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|  | Greek | Hebrew | **Character Ethic** | **Personality Ethic** | **Psychological Development** | **Being-in-Relationship** |
| Language | Knowledge.  Static  At rest  Fixed and inflexible, ordered, calculated, reasoned, planned, & rational | Verb oriented, emphasizes the dynamic and active.  Action is complete or incomplete, ongoing.  Be; experience  Become  Language of Liberty. Preserved in Exodus is the great liberation epic, the story of a people freed from the bonds of slavery. |  |  | Development is the process of separating oneself out of the matrix of other-“becoming one’s own man” via a series of crises, thereby achieving an inner sense of separated individuation.    Precondition for mental health.  The early “interacting sense of self” is present for infants of both sexes, but the culturally induced beliefs of the caretakers about girls and boys play a role from the moment of birth.  Girls are encouraged to augment their abilities to “feel as the other feels” and to practice “learning about” the other. Boys are systematically diverted from it. | To engage in a being-in-relationship kind of interaction is not a sacrifice; it is a source of feeling better and more gratified, more knowledgeable-about what is really happening.  Self-esteem is based in feeling that she is part of the relationships and is taking care of those relationships.  Girls and women feel a sense of competence or effectiveness as arising out emotional connections and as bound up with and feeding back into them.  “Agency-in-community” – by “agency” is meant being active, using all of one’s resources, (without the connotations of aggression) within the context of relationships.  Developing a sense of one’s own capacities and greater ability put one’s views into effect. |
| Schools emphasize | Plato, Aristotle, Homer, Thucydides, etc. | Hebrew is the language of *liberty.* In its truest form, liberty encompasses both the *knowledge* of the Greeks and the *power* of the Latins. To knowledge it adds the wisdom of right *action* [+marriage, family and community]. | Benjamin Franklin’s Autobiography |  |
| Power of the Mind | “Thinkers”  Scholars,  Philosophers, &  Academics  Think logically;  to gather and synthesize, to reason your way to truth, points, lines, and planes offer visual and spatial elements for working Euclid’s geometry.  Aristotle’s logic systematically reasons to a right-minded conclusion. | Psychological understanding [interpersonal understanding]  Analyze by dismembering and separating.  Experience |  | Use technique to get others to like you.  Fake interest in others to get out of them what you want.  Power look.  Intimidate your way through life.  Quick-fix influence techniques, power strategies, communication skills, and positive attitude. |
| Path to Knowing | See what is. Observe  “Seek learning” in order to furnish a “proof.” | Experience.  Truth is steady, faithful, sure, constant, trustworthy, and certain; and that certainty comes through recollection.  To *hear* and *feel* what *becomes*.  “Seek learning” to find a “point.” | You reap what you sow. | We see the world, not as *it is,* but as *we are*. |  |  |
| Priority | Appearance; objective, outsider’s point-of-view.  *Observe* beauty as displayed in the ideal *form* and *symbol.*  Examples: the golden ratio and other optical refinements in the Parthenon, vast architecture, sculptures, paintings.  Time is expressed spatially.  Knowers and makers build *monuments.*  Achievement  Public recognition  Obtain the necessary advantages to overcome barriers that prevent us from achieving personal power, glory, recognition, and dominion. | *Impression*, a subjective, insider’s perspective.  Psychological understanding [interpersonal understanding]  Analyze by dismembering and separating.  *Feel* beauty as revealed in *function—*that which fulfills it purpose—that which lives in excitement and rhythm. See the transformation of the stone, the clay, and the canvas in the master’s hand.  How is the ark to be constructed? of what is the Tabernacle made?  Time-timeline, point in time, from time to time-is rhythmic. It has a beginning and an end; but it alternates between light and darkness warmth and cold.  Doers build *community*.  Contribution  Rendering humble service | Foundation for success.  Integrity, humility, fidelity, temperance, courage, justice, patience, industry, simplicity, modesty, Golden Rule.  There are basic principles of effective living. People con only experience true success and enduring happiness as they learn and integrate these principles into their basic character.  Basic goodness gives life to techniques.  Individual uniqueness.  Potential.  Value based. | Success is a function of personality, of public *image*, of attitudes and behaviors, skills and techniques, that lubricate the processes of human interaction.  (Should be secondary not primary traits.)  Social mileage.  Focus on technique is like cramming your way through school. You may get good grades but you don’t achieve mastery.  Image of self and role. |  | Development of greater capacity for emotional connection to others; contributing to an interchange between people; playing a part in the growth of others as well as one’s self.  **Developing all of one’s self in increasingly complex ways, in increasingly complex relationships**. |
| The Journey | Hero Journey  -Man is born, nurtured, and raised in a safe place…home, place of origin, point of departure.  -Time arrives to leave home, venture out and make one’s way in the world, embark on a *journey* or he will cease to develop.  -Seek a gift with the intent to find it and bring it back home to share with others.  -The journey is risky. The unknown must be faced and fear must be conquered.  -Timely help arrives along the way.  -The gift is acquired.  -The return trip is endured.  -Returns a changed man.  This is an adventure in learning and refining. To miss the journey is to live a life unfulfilled.  Dominant paradigm: lonely, masculine hero,  Ex. Odysseus, Promethius, Achilles  Characterized by reckless courage, cleverness, and individual ability, self-sufficiency, sometimes a spirit of defiance.  The gods may need to be appeased by outward signs of deference, but the secret of success lies in marshalling and applying the powers of the self.  Success lies in finding a way against all odds to gain the prize and return as victor.  This pattern is clearly seen in our modern race to self-fulfillment. Any barriers standing in the way of our achieving personal power, public recognition, and wealth must be stepped on, blasted through, around or over…at any cost. Intellect, heroism, competition, and perfection are all part of the game.  “I can do it, ♫♫ and give all the glory to me. ♫♫” | Pilgrim Journey  -A pilgrim, a stranger in a strange land seeking to find the way home. A stranger and pilgrim on the earth, seeking to find the way home.  -Search for and a response to a calling – a personal mission of service.  The journey of the pilgrim-servant is illustrated by Job and Christ, strength is rooted in voluntary submission of self to God, a reliance on God’s directions, and a focus on service to others.  There is joy in the journey, but the prize is not claimed in this mortal world where we are a stranger.  Dominant paradigm: marriage – man and woman standing side by side, or a person in a community.  Ex. Adam and Eve, Abraham and Sarah, Isaac and Rebecca, Jacob and Rachel: two people working together to somehow survive the journey and pass the test.  Marriage as a metaphor is repeatedly used by the prophets to convey God’s love and concern for his people.  Mission, submission [to God’s offering/plan], and commission are keywords.  The strength to endure the journey is found in voluntarily submitting to God and relying on His timely directions. Power, glory, and recognition are deferred.  Humble service.  “We can do it, ♫♫and Father the glory to thee. ♫♫” | Role: affirm, enjoy, and value. Principles Fairness, equity, justice.  Integrity and honesty.  Human dignity; “We hold these truths to be self-evident: that all men are created equal and endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness.”  Service, make a contribution.  Quality, excellence.  Potential, growth.  Patience, nurturance, and encouragement. |  | Stage one. Basic trust.  Stage two. Autonomy.  Stage three.  Oedipal stage. Identification with the aggressive father. Western culture has dictated that mothers should uphold the superior importance and power of the man.  [It is even reasonable to build theories on aggression & separation (unless that has been your experience in life and you can see anyone else’s).]  Stage four. Latency. Industry is the goal. Girls are to be latent. Learn the rules of the game and how to play it. Most of the rules seem directly traceable to war games.  Stage five. Adolescence. Greatly increased capacities. Increased cognitive abilities.  Boys have been culturally pushed to be preoccupied with developing “himself” and a sense of his independent identity.  Stage six. Intimacy.  When the individual arrives at the stage called “intimacy,” he is supposed to be able to be intimate with another person-having spent all of his prior development striving for something very different. | Stage on. Basic trust plus develop a sense of “being-in-relationship.” This is the beginning of a sense of “self” that reflects what is happening *between* people. The child experiences a sense of comfort only as the other is also comfortable, only as they are both engaged in an emotional relationship that is moving toward greater well-being.  Stage two. While the child has increased in mental and physical resources, there is not a need for increased separation. Instead, there are new configurations and new “understandings” *in the relationship*. Maintaining the relationships with the main people in her or his life is still *the* most important thing.  At adolescence the girl is seeking fulfillment of two very important needs: to use all of her capacities, including her sexual capacity, but seeking to do so within a context that will fulfill her great desire to be a “being-in-relationship.”  Miller believes that the boy really has the same needs.  Girls are not seeking the *kind* of identity that has been prescribed for boys, but a different kind, one in which one is a “being-in-relation,” which means **developing all of one’s self in increasingly complex ways, in increasingly complex relationships**. |
| World View | The Cosmos (nature in the sense of the entire universe) is perfect and eternal. We are imperfect and so are the gods of Mt. Olympus. The Greeks held confusing and competing notions about the supernatural. The prevailing view was our mind connected us to the cosmos. Our destiny is liked to our ability to figure things out (no Redeemer). Our ability to contemplate is our ultimate freedom. We will eventually cease to be “us” and become one with “something else” an impersonal cosmic mind. This focus on man as a transient intellect rather than an eternal personality has heavily influenced education in western culture. | Man is the literal, spiritual offspring of heavenly parents. We are born in the image and likeness of God. We come to earth to obtain a physical body, gain earthly experience with that body and prepare ourselves to be like our heavenly parents. The mortal context for this opportunity was marriage, family and community. Mankind from conception was male and female who in adulthood, join together by covenant to learn to be husband and wife, father and mother, and engage in community interaction. The design is that men and women are to become like their heavenly parents. |  |  |  |  |