

"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

"Bloom's Taxonomies": The Devil's Education System.

([Personal note.](#))

by

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

If you ask any teacher if they have ever heard of *"Bloom's Taxonomies"* they will more than likely smile and say yes. It is their Bible. No one can teach without using it in their classroom. Many teachers know there is something wrong with them. But they do not know what it is. What is wrong with *"Bloom's Taxonomies"* is the father/Father and his/His authority, i.e., the father/Father and his/His authority are missing.

As I was explaining *"Bloom's Taxonomies"* to a Kindergarden teacher, who was using it in her classroom she responded *"You make me feel wicked. You make me feel like I am doing something wicked."* walking away refusing to talk to me any more. Explaining *"Bloom's Taxonomies"* to her (using quotations from it), she, basing her life upon *stimulus-response*, responded correctly. What she was doing was *"wicked."* Anyone comming between the father/Father and his/His children, 'liberating' them from him/Him and his/His authority, turning them against him/Him and his/His authority in the process, by treating them as though they were their own children (free to think and act according to their own carnal desires, i.e., according to their own *lusts*—as the master facilitator of 'change' did with two "children" in a garden in Eden, turning them against the Father's authority) is *wicked*. While the earthly father can be wrong, the children knowing he is wrong maintain the right-wrong way of thinking in their thoughts, directly effecting their actions, i.e., maintaining the father's/Father's authority system in society. When you 'justify' the children's *lusts*, i.e., their disobeying (disregarding) the father's/Father's established commands,

rules, facts, and truth (as the facilitator of 'change,' using "*Bloom's Taxonomies*" in the classroom does and the master facilitator of 'change,' in the garden in Eden did), you *negate* the father's/Father's authority in their thoughts, directly effecting their actions.

"The heart is deceitful above all things [thinking pleasure, i.e., lust is the standard for "good" instead of doing the father's/Father's will], and desperately wicked [hating anyone preventing, i.e., inhibiting or blocking it from enjoying the carnal pleasures of the 'moment' it lusts after]: who can know it?" Jeremiah 17:9

The unregenerate (carnal) heart can not see its [hatred toward the father's/Father's authority](#) as being evil, i.e., "*wicked*," i.e., "*desperately wicked*" because its *lust* for pleasure is standing in the way, 'justifying' the hate. ([Mark 7:21-23](#))

"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

Rejecting the father's/Father's authority system (giving lip service to it at the most) those who use "*Bloom's Taxonomies*" as their curriculum have made all who come under their influence subject to their carnal desires of the 'moment' that the world, i.e., that the current situation and/or object, people, or person is *stimulating*, turning them against the father/Father and his/His authority. This is the same *praxis* which was carried out by the master facilitator of 'change,' i.e., the master psychotherapist in the garden in Eden ([Genesis 3:1-6](#)), 'liberating' two "children" from the "Father's" authority, i.e., *negating* the father's/Father's authority system ([Hebrews 12:5-11](#)) in their thoughts so they could sin, i.e., decide for themselves what is right and what is wrong behavior (according to their *lusts* and resentments of the 'moment') without having a *guilty conscience* ([Romans 7:14-25](#)), *negating* their need of a savior.

"[Bloom's Taxonomies](#)" (by which all educators are certified and schools accredited today) are "*a psychological classification system*" used "*to*

*develop attitudes and values ... which are not shaped by the parents," "The student must feel free to say he disliked _____ and not have to worry about being punished for his reaction." "There are many stories of the conflict and tension that these new practices are producing between parents and children." (David Krathwohl, Benjamin S. Bloom, *Taxonomy of Educational Objectives Book 2: Affective Domain*)*

Benjamin Bloom, et al wrote in his second taxonomy, *Book 2: Affective Domain*: *"The affective domain [how you "feel" when it comes to right and wrong behavior, directly effecting what you "think" and how you behave] is, in retrospect, a virtual 'Pandora's Box' [a "box" (jar) full of evils, which once opened, can not be closed—once parental authority, i.e., 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 students "feelings" from their parent's authority, i.e., from the father's/Father's authority system so they can sin, i.e., lust without having a guilty conscience] through challenging the student's fixed beliefs [pressuring the student (out of fear of "the group's" rejection of them) to publicly, i.e., in "the group" (for the sake of "the group's" approval) question, challenge, disregard, defy, attack, etc., their parents 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,' that which they have in common with one another in "the group"]." "... allows the individual [the student] a greater amount of freedom in which to achieve a Weltanschauung [German word for World View]¹" Bloom's "Weltanschauung" (as Bloom noted in the footnote) was that of two Marxists, i.e., "¹Cf. Erich Fromm, 1941; T. W. Adorno et al., 1950." Yes I said Marxists.*

The Marxist Erich Fromm wrote: *"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 [lust] and of his own [lust] become identical." "... to give up 'God' and to establish a*

concept of man as a being ... who can feel at home in it [the world] if he achieves union with his fellow man and with nature [his and other's carnal nature and the world that stimulates it]." ([Erick Fromm](#), *Escape from Freedom*)

The Marxist Theodor Adorno wrote: *"Authoritarian submission [humbling, denying, dying to, controlling, disciplining, capitulating one's "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."* *"Family relationships are characterized by fearful subservience to the demands of the parents and by an early suppression of impulses not acceptable to them."* *"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."* ([Theodor Adorno](#), *The Authoritarian Personality*) The error in Adorno's "logic" is that all forms of socialism, including Fascism must *negate* the father's/Father's authority in the home/in the individual in order to initiate and sustain the socialist's control over the individual, i.e., "the people."

The "old" education system (curriculum) is based upon the father's/Father's authority system where the educator 1) *preaches* established commands and rules to be obeyed as given, *teaches* established facts and truth to be accepted as is, by faith, and [discusses](#) with the students any question(s) they might have regarding the commands, rules, facts, and truth being taught, at the teacher's discretion, i.e., providing he or she deems it necessary, has time, the students are able to understand, and are not questioning, challenging, defying, disregarding, attacking authority, 2) *rewards* the students who do right and obey, 3) corrects and/or *chastens* the

student who does wrong and/or disobeys, that he might learn to *humble, deny, die to, control, discipline, capitulate* his "self" in order to do right and not wrong according to the established commands, rules, facts, and truth he has been taught (*told*), i.e., in order to do the father's/Fathers' will, and 4) *casts out* (expels/grounds) any student who questions, challenges, defies, disregards, attacks the father's/Father's authority system, which retains the father's/Father's authority system in the students thoughts and actions, resulting in the the student KNOWING right from wrong from being *told* (especially when it comes to behavior).

The "new" education system (curriculum) is based upon the "feelings" and "thoughts" of the students, who are being *seduced, deceived, and manipulated* (as Thorndike's chickens, Skinners rats, Pavlov's dog) by the facilitator of 'change,' i.e., the psychotherapist ([predator, charlatan, pimp, pedophile](#)), using the pressure of "the group," i.e., desire for "the group's" approval and fear of its rejection to 'change' the way the students feel, think, and act toward their self, others, the world, and authority, i.e., to 'change' their *paradigm*.

"A change in the curriculum is a change in the people concerned—in teachers, in students, in parents" "Curriculum change means that the group involved must shift its approval from the old to some new set of reciprocal behavior patterns." "... people involved who were loyal to the older pattern must be helped to transfer their allegiance to the new." "Re-education aims to change the system of values and beliefs of an individual or a group." (Kenneth Benne, [Human Relations in Curriculum Change](#))

*"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*)*

"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 [their loyalty to the father's/Father's authority] in the face of apparent group unanimity." ([Irvin D. Yalom](#), *The Theory and Practice of Group Psychotherapy*)

[Cognitive dissonance](#) is "The lack of harmony between what one does and what one believes." "The pressure to change either one's behavior or one's belief." (Ernest R. Hilgard, *Introduction to Psychology*)

"(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*)

"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*)

"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*)

"Group members must be able to synthesize individual 'felt' needs [lusts] with common group 'felt' needs [lusts—turning against those who remain loyal to the father's/Father's authority]." ([Warren Bennis](#), *The Temporary Society*)

"Bypassing the traditional channels of 'top-down' decision making our objective center's upon transformation public opinion into an effective instrument of global politics." "Individual values must be measured by their contribution to common [lust] 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)
This from the man who developed the theory of "climate change."

All the facilitator of 'change' has to do (in a "positive" environment, i.e., in an environment which will not judge, condemn, or cast you out for *lusting* after pleasure or for being wrong) is ask you how you feel and what you think regarding the commands, rules, facts, and truth you have been taught (that get in the way of your carnal desires), especially when it comes to behavior and the facilitator of 'change' "owns" you. This applies to all who participate in the facilitated, *dialoguing of opinions* to a *consensus* process (establishing *lust* , i.e., the person's carnal desires, i.e., his *self interest* of the 'moment' that the current situation and/or object, people, or person is *stimulating over* and therefore against the father's/Father's authority, i.e., over and therefore against what he has been *told* in the past or is being *told* in the present that gets in the way).

*"Any non-family-based collectivity that intervenes between parent and child and attempts to regulate and modify the parent-child relationship will have a democratizing impact on that relationship." "For however much the state or community may wish to inculcate obedience and submission in the child, its intervention betrays a lack of confidence in the only objects from whom a small child can learn authoritarian submission," ". . . any intervention between parent and child tend to produce familial democracy [replacing *discussion*, which retains the father's/Father's authority with *dialogue*, which 'justifies' the child's carnal nature 'liberates' the child from the parent's authority, i.e., from having to do right and not wrong according to the parent's (the father's/Father's) established commands, rules, facts, and truth] 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." "The state, by its very interference in the life of its citizens, must necessarily undermine a parental authority which it attempts to restore." "For however much the state or community may wish to inculcate obedience and submission in the child, its intervention betrays a lack of confidence in the only objects from whom a small child can learn authoritarian submission." (Bennis, *The Temporary Society*)*

What the Marxists (who came to America from Europe in the early thirties) did was educate our University professors (and their students) along with our leaders in the Federal government (including the Supreme Court), passing laws forcing their agenda down from the top onto the local community, through the education system 'changing' the parent's children, turning them into Marxists, i.e., into [children of disobedience](#)—with the "help" of "educators" using "*Bloom's Taxonomies*," i.e., Marxist curriculum in the classroom (which excludes the father's/Father's authority from education, other than to question, challenge, defy, disregard, attack it).

*"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." (Warren Bennis, *The Temporary Society*)*

When it comes to behavior, if you start with *dialogue*, i.e., with how the child "feels" and what he "thinks" instead of with *discussion*, i.e., with what the father/Father says the child is 'liberated' from the father's/Father's authority system in making a decision.

"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*)

The "educator," i.e., the facilitator of 'change,' i.e., the group 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 *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 restrain, doing so in order to be approved, i.e., *affirmed* by "*the group*," resulting in "*the group*" labeling those students who, refuse to participate in the process of 'change' or who fight 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*" people's "*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 as well. Once you are 'labeled,' you are 'labeled' for life. In the soviet union, once you were 'labeled' "*psychological*," no matter how important you were in the past, your life was over, your career was done.

"Only a dead father is a good father." "The current generation is the first in the history of the world which has nothing to learn from grandparents;" "Freud noted that patricide and incest are part of man's deepest nature." "One of the most fascinating aspects of group therapy is that everyone is born again, born together in the group." (Yalom)

Bloom, in his "taxonomy" writes: *"To create effectively a new set of attitudes and values, the individual must undergo great reorganization of his personal beliefs and attitudes and he must be involved in an environment which in many ways is separated from the previous environment in which he was developed.... 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 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."* *"... 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."* (Book 2: Affective Domain)

The role of therapist, i.e., the facilitator of 'change' is to 'liberate' the "client," i.e., student from the restraints of the past, i.e., from the father's/Father's authority system.

"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 comes to ask himself, 'What does it mean to me?'" ([Carl Rogers](#), on becoming a person: A Therapist View of Psychotherapy)

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

"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 pleasure in disobedience]." (Yalom)

"Unfreezing. This term, also adopted from Lewinian change theory, refers to the process of disconfirming an individual's former belief system." (Yalom)

"A successful change includes, therefore, three aspects: unfreezing the present level, moving to the new level, and freezing group life on the new level." (Kurt Lewin)

"In brief, unfreezing is the breaking down of the mores, customs and traditions of an individual – the old ways of doing things – so that he is ready to accept new alternatives." (Edger Schein and Warren Bennis,

Personal and Organizational Change Through Group Methods: The Laboratory Approach)

Brainwashing is simply washing the father's/Father's authority system (equated to Nationalism, aka individualism, under God) from the person's brain (his thoughts), thus effecting his actions.

The following section is from a book explaining how the Communist Chinese brainwash their victims through the use of "*Lewinian change theory*," which is the same method being used in the "*group grade*," facilitated, "*Bloom's Taxonomy*" classroom (instead of physical torture using the pain of group rejection to pressure the student into participation). *"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 [cell group] 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)

Now to the heart of the matter.

"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

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

In other words, according to Karl Marx it is *lust*, i.e., enjoying the carnal pleasures of the 'moment' that the current situation and/or object, people, or person is *stimulating* that makes us at-one-with the world, establishing *lust over* and therefore against the father/Father's authority that gets in the way. *Self* is therefore "*actualized*" in *lust*, not in doing the father's/Father's will.

"The real nature of man is the totality of social relations." ([Karl Marx](#), Thesis on Feuerbach #6)

"It is not individualism that fulfills the individual, on the contrary it destroys him. Society is the necessary framework through which freedom and individuality are made realities." (Karl Marx, in John Lewis, The Life and Teachings of Karl Marx)

In other words, according to Karl Marx the child having to *humble, deny, die to, control, discipline, capitulate* his "*self*" in order to do the father's/Father's will is not what "*fulfills*" the child. "*On the contrary*" it is the father's/Father's authority, i.e., the child having to do right and not wrong according to the father's/Father's established commands, rules, facts, and truth that "*destroys him,*" i.e., that prevents him from becoming his *self*, thinking and acting according to his carnal nature, i.e., according to what he has in common with all the children of the world. The child's desire 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"* from the father's/Father's authority and "*freedom*" to *lust* after pleasure, i.e., to do what he wants without having a *guilty conscience* (which the father's/Father's authority engenders) "*are made reality.*"

"The individual is emancipated in the social group." "Freud commented that only through the solidarity of all the participants could the sense of

*guilt be assuaged." "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*)*

According to Sigmund Freud the *guilty conscience* is a product of the father's/Father's authority, which sustains the father's/Father's authority in society. It is only in the "*social group*" that the *guilty conscience* can *negated*. According to the Marxist, Norman O. Brown without the "*social group*" the child and society remains subject to the father's/Father's authority. Therefore the child and society can only be liberated from the father's/Father's authority and the *guilty conscience* which the father's/Father's authority engenders in the "*social group*," which 'justifies' the child's carnal nature, i.e., eros, i.e., *lust*.

*"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 life which he has given to the object sets itself against him as an alien and hostile force." (Karl Marx, MEGA I/3)

According to Karl Marx, i.e., "*Bloom's Taxonomies*" when children obey their parent's they 'create' "*an alien and hostile force*" against their carnal nature.

*"Not feeling at home in the sinful world, Critical Criticism [dialogue] 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*)*

Karl Marx is saying, since sin is common to all no one has the "right" to judge, condemn, cast anyone out for sinning, whether it be in the home, in the classroom, in the workplace, in government, even in the "church." In fact since it is the child's natural propensity to resent and even hate restraint any act against the father's/Father's authority system is 'justified.'

Language (how we communicate with one another), which will be covered in greater detail below, comes into play here. When it comes to establishing right and wrong behavior in *dialogue* we "*set up a sinful world in [our] own home.*" In *discussion* the father/Father retains his/His authority (has the final say), i.e., the father's/Father's authority remains.

Rejecting the Heavenly Father's authority, claiming it is the result of the earthly father's authority, Karl Marx, et al set out to *negate* the father's authority so he and all those who follow after him could be 'liberated' not only from the issue of sin but also from being judged, condemned, cast out for sinning. By *negating* the father's/Father's authority all could *lust* after the carnal pleasures of the 'moment' that the world stimulates without having a *guilty conscience*. It is the *guilty conscience*, which is engendered by the father's/Father's authority that sustains the father's/Father's authority in the child and in society.

"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) A definition of the *guilty conscience* by a Marxist's perspective.

"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*) Trojanowicz then promotes bringing the police and the community together with the *dialoguing* of *opinions* to a *consensus* process, *negating* local control, i.e., the father's/Father's authority system. Done with the use of 'crime' to bring "the people" together.

There is no father's/Father's authority, i.e., judgment, condemnation, fear of being cast out in *dialogue* therefore using *dialogue* to establish right and

wrong behavior *negates* not only the father's/Father's authority it *negates* the *guilty conscience* as well.

Kurt Lewin wrote: *"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*)

While the *guilty conscience* ties the child to the father/Father or rather the father/Father to the child, the "super-ego" ties the child to society. "*Bloom's Taxonomies*" build the students moral standards, i.e., their classroom experience upon the "superego."

"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." (Book 2: *Affective Domain*)

It was not only Karl Marx who set out to *negate* the father's/Father's authority (system) Sigmund Freud had the same agenda. Herbert Marcuse, a Marxist who wrote about the use of psychology to advance the cause of Marxism, wrote:

*"... 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." "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 [the husband/father no longer exercises his authority in the home, over his wife/children]." (Sigmund Freud in [Herbert Marcuse](#), *Eros and Civilization: a psychological inquiry into Freud*)*

Sigmund Freud's history of the prodigal son is not of the son coming to his senses, *humbling* his *self*, returning home, submitting his *self* to his father's authority, learning his inheritance was not his father's money but his

father's love for him (Luke 15:11-24), but of the son joining with his "friends," returning home, killing the father, taking all that was his (the father's), using it to satisfy their carnal desires, i.e., their *lusts*, killing all the fathers in the land (devouring the fathers) so all the children could be the same, i.e., like them, thereby *affirming* them, i.e., their "*incest*," 'justifying' and supporting their control over them.

Abraham Maslow explained the significance of merging Marxism and psychology in advancing Marxism in the classroom and around the world. *"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 are necessary for personal growth, bad social conditions 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." (Abraham Maslow, The Journals of Abraham Maslow)*

In other words society needs man's natural inclination to *lust* after pleasure in order to become one and man's natural inclination to *lust* after pleasure needs societies, i.e., "the group's" 'justification.' The 'liberation' of self, i.e., of *lust* out from under the father's/Father's authority "*is necessary for personal growth*," while submission of self to the father's/Father's authority "*stunt(s) human nature*." Marxism is philosophy and psychology becoming at-one-with one another. It is in *dialogue* (which does not recognize the father's/Father's authority) that all can become one, "bypass" the father's/Father's authority, i.e., the issue of sin in making rules, policies, and law, i.e., in establishing right and wrong behavior—resulting in *lust* being right and the father's/Father's authority being wrong. This is the ideology of the contemporary classroom.

"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 so it must be important.

In other words, according to Karl Marx and Sigmund Freud it is the father's authority system, i.e., the father's established commands, rules, facts, and truth (which differ from father to father) that divides the people. (This correlates to nations as well). It is in the child's propensity to respond ('change' in accordance) to the situation and/or object, people, or person in the 'moment that is therefore the objective of life. Without the "help" of the facilitator of 'change' the children remain subject to the father's/Father's authority system (passing it on to the next generation). This 'cycle,' according to the Marxist has to be overcome.

"The dialectical method was overthrown—the parts [the children] were prevented from finding their definition [their identity] within the whole [within "the group"]." ([György Lukács](#), *History & Class Consciousness: What is Orthodox Marxism?*)

It is the facilitator of 'change's agenda to replace (take the place of) the father's/Father's authority system in the classroom. The facilitator of 'change,' perceiving his *self* as being the personification of "the people," who, like him *lust* after the carnal pleasures of the moment the world *stimulates*, hating restraint, sees it as his duty to 'justify' the people's natural inclination to *lust* after pleasure in order to 'justify' his natural inclination to *lust* after pleasure. When you question the facilitator of 'change's' actions he will respond with "It is not just about you," really meaning "It is all about me, so I can *lust* after pleasure without having a *guilty conscience*, with your *affirmation*. If you refuse to *affirm* me, i.e., my *lusts* or get in my way 'the people' will remove (*negate*) you (since having 'justifying' their *lusts* I now 'own' them). It appears I must keep an eye on you from now on for my 'good.'" This is the true meaning of "sight based management."

Language comes into play here as the father's/Father's authority requires *discussion*, if there are any questions regarding his/His commands, rules, facts, and truth, with him/Him having the final say, i.e., "Because I said so," "It is written." Whereas in *dialogue* all are equal. There is no father's/Father's authority, i.e., "You are wrong" in *dialogue*. There is only

the person's desires and dissatisfactions of the 'moment' (*opinion*) being expressed and 'justified.'

"In an ordinary discussion people usually hold relatively fixed positions and argue in favor of their views as they try to convince others to change."
(Bohm and Peat, *Science, Order, and Creativity*)

"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](#)

"Train up a child in the way he should go: and when he is old, he will not depart from it." Proverbs 22:6;

"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

"Hear, ye children, the instruction of a father, and attend to know understanding." "He that refuseth instruction despiseth his own soul: but he that heareth reproof getteth understanding." Proverbs 4:1; 15:32

The rejection of the father's/Father's authority is accomplished by making *dialogue* the child's/man's means to knowing right from wrong behavior, making behavior subject to the child's/man's carnal nature, i.e., subjective.

"*Bloom's Taxonomy*" begins, not with *knowledge* being based upon the father/Father's commands, rules, facts, and truth, i.e., not with what the father/Father has *told* the child/man what is right and what is wrong behavior (with *comprehension* being what will happen to them if they disobey) but with *knowledge* being based upon the child's/man's "*sense experiences*" of the past as well as the present, i.e., his *lust* for pleasure and resentment toward restraint in the past being used to evaluate the current situation in the present (leaving the father's/Father's authority out, other than to be an obstacle to overcome), not only in the classroom but in his evaluation of world events (local, national, and global) as well. Reasoning is then made subject to the child's and "the group's" *self interest* rather than subject to what the father/Father has said (demanded).

"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)

As it was in the garden in Eden it is today (via the use of "*Bloom's Taxonomies*" in the classroom), *dialogue* is being used to establish right and wrong behavior instead of the father's/Father's established commands, rules, facts, and truth, in order to 'liberate' the children/mankind from the father's/Father's authority system, so they can do wrong, disobey, sin, i.e., *lust* after the carnal pleasures of the 'moment' that the world stimulates without having a *guilty conscience*, i.e., without being judged, condemned, and cast out.

"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)

"And this is the condemnation, that light is come into the world, and men loved darkness rather than light, because their deeds were evil." John 3:19

"Every good gift and every perfect gift is from above, and cometh down from the Father of lights, with whom is no variableness, neither shadow of turning." James 1:17

"Take heed therefore that the light which is in thee be not darkness." Luke 11:35

"Woe unto them that call evil good, and good evil; that put darkness for light, and light for darkness; that put bitter for sweet, and sweet for bitter!" Isaiah 5:20

"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

"For the wicked boasteth of his heart's desire, and blesseth the covetous, whom the LORD abhorreth. The wicked, through the pride of his countenance, will not seek after God: God is not in all his thoughts." Psalms 10:3, 4

"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

"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

[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," "open ended, non-directed," 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, i.e., no established aka absolute command, rule, facts, or truth to be accepted as is, by faith and obeyed; there is only the person's carnal desires, i.e., lusts of the past and the present being verbally expressed and 'justified'), 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)—as predators, charlatans, pimps, pedophiles, 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., can "lust" after the carnal pleasures of the 'moment' that the world stimulates, 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, Hearken 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*" (your *lusts*) 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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