

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 which produces itself once again as such [once 'liberated' from the father's authority]."* (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 new system 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 characteristic 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<sup>1</sup>" <sup>1</sup> 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*)

The dialectic process negates private: *"On account of the absolute and natural oneness of the husband, the wife, and the child, ... the surplus is not the property of one of them ... all contracts regarding property or service and the like fall away ... the surplus, labour, and property are absolutely common to all, inherently and explicitly."* (George Hegel, *System of Ethical Life*)

## The Dialectic Process put into *Praxis*

Dialectic formula: If  $T = FA$  then  $A = CF$  and  $T \neq S$  but if  $T = CF$  then  $A = FA$  and  $T = S$ .

T = Thesis, A = Antithesis, S = Synthesis; FA = Father's Authority to *preach* and *teach*  
1) commands and rules to be obeyed and facts and truth to be accepted as is (by faith), 2) bless (reward) the children who obey (who do things right) according to the Father's standards, chastens (punishes) the child who disobeys (who does things wrong), casts out the child who disrespects His authority, i.e. who questions His commands, rules, facts, and truth and challenges His authority. CF = Child's Feelings of the 'moment' which draws him to or away from the immediate world (the environment) around him, approaching pleasure (including the approval of others) and avoiding pain (including the disapproval of others). When he can not have what he wants he *dialogues* within (talks to) himself about his desires of the 'moment' and his resentment toward whoever or whatever is preventing him from having it (who is "not understanding," "irrational," "unfair").

If  $T = FA$  then  $A = CF$  and  $T \neq S$ ; Because CF can not control the environment (because of the FA), S is prevented. But if  $T = CF$  then  $A = FA$  then  $T = S$ ; If the CF becomes the issue of importance then the children can be united, i.e. controlled, i.e. SDM = *Seduced, Deceived, and Manipulated* by the facilitator's of 'change' (who controls the environment). "*Helping*" the children *negate* the FA in their feelings, thoughts, and actions, and in their relationship with one another, the facilitators of 'change' can live off the children's inheritance, accomplishing the main goal of the process—while the father's/Father's authority rules over the child's behavior, the facilitator of 'change' can not use the child for their own gain. They need the child to be stimulated by the environment, i.e. responding to the environment they 'created,' i.e. living for the 'moment' in order to gain access to their inheritance—take over their father's/Father's property.

Human Nature:

Dopamine: E = Environment, GO = Gratifying Object, TTSSS = senses, SG/D = Synaptic Gap/Dopamine, B = Brain, P = Perception, A = Action taken to take control the object of gratification or the environment it resides in.

Paradigms: *Patriarch, Matriarch, Heresiarch* (Knowing, Feeling, Thinking)

Father: FA = R-W (Right-Wrong) = (P&T *Preaching and Teaching*, CR = Commands and Rules, C = Chasten, CO = Cast Out) = K (Knowing)

Child: CF = AP-AP (Approaching Pleasure - Avoiding Pain) = F (Feelings)

Children of Disobedience (COD) = Facilitators of 'Change' (FC) "helping" the children to "Think through their Feelings," sharing their Thoughts with one another (U = Unfreezing) to a Feeling of oneness (DOC = *Dialoguing* their *Opinions* to a *Consensus*) uniting (M = Moving them into oneness) to put their united Thought into action (R = Refreezing, i.e. 'Changing' their paradigm) in the P = *Praxis* (socialist action) of *negating* the FA from themselves and society.

War: [Genesis 3:1-6](#) vs. [Hebrews 12:5-11](#) & [Romans 7:14-25](#)

Consensus (agreeing with feelings) vs. Confirmation (agreeing with position)  
Dialogue (opinions-"equal") vs. Discuss ("position"- "top-down")

Inductive Reasoning (environmental/situational) vs. Deductive Reasoning (a priori)  
Super-ego = Village (two or more as "One" = 'changeable') vs. Conscience = Father (only One position, FA = fixed)  
Theory and Practice vs. Belief-Action Dichotomy

History: Whoever defines terms for you, either controls or rules over your life.

French, Russian, China, .... Revolutions = Killing the FA: King = FA, Bourgeoisie = Children supporting FA, Proletariat = Children resenting FA, Vanguard Party = FC 'liberating' children from the FA, legislative, judiciary, and executive branches are all united as one through the *consensus* process (super-ego, "thinking through feelings," FC controlling "the peoples" perception, uniting and controlling branches through networking departments under-between branches), with the children and the environment ("the people," i.e. human resources and minerals, i.e. natural resources) under their control.

American Revolution = Limiting the FA (preventing one man or group of men controlling legislate, judge, and execute) in the Federal, State, County, Township, and City (breaking up branches, using majority vote, and representative government) but leaving the FA in tact in the home to develop the conscience, i.e. R-W thinking in the citizens—Leg, Exec. and Judg. are children "thinking on the Father's position," representing the constitutes, i.e. serving and protecting the FA, i.e. those who sent them (whether feelings based, i.e. democratic, or position based, i.e. republican but both with a conscience). If the children (the representatives) misuse the Father's money they are removed from office (no longer sent to the store since they no longer represent the Father concerning his interests/needs but are using his money for their own interests/needs or the interest/needs of others who are counter to the FA). Family, land, and business remains private, of the Father's domain, with government only to serve and protect (perpetuate) the private "top-down" order of the FA in the family (private property/business).

Soviet:

DG = Diverse Group, DC = Dialoguing to a Consensus, SI = over Social Issues, FM = in a Facilitated Meeting, PDO = to a Pre-Determined Outcome (that no decision or policy is to be made without DG, DC, SI, FM, PDO). This prevents any FA from taking over the meeting, setting public policy protecting his family, property, and business, with the FA therefore affecting the community, state, nation, and the world, inhibiting or blocking socialism.

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