

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.

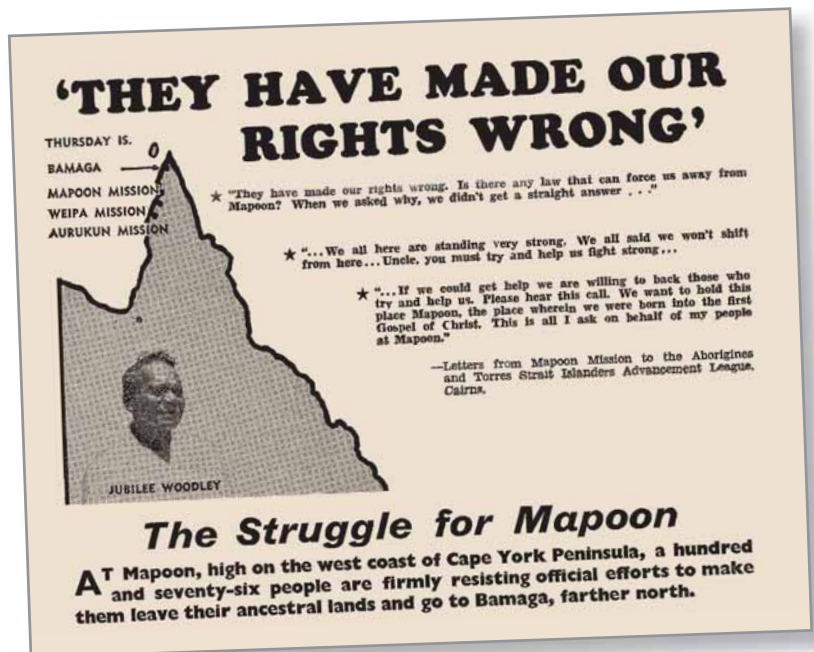
FOCUS

- 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:

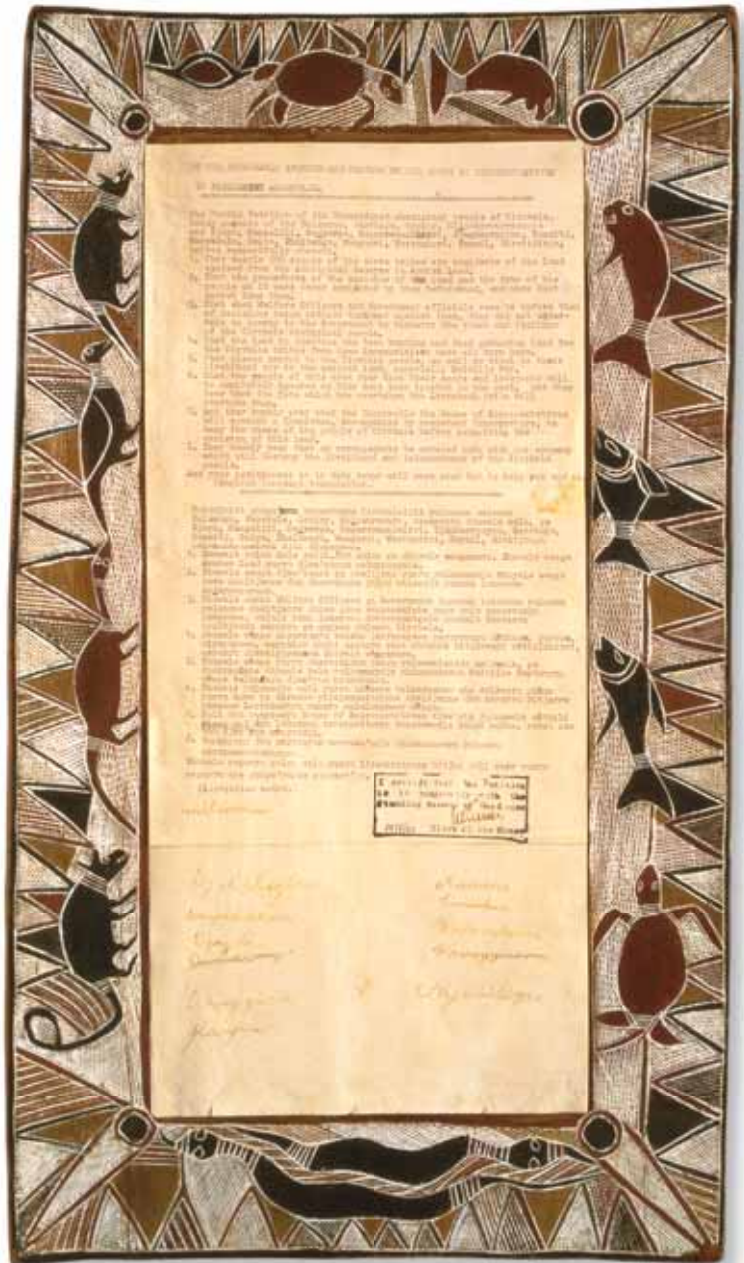
- Aboriginal land title
- Consultation with traditional owners.

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.

1965

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.

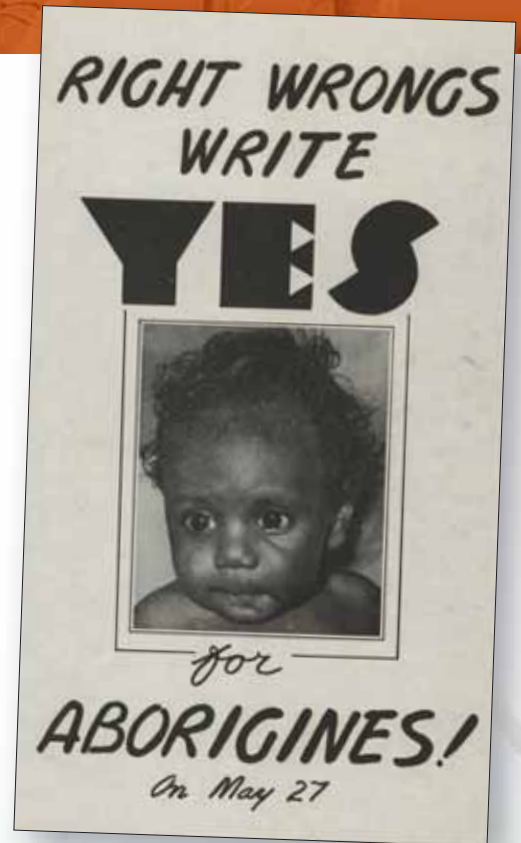
Go to **Land rights > Wave Hill walk off > A petition to the Governor-General** and read the Gurindji petition.

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

'THEY HAVE MADE OUR RIGHTS WRONG'

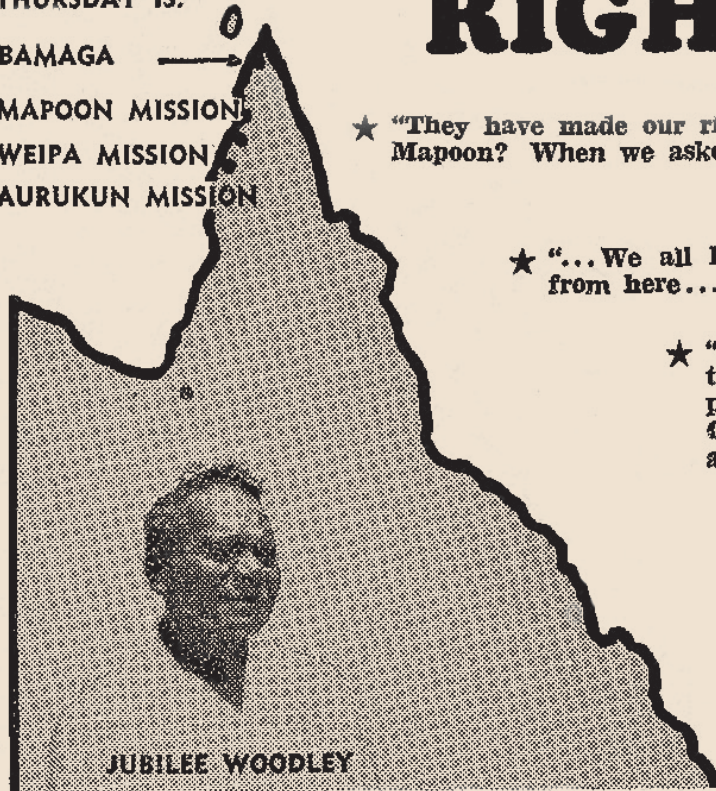
THURSDAY IS.

BAMAGA

MAPOON MISSION

WEIPA MISSION

AURUKUN MISSION



JUBILEE WOODLEY

★ "They have made our rights wrong. Is there any law that can force us away from Mapoon? When we asked why, we didn't get a straight answer . . ."

★ "...We all here are standing very strong. We all said we won't shift from here...Uncle, you must try and help us fight strong..."

★ "...If we could get help we are willing to back those who try and help us. Please hear this call. We want to hold this place Mapoon, the place wherein we were born into the first Gospel of Christ. This is all I ask on behalf of my people at Mapoon."

—Letters from Mapoon Mission to the Aborigines and Torres Strait Islanders Advancement League, Cairns.

The Struggle for Mapoon

AT Mapoon, high on the west coast of Cape York Peninsula, a hundred and seventy-six people are firmly resisting official efforts to make them leave their ancestral lands and go to Bamaga, farther north.

TO THE HONOURABLE SPEAKER AND MEMBERS OF THE HOUSE OF REPRESENTATIVES
IN PARLIAMENT ASSEMBLED.

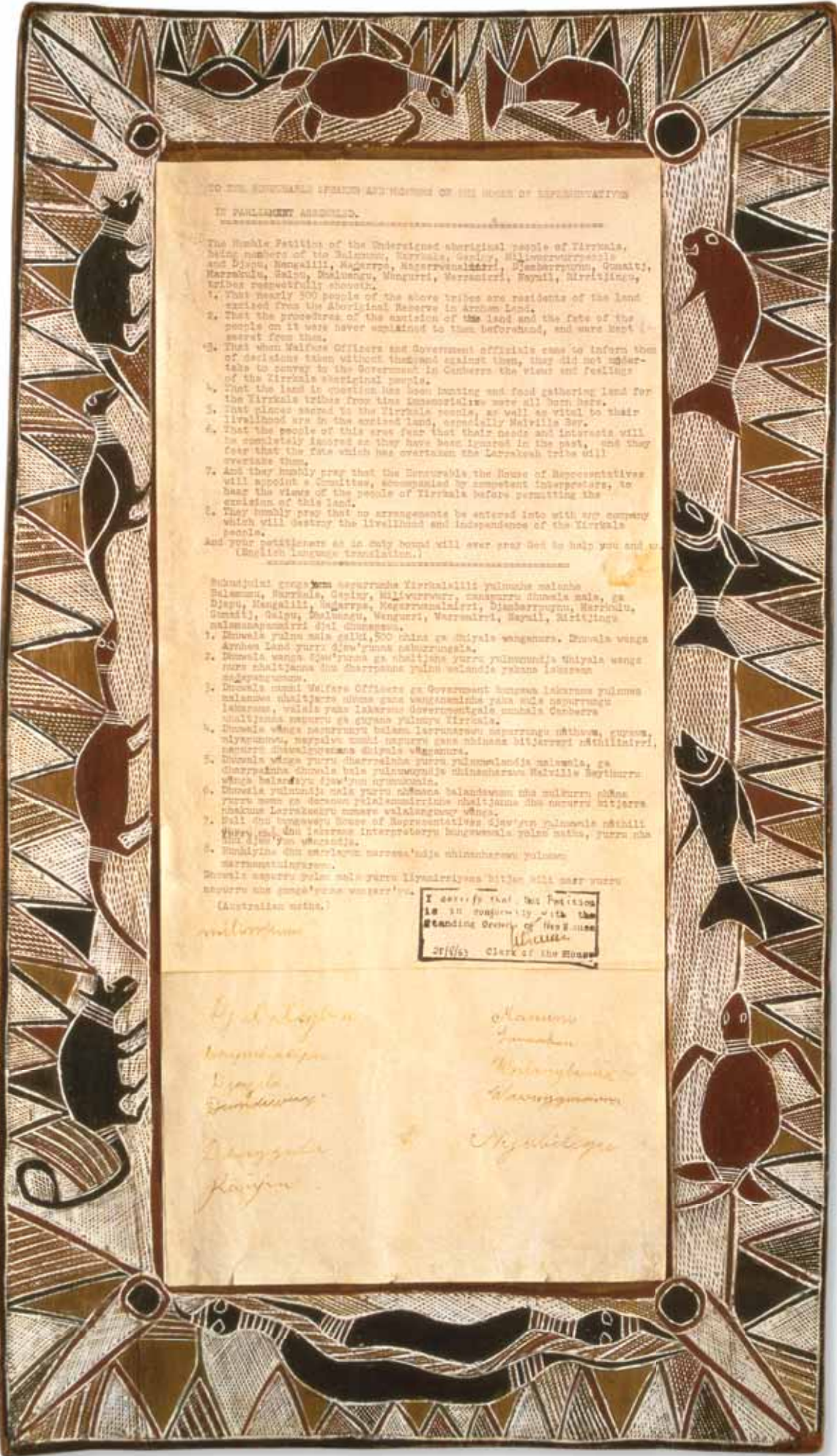
The humble Petition of the Undersigned aboriginal people of Yirrkala, being members of the Balamun, Yarrakala, Geeliny, Milimawurrupale and Djapu, Mangallili, Nagarrpa, Nagarrwalairri, Diambarrupanu, Gunatti, Marrakula, Galpu, Djalwangu, Wangurri, Warranairri, Nagali, Mirritjingu, tribes respectfully sheweth:

- That nearly 500 people of the above tribes are residents of the land excised from the Aboriginal Reserve in Arnhem Land;
 - That the procedure of the excision of the land and the fate of the people on it were never explained to them beforehand, and were kept secret from them;
 - That when Welfare Officers and Government officials came to inform them of decisions taken without their consent against them, they did not undertake to convey to the Government in Canberra the views and feelings of the Yirrkala aboriginal people;
 - That the land in question has been hunting and food gathering land for the Yirrkala tribes from time immemorial and were all burn bars;
 - That places sacred to the Yirrkala people, as well as vital to their livelihood are in the excised land, especially Melville Bay;
 - That the people of this area fear that their needs and interests will be completely ignored as they have been ignored in the past, and they fear that the fate which has overtaken the Larakela tribe will overtake them;
 - And they humbly pray that the Honourable the House of Representatives will appoint a Committee, accompanied by competent interpreters, to hear the views of the people of Yirrkala before permitting the excision of this land;
 - They humbly pray that no arrangements be entered into with any company which will destroy the livelihood and independence of the Yirrkala people.
- And your petitioners do so duly bound will ever pray God to help you and so
(English language translation.)

[Handwritten text in Yolngu Matha script, a form of the Australian Aboriginal language spoken by the Yolngu people of Arnhem Land.]

[A rectangular stamp on the right side of the handwritten text contains the following text:]
I certify that this Petition is in conformity with the Standing Order of this House
27/6/63 Clerk of the House

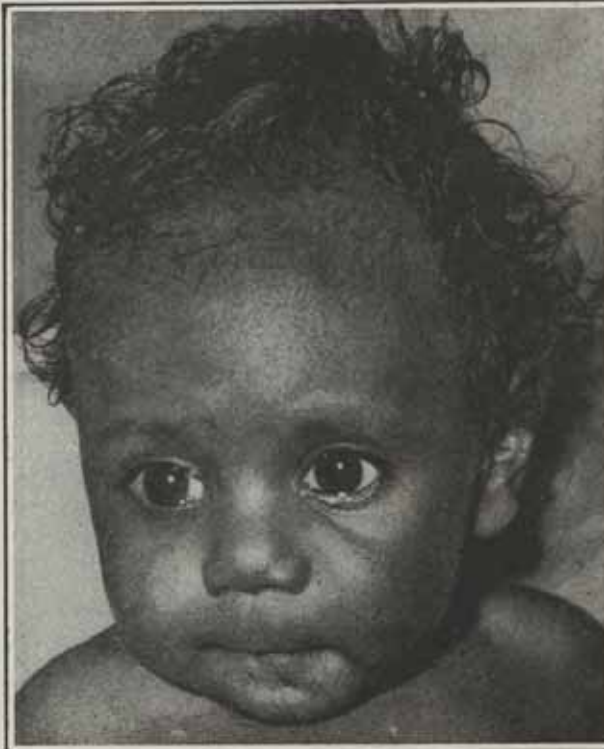
[Handwritten signatures and names in Yolngu Matha script at the bottom of the document.]





**RIGHT WRONGS
WRITE**

YES



for

ABORIGINES!

On May 27

