

In Brief.
([*Personal note.*](#))

by
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If your child, along with other children attend a class where they can share (through *dialogue*) their carnal desires, i.e., their *lusts*, i.e., their *self interests*, i.e., their *opinions*, i.e., what you have *told* your child is wrong, i.e., what your child is not to think on, say, or do, sharing it with other students (and them with your child) without judging or being judged, condemning or being condemned, or casting them out or being cast out, your child is being 'changed' (along with the other children), i.e., your child's way of thinking (*paradigm*; feeling, thinking, and acting toward *self*, others, the world, and authority) is being 'liberated' from the father's/Father's authority (system), i.e., your authority as a parent, i.e., your child is becoming at-one-with the world, 'justifying' his or her questioning, challenging, denying, defying, attacking your authority, i.e., the father's/Father's authority system (the *Patriarchal paradigm*). This is the [*praxis*](#) of the so called "new" world order. To participate is to become.

"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*)

All "educators" are certified and schools accredited today based upon their use of what are called "[*Bloom's Taxonomies*](#)" i.e., Marxist curriculum in the classroom. By 1971 over one million of Bloom's "*taxonomies*" were published for the Communist Chinese education system. (Benjamin Bloom, *Forty Year Evaluation*)

"Bloom's Taxonomies" are "... a psychological classification system" used "to develop attitudes and values ... which are not shaped by the parents." (Book 2: *Affective Domain*) In *Book 2: Affective Domain* Benjamin Bloom admitted he built his "*taxonomy*" on the world view, i.e., "*weltanschauung*" of two Marxists, i.e., [Erick Fromm](#) and [Theodor Adorno](#) (members of the [Frankfurt School](#), i.e., Marxists who merged Karl Marx and Sigmund Freud, both of whom, rejecting the father's/Father's authority system made it their objective to come between your children and you, 'liberating' your children from your authority, i.e., the father's/Father's authority system).

"The affective domain is, in retrospect, a virtual 'Pandora's Box' [a "box" (jar) full of evils, which once opened, can not be closed—once parental authority, i.e., the father's/Father's authority, i.e., fear of judgment, i.e., "the lid" is removed it is

difficult if not impossible to put it back on again]. 'It is in this 'box' that the most influential controls are to be found [you persuade with facts, you manipulate with feelings, i.e., with the affective domain]." "In fact, a large part of what we call 'good teaching' is the teacher's ability to attain affective objectives ['liberating' the student's "feelings" from his or her parent's authority, i.e., the father's/Father's authority system] through challenging the student's fixed beliefs [pressuring the student to question, challenging, disregard, defy, attack his parents commands, rules, facts, and truth for the sake of group approval, i.e., out of fear of group rejection] and getting them to discuss issues [evaluating the world through their carnal desires, i.e., their "lusts," i.e., their "feelings," i.e., their "self interests" of the 'moment,' that which they have in common with one another, i.e., with "the group"]." *ibid.*

The traditional father teaches his children (as the traditional teacher teaches his students) to do right and not wrong according to established commands, rules, facts, and truth, no matter the cost, which inhibits or blocks 'change,' especially rapid 'change.' 'Change' is all about your child having a "better life." There is nothing wrong with your child having a "better life" as long as he or she does not do wrong in order to have it. 'Change' leaves "wrong" out in order to have it. That is why 'liberal's' (in their mind) are never "wrong," i.e., are not to be held accountable for their actions, having only done things "badly." They will just do "better" next time (no matter the cost, i.e., the damage they have done to you or others from their actions).

"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 [replacing discussion, which retains your authority as a parent, i.e., the father's/Father's authority with dialogue, which 'justifies' your child's carnal nature (in an effort to initiate and/or sustain "relationship" with your child) 'liberates' the child from your authority, i.e., from having to do right and not wrong according to your (the father's/Father's) established commands, rules, facts, and truth] regardless of its intent." "The consequences of family democratization take a long time to make themselves felt—but it would be difficult to reverse the process once begun. . . . once the parent can in any way imagine his own orientation to be a possible liability to the child in the world approaching." ". . . Once uncertainty is created in the parent how best to prepare the child for the future, the authoritarian family is moribund, regardless of whatever countermeasures may be taken." "For however much the state or community may wish to inculcate obedience and submission in the child, its

intervention betrays a lack of confidence in the only objects from whom a small child can learn authoritarian submission [the father/Father making law and enforcing it]." ([Warren Bennis](#), *The Temporary Society*)

[Genesis 3:1-6](#), i.e., *self* 'justification' *negates* [Hebrews 12:5-11](#), i.e., the father's/Father's authority, *negating* [Romans 7:14-25](#), i.e., your child having a *guilty conscience* for doing wrong, disobeying, sinning—that gets in the way of 'change'—so your child (along with the "educator," i.e., facilitator of 'change') can *lust* after the carnal pleasures of the 'moment' that the world, i.e., that the current situation and/or people are stimulating without having any sense of accountability for his or her carnal thoughts and actions. When it comes to establishing right and wrong behavior when *discussion*, which retains the father's/Father's authority, i.e., where the father/Father has (you as a parent have) the final say ("Because I said do," "It is written") is replaced with *dialogue*, where your child has the final say ("I feel," "I think") the process of 'change' takes place, i.e., takes control of your child's life, 'liberating' your child from the father's/Father's authority (system), i.e., your authority as their parent, thereby turning your child against the father/Father and his/His authority, i.e., your authority for getting in the way. In brief, when your child leaves out what he or she has been taught, i.e., been *told*, i.e., the father/Father, i.e., the father's/Father's authority, i.e., established commands, rules, facts, and truth (when it comes to right and wrong behavior) all your child has to work from is his or her *self*, i.e., *lust* and the world that stimulates it, i.e., *stimulus-response* as his or her foundation (from which to "reason").

*"Lie not one to another, seeing that ye have put off the old man with his deeds [Greek, *praxis*]; ..." 1 Corinthians 2:16 The old man, void of God's judgment upon him for his sins, 'justifies' his and everyone else's *lusts*.*

This is what the so called "new" world order is all about, putting Genesis 3:1-6, i.e., *lust* 'justification,' i.e., the *dialoguing* of *opinions* to a *consensus* process into *praxis*, making *lust* for pleasure and hatred toward restraint, i.e., toward the father's/Father's authority all there is to life, making "Reasoning" subject to the child's carnal nature, i.e., "human nature" only—making everything subjective, i.e., subject to "change." While the child can be right and the father/the parent wrong (regarding a particular issue) it is the father's/Father's authority (system), i.e., your authority as a parent itself that is under attack in the process of 'change.' 'Change' is not of the father/Father, with his/His commands, rules, facts, and truth to be accepted as is and obeyed, but of the child, *lusting* after the carnal pleasures of the 'moment' that the world, i.e., that the current situation and/or people are stimulating.

*"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 "Pride of life" is your child's (as well as your) ability to control the environment that stimulates pleasure, i.e., [dopamine emancipation](#), when in truth *dopamine emancipation*, i.e.,*

lust that the world, i.e., that the current situation and/or people are stimulating is in control of your child, i.e., your child's thoughts, directly effecting his or her actions (behavior). Making your child's "behavior" subject to "science," i.e., to the laws of nature makes your child's carnal nature the foundation from which to determine right and wrong behavior, *negating* your authority as a parent, i.e., the father's/Father's authority system.

"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

*"The heart is deceitful above all things [thinking pleasure, i.e., lust is the standard for "good" instead of doing the father's/Father's will], and desperately wicked [hating and therefore in its actions removing 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 its *lust* for pleasure (Karl Marx) 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, for the Marxist it is *lust*, i.e., your child (the Karl Marx in your child) enjoying the carnal pleasures of the 'moment' that the world, i.e., the current situation and/or people are stimulating that life is all about, establishing *lust* over and therefore against the father/Father's authority (that gets in the way), reconciling your child to the world. For the Marxist, *self* is *actualized* ('liberated' from the father's/Father's authority) in *lust* and the world that stimulates it.

"Every one that is proud in heart [who, thinking he is in control of life, establishes his self, i.e., his lusts, i.e., his self interest over and therefore against the Father's authority] is an abomination to the LORD: though hand join in hand, he shall not be unpunished." Proverbs 16:5

"Words and actions should help to unite, and not divide, the people." (Mao Zedong) In other words, *lust* for pleasure and hatred toward restraint (toward the restrainer), i.e., what all children have in common must become the means to knowing right from wrong behavior, not the father's/Father's authority that divides the children, i.e., "the people" on who is doing right and who is doing wrong according to his/His established commands, rules, facts, and truth.

"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." (Benjamin S. Bloom, Taxonomy of Educational Objectives Book 1: Cognitive Domain)

"In the eyes of the dialectic philosophy [using dialogue, i.e., "feelings," i.e., "sense experience" to come to the "truth"], nothing is established for all times, nothing is absolute or sacred." (Karl Marx's ideology, as explained by Friedrich Engels)

Benjamin Bloom simply paraphrased Karl Marx, making Marxism the foundation of your child's thoughts ("Reasoning"), directly effecting his or her action (behavior) toward you, i.e., the parent.

"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

"For my thoughts are not your thoughts, neither are your ways my ways, saith the LORD. For as the heavens are higher than the earth, so are my ways higher than your ways, and my thoughts than your thoughts." Isaiah 55:8, 9 Likewise the father KNOWS the cost of being wrong. The child, *lusting* after the carnal pleasures of the 'moment' that the world is stimulating does not.

"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? But God be thanked, that ye were the servants of sin, but ye have obeyed from the heart that form of doctrine which was delivered you. Being then made free from sin, ye became the servants of righteousness." Romans 8:16-18

Lust leads to violence, removing anyone who is getting in the way, i.e., in order to attain or retain control, i.e., take 'ownership' of what and/or who is stimulating *lust*, i.e., pleasure.

"From whence come wars and fightings among you? come they not hence, even of your lusts that war in your members? Ye lust, and have not: ye kill, and desire to have, and cannot obtain: ye fight and war, yet ye have not, because ye ask not. Ye ask, and receive not, because ye ask amiss, that ye may consume it upon your lusts." James 4:1-3 (Read [James chapters 4 and 5](#) for the total picture.)

The soul KNOWS from being *told*. The flesh by *"sense experience."* When God created ("*formed*") Adam He made him, unlike any other living thing in the creation "*a living soul.*"

"And the LORD God formed man of the dust of the ground, and breathed into his nostrils the breath of life; and man became a living soul." Genesis 2:7

He then *told* ("*commanded*") him what he could and could not do, i.e., He *told* him what was right and what was wrong behavior, i.e., which trees he could eat the fruit of and

which one he could not (lest he die).

"And the LORD God commanded the man, saying, Of every tree of the garden thou mayest freely eat: But of the tree of the knowledge of good and evil, thou shalt not eat of it: for in the day that thou eatest thereof thou shalt surely die." Genesis 2:16, 17

No animal, which are all subject only to *stimulus-response* (approach pleasure - avoid pain) and impulses and urges (instincts) can *read* or *write* a book, i.e., can be *told* or *tell* others what is right and what is wrong behavior, i.e., what they can and can not do. By making man subject to *stimulus-response* (only that which is of the world) man is (deceptively) equated to an animal (approach pleasure and avoid pain) denying the fact that man does what animals can not do, i.e., reason from being *told*. The objective, for those of (and for) the world is to *"prevent someone who KNOWS from filling the empty space"* so they can *lust* after the carnal pleasures of the 'moment' that the world stimulates without having a *guilty conscience*, i.e., without (in their mind) being held accountable for their carnal thoughts and actions. (Wilfred Bion, *A Memoir of the Future*)

"Any time we teach [tell] a child something, we keep him from discovering it himself," (Jean Piaget)

"For what shall it profit a man, if he shall gain the whole world, and lose his own soul? Or what shall a man give in exchange for his soul?" Mark 8:36, 37 The soul is eternal. The flesh is not. *"Now this I say, brethren, that flesh and blood cannot inherit the kingdom of God; neither doth corruption inherit incorruption." I Corinthians 15:50* Living in the "eternal present," i.e., *lusting* after the carnal pleasures of the 'moment' that the world, i.e., that the current situation and/or people are stimulating leads you down the pathway of eternal death, i.e., to the lake of fire that is prepared for the master facilitator of 'change' and all who follow him, 'justifying' their *self*, i.e., their flesh, i.e., their *lusts*.

In brief life is all (and only) about you and your children either doing the Father's will, i.e., *humbling, denying, dying to, controlling, disciplining, capitulating* your and their *self* in order to do right and not wrong according to the His established commands, rules, facts, or truth (all the laws of nature are established by Him) or doing your and their will instead, i.e., 'justifying' your and their natural inclination to *lust* after the carnal pleasures of the 'moment' that the world, i.e., that the current situation and/or people are stimulating, thereby 'justifying' your and their natural inclination to resent or hate the Father, i.e., the Father's authority for getting in the way—doing that which is common to all children/mankind—making it (*lust* for pleasure and hatred toward restraint, i.e., "human nature") the basis of common-ism. There is no in-between.

Beyond Brief.

All of history, from the garden in Eden to the Lord's return is based upon man either doing the Father's will or his own. Where you spend eternity is determined by who's will you obey. One is by faith, i.e., by being *told*. The other is by sight, i.e., by "*sense experience*." When you start with what you have been *told*, i.e., with the father's/Father's authority, i.e., with established commands, rules, facts, and truth the father/Father remains in control. When you start with your "feelings" and your "thoughts," i.e., your *opinion*, those who use your *lusts* of the 'moment'—that the current situation and/or people are *stimulating*—in order to *seduce*, *deceive*, and *manipulate* you, are in control. When man wants to do his will, i.e., 'justify' his flesh, i.e., his *lusts* he goes to *dialogue*., i.e., to "I feel" and "I think." When he wants to do the father's/Father's will he goes to *discussion*, i.e., to "I KNOW" (because I have been *told*, i.e., "*It is written*"). When it comes to establishing right and wrong behavior the "secret" of the so called "new" world order (as new as what happened in the garden in Eden, i.e., [Genesis 3:1-6](#)) is to replace *discussion* with *dialogue*, thereby establishing right and wrong behavior upon feels, i.e., upon carnal desires, i.e., upon the *lusts* of the 'moment' that the world, i.e., that the current situation and/or people are stimulating instead of upon what the father/Father commands, i.e., "rule of law." It is just that simple (and subtle). Any time you, your spouse, your children, your relatives, your neighbors, your "educator," your legislator, your governor/president, your judge, your minister, etc., uses *dialogue* instead of *discussion* in establishing policy or making law (in establishing what is right and what is wrong behavior), the father's/Father's authority system, governance, the Constitution, the "Bill of rights," limited government, God's Word is being "*bypassed*," i.e., circumvented, i.e., *negated*. It is the nature of the beast.

[What You Lose In Dialogue.](#)

"For we know that the law is spiritual: but I am carnal, sold under sin. For that which I do I allow not: for what I would, that do I not; but what I hate, that do I. If then I do that which I would not, I consent unto the law that it is good. Now then it is no more I that do it, but sin that dwelleth in me. For I know that in me (that is, in my flesh,) dwelleth no good thing: for to will is present with me; but how to perform that which is good I find not. For the good that I would I do not: but the evil which I would not, that I do. Now if I do that I would not, it is no more I that do it, but sin that dwelleth in me. I find then a law, that, when I would do good, evil is present with me. For I delight in the law of God after the inward man: But I see another law in my members, warring against the law of my mind, and bringing me into captivity to the law of sin which is in my members. O wretched man that I am! who shall deliver me from the body of this death? I thank God through Jesus Christ our Lord. So then with the mind I myself serve the law of God; but with the flesh the law of sin." [Romans 7:14-25](#)

"... 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 father's/Father's authority (establishing law, i.e., right and wrong behavior and enforcing it) *teaches* you right from wrong behavior according to established commands, rules, facts, and truth, holding you accountable for being wrong, disobeying, sinning. While our earthly father is not perfect, he might be or may have been a tyrant, *lusting* after the carnal pleasures of the 'moment' that the world stimulates without restraint, his office, given to him by God (to do His will in), is. His office of authority is summed up in his *preaching* commands and rules to you to be obeyed as given, *teaching* you facts and truth to be accepted as is, i.e., by faith until understood, and (the sign of a [benevolent](#) father) *discussing* with you any questions you might have regarding his commands, rules, facts, and truth at his discretion (providing he deems it necessary, has time, you are capable of understand, and are not questioning, challenging, defying, disregarding, attacking his authority), *rewarding* (blessing) you for doing right and obeying, *chastening* (correcting) you if you are doing wrong and/or disobeying in order for you to learn to *humble, deny, die to, control, discipline, capitulate your self* and do right according to established commands, rules, facts, and truth, casting out (leaving you out of his will) or expelling (grounding) you if you question, challenge, defy, disregard, attack his authority. This is also the political system of traditional education. It is a "top-down" political system socialist/Marxists, i.e., those of and for their *self* (and the world) are well aware of and seek to *negate*, as will be explained farther on (in their own words).

"And through covetousness shall they with feigned words make merchandise of you."
2 Peter 2:3 By 'discovering' your *lusts* of the 'moment' the facilitator of 'change,' offering to "help" you *actualize* them (thus gaining your trust) is able to use you as natural resource ("human resource") to satisfy his own *lusts*, discarding you when you no longer serve his purpose, i.e., when you no longer stimulate pleasure in him or you get in his way (doing to you what you did to the father/Father for getting in your way). The facilitator of 'change' engenders a political system that is hostile toward the father's/Father's authority. When it comes to knowing right from wrong behavior KNOWING by being *told* and knowing by "*sense experience*" are both political systems. They are antithetical to one another. One is based upon the father's/Father's authority the other upon the facilitator of 'change.' The facilitator of 'change,' perceiving his *self* to be the personification of "the people," who like him *lust* after the carnal pleasures of the 'moment' that the world, i.e., that the current situation and/or people are stimulating sees it as his duty to 'justify' them, i.e., their *lusts*, i.e., their *self interests* thus 'justifying' his *self*, i.e., his *lusts*, i.e., his *self interests*, converting, silencing, censoring, removing anyone who gets in his, i.e., in the children's, i.e., in "*the people's*" way. When he says "*It is not about you*" when you question his actions he is saying "*It is all about me, so I can lust after pleasure without having a guilty conscience, with your affirmation. If you refuse to affirm me,*

i.e. my lusts or get in my way, 'the people' will remove (negate) you (since, having 'justified' their lusts I now 'own' them). It appears I must keep an eye on you from now on for my 'good.'" The true meaning of "sight based management." All facilitator's of 'change' and their followers are intoxicated with, addicted to, and possessed by *lust*, 'justifying' all who think and act like them, converting (*seducing, deceiving, and manipulating*), silencing, censoring, removing anyone who gets in their way (including the unborn, the elderly, the innocent, the righteous) so they can *lust* after the carnal pleasures of the 'moment' that the world is stimulating, without having a *guilty conscience*, with the children's, i.e., "the people's" *affirmation*.

"*Belief-action dichotomy*" (what those of and for the world call "neurosis") is when a person is caught between wanting to do the father's/Father's will but doing his own will instead, having a *guilty conscience* for doing so, i.e., for doing wrong, disobeying, sinning, i.e., for *lusting* after the carnal pleasures of the 'moment' that the world, i.e., that the current situation and/or people are stimulating. The only solution being: to repent, ask for forgiveness, and do the father's/Father's will instead. The Marxist, rejecting the father's/Father's authority has another solution: *negate* the father/Father, i.e., the law maker and enforcer—thereby *negating* the *guilty conscience* (which sustains the law and the law maker, i.e., the father's/Father's authority—the author and enforcer of law).

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

"*Once the earthly family [where children learn to humble, deny, die to, control, discipline, capitulate their self in order to do the father's will] is discovered to be the secret of the Holy family [where the Son of God and those who follow Him humble, deny, die to, control, discipline, capitulate their self in order to do the Father's will], the former must then itself be destroyed [vernichtet, i.e., annihilated, i.e., [negated](#)] in theory and in practice [in the persons personal thoughts effecting his social actions]."*
([Karl Marx](#), *Feuerbach Thesis #4*)

Sigmund Freud rejected the father's/Father's authority as well.

"*It is not really a decisive matter whether one has killed one's father or abstained from the deed,' if the function of the conflict and its consequences are the same [the husband/father no longer exercises his authority in the family, over his wife/children]."* (Sigmund Freud in [Herbert Marcuse](#), *Eros and Civilization: a psychological inquiry into Freud*)

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

Sigmund Freud's history of the prodigal son is not of the son coming to his senses, *humbling his self*, returning home, submitting his *self* to his father's authority, learning his inheritance was not his father's money but his father's love for him (Luke 15:11-24), but of the son joining with his "friends," returning home, killing the father, taking all that was his (the father's), using it to satisfy their carnal desires, i.e., their *lusts* of the 'moment' that the world stimulates, killing all the fathers in the land so all the children could be the same, i.e., like them, thereby *affirming* them, i.e., their "*incest*," 'justifying' and supporting their control over them.

*"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." "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/student's natural inclination to lust after dopamine emancipation]." "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, having a guilty conscience for thinking about or doing the latter]." "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 ['liberated' from the guilty conscience, requiring the negation of the father's/Father's authority]. ([Norman O. Brown](#), *Life Against Death: The Psychoanalytical Meaning of History*)*

The *guilty conscience* prevents 'change,' at least rapid 'change.'

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

"The personal conscience is the key element in ensuring self-control, refraining from deviant behavior even when it can be easily perpetrated." "The family, the next most important unit affecting social control, is obviously instrumental in the initial formation of the conscience and in the continued reinforcement of the values that

encourage law abiding behavior." (Dr. Robert Trojanowicz, [The meaning of "Community" in Community Policing](#))

For those of and for the world, i.e., "of and for self" the only solution to the resistance to 'change' is to *negate* the *guilty conscience*, a product of the father's/Father's authority, which requires them (the facilitator of 'change,' i.e., the Marxist educator) to come between the children and the father/Father, 'justifying' their carnal nature, i.e., their natural inclination to *lust*, *negating* the father's/Father's authority, i.e., the initiator and sustainer of law thereby *negating* the *guilt conscience* (fear of being judged, condemned, cast out) for doing wrong, disobeying, sinning.

*"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*)*

Replacing the *guilty conscience*, i.e., the voice of the father/Father with the *super-ego*, i.e., the voice of "*the group*," i.e., "the village," i.e., "the people" initiates and sustains 'change.'

"... the superego 'unites in itself the influences [impulses and urges, i.e., lusts and hates] of the present and of the past.'" (Brown)

*"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 [socialism]." (David Krathwohl, Benjamin S. Bloom, *Taxonomy of Educational Objectives Book 2: Affective Domain*)
Emphasis added.*

"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." 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."
([Carl Rogers](#), *on becoming a person: A Therapist View of Psychotherapy*)

By creating an environment i.e., a "positive" environment, i.e., an environment void of the father's/Father's authority (denying anyone who adheres to the father's/Father's authority the right to set policy or make law), i.e., an environment where children can through *dialogue* share their *opinions*, i.e., their *lusts* of the 'moment' (when it comes to establishing right and wrong behavior) without fearing judgment, punishment, and/or being cast out, the *guilty consciences* is *negated*. This is the role of the facilitator of 'change,' i.e., the group psychotherapist—denying the Father (and therefore the Son, i.e., the need of a savior to 'redeem' us from damnation, i.e., from eternal death for our sins, i.e., for our *lusts*, i.e., for disobeying the Father), creating an environment absent the father's/Father's authority, i.e., "tolerant of ambiguity" where children can become their *self*, i.e., can *lust* after the carnal pleasures of the 'moment' that the world, i.e., that the current situation and/or people are stimulating without fearing judgment, i.e., without judging one another (and the facilitator of 'change'—which is the main objective of the process). This makes man, i.e., *lust* the focus of life instead of God, i.e., doing the Father's will.

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

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

"Now the serpent was more subtle than any beast of the field which the LORD God had made. And he said unto the woman, Yea, hath God said, Ye shall not eat of every tree of the garden? And the woman said unto the serpent, We may eat of the fruit of the trees of the garden: But of the fruit of the tree which is in the midst of the garden, God hath said, Ye shall not eat of it, neither shall ye touch it, lest ye die. And the serpent said unto the woman, Ye shall not surely die: For God doth know that in the day ye eat thereof, then your eyes shall be opened, and ye shall be as gods, knowing good and evil. And when the woman saw that the tree was good for food, and that it was pleasant to the eyes, and a tree to be desired to make one wise, she took of the fruit thereof, and did eat, and gave also unto her husband with her; and he did eat."
Genesis 3:1-6 Once the "master facilitator of 'change'" (placing the woman in a "safe" place/space/zone, i.e., in a be "positive" not "negative" environment) drew the woman into *dialogue*, i.e., *negated* the *"Thou shalt surely die"* (replacing it with *"Ye shalt not surely die"*) regarding right and wrong behavior, he "owned" her.

"... every man is tempted, when he is drawn away of his own lust, and enticed. Then when lust hath conceived, it bringeth forth sin: and sin, when it is finished, bringeth forth death" James 1:14,15

"The life which he has given to the object sets itself against him as an alien and hostile force." (Karl Marx MEGA I/3) In other words, according to Karl Marx (having rejected the father's/Father's authority) when the child *humbles, denies, dies to, controls, disciplines, capitulates* his *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/Father's will he 'creates' the father's/Father's authority, i.e., "*an alien and hostile force.*" The objective, therefore is to create a "healthy environment" (an environment void of the father's/Father's authority, i.e., void of judgment and condemnation for doing wrong, disobeying, sinning) in order for the child to think and act according to his carnal nature, i.e., so he can become his *self*, 'liberated' from the father's/Father's authority in his thoughts and in his actions (in "theory and practice").

"The child, contrary to appearance, is the absolute, the rationality of the relationship; he is what is enduring and everlasting, the totality which produces itself once again as such [once he is 'liberated' from the father'/Father's authority to become as he was before the father's/Father's first command, rule, fact, or truth came into his life (separating him from his "*self*" and the world), "*of and for self*" and the world only]." (Georg Hegel, *System of Ethical Life*) If you start with the father's/Father's authority, making it the determinate of right and wrong behavior, i.e., making it the *thesis* the child's carnal nature becomes the *antithesis*, inhibiting and blocking *synthesis*, i.e., preventing unity (based upon the child's carnal nature). If you start with the child's carnal nature, making it the determinate of right and wrong behavior, i.e., making it the *thesis* the father's/Father's authority becomes the *antithesis*, initiating and sustaining *synthesis*, i.e., engendering unity (based upon the children's carnal nature, i.e., their *self interest*).

Traditional education bases *knowing* on you being *told*, *comprehending* on you understanding you will be rewarded for obeying and doing things right and punished/corrected (chastened) if you disobey or do things wrong (according to established commands, rules, facts, and truth being *preached, taught, and discussed*), *applying* on how you respond, i.e., if you obey and do right or if you disobey or do wrong, *analyzing* on, if you obey or do right being rewarded or recognized or if you disobey or do wrong, as "*dad is taking you to the woodshed*" you now KNOW you need to do what you are *told*, sustaining the father's/Father's authority in your thoughts, effecting your actions (behavior). Benjamin Bloom, in defiance to the father's/Father's authority adding *synthesising*, i.e., your uniting (becoming at-one-with) other children on what you and they have in common, i.e., "*Building relationship on self interest,*" i.e., on "*the lust of the flesh, and the lust of the eyes, and the pride of life,*" thus *negating* the father's/Father's

authority (that divides you from other children) in your mind, with you from then on *evaluating* your thoughts and actions ([aufheben](#)), and the thoughts and actions of others from your carnal nature—whether you (and they) are initiating and sustaining unity, i.e., are being 'loyal' to "the group," i.e., are 'justifying' your and their *lusts* or inhibiting and blocking them, i.e., causing division, i.e., remaining loyal to the father/Father. In short in traditional education the children evaluate their thoughts and actions, i.e., their behavior (and the behavior of other children) from the father's/Father's established commands, rules, facts, and truth, i.e., from what they have been taught, i.e., *told*, separating themselves from children who are doing wrong, disobeying, sinning, i.e., who, in disobedience are *lusting* after the carnal pleasures of the 'moment' that the world is stimulating instead of doing the father's/Father's will, while in transformational (Marxist) education they evaluate their thoughts and actions, i.e., their behavior (and the behavior of other children) from their "sense experience," i.e., from their *lust* for pleasure and their hatred toward restraint, i.e., from what they have in common with all the children (of disobedience) of the world.

"Without exception, [children] enter group therapy [the "group grade" classroom] with the history of a highly unsatisfactory experience in their first and most important group—their primary family [the traditional home with parents telling them what they can and can not do]." "What better way to help [the child] recapture the past than to allow him to re-experience and reenact ancient feelings [resentment, hostility] toward parents in his current relationship to the therapist [the facilitator of 'change']? The [facilitator of 'change'] is the living personification of all parental images [takes the place of the parent]. Group [facilitators] refuse to fill the traditional authority role: they do not lead in the ordinary manner, they do not provide answers and solutions [teach right from wrong from established commands, rules, facts, and truth], they urge the group [the children] to explore and to employ its own resources [to dialogue their "feelings," i.e., their desires and dissatisfactions of the 'moment' in the "light" of the current situation, i.e., their desire for "the group" approval (affirmation)]. The group [children] must feel free to confront the [the facilitator of 'change'], who must not only permit, but encourage, such confrontation [rebellion and anarchy]. He [the child] reenacts early family scripts in the group and, if therapy [[brainwashing](#)—washing respect for and fear of the father's/Father's authority from the child's brain (thoughts)] is successful, is able to experiment with new behavior, to break free from the locked family role [submitting to the father's/Father's authority, i.e., doing the father's/Father's will] he once occupied. ... the patient [the child] changes the past by reconstituting it ['creating' a "new" world order from his "ought," i.e., a world "lusting" after the carnal pleasures of the 'moment' that the current situation and/or people are stimulating, i.e., a world void of the father's/Father's authority and the guilty conscience which the father's/Father's authority engenders for doing wrong, disobeying, sinning, i.e., for "lusting" after

pleasure in disobedience]." ([Irvin D. Yalom](#), *Theory and Practice and Group Psychotherapy*)

"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*) It is in "the group" (including in "the youth group") that the child 'discovers' his common identity with other children and the world, 'liberating' his *self* from the father's/Father's authority.

"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]." (Bennis)

"Only when the immediate interests are integrated into a total view and related to the final goal of the process do they become revolutionary," (Lukács))

"Bypassing the traditional channels of top-down decision making [the father's/Father's authority, i.e., "rule of law," i.e., using dialogue instead of discussion in setting policy and/or making law, i.e., defining right and wrong behavior] 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*)

"If the goal is a group goal rather than individual goals of the members, then the introduction of content into the group makes the group almost certain to be a brainwashing group." (Dr. Shofstall; Dr. William Coulson, "Encounter Groups and Brainwashing" Notre Dame Journal of Education) [Brainwashing](#) is simply washing the father's/Father's authority (equated to Nationalism aka individualism, under God) from the student's mind so he (along with 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., that the current situation and/or people are stimulating without being held accountable, i.e., without having a *guilty conscience*, with "the group's," i.e., "the people's" approval, i.e., *affirmation*.

"One of the most fascinating aspects of group therapy is that everyone is born again, born together in the group." "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." Long cherished but

self-defeating beliefs and attitudes may waver and decompose in the face of a dissenting majority. " ... few individuals, as Asch has shown, can maintain their objectivity [loyalty to the father's/Father's authority] in the face of apparent group unanimity; and the individual rejects critical feelings toward the group at this time to avoid a state of cognitive dissonance. (Yalom) Emphasis added

*"The philosophers have only interpreted the world in different ways, the objective however, is change." (Karl Marx, Feuerbach Thesis #11) Inscribed on Karl Marx's tomb so it must be important. The objective in other words is to put *lust* for pleasure and hatred toward restraint, which is stimulated by the current situation and/or people present into action, *negating* any command, rule, fact or truth, i.e., the father's/Father's authority and therefore the *guilty conscience* that is getting in the way, thus engendering (initiating) and sustaining continuous (perpetual) 'change.'*

*A "change agent... should know about the process of change, how it takes place and the attitudes, values and behaviors that usually act as barriers.... He should know who in his system are the 'defenders' or resisters of innovations [who are 'defenders' or resisters of 'change,' i.e., of *lust* and the world that stimulates it]." (Ronald Havelock, *A Change Agent's Guide to Innovation in Education*)*

*"Theory-practice" (what those of the world call being "rational," where "Reasoning," *lust*, and the world that stimulates it are united in the 'moment') is when a person is 'justified' in questioning, challenging, disobeying, disregarding, attacking, i.e., in *negating* the father's/Father's authority for getting in the way of his carnal nature ("human nature"), i.e., his *lusts* of the 'moment,' *negating* the *guilty conscience* for doing wrong, disobeying, sinning, i.e., for *lusting* after the carnal pleasures of the 'moment' that the world, i.e., that the current situation and/or people are stimulating in the process (since the *guilty conscience* for doing wrong, disobeying, sinning, i.e., for *lusting* is a byproduct of the father's/Father's authority), 'justifying' (in his mind) his removal of anyone who gets in the way of 'change,' i.e., in the way of his *lusts* of the 'moment' that the current situation and/or people are stimulating, including the unborn, elderly, innocent, righteous, with everyone else's approval, i.e., *affirmation*, i.e., consent ("*Qui tacet consentire videtur*," "*ubi loqui debuit ac potuit*," i.e., "*to be silent is to consent*" or your "*silence gives consent*," "When you should have spoken and were able" and did not, you consented).*

"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](#)

Discussion is of the father/Father, with the father/Father establishing right and wrong behavior upon established commands, rules, facts, and truth, having the last say, i.e., having the final word. *Dialogue* is of the child, *lusting* after the carnal pleasures of the 'moment' that the world is stimulating, 'justifying' his *self*, i.e., his *lusts.*, having the final say, i.e., having the final word.

"In an ordinary discussion people usually hold relatively fixed positions and argue in favour of their views as they try to convince others to change." (Bohm and Peat, *Science, Order, and Creativity*) *Discussion* divides upon being right and not wrong, i.e., KNOWING, which is formal, i.e., judgmental, i.e., the father/Father retains his authority in *discussion*, i.e., has the final say, i.e., *"Because I said so," "Never the less," "It is written."* Majority vote retains the father's/Father's authority system although the father might lose out on the particular issue at hand.

"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, i.e., the child retains his carnal nature in *dialogue*, having the final say (against authority, i.e., absolutes, i.e., the father's/Father's authority). There is no father's/Father's authority in *dialogue*, or in an *opinion*, or in the *consensus* process. There is only the child's natural inclination to *lust* after pleasure and hate restraint being 'justified.' *Dialogue* moves *opinions* to a *consensus*, *negating* the father's/Father's authority and the *guilty conscience* it engenders in the process.

When right-wrong behavior is being decided through *discussion*, where established commands, rules, facts, and truth, i.e., the father/Father has the final say the person is accountable for doing right and not wrong according to what he has been *told*. When right-wrong behavior is being decided through *dialogue*, where *lust*, i.e., the person's *self interest*, i.e., his *opinion* has the final say the person is accountable for doing right and not wrong according to what makes him and others "feel" "good," i.e., feel like God (only God is good), making decisions according to (in harmony with) his own carnal nature, 'justifying' his removal from the environment anyone who does not agree, i.e., who gets in the way, i.e., who is *negative*, i.e., who is holding onto the father's/Father's authority. This is where we (as a nation), having rejected God the Father's authority (the father's/Father's authority system), i.e., being *told* find our *self* today.

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

"Love not the world, neither the things that are in the world. If any man love the world, the love of the Father is not in him. 1 John 2:15

"[T]he friendship of the world is enmity with God? whosoever therefore will be a friend of the world is the enemy of God." James 4:4

"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 5:30; 12:47-50

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

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

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

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

"Whosoever therefore shall confess me before men, him will I confess also before my Father which is in heaven. But whosoever shall deny me before men, him will I also deny before my Father which is in heaven. Think not that I am come to send peace on earth: I came not to send peace, but a sword. For I am come to set a man at variance against his father, and the daughter against her mother, and the daughter in law against her mother in law. And a man's foes shall be they of his own household. He that loveth father or mother more than me is not worthy of me: and he that loveth son or daughter more than me is not worthy of me. And he that taketh not his cross, and followeth after me, is not worthy of me. He that findeth his life shall lose it: and he that loseth his life for my sake shall find it." Matthew 10:32-39

"Then said Jesus unto his disciples, If any man will come after me, let him deny himself [deny his lusts], and take up his cross [denying the lusts of others enduring

their rejection of him for doing so], *and follow me* [doing the Father's will]."
Matthew 16:24

"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." (Martin Luther, Luther's Works: Vol. 32, Career of the Reformer: II, p.217)

"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. I would advise no one to send his child where the Holy Scriptures are not supreme. Every institution that does not unceasingly pursue the study of God's word becomes corrupt."
(Luther's Works: Vol. 1, The Christian in Society: p. 207)

Question the use of psychology in the "church" today and you will quickly discover how Marxist, i.e., how "of and for *self*," i.e., how "of and for the world" it has become. The Lord adds to the fellowship by the *preaching* of the Word. Man "grows" the "church" by the *building of relationships upon common self interests*," i.e., entertain them and they will come.

"To experience Freud is to partake a second time of the forbidden fruit;" (Brown)

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

"This wisdom descendeth not from above, but is earthly, sensual, devilish." James 3:15

The "educator" (the 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., *"lust" over* and therefore against their parent's authority. Being *told* to be *"positive"* (supportive of the other students carnal nature) and not *"negative"* (judging them by their parent's standards) pressures students to 'justify' their and the other students love of pleasure and hate of restraint, doing so in order to be approved, i.e., *affirmed* by *"the group,"* resulting in *"the group"* labeling those students who, holding onto their parent's standards, i.e., refusing to participate in the process of 'change' or fighting against

it as being "negative," divisive, hateful, intolerant, maladjusted, unadaptable to 'change,' resisters of 'change,' not "team players," lower order thinkers, in denial, phobic, prejudiced, judgmental, racist, fascist, dictators, anti-social, etc., i.e., "hurting" people's "feelings" resulting in "the group" rejecting them—the student's natural desire for approval and fear of rejection forces him to participate. The same outcome applies to all adults, in any profession who participate in the process. 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.

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

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

"For 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-

That time has now come. The [soviet system](#) was an effort to *negate* the father's/Father's authority in establishing policy in Communist Russia. György Lukács, in the 1920's headed up a group of Marxists working out a procedure to make the soviet system (a diverse group of people, *dialoging* their *opinions* to a *consensus*, over social issues, in a facilitated meeting, to a predetermined outcome, that no policy be made without a diverse group of people, *dialoguing* their *opinions*, thus *negating* the father's/Father's authority in setting policy) more effective in controlling the outcome of meetings (preventing the father's/Father's authority from taking over meetings, setting policy—TO PARTICIPATE IS TO ABDICATE, i.e., IS TO NEGATE). In the early 30's *The Institute of Social Research* (György Lukács' research group), having settled in Frankfurt, Germany, thus the title "*Frankfurt School*" (Lukács himself having returned to soviet Russia), fleeing Fascist Germany, came to America where they entered our Universities, from there spreading their *dialoguing* of *opinions* to a *consensus* process (the soviet process) throughout the land, injecting it, via the [National Training Laboratories](#), Western Behavioral Sciences Institute, etc., into education, into business, into government (the liberal court uses it to make law, i.e., circumvent the Constitution), and even into the "church," establishing "*sense experience*," i.e., *lust*, i.e., *self interest* over and therefore against the father's/Father's authority in setting policy. People think the "Berlin Wall" came down because Communism was defeated. It came down because Communism had succeeded—becoming the means to setting policy and making laws (via the *dialoguing* of *opinions* to

a *consensus* process) around the world. You can find it being used in all grade schools, high schools, Colleges, and Universities (even in home school material) making sure that everyone participates (becomes a "*team player*") in order to be employable—making sure that no one can buy or sell unless they participate.

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

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

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

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

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

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