

## The Difference Between The Communist Chinese And The American Education Systems.

(*Personal note.*)

by  
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***"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

***"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."***  
Ecclesiastes 11:9

What is the difference between the Communist Chinese and the American education systems? One is in China while the other is in America. Today both are the same, both require the *negation* of the father's/Father's authority in *"the people's"* thoughts and actions so the Marxist/psychologist (facilitator of 'change') 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*, with *"the peoples"* **affirmation** (support, praise, and worship).

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

The father's/Father's authority (system) requires the child have faith in the father/Father, i.e., faith in what the father/Father is *telling* him, regarding what the father/Father is *preaching, teaching, and/or discussing* (with the father/Father having the final say), i.e., regarding what it is right and not wrong, what is true and not false according to established commands, rules, facts, and truth—confirmed later (or while being *told*, i.e., *taught*). The father's/Father's authority is external to the child, **"directing"** the child's **"steps,"** i.e., the child's thoughts and actions, requiring the child have faith in the father/Father, i.e., faith in what the father/Father says.

***"So then faith cometh by hearing, and hearing by the word of God."*** Romans 10:17

***"Now faith is the substance of things hoped for, the evidence of things not seen."  
"But without faith it is impossible to please him: for he that cometh to God must believe that he is, and that he is a rewarder of them that diligently seek him."***  
Hebrews 11:1, 6

***"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***

***"Therefore being justified by faith, we have peace with God through our Lord Jesus Christ: By whom also we have access by faith into this grace wherein we stand, and rejoice in hope of the glory of God." Romans 5:1, 2***

***"For we walk by faith, not by sight:" II Corinthians 5:7***

***"Casting down imaginations, and every high thing that exalteth itself against the knowledge of God, and bringing into captivity every thought to the obedience of Christ;" 2 Corinthians 10:5***

***"Nevertheless when the Son of man cometh, shall he find faith on the earth?" Luke 18:8*** The implied answer is no. What happened? (Since we all come into this life with faith, at least with a measure of it.)

The father's/Father's authority (system), i.e., the *Patriarchal paradigm* (way of feeling, thinking, and acting toward *self*, others, the world, and authority) is reflected (sustained) in the traditional classroom with the teacher holding the students (each student personally) accountable to doing right and not wrong according to established commands, rules, facts, and truth, *telling* them what they can and can not do or say, i.e., 1) *preaching* commands and rules to be obeyed, as given, *teaching* facts and truth to be accepted as is, by faith, and *discussing* with the students any questions they might have regarding the commands, rules, facts, and truth being taught, at the teacher's discretion: providing he or she deems it necessary, has time, the students are capable of understanding, and are not questioning, challenging, defying, disregarding, attacking authority, 2) *blessing* and/or rewarding those students who obey and do things right, 3) correcting and/or *chastening* those students 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, and 4) *casting out* or expelling (grounding) any student who questions, challenges, defies, disregards, attacks authority. It is this system, i.e., the father's/Father's authority, i.e., the *Patriarchal paradigm*, and the *guilty conscience* it engenders 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 that the Communist educator, i.e., the facilitator of 'change,' i.e., the Transformational Marxist, i.e., the psychotherapist seeks to *negate*. Whether done in Communist China or in America the agenda (and method) is the same.

***"And he said unto them, Ye are they which justify yourselves [your lusts] 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***

Communism begins and ends with the carnal nature of the child, i.e., "*human nature*," 'justifying' the child's/man's natural inclination to *lust* after the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating, thereby 'justifying' the *negation* of the father's/Father's authority, thereby *negating* the *guilty conscience* which the father's/Father's authority engenders in the child when the child is doing wrong, disobeying, sinning, i.e., when the child is *lusting* after the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating. Contemporary aka transformational education is *antithetical* to traditional education aka "old school," *negating* the father's/Father's authority so all "*the people*" can all be the same (the basis of common-ism), i.e., only "*of the world*," *lusting* 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*, with "*the peoples*" *affirmation*.

***"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

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

***"Laws must not fetter human life; but yield to it; they must change as the needs and capacities of the people change."*** (Karl Marx, *Critique of Hegel's 'Philosophy of Right'*)

***"And through covetousness [your lust for pleasure] shall they with feigned words [giving you what you want to hear, i.e., your heart's desire] make merchandise of you [turn you into 'human resource,' casting you aside when you no longer serve their 'purpose,' i.e., satisfy their lusts or get in the way of their lusts]."*** 2 Peter 2:3

You persuade with facts and truth. You *manipulate* with "*feelings*." By making "*feelings*," i.e., *lust* the means to knowing the "truth" persuasion, i.e., the father's/Father's authority, i.e., "rule of law" is *negated*, replaced with *manipulation*, i.e., the child's carnal nature. Did you get up this morning saying to your self "*I hope I am manipulated today, "I hope they do it so well I don't even notice it?"*" The scriptures are clear about being *told*, i.e., about the father's/Father's authority (the soul **KNOWS** by being *told*, the flesh knows by "*sense experience*," i.e., "*feelings*," i.e., *stimulus-response*, i.e., *manipulation*), warning us about the consequence of rejecting the father's/Father's authority, i.e., faith, i.e., being *told*.

***"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

***"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

***"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

People think the "Berlin Wall" came down because Communism was defeated. It came down because Communism had succeeded, with facilitators of 'change' (taking the place of the father/Father, i.e., usurping the father's/Father's authority) using the [dialoguing of opinions](#) to a [consensus \(affirmation\)](#) process (dialectic "reasoning," i.e., "reasoning through "feelings," i.e., through "sense experience"), i.e., the "open ended," "non-directive," i.e., facilitated "group grade" ("I feel," "I think," i.e., opinion based) classroom in order to determine right and wrong behavior (there is no father's/Father's authority in dialogue, in an opinion, or in the consensus, i.e., affirmation, i.e., facilitation process, i.e., in an "open ended," "non-directive," "group grade" classroom, there is only the participants, i.e., "the groups," i.e., "the people's" carnal desires, i.e., **lusts**, i.e., self interests of the 'moment' that are being stimulated by the world, i.e., by the current situation and/or people present) negating the father's/Father's authority (faith in the father/Father) in everyone's (in the participants) thoughts and actions (called "theory and practice") so the Marxist/psychologist (the facilitator of 'change') 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, with impunity, i.e., with "the groups" ("the peoples") approval, i.e., **affirmation**—which is even being done in the "Church" (apostate "Church") where the worship service (worshiping the experience, i.e., the "feeling" of "oneness" with "the people") supersedes (replaces/negates) the worship of God, i.e., the Father, and His son, Jesus Christ, i.e., where relationship with "the people" and the facilitator of 'change' (based upon feelings, i.e., common carnal desires, i.e., self interests, i.e., **lusts**) supersedes (replaces/negates) fellowship with believers and God (based upon sound doctrine, i.e., [the Word of God](#)) —"**Ye adulterers and adulteresses, know ye not that the friendship of the world is enmity with God?**" James 4:1-4, "**... and truly our fellowship is with the Father, and with his Son Jesus Christ.**" 1 John 1:3.

The foundation of Communism (Marxism/psychotherapy): "**lust.**"

***"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 et al., i.e., Sigmund Freud it is "**lust**" (what all children/men have in common) 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."**

**"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*)**

**"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*)**

**"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)**

According to Karl Marx, as with Sigmund Freud ("*Behavioral 'Science'*") 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."** 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.**

**"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*)**

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

The **soul KNOWS** by being **told.** The flesh by **"sense experience,"** i.e., stimulus-response and instinct. 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 read or write books. 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***

***"My people are destroyed for lack of knowledge: because thou hast rejected knowledge [being told], I will also reject thee, ...; seeing thou hast forgotten the law of thy God, I will also forget thy children." Hosea 4:6***

When you make the 'purpose' of life *"What can I get out of this situation and/or this person for my self?"* (to satisfy your **lusts**), *"What is going to happen to me if they reject or lose interest in me (or I get in their way)?"*, i.e., fear of man rejecting you (turning on you) for getting in their way (in the way of their **lusts**) controls your life, doing to you what you did to God for getting in your way (for getting in the way of your **lusts**). The road to 'Utopia' (worldly peace and socialist harmony, i.e., **lust** and **affirmation**) is paved with the bodies of those who got in the way (in the way of **lust**)—including the unborn, the elderly, the innocent, the righteous. When you reject God's Word, removing it from academics (your thoughts and actions) all you have is that which is of and for *self* and the world, i.e., **lust**, i.e., sin, preparing you for God's judgment upon you. God does not hate you. He (being perfect) hates sin, i.e., **lust**, holding you accountable for your carnal thoughts and actions, i.e., for rejecting him, i.e., for rejecting his **"counsel"** and **"reproof,"** i.e., for refusing to be *told*. Have you noticed you can not *tell* anybody anything (how to behave) these days, especially the young.

***"I also will laugh at your calamity; I will mock when your fear cometh; When your fear cometh as desolation, and your destruction cometh as a whirlwind; when distress and anguish cometh upon you. Then shall they call upon me, but I will not answer; they shall seek me early, but they shall not find me: For that they hated knowledge, and did not choose the fear of the LORD: They would none of my counsel: they despised all my reproof." Proverbs 1:26-30***

Mao's long march across America began in earnest the 50's and 60's with the introduction of ***"Blooms' Taxonomies"*** (Marxist curriculum) into the school systems across America (and around the world). (Benjamin Bloom, *Bloom's Taxonomy: A Forty Year Retrospect*). All "educators" are certified and schools accredited today based upon their use of ***"Bloom's Taxonomies"*** in the classroom, curriculum which is designed to 'change' the students way of feeling, thinking, and acting toward their ***"self,"*** others, the world, and authority. Question the use of ***"Blooms' Taxonomies"*** in the classroom today and you will be quickly attacked by most educators (having been intoxicated with, addicted to, and possessed by its use in the classroom). Hiding Marxism under Psychology, both of which attack the father's/Father's authority system, Marxism was able to become the core of

education, 'liberating' the children from their parent's, i.e., the father's/Father's authority system.

*"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 ..."* ["A natural step in the present study, therefore, was to conceive of a continuum extending from extreme conservatism to extreme liberalism and to construct a scale which would place individuals along this continuum." (Theodor Adorno, *The Authoritarian Personality*)] *"...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 Bloom, *Taxonomy of Educational Objective, Book 1: Cognitive Domain* and David Krathwohl, Benjamin S. Bloom, *Taxonomy of Educational Objectives Book 2: Affective Domain*)*

*"In the more traditional society a philosophy of life, a mode of conduct, is spelled out for its members at an early stage in their lives." "A major function of education in such a society is to achieve the internalization of this philosophy." "This is not to suggest that education in an open 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>." "<sup>1</sup>Cf. Erich Fromm, 1941; T. W. Adorno et al., 1950." (Book 2: *Affective Domain*) Erich Fromm and T. W. Adorno were two Marxist's who were members of the "Frankfurt School" who came to the states, fleeing Fascist Germany in the early 30's—who entering our universities and "assisted" our government in making policies.*

***"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).***

***"We are not entirely sure that opening our 'box' is necessarily a good thing; we are certain that it is not likely to be a source of peace and harmony among the members of a school staff." (Book 2: Affective Domain)***

***"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)***

***"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." (Book 1: Cognitive Domain) Benjamin Bloom simply paraphrased Karl Marx "In the eyes of the dialectic philosophy, nothing is established for all times, nothing is absolute or sacred," without giving him credit (for obvious reason). (Karl Marx)***

The following section is from a book explaining how the Communist Chinese brainwash (wash loyalty to Nationalism, i.e., the father's/Father's authority from the brains, i.e., from the thoughts and therefore the actions of) 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') 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., their "*lust*" over and therefore against their parents authority. Being *told* to be "*positive*" (supportive of the other students carnal nature) and not "*negative*" (judging them by their parents standards) pressures students to 'justify' their and the other students 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, holding onto their parents 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. 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.

***"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*)

Both the ***"earthly family"*** (with the earthly father in authority) and the ***"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 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, i.e., *"self actualized."* 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,"* i.e., seems right unto the child. Only God is good. By making pleasure, i.e., ***lust*** "good" you become God, i.e., right in your own eyes, *negating* the father's/Father's authority in your life, i.e., in your thoughts and your actions (which is *antithetical* to the gospel message, i.e., to the Word of God).

***"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*

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

*"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. Even those who founded our nation and those who were in government in the past understood the tyranny of the *"human heart,"* i.e., man's *lust* for pleasure, i.e. the child's/man's natural inclination to control all that is around to guarantee it (for himself).

*"[D]espotism" "predominates in the human heart [man's lust for the carnal pleasures of the 'moment' that the world stimulates]." ([George Washington](#), Farewell Address)*

*"Every system of law known to civilized society generated from or had as its component one of two well known systems of ethics, stoic or Christian. The COMMON LAW draws its subsistence from the latter, its roots go deep into that system, the Christian concept of right and wrong or right and justice motivates every rule of equity. It is the guide by which we dissolve domestic friction's and the rule by which all legal controversies are settled." (Strauss Vs. Strauss., 3 So. 2nd 727, 728, 1941)*

Stoics based law upon human nature, i.e., *sense experience*. Christianity upon being *told*, i.e., rule of law. Communism bases law upon human nature, i.e., *sense experience* not

upon "**Christian revelation**," i.e., being *told*.

**"The justice of state constitutions is to be decided not on the basis of Christianity, not from the nature of Christian society [the father's/Father's authority, i.e., rule of law] but from the nature of human society [the child's carnal nature, i.e., *lust*]."**  
**"The state arises out of the exigencies of man's nature [*lust*, i.e., *self interest*]."**  
(Karl Marx's *Critique of Hegel's 'Philosophy of Right'*)

**"[T]here has always been strong support for the view that life does not begin until live birth. This was the belief of the Stoics."** (ROE v. WADE, 410 U.S. 113 15, 1973)

From ROE v. WADE on our courts have made Marxism, i.e., *sense experience*, i.e., human nature, i.e., *lust* the standard for establishing law instead of "**Christian revelation**," i.e., rule of law., i.e., being *told*. There can only be one or the other. Even the Marxists know this.

**"If the 'restoring of life' of the world is to be conceived in terms of the Christian revelation [the Father's authority, i.e., being *told*], then Marx must collapse into a bottomless abyss."** (Jürgen Habermas, *Theory and Practice*)

**"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)

Revelation comes from being *told*.

**"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)

Revolution comes from the child's hatred toward being *told*.

**"... the hatred against patriarchal suppression [being *told*]—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*)

While traditional education is supportive of the father's/Father's authority system, Communist (contemporary, transformational) education, making human nature, i.e., *lust*,

i.e., *self interest* the means to knowing right from wrong, i.e., elevating the child's carnal nature over and therefore against the father's/Father's authority, is hateful toward it.

***"I am nothing and I should be everything."*** (Karl Marx, *Critique of Hegel's Philosophy of Right*)

***"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*) In other words ***"not feeling at home"*** in a world that calls ***lust***, i.e., human nature ***"sinful,"*** the child, through *dialogue* with his *self*, i.e., 'justifying' his ***lusts*** and hatred toward authority, i.e., hatred toward restraint, i.e., hatred toward missing out on pleasure, i.e., hatred toward having to do what he does not want to do, i.e., through ***"Critical Criticism"*** sets ***"up a sinful world"*** of his own, i.e., in himself (creating a world of *"ought"*). *Dialogue* aka "Critical Thinking" regarding right and wrong behavior, i.e., ***"Critical Criticism"*** aka "Critical Race theory" consisting only of the child's carnal nature, i.e., ***lust***, according to Karl Marx, et al. being ***"a spiritualistic lord, pure spontaneity, actus purus, intolerant of any influence from without,"*** i.e., void of the father's/Father's authority is all there ***"Is,"*** i.e., is all that is ***"actual."***

***"According to Freud, the ultimate essence of our being is erotic, and demands activity according to the pleasure-principle ["lust," "enjoyment," dopamine emancipation]." "The foundation on which the man of the future will be built is already there, in the repressed unconscious [in the carnal nature of the child]; the foundation has to be recovered ['liberated' from the father's/Father's authority]. " "I wagered my intellectual life on the idea of finding in Freud what was missing in Marx."*** (Brown)

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"***). Freud's "prodigal son" does not come to his *senses* (returning home *humbling* his *self* before the father's/Father's authority—discovering that his inheritance was not his father's money but his father's love for him) but instead joins with his "friends," i.e., comes to a *consensus* (to a ***"feeling"*** of oneness with them), returns home, kills the father (along with those who continue to hold onto his/His authority) and devours him—so he and his "friends" can satisfy their ***lusts*** (with what was the father's), doing so without having a *guilty conscience*.

***"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

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, teaching them to do right and not wrong according to established commands, rules, facts, and truth, engendering a *guilty conscience* in them when they do wrong, disobey, sin, i.e., when they ***lust*** after the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating instead of doing the father's/Father's will.

***"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

***"The dialectical method was overthrown—the parts [the children] were prevented from finding their definition within the whole [within "the group" via dialogue]."*** (Lukács)

In other words: What all mankind (children) have in common is their ***lust*** for the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating. What divides mankind (children) from one another is the father's/Father's authority, i.e., established commands, rules, facts, and truth that differ between families and individuals (some having faith in them and others not)—not only "repressing" mankind (the child), i.e., inhibiting or blocking (preventing) him from becoming his *self*—thinking and acting according to his carnal nature—but also "alienating" him (dividing him) from one another. According to Karl Marx et al. as long as man (the child) is forced to find his identity in the father/Father, submitting his *self* to his father's/Father's authority he is prevented from 'discovering' his identity in his *self*, i.e., in what he has in common with all mankind, i.e., in the other children, i.e., his ***lust*** for pleasure and hatred toward restraint.

***"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)***

***"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. Local control begins in the traditional home with the father's/Father's authority, anything outside of that requires compromise, i.e., setting aside the father's/Father's commands, rules, facts, and truth when it comes to society, i.e., when they get in the way of relationships. Limited government (a Constitution Republic) was established in America, with its check and balances, in order to guaranty freedom of speech, religion, conscience, private property, and business, with the King no longer ruling over the people but instead the father in the home becoming King, ruling over his family, developing in the next generation of citizens an acceptance of established commands, rules, facts, and truth and a *guilty conscience* for doing wrong, disobeying, sinning, i.e., for ***lusting*** after the carnal pleasures of the 'moment' that the world stimulates in order for "*rule of law*" to prevail over (guide) the citizens— instead of anarchy, tyranny, and despotism, i.e., fascism and communism (Globalism is Communism with a Fascist, i.e., a facilitator of 'change' ruling over "*the people*").

***"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." (Erick Fromm, *Escape from Freedom*)***

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

***"Tillich suggests that it would be better to let the giver of arbitrary laws to destroy us physically than to accept the psychological destruction that would accompany submission to an alien will." (Leonard F. Wheat, Paul Tillich's Dialectical Humanism)***

***"... the central problem is to change reality.... reality with its 'obedience to laws.'" (Lukács)***

***"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." ". . . 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*)*

*"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)*

*"Without exception, [students] 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 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)

**"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*)

**"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*)

**"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)

*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)***

By creating an environment which requires the setting aside of established commands, rules, facts, and truth, i.e., the father's/Father's authority in order to build relationship while working on a "group" project the *guilty conscience* is *negated*. Being "*positive*" and not "*negative*" is simply establishing the child's carnal nature, i.e., *lust*, i.e., *self interest*, i.e., that which is "*positive*" to the flesh over and therefore against the father's/Father's authority, i.e., that which is "*negative*" to the flesh.

***"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 and the *guilty conscience* it engenders for doing wrong, disobeying, sinning, i.e., for *lusting* after the carnal pleasures of the 'moment' (*dopamine emancipation*) the world, i.e., the current situation and/or people are stimulating.

***"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 Kenneth Benne, Human Relations in Curriculum Change)***

***"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.'

***"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 [paradigm] of an individual or a group."*** (Benne)

***"(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*)

***"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)

***"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*) In dialogue we 'discover' our common *lusts*, i.e., or common *self interests*.

***"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 (from being *told*), 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 in a *discussion*.

***"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 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)***

***"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.

In *dialogue*, in an *opinion*, as in the *consensus* process there is no father's/Father's authority, there is only the child's carnal desires, i.e., *self interests*, i.e., *lusts* of the 'moment' that the world, i.e., the current situation and/or people are stimulating.

***"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*)

**"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)**

**"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*)

*"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,"* (Lukács)

*"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*)

*"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 they 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, 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 right, 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)*.

**"Individuals move not from a fixity through change to a new fixity, though such a process is indeed possible** [where the child accepts and obeys established commands, rules, facts, and truth, with doing right and not wrong according to established standards controlling his 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., satisfies his carnal desires 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 his 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 he wants, when he wants, in the "light" of the current situation, i.e., what he can get out of it for his "*self*," with group approval (*affirmation*)] – **he has become an integrated process of changingness.**" (Rogers)

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.

**"Lie not one to another, seeing that ye have put off the old man with his deeds;"**  
Colossians 3:9

The Greek word for "**deeds**" is *praxis*. *Praxis* is man's effort to solve his own problems with his own effort and reason, according to (**affirming**) his carnal nature, *negating* the leading and work (grace and mercy) of the Lord, i.e., faith., i.e., *negating* the authority of the father/Father, i.e., established commands, rules, facts, and truth. The name for the national testing for "educators" is *Praxis*.

**"The philosophy of praxis is the absolute secularization of thought, an absolute humanism of history."** (Antonio Gramsci, *Selections from the Prison Notebooks*)

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

This is what the Communist Chinese and American education systems have in common: the making of man into God—determining right and wrong behavior (action) according to what he has in common (common-ism) with all mankind, i.e., *lust*, i.e., according to that which is only *"of the world,"* rejecting/negating the authority of the father/Father (on earth and in Heaven) in the thoughts and actions of the children/mankind.

***"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,"* 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* 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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