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Education aims to nurture a thinking world

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For argument’s sake

Blind obedience has no place in education, says Anthony Ashbolt, and democracy needs questions as much as answers.

The “war on terrorism” is accepted terminology when, in reality, it is a useful sound bite for governments that require an unthinking population. “Weapons of mass destruction” is a phrase thrown about with gay abandon by those in authority who have used them (both the phrase and the weapons) so frequently they are blind to history.

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Too many journalists, however, parrot these sorts of phrases, just as our Prime Minister, in such an embarrassing fashion, insists upon parroting the playground language of (US President) George W Bush and (US Defence Secretary) Donald Rumsfeld (“the game is up”, as if international diplomacy can ever be reduced to a game).

In the relative absence of critical analysis and keen questioning from media proprietors and their agents, education becomes even more significant. That role is not to provide a correct line but rather to encourage alternative views. To the trained eye, government propaganda is clearly characterised by serious gaps. It is harder to pick through the skein of half truths parading under the language of humanitarian compassion.

Is the “liberation” of the Iraqi people a genuine goal of the US, or does something more chilling lurk behind that word?

Too often, news derives from official sources. Alternative sources, within the education system itself, are frequently ignored. There, are, of course, exceptions. Educators face the vital task of challenging students to question the news, particularly when that “news” might be little more than propaganda.

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