Institution for Authority Research meeting handout-quotations.

Proverbs 3:5, 6   Isaiah 55:8, 9   John 3:30; 12: 49   Matt.23:9; 12:50; 7:21   2 Corinthians 10:4   Hebrews 12:5-11   Romans 7:14-25   Genesis 3:1-6   1 John 2:15-18 (emphasis vs. 17)   Luke 16:15   Romans 1:18 Ephesians 5:6

   Adorno: *"God is conceived more directly after a parental image and thus as a source of support and as a guiding and sometimes punishing authority."* (Theodor Adorno, *The Authoritarian Personality*)

   Hegel: *"The child, contrary to appearance, is the absolute, the rationality; he is what is enduring and everlasting, the totality."* (George Hegel, *System of Ethical Life*)

   Marx: *"Once the earthly family is discovered to be the secret of the holy family, the former must itself be annihilated [vernichtet] theoretically and practically."* (Karl Marx, *Theses On Feuerbach #4*)

   Freud: *"'It is not really a decisive matter whether one has killed one's father or abstained from the deed,' if the function of the conflict and its consequences are the same."* (Sigmund Freud in Herbert Marcuse, *Eros and Civilization*)

Lewin: *"The negative valence of a forbidden object which in itself attracts the child thus usually derives from an induced field of force of an adult."* *"If this field of force loses its psychological existence for the child (e.g., if the adult goes away or loses his authority) the negative valence also disappears."* (Kurt Lewin; *A Dynamic Theory of Personality*)

"It is usually easier to change individuals formed into a group than to change any one of them separately."   *"The individual accepts the <u>new system</u> of values and beliefs by accepting belongingness to the group."*   From then on *"the new system of values and beliefs dominates the individual's perception."* (Kurt Lewin in Kenneth Benne, *Human Relations in Curriculum Change*) *"Kurt Lewin emphasized that the child takes on the <u>characteristic</u> behavior of the group in which he is placed. . . . he reflects the behavior patterns which are set by the adult leader of the group."* (Wilbur Brookover, *A Sociology of Education*)

Benjamin Bloom, et al., *Taxonomy of Educational Objectives, Book 1, Cognitive Domain:* *"a psychological classification system."* *"We recognize the point of view that truth and knowledge are only relative and that there are no hard and fast truths which exist for all time and places."* (*"In the eyes of the dialectical philosophy, nothing is established for all time, nothing is absolute or sacred."* Karl Marx)

David Krathwohl, Benjamin Bloom, etc. *Taxonomy of Educational Objective Book 2 Affective Domain:* *"In fact, a large part of what we call 'good teaching' is the teacher's ability to attain affective objectives through challenging the student's fixed beliefs and getting them to discuss issues."* *"The major impact of the new program is to develop attitudes and values toward learning which are not shared by the parents."* *"There are many stores of the conflict and tension that these new practices are producing between parents and children."* *"The affective domain is, in retrospect, a virtual 'Pandora's Box."* *"a Weltanschauung[1]"* *"[1] Cf. Erich Fromm, 1941; T. W. Adorno et al., 1950"*

Fromm: *"In the process of history man gives birth to himself. He becomes what he potentially is, and he attains what the serpent—the symbol of wisdom and rebellion—promised, and what the patriarchal, jealous God of Adam did not wish: that man would become like God himself."* (Erick Fromm, *You shall be as gods*)