

The 3×5 Practicum: Interacting With the State Agents You Hire

Teaching and Directing Your Agents to Focus on Structure Over Politics — Restoring the State–Federal Balance That Secures Our Rights and Magnifies Our Governing Voice

America Only Works ... When WE Do!

A documentary and practical record, with footnotes, drawn from the Just Say KNOW course materials, the Federalist Papers, the founding State declarations, presidential addresses, and the Supreme Court of the United States

Where's the Line? YOU Are the Answer · 3×5 Class Brief · iGovern.us

Executive Summary

The six classes of this course supply the doctrine; this practicum supplies the **hands**. Its single objective: that every student can actually sit down — this week — with the State agents they elect (“hire”) and conduct the working relationship the Founders designed: teaching agents the constitutional structure nobody ever taught them, and directing them, respectfully and persistently, to focus on **Structure Over Politics** — the restoration and maintenance of the State–federal governing balance engineered to secure our rights, magnify our governing voice, and “secure the blessings of liberty to ourselves and our posterity”¹.

The central question this brief answers: *How do I actually interact with my State agents — what do I say, in what order, through what channels, with what asks — so that they learn the structure and act to keep it in balance?* The organizing truth throughout is the course’s closing maxim: the Framers built a self-governing machine of unmatched design — but the machine has no autopilot. **America only works when WE do.** Hamilton attached exactly this condition to the whole constitutional warranty: the structure protects liberty “provided the citizens understand their rights and are disposed to defend them”².

I. Why Interaction Is the Job — Not an Extra

Classes 1–5 established the chain: the People are sovereign — the boss; the officers we elect are fiduciaries — trustees bound to utmost good faith and loyalty; and a principal who hires a trustee but never instructs, never communicates, and never reviews has not delegated — he has abdicated³. Interaction — the note, the call, the visit, the follow-up — is therefore not civic extra credit. It is the operative act of sovereignty: the boss showing up. The Supreme Court has stated the duty side; a president stated the consequence side:

¹ U.S. Constitution, Preamble (1787). “Structure Over Politics” is the operating theme of the National Federalism Initiative (NFI): see NFI Reference Card, “Fundamental Principles of Functional Federalism,” 2nd Annual NFI Summit of States (Salt Lake City, Aug. 11–12, 2026) (“Structure Over Politics In Practice”; “#StructureNOTPolitics”).

² Alexander Hamilton, Federalist No. 28 (1787), text at the Yale Avalon Project.

³ See Class 1 Brief (Wilson; Virginia Declaration of Rights, Art. II (1776): “magistrates are their trustees and servants, and at all times amenable to them”); Class 4 Brief, Part I (the fiduciary duties translated to public office); Class 5 Brief, Part I (delegation vs. abdication).

“Those who won our independence believed ... that public discussion is a political duty; ... the greatest menace to freedom is an inert people.”⁴

— Justice Louis Brandeis, *Whitney v. California* (1927)

“Now more than ever before, the people are responsible for the character of their Congress. If that body be ignorant, reckless and corrupt, it is because the people tolerate ignorance, recklessness and corruption.”⁵

— James A. Garfield (1877)

And the performance mechanism is management science as old as management: “When performance is measured, performance improves. When performance is measured and reported, the rate of improvement accelerates”⁶. Your agents juggle hundreds of issues with almost no staff; the constituent who shows up, kindly and regularly, becomes part of how they see their own job.

II. The Message: Structure Over Politics

The practicum’s message discipline is its superpower: we do not bring our agents a party agenda — we bring them their own **job description**. The structural frame de-polarizes every conversation, because the structure belongs to no faction: no “blue king” or “red queen” can fix a machine whose problem is tire pressure, not steering⁷. Jefferson supplied the posture — “every difference of opinion is not a difference of principle”⁸ — and the Article VI oath supplies the common ground: every agent of every party swore the same oath to the same Constitution⁹. The NFI’s reference card reduces the whole teachable message to four constitutional anchors — carry them into every interaction:

Anchor	The Teaching Point for Your Agent
9th Amendment — Retained Rights	The People delegated specific powers and retained everything else. “Authority for government is the exception; individual liberty is the rule.” First question, always: If Government at all?
10th Amendment — Reserved Powers	Federal powers are few and defined; all else — health, education, safety, land use, welfare, family law — is reserved. “States are not subordinate administrators of federal policy. They are ‘separate and independent sovereigns,’ supreme in their sphere.” Second question: Which Government?
14th Amendment — Equal Protection	Each State is the primary constitutional guardian of the fundamental rights of every person within its jurisdiction — State and national governments as a double security. Guarding the line is FOR people, not against them.
Art. VI — Oath & Supremacy	Federal law is supreme only when made in pursuance of delegated powers; beyond that line, acts are “merely acts of usurpation” (Hamilton). The oath binds YOUR AGENT

⁴ *Whitney v. California*, 274 U.S. 357, 375 (1927) (Brandeis, J., concurring).

⁵ James A. Garfield, “A Century of Congress,” *The Atlantic Monthly* (July 1877) — equally true of every State legislature.

⁶ Management maxim as taught by Thomas S. Monson, Conference Report (October 1970), and frequently repeated in his addresses; applied throughout the Just Say KNOW course: agents who know the boss is watching — and reporting back — improve fastest.

⁷ See Class 2 Brief and the bike-tire analogy: the federal “front tire” rated “few and defined” (Federalist No. 45) runs bloated; the State “back tire” rated “numerous and indefinite” runs flat; the remedy is rebalancing pressure — not a stronger rider, nor harder steering left or right.

⁸ Thomas Jefferson, First Inaugural Address (March 4, 1801), text at the Yale Avalon Project.

⁹ U.S. Constitution, art. VI, cl. 3 (State legislators and all executive and judicial officers of the several States “shall be bound by Oath or Affirmation, to support this Constitution”). The NFI Fundamental Principles card frames the oath as “an affirmative, ongoing obligation — not a mere formality.”

	to preserve the structure — affirmatively.
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Footnote the table once for your agent’s benefit as for yours¹⁰: these four anchors are the entire “Structure Over Politics” curriculum in pocket form. An agent who internalizes them needs no party instruction from you — the structure itself will direct their votes.

III. Know Your Cast: What Each Agent Can Actually Do

Agent	Their Lever	Your Standing Ask
State Representative	Sponsors and votes the “legislative devices” of Federalist 46 — jurisdiction-asserting statutes, refusals to administer, oversight hearings	“What is ONE jurisdictional line you will define and defend this session — and how can I help?”
State Senator	The second chamber’s check — “it doubles the security to the people” (Federalist 62); confirms appointments	Same ask, plus: “Will you sustain the House’s structural bills — and hold hearings that build the record?”
Attorney General	Tool 3 — State-led litigation (NFIB, Murphy, West Virginia v. EPA were AG-led); formal opinions fixing the State’s constitutional positions	“Which federal actions on the Policy Tracker touch our State — and is an opinion or multistate action warranted?”
Governor	The “executive magistracy” of Federalist 46 — directs agencies to cooperate or decline; negotiates with federal counterparts; convenes coalitions	“Where has our State declined — or should it decline — to lend its machinery to a program beyond the line?”
Sheriff	The county’s chief elected law officer — State criminal law throughout the county, including proprietary-interest federal areas; Printz vindicated the office’s refusal to be commandeered	“Do you know the 1962 GSA Inventory for our county — and the jurisdiction it confirms is yours?”

Authorities for the levers are collected in the Class 3 and Class 4 briefs¹¹.

IV. The Interaction Protocol: The 16-Week Cadence, Annotated

The cadence rotates your four primary agents — Representative, Senator, Attorney General, Governor — one contact each week, five minutes each, through five scripts. Each script does three things: **teaches one principle, makes one offer, asks one question**. The annotated protocol:

Weeks	Script & Teaching Point	The Ask & The Follow-Up
1–4 “The Apology”	“I’ve been taking the Just Say KNOW classes and learned the People are sovereign — the boss. I haven’t been doing my job: a good boss sets the standard and helps employees succeed, and	ASK: “What can I do to help you be better at this difficult job we elected you to do?” FOLLOW-UP: do the thing they

¹⁰ NFI Reference Card, “Fundamental Principles of Functional Federalism” (2026), quoting inter alia John Dickinson (“Fabius”), Letter III (1788), and Alexander Hamilton, Federalist No. 33 (1788) (acts beyond delegated powers are “merely acts of usurpation”). See also Printz v. United States, 521 U.S. 898, 918–919 (1997) (States as “distinct and independent portions of the supremacy”).

¹¹ See Class 3 Brief, Parts V–VII (the eight powers; anti-commandeering trilogy: New York v. United States, 505 U.S. 144 (1992); Printz, 521 U.S. 898 (1997); Murphy v. NCAA, 584 U.S. 453 (2018)); Class 4 Brief, Part VI (the five agents’ job descriptions); Class 2 Brief, Part VII (the Eisenhower Study and 1962 GSA Inventory on jurisdiction over federal areas).

	I've been absent. I need to apologize." TEACHES: K1 — sovereignty as responsibility. POSTURE: humility disarms; nobody ever asks to help.	name — then report back.
5–8 "Act Like It"	"We've also learned it's the STRUCTURE of our government that secures our rights. Chief Justice Roberts: 'States are separate and independent sovereigns. Sometimes they have to act like it.'" TEACHES: K2–K3 — structure and the guardian role.	ASK: "How is our State acting like a separate and independent sovereign — and how can I support you in that work?"
9–12 "Their Own Faults"	"John Dickinson warned it will be the States' OWN FAULTS if we let federal sovereignty interfere in our jurisdictions. We've learned the States hold at least 8 powers to restore balance." TEACHES: the duty to interpose + the toolbox.	ASK: "Are you aware of the 8 powers? Which one is our State using right now? I'd be happy to share the list."
13–16 "The Tracker"	"Utah built a Federalism Index and Policy Tracker (federalismindex.org) showing every federal action that crosses a State line — searchable by your committee's jurisdiction." TEACHES: the tools exist, free, now.	ASK: "May I walk you or your staff through it — or organize a town hall on it?"
17+ "The Standing Cadence"	Review the key points (sovereign · structure · guardians · 8 powers · the tools), then key to the live issue of the week from the Tracker.	ASK: "How can I better help YOU with _____?" — forever. On the hard weeks, 30 seconds still counts.

The scripts' authorities are exact: Roberts' "act like it" is NFIB¹²; Dickinson's capitals are his own¹³; the eight powers are Madison's, catalogued by Natelson¹⁴; and the Tracker is a working State institution¹⁵.

The Channels: Climb the Ladder

Delivery matters as much as content. The communications ladder, from most to least effective: face-to-face (town halls, district office, caucus) → a trusted personal intermediary (chief of staff, scheduler — sometimes better than the agent directly) → phone call → **handwritten note** (so rare it gets kept — twelve of them once "inundated" a governor's office in a State of 3.5 million¹⁶) → personal email or DM in your own words → form email (white noise; personalize or skip). Always identify yourself as a **constituent** — name, address, district.

V. Teaching Your Agent — Without Lecturing

Here is the practicum's hardest truth, stated gently: your agent was almost certainly never taught any of this. No State trains its leaders on the jurisdictional lines; when the author was first elected, orientation

¹² NFIB v. Sebelius, 567 U.S. 519, 579 (2012) (Roberts, C.J.) ("The States are separate and independent sovereigns. Sometimes they have to act like it."); see also id. ("the simple expedient of not yielding," quoting Massachusetts v. Mellon, 262 U.S. 447, 482 (1923)).

¹³ John Dickinson ("Fabius"), Letter III (1788) ("IT WILL BE THEIR OWN FAULTS, if the several states suffer the federal sovereignty to interfere in the things of their respective jurisdictions." — capitals in original).

¹⁴ James Madison, Federalist No. 46 (1788) ("the means of opposition to it are powerful and at hand"); Robert G. Natelson, "The States' Duty to Defend Against Federal Excess: James Madison and the Methods of 'Interposition'" (Heartland Policy Brief, 2016) (the eight methods). See Class 3 Brief, Part V.

¹⁵ The Federalism Index and Federalism Policy Tracker, federalismindex.org — built by Utah Valley University's Center for Constitutional Studies and funded by the State of Utah; commissioned through the Utah Federalism Commission (est. 2012). See Utah Code § 63C-4a-304 (the codified constitutional standard and action menu).

¹⁶ Author's account (2012, Utah Transfer of Public Lands Act campaign): twelve handwritten postcards in two weeks were described by the governor's deputy as an inundation. See Class 6 Brief, Part V.

consisted of a pin, the bathrooms, and a warning about lobbyists¹⁷. So the servant sovereign teaches “not berating them for not knowing what we ourselves never knew and never shared with them before,” but building them up as trusted fiduciaries¹⁸. The teaching method is the Founders’ own — **frequent recurrence to fundamental principles** — which nearly every State constitution commands¹⁹, and which Vince Lombardi practiced every spring: “Gentlemen, this is a football”²⁰. In practice:

- **Bring tools, not complaints:** the Federalism Index scoped to their committee; the one-page bill analysis; the four-anchor card from Part II; the free Where’s the Line? book; an invitation to iGovern.us.
- **Teach by asking:** the script questions ARE the curriculum — an agent asked “which of the 8 powers is our State using?” goes and finds the list. Questions teach without condescending.
- **Anchor to their oath, not your opinions:** “What does Article VI require of us when a federal act crosses the line?” is a constitutional conversation, not a partisan one.
- **Hand them the working models:** Utah Code § 63C-4a-304 (the codified constitutional line and action menu), the ENLL framework (Educate → Negotiate → Legislate → Litigate), and the NFI Summit of States — statutes and institutions any State can copy.
- **One class member’s letter became State law:** a Just Say KNOW student’s question — “why don’t they KNOW these things?” — became a letter to the Speaker invoking Art. I, § 27, which became the plan for HB 488 (2025), the National Federalism Initiative. Teaching works.

VI. Directing Your Agent — The Right to Instruct

Teaching earns the standing to direct — and direction is a constitutional right, not a presumption. The founding State declarations guaranteed the people’s right “to assemble together, to consult for their common good, [and] to **instruct their representatives**”²¹. Effective direction is specific, measurable, and reviewed:

- **Make the ask concrete:** not “fight federal overreach” but “define and defend ONE jurisdictional line this session” — a bill, an opinion, a declined program, a hearing.
- **Draw from the lawful menu:** evaluate against the constitutional standard; decline to administer (anti-commandeering is settled law); weigh every grant’s strings; correspond and coordinate with other States; legislate the line; litigate when warranted; educate always — the menu Utah codified at § 63C-4a-304(4).
- **Close the loop:** expectations → action → review → adjust. Follow up kindly, every week. Measured-and-reported performance accelerates.
- **Praise in public:** when your agent defends the line, amplify it where colleagues and constituents see it. Influence compounds in public — and teaches the whole chamber what the boss rewards.

¹⁷ Author’s account; see Class 1 workbook (“KNOW #1: YOU Are the Sovereign”). The point is structural, not personal: no State systematically trains legislators in the constitutional division of powers — which is precisely the gap the sovereign must fill.

¹⁸ Class 1 workbook, Call to Action; the “servant leader, not bossy boss” posture runs throughout the course.

¹⁹ George Mason, Virginia Declaration of Rights, Art. 15 (June 12, 1776) (“No free government, or the blessing of liberty, can be preserved to any people but by ... frequent recurrence to fundamental principles”); e.g., Utah Const. art. I, § 27 (“Frequent recurrence to fundamental principles is essential to the security of individual rights and the perpetuity of free government.”).

²⁰ Vince Lombardi’s traditional opening of Green Bay Packers training camp — the course’s standing image for returning champions to fundamentals.

²¹ 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). The First Amendment’s petition and assembly clauses carry the same rights against every level of government.

“In the typical case we look to the States to defend their prerogatives by adopting ‘the simple expedient of not yielding’ to federal blandishments when they do not want to embrace the federal policies as their own.”²²

— Chief Justice Roberts, NFIB v. Sebelius (2012)

VII. The 3×5 Multiplication: From One Voice to a Choir

One constituent running this protocol is remarkable; five are unforgettable; a hundred set the standard for the seat. The 3×5 Solution: teach the Six KNOWs to five people, ask each to teach five (5 → 25 → 125)²³. Then organize: the Impact Council — the modern Committee of Correspondence²⁴ — divides the roles (research, communications, events, one relationship-keeper per agent) and keeps the cadence together. The constitutional protection is complete: “Effective advocacy ... is undeniably enhanced by group association”²⁵. Remember the arithmetic: government by the majority who participate — and twelve postcards once counted as a flood.

VIII. Etiquette: The Do / Don’t Table

DO	DON’T
Identify yourself as a constituent — name, address, district — every time	Send anonymous or out-of-district demands (instantly discounted)
Lead with gratitude; “please” and “thank you” are the magic words	Open with the ALL-CAPS email or the epithet-laced voicemail — it teaches your agent to ignore the engaged
Teach one principle, make one offer, ask one question — per contact	Dump ten grievances in one message (nothing survives the flood)
Frame everything as structure and oath — the ground every party shares	Frame asks in party terms (you just became deletable to half your agents)
Follow up kindly, weekly; calendar it; report back when you’ve helped	Vanish after one contact — one message is noise; a cadence is a relationship
Offer money & manpower toward the job you hired them to do	Only ever appear when you want something (bosses who only criticize get avoided)

The founding-era summary of the whole table: “Tart Words make no Friends; a spoonful of Honey will catch more Flies than a Gallon of Vinegar”²⁶.

²² NFIB v. Sebelius, 567 U.S. 519 (2012), quoting Massachusetts v. Mellon, 262 U.S. 447, 482 (1923). Direction, in one sentence: help your agent find the places not to yield.

²³ The 3×5 Solution and Impact Council model: Just Say KNOW workbook, Class 6 (“Leverage Your Voice”); the 10×10 Initiative (10,000 trained sovereigns in 10 States; ~100 per legislative district) via the Impact Communities at iGovern.us.

²⁴ On the Boston Committee of Correspondence (organized on Samuel Adams’s motion, Boston town meeting, November 2, 1772) and its spread through the colonies, see Class 5 Brief, Part VII, and Class 6 Brief, Part V; Madison, Federalist No. 46 (“A correspondence would be opened. Plans of resistance would be concerted. One spirit would animate and conduct the whole.”).

²⁵ NAACP v. Alabama ex rel. Patterson, 357 U.S. 449, 460 (1958) (unanimous); accord De Jonge v. Oregon, 299 U.S. 353, 365 (1937) (“Peaceable assembly for lawful discussion cannot be made a crime.”).

²⁶ Benjamin Franklin, Poor Richard’s Almanack (1744); see also Abraham Lincoln, Temperance Address (Feb. 22, 1842) (“If you would win a man to your cause, first convince him that you are his sincere friend.”); Dwight D. Eisenhower (“You don’t lead by hitting people over the head — that’s assault, not leadership.”).

IX. The Doctrine: America Only Works ... When WE Do

Close where the course closes. The Framers engineered a structure that secures rights the way a bridge bears weight — by design, not by luck. But every warranty in the founding record is conditional on the owner’s participation:

“A Republic, if you can keep it.”²⁷

— Benjamin Franklin (1787)

“[The structure protects liberty] provided the citizens understand their rights and are disposed to defend them.”²⁸

— Alexander Hamilton, Federalist No. 28 (1787)

“Those who expect to reap the blessings of freedom, must, like men, undergo the fatigues of supporting it.”²⁹

— Thomas Paine (1777)

“We the People tell the government what to do; it doesn’t tell us.”³⁰

— Ronald Reagan, Farewell Address (1989)

The machine is built. The tools are free. The scripts are written. The rights — petition, assembly, instruction, association — are guaranteed. The only unsupplied part is the part that was never the government’s to supply: **the boss, showing up**. The structure secures our rights and magnifies our governing voice — but it does not run itself. **America only works when WE do.**

X. Six Settled Propositions

Proposition	Primary Authority
1. Interacting with your agents IS the exercise of sovereignty — public discussion is a political duty, and abdication is the only failure mode	Whitney v. California (Brandeis, J.) (1927); Garfield (1877); Va. Decl. of Rights, Art. II (1776)
2. Structure Over Politics is the message that works with every agent of every party — the oath is the common ground	U.S. Const. art. VI; Jefferson, First Inaugural (1801); NFI Fundamental Principles (9th, 10th, 14th, Art. VI)
3. The interaction protocol is teach one principle, make one offer, ask one question — on a weekly cadence, up the communications ladder	The 16-week scripts (Just Say KNOW, Class 6 / Bonus Deck); Franklin (1744); Lincoln (1842)
4. Teaching your agent is the sovereign’s duty because no one else does it — by tools, questions, and frequent recurrence	Mason, Va. Decl. Art. 15 (1776); Utah Const. art. I, § 27; St. George Tucker (1803); HB 488 (2025)
5. Directing your agent is a constitutional right — instruction,	Pa. Decl. of Rights, Art. XVI (1776); U.S. Const. amend. I; NFIB (2012); New York / Printz / Murphy;

²⁷ Benjamin Franklin, in response to Elizabeth Powel at the close of the Constitutional Convention, September 1787, as recorded by James McHenry (notes at the National Archives).

²⁸ Alexander Hamilton, Federalist No. 28 (1787), text at the Yale Avalon Project — the condition attached to the promise of “complete security.”

²⁹ Thomas Paine, The American Crisis, No. 4 (1777).

³⁰ Ronald Reagan, Farewell Address to the Nation (January 11, 1989), Ronald Reagan Presidential Library.

petition, and the lawful menu of ‘not yielding’	Utah Code § 63C-4a-304(4)
6. The 3×5 multiplication turns one boss into a board of directors — association is protected, and small numbers register large	NAACP v. Alabama (1958); De Jonge v. Oregon (1937); Tocqueville (1835–40); the twelve postcards (2012)

XI. Conclusion: This Week’s Assignment Is the Whole Course

Everything in six classes reduces to what you do this week: pick one agent; climb as high on the ladder as you can; deliver Script 1 — the apology, the teaching point, the offer, the ask; calendar the follow-up; and recruit your first of five. Do that for sixteen weeks and you will have taught your four primary agents more constitutional structure than any orientation ever gave them — and you will have become the constituent they call *before* the vote instead of hearing from after it. The Framers did their part two hundred and fifty years ago. The agents are waiting. The blessings of liberty are, as the Preamble says, **ours to secure — to ourselves and our posterity**. America only works when WE do — so this week, WE do.

“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.”³¹

— Samuel Adams (attributed)

“Nil desperandum — Never Despair. ... Where there is a spark of patriotic fire, we will rekindle it.”³²

— Samuel Adams (1776)

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.

³¹ Attributed to Samuel Adams; see Samuel Adams Heritage Society, and Class 1 Brief. His verified practice — the Committees of Correspondence — proved the principle at founding scale.

³² Samuel Adams to James Warren (1776), in *The Writings of Samuel Adams* (Cushing ed.).