INTERVIEW 2 – Sue Ferguson and Rod Wise – May 2000

R.W.: Where do you see CCE in Australia in the year 2005?

S.F.: I think a combination of systemic approaches like the mandating in N.S.W., like the fairly strong emphasis in, in the Victorian C.S.F.

R.W.: So you’d say some flag icons gives CCE a strong emphasis on the CSF?

S.F.: Yes. Well, I think it does. I think it does. I think the, I think, that’s, yes. I mean, it’s, it’s not as strong as N.S.W. but Victoria never is in terms of, of mandating things. I don’t know that I agree with mandating, anyway, and South Australia are taking a different approach again. But, it’s permeating. If you look at all of the documents around the country now, there’s a strong emphasis on Civics and Citizenship education, and that coupled with the accountability will make teachers more aware of it. So that’s sticking it, if you like, at the approach. The ‘carrotting’ is the professional development, and well-funded professional development, I mean, not the heady days of the seventies funded professional development, but in, in terms of funding these days, it’s pretty lavish, really. So, I’m actually pretty hopeful that in 2005, particularly now with this extra PD money, that it will be in pretty good shape but people will be clamoring for new materials because they’ll be out of date and they’ll be irrelevant.

R.W.: Well, OK. Has the CC’s role in CCE ended?

S.F.: I think there’ll be a little bit more work. We’re, I mean, I’m only guessing, but what we put to … before we, before I left, and as I understand is continuing, is that the web site would continue and perhaps take on a new form rather than just information. And a few materials for, for the centenary of federation, and that’s about it.

R.W.: What would you say is the life of DD?

S.F.: It’s like about five years. Like any other thing.

R.W.: OK

S.F.: You know. I mean, that’s, that’s what commercial publishers say is the shelf life of something.

R.W.: So PD is important?

S.F.: Yes. I think so. I think so. And, but, I mean, no set of materials lasts forever and they can’t. It, I mean, I can’t conceive at the moment, I haven’t actually thought about what else you would do. You’d repackage stuff. You’d bring it more up to date, I mean, you, the materials themselves don’t have any current issues in them because they couldn’t. Because there’s nothing older than a, than a, you know, almost current issue, if you know what I mean. But, teachers will amend those and I think that’s the focus that the web site will take. It ought to be able to say, well, you know, if you’re doing Getting things Done, and instead of using the Franklin Dam, have a look at ‘X’, or if you’re looking at Human Rights, well have a look at Sierra Leone, or have a look at,
you know, whatever's relevant.

R.W.: So that's a big asset, that interactive link.

S.F.: That's right and I think the web site also has the possibility for assisting in professional development because you can allow opportunities for people to, to share the things that they've, they've done in their classroom to, to talk to each other across the web. And that's becoming a, you know, the sort of, people are using the web at the moment for research. I think people are underselling the collaborative nature, the collaborative stuff that you can do on the web. And that really needs to be the focus, I think, for the next little while. And, you know, I, so the whole I.C.T. issue, which is burgeoning in every learning area, is one that I think Civics needs to really take, take issue with, yes. But, yes, I'm fairly confident, I mean, I'm not imagining that those boxes will, I mean, I, will still be, I don't know that they'll still be around in 2005. I mean, I suspect they will be gathering dust. I'm hopeful that what they've done is provide an influence. I mean, if you look at the, I don't know if you remember the S.R.A. materials on literature and numeracy, you, know, which do gather dust in, in lots of schools even now. I was at a school the other day and someone said, “Oh, look what I found?” But it had a profound influence on the way teachers taught. And continues to. And that's what I hope for Civics. That what we've put in those materials and what we've done through the, what the States and Territories have done through the professional development, is actually going to remind teachers that this is an area of the curriculum that's important and that kids need to know about it and that they ought to pay attention, too. And, here, we've given them some advice about ways that they might do it, and some people will do them as they are, and lots of people will, will amend them, most people will amend them for their own use and for their own kids. So, the boxes themselves, I guess, are less important than the influence that that can create. And, you've got to keep going back, and back, and back to teachers. I mean, there's only been, I don't know, maybe 10%, maybe 20% of the schools in Australia that've gone through Professional Development. Yet, and they're the interested ones. It's going to get much harder in the next three years when you're getting down to the, to the less interested people. But, yes, it's a start.


End.
APPENDIX 4:

SAMPLE SUMMARY OF INTERVIEW: ROSS ATTRILL
Summary of major themes discussed


- RA gave his basic background, secondment to EEC etc. Links to teaching before position at EEC.

- Reasons for CCE revival in Australia: The Keating 'Australian Identity' idea; main emphasis on civics, history, rather than citizenship. Since the election of Howard, citizenship has virtually disappeared - more the American approach to 'civics' (ie: knowledge based)

- But many educators see CCE as more than just knowledge - a more active approach at school/community level. They do not necessarily agree with the Howard/Hirst vision.

- RA agreed with the suggestion that the Republic was part of Keating's CCE push, also the importance of Asian links, trade etc.

- Politicians cannot avoid using schools politically, and CCE can be seen as an example of this.

- CCE is designed to be a celebratory business, at least in the hands of the current federal government. It is designed to be 'historical, rather than questioning'.

- Most teachers also see it as being celebratory - but there are a number of teachers who want CCE to be a more participatory process.

- Teachers approach CCE in different ways according to their strengths/majors areas of study etc.

- In his EEC role, RA sees increasing numbers of teachers who want to approach CCE as a student centred matter.

- RA says that in the main, teachers have the skills to undertake CCE. More resources need to be put into time release required to put CCE programs together. EEC PD sessions for teachers have been successful and are always over-subscribed. Trainee teachers are also keen on CCE.

- There should be a separate strand of CCE in the CSF - it should be broadly prescriptive (although he does like really like this term)

- RA agreed that some teachers avoid CCE as it can get into contentious/controversial issues. However, it can be quite 'safe' for teachers to take on CCE.
• Values: Howard/Kemp have ‘primary motivation’ the idea of building commitment to a set of shared core Australian values. Concentrate on things that make us Australian.

• RA thinks that is a very difficult thing to achieve due to diversity of population – and it’s not possible to do anyway. CCE needs to be ‘benign’, not nationalistic.

• Education is about creating environment in which kids feel ‘safe’ in discussing and analysing issues. Discussion about national identity does not have to be as overt and specific as Howard may want. It will just occur naturally.

• RA sees CCE as being out of sync with ‘economic rationalist’ approach to education that has become dominant in past 15 years. CCE has a philosophical flavour which may be out of line with this. However, CCE may the ‘circuit breaker’ in this process. Vocationalism in education, and the decline in humanities is a worry to RA - although this trend may now be in reversal. There is a global backlash to the lack of community involved in economic rationalist approaches.

• CCE can be linked to a revival in community values – and RA approves of this.

• RA prefers the ‘bottom-up’, to the ‘top-down’ approach to politics and community issues.

• CCE must be based on students practising making decisions. CCE has to allow students these practical experiences - if it does not do this, we might as well just ‘teach history and call it history’.

• Discovering Democracy: RA thinks Australian democracy ‘under great threat’ in past 10 years (eg: use of courts, decline of legal aid etc) Although Australian democracy is still very strong. In the end, democracy requires eternal vigilance, it requires active participation by citizens.

• In Australian we get the governments deserve - citizens must be responsible for the governments we have - educators should work towards a recognition of this.

• Will CCE in its current format be successful in Australia? RA thinks that if looked at negatively, it could die as interest and funding dries up. This could happen as it has been used as a political football.

• Looked at positively, it could become a central part of the SOSE curriculum at state levels - it needs to be a strand. Outcomes related to active civic participation. It needs to be made a genuine stand-alone part of the curriculum.

• His final judgement: it needs to be pushed harder by more people. ‘It would be a tragedy’ if it dies now.
APPENDIX 5:

Graffiti - Mindless Scribbling or Serious Statement?

Graffiti is a common sight in every modern city. In some areas, it seems that every available space has been covered by some form of graffiti. Many people find it offensive and in most cases graffiti writing is a crime punishable by fines or even a term of imprisonment.

Yet graffiti is a form of expression. When someone writes something in a place where other people will see it, the writer obviously has a desire to express some thought or idea. Whether the idea is worth expressing, and whether they have chosen an appropriate place to write their message, are debatable issues. But is graffiti political? If so, do some forms of graffiti carry a stronger political message than others?

Some types of graffiti carry a clear political message. A legibly written comment protesting about a current politician or piece of government policy is simply a means of expressing a point of view. The fact that it is illegal does not mean that it is not a form of political action. This form of graffiti has existed for generations. In parts of Melbourne, for example, it is still possible to see faded messages of protest from the 1960s about Australia’s involvement in the Vietnam War, as well as opposition to the policies of R.G. Menzies, Australia’s prime minister from 1949 until 1966.

Another type of graffiti adopts a more radical stance. Much of this takes a strong ‘anti-establishment’ position by questioning some fundamental aspects of life, such as the role of work, material possessions and respect for authority.

Activity 3.9

1. Explain the message that the writer of each piece of graffiti shown above was trying to communicate.
2. Describe the political ideology of the person who wrote this graffiti.
3. How effective do you believe it is as a form of political action? Is it likely to change people’s behaviour or views in any way?
In more recent times, a different type of graffiti has become much more common. Unlike older style graffiti, much of this new graffiti is extremely difficult to read. Often it is virtually impossible to understand just what the writer is trying to say or express by their work, and this may be a reason many people object to it. Whereas older style graffiti is easy to understand, even if it does carry a disagreeable message, much modern graffiti seems to represent nothing more than misshapen and elaborately drawn letters. It is often associated with aspects of youth culture, such as hip-hop, and is often executed by gangs of graffiti writers or graffiti artists.

Yet, within a broad definition of 'politics', even the new style graffiti does have political aspects. Some of this graffiti is nothing more than it appears to be: a single word — the nickname, or 'tag', of the writer. Some is several metres wide, requiring intensive design preparation and effort to complete. But does the effort match the effort?

Everyone has a need to express their identity in some way by saying who they are and what they think is important. In recent decades, there has been a strong trend towards identity becoming a political issue in itself. Rather than identity based on the traditional political labels of Left and Right, more attention is now focussed on the politics of identity, and powerful political groups have been formed based on a shared or common identity. Issues such as religion, sexual orientation, gender and race form the basis of many of these groups. In the past thirty years, such groups have become increasingly politically active. Much of this political action has been designed to fight discrimination and win recognition of personal and political rights. Looked at in this way, modern graffiti is the most basic statement of identity. A single word, in the form of a tag, is a simple method of saying 'I exist, and this is who I am.'

**Activity 3.10**

1. What do you think is being communicated in the examples shown of graffiti on page 65. Do you think graffiti writers have a right to use public spaces to express their ideas and feelings?

2. One Australian graffiti writer said: 'Governments and big business have a lot of money for their advertising and when writers are bombing the system with their art, basically they are just putting up their own billboards.' Another graffiti artist said: 'I use graffiti as a form of escape, it's a form of self-expression for me.'

   Do you believe graffiti is a legitimate form of political action?
APPENDIX 6:

4.13 Before you can vote, you need to fill in an electoral enrolment form so that you are placed on the electoral roll.

4.14 A poster from the Australian Electoral Commission, encouraging people to enrol to vote

How does the Australian voting system work? The best way to see how an election operates is to run an election within your class or year level.

**Conducting a class election**

In order to run a class election, you will need to work together as a group, and have the help and cooperation of your class teacher. The best way to run the election is to invite the Australian Electoral Commission to your school to conduct the election on the day you decide voting will take place. The AEC Internet site is at www.aec.gov.au
You will need to spend at least three class sessions on the preparation, planning and running of the election. Of course, it is possible to spend a lot longer than this depending on how much work you want to put into the election.

An election has three main parts:
- planning and preparation
- the election campaign
- the election day

Before you start, make sure that you are familiar with the basic election terms listed below.

**Basic election terms**

**Australian Electoral Commission (AEC):** the organisation responsible for making sure that federal elections are run properly in Australia.

**Ballot paper:** the official voting paper on which each voter records their vote. It is placed in a box ready to be counted after the election is complete.

**Campaign director:** each candidate needs someone to organise and manage their campaign. This is the campaign director.

**Campaign speech:** each candidate needs to give at least one major speech during the campaign. This needs to be carefully planned and written and should clearly express the basic ideas and beliefs of the candidate and convince the voters to support the candidate.

**Candidates:** the people who are trying to win the election.

**Election campaign:** the campaign runs from the time the election is announced until the voting takes place. It involves each candidate trying to convince voters to vote for them. During the campaign, the candidates will give speeches, put up posters, hand out badges and fliers and meet as many of the voters as possible.

**Election:** the chance for people to express their view by casting a vote. Elections are held for all sorts of reasons (for example appointing a representative to the school SRC), but the most common type is to elect people to be our representatives in parliament.

**Electoral roll:** a complete list of all those people eligible to vote in the election. In order for the election to be fair, it is important to have an accurate electoral roll to prevent people from voting more than once, or prevent people voting who are not eligible to do so.

**Electorate:** the group of people or area the candidate seeking election wants to represent in parliament.

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**Youth Action Party**

**How to vote YAP**

M. De Zoysa 2

D. Hislop 1

G. Brear 4

M. Nutt 3

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4.15 How-to-vote card from the Youth Action Party (produced by year 9 students)
How-to-vote cards: cards or slips of paper handed to voters, usually just before they vote. Each candidate will usually produce a how-to-vote card, although they do not have to. These cards show the voters how the candidate would like the voter to vote.

Independents: some candidates are not members of a political party. They are called independents, and often have a strong view on a particular local issue that they want to present.

Party members and helpers: each candidate needs a group of people to help during the election campaign. This group completes tasks such as producing advertising material for the candidate, speech writing and making how-to-vote cards.

Policies: each candidate needs to have policies. These are their basic plans describing what they want to do if they are elected. Candidates should have a policy on areas that are of concern to their electorate, such as public transport, crime control, unemployment, education, sport and recreational facilities, and the environment.

Political parties: most candidates belong to a political party. The party helps the candidate in the election campaign.

 Preferential voting: there are lots of different types of voting systems. The one most commonly used in Australian elections is the preferential system, and so this is the system you should use in your class election. In preferential voting, voters express their preferences by putting a ‘1’ next to the candidate they want the most, a ‘2’ next to their second preference, and so on until a number has been placed beside each candidate.

Preselection: if a party has more than one person who wants to be the party’s candidate in the election, some method must be used to select the final candidate. This is called preselection.

4.16 Ballot form used in school election

Planning and preparation

1. Divide the class into four groups. Each group will represent a political party.

   It is possible to use the names of the major Australian political parties; however, another idea is to use establish original parties (see activity 4.4 on page 55).
Assume that the election is to elect a representative to state or territory parliament. The election should therefore focus on issues such as:

- education
- recreational facilities for young people
- public transport
- health
- law and order
- youth unemployment
- other current issues

Establish the electorate. Who is going to vote in the election? To make the election realistic, you need to have more than just one class voting. It is good to have a minimum of 100 voters.

Each party needs to select its candidate.

Appoint other important party positions such as campaign director.

The election campaign

1. The campaign director organises activities for party members to complete. These include:
   - determining the party’s major policies on issues such as those referred to above
   - preparing banners, posters, badges and other material promoting the candidate
   - designing and printing how-to-vote cards
   - writing the main campaign speech

2. The district returning officer conducts the draw to determine the position of each candidate on the ballot paper.

3. The ballot papers are prepared. Make sure you prepare enough ballot papers to allow all those on the electoral roll to vote.

4. Prepare the electoral roll, which should include the names of those who are eligible to vote.

5. Organise an appropriate venue for the election speeches. The whole electorate should be present to hear the speeches from all the candidates.

4.7 Advertising posters are displayed during the election campaign.
The election day

1. Each candidate delivers their final election speech. This should take approximately 15 minutes. If time permits, the voters may be able to ask the candidates questions. An alternative is to have a debate between the candidates in front of the voters.

2. The voters move to the polling place to vote.

3. The election is organised and run by the AEC.

On election day, each member of the electorate casts their vote in secret.
APPENDIX 7:

Activity 3 Cartoons and speeches

3a Examine the cartoons, text and speeches in Briefing 2c. In your workbook, answer the questions below.

Cartoon 1
The socialist ‘bogey’ was used by the non-Labor coalition parties to frighten people into believing that Labor was a threat to private property, free enterprise and democracy.

• Does the depiction of the ‘bogey’ as a monster that might appear in a child’s story book, indicate that the cartoonist thinks that socialism is a real threat?
• What point is the cartoonist making?

Cartoon 2
• How is capitalism (free enterprise) portrayed? Is he rich or poor? How do you know?
• He is trying to lead the country towards prosperity. How is he trying to get there?
• What is about to happen? What does this mean for the country?
• What does the depiction of capitalism riding backwards suggest?
• What is the message of the cartoon?

Cartoon 3
• How is the millionaire portrayed?
• What is he standing on?
• What is the cartoon saying about the distribution of wealth and power in the world?

Cartoon 4
• Why is Menzies portrayed as a knight?
• Which of Menzies’ promises represent free enterprise?
• Which of the things that he wants to stop or reverse could be considered ‘socialist’?

Cartoon 5
• What does the full petrol tank suggest?
• What does the new Australian-made Holden suggest about Australian prosperity and industry?
• What does the cartoonist suggest is more attractive to the voter about the Liberal Party?

Cartoon 6
• What are some of the problems Chifley is burdened with?
• Which of these is linked to socialism? Explain.
• What methods does the cartoonist use to suggest that Chifley is doomed?

Robert Menzies’ 1949 policy speech
• What elements of the Chifley Labor government policies to which Robert Menzies refers could be considered to be influenced by socialism?
• What do you think Menzies means by ‘governments are the servants of the people’? Why do you think he sets this in opposition to socialism.

Ben Chifley’s 1949 policy speech
• Which aspects of Ben Chifley’s Labor policy could be said to show the influence of socialist ideals?
• Which aspects seem intended to reassure people who are concerned about free-enterprise values?

3b For the ‘Free enterprise and socialism’ section of your poster or booklet draw on Briefings 2b and 2c to:
• list some policies supported by the Labor Party that could be described as having a socialist influence. Indicate the periods during which these policies were supported and include quotes or pictures to help explain them.
• list some policies supported by the Liberal–National parties’ coalition that could be described as favouring free enterprise. Indicate the periods during which these policies were supported and include quotes or pictures to help explain them.

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Political cartoons and speeches

Cartoon 1
The socialist bogey man pouncing on young Australia first appeared in the election campaign of 1905 as the Labor Party was growing in strength.

Sid, T. Bulletin, 29/6/1905.

Cartoon 2
This is capitalism’s way of finding prosperity – then what?

Cartoon 3
The poor millionaires never get a chance.

Cartoon 4
Capitalism is another way of describing free enterprise.

The 1949 election
In 1944, Robert Menzies created a new party, the Liberal Party. Between 1946 and 1949 the Labor government of Prime Minister Ben Chifley pursued ‘socialist’ policies such as government ownership of banks, to give the government great power over commerce and industry.
At the election held in 1949 the main contestants were Robert Menzies, leader of the Liberal Party, and Prime Minister Ben Chifley of the Labor Party. Events in the rest of the world favoured Menzies and his Liberal Party. The world had divided into two hostile camps. The Soviet Union, most of Eastern Europe and China, all communist, were on one side. On the other side were the United States and countries aligned with it, where communism was feared. Communism could be linked to socialism and socialism linked to the Labor Party.

The Chifley government’s welfare program and its policy of nationalising the banks was able to be linked to socialism and communism by those who opposed these policies. Menzies and the Liberal Party stood for free enterprise. Frightening voters with the socialist ‘bogey’ worked for many years and many elections to help defeat Labor. It was not until 1972 that Labor regained power. The following cartoons are from the 1949 election.

**Cartoon 4**

The knight depicted in the cartoon is Sir Robert Menzies, Australia’s longest-serving prime minister. He won the 1949 election, removing Labor Prime Minister, Ben Chifley, from power.

Menzies promised the voters that his government would keep banks privately owned, outlaw the communists, stop the growth in the size of the public service and provide more houses. The defender of free enterprise had arrived.

**Cartoon 5**

For the election campaign of 1949, Liberal Party leader Robert Menzies is shown attracting the voter into a (new model) FJ Holden, the first car manufactured in Australia, symbolising free enterprise. Labor Prime Minister Ben Chifley, with his famous pipe, is in an old bomb symbolising socialism.

Slogans on the bomb driven by Chifley suggest that Labor is inspired by communism, Karl Marx being a nineteenth century German philosopher who wrote about communism - hence the numberplate Marx II. ‘Pluck the fowl. Grab the banks’ refers to Chifley’s policy of government rather than private ownership of the banks.
Robert Menzies’ 1949 policy speech

Freedom and democracy

[Speaking about the Chifley Labor government]

Since 1946 we have had the Bank Nationalisation Act, the taking over of more airways, government shipping, the announcement of nationalised medicine...

This is our great year of decision. Are we for the Socialist State [in which the individual is at the mercy of the government] or are we for the ancient British faith that governments are the servants of the people, a faith which has given fire and quality and direction to the whole of our history for 600 years?

[On communism]

Communism in Australia is an alien and destructive pest. If elected, we shall outlaw it. The Communist Party will be declared... unlawful, and dissolved.

Extracts reproduced with permission of the Liberal Party of Australia

Ben Chifley’s 1949 policy speech

[On housing]

The Commonwealth–State Housing Agreement is an assurance that the low-income earner can secure a good home at the rent he can afford because of the assistance rendered to him under the rental rebate system.

[On social services]

When Labor took office in October 1941, the only Commonwealth social service benefits were age and invalid pensions, maternity allowances and child endowment. The Labor Government has greatly liberalised and extended the scope of the these benefits and has introduced many new benefits covering fields not previously provided for.

The Government’s programme of social security is directed to establishing a maximum degree of well-being and security below which no-one should be permitted to fall and without waiting for anyone first to fall a victim to destitution [extreme poverty] and grievous distress. At the same time barriers against adversity [hard times] are not provided on a scale that eliminates personal incentive or a proper measure of self help.

Extracts reproduced with permission of the Australian Labor Party
APPENDIX 8:

Profile of Angie

'I reckon society can be a pretty hard place to survive in, and lots of people need a helping hand. Especially older people, and those who can't find work. In fact, I think that's a sign of a good society - a place in which people are prepared to help others who aren't so well off. One way to do this is through charity, but I think a better way is for the government to organise things on behalf of the people. Essential services like health, education, social welfare and public transport should be provided to those who need it at no cost. The money that is needed to pay for them should come from taxes. Income tax should be progressive, so that the more money you earn, the more you pay. The GST is not a fair tax system, and that's why I oppose it.

Big companies are really only interested in profits, so they often rip people off. That's why I think the government should own and operate lots of the businesses themselves, and the businesses that the government doesn't actually own should be really closely controlled to make sure they are not exploiting their employees or charging their customers too much. I hate all this privatisation! Telstra makes heaps of money for Australians, so why sell it? I really don't like private business very much - all they are interested in is making money. What sort of way is that to live your life? I work as a nurse in a psychiatric hospital. The money is not great, but at least I am helping people. I belong to the union at work. Workers need to stick together to protect their rights.

My kids go to our local public school. It's a great place. The quality of facilities might not be as good as at an expensive private school, but my kids learn a lot just from getting to know kids from other backgrounds. There's a really great multicultural feeling there.

I live in an old worker's cottage I bought for $90,000. It will take me years to pay off the bank loan. I might renovate it, but I don't want to be like all the yuppies that have moved into the old suburbs, with their fancy jobs and BMWs. I used to like the footy, but these days all the traditions of the game have been lost. It's become too commercialised, just like America. I read The Age and watch a fair bit of the ABC and SBS. I hate the other channels. Advertising, games shows and shallow celebrities who don't believe in anything but themselves.

I used to vote ALP but in the past 10 years or so the Labor Party has changed a lot. Now it's no different from the Liberals! I sometimes vote for the Greens or the Australian Democrats.

I know my views are not very 'fashionable' these days. But I feel that sometime soon the sort of things I believe in will come back. Society will realise that if everyone just looks after themselves, we will end up with a society of haves and have-nots and that's not what Australia is all about.'
Profile of James

I own a medium sized manufacturing business. I started it 20 years ago - just one employee and myself. Now I employ 55 people. The business has an annual turnover of over $20 million. We export into 8 South East Asian nations. I am providing jobs and earning export revenue for Australia. I have worked hard to get this far, and did it myself. I did not rely on the government to help me. My father taught me to be self-reliant and to show responsibility and initiative. It really irritates me that the government taxes me 36 per cent of the profits I earn. And what do they do with it? Pay for a whole lot of services I don’t use. I send my kids to a good private school, so why should I help pay for the local public school?

I bought my current house 5 years ago for $350,000, although I have spent another $150,000 on it since then. I also have several investment properties and an extensive share portfolio. When I retire I want to live well and so I have planned well ahead. I won’t have to rely on a government pension. I support privatisation. What does the government and public servants know about running a business? Nothing. They waste lots of money because it is not their money in the first place. You don’t find that happening in a privately owned business. To be a success in business, you have to keep costs down. I pay my employees well - provided they deserve it. If they are productive and efficient, we all benefit. But if they want me to pay them for doing nothing, well out they go. No one’s owed a living these days. Things are tough and getting tougher. Australia faces intense competition from Asian countries and if we are not the best, we will not survive. Trade unions have their place, but if they want to cause trouble and disrupt my business, I don’t want them.

I read The Australian and have a look at the Herald-Sun for a laugh. The Age is not as bad as it used to be, but it is still too negative and cynical. I watch most TV channels, although the ABC has a left-wing bias. I suppose it’s logical really: it is the government owned station after all.

Life is about winners and losers. It always has been and always will be. Just look at what happened to those countries that tried to run Communist or Socialist systems like Russia, China, Poland or Yugoslavia. How are they doing now? They are either a total mess or trying to set up a capitalist system as quickly as they can. Why are Coke, McDonald’s and Nike so popular? Because they are symbols of success.

Australia, in fact virtually the whole world now reflects my ideas. Society as a whole benefits when people are free to look after their own affairs. I don’t vote for the ALP, but even they now realise what I am saying is correct. I hate the Greens, and as for the Australian Democrats, it’s a disgrace a loopy group of nitwits like that, who never actually created any wealth themselves, have so much power in this country.’

a. Angie describes her own views as being ‘not very fashionable these days’. What does she mean by this, and do you agree with her? Why?

b. Imagine James and Angie are having a conversation at a party. Do you believe they would get along with each other very easily? Name three things they may disagree about.

c. Write a one sentence statement Angie might use to describe James, and a one sentence statement James might use to describe Angie.

d. Angie and James are clearly different ‘types’ of people. How would you describe each of them?

e. Who would you prefer to have a conversation with, Angie or James? Carefully explain your reasons.

3. Find five examples of the terms Left and Right in the media (daily newspapers, radio, television, the world wide web). How does the writer/presenter of the examples gathered use the terms? Why?
Author/s:
Wise, Rodney R.

Title:
Deepening Australian democracy: what can schools do?

Date:
2000-11

Citation:

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