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The difference between philosophical education and ideological education

Philosophical education has its basic objectives, first, the disposition to seek truth, and, second, the capacity to conduct rational inquiry. Training scientists, for example, requires the inculcation both of an ethic of inquiry – do not fabricate or distort results, take care to prevent your hypotheses (or desires) from affecting your observations – and the techniques of inquiry appropriate to the discipline (my book **A dictionary of thought distortions** is a manual in rational inquiry, or critical thinking).

There are of course many different forms of philosophical education, corresponding to the numerous ways in which truth may be pursued (my own method is philosophy seen as an art of life – see my articles **What is philosophy?** and **Philosophical counseling as an alternative to psychotherapy**). Nevertheless, these forms of education share two key features. First, they are not decisively shaped by the specific social or political/religious circumstances in which they are conducted, or, to put it the other way around, they are perverted when such circumstances come to have a substantive effect. There is no valid distinction between “Jewish” and “Aryan” physics, or between “bourgeois” and “socialist” biology; truth is one and universal.

Secondly, and relatedly, philosophical education can have corrosive consequences for political (and/or religious) communities in which it is allowed to take place. The pursuit of truth – scientific, historical, moral, or whatever – can undermine structures of unexamined but socially central belief.

Ideological education - (today through what I call **The Matrix Conspiracy**) - differs from philosophical education in all these respects. Its purpose is not the pursuit and acquisition of truth, but rather the formation of individuals, who can effectively conduct their lives within, and support, their political (and/or religious) community. It is unlikely, to say the least, that the truth will be fully consistent with this purpose. Nor is ideological education homogeneous and universal. It is by definition education within, and on behalf of, a particular political (and/or religious) order. Nor, finally, does ideological education stand in opposition to its political (and/or religious) community. On the contrary, it fails – fundamentally – if it does not support and strengthen that community.

Ideology altogether is a psychic disease. You are not in doubt about, that ideology is a psychic disease if you look at its collective manifestations. It appears for example in the form of ideologies such as Communism, Liberalism, Conservatism, National Socialism and any other nationalism, or in the form of rigid religious systems of faith, which function with the implied assumption, that the supreme good lay out in the future, and that the end therefore justifies the means. The goal is an idea, a point out in a future, projected by the mind, where salvation is coming in some kind – happiness, satisfaction, equality, liberation, etc. It is not unusual, that the means to come to this is to make people into slaves, torture them and murder them here and now.

That a thought-system has developed into an ideology shows in, that it is a closed system, which is shared by a large group of people. Such a closed system has especially two distinctive characters: 1) It allows no imaginable circumstance to talk against the ideology. 2) It refuses all critique by analysing the motives in the critique in concepts, which is collected from the ideology itself (an ideology always thinks black and white, and therefore always has an anti-ideology, an enemy image, which it attribute on to everyone, who don't agree).

An ideology is therefore characterized by, that it is not able to contain, or direct refuses, rationality and critical thinking. We all know how dissidents have been killed, jailed and tortured under totalitarian ideologies.

Ideologies are using propaganda in order to get their "truths" forced through. In that connection they use thought distortions. Thought distortions are "techniques", that, unconscious or conscious, are used from an interest in finding ways of getting on in the world, rather than an interest in finding ways of discovering the truth. Thought distortions are the background for poor reasoning, diversionary ploys, seductive reasoning errors, techniques of persuasion and avoidance, psychological factors, which can be obstacles to clear thought (again: see my book **A Dictionary of thought distortions**).

Critical thinking, or philosophy, is in opposition to thought distortions. Critical thinking is about spotting thought distortions, and examining them by presenting reasons and evidence in support of conclusions.

In philosophy you focus on, what cooperation and conversation require of you in order to that you at all can exist: that you speak true (don't lie), that you are prepared to reach mutual understanding and agreement (don't manipulate), don't make an exception of yourself (but treat others as equals). From this rises the eternal moral values (as for example that it is wrong to lie), and generally our ideas of right and

justice: the so-called human rights, the idea about the individual person's autonomy and dignity: you shall treat the other *not as a mean, but as a goal*.

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