

Challenge



To question the values of the cultural establishment.



To reject bourgeois traditions, essential part of any cultural activity.

A good starting place for intellectual subversion is to get pupils to ask: “Why are you teaching this to me today?” We have found that, when pupils and teachers together explore learning, some of the most deeply ingrained beliefs are opened to question.

John MacBeath, Cambridge Professor of Education

Mediocracy has ersatz versions of everything related to intellectual independence: questioning, analysis, scepticism, radicalism, and so on. No real questioning or analysis is involved, since that would be too dangerous.

There are two reasons for a culture of pseudo-analysis. First, having a replacement version is safer than trying to eliminate openly. The latter would make it too obvious that something was being suppressed. By suitable redefinition, it becomes impossible to complain that an activity (e.g. *real* challenge) is in fact absent.

Second, the energies of those who might in other circumstances be doing the real questioning, challenging etc. need to be safely absorbed by being directed towards attacking the enemies of mediocracy.