

Blueprint for Liberty

A THIRTEEN-PART LECTURE SERIES



INSTRUCTION MANUAL & LECTURE GUIDES

The John Birch Society

Blueprint for Liberty

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

INSTRUCTION MANUAL & LECTURE GUIDES

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

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

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. “_____ have ever been spectacles of turbulence and contention; have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been _____ in their deaths.”
— James Madison, *The Federalist*, No. 10
3. “If the United States of America is to endure, citizens far and wide must once again come to _____, embrace, and live by timeless concepts — concepts called _____.”
4. “It wasn’t what government _____ that made America great, it was what government was _____ that made the difference.”
5. “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.”
6. “Keeping faith with the thunderous assertions in the _____, the Constitution was written to govern the _____, not the _____ and not the _____.”
7. “It’s important to note that the Constitution wasn’t _____ on the people. It was sent back to the _____ for ratification.”
8. “The essays written by James Madison, Alexander Hamilton, and John Jay were collected into a volume known as _____.”
9. “It’s vital to realize that the Bill of Rights never gave citizens any rights whatsoever. Its sole purpose was to _____ by _____ government power.”
10. “The _____ amount of government makes everyone freer.”

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

11. “We are [...] a _____ government. Real liberty is neither found in despotism or the extremes of _____.”
— Alexander Hamilton, June 26, 1787
12. “Based on what they knew of _____ laws, they created the Twelve Tables of the Roman Law and, in effect, built a _____ that _____ government power and left the people _____.”
13. “The essence of freedom is the _____ of government.”
14. “Thus, democracy itself is not a _____ form of government. Instead, it is the gradual _____ from limited government to the _____ rule of an _____.”
15. “One of the most basic terms in economics is _____, whose definition is the _____ of _____.”
16. “Is the system monopolistic _____ - _____ capitalism, or is it competitive _____ capitalism. It is between these two _____ economic systems that a battle has always raged.”
17. “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.”
18. “Socialism is where _____ officials acquire _____ of major industries, such as transportation, communications, and utilities in order to leverage _____ over the entire _____.”
19. “The Founding Fathers understood the biblical teaching that _____.”
20. “Reason and experience both forbid us to expect that national _____ can _____ in _____ of _____ principle.”
— George Washington

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. “**Democracies** have ever been spectacles of turbulence and contention; have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been **violent** in their deaths.”
— James Madison, *The Federalist* No. 10
3. “If the United States of America is to endure, citizens far and wide must once again come to **understand**, embrace, and live by timeless concepts — concepts called **Americanism**.”
4. “It wasn’t what government **did** that made America great, it was what government was **prevented from doing** that made the difference.”
5. “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.”
6. “Keeping faith with the thunderous assertions in the **Declaration**, the Constitution was written to govern the **government**, not the **people** and not the **states**.”
7. “It’s important to note that the Constitution wasn’t **forced** on the people. It was sent back to the **states** for ratification.”
8. “The essays written by James Madison, Alexander Hamilton, and John Jay were collected into a volume known as **The Federalist Papers**.”
9. “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.”
10. “The **proper** amount of government makes everyone freer.”

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

11. “We are [...] a **republican** government. Real liberty is neither found in despotism or the extremes of **democracy**.”
— Alexander Hamilton, June 26, 1787
12. “Based on what they knew of **Solon’s** laws, they created the Twelve Tables of the Roman Law and, in effect, built a **republic** that **limited** government power and left the people **alone**.”
13. “The essence of freedom is the **proper limitation** of government.”
14. “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**.”
15. “One of the most basic terms in economics is **capital**, whose definition is the **means** of **production**.”
16. “Is the system monopolistic **state-controlled** capitalism, or is it competitive **free enterprise** capitalism. It is between these two **opposing** economic systems that a battle has always raged.”
17. “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.”
18. “Socialism is where **government** officials acquire **possession** of major industries, such as transportation, communications, and utilities in order to leverage **control** over the entire **economy**.”
19. “The Founding Fathers understood the biblical teaching that **righteousness exalteth a nation**.”
20. “Reason and experience both forbid us to expect that national **morality** can **prevail** in **exclusion** of **religious** principle.”
— George Washington

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?*

Discussion point #2

For more than a century, we've been taught by government schools, politicians, and the media that the United States is a democracy, but the Founders explicitly rejected democracy as a tyranny of the majority. As Benjamin Franklin noted, the Framers of the Constitution gave us a Republic (rule by law) to protect individual rights from the will or rule of the majority.

Question: *Why do you think modern educators, politicians, and media push the idea that we are a democracy rather than a constitutional republic? What's the danger in that shift?*

Chinese dictator Mao Tse-Tung candidly admitted: "The democratic revolution is the necessary preparation for the socialist revolution, and the socialist revolution is the inevitable sequel to the democratic revolution."

Question: *What are the dangers of Americans embracing the idea that we are a democracy? Taken to its logical conclusion what would become of the United States if this trend or belief in "democracy" is not reversed?*

Discussion point #3

Overview of America distinguishes free-market capitalism with various forms of state-controlled capitalism (such as in communist-controlled countries), arguing free enterprise requires private ownership and freedom from government intervention.

Question: *What economic system do you think the United States operates under today — free*

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

enterprise, state-regulated capitalism, or something in between? Is government involvement in the economy a threat or a necessity?

Every new government regulation, tax, or program comes with a cost — both in dollars and liberty. As government takes over more aspects of life, personal responsibility, private charity, and self-government decline.

***Question:** How has the growth of government weakened individual liberty and responsibility? Can you identify examples where dependency on the government has replaced personal initiative?*

Discussion point #4

Morality is essential to liberty. The Founders repeatedly stated that a free society requires a moral and religious people. John Adams warned: “Our Constitution was made only for a moral and religious people. It is wholly inadequate to the government of any other.”

***Questions:** Why is moral restraint necessary for a limited government to function properly? What are the consequences when a nation embraces moral relativism or rejects religious principles in public life?*

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. "The powers of the federal government are enumerated; it can only operate in certain cases: it has legislative powers on _____ and _____ objects, beyond which it cannot extend its jurisdiction."
— James, Madison, Virginia Ratifying Convention, June 6, 1788
3. "To 'enumerate' means to _____. If it's not on the list, the federal government has no authority to do it."
4. "Acts of congress to be binding, must be made _____ to the _____; otherwise they are not laws, but a mere _____; or what is worse, acts of _____."
— St. George Tucker, *View of the Constitution of the United States With Selected Writings*, 1803
5. "In Samuel Johnson's *Dictionary of the English Language*, published in 1785, 'restrain' is defined as 'To _____. To _____.'"
6. "The Constitution is not a blank check — it's a _____."
7. "The Constitution gives _____ more power than the other branches because the Founders trusted the _____. [...] It's the only branch where every member is directly _____ and regularly sent back home if they step out of line."
8. "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 _____."
9. "The Bill of Rights wasn't written to grant us freedoms. It was written to remind the federal government of its _____ and to make sure it never forgot who's really in charge: _____."
10. "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. "The powers of the federal government are enumerated; it can only operate in certain cases: it has legislative powers on **defined** and **limited** objects, beyond which it cannot extend its jurisdiction."
— James, Madison, Virginia Ratifying Convention, June 6, 1788
3. "To 'enumerate' means to **list it out**. If it's not on the list, the federal government has no authority to do it."
4. "Acts of congress to be binding, must be made **pursuant** to the **constitution**; otherwise they are not laws, but a mere **nullity**; or what is worse, acts of **usurpation**."
— St. George Tucker, *View of the Constitution of the United States With Selected Writings*, 1803
5. "In Samuel Johnson's *Dictionary of the English Language*, published in 1785, 'restrain' is defined as 'To **limit**. To **confine**.'"
6. "The Constitution is not a blank check — it's a **binding contract**."
7. "The Constitution gives **Congress** more power than the other branches because the Founders trusted the **people**. [...] It's the only branch where every member is directly **elected** and regularly sent back home if they step out of line."
8. "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**."
9. "The Bill of Rights wasn't written to grant us freedoms. It was written to remind the federal government of its **limits** and to make sure it never forgot who's really in charge: **We the People**."
10. "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

The Founders were deliberate in *enumerating* powers — creating a finite list of what Congress can do. Jefferson, Madison, and St. George Tucker all emphasized that what is not listed is not allowed.

Questions: *Why is it dangerous to let the federal government act outside of the enumerated powers? Can you think of current federal programs or agencies that operate outside the Constitution's boundaries?*

Discussion point #2

Many justify government overreach by twisting phrases like “general welfare” or “necessary and proper” to mean Congress can do almost anything it wants. But the Founders made it clear that these phrases refer only to the powers already specifically listed in the Constitution.

Questions: *Why do you think politicians and judges have expanded the meaning of “general welfare”? How does redefining these terms undermine the Constitution's original intent?*

Discussion point #3

The 10th Amendment is a constitutional barrier protecting the states and individuals from federal overreach. It affirms that any power not delegated to the federal government remains with the states or the people.

Questions: *How would faithful adherence to the 10th Amendment reduce federal control over our lives? What are some examples of areas where states should be pushing back?*

Discussion point #4

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. “When he intends to exalt a people, he fills both them and their leaders with the virtues suitable to the accomplishment of his end; and takes away all _____ and _____ from those he resolves to destroy.”
— Algernon Sidney, *Discourses Concerning Government*, 1698
2. *The Federalist Papers* “are a collection of _____ letters to the editor, originally published in New York newspapers, written by James Madison, John Jay, and Alexander Hamilton. Their purpose was to help the people of New York and convince their state legislators to _____ and _____ the newly proposed Constitution.”
3. “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
4. “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
5. “All laws which are _____ to the Constitution are _____ and _____.”
— John Marshall, *Marbury v. Madison*, 1803
6. “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, _____.”
7. “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
8. “Congress had not unlimited powers to provide for the _____, but were restrained to those _____.”
— Thomas Jefferson, Letter to Albert Gallatin, June 16, 1817
9. “Article I, Section 8 says Congress can tax and spend to provide for the general welfare, and then it lists the _____ (in Clauses 1 through 9) where that money can be spent — like paying debts, raising armies, establishing post offices, regulating commerce among the states,

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

and a handful of other _____ duties.”

10. “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. “When he intends to exalt a people, he fills both them and their leaders with the virtues suitable to the accomplishment of his end; and takes away all **wisdom** and **virtue** from those he resolves to destroy.”
— Algernon Sidney, *Discourses Concerning Government*, 1698
2. *The Federalist Papers* “are a collection of **85** letters to the editor, originally published in New York newspapers, written by James Madison, John Jay, and Alexander Hamilton. Their purpose was to help the people of New York and convince their state legislators to **understand** and **ratify** the newly proposed Constitution.”
3. “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
4. “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
5. “All laws which are **repugnant** to the Constitution are **null** and **void**.”
— John Marshall, *Marbury v. Madison*, 1803
6. “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**.”
7. “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
8. “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
9. “Article I, Section 8 says Congress can tax and spend to provide for the general welfare, and then it lists the **specific areas** (in Clauses 1 through 9) where that money can be spent — like pay-

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

ing debts, raising armies, establishing post offices, regulating commerce among the states, and a handful of other **clearly defined** duties.”

10. “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

The Supremacy Clause does not mention Supreme Court opinions or judicial precedent. Court rulings are not listed among the “supreme Law of the Land.” When court rulings contradict the Constitution, they carry no legitimate authority.

Questions: *Should Americans be more skeptical of Supreme Court decisions that expand federal power? What are the dangers of treating court rulings as beyond question?*

Discussion point #3

The General Welfare Clause is not a standalone grant of unlimited power. As Madison explained in *The Federalist*, No. 41, it is followed immediately by a specific list of enumerated (listed) powers that define how Congress may tax and spend for the general welfare.

Questions: *Why do you think so many politicians and judges ignore Madison’s clear explanation of the General Welfare Clause? What would change if the clause were interpreted correctly today?*

Discussion point #4

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. “Commerce, undoubtedly, is traffic, but it is something more — it is intercourse. [...] The word used in the Constitution, then, comprehends, and has been always understood to comprehend, _____ within its meaning; and a power to regulate _____ is as expressly granted _____ that term had been _____ to the word commerce.”
4. “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 _____.”
5. “A power, then, to impose such duties and imposts in regard to foreign nations and to prevent any on the _____ was the only power granted.”
— President James Monroe, May 4, 1822
6. “Treaty Law refers to the _____ of treaties and the Treaty Clause refers to the power of _____.”
7. “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
8. “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
9. “It would be completely _____ and diametrically opposite of the Framers’ in-

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

tentions to allow treaties to _____ the Constitution and be used as an excuse for unlimited power. _____ treaties, made by the president with the consent of two-thirds of the Senate, are subject to _____ of the Constitution.”

10. “[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 live-stock** and **destroy crops** in the middle of widespread hunger.”
3. “Commerce, undoubtedly, is traffic, but it is something more — it is intercourse. [...] The word used in the Constitution, then, comprehends, and has been always understood to comprehend, **navigation** within its meaning; and a power to regulate **navigation** is as expressly granted **as if** that term had been **added** to the word commerce.”
4. “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**.”
5. “A power, then, to impose such duties and imposts in regard to foreign nations and to prevent any on the **trade between the States** was the only power granted.”
— President James Monroe, May 4, 1822
6. “Treaty Law refers to the **legal power** of treaties and the Treaty Clause refers to the power of **making treaties**.”
7. “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
8. “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
9. “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 **prohi-**

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

bitions of power of the Constitution.”

10. “[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

The Necessary and Proper Clause is often quoted selectively by politicians and legal scholars to justify unlimited federal power. But the full clause — specifically, the phrase “in pursuance thereof,” referring to the Constitution — makes it abundantly clear that laws must be tied directly to the enumerated powers granted to Congress in the Constitution.

Question: *If the Necessary and Proper Clause was only meant to carry out powers already listed in the Constitution, why do you think courts and politicians have allowed it to become a blank check for nearly any federal action?*

Discussion point #2

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 #3

Some claim that international treaties can override the Constitution once they are ratified by the Senate. But as James Madison and Thomas Jefferson warned, treaty power must conform to the limitations set forth in the Constitution. Treaties cannot override the Constitution.

Question: *How can Americans guard against the use of treaties or international agreements to impose unconstitutional policies, such as gun control or green energy mandates?*

Discussion point #4

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. “Natural law tells us that there’s a difference between right and wrong, between justice and injustice — and that _____ exists whether government recognizes it or not. Human law, the kind written down in constitutions and statutes, is only legitimate when it _____ and _____.”
3. “The Constitution doesn’t just limit the federal government. It limits _____ — federal, state, and local.”
4. “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.”
5. “If Congress can apply _____ to the general welfare, and are the sole and supreme judges of the general welfare, they may take the care of _____ into their own hands; they may _____ teachers in every state, county, and parish, and pay them out of the public treasury; they may take into their own hands the education of children... in short, _____, from the highest object of state legislation, down to the most minute object of police, would be thrown under the _____ of Congress.”
— James Madison, “Speech on Bounties for Cod Fisheries,” February 6, 1792
6. “Madison understood that once you allow government to operate on _____ instead of strict delegation, you’ve just stepped off the firm foundation of a republic and into the quicksand of soft _____.”
7. “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.’”
8. “Now closely related to nullification is a principle called _____ — and this one is powerful. Interposition happens when a lower civil authority — like a sheriff, a mayor, a state legislature, or even a governor — _____ the people and a lawless higher authority.”
9. “*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

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mode and measure of redress.”

— Wisconsin Legislature, Joint Resolution No. IV, March 19, 1859

10. “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. “Natural law tells us that there’s a difference between right and wrong, between justice and injustice — and that truth exists whether government recognizes it or not. Human law, the kind written down in constitutions and statutes, is only legitimate when it reflects and respects natural law.”
3. “The Constitution doesn’t just limit the federal government. It limits every level of government — federal, state, and local.”
4. “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.”
5. “If Congress can apply money indefinitely to the general welfare, and are the sole and supreme judges of the general welfare, they may take the care of religion into their own hands; they may establish teachers in every state, county, and parish, and pay them out of the public treasury; they may take into their own hands the education of children. . . . in short, every thing, from the highest object of state legislation, down to the most minute object of police, would be thrown under the power of Congress.”
— James Madison, “Speech on Bounties for Cod Fisheries,” February 6, 1792
6. “Madison understood that once you allow government to operate on vague intentions instead of strict delegation, you’ve just stepped off the firm foundation of a republic and into the quicksand of soft despotism.”
7. “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.’”
8. “Now closely related to nullification is a principle called interposition — and this one is powerful. Interposition happens when a lower civil authority — like a sheriff, a mayor, a state legislature, or even a governor — steps between the people and a lawless higher authority.”
9. “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.”

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

— Wisconsin Legislature, Joint Resolution No. IV, March 19, 1859

10. “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 Constitution places limits on every level of government, not just at the federal level. While state and local governments are often praised for being “closer to the people,” they too are bound by the supreme law of the land and cannot enact policies that violate a person’s God-given rights.

Questions: Why is it important to recognize that “local control” does is not an excuse for “unlimited local power”? Can you think of examples where local or state officials violated individual liberty?

Discussion point #2

Article I, Section 8 contains a specific list of powers granted to Congress. These enumerated powers are essentially Congress’ job description. Anything that is not on that list remains outside its jurisdiction.

Question: If Congress were held to its enumerated powers today, what government agencies, departments, or programs would no longer be constitutional?

Discussion point #3

Nullification is the peaceful and constitutional process by which states, local governments, or individuals refuse to comply with federal actions that violate the Constitution. As Joe Wolverton pointed out, it’s not rebellion — it’s a lawful defense of liberty.

Question: Why is nullification a safer and more stable solution than waiting for Congress or the courts to fix constitutional violations?

Discussion point #4

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. “The Articles of Confederation had left the national government with responsibilities, but no _____, particularly no power to _____ honest taxation or _____.”
3. “Under the Articles [of Confederation], Congress had responsibilities: It could make treaties, declare war, and manage foreign relations. But it didn’t have the power to _____ to support those responsibilities. It had to beg the _____ for _____. And when the states refused, Congress had no recourse.”
4. “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.”
5. “Paper is _____, that it is only the _____ of money, and _____ money itself.”
— Thomas Jefferson, Letter to Edward Carrington, May 27, 1788
6. “The loss which America has sustained since the peace, from the _____ effects of paper money [...] constitutes an enormous _____ against the _____.”
— James Madison, *The Federalist*, No. 44
7. “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.”
8. “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.”
9. “[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.”

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10. “That to _____ a man to furnish contributions of money for the propagation of opinions which he disbelieves and _____, is _____ and _____.”
— Thomas Jefferson, “A Bill for Establishing Religious Freedom,” June 12, 1779

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. “The Articles of Confederation had left the national government with responsibilities, but no power, particularly no power to enforce honest taxation or currency standards.”
3. “Under the Articles [of Confederation], Congress had responsibilities: It could make treaties, declare war, and manage foreign relations. But it didn’t have the power to raise revenue to support those responsibilities. It had to beg the states for money. And when the states refused, Congress had no recourse.”
4. “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.”
5. “Paper is poverty, that it is only the ghost of money, and not money itself.”
— Thomas Jefferson, Letter to Edward Carrington, May 27, 1788
6. “The loss which America has sustained since the peace, from the pestilent effects of paper money [...] constitutes an enormous debt against the States.”
— James Madison, *The Federalist*, No. 44
7. “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.”
8. “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.”
9. “[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.”

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10. “That to **compel** a man to furnish contributions of money for the propagation of opinions which he disbelieves and **abhors**, is **sinful** and **tyrannical**.”
— Thomas Jefferson, “A Bill for Establishing Religious Freedom,” June 12, 1779

Class 6 Group Discussion Points & Questions

Discussion point #1

Article I, Section 8 of the Congress gives Congress the power “to coin Money,” not to “print” money. Additionally, Article I, Section 10 prohibits states from making anything but gold and silver coin legal tender in payment of debts. The Founders had lived through the chaos of unbacked paper money and designed the Constitution to prevent a similar abasement of our currency.

Questions: Why do you think modern politicians and courts have ignored the plain wording of the Constitution regarding money? What are the dangers of allowing government to define money apart from how the Constitution defines it?

Discussion point #2

Despite the Constitution’s clarity, the United States currently uses fiat currency issued by the Federal Reserve, which operates outside the Constitution’s authority as a public-private bank. This system has led to a 97-percent loss in the dollar’s purchasing power since the Fed’s creation in 1913.

Question: How has the abandonment of sound, constitutional money affected everyday Americans?

More Questions: Should Congress be allowed to outsource its constitutional duties to quasi-private institutions with little-to-no oversight, such the Federal Reserve? How would ending the Federal Reserve restore constitutional order to our nation’s monetary policy?

Discussion point #3

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?

Discussion point #4

Nullification is the constitutional remedy for when the federal government exceeds its authority. States, such as Missouri, Texas, and Utah, among others, have passed laws recognizing gold and silver as legal tender, effectively nullifying federal monetary policy within their borders.

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Questions: What role should the states play in restoring sound money and resisting unconstitutional federal policies? How can state-level action lay the groundwork for a broader national return to sound money?

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. “There seem, however, to be two cases in which it will generally be _____ to lay some burden upon foreign for the encouragement of domestic industry. The first is, when some particular sort of industry is _____ for the _____ of the country.”
— Adam Smith, “Book IV: On Systems of Political Economy” of *The Wealth of Nations*, 1776
4. “[A] national revenue must be obtained; but the system must be such an one, that, while it secures the object of revenue, it shall not be _____ to our constituents: Happy it is for us that such a system is within our power; for I apprehend that both these objects may be obtained from an _____ on articles _____ the United States.”
— James Madison, “Import and Tonnage Duties,” April 8, 1789
5. “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
6. “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 _____.”
7. “While it’s often claimed that the Founding Fathers favored free trade, the actual historical record tells a more nuanced story. Many of them began as free traders in theory. However, experience under the imperial British boot, _____, and foreign _____ taught them the value of protective tariffs for both national _____ and domestic prosperity.”
8. “[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

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INSTRUCTION MANUAL & LECTURE GUIDES

wild beasts in dens & caverns. I am not one of these. _____ has taught me that manufactures are now as necessary to our _____ as to our comfort.”

— Thomas Jefferson, Letter to Benjamin Austin, January 9, 1816

9. “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.”
10. “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. “There seem, however, to be two cases in which it will generally be **advantageous** to lay some burden upon foreign for the encouragement of domestic industry. The first is, when some particular sort of industry is **necessary** for the **defence** of the country.”
— Adam Smith, “Book IV: On Systems of Political Economy” of *The Wealth of Nations*, 1776
4. “[A] national revenue must be obtained; but the system must be such an one, that, while it secures the object of revenue, it shall not be **oppressive** to our constituents: Happy it is for us that such a system is within our power; for I apprehend that both these objects may be obtained from an **impost [tariff]** on articles **imported into** the United States.”
— James Madison, “Import and Tonnage Duties,” April 8, 1789
5. “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
6. “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**.”
7. “While it’s often claimed that the Founding Fathers favored free trade, the actual historical record tells a more nuanced story. Many of them began as free traders in theory. However, experience under the imperial British boot, **economic warfare**, and foreign **dumping** taught them the value of protective tariffs for both national **defense** and domestic prosperity.”
8. “[H]e therefore who is now against domestic manufacture must be for reducing us either to **dependence** 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.”

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INSTRUCTION MANUAL & LECTURE GUIDES

— Thomas Jefferson, Letter to Benjamin Austin, January 9, 1816

9. “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.”
10. “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

While many of the Founding Fathers began with a more idealistic view about free trade, experience with foreign manipulation and economic warfare led them to embrace protectionism as a safeguard for national and economic independence.

Question: *Whereas Alexander Hamilton's views remained fairly consistent in favor of protectionism, why did Thomas Jefferson and James Madison evolve in their beliefs on trade and tariffs? How does the principle of national and economic independence apply to national security, especially during or before a war?*

Discussion point #3

Reflect on the following quote from George Washington's 1790 address to Congress: "A free people [...] should promote such manufactories as tend to render them independent of others for essential, particularly military, supplies."

Questions: *What did Washington mean by this? How can Washington's words be applied today when it comes to Communist China and our dependence on it for strategic goods and materials? What would restoring Washington's vision look like in modern trade policy?*

Discussion point #4

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.

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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. “An ‘authority’ would be set up. Its scope would be _____. All governments would agree to participation in it, and each would have one vote. This consortium of political authorities would be called the _____.”
— U.S. Senator George W. Malone (R-Nev.), *Mainline*, p. 28
3. “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 _____ plane.”
— U.S. Senator George W. Malone (R-Nev.), *Mainline*, p. 30
4. “Of the various international organizations that make up the pincers movement, such as the ITO, GATT, International Bank and Fund, NATO, the UN, and UNESCO, Malone believed: ‘All these organizations would be essential if _____ were the goal.’”
— U.S. Senator George W. Malone (R-Nev.), *Mainline*, p. 30
5. “Claiming they had no choice, on December 18, 2015, the Republican-controlled Congress _____ the _____ (_____) for beef and pork via an amendment to the omnibus budget bill, which Democrat President Barack Obama signed into law that very same day.”
6. “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 _____.”
7. “It’s worth noting that the European Union — which now boasts its own president, unelected ruling _____, democratically elected _____ parliament, uniform laws, flag, anthem, central bank, currency (all the hallmarks of a singular nation) — began as a so-called ‘_____’ deal between sovereign European countries.”

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8. “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.’”
9. “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
10. “[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. “An ‘authority’ would be set up. Its scope would be worldwide. All governments would agree to participation in it, and each would have one vote. This consortium of political authorities would be called the International Trade Organization.”
— U.S. Senator George W. Malone (R-Nev.), *Mainline*, p. 28
3. “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
4. “Of the various international organizations that make up the pincers movement, such as the ITO, GATT, International Bank and Fund, NATO, the UN, and UNESCO, Malone believed: ‘All these organizations would be essential if world government were the goal.’”
— U.S. Senator George W. Malone (R-Nev.), *Mainline*, p. 30
5. “Claiming they had no choice, on December 18, 2015, the Republican-controlled Congress re-pealed the Country-of-Origin Law (COOL) for beef and pork via an amendment to the omnibus budget bill, which Democrat President Barack Obama signed into law that very same day.”
6. “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.”
7. “It’s worth noting that the European Union — which now boasts its own president, unelected ruling commission, democratically elected rubberstamp parliament, uniform laws, flag, anthem, central bank, currency (all the hallmarks of a singular nation) — began as a so-called ‘free trade’ deal between sovereign European countries.”
8. “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

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the EU under the same banner of ‘free trade.’”

9. “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

10. “[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

U.S. Senator George Malone warned about a two-pronged globalist strategy to consolidate power in the executive branch and then transfer it internationally. His warnings, such as those in his 1958 book *Mainline*, about GATT and the proposed postwar ITO have come to fruition and materialized today through the WTO and other multilateral regional trade blocs, which are building blocks for a global economic world order.

Questions: *In what ways have Senator Malone’s predictions come true, and what does that say about the purpose and direction of U.S. trade policy? Can you identify other areas beyond trade where similar “pincer” strategies are undermining American sovereignty?*

Discussion point #3

The Constitution gives Congress, not the president, the exclusive authority to regulate commerce with foreign nations. Trade deals negotiated by the executive and enforced by international bodies violate the principle of separation of powers and undermine our republican form of government.

Questions: *What are the ramifications of Congress delegating its constitutional power over trade to the president and, in turn, international institutions? Furthermore, what are the consequences when constitutional checks and balances are ignored in favor of administrative convenience, i.e., “the president won the election,” “I voted for this,” “I trust the president,” and “members of Congress (especially those belonging to the same party as the president) have an obligation to support the president’s agenda”?*

Discussion point #4

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*

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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. “Clause 10 [of Article I, Section 8] grants Congress the power ‘to define and punish _____ and Felonies committed on the _____, and Offences against the Law of Nations.’ Congress has the exclusive authority to pass legislation defining crimes and their proper punishment that are committed on the high seas, which are _____ the jurisdiction of any state.”
5. “In no part of the constitution is more wisdom to be found than in the clause which confides the question of war or peace to the _____, and not to the _____ department. Beside the objection to such a mixture of heterogeneous powers: the trust and the _____ would be _____ for any one man.”
— James Madison, “Helvidius” No. 4, September 14, 1793
6. “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 _____.”
7. “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.”
8. “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

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_____ 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

9. “In the general distribution of powers, we find that of declaring war expressly vested in the Congress, where every other legislative power is declared to be _____, and without any other qualification than what is common to every other legislative act. The constitutional idea of this power would seem then clearly to be, that it [the power to declare war] is of a legislative and _____ nature.”

— James Madison, “Helvidius” No. 1, August 24, 1793

10. “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 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 **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. “Clause 10 [of Article I, Section 8] grants Congress the power ‘to define and punish **Piracies** and Felonies committed on the **high Seas**, and Offences against the Law of Nations.’ Congress has the exclusive authority to pass legislation defining crimes and their proper punishment that are committed on the high seas, which are **outside** the jurisdiction of any state.”
5. “In no part of the constitution is more wisdom to be found than in the clause which confides the question of war or peace to the legislature, and not to the executive department. Beside the objection to such a mixture of heterogeneous powers: the trust and the **temptation** would be **too great** for any one man.”
— James Madison, “Helvidius” No. 4, September 14, 1793
6. “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**.”
7. “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.”
8. “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.”

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— Section 1541(c), War Powers Act of 1973

9. “In the general distribution of powers, we find that of declaring war expressly vested in the Congress, where every other legislative power is declared to be vested, and without any other qualification than what is common to every other legislative act. The constitutional idea of this power would seem then clearly to be, that it [the power to declare war] is of a legislative and not an executive nature.”

— James Madison, “Helvidius” No. 1, August 24, 1793

10. “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 Founders understood from history that executives have a propensity for war. That's why the Framers explicitly gave the power to declare war to Congress, rather than the president. James Madison, Thomas Jefferson, and John Adams all emphasized the need to avoid unnecessary and dishonest wars and to restrain standing armies, especially under a centralized executive.

Questions: *Why do you think the Founders believed the executive branch was “most prone” to war? What are some modern examples of this? Even though the president leads the U.S. Armed Forces as the commander-in-chief, why did the Framers still insist that Congress be the one to declare war?*

Discussion point #2

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 #3

Clauses 10-14 of Article I, Section 8 of the Constitution give Congress specific powers over war, piracy, captures, armies, and navies. These were carefully crafted to prevent tyranny, ensure uniform laws, and to promote limited, defensive military readiness rather than a global, offensive standing force at the president's disposal.

Questions: *What does the two-year funding limit on the Army tell us about how the Framers viewed standing armies? Should this limitation be enforced more strictly today? Why is the Navy not subject to the same two-year funding restriction as the Army, and do you agree with this constitutional distinction?*

Discussion point #4

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.

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INSTRUCTION MANUAL & LECTURE GUIDES

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. “[The Congress shall have Power ...] To provide for calling forth the _____ to execute the _____ of the Union, suppress Insurrections and _____.”
— Article I, Section 8, Clause 15 of the U.S. Constitution
2. “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
3. “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.”
4. “The Framers wisely empowered _____ to call forth the militia of each state. They intended state militias to be our _____ of defense to repel _____.”
5. “Federal training of the state militias is necessary for _____ of _____ and _____ in the battlefield.”
6. “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
7. “A true constitutional militia is under the _____ of Congress and the state in which it resides. Historically, the militia was _____ by its respective state government and received _____ from the state and federal government.”
8. “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
9. “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.

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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

10. “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. “[The Congress shall have Power] To provide for calling forth the **Militia** to execute the **Laws** of the Union, suppress Insurrections and **repel Invasions**.”
— Article I, Section 8, Clause 15 of the U.S. Constitution
2. “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
3. “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.”
4. “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**.”
5. “Federal training of the state militias is necessary for **uniformity** of **arms** and **consistency** in the battlefield.”
6. “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
7. “A true constitutional militia is under the **jurisdiction** of Congress and the state in which it resides. Historically, the militia was **authorized** by its respective state government and received **training** from the state and federal government.”
8. “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
9. “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
10. “It would behoove us to return to the wisdom of the Framers of the Constitution and **repeal** both

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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

The Constitution delegates specific and limited uses for the militia — to execute federal laws, suppress insurrections, and repel invasions — and assigns Congress, not the president, the power to call them forth.

Questions: *Why do you think the Framers limited the purposes for which Congress could call forth the militia? How does this constitutional design protect liberty compared to modern practices involving the National Guard?*

Discussion point #2

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 #3

The Second Amendment affirms that a “well regulated militia” is necessary to the security of a free state. The right to keep and bear arms exists so the people, who are the militia, can defend and safeguard the blessings of liberty.

Questions: *Why do you think modern gun-control laws ignore the militia context of the Second Amendment? How might restoring the constitutional militia model affect the public's perception and understanding of the Second Amendment?*

Discussion point #4

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. “The dark history of these secret _____ is told in two books, researched and published simultaneously, in 1798, though the authors were unaware of one another. England’s John Robison wrote *Proofs of a _____* Against all the Religions and Governments of Europe, carried on in the Secret Meetings of Free Masons, Illuminati and Reading Societies. Abbé Baruel of France penned *Memoirs Illustrating the History of Jacobinism*. _____ was one of many names used by the Enlightenment charlatans to give the impression that they were many splintered groups rather than a tightly knit cadre of _____.”
3. “Men like these established lodges which would become the network exploited by Adam Weishaupt to establish his Bavarian _____. He founded it on _____ 1, _____, a date still commemorated by socialists worldwide as ‘_____’ — also known as ‘_____ Day.’”
4. “Princes and _____ shall _____ from the face of the Earth... and this Revolution shall be the work of _____.”
— Adam Weishaupt, *Discourse for the Mysteries*
5. “Robison identified the six tactics of the Illuminati: destruction of government, _____, inheritance, patriotism, _____ and morality, and the family — by undermining _____ and the _____ of children.”
6. “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.”
7. “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.

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_____ has jurisdiction over it; no economic crisis touches on it. Its profits are tax-free. It financed _____ sides in most wars, beginning with World War II and was behind the launch of the Euro in 2002.”

8. “[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.”
9. “For we are opposed around the world by a monolithic and ruthless _____ that relies primarily on covert means for expanding its sphere of influence — on _____ instead of invasion, on _____ instead of elections, on intimidation instead of free choice, on guerrillas by night instead of armies by day. It is a system which has conscripted vast human and material resources into the building of a tightly knit, highly efficient machine that combines military, diplomatic, intelligence, economic, scientific and political operations. Its preparations are _____, not published. Its mistakes are _____, not headlined. Its dissenters are silenced, not praised. No expenditure is questioned, no rumor is printed, no _____ is _____.”
— President John F. Kennedy, “Address before the American Newspaper Publishers Association,” April 27, 1961
10. “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. “The dark history of these secret **societies** is told in two books, researched and published simultaneously, in 1798, though the authors were unaware of one another. England’s John Robison wrote Proofs of a **Conspiracy** Against all the Religions and Governments of Europe, carried on in the Secret Meetings of Free Masons, Illuminati and Reading Societies. Abbé Barruel of France penned Memoirs Illustrating the History of Jacobinism. **Jacobin** was one of many names used by the Enlightenment charlatans to give the impression that they were many splintered groups rather than a tightly knit cadre of **plotters**.”
3. “Men like these established lodges which would become the network exploited by Adam Weishaupt to establish his Bavarian **Illuminati**. He founded it on **May** 1, **1776**, a date still commemorated by socialists worldwide as ‘**May Day**’ — also known as ‘**International Workers** Day.’”
4. “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*
5. “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.”
6. “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.”
7. “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

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both sides in most wars, beginning with World War II and was behind the launch of the Euro in 2002.”

8. “[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.”
9. “For we are opposed around the world by a monolithic and ruthless **conspiracy** that relies primarily on covert means for expanding its sphere of influence—on **infiltration** instead of invasion, on **subversion** instead of elections, on intimidation instead of free choice, on guerrillas by night instead of armies by day. It is a system which has conscripted vast human and material resources into the building of a tightly knit, highly efficient machine that combines military, diplomatic, intelligence, economic, scientific and political operations. Its preparations are **concealed**, not published. Its mistakes are **buried**, not headlined. Its dissenters are silenced, not praised. No expenditure is questioned, no rumor is printed, no **secret** is **revealed**.”
— President John F. Kennedy, “Address before the American Newspaper Publishers Association,” April 27, 1961
10. “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

From the Freemasons and the Illuminati to the Council on Foreign Relations and the World Economic Forum, class 11 outlines a pattern of secretive groups infiltrating governments, churches, schools, and financial systems to consolidate power globally.

Questions: *What safeguards should a free republic have in place to protect itself from secretive or unaccountable influences, such as those covered in the lecture? Why do you think these groups rely so heavily on education and media to further their agenda?*

Discussion point #3

Class 11 outlines how Christian churches have been targeted for infiltration and manipulation through the National/World Council of Churches, Communist subversion, and Marxism in seminaries.

Questions: *How has silence and/or compromise of Christians and church congregations contributed to the rise of globalism and moral decay? What should Christians do when their denominations or pastors/priests conform to leftist ideologies or globalist rhetoric?*

Discussion point #4

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 grassroots 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*

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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. “This Constitution, and the Laws of the United States which shall be made _____ 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.”
— U.S. Constitution, Article VI
5. “In New England, every citizen receives the elementary notions of human knowledge; he is moreover _____ the doctrines and the evidences of his religion, the _____ of his country, and the leading features of its _____. In the States of Connecticut and Massachusetts, it is extremely rare to find a man imperfectly _____ with all these things, and a person wholly _____ of them is a sort of phenomenon.”
— Alexis de Tocqueville, *Democracy in America*, 1831
6. “*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 its _____ and its adherence to the _____ of limited government and individual _____. It’s a non-partisan, factual tool.”
7. “Moving on to the *Congressional Scorecards* and *Legislative Scorecards*: These are _____ report cards — for your U.S. representative, U.S. senators, and state legislators — that you can _____ to _____ voters in your neighborhood. You can

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and should be using them as part of the _____ step in your 100/10/6 Program.”

8. “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*.”
9. “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 _____.”
— Declaration of Independence, July 4, 1776
10. “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. “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.”
— U.S. Constitution, Article VI
5. “In New England, every citizen receives the elementary notions of human knowledge; he is moreover **taught** the doctrines and the evidences of his religion, the **history** of his country, and the leading features of its **Constitution**. In the States of Connecticut and Massachusetts, 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.”
— Alexis de Tocqueville, *Democracy in America*, 1831
6. “*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.”
7. “Moving on to the *Congressional Scorecards* and *Legislative Scorecards*: These are **individual** report cards — for your U.S. representative, U.S. senators, and state legislators — that you can **hand out** to **educate** voters in your neighborhood. You can and should be using them as part of

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

the “**100**” step in your 100/10/6 Program.”

8. “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*.”
9. “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
10. “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

While the enemies of liberty are highly organized, many well-meaning patriots attempt to fight back alone, often to little effect. The Founders didn't work in isolation; they built networks, committees, and alliances to accomplish their goals, and in so doing liberated thirteen colonies from the yoke of tyranny.

Questions: *Why is individual action not enough to preserve liberty in the face of a coordinated Conspiracy? How do local, strategic education-action organizations, such as The John Birch Society, differ from protest movements or social-media keyboard activism?*

Discussion point #2

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 #3

Alexis de Tocqueville observed that early Americans were well-versed in religion, history, and the Constitution. Sadly, the reverse is true today, and our Republic is suffering as a result.

Questions: *What are the consequences of having an electorate that no longer understands or cares about the Constitution? How can an education, rather than one's feelings or political loyalty, positively impact our country and state?*

Discussion point #4

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 _____ electorate and influence elected officials to _____ the Constitution — which they all swore an oath to uphold — and ultimately return back to God.”
2. “On December 9, 1958, Robert Welch founded The John Birch Society in Indianapolis, Indiana, with a small group of non-partisan businessmen and professional leaders who sought to _____ and _____ citizens to _____. He named the Society after Captain John Birch, a Christian _____ to China.”
3. “Captain Birch did great work gathering _____ on enemy activities. Just a few days after the war, he was stopped at a checkpoint and murdered by the _____. Birch was the first American _____ under Mao Zedong and the Chinese Communists.”
4. “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*
5. “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.”
6. “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.”
7. “In addition, our monthly JBS _____ fosters concerted action by providing clear direction and action steps regarding the most _____ agenda items. The *Agenda* serves as a _____ guide, and more specific action items and steps can be found in the *Bulletin*, as well as the individual action-project pages at JBS.org.”
8. “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.”

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

9. “We also publish the _____, which is a _____ online newsletter published by *The New American* that keeps our readers well-informed on fast-breaking political, economic, and social developments. The *Insider Report* is _____ to paid subscribers of *The New American* magazine and JBS members every Friday as part of their membership/subscription.”
10. “*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 in-formed electorate and influence elected officials to uphold the Constitution — which they all swore an oath to uphold — and ultimately return back to God.”
2. “On December 9, 1958, Robert Welch founded The John Birch Society in Indianapolis, Indiana, with a small group of non-partisan businessmen and professional leaders who sought to educate and organize citizens to action. He named the Society after Captain John Birch, a Christian missionary to China.”
3. “Captain Birch did great work gathering intelligence on enemy activities. Just a few days after the war, he was stopped at a checkpoint and murdered by the communists. Birch was the first American martyr under Mao Zedong and the Chinese Communists.”
4. “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*

5. “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.”
6. “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.”
7. “In addition, our monthly JBS Bulletin fosters concerted action by providing clear direction and action steps regarding the most pressing agenda items. The *Agenda* serves as a general guide, and more specific action items and steps can be found in the *Bulletin*, as well as the individual action-project pages at JBS.org.”
8. “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

Blueprint for Liberty

INSTRUCTION MANUAL & LECTURE GUIDES

are especially helpful toward the end of the state session, when more than **4,000** bills or resolutions have typically been introduced.”

9. “We also publish the ***Insider Report***, which is a **weekly** online newsletter published by *The New American* that keeps our readers well-informed on fast-breaking political, economic, and social developments. The *Insider Report* is **emailed** to paid subscribers of *The New American* magazine and JBS members every Friday as part of their membership/subscription.”
10. “*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

In our final lecture, we were reminded of two contrasting biblical figures: Nathan the Prophet and John the Baptist. They each approached corrupt leadership differently. Nathan used tact and storytelling in order to convict King David, whereas John the Baptist directly boldly confronted Herod and lost his life as a result. The John Birch Society promotes a “Nathan approach” in dealing with elected officials, using education and discernment rather than direct confrontation or publicly shaming elected officials.

Questions: *In today’s current political climate, how can JBS members effectively apply the “Nathan model” when dealing with legislators or public officials who have violated their oath to the Constitution? What would be the likely risks and rewards of using tact versus direct confrontation in contacting elected officials?*

Discussion point #2

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 #3

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?*

Discussion point #4

Class 13 also illustrated how the legacy mainstream media often reports critical issues once it’s too late, after the legislative battle has already been won or lost. For example, Arthur Hampton mentioned how the topic of a JBS legislative alert for South Carolina was only reported on Fox News six months *after* the fact. The JBS combats this delay with real-time legislative alerts, *The New American* magazine, and

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the weekly *Insider Report*, giving members accurate in-depth intelligence when it counts.

Questions: How does delaying or distorting news affect the public's ability to respond effectively to threats to our individual liberty and national sovereignty? When it comes to being involved in liberty movement and civic engagement, what are the advantages of using JBS resources, such as the Freedom Index, Scorecards, legislative alerts, Insider Report, and The New American over legacy mainstream news outlets?