

The main theme of this thesis is Australia's "Stolen Generation." This term refers to the Aboriginal and Torres Strait Islander children who were removed by force from their families between the years 1909 – 1969. However, these years are only unofficial numbers and it is known that the removals took place even before and after this period. The aim of this policy was to assimilate the Aboriginal people in order to educate them in the British manner. This policy was an act of cruelty and abuse since the children were brought away from their families and put into state institutions or foster care to suppress their culture.

The aim of the thesis is to portray the development of the Aboriginal culture; beginning with the situation prior to British colonization and ending with the current situation in Australia. The thesis analyses the situation during the colonization and after it because the process of colonization caused further changes. It demonstrates the inability of the Indigenous people to assimilate to the new lifestyle. After the colonization, the Aborigines were deprived of their land and their traditional culture. The worst policies were the removals of so-called 'half-caste' children from their families, which were nothing less than forcible removals that were done without any permission from their parents.

The core of the thesis is the notion of the "Stolen Generation," which refers to the children who were forcibly taken away from their families. The majority of these children were not 'full-blooded.' They spent their lives in state institutions led by the church in order to be raised and educated in the British way. These institutions were out of their families' reach. They were physically, emotionally and sometimes even sexually abused. Consequently, they were educated to become servants in white families and 'the whitest' of them received foster care.