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### **INFO SHEET**

## **Prophetic Proclamation Warning Of Communist Goals In America From 1963 House Of Representatives Congressional Record**

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[NOTE: Some of the information contained herein came from “Republic or Democracy, Is There a Difference” By Taylor E. Hoynes, Jr. 700 Page Patriot’s Handbook Copyright 2011]

Today we are teaching moral, political and legal relativism in our colleges, universities and now in public schools and this has been going on for over 60-70 years & humanism back to 1909. All of this leads to “situational ethics” and is evident in our government and businesses every day as seen on the news.

But, more and more people are once again seeking moral, political and legal absolutes. Relativism brings uncertainty and confusion and depression. Relativism asserts that the only absolute rule is, “there are no absolute rules” which makes it an irrational and unreasonable concept.

I strongly encourage all the read these goals and the 10 Planks of Communism with the other subject matter and look at where America and the World is today. These are Prophetic Proclamations and America is at the crossroads of being a free Constitutional Republic Or A Socialist Democracy Of Europe.

### **What Are the Main Tenets of Marxism, Progressivism, Socialism, Communism, Nazism and Radicalism?**

- 1. You Must Get Rid Of God First**
- 2. Individualism Vs. Collectivism**
- 3. Abolish All Private Property**
- 4. Confiscate All Guns**
- 5. Centralization of all Federal, State & Local Governments**
- 6. A National Bank**
- 7. Redistribution of Wealth by Force**
- 8. Centralization of all Education**

In Florida on Thursday, January 10th, 1963, Patricia Nordman stood before Congress to inform us of the “Current Communist Goals” as published in Cleon Skousen’s “The Naked Communist.”

Up until this point Mrs. Nordman was a leading expert on Communism in America. Unfortunately her publication, The De Land Courier, which she dedicated to the cause of informing her fellow constituents to very real threat of an impending Communist takeover, folded shortly before her appearance. Regardless of her success in leading America away from the rouged jaws of this particularly deadly progeny of socialism, the excerpt she managed to record in our congressional records in 1963 stands as a testament to her mission and a cause for concern for Americans

The list of Communist goals for America was read into the U.S. Congressional Record on January 10, 1963, by Democrat Congressman from Florida, Albert S. Herlong, Jr. (Vol 109, 88th Congress, 1st Session, Appendix, pp. A34-A35).

**Soviet leader, Nikita Khrushchev told Ezra Taft Benson, Eisenhower's Secretary of Agriculture in 1959:**

**" Your children's children will live under communism. You Americans are so gullible. No, you won't accept Communism outright, but we'll keep feeding you small doses of Socialism until you will finally wake up and find that you already have Communism. We won't have to fight you; We'll so weaken your economy, until you fall like overripe fruit into our hands."**

**“Democracy Is The Road To Socialism” Karl Marx**

“Have you ever found in history, one single example of a Nation thoroughly corrupted that was afterwards restored to virtue?

And Without Virtue, There Can Be No Political Liberty.”

John Adams 1819 letter to Thomas Jefferson

**The Following Is Taken Directly From The Congressional Record, January 10, 1963, Appendix, Pp. A34-A35**

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## **Communist Goals (1963)**

**Congressional Record--Appendix, pp. A34-A35**

**January 10, 1963**

**Current Communist Goals**

**EXTENSION OF REMARKS OF HON. A. S. HERLONG, JR. OF FLORIDA**

**IN THE HOUSE OF REPRESENTATIVES**

**Thursday, January 10, 1963**

Mr. HERLONG. Mr. Speaker, Mrs. Patricia Nordman of De Land, Fla., is an ardent and articulate opponent of communism, and until recently published the De Land Courier, which she dedicated to the purpose of alerting the public to the dangers of communism in America.

At Mrs. Nordman's request, I include in the RECORD, under unanimous consent, the following "Current Communist Goals," which she identifies as an excerpt from "The Naked Communist" by Cleon Skousen.\*

[From "The Naked Communist," by Cleon Skousen]

### **CURRENT COMMUNIST GOALS**

- 1. U.S. acceptance of coexistence as the only alternative to atomic war.**
- 2. U.S. willingness to capitulate in preference to engaging in atomic war.**
- 3. Develop the illusion that total disarmament [by] the United States would be a demonstration of moral strength.**
- 4. Permit free trade between all nations regardless of Communist affiliation and regardless of whether or not items could be used for war.**
- 5. Extension of long-term loans to Russia and Soviet satellites.**

- 6. Provide American aid to all nations regardless of Communist domination.**
- 7. Grant recognition of Red China. Admission of Red China to the U.N.**
- 8. Set up East and West Germany as separate states in spite of Khrushchev's promise in 1955 to settle the German question by free elections under supervision of the U.N.**
- 9. Prolong the conferences to ban atomic tests because the United States has agreed to suspend tests as long as negotiations are in progress.**
- 10. Allow all Soviet satellites individual representation in the U.N.**
- 11. Promote the U.N. as the only hope for mankind. If its charter is rewritten, demand that it be set up as a one-world government with its own independent armed forces. (Some Communist leaders believe the world can be taken over as easily by the U.N. as by Moscow. Sometimes these two centers compete with each other as they are now doing in the Congo.)**
- 12. Resist any attempt to outlaw the Communist Party.**
- 13. Do away with all loyalty oaths.**
- 14. Continue giving Russia access to the U.S. Patent Office.**
- 15. Capture one or both of the political parties in the United States.**
- 16. Use technical decisions of the courts to weaken basic American institutions by claiming their activities violate civil rights.**
- 17. Get control of the schools. Use them as transmission belts for socialism and current Communist propaganda. Soften the curriculum. Get control of teachers' associations. Put the party line in textbooks.**
- 18. Gain control of all student newspapers.**
- 19. Use student riots to foment public protests against programs or organizations which are under Communist attack.**
- 20. Infiltrate the press. Get control of book-review assignments, editorial writing, policymaking positions.**
- 21. Gain control of key positions in radio, TV, and motion pictures.**
- 22. Continue discrediting American culture by degrading all forms of artistic expression. An American Communist cell was told to "eliminate all good sculpture from parks and buildings, substitute shapeless, awkward and meaningless forms."**
- 23. Control art critics and directors of art museums. "Our plan is to promote ugliness, repulsive, meaningless art."**
- 24. Eliminate all laws governing obscenity by calling them "censorship" and a violation of free speech and free press.**
- 25. Break down cultural standards of morality by promoting pornography and obscenity in books, magazines, motion pictures, radio, and TV.**
- 26. Present homosexuality, degeneracy and promiscuity as "normal, natural, healthy." \*\***
- 27. Infiltrate the churches and replace revealed religion with "social" religion. Discredit the Bible and emphasize the need for intellectual maturity which does not need a "religious crutch."**
- 28. Eliminate prayer or any phase of religious expression in the schools on the ground that it violates the principle of "separation of church and state."**

29. Discredit the American Constitution by calling it inadequate, old-fashioned, out of step with modern needs, a hindrance to cooperation between nations on a worldwide basis.
30. Discredit the American Founding Fathers. Present them as selfish aristocrats who had no concern for the "common man."
31. Belittle all forms of American culture and discourage the teaching of American history on the ground that it was only a minor part of the "big picture." Give more emphasis to Russian history since the Communists took over.
32. Support any socialist movement to give centralized control over any part of the culture-- education, social agencies, welfare programs, mental health clinics, etc.
33. Eliminate all laws or procedures which interfere with the operation of the Communist apparatus.
34. Eliminate the House Committee on Un-American Activities.
35. Discredit and eventually dismantle the FBI.
36. Infiltrate and gain control of more unions.
37. Infiltrate and gain control of big business.
38. Transfer some of the powers of arrest from the police to social agencies. Treat all behavioral problems as psychiatric disorders which no one but psychiatrists can understand [or treat].
39. Dominate the psychiatric profession and use mental health laws as a means of gaining coercive control over those who oppose Communist goals.
40. Discredit the family as an institution. Encourage promiscuity and easy divorce.
41. Emphasize the need to raise children away from the negative influence of parents. Attribute prejudices, mental blocks and retarding of children to suppressive influence of parents.
42. Create the impression that violence and insurrection are legitimate aspects of the American tradition; that students and special-interest groups should rise up and use ["]united force["] to solve economic, political or social problems.
43. Overthrow all colonial governments before native populations are ready for self-government.
44. Internationalize the Panama Canal.
45. Repeal the Connally reservation so the United States cannot prevent the World Court from seizing jurisdiction [over domestic problems].  
Give the World Court jurisdiction over nations and individuals alike. \*

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### **\*Cleon Skousen**

Willard Cleon Skousen (January 20, 1913 – January 9, 2006) Skousen was born on a dryland farm in Raymond, Alberta, Canada **and** was an American author, conservative American constitutionalist **and** a notable anti-communist. Skousen's works involved a wide range of subjects including the Six-Day War, New World Order conspiracies. His most popular works are *The 5,000 Year Leap* and *The Naked Communist*. [I recommend both of these books teh]

In June 1935, Skousen went to work for the Agricultural Adjustment Administration, a New Deal program to subsidize farmers. Soon he **was** employment with the Federal Bureau of Investigation (FBI), working as a messenger while attending law school at night. In 1940, after receiving his law degree and passing the Washington D.C. bar exam, he became an FBI Special Agent.

## **\*45. World Justice Project**

William H. Neukom is the Founder, President, and CEO of the **World Justice Project**. The **World Justice Project** works to lead a global, multidisciplinary effort to strengthen the **Rule of Law** for the development of communities of opportunity and equity.

Neukom was the principal legal counsel for **Microsoft** for almost 25 years and was also the Chairman of the Gates law firm in Seattle, now part of **K&L Gates** [Bill Gates, Sr. Founder].

## **\*\*26. Homosexuality**

In 1950, members of the Communist Party USA formed the Mattachine Society, the nation's first homosexual rights organizations. which lobbied to repeal sodomy laws.

“The First Requisite For The Happiness Of The People Is The Abolition Of Religion”

**Karl Marx**

**Compare these Goals with the Ten Planks of Communism by Karl Marx from “The Communist Manifesto” (See Page 6)**

**“If a republican government fails to secure public prosperity and happiness, it must be because the citizens neglect the divine commands, and elect bad men to make and administer the laws.”**  
**Noah Webster, History of the United States 1832**

**Norman Mattoon Thomas (1884-1968) was a leading American socialist, pacifist and six-time presidential candidate for the Socialist Party of America.**

**The Socialist Party Presidential Candidate said this in a 1944 speech:**

“The American people will never knowingly adopt socialism.

But, under the name of “liberalism” they will adopt every fragment of the socialist program, until one day America will be a socialist nation, without knowing how it happened.”

***He went on to say:***

“I no longer need to run as a Presidential Candidate for the Socialist Party. *The Democrat Party has adopted our platform.*” (emphasis added)

## **The Enemy Of My Enemy Is My Friend**

**Eleven years before The House recoreded the “Communist Goals” in 1963 into the Congressional Record the Reece Committee House of Representatives 1952-1954**

**The Select Committee to Investigate Tax-Exempt Foundations and Comparable Organizations** was an investigative committee of the United States House of Representatives between 1952 and 1954. The committee was originally created by House Resolution 561 during the 82nd Congress.

The committee investigated the use of funds by tax-exempt organizations (non-profit organizations) to see if they were being used to support communism.

### **Dodd Report**

The investigative inquiry was headed by **Norman Dodd**, a former banker and bank manager and business man. The final report was submitted by Dodd and because of its provocative nature, the committee became subject to attack. He began by listing criticisms of the Cox Committee, and then moved on to content. In the Dodd report to the Reece Committee on Foundations, he gave a definition of the word "subversive" saying that the term referred to

**"Any action having as its purpose the alteration of either the principle or the form of the United States Government by other than constitutional means."**

He then proceeded to show that the **Ford Foundation, Rockefeller Foundation, and Carnegie Endowment** were using funds excessively on projects at Columbia, Harvard, Chicago University and the University of California, in order to enable oligarchic collectivism.

[For more information on the Dodd Report see my article at <http://www.colonialpublishingco.com> Click on “Patriots Special” and scroll to bottom.]

### **On a National Bank (Our Federal Reserve Bank)**

February 15. Jefferson sends President George Washington, his Opinion of the Constitutionality of the Bill for Establishing a National Bank. Secretary of the Treasury Hamilton argues that the Constitution provides **implied powers** to establish a Bank. Jefferson disagrees, and he sees Hamilton’s plans for a national bank, the development of manufactures, and other related financial policies as creating conditions for the accumulation of the kind of power and corruption identified with the courts:

**“I sincerely believe that banking establishments are more dangerous than standing armies, and that the principle of spending money to be paid by posterity, under the name of funding, is but swindling futurity on a large scale.”**

I believe that banking institutions are more dangerous to our liberties than standing armies. If the American people ever allow private banks to control the issue of their currency, first by inflation, then by deflation, the banks...will deprive the people of all property until their children wake-up homeless on the continent their fathers conquered.... The issuing power should be taken from the banks and restored to the people, to whom it properly belongs.

Thomas Jefferson Re-charter of the Bank Bill Debate (1809)

## **What Does Progressivism, Socialism Marxism & Communism All Have In Common? You Must Remove God From Country**

**“From each according to his abilities, to each according to his needs.”**

**Karl Marx**

### **Ten Planks of Communism from Karl Marx’s “The Communist Manifesto 1848”**

Title: “The Communist Manifesto”

Author: Karl Marx and Friedrich Engels

1. Abolition of property in land and application of all rents of land to public purposes.
2. A heavy progressive or graduated income tax.
3. Abolition of all right of inheritance.
4. Confiscation of the property of all emigrants and rebels.
5. Centralisation of credit in the hands of the State, by means of a national bank with State capital and an exclusive monopoly.
6. Centralisation of the means of communication and transport in the hands of the State.
7. a. Extension of factories and instruments of production owned by the State;  
b. the bringing into cultivation of waste-lands,  
c. and the improvement of the soil generally in accordance with a common plan.
8. Equal liability of all to labour. Establishment of industrial armies, especially for agriculture.

9. Combination of agriculture with manufacturing industries; gradual abolition of the distinction between town and country, by a more equable distribution of the population over the country.

10. a. Free education for all children in public schools.  
b. Abolition of children's factory labour in its present form.  
c. Combination of education with industrial production, &c., &c.

"There are, besides, eternal truths, such as Freedom, Justice, etc. that are common to all states of society. But Communism abolishes eternal truths, it abolishes all religion, and all morality, instead of constituting them on a new basis; it therefore acts in contradiction to all past historical experience."  
The Communists are further reproached with desiring to abolish countries and nationality.

### BOURGEOIS AND PROLETARIANS

[*Bourgeois*: having qualities or values associated with the middle class 1. *Conventional*; associated with affluent middle-class people, who are often characterized as conventional, conservative, or materialistic in outlook. 2. *Capitalist*; according to Marxist theory, relating to the social class that owns the means of producing wealth and is regarded as exploiting the working class.

***Proletarians: a person who has low social status : a member of the working class***



### **“Republic or Democracy, Is There a Difference?”**

#### **Why does it matter? Do you know the difference?**

Most Americans today are unable to define the difference between a Republic or a Democracy. There is a major difference, the most important difference in the makeup of our government.

**“Republics are created by the virtue, public spirit, and intelligence of the citizens. They fall, when the wise are banished from the public councils, because they dare to be honest, and the profligate (*wasteful, l squandering*) are rewarded, because they Flatter The People, In Order To Betray Them.”**

**Supreme Court Justice Joseph Story 1833 Commentaries on the Constitution, 719**

Why is this the most basic important doctrine, precept and truth about how our government was created then and today. More importantly, why are many desperate to change it and why it is not taught in our schools today?

The definition and the difference is, ***who is the source of authority in our country? Whose Standard do we follow?***

Is it the Constitution and the Rule of Law or ***Democracy***, “majority rule” which is “mob rule” which the Founders described it as a “mobocracy” & “tyranny”?

**Founders called Democracy “Despotism” which is “Tyranny”. This is why they created a Republic Under God’s Covenant Law**

The Founders Had An Inherent Distrust Of Power. They had firsthand experience of the evil of an absolute power from a monarch which is what brought about the American Revolution.

**IMPORTANT NOTE:** Today, when you speak of God’s Law many assume you are referring only to the **Law of Moses**. While there are many of the principles of law that Moses brought us, the most notable is of course the Ten Commandments, the Founders not only believed, but presented in the Founding Documents the **“Laws Of Nature, And Nature’s God” (LONANG) and God’s Covenant Law**. You will see this phrase many times throughout this book. You will learn the differences between **natural law and natural rights and Legal rights, civil rights**.

“History fails to record a single precedent in which nations subject to moral decay have not passed into political and economic decline.

There has been either a spiritual awakening to overcome the moral lapse, or a progressive deterioration leading to ultimate national disaster.”

General Douglas MacArthur, Only 1 of 5 “Five Star Generals” In the History of the American Army

“Religion is the opium of the masses.”

“Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions. It is the opium of the people.”

**Karl Marx**

**Here are some of the Founders on Education, but first let’s look at what some of the most infamous dictators and leaders of totalitarian societies believed about education.**

### Communist Socialist Dictators on Education



**“Historians are the most powerful and dangerous members of any society. They must be watched carefully... They can spoil everything.”**

**Nikita Khrushchev Fear of Democracy (Republic)**

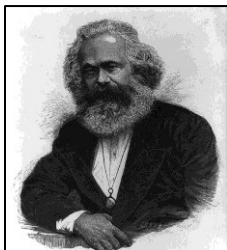
**Leader of the Soviet Union**



"Education is a weapon, whose effect depends on who holds it in his hands and at whom it is aimed."

**Josef Stalin (1879-1953) Communist leader of the USSR "**

**“America is like a healthy body and its resistance is threefold: its patriotism, its morality and its spiritual life. If we can undermine these three areas, America will collapse from within.”**



"The education of all children, from the moment that they can get along without a mother's care, shall be in state institutions at state expense."

**Karl Marx (1818- 1883) Father of Communism, The Communist Manifesto**



"Give me four years to teach the children and the seed I have sown will never be uprooted."

**Vladimir Ilyich Lenin (1870 - 1924), First Leader of the Soviet Union**



**Indoctrination**; Instruction, Programming, Propaganda, Training, Teaching, Coaching  
Cause to believe something: To teach somebody a belief, doctrine, or ideology thoroughly and systematically, especially with the goal of discouraging independent thought or the acceptance of other opinions. Encarta Dictionary

**INDOCTRINATE**. transitive verb. 1: to instruct especially in fundamentals or rudiments (a basic principle or skill, essentials): teach. 2: **to imbue with a usually partisan or sectarian opinion** ...  
Merriam-Webster

**"How fortunate for governments that the people they govern 'don't think'."**  
**German Fuehrer Adolph Hitler**



**"It is universally admitted that a well-instructed people alone can be permanently free."** **President James Madison**

**"A primary object should be the education of our youth in the science of government... In a Republic...."** **President George Washington**

### The Founders on Education



**"A primary object should be the education of our youth in the science of government. In a Republic, what species of knowledge can be equally important? And what duty more pressing... than...communicating it to those who are to be the future guardians of the liberties of the country?"**

**George Washington, First President**



"The good Education of Youth has been esteemed by wise Men in all Ages, as the surest Foundation of the Happiness both of private Families and of Commonwealths. Almost all Governments have therefore made it a principal Object of their Attention, to establish and endow with proper Revenues, such Seminaries of Learning, as might supply the succeeding Age with Men qualified to serve the Publick with Honour to themselves, and to their Country."

**Benjamin Franklin**, Proposals Relating to the Education of Youth in Pennsylvania, 1749



"I think by far the most important bill in our whole code is that for the diffusion of knowledge among the people....."

**Thomas Jefferson, Third President**, to George Wythe 1786

**"Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day . . ."**

I believe it [human condition] susceptible of much improvement, and most of all, in matters of government and religion; and that the diffusion of knowledge among the people is to be the instrument by which it is effected."

Thomas Jefferson 1816 April 24. (to DuPont de Nemours)





John Adams

"It should be your care, therefore, and mine, to elevate the minds of our children and exalt their courage; to accelerate and animate their industry and activity; to excite in them an habitual contempt of meanness, abhorrence of injustice and inhumanity, and an ambition to excel in every capacity, faculty, and virtue. **If we suffer their minds to grovel and creep in infancy, they will grovel all their lives.**"

**John Adams, Second President**, Dissertation on the Canon and Feudal Law, 1756



James Madison

"Although all men are born free, slavery has been the general lot of the human race. Ignorant - they have been cheated; asleep - they have been surprised; divided - the yoke has been forced upon them.

**But what is the lesson? ...the people ought to be enlightened, to be awakened, to be united, that after establishing a government they should watch over it....**

**It is universally admitted that a well-instructed people alone can be permanently free."**

**James Madison, Fourth President**



Noah Webster

"It is an object of vast magnitude that systems of education should be adopted and pursued which may not only diffuse a knowledge of the sciences but may implant in the minds of the American youth the principles of virtue and of liberty and inspire them with just and liberal ideas of government and with an inviolable attachment to their own country."

**Noah Webster** On Education of Youth in America, 1790 (Father of American Education)



Alexis de Tocqueville

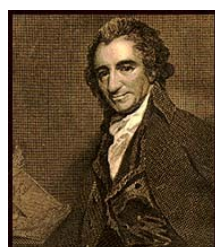
**Nineteenth-century historian**

**Alexis de Tocqueville once observed,**

**"Democracy and socialism have nothing in common but one word: equality. But notice the difference: while democracy seeks equality in liberty, socialism seeks equality in restraint and servitude." (emphasis added)**

The Founders established schools and seminaries for the distinct purpose of instilling in youth the lessons of history and the ideas of liberty and morality. And, in their day, they were very successful in accomplishing that. Tocqueville, eminent French jurist, traveled America and in his 1830's work, DEMOCRACY IN AMERICA, wrote:

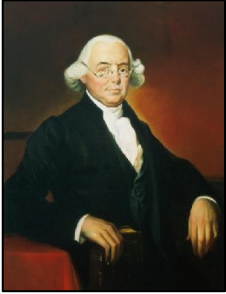
***"every citizen ... is taught . the doctrines and the evidences of his religion, the history of his country, and the leading features of its Constitution ... it is extremely rare to find a man imperfectly acquainted with all these things, and a person wholly ignorant of them is a sort of phenomenon."***



Thomas Paine

**"A nation under a well regulated government, should permit none to remain uninstructed. It is monarchical and aristocratical government only that requires ignorance for its support."**

**Thomas Paine, Rights of Man, part 2, 1792**



◆  
"It is the duty of parents to maintain their children decently, and according to their circumstances; to protect them according to the dictates of prudence; and to educate them according to the suggestions of a judicious and zealous regard for their usefulness, their respectability and happiness."

**James Wilson**, Supreme Court Justice; One of six Founding Fathers to sign both the Declaration of Independence and the Constitution.

◆

*"My People Are Destroyed For Lack Of Knowledge."  
Hosea 4:6*

The Founders of America were brilliant men who clearly understood that "The Law was King" (*Lex Rex, Samuel Rutherford*) and that there was a "Law Giver" who was a Supreme Being and that our Unalienable Rights came from our Creator God. This was "Self Evident". This Principle was expressed earlier by William Penn who all the Founders knew very well, who was Founder of Pennsylvania & authored it's great Constitution, that "If We Are Not Governed By God Then We Will Be Ruled By TYRANTS".

*Life, Liberty and the pursuit of Happiness (Private Property)*

**IN CONGRESS, July 4, 1776.**

**The unanimous Declaration** of the thirteen united States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which *the Laws of Nature and of Nature's God entitle them*, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain Unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—*

That to secure these rights, Governments are instituted among Men, *deriving their just powers from the consent of the governed, --*

"America needs God more than God needs America. If we ever forget that we are One Nation Under God, then we will be a Nation gone under."

President Ronald Reagan 1984



**President James Monroe, Fifth President**

**March 4, 1817, Inaugural Address:**

**"It is only when the people become ignorant and corrupt, when they degenerate into a populace (*masses, common people*), that they are incapable of exercising the Sovereignty.**

**Usurpation is then an easy attainment, and an usurper soon found.**

**The People Themselves Become The**

**Willing Instruments Of Their Own Debasement (*dishonor, disgrace, humiliation*) & Ruin."**

**"Knowledge Increases Power"**

**Proverbs 24:5b**

***Educated People Will Not Be Bound By Oppression and Slavery***

**"Education can't make us all leaders,  
but it can teach us which leaders to follow."**

Of note is the fact that 106 of the first 108 schools in America were founded on the Christian faith.<sup>311</sup> Harvard college was founded in "Christi Gloriam" and later dedicated "Christo et Ecclesiae". The founders of Harvard believed that:

"All Knowledge Without Christ Was Vain."<sup>312</sup>

The word *Veritas*, on the college seal, means divine truth.<sup>313</sup> The motto of Harvard was officially:  
"For Christ and the Church."<sup>314</sup>

**"Know Thy Enemy"**

"Know Thy Enemy And Know Thyself. If You [Know](#) Your [Enemies](#) And Know Yourself, You Will Not Be Imperiled In A Hundred Battles..."

**If You Do Not Know Your Enemies Nor Yourself, You Will Be Imperiled In Every Single Battle."**

**"All warfare is based on deception. Hence, when we are able to attack, we must seem unable; when using our forces, we must appear inactive; when we are near, we must make the enemy believe we are far away; when far away, we must make him believe we are near."**

Sun Tzu, 6th century Chinese

General military strategist and writer. In an immensely influential book called "The Art Of War"

**"The meaning of peace is the absence of opposition to socialism."**

**Karl Marx**

"They That Can Give Up Essential Liberty To Purchase A Little Temporary Safety, Deserve Neither Liberty Nor Safety" Dr. Benjamin Franklin

**"The theory of Communism may be summed up in one sentence: Abolish all private property."**

**Karl Marx**

**"Principles"**

**"The Deterioration Of Every Government Begins With the Decay of the 'Principles' On Which It Was Founded."**

**Baron Charles Louis de Secondat Montesquieu**

**(1689-1755) The Spirit of the Laws, VIII, 1752**

**The founding of America was based on “Principles” and not Man’s Philosophy, Ideology, Values or Man’s Beliefs; on the Judeo/Christian principles of God our Creator and his Word, the Bible, Old and New Testament.**

**Who and What brought us Principles of  
Life  
Liberty  
Pursuit of happiness  
Freedom  
Prosperity  
Private Property Ownership**

**It was not from secular humanism and atheistic philosophy.**

**It was from the teaching of the Old Testament and New Testament that our Founding documents were based on;**

**The Declaration Of Independence, The Constitution And The Bill Of Rights**

**“On the distinctive principles of the Government ...of the United States, the best guides are to be found in...The Declaration of Independence, as the fundamental Act of Union of these States.”  
President James Madison 1825 letter to Thomas Jefferson Writings, Rakove, ed., Library of America (809)**

**“Their reason becomes at last an eloquent advocate on the side of their passions ... bring[ing] themselves to believe that black is white, that vice is virtue, that folly is wisdom and eternity a moment. ...”**

**President John Adams**



**“United we stand...divided we fall.  
We're Americans...and that says it all.”  
John “Duke” Wayne**

**“Regionalism is communism no matter how you slice it. The sooner Americans get that unpleasant fact permanently entered into their brains, and process that information into appropriate action, the sooner we will be able to escape what Orwell described so well in his novel 1984”**

**Charlotte Iserbyt Educator, Author “Dumbing Down of America**

**Hard Copies Of This Essay Are Available On Web Site Below. If you would like to learn about the founding of America and the Founders, the men and women who sacrificed so much so we could have such an unique free country, “with Liberty and Justice for All” go to the web site below. There are many free articles and essays and several books I have written.**

**The United States was founded on more Biblical principles than any other nation before or since. Almost all of the Founders referred to the Bible over 60% of the time. God’s Bible was not only taught in all schools, but it influenced all areas of American life; government, schools and colleges, all the courts, the economy, public life and religious life.**

***This is a challenge to every American to not take my word or anyone else’s word, but to do your own research and study. You owe this to yourself, your family, your country and future generations of Americans as a Citizen.***

*Taylor E. Hoynes, Jr. has written and published “Republic Or Democracy, Is There A Difference?”. This inclusive 700 page collection of history focuses on the founding of America and provides the reader an exhaustive collection of information, quotations and documents.*

*For more information about these, audio visual programs, other material and the author go to:*

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*Also, an Ebook of documents and overview of the Founders titled “Our Founding Documents, Then And Now”*

*Look for my forthcoming book, “Tale Of Two Countries, Stolen Heritage” © Includes historical events, people foundations and organizations that have affected Revisionist History, Global Internationalism and Socialism through Agenda 21 and Environmentalism, They will be in chronology order.*

**When Lies Are Told Over And Over They Tend To Become Truths In The Minds Of Many.**

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311 **Harvard University.** 1636. “Our Christian Heritage,” *Letter from Plymouth Rock* (Marlborough, NH: The Plymouth Rock Foundation), p. 2.

313 **Harvard University.** 1636. Samuel Eliot Morison, “Harvard Seals and Arms,” *The Harvard Graduates’ Magazine* (Manesh, WI: George Barna Publishing Co.), September 1933, p. 8. “Our Christian Heritage,” *Letter from Plymouth Rock* (Marlborough, NH: The Plymouth Rock Foundation), p. 2.

314 **Harvard University.** 1636. Samuel Eliot Morison, “Harvard Seals and Arms,” *The Harvard Graduates’ Magazine* (Manesh, WI: George Barna Publishing Co.), September 1933, p. 8. Stephen K. McDowell and Mark A. Beliles, *America’s Providential History* (Charlottesville, VA: Providence Press, 1988), p. 91.