

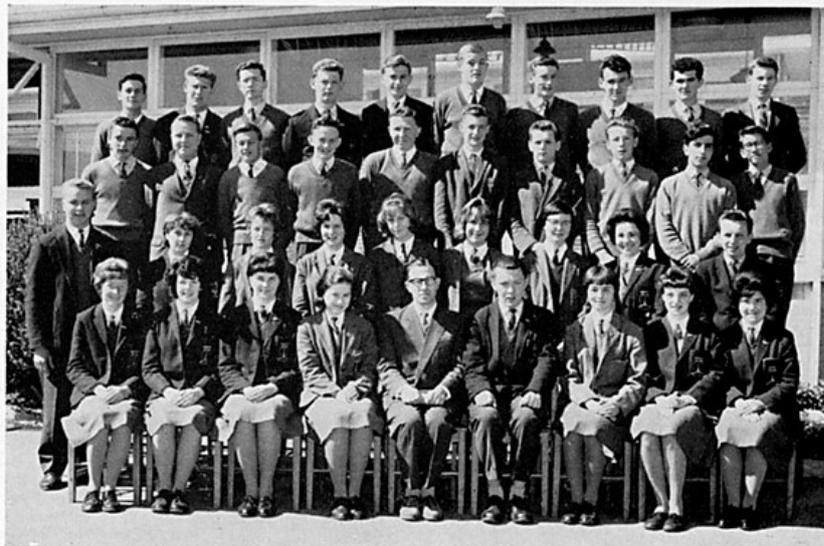
HANELORE HENSCHKE: ACADEMIC

Background



Hannelore Renate Elfriede Henschke is of German background and was born in East Berlin in 1945. Her family fled to West Berlin when Hannelore was aged four years. The family came to Australia on the Castel Felice in 1958 and by 1959 they were living in Marcia Street, West Sunshine. Her parents were Herbert Wilhelm Walter Henschke and Elfriede Steinicke. Her siblings were Juergen (born in 1941), Renate (1942), Regina (1947), and Helmut (1954).

Hannelore was a young teenager when she arrived in Melbourne and started at the St Albans High School in Form 2G; it was 1959. She was very keen and conscientious worker at school, gaining a second-form English mark of 91% - an outstanding achievement after studying English for only two and a half years in Germany. Although German was her native tongue, Hannelore had a love of reading, including English literature, and became a proficient reader in German, English and French. She was a compatriot of Sneja Gunew, another German speaker, and other high school luminaries such as Rosemary Keegan and Rosemary Kiss. Hannelore was a school prefect during 1963 and was dux of the school with an Exhibition, two First Class Honours, two Second Class Honours, and three Passes. The Exhibition was for German.



Form 5A

Back Row: T. Caravatas, M. Neskov, B. Bruhns, V. Troszczyj, J. Dasler, P. Becker, I. Sharp, L. Cameron, F. Richardt, R. Clifford. **Third Row:** J. V. Manic, K. Kulbys, B. Kokot, R. Chatterton, V. Bobko, B. Wale, C. Dunkley, M. Bowkun, C. Evangelidis, A. Laskowski. **Second Row:** B. Gerlinger, A. Kassir, J. Arnautovic, J. Iredale, J. Beynon, C. Dusting, H. Henschke, I. Dynak, R. Wiatr. **Front Row:** R. Andrews, E. Taylor, S. Demshychyn, S. Gunew, Mr. G. Straus, P. Tucker, N. Ostepeev, R. Keegan, R. Kiss.

Form 5A, 1962. Hannelore Henschke in second row.

She was accepted into Melbourne University in 1964 and was awarded the Baillieu Exhibition for French in 1965, the Mary Taylor Scholarship for Medieval French Language and Literature in 1966/67, and the Mollison Scholarship for the final examinations in Arts, French and German Studies in 1967. She received her BA (Hons) in French and German in 1968.

She continued her academic career with a lengthy dissertation (870 pages) on "Some Aspects of Ennui as Revealed in French Literature of the Eighteenth and Nineteenth Centuries". (University of Melbourne, Office of Research, 1972.)



Mr Ford, B Taylor, Miss Murray, I Sharp, H Henschke, I Dynak, V Dekka, G Lambert. 1963.



Hannelore Henschke receiving award for Dux of Humanities, Speech Day, 1963.

Assimilation

One of the greatest problem which Australia has had to face during the past and is still facing today, is that of assimilating migrants of various nationalities into Australian society. The question is not how to assimilate migrants by force, but to encourage them to fit themselves into the pattern of Australian community life. The migrants must learn to do so at their own free will, and this entails certain sacrifices on their part, as well as patience and understanding on the part of Australians.

The greatest problem which every New-Australian has to overcome is that of the language barrier. It is obvious that nobody will readily and successfully mix with people whose language he does not understand and with whom, in consequence, he is unable to communicate with ease- It is necessary, therefore, for the New-Australian to learn the new language as fast as possible with all the help that Australian institutions, such as night-classes, can give to the foreigner. However, the Australians must realize that the newcomer should not be expected to give up his native language completely, as it links him with the old world and enables him to express himself freely among people of his own nationality.

This brings us to a new difficulty - the formation of little national groups which tend to spring up in the community. It is of course understandable that New-Australians should wish to be in constant association with observe their national customs. Under these circumstances, however, the newcomers would never completely become an active part of Australian life. New Australians should try to make friends with Australians and adopt some of their ways without giving up their own traditions. In this way they will not only be able to take part in Australian affairs, but also to enrich the culture of Australia by retaining their own national heritage.

Although so far the question of being assimilated into another way of life has sounded a rather grave and serious affair, it also has its humourous moments. These often occur during the transition period, when the different languages or two varying customs are mixed together and present the listener or observer with a rather strange effect.

However, apart from this lighter note, the adoption of a new country may have a serious effect on different members of a family. It may often be observed that a split in the home ensues between the parents and the children. This is usually owing to the fact that the older generation is much slower to adapt itself to new surroundings than the younger generation. The older

people, having spent most at their lives in the country of their birth, are naturally apt to cling to their old customs, whilst the children, in making friends with Australians, are very quick to change to the custom of their new country. Thus the development of new ideas and precepts in the outlook of the younger ones may induce them to regard their parents, who still cling to their native traditions, as old-fashioned.

Similarly a rift may develop in the family because of the fact that the children will pick up and use their new language very much faster than their parents will have the ability to do. Thus the children could, in some measure, feel ashamed of their parents who can only converse haltingly with their new Australian friends and neighbours. In such cases the children must learn to be patient and understanding, as it is obvious that their parents will never become completely assimilated. It is up to the children, to become active members of Australian society and to make our culture the richer by mingling their own national heritage with ours.

Hannelore Henschke, 1963

(Extract from POE, March 1963.)

Gewitter In Einer Sommernacht

Abends war es furchtbar schwuei,
Aber ploetzlich ward es kuehl,
Als ein Sturm begann zu brausen
Und die Baeume durchzuzausen;
Eine schwarze Wolkenwand
Hing schwer drohend ueberm Land.
Da - der erste Blitz fuhr nieder!
Donner kracht! Es blitzte wieder!
Taghell ward die Nacht erleuchtet
Jedesmal, und arg befeuchtet
War die Erde von den vielen
Regentropfen, die nun fielen,
Die an Fensterscheiben klopfen
Und laut auf die Daecher tropften.
Dann, nach einer langen Weile,
Kam der Mond, und alle Teile
Der zerriss' nen Wolken schwanden
Sterne, die am Himmel standen,
Schauten auf die Erde nieder
Voegel putzten ihr Gefieder
Und beim ersten Hahnenschrei,
Sangen ihre Melodei.

(Alba 1961)

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