

Blueprint for Liberty

A THIRTEEN-PART LECTURE SERIES



**ABBREVIATED
INTRODUCTION MANUAL
& LECTURE GUIDES**

The John Birch Society

Blueprint for Liberty

ABBREVIATED INSTRUCTION MANUAL & LECTURE GUIDES

Class Instruction & Training Manual

NOTE: *These classes are best experienced in a group setting. Follow-up interactive discussions help make the material more meaningful and far more likely to inspire lasting action. This isn't just about learning — it's about building a movement.*

Purpose

Blueprint for Liberty is designed to educate and activate you, along with your friends, neighbors, and community leaders, to become effective guardians of the U.S. Constitution and America's founding principles.

Not everyone who attends will become an activist, but with solid instruction and genuine fellowship with like-minded patriots, a strong core group *will* emerge — one that is ready to stand in the gap for “less government, more responsibility, and — with God's help — a better world.”

Tips for Running a Successful Class

- *Meet regularly* at the same time and place each week. Consistency builds momentum.
- *Start and end on time.* Always conclude no more than two hours after your scheduled start. People won't return if the classes drag on.
- *Keep the discussion focused on the lecture content.* Each class is packed with essential information. Resist the urge to bring in outside material.
- *Lead a group discussion* after each lecture to reinforce the key ideas and encourage each attendee to engage and apply what they've learned. Use the fill-in-the-blank sheets, discussion points, questions after watching each video lecture.

How to Invite Class Members

The best invitation is personal. Start by reaching out to people you already know:

- Deliver a printed invite in person.
- Follow up with a phone call (this works far better than email, texting, or social media alone).
- Use email or text only as a reminder, not the primary invite.
- Be enthusiastic and positive; your attitude matters!

If someone expresses concern that this is a JBS project, simply invite them to come and see for themselves. Once they do, they'll see that the JBS stands firmly for the original meaning of the Constitution and the timeless principles of Americanism.

Building the Right Group

- Aim for a core commitment of at least 12 people, but keep class size under 30 to allow real discussion.

Blueprint for Liberty

ABBREVIATED INSTRUCTION MANUAL & LECTURE GUIDES

- Seek out local leaders and influencers, including pastors/priests, business owners, parents, veterans, and educators.
- Use phrases like:
 - o “*Shall I save you a seat?*”
 - o “*Can we count on you being there?*”

These simple actions will help secure real commitments.

Preparing for Class

- The ideal location is a comfortable home, free from distractions and conducive to relationship building.
- Public meeting rooms can work, but they make it harder to form a tight-knit group.
- Provide snacks or refreshments. These help to encourage people to stay, visit, and bond.
- Divide responsibilities, if possible:

Role	Description
Host	Offers location (usually their home)
Class Instructor	Facilitates the meeting, keeps discussion focused
Hospitality (Snacks & Refreshments)	Can rotate week to week
Reminder Calls	Done the night before each class
Handouts & Attendance	Someone prints and tracks these weekly

Running the Class

1. Open with a prayer and the Pledge of Allegiance.
2. Ask a different volunteer each week to lead.
3. Turn off or silence your phones before starting.
4. For classes 2-13, spend 2-3 minutes reviewing a key question from the “Lecture Review Questions” document from the previous class.
5. Hand out the class worksheet. The “Fill in the Blank” sheets can be filled out during the video.
6. Watch the video.
7. After the video, review the “Fill in the Blank” sheet as a group to reinforce key facts.
8. Facilitate discussion by choosing “Discussion Questions” from the worksheet to review (you don’t need to cover them all). You can tailor the class. Use this time to engage the group and help each other grasp the principles from the class.
9. Wrap up on time. Always conclude no later than two hours after the class starts. Respect people’s time. Let them know it’s okay to leave, but invite others to stay and visit informally.

Class One: The Dangers of Democracy

Fill in the Blank

1. “The word ‘democracy’ _____ appear in the Constitution — not once. And you _____ find it in the Declaration of Independence either. That’s not an accident — it’s a warning. The Founding Fathers didn’t forget the word; they _____ the idea. To them, democracy wasn’t the safeguard of freedom — it was the enemy of it. They saw it as a direct path to _____, where rights are trampled and power swings with the passions of the crowd. That’s why they built us a _____ — so liberty wouldn’t live or die by a show of hands.”
2. “According to the Founders, government was to be a _____ force which leave people _____. Its sole function is to _____ citizens from one another and from foreign governments and especially from _____ itself.”
3. “It’s vital to realize that the Bill of Rights never gave citizens any rights whatsoever. Its sole purpose was to _____ by _____ government power.”
4. “Thus, democracy itself is not a _____ form of government. Instead, it is the gradual _____ from limited government to the _____ rule of an _____.
5. “In order for ownership of property to be full and complete all four of its aspects must be met. These are: _____, _____, _____, and the _____ what a person owns.”

Class One: The Dangers of Democracy

Fill in the Blank (Answer Key)

1. “The word ‘democracy’ doesn’t appear in the Constitution — not once. And you won’t find it in the Declaration of Independence either. That’s not an accident — it’s a warning. The Founding Fathers didn’t forget the word; they rejected the idea. To them, democracy wasn’t the safeguard of freedom — it was the enemy of it. They saw it as a direct path to mob rule, where rights are trampled and power swings with the passions of the crowd. That’s why they built us a republic — so liberty wouldn’t live or die by a show of hands.”
2. “According to the Founders, government was to be a negative force which leave people alone. Its sole function is to protect citizens from one another and from foreign governments and especially from their own government itself.”
3. “It’s vital to realize that the Bill of Rights never gave citizens any rights whatsoever. Its sole purpose was to safeguard God-given rights by limiting government power.”
4. “Thus, democracy itself is not a stable form of government. Instead, it is the gradual transition from limited government to the unlimited rule of an oligarchy.”
5. “In order for ownership of property to be full and complete all four of its aspects must be met. These are: title, control, use, and the ability to dispose what a person owns.”

Class 1 Group Discussion Points & Questions

Discussion point #1

The Founding Fathers stated in the Declaration of Independence that our rights come from our Creator, not from the government. The Constitution was written to limit government, not to grant rights. The Bill of Rights doesn't give rights, instead it restricts the government from violating them. As James Madison wrote in The Federalist, No. 45: "The powers delegated by the proposed Constitution to the Federal Government, are few and defined."

Question: Why is it important to understand that rights come from God and not from government?

If the government gives rights, then the government can take them away. But if rights are God-given, they are unalienable and permanent.

Question: How has misunderstanding this truth allowed the federal government to grow beyond its constitutional limits?

Class Two: What's On the List?

Fill in the Blank

1. "Congress had not unlimited powers to provide for the general welfare, but were _____ to those specifically _____."
— Thomas Jefferson, Letter to Albert Gallatin, June 16, 1817
2. "To 'enumerate' means to _____. If it's not on the list, the federal government has no authority to do it."
3. "The Constitution is not a blank check — it's a _____."
4. "The _____ Amendment is a declaration of _____. It says that if a power wasn't specifically handed to the federal government in the Constitution, then it _____ belong to Washington at all. It belongs to the _____ — or even better, directly to the _____."
5. "That act of standing firm is called _____ — and despite what the media or academia might say, it's not fringe, it's not lawlessness, and it's not _____. [...] It's a constitutional _____ designed by the Founders themselves."

Class Two: What's On the List?

Fill in the Blank (Answer Key)

1. “Congress had not unlimited powers to provide for the general welfare, but were **restrained** to those specifically **enumerated**.”
— Thomas Jefferson, Letter to Albert Gallatin, June 16, 1817
2. “To ‘enumerate’ means to **list it out**. If it’s not on the list, the federal government has no authority to do it.”
3. “The Constitution is not a blank check — it’s a **binding contract**.”
4. “The **10th** Amendment is a declaration of **sovereignty**. It says that if a power wasn’t specifically handed to the federal government in the Constitution, then it **doesn’t** belong to Washington at all. It belongs to the **states** — or even better, directly to the **people**.”
5. “That act of standing firm is called **nullification** — and despite what the media or academia might say, it’s not fringe, it’s not lawlessness, and it’s not **rebellion**. [...] It’s a constitutional **check** designed by the Founders themselves.”

Class 2 Group Discussion Points & Questions

Discussion point #1

Nullification is the act of a state refusing to enforce unconstitutional federal laws. Far from being rebellion, it was a peaceful check supported by Jefferson and Madison.

Questions: Do you think nullification is a legitimate response to federal overreach today? Why or why not? What obstacles stand in the way of states using nullification more often?

Class Three: Unlimited Power (Part 1)

Fill in the Blank

1. “To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a _____, no longer susceptible of any definition.”
— Thomas Jefferson, Letter to G. Washington, February 15, 1791
2. “This Constitution, and the Laws of the United States which shall be made _____; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land.”
— Article VI, U.S. Constitution
3. “All laws which are _____ to the Constitution are _____ and _____.”
— John Marshall, *Marbury v. Madison*, 1803
4. “And here’s a basic legal principle, known for centuries in common law: ‘*Expressio unius est ex clusio alterius*’ — the expression of one thing is the exclusion of others. In plain English? If you make a list and leave something off, _____.”
5. “If Congress can do whatever in their discretion can be done by _____... the Government is no longer a _____ one, possessing enumerated powers, but an _____ one.”
— James Madison, Letter to Edmund Pendleton, January 21, 1792
6. “Congress had not unlimited powers to provide for the _____, but were restrained to those _____.”
— Thomas Jefferson, Letter to Albert Gallatin, June 16, 1817
7. “The Constitution doesn’t need to be _____. It needs to be _____. It doesn’t need reinterpretation. It needs _____. And that starts with _____.”

Class Three: Unlimited Power (Part 1)

Fill in the Blank (Answer Key)

1. “To take a single step beyond the boundaries thus specially drawn around the powers of Congress, is to take possession of a **boundless field of power**, no longer susceptible of any definition.”
— Thomas Jefferson, Letter to G. Washington, February 15, 1791
2. “This Constitution, and the Laws of the United States which shall be made **in Pursuance thereof**; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land.”
— Article VI, U.S. Constitution
3. “All laws which are **repugnant** to the Constitution are **null** and **void**.”
— John Marshall, *Marbury v. Madison*, 1803
4. “And here’s a basic legal principle, known for centuries in common law: ‘Expressio unius est exclusio alterius’ — the expression of one thing is the exclusion of others. In plain English? If you make a list and leave something off, **you did it on purpose**.”
5. “If Congress can do whatever in their discretion can be done by **money**... the Government is no longer a **limited** one, possessing enumerated powers, but an **indefinite** one.”
— James Madison, Letter to Edmund Pendleton, January 21, 1792
6. “Congress had not unlimited powers to provide for the **general welfare**, but were restrained to those **specifically enumerated**.”
— Thomas Jefferson, Letter to Albert Gallatin, June 16, 1817
7. “The Constitution doesn’t need to be **rewritten**. It needs to be **re-read**. It doesn’t need reinterpretation. It needs **restoration**. And that starts with **us**.”

Class 3 Group Discussion Points & Questions

Discussion point #1

The Supremacy Clause in Article VI does not declare all federal laws supreme. Only those laws “made in pursuance” of the Constitution are the “supreme Law of the Land.” This phrase (“made in pursuance”) means that laws outside the enumerated powers of Congress are not binding and are therefore constitutionally null and void.

Questions: If a federal law is passed that clearly exceeds the Constitution’s enumerated powers, do state governments and citizens have a duty to obey it or resist it? Why?

Discussion point #2

If Congress were held accountable to only following the powers listed in Article I, Section 8, more than 80 percent of the federal government’s current agencies and programs would be unconstitutional and could be abolished without new legislation, just by enforcing the limits that already exist.

Questions: What would be the political, economic, and cultural effects of dismantling the unconstitutional parts of the federal government? Would this strengthen or weaken liberty in America?

Class Four: Unlimited Power (Part 2)

Fill in the Blank

1. “[The Congress shall have Power ...] To make all Laws which shall be necessary and proper for _____ the _____, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.”
— Article I, Section 8, Clause 18 of the U.S. Constitution
2. “In 1938, during the Great Depression, Congress passed the Agricultural Adjustment Act, which micromanaged what farmers could grow, how much, and when. It even paid farmers to _____ and _____ in the middle of widespread hunger.”
3. “Congress can’t even tax trade between the _____, let alone prohibit or control it. That’s because the Commerce Clause was designed to prevent _____, not create federal control over every aspect of _____.”
4. “Treaties as I understand the Constitution are made supreme over the constitutions and laws of the particular States, and, like a subsequent law of the U. S., over pre-existing laws of the U. S. provided however that the Treaty be within the _____, which no doubt has certain _____.”
— James Madison, Letter to Edmund Pendleton, January 2, 1791
5. “I say the same as to the opinion of those who consider the grant of the treaty making power as boundless. if it is, then _____.”
— Thomas Jefferson, Letter to Wilson Cary Nicholas, September 7, 1803
6. “It would be completely _____ and diametrically opposite of the Framers’ intentions to allow treaties to _____ the Constitution and be used as an excuse for unlimited power. All treaties, made by the president with the consent of two-thirds of the Senate, are subject to _____ of the Constitution.”
7. “[E]very State has a natural right in cases not within the compact, (casus non foederis), to _____ of their own authority all _____ of power by others within their limits: that without this right, they would be under the _____, absolute and unlimited, of whosoever might exercise this right of _____ for them.”
— Thomas Jefferson, Kentucky Resolution Draft, October 1798

Class Four: Unlimited Power (Part 2)

Fill in the Blank (Answer Key)

1. “[The Congress shall have Power ...] To make all Laws which shall be necessary and proper for **carrying into Execution** the **foregoing Powers**, and all other Powers vested by this Constitution in the Government of the United States, or in any Department or Officer thereof.”
— Article I, Section 8, Clause 18 of the U.S. Constitution
2. “In 1938, during the Great Depression, Congress passed the Agricultural Adjustment Act, which micromanaged what farmers could grow, how much, and when. It even paid farmers to **kill livestock** and **destroy crops** in the middle of widespread hunger.”
3. “Congress can’t even tax trade between the **states**, let alone prohibit or control it. That’s because the Commerce Clause was designed to prevent **trade barriers**, not create federal control over every aspect of **American life**.”
4. “Treaties as I understand the Constitution are made supreme over the constitutions and laws of the particular States, and, like a subsequent law of the U. S., over pre-existing laws of the U. S. provided however that the Treaty be within the **prerogative of making Treaties**, which no doubt has certain **limits**.”
— James Madison, Letter to Edmund Pendleton, January 2, 1791
5. “I say the same as to the opinion of those who consider the grant of the treaty making power as boundless. if it is, then **we have no constitution**.”
— Thomas Jefferson, Letter to Wilson Cary Nicholas, September 7, 1803
6. “It would be completely **unconstitutional** and diametrically opposite of the Framers’ intentions to allow treaties to **override** the Constitution and be used as an excuse for unlimited power. **All** treaties, made by the president with the consent of two-thirds of the Senate, are subject to **prohibitions of power** of the Constitution.”
7. “[E]very State has a natural right in cases not within the compact, (casus non foederis), to **nullify** of their own authority all **assumptions** of power by others within their limits: that without this right, they would be under the **dominion**, absolute and unlimited, of whosoever might exercise this right of **judgment** for them.”
— Thomas Jefferson, Kentucky Resolution Draft, October 1798

Class 4 Group Discussion Points & Questions

Discussion point #1

In *Wickard v. Filburn* (1942), the Supreme Court ruled that a farmer growing wheat for his own animals on his own land could still be regulated under the Interstate Commerce Clause, because he chose not to buy wheat from his local store, thereby affecting the market.

Questions: *Does this ruling set a dangerous precedent by allowing federal control over private, non-commercial activity? If so, where should the line be drawn?*

Discussion point #2

Thomas Jefferson argued in the Kentucky Resolution that whenever the federal government oversteps its bounds, states have the “rightful remedy” of nullification at their disposal to stop the usurpation.

Questions: *If states fail to stand up and nullify unconstitutional federal acts, what options remain for the people to restore constitutional government? And what are the risks of inaction?*

Class Five: Restoring Limited Power

Fill in the Blank

1. “Real liberty — the kind the Founders fought and died for — isn’t a free-for-all. It’s not about unbridled appetite or reckless abandon. It’s about _____. It’s about _____ to do what’s right not because you’re forced to, but because you’re _____.”
2. “Let’s be clear: _____ do not have the authority to _____ your God-given rights — no more than the _____ government does. The Bill of Rights was not written only for Washington to obey. It was written to _____ government, period.”
3. “Nullification is the _____ to comply with a government act that _____ the Constitution. It’s the people, or their local and state representatives, saying: ‘That law is _____. That regulation is illegitimate. That order has no authority here.’”
4. “Resolved, That the government formed by the constitution of the United States was _____ the exclusive or final judge of the extent of the powers delegated to itself; but that, as in all other cases of _____ [such as the U.S. Constitution] among parties having no common judge, each party has an equal right to judge for _____, as well of infractions as of the mode and measure of redress.”
— Wisconsin Legislature, Joint Resolution No. IV, March 19, 1859
5. “A federal law intended to preserve _____ was stopped by nullification. And it wasn’t nullified to defend oppression — it was nullified to _____.”

Class Five: Restoring Limited Power

Fill in the Blank (Answer Key)

1. “Real liberty — the kind the Founders fought and died for — isn’t a free-for-all. It’s not about unbridled appetite or reckless abandon. It’s about self-government. It’s about choosing to do what’s right not because you’re forced to, but because you’re free to.”
2. “Let’s be clear: State governments do not have the authority to violate your God-given rights — no more than the federal government does. The Bill of Rights was not written only for Washington to obey. It was written to restrain government, period.”
3. “Nullification is the refusal to comply with a government act that violates the Constitution. It’s the people, or their local and state representatives, saying: ‘That law is void. That regulation is illegitimate. That order has no authority here.’”
4. “Resolved, That the government formed by the constitution of the United States was not made the exclusive or final judge of the extent of the powers delegated to itself; but that, as in all other cases of compact [such as the U.S. Constitution] among parties having no common judge, each party has an equal right to judge for itself, as well of infractions as of the mode and measure of redress.”
— Wisconsin Legislature, Joint Resolution No. IV, March 19, 1859
5. “A federal law intended to preserve slavery was stopped by nullification. And it wasn’t nullified to defend oppression — it was nullified to defy it.”

Class 5 Group Discussion Points & Questions

Discussion point #1

The U.S. Supreme Court ruled in *Ableman v. Booth* that states have no authority to defy federal court decisions. But Wisconsin stood its ground and issued a powerful resolution rejecting judicial supremacy, declaring that states have the right to judge the limits of federal power.

Question: Do you agree that states, as parties to the compact that is our federal Constitution, have the authority to interpret the Constitution and reject federal overreach? Why or why not?

Class Six: Constitutional Money

Fill in the Blank

1. “Money is supposed to be a _____ of value. It’s a measuring stick for _____. But when government _____ the money — when they print paper with no limit and no accountability — it controls _____.”
2. “Gold and silver are _____. They’re _____ to inflation and indifferent to political ambition. They force governments to live _____ their _____ — and that’s exactly what the Founders intended.”
3. “Article I, Section 8 says that Congress shall have the power ‘to _____ Money, regulate the Value thereof, and of foreign Coin.’ Notice the word ‘_____.’ That’s not a printing term. That’s a _____ term.”
4. “If the government had to pay for its programs with gold and silver, you’d see a lot fewer _____, a lot fewer _____, and a lot more _____. Fiat money is the fuel of _____, and every time we accept it, we help fan the flame.”
5. “[The Revenue Act of 1934], like much of the New Deal, violated the principle of _____ and targeted different groups with different rates, directly contradicting the constitutional _____ that taxes be uniform. Worse, it expanded the federal government’s reach deep into the lives of ordinary Americans, entangling them in complex regulations, forms, and _____ — all contrary to the Constitution’s design for a limited government funded by fair and transparent taxes.”

Class Six: Constitutional Money

Fill in the Blank (Answer Key)

1. “Money is supposed to be a store of value. It’s a measuring stick for exchange. But when government controls the money — when they print paper with no limit and no accountability — it controls everything.”
2. “Gold and silver are honest. They’re immune to inflation and indifferent to political ambition. They force governments to live within their means — and that’s exactly what the Founders intended.”
3. “Article I, Section 8 says that Congress shall have the power ‘to coin Money, regulate the Value thereof, and of foreign Coin.’ Notice the word ‘coin.’ That’s not a printing term. That’s a minting term.”
4. “If the government had to pay for its programs with gold and silver, you’d see a lot fewer wars, a lot fewer handouts, and a lot more honesty. Fiat money is the fuel of tyranny, and every time we accept it, we help fan the flame.”
5. “[The Revenue Act of 1934], like much of the New Deal, violated the principle of uniformity and targeted different groups with different rates, directly contradicting the constitutional requirement that taxes be uniform. Worse, it expanded the federal government’s reach deep into the lives of ordinary Americans, entangling them in complex regulations, forms, and penalties — all contrary to the Constitution’s design for a limited government funded by fair and transparent taxes.”

Class 6 Group Discussion Points & Questions

Discussion point #1

Two of the 10 planks of *The Communist Manifesto* are now embedded in U.S. law: a central bank and a progressive income tax. This means large portions of America's economic system are based not on the Constitution, but on Marxist ideology. U.S. Representative Thomas Massie has introduced a bill titled the "Federal Reserve Board Abolition Act," which would abolish the Board of Governors of the Federal Reserve System and each of the Federal Reserve banks. Massie's bill would also officially repeal the Federal Reserve Act of 1913.

Questions: *How did we allow such a dramatic shift from a constitutional republic to a centralized, collectivist economy?*

More Questions: *Should Congress and the president enact the "Federal Reserve Board Abolition Act"? What are ways we can bring this bill to the attention of our members of Congress?*

Class Seven: Tariffs and Trade, Part 1

Fill in the Blank

1. “This idea of protecting native or homegrown businesses and industry from foreign competition is known as _____. [...] And despite being ridiculed today by many economists, political pundits, and globalists, tariffs were once a foundational pillar of American _____.”
2. “A free people [...] should promote such _____ as tend to render them _____ of others for essential, particularly military, _____.”
— President George Washington, “Message to First Congress,” January 8, 1790
3. “The tariff is the cheaper system, because the duties, being collected in large parcels at a few commercial points, will require comparatively _____ in their collection; while by the _____ system, the land must be literally covered with assessors and _____, going forth like _____ of Egyptian locusts, _____ every blade of grass and other green thing.”
— Abraham Lincoln, “Address to the People of Illinois,” March 4, 1843
4. “As far as the Constitution is concerned, [the president] can propose, _____, sign — or even _____ — tariff laws. But he _____ unilaterally impose tariffs or enter into binding trade treaties. The Constitution gives those powers exclusively to _____.”
5. “[H]e therefore who is now against domestic manufacture must be for reducing us either to _____ on that _____, or to be clothed in skins, & to live like wild beasts in dens & caverns. I am not one of these. _____ has taught me that manufacturers are now as necessary to our _____ as to our comfort.”
— Thomas Jefferson, Letter to Benjamin Austin, January 9, 1816
6. “One of the few men in Congress at the time to recognize and expose what was happening was Senator _____ of Nevada. Throughout the 1950s, Senator Malone sounded the alarm from the Senate floor and in his 1958 book _____. In fact, this book [...] was recommended reading by Robert Welch in the early years of The John Birch Society. [...] In it, Malone warned that the Trade Agreements Act of 1934 was not just a bad policy, but the beginnings of what he described as ‘The _____’ — in Theory and in Fact.”
7. “According to Senator Malone, the Trade Agreements Act of 1934 was the critical first step in an unconstitutional transfer of _____ from the people to the executive branch. Its purpose, he argued, was to empower the _____ to more easily negotiate, with foreign heads of state, the _____ of American sovereignty _____ — all under the banner of freeing world trade, or so-called ‘free trade.’”

Class Seven: Tariffs and Trade, Part 1

Fill in the Blank (Answer Key)

1. “This idea of protecting native or homegrown businesses and industry from foreign competition is known as **protectionism**. [...] And despite being ridiculed today by many economists, political pundits, and globalists, tariffs were once a foundational pillar of American **economic independence**.”
2. “A free people [...] should promote such **manufactories** as tend to render them **independent** of others for essential, particularly military, **supplies**.”
— President George Washington, “Message to First Congress,” January 8, 1790
3. “The tariff is the cheaper system, because the duties, being collected in large parcels at a few commercial points, will require comparatively **few officers** in their collection; while by the direct tax system, the land must be literally covered with assessors and **collectors**, going forth like **swarms** of Egyptian locusts, **devouring** every blade of grass and other green thing.”
— Abraham Lincoln, “Address to the People of Illinois,” March 4, 1843
4. “As far as the Constitution is concerned, [the president] can propose, **recommend**, sign — or even **veto** — tariff laws. But he **cannot** unilaterally impose tariffs or enter into binding trade treaties. The Constitution gives those powers exclusively to **Congress**.”
5. “[H]e therefore who is now against domestic manufacture must be for reducing us either to **dependance** on that **foreign nation**, or to be clothed in skins, & to live like wild beasts in dens & caverns. I am not one of these. **Experience** has taught me that manufactures are now as necessary to our **independence** as to our comfort.”
— Thomas Jefferson, Letter to Benjamin Austin, January 9, 1816
6. “One of the few men in Congress at the time to recognize and expose what was happening was Senator **George Wilson Malone** of Nevada. Throughout the 1950s, Senator Malone sounded the alarm from the Senate floor and in his 1958 book **Mainline**. In fact, this book [...] was recommended reading by Robert Welch in the early years of The John Birch Society. [...] In it, Malone warned that the Trade Agreements Act of 1934 was not just a bad policy, but the beginnings of what he described as ‘The **Global Pincers Movement**’ — in Theory and in Fact.”
7. “According to Senator Malone, the Trade Agreements Act of 1934 was the critical first step in an unconstitutional transfer of **sovereignty** from the people to the executive branch. Its purpose, he argued, was to empower the **president** to more easily negotiate, with foreign heads of state, the **surrender** of American sovereignty **to international organizations** — all under the banner of freeing world trade, or so-called ‘free trade.’”

Class 7 Group Discussion Points & Questions

Discussion point #1

The Constitution explicitly grants Congress, rather than the president, the power to levy tariffs and regulate commerce with foreign nations. This power is listed as part of Article I, Section 8. Additionally, the Founders didn't just view tariffs as a source of revenue, but also as a constitutional and moral alternative to internal taxation, which they feared would grow into an instrument of oppression.

Questions: *Why did the Founders assign this authority to Congress rather than the executive branch? Why are indirect taxes such as tariffs more compatible with liberty than direct taxes on people's income?*

What did Alexander Hamilton mean when he said tariffs are "self-limiting"? Do you agree with his reasoning?

Discussion point #2

The Trade Agreements Act of 1934 marked a constitutional turning point, transferring key powers from Congress to the president and opening the door to foreign entanglements in the name of "freeing world trade." In his 1958 book *Mainline*, Senator George Malone warned that global trade agreements, as a result of the 1934 Trade Agreements Act, were not simply trade agreements, but a means of consolidating global governance towards a one world government and economy, at the expense of American sovereignty.

Question: *Was Congress constitutionally justified in delegating its trade authority to the president?*

More Questions: *How does Senator Malone's warning about the "pincers movement" apply to modern trade blocs, such as the World Trade Organization or the United States-Mexico-Canada Agreement? How is surrendering American economic sovereignty to international trade authorities a first step in broader political integration at the global level?*

Class Eight: Tariffs and Trade, Part 2

Fill in the Blank

1. “After Congress surrendered its trade powers to the president with the enactment of the Trade Agreements Act of 1934, the next major phase in the erosion of American sovereignty was the _____ of trade policy [...]. This came to fruition with the establishment of global trade treaties and organizations, such as the _____ (_____) and its successor, the _____ (_____).”
2. “It [the ITO charter] was found to be a charter for trade _____. It required our Government to plan and control the economy of the United States; and it required the even greater control of that economy by the _____ authority which it was designed to create. [...] It did not ‘free’ trade; the charter did the opposite, and in scholarly accordance with _____ doctrine. The result of its adoption would have been economic _____, on a _____.”
— U.S. Senator George W. Malone (R-Nev.), *Mainline*, p. 30
3. “Claiming they had no choice, on December 18, 2015, the Republican-controlled Congress _____ the _____ (_____) for beef and pork via an amendment to the omni bus budget bill, which Democrat President Barack Obama signed into law that very same day.”
4. “No other country or international organization should _____ U.S. trade policy. Just as the United Kingdom made a “Brexit” from the EU, the United States needs to ‘_____’ the _____.”
5. “The EU wasn’t created overnight. It was a _____ process that began with a seemingly benign ‘free trade’ agreement among European countries that sought to eliminate trade barriers. Now it’s essentially a _____ state. And T-TIP [the Transatlantic Trade and Investment Partnership] would have marked the first step in for the _____ of the United States with the EU under the same banner of ‘free trade.’”
6. “The solution lies in electing constitutionalists to all levels of government. Malone [...] offered the following two-part question for citizens to ask candidates [...]: ‘Will you vote in _____ of every bill which _____ to your body the power(s) delegated to it by our Constitution; will you vote _____ every bill which _____ to (or even _____) power(s) not expressly delegated by the Constitution to another branch of Government?’”
— U.S. Senator George W. Malone (R-Nev.), *Mainline*, p. 93
7. “[A] well-_____ people alone can be permanently a _____ people.”
— James Madison, “Second Annual Address to Congress,” December 5, 1810

Class Eight: Tariffs and Trade, Part 2

Fill in the Blank (Answer Key)

1. “After Congress surrendered its trade powers to the president with the enactment of the Trade Agreements Act of 1934, the next major phase in the erosion of American sovereignty was the internationalization of trade policy [...]. This came to fruition with the establishment of global trade treaties and organizations, such as the General Agreement on Tariffs and Trade (GATT) and its successor, the World Trade Organization (WTO).”
2. “It [the ITO charter] was found to be a charter for trade control. It required our Government to plan and control the economy of the United States; and it required the even greater control of that economy by the global authority which it was designed to create. [...] It did not ‘free’ trade; the charter did the opposite, and in scholarly accordance with socialist doctrine. The result of its adoption would have been economic socialism, on a global plane.”
— U.S. Senator George W. Malone (R-Nev.), *Mainline*, p. 30
3. “Claiming they had no choice, on December 18, 2015, the Republican-controlled Congress repealed the Country-of-Origin Law (COOL) for beef and pork via an amendment to the omni bus budget bill, which Democrat President Barack Obama signed into law that very same day.”
4. “No other country or international organization should dictate U.S. trade policy. Just as the United Kingdom made a “Brexit” from the EU, the United States needs to ‘Amexit’ the WTO.”
5. “The EU wasn’t created overnight. It was a gradual process that began with a seemingly benign ‘free trade’ agreement among European countries that sought to eliminate trade barriers. Now it’s essentially a supranational state. And T-TIP [the Transatlantic Trade and Investment Partnership] would have marked the first step in for the economic integration of the United States with the EU under the same banner of ‘free trade.’”
6. “The solution lies in electing constitutionalists to all levels of government. Malone [...] offered the following two-part question for citizens to ask candidates [...]: ‘Will you vote in favor of every bill which takes back to your body the power(s) delegated to it by our Constitution; will you vote against every bill which adds to (or even continues) power(s) not expressly delegated by the Constitution to another branch of Government?’”
— U.S. Senator George W. Malone (R-Nev.), *Mainline*, p. 93
7. “[A] well-instructed people alone can be permanently a free people.”
— James Madison, “Second Annual Address to Congress,” December 5, 1810

Class 8 Group Discussion Points & Questions

Discussion point #1

The establishment of the World Trade Organization (WTO), North American Free Trade Agreement (NAFTA), and the United States-Mexico-Canada Agreement (USMCA), along with other multinational “free trade” schemes, represents a shift in power from Congress to unaccountable international bodies. These global and regional institutions now impose obligations on the United States that can override domestic law, undermining national sovereignty and violating the Constitution.

Questions: *How does U.S. membership and participation in the WTO conflict with the Founders’ view of national independence and self-government? Should such unelected international commissions and bodies have any authority over American laws passed by our elected representatives?*

Discussion point #2

Congress does not need to pass any new laws in order to restore its constitutional trade powers. It simply needs to obey the existing Constitution. As both Senator Malone and The John Birch Society have emphasized, organizing at the local level is the key to electing constitutionalists who will reclaim long ignored constitutional trade powers.

Questions: *Why do you suppose that local activism, such as informing one’s neighbors, pressuring our elected representatives, and electing constitutionalists, is key to reversing globalist trade policies and past unconstitutional trade laws? What steps can you personally take in your community to support the restoration of Congress’ constitutional trade authority?*

Class Nine: Constitutional War Powers

Fill in the Blank

1. “Although Article II, Section 2, Clause 1 says that the president is ‘Commander in Chief of the Army and Navy,’ and by extension all of the other armed forces of the United States, the president _____ take any military action without a _____, as per Article I, Section 8, Clause 11 of the Constitution.”
2. “The constitution supposes, what the History of all Gov[ernmen]ts demonstrates, that the Ex[ecutive] is the branch of power most _____ in _____, & most _____ to it. It has accordingly with studied care, vested the question of war in the Legis[ature/Legislative branch].”
— James Madison, Letter to Thomas Jefferson, April 2, 1798
3. “A _____ military force, with an overgrown Executive will not long be safe companions to liberty. The means of defense agst. foreign danger, have been always _____ at home.”
— James Madison, June 29, 1787
4. “With the adoption of the 16th and 17th Amendments (income tax and the direct election of senators) and the creation of the Federal Reserve — all in 1913, mind you — it’s become _____ to _____ and fund _____.”
5. “Congress is a _____ session. It can only appropriate funds up until the next Congress convenes, at which point the new Congress will have to pass new legislation on whether or not to continue funding our nation’s army. This was intended to make the army a _____ force rather than a _____ one.”
6. “The constitutional powers of the President as Commander-in-Chief to introduce United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, are exercised only _____ to (1) a _____ of war, (2) specific statutory _____, or (3) a national emergency _____ upon the United States, its territories or possessions, or its armed forces.”
— Section 1541(c), War Powers Act of 1973
7. “If we start assuming that war powers and treaty powers naturally belong to the executive (i.e., the president), unless _____ given to Congress — and that any similar powers not explicitly given to Congress also automatically belong to the president — then the president would be able to _____ for himself nearly any power that’s not _____.”

Class Nine: Constitutional War Powers

Fill in the Blank (Answer Key)

1. “Although Article II, Section 2, Clause 1 says that the president is ‘Commander in Chief of the Army and Navy,’ and by extension all of the other armed forces of the United States, the president **cannot** take any military action without a **declaration of war or act of Congress**, as per Article I, Section 8, Clause 11 of the Constitution.”
2. “The constitution supposes, what the History of all Gov[ernmen]ts demonstrates, that the Ex[ecutive] is the branch of power most **interested** in **war**, & most **prone** to it. It has accord ingly with studied care, vested the question of war in the Legis[ature/Legislative branch].”
— James Madison, Letter to Thomas Jefferson, April 2, 1798
3. “A **standing** military force, with an overgrown Executive will not long be safe companions to liberty. The means of defense agst. foreign danger, have been always **instruments of tyranny** at home.”
— James Madison, June 29, 1787
4. “With the adoption of the 16th and 17th Amendments (income tax and the direct election of senators) and the creation of the Federal Reserve — all in 1913, mind you — it’s become **easier** to **wage** and fund **endless wars**.”
5. “Congress is a **two-year** session. It can only appropriate funds up until the next Congress convenes, at which point the new Congress will have to pass new legislation on whether or not to continue funding our nation’s army. This was intended to make the army a **temporary** force rather than a **permanent** one.”
6. “The constitutional powers of the President as Commander-in-Chief to introduce United States Armed Forces into hostilities, or into situations where imminent involvement in hostilities is clearly indicated by the circumstances, are exercised only **pursuant** to (1) a **declaration** of war, (2) specific statutory **authorization**, or (3) a national emergency **created by attack** upon the United States, its territories or possessions, or its armed forces.”
— Section 1541(c), War Powers Act of 1973
7. “If we start assuming that war powers and treaty powers naturally belong to the executive (i.e., the president), unless explicitly given to Congress — and that any similar powers not **explicitly** given to Congress also automatically belong to the president — then the president would be able to **claim** for himself nearly any power that’s not **clearly defined**.”

Class 9 Group Discussion Points & Questions

Discussion point #1

The ratification of the 16th and 17th Amendments (income tax and the direct election of senators) and the creation of the Federal Reserve — all in 1913 — made it dramatically easier to fund wars and bypass the input or will of the states. Combined, these changes weakened both the financial and political barriers to unconstitutional “forever wars.”

Questions: How has shifting war funding from state contributions, tariffs, and bonds to income taxes and fiat currency affected Congress’ willingness to go to war? If the 17th Amendment had never been ratified and U.S. senators were still appointed by state legislatures, do you think the United States would have been involved, or be involved, in as many overseas military conflicts as it has been since 1913? And what effect do you think repealing the 16th and 17th Amendments would have on our nation’s foreign policy and overseas interventionism?

Discussion point #2

Although passed with good intentions during the Vietnam War, the War Powers Act arguably legitimized unconstitutional executive war-making by codifying limited unilateral action. While the law claims to restrain the president, in practice it has often been used to justify unauthorized wars.

Questions: Does the War Powers Act truly limit the president’s authority, or does it bypass Congress’s exclusive war powers under the Constitution? If the Constitution is clear that only Congress can declare war, what should be done about presidents who take overseas military action without congressional approval?

Class Ten: Constitutional State Militias

Fill in the Blank

1. “To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the _____ respectively, the _____ the _____, and the _____ the Militia according to the discipline prescribed by Congress.”
— Article I, Section 8, Clause 16 of the U.S. Constitution
2. “Congress, not the president, is given the power to call up state militias — and even then, the use of that power is _____ to only three specific circumstances, to: 1) Execute the Constitution and other _____, 2) Suppress _____, and 3) Repel invasions.”
3. “The Framers wisely empowered _____ to call forth the militia of each state. They intended state militias to be our _____ of defense to repel _____.”
4. “If a soldier drops his musket, and his companion, unfurnished with one, takes it up, it is of _____, because his cartridges do _____ it. By means of this system, a _____ of arms and _____ will prevail throughout the United States [...] The militia formed under this system, and trained by the several states, will be such a bulwark of internal strength, as to prevent the attacks of foreign enemies.”
— James Wilson, Debates at the Pennsylvania Ratifying Convention, 1787
5. “A well _____, being necessary to the security of a _____, the right of the people to keep and bear Arms, shall not be infringed.”
— Second Amendment, U.S. Constitution
6. “Who are the militia? Are they not _____? Is it feared, then, that we shall turn our arms each man against his own bosom. Congress have [sic] no power to _____ the militia. Their swords, and every other terrible implement of the soldier, are the _____ of an American.... The unlimited power of the sword is not in the hands of either the federal or state governments, but, where I trust in God it will ever remain, in the hands of the _____.”
— Tench Coxe, “A Pennsylvanian,” *Pennsylvania Gazette*, February 20, 1788
7. “It would behoove us to return to the wisdom of the Framers of the Constitution and _____ both the 16th and 17th Amendments. It would also be prudent to _____ the National Guard and return to having constitutional state _____.”

Class Ten: Constitutional State Militias

Fill in the Blank (Answer Key)

1. “To provide for organizing, arming, and disciplining, the Militia, and for governing such Part of them as may be employed in the Service of the United States, reserving to the States respectively, the Appointment of the Officers, and the Authority of training the Militia according to the discipline prescribed by Congress.”

— Article I, Section 8, Clause 16 of the U.S. Constitution

2. “Congress, not the president, is given the power to call up state militias — and even then, the use of that power is restricted to only three specific circumstances, to: 1) Execute the Constitution and other federal laws, 2) Suppress insurrections, and 3) Repel invasions.”

3. “The Framers wisely empowered Congress to call forth the militia of each state. They intended state militias to be our first line of defense to repel invasions.”

4. “If a soldier drops his musket, and his companion, unfurnished with one, takes it up, it is of no service, because his cartridges do not fit it. By means of this system, a uniformity of arms and discipline will prevail throughout the United States [...] The militia formed under this system, and trained by the several states, will be such a bulwark of internal strength, as to prevent the attacks of foreign enemies.”

— James Wilson, Debates at the Pennsylvania Ratifying Convention, 1787

5. “A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.”

— Second Amendment, U.S. Constitution

6. “Who are the militia? Are they not ourselves? Is it feared, then, that we shall turn our arms each man against his own bosom. Congress have [sic] no power to disarm the militia. Their swords, and every other terrible implement of the soldier, are the birthright of an American.... The unlimited power of the sword is not in the hands of either the federal or state governments, but, where I trust in God it will ever remain, in the hands of the people.”

— Tench Coxe, “A Pennsylvanian,” *Pennsylvania Gazette*, February 20, 1788

7. “It would behoove us to return to the wisdom of the Framers of the Constitution and repeal both the 16th and 17th Amendments. It would also be prudent to phase out the National Guard and return to having constitutional state militias.”

Class 10 Group Discussion Points & Questions

Discussion point #1

Despite common belief, the National Guard is not the constitutional state militia. The militia was historically composed of the able-bodied population, rather than a select volunteer force.

Questions: *How would a true constitutional militia provide a stronger check on federal overreach than today's National Guard? What might be some benefits of and challenges to reinstating the constitutional model of state militias?*

Discussion point #2

James Madison and others argued that a large, armed citizen militia would serve as a natural barrier to tyranny and standing armies. The Framers also made it financially and politically difficult for the federal government to wage war without broad support.

Question: *How did constitutional state militias and the pre-1913 funding structure make war less likely?*

Class Eleven: The Enemies of the Constitution

Fill in the Blank

1. “All the obstacles and difficulties, which attended every great, public and popular measure, arose not from those who were out of place: they were formed, improved and supported by that _____ I have mentioned, and by the industry of those very dependants; first by secret _____; then by official influence; afterwards in public councils. A long train of such practices has at length unwillingly convinced me, that there is something within the Court _____ than the King himself.”
— William Pitt, In the House of Lords, March 2, 1770
2. “Princes and _____ shall _____ from the face of the Earth... and this Revolution shall be the work of _____.”
— Adam Weishaupt, *Discourse for the Mysteries*
3. “Robison identified the six tactics of the Illuminati: destruction of government, _____, inheritance, patriotism, _____ and morality, and the family — by undermining _____ and the _____ of children.”
4. “The first edition of *The Communist Manifesto* was printed in London, where Karl Marx was living in exile because both Germany and France had booted him for his radicalism. Who _____ that printing, and the document’s subsequent translation within a few years into thirty languages and hundreds of editions? The working poor of Germany or the peasants of Russia? No, it was _____ like the _____, who also perfected the art of funding both sides of wars to embroil governments in foreign disputes while stirring civil unrest within their borders.”
5. “Today, the international banking cartel operates the Bank of International Settlements. Founded in 1930, it is the “_____ of central _____” and is protected by an international treaty. _____ has jurisdiction over it; no economic crisis touches on it. Its profits are tax-free. It financed both sides in most wars, beginning with World War II and was behind the launch of the Euro in 2002.”
6. “[John] Dewey was one of the founders of the _____ . It’s a modern version of the philosophical societies of the 17th and 18th centuries and a breeding ground for _____. With one exception, every U.S. secretary of state since 1940 has been a CFR or Trilateral Commission member, or both. (The Trilateral Commission is an international version of the U.S. CFR.) Each secretary of war or defense, nearly all CIA directors and every key U.S. national security and foreign policy advisor has been a _____ since that time.”

Blueprint for Liberty

ABBREVIATED INSTRUCTION MANUAL & LECTURE GUIDES

7. “I am delighted to be here in these new _____. I have been often to, I guess, the ‘mother ship’ in New York City, but it’s good to have an _____ of the Council right here down the street from the State Department. We get a lot of advice from the Council, so this will mean I won’t have as far to go to be _____ what we should be _____.”
— Secretary Hillary Clinton, “Remarks at Council on Foreign Relations,” Washington, D.C., July 15, 2009

Class Eleven: The Enemies of the Constitution

Fill in the Blank (Answer Key)

1. “All the obstacles and difficulties, which attended every great, public and popular measure, arose not from those who were out of place: they were formed, improved and supported by that **invisible influence** I have mentioned, and by the industry of those very dependants; first by secret **treachery**; then by official influence; afterwards in public councils. A long train of such practices has at length unwillingly convinced me, that there is something within the Court **greater** than the King himself.”
— William Pitt, In the House of Lords, March 2, 1770
2. “Princes and **Nations** shall **disappear** from the face of the Earth... and this Revolution shall be the work of **secret societies**.”
— Adam Weishaupt, *Discourse for the Mysteries*
3. “Robison identified the six tactics of the Illuminati: destruction of government, **private property**, inheritance, patriotism, **religion** and morality, and the family — by undermining **marriage** and the **education** of children.”
4. “The first edition of *The Communist Manifesto* was printed in London, where Karl Marx was living in exile because both Germany and France had booted him for his radicalism. Who **funded** that printing, and the document’s subsequent translation within a few years into thirty languages and hundreds of editions? The working poor of Germany or the peasants of Russia? No, it was **international bankers** like the **Rothschilds**, who also perfected the art of funding both sides of wars to embroil governments in foreign disputes while stirring civil unrest within their borders.”
5. “Today, the international banking cartel operates the Bank of International Settlements. Founded in 1930, it is the “**bank** of central **banks**” and is protected by an international treaty. **No government** has jurisdiction over it; no economic crisis touches on it. Its profits are tax-free. It financed **both** sides in most wars, beginning with World War II and was behind the launch of the Euro in 2002.”
6. “[John] Dewey was one of the founders of the **Council on Foreign Relations**. It’s a modern version of the philosophical societies of the 17th and 18th centuries and a breeding ground for **insiders**. With one exception, every U.S. secretary of state since 1940 has been a CFR or Trilateral Commission member, or both. (The Trilateral Commission is an international version of the U.S. CFR.) Each secretary of war or defense, nearly all CIA directors and every key U.S. national security and foreign policy advisor has been a **CFR member** since that time.”
7. “I am delighted to be here in these new **headquarters**. I have been often to, I guess, the ‘mother ship’ in New York City, but it’s good to have an **outpost** of the Council right here down the street from the State Department. We get a lot of advice from the Council, so this will mean I won’t have as far to go to be **told** what we should be **doing**.”
— Secretary Hillary Clinton, “Remarks at Council on Foreign Relations,” Washington, D.C., July 15, 2009

Class 11 Group Discussion Points & Questions

Discussion point #1

Today's lecture traced the origin of the globalist Conspiracy all the way back to Genesis, connecting modern political developments to mankind's ancient rebellion against God. This places today's battle not merely in political terms, but as a spiritual war between good and evil. In fact, in the New Testament, the Apostle Paul in his letter to the Ephesians writes: "For we wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wickedness in high places."

Questions: *How does understanding the Conspiracy in spiritual terms, from its beginning in the Garden of Eden, change the way we engage in political activity? And in what ways does secularism, or removing God from the public square, serve as a tool for the Conspiracy to centralize power?*

Discussion point #2

The lesson ends with a call to stop and expose this Conspiracy against God and man by joining The John Birch Society and restoring constitutional republican government. It is only through educational grass-roots action organizations, such as the JBS, that we can counter the Conspiracy and its globalist agenda for a New World Order and one-world government. No other major nationwide organization connects the dots and talks about these threats to liberty. In fact, each month, JBS members receive a copy of the *JBS Bulletin*, which outlines activities for all chapter members to do or work on that month.

Questions: *Why is being an active member in an education-action organization, such as the JBS, more effective than just "going at it alone" (i.e., not joining)? How can we awaken others, especially younger generations, to the urgency of defending our national sovereignty? Lastly, what are some practical first steps each of us can take this month to help thwart the advance of globalism in our own communities?*

Class Twelve: The Need to Organize

Fill in the Blank

1. “Most Americans are concerned about the direction of our country. But concern alone is not a strategy — we must get _____. Edmund Burke, the great British statesman, put it succinctly: ‘When bad men combine, the good must _____; else they will _____ one by one, an unpitied _____ in a contemptible struggle.’”
— Edmund Burke, *Thoughts on the Cause of the Present Discontents*, 1770
2. “There has been plenty of energy and enthusiasm and money expended by _____ Americans, even since 1945, to have _____ half a dozen _____. Most of it, however, has actually and cleverly been shunted off course, or guided into support of the very things that the Communists wanted to accomplish.”
— Robert Welch, *JBS Bulletin*, June 1970
3. “Article V allows for a _____ to propose amendments — but it does not limit what _____ of amendments can be proposed. Once called, a convention can propose _____, including a total _____ of our Constitution — and along with it, its own mode of ratification, not subject to that of Article V. [...] Instead of changing the Constitution, we must do what the Founders intended: _____ the one we already have.”
4. “*The New American’s Freedom Index* rates members of Congress based on 10 key _____ cast within usually a six-month period, making for a total of 40 votes every Congress (which is two years long or 24 months). *The Freedom Index* scores these congressional votes based on their _____ and adherence to the _____ of limited government and individual _____. It’s a non-partisan, factual tool.”
5. “Whenever general _____ — such as, ‘What do you think about green energy or the Green New Deal?’ — are asked, a representative can always reply with an elusive _____ answer, tailored to a particular audience. But there is no wiggling your way out of a _____ on the *Scorecard*.”
6. “And for the support of this Declaration, with a firm _____ on the protection of divine Providence, we mutually pledge to each other our _____, our _____ and our sacred Honor.”
— Declaration of Independence, July 4, 1776
7. “We don’t need a million people marching in Washington. What we need is 500 _____ in each _____ doing the work — quietly, persistently, and locally. As Robert Welch said [in *The Blue Book of The John Birch Society*]: ‘We need disciplined _____ at the oars, and not passengers in the boat.’”

Class Twelve: The Need to Organize

Fill in the Blank (Answer Key)

1. “Most Americans are concerned about the direction of our country. But concern alone is not a strategy — we must get **organized**. Edmund Burke, the great British statesman, put it succinctly: ‘When bad men combine, the good must **associate**; else they will **fall** one by one, an unpitied **sacrifice** in a contemptible struggle.’”
— Edmund Burke, *Thoughts on the Cause of the Present Discontents*, 1770
2. “There has been plenty of energy and enthusiasm and money expended by **patriotic** Americans, even since 1945, to have **stopped** half a dozen **Communist conspiracies**. Most of it, however, has actually and cleverly been shunted off course, or guided into support of the very things that the Communists wanted to accomplish.”
— Robert Welch, *JBS Bulletin*, June 1970
3. “Article V allows for a **convention** to propose amendments — but it does not limit what **kind** of amendments can be proposed. Once called, a convention can propose **anything**, including a total **rewrite** of our Constitution — and along with it, its own mode of ratification, not subject to that of Article V. [...] Instead of changing the Constitution, we must do what the Founders intended: **enforce** the one we already have.”
4. “*The New American’s Freedom Index* rates members of Congress based on 10 key **votes** cast within usually a six-month period, making for a total of 40 votes every Congress (which is two years long or 24 months). The *Freedom Index* scores these congressional votes based on their **constitutionality** and adherence to the **principles** of limited government and individual **liberty**. It’s a non-partisan, factual tool.”
5. “Whenever general **questions** — such as, ‘What do you think about green energy or the Green New Deal?’ — are asked, a representative can always reply with an elusive **rehearsed** answer, tailored to a particular audience. But there is no wiggling your way out of a **recorded vote** on the *Scorecard*.”
6. “And for the support of this Declaration, with a firm **reliance** on the protection of divine Providence, we mutually pledge to each other our **Lives**, our **Fortunes** and our sacred **Honor**.” — Declaration of Independence, July 4, 1776
7. “We don’t need a million people marching in Washington. What we need is 500 **patriots** in each **congressional district** doing the work — quietly, persistently, and locally. As Robert Welch said [in *The Blue Book of The John Birch Society*]: ‘We need disciplined **pullers** at the oars, and not passengers in the boat.’”

Class 12 Group Discussion Points & Questions

Discussion point #1

Many well-meaning patriots and activists seek to fix the federal government by “fixing,” i.e., amending, the Constitution through an Article V convention. But the Constitution isn’t broken. It’s simply being ignored. Article VI offers the real path toward restoring constitutional government: nullifying unconstitutional federal laws at the state and local level.

Questions: What dangers does an Article V convention pose to the Constitution, and why do some still support it? How can states and citizens use Article VI as a lawful and rightful remedy to stop federal overreach?

Discussion point #2

Rather than chasing headlines or massive rallies, the “100/10/6 Program” emphasizes consistent, personal influence of local households, opinion molders, and prospective members. This is a subtle yet surgical approach that you can implement in your own local community. And if you follow through, you are likely to see results. It’s strategic, local, and — best of all — works!

Questions: Which part of the “100/10/6 Program” would be easiest for you to begin implementing locally, and why? How might this approach be more effective in the long term than organizing or attending a national rally or political campaigns?

Class Thirteen: What Is The John Birch Society?

Fill in the Blank

1. “The John Birch Society is an _____ organization that diligently works to create an in _____ electorate and influence elected officials to _____ the Constitution — which they all swore an oath to uphold — and ultimately return back to God.”
2. “The purpose of The John Birch Society, as officially stated, will be to promote _____ government, more _____, and a better world. The purpose, as unofficially described and discussed among ourselves will be exactly the same thing. Our short-range purpose, our long-range purpose, and our lasting purpose, is to promote _____ government, more _____, and a better world. That says it all. It is, I think, simple, understandable, and all-inclusive as to the _____ for which we should strive.”

— *The Blue Book of The John Birch Society*
3. “The JBS is not a _____ organization. Rather, it is a non-partisan educational and action organization. The JBS is organized at the grassroots level with paid _____ and volunteer leaders who establish _____ in communities all across the country.”
4. “The JBS *Agenda* details our entire agenda and serves as a reference _____ for members. It is our _____ for securing our God-given rights by stopping the globalists’ drive toward a one-world government. The JBS agenda is designed to hit the enemy where it is vulnerable. [...] Accordingly, the *Agenda* lists the most important _____ to our constitutional Republic, and it provides clear _____ on each issue.”
5. “The JBS provides _____ alerts at the _____ and _____ levels. These alerts are priceless in a culture that is as busy as we are. A lot of times, the battle is fought and lost, and we do not even know that it even took place — and by the time we do find out, it is too late. The legislative alerts are especially helpful toward the end of the state session, when more than _____ bills or resolutions have typically been introduced.”
6. “*The New American* publishes the *Freedom Index* and the *Congressional and Legislative Scorecards*, which rate the voting records of members of Congress and state legislators based on _____ and constitutional principles. The *Freedom Index* and *Scorecards* for Congress are published _____ a year, and the state *Legislative Scorecards* are published _____ a year. They’re all available at TheFreedomIndex.org.”

Class Thirteen: What Is The John Birch Society?

Fill in the Blank (Answer Key)

1. “The John Birch Society is an Americanist organization that diligently works to create an informed electorate and influence elected officials to uphold the Constitution — which they all swore an oath to uphold — and ultimately return back to God.”
2. “The purpose of The John Birch Society, as officially stated, will be to promote less government, more responsibility, and a better world. The purpose, as unofficially described and discussed among ourselves will be exactly the same thing. Our short-range purpose, our long-range purpose, and our lasting purpose, is to promote less government, more responsibility, and a better world. That says it all. It is, I think, simple, understandable, and all-inclusive as to the goals for which we should strive.”

— *The Blue Book of The John Birch Society*
3. “The JBS is not a political organization. Rather, it is a non-partisan educational and action organization. The JBS is organized at the grassroots level with paid coordinators and volunteer leaders who establish chapters in communities all across the country.”
4. “The JBS *Agenda* details our entire agenda and serves as a reference manual for members. It is our game plan for securing our God-given rights by stopping the globalists’ drive toward a one-world government. The JBS agenda is designed to hit the enemy where it is vulnerable. [...] Accordingly, the *Agenda* lists the most important threats to our constitutional Republic, and it provides clear direction on each issue.”
5. “The JBS provides legislative alerts at the state and federal levels. These alerts are priceless in a culture that is as busy as we are. A lot of times, the battle is fought and lost, and we do not even know that it even took place — and by the time we do find out, it is too late. The legislative alerts are especially helpful toward the end of the state session, when more than 4,000 bills or resolutions have typically been introduced.”
6. “*The New American* publishes the *Freedom Index* and the *Congressional and Legislative Scorecards*, which rate the voting records of members of Congress and state legislators based on Americanist and constitutional principles. The *Freedom Index* and *Scorecards* for Congress are published twice a year, and the state *Legislative Scorecards* are published once a year. They’re all available at TheFreedomIndex.org.”

Class 13 Group Discussion Points & Questions

Discussion point #1

JBS founder Robert Welch believed the most effective way to restore America wasn't through short term political victories. Instead, he emphasized long-term educational strategies to build an informed electorate. Likewise, class 13 explains that while electing good candidates might yield temporary results, an electorate properly educated in the Constitution and Americanist principles will preserve liberty into the next generation, so long as the electorate remains educated.

Questions: *Why is educating the electorate a better long-term solution than simply focusing on winning elections by electing the lesser of two evils? What are some personal or historical examples of where education had a greater impact than a mere political campaign or candidate?*

Discussion point #2

The John Birch Society distinguishes itself by going after the root of the problem, not just the branches. Instead of focusing solely on individual issues, such as abortion or critical race theory, the JBS exposes the organized agenda behind them, such as population control or globalist indoctrination from the United Nations and other internationalist bodies. The *Agenda* and *Bulletin* are tools to guide members to strike at the source rather than expend energy on the surface symptoms.

Questions: *How does addressing root causes change the way we view and respond to social and political issues? Can you think of any current "hot-button" issues that might be a branch of a deeper root problem, and what would targeting the root look like in that case?*