

History and the Inter-generational impact on Aboriginal Learners today



GOVERNMENT POLICIES OF THE DAY

- Segregation
- Protection Act
- Assimilation and Integration Act (1934)





Missions - 1850-1908





TWENTY-FOURTH ANNUAL

REPORT

OF

Aborigines Friends, Association

(INCORPORATED),

READ AT THE ANNUAL MEETING, HELD IN THE STOW LECTURE HALL, ON THURSDAY, NOVEMBER 2, 1882.

HIS EXCELLENCY SIR WM. JERVOIS, K.C.M.G., IN THE CHAIR.

ADELAIDE:

SCRYMGOUR AND SONS, PRINTERS, KING WILLIAM STREET.

1882. 2015

LIST	OF	NATIVES	(continued)

No.	Name.	1		Age.	Education.
45	Asa Bull			6	At school
46	Daniel Bull			i	110 0011001
47	Robert Wilson			35	Read
18	Emily Wilson*			40	Read
9	Mark Wilson			14	
50	Celia Wilson			11	Read and write
1	Bertha Wilson	•••	•••		Read and write
2	Mary Wilson	•••	•••	9	
3	Peter Gollan*	•••	•••	4	D
4	Lizzie Gollan	•••		50	Read and write
5				34	Read
6	Frederick Gollan	***		9	At school
300	Theresa Gollan			11	
7	Blanche Gollan			6	At school
8	Cornelius Gollan			3	
9	— Gollan			1	
0				30	Read and write
1				25	Read and write
2	Walter Waukeri Ja	ckson		9	At school
3	TAIL TO A			5	3011001
1	Take 0			34	Read and write
*	D 1 0 *			24	Read and write
3	Dack of Co			8	
	T				At school
	Ellen Sumner	•••		6	At school
	P. C	•••	***	4	
	F.1. IV			1	~ .
		••		33	Read
		••		9	
				4	
	Tunkungutte White			40	
				9	
				43	Read
				33	Read
	Clara Harris* .			15	Read and write
1	Jacob Harris .			11	At school
1	Lucy Holmes*			28	Read
	Archibald Blackmore			25	Read and write
1	Lily Blackmore			15	and and write
	TO 1 1 1 D 11			33	
1	Tarris D. 11			22	
1	D	•	***		
1	I.L. D. I.			1	•
	Elles Destate			51	
	W.III D. 1:			31	4
	William Rankine			16	Read and write
	James Rankine			11	At school
	Henry Rankine			9	At school
	George Rankine			7	At school
1	Abel Rankine			5	\ /!!! /=

LIST OF NATIVES

Who have received Instruction, and usually Reside at the Mission Station,

No.	Name.		Age.	Education.
1	William Kropinyeri		42	Read
2	Jean Parry Kropinyeri		0.1	Read and write
3	Edward N. Kropinyeri		40	Read and write
4	Matthew Kropinyeri		10	Read and write
5	Flora Kropinyeri		11	Read and write
6	Thomas Martin		20	Read and write
7	Louisa Martin		28	Read and write
8	James Unaipon*		48	Read and write
9	Nymbulda Unaipon*		32	Read and write
10	Jemima Unaipon		13	Read and write
11	Mary Unaipon		11	At school
12	David Unaipon		10	At school
13	Leah Unaipon		6	At school
14	George Koolmatere*		38	Read
15	Agnes Koolmatere*		30	Read
16	Ada Koolmatere		7	At school
17	Ernest Koolmatere	•••	4	At school
18	- Koolmatere		1	
19	John Laelinyeri*		35	Pond and and
20	Charlotte Laelinyeri		33	Read and write
21	Ellen Martin*	•••	37	Read and write
22	William McHughes*	•••	32	Read
23	Sarah McHughes*	•••	25	Read and write
24	Hetty McHughes	•••	3	Read and write
25	Willie McHughes	•••	1	
26	Napoleon Bonny	•••	34	Dood
27	Ditton Last Day	•••	23	Read
28	Danner	•••	1	Read
29	Peter Campbell*	•••	. 38	Read
30	Nahraminyeri Campbell*	**	32	TO THE PARTY OF TH
31	Leonard Campbell	***	12	Read
32	A - J	•••	12	At school
33	William Campball		28	D 1
34	Susan Campbell	•••	28	Read
35	Sanah Willians	•••	23	Read and write
36	Pagie William	***	3	Read and write
37	Charles Will:	**-	1	
38	Phillip Henry Rigny	•••	6 mos.	ъ.,
39	Techella Diamas	•••	31	Read and write
10	D	•••	27	Read and write
11	Edward Diames		9	Atschool
42	Victor Herbert Rigny	•••	7	At school
43	Richard Pulls	•••	4	D 1
14	Eliza Bull#		36	Read
	Eliza Bull*		26	Read

Those marked thus * are Church members.

VHartman/Tauono Aboriginal College/



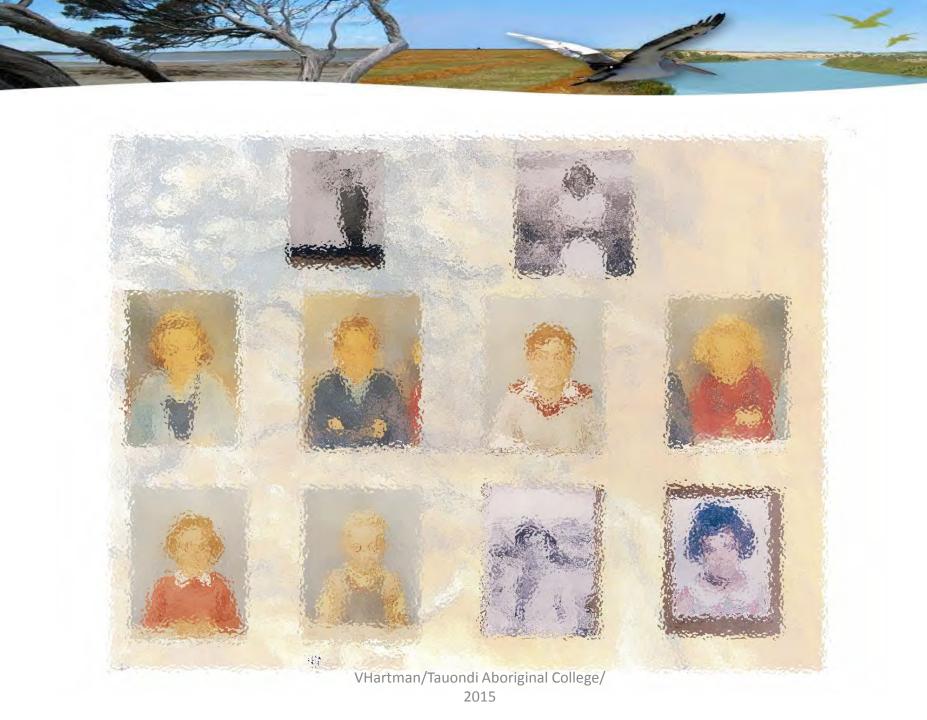


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No.

AUSTRALIA

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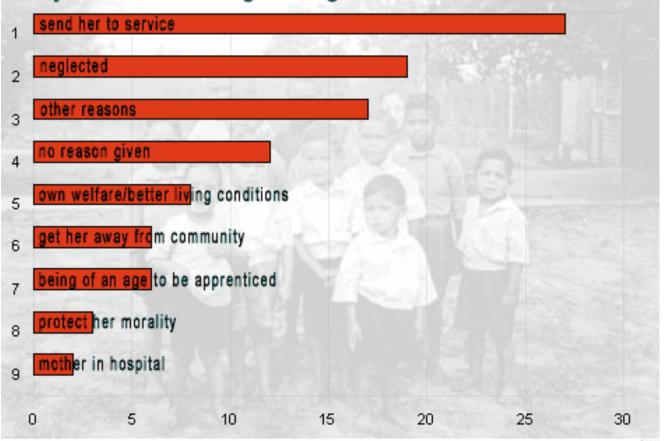
LIMITED EXEMPTION FROM THE PROVISIONS OF THE ABORIGINES ACT, 1934-1939.

In pursuance of the powers conferred by Sect	ion 11a of the A	borigines Ac	t, 1934-1939, the
Aborigines Protection Board, being of opinion tha	t		of Safethanes and a state to the second
of BLACATORD, via KERSTON	, by reason o	f his characi	ter and standard
of intelligence and development, should, subject the provisions of the Aborigines Act, 1934-1939, d	as hereinafter p oes hereby decla	provided, be re that, duri	exempted from ng the time this
declaration remains in force, the said	 ,		
shall cease to be an aborigine for the purposes of	the said Act.		
This declaration is made subject to the con	dition that, if s	it any time	the Aborigines.
Protection Board is of opinion that the said			na hindurakan diwakadakin niyol yofund Rephikanyi
is not of such character and standard of intel continuance of this declaration, the Aborigines Pr	ligence and dev otection Board :	elopment as nay revoke t	to justify the
The seal of the Aborigines Protec-			
tion Board was hereunto affixed on the	;		
20th day of			.*
OCTOBER, 194 L			
in the presence of	Mr. Clelan	1.	
wolfenhall	'	Deputy	Chairman.
Secretary.	I ain	Ö	
10b50-8.41 1281	enfloo	1	Member.
VHartman/Tauondi A	\borigina	al Colle	ege/

2015



Why were Aboriginal girls taken?



















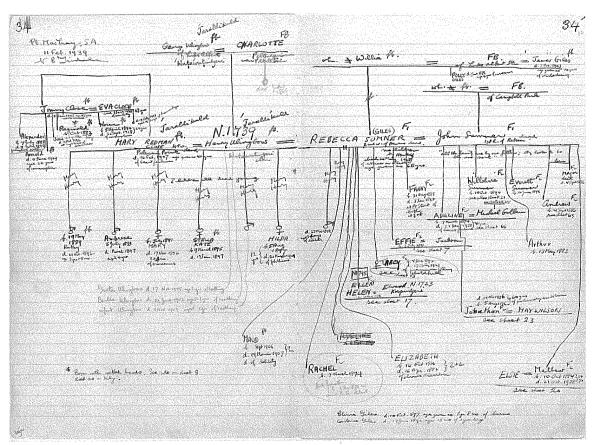


On my dad's side I am Meintangk,
 Ngarkat (South-East); and Wotjabuluk
 (SA border/ Victoria) as well as



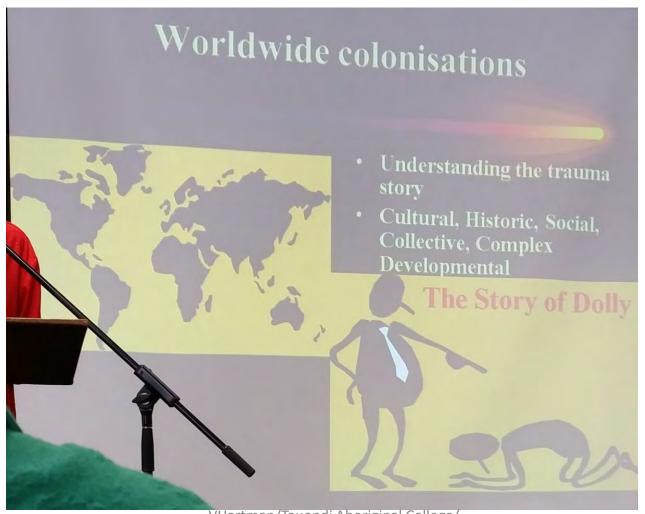


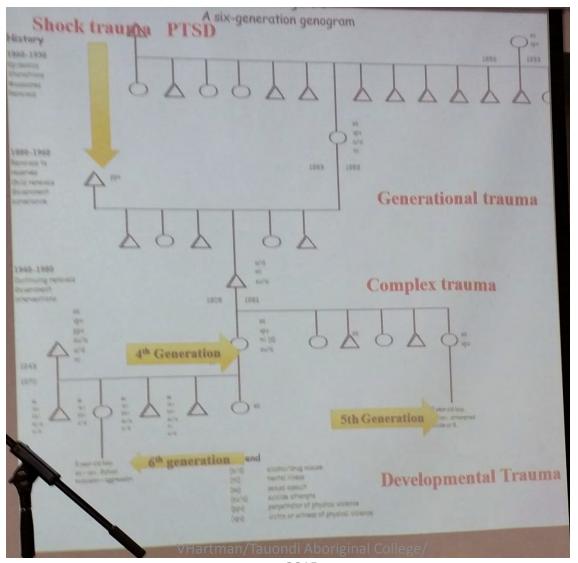




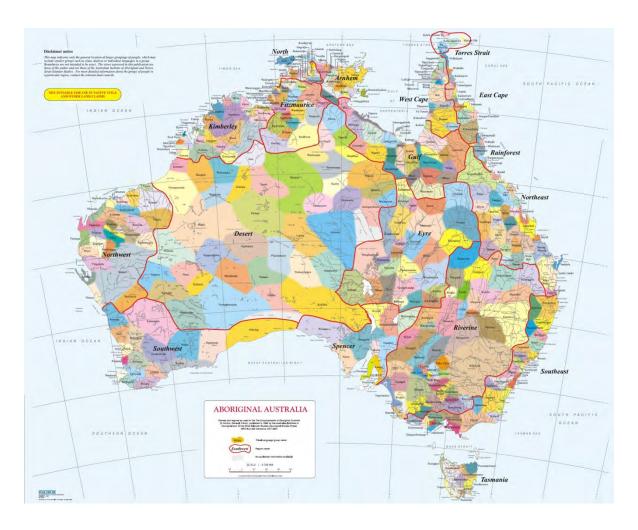
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Domestic Violence study in Queensland





Aboriginal Languages



Issues faced by Aboriginal families/ learners today:

- Identity issues not able to trace family history
- Substance Abuse
- Housing issues homelessness
- Mental Health issues
- No family support whilst studying student may have moved interstate/ single mothers
- Inter-generational impact of government policies Centrelink reliant

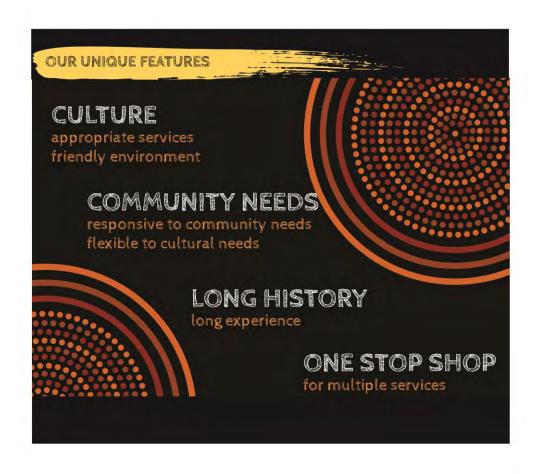
Tauondi Aboriginal College Student Support Services Centre



SUPPORT TYPES	TAUONDI SUPPORT SERVICE	CLIENTS	
I. Literacy and Numeracy	Foundation Skills Mentor		
2. Training	Training and Employment Mentor	Tauondi Students Aboriginal Job Seekers	
3.Employment	, menter	Aboriginal apprentices Aboriginal Trainees	
4. Apprenticeship and Traineeship	Apprenticeship and Work for the Dole Mentor		
5.Skills	Skills Mentor	Aboriginal Workers	
6.Youth	Youth Mentor	Aboriginal School Students Aboriginal FLO Students	
7. Community	Community Mentor	Aboriginal Community Members	
8.Cultural	Cultural Mentor	Employers	

Tauondi Student Services Centre:





What's your story?

