

Leverage Your Voice: The Sovereign's Multiplier

How the Boss of American Government Combines With Like-Minded Sovereigns to Preserve the Structure That Secures Our Rights

A documentary record, with footnotes, drawn from the Federalist Papers, the founding State declarations, the ratification debates, the Committees of Correspondence, presidential addresses, and the Supreme Court of the United States

Where's the Line? YOU Are the Answer · Class 6 Brief (Capstone) · iGovern.us

Executive Summary

Five classes built the machine: the People are sovereign (K1); the structure secures rights (K2); the States guard the structure with tools “powerful and at hand” (K3); we hire fiduciaries of character, knowledge, and ability (K4); and we direct them Personally, Professionally, Persistently (K5). Class 6 installs the multiplier: **leverage** — the deliberate combining of one sovereign voice with other like-minded sovereigns until the whole machine moves. The physics are ancient¹: a modest force, applied through a long enough lever at the right fulcrum, moves what no direct push ever could. In American government the lever is the combined constituent voice; the fulcrum is the State, positioned by design between the people and the national government.

The central question this brief answers: *How do we leverage our voice with other like-minded people to exercise our sovereign responsibility for the operation and maintenance of OUR government?* The answer proceeds from the participation arithmetic that makes small numbers decisive, through the Founders' own physics of the combined voice, the constitutional protections that shield it, Tocqueville's law of association, the six levels of Multi-Level Liberty, and the working mechanics — the 3x5 Solution, Impact Councils, and the tools — that turn five minutes a week into governing force.

I. The Arithmetic: Government by the Majority Who Participate

America is not governed by the majority. It is governed by the majority **of those who participate** — and that number is startlingly small. The mayor of Los Angeles has been elected by turnout in the neighborhood of a tenth of registered voters — meaning a winning coalition of only a few percent of the city's people². A typical State House seat is decided by three to five thousand votes — and the real decision is often made earlier, at caucuses and primaries where turnout is a fraction of that³. This is not a reason for despair — it is the whole opportunity. Where participation is thin, every participant is leveraged. A saying widely attributed to Jefferson captures the course's theme, whatever its true origin:

¹ Archimedes of Syracuse (3rd century B.C.), as reported by Pappus of Alexandria, Synagoge (Collection), Book VIII: “Give me a place to stand, and I shall move the earth.” Rendered in the course's telling: “Give me a lever long enough and a fulcrum on which to place it, and I'll move the world.”

² See, e.g., Los Angeles City Clerk, official election returns for the 2013 mayoral primary and general elections (turnout of roughly 16–23% of registered voters; the winner's vote total representing on the order of 3–6% of city residents). The course's teaching point — “the mayor was decided by just 3% of the people” — states this participation arithmetic.

³ Author's experience across seven terms in the Utah House of Representatives (House District 47/39): general-election margins commonly turn on 3,000–5,000 votes, with candidate selection effectively decided at neighborhood caucuses and party primaries with far smaller participation.

“We in America do not have government by the majority — we have government by the majority who participate”⁴. The verified authorities say the same thing with better credentials:

“It does not require a majority to prevail, but rather an irate, tireless minority keen to set brush fires of freedom in people’s minds.”⁵

— Samuel Adams (attributed)

“All tyranny needs to gain a foothold is for people of good conscience to remain silent.”⁶

— Attributed (often to Jefferson); the founding-era original is Edmund Burke’s theme

II. The Founding Physics: “By Uniting We Stand”

A decade before the Constitution, the man who would pen “it will be their own faults” (Class 3) wrote the anthem of the combined American voice:

“Then join hand in hand, brave Americans all! By uniting we stand, by dividing we fall.”⁷

— John Dickinson, “The Liberty Song” (1768)

“We must, indeed, all hang together, or most assuredly we shall all hang separately.”⁸

— Benjamin Franklin (attributed), at the signing of the Declaration, 1776

The Constitution’s advocates then built the combined voice into the system’s defense mechanism itself. Hamilton promised the States could “readily communicate with each other ... and **unite their common forces** for the protection of their common liberty”⁹; Madison promised that federal overreach would be met by “signals of general alarm,” an opened correspondence, concerted plans, and “one spirit”¹⁰. And Madison told the people how to fuel that machinery:

“Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives.”¹¹

— James Madison to W.T. Barry (1822)

⁴ Widely attributed to Thomas Jefferson but not found in his verified papers; see Thomas Jefferson Foundation (Monticello), “Spurious Quotations.” The arithmetic it describes, however, is simply observable fact — and the founding-era authorities cited throughout this brief teach the same lesson in verified words.

⁵ Attributed to Samuel Adams; see Samuel Adams Heritage Society. The sentiment is fully consistent with Adams’s verified writings and his practice in organizing the Committees of Correspondence (see Part V).

⁶ Commonly attributed to Jefferson; unverified in his papers (Monticello, “Spurious Quotations”). Compare Edmund Burke, Thoughts on the Cause of the Present Discontents (1770): “when bad men combine, the good must associate; else they will fall, one by one, an unpitied sacrifice in a contemptible struggle” — the verified 18th-century statement of the same principle, and a better one for this class: the answer to combination is association.

⁷ John Dickinson, “The Liberty Song,” first published in the Boston Gazette and Pennsylvania Journal (July 1768) — the origin of the American maxim “united we stand, divided we fall.”

⁸ Attributed to Franklin at the signing of the Declaration of Independence (first printed attributions appear in the early 19th century); the founding generation also knew the same lesson from Aesop’s fable of the bundle of sticks, a staple of colonial schoolbooks: sticks that snap one by one cannot be broken bound together.

⁹ Alexander Hamilton, Federalist No. 28 (1787), text at the Yale Avalon Project. See Class 3 Brief, Part II, for the full passage and plain-English rendering.

¹⁰ James Madison, Federalist No. 46 (1788), text at the Yale Avalon Project: “ambitious encroachments of the federal government ... would be signals of general alarm. ... A correspondence would be opened. Plans of resistance would be concerted. One spirit would animate and conduct the whole.”

¹¹ James Madison, Letter to William T. Barry, August 4, 1822, in The Writings of James Madison (Hunt ed.); manuscript at the Library of Congress. The same letter warns: “A popular Government, without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy; or, perhaps both.”

III. The Combined Voice Is Constitutionally Protected

The First Amendment protects each element of leverage by name — speech, press, assembly, petition — and the Supreme Court has confirmed that the **combination** of voices is itself the protected instrument:

“Effective advocacy of both public and private points of view, particularly controversial ones, is undeniably enhanced by group association.”¹²

— NAACP v. Alabama (1958)

“Peaceable assembly for lawful discussion cannot be made a crime. The holding of meetings for peaceable political action cannot be proscribed.”¹³

— De Jonge v. Oregon (1937)

“Those who won our independence believed ... that public discussion is a political duty. ... [T]he greatest menace to freedom is an inert people.”¹⁴

— Justice Brandeis, Whitney v. California (1927)

Add the founding State declarations’ right of the people “to assemble together, to consult for their common good, [and] to instruct their representatives”¹⁵, and the conclusion is complete: when you organize a hundred neighbors to speak to your State agents with one voice, you are not gaming the system — you are operating it exactly as designed and exactly as protected.

IV. Tocqueville’s Law: The Science of Association

“Americans of all ages, all conditions, and all dispositions constantly form associations. ... Nothing, in my opinion, is more deserving of our attention than the intellectual and moral associations of America.”¹⁶

— Alexis de Tocqueville, Democracy in America

“In democratic countries the science of association is the mother of science; the progress of all the rest depends upon the progress it has made.”¹⁷

— Alexis de Tocqueville, Democracy in America

Tocqueville’s observation is the theory of everything in this class: in a nation of equal citizens, no single voice commands — so the citizens who learn to **combine** govern, and those who don’t are governed. The association is also the school: it is where citizens practice the 3 Ps, divide the work, sustain the

¹² NAACP v. Alabama ex rel. Patterson, 357 U.S. 449, 460 (1958) (Harlan, J., for a unanimous Court), recognizing freedom of association as protected by the Due Process Clause of the Fourteenth Amendment.

¹³ De Jonge v. Oregon, 299 U.S. 353, 365 (1937) (Hughes, C.J., for a unanimous Court).

¹⁴ Whitney v. California, 274 U.S. 357, 375 (1927) (Brandeis, J., concurring). See Class 5 Brief, Executive Summary.

¹⁵ Pennsylvania Constitution, Declaration of Rights, Art. XVI (1776); accord North Carolina Declaration of Rights § XVIII (1776); Massachusetts Declaration of Rights, Art. XIX (1780); New Hampshire Bill of Rights, Art. 32 (1784); carried forward in Tennessee Const. Art. I § 23 (1796), Ohio Const. (1802), and many other State constitutions.

¹⁶ Alexis de Tocqueville, Democracy in America, Vol. II (1840), Book II, ch. 5 (“Of the Use Which the Americans Make of Public Associations in Civil Life”).

¹⁷ Ibid. Tocqueville’s conclusion: “If men are to remain civilized, or to become so, the art of associating together must grow and improve in the same ratio in which the equality of conditions is increased.”

cadence, and — as the testimonials of this course attest — find the comfort of “meeting with other people who are learning to do the same”¹⁸.

V. The Proof: Twelve Postcards, Twelve Towns, Twelve Colonies

Twelve Postcards “Inundate” a Governor

In 2012, while carrying legislation on the federally controlled lands that dominate the West — in some counties leaving less than 3% of the land taxable for schools — the author asked audiences across Utah to send the governor a postcard if they agreed. Two weeks later a deputy in the governor’s office demanded: “Ivory, what in the world are you doing? We are getting *inundated* with these postcards!” The count, in a State of three and a half million people: **twelve**. Twelve handwritten, personal notes registered as a flood — because virtually no one else writes that way¹⁹. If twelve can inundate, what can a hundred do — in every district?

The Committees of Correspondence: Leverage at Founding Scale

Class 5 introduced the Boston Committee of Correspondence (1772) as the proof of the 3 Ps. As the capstone, note what it proves about **leverage**: a handful of towns writing to one another became scores of towns; scores of towns became a colonial network; and when the crisis came, the network was the government-in-waiting. Samuel Adams did not begin with a majority — he began with a writing discipline and the conviction later attributed to him: brush fires, set persistently, in people’s minds²⁰.

“They Bred It Out of Them” — and Breeding It Back In

Grandma’s chickens were ferocious — gathering eggs meant coming back bloody. A generation later, the store-bought hens didn’t so much as ruffle a feather when the eggs were taken. The clerk’s explanation: “Oh, yeah — we bred that out of them.” The parable needs no footnote²¹: passivity can be bred into a population — by comfort, by distraction, by the steady lesson that someone else will mind the coop. The whole Just Say KNOW course is the breeding program in reverse: learning, politely and persistently, to **peck**. As the measurement maxim taught by Thomas S. Monson runs: “When performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates”²². Your agents perform better the moment they know the boss is watching.

¹⁸ Just Say KNOW participant testimonials (2025), on file with iGovern.us: “It’s comforting to meet with other people who are learning to do the same.” (Leslie); “Then finally learning of the Impact Council where real change happens.” (D. Smith)

¹⁹ Author’s account, 2012 (Utah Transfer of Public Lands Act campaign, HB 148 (2012)). The teaching point: the scarcity of personal, high-value communication (Class 5’s communications ladder) makes small numbers register as large ones.

²⁰ On the Boston Committee of Correspondence (established at Boston town meeting, November 2, 1772, on Samuel Adams’s motion) and the spread of the committee system through Massachusetts and the colonies by 1774, see the Massachusetts Historical Society collections and standard accounts. Madison’s Federalist No. 46 “correspondence ... concerted ... one spirit” passage describes the same machinery as constitutional design.

²¹ Author’s account. The parable stands on its own: docility can be cultivated — and so can its opposite.

²² Thomas S. Monson, “Thou Art a Teacher Come from God,” Conference Report (October 1970), quoting the management maxim; frequently repeated in his later addresses. Applied here: agents who know the boss is watching — and reporting back — improve fastest.

VI. Multi-Level Liberty: The Six Levels of the Lever

Leverage is applied level by level — each level multiplying the one below it. This is Multi-Level Liberty: the structure by which one sovereign, lifting where they stand, moves a district, a State, and through the States the nation:

Level	The Work	The Multiplier
1. YOURSELF	Learn the six KNOWs; keep the 5-minute cadence; “frequent recurrence to fundamental principles”	One informed sovereign — the indispensable unit; Hamilton’s condition: citizens who “understand their rights and are disposed to defend them”
2. YOUR HOME & FIVE	The 3×5 Solution: teach the Six KNOWs to five people; ask each to teach five more	5 become 25 become 125 — the brush-fire arithmetic; John Jay: study the Constitution “and teach the rising generation to be free”
3. YOUR NEIGHBORHOOD & PRECINCT	Attend the caucus; become a delegate or precinct chair; conduct the Class 4 job interviews in person	Where the hiring is actually decided — thin-participation arithmetic works FOR the organized
4. YOUR DISTRICT — THE IMPACT COUNCIL	100 servant sovereigns per legislative district; divided roles (research, communications, events, agent relations); information flowing up and down; the weekly cadence kept together	The modern Committee of Correspondence — twelve postcards inundated a governor; a hundred coordinated constituents set the standard for a seat
5. YOUR STATE — THE IMPACT COMMUNITY	State-wide network of councils (iGovern.us); teach agents the tools (Federalism Index & Policy Tracker); support the guardians in using the eight powers	The State is the constitutional fulcrum — Federalist 46’s “sure guardians,” armed and watched by their own boss
6. AMONG THE STATES — 10×10	10,000 trained sovereigns in 10 States; the NFI Summit of States; interstate coordination of the guardians	Madison’s endgame: several States in unison — “obstructions which the federal government would hardly be willing to encounter”

Note the design inheritance: level 6 is simply Federalist 46 fulfilled²³ — the correspondence opened, the plans concerted, one spirit animating the whole. The Founders built the lever; Multi-Level Liberty is the sovereign picking it up.

VII. Lift Where We Stand

A congregation once needed to move a heavy piano to another room. Men crowded around it, arguing where the strongest should grip. The quiet counsel that solved it: everyone simply **lift where you stand**

²³ Madison, Federalist No. 46 (1788); Hamilton, Federalist No. 28 (1787) (“They can readily communicate with each other in the different States, and unite their common forces”). The 10×10 Initiative and the NFI Summit of States (2nd Annual, Salt Lake City, August 11–12, 2026) are the working implementations.

— and the piano rose as if it weighed nothing²⁴. That is the entire mechanics of self-government in a compound republic: no one carries the nation; everyone lifts their own corner — their five, their precinct, their district, their State — and the nation rises. It is Captain Levi Preston’s inheritance (“we always had governed ourselves, and we always meant to”), Theodore Roosevelt’s counsel (“do what you can, with what you have, where you are”)²⁵, and the answer to the objection every citizen raises — “but I’m only one person.” One person, lifting where they stand, at the right level of the lever, is precisely the designed unit of American government.

VIII. The Working Mechanics: 3×5, Councils, Cadence, Tools

- **The 3×5 Solution:** teach the Six KNOWs to five people; ask each to teach five. You need not persuade a nation — you need five conversations. With even twelve committed people, you can “inundate.” Consider \$5 a week to sustain the model — the price of persistence.
- **The Impact Council:** if your district has one, join it; if not, found it with your five. Divide the roles: research, communications, events, and one relationship-keeper per State agent. Share intelligence up and down. (Week 7 bonus class: setting up your council.)
- **The 16-week cadence:** rotate the Bonus Deck scripts — Representative, Senator, Attorney General, Governor — weeks 1–4 the apology and offer; 5–8 the structure and Roberts; 9–12 Dickinson and the eight powers; 13–16 the Federalism Index walk-through; week 17+, repeat forever with the current issue.
- **The tools:** the Federalism Index and Federalism Policy Tracker (federalismindex.org) — funded by Utah, free to every citizen and every State — plus the constitutional standard (Utah Code § 63C-4a-304), the free Where’s the Line? book, and the course itself as a teachable package.

And the posture throughout — the happy warrior’s:

*“This is a wonderful time to be alive. We’re lucky not to live in pale and timid times. ... So let us go forth with good cheer and stout hearts — happy warriors, out to seize back a country and world to freedom!”*²⁶

— Ronald Reagan

*“Nil desperandum — Never Despair. That is a motto for you and me. All are not dead; and where there is a spark of patriotic fire, we will rekindle it.”*²⁷

— Samuel Adams

IX. The Two Questions — and the Commissioning

Every sovereign has a two-year-old — a grandchild, a niece, a student — who will inherit the debt, the drift, and the structure we leave behind. One day they will ask the two questions: **Did you see this coming?** and **What did you do about it?** This course is the first answer. The five-minute cadence, the

²⁴ The “lift where you stand” account is related in Dieter F. Uchtdorf, “Lift Where You Stand,” General Conference address (October 2008). Applied here as the course’s standing metaphor for Multi-Level Liberty: the structure of American government was engineered so every sovereign can govern the nation from right where they live.

²⁵ Levi Preston: Mellen Chamberlain’s 1842 interview, as recounted in Chamberlain’s papers (see Class 1 Brief). Theodore Roosevelt: the maxim appears in his Autobiography (1913), ch. IX, where he credits it to a piece by “Squire Bill Widener.”

²⁶ Ronald Reagan, remarks at the Conservative Political Action Conference (CPAC), Washington, D.C. (1985 “New Republican Party” era addresses; the ‘happy warriors’ passage as compiled by the Reagan Foundation).

²⁷ Samuel Adams, Letter to James Warren (1776), in The Writings of Samuel Adams (Cushing ed.).

five friends, the Impact Council, the hundred in your district, the ten thousand in ten States — that is the second. The charge to the graduating class is John Jay’s:

*“Every member of the State ought diligently to read and to study the constitution of his country ... By knowing their rights, they will sooner perceive when they are violated and be the better prepared to defend and assert them.”*²⁸

— John Jay (1777)

*“Posterity! You will never know how much it cost the present generation to preserve your freedom. I hope you will make a good use of it.”*²⁹

— John Adams (1777)

X. The Whole Course on One Page: The Six KNOWs, Complete

KNOW	The Principle	The Anchor Authority
1. YOU Are the Sovereign	The People are the boss — responsible and response-able — of the whole governing enterprise	Wilson (“the first and fundamental principle”); Va. Decl. Art. II; Declaration of Independence
2. The Structure Secures Rights	The Compound Republic’s limits, divisions, balance, checks & restraints — not politicians — protect liberty	Federalist 51 (“double security”); Federalist 45 (“few and defined”); NFIB (“fragmentation ... central to liberty”)
3. States Are the Sure Guardians	Duty-bound to interpose, with eight powers “powerful and at hand”	Madison (1789, 1798); Federalist 28 & 46; Dickinson; NFIB (“sometimes they have to act like it”)
4. Hire Fiduciaries	Character · Knowledge · Ability — chosen like guardians of your children or trustees of your savings	Federalist 57 (“wisdom to discern ... virtue to pursue”); S. Adams; Tucker; Garfield
5. The 3 Ps	Delegate Personally, Professionally, Persistently — five minutes a week, forever	Franklin; Lincoln (1842, 1858); Brandeis (“inert people”); the Committees of Correspondence
6. Leverage Your Voice	Multi-Level Liberty — combine, associate, lift where you stand: 5 → 100 → 10,000 × 10	Dickinson’s Liberty Song; NAACP v. Alabama; Tocqueville; Federalist 46 fulfilled

XI. Six Settled Propositions

Proposition	Primary Authority
1. America is governed by the majority who participate — so where participation is thin, the organized sovereign is leveraged	Participation records (e.g., L.A. mayoral turnout); caucus/primary arithmetic; Samuel Adams (attributed)

²⁸ John Jay, Charge to the Grand Jury of Ulster County, New York (1777), in The Correspondence and Public Papers of John Jay (Johnston ed.).

²⁹ John Adams to Abigail Adams, April 26, 1777, Adams Family Papers, Massachusetts Historical Society; text at Founders Online, National Archives.

2. The combined voice is the founding design: “by uniting we stand” — the States and citizens were expected to concert their forces	Dickinson, Liberty Song (1768); Hamilton, Federalist No. 28; Madison, Federalist No. 46
3. The combined voice is constitutionally protected — association, assembly, petition, and instruction are rights, not favors	U.S. Const. amend. I; NAACP v. Alabama (1958); De Jonge v. Oregon (1937); Pa. Decl. of Rights Art. XVI (1776)
4. The science of association is the mother science of self-government — the association is both the lever and the school	Tocqueville, Democracy in America (1835–40); Whitney v. California (Brandeis, J.) (1927)
5. Small, personal, persistent numbers register as large ones — twelve postcards inundate; a hundred per district set the standard	The 2012 postcard account; the Boston Committee of Correspondence (1772); Class 5’s communications ladder
6. Multi-Level Liberty completes the design: self → five → precinct → district council → State community → States in unison	Federalist No. 46 (“one spirit”); the 3×5 Solution; the 10×10 Initiative; NFI Summit of States

XII. Conclusion: The Commissioning of the Cavalry

Six weeks ago this course began with a deputization: nobody else is coming to fix the mess — YOU are the cavalry. Now the commission is complete. You know who you are (the sovereign), what secures your rights (the structure), who guards it (your State), whom to hire (fiduciaries), how to direct them (the 3 Ps), and how to multiply (the lever). The testimony of your classmates is the proof of concept: “the language of liberty and a blueprint” ... “truly empowering” ... “transformational” ... “real hope, because there’s not a single American who can’t spare five minutes a week”³⁰. So: find your five. Found your council. Keep the cadence — five minutes a week, forever, and on the hard weeks, thirty seconds still counts. And when your two-year-old asks the two questions, answer with Condoleezza Rice’s creed: “I’m American. Nothing’s impossible”³¹.

“Then join hand in hand, brave Americans all! By uniting we stand, by dividing we fall.”³²

— John Dickinson, “The Liberty Song” (1768)

“Where there is a spark of patriotic fire, we will rekindle it.”³³

— Samuel Adams

All quotations are drawn from primary sources and authoritative published texts, verified against the original where available; attributions that cannot be verified in primary sources are identified as such in the footnotes.

³⁰ Just Say KNOW participant testimonials (2025), on file with iGovern.us (Jane Ann, Kathleen, Bryan G., Lori).

³¹ Condoleezza Rice, as quoted in her public addresses and interviews; adopted throughout the Just Say KNOW course as its closing creed.

³² Dickinson, “The Liberty Song” (1768), *supra* note 8.

³³ Samuel Adams to James Warren (1776), *supra*.