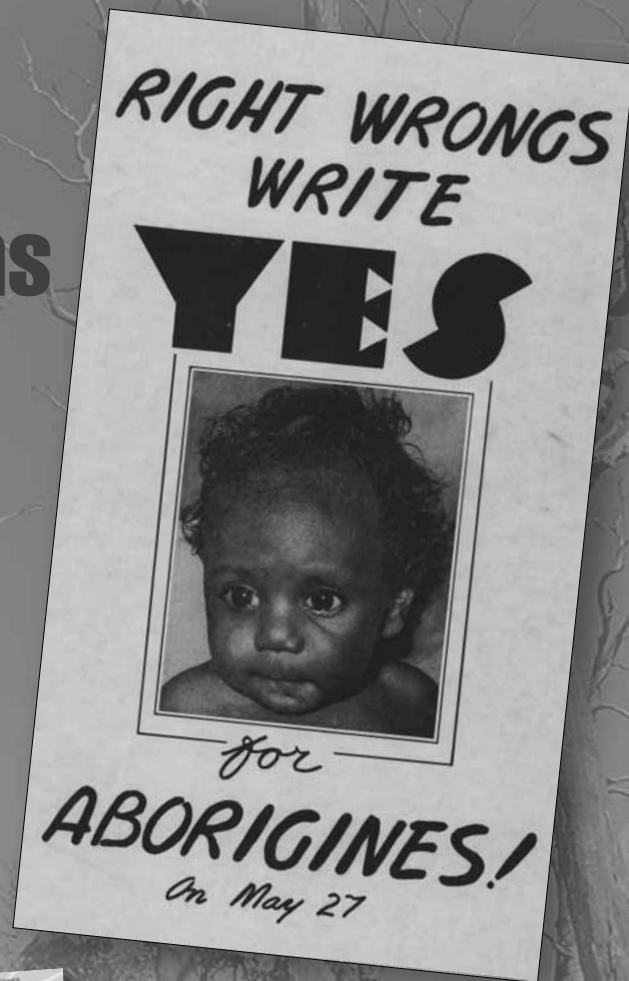


Investigating the Changing Rights and Freedoms of Indigenous Australians 1957–1975

2008 is the 70th anniversary of the 'Day of Mourning' – 26 January 1938 – when a group of Indigenous leaders protested against the '150th anniversary of the white men's seizure of our country', and the inferior citizenship status of Indigenous people.

This theme of the struggle for full Indigenous citizenship rights is a significant and continuing part of Australia's history.

The National Museum of Australia now has a wealth of primary and secondary source material available to students of this theme on its website, Collaborating for Indigenous Rights, at www.nma.gov.au/indigenousrights.



In 2007 *STUDIES* included a unit showing how students could use the material to explore the 1967 Referendum.

In this unit we provide a timeline of developments from the 1950s to the 1970s, with suggestions for ways that classes can explore aspects of the theme further through the rich resources on the National Museum of Australia website.

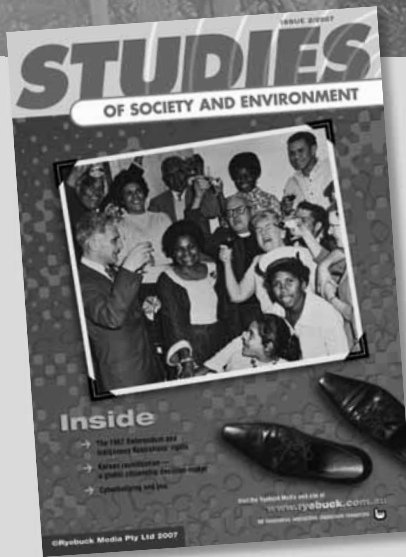
The contents of the website are:

Civil Rights

- The Warburton Ranges controversy, 1957
- The Referendum, 1957–67
- Albert Namatjira and citizenship, 1958–59
- Freedom Ride, 1965
- Social service benefits, 1954–64
- Equal wages, 1963–66
- Queensland Trust Fund, 1969–72

Land Rights

- Mapoon, 1962–64
- Yirrkala, 1963–71
- Lake Tyers, 1962–70
- Wave Hill walk off, 1966–75
- Campaigning for land rights, 1963–68
- Aboriginal Embassy, 1972



People

Brief biographies of nearly 100 people associated with the development of Indigenous rights in Australia

Organisations

Brief descriptions of over 30 organisations associated with the development of Indigenous rights in Australia

This *STUDIES* unit is designed to help students create an annotated class timeline of Indigenous rights, with students providing annotations for the most significant case studies provided on the website.

The timeline pages are pinned on a class noticeboard. Small groups of students can be allocated a particular case study. They answer a set of questions provided in the unit, and report back to the class on their findings. They then add their findings to the particular year, and thereby create an annotated and illustrated chronology of developments in Indigenous rights in Australia in their global context.



Understanding the key concepts of land rights and civil rights

The National Museum of Australia website, Collaborating for Indigenous Rights, focuses on two key concepts: *land rights*, and *civil rights*. What do these mean?

Land rights

Imagine that you and a group of friends are quietly relaxing in your back-yard.

Suddenly, a group of strange-looking people walk in. You realise that they do not speak your language, and that they are far more powerful than you.

They take over your yard and, in fact, evict you from your house.

It is now all theirs.

- 1 What is your reaction?
- 2 What could you do about the situation?
- 3 What are the advantages and disadvantages of each of these possible actions?

Finally, when you have learned something of each other's language, they explain that under their law they are allowed to do this. They have come and imposed their law, and they do not recognise yours.

- 4 Does this make any difference to your reaction? Explain.

(You may find a copy of a 1980s film called *Barbecuearea* in your school. It is a very witty and thought-provoking acting out of the imagined situation above – well worth watching and discussing.)

This is basically what happened in Australia in 1788. Governor Arthur Phillip led a group of people from Britain who settled on land without any agreement or payment to the local people, and imposed the laws and customs they brought with them. The British believed that international law at the time authorised this to happen.

Dissatisfaction with this situation started to intensify among some Indigenous and non-Indigenous people in the 1930s, and by the 1960s and 1970s there were campaigns to change this inequity in Indigenous land and civil rights. The National Museum of Australia website provides several examples or case studies of these struggles, and students can explore these in a chronological context in their timeline activity.

What are land rights?

To understand the land rights case studies students need to understand the concept of 'crown land' and 'land alienation'.

When the British claimed ownership of Australia it became 'crown land': that is, all land was owned by the 'Crown' – in effect by the government in Australia.

But there were several ways the government could 'alienate', or get rid of, this land.

One way was that people could buy land from the government. This is called 'freehold'. Except in the ACT, students who live in their own home are living in 'freehold' property, that is, at some stage that piece of land was bought from the Crown.

A second way was for the government to lease land to others – that is, to allow people to control the land in return for payment or rent over a set period. The government still owned the land, but others had legal rights to use it for the period of the lease. Many cattle stations were established in northern Australia under this system.

Both these approaches mean that the land has been 'alienated'. In the first case the land is permanently owned by the purchaser and can be sold or passed on to others; but in the second case the Crown continues to own the land, and will regain control of it at the end of the period of the lease.

Finally, if nobody has bought land or leased an area of land from the government, the land continues to be 'crown land', that is, land still owned by the government. The government can allow people to use it (for example as a national park), but they cannot legally develop it in any way without government permission. In Australia many Aboriginal settlements, especially those in remote areas, were created on crown land.

And that was the problem – the Aboriginal communities had owned the land before the European occupation, but were now being told that the land belonged to the government. The Indigenous people were saying that the land should still belong to them, and were starting to claim it. The case studies on the National Museum of Australia website explore this situation.

Civil rights

Civil rights are those rights that a full citizen of a nation has.

Here are some examples for Australia — the right to:

- vote
- work
- move freely around the community
- receive fair pay.

1 Brainstorm and add others to this list.

Of course, sometimes these rights are removed by the state for the good of the community. For example, convicted criminals lose the right to move freely in the community if they are imprisoned for a crime against that community.

There are also responsibilities associated with rights. For example, having the right to vote carries with it a responsibility to cast that vote in an informed way.



1938 Day of Mourning
Displayed in The Hall,
National Museum of Australia

What civil rights did Indigenous Australians have?

What was the position of Aboriginal people's civil rights at the start of the 1960s? All were citizens of Australia, but did they have the same rights as non-Indigenous Australians, and could they exercise those rights freely?

2 **Your task** is to prepare a summary list of the civil rights that were enjoyed by non-Indigenous people, but not by Indigenous people in Australia at the beginning of the 1950s. Here's how to do this.

- Use the list on the next page to summarise the information for each of the headings in the table.
- Print the document and distribute it in class.
- Divide your class into groups, with each group responsible for summarising the information on a different state or territory.
- Create a dot-point summary for your state for each of the headings in the table. You will report back on your state so that everybody in the class can add that information to their own summary page. In this way every student will have a completed summary table. [Note that there is no column for Tasmania as it was believed at the time that there were no Aboriginal people left in Tasmania.]

Go to: www.nma.gov.au/indigenoustrights > **Civil Rights** > **Social Service benefits, 1954-64** > **Campaigning** > to see the document *The Australian Aborigines: a summary of their situation in all states in 1962.*

You are now ready to start building your annotated and illustrated timeline of the changing rights and freedoms of Indigenous Australians.

Create an annotated timeline

- When the class has completed this summary activity look at the timeline of developments in Indigenous people's rights in Australia. These are on the following pages. Here are the steps for doing this.
 - Pin each page of the timeline in chronological order along a classroom wall or noticeboard.
 - Divide your class into groups. Each group should be responsible for exploring one of the special issues marked on the timeline, using the specified information on the National Museum of Australia website.
 - Each group now prepares a PowerPoint or other form of report on their own area of responsibility.
 - Each group reports to the whole class, and adds the report of their findings underneath the relevant page of the timeline.

When every group has finished its research and reported its findings you will end up with an annotated and illustrated timeline of the struggle towards Indigenous rights in Australia from the 1950s to the 1970s. You might add to that timeline by researching further developments (such as the Mabo and Wik cases) from 1976 until today (up to and including the 2008 Australian Government's stolen generations apology).



SUMMARY TABLE

Citizens' rights in 1960

Aspect of people's rights and citizenship status:	Non-Indigenous Australians	Indigenous Australians					
		NSW	NT	QLD	SA	VIC	WA
Subject to special state acts?	NO						
Able to gain exemptions from restrictions?	Not Applicable						
Free movement?	YES						
Own property?	YES						
Control own money?	YES						
Paid equal wages to non-Indigenous workers (award wages)?	YES						
Have special minimum wage rates?	NO						
Eligible for social service benefits?	YES						
Free to marry any other person?	YES						
Have control of their own children?	YES						
Able to mix with any other people?	YES						
Restrictions on sexual relations with non-Aborigines?	NO						
Full rights in courts?	YES						
Special Aboriginal courts?	Not Applicable						
Able to vote?	YES						
Censorship of mail?	NO						
Able to consume alcohol?	YES						

Map of significant case studies in the development of Indigenous civil rights



Indigenous Australians' Rights Timeline

Based on the timeline in
<www.nma.gov.au/indigenoustrights>

1957

INTERNATIONAL

The International Labour Organisation adopts convention 107, 'Convention Concerning the Protection and Integration of Indigenous and Other Tribal and Semi-Tribal Populations in Independent Countries'.

IN AUSTRALIA

The *Northern Territory Welfare Ordinance 1953* comes into operation. All but six Aborigines of full descent are classified as wards and thus subject to this restrictive legislation.

Aboriginal-Australian Fellowship petition campaign begins. A petition drafted by Jessie Street for a referendum to alter two clauses of the Constitution is launched by the Aboriginal-Australian Fellowship at the Sydney Town Hall. This begins a decade long campaign taken up the following year by the Federal Council for Aboriginal Advancement.

Aboriginal people of the Warburton-Laverton Ranges area are reported to be starving. These reports cause great public controversy and raise questions of federal and state responsibility for the welfare of Indigenous people.

GROUP WEBSITE ACTIVITY:

Warburton Ranges Controversy

This controversy concerned the appalling conditions in which a particular group of Indigenous people were living. The issues raised were: how could a group of Australians be so disadvantaged, and how could they be supported and their conditions improved to an acceptable standard?

Use the specific website documents indicated to answer the following questions, prepare your group report to the class, and add your annotations to the timeline display.

FOCUS

1 Mark the Warburton Ranges area on the map of Australia on page 50.

Go to **Civil rights > Warburton Ranges controversy > Overview** to see a map.

2 Use the newspaper report to provide more information on:

- health
- education
- food
- water.

Go to **Civil rights > Warburton Ranges controversy > Manslaughter** to see the newspaper article *Big Bayswater meeting sees the most horrible film made in Australia*.

3 How did people react to the film? What messages did they get from it when it was shown?

Go to **Civil rights > Warburton Ranges controversy > Manslaughter** to see several examples of reactions.

4 How did the Australian Government react to the criticism? What sense of responsibility did they show?

Go to **Civil rights > Warburton Ranges controversy > Manslaughter** to see the Government's response.

5 What problems were there with existing organisations that limited their ability to react effectively?

Go to **Civil rights > Warburton Ranges controversy > Activists organise** to see a letter from Shirley Andrews supporting the Anti-Slavery Society's view.

6 Why did some people look to the British Anti-Slavery Society to help?

7 What was significant about the organisations that formed as a result of the crisis?

Go to **Civil rights > Warburton Ranges controversy > Birth of a federal movement** to see a document from the Adelaide Conference at which the Federal Council for Aboriginal Advancement was formed.



State Library of Victoria

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The Warburton Ranges incident is significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.

1958

1959

INTERNATIONAL

IN AUSTRALIA

Federal Council for Aboriginal Advancement established in Adelaide on the weekend of 15–16 February.

Albert Namatjira is found guilty of supplying liquor to a relative who was a ward of the state. The resulting outcry draws attention to weaknesses of Northern Territory legislation that creates a division between Aboriginal 'wards' and Aboriginal 'citizens'.

Albert Namatjira dies, eight months after being charged with supplying alcohol to a ward, reigniting investigations into government approaches to Aboriginal Australians whose citizenship is constrained by state and territory legislation.

The Social Services Act is amended making old age pensions and maternity benefits available to most Aboriginal Australians. The remaining restrictive clause is that such benefits would not be available to people who are 'nomadic' or 'primitive'. These terms are not defined.

GROUP WEBSITE ACTIVITY: Albert Namatjira and Citizenship

As you have seen in the civil rights summary Aboriginal people were not allowed to have alcohol. Albert Namatjira was an exception — he had been granted full civil rights status because of his fame as an artist.

Use the specific website documents indicated to answer the following questions, prepare your group report to the class, and add your annotations to the timeline display.

FOCUS

- Who was Albert Namatjira, and why was he famous?
- Why was he jailed in 1958?

NMA Website Documents

Go to **People > Albert Namatjira** to see biographical information about Albert Namatjira.

- How did people react to that jailing?

Go to **Civil rights > Albert Namatjira and citizenship > Public response** to see examples of people's responses to his jailing.

- Unlike Albert Namatjira, most Aboriginal people did not have full citizenship rights. Those who had special restrictions were known as 'wards'. Read the article on the 'Stud Book' and explain why the journalist found this situation so offensive.

Go to **Civil rights > Albert Namatjira and citizenship > The Stud Book** to see a newspaper article about the law.

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The Albert Namatjira incident is significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.



Albert Namatjira painting
National Library of Australia

GROUP WEBSITE ACTIVITY: Social Service Benefits

One area where equality of citizenship can be tested is access to the services provided by the state — such as social services. Do all people get these equally?

Look at the information on the National Museum of Australia website and discuss the problems that Aboriginal people in remote areas had in accessing social services, and how this would have affected their lives. For each, summarise their life story and circumstances, and the reasons why they did not have equality of access to social services.

Use the specific website documents indicated to prepare your group report to the class, and add your annotations to the timeline display.

FOCUS

- Daisy and Angel Imari
Joyce Maher

Go to **Civil rights > Social Service benefits > Introduction** to see the cases of Daisy and Angel Imari and Joyce Maher.

- Norman Bilson,
Lulu Bilson and
Alec Bilson

Go to **Civil rights > Social Service benefits > The older generation** to see the cases of Norman, Lulu and Alec Bilson, and letters from Mary Bennett explaining aspects of their situation.

- Bowee and Gidum
(Tommy) Noble

Go to **Civil rights > Social Service benefits > The middle generation** to see the cases of Bowee and Gidum (Tommy) Noble.

- Beverley Joy Noble
and Ron Noble

Go to **Civil rights > Social Service benefits > The younger generation** to see the cases of Beverley Joy and Ron Noble.

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The social service case studies are significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.



Beverley Joy and Ron Noble
National Museum of Australia

1960	1961	1962
<p>INTERNATIONAL</p> <p>The United Nations Declaration on the Granting of Independence to Colonial Peoples is passed. It argues that 'all peoples have the right to self-determination; by virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development'.</p> <p>In Greensboro, North Carolina, four black students begin a sit-in at a lunch counter, sparking a method of protest that spreads to other segregated public places across America's South.</p> <p>In South Africa, 69 black demonstrators are killed and at least another 180 are injured when police open fire on demonstrators protesting against the pass laws at Sharpeville. A state of emergency is declared, and both the African National Congress and Pan-African Congress are banned.</p> <p>In Canada, Aboriginal people gain the right to vote in federal and provincial elections.</p> <p>Decolonisation of African nations begins in the 1950s but rapidly gains pace in the 1960s.</p> <p>In the United Nations General Assembly, Soviet Union leader Nikita Khrushchev criticises Australia's treatment of its Indigenous population.</p>	<p>'Freedom rides' take place on buses through America's South in order to challenge racial segregation.</p> <p>By 1961, 17 new African nations have been admitted into the United Nations. The representation of Asian nations has also grown to 20, making the Afro-Asian group the largest voting bloc in the UN.</p> <p>IN AUSTRALIA</p> <p>A meeting of federal and state ministers responsible for Aboriginal welfare agree on a policy of assimilation, as defined by the Federal Minister for Territories, Paul Hasluck.</p> <p>As South Africa leaves the British Commonwealth to avoid expulsion over its apartheid laws, Prime Minister Menzies publicly defends South Africa's right to pass such laws.</p> <p>At the Federal Council for Aboriginal Advancement meeting in Brisbane the Aboriginal delegates move that 'we must abolish apartheid in our own country before the next Prime Ministers' Conference, or we may find ourselves in a similar position as South Africa this year.'</p>	<p>Aboriginal and Torres Strait Islander people receive the right to vote in federal elections.</p> <p>National Petition Campaign. FCAATSI launches a national campaign for a referendum to change the Constitution. From 1964 various proposals for constitutional amendment are debated until the Holt government finally agree in February 1967 to hold a referendum.</p> <p>Bauxite mining becomes an issue for the residents of Mapoon.</p>



GROUP WEBSITE ACTIVITY: Mapoon

Mapoon was a mission area in northern Queensland. It was subject to Queensland law. In 1963 the people of the mission were forced to move elsewhere to allow a company to take over the settlement area to mine bauxite to produce aluminium. This case study brought the issue of land rights to the fore.

Use the specific website documents indicated to prepare your group report to the class on this incident, and add your annotations to the timeline display.

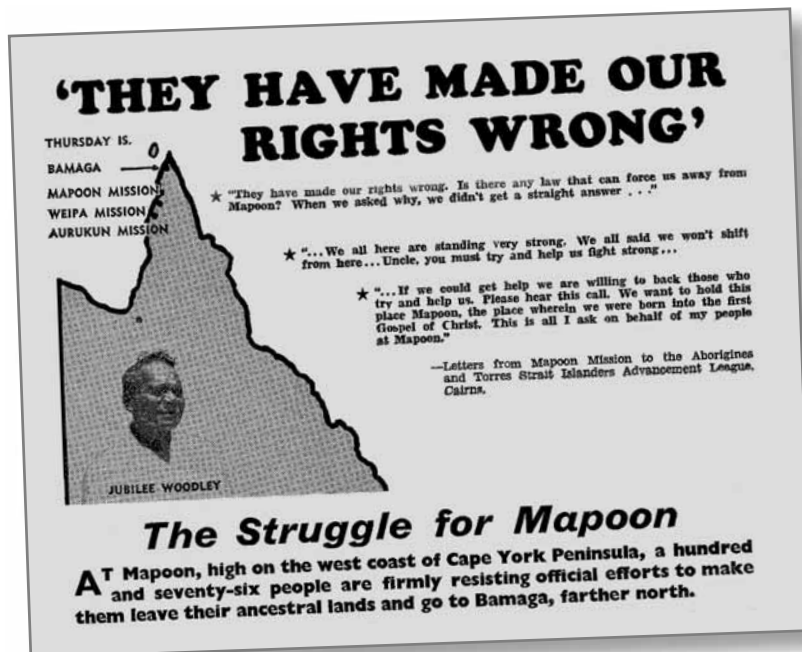
FOCUS

- 1 Locate Mapoon on a map of Australia.
- 2 Describe the Aboriginal mission settlement at Mapoon.
- 3 What did the developers want?
- 4 How would this affect the Aboriginal inhabitants?
- 5 Why did the local inhabitants not want to move to Bamaga?
- 6 What were the laws that applied to Mapoon?
- 7 What did the Queensland Government do?
- 8 Why did the local people resist this solution?

NMA Website Documents

Go to **Land rights > Mapoon 1962-64 > The campaign for Mapoon** to see this map.

Go to **Land rights > Mapoon 1962-64 > The campaign for Mapoon** to see the brochure 'They have made our rights wrong'.



Pamphlet cover: They have made our rights wrong
National Museum of Australia

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The Mapoon case is significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.

INTERNATIONAL

In April, Martin Luther King is arrested during a protest in Birmingham, Alabama. In August, Martin Luther King delivers his famous 'I have a dream' speech to more than 200,000 protestors at the March on Washington.

IN AUSTRALIA

The Yolngu people of Yirrkala send bark petitions to Canberra. The petition is signed by nine representatives of the various clan groups with interest in the land under threat from mining.

GROUP WEBSITE ACTIVITY: Yirrkala

Yirrkala is a settlement in Arnhem Land in the Northern Territory. In 1963 the Australian Government authorised bauxite mining on land that was part of the settlement.

The Commonwealth argued that the economic activity would be beneficial to the community. The Australian Labor Party opposition said that it should be up to the Aboriginal residents to decide what happened on their land – and for the first time the issue of land title was raised.

Use the specific website documents indicated to prepare your group report to the class on this incident, and add your annotations to the timeline display.

FOCUS

NMA Website Documents

1 Use an atlas to identify Yirrkala on a map of Australia.

2 The Government justified the handing over of land to the bauxite developers. Look at the arguments by Paul Hasluck, under these headings:

- the motives of the supporters of the Aborigines
- the benefits of industrial development
- social benefits
- who speaks for the Aborigines
- employment
- protection of sacred areas
- compensation
- housing and living conditions.

Go to **Land rights > Yirrkala > Politicians debate the effects of mining** to see the parliamentary statement by Paul Hasluck.

2 The Australian Labor Party Opposition argued against leasing the land to the developers, unless the local people wanted to. Look at Kim Beasley's arguments under these headings:

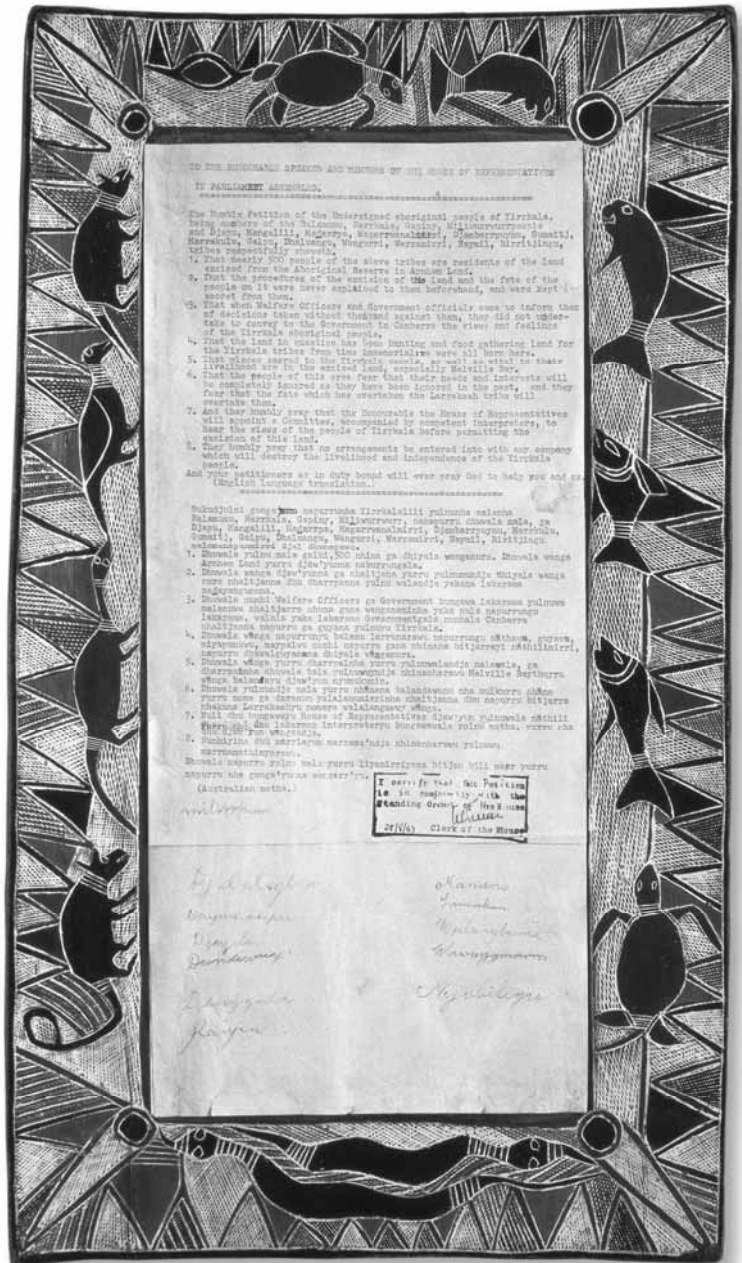
- Aboriginal land title
- Consultation with traditional owners.

Go to **Land rights > Yirrkala > Politicians debate the effects of mining** to see the parliamentary statement by Kim Beasley (Senior).

3 The Yirrkala people presented a petition to the Commonwealth. It is currently on display as a significant document in Parliament House, Canberra.

- Look at it and summarise what the people want.
- Is it a claim for land rights?

Go to **Land rights > Yirrkala > Fact finding expedition** to see the Yirrkala petition.



Petition to the Prime Minister embedded in a bark painting, from Yirrkala residents, 1963

National Archives of Australia

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The Yirrkala case is significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.

1964

INTERNATIONAL

In July, America's President Lyndon Johnson signs the Civil Rights Act of 1964, prohibiting discrimination based on race, colour, religion or national origin.

Martin Luther King receives the Nobel Peace Prize.

In South Africa, Nelson Mandela is sentenced to life imprisonment for sabotage and attempting to overthrow the South African government.

IN AUSTRALIA

The North Australian Workers Union presents a case for equal wages for Aboriginal pastoral workers.

In February, Malcolm X, founder of the Organisation of Afro-American Unity, is murdered.

In August, America's President Lyndon Johnson signs the 1965 Voting Rights Act, removing the restrictions which had made it difficult for Southern blacks to register to vote.

In August, 34 people die after riots and looting erupt in Watts, Los Angeles, an area of extremely high black unemployment and poverty.

The Queensland *Aborigines' and Torres Strait Islanders Affairs Act* finally removes the barriers prohibiting an 'aboriginal native of Australia or the Islands of the Pacific' from voting.

The University of Sydney's Student Action for Aborigines arranges a 'Freedom Ride' through western New South Wales towns to bring to public attention the inequities and racial prejudice faced by Aboriginal people. The students' action is widely publicised. Charles Perkins, the Aboriginal leader of the Ride, is widely recognised as a direct and forceful Aboriginal spokesman.

GROUP WEBSITE ACTIVITY: Equal Wages

The case presented by the North Australian Workers Union for equal wages for Aboriginal pastoral workers was significant in terms of claiming civil rights for Indigenous Australians, but also had many unintended and devastating consequences that are still being felt today in many Aboriginal communities.

Use the specific website documents indicated to prepare your group report to the class on this incident, and add your annotations to the timeline display.

FOCUS

NMA Website Documents

- 1 The Aboriginal workers in the pastoral industry were not paid wages that were equal to those of white workers. Read this document and briefly outline the differences that existed.

Go to **Civil rights > Equal wages > Raising awareness** and read the pamphlet *The Facts on Wage Discrimination Against Aborigines*.

- 2 Was this just? Read the documents listed and summarise the key arguments that this inequality was an unjust situation.

Go to **Civil rights > Equal wages > Union test case** and read the pamphlet *'A Matter of Such Obvious Importance'*.

- 3 The National Museum of Australia site does not include any information on the pastoralists' arguments against paying equal wages. Read the material referred to below and present a summary of their case.

Go to <www.hrnicholls.com.au/nicholls/nichvol1/vol18cha.htm>

Some undesirable consequences of the granting of equal pay were that families of Indigenous workers were ordered to leave the stations, and were no longer given food and clothing by the pastoralists; many stockmen lost their jobs, and the next generation lost pastoral skills. In addition, time for traditional ceremonies and customs that were built into the lower Indigenous wages rate were no longer part of the agreement.

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The pastoral industry equal wage case is significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.

GROUP WEBSITE ACTIVITY: Freedom Ride

Use the specific website documents indicated to prepare your group report to the class on the Freedom Ride, and add your annotations to the timeline display.

FOCUS

NMA Website Documents

- 1 Look at the cartoon included on the National Museum of Australia website. If this was the only evidence you had about this issue, what would you say about:

- what the main problem was
- the attitudes of both sides
- the feelings or emotions of people involved
- the seriousness of the issue?

Go to **Civil rights > Freedom Ride** and look at the cartoon *Getting in the swim!*

- 2 Compare this with the newspaper report. Answer the four dot point questions again.

Go to **Civil rights > Freedom Ride** and read the newspaper article

- 3 One of the controversies associated with the Freedom Ride was whether it was appropriate for 'outsiders' to enter a community, create controversy and excitement, and then leave again. Would this do more harm than good? Present some arguments for and against the Freedom Ride. Do you think it was an appropriate tactic to use?

Go to **Civil rights > Freedom Ride** and read the journal article *Crux*.

- 4 Now look at the justification offered in the journal *Crux*, and reproduced on the website. Do you agree with this justification?

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The Freedom Ride is significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.



Student Action for Aborigines bus, Boggabilla, New South Wales
Tribune/SEARCH Foundation/
State Library of NSW

1966

INTERNATIONAL

Black Panther Party is founded by Huey Newton and Bobby Seale.
Stokely Carmichael of the Student Nonviolent Coordinating Committee (SNCC) coins the term 'Black Power'.

IN AUSTRALIA

Harold Holt takes over as Prime Minister.

In March Aboriginal pastoral workers are awarded equal wages, but the industry is not required to comply until December 1968.

In August Vincent Lingiari leads more than 80 stockmen and their families in a walk-off at Wave Hill station.

1967

27 May referendum. The Australian people vote to change the Constitution so that Aboriginal people can be formally counted in the census of the population of Australia, and to give the Commonwealth Government and Parliament power to make laws affecting Aboriginal people.

90.77 per cent vote to delete section 127, and amend clause 51 (xxvi). This is the culmination of a decade-long campaign for these changes.

You can explore the rich resources of the website on this issue by using the guide in *STUDIES 2/2007* available in your school library, or at www.nma.gov.au/education/school_resources/civics_and_citizenship/1967_referendum/.



GROUP WEBSITE ACTIVITY: Wave Hill Walk Off

Was the walk-off by Aboriginal stockmen at the British-owned Vestey cattle station at Wave Hill about wages and conditions, or was it about land rights and culture?

Use the specific website documents indicated to prepare your group report to the class on this incident, and add your annotations to the timeline display.

FOCUS

NMA Website Documents

- 1 Use an atlas to identify the location of Wattie Creek (Daguragu) and mark it on the map.

- 2 Look at the information in the Gurindji petition and decide:
 - what the conditions were like for stockmen on the station
 - what different issues existed for the strikers
 - what their most important motivation was.

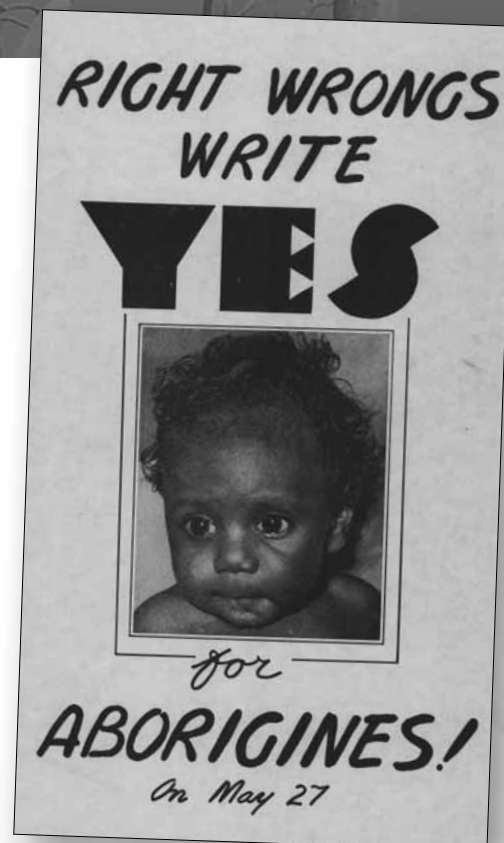
Go to **Land rights > Wave Hill walk off > A petition to the Governor-General** and read the Gurindji petition.

- 3 How did the government respond?

Go to **Land rights > Wave Hill walk off > A petition to the Governor-General** and read the Governor-General's response.

- 4 Symbolism was important in the Gurindji case. Look at the photograph of the Gurindji sign. Suggest why this sign might have been seen as a powerful symbol.

Go to **Land rights > Wave Hill walk off** to see the photograph of the Gurindji sign.

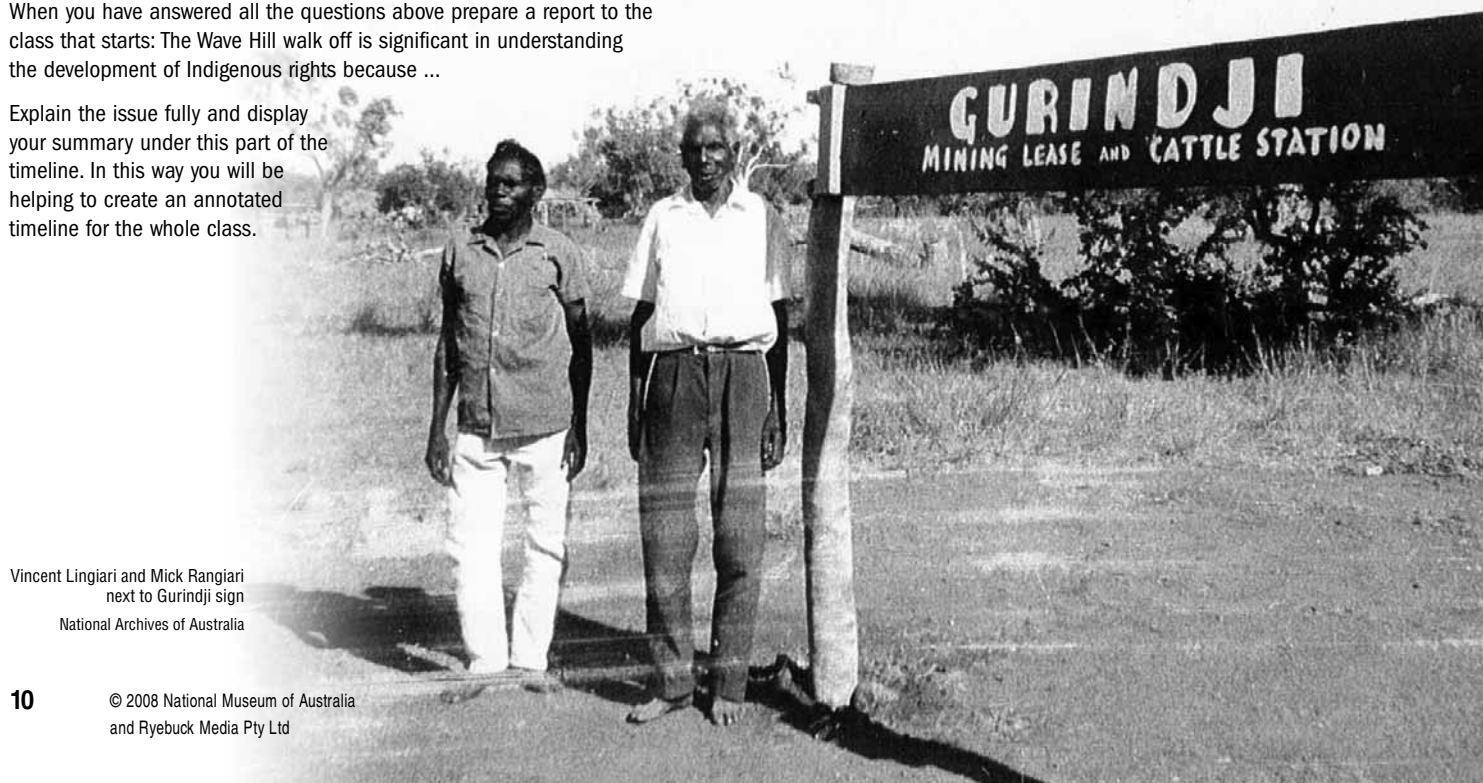


Right wrongs write YES referendum poster
National Library of Australia

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The Wave Hill walk off is significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.



Vincent Lingiari and Mick Rangiari
next to Gurindji sign
National Archives of Australia

INTERNATIONAL

In South Africa, the *Bantu Homelands Citizenship Act* forces more than three million people to resettle in one of ten 'Bantu Homelands'.

In New Zealand, militant Maori activist group Nga Tamatoa (The Young Warriors) is formed.

IN AUSTRALIA

Split in FCAATSI, National Tribal Council established. Growing frustration at white control of the multi-racial organisations such as the Victorian Aborigines Advancement League and FCAATSI comes to a head at the 1970 FCAATSI Easter conference. While the motions for Indigenous control of the Federal Council are not successful the national movement is split with the formation of the National Tribal Council.

Captain Cook Bi-Centenary. While non-Indigenous Australians celebrate, Aboriginal Australians organise an alternative remembrance at La Perouse Aboriginal Reserve at Botany Bay. In Melbourne a car sticker campaign – 'Cook is bad news for Aborigines' – makes the same point.

Aboriginal Legal and Medical Services are set up in Sydney. These services, the first of many, are supported by federal government grants.

Passing of the *Aboriginal Lands Act* in Victoria leads to the presentation of the title deeds to residents of Lake Tyers and Framlingham in July.

Yirrkala people lose case.

Mr Justice Blackburn rules against the Yirrkala people in their case against Nabalco and the Commonwealth of Australia. The Yolngu people are shocked and angered at this outcome.

GROUP WEBSITE ACTIVITY: Lake Tyers

Lake Tyers was one of the last two Aboriginal reserves in Victoria. Public pressure forced the Victorian Government to face the issue: what was to be done with the ownership of Lake Tyers?

Use the specific website documents indicated to prepare your group report to the class on this incident, and add your annotations to the timeline display.

FOCUS**NMA Website Documents**

- 1 Use an atlas to locate Lake Tyers, and mark it on the map of Australia.

- 2 Look at the report on conditions at Lake Tyers. Summarise what it tells you about:

- housing
 - health
 - work
 - community
 - education
- at Lake Tyers.

Go to **Land rights > Lake Tyers > Decision to close Lake Tyers** and read the Council for Aboriginal Rights report

- 3 In 1962 a decision had to be made whether to send people elsewhere and close Lake Tyers as an Aboriginal settlement. From the information you have so far, what would you recommend? Prepare an argument for closing it, and one for continuing it. Which case do you think is the stronger one?

- 4 Now look at the arguments for and against as they were presented at the time. Have you changed your decision?

Go to **Land rights > Lake Tyers > Decision to close Lake Tyers** and read the Lake Tyers Reserve report by Diane Barwick and to **Land rights > Lake Tyers > Public support** and read the newspaper article *Human failure of Lake Tyers experiment*

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The Lake Tyers case is significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.



Charlie Carter receives deed to Lake Tyers
National Museum of Australia



National Museum of Australia

1972	1973	1974	1975
INTERNATIONAL The Trail of Broken Treaties, a protest organised by the American Indian Movement and other First Nations groups, sees over 800 people travel across the United States to Washington, DC.	In Canada, the Supreme Court recognises that Nisga'a Indians held native title to their lands before the creation of British Columbia. At the Pine Ridge Reservation in South Dakota, about 200 supporters of the American Indian Movement reclaim the village of Wounded Knee and announce the creation of the Oglala Sioux Nation. United States armed forces surround the group in a siege that lasts 71 days.	In New Zealand, Waitangi Day becomes a national holiday, after three years of campaigning by Nga Tamatoa, a militant Maori organisation.	
IN AUSTRALIA The Aboriginal Tent Embassy. Aboriginal activists outraged by Prime Minister William McMahon's refusal to acknowledge an Indigenous right to land set up their beach umbrella and hang from it a sign: 'Aboriginal Embassy'. The protest grows. Footage shown of confrontations with police pulling down the tents swells the numbers of supporters, bringing together urban activists and people from remote communities in the Northern Territory.	The National Aboriginal Consultative Committee (NACC) is established. The NACC is set up as a move towards Aboriginal representation. People over 18 who class themselves as Aboriginal, and are recognised as such by their community, are eligible to vote. Its role is only advisory. Aboriginal Land Rights Commission established. The Aboriginal Land Rights Commission, headed by Justice Woodward, is set up by the government of Gough Whitlam to establish ways for Aboriginal people to get land rights in the Northern Territory. As a result of its recommendations the Northern Land and the Central Land councils are established.		Prime Minister Gough Whitlam returns land to the Gurindji people. More than a decade after the walk-off from Wave Hill station, 3300 square kilometres of land is returned to traditional owners.

GROUP WEBSITE ACTIVITY: Aboriginal Embassy

On 25 January 1972 Prime Minister William McMahon announced that the Government would not support Aboriginal land rights as a principle.

On the following day some Aboriginal people set up an 'embassy' on the lawns outside the front entrance to Parliament House in Canberra.

Use the specific website documents indicated to prepare your group report to the class on this incident, and add your annotations to the timeline display.

FOCUS

NMA Website Documents

- 1 Mark the location of the Aboriginal Embassy on the map of Australia.
- 2 The protesters called their tent an 'embassy'. Discuss the meaning and implications of this word in the context of the place and time.
- 3 Read the article *The Aboriginal Embassy* and summarise the information on:
 - what the Embassy was
 - why it was set up
 - why it was set up by that group at that time
 - its aims
 - the significance of this event.
- 4 The Government attempted to close the Embassy. Describe what happened with this attempt.
- 5 The website contains a collection of photographs of the events. Look at them and create a caption for each that summarises its main point, emphasis or message. If you had to choose one photo to illustrate an article on the Embassy, which would you choose? Justify your choice.
- 6 The Aboriginal Embassy still exists. Since 1972 it has attracted critics as well as supporters. Go to the website below and use the information to create a summary of the main arguments for and against its continuing existence. Do you support the continued existence of the Aboriginal Embassy? Justify your point of view.

Go to **Land rights > Aboriginal Embassy > Supporters of the Aboriginal Embassy** for the document *The Aboriginal Embassy*.

Go to www.aph.gov.au/Library/Pubs/chron/1999-2000/2000chr03.htm

GROUP REPORT

When you have answered all the questions above prepare a report to the class that starts: The Aboriginal Embassy is significant in understanding the development of Indigenous rights because ...

Explain the issue fully and display your summary under this part of the timeline. In this way you will be helping to create an annotated timeline for the whole class.

In 1975 the Commonwealth returned title to the land to the Gurindji people. Here are two photographs of that event.

Discuss the symbolism of the photographs.

Which do you think is the best image? Why?



Mervyn BISHOP
Australia born 1945
Prime Minister Gough Whitlam pours soil into hand of traditional landowner Vincent Lingiari, Northern Territory 1975

direct positive colour photograph 76.2 x 50.8 cm
National Gallery of Australia, Canberra
Purchased 1994

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National Archives of Australia
Prime Minister Gough Whitlam pours soil into hand of traditional landowner Vincent Lingiari, Northern Territory 1975