

*It was a tragedy ... the dying and the hating...
a sense of values which made the simple rich
and profound ... the memories of starvation and
the almost impossible tasks of work ... the sickness
and the misery ... I will never forget that precious
state of companionship ... I lost four years: and very
valuable years when you're twenty five to twenty nine ...
lost years except for the friendships I made there.*



Stolen Years

AUSTRALIAN PRISONERS OF WAR

Education Material
An Australian War Memorial Travelling Exhibition

Main prisoner-of-war camps in which Australians were held



Australians were held in camps all over South-East Asia



Notes

Stolen Years
AUSTRALIAN PRISONERS OF WAR

Education Material

An Australian War Memorial Travelling Exhibition

Cover image: Ghosts! Weary Dunlop's Clinic, River Mountain Jungle 13 VIII 1943. Ray Pankin 1993

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ITINERARY

Stolen Years: Australian prisoners of war will be at the Australian War Memorial 8 November 2002–2 March 2003 and then tours to the following venues:

- > Orange Regional Gallery, Orange NSW
- > Shepparton Art Gallery, Shepparton VIC
- > Queen Victoria Museum and Art Gallery, Launceston TAS
- > Monash Gallery of Art, Melbourne VIC
- > Hervey Bay Regional Gallery, Hervey Bay QLD
- > Queensland Museum, Brisbane QLD
- > Rockhampton Art Gallery, Rockhampton QLD
- > Hazelhurst Regional Gallery and Art Centre, Gymea NSW
- > Flinders University Art Museum, Adelaide SA

Visit the Memorial's website www.awm.gov.au to confirm dates.



It was a tragedy: the dying and the hating equally... but there emerged a sense of values which made the simple rich and profound.

Ray Parkin, HMAS Perth

INTRODUCTION

A pilot in Turkey, a soldier in Germany, a nurse in Indonesia, a sailor in Japan: more than 34,000 Australians have endured captivity in wartime.

They spent months or years behind barbed wire. At first somewhat dazed, they were usually hungry and bored, often cold or sick; sometimes forced to work. Always under the control of their captors, many were treated badly or beaten; some tortured or killed.

Prisoners of the Japanese, the largest group by far, suffered most severely. The balance of this exhibition *Stolen Years: Australian prisoners of war* reflects their experience.

Though captivity was never a matter of choice, it often confronted men and women with challenges to their self-worth. But for what they endured and how they survived, these men and women deserve our understanding, respect and admiration. Captivity was a time when lives were interrupted, hopes put away and relationships strained. For all of them, these were stolen years.

This exhibition offers an opportunity to explore the stories told through some of the items in the Memorial's collection. This collection provides a rich source of personal memories and public evidence for the prisoner of war (POW) experience. The exhibition aims to increase awareness of Australians' experience as prisoners of war: what happened, what did it feel like, and what have been its implications for the Australian community?

TEACHER'S NOTES

The materials in this booklet are aimed at Secondary School students, and are particularly suited to Years 9–12. The booklet contains:

- > Maps showing where and when Australians were prisoners of war
- > Pre-visit activities
- > Teacher's guide to using the materials at the exhibition
- > Curriculum links
- > Focus questions for students
- > Suggested post-visit activities
- > Suggested resources for further information

PRE-VISIT ACTIVITIES

Some familiarity with the history of Australia's involvement in the First and Second World Wars and the Korean War would give students a context for exploring the experiences of Australians as prisoners of war.

Apart from a more conventional historical research approach, one activity that would be appropriate for students is a short family history project dealing with aspects of their family's past, recording details of what their families were doing during the First World War, the Second World War and the Korean War.

Students will gain most from a visit to *Stolen Years: Australian prisoners of war* if they have begun thinking about and discussing the issues before they visit. Although the exhibition is organised chronologically, it takes a strongly thematic approach and places an emphasis on personal stories. Appropriate activities would include:

- > An investigation of primary sources (letters, documents, diaries, artefacts, photographs, paintings, etc.) and the evidence or stories they yield. In prisoner-of-war camps, keeping records could be highly dangerous and was often punished. Materials were scarce. Hunger forced many (especially prisoners of the Japanese) to trade their few possessions for food. It was remarkable, then, that prisoners of war would refuse to part with some objects.
- > An investigation of issues such as international conventions on the treatment of prisoners of war and war crimes trials.
- > Discussion of the nature of qualities such as courage, endurance, mateship, honour, leadership, and resourcefulness.

AT THE EXHIBITION

Teachers should have briefed students on how they could approach the exhibition before their arrival, and ideally act as facilitators while at the exhibition. The exhibition includes some stories which some visitors may find disturbing.

The exhibition lends itself to four different approaches:

- > View the exhibition chronologically, thereby gaining an overview of the experiences of Australian prisoners of war from the First World War, the Second World War and the Korean War.
- > Explore particular themes: for example, courage, endurance, survival, brutality, conditions, mateship or friendship, honour, leadership, escape, witnesses, diaries, art, photography, ingenuity and resourcefulness, mental survival, disease and doctors, humour in adversity.
- > Gather personal stories.
- > Investigate the different types of primary source displayed in this exhibition and the evidence to be gleaned from them.

Focus questions have been supplied to assist students. However, students should not feel that they have to answer all the questions. Before visiting the exhibition they should choose one of the approaches above, and a selection of exhibits to visit. Students could work individually or in groups, and report their findings to the rest of the class.

Curriculum links

NSW	History: Stages 4–5; Modern History: Stage 6.
VIC	VCE History Asian History: Units 1 & 2, Twentieth Century History: Units 1 & 2, Australian History: Unit 4.
SA & NT	Australian History: Stage 2.
Qld	Modern History: Trial Pilot Senior Syllabus History Studies: Stage 2. Australian Strand.
WA	Year 12 History: Unit , Australia in the Twentieth Century: Shaping a Nation.
TAS	Year 12 Australian History, Year 11–12 History. Year 10 History.

National statements and profiles:

SOSE	Time, Continuity and Change; Culture and Identity; Investigation, Communication and Participation.
English	Speaking and Listening; Reading and Viewing; Writing.
Arts	Visual Arts, Media, Drama, Music.
Science	Working scientifically; Natural and processed materials.
Technology	Designing, Making and Appraising; Materials; Systems; Information.

THE FIRST WORLD WAR

PRISONERS OF TURKEY

Of the 217 Australians captured by the Turks during the First World War, 62 men—nearly one man in four—died in captivity. Soldiers were captured on Gallipoli and in Sinai-Palestine. Sailors from the submarine *AE2* were captured in the Sea of Marmara. Australian airmen, members of the Australian Flying Corps, were captured in Mesopotamia (now called Iraq).

“Sleep on, dear one, in a far-off land”

David Curran, an air mechanic in the Australian Flying Corps, was taken prisoner in Turkey.

- > Find out his story.
- > His mother in Ireland desperately sought news of him from the Red Cross. At last told that he was dead, she sent this card to friends and family. Inside the card is this verse:

Sleep on, dear one, in a far-off land, In a grave we may never see: But as long as life and memory last, We will remember thee. “**THY WILL BE DONE**”

How does his mother, Mrs Esther Curran, cope with his death?

- > How would you commemorate a relative who died in war?
- > What is the badge on the card? Why did Mrs Curran choose this image for the card?

Post-visit activities:

- > The Red Cross helped to locate those who were reported wounded or missing during the First World War. To find out more about David Curran’s fate, look up his file on the Red Cross Wounded and Missing database on the Memorial’s website.



Tom White's boots

Captain Tom White, a pilot in the Australian Flying Corps, became a prisoner of the Turks in 1915.

- > What is the story behind Tom White's boot?
- > Why do you think he had to hide the diary?
- > How did he escape?

Post-visit activities:

- > Use your imagination, and an atlas, to trace the possible route of White's escape from the time he was taken from Afion Hissar camp to Constantinople. Compare your version with the one he gives in his own account, if you can obtain a copy of his memoirs, *Guests of the Unspeakable* (1928).

Left to right: RELAWM08188 Captain White hid his diary in this boot, which he wore during his escape from Turkey | A02239 Australian and British troops, captured at the Battle of Fleurbaix, 19–20 July 1916 | RC00864 Miss Chomley's Red Cross photo album



PRISONERS OF THE GERMANS

Nearly four thousand Australians were captured by the Germans on the Western Front, in France and Belgium between 1916 and 1918. The conditions they endured varied greatly. Of the 3,853 Australians captured by the Germans, 310—about one in 12—died in captivity.

Miss Chomley and the Red Cross

Elizabeth Chomley, an Australian living in London, ran the Red Cross prisoner-of-war office that supported Australian prisoners in Europe.

- > Find out what sorts of things were sent to the prisoners.
- > What does Miss Chomley's album tell us about her?

Post-visit activities:

- > Make a list of items you would pack in one of these parcels to a prisoner of war.
- > Design a card or write a letter to send to a prisoner of war in Germany during the First World War.
- > Millions of volunteers worked for the Red Cross during the First World War. Use your internet skills to find out the history of the Red Cross. Discuss the importance and role of volunteers in our society.



Forced labour behind the lines

These Australian and British troops were captured on the Somme in 1916. Many of these men would be forced to work close to the German trenches, often on work connected with the operations of war.

- > What thoughts might be going through the minds of the captured soldiers?

Post-visit activity:

- > Use your research skills to find out more about the Hague Conventions.



Escape from Holzminden

In July 1918, the largest mass escape organised by prisoners during the First World War occurred in Holzminden in Western Germany.

- > Seventy-five men planned to escape from Holzminden. How many actually got out?
- > Find the map, wirecutters and compass the escapees used. What else might they have needed to escape successfully from the camp and from Germany? Look closely at the compass, so that you can do the post-visit activity on it.

Post-visit activities:

- > Explain how Captain Stanley Purves made his compass. Try your own hand at making a compass.
- > Given the choice whether to join the escape group or not, what would you decide? Why?



Left to right: RC00085.1 Half of an escape map, showing the location of Holzminden Prisoner of War camp | P02793.002 The main entrance to Campo 57, Gruppignano, Italy, C1941

THE SECOND WORLD WAR

Midway through the shearing the lads began to get some fun out of the proceedings. As each one left the chair he would leap into the air, gambol round in front of the guards, and then run round the compound baa-ing and bleating... That night, the stillness of the Italian night was broken by a plaintive long drawn out baaaaa from one of the shorn sheep.

Gunner James Brill, 2/3rd Anti-Tank Regiment (captured April 1941; liberated May 1945)

PRISONERS OF THE ITALIANS

Most of the Australian prisoners under Italian control had been captured in north Africa. They were shipped across the Mediterranean to Italy, risking attack by Allied submarines, ships and aircraft.

Food was poor, housing crowded and insanitary, and prisoners had to improvise their own medical treatment. The collapse of Italy in mid-1943 should have meant freedom for these prisoners, however most fell into the hands of the Germans as they occupied the north of the country. A few escaped to neutral Switzerland, and others joined bands of Italian partisans.

Baa-ing and bleating in Campo 57

Colonel Calcaterra gave an order that all prisoners be shorn of beard and hair. Some resisted and were handcuffed and imprisoned. The reactions of others suggest how they bore the humiliation.



- > Why was Calcaterra described as "a sadist and a beast"?
- > How did the Australians fight back against him?
- > How effective is humour as a "tool" or "weapon"?

Post-visit activity:

- > Discuss: How is humour used among your friends and family?

PRISONERS IN GERMANY

About 8,600 Australians became prisoners of the Germans. Though Germany generally observed the 1929 Geneva Convention governing the treatment of prisoners of war, in the often severe climate prisoners lived in spartan and increasingly harsh conditions. In 1944–45 many undernourished prisoners were forced to march in winter to evade liberation by Soviet forces. Conditions were appalling, with little or no provision for food and accommodation. Many men died on these marches.



Left to right: RC00887 Program for Anzac Day Dawn Service, Sports and March Past at Stalag 383, Hohenfels, Germany, April 25th 1944 | I.D. photograph of Private James McCracken, VX 45756 | ART34781.14 A.H.Comber: The tunnel at Stalag Luft III: the foot of the shaft | ART25519 A.H.Comber: Australian POWs on the march through Germany



Hohenfels—sustaining mind and body

- > Would you expect to find posters like these being produced in a prisoner-of-war camp? What materials did they need to produce them?
- > Make a list of the sports they might have included in their Games.
- > Why was commemorating ANZAC Day important to Australian prisoners?
- > Are you surprised that the Germans would have allowed events like this to be held? Why, or why not?

“I will not see you again”

In 1944 Private James McCracken joined guerillas fighting the Germans around Milan.

- > What is McCracken’s story?
- > What was your reaction to his final letter? Think about what things you would write if you were in James McCracken’s situation.
- > If you were a member of his family, how would you respond to the letter from the priest?

Post-visit activity:

- > What are “guerillas” and “partisans”? Who were the Fascists?

The Great Escape

- > What was ‘The Great Escape’?
- > A. H. Comber was commissioned as a flying officer in 1941, becoming a prisoner-of-war in 1942. Look at his artworks and see if you can figure out how the men dug the tunnels without the Germans finding out.

Post-visit activity:

- > With the benefit of hindsight, we know that the chances of escaping were low. Why do you think the men (mostly officers) spent so much time planning escapes?

Winter marches

- > Look at Comber’s series of artworks recording the forced winter marches of Australian prisoners of war. Make a note of your impressions.

Post-visit activity:

- > Use your notes to re-create ‘a day in the life’ of one of the prisoners on a winter march. Choose your own format: a diary or memoir, a short story, a documentary, or a play.



Left to right: 106530 The scene in Selarang Barracks: fifteen thousand prisoners, including hundreds of men with dysentery, crowd into the barrack square
 RELAWM32797 This saxophone was played by Ernie Banks in concerts in Changi | RELAWM31828;33841;33843;33851;33852;33859;27459;27460;27461 These items are among thousands made in the Australian workshops in Changi, from toothbrushes to soap and sandals

PRISONERS OF THE JAPANESE

Over 22,000 Australian servicemen and almost forty nurses were captured by the Japanese. Hundreds of Australian civilians were also interned. By the war's end more than one in three of these prisoners—about 8,000—had died. Most became victims of their captors' indifference and brutality. Tragically, over a thousand died when Allied submarines inadvertently torpedoed the ships carrying prisoners around Japan's wartime empire. Changi remained the main prison camp in south-east Asia and was a transit point for many working parties.

Changi: "The bravest man I have ever seen"

In 1942 the Japanese demanded prisoners sign a document promising not to escape. Refusal resulted in 15,900 Australian and British prisoners in Changi being ordered into barracks which were only meant to hold 800 men. In what has since been called the "Selarang Barracks incident" officers eventually agreed to sign the "no escape" document.

- > Why did the officers agree to sign the "no escape" document?
- > Brigadier Frederick Galleghan referred to the issue as "a question of honour" for both sides. Can you explain what honour was at stake for each side, the Japanese and the prisoners?
- > Galleghan was known as "Black Jack" to his men, to whom he was a legend. Find out why they respected him. His nickname was given as an accolade to a firm leader. Australian prisoners gave inventive nicknames to their Japanese or Korean guards. Look for "The Boy Bastard and his coppers". What purpose did this serve?

Post-visit activities:

- > Some of the men signed fictitious names on the 'no escape' document, like Bob Menzies, and Jack Lang, while there were several Ned Kellys. The Australians often used humour or played tricks on the Japanese. Discuss how this would have helped to lift the prisoners' morale.

A night out—theatre and concerts in Changi Occupying the mind in Changi

- > In the exhibition what evidence can you find that the men in Changi found a variety of ways to lift their morale and occupy their minds?
- > List all the talents you can think of that were necessary to organise these activities.

Post-visit activities:

- > Prisoners managed to salvage and scrounge many items: books, records, a gramophone, a saxophone and a violin. What would you salvage or make from scrounged materials to help you pass the time in Changi?
- > How would music have helped the prisoners?
- > Many men were eager to improve their education while they were in captivity. Why do you think this was important to them?

Made in Changi

- > Why did the prisoners have to make their own toothbrushes, soap, sandals and artificial limbs?

Post-visit activity:

- > Think of an item you couldn't live without. How would you improvise?





Civilian internees— “Something of herself”

The civilian internees in Changi Gaol were forbidden to communicate with the military prisoners nearby. A civilian internee, Mrs Ethel Mulvaney, invited her fellow internees to contribute patches to make quilts.

- > Why were the Changi quilts made? Look closely at the photographs: what different methods were used to make the squares?
- > What does Sheila Allen’s square tell you about her?
- > What would you find the hardest thing about being interned as a child?

Post-visit activities:

- > What activities would you devise to help children survive years of internment?

Needing to know

- > News from home was important to prisoners. What sort of news would they be particularly interested in?
- > Captain Lionel Matthews of Adelaide operated a secret radio at Sandakan in North Borneo. Read Matthews’ story. Despite the fact that he had just been sentenced to death, Matthews was “courageous and smiling”. Think about why he might have behaved this way.

Post-visit activities:

- > If you were a prisoner of war, and had the opportunity to send a short message home, what would you say in it?
- > Find out more about Lionel Matthews and the secret group operating at Sandakan in Hank Nelson’s book *POW Prisoners of war. Australians under Nippon* (Sydney, 1985)



Left to right: The Changi quilt: one of the squares, made by an Australian internee | RELAWM34782 A British secret radio set, concealed in a pair of clogs and a book | P02569.192 Three men selected by the Japanese as fit to work at Shimo-Songkurai camp on the Burma-Thailand Railway in 1943



Burma Thailand Railway—“Speedo!”

In 1943 Japan’s high command decided to build a railway linking Thailand and Burma, to supply its campaign against the Allies in Burma.

- > What does the term “Speedo!” refer to?
- > Look closely at this photo and the other photos and artworks in this part of the exhibition. What do they tell you about the conditions faced by prisoners working on the Burma-Thailand Railway. What further evidence can you find?

Post-visit activities:

- > Survival often depended on being able to eat food you would normally reject. In Hank Nelson’s book, *Prisoners of war*, one of the prisoners who was interviewed described coming home to a meal late at night after working on the railway line: “I said, “Meat, you beauty!” There were maggots an inch long floating on the top of it. One bloke sitting alongside me said, “Jeez, I can’t eat that”. I said, “Well, tip her in here, mate, it’s going to be my meal ticket home...” What would you do? Would you share what little food you had if you were starving?



Left to right: ART90855 Jack Chalker: Konyu River camp dysentery latrines, on the Burma-Thailand Railway, 1945 | P02467285 Private Richard Murray, 2/19th Battalion, who sacrificed his life to save his mate at Ranau | REL28267 Sister Pat Gunther acquired this silver jam spoon from a Dutch internee | RC00884 The diary of Private Carr, written on cigarette packets, at Hainan Island in 1944

Burma-Thailand Railway—Konyu River camp dysentery latrines

Jack Chalker, serving in the Royal Artillery, was captured at the fall of Singapore in 1942 and sent to Thailand. A British prisoner of war, his works of art document the doctors' struggle and successes with diseases.

- > Look closely at his drawing *Konyu River camp dysentery latrines*. How would you describe the condition of these men? What is dysentery? Would you be able to help your mate if he were suffering from dysentery or a tropical ulcer?
- > Because the Japanese supplied no medical instruments and few drugs, medical officers had to improvise from anything they could scrounge. Look at Chalker's drawings for examples of their ingenuity and resourcefulness.

Post-visit activity:

- > Lieutenant Colonel Edward "Weary" Dunlop became the best known of the 44 Australian medical officers on the Burma-Thailand Railway. Do some research on him or one of the other doctors, whose names you will find on the Memorial's website: www.awm.gov.au
- > Design a system to deal with the hygiene problems in these camps, taking into account the materials available and the climate.

Death march from Sandakan—Richard Murray's sacrifice

- > The Sandakan "death march" was the greatest single atrocity committed against Australians in war. Find out what happened.
- > Private Richard Murray was one of the few prisoners still alive at Ranau in May 1945. Find out his story. Why do you think he sacrificed himself?

Post-visit activity:

- > Discuss: Richard Murray's mate, Keith Botterill, was one of only six survivors of the forced march. How would you feel after the war if you were one of the six to survive out of the 2,400 men at Sandakan?

Australian nurses in captivity "But where are the rest of you?"

Of 65 nurses evacuated before the fall of Singapore in February 1942, only 24 survived the war. Twelve died when their ship was sunk and 21 in the Banka Island massacre, while eight died in captivity as a result of malnutrition and tropical disease.

- > Sister Jenny Greer kept the things that were important to her, as did other nurses. Look at the objects they refused to part with, even though they could have traded them for food when they were suffering from malnutrition. Which of these objects would you hold onto, if you were in their place. Why?

Post-visit activity:

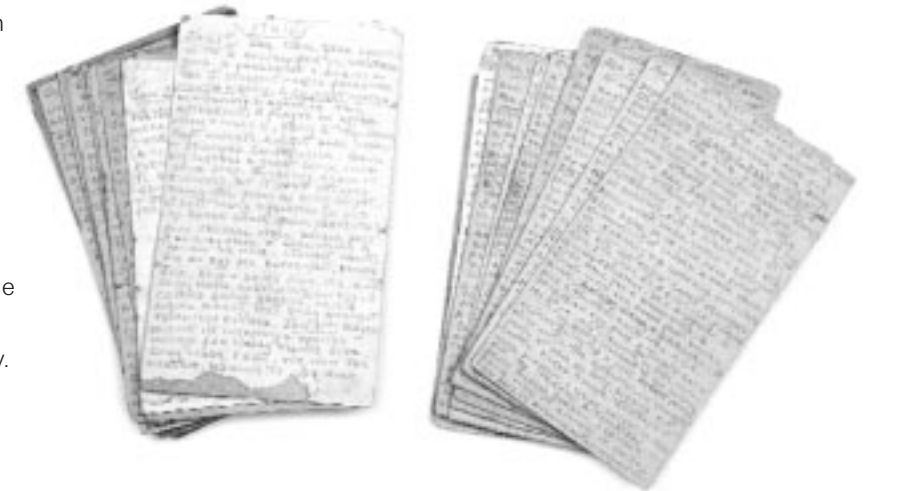
- > Discuss: How important is 'maintaining a semblance of normality' to survival in difficult conditions?

Witnesses

- > Why did prisoners keep diaries?
- > Japanese soldiers also felt the need to record the war. Compare the images photographed by the Japanese with the photo that was taken secretly of three 'fit' men on the Burma-Thailand railway. Do photographs always tell the truth?

Post-visit activities:

- > The experiences of prisoners of war have been recorded in diaries, letters, photographs and works of art. Choose one of these methods of documenting stories and explain what impact it had on you in the context of this exhibition.
- > Was everyone happy with the outcome of the war crimes trials? Why not?
- > Hold a debate on the topic: War crimes trials—justice or retribution?





OL00396.001 A notebook kept by Lieutenant Phil Greville

PRISONERS OF WAR IN KOREA

Thirty Australian servicemen were captured by North Korean or Chinese forces in the Korean War, 1950–53. One of the Australians captured in Korea died.

Prisoners in Korea suffered many of the same trials as those of the Japanese—neglect, hunger and brutality—but in the biting cold of a Korean winter, where temperatures could go as low as minus 60 degrees Celsius, they also endured attacks on their minds. In a war fought between rival ideologies, “brainwashing” was used to try to turn prisoners from the cause they served.

War on the mind—political indoctrination of prisoners

Look at the few relics of prisoners of war in Korea, then watch the audio-visual display.

- > How did the Chinese fail to observe the Geneva Convention on the treatment of prisoners of war? What policy did they follow instead?
- > What is brainwashing or indoctrination? Did any of the Australian prisoners give in to brainwashing?
- > What is propaganda? Find an example of propaganda in this exhibition.
- > Describe the experiences of one of the former prisoners—Captain Phillip Greville, Warrant Officer Ron Guthrie or Private Robert Parker—as portrayed in the audio-visual.

Post-visit activity:

- > Use your research skills to find out more about the Geneva Convention.

STOLEN YEARS

Captivity leaves its marks, on the bodies and minds of those who survive, and also on their families. Those who lost loved ones continue to mourn, thinking of the years of family life taken from them by war. Those who returned continue to reflect on the years captivity stole. Some resist traumatic or unpleasant thoughts, others think of the positive—of the comradeship that eased the ordeal. Some dwell in bitterness; others have been able to think of the experience with acceptance.

Liberation, eagerly anticipated, brought its own challenges as these men and women set out to rebuild their lives.

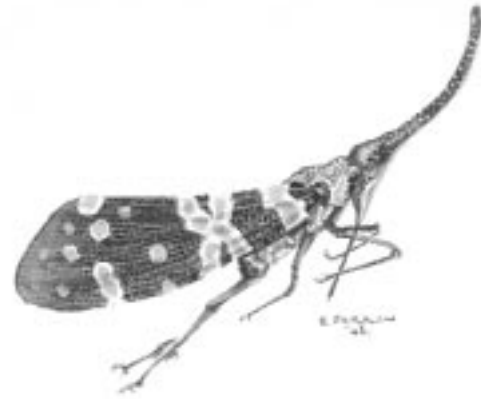
Choose one of the three stories below to explore ways in which former prisoners of war dealt with their memories and coped with the challenges of rebuilding their lives:

Borneo Burlesque

Like many other prisoners, the men at Kuching in Borneo wrote and staged plays for diversion and to sustain morale.



ART90631 Sinbad the Sailor, gouache with brush and ink over pencil drawn in Kuching, Borneo, in 1944. From Borneo Burlesque: Comic Tragedy, Tragic Comedy (privately published in Sydney in 1947)



"WILL O' THE WISP" BEETLE



HINTOKU, THAILAND.

A tribute from one prisoner to another

Ray Parkin, a prisoner on the Burma-Thailand Railway, presented an album of his sketches to Colonel Edward "Weary" Dunlop, in gratitude to him for hiding Parkin's drawings at great risk to his own safety, and in dedication to returned prisoners.

Album of drypoint prints from drawings made in captivity 1942–45

*drypoints, watercolour made in Thailand and Melbourne between 1943 and 1956, acquired in 1999 ART90933
Ray Parkin, a prisoner on the Burma-Thailand Railway.*



"Fifty Years of Silence"

Jan O'Herne shortly before she was interned by the Japanese. P02652.001

In March 1942 Jan O'Herne, a 19-year-old Dutch woman, was interned with her family in Japanese-occupied Java. She and nine other young women were forced into a Japanese army brothel. She survived the brutal assaults she suffered there, but, traumatised, could not speak about her experience.

Reflections

Read the reflections of former prisoners of war and watch the audio-visual display on prisoners in the Korean War.

- > Pick one exhibit that tells you something special. What will you remember about this exhibition when you go home?

**IT WAS A TRAGEDY: THE DYING AND THE HATING EQUALLY ...
BUT THERE EMERGED A SENSE OF VALUES WHICH MADE THE
SIMPLE RICH AND PROFOUND.**

PETTY OFFICER RAY PARKIN, HMAS *PERTH*, CAPTURED JAVA 1942.

**SOME OF THE PALS WE LEFT BEHIND WERE THE BRAVEST AND BEST
THAT EVER A NATION BRED ... THEY LIVE FOREVER IN OUR MEMORY.**

PRIVATE FRANK HALLIHAN, 21ST BN, CAPTURED FRANCE, 1916

**THE MEMORIES OF STARVATION, THE ALMOST IMPOSSIBLE TASKS OF
WORK, THE SICKNESS AND THE MISERY – THESE I WILL NEVER FORGET.**

PRIVATE BRIAN FLANAGAN, 2/19TH BN, CAPTURED MALAYA 1942

**CAPTIVITY ... THAT PRECIOUS STATE
OF COMPANIONSHIP.**

BRIGADIER PHILLIP GREVILLE, 1RAR, CAPTURED KOREA 1952

**OUT OF MY LIFE I LOST FOUR YEARS; AND VERY VALUABLE YEARS
WHEN YOU'RE TWENTY FIVE TO TWENTY NINE. THEY WERE
CERTAINLY LOST YEARS EXCEPT FOR THE FRIENDSHIPS
I MADE THERE AND THE EXPERIENCE IT GAVE ME.**

SISTER SYLVIA MUIR, CAPTURED SUMATRA 1942

SUGGESTED POST-VISIT ACTIVITIES

- > Reflect on your visit to the exhibition. A week after your visit: what have you remembered? Which story or exhibit had the most impact on you? What do you want to find out more about? A month later: have your impressions changed? Share your reflections with your class.
- > What rules do you think should be observed during war and in the treatment of prisoners of war?
- > Some camps had problems when discipline and morale broke down. Design a system to manage the inhabitants of a prisoner of war camp, with survival of as many as possible a priority. Think about things like leadership, discipline, food, clothing, work, sickness and morale.
- > Research the work of one or more of the artists featured in this exhibition.
- > Investigate the use of photography and film in documenting history.
- > Research some of the people whose stories feature in this exhibition. The Memorial's databases are a useful tool.
- > Set up your own mini exhibition. Ask around your local area for war-related material; this may include medals, badges, discharge certificates, soldier's pay books, old cigarette tins, uniforms, diaries, photos and letters. You could also record some oral histories.
- > Contact your local Returned Services League (RSL). There may be former prisoners of war among its members who could be invited to tell of their experience.
- > Develop and present a response to this exhibition or one of its stories. This could take the form of a role-play, concert, newsletter, oral history interview, poem, song, diary, painting or series of sketches.

HOW CAN YOU FIND OUT MORE?

Visit the Memorial's website: www.awm.gov.au. A selected list of resources is available.

Of particular interest are the databases and *Remembering 1942*.

Stolen Years: Australian Prisoners of War (A Department of Veterans' Affairs-Australian War Memorial joint publication, 2002), contains a chapter surveying the published writings on the experiences of prisoners of war. The book is available at venues displaying *Stolen Years* travelling exhibition.