

## All Psychologists/Psychiatrists/Psychotherapists/Facilitators Of 'Change' Are In Denial.

([Personal note.](#))

by  
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***"Every one of us shall give account of himself to God."*** Romans 14:12

***"But I say unto you, That every idle word that men shall speak, they shall give account thereof in the day of judgment."*** Matthew 12:36

***"Rejoice, O young man, in thy youth; and let thy heart cheer thee in the days of thy youth, and walk in the ways of thine heart, and in the sight of thine eyes: but know thou, that for all these things God will bring thee into judgment. Therefore remove sorrow from thy heart, and put away evil from thy flesh: for childhood and youth are vanity."*** Ecclesiastes 11:9, 10

***"It is not in man that walketh to direct his steps."*** Jeremiah 10:23

Prior to the flood: ***"And GOD saw that the wickedness of man was great in the earth, and that every imagination of the thoughts of his heart was only evil continually."*** Genesis 6:5

After the flood: ***"... and the LORD said in his heart, I will not again curse the ground any more for man's sake; for the imagination of man's heart is evil from his youth; neither will I again smite any more every thing living, as I have done."*** Genesis 8:21

***"Flee also youthful lusts:"*** 2 Timothy 2:22 Walking by them will only draw you in.

The soul **KNOWS** by being *told*. The flesh by *sense experience*. Animals, 'driven' by stimulus-response and instinct can not read or write books, i.e., can not *tell* one another or be *told* what is right and what is wrong behavior. Only man, created in the image of God, i.e., made subject to doing the Father's will, i.e., doing what the Father commands, i.e., doing what he has been *told* can do that. God, after breathing the breath of life into Adam (thus making him a living soul, which is eternal), gave him two commands, i.e., *told* him what he could and could not do, from then on holding him (and all his descendants) personally accountable for his (and their) thoughts and actions (according to His commands).

***"But he answered and said, It is written, Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God." Matthew 4:4***

***"For all that is in the world, the lust of the flesh, and the lust of the eyes, and the pride of life, is not of the Father, but is of the world." 1 John 2:16***

It is in making the soul subject to the flesh i.e., to stimulus-response and instinct, i.e., to ***"the lust of the flesh, and the lust of the eyes, and the pride of life,"*** instead of to the Father that the psychologist/psychiatrist/psychotherapist/facilitator of 'change' is deceived (deceiving all who come before him). Our body naturally produces a chemical called [dopamine](#) (a neurotransmitter, i.e., a messenger sending information to the brain informing us that we have come in contact with an object in the environment that is engendering pleasure, i.e., *dopamine emancipation*). The child comes in contact with an object that stimulates pleasure to a nerve ending (on the skin, i.e., finger tip for example). That information is sent to the brain via the child's nervous system with *dopamine* being *emancipated (liberated)* from a nerve ending into a small gap (call a synaptic gap) between the nerves, stimulating the next nerve's receptor—in the brain many nerve endings and receptors are involved (all *emancipating dopamine*) informing the child he has come in contact with something in the environment that is pleasurable. This is ***the lust of the flesh***, tying the flesh, i.e., the body to the world that stimulates *dopamine emancipation (pleasure)* in the body. The child then looks into the environment (responds) to locate the object that stimulated that pleasure (*dopamine emancipation*). This is ***the lust of the eyes***. Locating it (which stimulates more *dopamine emancipation*) he then reaches for it in order to have it (control it) in order to stimulate more pleasure (*dopamine emancipation*) in the future. This is ***the pride of life*** (controlling the environment in order to stimulate *dopamine emancipation* not only in the present but also in the future). The child is not in love with the toy he is in love with the pleasure (*dopamine emancipation*) the toy stimulates. Once it no longer brings him pleasure (*dopamine emancipation*) via the senses (touch, taste, sight, smell, sound) or in his imagination, i.e., thinking about it, or it gets in his way to something more pleasurable he casts it aside having found something else ("better") to take its place—stimulating *dopamine emancipation*. All habitual drugs are tied to *dopamine*, preventing its reuptake, stimulating it, imitating it. Marriage vows used to say *"for better or for worse"* (whether the other persons stimulates *dopamine emancipation* or not) but now (at least in practice) includes *"until someone 'better' comes"* (stimulates *dopamine emancipation*). This is all the world has to offer, ***"the lust of the flesh, and the lust of the eyes, and the pride of life,"*** i.e., *dopamine emancipation*, with the father's/Father's authority, requiring the child to *humble, deny, die to, control, discipline, capitulate his self (his lusts)*, inhibiting or blocking *dopamine emancipation* in order to do right and not wrong according to established commands, rules, facts, and truth, i.e., in order to do the father's/Father's will getting in the way. This is why the child becomes [angry, i.e., hateful](#) (which stimulates *dopamine emancipation*) when he can not have his way. It is a dangerous thing to *build relationships* with others on *self interest*, i.e.,

on *lust*, i.e., on *dopamine emancipation* since they might eventually "throw you under the bus" for getting in their way, losing interest in you (when you no longer stimulate *dopamine emancipation* in them), or someone or something "better" comes along, doing to you what you did to the father/Father for getting in your way, i.e., your *lusting* after the carnal pleasures of the 'moment,' i.e., *dopamine emancipation* that the world, i.e., the current situation and/or people were stimulating.

***"Their tongue is as an arrow shot out; it speaketh deceit: one speaketh peaceably to his neighbour with his mouth [giving him what he wants to hear], but in heart he layeth his wait [what he can get out of him for his self, i.e., to satisfy his lusts]."***  
***"Thy terribleness hath deceived thee, and the pride of thine heart, O thou that dwellest in the clefts of the rock, that holdest the height of the hill: though thou shouldest make thy nest as high as the eagle, I will bring thee down from thence, saith the LORD."*** Jeremiah 9:8; 49:16

***"Let no man deceive himself. If any man among you seemeth to be wise in this world, let him become a fool, that he may be wise. For the wisdom of this world is foolishness with God. For it is written, He taketh the wise in their own craftiness. And again, The Lord knoweth the thoughts of the wise, that they are vain. Therefore let no man glory in men." "Know ye not that the unrighteous shall not inherit the kingdom of God? Be not deceived: neither fornicators, nor idolaters, nor adulterers, nor effeminate, nor abusers of themselves with mankind, Nor thieves, nor covetous, nor drunkards, nor revilers, nor extortioners, shall inherit the kingdom of God. And such were some of you: but ye are washed, but ye are sanctified, but ye are justified in the name of the Lord Jesus, and by the Spirit of our God." "Be not deceived: evil communications corrupt good manners."*** 1 Corinthians 3:18-21; 6:9-11; 15:33

***"Be not deceived; God is not mocked: for whatsoever a man soweth, that shall he also reap. For he that soweth to his flesh shall of the flesh reap corruption; but he that soweth to the Spirit shall of the Spirit reap life everlasting."*** Galatians 6:7, 8

***"That we henceforth be no more children, tossed to and fro, and carried about with every wind of doctrine, by the sleight of men, and cunning craftiness, whereby they lie in wait to deceive;" "Let no man deceive you with vain words: for because of these things cometh the wrath of God upon the children of disobedience. Be not ye therefore partakers with them."*** Ephesians 4:14; 5:6, 7

***"Let no man deceive you by any means: for that day shall not come, except there come a falling away first, and that man of sin be revealed, the son of perdition; Who opposeth and exalteth himself above all that is called God, or that is worshipped; so that he as God sitteth in the temple of God, shewing himself that he is God."*** 2 Thessalonians 2:3. 4

***"But evil men and seducers shall wax worse and worse, deceiving, and being deceived." 2 Timothy 3:13***

***"For we ourselves also were sometimes foolish, disobedient, deceived, serving divers lusts and pleasures, living in malice and envy, hateful, and hating one another. But after that the kindness and love of God our Saviour toward man appeared, Not by works of righteousness which we have done, but according to his mercy he saved us, by the washing of regeneration, and renewing of the Holy Ghost; Which he shed on us abundantly through Jesus Christ our Saviour; That being justified by his grace, we should be made heirs according to the hope of eternal life." Titus 3:3-7***

The psychologist/psychiatrist/psychotherapist/facilitator of 'change,' denying the father's/Father's authority (only giving lip service to it at the most, in order to deceive himself and others), i.e., denying that he will be held accountable for his carnal thoughts and actions has only one 'drive' and 'purpose' in life, that of 'liberating' himself (and those he has been able to deceive) from the Father's authority so he can ***lust*** after the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating, i.e., so he can be his *self* without having a *guilty conscience* (which the father's/Father's authority engenders for ***lusting*** after the carnal pleasures of the 'moment' that the world stimulates instead of doing the father's/Father's will). By the psychologist/psychiatrist/psychotherapist/facilitator of 'change' making man (himself) subject to stimulus-response and instinct, i.e., to "*Nature*" ("*human nature*"), only that which is "***of the world,***" i.e., "***the lust of the flesh, and the lust of the eyes, and the pride of life***" "~~*directs his steps*~~" 'drives' his thoughts and actions. The 'purpose' of life then becomes "*self preservation*" i.e., *self*'justification,' i.e., living in (thinking and acting according to) the here-and-now ('living' in the 'moment') instead of the there-and-then (being held accountable for his thoughts and actions) so he can ***lust*** another day, i.e., so he can experience the carnal pleasures (***lusts***) of the 'moment' that the current situation and/or people are stimulating instead of missing out on pleasure, i.e., having to *humble, deny, die to, control, discipline, capitulate* his *self* in order to do God's, i.e., the Father's will (dying in his sins, i.e., his ***lusts***, being cast into the lake of fire that is never quenched instead of doing God, the Father's will, inheriting eternal life). "***Now this I say, brethren, that flesh and blood cannot inherit the kingdom of God; neither doth corruption inherit incorruption.***" 1 Corinthians 15:50

***"For what is a man profited, if he shall gain the whole world, and lose his own soul? or what shall a man give in exchange for his soul?" Matthew 16:26***

The gospel message is based upon doing the Father's will.

***"For whosoever shall do the will of my Father which is in heaven, the same is my brother, and sister, and mother." Matthew 12:50***

***"Not every one that saith unto me, Lord, Lord, shall enter into the kingdom of heaven; but he that doeth the will of my Father which is in heaven." Matthew 7:21***

***"Jesus saith unto him, I am the way, the truth, and the life: no man cometh unto the Father, but by me." John 14:6***

The soul is eternal, i.e., subject to the Father, who is eternal. The flesh is temporary, i.e., only *"of the world,"* i.e., *sensuous*, living only for the 'moment,' i.e., the *"eternal present,"* passing away.

***"Sense experience must be the basis of all science." "Science is only genuine science when it proceeds from sense experience, in the two forms of sense perception and sensuous need, that is, only when it proceeds from Nature." (Karl Marx, MEGA I/3)***

***"The unspeculative Christian also recognizes sensuality as long as it does not assert itself at the expense of true reason, i.e., of faith, of true love, i.e., of love of God, of true will-power, i.e., of will in Christ. Not for the sake of sensual love, not for the lust of the flesh, but because the Lord said: Increase and multiply." (Karl Marx, The Holy Family) Karl Marx wrote this (Wow). By getting the "unspeculative Christian" to focus upon the "sense experience" of the 'moment,' say of the worship service (wanting to experience it again) his focus moves from worship of the Father to worshipping the experience (pleasure) of worship itself.***

***"To enjoy the present reconciles us to the actual." (Karl Marx, Critique of Hegel's 'Philosophy of Right')***

According to Karl Marx, as with Sigmund Freud only that which *"proceeds from Nature,"* i.e., *"is of the world,"* i.e., only *"the lust of the flesh, and the lust of the eyes, and the pride of life"* is *"actual."* In other words it is *"lust"* that *"reconciles"* man to *"the world,"* thus requiring the *negation* of the father's/Father's authority in order (as in "new" world order) for man to *"actualize"* his *self,* i.e., in order for man to *become* his *self,* making all that *"is"* only *"of and for self,"* i.e., only *"of and for the world."* Karl Marx simply redefined *the lust of the flesh, the lust of the eyes, and the pride of life,* i.e., that which is only *of the world as sensuous needs, sense perception, and sense experience,* i.e., that which is only *from Nature.*

***"Self-perfection of the human individual is fulfilled in union with the world in pleasure." "According to Freud, the ultimate essence of our being is erotic." "Eros is fundamentally a desire for union with objects in the world." "Eros is the foundation of morality." (Norman O. Brown, Life Against Death: The Psychoanalytical Meaning of History)***

***"Experience is, for me, the highest authority." "Neither the Bible nor the prophets, neither the revelations of God can take precedence over my own direct experience." (Carl Rogers, on becoming a person: A Therapist View of Psychotherapy)***

Both Karl Marx and Sigmund Freud required the *negation* of the father's/Father's authority in order for them (and those following them) to *become* their *self*, i.e., "*normal*," i.e., only "*of and for the world*," i.e., *self 'actualized.'* Sigmund Freud's history of the world is that of children "***killing and devouring***" the father/Father (*patricide*) so they can ***lust*** after the carnal pleasures of the 'moment' that the world is stimulating without having a *guilty conscience* (a "***barrier to incest***").

***"... the hatred against patriarchal suppression—a 'barrier to incest,' ... the desire (for the sons) to return to the mother culminates in the rebellion of the exiled sons, the collective killing and devouring of the father." (Sigmund Freud in Herbert Marcuse, Eros and Civilization: a psychological inquiry into Freud)***

***"Freud noted that patricide and incest [lust for pleasure and hatred toward restraint] are part of man's deepest nature." (Irvin D. Yalom, The Theory and Practice of Group Psychotherapy)***

***"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 [as long as the father no longer exercises his authority in his home or over his business, i.e., as long as he is "neutered" he can stick around]."* (Marcuse)**

***"Marxian theory needs Freudian-type instinct theory to round it out. And of course, vice versa." "Third-Force psychology is also epi- Marxian in these senses, i.e., including the most basic scheme as true-good social conditions ['liberation' of "self" from the father's/Father's authority] are necessary for personal growth, bad social conditions [submission of "self" to the father's/Father's authority] stunt human nature,... This is to say, one could reinterpret Marx into a self-actualization-fostering Third- and Fourth-Force psychology-philosophy. And my impression is anyway that this is the direction in which they are going now." "The whole discussion becomes species-wide, One World." "This is a realistic combination of the Marxian version & the Humanistic. (Better add to definition of "humanistic" that it also means one species, One World.)" (Abraham Maslow, The Journals of Abraham Maslow)***

***"As the Frankfurt School wrestled with how to 'reinvigorate Marx', they 'found the missing link in Freud.'" (Martin Jay, The Dialectical Imagination: A History of the Frankfurt School and the Institute of Social Research, 1923-1950) The "Frankfurt School" simply merged Karl Marx ("the group") and Sigmund Freud***

("the individual"), both of whom rejected the father's/Father's authority system of doing right and not wrong according to established commands, rules, facts, and truth so they could *lust* after the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating without having a *guilty conscience*.

**"The peasantry [the traditional family] constantly regenerates the bourgeoisie [the father's/Father's authority system]—in positively every sphere of activity and life." "We must learn how to eradicate all bourgeois habits, customs, and traditions everywhere." (Vladimir Lenin, *Left-Wing Communism: an Infantile Disorder An Essential Condition of the Bolsheviks' Success* May 12, 1920)**

**". . . any intervention between parent and child tend to produce familial democracy regardless of its intent." "The consequences of family democratization take a long time to make themselves felt—but it would be difficult to reverse the process once begun. . . . once the parent can in any way imagine his own orientation to be a possible liability to the child in the world approaching." "... Once uncertainty is created in the parent how best to prepare the child for the future, the authoritarian family is moribund, regardless of whatever countermeasures may be taken." (Warren Bennis, *The Temporary Society*)**

Therapy is simply the *praxis* of 'liberating' *self* (*the children/"the people"*) from the father's/Father's authority ("*eradicat[ing] all bourgeois habits, customs, and traditions everywhere*") in order for the individual (the psychiatrist/psychologist/psychotherapist/facilitator of 'change') to *lust* after the carnal pleasures of the 'moment' that the world, i.e., that the current situation and/or people are stimulating without having a *guilty conscience*, i.e., without having a fear of accountability for his carnal thoughts and actions.

**"Prior to therapy the person is prone to ask himself, 'What would my parents want me to do?' During the process of therapy the individual come to ask himself, 'What does it mean to me?'" (Rogers)**

**"Once the earthly family is discovered to be the secret of the Holy family, the former must then itself be destroyed [*vernichtet*, i.e., annihilated, i.e., *negated*] in theory and in practice." (Karl Marx, *Feuerbach Thesis #4*)**

**"... the central problem is to change reality.... reality with its 'obedience to laws.'" (György Lukács, *History & Class Consciousness: What is Orthodox Marxism?*)**

**"Self-actualizing people have to a large extent transcended the values of their culture [their parent's/God's authority aka the father's/Father's authority]. They are not so much merely Americans as they are world citizens, members of the human**

*species* ["of and for self and the world"] **first and foremost.**" (Abraham Maslow, *The Farther Reaches of Human Nature*)

Both the "**earthly family**" (with the earthly father in authority) and "**Holy family**" (with the Heavenly Father in authority) have this one thing in common, both require you to *humble, deny, die to, control, discipline, capitulate* your "*self*" in order to do right and not wrong according to his/His established commands, rules, facts, and truth, i.e., according to what you have been *told*, which inhibits or blocks you from enjoying the carnal pleasures (*lusts*) of the 'moment' ([\*dopamine emancipation\*](#)) that the world, i.e., the current situation and/or people are stimulating. If *lust*, i.e., *Eros* "reconciles" the child to "**the world**" then the father's/Father's authority must be *negated* in the child's thoughts and actions (behavior) in order for the child to become "normal," i.e., at-one-with the world. This is antithetical to the Gospel message. The environment can not make a person "good." The environment (that which is of the world) can only make pleasure (*lust*), i.e., *sensuousness (sense experience)* the standard for "good"—since *lust* to the flesh "feels good." Only God, who is good (all good things proceed from God) can make a person good (the Father's righteousness imputed to the person by the person's faith in Him, and His Son Jesus Christ; "**For by grace are ye saved through faith; and that not of yourselves: it is the gift of God: Not of works, lest any man should boast.**" Ephesians 2:8, 9). The gospel message is all about the Father, i.e., the Sons' obedience to the Father, requiring us to do the same, reflected in the traditional family (with our earthly father "*chasten[ing] us after his own pleasure,*" i.e., to satisfy his *lusts*, i.e., for his own profit "*for a few days,*" which is temporary, i.e., passing away, while our Heavenly Father chastens us "*for our profit, that we might be partakers of his holiness,*" which is eternal). Both of which Karl Marx, Sigmund Freud, et al. (and followers) rejected (denied).

***"Then answered Jesus and said unto them, Verily, verily, I say unto you, The Son can do nothing of himself, but what he seeth the Father do: for what things soever he doeth, these also doeth the Son likewise." "I can of mine own self do nothing: as I hear, I judge: and my judgment is just; because I seek not mine own will, but the will of the Father which hath sent me." "For I have not spoken of myself; but the Father which sent me, he gave me a commandment, what I should say, and what I should speak. And I know that his commandment is life everlasting: whatsoever I speak therefore, even as the Father said unto me, so I speak."*** John 5:19, 30; 12:47-50

***"And ye have forgotten the exhortation which speaketh unto you as unto children, My son, despise not thou the chastening of the Lord, nor faint when thou art rebuked of him: For whom the Lord loveth he chasteneth, and scourgeth every son whom he receiveth. If ye endure chastening, God dealeth with you as with sons; for what son is he whom the father chasteneth not? But if ye be without chastisement, whereof all are partakers, then are ye bastards, and not sons.***

***Furthermore we have had fathers of our flesh which corrected us, and we gave them reverence: shall we not much rather be in subjection unto the Father of spirits, and live? For they verily for a few days chastened us after their own pleasure; but he for our profit, that we might be partakers of his holiness. Now no chastening for the present seemeth to be joyous, but grievous: nevertheless afterward it yieldeth the peaceable fruit of righteousness unto them which are exercised thereby."*** [Hebrews 12:5-11](#)

***"Children, obey your parents in the Lord: for this is right. Honour thy father and mother; which is the first commandment with promise; That it may be well with thee, and thou mayest live long on the earth."*** Ephesians 6:1-3

While the ***"earthly father,"*** i.e., dad is not perfect, he may be (or may have been) a down right tyrant (or MIA/AWL) his office of authority is perfect, having been given to him by God (the ***"Heavenly Father"***), who is perfect, in which to do His will. All authority comes from God, therefore the ***"earthly father"*** along with his wife and children are accountable to the ***"Heavenly Father."***

***"And call no man your father upon the earth: for one is your Father, which is in heaven."*** Matthew 23:9

In the traditional family all children are treated as individuals, each child being held personally accountable for his own actions. It is within the traditional family, with the father in authority that the *guilty conscience* for doing wrong, disobeying, sinning, i.e., for ***lusting*** after the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating is engendered.

***"The guilty conscience is formed in childhood by the incorporation of the parents and the wish to be father of oneself." "What we call 'conscience' perpetuates inside of us our bondage to past objects now part of ourselves:"*** (Brown)

***"The personal conscience is the key element in ensuring self-control, refraining from deviant behavior even when it can be easily perpetrated." "The family, the next most important unit affecting social control, is obviously instrumental in the initial formation of the conscience and in the continued reinforcement of the values that encourage law abiding behavior."*** (Dr. Robert Trojanowicz, *The meaning of "Community" in Community Policing*)

***"Lawfulness without law"*** ([Immanuel Kant](#), *Critique of Judgment*) In other words, according to Immanuel Kant, et al. the law of the flesh, i.e., living in the 'moment' without the law of God, i.e., without having to do right and not wrong according to the father's/Father's established commands, rules, facts, and truth "getting in the

way," i.e., lusting without the *guilty conscience* (*neurosis*) getting in the way must become the law of the land, i.e., the way of life.

***"The most important symptom of the defeat in the fight for oneself [the indicator of a persons inability to 'liberate' himself (his self) from the Father's authority] is the guilty conscience."*** (Erich Fromm, *Escape from Freedom*)

Negate the father's/Father's authority in the child's thoughts (in an environment where right and wrong behavior is being determined) and the *guilty conscience* for doing wrong, disobeying, sinning, i.e., for ***lusting*** after the carnal pleasures of the 'moment' that the world is stimulating is *negated*.

***"The negative valence of a forbidden object which in itself attracts the child [the guilty conscience] 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*)

Without the father's/Father's authority, i.e., being held accountable to laws that are above, i.e., judging (restraining/inhibiting or blocking) "*human nature*" all the child/man has is "*human nature*," i.e., ***"the lust of the flesh, and the lust of the eyes, and the pride of life,"*** i.e., only that which is "*of the world*" to guide his steps.

***"I had not known sin, but by the law: for I had not known lust, except the law had said, Thou shalt not covet."*** Romans 7:7

***"Prevent someone who KNOWS from filling the empty space."*** (Wilfred Bion, *A Memoir of the Future*)

When you have been *told*. You ***KNOW***. When you do not want to KNOW you make everything an *opinion*, i.e., subject to 'change,' i.e., subject to your carnal desires (***lusts***), i.e., your *self interests* of the 'moment' that the world, i.e., the current situation and/or people are stimulating.

***"And through covetousness shall they with feigned words make merchandise of you."*** 2 Peter 2:3

It is all about control. It is through your ***covetousness***, i.e., your ***lusts***, i.e., your *self interests* of the 'moment' that those of the world (psychiatrists/psychologists/psychotherapists/facilitators of 'change') are able to gain control over you. By gaining access to what you are ***lusting*** after, i.e., to what you are ***coveting***, i.e., to your *self interest* of the 'moment'—having gained through *dialogue* your trust (as a [predator](#), [charlatan](#), [pimp](#), [pedophile](#) the

psychologist/psychiatrist/psychotherapist/facilitator of 'change,' [seducing, deceiving, and manipulating](#) you has your "best interest" in mind)—the psychologist/psychiatrist/psychotherapist/facilitator of 'change' is able to turn you into one of Thorndike's chickens, Skinner's rats, Pavlov's dog (stimulus-response), i.e., into "human resource" so he can use you to satisfy ('justify' aka **affirm**) his own carnal pleasures, i.e., his **lusts** of the 'moment'—with you paying him (what a racket). Most of your college, as well as the national debt is for that 'purpose,' paying the psychologist/psychiatrist/psychotherapist/facilitator of 'change' for 'justifying' (**affirming**) his **lusts**. "It is not about you." It is about him (with you affirming, following, supporting, defending, praising, and worshiping him).

*"If we have the power or authority to establish the necessary conditions, the predicted behaviors [our potential ability to influence or control the behavior of groups] will follow." "We can choose to use our growing knowledge to enslave people in ways never dreamed of before, depersonalizing them, controlling them by means so carefully selected that they will perhaps never be aware of their loss of personhood." "We know how to change the opinions of an individual in a selected direction, without his ever becoming aware of the stimuli which changed his opinion." "We know how to influence the ... behavior of individuals by setting up conditions which provide satisfaction for needs of which they are unconscious, but which we have been able to determine." "'Now that we know how positive reinforcement works [dialoguing opinions to a consensus, **affirming** one another's carnal desires, i.e., **lusts**, i.e., *self interests* of the 'moment' that the world is stimulating], and why negative doesn't' [chastening for doing wrong, i.e., having to *humble, deny, die to, control, discipline, capitulate* one's *self* in order to do the father's/Father's will, missing out on the pleasure, i.e., **lusts** of the 'moment']... we can be more deliberate and hence more successful in our cultural design." "We can achieve a sort of control under which the controlled though they are following a code much more scrupulously than was ever the case under the old system, nevertheless feel free. They are doing what they want to do, not what they are forced to do." "By a careful design, we control not the final behavior, but the inclination to behavior—the motives, the desires, the wishes. The curious thing is that in that case the question of freedom never arises." (Rogers)*

*"Our aim is not merely to describe prejudice [the father's/Father's authority, i.e., thinking and acting according to established commands, rules, facts, and truth] but to explain it in order to help in its eradication. Eradication means re-education." (Theodor Adorno, [The Authoritarian Personality](#))*

*"Authoritarian submission [humbling, denying, dying to, controlling, disciplining, capitulating "self" in order to do the father's/Father's will] was conceived of as a very general attitude that would be evoked in relation to a variety of authority figures—parents, older people, leaders, supernatural power, and so forth." "God is*

*conceived more directly after a parental image and thus as a source of support and as a guiding and sometimes punishing authority." "Submission to authority, desire for a strong leader, subservience of the individual to the state [parental authority, local control, Nationalism], and so forth, have so frequently and, as it seems to us, correctly, been set forth as important aspects of the Nazi creed that a search for correlates of prejudice had naturally to take these attitudes into account." "The power-relationship between the parents, the domination of the subject's family by the father or by the mother, and their relative dominance in specific areas of life also seemed of importance for our problem [how to 'liberate' children from parental authority, man from God's authority, mankind from [Nationalism aka Fascism](#), etc., so they can be their "self," i.e., "actualize" their "self," no longer seeing their "self" as being subject to a higher authority other than to their carnal desires of the 'moment' and those 'justifying' them]." (Adorno) The error in Theodor Adorno's 'logic' is all forms of socialism, including Fascism must *negate* the father's/Father's authority in order to initiate and sustain control over "the people." Fascism is only an offshoot of Communism, making race an issue instead of "human nature." Both reject individualism, under God, i.e., under the father's/Father's authority.*

*"We are proud that in his conduct of life man has become free from external authorities, which tell him what to do and what not to do." "All that matters is that the opportunity for genuine activity be restored to the individual; that the purposes of society and of his own become identical." "... to give up 'God' and to establish a concept of man as a being ... who can feel at home in it [in the world] if he achieves union with his fellow man and with nature." (Fromm)*

All educators are certified and schools accredited today based upon their use of what are called "[Blooms' Taxonomies](#)" in the classroom—curriculum that brings Marxism/psychology into the classroom—making all subject to only that which "of and for self and the world."

*"Blooms' Taxonomies" are "a psychological classification system" used "to develop attitudes and values ... which are not shaped by the parents." "Ordering" "different kinds of affective behavior," i.e., "the range of emotion(s)" "organized into value systems and philosophies of life." "It was the view of the group that educational objectives stated in the behavior form have their counterparts in the behavior of individuals, observable and describable therefore classifiable [true science is "observable and repeatable," i.e., objective, i.e., constant not "observable and describable," i.e., subject to an opinion, i.e., subject to 'change']." "Only those educational programs which can be specified in terms of intended student behaviors can be classified." "What we are classifying is the intended behavior of students—the ways in which individuals are to act, think, or feel as the result of participating in some unit of instruction." "... ordering and relating the different kinds of affective behavior." "... we need to provide the range of emotion from*

*neutrality through mild to strong emotion, probably of a positive, but possibly also of a negative, kind." "... organized into value systems and philosophies of life ..."* *"...many of these changes are produced by association with peers who have less authoritarian points of view, as well as through the impact of a great many courses of study in which the authoritarian pattern is in some ways brought into question while more rational and nonauthoritarian behaviors are emphasized."* *"The student must feel free to say he disliked \_\_\_\_\_ and not have to worry about being punished for his reaction."* (Benjamin S. Bloom, *Taxonomy of Educational Objectives Book 1: Cognitive Domain* and David Krathwohl, Benjamin S. Bloom, *Taxonomy of Educational Objectives Book 2: Affective Domain*)

*"The affective domain* [the student's natural inclination to *"lust"* after the carnal pleasures of the 'moment' that the world stimulates and hate restraint] *contains the forces that determine the nature of an individual's life and ultimately the life of an entire people."* *"The affective domain is, in retrospect, a virtual 'Pandora's Box' [a "box" full of evils, which once opened, can not be closed—once the father's/Father's authority, i.e., fear of judgment, i.e., "the lid" is removed it is difficult if not impossible to put it back on again].'* *It is in this 'box' that the most influential controls are to be found."* *"In fact, a large part of what we call "good teaching" is the teacher's ability to attain affective objectives* ['liberating' the child's carnal nature from the father's/Father's authority] *through challenging the student's fixed beliefs* [challenging the father's/Father's commands, rules, facts, and truth] *and getting them to discuss issues* [evaluating the world through their carnal desires, i.e., their *"lusts,"* i.e., their *"self interests"* of the 'moment'].*" (Book 2: Affective Domain)*

*"In the more traditional* [a closed] *society a philosophy of life, a mode of conduct, is spelled out for its members at an early stage in their lives* [parental (the father's/Father's) authority remains in control of (influences) the child's thoughts and actions].*" "A major function of education in such a society is to achieve the internalization of this philosophy* [where doing right and not wrong according to established commands, rules, facts, and truth control (influences) the child's thoughts and actions].*" "This is not to suggest that education in an open* [Transformational Marxist] *society does not attempt to develop personal and social values."* *"It does indeed."* *"But more than in traditional societies it allows the individual a greater amount of freedom in which to achieve a Weltanschauung<sup>1</sup>* [world view or paradigm where the child's *"feelings"* (the child's *lusts*) of the 'moment' that the world, i.e., the current situation and/or people are stimulating controls (influences) his thoughts and actions].*" <sup>1</sup>*Cf. Erich Fromm, 1941; T. W. Adorno et al., 1950."* (Book 2: Affective Domain) Erich Fromm and T. W. Adorno, who Bloom sights as his world view or paradigm were were members of the "Frankfurt School," Marxists (Transformational Marxists) who came to the states, fleeing Fascist Germany in the early 30's—who entering our universities and (through their graduate students)*

"assisted" our government (including the Supreme Court) in making policy regarding education.

Benjamin Bloom stated in his *"Taxonomy," "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"* paraphrasing Karl Marx, who wrote: *"In the eyes of the dialectic philosophy, nothing is established for all times, nothing is absolute or sacred."* (Book 1: Cognitive Domain; Karl Marx)

If truth and knowledge are to become "relative", i.e., to become ever subject to 'change' (according to the students carnal desires, i.e., *lusts* of the 'moment' that the world, i.e., the current situation and/or people are stimulating), i.e., if "nothing absolute or sacred" (anarchy, revolution, nihilism) is to become the way of life then the environment that initiates and sustains the father's/Father's authority must be *negated*, i.e., then the father's/Father's authority must be purged (washed) from the students thoughts (brains), directly effecting their way of thinking, i.e., the way they *feel* about their *self*, others, the world, and authority.

*"The effectiveness of this new set of environmental conditions is probably related to the extent to which the students are 'isolated' from the home during this period of time [a key component of the [brainwashing \(re-education\) process](#)]." "... objectives can best be attained where the individual is separated from earlier environmental conditions and when he is in association with a group of peers who are changing in much the same direction and who thus tend to reinforce each other." "Coleman (1961) demonstrates very clearly that during the adolescent periods, under some conditions, the peer group has a greater effect on the students than do teachers and, perhaps, parents." (Book 2: Affective Domain)*

The following section is from a book explaining how the Communist Chinese brainwash their victims.

*"The manner in which the prisoner came to be influenced to accept the Communist's definition of his guilt can best be described by distinguishing two broad phases—(1) a process of 'unfreezing,' in which the prisoner's physical resistance, social and emotional supports, self-image and sense of integrity, and basic values and personality were undermined, thereby creating a state of 'readiness' to be influence; and (2) a process of 'change,' in which the prisoner discovered how the adoption of 'the people's standpoint' and a reevaluation of himself from this perspective would provide him with a solution to the problems created by the prison pressure."*

*"Most were put into a cell containing several who were further along in reforming themselves and who saw it as their primary duty to "help" their most backward member to see the truth about himself in order that the whole cell might advance.*

***Each such cell had a leader who was in close contact with the authorities for purposes of reporting on the cell's progress and getting advice on how to handle the Western member . . . the environment undermined the (clients) self-image." ". . . Once this process of self of self re-evaluation began, the (client) received all kinds of help and support from the cell mates and once again was able to enter into meaningful emotional relationships with others." (Interpersonal Dynamics: Essays in Readings on Human Interaction, ed. Warren G. Bennis, Edgar H. Schein, David E. Berlew, and Fred I. Steele)***

***"There are many stories of the conflict and tension that these new practices are producing between parents and children." (Book 2: Affective Domain)***

The "educator" (facilitator of 'change' aka *psychotherapist*) does not have to *tell* the students to question, challenge, defy, disregard, attack their parent's authority when they get home from school, if they were not doing that already (*telling* them would be "old school," maintaining the "old" world order of being *told* even if it was done for the 'purpose' of 'change,' i.e., for the 'purpose' of creating a "new" world order), all they have to do is use a curriculum in the classroom that ***"encourages,"*** i.e., pressures the students to participate in the process of 'change,' i.e., into *dialoguing* their *opinions* to a *consensus*, 'justifying' their carnal nature, i.e., ***"lust"*** over and therefore against their parent's authority. Being *told* to be *"positive"* (supportive of the other students carnal nature) and not *"negative"* (judging them by their parent's standards) pressures students to 'justify' their and the other student's love of pleasure and hate of restraint, doing so in order to be approved, i.e., *affirmed* by *"the group,"* resulting in *"the group"* labeling those students who, holding onto their parent's standards, i.e., refusing to participate in the process of 'change' or fighting against it as being *"negative,"* divisive, hateful, intolerant, maladjusted, unadaptable to 'change,' resisters of 'change,' not "team players," lower order thinkers, in denial, phobic, prejudiced, judgmental, racist, fascist, dictators, anti-social, etc., i.e., *"hurting"* peoples *"feelings"* resulting in *"the group"* rejecting them—the student's natural desire for approval and fear of rejection forces him to participate. The same outcome applies to all adults, in any profession who participate in the process. Once you are 'labeled,' you are 'labeled' for life.

***"... the superego 'unites in itself the influences of the present and of the past.'" (Brown) The "super-ego" is engendered from the child's carnal nature, which includes the child's desire for inclusion with (affirmation by) other children who have the same carnal desires, i.e., lusts, i.e., self interest, negating the guilty conscience, which is engendered from the father's/Father's authority (which gets in the way of his building relationship with other children who have the same self interests, i.e., lusts).***

***"The philosophy of praxis [where the child's carnal thoughts (carnal desires, i.e., lusts) and action are at-one-with one another] is the absolute secularization of***

**thought, an absolute humanism of history.**" (Antonio Gramsci, *Selections from the Prison Notebooks*) To study History is to study the lessons learned from the past. Social(ist) studies makes the "past," i.e., history and the present (and therefore the future) subject to the child's carnal desires (**lusts**, i.e., *self interests*) of the 'moment' which are being stimulated by the world, i.e., the current situation and/or people present, i.e., subjective ("*What can I get out of this person or situation for my self, i.e., to satisfy my lusts?*").

**"The dialectical method was overthrown—the parts [the children] were prevented from finding their definition within the whole** [within the other children, i.e., within "*the group*," i.e., within society; the children prevented from 'discovering' (through the *praxis* of *dialogue*) what they all ("**the whole**") had in common (the basis of common-ism), i.e., "**the lust of the flesh, and the lust of the eyes, and the pride of life**" because the father's/Father's authority retained control of the situation, i.e., over the home, over the classroom, over society, etc.—reflected in [traditional education](#)]." (Lukács)

**"I am nothing and I should be everything." "Laws must not fetter human life; but yield to it; they must change as the needs and capacities of the people change." "The critique of religion ends with the categorical imperative to overthrow all conditions in which man is a debased, enslaved, neglected, contemptible being** [a sinner awaiting judgment/damnation]." (Karl Marx, *Critique of Hegel's 'Philosophy of Right'*) Any time a psychologist/psychiatrist/psychotherapist/facilitator of 'change' says "*the people*" he means his *self* since he perceives his *self* as being the personification of "*the people*"—with his *self* and "*the people*" having one thing in common: "**the lust of the flesh, and the lust of the eyes, and the pride of life.**"

**"For if a man think himself to be something** [right, i.e., righteous], **when he is nothing** [a sinner, i.e., only *sensuous*, i.e., only "**of the world**"], **he deceiveth himself.**" Galatians 6:3

**"There is a way that seemeth right unto a man, but the end thereof are the ways of death."** Proverbs 16:25

**"The words 'seem to' are** [*opinion is*] **significant; it is the perception which functions in guiding behavior** [which ties the person only to the world]." (Rogers)

The idea being: as long as the child remains isolated from other children (who have the same **lusts**, i.e., *self interest*), i.e., as long as he remains subject to the father's/Father's authority, i.e., accepting of (accountable to) the father's/Father's established commands, rules, facts, and truth as all there is (which differ/divide him from other children) he is not able to find his identity in "society," i.e., in the other children, finding it only in the father/Father and his authority.

***"The philosophers have only interpreted the world in different ways, the objective however, is change."*** (Karl Marx, *Feuerbach Thesis #11*) **Inscribed on Karl Marx's tomb.**

All children are "**philosophers**," 1) dissatisfied with how the world "*Is*," where they, having to *humble, deny, die to, control, discipline, capitulate* their "*self*" in order to do right and not wrong according to established commands, rules, facts, and truth are subject to their parent's (the father's/Father's) authority, not being able to do what they want when they want, i.e., missing out on pleasures, i.e., the **lusts** (the opportunities) of the 'moment,' 2) thinking (*dialoguing* with their "*self*") how the world "*Ought*" to be, where they can do what they want, when the want, and 3) imagining how it "*Can*" be once they grow up and are on their own, "*doing what they want then they want.*" The "**problem**," according to Karl Marx, Sigmund Freud, et al, ([Vladimir Lenin](#)) is that once children grow up and have children of their own they *tell* (force) their children to do right and not wrong according to their established commands, rules, facts, and truth, *telling* them what they can and can not do or say, i.e., they 1) *preach* commands and rules to be obeyed, *teach* facts and truth to be accepted as is, by faith, and [discuss](#) with their children any questions their children might have regarding the commands, rules, facts, and truth being taught, at their discretion: providing they deem it necessary, have time, their children are capable of understanding, and are not questioning, challenging, defying, disregarding, attacking their authority, 2) *bless* and/or reward those children who obey and do things rights, 3) correct and/or *chasten* those children who disobey and/or do things wrong that they might learn to *humble, deny, die to, control, discipline, capitulate* their "*self*" and do right and obey instead, and 4) cast out or expel (ground) any child who questions, challenges, defies, disregards, attacks their authority thereby (according to Karl Marx, Sigmund Freud, et al., getting in their children's way, i.e., preventing them from "**lusting**" after the carnal pleasures of the 'moment' which the world stimulates, i.e., preventing them from being (*becoming*) their "*self*" (*self actualized*), i.e., preventing 'change.' The same behavior appears when they own property or run a business, "forcing" those working for them to *humble, deny, die to, control, discipline, capitulate* their "*self*" in order to do right and not wrong according to their established commands, rules, facts, and truth, firing those who do wrong, disobey, sin. While individualism is based upon doing the father's/Father's will, socialism is based upon compromising the father's/Father's established commands, rules, facts, and truth in order to "get along," i.e., in order to "build relationship" based upon common *self interests (lusts)*.

***"It is not individualism* [the child *humbling, denying, dying to* his "*self*" in order to do the father's/Father's will] ***that fulfills the individual, on the contrary it destroys him. Society*** [the child's desire (**lust**) for approval from others, requiring him to compromise in order to "get along," i.e., in order to "*build relationship*"] ***is the necessary framework through which freedom and individuality*** [*"freedom" from* the father's/Father's authority and "*freedom" to "lust"* after the carnal pleasures of**

the 'moment' that the world stimulates without having a *guilty conscience*] **are made realities.**" (Karl Marx, in John Lewis, *The Life and Teachings of Karl Marx*)

**"It is not the will or desire of any one person which establish order but the moving spirit of the whole group. Control is social."** (John Dewey, *Experience and Education*)

**"Superego development is conceived as the incorporation of the moral standards of society. Therefore the levels of the Taxonomy should describe successive levels of goal setting appropriate to superego development** [progressive 'liberation' of the child(ren) from the father's/Father's authority system, i.e., from prejudice, i.e., from "judgementalism," i.e., from individualism, under God]." (*Book 2: Affective Domain*)

**"Protestantism** [the priesthood of all believers, doing your best as unto the Lord, doing the Father's will] **was the strongest force in the extension of cold rational individualism.**" (Max Horkheimer, *Vernunft and Selbsterhaltung*, i.e., *Reasoning and Self Preservation*—"Reasoning" for Horkheimer et al. means "Reasoning" from your feelings, i.e., from your carnal desires, i.e., your *self interest* of the 'moment' that the world, i.e., the current situation and/or people are stimulating instead of from the father's/Father's established commands, rules, facts, and truth)

**"For do I now persuade men, or God? or do I seek to please men? for if I yet pleased men, I should not be the servant of Christ."** Galatians 1:10

**"But he answered and said, It is written, Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God."** Matthew 4:4

**"Thy word have I hid in mine heart, that I might not sin against thee."** Psalms 119:11

"Behavior science" can only find its ground of being in the world, 'justifying' **"the lust of the flesh, and the lust of the eyes, and the pride of life"** i.e., the carnal nature (*lusts* of the 'moment') of the child, making the **"super-ego,"** i.e., the child's carnal desire (*lust*) for *affirmation* (of his *lusts*) from others his guide to determining right and wrong behavior (instead of the *guilty conscience*, i.e., the voice of the father/Father in his brain).

**"The child, contrary to appearance, is the absolute, the rationality of the relationship; he is what is enduring and everlasting, the totality which produces itself once again as such** [once he is 'liberated' from the father'/Father's authority to become as he was before the father's/Father's first command, rule, fact, or truth came into his life (separating him from his *"self"* and the world), *"of and for self"* and the world only]." (Georg Hegel, *System of Ethical Life*)

***"Freud saw that in the id there is no negation [no parental authority, i.e. no Godly restraint, i.e. no "Thou shalt not"], only affirmation and eternity [only the child's natural inclination to lust after the carnal pleasures of the 'moment' that the world stimulates]." "Children have not acquired that sense of shame which, according to the Biblical story, expelled mankind from Paradise, and which, presumably, would be discarded if Paradise were regained [if pleasure (lust) became the agenda, i.e., the 'drive' and 'purpose' of life]." "The repression of normal adult sexuality is required only by cultures which are based on patriarchal domination [on doing the father's/Father's will]." "Our repressed desires are the desires we had unrepressed, in childhood; and they are sexual desires." "Parental discipline, religious denunciation of bodily pleasure, . . . have all left man overly docile, but secretly in his unconscious [in his urges and impulses of the 'moment' which are being stimulated by the world] unconvinced, and therefore neurotic [caught between his desire for parental approval and his lust for the carnal pleasures of the 'moment' that the world is stimulation]." "The foundation on which the man of the future will be built is already there, in the repressed unconscious; the foundation has to be recovered [the child must be 'liberated' from the father's/Father's authority—the sole 'purpose' of psychology/psychiatry/psychotherapy/facilitating 'change,' i.e., the agenda of the psychologist/psychiatrist/psychotherapist/facilitator of 'change' (despite what he might think or be willing to admit and/or say) is to 'liberate' the child from the father's/Father's authority]." (Brown)***

***"In psychology, Freud and his followers have presented convincing arguments that the id, man's basic and unconscious nature, is primarily made up of instincts which would, if permitted expression, result in incest, murder, and other crimes." "The whole problem of therapy, as seen by this group, is how to hold these untamed forces in check in a wholesome and constructive manner, rather than in the costly fashion of the neurotic [neurosis is, according to psychology a product of the parent's authority over the child, engendering a guilty conscience in the child for doing wrong, disobeying, sinning, preventing the child from becoming his "self," i.e., becoming of and for self and the world only]." (Carl Rogers***

***"In order to effect rapid change, . . . [one] must mount a vigorous attack on the family lest the traditions of present generations be preserved. It is necessary, in other words, artificially to create an experiential chasm between parents and children—to insulate the children in order that they can more easily be indoctrinated with new ideas." "If one wishes to mold children in order to achieve some future goal, one must begin to view them as superior. One must teach them not to respect their tradition-bound elders, who are tied to the past and know only what is irrelevant." (Bennis)***

***"I have found whenever I ran across authoritarian students that the best thing for me to do was to break their backs immediately." "The correct thing to do with***

***authoritarians is to take them realistically for the bastards they are and then behave toward them as if they were bastards.*** (Abraham Maslow, *Maslow On Management*)

***"The attack on antieroticism, the Christian, & Jewish foundations" "is absolutely right."*** (Abraham Maslow, *The Journals Of Abraham Maslow*)

***"The heart is deceitful above all things, and desperately wicked: who can know it?"*** Jeremiah 17:9

Your heart is *"deceitful ("deceitful above all things")* thinking pleasure, i.e., *"lust"* is the 'purpose' of life instead of doing the father's/Father's will, making you wicked (*"desperately wicked"*) in your effort to *negate* the father's/Father's authority that gets in your way. You can not see your heart as being wicked because your *"lust"* for pleasure (your *"lust"* for *"lust"*) is standing in the way. The *lusts* of Karl Marx, Sigmund Freud, , etc., is in your heart, waiting for you to 'justify' it, i.e., your *"self,"* i.e., your *lusts over* and therefore against having to *humble, deny, die to, control, discipline, capitulate* your *"self"* in order (as in the "old" world order) to do the father's/Father's will, so you can do wrong, disobey, sin, i.e., can *"lust"* after the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating without having a *guilty conscience*, in order (as in "new" world order) for you to be like him, i.e., to become *"self actualized."* *"Lust"* blinds you to the consequence (cost) of *"lusting"* after pleasure.

***"And he said unto them, Ye are they which justify yourselves before men; but God knoweth your hearts: for that which is highly esteemed among men is abomination in the sight of God."*** Luke 16:15

***"In an ordinary discussion people usually hold relatively fixed positions and argue in favour of their views as they try to convince others to change."*** (Bohm and Peat, *Science, Order, and Creativity*) Discussion divides upon being right and not wrong, i.e., knowing, which is formal, i.e., judgmental. The father/Father retains his authority (has the final say; *"Because I said so"/"It is written"*) in a *discussion*. God remains as God, with you accountable to Him.

***"A dialogue is essentially a conversation between equals." "The spirit of dialogue, is in short, the ability to hold many points of view in suspension, along with a primary interest in the creation of common meaning."*** (Bohm and Peat, *Science, Order, and Creativity*) Dialogue unites upon *"feelings,"* i.e., *"I feel"* and/or *"I think,"* i.e., an *opinion*, which is informal, i.e., non-judgmental. The father's/Father's authority is *negated* in *dialogue*. It is in *dialogue* we discover our commonality with one another, i.e., our common *"self interests" (lusts)* in each other, 'justifying' our *"self,"* i.e., ***"the lust of the flesh, the lust of the eyes, and the pride of life,"*** i.e., what which we have in common, i.e., that which is ***"of the world"*** only. You become

God (amongst God's), determining right and wrong according to your carnal desires (*lusts*) of the 'moment' that the world, i.e., the current situation and/or people are stimulating. For example, when selecting from a menu what you are going to eat for lunch you *discuss* (with your *self* and with others) what is good and what is not good for you to eat. You *dialogue* what you like and do not like (what you want to eat). You are God in *dialogue*. If you want to eat what you like but you *know* (have been told) it is not good for you you *dialogue*, i.e., reject (avoid) *discussion*. There is a cost to *dialogue*, i.e., to being God when it comes to right and wrong behavior: ***"Yet, who is God's God [who is the psychiatrist's/your God since he is/you are God]?" "Psychotherapists who are deeply depressed and who know that they must be their own superbeing, their own intercessor, are more apt to plunge into final despair." "I have often thought that the inordinately high suicide rate among psychiatrists was one tragic commentary on this dilemma."*** (Yalom)

***"The individual may have 'secret' thoughts ["lusts"] which he will under no circumstances reveal to anyone else if he can help it [out of fear of being judged, rejected, and/or punished]. To gain access [through getting him or her to dialogue, i.e., to share his or her "feelings," i.e., carnal desires and dissatisfactions of the 'moment' (that he is internally, i.e., privately struggling with) with others] is particularly important, for here may lie the individual's potential [for 'change,' i.e., to become of and for his or her "self" and the world only—'liberated' from the father's/Father's authority]."*** (Adorno)

***"Not feeling at home in the sinful world. Critical Criticism must set up a sinful world in its own home." "Critical Criticism is a spiritualistic lord, pure spontaneity, actus purus, intolerant of any influence from without."*** (Karl Marx, *The Holy Family*) According to Karl Marx, et al. it is in *dialogue*, where there is no father's/Father's authority, i.e., no established commands, rules, facts, and truth, i.e., no ***"sinful world,"*** i.e., where there is only the child's carnal desires (*lusts*) of the 'moment' that the world, i.e., the current situation and/or people (imagined or real) are being stimulating, i.e., the child's ***"sinful world"*** is being role-played (being put into *praxis*) where what is ***"actual"*** resides.

***"Through the sudden popularity of Herbert Marcuse in the America of the late 1960's, the Frankfurt School's Critical Theory (Kritische Theorie) has also had a significant influence on the New Left in this country." "Eros and Civilization went far beyond the earlier efforts of Critical Theory to merge Freud and Marx ["The use of 'critical theory' as a code word, which already becomes evident in Horkheimer's early writings, enabled a certain interpretation of Marxism to enter academic discourse. Horkheimer's purpose in critical theory was to militate against all attempts to construct a fixed system." (Stephen Eric Bronner, *Of Critical Theory and its Theorists*) Critical Race Theory is "Critical Criticism," i.e., Critical Thinking (applied to right and wrong behavior), i.e., "Critical Theory," i.e., hatred***

toward the father's/Father's authority, i.e., hatred toward established commands, rules, facts, and truth and those who insist upon them, i.e., hatred toward "prejudice" ("**a fixed system**") being put into *praxis* where only *opinion*, i.e., the child's *lusts*, i.e., *self interests* of the 'moment' that the world, i.e., the current situation and/or people are stimulating becomes all that is "**actual**."

**"We have to study the conditions which maximize ought-perceptiveness."**

**"Oughtiness is itself a fact to be perceived." "If we wish to permit the facts to tell us their oughtiness, we must learn to listen to them in a very specific way which can be called Taoistic."** (Taoistic means not making judgment but letting the *ought*, i.e., thought, i.e., *opinion* be expressed and experienced, i.e., put into practice aka *praxis*.) **"... the age old problem of the relationship between is and ought."** (where the "**is**" is the parent's authority, i.e., restraint and the "**ought**" is the child's carnal desires, i.e., *lusts*.) **"Discovering one's real nature is simultaneously an ought quest and an is quest. An 'Ought-Is-Quest' is a religious quest in the naturalistic sense. Is becomes the same as ought. Fact becomes the same as value. The world which is becomes the world which ought to be."** (Once the child's nature becomes what "**is**" "**ought**" becomes "**actual**," where "**ought**," i.e., the child's carnal nature and desires (*lusts*) become at-one-with "**is**," i.e., "**the world**," no longer just a "*feeling*" or desire separated from it by the parent's restraints.) (Abraham Maslow, *The Farther Reaches of Human Nature*)

By bringing *dialogue* (*opinion*) into an environment determining right and wrong behavior, *lust*, i.e., the child's carnal nature is 'justified,' i.e., the father's/Father's authority ("*prejudice*") is *negated*.

**"Change in organization** [way of thinking (*paradigm*)] **can be derived from the overlapping between play and barrier behavior** [overlapping *discussion* (established right and wrong) with *dialogue* (feelings)]. **To be governed by two strong goals** [doing what is right and not wrong according to established commands, rules, facts, and truth (*discussion*) and wanting to be at-one-with the world in pleasure (*dialogue*)] **is equivalent to the existence of two conflicting controlling heads within the organism. This should lead to a decrease in degree of hierarchical organization. Also, a certain disorganization should result from the fact that the cognitive-motor system loses to some degree its character of a good medium because of these conflicting heads** [confusion sets in as a result of trying to merge (fuse) *dialogue* (feelings, i.e., *lusts* of the 'moment') with *discussion* (established commands, rules, facts, and truth of the past that get in the way of, i.e., that inhibit or block the *lusts* of the 'moment')]. **It [organization] ceases to be in a state of near equilibrium; the forces under the control of one head have to counteract the forces of the other before they are effective."** (Kurt Lewin in *Child Behavior and Development* Chapter XXVI *Frustration and Regression*) Kurt Lewin's "**force field analysis**" was the practice of identifying the forces present in the current setting

("positive forces" which 'justify'/affirm the child's carnal desires, i.e., *lusts* of the 'moment,' made manifest through the use of *dialogue* and "negative forces" that inhibit or block them, made manifest with the individuals insistence upon *discussion*—regarding right and wrong behavior) in order to accentuate the "positive" ("appropriate information," i.e., the child's carnal nature/desires/*lusts*), negating the effect of the "negative" ("inappropriate information," i.e., the father's/Father's authority) in setting policy, i.e., in controlling the outcome. This is why psychologists/psychiatrists/psychotherapists/facilitators of 'change' try to get you into *dialogue* when you insist upon hold onto established commands, rules, facts, and truth (things of the "past") that get in their way, i.e., their *lusts*.

***"Individuals move not from a fixity through change to a new fixity, though such a process is indeed possible [where children accept and obey established commands, rules, facts, and truth, with doing right and not wrong according to established standards controlling their thoughts and actions]. But [through a] continuum from fixity to changingness, from rigid structure to flow, from stasis to process [from doing right and not wrong according to established commands, rules, facts, and truth to doing what "seems" 'right,' i.e., what satisfies their carnal desires (*lusts*) of the 'moment']." "At one end of the continuum the individual avoids close relationships, which are perceived as being dangerous [doing or being right and not wrong according to established commands, rules, facts, and truth being their concern]. At the other end he lives openly and freely in relation to the therapist and to others [the "educator" and "the group"], guiding his behavior on the basis of his immediate experiencing [being able to do what they want, when they want, in the "light" of the current situation, i.e., what they can get out of it for their "self," with group approval (*affirmation*)] – he has become an integrated process of changingness."*** (Rogers) By replacing *discussion* (right-wrong, yes-no) with *dialogue* (*opinion*, i.e., most agree, agree, disagree, most disagree), "*fixity*" is replaced with "*changingness*." The answers are in the questions. Whoever controls the questions, controls the outcome, i.e., controls the answers. Whoever defines terms for you controls your life.

***"History, almost universally, has dichotomized this higher & lower [right-wrong, above-below, the father/Father-the children/mankind], but it is now clear that they are on the same continuum, in a hierarchical-integration of prepotency & postpotency [from *lust* restrained on one side of the spectrum to *lust* liberated on the other, since *lust*, i.e., "human nature" is all there "is," i.e., all that is "*actual*".]"*** (Maslow, *The Journals of Abraham Maslow*)

***"In the dialogic relation of recognizing oneself in the other, they experience the common ground of their existence."*** ([Jürgen Habermas](#), *Knowledge & Human Interest, Chapter Three: The Idea of the Theory of Knowledge as Social Theory*)

***"Once you can identify a community [where people are willing to 'compromise,' i.e., to set aside their belief or faith (absolutes), i.e., the father's/Father's authority, i.e., established commands, rules, facts, and truth in order to 'justify' (satisfy) their lusts, i.e., their common self interests—which includes their desire (lust) for affirmation from one another (with the same desires/self interests/lusts)], you have discovered the primary unity of society above the individual and the family that can be mobilized ... to bring about positive social change."*** (Trojanowicz)

***"Bypassing the traditional channels of top-down decision making [the father's/Father's authority] our objective centers upon transforming [manipulating] public opinion into an effective instrument of global politics [you persuade via discussion you manipulate via dialogue]."*** ***"Individual values must be measured by their contribution to common interests and ultimately to world interests transforming public consensus into one favorable to the emergence of a stable and humanistic world order."*** ***"Consensus is both a personal and a political step. It is a precondition of all future steps."*** (Ervin Laszlo, *A Strategy for the Future: The Systems Approach to World Order*)

By 'shifting' communication from *discussion* to *dialogue*, when it comes to determining right and wrong behavior, a revolution takes place, the carnal nature of the child (*lust*) replaces (*negates*) the father's/Father's authority (established commands, rules, facts, and truth) as the means to determining right and wrong behavior, turning the child against the father's/Father's authority, especially when done in a group setting.

***"For one class to stand for the whole of society, another must be the class of universal offense and the embodiment of universal limits. A particular social sphere must stand for the notorious crime of the whole society, so that liberation from this sphere appears to be universal liberation. For one class to be the class par excellence of liberation, another class must, on the other hand, be openly the subjugating class."*** ***"The only practically possible emancipation is the unique theory which holds that man is the supreme being for man."*** (Karl Marx, *Critique of Hegel's 'Philosophy of Right*) In other words, not until children, through the *consensus* process are able to find their identity in one another can they unite as one in overcoming the effect of the father's/Father's authority in themselves, dedicating themselves to removing its presence in society.

***"[We] must develop persons who see non-influencability of private convictions [see those people adhering to the father's/Father's authority, i.e., holding to absolutes, i.e., having a guilty conscience for doing wrong, disobeying, sinning] in joint deliberations [in the consensus process] as a vice rather than a virtue."*** (Kenneth Benne, [\*Human Relations in Curriculum Change\*](#))

***"The individual is emancipated* [liberated' from the father's/Father's authority] *in the social group.*" *"Freud commented that only through the solidarity of all the participants could the sense of guilt* [the guilty conscience which is engendered by the father's/Father's authority] *be assuaged.*" (Brown)**

***"Frauds individual psychology is in its very essence social psychology.*" (Marcuse)  
The individual and society (all individuals) have this one thing in common, *"human nature,"* i.e. *"the lust of the flesh," "the lust of the eyes,"* and *"the pride of life."* Therefore, according to Sigmund Freud et al. it is the individual's *lusts* that 'reconciles' him to society, i.e., to the world, 'liberating' him from the father's/Father's authority.**

***"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."* (Kurt Lewin in Benne)**

***"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."* (Kurt Lewin in Wilbur Brookover, *A Sociology of Education*)**

***"Change in methods of leadership is probably the quickest way to bring about a change in the cultural atmosphere of a group."* *"Any real change of the culture of a group is, therefore, interwoven with the changes of the power constellation within the group."* (Barker, Dembo, & Lewin, "frustration and regression: an experiment with young children" in *Child Behavior and Development*) Replacing the leader who insists upon the father's/Father's authority with a psychologist/psychiatrist/psychotherapist/facilitator of 'change' and all who "willingly" participate in the meeting (in the classroom) are 'changed.'**

***"(T)he group to which an individual belongs is the ground for his perceptions, his feelings, and his actions"* (Kurt Lewin, *Resolving social conflicts: Selected papers on group dynamics*)**

***"There is no more important issue than the interrelationship of the group members."* *"To question the value or activities of the group, would be to thrust himself into a state of dissonance."* *"Few individuals, as Asch has shown, can maintain their objectivity in the face of apparent group unanimity."* *"One of the most fascinating aspects of group therapy is that everyone is born again, born together in the group."* ([Irvin D. Yalom](#), *The Theory and Practice of Group Psychotherapy*) Once *"self interest,"* i.e., *"What can I get out of this situation and/or person (people) for my self?"* is put into *praxis,* i.e., is made the objective of communication/relationship fear of man, i.e., *"What will happen to me if they reject me (turn on me)?"* controls the person's thoughts and actions.**

***"Small groups are the most effective way of closing the back door of your church."*** Rick Warren

***"Only when the immediate interests [lusts, i.e., self interests] are integrated into a total view and related to the final goal of the process do they become revolutionary,"*** ([György Lukács](#), *History & Class Consciousness: What is Orthodox Marxism?*) ***"Group think"*** instead of ***"What will my parent's (my father/Father) think"*** becomes the controlling factor of a persons thoughts and actions.

***"The antithesis of the 'authoritarian' type*** [hatred toward the father's/Father's authority aka the *Patriarchal paradigm*] ***was called 'revolutionary.'*** ***"By The Authoritarian Personality*** [Theodor Adorno's book] ***'revolutionary' had changed to the 'democratic*** [*'democracy' and 'revolution'* had become one and the same in meaning and practice (*praxis*)]. ***"*** (Bronner) This is why President Ronald Reagan made the statement. ***"I did not leave the democratic party. The democratic party left me,"*** i.e., became Marxist.

***"The revolution that must occur is the reaction of suppressed life*** [hatred toward authority], ***which will visit the causality of fate upon the rulers*** [the father's/Father and those who adhere to his/His authority]. ***"*** (Habermas, *Knowledge & Human Interest*)

There is no father's/Father's authority in *dialogue*, in an *opinion*, or in the *consensus* process, there is only the children's carnal desires, i.e., ***"lusts,"*** i.e., ***"self interests"*** of the 'moment' that the world, i.e., the current situation and/or people are stimulating—what all children have in common. *Fellowship* is based upon no compromise (*discussion*, i.e., what is right and what is wrong behavior according to established commands, rules, facts, and truth). *Relationship* is based upon compromise (*dialogue*, i.e., what the individual's *self interests*, i.e., ***lusts*** of the 'moment' are).

***"Without exception,*** [children] ***enter group therapy*** [the *"group grade"* classroom] ***with the history of a highly unsatisfactory experience in their first and most important group—their primary family*** [the traditional home with parents *telling* them what they can and can not do]. ***"What better way to help*** [the child] ***recapture the past than to allow him to re-experience and reenact ancient feelings*** [resentment, hostility] ***toward parents in his current relationship to the therapist*** [the facilitator of 'change']? ***The*** [facilitator of 'change'] ***is the living personification of all parental images*** [takes the place of the parent]. ***Group*** [facilitators] ***refuse to fill the traditional authority role: they do not lead in the ordinary manner, they do not provide answers and solutions*** [teach right from wrong from established commands, rules, facts, and truth], ***they urge the group*** [the children] ***to explore and to employ its own resources*** [to *dialogue* their *"feelings,"* i.e., their desires and dissatisfactions of the 'moment' in the "light" of the current situation, i.e., their desire

for "the group" approval (*affirmation*)]. *The group* [children] *must feel free to confront the* [the facilitator of 'change'], *who must not only permit, but encourage, such confrontation* [rebellion and anarchy]. *He* [the child] *reenacts early family scripts in the group and, if therapy* [[brainwashing](#)—washing respect for and fear of the father's/Father's authority from the child's brain (thoughts) ] *is successful, is able to experiment with new behavior, to break free from the locked family role* [submitting to the father's/Father's authority, i.e., doing the father's/Father's will] *he once occupied. ... the patient* [the child] *changes the past by reconstituting it* ['creating' a "new" world order from his "ought," i.e., a world "*lusting*" after the carnal pleasures of the 'moment' that the current situation and/or people are stimulating, i.e., a world void of the father's/Father's authority and the *guilty conscience* which the father's/Father's authority engenders for doing wrong, disobeying, sinning, i.e., for "*lusting*" after the carnal pleasures of the 'moment' that the current situation and/or people are stimulating]." (Yalom)

*"The transgression of the wicked saith within my heart, that there is no fear of God before his eyes. For he flattereth himself in his own eyes, until his iniquity be found to be hateful. The words of his mouth are iniquity and deceit: he hath left off to be wise, and to do good. He deviseth mischief upon his bed; he setteth himself in a way that is not good; he abhorreth not evil."* Psalms 36:1-4

*"The entry into Freud cannot avoid being a plunge into a strange world and a strange language—a world of sick men, .... It is a shattering experience for anyone seriously committed to the Western traditions of morality and rationality to take a steadfast, unflinching look at what Freud has to say." "To experience Freud is to partake a second time of the forbidden fruit;"* (Brown)

*"The 'original sin' must be committed again: 'We must again eat from the tree of knowledge in order to fall back into the state of innocence.'" (Marcuse)*

It was in a garden in Eden where two "children," turning to their *self*, i.e., to their *lusts* of the 'moment' in order to determine right and wrong behavior rejected the "Father's authority." The moment the master facilitator of 'change' got the woman into *dialogue*, regarding right and wrong behavior he knew he "owned" her. While the Lord Jesus Christ, in obedience to his Father, dying on the cross, covering our sins by his shed blood, 'redeemed' us from eternal death, with the Father 'reconciling' us to himself in his resurrection, Freud (and Marx), in 'justifying' our *self*, i.e., our *lusts*, 'reconcile' us to the world, 'redeeming' us from the Father. The Son leads you to the Father. The psychologist/psychiatrist/psychotherapist/facilitator of 'change,' denying the father's/Father's authority (denying accountability for his or her sins, i.e. for his or her *lusts*) leads you away from the Father (into following him or her).

***"Jesus saith unto him, I am the way, the truth, and the life: no man cometh unto the Father, but by me." John 14:6***

***"And truly our fellowship is with the Father, and with his Son Jesus Christ." 1 John 1:3***

***"He is antichrist, that denieth the Father and the Son." 1 John 2:22***

***"No man can serve two masters: for either he will hate the one, and love the other; or else he will hold to the one, and despise the other. Ye cannot serve God and mammon." Matthew 6:24***

***"And what concord hath Christ with Belial? or what part hath he that believeth with an infidel? And what agreement hath the temple of God with idols? for ye are the temple of the living God; as God hath said, I will dwell in them, and walk in them; and I will be their God, and they shall be my people. Wherefore come out from among them, and be ye separate, saith the Lord, and touch not the unclean thing; and I will receive you, And will be a Father unto you, and ye shall be my sons and daughters, saith the Lord Almighty." 2 Corinthians 6:15-18***

***"For we ourselves also were sometimes foolish, disobedient, deceived, serving divers lusts and pleasures, living in malice and envy, hateful, and hating one another. But after that the kindness and love of God our Saviour toward man appeared, Not by works of righteousness which we have done, but according to his mercy he saved us, by the washing of regeneration, and renewing of the Holy Spirit; Which he shed on us abundantly through Jesus Christ our Saviour; That being justified by his grace, we should be made heirs according to the hope of eternal life." Titus 3:3-7***

***"Trust in the Lord with all thine heart, and lean not unto thine own understanding. In all thy ways acknowledge him, and he shall direct thy paths." Proverb. 3: 5-6***

***"Cursed be the man that trusteth in man, and maketh flesh his arm, and whose heart departeth from the LORD." "Blessed is the man that trusteth in the LORD, and whose hope the LORD is." Jeremiah 17:5, 7***

***"Know ye not, that to whom ye yield yourselves servants to obey, his servants ye are to whom ye obey; whether of sin unto death, or of obedience unto righteousness?" Romans 6:16***

***"Seeing thou hast forgotten the law of thy God, I will also forget thy children." Hosea 4:6***

***"I greatly fear that the universities, unless they teach the Holy Scriptures diligently and impress them on the young students, are wide gates to hell." (Luther's Works: Vol. 1, The Christian in Society: p. 207) "Miserable Christians, whose words and faith still depend on the interpretations of men and who expect clarification from them! This is frivolous and ungodly. The Scriptures are common to all, and are clear enough in respect to what is necessary for salvation and are also obscure enough for inquiring minds ... let us reject the word of man." (Luther's Works: Vol. 32, Career of the Reformer: II, p.217)***

While the prodigal son, coming to his senses *humbled* his *self* and returned home to obey the father, i.e., to do the father's will (discovering that his inheritance was not father's money but his father's love for him), Freud's "prodigal" son, 'justifying' his *senses (lusts)*, joined with his "friends," returned home, ***"killed and devoured"*** the Father, taking all that was his to use to satisfy their carnal pleasures (*lusts*) of the 'moment.' These are the children of Freud's family, i.e., this is the outcome of psychology/psychiatry/psychotherapy/facilitating 'change'—the *negation* of the father's/Father's authority in the heart and soul of the children. To ***focus on the family*** (human relationships in the family) is to *negate* the father's/Father's authority in the family. Question the use of psychology/psychiatry/psychotherapy, even in the "church" and you will discover how intoxicated with, addicted to, and possessed by it people are today, i.e., you will be martyred (labeled and censored).

***"For the time will come when they will not endure sound doctrine; but after their own lusts shall they heap to themselves teachers, having itching ears; And they shall turn away their ears from the truth, and shall be turned unto fables." 2 Timothy 4:3, 4***

Marcuse wrote: ***"To meet this argument, we recalled certain archetypes of imagination"*** a word he freely interchanged with ***"phantasy," "uniting the whole person, the universal and particular under pleasure ... reconciliation of the individual with the whole, of desire with realization, of happiness with reason ... the fulfillment of man and nature, not through domination and exploitation, but through release of inherent libidinal forces [the laws of the [flesh](#)]."***

***"Psychoanalytic theory recaptures the strict truths of daydreaming and fiction." "Phantasy is cognitive in so far as it preserves the truth of the Great Refusal, ... the 'lower depth' of instinctual gratification ["the lust of the flesh, and the lust of the eyes, and the pride of life"]."*** (Marcuse)

***"For men shall be lovers of their own selves, covetous, boasters, proud, blasphemers, disobedient to parents, unthankful, unholy, Without natural affection, trucebreakers, false accusers, incontinent, fierce, despisers of those that are good, Traitors, heady, highminded, lovers of pleasures more than lovers of***

**God; Having a form of godliness, but denying the power thereof: from such turn away." 1 Timothy 3:2-5**

**"And even as they did not like to retain God in their knowledge, God gave them over to a reprobate mind, to do those things which are not convenient;" "Who knowing the judgment of God, that they which commit such things are worthy of death, not only do the same, but have pleasure in them that do them." Romans 1:28, 32**

Facilitators of 'change,' i.e., psychologists, i.e., behavioral "scientists," i.e., "group psychotherapists," i.e., Marxists (Transformational Marxists)—all being the same in method or formula—are using the dialoguing of opinions to a consensus (affirmation) process, i.e., dialectic 'reasoning' ('reasoning' from/through the students "feelings" of the 'moment,' i.e., from/through their "lust" for pleasure and their hate of restraint, in the "light" of their desire for group approval, i.e., affirmation and fear of group rejection) in the "group grade," "safe zone/space/place," "Don't be negative, be positive," soviet style, brainwashing (washing the father's/Father's authority from the children's thoughts and actions, i.e., "theory and practice," negating their having a guilty conscience, which the father's/father's authority engenders, for doing wrong, disobeying, sinning in the process—called "the negation of negation" since the father's/Father's authority and the guilty conscience, being negative to the child's carnal nature, is negated in dialogue—in dialogue, opinion, and the consensus process there is no father's/Father's authority), inductive 'reasoning' ('reasoning' from/through the students "feelings," i.e., their natural inclination to "lust" after the carnal pleasures of the 'moment'—dopamine emancipation—which the world stimulates, i.e., their "self interest," i.e., their "sense experience," selecting "appropriate information"—excluding, ignoring, or resisting, i.e., rejecting any "inappropriate" information, i.e., established command, rule, fact, or truth that gets in the way of their desired outcome, i.e., pleasure—in determining right from wrong behavior), "Bloom's Taxonomy," "affective domain," French Revolution (Liberté, Égalité, Fraternité) classroom "environment" in order (as in "new" world order) to 'liberate' children from parental authority, i.e., from the father's/Father's authority system (the Patriarchal Paradigm)—seducing, deceiving, and manipulating them as chickens, rats, and dogs, i.e., treating them as natural resource ("human resource") in order to convert them into 'liberals,' socialists, globalists, so they, 'justifying' their "self" before one another, can do wrong, disobey, sin, i.e., "lust" with impunity.

**"Thus saith the LORD, Stand ye in the ways, and see, and ask for the old paths, where is the good way, and walk therein, and ye shall find rest for your souls. But they said, We will not walk therein. Also I set watchmen over you, saying, Harken to the sound of the trumpet. But they said, We will not hearken." Jeremiah 6:16, 17**

Home schooling material, co-ops, conferences, etc., are joining in the same praxis, fulfilling Immanuel Kant's as well as Georg Hegel's, Karl Marx's, and Sigmund Freud's

agenda of using the pattern or method of [Genesis 3:1-6](#), i.e., "self" 'justification,' i.e., dialectic (*dialogue*) 'reasoning," i.e., 'reasoning' from/through your "feelings," i.e., your carnal desires of the 'moment' which are being stimulated by the world (including your desire for approval from others, with them *affirming* your carnal nature) in order to *negate* [Hebrews 12:5-11](#), i.e., the father's/Father's authority, i.e., having to *humble, deny, die to, control, discipline, capitulate* your "self" in order to do the father's/Father's will, *negating* [Romans 7:14-25](#), i.e., your having a *guilty conscience* when you do wrong, disobey, sin, thereby *negating* your having to repent before the father/Father for your doing wrong, disobedience, sins—which is the real agenda.

**"And for this cause** [because men, as "[children of disobedience](#)," 'justify' their "self," i.e., 'justify' their love of "self" and the world, i.e., their love of the carnal pleasures of the 'moment' (*dopamine emancipation*) which the world stimulates over and therefore against the Father's authority] **God shall send them strong delusion, that they should believe a lie** [that pleasure is the standard for "good" instead of doing the Father's will]: **That they all might be damned who believed not the truth** [in the Father and in His Son, Jesus Christ], **but had pleasure in unrighteousness** [in their "self" and the pleasures of the 'moment,' which the world stimulates]." 2 Thessalonians 2:11, 12

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