CDSHS Harvard Style Referencing, Assignment and Note-taking Guide

Senior School

Teaching Companion

Cleveland District State High School
Harvard Style Referencing, Assignment and Note-taking Guide
Senior School

Preparing students to meet the future
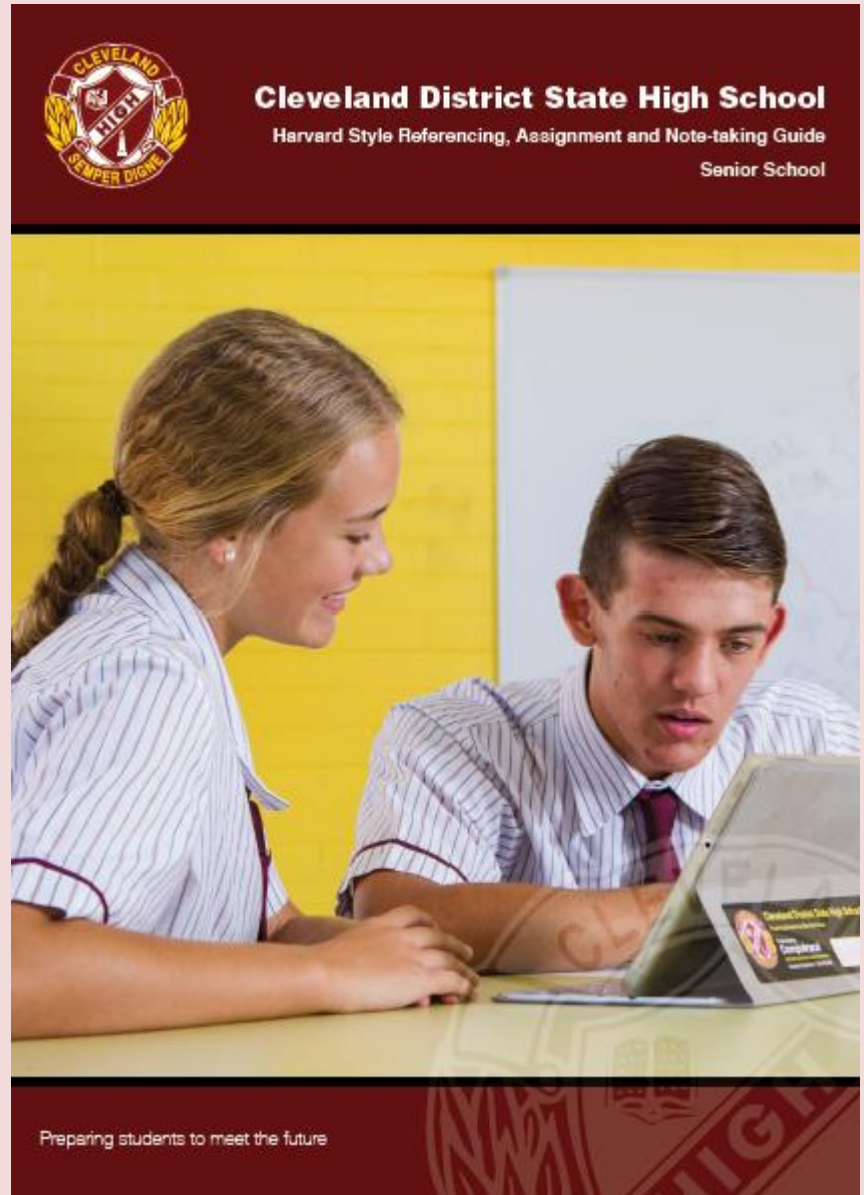
Always Worthy

Quick links

Always Worthy

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What is referencing?

- Referencing is an organised way of formatting the information sources you have used in your assignments or written work. It is the formal acknowledgement of others' works and ideas. Referencing is Academic Honesty. In order to put forth strong assignment work and credible academic arguments, you must acknowledge the work of experts in your writing. This means using **in-text** citations and a **reference list**.

- At Cleveland District State High School, we use the **Harvard** style of referencing.

Harvard style guides

- The University of South Australia has an amazing online Harvard style guide that is very easy to use and to navigate. http://roadmap.unisa.edu.au/

- The University of Queensland also has a tremendous Harvard style guide https://web.library.uq.edu.au/research-tools-techniques/referencing/referencing-style-guides

- Both of these sources will guide you through the referencing process with accuracy.

Key terms used in referencing

- **Source** means the place where the information was found.

- **Source type** refers to whether the source is a book, article, website etc. and whether it is print or electronic. Harvard referencing rules differ for each source type.

- **Plagiarism** is the act of taking another person's writing, conversation, song, or even idea and passing it off as your own. This includes information from web pages, books, songs, television shows, email messages, interviews, articles, artworks or any other medium. Plagiarism is academic theft. (More about this later)

- **Paraphrasing** - using your own words to express someone else's message or ideas. In a paraphrase, the ideas and meaning of the original source must be maintained; the main ideas need to come through, but the wording has to be your own. (More about this later)

Key terms used in referencing cont'd

- **In-text citation** refers to the record of the source in the body of your assignment. It is a record of author, date and *sometimes* page number of any sources you used in your assignment. *(More about this later)*

- **Direct Quote** – we use a direct quote when the source material expresses the information in the most fluent or succinct way possible. Basically, if you can't possibly put it into your own words, use a direct quote. *(More about this later)*

- **Reference list -** the complete list of all sources cited (and only those sources you have cited in-text) in your work. It records the full publication details of each source. The reference list appears at the end of your work on a separate sheet of paper with the heading – References

- **Author** can be single or multiple authors; or single or multiple editors; or single or multiple organisations as author; or a combination of these; or the title if the source has no designated author.

Plagiarism explained

- **Plagiarism** is the act of taking another person's writing, conversation, song, or even idea and passing it off as your own. This includes information from web pages, books, songs, television shows, email messages, interviews, articles, artworks or any other medium. Plagiarism is academic theft. It is dishonest and can lead to academic penalties in your assignments (you may lose mark or even fail). When you are writing an assignment, all sources must be acknowledged through in-text referencing and a reference list.

How to avoid plagiarism

- Many times, plagiarism is an accident, but more often than not it isn't.

- It's important to remember that plagiarism is academic theft. However, if you learn how to reference correctly, you will find that you have no reason to plagiarise!

- Never leave referencing until the end. Referencing and the accurate tracking sources must be done as you progress through your assignments.

- Writing your reference list and in-text citations yourself without the use of an automated program is the best way to reference your assignments.

Examples of plagiarism

- Using a source (including exemplars) and just changing a few words. Right-clicking and choosing a synonym is not the same as paraphrasing.

- Copying and pasting something from the internet, and not using an in-text citation.

- Acknowledging a source the first time you use it, but then failing to acknowledge further references to the same source.

- Using the work of other students, either by colluding with others or by using exemplars and passing the work off as your own.

- Putting someone else's work into your own words, but not include an in-text citation.

Examples of plagiarism - WARNING

- Automated online referencing generator software such as *'Cite this for me'* are often **NOT CORRECT**. http://www.citethisforme.com/

- If you use this type of program, you will run the risk of committing the act of plagiarism because you have not cited your work correctly.

- Academic honesty is a critical factor as you develop as a researcher and assignment writer.

Paraphrasing explained

Paraphrasing is when you use your own words to express someone else's message or ideas. In a paraphrase, the ideas and meaning of the original source must be maintained; the main ideas need to come through, but the wording has to be your own. Paraphrasing is a skill that takes quite a bit of practice in order to become an expert.

Paraphrasing is GOOD! It demonstrates to the reader (your teacher) that you have understood your research subject matter fully.

Simple steps to effective paraphrasing

- Read the original source two or three times or until you are sure you understand it.

- Look closely at unfamiliar words, observing carefully the exact sense in which the writer uses the words.

- Highlight any technical words that you cannot change.

- Put the source aside and write the main idea or point in your own words 'off the top of your head'.

- Re-read the source quickly to ensure you've included what is important.

- Edit your paraphrase, as often as needed, against the original source for accurate tone and meaning, changing any words or phrases that match the original too closely.

Simple steps to effective paraphrasing cont'd

- Make sure to take different parts from the paragraph and put them in a new order along with your own comments on the subject matter.

- Don't simply copy and paste the paragraph just changing a few words here and there.

- Check to make sure you haven't accidentally used the same words in the same way as the original text. You must put the ideas in your own words.

- Include an in-text citation for the source of the information. Even when you paraphrase, you must still give credit to the original author.

'Good' paraphrasing

Original Text	Paraphrased Text (excellent example)
Fortitude Valley is a contradiction in itself – raw, yet sophisticated. It is where elegance and style meet grungy and offbeat, and heritage-listed properties proudly stand among contemporary buildings. The Valley, as it is affectionately known, was Australia's first dedicated entertainment district and continues to be a hive of activity. Live music thrives and international DJs are drawn to the clubs and chic bars. The impressive Chinatown Mall is a hub of exotic Chinese supermarkets and restaurants. The Emporium complex channels a European village feel, James St showcases Australian fashion labels and Brunswick St is home to multicultural dining options.	Fortitude Valley, a suburb known for its entertainment and live music, features a mix of cultures, from Chinatown to the upmarket Emporium (Brisbane Marketing 2016). This mixed-use precinct consists of a mix of heritage-listed properties and modern developments (Brisbane Marketing 2016), which contribute to the eclectic vibe of this busy inner-city suburb. *Highlighted in blue is what we have re-written from the source (paraphrased). You will note that we have also used our own words to further format the paragraph to provide even greater clarification. You should do this too.* *Please note; the in-text reference is placed right where the paraphrasing occurs. There are 2 in-text references in our example paragraph. Do not wait until the end of paragraph to put in the in-text reference. You must do this as you go along.*

'Bad' paraphrasing

Original Text	Poor paraphrasing with synonym substitution
Fortitude Valley is a <u>contradiction</u> in itself – raw, yet <u>sophisticated</u>. It is where elegance and style meet <u>grungy</u> and offbeat, and heritage-listed properties proudly stand among <u>contemporary</u> buildings. The Valley, as it is affectionately known, was Australia's first dedicated entertainment district and continues to be a hive of activity. Live music <u>thrives</u> and international DJs are drawn to the clubs and <u>chic</u> bars. The impressive Chinatown Mall is a hub of <u>exotic</u> Chinese supermarkets and restaurants. The Emporium complex channels a European village feel, James St showcases Australian fashion labels and Brunswick St is home to <u>multicultural</u> dining options.	Fortitude Valley is a paradox in itself – raw, yet classy. It is where elegance and style meet shabby and offbeat, and heritage-listed properties proudly stand among modern buildings. The Valley, as it is affectionately known, was Australia's first dedicated entertainment district and continues to be a hive of activity. Live music flourishes and international DJs are drawn to the clubs and stylish bars. The impressive Chinatown Mall is a hub of bizarre Chinese supermarkets and restaurants. The Emporium complex channels a European village feel, James St showcases Australian fashion labels and Brunswick St is home to multiethnic dining options.

'Bad' paraphrasing

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In this example you can see that words have been changed by using the synonyms search tool in Microsoft Word but the original structure of the sentence remains the same. In this instance, the work of another person has been copied without paraphrasing correctly. There is also a complete disregard for in-text citations.
This is plagiarism. This is academic theft.

Paraphrasing and in-text referencing explained

- **In-text citation** refers to the accurate recording of the source in the body of your assignment.

- It is a record of <u>author</u>, <u>date</u> and *sometimes* <u>page number</u> of any sources you have used in your assignment.

Paraphrasing and in-text referencing explained

This is our previous example of 'good' paraphrasing:

Fortitude Valley, a suburb known for its entertainment and live music, features a mix of cultures, from Chinatown to the upmarket Emporium (Brisbane Marketing 2016). This mixed-use precinct consists of a mix of heritage-listed properties and modern developments (Brisbane Marketing 2016), which contribute to the eclectic vibe of this busy inner-city suburb.

- *When you **paraphrase** from a source you only need to cite the **author and the year**.*
- *There is **NO COMMA** between the author and the year.*
- *You **DO NOT** cite a page number when paraphrasing.*

Paraphrasing and in-text referencing (citations) correct formatting

Format and layout:

- Author's family name OR Authoring body (year)
- (Author's family name OR Authoring body year)

'Authoring body' usually refers to an organisation. For example: The Australian Bureau of Statistics, Australian Government, Brisbane Marketing etc.

Ways of paraphrasing with in-text citations:

- …according to the Department of Immigration and Citizenship (2012)
- …viable options (Department of Immigration and Citizenship 2012)
- …in the case of Smith (2008),
- …decision depending on the application (Smith 2008)

Using direct quotes and in-text referencing (citations) explained

Direct Quote – we use a direct quote when the source material expresses the information in the most fluent or succinct way possible. Basically, if you can't possibly put the information from the source into your own words, use a direct quote.

Example:

For a location to qualify as a biodiversity hotspot it must have "at least 1,500 vascular plants as endemics" (Conservation International 2016, n.p.).

When there is no page number you write **n.p.** This stands for *'no page'*

Using direct quotes and in-text referencing (citations) formatting and layout

Directly quoting from a website or document with page numbers:

(Smith 2016, p. 4)

(Queensland Government 2009, p. 28)

Directly quoting from a website or document without page numbers:

(Smith 2016, n.p.)

(Brisbane Marketing 2016, n.p.)

*Take special notice of where the <u>comma</u> is placed when you are making an in-text reference with a <u>direct quote</u>. The **comma is place AFTER the date**.*

Direct quotes and word limit rules

Short direct quotes of fewer than thirty words should be enclosed in double quotation marks ("...").

Example:

Research indicates that "over a thousand autobiographies of childhood have been published in roughly the past fifteen years" (Douglas 2010, p. 1).

*Take special notice of where the underlined comma is placed when you are making an in-text reference with a direct quote. The **comma is place AFTER the date**. Direct quotes also need to state the page number so that the reader can accurately find your source.*

Direct quotes and word limit rules

Longer quotations of <u>more than thirty words</u> should be presented without quotation marks and indented on both sides. A font one size smaller should be used for the direct quote. You must use a colon to introduce you direct quote of over 30 words.

Notice the size 12 font and the colon

Example:

According to Barnett (2009, p. 219):

The direct quote is indented

The direct quote is indented

> While some authors respond to the rise of technologies in the lives of humans by articulating anxieties through figures such as the mad scientist, or tropes such as the destruction of civilisation, others see in technology a promise ... of new and exciting ways of being and expressing the human in the face of co-evolution with technology.

Notice the size 11 font for the direct quote

The three dots after the word 'promise' (called an ellipsis) show that a word or words have been left out. You are allowed to do this if there is a part of the direct quote that is not relevant to the point you are trying to make in your assignment.

References lists 'cheat sheet'

The CDSHS Harvard Style Referencing, Assignment and Note-taking Guide offers a 'cheat sheet' section. This is a quick glance style guide for the most frequently used sources. Other online guides can be found [here](#).

Source	Reference List	Example of in-text citation
Book Single Author	**General format** Author's family name, Initial(s) OR Authoring body year of publication, *Title of book, edition if necessary* , Publisher, Place of publication. **Examples:** Chabon, M 2008, *Maps and legends*, McSweeney's Books, San Francisco. Deni Green Consulting Services 2008, *Capital idea: realising value from environmental and social performance*, Deni Green Consulting Services, North Carlton, Victoria.	**General format** Author's family name OR Authoring body (year, page number if applicable) (Author's family name OR Authoring body year, page number if applicable) **Examples:** Chabon (2008, p. 108) discusses... ...was discussed in the study (Chabon 2008, p. 108). Deni Green Consulting Services (2008, p. 5) proposes... ...a better world (Deni Green Consulting Services 2008, p. 5).

References lists explained

- Comprehensive and complete details for each source are put in the list of references at the end of your assignment. This allows the reader (your teacher) to trace and verify your sources. This ensures that you are being academically honest.

- Your reference list should be located on a separate page at the end of your assignment and titled 'References'.

- Your reference list should include the full details of all your *in-text* references arranged alphabetically A - Z by author surname.

*Author can be single or multiple authors; or single or multiple editors; or single or multiple organisations as author; or a combination of these; or the title if the source has no designated author.

References lists explained

Example:

Hanging indent

References

Australian Bureau of Statistics (ABS) 2010, *Measures of Australia's progress 2010*, cat. no. 1370.0, ABS, Canberra.

Chabon, M 2008, *Maps and legends*, McSweeney's Books, San Francisco.

Giedroyc, M & Reed, B 2012, *'Was Lennon really a genius?'*, The Spectator, 6 October, p. 24.

Seah, R 2002, *Micro-computer applications,* Microsoft Press, Redmond, Washington.

Skloot, R 2010, *The immortal life of Henrietta Lacks*, Kindle, Random House, New York.

The reference list is in alphabetical order

*Did you know that all reference lists are set with a 'hanging indent'? A hanging indent is where the first line is 'pushed' all the way over to the left hand margin and the rest of the information (on the lines below) is 'indented'. This is an example of a hanging indent. Look at the Australian Bureau of Statistics reference in the example above. Can you see how it has been formatted?
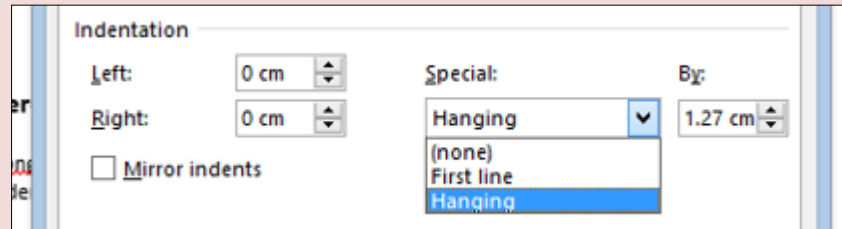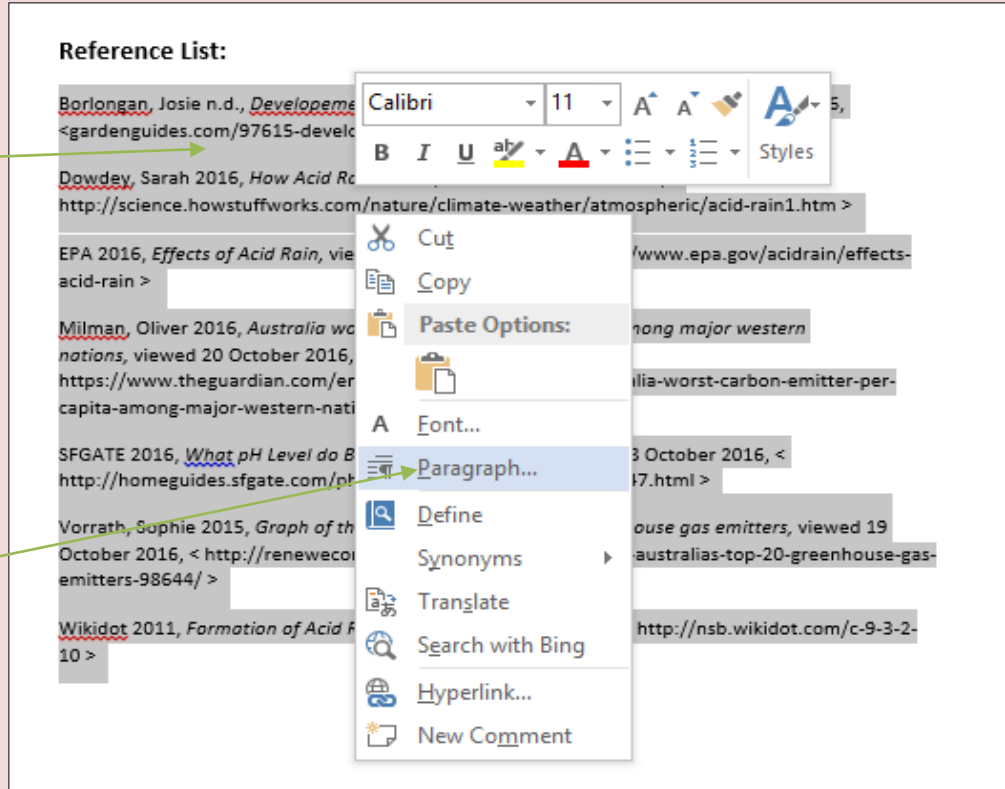
How to create a hanging indent

Always Worthy

Select your text by highlighting

This example is for a Windows laptop/computer. When using an Apple Mac the process is almost identical.

Right hand click and scroll to 'Paragraph'

Use the 'special' drop down menu to select 'Hanging'

Reference List:

Borlongan, Josie n.d., *Developeme...*
<gardenguides.com/97615-devel...

Dowdey, Sarah 2016, *How Acid R...*
http://science.howstuffworks.com/nature/climate-weather/atmospheric/acid-rain1.htm >

EPA 2016, *Effects of Acid Rain*, vie... /www.epa.gov/acidrain/effects-acid-rain >

Milman, Oliver 2016, *Australia wo... ...nong major western nations*, viewed 20 October 2016,
https://www.theguardian.com/er... ...lia-worst-carbon-emitter-per-capita-among-major-western-nati...

SFGATE 2016, *What pH Level do B... ...3 October 2016, <*
http://homeguides.sfgate.com/p... ...7.html >

Vorrath, Sophie 2015, *Graph of th... ...ouse gas emitters*, viewed 19 October 2016, < http://renewecon... ...australias-top-20-greenhouse-gas-emitters-98644/ >

Wikidot 2011, *Formation of Acid R... ...http://nsb.wikidot.com/c-9-3-2-10 >

Calibri | 11

B I U | Styles

Cut
Copy
Paste Options:

Font...
Paragraph...
Define
Synonyms
Translate
Search with Bing
Hyperlink...
New Comment

Indentation

Left: 0 cm   Special: Hanging   By: 1.27 cm

Right: 0 cm

(none)
First line
Hanging

Mirror indents

FAQ's about in-text referencing (citations)

Where do I put the full stop?

Full stops must always be placed at the very end of a sentence, after the direct quote and/or in-text reference.

Examples:

Research indicates that "over a thousand autobiographies of childhood have been published in roughly the past fifteen years" (Douglas 2010, p. 1). *Place the full stop after the bracket to complete the sentence*

According to Barnett (2009, p. 219), several authors see technology as providing 'new and exciting ways of being and expressing the human in the face of co-evolution with technology'. *Place the full stop after the bracket to complete the sentence*

FAQ's about in-text referencing (citations)

What does it look like when there is paraphrasing and direct quotes in my paragraph?

Example:

There is no comma between the author and the date because this is a paraphrase

In this paraphrase example the author is mentioned in the sentence and only the dates needs to be cited in brackets

A biodiversity hotspot is a region or place where large numbers of endemic plants or animal species are found (Conservation International 2016). In order to qualify as a biodiversity hotspot, Conservation International (2016) states that the region must be considered threatened, with only 30% of its original vegetation remaining; and secondly, it must have "at least 1,500 vascular plants as endemics" (Conservation International 2016, n.p.).

*Even though the same source has been used to write the whole paragraph, it is still necessary to include an in-text citation in every sentence to acknowledge the use someone else's work.

This in-text citation is for a direct quote. The author, date AND page number need to be cited. This direct quote is from a website. n.p. stands for no page.

Formatting rules for assignments

- It is important to format your assignments clearly so that your audience (your teacher) can easily read and navigate your work.

- When the text is spaced too closely or is too unusual to read easily it makes the job of assessing your written work very difficult.

- At CDSHS we specific rules for <u>font size</u> and <u>line spacing</u>.

Selection of font

For all written assignments at CDSHS we use:

Times New Roman (at 12 point font)

These fonts are professional in appearance and are easy for your teacher to read at a quick pace.

Line spacing guide

Line spacing is really important. It allows for your readers (teacher) to read your work more easily and quickly. When you have your line spacing too close, it is very difficult for your audience to navigate with ease and comfort. Your teacher will let you know if you require different line spacing for your specific subject.

Examples:

YES! - 1.5 Line spacing is PERFECT! (below)

> Line spacing is really important. It allows for your readers (teacher) to read your work more easily and quickly. When you have your line spacing too close, it is very difficult for your audience to navigate with ease and comfort.

NO! - 1.0 Line spacing is far too difficult to read (below)

> Line spacing is really important. It allows for your readers (teacher) to read your work more easily and quickly. When you have your line spacing too close, it is very difficult for your audience to navigate with ease and comfort.

CDSHS note-taking
(title, record, reduce, review, reflect)

- Note-taking is an important skill to be acquired by all students.

- At CDSHS we use the **'Cornell'** method of note-taking.

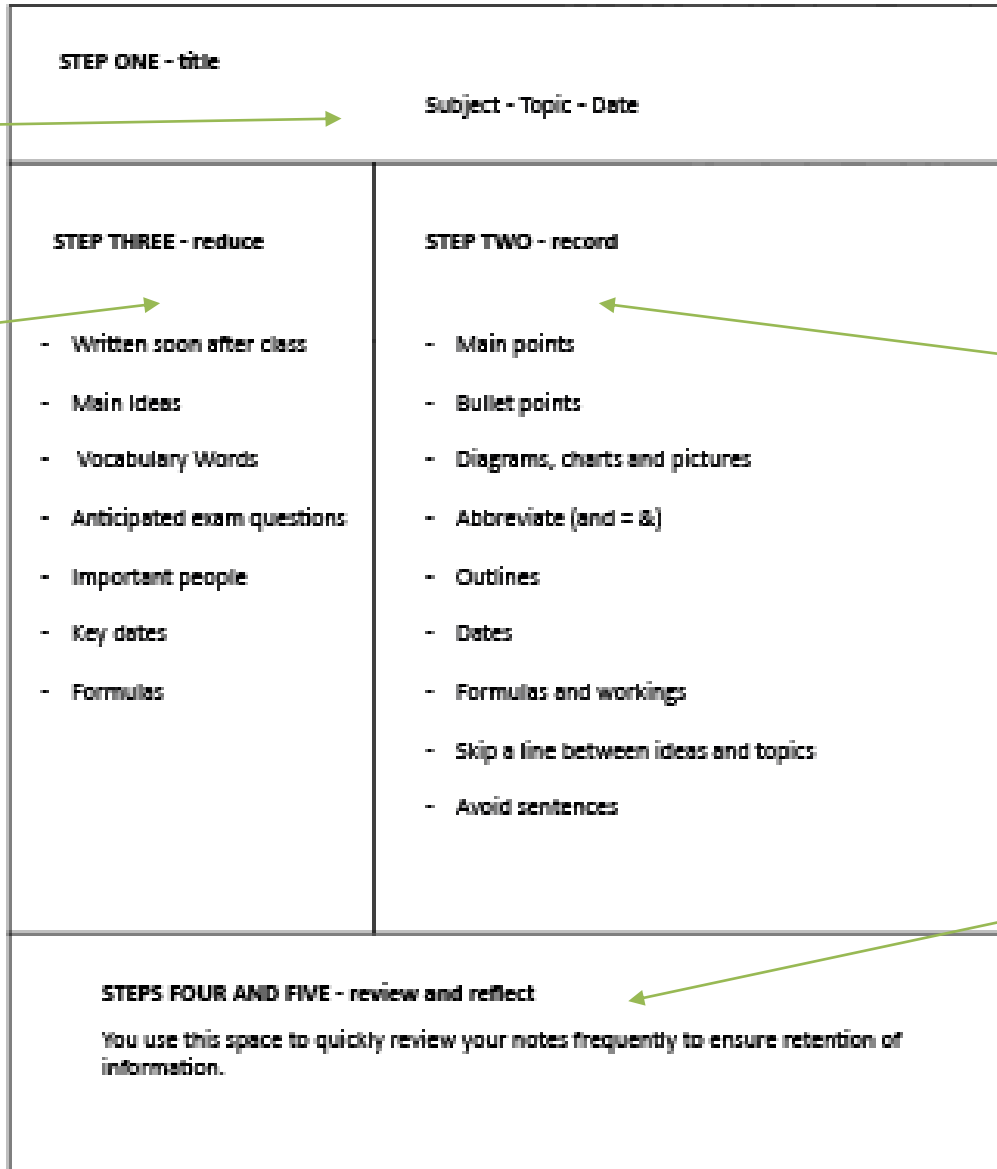- There are five steps to the **Cornell** method of note-taking.

TITLE, RECORD, REDUCE, REVIEW, REFLECT

This is important! *- For some subjects, different note-taking formats are used. Your teacher*

will let you know if this is pertinent to your subject.

Title

Reduce

Record

Cornell Notes

Cornell notes have a careful structure that keeps ideas organised making them useful for further study and revision.

STEP ONE – title

Subject – Topic – Date

STEP THREE – reduce

- Written soon after class
- Main Ideas
- Vocabulary Words
- Anticipated exam questions
- Important people
- Key dates
- Formulas

STEP TWO – record

- Main points
- Bullet points
- Diagrams, charts and pictures
- Abbreviate (and = &)
- Outlines
- Dates
- Formulas and workings
- Skip a line between ideas and topics
- Avoid sentences

Review and Reflect

STEPS FOUR AND FIVE – review and reflect

You use this space to quickly review your notes frequently to ensure retention of information.

CDSHS note-taking cont'd

TITLE (Document your lesson)

- Write subject, topic name and date at the top of each page.

RECORD (Write your notes)

- Take your notes in a way that is meaningful to you.

- Don't use complete sentences. Use abbreviations, whenever possible.

- Develop a shorthand of your own, such as using '&' for the word 'and'.

STEP ONE – title

Subject – Topic – Date

STEP THREE – reduce	**STEP TWO – record**
- Written soon after class	- Main points
- Main Ideas	- Bullet points
- Vocabulary Words	- Diagrams, charts and pictures
- Anticipated exam questions	- Abbreviate (and = &)
- Important people	- Outlines
- Key dates	- Dates
- Formulas	- Formulas and workings
	- Skip a line between ideas and topics
	- Avoid sentences

STEPS FOUR AND FIVE – review and reflect

You use this space to quickly review your notes frequently to ensure retention of information.

CDSHS note-taking cont'd

REDUCE (Review and clarify your notes)

- Review the notes as soon as possible after class.

- Pull out main ideas, key points, dates, and people, and write these in the left column.

- Writing questions helps to clarify meanings, reveal relationships, establish continuity, and strengthen memory.   Also, the writing of questions sets up a perfect stage for exam-studying later.

STEP ONE - title

Subject - Topic - Date

STEP THREE - reduce | **STEP TWO - record**

- Written soon after class
- Main Ideas
- Vocabulary Words
- Anticipated exam questions
- Important people
- Key dates
- Formulas

- Main points
- Bullet points
- Diagrams, charts and pictures
- Abbreviate (and = &)
- Outlines
- Dates
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- Skip a line between ideas and topics
- Avoid sentences

STEPS FOUR AND FIVE - review and reflect

You use this space to quickly review your notes frequently to ensure retention of information.

CDSHS note-taking cont'd

REVIEW (Summarise your notes)

- Write a summary of the main ideas. Synthesise and review your main ideas from the lesson. Why was this information important? What conclusions can I take from this information? How can this information be applied?

STEP ONE – title

Subject – Topic – Date

STEP THREE – reduce

- Written soon after class
- Main Ideas
- Vocabulary Words
- Anticipated exam questions
- Important people
- Key dates
- Formulas

STEP TWO – record

- Main points
- Bullet points
- Diagrams, charts and pictures
- Abbreviate (and = &)
- Outlines
- Dates
- Formulas and workings
- Skip a line between ideas and topics
- Avoid sentences

STEPS FOUR AND FIVE – review and reflect

You use this space to quickly review your notes frequently to ensure retention of information.

CDSHS note-taking cont'd

REFLECT (Study your notes)

- Spend most of your time studying the ideas in the left column and the summary at the bottom.

- These are the most important ideas and will probably include most of the information that required for exam recall.

- Spend at least ten minutes every few days reviewing all your previous notes. If you do, you will retain a great deal for current use, as well as for your exams.

STEP ONE - title

Subject - Topic - Date

STEP THREE - reduce	STEP TWO - record
- Written soon after class	- Main points
- Main Ideas	- Bullet points
- Vocabulary Words	- Diagrams, charts and pictures
- Anticipated exam questions	- Abbreviate (and = &)
- Important people	- Outlines
- Key dates	- Dates
- Formulas	- Formulas and workings
	- Skip a line between ideas and topics
	- Avoid sentences

STEPS FOUR AND FIVE - review and reflect

You use this space to quickly review your notes frequently to ensure retention of information.

PEEL paragraphs

The PEEL paragraph writing approach will ensure your writing is strong.

It provides a structure that promotes clarity and consistency allowing your audience to follow the flow of your arguments.

PEEL

POINT – EXPLANATION – EVIDENCE - LINK

This is important! - For some subjects, different paragraph formats are used. Your teacher will let you know if this is pertinent to your subject.

PEEL paragraphs cont'd

POINT

- Make your point in the first sentence

- Your first sentence must state your point. It introduces the topic you are about to discuss and tells the reader what the paragraph is going to be about. This is sometimes called a topic sentence. It may connect with the linking sentence of the previous paragraph.

Example:

During the 1980's the push for recognition of indigenous rights moved into the international arena.

PEEL paragraphs cont'd

EXPLANATION

- Back up your point with an explanation

- In 2-3 sentences , explain in more detail the statement made in the topic sentence.

- Clarify and expand on all parts of the topic sentence.

- Give evidence to expand upon and support the point you made.

Example:

Kakadu National Park became a World Heritage area listed site, recognised for its significance to indigenous art, culture and history.

PEEL paragraphs cont'd

EVIDENCE

- Give evidence to support your point and explanation

- Support your point with evidence. Use examples, statistics, quotations and references to primary and secondary sources or other evidence to support and or prove each point. This is where you show your understanding of the point and demonstrate that you have read widely about the topic by using in-text citations that will eventually link back to your reference list.

Example:

When Pope John Paul II visited Australia in 1986, he recognised in a statement that a just and proper settlement with indigenous Australians had yet to be achieved in the wider Australian community (Smith 2001, p. 91). Meninga states that "even though the 1967 referendum changed some things, the issue of indigenous rights still has not been resolved properly" (2006, p. 54).

PEEL paragraphs cont'd

LINK

- Link this point to the next point in your next paragraph **OR** back to the main essay question

- Linking sentences link the material of the paragraph back to the point of your paragraph. In the case of an extended piece of writing, it links the reader back to your central argument.

Example:

This demonstrated that the struggle for recognition of indigenous rights did not end with the changes to Aboriginal citizenship resulting from the 1967 referendum.

PEEL paragraphs cont'd

Completed PEEL Paragraph

During the 1980's the push for recognition of indigenous rights moved into the international arena. Kakadu National Park became a World Heritage area listed site, recognised for its significance to indigenous art, culture and history. When Pope John Paul II visited Australia in 1986, he recognised in a statement that a just and proper settlement with indigenous Australians had yet to be achieved in the wider Australian community (Smith 2001, p. 91). Meninga states that "even though the 1967 referendum changed some things, the issue of indigenous rights still has not been resolved properly" (2006, p. 54).This demonstrated that the struggle for recognition of indigenous rights did not end with the changes to Aboriginal citizenship resulting from the 1967 referendum.