

The Constitution Is the Solution!

Instruction Manual & Lecture Guides

A Six Part Lecture Series

The John Birch Society

Table of Contents

Class Instruction Training Manual

Lecture 1 - The Dangers of Democracy

Lecture 2 - Enumerated vs. Unlimited Power

Lecture 3 - Constitutional Economics, Constitutional Money

Lecture 4 - Constitutional War Powers and the Enemy Within

Lecture 5 - Exposing the Enemies of Freedom

Lecture 6 - Restoring the Constitution



The Constitution is the Solution!

Class Instruction Training Manual

Note: It is best to view these videos in a group setting. Effective group discussions make the courses more educational, making the process more likely to lead someone to activism.

Purpose

The purpose of this series is to educate and activate a group of friends and acquaintances, to be effective in defending the Constitution. While not every attendee will become an activist, it is hoped that a core group will step forward.

Tips for a successfully run class:

- Hold a regular meeting at the same time and place each time.
- After each lecture engage the group in a meaningful discussion of the principles covered in that lecture, giving each an opportunity to solidify their understanding of the topics covered.
- Conclude no later than two hours after the published meeting start time. Open-ended class times will cause busy & influential people to drop out. They don't have the time.
- Focus only on the class material presented. There is plenty to cover in each lecture. Please do not bring in outside sources or material.

How to invite class members

It is best to invite people you know. Invitations should be printed and delivered in person. Nothing works as well as a person-to-person visit. However, a follow-up phone call helps ensure that they don't forget about the class. Email reminders can also help, but should not replace phone calls! Sending out email invitations, creating events on social networks, running advertising in a local newspaper or on the radio, and posting fliers around town may create public awareness, but these efforts rarely lead people to attend.

Be sure to give reminder phone calls each week, typically the night before each class.

Seek to invite people of influence in your community. It is best if you already have a relationship with them. Seek to get a firm commitment with at least a dozen people, but it is best to keep group sizes under 30. Mention the limited class size and that you need a firm commitment. "Shall I reserve a spot for you?" or "Can we count on you being there?" are simple phrases for getting a commitment.

Be positive and enthusiastic! This is easiest if you have already attended a class yourself. If nothing else, review one or two of the first lectures.

Occasionally, someone will express a concern about the course being from The John Birch Society. Simply suggest they come check it out and see for themselves. They will find that the JBS is an organization that stands solidly for the original intent of the Constitution.

Preparing for the class

The best location to hold classes is in a home that is comfortable and free from distractions. While public meeting rooms can be used, such an environment is less likely to build friendships among the group.

Snacks or refreshments should be provided to encourage people to stay and visit, building friendships and leading to a more cohesive group.

Dividing the workload

If you already have a team or JBS chapter in place, invite others to help with preparing and hosting this lecture series.

The following is a list of possible assignments:

Host: Provides location, usually their home

Class Instructor: Person facilitating the meeting, moderating the discussion, keeping discussion on track

Snacks: This assignment can be rotated among the group
Reminder phone calls: Best done about 24 hours in advance
Log attendance
Printing class handouts

During the class

Begin each meeting with a prayer and the pledge of allegiance. Before the meeting begins, select and invite someone to lead these.

Invite everyone to turn off their mobile phones, or turn them to “silent.”

For lectures 2 - 5, there are “suggested lecture review questions” on pages 3 - 4 of this manual, to help reinforce a key point from a previous lecture. Spend just a couple minutes on this prior to starting the new lecture.

Next, handout the class worksheet(s). Inform the group that the side with “Video Study Questions” can be filled out while watching the video, but answers are in fine print at the bottom of the other side of the handout, in case they miss any or would rather just listen.

After the video, the “class instructor” should lead the group in reviewing the answers to the “Video Study Questions.” A brief group discussion of some of these will help solidify the information covered in the video.

Next, on the other side of the handout, review some or all of the “Discussion Questions.” It is not necessary to go through all of these. The objective is to engage the group in a discussion of the concepts covered in the DVD, so that class members can help each other understand and retain what they learned. For suggested talking points on these discussion questions, see the “Talking Points” section on pages 4 - 10 of this manual.

Be sure to conclude the class no more than two hours after the advertised start time.

While people should be encouraged to stay after the meeting to snack and visit, those who may need to leave should not feel obligated to stay at a meeting that is running overtime. They won't likely return!

Suggested lecture review questions

Begin the following lectures with the brief review questions that follow. If the class needs some prompting, refer to the talking points in this manual, referenced on the following pages.

Lecture #2

(From lecture #1, discussion question #2) “Why do democracies lead to socialism?”

Lecture #3

(From lecture #2, discussion question #2) “What power was granted by the Commerce Clause?”

Lecture #4

(From lecture #3, discussion question #2) “Exactly what is Constitutional money?”

(From lecture #1, discussion question #3) “What did Mao Tse-Tung declare was the inevitable sequel to a democratic revolution and why?”

Lecture #5

(From lecture #4, discussion question #2) “What are the traits of a neoconservative?”

Lecture #6

No review question. Review of past topics is included in the video.

Lecture #1 - The Dangers of Democracy

Talking Points For Group Discussion Questions

Talking point #1

When asked what form of government the Constitutional Convention of 1787 had created, Benjamin Franklin replied, "A Republic, Ma'am, if you can keep it."

Question: In what ways is the government established by the Constitution, a Republic and not a Democracy?

The most important difference is found in the terms, "Rule of Law" vs. "Majority Rule", the difference being the limitation of power of the government.

In a democracy, there is nothing to limit the power of government. As Woodrow Wilson said of socialism, "the State [should] consider itself bound to stop only at what is unwise or futile."

Our Constitution established a federal government with strictly limited powers, giving them the power to protect the life, liberty and property of the people, but otherwise leaving the people alone.

Talking point #2

Read the quote attributed to Alexander Fraser Tytler that follows:

"A democracy cannot exist as a permanent form of government. It can only exist until the voters discover that they can vote themselves [money] from the public treasury. From that moment on, the majority always votes for the candidate promising the most benefits from the public treasury with the result that a democracy always collapses over loose fiscal policy, always followed by a dictatorship."

Question: Why do Democracies always collapse? Can you think of any modern examples of this?

Once the people realize they can vote themselves other people's money, they start down a path that always leads to bankruptcy. As attributed to Margaret Thatcher, "The problem with socialism is that eventually you run out of other people's money."

How are the democracies of Europe, now turned socialist, doing today?

In 2011, Greece recognized they were on the brink of financial ruin. In response, they began to push for "austerity measures", to reign in out of control spending on public "benefits." The people responded with rioting in the streets, insisting their "benefits from the public treasury" continue. In effect, they were saying, let the country collapse!

Talking point #3

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 new perspective does this give to the recent "Democratic revolutions" in Egypt, Greece, and elsewhere?

"Spontaneous revolutions" are never truly spontaneous. Someone always plans them. This is true of the European democratic revolutions of 1848, which were planned well in advance, to coincide with the publication of the Communist Manifesto. This is true of democratic revolutions today. Marxists, throughout their history, have always tried to use democratic revolutions to destabilize governments, to bring their people to power. When you see a democratic revolution, this should be a big red flag, indicating that someone is trying to advance socialism.

Talking point #4

President George W. Bush told us that we must go to war in Iraq and Afghanistan to "spread democracy."

Question: Where is this international spreading of democracy likely to lead?

Democracy inevitably leads to socialism. International democracy can only lead to international socialism.

Lecture #2 - Enumerated vs. Unlimited Power

Talking Points For Group Discussion Questions

Talking point #1

In 1919, with the passage of the 18th Amendment, the Federal Government was granted the power of prohibiting the consumption of alcohol. They recognized that without an amendment, they had no legitimate power to control what we consume. (This was later repealed by the 21st Amendment.)

In 1970, with the passage of the Controlled Substances Act, Congress again sought to control what we consume, this time without a constitutional amendment. Today, under the authority of this act of Congress, we are told that state laws allowing the use of medicinal marijuana are trumped by Federal law, because all Federal laws are “Supreme.”

Question: What does a proper understanding of the Supremacy Clause teach us about the Federal “War on Drugs”?

Only Federal laws made “in pursuance thereof” (in following the Constitution) are supreme. Nothing in the Constitution grants Congress the power to regulate what the people consume. The regulation of drugs is not in the jurisdiction of the Federal Government. Constitutionally, it could be in the jurisdiction of the states, if the people delegate such power to them.

*** **NOTE***** This is an issue of JURISDICTION. While some feel the government should restrict drug use, and others feel no level of government should have such power, both sides should agree that, according to the U.S. Constitution, it is not in the jurisdiction of the Federal Government. The 10th Amendment declares such power is left EITHER to the States or to the people. (Keep the discussion focused on jurisdiction, not on drug regulations.)

Talking point #2

Even prior to the 1942 Wickard vs. Filburn ruling, it was said that Congress could impose production limits on farmers because of authority granted in the Commerce Clause.

Question: How would you answer such a claim?

The powers granted by the Commerce Clause were intended to be very limited. As stated by President James Monroe, under the commerce clause, “the only power granted [was] ... a power ... to impose such imposts and excises in regard to foreign nations and to prevent any on the trade between the states.”

This understanding of the commerce clause complies with the assertion of James Madison, that “The powers delegated ... to the federal government are few and defined. ... [These] will be exercised principally on external objects, as war, peace, negotiation, and foreign commerce. ... The powers reserved to the several States will extend to all the objects which, in the ordinary course of affairs, concern the lives, liberties, and properties of the people, and the internal order, improvement, and prosperity of the State.”
— Madison, Federalist #45

Thus, such powers were never intended to be in the jurisdiction of the Federal Government.

Talking point #3

“The members and officers of the State governments ... will have the essential agency in giving effect to the federal Constitution.” — James Madison, Federalist #44

The Environmental Protection Agency (EPA) was first established by presidential executive order. Later, when it was ruled that the President did not have the authority to legislate such power, Congress re-established the EPA (because they do have the power to legislate), even though such an act is outside the enumerated powers of Congress. The EPA is not authorized by the Constitution, whether it was established by presidential executive order, or by an act of Congress.

Question: How might our state governments “give effect to the federal Constitution” on this matter?

It is important to note that our State officials swear an oath of office, not of subservience to the Federal Government, but to uphold the Constitution. When the Federal Government issues laws which violate the Constitution, State officials should uphold their oath of office, and oppose this federal usurpation.

Since nothing in the Constitution grants to Congress or to the President the power to legislate concerning environmental standards, such power must belong to the States or to the people. States should reject the EPA, for lack of authority, and not allow them to harass the businesses and individuals of their states.

Lecture #3 - Constitutional Economics, Constitutional Money

Talking Points For Group Discussion Questions

Talking point #1

The chart to the right, published by the Federal Reserve Bank of St. Louis, shows the monetary base of U.S. Dollars (amount of money). Notice the stark change in monetary policy in the last few years.

Question: As all this new money enters widespread circulation, what could this do to the value of the dollar?

Money is subject to the laws of supply and demand. As the supply of something increases, its value goes down. Inflation is an increase in the money supply. Once it enters widespread circulation it results in price increases.

Talking point #2

The Constitution granted Congress the power to “coin money,” but forbade such power to the states. Neither one was allowed the power to “emit bills of credit.”

Question: Exactly what is Constitutional money?

The power to create paper money was prohibited to the States (Article 1, Section 10, Clause 1), and was never granted to the Federal Government. The Constitution forbids the States from using “any thing but gold and silver coin,” and gives Congress the power “to coin money.”

Talking point #3

Lord Mayer Amschel Rothschild declared, “Let us control the money of a nation, and we care not who makes its laws.”

Question: How does control of the money lead to control of a nation? What are the dangers of a private money monopoly?

Remember the “other” golden rule – “He, who has the gold, makes the rules!” The debt payments flowing into the Federal Reserve have become a massive, constant river of money, which they then divert into many things they wish to control. This positions them to influence anything that can be influenced by money.

Also, everyone using their currency becomes dependent on the constantly increasing supply of money.

Talking point #4

It is clear that if we do not change our monetary system, it must fail, leading to economic collapse and chaos.

Question: How do we “End the Fed” without killing the economy in the process?

If Congress were to seriously consider a bill, to “End the Fed,” even before it passed, it would cause people to lose faith in the dollar. Probably the best place to begin this process is in the state legislatures.

The Federal Reserve monetary system is the heart of our economy. When someone has a failing heart, you don’t just remove it. You must first hook them up to a heart machine, so they have an alternate system to sustain them. In order to get rid of the Federal Reserve without causing a total collapse of the economy, we need to introduce competing currencies.

Although “No State shall ... coin money [and] emit bills of credit,” they also shall not “make any thing but gold and silver coin a tender in payment of debts.” They cannot issue currency, but they can introduce legislation allowing the use of gold and silver coin.

One such proposal says that the state shall allocate a small percentage of the state budget into gold and silver coinage (there is plenty available on the collectors’ market). Then, all who receive payments from the state can choose to be paid in Federal Reserve Notes or in gold and silver, on a first-come, first-serve basis, until the coinage is gone. As the demand increases, the state can allocate a larger portion of the budget to be held in gold and silver. This introduces the coinage into circulation.

Lecture #4 - Constitutional War Powers and the Enemy Within

Talking Points For Group Discussion Questions

Talking point #1

Consider the following quote:

“The other important influence on neoconservatives was the legacy of Trotsky.... In the framework of international communism, the Trotskyites were rabid internationalists rather than realists or nationalists.”

– John B. Judis

Trotskyism to Anachronism: The Neoconservative Revolution, 1995

Question: *What is the difference between Trotskyism and Stalinism? What do they have in common?*

How they differ: Trotskyism is defined as international communism, where Stalinism is national communism. Trotskyites focus more on the “warfare state” — spreading “democracy” through military might. They support international redistributing of wealth (foreign aid) in order to influence foreign countries. Stalinists focus more on the “welfare state,” redistributing wealth nationally through social welfare programs.

What they have in common: They both support the Marxist vision of subjecting all nations of the world to one global socialist government.

Talking point #2

Consider the traits of a neoconservative, such as support of welfare programs, interventionism into the affairs of foreign nations, and spreading democracy.

Question: *In the most recent Presidential Primary Race, can you identify the neoconservatives?*

Choose a candidate, and then ask the following questions:

- **Do they have a history of supporting welfare programs?**
(Neoconservatives will often talk about “**reforming**” welfare programs, rather than repealing.
If they do promote repealing, it is usually “**repeal and replace**” with a “more efficient” version of government welfare.
- **Do they promote “spreading democracy” through military intervention?**
If they support one of these, they are at least influenced by neoconservative thought.
If they support both of these, they are solidly neoconservative.

*** **NOTE***** Many who promote neoconservative ideas are not aware they are neoconservatives, and are ignorant of the origins (Trotskyism) of this movement. (My past-self included) In my own case, I had been sold on these ideas through neoconservative news outlets, especially “Conservative” talk radio.

*****WARNING***** This is a very difficult topic to explain to someone who is swayed by neoconservatism. Perhaps the easiest way to help them see the dangers of neoconservatism is to have them attend this entire lecture series.

Lecture #5 - Exposing the Enemies of Freedom

Talking Points For Group Discussion Questions

Talking point #1

This lecture emphasized the difference between conspiracy fact and speculative conspiracy theory.

Question: What is the danger of spreading speculative conspiracy theories?

The danger is the loss of credibility. In order to influence others to understand and embrace liberty, you must carefully protect your credibility. Everything you share with others must be solidly researched and well-documented. The materials for sale at www.shopjbs.org or published in *The New American* magazine are held to this standard.

Talking point #2

Question: In what ways do we see the goals of Marxism being implemented today?

Goals of Marxism include:

- **Abolition of private property. All property owned and/or controlled by government.**
Examples of this are innumerable. Excessive regulations, zoning laws, and environmental controls are frequently used to diminish control of private property. Agenda 21 is primarily focused on this aspect of control. Excessive taxation, especially inheritance taxes and the hidden tax of inflation (covered in lecture 3) are ways of taking private property from citizens.
- **A heavy progressive or graduated income tax.**
The national income tax, ushered in by the 16th Amendment, and the unaccountable bureaucracy of the IRS fulfills this plank.
- **Centralized national bank with an exclusive monopoly.**
Federal Reserve Act of 1913
- **Abolish home education, replace with mandatory government schools**
Everyone is familiar with the public (government) school system, and the mandatory attendance laws enforced by the states. The ability to home-school has not been completely eliminated, but there is constant pressure to increase regulations, to require home-schools to teach the “accepted” curriculum, and to subject their activities to government oversight. Some openly advocate for the complete outlawing of home-schooling. Recently, European countries, such as GERMANY, have received attention for taking children into government custody from home-schooling families.
- **Abolish marriage and family structure**
Hollywood and other media continually seek to normalize immoral lifestyles and promote easy no-fault divorce laws. Government schools curricula promote “alternative lifestyles” as normal and equal to any other.
- **Eliminate countries**
Efforts to establish European Union type regional governments, such as the North American Union, South American Union, African Union, etc. Efforts to continually strengthen the power and roles of the United Nations, such as UN Peacekeeping troops (whose strength is only second to the U.S. military), International Criminal Court (under which the UN is empowered as an international prosecutor, judge, and jury all rolled into one), International Monetary Fund (IMF) and the World Bank.
- **Eliminate religion**
The banning of teaching religious principles in public schools has led to the schools teaching atheism instead. Again, Hollywood and other media have done much to turn public opinion away from religion.
- **Promote “Democracy” around the world**
Generally, but not exclusively, “Spreading Democracy” is promoted by neoconservative Republicans. This is merely a veiled effort to spread their version of socialism. This is often accompanied by a foreign policy that supports taking US tax dollars and giving them to foreign governments (unconstitutional foreign aid), which is the primary neo-conservative version of wealth redistribution.
- **Establish “World Government”**
Review the following quote from the U.S. State Department document, “A World Effectively Controlled by the United Nations”:
“A world effectively controlled by the United Nations is one in which world government would come about through the establishment of supranational institutions, characterized by mandatory universal membership and some ability to employ physical force. Effective control would thus entail a preponderance of political power in the hands of a supranational organization rather than in individual units, and would assume the effective operation of a general disarmament agreement.”

Lecture #6 - Restoring the Constitution

Talking Points For Group Discussion Questions

Talking point #1

In part 2 of lecture 6, it was observed that a military run as a democracy would be severely crippled in its effectiveness.

Question: Why are democratically run groups less effective?

All political parties and most other political groups fall into this category. These groups often spend the majority of their time debating their bylaws, platforms, expenses, and action plans, and very little time actually being effective in promoting liberty.

Talking point #2

“If the voters aren’t informed, most will not vote for constitutional candidates, no matter how much money is spent seeking votes ... if the people are educated to a sufficient level, no amount of money will prevent constitutionalists from being elected.”

– Arthur Thompson, CEO, The John Birch Society
JBS Bulletin, February 2012

Recall the examples (referenced in #11 on the opposite page of the class handout) of JBS chapters having far more influence than their numbers would suggest.

Question: Why is a JBS chapter so much more effective than independent, local groups or individuals?

The following is a list of traits that makes The John Birch Society uniquely positioned to lead a powerful educational army to restore liberty.

- Monolithic in structure. Like a military, the JBS has a single head, directing the actions of the entire structure.
- National coordination. The JBS has a national field staff that educates and activates teams on a community-by-community basis. These teams are then responsible to restore liberty in their communities. Each team’s effectiveness is multiplied with other teams in a nationally-coordinated effort.
- Intelligence gathering & publishing. The JBS has a robust, full-time staff that gathers and publishes information about the actions and objectives of the enemies of freedom. They also publish materials that help educate on history, current events, and voting records, all from a Constitutional perspective. This arms the “troops” with the tools needed to educate themselves and those in their circles of influence.
- Suggest that if anyone is interested in JBS, they watch *We Are The John Birch Society* on DVD.



Lecture I - The Dangers of Democracy

Video Study Questions

1. "It wasn't what government did that made America great. It was what government was _____ that made the difference."
2. "The Founders did not create a government ... to do things for people, to take from some, to give to others. They understood that when a government starts doing something for one citizen, it has to take from another to do so, and in the process, it _____."
3. "The Constitution was written to govern _____, not the people, and not the States."
4. "The Founders created a central government with strictly _____. This left the States free to compete with one another, to be the best state, the one with the least amount of taxation and controls, one where citizens would want to build a business and raise a family."
5. James Madison, John Jay, and Alexander Hamilton wrote essays explaining the Constitution, to encourage the people to support adopting this new form of government. These essays were collected into a volume known as the _____.
6. Matching: Draw a line connecting the form of government to the proper definition.

Monarchy	Rule by Law
Oligarchy	Rule by no one
Democracy	Rule by a few
Republic	Rule by One
Anarchy	Rule by a Majority
7. "The rights of the gunman aren't subject to majority rule, but to the law. This is the essence of a _____."
8. "The essence of freedom is the proper _____ of government"
9. "Knowing this, we as Americans are ultimately left with only two choices. We can keep our _____, as Franklin put it, or we will inevitably end up with an _____, a tyranny of the elite."
10. _____ is the means of production.
11. "In order for ownership of property to be full and complete, all four of its aspects must be met. These are: _____, _____, _____, _____."
12. "State controlled capitalism results in _____ and _____."
13. Benjamin Franklin cautioned: "Only a virtuous people are capable of freedom. As nations become corrupt and vicious, they have more need of _____."
14. Scottish Historian Alexander Tytler warned: "A democracy cannot exist as a permanent form of government. It can only exist until the voters discover that they can _____ themselves [money] from the public treasury. From that moment on, the majority always votes for the candidate promising the most benefits from the public treasury with the result that a democracy always collapses over loose fiscal policy, always followed by a _____."
15. Chinese dictator Mao Tse-Tung candidly admitted: "The democratic revolution is the necessary preparation for the _____ revolution, and the _____ revolution is the inevitable sequel to the democratic revolution."

Lecture I - The Dangers of Democracy

Group Discussion Questions

1. When asked what form of government the Constitutional Convention of 1787 had created, Benjamin Franklin replied, “A Republic, Ma’am, if you can keep it.”

Question: In what ways is the government, established by the Constitution, a Republic and not a Democracy?

2. Read the quote attributed to Alexander Fraser Tytler in question #14 on the previous page.

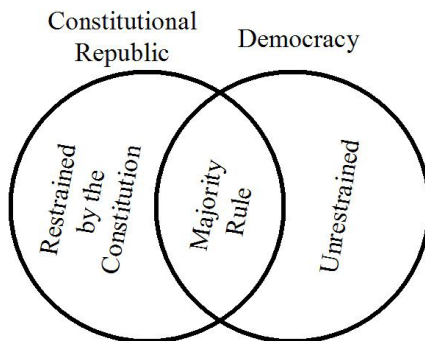
Question: Why do Democracies always collapse? Can you think of any modern examples of this?

3. Read the quote from Mao Tse-tung in question #15 on the previous page.

Question: What new perspective does this give to the recent “Democratic revolutions” in Egypt, Greece, and elsewhere?

4. President George W. Bush told us that we must go to war in Iraq and Afghanistan to “spread democracy.”

Question: Where is this international spreading of democracy likely to lead?



ADDITIONAL STUDY

From the class materials packet:

Read “*A Republic, If You Can Keep It*”

Watch the DVD “*Overview of America*”

Available from www.shopjbs.org

The Law, by Frederic Bastiat

Federalist Papers

Anti-Federalist Papers

The Foundations of American Constitutional Government

ANSWERS from other side: 1. prevented from doing 2. gains control over both 3. the government 4. limited powers 5. Federalist Papers 6. Monarchy = Rule by One, Oligarchy = Rule by a few, Democracy = Rule by a Majority, Republic = Rule by Law, Anarchy = Rule by no one 7. republic 8. limitation 9. republic, oligarchy 10. Capital 11. Title, Control, Use, Ability to dispose 12. high prices, low quality 13. masters 14. vote, dictatorship 15. socialist, socialist



Lecture 2 - Enumerated vs. Unlimited Power

Video Study Questions

The Supremacy Clause (Article VI, Clause 2):

1. "This Constitution, and the Laws of the United States which shall be _____, . . . shall be the supreme Law of the Land."

The General Welfare Clause (Article I, Section 8, Clause 1):

2. "If Congress can do whatever in their discretion can be done by money, and will promote the General Welfare, the Government is _____."
— James Madison (1792)
3. "Congress has not unlimited powers to provide for the general welfare, but only those _____."
— Thomas Jefferson
4. The two categories of enumerated powers found in Article I, Section 8 are:
_____ and _____.

The Elastic Clause (aka, The Necessary and Proper Clause - Article I, Section 8, Clause 18):

5. "The Congress shall have Power . . . to make all Laws which shall be necessary and proper _____."

The Commerce Clause (Article I, Section 8, Clause 3):

6. "[The power to regulate commerce] must carry the _____ throughout the sentence, and remain a unit, unless there be some plain intelligible cause which alters it."
— Chief Justice John Marshall, Gibbons vs. Ogden (1824)
7. "A power, then, to impose such _____ and _____ in regard to foreign nations and to _____ on the trade between the States was the only power granted."
— President James Monroe (1822)

Treaty Law (Article 6, Clause 2):

8. "It would be manifestly contrary to the objectives of those who created the Constitution, as well as those who were responsible for the Bill of Rights – let alone alien to our entire constitutional history and tradition – to construe Article VI as permitting the United States to exercise power under an international agreement without observing _____."
— Reid vs. Covert (1957), U.S. Supreme Court

Amendments vs. Usurpation:

9. "If, in the opinion of the people, the distribution or modification of the constitutional powers be in any particular wrong, let it be corrected by an amendment in the way which the Constitution designates. But let there be no change by usurpation; for though this, in one instance, may be the instrument of good, it is the customary weapon by which free governments are _____."
— George Washington's Farewell Address (1796)

Lecture 2 - Enumerated vs. Unlimited Power

Group Discussion Questions

1. In 1919, with the passage of the 18th Amendment, the Federal Government was granted the power of prohibiting the consumption of alcohol. They recognized that without an amendment, they had no legitimate power to control what we consume. (This was later repealed by the 21st Amendment)

In 1970, with the passage of the Controlled Substances Act, Congress again sought to control what we consume, this time without a constitutional amendment. Today, under the authority of this act of Congress, we are told that state laws allowing the use of medicinal marijuana are trumped by Federal law, because all Federal laws are “Supreme.”

Question: What does a proper understanding of the Supremacy Clause teach us about the Federal “War on Drugs”?

2. Even prior to the 1942 Wickard vs. Filburn ruling, it was said that Congress could impose production limits on farmers because of authority granted in the Commerce Clause.

Question: How would you answer such a claim?

3. “The members and officers of the State governments ... will have the essential agency in **giving effect to the federal Constitution.**”
— James Madison, Federalist #44

The Environmental Protection Agency (EPA) was first established by presidential executive order. Later, when it was ruled that the President did not have the authority to legislate such power, Congress re-established the EPA (because they do have the power to legislate), even though such an act is outside the enumerated powers of Congress. The EPA is not authorized by the Constitution, no matter if it was established by presidential executive order, or by an act of Congress.

Question: How might our state governments “give effect to the federal Constitution” on this matter?

ADDITIONAL STUDY

From the class materials packet:

Read the booklet “*Restoring the Rights of the States and the People*”

Available from www.shopjbs.org

Nullification: How to Resist Federal Tyranny in the 21st Century, by Thomas Woods

ANSWERS from other side: 1. made in pursuance thereof 2. no longer a limited one 3. specifically enumerated 4. common defense, general welfare 5. for carrying into execution the foregoing powers 6. same meaning 7. duties, imposts, prevent any 8. constitutional prohibitions 9. destroyed



Lecture 3 - Constitutional Economics, Constitutional Money

Video Study Questions

The Economic Recovery of the 1790s:

1. “Tranquility reigns . . . Our public credit stands on that _____ which three years ago it would have been considered a species of _____ to have foretold.”

— George Washington, July 20th, 1791

2. According to the Coinage Act of 1792, a U.S. Dollar was defined as _____

3. Under the same Coinage Act, what was the penalty for counterfeiting? _____

Powers delegated by the Constitution:

4. Who has the power to . . . (connect all that apply)

Coin Money

Emit Bills of Credit

Establish a standard of weights and measures

Use nothing but Gold & Silver Coin as legal tender

We the people

The States

U.S. Congress

No one

Types of money:

5. Matching (connect all that apply)

Gold & Silver

Paper backed by Gold

Paper backed by law

Chickens

Monopoly money

Today's Federal Reserve Note

Fiduciary

Commodity

Fiat

Bill of Credit

6. Inflation is (circle all that apply):

A.) Rising prices

B.) a sign of a healthy economy

C.) an increase in the amount of currency, *resulting in* rising prices

D.) theft

Myth vs. Fact:

7. The Federal Reserve is:

A.) A fourth branch of the Federal Government

B.) A department of the Executive Branch

C.) An unaccountable, privately owned corporation

D.) Independently run, but government owned and ultimately controlled by Congressional oversight

8. Under the TARP Bill, Congress authorized \$850 Billion in banking industry bailouts. How much **more** did the Federal Reserve fund through **under-the-table bailouts**? _____

9. Where does the **value** of all that money come from? _____

Lecture 3 - Constitutional Economics, Constitutional Money

Group Discussion Questions

1. The chart to the right, published by the Federal Reserve Bank of St. Louis, shows the monetary base of U.S. Dollars (amount of money). Notice the stark change in monetary policy in the last few years.

Question: *As all this new money enters widespread circulation, what could this do to the value of the dollar?*

2. The Constitution granted Congress the power to “coin money,” but forbade such power to the states. Neither one was allowed the power to “emit bills of credit.”

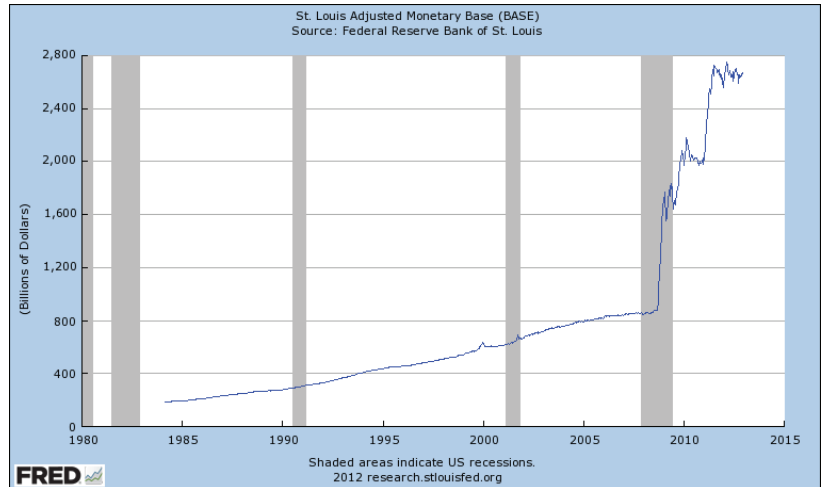
Question: *Exactly what is Constitutional money?*

3. Lord Mayer Amschel Rothschild declared, “Let us control the money of a nation, and we care not who makes its laws.”

Question: *How does control of the money lead to control of a nation? What are the dangers of a private money monopoly?*

4. It is clear that if we do not change our monetary system, it must fail, leading to economic collapse and chaos.

Question: *How do we “End the Fed” without killing the economy in the process?*



ADDITIONAL STUDY

From the class materials packet:

Read the booklet “*Dollars and Sense*”
Watch the DVD “*Dollars and Sense*”

Available from www.shopjbs.org

The Creature From Jekyll Island, by G. Edward Griffin
Economics in One Lesson, by Henry Hazlitt
A Crisis of Dollars and Sense Reprint
Our Monetary Mayhem Began With the Fed Reprint

ANSWERS from other side: 1. high ground, madness 2. 371.25 grains of fine silver 3. death 4. Coin money = Congress, Emit Bills of Credit = We the people, Establish a standard of weights and measures = Congress, Use nothing but Gold and Silver coin = the States 5. Gold & Silver = Commodity, Paper backed by gold = Fiduciary and Bill of Credit, Paper backed by law = Fiat, Chickens = Commodity, Monopoly money = Fiat, Today's Federal Reserve Note = Fiat 6. C & D 7. C 8. Over \$16 Trillion 9. It is stolen from the value of everything held in US Dollars, including cash in circulation, savings accounts, 401K investments, life insurance policies, etc.



Lecture 4 - Constitutional War Powers and the Enemy Within

Video Study Questions

Principles of the Declaration of Independence:

1. "We hold these truths to be _____, that all men are _____, that they are endowed by their creator with certain _____." Then, the purpose of government is defined, "that to secure these _____, Governments are instituted."

The United Nations promises to protect your rights:

2. "Rights and freedoms may _____ be exercised contrary to the purposes and principles of the United Nations." — Article 29, clause 3 - UN Universal Declaration of Human Rights

Four Key Principles of the Constitution:

3. _____ Powers = Governmental power comes from the consent of the governed.
_____ Powers = Powers given are specifically listed.
_____ of Powers = Powers are divided between three branches of government
_____ of Powers = Some powers are delegated to the jurisdiction of the Federal Government, while some are reserved to the States, or to the People.

Dangers of war powers:

4. "The means of defense against foreign danger historically have become the instruments of _____ at home." — James Madison

Declaring war:

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." — James Madison
6. What is the longest duration that Congress can fund a standing army? _____
7. Comparing the National Guard to a Constitutional Militia:

	National Guard	Constitutional Militia
Who?		
Arms Stored?		
Deployed Abroad?		

8. Name the two amendments and the act of Congress, all from 1913, which dramatically changed constitutional limits on out-of-control government growth: _____

The Enemy Within:

9. List at least three traits of neo-conservatism: _____

10. In September 2000, one year before the 9/11 attacks, Project for the New American Century (PNAC) expressed the need for a _____ type event.
11. Name at least three prominent members of PNAC _____

Lecture 4 - Constitutional War Powers and the Enemy Within

Group Discussion Questions

1. Consider the following quote:

“The other important influence on neoconservatives was the legacy of Trotsky.... In the framework of international communism, the Trotskyites were rabid internationalists rather than realists or nationalists.”

— John B. Judis,
“Trotskyism to Anachronism,” 1995

Question: *What is the difference between Trotskyism and Stalinism? What do they have in common?*

2. Consider the traits of a neo-conservative, such as support of welfare programs, interventionism into the affairs of foreign nations, and spreading democracy.

Question: *In the most recent Presidential Primary Race, can you identify the neoconservatives?*

ADDITIONAL STUDY

From the class materials packet:

Read the booklet *“Exposing Terrorism – Inside the Terror Triangle”*

Available from www.shopjbs.org

The Shadows of Power, by James Perloff

Changing Commands – The Betrayal of America’s Military, by John F. McManus

William F. Buckley, Jr. – Pied Piper for the Establishment, by John F. McManus

Freedom from War – 7277

Christian Massacres: A Result of U.S. Foreign Policy Reprint

ANSWERS from other side: 1. “self-evident”, “created equal”, “unalienable rights”, “rights” 2. “in no case” 3. Delegated, Enumerated, Separation, Division 4. “tyranny” 5. “legislative”, “executive” 6. Two years 7. National Guard consists of the few who enlist, arms stored by government, can be deployed. Constitutional Militia consists of everyone, arms are stored by the people, cannot be deployed. 8. 16th and 17th Amendments and the Federal Reserve Act of 1913 9. Support welfare programs, spreading democracy via war, followers of Trotsky 10. “Pearl Harbor” 11. Dick Cheney, Donald Rumsfeld, Paul Wolfowitz



Lecture 5 - Exposing the Enemies of Freedom

Video Study Questions

1. List three traits of a conspiracy:

- 1.) _____
- 2.) _____
- 3.) _____

2. The Illuminati is:

- A.) A myth
- B.) An alien race of reptilian shape-shifters
- C.) A group founded in the late 1700s, seeking world government

3. List at least 3 objectives of the Illuminati:

- 1.) _____
- 2.) _____
- 3.) _____

4. According to the Saturday Evening Post (Jan. 22nd, 1955):

“Amazingly, there were in _____, responsible officials who were willing to suppress news of the murder of an American officer, apparently to prevent the American people from rising in their wrath and vetoing further appeasement of _____.”

5. Which planks of the Communist Manifesto were implemented in 1913? _____

6. Nikita Khrushchev boasted: “You Americans are so gullible. No, you won’t accept communism outright. But we’ll keep feeding you small doses of _____ until you finally wake up and find you already have communism. We won’t have to fight you; we’ll so weaken your _____ until you fall like overripe fruit into our hands.”

7. According to economist Henry Hazlitt:

“Inflation tears apart the whole fabric of stable economic relationships. It drives men toward desperate remedies. It leads men to demand _____ . It ends invariably in bitter disillusion and collapse.”

8. Name at least two prominent politicians who are connected to the Council on Foreign Relations. _____

9. According to prominent CFR member Carroll Quigley:

“The Council on Foreign Relations (CFR) is the American Branch of a society which originated in England ... [and] believes national boundaries should be _____ and _____ established.”

10. US State Department document called

“A World Effectively Controlled by the United Nations” says:

“A world effectively controlled by the United Nations is one in which _____ would come about through the establishment of supranational institutions, characterized by _____ universal membership and some ability to employ physical force. Effective control would thus entail a preponderance of political power in the hands of a supranational organization rather than in individual units, and would assume the effective operation of a general _____ agreement.”

Lecture 5 - Exposing the Enemies of Freedom

Group Discussion Questions

1. This lecture emphasized the difference between conspiracy fact and speculative conspiracy theory.

Question: *What is the danger of spreading speculative conspiracy theories?*

2. Goals of Marxism include:

- Abolition of private property. All property owned and/or controlled by government.
- A heavy progressive or graduated income tax.
- Centralized national bank with an exclusive monopoly.
- Abolish home education, replace with mandatory government schools
- Abolish marriage and family structure
- Eliminate countries
- Eliminate religion
- Promote “Democracy” around the world
- Establish “World Government”

Question: *In what ways do we see these goals being implemented today?*

ADDITIONAL STUDY

From the class materials packet:

Read the reprint “*The Council on Foreign Relations*”

Read the booklet “*Agenda 21 and You*”

Books available from www.shopjbs.org

The Shadows of Power, by James Perloff

Proofs of a Conspiracy, by John Robison (1798)

The Life of John Birch, by Robert Welch

The Secret File on John Birch, by James & Marti Hefley

Inside the United Nations, by Steve Bonta

Global Gun Grab, by William N. Grigg

The Communist Manifesto, by Karl Marx

Whatever Happened to Global Warming? Reprint

The United Nations: On the Brink of Becoming a World Government Reprint

ANSWERS from other side: 1. Two or more people, working in secret, toward evil ends. 2. C.) A group founded in the late 1700s, seeking world government. 3. Answers may include: Overthrow all governments, destroy all religion, abolish private property, glorify sensuality, repudiate marriage, state control of children, world government. 4. Washington, Communism 5. Plank #2 – heavy progressive income tax, Plank #5 – central banking system 6. Socialism, economy 7. totalitarian controls 8. Hillary Clinton, Dick Cheney 9. Obliterated, one-world rule 10. World government, mandatory, disarmament



Lecture 6 - Restoring the Constitution

Video Study Questions

Part I, *Taking effective action*

The Dangers of a Constitutional Convention

Advocates of a Constitutional Convention claim:

1. An amendment to the Constitution could rein in our out-of-control government.

What is the flaw in this claim? _____

2. It is an "Amendments Convention," not a Constitutional Convention.

What is the difference? _____

3. A convention can be limited to one topic.

What does the Constitution say on the matter? _____

4. The ratification process is an effective safety net.

What are the weaknesses of this "safety net"? _____

A proper diagnosis:

5. In the early 1800's, Alexis De Tocqueville identified the source of America's great strength, declaring:

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

6. What is the root of the problem? _____

7. What solution will address the root of the problem?

Thomas Jefferson counseled,

"_____ and _____ the whole mass of the people ... They are the only sure reliance for the preservation of our liberty."

8. To restore liberty in any Congressional district, it simply takes a team of _____, who are:

- Well trained,
- _____ in a focused effort,
- Can effectively reach out beyond the "choir."

Part II, *The power of Organization*

9. What form of organizational structure is required to defeat the enemies of freedom? _____

10. A properly structured organization will provide:

11. Well-run chapters of less than a dozen active members have been estimated to be teams of how many? _____

Lecture 6 - Restoring the Constitution

Group Discussion Questions

1. In part II of lecture 6, it was observed that a military run as a democracy would be severely crippled in its effectiveness.

Question: *Why are democratically run groups less effective?*

2. *"If the voters aren't informed, most will not vote for constitutional candidates, no matter how much money is spent seeking votes...if the people are educated to a sufficient level, no amount of money will prevent constitutionalists from being elected."*

— Arthur Thompson, CEO, The John Birch Society, *JBS Bulletin*, February 2012

Recall the examples (referenced in #11 on the opposite page) of JBS chapters having far more influence than their numbers would suggest.

Question: *Why is a JBS chapter so much more effective than independent, local groups or individuals?*

ADDITIONAL STUDY

From the class materials packet:

Read the reprint article "*States Should Restore, Not Revise, the Constitution*"

From the DVD:

Watch "*We Are The John Birch Society*"

Available from www.shopjbs.org

Tangents – Neutralizing movements that undermine the work of patriotic Americans to preserve freedom

The Blue Book, by Robert Welch

Dangers of a Constitutional Convention Reprint

ANSWERS from other side: 1. Our government is already ignoring the Constitution, why would a new amendment be any different? 2. The only difference is that amendments have the prohibition that "no State ... shall be deprived of its equal Suffrage (vote) in the Senate ... without its Consent" 3. The Constitution gives no hints of the ability to limit a convention, but refers to it as "a Convention for proposing Amendments" (plural) 4. The ratification process can be controlled by Congress, or rewritten by the Convention, to assure ratification by the States. 5. "history", "Constitution" 6. A people who are ignorant of liberty, the Constitution, and the enemies of freedom 7. "educate", "inform" 8. 500, Coordinated 9. Monolithic 10. Leadership & Coordination, Intelligence, Arms/Tools 11. 500 and 2,000