to belong.** This has an impact on their ability to cope effectively with their current situation: 'memories of hunger and hate' (stanza 2, line 8) further isolate the immigrants, particularly



Uncertain times: immigrants wait at the migrant hostel gate.

at night when it is more difficult to pretend that they are safe and their future secure.

Discrimination

- **The barrier at the main gate symbolises isolation from the outside world and acts as a barrier to belonging.** While the highway represents their future and the possibilities of their new life, their attempts to travel along it at this time are thwarted. The barrier is personified, and rises and falls as a reminder that they are unwelcome: 'rose and fell like a finger' (stanza 4, line 4).

Dislocation

- **Others may determine whether belonging is realised.** The old world has been exchanged for one that is unfamiliar, confusing and unwelcoming. The Skrzyneckis lived like 'birds of passage' (stanza 3, line 2), sensing change but unable to respond. They are never certain of when they might leave and decisions are made by faceless bureaucrats.

The Future

- **It will take time to create a sense of belonging.** The migrants wonder whether their lives are beginning or ending. The final two lines of the poem create a sense of ambiguity: 'Lives ... / ... begun / Or were dying' (stanza 4, lines 9-11). They question whether the immigrants' lives are about to begin or whether the arrival in Australia signifies the end of their culture. The promise of a place to belong—a new land and new opportunities—is not immediately realised.

Characters and the Concept of Belonging

The Skrzyneckis

- **The family question whether they will achieve belonging in their lives.** There is much uncertainty in the midst of change. The family live like 'birds of passage' (stanza 3, line 2), the simile exposing the fragility and sense of dislocation and uncertainty surrounding where they belong that permeates their lives. In the midst of change it is difficult for the family to ascertain where they are heading and if they will again achieve a sense of belonging in their lives. Peter experiences growing up in an ethnic environment of adjustment and adaptation.

The Other Immigrants

- **The other immigrants experience similar barriers to belonging.** The family's experience is likened to that of

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Migrant hostel' through his portrayal of the Skrzyneckis?

74 For a quick recap of the Skrzyneckis, go to page 74.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Migrant hostel' through his portrayal of the other immigrants?

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to convey the concept of belonging in 'Migrant hostel' through his portrayal of the relationship between the immigrants?

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of places that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'In the folk museum' through his portrayal of places?

other immigrants. This is revealed by the poet's pronoun choice of the inclusive 'us' (stanza 1, line 6) denoting a group mentality. This is an anxious time filled with disappointment and frustration at the delay, uncertainty and sense of powerlessness, as seen in the helplessly rhetorical 'Who would be coming next' (stanza 1, line 7).

Relationships and the Concept of Belonging

The Immigrants

- **The immigrants congregate in nationality groups to provide mutual support and to create a transitory sense of belonging.** The simile 'sought / Each other out instinctively — / Like a homing pigeon' (stanza 2, lines 1–3) conveys the desire for comfort, the need to speak their own language and to find others to identify with amidst the uncertainty of their situation. The image highlights the instinctive behaviour of people who are placed in uncertain situations. Mutual support limits the negative experience of the migrant hostel and allows the development of a sense of belonging.

'In the folk museum'

Places and the Concept of Belonging

The Museum

- **The museum symbolises the poet's feelings of not belonging to Australian culture.** A folk museum transmits historical and cultural information through a number of generations; it is an institution for preserving and exhibiting historical objects. The setting is established in the opening stanza. The museum is a cold, dark and silent place that seems empty of people and life: 'A darkness in the rooms' (stanza 1, line 1) is brought to life through the action verb 'Departing' (stanza 1, line 3). The darkness permeates the silent space.

The World Outside

- **Personification of the weather heightens feelings of not belonging.** As he slips outside, the poet is met by the weather—autumn. The season is personified and its clothes of 'yellow and brown' (stanza 1, line 7) contribute to the dry, dusty, gloomy and cold mood.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of events that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'In the folk museum' through his portrayal of events?

Events and the Concept of Belonging

Worship

- **Skrzynecki feels further isolated by religion that adds to his feelings of not belonging.** The excluding pronoun 'They' (stanza 4, line 2) describes the worshippers in the Town Hall and further serves to separate and isolate the poet.

Evolution

- **Skrzynecki alludes to the thoughts and writings of Pierre Teilhard de Chardin in his search for a sense of belonging.** De Chardin was one of the few figures in the history of the Catholic Church to achieve renown as both a scientist and a theologian and wrote on the theory of evolution: 'the Future of Man' (stanza 4, line 3). This allows the poet to reflect on his own 'evolution', formation of self and identity as an Australian of European background.

Orientation

- **The poet is in a hurry to leave, as he has not realised a sense of belonging.** The final stanza ties in with the poem's orientation through further reference to the setting and returns the poet to the location of the museum. The weather is personified and 'taps hurriedly' (stanza 5, line 1) which creates a sense of urgency and a desire to leave.

Characters and the Concept of Belonging

Peter Skrzynecki

- **Skrzynecki's memories of his visit to the museum and the feeling of isolation it evoked are still vivid and heighten feelings of not belonging.** The experience is brought to life through the use of the present tense and made real again for the reader: 'I look at words' (stanza 2, line 1).
- **Skrzynecki indicates his cultural detachment in his musings on belonging.** The poet lists the objects viewed in the museum—'clothes, transport / ... Hay knife' (stanza 2, lines 2–4)—in a random manner. This betrays his cold and detached attitude towards them. He describes these objects as 'Relics' (stanza 2, line 6), which prescribes religious significance to them in the eyes of Australians, but not of Skrzynecki.
- **The visit highlights his inner conflict of not knowing where he belongs.** He does not feel like a 'true' Australian who may look at such items of historical value, feel pride and have some emotional response. Skrzynecki reinforces this detachment at the end of Stanza 2: 'To remind me of a past / Which isn't mine' (stanza 2, lines 7–8).

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'In the folk museum' through his portrayal of Peter?

72 For a quick recap of Peter, go to page 72.

- **The poet attempts to force some sense of belonging with the museum.** Skrzynecki tries to relate to the historical events and ideas expressed there: 'memorize / The titles of books' (stanza 4, lines 4–5). He simultaneously hears "Eternity, Eternity" (stanza 4, line 6), reminding him of the enormity of history and giving rise to his reflections on his place in it. The repetition of the words in combination with a measured and lulling pace created through assonance creates a sense of time slowed. This gives rise to the poet's further reflections on self and identity in historical and future contexts.

The Caretaker

- **The caretaker is a faceless representative of Australia's Anglo past and culture who belongs to the local culture, unlike the persona.** She sits next to 'a winnowing machine' (stanza 3, line 2), an agricultural machine that separates grain from chaff, creating a metaphor for separating the 'true' Australians from the new arrivals from different backgrounds.

Her eyes are diverted and she appears unapproachable. Her hair colour matches the grey clay bottle that sits in the museum and was sourced locally, making them appear to be made of the same stuff and fusing them in their Australianness. The colour, however, in combination with the sensory 'cold as water' (stanza 3, line 6) illustrates Skrzynecki's feeling of isolation within Australian society.

Relationships and the Concept of Belonging

Peter and the Museum

- **Peter neither recognises nor identifies with the historical artefacts in the museum, which act as a barrier to belonging.** The visit has raised unpleasant feelings, serving to remind him of his cultural background and his family's experiences, which have isolated him within Australian society: 'To remind me of a past / Which isn't mine' (stanza 2, lines 7–8). The difference he feels creates a sense of sadness in him for lost cultural experiences.

Peter and the Caretaker

- **In his quest to create a sense of personal belonging, Peter hopes for a connection between the two cultures by connecting with the old woman at the door.** He hopes that through her 'touch' there will be a possibility of belonging. However, this hope is dashed by the dry, culturally alien request at the door: "Would you please sign the visitor's book?"

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'In the folk museum' through his portrayal of the caretaker?

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of the relationships between characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'In the folk museum' through his portrayal of the relationship between Peter and the museum?

76 For a quick recap of the relationship between Peter and the museum, go to page 76.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'In the folk museum' through his portrayal of the relationship between Peter and the caretaker?

(stanza 5, line 6). This is strangely humorous as the reader wonders what Peter would write if given the chance.

'Post card'

Places and the Concept of Belonging

Warsaw—the City

- **The poet contemplates the image of the city he has never seen, but that his parents 'belong' to physically and emotionally.** The description of the city given in Stanza 2 establishes the poet's flat, factual and unemotional attitude towards the city before reflecting on the deeper effect the postcard has on him. 'Red buses ... / High-rise flats' (stanza 2, lines 1–3). The poet has never visited Warsaw and merely comments on what he sees in the postcard's image. In his commentary of the seemingly average features of the city, Skrzynecki emphasises its deep significance.

Warsaw—the Experience

- **The poet feels Warsaw is a place he should belong to.** Skrzynecki addresses the town as an old friend in the second part of the poem. This is ironic, as he has never visited there. It suggests an odd intimacy with the place, further spelt out in the observation 'You survived / In the minds / Of a dying generation' (stanza 3, lines 7–9). This reveals that his perspective of Warsaw is bound up in the memories of his parents, who feel that they belong there more than they belong in Australia.

The poet can see what the city offers in its physicality, but he is confused and angry that it appears to want more of him than he can give. The city is personified through the use of the second person 'you' (stanza 3, line 2) and is brought to life as the poet ponders what makes the place so significant. He feels that the city calls to him challengingly and yet he is loathe to acknowledge the offer of acceptance from the city.

Events and the Concept of Belonging

Receiving the Postcard

- **The city is alive with history, culture, people and experiences that he feels little affinity with and does not belong to.** The postcard bears a photograph of a world that he does not really belong in and yet is deeply affected by. The city

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of places that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Post card' through his portrayal of places?



A postcard showing the historic centre of Warsaw.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of events that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Post card' through his portrayal of events?

depicted does not belong to the poet like a city you were born in and yet it has an undeniable hold over him.

The War

- **The poet's parents belong to Warsaw and have strong historical and cultural ties to the city.** Skrzynecki describes how bombs destroyed Warsaw—a large and historic city. His imagery defines the hold that the past and home have on Polish immigrants. The 'White Eagle' (stanza 3, line 17) symbolises freedom and evokes strong feelings of patriotism. Warsaw has had a tumultuous history. The revealing of information in Stanza 3 illustrates Skrzynecki's emotional process of recognition and acceptance of his cultural ancestry and his place in it.

At the River's Bank

- **The poet introduces a more hopeful note in his quest to create a sense of belonging in his life.** The parting image of the lone tree whispering "We will meet" (stanza 7, line 4) suggests a sense of hope for the future as well as the impression that the poet will confront and resolve some of the issues that concern him.

Characters and the Concept of Belonging

Peter Skrzynecki

- **Peter cannot shake the strong connection he feels for his father's country of origin and that he should belong there.** Peter's reaction to the postcard sets a reflective tone to the poem. 'Haunts me / Since its arrival' (stanza 1, lines 2–3).
- **Peter feels marginalised by the scene on the postcard that means so much to his parents, but that creates a barrier to belonging for him.** This frustrates him. An intense feeling of guilt is conveyed through the use of the simple and urgent 'Let me be' (stanza 4, line 3) as the poet attempts to deny the pull of his heritage, which reveals his conflict. Skrzynecki rhetorically asks about his choice of home and where he belongs—'What's my choice / To be?' (stanza 4, lines 14–15)—reinforcing his inner conflict.

Peter's Parents

- **The poet's distant association with Warsaw contrasts with his parents' love for the city and impacts upon him achieving a sense of belonging.** They keep its memory alive and still feel a connection with it; they defend Poland against critics and cherish Catholicism despite communism. They boast and are emotional in their memories of the place: 'My father / Will be proud' (stanza 4, lines 8–9).

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Post card' through his portrayal of Peter?

72

For a quick recap of Peter, go to page 72.

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Post card' through his portrayal of Peter's parents?

Relationships and the Concept of Belonging

Peter, his Parents and his Culture

- **Peter can't ignore his culture, his parents' experiences and how these affect his adult identity and sense of personal belonging.** The postcard has raised difficult questions that have frustrated him. However, he becomes confronted by a sense of inevitability.

The Skrzyneckis and Warsaw

- **Warsaw is personified as a temptress calling citizens home with the tantalising hope of a place to belong.** The city has the power to 'whisper' to him across physical distance and cultural history, assuring him that although the link may seem tenuous at times, it is there and he definitely belongs in part to Poland.
- **Skrzynecki invites the reader not to ignore the power of parental memories and experiences in the search for personal belonging.** We are encouraged to acknowledge the significance of ancestry in the formation of identity and the creation of a sense of belonging.

FOCUS ON THE WHOLE TEXT

Ideas and the Concept of Belonging

Barriers to Belonging

The following barriers restrict, impede and set limits on belonging.

Religion—Skrzynecki uses religious practices and social institutions to highlight his dislocation from Australian culture and from his parents' culture ('St Patrick's College' and 'In the folk museum').

Age—Skrzynecki's youth assists his ability to assimilate into Australia, but acts against the development of his cultural relationship with his parents ('10 Mary Street' and 'Feliks Skrzynecki').

Language differences—Skrzynecki uses examples of Polish jargon like 'Kielbasa' (stanza 4, line 8) to highlight the cultural divide between him and his family ('10 Mary Street').

Experience—Feliks Skrzynecki's life experiences influence his sense of belonging. Feliks has experienced great trauma during the war and his subsequent relocation to Australia impacts upon his ability to belong ('Feliks Skrzynecki').

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Post card' through his portrayal of the relationship between Peter, his parents and his culture?

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in 'Post card' through his portrayal of the relationship between the Skrzyneckis and Warsaw?

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of ideas that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in *Immigrant Chronicle* through his portrayal of ideas?

The experiences of the immigrants as a group reinforce themes of alienation and dislocation. The resemblance between the migrant hostels and the prison camps of war-torn Europe caused distress and impacted upon the new arrivals' ability to settle in and create a new place to belong ('Migrant hostel').

The Effects of Immigration on Belonging

Conflict—assimilation issues cause conflict within Skrzynecki himself and between Skrzynecki and his family as well as his environment. The impact of adolescence and growing independence is a common experience. However, for migrant families other issues are present that make the transition to adulthood more painful and divisive.

Guilt—Skrzynecki experiences much guilt and frustration at his sense of loss of heritage and confusion about identity ('Post card').

Isolation—Skrzynecki is isolated at times from himself, from his family and from his Australian environment ('Ancestors' and 'In the folk museum').

Lost culture—a dilemma of the migrant experience is that at the end of the trauma, the journey and the dislocation, immigrant parents invariably watch their children grow away from them and become part of a new society in which there are few commonalities ('St Patrick's College').

Societies and the Concept of Belonging

In your response and composition you must examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of societies that you encounter in the prescribed text.

How does Skrzynecki use language and structural techniques to communicate the concept of belonging in *Immigrant Chronicle* through his portrayal of societies?

The Individual

- **Personal experience influences belonging.** Distance of time between events influences the poet's memory of experiences and his sense of belonging. The poet's life experience influences his perspective on his youth.
- **The individual has the potential to enrich or challenge a community or group and positively or negatively influence belonging.** The poems reflect how the challenges facing immigrants have altered perspectives and social contexts. Attitudes have been transformed and the poet has been influenced by, and in turn has influenced, people and events as a result of his autobiographical text.
- **Skrzynecki's age at arrival in Australia restricted his ability to make choices in the creation of a new place to belong.** Skrzynecki was only four years old when he arrived in Australia with his family. Many of his frustrations have evolved from his circumstantial inability to make decisions for himself, impacting upon his sense of belonging.

Many of the themes in Skrzynecki's poetry focus on the negative impacts of the immigrant experience, but Skrzynecki does not speak for all migrants, many of whom had successful transitions. It has been his choice to focus on these negative aspects.

Culture

- **Social and cultural expectations influence belonging.** The poet's sense of belonging is influenced by what he perceives to be the demands and expectations of Australian society and his own family.

Peter's sense of belonging is influenced by his parents' domestic, social, cultural and economic circumstances. As an example, in 'Feliks Skrzynecki', the Polish language means something different to Peter and his father. The poet's personal values cause him frustration and grief.

Historical Context

- **Australians believed that through hard work and perseverance immigrants could eventually belong.** In this way they could 'make something' of themselves. Skrzynecki writes from the perspective of 1950s Australian attitudes and values. It was expected that immigrants would attempt to throw off their old culture and become 'Australian'. There was disapproval if first languages were spoken and suspicion towards exotic food and cultural activities.
- **Australia's cultural context influences the Skrzyneckis' sense of belonging.** Some Australians were afraid of cultures that were different from their own. Skrzynecki suggests there was insufficient awareness and sensitivity towards the migrants' cultural differences and recent traumatic experiences. The poet creates a sense that Australian society was hostile towards the immigrants. However, the official historical perspective is that migrants were wanted and necessary for Australia's post-war development.
- **Are attitudes to belonging modified over time?** Skrzynecki's poetry has themes and ideas that continue to resonate with today's readers. The immigrant experience of post-war Australia and the subsequent effects on the nation lead us to ponder our modern context.

As Australian identity has continued to evolve, it is pertinent to ask: what does it mean to be Australian and has this changed since the 1970s? What is today's dominant attitude towards immigration? Who are the immigrants of today? Are their experiences different from the Skrzyneckis? Do the immigrants of today experience similar barriers to belonging?

Language Forms, Features and Structures and the Sense of Belonging

In your response and composition you must examine, question, reflect and speculate on how the composer's choice of language forms, features and structures in the prescribed text shapes and is shaped by a sense of belonging.

How does Skrzynecki's choice of language communicate the sense of belonging in *Immigrant Chronicle*?

How does the sense of belonging influence Skrzynecki's choice of language in *Immigrant Chronicle*?

Language Structures

- The modern poetic structures employed by Skrzynecki communicate contemporary ideas about belonging. The poetic style is representative of the modern time in which it was composed and the general setting, main themes and ideas and register are familiar. They reflect ideas, values and attitudes about belonging from the context in which the text was created and that a contemporary audience can access.

The structure follows no set traditional poetic form in relation to sentence length, number of lines per stanza, rhythm or poetic metre. This 'free verse' is still recognisable as poetry by virtue of complex patterns that act to create a coherent whole.

The final stanzas of 'St Patrick's College' and 'In the folk museum' contain information that creates a cohesive tie to the start of the poem. In this way, the poet creates a structural connection between themes and ideas about belonging within the text.

Skrzynecki often uses the final stanza of a poem to focus on ideas relating to the future. These structurally create a thought-provoking conclusion to his ideas—for example, in 'Ancestors', where the 'wind tastes of blood' (stanza 7, line 3) and hints at future possibilities in his search for a sense of belonging.

Skrzynecki uses numerals to structurally separate his ideas in 'Post card'. This illuminates the different stages of his evolving attitudes and emotions in the poem as he moves towards a sense of belonging.

Poetic Techniques

Examples of poetic techniques and how they relate to the concept of belonging are discussed below.

Setting—the descriptions of settings are realistic and can influence ideas about belonging to particular places. The descriptions of the garden in 'Feliks Skrzynecki' and of the house in '10 Mary Street' reinforce feelings of safety and belonging.

Direct speech—in dialogue this adds dramatic immediacy and can reveal ideas about belonging present in relationships. The dialogue of the department clerk in 'Feliks Skrzynecki' provides an example of a barrier to belonging: "Did your

father ever attempt to learn English?" (stanza 5, line 9).

Allusion—Hadrian's Wall in 'Feliks Skrzynecki' reveals the change in belonging in the relationship between Peter and his father.

Personification illustrates the low level of belonging felt by the immigrants, as seen in the words 'barrier ... / ... rose and fell like a finger' (stanza 4, lines 1–4) in 'Migrant hostel'.

Repetition—the repeated phrase 'I never knew you' (stanza 2, lines 2 and 19) in 'Post card' highlights the poet's frustrations as a result of not culturally belonging.

Imagery—in '10 Mary Street' 'Like adopted children' (stanza 2, line 9) reveals the family's relationship with their garden and heightens the sense of nurture and of belonging to that space.

Similes—sustained bird imagery in 'Migrant hostel' is used to describe the immigrants who are seeking a place to belong: 'like birds of passage' (stanza 3, line 2) and 'Like a homing pigeon' (stanza 2, line 3).

Jargon—foreign words are used to create a sense of isolation, of not belonging, for example 'Kielbasa' (stanza 4, line 8) in '10 Mary Street'.

Symbolism—the 'key' (stanza 1, line 5) is used in '10 Mary Street' to represent the possibility of belonging.

Poetic Style

- A deeply personal tone and autobiographical style is used throughout to communicate the poet's ideas about belonging. This reveals how Skrzynecki has deliberately recreated the past and has selected particular images. The authenticity of these images is influenced by time and memory; as well, the effect on the reader is considered in the recreation of events. This subjectivity influences the poet's ability to manipulate ideas about belonging in the text and heightens the emotional response in the reader.

- The poetic style is representative of the modern time in which it was composed and communicates contemporary ideas about belonging. The general setting, main themes, and ideas and register are familiar and contemporary and reflect ideas, values and attitudes from the context in which the text was created.

A Summary of Immigrant Chronicle and the Concept of Belonging

Places and Events and the Concept of Belonging

Places

'Feliks Skrzynecki'

The Garden

Feliks creates a place to belong in his garden.

Spent years walking its perimeter
From sunrise to sleep. (stanza 1, line 5)

Feliks does not belong in the surrounding culture so he creates his own world in his garden. (See page 77.)

Work

Feliks has created a place to belong by surrounding himself with rewarding physical activity.

darkened / ... Like the sods he broke
(stanza 2, lines 1-3)

The images of the hands of a powerful manual worker reveal the safety and security achieved by physical labour. (See page 77.)

The Past

Feliks's bond with his past is a barrier to belonging.

they reminisced
About farms where paddocks flowered
(stanza 3, lines 6-7)

Feliks never really 'belongs' in Australia. He latches onto the past with his garden, his work and his Polish cronies. (See page 77.)

School

Peter belongs to his new home in Australia where he has grown up.

Stumbling over tenses in Caesar's *Gallie*
War (stanza 7, line 2)

Peter belongs in Australia. It is what he 'knows' and his education is another area where he and Feliks are divided by experience creating a battle between them. (See page 77.)

'St Patrick's College'

The School

St Patrick's College is a well-known Roman Catholic school in Sydney that the poet does not feel he belongs to.

overshadowed by clouds
(stanza 2, line 5)

The reference to the face of a statue of 'Our lady' at the school foreshadows Peter's future school experiences and suggests a barrier to belonging. (See page 81.)

The Suburb

The poet's sense of not belonging is extended to include the surrounding suburb of Strathfield, where his school is located.

Like a foreign tourist (stanza 3, line 6)

Skrzynecki walks around the suburb of Strathfield with a sense of disconnection, of not belonging. (See page 81.)

'Ancestors'

The Dreamscape

The landscape of Skrzynecki's dream is arid and barren, symbolic of his sense of cultural isolation and of not belonging.

grasses and sand
(stanza 4, line 4)
mud (stanza 6, line 4)

The landscape the poet creates is rich in sensory descriptions. (See page 83.)

'10 Mary Street'

The House

The house at 10 Mary Street has both literal and symbolic belonging significance.

China blue coat (stanza 3, line 2)

The house is a fragile refuge from the new and

strange environment and provides a safe place to belong. (See page 86.)

The Garden

The garden is symbolic of a place where the Skrzyneckis belong.

tended roses
Like adopted children
(stanza 2, lines 8-9)

The well-tended garden creates a cultural connection to the 'old ways'. (See page 86.)

'Migrant hostel'

Parkes Hostel

The inhabitants of the hostel come and go but no one seems to have control or to have achieved a place to belong yet.

Comings and goings (stanza 1, line 2)

There is a never-ending state of activity in the migrant hostel that is unsettling. This reinforces the immigrants' sense of insecurity and nervousness about their situation. (See page 88.)

'In the folk museum'

The Museum

The museum transmits the poet's feelings of not belonging to Australian culture.

A darkness in the rooms
(stanza 1, line 1)

The museum is a cold, dark and silent place that seems empty of people and life. (See page 90.)

The World Outside

Personification of the weather heightens feelings of not belonging.

yellow and brown (stanza 1, line 7)

The season contributes to the dry, dusty, gloomy and cold mood. (See page 90.)

'Post card'

Warsaw—the City

The poet contemplates the image of the city he has never seen, but that his parents 'belong' to physically and emotionally.

Red buses ... / High-rise flats
(stanza 2, lines 1-3)

The description of the city establishes the poet's flat, factual and unemotional attitude towards the city before reflecting on the deeper effect the postcard has on him. (See page 93.)

Warsaw—the Experience

The poet feels Warsaw is a place he should belong to.

You survived
In the minds
Of a dying generation
(stanza 3, lines 7-9)

This suggests an odd intimacy with the place, revealing that his perspective of Warsaw is bound up in the memories of his parents. (See page 93.)

Events

'Feliks Skrzynecki'

Experiencing Hardship

Wartime hardship influences Feliks's capacity to belong in Australia.

... twice
They dug cancer out of his foot
(stanza 4, line 4)

His courage and endurance were developed through traumatic wartime experiences. (See page 78.)

Dealings with Bureaucracy

Dealings with bureaucracy hinder belonging.

"Did your father ever attempt to learn English?" (stanza 5, line 9)

Feliks is sneered at because of his lack of English. (See page 78.)

Forgetting

Peter is intent on belonging to the culture he is growing up in.

I forgot my first Polish word.
He repeated it so I never forgot.
(stanza 7, line 3)

He stubbornly focuses on his studies, to the detriment of his Polish education. (See page 78.)

'St Patrick's College'

Attending School

Skrzynecki uses school-based jargon to illustrate his lack of understanding of his environment and highlight his sense of not belonging.

'Luceat Lux Vestra'
(stanza 2, line 14)

Peter thought the school motto 'Let your light shine' referred to a popular brand of soap. (See page 81.)

Religious Activities

The poet's religious education does not contribute to his sense of belonging.

Could say The Lord's Prayer
... all in one breath. (stanza 4, lines 8-9)

Skrzynecki questions the benefits of a repetitive and rigorous Catholic education. (See page 82.)

'Ancestors'

Dreaming

Dreaming allows Skrzynecki to reflect on where he has come from in his search for a sense of belonging.

Who are these shadows

That hang over you in a dream?
(stanza 1, lines 1-2)

Peter's dream is a metaphor for his reflections which focus on identity and how his family's immigration has interfered with significant identity-forming communications. (See page 83.)

The Burden of Heritage

Peter's ancestors are trying to speak to him, to inform him, to complete him and create a sense of belonging.

To what star
Do their footprints lead?
(stanza 3, lines 3-4)

However, he is blocked from receiving their message. Shared cultural experiences and history are what he is denied. (See page 84.)

'10 Mary Street'

Routine

Routine creates a sense of belonging in the family's day-to-day life.

Back at 5p.m.
From the polite hum-drum
(stanza 2, line 1)

An everyday expression is used to suggest the rhythm of the daily routine. (See page 86.)

Keeping Pre-war Europe Alive

Imagery of the 'old world' and European ways is warm and inclusive and reveals where the family feels they belong.

Heated discussions
And embracing gestures
(stanza 4, lines 5-6)

Skrzynecki's parents can pretend that they have never left Europe. (See page 87.)

Forging an Identity

Skrzynecki looks beyond the home towards a new life in the wider community and future possibilities of belonging.

Inheritors of a key (stanza 5, line 5)

The 'key' represents the future, new opportunities to belong within the wider community and a new life. (See page 87.)

'Migrant hostel'

The Past

The immigrants continue to be haunted by their recent wartime experiences that impact upon their ability to belong.

memories of hunger and hate
(stanza 2, line 8)

This has an impact on their ability to cope effectively with their current situation and further isolates the immigrants. (See page 88.)

Discrimination

The barrier at the main gate symbolises isolation from the outside world and acts as a barrier to belonging.

rose and fell like a finger
(stanza 4, line 4).

The barrier is personified, and rises and falls as a reminder that they are unwelcome. (See page 89.)

Dislocation

Others may determine whether belonging is realised.

birds of passage (stanza 3, line 2).

This image describes how the Skrzyneckis lived, never certain of when they might leave as decisions are made by faceless bureaucrats. (See page 89.)

The Future

It will take time to create a sense of belonging.

lives ... / ... begun or were dying
(stanza 4, lines 9-11)

These words question whether the immigrants' lives are about to begin or whether the arrival in Australia signifies the end of their culture. (See page 89.)

'In the folk museum'

Worship

Skrzynecki feels further isolated by religion that adds to his feelings of not belonging.

they (stanza 4, line 2)

The excluding pronoun describes the worshippers in the Town Hall and further serves to separate and isolate the poet. (See page 91.)

Evolution

Skrzynecki alludes to the thoughts and writings of Pierre Teilhard de Chardin in his search for a sense of belonging.

the Future of Man (stanza 4, line 3)

Teilhard de Chardin was a Catholic scientist and theologian who wrote on the theory of evolution. The poet reflects on his own 'evolution', formation of self and identity. (See page 91.)

Orientation

The poet is in a hurry to leave, as he has not realised a sense of belonging.

taps hurriedly (stanza 5, line 1)

The weather is personified and creates a sense of urgency and a desire to leave. (See page 91.)

'Post card'

Receiving the Postcard

The city is alive with history, culture, people and experiences that he feels little affinity with and does not belong to.

The postcard bears a photograph of a world that he does not really belong in and yet is deeply affected by. (See page 93.)

The War

The poet's parents belong to Warsaw and have strong historical and cultural ties to the city.

White Eagle (stanza 3, line 17)

Skrzynecki's imagery defines the hold that the past and home have on Polish immigrants. The eagle symbolises freedom and evokes strong feelings of patriotism. (See page 94)

At the River's Bank

The poet introduces a more hopeful note in his quest to create a sense of belonging in his life.

We will meet (stanza 7, line 4)

The parting image of the lone tree whispering suggests a sense of hope for the future and that the poet will confront and resolve some of the issues that concern him. (See page 94)

Characters, Relationships, Ideas, Societies, Language and the Concept of Belonging

Characters

'Feliks Skrzynecki'

Feliks Skrzynecki

Feliks has strong emotional ties to his Polish heritage and belongs to his past.

About farms where paddocks flowered (stanza 3, line 6)

Feliks and his Polish friends reminisce about Poland, keeping the past alive. (See page 79.)

Feliks has created a place for himself to belong in his new life.

golden cypress (stanza 6, line 2)

He loves his garden, which represents a natural world offering security and peace. (See page 79.)

Feliks attempts to instil in Peter a sense of cultural belonging.

I forgot my first Polish word.
He repeated it so I never forgot.
(stanza 7, line 3)

However, a feeling of belonging cannot be enforced or easily created. (See page 79.)

Peter Skrzynecki

Peter belongs to a different context of time and place.

Talking, they reminisced (stanza 3, line 6)

He is excluded from conversations about Poland and the past he is not a part of.

Peter experiences confusion about where he belongs.

a language
I inherited unknowingly
(stanza 5, line 3)

This reinforces Peter's sense of powerlessness. (See page 79.)

'St Patrick's College'

Peter Skrzynecki

An overriding sense that Peter never belonged to St Patrick's permeates the poem.

unchanged by eight years' weather
(stanza 5, line 5)

Just like the statue of 'Our lady', Peter has been minimally altered by his educational experiences.

Before I let my light shine.
(stanza 5, line 19)

There is a sense of hope and potential. However, it will be achieved away from St Patrick's. (See page 82.)

Peter's Mother

Peter's mother works hard to create a place to belong.

wanting only
"What was best" (stanza 1, lines 5-6)

Her efforts are based on the perceived values and attitudes of her new environment. She wants to keep up with other Australian families by sending her son to a 'good' school. (See page 82.)

'Ancestors'

Peter Skrzynecki

Skrzynecki explores issues surrounding his heritage and identity in his search for a sense of belonging.

Who (stanza 1, line 1)

Why (stanza 5, line 1)

He questions situations and events that he has no control over. (See page 84.)

Skrzynecki feels cut off from the past and this creates a barrier to belonging.

Mountains ... river / ... moonlit plain / ...
grasses (stanza 4, lines 2-4)

Behind the ancestors of Skrzynecki's fancy are epic natural features. These figuratively represent legacies passed down through generations.

Peter is uncertain and uneasy about his future and there is no sense that he will achieve a sense of belonging.

Where ... / Do their footprints lead?
(stanza 3, lines 1-4)

The poet is unable to understand any communications from his ancestors. (See page 84.)

'10 Mary Street'

Peter Skrzynecki

Peter experiences confusion about where he belongs.

Kept pre-war Europe alive
(stanza 4, line 3)

There is a sense of duality, of two lives lived, with the poet accessing both and yet neither are meaningful to him.

The poet takes his sense of belonging in the home for granted.

I'd ravage the backyard garden
(stanza 2, line 11)

The house has less significance to Peter than his parents and he is self-critical and remorseful in his reminiscences. (See page 87.)

The Skrzyneckis

Peter belongs to a different context from that of his parents.

Peter feels social pressure to change, while his parents hold onto the old ways. (See page 88.)

'Migrant hostel'

The Skrzyneckis

The family question whether they will achieve belonging in their lives.

birds of passage (stanza 3, line 2)

In the midst of change it is difficult for the Skrzynecki family to ascertain where they are heading and if they will again achieve a sense of belonging. (See page 89.)

The Other Immigrants

The other immigrants experience similar barriers to belonging.

Who would be coming next?
(stanza 1, line 7)

This is an anxious time filled with disappointment and frustration at the delay, uncertainty and sense of powerlessness. (See page 90.)

'In the folk museum'

Peter Skrzynecki

Skrzynecki's memories of his visit to the museum and the feeling of isolation it evoked are still vivid and heighten feelings of not belonging.

I look at words (stanza 2, line 1)

The experience is brought to life through the use of the present tense and made real again for the reader.

Skrzynecki indicates his cultural detachment in his musings on belonging.

clothes, transport, / ... hay knife
(stanza 2, line 2)

The poet lists the objects viewed in a random manner. This betrays his cold and detached attitude.

The visit highlights his inner conflict of not knowing where he belongs.

To remind me of a past
Which isn't mine (stanza 2, lines 7-8)

Peter does not feel like a true Australian who may feel pride at the museum's items on display.

The poet attempts to force some sense of belonging with the museum.

... memorise / The titles of books
(stanza 4, lines 4-5)

Skrzynecki tries to relate to the historical events and ideas expressed there. (See page 91.)

The Caretaker

The caretaker is a faceless representative of Australia's Anglo past and culture who belongs to the local culture, unlike the persona.

winning machine (stanza 3, line 2)

She sits next to an agricultural machine that separates grain from chaff—separating 'true' Australians from the new arrivals. (See page 92.)

Relationships

'Feliks Skrzynecki'

Feliks and Peter Skrzynecki

Although Peter admires his father, the separation between them is enduring and they do not share belonging experiences.

My father sits out the evening
With his dog (stanza 6, lines 5-6)

Peter cannot comprehend Feliks's happiness in the face of hardship.

'Post card'

Peter Skrzynecki

Peter cannot shake the strong connection he feels for his father's country of origin and that he should belong there.

Haunts me / Since its arrival
(stanza 1, lines 2-3)

Peter's reaction to a postcard sent by a friend from Warsaw sets his reflective tone.

Skrzynecki feels marginalised by the scene on the postcard that means so much to his parents, but that creates a barrier to belonging for him.

Let me be (stanza 4, line 3)

This frustrates him. An intense feeling of guilt is conveyed as the poet attempts to deny the pull of his heritage, which reveals his conflict.

(See page 94.)

Peter's Parents

The poet's distant association with Warsaw contrasts with his parents' love for the city and impacts upon him achieving a sense of belonging.

My father / Will be proud
(stanza 4, lines 8-9)

Peter's parents keep the memory of Warsaw alive and still feel a connection with it. (See page 94.)

Feliks belongs to and has a shared history with other Polish immigrants he socialises with.

That formal address
I never got used to. (stanza 3, lines 4-5)

The experiences that bind Feliks to his Polish friends create yet another area of difference with his son. (See page 80.)

'St Patrick's College'

Peter and his Mother

Tension is created as mother and son have individual ideas about what it means to belong.

Prayed that Mother would someday be
pleased (stanza 5, line 15)

The above quote highlights the burden of expectation Peter feels as his parents have made sacrifices to send him to St Patrick's. His mother chose the school and he is there because of her influence. (See page 82.)

'Ancestors'

Peter and his Heritage

Peter's sense of dislocation increases dramatically in his reflections on his ancestors, highlighting the depth of his frustration at not belonging.

shadows / That hang
(stanza 1, lines 1-2)

The dark imagery shows that to him they are alien and difficult to identify with.

Peter's ancestors stand sentinel in solidarity against the poet, creating a barrier to belonging.

Standing shoulder to shoulder
(stanza 1, line 4)

His ancestors metaphorically obscure his desire for information about his past and the security that could be gained from identification and recognition of where he has come from.

Peter's ancestors hold the keys to his identity and his ability to create a sense of belonging.

whispers
(stanza 2, line 2)
secrets
(stanza 2, line 1)

What is communicated from the past is an enigma that Peter is unable to decipher or translate and is blocked from receiving. (See page 85.)

Peter and the Reader

Peter's experiences are universalised through pronoun choice, allowing the responder to ponder their own sense of belonging.

That hang over you in a dream
(stanza 1, line 2)

Second person singular pronouns contribute to the detached and dream-like quality of the text. (See page 85.)

'10 Mary Street'

Peter and his Parents

Peter's parents are naturalised but not assimilated and this impacts upon their ability to belong in the new environment.

For nineteen years (stanza 1, line 1)

Skrzynecki is critical of his parents who should be attempting to assimilate, but who stubbornly envelop themselves in their past. (See page 88.)

'Migrant hostel'

The Immigrants

The immigrants congregate in nationality groups to provide mutual support and to create a transitory sense of belonging.

sought / each other out instinctively —
Like a homing pigeon (stanza 2, lines 1-3)

The immigrants experience an instinctive desire for comfort, to speak their own language and to find others to identify with amidst the uncertainty of their situation. (See page 90.)

'In the folk museum'

Peter and the Museum

Peter neither recognises nor identifies with the historical artefacts in the museum, which act as a barrier to belonging.

To remind me of a past
Which isn't mine (stanza 2, lines 7–8)

The visit reminds Peter of his cultural isolation.
(See page 92.)

Peter and the Caretaker

In his quest to create a sense of personal belonging, Peter hopes for a connection between the two cultures by connecting with the old woman at the door.

However, this hope is dashed by the dry, culturally alien request at the door:

"Would you please sign the visitor's
book?" (stanza 5, line 6)

(See page 92.)

'Post card'

Peter, his Parents and his Culture

Peter can't ignore his culture, his parents' experiences and how these affect his adult identity and sense of personal belonging.

The postcard has raised difficult questions that have frustrated Skrzynecki. However, he becomes confronted by a sense of inevitability.

(See page 95.)

The Skrzyneckis and Warsaw

Warsaw is personified as a temptress calling citizens home with the tantalising hope of a place to belong.

The city has the power to whisper to him across physical distance and cultural history, assuring him he belongs in part to Poland.

Skrzynecki invites the reader to not ignore the power of parental memories and experiences in the search for personal belonging.

(See page 95.)

Ideas

Barriers to Belonging

The following barriers restrict, impede and set limits on belonging.

Religion—Skrzynecki uses religious practices and social institutions to highlight his dislocation from Australian culture and from his parents' culture ('St Patrick's College' and 'In the folk museum').

Age—Skrzynecki's youth assists his ability to assimilate into Australia, but acts against the development of his cultural relationship with his parents ('10 Mary Street' and 'Feliks Skrzynecki').

Language differences—Skrzynecki uses examples of Polish jargon to highlight the cultural divide between him and his family ('10 Mary Street').

Kielbasa (stanza 4, line 8)

Experience—Feliks Skrzynecki's life experiences influence his sense of belonging ('Feliks Skrzynecki').
(See page 95.)

The Effects of Immigration on Belonging

Conflict—assimilation issues cause conflict within Skrzynecki himself and between Skrzynecki and his family as well as his environment.

Guilt—Skrzynecki experiences much guilt and frustration at his sense of loss of heritage and confusion about identity ('Post card').

Isolation—Skrzynecki is isolated at times from himself, from his family and from his Australian environment ('Ancestors'; 'In the folk museum').

Lost culture—a dilemma of the migrant experience is that at the end of the trauma, the journey and the dislocation, immigrant parents invariably watch their children grow away from

them and become part of a new society in which there are few commonalities ('St Patrick's College').
(See page 96.)

Societies

The Individual

Personal experience influences belonging.

Distance of time between events influences the poet's memory of experiences and his sense of belonging.

The individual has the potential to enrich or challenge a community or group and positively or negatively influence belonging.

The poems reflect how the challenges facing immigrants have altered perspectives and social contexts.

Skrzynecki's age at arrival in Australia restricted his ability to make choices in the creation of a new place to belong.

Skrzynecki was only four years old when he arrived in Australia with his family. Many of his frustrations have evolved from his inability to make decisions for himself, impacting on his sense of belonging.
(See page 96.)

Culture

Social and cultural expectations influence belonging.

The poet's sense of belonging is influenced by what he perceives to be the demands and expectations of Australian society and his own family.
(See page 97.)

Historical Context

Australians believed that through hard work and perseverance immigrants could eventually belong.

In this way they could 'make something' of themselves.

Australia's cultural context influences the Skrzyneckis' sense of belonging.

Some Australians were afraid of cultures that were different from their own.

Are attitudes to belonging modified over time?

Skrzynecki's poetry has themes and ideas that continue to resonate with today's readers.

(See page 97.)

Language

Language Structures

The modern poetic structures employed by Skrzynecki communicate contemporary ideas about belonging.

The poetic style is representative of the modern time in which it was composed and the general setting, main themes and ideas and register are familiar.
(See page 98.)

Poetic Techniques

Examples of poetic techniques and how they relate to the concept of belonging are discussed below.

Setting—the descriptions of setting are realistic and can influence ideas about belonging to particular places.

Direct speech—in dialogue this adds dramatic immediacy and can reveal ideas about belonging present in relationships. For example, in 'Feliks Skrzynecki':

"Did your father ever attempt to learn English?" (stanza 5, line 9)

Allusion—Hadrian's Wall in 'Feliks Skrzynecki' reveals the change in belonging in the relationship between Peter and his father.

Personification illustrates the low level of belonging felt by the immigrants, as seen in the words in 'Migrant hostel':

barrier ... / ... rose and fell like a finger' (stanza 4, lines 1-4)

Repetition—the repeated phrase in 'Post card' highlights the poet's frustrations as a result of not culturally belonging:

I never knew you
(stanza 2, lines 2 and 19)

Imagery—in '10 Mary Street' reveals the family's relationship with their garden and heightens the sense of nurture and of belonging to that space.

Like adopted children (stanza 2, line 9)

Similes—sustained bird imagery in 'Migrant hostel' is used to describe the immigrants who are seeking a place to belong:

like birds of passage (stanza 3, line 2)

Like a homing pigeon (stanza 2, line 3)

Jargon—foreign words are used to create a sense of isolation, of not belonging, for example, in '10 Mary Street':

Kielbasa (stanza 4, line 8)

Symbolism—the 'key' (stanza 1, line 5) is used in '10 Mary Street' to represent the possibility of belonging. (See page 98.)

Poetic Style

A deeply personal tone and autobiographical style is used throughout to communicate the poet's ideas about belonging.

This subjectivity influences the poet's ability to manipulate ideas about belonging in the text and heightens the emotional response in the reader.

The poetic style is representative of the modern time in which it was composed and communicates contemporary ideas about belonging.

The general setting, main themes, and ideas and register are familiar and contemporary and reflect ideas, values and attitudes from the context in which the text was created.

(See page 99.)

Syllabus Checklist

Are you able to answer every single syllabus question in the chapter? Tick each question as you go through the list if you are able to answer it. If you cannot answer it, turn to the appropriate page in the guide as listed in the column to find the answer.

Syllabus Requirement	Do I know ...	Page No.	✓
1 In my response and composition am I able to examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of places that I encounter in the prescribed text?	How Skrzynecki uses language and structural techniques to communicate the concept of belonging in <i>Immigrant Chronicle</i> through his portrayal of places?	77	
2 In my response and composition am I able to examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of events that I encounter in the prescribed text?	How Skrzynecki uses language and structural techniques to communicate the concept of belonging in <i>Immigrant Chronicle</i> through his portrayal of events?	78	
3 In my response and composition am I able to examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of characters that I encounter in the prescribed text?	How Skrzynecki uses language and structural techniques to communicate the concept of belonging in <i>Immigrant Chronicle</i> through his portrayal of Feliks, Peter, Peter's mother, the Skrzyneckis, the other immigrants, the caretaker and Peter's parents?	79	
4 In my response and composition am I able to examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of the relationships between characters that I encounter in the prescribed text?	How Skrzynecki uses language and structural techniques to communicate the concept of belonging in <i>Immigrant Chronicle</i> through his portrayal of the relationships between Peter and Feliks, Peter and his mother, Peter and his heritage, Peter and the reader, Peter and his parents, Peter and the museum, Peter and the Caretaker, the immigrants, Peter, his parents and his culture, and Peter and Warsaw?	80	
5 In my response and composition am I able to examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of ideas that I encounter in the prescribed text?	How Skrzynecki uses language and structural techniques to communicate the concept of belonging in <i>Immigrant Chronicle</i> through his portrayal of ideas?	95	
6 In my response and composition am I able to examine, question, reflect and speculate on how the concept of belonging is conveyed through the representation of societies that I encounter in the prescribed text?	How Skrzynecki uses language and structural techniques to communicate the concept of belonging in <i>Immigrant Chronicle</i> through his portrayal of societies?	96	
7 In my response and composition am I able to examine, question, reflect and speculate on how the composer's choice of language forms, features and structures in the prescribed text shapes and is shaped by a sense of belonging?	How Skrzynecki's choice of language communicates the sense of belonging in <i>Immigrant Chronicle</i> ? How the sense of belonging influences Skrzynecki's choice of language in <i>Immigrant Chronicle</i> ?	98	