

1. The exploitation and social exclusion of individuals based on race, gender, ethnicity, social class, sexual orientation, etc. is a phenomenon that prevailed in Jefferson's time and is still apparent today. Discuss how this notion of exclusion is evident in our contemporary system of education. In your view, how can teachers best address this phenomenon?
2. One of the tenets of classic liberalism was a commitment to nationalism. Discuss briefly what arguments this concept provoked in Jefferson's time, and examine whether there might be parallels in today's discussions over civic education, bilingual education and the use of terms such as African-American, Asian American, Irish American, etc.
3. Explain the classical liberal ideal of intellectual freedom. What paradox did this ideal present to Jefferson and other Revolutionary leaders in their view of the role schools should play in the new nation? Explain.
4. Benjamin Rush not only emphasized the importance of the religious character of education, but went so far as to suggest that the virtues of patriotism and Christianity were identical. Currently, there are segments of our society that argue a similar position, insisting that infusing Christian ethics into the public school classroom would benefit all students. Discuss your position on this idea, as well as the implications you see arising from the actualization of such an idea.

5. One of Jefferson's key points was that an important purpose of education is "to prepare students to be able to participate as democratic citizens in our society." What did he mean by this? Thinking about contemporary society and our system of education, what does this mean today? What does this mean to you as an individual and teacher?
6. Which of these best describes the most influential institution for the transmission of values during the early nineteenth century?
 - A. family
 - B. peers
 - C. schooling
 - D. All these answers are correct.
7. "Patriarchy" refers to cultural traditions in which
 - A. women's legal status is not equal to that of men.
 - B. women's perceived "worth" is not equal to that of men.
 - C. citizens are educated for loyalty to their country.
 - D. women's perceived "worth" is not equal to that of men, and women's legal status is not equal to that of men.
8. Revolutionary-era Americans valued self-sufficiency and at the same time accepted some community or court involvement in family matters. The combination of these two concepts can be
 - A. consistent with classical liberalism.
 - B. consistent with an agrarian society.
 - C. consistent with patriarchy.
 - D. All these answers are correct.
9. To Jefferson, land ownership was significant because
 - A. it was an indicator of individual freedom and independence.
 - B. it freed individuals to pursue politics and ideas.
 - C. it served to tear down the last vestiges of feudalism.
 - D. All these answers are correct.
10. Jefferson's belief in democratic localism was greatly impacted by
 - A. the physical distance between cities and other centers of social activity.
 - B. his belief in the feudal system.
 - C. the nature of communication and transportation at the time.
 - D. the physical distance between cities and other centers of social activity, and the nature of . communication and transportation at the time.
11. Community monitoring of family matters such as child-rearing
 - A. was considered an inappropriate intrusion into the private sphere.
 - B. was a legitimate vehicle for reinforcing shared community values.
 - C. did not exist.
 - D. None of these answers is correct.
12. The Revolution resulted in
 - A. a close connection between Church and State.
 - B. special rights associated with elite social status.
 - C. a political environment of self-government.
 - D. All these answers are correct.

13. As part of the dominant ideology of the early republic, the concept "representative government" was
 - A. similarly defined and described by everyone.
 - B. variously defined and debated.
 - C. identical to that developed in Great Britain.
 - D. identical to that developed in Great Britain, and similarly defined and described by everyone.
14. The fundamental tenets of classical liberalism included
 - A. social hierarchy.
 - B. capitalism.
 - C. separation of church and state.
 - D. capitalism, and separation of church and state.
15. Which of these would be *least* likely to provide an educational system with different educational experiences for children from different economic classes?
 - A. Jefferson's Virginia plan
 - B. a participatory democracy in which differences in race, gender, and economic status were minimized
 - C. contemporary United States
 - D both Jefferson's Virginia plan, and a participatory democracy in which differences in race, gender, and . economic status were minimized.
16. According to classical liberalism, human reason
 - A. was mortally incapacitated by the taint of original sin.
 - B. was the best and most desirable guide to human action in the world.
 - C. was frail and incapable of guiding human action.
 - D. both was frail and incapable of guiding human action, and was mortally incapacitated by the taint of original sin.
17. The notion of the universe as a "machine" stemmed from
 - A. biblical metaphor.
 - B. belief in natural law.
 - C. the writings of Isaac Newton.
 - D. None of these answers is correct.
18. The rise of science as a guide to action seemed logical to the liberals of the young republic because
 - A. science was perceived as yielding truths, while religion did not.
 - B. most citizens attended schools and were taught science there.
 - C the capacity for scientific thought seemed to be a God-given ability that allowed humans to understand . the God-created regularity of the natural world around them.
 - D science was perceived as yielding truths, while religion did not; and at the same time, the capacity for . scientific thought seemed to be a God-given ability that allowed humans to understand the God-created regularity of the natural world around them.
19. The classical liberal conceptions of virtue included belief in
 - A. the womanly virtues of piety, purity, submissiveness, and domesticity.
 - B. piety and faith in God.
 - C. fulfilling one's duty to nature.
 - D. All these answers are correct.
20. Early classical liberals believed that revolution might be necessary because
 - A. social institutions can work against the general welfare.
 - B. the politically unrepresented needed a vehicle for political influence.
 - C. there might be no other reliable route to social progress.
 - D. All these answers are correct.
21. The fundamental tenets of classical liberalism do *not* include
 - A. republican virtue.
 - B. nationalism.
 - C. economic equality.
 - D. reason.

22. According to classical liberal ideology,
- A. money was the root of all evil.
 - B. humans could progress toward perfectibility.
 - C. women's responsibilities included hearth, home, and social service.
 - D. All these answers are correct.
23. Which of these is closely related to the notion of negative "freedom"?
- A. laissez-faire economic policy
 - B. separation of church and state
 - C. civil rights
 - D. All these answers are correct.
24. Which of these is *not* consistent with Jefferson's advocacy of education?
- A. a free marketplace of ideas
 - B. separation of church and state
 - C. a state-approved textbook list for all districts
 - D. All these answers are correct.
25. For Jefferson, "truth"
- A. could be discovered through the free exercise of intellect and reason.
 - B. was created by human inquiry and therefore subject to revision.
 - C. was a property of the natural world.
 - D. was a property of the natural world, and could be discovered through the free exercise of intellect and reason.
26. Thomas Jefferson valued education in part because he believed
- A. the truth could be discovered by inquiry.
 - B. it would prevent differences of political opinion.
 - C. it contributed to happiness.
 - D. it contributed to happiness, and because the truth could be discovered by inquiry.
27. Benjamin Rush advocated the view that every citizen has a duty to "subdue and forget his own heart." This best reflects
- A. nationalism.
 - B. laissez-faire.
 - C. individualism.
 - D. All these answers are correct.
28. According to Jefferson, innate or "moral sense"
- A. could be enhanced or debased by environmental circumstance.
 - B. could be strengthened by exercise.
 - C. was not sufficient to sustain a democracy.
 - D. All these answers are correct.
29. Jefferson's support for agrarianism is most closely linked to
- A. religious toleration.
 - B. individual self-sufficiency.
 - C. slavery.
 - D. All these answers are correct.
30. During his time, Jefferson's advocacy of the natural aristocracy was consistent with
- A. conservatism.
 - B. liberalism.
 - C. egalitarianism.
 - D. All these answers are correct.

31. According to the principles of faculty psychology,
- A. the mind was like a muscle.
 - B. the mind was like an empty vessel to be filled with knowledge.
 - C. training and understanding could be transferred to any life situation.
 - D. All these answers are correct.
32. Jefferson believed that education
- A. could be adequately achieved for most people within three years of schooling.
 - B. should be a lifelong enterprise.
 - C. should be provided primarily for the natural aristocracy.
 - D. All these answers are correct.
33. Jefferson's belief that three years of publicly funded education would help create a literate public reflected
- A. his lack of commitment to public literacy.
 - B. his view that in three years people could develop a literacy foundation for lifelong learning.
 - C. recognition that in an agrarian culture, people would have no reason to attend more than three years of school.
 - D. All these answers are correct.
34. Rush wanted teachers to be the absolute authority in the classroom, thus preparing youth for their subordination to laws. This reflects his belief that education should, in part, focus on
- A. individual ability.
 - B. citizenship.
 - C. intellectual freedom.
 - D. All these answers are correct.
35. Jefferson's views on the education of women were
- A. consistent with classical liberalism.
 - B. inconsistent with classical liberalism.
 - C. irrelevant to classical liberalism.
 - D. All these answers are correct.
36. Jefferson believed that university education
- A. would develop the natural aristocracy for the existing society.
 - B. should be accessed by all who desired it.
 - C. should be based on a tuition model.
 - D. All these answers are correct.
37. Jefferson's justification of his slaveholding, on the grounds that slaves were incapable of self-government, reflects
- A. the influence of classical liberal racism.
 - B. Jefferson's efforts to rationalize an apparent inconsistency in his own beliefs and actions.
 - C. the probable influence of economic considerations on Jefferson's political thought.
 - D. All these answers are correct.
38. Jefferson's desire to provide agrarian education to Native Americans reflects
- A. the economic priorities of the times.
 - B. the belief that an agrarian life instilled the best values.
 - C. ethnocentrism.
 - D. All these answers are correct.
39. Voting against Jefferson's educational proposal, his contemporaries cited it as unnecessarily egalitarian. This term best reflects a commitment to
- A. economic freedom.
 - B. feudalism.
 - C. dualism.
 - D. All these answers are correct.

40. To understand important concepts such as democracy and freedom, we must seek understanding within the context in which they are advocated. This means we
- A. need to understand history.
 - B. need to understand ideology.
 - C. need to understand political economy.
 - D. All these answers are correct.
41. The "wall of separation" between church and state
- A. became a model for subsequent state laws.
 - B. contended that individual religious beliefs could be infringed upon by the state.
 - C. allowed the Church to censor books.
 - D. All these answers are correct.
42. For Jefferson, newspapers
- A. could be the instructor of the masses.
 - B. printed gossip, half-truths, and lies.
 - C. could be a vehicle for debate.
 - D. All these answers are correct.
43. Rush believed that "one general and uniform system of education" would provide
- A. a more uniform and peaceable government.
 - B. a less uniform and peaceable government.
 - C. an insufficient school system.
 - D. an adequate school system, but one that would not provide a strong enough religious background.
44. Rush claimed that teaching people to "embrace, with equal affection, the whole family of mankind" was repugnant to human nature. This best reflects
- A. nationalism.
 - B. laissez-faire.
 - C. individualism.
 - D. All these answers are correct.
45. Meritocracy
- A. is equivalent to democracy.
 - B. values social position over talent.
 - C. is a natural manifestation of the social order.
 - D. All these answers are correct.

ch02 Key

1. Answers will vary.
2. Answers will vary.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.
6. A
7. D
8. D
9. D
10. D
11. B
12. C
13. B
14. D
15. B
16. B
17. B
18. C
19. D
20. D
21. C
22. B
23. D
24. C
25. D
26. D
27. A
28. D
29. B
30. B
31. D
32. B
33. B
34. B
35. A
36. A

37. D

38. D

39. A

40. D

41. A

42. D

43. A

44. A

45. B

ch02 Summary

<u>Category</u>	<u># of Questions</u>
Tozer - Chapter 02	45