

Traditional Education VS. [Bloom's "Taxonomies."](#)

(*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***

***"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***

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

***"To enjoy the present reconciles us to the actual." (Karl Marx, Critique of Hegel's 'Philosophy of Right') In other words "**Lust**, i.e., enjoying the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating, over and therefore against the father/Father's authority that gets in the way reconciles us to the world." "Self is actualized in **lust** and the world that stimulates it."***

***"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)***

Traditional education reflects [the father's/Father's authority](#) (the system or paradigm, i.e., the *Patriarchal paradigm* itself) where the teacher;

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 any question(s) the students 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. blesses and/or **rewards** the students who do right and obey in order to encourage them to continue,
3. corrects and/or **chastens** the students who do wrong and/or disobeys, that they might learn 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, 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 (1-4), which retains the father's/Father's authority system in the student's thoughts and actions.

Bloom's "*Taxonomies*" start with the students carnal nature, i.e., the **affective domain**.

**"The affective domain is, in retrospect, a virtual 'Pandora's Box' [a "box" 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]."** **"The affective domain** [the student's natural inclination to **"lust"** after the carnal pleasures of the 'moment' that the world (including *"the group"*) stimulates and their hatred toward restraint, i.e., toward the father's/Father's authority that gets in the way] **contains the forces that determine the nature of an individual's life and ultimately the life of an entire people.**" (David Krathwohl, Benjamin S. Bloom, *Taxonomy of Educational Objectives Book 2: Affective Domain*)

Instead of starting with the father's/Father's authority, requiring students to accept and obey established commands, rules, facts, and truth, i.e., making the father's/Father's authority the *thesis*, thus making the students carnal nature the *antithesis*, thus preventing

*synthesis* which has to be built upon the students carnal nature, Bloom begins with the students carnal nature, i.e., the ***affective domain***, which automatically makes the father's/Father's authority system the enemy, i.e., the *antithesis*, thus making it easier for the student's to achieve *synthesis*, based upon their carnal nature.

With the father's/Father's authority as the *thesis* the sequence of events (***knowing, comprehending, applying, analyzing, synthesizing, evaluating***) would look like this.

<i>thesis</i>	<b><i>knowing</i></b>	the students have been <i>told</i> right from wrong behavior
	<b><i>comprehending</i></b>	the students understanding that they will be held accountable for being wrong or disobeying
<i>antithesis</i>	<b><i>applying</i></b>	if they do what they want instead of obeying, i.e., if they do wrong and not right,
	<b><i>analyzing</i></b>	as "dad" is taking them to the "woodshed" for being or doing wrong they now <b><i>KNOW</i></b> how important doing what they are <i>told</i> , i.e., doing right and not wrong according to established commands, rules, facts, and truth is.

There is no *synthesis*, i.e., ***synthesizing*** and ***evaluating*** ([\*consensus\*](#) and [\*aufheben\*](#), based upon the students carnal nature, i.e., their ***affective domain***) in traditional education. The father's/Father's authority (doing right and not wrong according to established commands, rules, facts, and truth) is retained in the students thoughts and actions.

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

What Bloom does is make the students ***affective domain***, i.e., their ***lust*** for pleasure and resentment toward restraint the *thesis*, making the father's/Father's authority the *antithesis*, thus 'justifying' the students rejection of the father's/Father's authority in favor of what they have in common, i.e., their ***lust*** for pleasure and resentment toward restraint.

***"In the dialogic relation of recognizing oneself [one's lusts] 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 on those who remain loyal to the father's/Father's authority]."*** ([Warren Bennis](#), *The Temporary Society*)

By adding ***"synthesizing,"*** where the students must set aside any established command, rule, fact, or truth, i.e., *negate* doing the father's/Father's will that gets in the way of their *building relationship* with one another, based upon what they have in common, i.e., their natural inclination to *lust* after pleasure and hate of restraint, then ***"evaluating"*** their actions, i.e., *"did they do the process of compromise, i.e., of 'change' right,"* not letting the father's/Father's authority get in the way or *"did they do the father's/Father's will instead,"* i.e., inhibiting or blocking the *building of relationship* upon "human nature," i.e., upon *lust*, i.e., upon what they have in common, the father's/Father's authority system is [washed from their brains](#), i.e., from their thoughts, directly effecting their actions (and the nation).

***"Bypassing the traditional channels of top-down decision making [bypassing the father's/Father's authority] our objective centers upon transforming public opinion into an effective instrument of global politics." "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*)

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

***"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 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 student'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), 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, 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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