



Tracking the Dragon

A history of the
Chinese in the Riverina

EDUCATION KIT - SECONDARY



Wagga Wagga
Museum of the Riverina



Communities
arts nsw

The Museum of the Riverina is assisted
by the NSW Government through Arts NSW

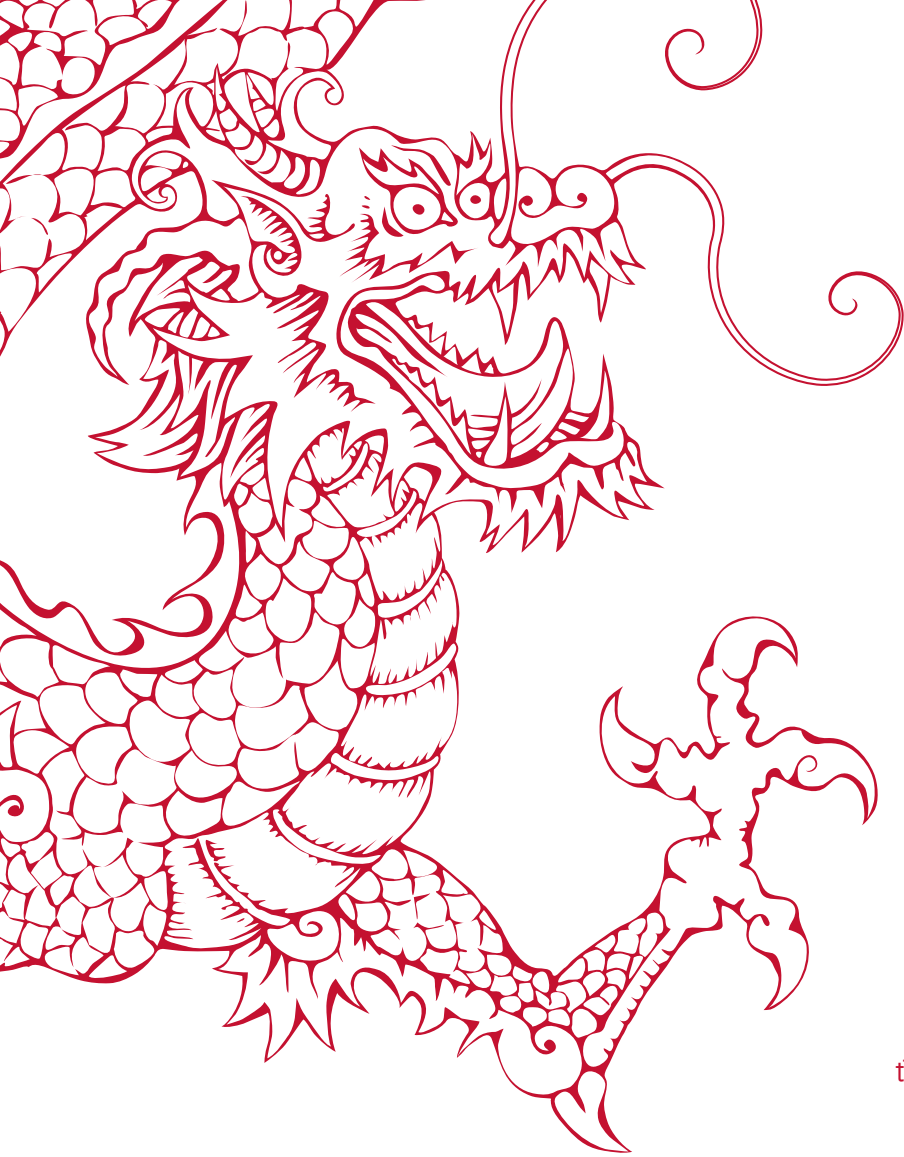
MIGRATION HERITAGE CENTRE
NEW SOUTH WALES



The Migration Heritage Centre at the Powerhouse Museum is a New South
Wales Government initiative supported by the Community Relations Commission
for a Multicultural New South Wales. www.migrationheritage.nsw.gov.au



powerhouse museum
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Tracking the Dragon

A history of the
Chinese in the Riverina

Tracking the Dragon investigates the history of Chinese migration and settlement in the Riverina and features a range of significant objects and photographs. It reveals a complex and poignant story examining the public and private lives of the Chinese Australian migrant experience.

Through this exhibition and education kit students will discover a variety of aspects of the Chinese Australian migrant experience including work, leisure, family life, religion and race relations. In doing so students will develop an appreciation for both the challenges overcome and accomplishments achieved by Chinese Australians in our region in the late 19th century. Exploring key themes of endurance, resourcefulness and reinvention many of which remain relevant to the Australian migrants experience today.

This exhibition and supporting secondary education kit addresses learning outcomes from a variety of subject areas including Chinese, Drama, English, History, Society and Culture, and Visual Arts.

This exhibition and education kit may be of particular value to ESL students as they may readily connect with the themes and ideas explored and relate these to their own life experiences.

Give your students the chance to embark on a learning journey through this significant part of our region's history, which up until now has remained largely untold.

This exhibition will be on display at the Museum's Historic Council Chambers site until Sunday 27 March 2011.

Planning your visit to the Museum



What?

A facilitated excursion to see *Tracking the Dragon – A history of the Chinese in the Riverina*. We encourage you to consult with the Museum Education and Public Programs Officer to develop an excursion program suitable to your students' needs.

Examples of excursion activities include:

- ▶ Drama games emphasising key themes of perseverance, discrimination, courage, new beginnings, acceptance, resourcefulness and resilience.
- ▶ Discussion forums addressing controversial issues surrounding migration.
- ▶ Exhibition tour. Using the information available in the exhibition students assume the role of a tour guide and collectively deliver an exhibition tour.
- ▶ Fan Tan (Chinese gambling game played in Chinese camps in the Riverina).

Where?

Museum's Historic Council Chambers site
Cnr Baylis & Morrow Sts
Wagga Wagga

When?

Tuesday – Friday, 10am - 5pm

How?

For excursion bookings contact the Museum of the Riverina

Phone: 6926 9654

Email: museum@wagga.nsw.gov.au

Learning Outcomes



Subjects	Students will:
Chinese, Stage 4 & 5 Chinese Beginners, Stage 6	<p>Develop reading and responding skills by viewing historical documents and objects featuring Chinese script.</p> <p>Investigate elements of Chinese culture including:</p> <ul style="list-style-type: none">- Leisure- Food- Festivals- Work
Drama, Stage 4 & 5	<p>Develop dramatic performance skills and become familiar with examples of theatrical techniques.</p> <p>Use elements of drama to reflect the experiences of the Chinese Australian migrants featured in this exhibition.</p> <p>Using drama techniques explore themes of courage, resourcefulness and resilience featured throughout the exhibition.</p>
English, Stage 4 & 5	<p>Develop critical literacy skills by appreciating the different contexts, perspectives and interpretations of local history.</p> <p>Develop visual literacy skills through exposure to a variety of visual mediums.</p> <p>Draw on experiences of Chinese Australian migrants and elements of Chinese culture to compose a range of text types.</p> <p>Appreciate the cultural expression embedded within the texts featured in this exhibition.</p> <p>Explore key themes of courage, resourcefulness and resilience featured throughout the exhibition and relate these to their own life experience using various text types.</p> <p>Think critically and interpretively about the social issues experienced by Chinese Australian migrants in the Riverina and respond to these issues through oral and written tasks.</p>

Learning Outcomes



Subjects	Students will:
History, Stage 5	Examine the social consequences of political decisions regarding immigration including policies like the White Australia policy.
Society and Culture, Stage 6	Investigate challenges and accomplishments experienced by Chinese Australian migrants in the Riverina and draw parallels to current migration experiences.
Visual Art, Stage 4 & 5	<p>Investigate elements of Chinese culture and the Chinese migration experience in the Riverina and utilise this new found knowledge as a source of ideas, concepts and subject matter in the visual arts.</p> <p>Explore the function of and relationships between the artist-artwork-world-audience by examining the graphic art displayed throughout the exhibition and examining its function.</p>

Curriculum Links



Chinese, Stage 4 & 5

	Objectives	Outcomes A student:
Stage 4	Using language – Reading and Responding	4.UL.2 demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately.
	Moving Between Cultures	4.MBC.2 demonstrates knowledge of key features of the culture of Chinese-speaking communities.
Stage 5	Using language – Reading and Responding	5.UL.2 selects, summarises and analyses information and ideas in written texts and responds appropriately.
	Moving Between Cultures	5.MBC.2 identifies and explains aspects of the culture of Chinese-speaking communities in texts.
Life Skills	Objectives	Outcomes
	Using Language	LS.UL.1 recognises words and phrases in Chinese.
	Making Linguistic Connections	LS.MLC.4 explores ways in which meaning is conveyed by written language.
	Moving Between Cultures	LS.MBC.1 experiences cultural diversity. LS.MBC.2 explores own and other cultures. LS.MBC.3 recognises the contribution of different cultures to Australian society.

Chinese Beginners, Stage 6

Objectives	Outcomes A student:
Interacting	1.4 applies knowledge of the culture of Chinese speaking communities to interact appropriately.
Understanding Texts	2.1 understands and interprets information in texts using a range of strategies.
	2.2 conveys the gist of and identifies specific information in texts.
	2.3 summarises the main points of a text.
	2.4 draws conclusions from or justifies an opinion about a text.
	2.5 identifies the purpose, context and audience of a text.
	2.6 identifies and explains aspects of the culture of Chinese-speaking communities in texts.

Curriculum Links



Drama, Stage 4 & 5

Objective Students will develop:	Stage 4 Outcomes A student:	Stage 5 Outcomes A student:
1. knowledge, understanding and skills, individually and collaboratively, through making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment	4.1.1 identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action. 4.1.2 improvises and playbuilds through group-devised processes. 4.1.3 devises and enacts drama using scripted and unscripted material. 4.1.4 explores a range of ways to structure dramatic work in collaboration with others.	5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action. 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding. 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text. 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
2. knowledge, understanding and skills, individually and collaboratively, through performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	4.2.1 uses performance skills to communicate dramatic meaning.	5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.
Life skills		
Objectives Students will develop knowledge, understanding and skills through:	Outcomes A student:	
1 - making drama that explores a range of imagined and created situations in a collaborative drama and theatre environment	LS.1.1 explores characters, roles, situations and actions through drama activities. LS.1.2 explores a variety of playbuilding activities. LS.1.3 participates in drama experiences in which role-taking is used to enhance their understanding of ideas and feelings.	
2 - performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience	LS.2.2 participates in the preparation of drama works and theatrical productions.	

Curriculum Links



English, Stage 4 & 5

Objectives	Stage 4 Outcomes	Stage 5 Outcomes
Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:	A student:	A student:
speak, listen, read, write, view and represent	1 responds to and composes texts for understanding, interpretation, critical analysis and pleasure.	1 responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure.
	2 uses a range of processes for responding to and composing texts.	2 uses and critically assesses a range of processes for responding and composing.
	3 responds to and composes texts in different technologies.	3 selects, uses, describes and explains how different technologies affect and shape meaning.
use language and communicate appropriately and effectively	4 uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts.	4 selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and describes and explains their effects on meaning.
think in ways that are imaginative, interpretive and critical	6 draws on experience, information and ideas to imaginatively and interpretively respond to and compose texts.	6 experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts.
	7 thinks critically and interpretively about information, ideas and arguments to respond to and compose texts.	7 thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts.
express themselves and their relationships with others and the world	9 demonstrates understanding that texts express views of their broadening world and their relationships within it.	9 demonstrates understanding of the ways texts reflect personal and public worlds.
	10 identifies, considers and appreciates cultural expression in texts.	10 questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.

Curriculum Links



English, Stage 4 & 5

ESL Scales Outcomes

Oral Interaction

4.1 Understands the gist of unfamiliar topics expressed in familiar language and communicates in predictable social and learning situations, expressing simple messages in connected speech.

4.4 Accesses and incorporates English into own oral repertoire from a range of oral and written sources in order to extend oral skills in English.

5.1 Communicates in familiar social and classroom situations, extracting relevant information from spoken English and elaborating on some ideas in coherent speech.

6.1 Communicates in familiar formal and informal registers, interpreting spoken English mainly at a literal level and organising language and ideas drawn from different sources.

Reading and Responding

4.5 Reads for a range of purposes and identifies main ideas and specific information in simple texts.

4.6 Relates own culture, knowledge and experience to information in the text.

4.8 Coordinates a number of strategies to facilitate reading.

5.6 Demonstrates awareness of how information is organised and presented in English texts.

5.7 Interprets texts, cueing into key organisational and language features.

6.8 Selects reading strategies appropriate to the nature of text and task.

Writing

4.9 Communicates for a range of purposes on a variety of familiar topics, using a basic repertoire of text types.

4.10 Demonstrates an awareness of how effective writing is tailored to the requirements of the topic and the needs of the reader.

5.10 Adjusts the form of writing to intended contexts, purposes and audiences.

6.10 Takes some account in writing that readers react to written texts according to their experiences, interests and values.

Life skills

Objectives

Through responding to and composing a wide range of texts in context and through close study of texts, students will develop skills, knowledge and understanding in order to:

Outcomes

A student:

speak, listen, read, write, view and represent

LS.3 uses technology and aids to communicate with a range of audiences.

LS.7 reads and responds to short written texts.

LS.10 composes increasingly complex written texts.

LS.11 views and responds to a range of visual texts, media and multimedia.

use language appropriately and effectively

LS.12 communicates for a variety of purposes.

LS.13 communicates in a range of contexts.

think in ways that are imaginative, interpretive and critical

LS.15 draws on background and experiences to respond to texts in ways that are imaginative, interpretive or critical.

express themselves and their relationships with others and the world

LS.16 explores social and cultural issues through texts.

learn and reflect on their learning through their study of English

LS.17 uses individual and collaborative skills in the learning process.

Curriculum Links



History, Stage 5

Stage 5 Mandatory course	Topic	Objectives Students will develop:	Outcomes A student:
	Topic 1: Australia to 1914	<p>a knowledge and understanding of significant developments in Australia's social, political and cultural history.</p> <p>a knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.</p>	<p>5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life.</p> <p>5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia.</p>
Life skills			
Objectives Students will develop:		Outcomes A student:	
a knowledge and understanding of the nature of history, past societies and periods and their legacy		LS.3 participates in site studies to explore people, events and issues in Australian history.	
a knowledge and understanding of significant developments in Australia's social, political and cultural history		LS.6 explores significant developments in Australian social and cultural history.	
the skills to undertake the process of historical inquiry		LS.10 recognises different perspectives about events and issues.	
the skills to communicate their understanding of history		LS.12 uses a variety of strategies to organise and communicate information.	

Society and Culture, Stage 6

Objectives Students will develop knowledge and understanding about:	Preliminary Course Outcomes A student:	HSC Course Outcomes A student:
interactions of persons, societies, cultures and environments across time	P1 describes the interaction between persons, societies, cultures and environments across time.	H1 explains the interaction between persons, societies, cultures and environments across time.
Objectives Students will develop skills to:	Preliminary Course Outcomes A student:	HSC Course Outcomes A student:
communicate information, ideas and issues in appropriate forms to different audiences and in a variety of contexts	<p>P10 communicates information, ideas and issues using appropriate written, oral and graphic forms.</p> <p>P11 works independently and in groups to achieve appropriate goals in set timelines.</p>	H10 communicates information, ideas and issues using appropriate written, oral and graphic forms.

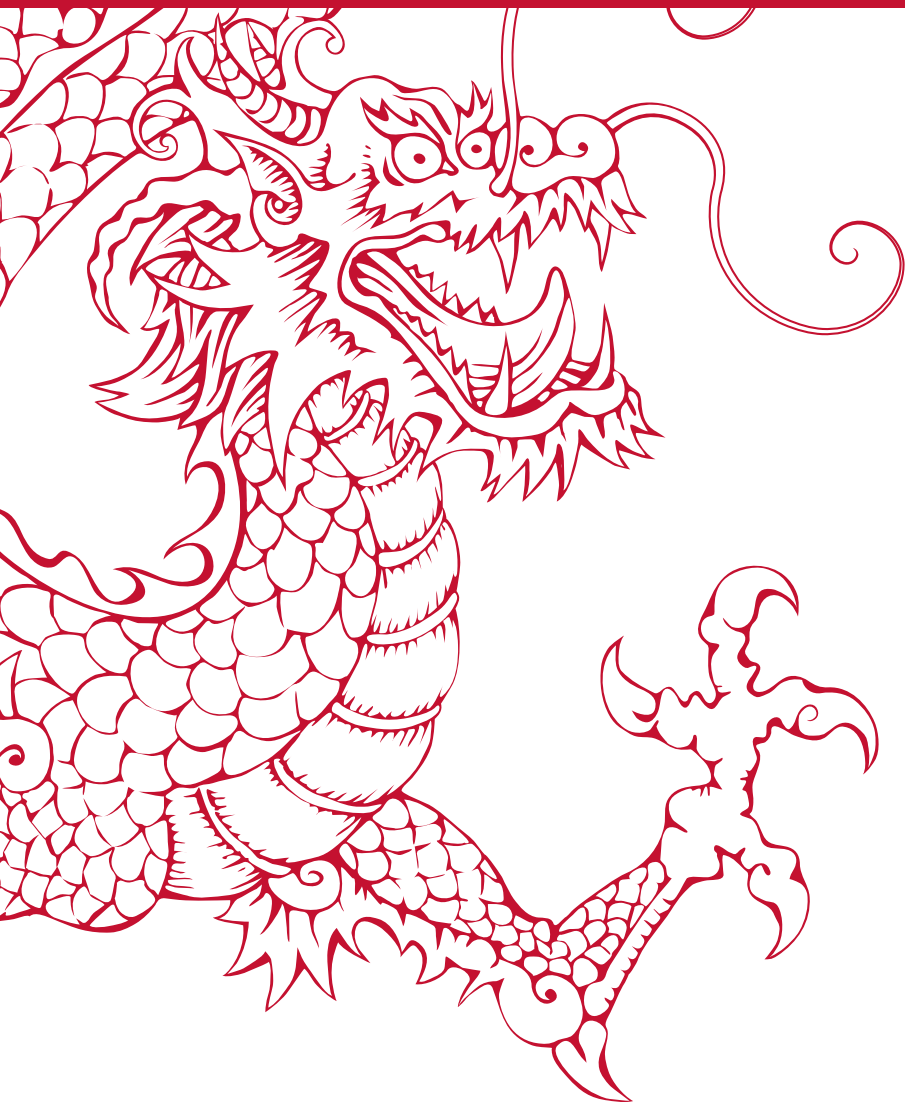
Curriculum Links



Visual Arts, Stage 4 & 5

Artmaking	Objectives Students will:	Area of Content	Stage 4 Outcomes A student:	Stage 5 Outcomes A student:
	develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames	Practice	4.1 uses a range of strategies to explore different artmaking conventions and procedures to make artworks.	5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
		Conceptual framework	4.2 explores the function of and relationships between artist – artwork – world – audience.	5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience.
		Representation	4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts.	5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts.
		Conceptual strength and meaning	4.5 investigates ways to develop meaning in their artworks.	5.5 makes informed choices to develop and extend concepts and different meanings in their artworks.
Critical and historical studies	Objectives Students will:	Area of Content	Stage 4 Outcomes A student:	Stage 5 Outcomes A student:
	develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames	Practice	4.7 explores aspects of practice in critical and historical interpretations of art.	5.7 applies their understanding of aspects of practice to critical and historical interpretations of art.
		Conceptual framework	4.8 explores the function of and relationships between the artist – artwork – world – audience.	5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.
Life Skills				
Objective Students will:		Area of Content	Outcomes A student:	
develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames		Practice	LS.1 experiences a variety of artmaking activities. LS.2 explores a variety of materials, techniques and processes.	
		Conceptual framework	LS.4 explores the ways in which experiences of the world can be communicated in artworks.	
develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames		Representation	LS.7 explores how ideas and interests in the world can be represented in their artmaking.	
		Conceptual strength and meaning	LS.8 explores ways to develop ideas in artworks.	
		Resolution	LS.9 uses a range of materials, techniques and processes to make artworks.	

Suggested Activities



Activity 1

Brainstorming – Activating prior knowledge

You will need:

- ▶ Butchers paper
- ▶ Markers

Instructions:

- ▶ Students work in pairs and using markers and butchers paper brainstorm what they know about Chinese culture with words and pictures. Students then share their thoughts with the rest of the class.
- ▶ Students repeat this activity this time focusing on migration e.g. social issues associated with migration and feelings and experiences associated with migrating.

Activity 2

Bingo

You will need:

- ▶ *Bingo Activity Sheet* and *Teacher Answers*

Instructions:

- ▶ Students complete *Bingo Activity Sheet*.
- ▶ Teacher corrects *Bingo Activity Sheet* using answers provided.
- ▶ Students choose 5 terms listed on the Bingo activity sheet.
- ▶ Teacher randomly selects definitions from the table on the *Bingo Activity sheet*.
- ▶ If the teacher reads out a corresponding definition students may cross off that term from their list of 5 terms.
- ▶ Once all terms have been crossed off students then indicate that they achieved "BINGO".

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Chinese in the Riverina

BINGO ACTIVITY SHEET



Bingo is a gambling game that has been played in Australia for many years. 'Fan Tan' is a gambling game that Chinese men in the Riverina in the late 19th Century would play in the Chinese camps.

We're going to play a little bingo today but first we need to know a few important terms and definitions included in the exhibition ***Tracking the Dragon: A history of the Chinese in the Riverina***.

Next to each definition in the table write the term from the list below that you think applies. If you're not sure just have a guess.

Terms

- Certificate of Exemption from the Dictation Test (CEDT)
- Domicile
- Certificate of Domicile
- 'Roll up' advertisements
- Chinese market gardeners
- Guangdong province
- Fan Tan
- Hui
- Chinese camps
- Chinese harrow
- Ginger
- Mooncakes
- Xenophobia
- Opium
- Province
- Subscription board
- The Immigration Restriction Act 1901 (White Australia Policy)
- Racism

Definition	Term (from list above)
After 21 October 1902 any Chinese person who claimed Australia as their permanent residence and wished to leave temporarily could apply for this document.
A permanent place of residence.
These were made for the mid autumn (Zhongqiu) festival, one of the four most important Chinese festivals. The filling is usually made from lotus seed paste.
A fear and or hatred of foreigners.
A substance that was commonplace in the Chinese camps in the Riverina. Smoked using a pipe and kept in vials and tins.
The equivalent to a state in Australia e.g Queensland or NSW.
Contains the names of Chinese members of secret societies. These members would pay an annual subscription fee.
A belief based on the notion that one's own race is superior to another race.
A law passed by the Government of the time that allowed immigration officials to discriminate against people according to their skin colour. (.....)
Located on the fringe of the main towns and close to waterways most of the predominantly male Chinese population lived in these.
Chinese gambling game.
A name for a Chinese secret society.
Almost all Chinese migrants to NSW were from this area located in southern China.
Similar to a plough these were used by Chinese market gardeners to break up the soil before crops were planted.
A plant that was commonly used in Chinese cuisine. Chinese Australian migrants in the Riverina would often give jars of this to Europeans as presents on Chinese New Year.
Prejudice and discrimination against the Chinese were expressed in many forms including these placed in local newspapers encouraging people to meet and protest against Chinese immigration.	'.....'
From the 1880s to the 1930s these Chinese migrants dominated the production and distribution of vegetables in NSW.
A document that was given to Chinese residents of good character who had lived in Australia for five years. This document excused them from the Dictation Test. (.....)

Tracking the Dragon

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TEACHER ANSWERS B I N G O



Certificate of Domicile - After 21 October 1902 any Chinese person who claimed Australia as their permanent residence and wished to leave temporarily could apply for this document.

Certificate of Exemption from the Dictation Test (CEDT) - A document that was given to Chinese residents of good character who had lived in Australia for five years. This document excused them from the Dictation Test.

Chinese camps - Located on the fringe of the main towns and close to waterways most of the predominantly male Chinese population lived in these.

Chinese harrow - Similar to a plough these were used by Chinese market gardeners to break up the soil before crops were planted.

Chinese market gardeners - From the 1880s to the 1930s these Chinese migrants dominated the production and distribution of vegetables in NSW.

Domicile - A permanent place of residence.

Fan Tan - Chinese gambling game.

Ginger - A plant that was commonly used in Chinese cuisine. Chinese Australian migrants in the Riverina would often give jars of this to Europeans as presents on Chinese New Year.

Guangdong province - Almost all Chinese migrants to NSW were from this area located in southern China.

Hui - A name for a Chinese secret society.

Mooncakes - These were made for the mid autumn (Zhongqiu) festival, one of the four most important Chinese festivals. The filling is usually made from lotus seed paste.

Opium - A substance that was commonplace in the Chinese camps in the Riverina. Smoked using a pipe and kept in vials and tins.

Province - The equivalent to a state in Australia e.g. Queensland or NSW.

Subscription board - Contains the names of Chinese members of secret societies. These members would pay an annual subscription fee.

The Immigration Restriction Act 1901 (White Australia Policy) - A law passed by the Government of the time that allowed immigration officials to discriminate against people according to their skin colour.

Racism - A belief based on the notion that one's own race is superior to another race.

'Roll up' advertisements - Prejudice and discrimination against the Chinese were expressed in many forms including these placed in local newspapers encouraging people to meet and protest against Chinese immigration.

Xenophobia - A fear and or hatred of foreigners.

Activity 3

Memory Game

You will need:

- ▶ Cardboard
- ▶ Pen
- ▶ Scissors
- ▶ Ruler
- ▶ *Bingo Activity Sheet* in Activity 2
- ▶ Markers

Instructions:

- ▶ Students use terms and definitions from *Bingo Activity Sheet* and small cardboard cards to construct a memory game by completing the following steps:
 1. Divide students into pairs.
 2. Students cut out 36 small cards using scissors and cardboard.
 3. Each term and definition is to be written on a separate card, leaving the reverse side blank.
- ▶ Using the following rules students can then play “memory”:
 1. Lay all cards face down in random order.
 2. The first player turns over any two cards to see if the term matches the definition or vice versa. If they match, then the player keeps the pair of cards.
 3. If the cards don’t match then they must be turned back over and placed in their original position.
 4. The next player then repeats steps 2 and 3.
- ▶ The object of the game is to be the player with the most pairs of cards at the end.

Activity 4

An introduction to Chinese Migration History in Australia

You will need:

- ▶ Computers for each student or one between two
- ▶ Students' exercise book

Instructions:

- ▶ Students go to http://www.nma.gov.au/collections/collection_interactives/
- ▶ Then select 4th listed interactive called **Harvest of Endurance** (students can view this either as html or flash file depending on available software).
- ▶ Students browse through the significant events described throughout the scroll.
- ▶ Students select 5 significant events especially those mentioning market gardeners / gardens, shopkeepers and traders, loyalties to China and Immigration legislation.
- ▶ Students then discuss with the rest of the class the significance of these events to the Chinese Australian migration experience.

Activity 5

The White Australia Policy - Webquest

You will need:

- ▶ Computers for each student or one between two
- ▶ Students' exercise books

Instructions:

- ▶ Students go to the Museum of the Riverina website www.wagga.nsw.gov.au/museum.
- ▶ Students click on *Education* tab, then the *Students* link on the left hand side of the page.
- ▶ Students then select *Tracking the Dragon Webquest*.

Activity 6

The Power of a Piece of Paper

You will need:

- ▶ *The Power of a Piece of Paper Fact Sheet*
- ▶ Blank A4 paper
- ▶ Ink pad – for children to add finger print to their certificate/s (optional)

Instructions:

- ▶ Students read information below either together as a class or individually.
- ▶ Discuss the impact of these documents and dictation test on Chinese Australian migrants either arriving in Australia for the first time or wanting to leave Australia temporarily.
- ▶ Students create their own Certificate of Domicile &/or Certificate of Exemption from the Dictation Test.

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THE POWER OF A PIECE OF PAPER FACT SHEET



Certificate of Domicile

As a result of the White Australia Policy, after 21 October 1902 any Chinese person in NSW who claimed Australia as their permanent residence and wished to leave temporarily could apply for this document.

Even if you were a Chinese migrant who had been living in Australia for a number of years there were no guarantees that the officer at the Customs Department would issue you this certificate.

There had been examples of times when Chinese residents of long standing with numerous favourable character references were denied this certificate.

This left them with the very difficult decision of whether to stay or risk not being able to re-enter Australia because they wanted to visit their family and friends back in China.

Below is an example of a Certificate of Domicile



Image: Ah Du's Certificate of Domicile, Wagga Wagga, 1903. National Archives Australia.

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THE POWER OF A PIECE OF PAPER FACT SHEET



Certificate of Exemption from the Dictation Test (CEDT)

This document was given to Chinese residents of good character who had lived in Australia for five years or more. This document excused the Chinese resident from the Dictation Test, which was introduced as part of the White Australia Policy. This test was designed to exclude certain applicants from entering Australia and was conducted in a language the applicant didn't understand.

Below is an example of a Certificate of Exemption from the Dictation Test (CEDT)

Form No. 1
COMMONWEALTH OF AUSTRALIA No. 1
IMMIGRATION Act, 1901-1903 and Regulations

CERTIFICATE EXEMPTING FROM DICTATION TEST.

I, William Harrison Johns the Collector of Customs for the Port of New South Wales in the said Commonwealth, hereby certify that Jeng Ying Mee Ling hereinafter described, who is leaving the Commonwealth temporarily, will be exempted from the provisions of paragraph 1 of Section 3 of the Act if he returns to the Commonwealth within a period of three (3) years from this date.

Date 22 April 1910

DESCRIPTION.

Nationality	<u>Chinese</u>	Residence	<u>London</u>
Age	<u>42 years</u>	Complexion	<u>Dark</u>
Height	<u>Medium</u>	Hair	<u>Black</u>
Build	<u>Medium</u>	Eyes	<u>Brown</u>

Particular marks: (For inscription of hand and back of this document.)

Full Face — PHOTOGRAPH — Profile —



Date of departure 27th March 1910 Destination China

Ship Shanghai

Date of return 6th Ship Shanghai

Port Sydney

23 APR 1910

Form No. 2
COMMONWEALTH OF AUSTRALIA No. 2
IMMIGRATION Act, 1901-1903 and Regulations

CERTIFICATE EXEMPTING FROM DICTATION TEST.

I, William Harrison Johns the Collector of Customs for the Port of New South Wales in the said Commonwealth, hereby certify that Jeng Ying Mee Ling hereinafter described, who is leaving the Commonwealth temporarily, will be exempted from the provisions of paragraph 1 of Section 3 of the Act if he returns to the Commonwealth within a period of three (3) years from this date.

Date 22 April 1910

DESCRIPTION.

Nationality	<u>Chinese</u>	Residence	<u>London</u>
Age	<u>28 years</u>	Complexion	<u>Dark</u>
Height	<u>Medium</u>	Hair	<u>Black</u>
Build	<u>Medium</u>	Eyes	<u>Brown</u>

Particular marks: (For inscription of hand and back of this document.)

Full Face — PHOTOGRAPH — Profile —



Date of departure 27th March 1910 Destination China

Ship Shanghai

Date of return 6th Ship Shanghai

Port Sydney

23 APR 1910

Image: Certificates of Exemption from the Dictation Test (CEDT), Mee Ling and Jeng Ying Mee Ling, Temora, 1910. National Archives of Australia.

Activity 7

Significant Locations

You will need:

- ▶ *Significant Locations Activity Sheet*
- ▶ Map of NSW or access to internet (google maps)

Instructions:

- ▶ Students complete *Significant Locations Activity Sheet*

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SIGNIFICANT LOCATIONS ACTIVITY SHEET



Question 1.

Use the following map to mark significant locations featured in the *Tracking the Dragon* exhibition, listed below (Place the relevant letter on the map near the location listed).



Significance	Location
a. The Doon Family settled in.....	Tumut
b. George Young's <i>Dragon Restaurant</i> was located in....	Wagga Wagga
c. The largest Chinese camps were located in...	Narrandera, Wagga Wagga, Deniliquin, Hay and Albury
d. Smaller Chinese camps were located in....	Hillston, Booligal, Gundagai and Tumut
e. Tubbo station which employed Chinese labour continuously between the 1860's to the 1930s was located near....	Narrandera
f. Chinese tenant farmers, who rented land from European landowners grew tobacco around...	Tumut and Gundagai
g. Tommy Ah Wah's <i>garage</i> business was located in...	Junee
h. Henry Tie operated a tailor shop from 1908 to 1958 in	Cootamundra
i. Albert Choy originally owned The <i>Sunshine Dry Cleaners</i> in	Narrandera
j. Mee Ling's Chinese store sold both Chinese and European goods. Mee Ling's store was located in	Temora

Question 2.

Write the relevant letter from the previous table, next to the corresponding picture.



George Young opened the Dragon restaurant in Wagga Wagga in 1952. It was the city's first post war Chinese restaurant. He moved to Albury in 1978 where he established the Cathay restaurant. **From the collection of Judith Caldwell.**



The Sunshine Dry Cleaners in Narrandera were originally owned by Albert Choy from Grong Grong. His son and grandson, both named Bill, continue to run the business today. **Photo Barry McGowan.**



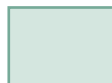
From left to right, a very well dressed Chinese man, possibly Dang Ah Chee, a prominent Tumut and Gundagai merchant and tobacco entrepreneur, two Chinese tobacco farmers, and a European buyer. **From the National Library of Australia.**



Tommy Ah Wah's garage ran frequent advertisements in the Junee newspapers. **From the Junee and District Historical Society.**



Tubbo Station (near Narrandera) employed Chinese market gardeners for many years. The slab and shingle market gardener's hut dates back to the 19th Century. **Photo Barry McGowan.**



Henry Tie operated a tailor shop in Cootamundra from 1908 to 1958. His reputation for meticulous attention to detail and his insistence on the highest standards attracted clients from other towns in the region. He is pictured here in 1951 with his two sons, Barry and Gordon. **From Graham and Margaret Tie, Canberra.**



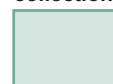
Chinese stores sold both Chinese and European goods. These products are from Mee Ling's store in Temora and show a wide range of popular and well known brands. **From Brian and Barbara Lynch, Wagga Wagga.**



Engraving of the Narrandera Chinese camp, Town and Country Journal, 29 March 1881. The Narrandera camp was the largest in the Riverina. By the end of 1883 the Chinese population was 303 and the total camp population was 340. **From the National Library of Australia.**



The Doon family horse 'Lady' won many local prizes for the best and quietest pony. Hearing of the horse's exploits, the Sydney Royal Easter Show organisers invited the family for an exhibition on show days. From left to right the boys are Bob, Ted, John and Eric. **From the collection of the Doon family, Tumut.**



Activity 8

Toy Sun Lip “Australian Story”

You will need:

- ▶ *Toy Sun Lip “Australian Story” Activity Sheet*

Instructions:

- ▶ Students complete the *Toy Sun Lip “Australian Story” Activity Sheet*.
- ▶ After writing their interview transcripts students can then act these out in pairs and then perform these for the rest of the class.

Tracking the Dragon

A history of the
Chinese in the Riverina

TOY SUN LIP “AUSTRALIAN STORY” ACTIVITY SHEET



You are a journalist for Australian Story a TV program televised on Mondays at 8.00 pm on ABC1. The program wishes to feature Toy Sun Lip who came to Australia with his father to commence school in 1924.

Using the information and example below write an interview transcript.

In the transcript address important questions such as why did Toy Sun struggle to keep regular attendance at school and why was he having difficulty with the immigration department.

For example

Interviewer: Toy Sun, why did you come to Australia?

Interviewee: To help my dad with his business.

“Wong Lip’s CEDT application in July 1921 was almost certainly family related. At the time he was a market gardener at Jerilderie. He was 51 years of age and had been in Australia for 25 years, during which time he had worked as a scrub cutter on Coree Station (about 16 kilometres from Jerilderie), and for 15 years at the Hop Sing gardens in Jerilderie. Mr Baker, a local auctioneer, stated that he had known Wong Lip for 22 years, and described him as ‘quiet and respectable man ‘who had ‘conducted himself decently’ ever since he had known him. The local Police Sergeant described him as a ‘very sober, honest and industrious man’. Wong Lip’s application was for three years. On his return to Australia he was accompanied either by his son, Toy Sun, or the boy arrived shortly after, commencing school at Temora in late 1924, Wong Lip having by then set himself up as an orchardist at Temora.

Toy Sun’s experience illustrates the strict regulations surrounding the admittance of Chinese students into Australia, and the perils of non-compliance. The authorities insisted on regular school attendance and forbade the seeking of alternate employment, requiring an attendance and conduct report from the school at the end of each term. It also highlights the plight of aging Chinese men who, amidst a dwindling Chinese population, had difficulty in obtaining casual help in their businesses. At first Toy Sun’s attendance was very good with very few absences. But by the time of his mid-term report in July 1925 a frequent pattern of absences was emerging, the boy being absent for 17 days out of a possible 82, for alleged reasons of sickness. All other aspects of his attendance were satisfactory. The same issue recurred at the end of first term 1926, this time the reason given was the need to help his father, the school saying that his absences had been ‘practically unavoidable’.

A history of the Chinese in the Riverina

TOY SUN LIP

"AUSTRALIAN STORY"

ACTIVITY SHEET

During the second school term in 1926 he was away for 33 days out of 57, the reasons being his own illness, the illness of his father and his father's absence in Sydney. This last incident drew a warning from the department, conveyed by the Chinese Consulate General in Melbourne, that if the boy did not observe the conditions of entry he would be required to leave the country. His school reports for most of 1927 were excellent, but in late February 1928 his absences were again reported. Further non-attendances later that year drew another warning from the department, and after further unsatisfactory reports in the following year the department advised that the boy's exemption to continue studies would not be renewed and he would need to leave the country. Following representations from the Chinese Consulate-General the department inquired into the nature of the business conducted by the father, the number of employees and whether he had any relatives who could help, which he did not. The department relented and granted another 12 months exemption, with the usual warning about attendance. In early 1930 the department was advised that Toy Son had left Temora High School to attend the Sydney Efficiency Motor School. The department refused permission for the boy to attend the Sydney school and insisted he return to Temora, and that he leave Australia at the conclusion of his current exemption period. Even an intervention by the influential James Wong Chuey could not save him".

Taken from *Tracking the Dragon – A History of the Chinese in the Riverina*, exhibition catalogue, Dr Barry McGowan.

No. 512-451
 I, the Chinese Consul-General, for the
 Government of Australia, request, in the
 name of the Government of the Chinese Republic,
 all those whom it may concern, to allow
My dear Mr. Lee
 Chinese Student, to pass freely without let or
 hindrance, and subject to the usual conditions
 and provisions of which he has stood in
 need.
 Given this, Guangzhou, the 1st of
May 1946, month in the year 1946
 of the Chinese Republic.
 Countersigned, Mr. H. H. H.
Chun Hsing
 Chinese Consul-General
 中華民國三十二年十二月廿七日
 中華民國駐澳大村益領事魏景雲
 發給此照事茲據黃新新保中國人民遠東
 新會同僑來澳留學相應填給護照文與
 黃新新收執望勿冒濫謹此佈告
 中華民國三十二年十二月廿七日
 PARTICULARS
 1. Name My dear Mr. Lee
 2. Sex Male
 3. Date of Birth 9 April 1910
 4. Place of Birth
 Province Guangdong
 District San Xing
 Village Tian Xie
 5. Name or place of residence in Australia
Tian Xie, New South Wales
 (A) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (B) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (C) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (D) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (E) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (F) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (G) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (H) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (I) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (J) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (K) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (L) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (M) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (N) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (O) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (P) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (Q) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (R) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (S) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (T) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (U) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (V) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (W) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (X) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (Y) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (Z) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AA) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AB) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AC) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AD) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AE) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
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 (AF) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AG) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AH) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AI) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AJ) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AK) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AL) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AM) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AN) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣 東 省 台 山 縣 灣 頭 村
 (AO) 擬往澳洲住
 姓 名 黃新新 (男) 年 齡
 十三歲 生 于 一 九 一 〇 年 四 月 九 日
 出 生 于 廣

Activity 9

Families, Friendship and Influence

You will need:

- ▶ *Families, Friendship and Influence Activity Sheet*
- ▶ Blank A4 paper
- ▶ Ink pad – for children to add finger print to their certificate/s (optional)

Instructions:

- ▶ Students complete the *Families, Friendship and Influence Activity Sheet*.
- ▶ Students discuss their answers with the rest of the class.
- ▶ Students then divide into groups of 3-4. Each group chooses one of the images included in the *Families, Friendship and Influence Activity Sheet* and develops a 5 minute skit based on this image. In this skit students must explore one or more of the following themes: friendship, acceptance, new beginnings.
- ▶ Students can then perform this skit for the rest of the class.



Tracking the Dragon

A history of the
Chinese in the Riverina

FAMILIES, FRIENDSHIP AND INFLUENCE ACTIVITY SHEET

Despite the racial tensions of the late nineteenth century many Chinese people won a measure of acceptance and respectability in the eyes of white Australia, contributing to charities and corporate life, and in turn inviting Europeans to ceremonies such as the Chinese New Year celebrations.

The will of Chin Chow a resident of Thelangerin Station, Hay provides a touching indication of the ties formed between Chinese and White Australians. In 1890 Chin Chow appointed Robert Percival Mcfarland as the major beneficiary of his estate.

Look at each of the photographs below. Next to each photograph describe how it illustrates the success of Chinese Australian migrants making a new life for themselves in Australia and forging positive relationships with their local community.



Image: George Young's naturalisation ceremony, Wagga Wagga. Private collection.



Image: Bernard, David and Judith Young outside their father's Dragon restaurant, Wagga Wagga. Private collection.



Image: The young Doon boys were talented and passionate footballers and played with the Junior Anglican (JA) and Young Anglican (YA) teams in Tumut. The JA team photo was taken in 1940. From left to right the Doon boys are Bob, Ted, John and Eric. Private collection.



Image: Mary and Bob Doon with baby Robert, June. Early 1950's. From the collection of Mary Doon OAM.

Activity 10

Elements of Chinese Culture

You will need:

- ▶ Computers
- ▶ Lesson Plan Scaffold
- ▶ Other materials may be required depending on students' lesson plan

Instructions:

- ▶ Students are to research an element of Chinese culture from the list below.
- ▶ Students are then to deliver a 5 minute lesson to the rest of the class based on their research. This lesson must include a short introduction, activity and conclusion. Examples of activities include Chinese tea tasting, drawing a Chinese calligraphy character/s, pronouncing simple Chinese greetings etc.
- ▶ Students should submit a lesson plan, using the Lesson Plan Scaffold below prior to presenting.

Chinese tea ceremony, Chinese calligraphy, Chinese language, Traditional Chinese game/s, Tai Chi.

Lesson Plan Scaffold

Learning Outcomes :		
Time	Activity	Resources

Activity 11

The Dragon

You will need:

- ▶ Computers
- ▶ Selection of recyclable materials such as toilet rolls, newspaper, cardboard etc.

Instructions:

- ▶ Students research the significance of Dragons in Chinese mythology.
- ▶ Students collect a variety of Chinese Dragon images.
- ▶ In groups of approx. 4, students plan and assemble a Chinese Dragon using a selection of recyclable materials.

Activity 12

Zodiac Signs

You will need:

- ▶ Computers

Instructions:

- ▶ Students go to the link below and ascertain their Chinese Zodiac Sign.

http://www.cultural-china.com/chinaWH/Kaleidoscope/cultural_tool/Chinese_zodiac_signs/index.html

- ▶ Students then research the meaning of this sign.

Activity 13

Immigration in the media today

You will need:

- ▶ Selection of newspapers/magazines
- ▶ Scissors
- ▶ Exercise book

Instructions:

- ▶ In pairs students cut out newspaper/magazine articles that refer to current issues surrounding immigration.
- ▶ Students read through the article and summarise the main ideas in point form.
- ▶ Students then discuss with the rest of the class what the article was about, what immigration issues are being raised and whether or not any of these link to immigration issues explored in the *Tracking the Dragon* exhibition.

Activity 14

Letter back home

You will need:

- ▶ Exercise book

Instructions:

- ▶ Students assume the character of a Chinese migrant living in the Riverina at the time of the White Australia Policy.
- ▶ Students consider key characteristics of their character e.g. age, profession and gender.
- ▶ Students then write a letter (approx. 1 page in length) addressed to a friend or family member back home in China. This letter should explore one or more of the following pertinent themes: perseverance, discrimination, courage, new beginnings, acceptance, resourcefulness and resilience.

Activity 15

Collage of feelings

You will need:

- ▶ A4 blank paper
- ▶ Collection of magazines and newspapers

Instructions:

- ▶ Using magazines and newspapers students cut out images and text that reflect the feelings and experiences associated with migrating to a new country.
- ▶ Students then use these images and text to create a collage.
- ▶ Students then discuss their collages with the rest of the class and justify their choice of text and images.

Activity 16

Guest speaker

You will need:

- ▶ Member of the Chinese community

Instructions:

- ▶ Invite a member of the local Chinese community to speak to your class about different elements of their Chinese culture.

Useful Links

http://www.asiaeducation.edu.au/for_teachers/curriculum_resources/countries/china_cr/china_resources.html
<http://www.bbc.co.uk/schools/events/chinesenewyear/>
<http://www.chaf.lib.latrobe.edu.au/education/index.htm>
<http://www.chinesemuseum.com.au/about.html>
<http://www.cnto.org.au/chinese-dragon>
<http://www.cultureandrecreation.gov.au/articles/chinese/>
<http://www.harmony.gov.au/>
<http://home.vicnet.net.au/~centfed/>
<http://www.multiculturalaustralia.edu.au/>
http://www.multiculturalaustralia.edu.au/doc/yimei_1.pdf
<http://museumvictoria.com.au/immigrationmuseum/education/resources/?subject=australian-history&searchtype=kit&topic=History&rs=15>
<http://museumvictoria.com.au/discoverycentre/websites-mini/journeys-australia/1850s70s/recording-the-journey-1850s70s/>

Evaluation

We value your feedback and would very much appreciate if you could fill in an evaluation form to be provided by Museum staff at the conclusion of your visit to the exhibition.

Catalogue

Tracking the Dragon Exhibition catalogues are now available from the Museum's Historic Council Chambers site. Cost - \$35 plus \$2 for postage & handling. This catalogue could be used as an excellent education resource for your students.



Wagga Wagga
Museum of the Riverina

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Museum of the Riverina is assisted by the NSW Government through Arts NSW



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