

University of Denver

Digital Commons @ DU

---

Electronic Theses and Dissertations

Graduate Studies

---

1-1-2009

## An Historical Inquiry into Thomas Jefferson's Influence on the American Educational System

Tory Lynn Richey  
*University of Denver*

Follow this and additional works at: <https://digitalcommons.du.edu/etd>



Part of the [Social and Philosophical Foundations of Education Commons](#)

---

### Recommended Citation

Richey, Tory Lynn, "An Historical Inquiry into Thomas Jefferson's Influence on the American Educational System" (2009). *Electronic Theses and Dissertations*. 909.  
<https://digitalcommons.du.edu/etd/909>

This Dissertation is brought to you for free and open access by the Graduate Studies at Digital Commons @ DU. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ DU. For more information, please contact [jennifer.cox@du.edu](mailto:jennifer.cox@du.edu), [dig-commons@du.edu](mailto:dig-commons@du.edu).

An Historical Inquiry into Thomas Jefferson's Influence on  
the American Educational System

---

A Dissertation

Presented to

the Morgridge College of Education

University of Denver

---

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

---

by

Tory L. Richey

August 2009

Advisor: Dr. Elinor Katz

©Copyright by Tory L. Richey 2009

All Rights Reserved

Author: Tory L. Richey  
Title: An Historical Inquiry into Thomas Jefferson's Influence on the American Educational System  
Advisor: Dr. Elinor Katz  
Degree Date: August, 2009

## ABSTRACT

The purpose of this study was to take a deeper look at the influence of an important American historical figure, Thomas Jefferson, on the institution of the American Educational System. Thomas Jefferson was involved in many decisions involving the traditions, practices and institutions of many educational establishments of his time period. His writings have had a lasting influence on our society and the world. His words have been incorporated into many different countries' constitutions across the world. It was important to study decisions of the past in order to understand how to make well-educated decisions in the future. Thomas Jefferson's ideas, his involvement in government, his personal morals and his involvement in writing documents have helped in founding our current educational system. Some examples of his beliefs about education were Universal Education, that education was tool used to keep tyranny at bay by having an informed citizenry and for providing for a system that allowed the intellectual elite to excel through a system of public education. They are all major contributing factors to how he made decisions which influenced the American Educational System. Therefore it made a study of that influence relevant. Jefferson and his contemporaries had many thoughts and contributed many ideas towards the founding of our Early American Educational System. Jefferson had a

wide base of ideas about various levels and aspects of education. Jefferson's diverse interests in different aspects of education had an influence on various facets of the American educational world. That interest therefore deserved a study to show Jefferson's influence, both positive and negative, on the founding of the American Educational System. The influence of the American thought process on the topic of education is a meaningful addition to the body of work on Jefferson.

## Table of Contents

Abstract.....	ii
Chapter I.....	1
Introduction.....	1
Purpose Statement and Research Questions .....	4
Thomas Jefferson Biography .....	5
Chapter II .....	16
Purpose of Education .....	16
Systems of Education.....	27
Outcomes of Education.....	40
Chapter III.....	64
Research Design.....	64
Research Method/Data Collection/Analysis Plans .....	66
Presentism .....	67
Data Analysis of the Research Questions .....	68
Chapter IV.....	71
Expected Findings.....	72
Jefferson’s Influence on Education.....	78
Adult Education .....	78
The University System, Structure of School Administration, & the Architectural Design of Schools .....	79
Universal Education.....	80
State Funded Education .....	81
Segregated Education for races and boys and girls .....	82
Trade Schools.....	83
Native Americans.....	83
Findings from the Research Questions .....	83
Research Question One.....	83
Research Question Two .....	90
Research Question Three .....	93
Research Question Four.....	95
Research Question Five .....	97
Chapter V .....	101
Summary and Conclusion .....	101
General Discussion .....	102
Important Findings.....	105

Implications.....	107
Lessons Learned from Jefferson’s Writings .....	108
Recommendations for Historical Educators .....	109
Recommendations for Future Research .....	110
Reflections on the Study .....	111
References.....	112

## Chapter I

### *Introduction*

The purpose of this study is to take a deeper look at the influence of a top American historical figure, Thomas Jefferson, on the institution of the American Educational System. Thomas Jefferson was involved in many decisions involving the traditions, practices, and institutions of numerous educational establishments of his time period. His writings have had a great influence on our society and indeed, the world. His words have been incorporated into different countries' constitutions across the world. It was important to study decisions of the past in order to understand how to make well-educated decisions in the future. Thomas Jefferson's ideas, his involvement in government, his personal morals, and his involvement in writing documents helped found our current way of life. They were all major contributing factors to his decision-making, both direct and indirect, which influenced the American Educational System and made a study of that influence relevant. Jefferson and his contemporaries had many thoughts and contributed many ideas towards the founding of our American system of education. Jefferson had a broad range of ideas about various levels and aspects of education. His interest in many different facets of education had an influence on extensive elements in the American educational world. This interest deserves a

study to show Jefferson's influence, both positive and negative, on the founding of the American Educational System, which then influenced the American thought process on education in America.

Studies of Jefferson's thoughts on education and his own writings resulted in a variety of opinions regarding Jefferson's influence. The majority agreed that his thoughts on universal education, which was funded by the state for white boys and in a limited capacity for girls, was a major contributing factor in the United States' national drive to have universal education. A mixed amount of studies discussed other aspects of his influence, as far as funding, structure of school administration, and architectural designs for educational institutes. A few studies mentioned the negative influences of some of his thought processes on our educational system, including the systems of education he proposed, which differed according to one's race or gender. For people, other than white males, his writings show that he thought there was still some value for education, but in a different capacity. Even for white males his system was designed for the separation of the intellectual elite... "By this means twenty of the best geniuses will be raked from the rubbish annually" (Jefferson, 1779).

These various studies all discussed the influences of Jefferson's thoughts, writings, bills, and laws on education, and implicitly showed his influence, both negatively and positively, on education in early American history. Strong evidence showed that Jefferson did have a major influence on the Early American Educational System and that elements of that influence are still felt today.

There are weaknesses in some studies of Jefferson's educational thoughts, since there are fewer studies that discuss the negative influences compared to the studies that discuss the positive influences. This may not have been a profound problem, as it appeared there were not as many negative influences opposed to positive influences. However, it was a deficiency in the studies that were reviewed.

It is important to highlight Jefferson's influence on America's Educational System and to add more knowledge to that body of work by studying various writers' thoughts on Jefferson's influence and his original writings, and to synthesizing and analyzing those thoughts and writings. It is valuable to analyze Jefferson's influence so that current educational theorists can trace educational themes back to Jefferson and decide how to use the knowledge accordingly.

This study attempts to enhance the information foundation by investigating the influence of Thomas Jefferson's thoughts, writings, laws, bills, and architectural work on the educational system. Included is a discussion of that influence on educational philosophy, educational administrative structure, educational institutional architectural design, adult education and government involvement in the creation of, funding of and implementation of education in the various different states. Understanding the initial building blocks of that educational system and what educated men of the time, such as Thomas Jefferson, did to help develop and launch the American Educational System gives us a clearer picture of how many of our current American educational ideas have come

in to being and why many of them are still discussed. Looking back provided historical educational researchers with another avenue of approach to view our past and a way to make informed decisions about current policies with a reflection on past practices.

### *Purpose Statement*

The purpose of this historical research study (historical method) is to explore the influence of Thomas Jefferson on the American Educational System for educational theorists and philosophers in the United States. The focus of this study is concentrated on Jefferson's writings and those authors who wrote about his works, which contributed to the literature in the field. Method of inquiry is archival research with internal criticism, and causal inference. Upon completing the research, the influence of Thomas Jefferson on the American Educational System can be generally defined as extensive.

### *Research questions*

1. How did Thomas Jefferson's writings, thoughts, and actions, in his various governmental positions, give him the ability to affect, both positively and negatively, the American Educational System?
2. How did Thomas Jefferson's writings on educational purposes and practices develop into educational practice and/or beliefs?

3. How did Thomas Jefferson's contemporaries and predecessors shape his thoughts and writings?
4. How did Thomas Jefferson's upbringing, background, and personal life affect his philosophies?
5. What were the lasting influences of Thomas Jefferson's efforts towards education on the United States?

### *Thomas Jefferson Biography*

Thomas Jefferson was born April 13, 1743 at Shadwell, Virginia. His birth was humble, entering the world in a small wood building. Jefferson's death, reflecting the years of his life, was marked by a date of much historical significance. He died on July 4th, 1826 at Monticello, Virginia. Thomas Jefferson had a very exciting, fascinating, far-reaching, and influential life. The interests that he had in life, the era that he lived, and the fact that he was a deep thinker and excellent writer allowed him to be involved with and influence a multitude of people over the course of his life and beyond. He exercised influence throughout the United States for over fifty years ([www.Monticello.org](http://www.Monticello.org)-brief biography).

During 1735, Peter Jefferson, Thomas Jefferson's father, patented the 1,000 acre expanse which became known as Monticello. The land was in what is now Albermarle County, Virginia. At the time it was in the County of Goochland and Virginia, and was a province of King George II of Great Britain (Malone, 1948-1982). Peter Jefferson was a successful planter and surveyor of that time

period. Thomas Jefferson's mother, Jane Randolph, came from a long, distinguished, numerous, and prominent Virginia family, the Randolph family. After Thomas' birth at the Shadwell site, Peter moved his family to William Randolph's home when Thomas was two-years old. It was noted Thomas's earliest memory was of being carried by a slave on a pillow to William Randolph of Tuckahoe's house. William had been a family friend of Peter Jefferson. When William passed away, it was requested in the will that Peter look after his house, wife, and children, and to see to their education through a tutor. It is through this tutor that Thomas Jefferson first began to receive his formal education. Thomas Jefferson was well cared for and came from a family background that provided for his every need, including finances, food, and education (Malone).

Thomas Jefferson was the middle child between four sisters. He also had two younger brothers that both died in infancy. As was the custom of the era, when his father passed away Thomas received all of his father's considerable landed estate. As such, and given that he was from Virginia, he was considered a member of high society of the area.

From the years of 1760-62, Thomas attended the College of William and Mary and later, in 1762, began to study law with George Wythe. Thomas enjoyed law in more generalized and theoretical terms rather than as a means of acquiring wealth. In 1764, at the age of twenty-one, he came into his inheritance. Jefferson inherited slaves from both his father and father-in-law. In a typical year he owned about 200 slaves and about half of them were under the age of sixteen. Eighty of

those lived in Monticello and the rest were divided among his various other estates. In 1767, Jefferson was admitted to practice law before the General Court. In 1768, he was elected to the House of Burgess. It was also in 1768 that he began to level the Monticello mountain top for construction, and beginning in 1770 he started the construction of Monticello. Shadwell burned down and he moved into the South Pavilion at Monticello ([www.Monticello.org](http://www.Monticello.org)-brief biography).

Jefferson was twenty-six years old when he began to build Monticello and would continue to build on the estate for the rest of his life. When he was twenty-nine (1772), he married to Martha Wayles Skelton. They lived happily together until her death ten years later ([www.Monticello.org](http://www.Monticello.org)). While he was married to Martha he fathered six children with her. Martha, the first child, was born in 1772. Only two of the children lived to become adults. Jefferson never remarried after Martha's death, but it was speculated that future relationships, both with one of his slaves and a woman in France, may have filled his empty heart in later years ([www.Monticello.org](http://www.Monticello.org)-brief biography). Somberly, in 1773 he began a graveyard at Monticello with the internment of his brother-in-law, Dabney Carr.

In the following year of 1774, Thomas Jefferson wrote *A Summary View of the Rights of British America*. This writing made him a major player on the American Political scene. He retired from his brief career in the legal practice. It was also during this year that he inherited 11,000 acres and 135 slaves from his father-in-law and his second daughter Jane Randolph was born ([www.Monticello.org](http://www.Monticello.org)-brief biography). In addition, this is also when he inherited

a large portion of a life-long debt from his father-in-law. The situation left him resentful and helped to water seeds of hatred that he felt towards the British.

During 1775 he was elected to the Continental Congress. Sadly, it was also this year that his daughter, Jane Randolph, died. In the year of 1776, Jefferson drafted the Declaration of Independence, was elected to the Virginia House of Delegates, and was appointed to revise the Virginia laws. His mother Jane Randolph also died during this year. In 1777, Thomas drafted the Virginia Statute for Religious Freedom, passed by the General Assembly in 1786. His third child was born and died unnamed (a son). During 1778, he drafted the Bill for the More General Diffusion of Knowledge (education bill for Virginia that was never passed). His fourth child, a daughter named Mary, was born and the brickwork of the first home (Monticello) was completed ([www.Monticello.org-brief](http://www.Monticello.org-brief) biography).

Throughout 1779-81 he served as Governor of war-time Virginia. He suffered a stain on his personal reputation as he was forced to flee from Benedict Arnold (now in the service of the British Army), who had landed with his British soldiers near the Virginia government and proceeded to sack the area. Jefferson was seen as a coward for running, though it was later revealed that he waited until the last second before being forced to leave. This was a tarnish that stayed with Jefferson for the rest of his public career and something that bothered him deeply as he hated to have imperfections on his record.

In 1780, Jefferson's fifth child, a daughter named Lucy Elizabeth was born and he began his *Notes on the State of Virginia*. It was through these notes that he started to gain world-wide fame as a first class scientist with his extensive writings on the flora and fauna that he found in his native state. In 1781, Lucy Elizabeth died. Within the years of 1782-84, his sixth child was born, a daughter also named Lucy Elizabeth, but during that timeframe his wife Martha passed away in 1782. This was a devastating loss for Jefferson as he rarely opened up his heart to anyone. Her death left an obvious hole in his heart. It was rumored that he made her a promise to never marry another woman so that someone else would not raise her girls. Whether or not this was the reason, he never did remarry. Additionally in 1784, he was elected to Congress and his daughter, the second Lucy Elizabeth, also died. During this time period there was a high infant mortality rate and, unfortunately, Jefferson's family was not immune. During 1787 he published *Notes on the State of Virginia*. He did this only after he discovered that his book was going to be published without his consent. He decided that he should present his own version and make sure that it was phrased the way he intended. He did not want to risk that it would go through several different translations. He used a publisher that he found while Minister to France ([www.Monitcello.org](http://www.Monitcello.org)-brief biography).

Throughout the years 1784-89, he took over for Benjamin Franklin as Peace Commissioner and Minister in France. He gladly accepted the assignment as a way to escape the pains of dealing with the death of his wife in 1782. When

he took over for Franklin he was noted as saying that no one could replace Franklin. they could merely occupy the same post. While in Paris he brought first one and then his other surviving daughters to be educated in France in a Nunnery school. He felt that such an education would be good for his daughters and would be a good way for them to immerse themselves in the French language and culture, as that was what was spoken at the school. He nearly had one of his daughters join the nunnery before they returned for America. That was not what Jefferson had intended nor wanted for her and she was quickly pulled out of that school. Jefferson expanded his own knowledge of architecture, books (and the purchasing of those), agriculture, fauna, flora and, most importantly, politics. It was during these years that he developed a life-long love for the French people. Jefferson was passionate about the topics he loved and the things that he experienced. Since he experienced France, similar to his experiences with debt and education, he became passionate about that country and that passion entered his politics in future years. It was also during the end of his time in France that he crossed dangerously close to getting involved in the French Revolution. His advisements to General Lafayette went south when Lafayette's faction lost its momentum in the revolution. He had an alleged love affair with the wife of another minister from Britain, Maire Causeway, and with his slave Sally Hemings. With Marie he was the closest he ever came again to falling in love, but he shut her out while on a trip to Italy and stopped writing her love letters. It appears that he decided to wall off his affections for her in order to avoid future

pain, such as he felt with the loss of his wife. It was plausible that Jefferson was able to reject love as he had a sexual relationship with one of his slaves, Sally Hemings (recently confirmed through DNA testing) and this provided an adequate romantic substitute for Jefferson. Notably, at the end of Jefferson's life he freed all of Sally's children, which have been confirmed to be his biological children.

During the period of 1790-93, Jefferson served as the first United States Secretary of State during the first term of the first United States President, George Washington. During this time period he started to play a subversive role and started the Democratic-Republican Party. In classic Jefferson methods, he fully denied any involvement in being subversive and being the leader of that party. Being a party leader at that time was considered in bad taste, although that was exactly what he was doing. Within 1794, he began the commercial manufacture of nails on Mulberry row and freed slave Robert Hemings. Jefferson had a deep dislike of the manufacturing world and thought everyone should be farmers. It was interesting that he had to resort to manufacturing nails to generate money to pay off his creditors, as farming was not adequate for his financial needs. During 1796 he began the remodeling and enlarging of Monticello and freed slave James Hemings ([www.Monticello.org](http://www.Monticello.org)).

From 1797 to 1801, Jefferson was John Adams' vice president. He led the opposition party against Adams before, during, and after John's single term. Jefferson showed his aptitude for politics during this time period. He had an ability to do what was necessary to win. Again, Jefferson publicly denied all

subversive activities towards Adams. Additionally, during the years of 1797-1815, he served as President of the American Philosophical Society. From 1801-09 he served as President of the United States. During his Presidency, in 1803, he initiated the purchase of the Louisiana Territory from Napoleon Bonaparte, and the Lewis and Clark expedition was launched. The purchase of the Louisiana Territory contradicted three agenda items for his presidency. The first one was the desire for less government involvement. By making such a large purchase he was doubling the size of the United States and making a non-constitutional move. Secondly, part of his agenda was creating less debt for the U.S. That disappeared when he spent 15 million dollars to purchase the Louisiana Purchase. And thirdly, he violated his own principal to let the people rule and have a voice for themselves. Jefferson appointed a government to rule over the new citizens of Louisiana as opposed to letting them elect their own officials. During 1804, his daughter Maria Jefferson Eppes died as a result of childbirth. This put Jefferson into a major state of depression as his dream of having lots of grandchildren around the farm was dwindling with only one living daughter. Within 1806, the Lewis and Clark expedition concluded, giving the nation a great amount of information about the new territory. Jefferson also began his second house at Poplar Forest. This house later became his refuge after his presidency years. Monticello played host to constant visitors during his later years and the second house offered him reprieve from guests. During 1807, oval flower beds near Monticello were laid out and the Shadwell merchant mill was completed. In 1808,

the North Pavilion was completed, the south Pavilion was remodeled, and a winding walk and flower beds on the West lawn were installed. In 1809, Jefferson retired from the Presidency and from public life. Remodeling of Monticello and construction of dependencies were largely completed. A vegetable garden platform was completed. His ongoing passion for his work on the Monticello property continued in 1812, as he completed the Garden Pavilion. During 1815, he sold his 6,700 volume library to congress creating the Library of Congress, which was a major contribution to American Education ([www.Monticello.org](http://www.Monticello.org)). This was also a source of sadness for him as he was prompted to arrange the sale by creditors. He missed his books.

When 1817 came around, he helped to lay the cornerstone of Central College, later called the University of Virginia. This was one of the works on which Jefferson prided himself. He so valued being involved that he had it placed on his tombstone. To Jefferson, his lifelong passion for education trumped all of his other accomplishments. It was during 1824 that he had an historic reunion with the Marquis de Lafayette at Monticello. It was historic because they had worked together in France during Jefferson's years as Minister. By 1825, the University of Virginia opened. Jefferson was very excited about this feat as it marked a major hallmark in American education and helped set a pattern for future colleges and universities, both in format and the style of education that was offered (elective course selection). During this year, Thomas Jefferson continued his correspondence with Adams for some time after the end of both of their

presidencies. Jefferson and Adams were both fully aware that posterity would be reading their letters and each was saving the letters from this time period. They both used this as a chance to rationalize and justify decisions that were made during their respective presidencies and their various other governmental posts. This has served as a rich source of information for historical researchers and was historically preferable to the alternative when, following George Washington's death, his wife burned all their correspondence. It was during 1826, on the fourth of July, that Jefferson passed away at Monticello, ironically the same day that John Adams died ([www.Monticello.org](http://www.Monticello.org)).

There is a great deal that could have been written about Jefferson. His life and accomplishments offered extensive information. He lived during an exciting and interesting time period. When looking to study Jefferson, it is a difficult task to narrow down the information on which to focus and the extent to which one should write. Jefferson influenced so many different areas in American history that large volumes, websites, books, historical societies, and impersonators have been dedicated to him in attempts to honor the vast amount of work and philosophical ideas that he contributed to our culture. When looking at the vast amount of information, a person involved in the study of Jefferson's contributions to specific areas and aspects of life and writings must have a system for funneling information from the seemingly infinite resources available. For the purpose of this study, the focus is on Thomas Jefferson's influence on the Early American Educational System. Within the area of education Jefferson contributed in several

different fields and subdivisions of education. The reviewed literature offering Jefferson's influence on education is listed. The material is presented in thematic order, broken down into categories of areas in education that he influenced.

## Chapter II

In this Chapter, the literature is divided into three themes around Jefferson and education. The first theme deals with writings that cover the Jefferson idea of the purpose of education, or why encourage education at all? The second theme deals with the systems of education that Jefferson proposed, endorsed, or eventually created. An example is the University of Virginia. The final theme is the outcome of Jefferson's efforts in education. This showed areas of education that have been influenced. While writing this dissertation over 120 sources and references were searched and sifted through. Not all of these were used as only the ones that fit into the following three themes (Purpose, Systems and Outcomes of Education) were used. The system that was used was whether or not the information in those sources provided sufficient information to add to the body of literature that I was compiling for each area. Primary research tools that were used during this research was [www.questia.com](http://www.questia.com) and the library at the University of Denver.

### *Purpose of Education*

In Appleby & Ball (1999), the editors collected and bound a series of writings by Thomas Jefferson. The first letter was to Robert Skipwith (pp. 233-

235). In this letter Thomas Jefferson discussed the pros and cons of various different reading materials and different reading genres. While reading the letter, it was apparent that Jefferson highly valued reading both fiction, as well as non-fiction books. His feelings on fiction books, in particular, were that they are wonderful and essential to a reading learner in order to help develop morals and to have a basis for making future judgments. He felt that fiction was equal to non-fiction and in some cases, it was better to learn these lessons. This was because a large portion of non-fiction books on historical characters were possibly written from a second source, and that the actual figures did not take the time to write the event that they were living, they just lived it. While this might have been good for the historical event that was occurring, it was a negative for future readers to be able to grasp the purpose of the decisions that were being made. In the end, this letter to Mr. Skipwith suggested that everything that is read is of value (non-fiction and fiction) as long as it contributed to building one's morals and virtue.

Bassegy (1999) discussed his viewpoint that ends in a Jefferson quote:

The question is what has education to do with democracy? Education has everything to do with democracy because, in the words of Thomas Jefferson, 'education is a sine qua non of a truly viable democracy.' In a letter to George Washington in 1786, Thomas Jefferson wrote: 'It is an axiom of my mind that our liberty can never be safe but in the hands of the people themselves, and that too of the people with a certain degree of instruction.' (p.113)

In his book, Bassegy discussed the trials and tribulations of education in Africa. It was interesting that, though Jefferson was a slaveholder of African-Americans, his words can be used to describe the struggles of African people and their

struggle for universal education. Bassey went on to discuss that the best way to achieve equality is through education.

Bestor (1955) wrote:

The founders of our Republic and of our school system betrayed no such uncertainty of purpose and no such confusion of values as we find in the educational world today. 'If a nation expects to be ignorant and free,' wrote Thomas Jefferson, ' . . . it expects what never was and never will be.' Jefferson intended his words to be taken literally. He knew, moreover, what he meant by 'education.' It is, first of all, the opposite of ignorance. Its positive meaning is indicated by the various synonyms that Jefferson employed in his letters. The kind of schooling that is vital to a democratic society is the kind that results in the 'spread of information' and the 'diffusion of knowledge'; the kind that regards 'science . . . [as] more important in a republican than in any other government'; the kind that recognizes that 'the general mind must be strengthened by education'; the kind that aims to make the people 'enlightened' and to 'inform their discretion.'. These are the ends that the schools must serve if a free people are to remain free. (p. 24)

It's clear that writer's viewpoints were heavily influenced by Jefferson's writings.

It is to the point that he was entirely convinced of the idea that education enables the common citizen to stay informed and un-tread upon.

Bowles (1959) discussed, "As in so many other matters, the tradition of democratic education in America began with Thomas Jefferson, who placed universal education in a direct relationship with the principles of human freedom and equality that he set forth in the Declaration of Independence" (p. 40). He went on to discuss Jefferson's theory about "liberty and learning." He pointed out that the two are mutually exclusive and that it is hard to have one without the other. If people are denied universal education, then it is hard to recognize when their liberties are being denied. He quoted Jefferson as saying "each must lean on

the other for their mutual and surest support." When he referred to a lack of liberty he pointed out that the opposite happens and literacy becomes channeled for the few and is used as a commodity. He went on to point out that Jefferson was one of the primary figures to make universal education a top priority for our nation and put it into our psyche.

Literacy's link to democracy appears prominently in the rhetoric of the founding of the nation. Thomas Jefferson's famous preference for newspapers over government as the basis of a republic shows that he saw literacy as a basis for citizenship. Free public education came into being because of the interdependency of an informed citizenry, a free press, and the right to vote. Citizens needed free access to information and, presumably, comparable access to the same information. This link between literacy and democracy has grown more complicated yet also more vital than it was in Jefferson's day. (Brandt, 2001, p. 205)

Brandt was discussing her point, which she built off of Jefferson's preferences, that an informed and literate citizenry makes for the best checks and balances of a democracy. An educated populace is more likely to keep a government in check than the government itself. Again, this was something that Jefferson strongly believed in and was a repetitive theme in most of his public statements towards public education.

Buetow ( 1991) wrote, "One of the areas of reform was education. On the principle that the extension of knowledge would dissipate human misery and provide a better day, the enlightenment ideals of Jefferson and the rationale of Harvard's Puritan founders converged" (p. 203). In this book, Buetow was discussing the emergence of religion in the United States. In this section of the book, he was showing how, for two separate reasons, two areas of the forming

nation had strong reasons and thoughts about why education should be given to all. In the New England area, there was a strong belief in universal education so that the masses would be able to read the bible and be better in touch with their God. In Virginia, men of thought (Jefferson included) believed that universal education was important to maintain liberty and to keep tyranny at bay. Buetow was pointing out that, for whatever the reason, thinking men of action in the two areas of the country were of one mind in regards to this concept of universal education.

In a journal article, Cassel (2003) discussed that “Jefferson's bill in the Virginia House of Delegates on education was grounded on his firm belief that republican government depends on an informed citizenry; that education is a duty of the state; and that while all should be given learning sufficient to enable them to understand the rights and duties as a citizen” (p. 163). This article referred to the men who were generally thought of as the founding fathers of the United States. Cassel took a look at each of their contributions in various fields. In regards to Jefferson, he added to the body of knowledge of authors who came before him, as to Jefferson’s actions and thoughts towards public education.

Conant (1963) discussed that Jefferson kept his vision throughout his life and career for universal education, and Conant showed that through his analysis of Jefferson’s writings on educational subjects.

Garrod (1992) edited writings about Jefferson. Garrod listed:

Moral character refers to those enduring aspects of personhood that are tied to an ethical normative orientation. Thomas Jefferson and other

founders of the United States believed that schooling in a democracy should include moral character education -- that is, it should aim to improve students' morality and minds so that they might become both 'good and wise' ( Lee 1961, pp. 95, 145, 163). The apparent evolution of students' moral character as seen by educators, however, has proceeded in ways that Jefferson never anticipated. (p. 25)

The writings in Garrod's book were focused on the argument for character education. By referring to Jefferson's goal of improving student's morality and minds, the editor made a good point about Jefferson's viewpoint on education and character education. To Jefferson, the two areas were one in the same. He felt that in providing a good education one would acquire the proper moralities that were prevalent at the time of Jefferson's upbringing. This was an early form of character education and the avenue of character education brings up another venue for discussing Jefferson's influence on another educational level.

Halliburton (1997) discussed Thomas Jefferson's viewpoints in regards to the "Social Destiny" of men and discussed how being well-read in the philosophies will advance all men's well-being:

Social destiny is thus seen to be, in a broad sense, both moral and democratic. Not otherwise could a thousand ordinary men judge as well as a man of science or a ploughman better than a professor. But contributions to moral education come from a more elite quarter as well: 'In this branch therefore read good books because they will encourage as well as direct your feelings. The writings of Sterne particularly form the best course of morality that ever was written' (Jefferson 902). Looking to a master of literary sentiment for moral coursework is consistent with Jefferson's appreciation of judgments made by his thousand men or his ploughman. Such egalitarian preferences as he held are rigorously reasoned. (p. 102)

Again, this emphasized the theme that emerged from all the sources about Jefferson and education that Jefferson strongly held the belief that men

(regardless of background) could achieve no limits if given the proper education and provided they had the proper mental facilities to take advantage of the education.

Meyer & Boyd (2001) edited several writings:

Thomas Jefferson, one of the first promoters of the idea of universal, nongovernmental education, supported his proposals by referring to the ease with which central governments could turn their power into tyrannies when dealing with an ignorant people... Jefferson maintained his principled commitment to universal education carried out through institutions of civil society throughout his long literary and political career. For the administration of elementary schools he favored local school boards of the kind that had sprung up in New England townships. To expand higher education, and especially to support his brainchild, the University of Virginia at Charlottesville, he tried to tap the resources of private individuals as well as government. (p. 19)

This writing effectively expressed Jefferson's well-documented goal of supporting a universal educational system for the benefit of the republic that was forming.

Moon, Ben-Peretz, & Brown (2000) wrote:

The founders also distinguished between a 'subject' and a 'citizen'. To them, only well-educated citizens and not passive subjects could be trusted to protect the rights proclaimed in the Declaration of Independence. Alexander Hamilton, John Adams, James Madison, Thomas Jefferson and Benjamin Franklin, among others, all felt that the education of citizens should not be left to chance or individual initiative, but taught and nurtured in the educational institutions of the new nation. (p. 880)

These editors were referring to the thought process behind having a well-informed public and making sure that citizens have the education that they need to keep their government in check. This quote showed these editors collective thought about Jefferson's and others' influence in this area of American History.

Morrison (1943) wrote:

Jefferson once stated it in the formula: 'Only an educated people can be free.' Ever since the nineteenth century political revolutions eventuated in universal suffrage, statesmen have proclaimed the principle: 'We must educate our rulers,' and that means everybody who will eventually have a vote. To a discouraging extent, we have been obliged to learn the lesson that if we leave a lower class uneducated, presently the whole body-politic becomes incompetent and corrupt. We all know that universal schooling is one of our corner-stone institutions. (p. 8)

Morrison made the point that if a nation does not heed Jefferson's advice and give everyone in a country a universal education, the system of government will eventually become corrupt and the potential for downfall of that government increases. Educate the lower classes and it decreases as they can better regulate the government to begin with.

A well educated man, Jefferson saw human behavior as a product of education, and he argued that society had a duty to provide education to elevate people to a higher plane of reason and rationality and so reduce their tendency to make behavioral errors. Indeed, Jefferson so believed in the value of education in promoting people's ability to exercise proper reason and rationality that he felt it would liberate everyone from the timeless oppression of irrationality. He thought that with education humankind was poised to scale down oppressive forces and rise up for the benefit of society itself. In a letter dated April 24, 1816, addressed to P. S. Du Pont de Nemours, Jefferson left his mark on the importance of education when he argued the following: 'Enlighten the people and the tyranny and oppression of both body and mind will vanish like evil spirits at the dawn of day.' (Mungazi, 1993, p. 7)

Mungazi discussed Jefferson's past thoughts on how education changes people's behaviors and that the better educated a person is the better that they will behave. The author was alluding to the eventual and logical thought process that if people are well-educated that this will eventually lead to a reduction in violence towards one another. Mungazi was of the opinion that Jefferson's theories on education

and behaviors have had mixed results, but Jefferson's theory has never been officially put to the test since there had never been universal education in the world. So the researcher called that theory undecided for now.

Peterson (1975) wrote:

The backbone of Jefferson's republic was a system of public education...The state of civilization being one of organization and power, of progress and improvement; it demanded commensurate means of enlightenment. Without the diffusion of knowledge through all the ranks of society, adapted to its different degrees and conditions, individuals could neither attend to their own happiness nor, as citizens, secure the freedom and the welfare of the state. It was axiomatic with Jefferson that the people were the only safe depository of their rights and liberties, always provided, however, that they were adequately informed and instructed. Education was too important a matter to be left to chance. It must be planned and carried out as a paramount responsibility of republican government. Jefferson's 'quixotism for the diffusion of knowledge,' as he styled it, thus sprang from his political principles. (p. 145)

Peterson was making the point that Jefferson's paramount theme was to make sure that the republic in the United States was going to be a strong and stable system that lasted well beyond his years. In order to do that it was necessary to have a pool of educated populace to draw the intellectual elite from to rule the national government and the nation's industry. This, once again, reiterates the theme of many of the writers - that Jefferson had a deep influence on the Early American Educational System.

Von Eckardt (1959) wrote:

Thus, for Thomas Jefferson, man's inalienable rights to life and liberty are far more than minimum conditions of physical existence. They are the freedom to exercise the powers and inclinations of men, justified by nature which endowed man alone with these powers. And as human civilization and science enlarge them, man's rights, too, become more extensive.

Rights are no more static than power: as the latter grows, the former must also grow, since all men's rights are founded on their natural powers. (p. 99)

Von Eckardt was earlier comparing Jefferson's belief that education needs to be universal and then expounded on that idea by discussing the implications of Jefferson's belief in man's right to a universal education. This quote discussed that as men gain more rights and as they gain more knowledge, then science is advanced. None of this could occur unless all children are given access to education. Children that are given access to education can then be the people that advance the sciences, businesses and government.

Wiltse (1935) wrote:

The individualistic theory of property as held in eighteenth century England regarded education also as a private enterprise; but in Jefferson's philosophy, both go overboard together. Among the productive functions of government, he places education foremost, with an emphasis on which too much insistence cannot be placed. And he is altogether consistent in doing this... And if education is the most legitimate engine of government, it is also the most certain bulwark of the people against oppression in the name of government. Jefferson is convinced (when writing to Judge Tyler) that 'to open the doors of truth, and to fortify the habit of testing everything by reason, are the most impactful manacles we can rivet on the hands of our successors to prevent their manacled the people with their own consent.' He accordingly proposes in one of his presidential messages to Congress that education should be assumed as an object of public care, and that a national establishment for that purpose be endowed. At a later date he prepared in minute detail an *Act for Establishing Elementary Schools*, the provisions of which compass a complete system of universal public education. (p. 139)

This book was consistent with the viewpoint that Jefferson was a strong advocate for universal education. This author most likely felt, like other listed authors, that

universal education was a means to an end for Jefferson and that means would be in producing geniuses for our nation and helping it to maintain our independence as a nation and as a people.

Adams and Jefferson wrote many letters to each other after they were both presidents. Their writing reflected a desire to document for posterity's sake. Often their letters were to try and clarify reasons for decisions they made in the past; this was one such case. Jefferson (1786) was discussing his goals towards education and wrote:

And had another which I prepared been adopted by the legislature, our work would have been complete. It was a bill for the more general diffusion of learning. This proposed to divide every county into wards of five or six miles square, like your townships; to establish in each ward a free school for reading, writing and common arithmetic; to provide for the annual selection of the best subjects from these schools, who might receive, at the public expense, a higher degree of education at a district school; and from these district schools to select a certain number of the most promising subjects, to be completed at an university, where all the useful sciences should be taught. Worth and genius would thus have been sought out from every condition of life, and completely prepared by education for defeating the competition of wealth and birth for public trusts...The law for...education would have raised the mass of the people to the high ground of moral respectability necessary to their own safety, and to orderly government; and would have completed the great object of qualifying them to select the veritable aristoi, for the trusts of government...(Vol. 13, pp. 399-400)

Jefferson, himself, was again discussing his own goal of creating a homegrown intellectual aristocracy and of the value that he thought it would bring to this country. One can tell from this letter to Adams that Jefferson was disappointed that this had not happened, and Jefferson even goes on at the end of his letter

saying that the concept was still on the table and that he hoped it would one day pass through as law for Virginia.

Zuckert (1996) wrote:

This line of argument gives insight into Jefferson's almost obsessive concern with education, a concern which culminated in his founding of the University of Virginia. It also explains one feature of Jefferson's thinking on education which has puzzled more than one thoughtful modern reader- he had no hesitation whatever in having the state prescribe the curriculum on politics and the American regime. He may have believed in the grand virtues of free inquiry, but in the political sphere he favored something very like indoctrination, even for the elite students of his university. (pp. 54-55)

What Zuckert was saying was that Jefferson, as mentioned before by other authors, was in favor of universal education as a means to an end. That end being a well-trained intellectual elite, the interest of the State in mind, and an education system that enabled that to happen. According to this opinion Jefferson might not have cared so much for the individual actually getting the education as opposed to the individual performing his or her duty as a watch dog on the government or as potential high performing member of that government.

### *Systems of Education*

The next writing in the book by Appleby & Ball (1999) was a bill that Jefferson wrote and presented in Virginia. He proposed the idea that a universal education system should be created and adopted in Virginia at that time. In the bill, Jefferson made the argument that the natural tendencies of people in power is to gradually gain more power and move to a more tyrannical type structure. He

felt that the best ways for the people to avoid having that happen in their government was to be well informed and well versed. Additionally, in order to make sure that the intellectually ablest were always in charge of the government as opposed to weak leaders from a moneyed-aristocracy, Jefferson proposed a free-educational system offered to all. He felt that if the brightest minds, regardless of their wealth and background, were able to have an education that an “Intellectual Aristocracy” would arise and keep the country and government fresh with new ideas. Jefferson laid out a very intricate plan of dividing the counties of Virginia into sections, called hundredths. Each hundredth would be responsible for funding and constructing their own school, funding and housing a teacher, selecting one man to oversee each school, and developing a system of higher level schools that would provide for the advancement of the best students.

Berube (1991) discussed all of the Presidents from George Washington to George W. Bush and their influence on the American Education system. In one portion he discussed Jefferson’s 1806 sixth annual address to congress. Jefferson proposed in the message to have a national education system funded by the Federal government. At that time there was a surplus of money that could start the program. Berube (1991) discussed that though that never came to pass for Jefferson, he did succeed in planting that idea in the minds of Americans, so much so that Grant would later propose a national system again in 1875 while he was president. His idea did not mention how to fund the national plan and was again not brought into a reality. Berube also discussed Jefferson’s *Notes on the State of*

*Virginia* and he referred to this Jefferson writing as one of the Masterpieces of American Literature.

Boudreau (1998) discussed Jefferson's principals and beliefs that through a solid good education that common every day citizens can help to maintain their freedom by being well-informed and well-educated.

...the University of Virginia (UVA), which was founded by Thomas Jefferson, the main author of the Declaration of Independence and the third president of the United States. Jefferson regarded the creation of the university as one of his most important achievements, especially since he believed that education provided the firm foundation for enduring freedom and democracy in the new republic. His unique vision of education continues to survive and flourish in the hallways and classrooms at UVA today. (p. 185)

Boudreau, in having discussed this, highlighted an influence of Jefferson's thoughts and goals towards having an American Education system. He thought that the University system could spread throughout the United States and he discussed the University system in detail.

R. D. Brown (1996) wrote:

Thomas Jefferson proposed the most dramatic revision of the New England arrangement in Virginia in the 1779 Bill for the More General Diffusion of Knowledge. This bill was part of a comprehensive revision of state law and institutions designed to make Virginia a model republic. For Jefferson and James Madison, its principal advocates, the permanent establishment of an informed citizenry was the central purpose of the proposal. To his old mentor, the widely respected attorney and Judge George Wythe, Jefferson declared that this was 'by far the most important bill in our whole code.' 'Preach, my dear Sir,' he entreated Wythe, 'a crusade against ignorance; establish and improve the law for educating the common people.' (p.75)

Brown's discussion and citing of Jefferson's own words to other people during his lifetime did an excellent job of pointing out Jefferson's deep passions for

education and the influence that it had on the early American people's collective consciousness. Jefferson's motives, she pointed out, were for several reasons, one being to avoid tyranny. In Brown's reasoning she went on to discuss the methods that Jefferson proposed to make this system happen. Brown went on to mention that Jefferson felt that men of genius were needed to efficiently run the government and the best method of collecting these geniuses was to have a free educational system that involved multiple tiers to "separate the geniuses from the rabble" (Jefferson) The system involved an elementary system of free education for all white male students. This eventually worked its way to a secondary system that was based off of performance at the previous school and then followed with the best of the secondary schools being given scholarships to the state's colleges.

S. G. Brown (1954), while discussing George Mason, referred to the passage that mentioned the type of training and education that Jefferson had, "George Mason was a good deal more than a self-centered planter aristocrat. Like Jefferson, Madison, or George Wythe, he was a man of learning. His mind had been formed by study of the Greek and Roman classics, ancient and modern history, and, above all, by analysis of and adherence to the developing British concept of individual liberty" (p. 2). Brown went into an in-depth discussion of the writers and styles of writing that influenced the educated men of Virginia. Rousseau, Hobbes, Montesquieu, Locke and Aristotle were among the leading writers of influence that influenced the revolutionary thinkers of that time period- Jefferson included.

R. F. Butts (1947) stated:

The outstanding spokesman for state control of education in America before 1800 was Thomas Jefferson. Accepting the French ideals of humanitarianism, natural rights, equality, and liberty, Jefferson introduced into the Virginia legislature in 1779 a comprehensive document for the reform of the state's institutions...Jefferson also proposed a state system of free universal education...His bill proposed that free elementary schools should be established throughout the state in order to provide secular education for all children, that secondary schools should be provided for the more intelligent youth at state expense, and that the most promising should be sent free to a reorganized and enlarged College of William and Mary, which would become in influence a state university to cap the state system. Jefferson's plan for education was not passed by the Virginia legislature largely through the opposition of religious groups and the College of William and Mary; but the ideal of free universal education had been stated, and it was later to achieve success in most American states in the nineteenth century. (p. 365)

Butts' assertion that Jefferson started the American people thinking about public education was a similar reflection of other writers, that have been reviewed, and was a common theme by them (the New England area states also gaining credit in this field). This theme seems to be imprinted on the academic world and to my knowledge has been found to be an accurate reflection of his influence on political writings in this area.

Butts (1950) continued his discussion in his earlier writings in regards to Jefferson and education.

A careful study of Jefferson's entire career and his views upon education from 1779 to 1825 will show that Jefferson was one of the earliest advocates of a public education divorced from all sectarian religious influences. He saw clearly that the principle of separation of church and state for which he worked so long must mean a secular educational system. One of the sections of the revision of the laws of Virginia which Jefferson prepared and which was introduced in the Virginia legislature in 1779 was a Bill for the More General Diffusion of Knowledge. This bill for establishing a system of public elementary and secondary schools

paralleled Jefferson's Bill for Religious Freedom. The education bill recognized that if no person were to be compelled to support 'any religious place whatsoever,' then education must be available freely to all and should contain no religious instruction. In a day when elementary instruction was highly charged with religious materials, Jefferson proposed a purely secular curriculum. (p. 119)

In this statement, Butts was making the argument that Jefferson was one of the first Separation of Church and State advocates. Butts mentions earlier that there are those writers who felt Jefferson supported religion and education combined. Butts would argue against that based on the above quote.

Editor T. R. Crane (1963) discussed his viewpoint on a letter to Peter Carr from Thomas Jefferson on higher education:

Jefferson's well-known letter to Peter Carr indicates the practical bent of his broad intellectual interests and his belief that higher education should be provided for a qualified minority, democratically selected. It refers to his earlier proposals for educational reform in 1779 and marks the beginning of the strenuous efforts which culminated in the opening the University of Virginia in 1825. (p. 37)

Crane has compiled original sources from various figures in American History. In this particular letter he was referring to Jefferson's comment to Peter Carr about the goal of higher education in the state of Virginia, "I have long entertained the hope that this, our native State, would take up the subject of education, and make an establishment, either with or without incorporation into that of William & Mary, where every branch of science, deemed useful at this day, should be taught in its highest degree" (p. 37). Jefferson went on in this letter to refer to the potential starting up and making of the University of Virginia. Jefferson and Carr eventually came to the decision to create a new University

when the college of William and Mary resisted Jefferson's earlier proposal that it become, in effect, a state run college.

Currie, in a 1998 article, wrote, "The House committee that advocated this momentous step in 1802 did not even advert to the constitutional question. It did note that a 1785 ordinance had already reserved the same sections for school purposes and added that intercourse between East and West was crucial 'to the stability and permanence of the union'" (pp. 1441-1503).

The constitutional question that Currie was referring to was whether or not the Federal government had the right to provide for internal improvements, such as roads, canals, and education. The Northwest Ordinance was the subject of the debate in days of Jefferson. The article went on to discuss the principal and its pros and cons. The education portion of the ordinance was accepted where as other sections were debated and some thrown out. The contrast that was brought out was that Jefferson's agents abroad were purchasing the Louisiana Territory at the time.

Denton (1993) wrote, "...even Thomas Jefferson, unsure in his own mind about the Negro's intellect, and could support a cessation of the African slave trade. He also admonished slave owners to prepare their slaves for social responsibility, self-government, and suitable industry by instruction and habit. Jefferson's plan for public schools advocated the training of slaves in industrial and agricultural fields to prepare them for freedom" (p. 38). This quote showed Thomas Jefferson to be a man of his times and region in regards to slavery and

did show some thoughts as to gradual recession of slavery and the means to make sure that the future freed slaves would have the work skills to have initial jobs when they were made free. This thought process allowed for the assimilation of slaves into a free society.

Edwards & Richey (1963) wrote:

Jefferson's program for education in Virginia, even though unacceptable to the people of that state, was important...In his proposal Jefferson elaborated his central ideas on education, which remained constant throughout his life. The clearest expression of the public importance of education that had been written, the proposal defined the responsibility of the state to seek out talent, no matter where it might be found, and to develop that talent at public expense. Jefferson envisioned an articulated and complete state system, and he brought the weight of his great name to the support of public education throughout the nation. (p. 217)

Edwards and Richey pointed out that though the bills that he introduced to the State of Virginia, in regards to education, were not successful and met with resistance, he was one of the men responsible for introducing the idea of public education to the nation on a mainstream level. They also wrote about the idea that education was not specifically written in the constitution by the original framers. Their opinion was that at the time the Constitution was written it was generally accepted that it was either up to one's family or religious group to educate their children. So not so much that they did not believe in universal education, but that the concept was not a widespread one at that point and a different mindset about education was in place.

Elkin (1999) and editor Soltan wrote:

Jefferson for one saw the problem clearly when he wrote to John Adams: 'May we not even say, that that form of government is the best, which

provides most effectively for a pure selection of these natural *aristoi* into the offices of government.... I think the best remedy is exactly that provided by our constitution, to leave to the citizens the free election and separation of the aristoi from the *pseudoaristoi*.' However, unsettling the thought, therefore, the citizens of a commercial republic must be as capable in their way as their lawmakers. They must, in short, be public-spirited. (p. 389)

In this passage they were referring to Jefferson's idea of an Intellectual Aristocracy that he felt the United States should rely on for both their government and to be business leaders. Again, the idea being that in order for a country to blossom properly, there should be a system in place for the best and the brightest to advance to the highest levels in both government and business and that way the country, by default, would benefit from their greatness.

Ellis (1996) discussed Jefferson's love and passion for education and showed evidence for that love in writing about Jefferson's work on creating the buildings of the University of Virginia and relayed that through what he wrote about Jefferson:

He threw himself into the project with the same youthful enthusiasm he had earlier given to the renovations of Monticello. Indeed one can understand the architectural and construction challenges posted by the University of Virginia as convenient conduits for the same restless energies previously expended on his mansion on the mountain, which was now just about finished; it was the perfect project to keep him busy...His educational dreams went way back, First, as governor of Virginia and then in his *Notes on Virginia* he had proposed a statewide system of public education designed to raise the Old Dominion out of its scandalously inadequate condition and place it on par with the New England states. (pp. 335-336)

Ellis was, once again, discussing Jefferson's plan for education in Virginia. He showed Jefferson's dreams for education at the beginning of his career and

showed how at the end of his career that he was still very passionate about that dream and poured himself into the creation of the University of Virginia. He also showed how Jefferson was still a force to be dealt with, even at the end of his career, as he wanted only his vision of the school to be implemented and that was the way it was done.

Flaherty (1996) wrote in the *Yale Law Journal*:

Jefferson sounded the theme most forcefully and famously when criticizing his state's constitution in Notes on the State of Virginia: All the powers of government, legislative, executive, and judiciary, result to the legislative body. The concentrating [of] these in the same hands is precisely the definition of despotic government. It will be no alleviation that these powers will be exercised by a plurality of hands, and not by a single one. 173 despots would surely be as oppressive as one. . . . [Government] should not only be founded on free principles, . . . the powers of government should be so divided and balanced among several bodies of magistracy, as that no one could transcend their legal limits, without being effectively checked and restrained by the others(214). Despite occasional rhetorical excesses-arguably Jefferson's final sentence is such an example-the advocates of separation of powers rarely argued for keeping the three government departments absolutely distinct. Even when they did, it is doubtful whether they meant it with much more clarity than did the men who drafted Virginia's original-and effectively ignored-separation of powers clause. (p. 105)

Flaherty was discussing Jefferson's strong belief that there should be a separation of powers, separation of church and state, and a general hands-off approach when it came to government and involvement. The irony being, as the article went on to discuss, is the way the Northwest Ordinance set up the structures of government and civil authorities-including education. The Northwest ordinance, of course, was indirectly championed by Jefferson.

Editor Honderich (1995) made this reference about Thomas Jefferson, “His vision of representative democracy required an educated and self-sufficient populace, and he insisted that free public education, together with the recognition that no generation's political consent could bind another's, would promote in the new nation the 'natural aristocracy' of 'virtue and talents', eliminating the 'artificial aristocracy' of 'wealth and birth’” (p. 428). The editor made a clear and to the point observation about Jefferson - that he had, once again, a vision of smartest children rising through the ranks to become the leaders of our nations industry and government and through this style of leadership being able to guide our country down a successful path.

Honeywell (1931) wrote:

‘By this means twenty of the best geniuses will be raked from the rubbish annually.’ In alternate years half the districts of the state were to select each it’s senior of best ability that should go to William and Mary to be educated, boarded and clothed for three years at public expense. In this manner half of the ‘best geniuses’ would be discontinued at the end of six years with the training appropriate for grammar school masters. The other half, chosen for their superiority, should go forward to additional training for still higher forms of service. The ultimate result, as Jefferson saw it would be to teach all children reading, writing and arithmetic; to select annually ten boys of superior genius, well taught in Greek, Latin, geography and higher arithmetic; to select ten of still higher ability who should add to these branches such sciences as their genius might lead them to and to furnish schools where children of the wealthy might be educated at their own expense thus providing educational opportunities adapted to everyone’s needs. (p. 11)

The authors quoted in these pages present Jefferson’s system for the universal public education plan that he had for Virginia. They were effective in discussing

how the system itself would have operated and the various different formats that that would have taken had the plan actually come to fruition.

Middlekauf (1985) wrote:

‘A Bill for the More General Diffusion of Knowledge’ was equally dear to Jefferson. In it he proposed the establishment of several levels of schools at public expense in order to provide at least three years of education for all children -- girls as well as boys. These three years, in ‘hundred’ schools, were to teach reading, writing, and arithmetic and the histories of Greece, Rome, England, and America. The state would also establish grammar schools, twenty in all, where Latin, Greek, English, geography, ‘and the higher part of numerical arithmetick’ would be taught. Most of the students in these schools would attend at their parents’ expense, but a small number of able children of the poor would be entered with all costs to be borne by the public. And the most promising senior from among the poor children would be sent, again at public expense, to William and Mary College for three years. (p. 613)

The quote of this author referenced the point that Jefferson had a well laid out plan for the how’s, where’s and who’s of the format for education in Virginia.

This system was well-written and well-conceived before it’s time.

Ohles (1978) edited and wrote:

Jefferson's major educational plans concerned Virginia. In 1779 he drew up a bill for the Virginia general assembly that called for a system of elementary, secondary, and college education and free education for impoverished students. Although the bill was defeated, the proposal was one of the first attempts in the United States to establish a comprehensive state-supported education system. In 1817 he recommended a similar measure; rejecting the elementary and secondary schooling recommendations, the legislature accepted the plan for a public university. Jefferson designed buildings, planned the curriculum, founded the library, recruited the faculty, and served as first rector of the University of Virginia. He also proposed continuing education institutions in Virginia, a public library, local agricultural societies, a national university, and a national philosophical academy devoted to scholarly and scientific research. (Vol. 2, p. 703)

This quote by Ohles was another good source of information to show how Jefferson contributed to the educational world of the United States. Ohles showed that Jefferson's persistence paid off in the form of a University system (the University of Virginia).

Robson (1985) wrote, "The other driving force behind the proposal for state control of William and Mary was Thomas Jefferson. For Jefferson, reform of the college went hand in-hand with the creation of a state-wide educational system, under legislative control, designed to benefit a republican government" (pp. 109-107). Robson reflected on Jefferson's attempt to make the College of William and Mary a state run institution. Though Jefferson failed in this original goal he did succeed in planting this idea of a state run University by eventually creating the University of Virginia to train the state's top students.

Schachner (1957):

Jefferson's ideas of the normal progression of education were perhaps equally curious; as he expounded them to Benjamin Barton on hearing that many of the Iroquois Indians were able to read. This, he thought. 'Is beginning at the wrong end.' they ought first to be taught the care of domestic animals, agriculture, useful household arts. The acquisition of property and the use of money, with enough arithmetic to manage it and enough writing to note it down. Then, and then only, ought they to be taught to read from books, and last of all, those books which contain 'religion as distinguished from morality.' (p. 933)

Schachner was writing on Jefferson's belief on how the Native Americans should receive a United States education. Jefferson's viewpoint on the Native Americans learning agrarian work methods first ties in with his viewpoint of the ideal America as farming society and it makes sense that he would want the Native

Americans to have that knowledge base first so that they could function in his goal for society.

Ward (1999):

Proposals for educational reform advocated the same quality of education for both sexes, at least through the elementary level. Thomas Jefferson recommended the creation of district, tax-supported schools that would provide elementary education to ‘all the free children, male and female:’ the curriculum to consist of ‘reading, writing, and common arithmetick’ and some introduction to ‘Graecian, Roman, English, and American history.’ (p. 169)

Ward was discussing all aspects of the revolutionary war period in the United States to include different philosophers of the time and their thoughts on public education. Several of the thinkers of that day were advocating mostly equal schooling for women and this author was pointing out that Jefferson felt that women should get a similar education as men and this quote discussed his thoughts on that matter.

### *Outcomes of Education*

Axtell (1998) collected writings by a series of authors. One of the authors in Axtell’s book, Eugene Weber, wrote, “What makes a University Great?” (chap. 5, p. 85). In this chapter Weber discussed his view on what motivates students, parents, and the staffs of colleges. His viewpoint was that the current college system is very competitive and more like a game of bragging rights than anything else. He pointed out that every year a list of the “top” schools has been put out and parents, students and staff of college all jockey to see where they would fit on

the list and attempt to move up. The implication that could be picked up from Weber's chapter was that our higher education system was missing the point of the education itself (intellectual advancement as in Jefferson's time). Education was getting to the point that people were getting their college degrees as more of a way to brag about where they went to school as opposed to the education that they received. This is a far turn around from the days of Thomas Jefferson when he proposed going to school to become enlightened and to become an informed citizenry.

Brameld (1955) stated that, "The American culture, most notably perhaps, has never regarded education as the mere automatic transmitter of accepted routines. From the earliest years of our history, Jefferson and other leaders have conceived education to be the greatest of all the active agents of a democratic people. All major educational philosophies continue, although from disparate points of view, to uphold this conception" (p. 387). Brameld was talking about the powers and the influences of several different philosophies of education and various different writers and thinkers of the past that have influenced American perspectives on the matter. In the above quote Brameld was reaffirming what other authors had already pointed out about Jefferson's thought process and viewpoints about the advantages of an education not only for the individual but also for the country in which these democratic individuals live.

L. H. Butterfield, M. R. Bryan, and J. P. Boyd (1950) were editors of Jefferson's various writings throughout his life. They made the comment,

“...Similarly the Bills for Establishing a Land Office and for Adjusting and Settling Titles and the various bills in which Jefferson presented his far-reaching program of education naturally belong with his most active legislative years. All of these and many more are the subject of discussion in the letters to and from Jefferson printed in the present and preceding volumes” (p. ix). By pointing out that Jefferson wrote and presented his bills for education during what they called his “... most active legislative years” they were showing a progression of Jefferson taking thoughts into actions and attempting to combine the realm of theory and reality into the same in regards to education. This is a wonderful collection of his writings and a great resource for some of his original work.

Chandler & Cortada (2000) wrote:

Thomas Jefferson drafted a "Bill for the More General Diffusion of Knowledge" for Virginia (introduced in 1779), and John Adams wrote a provision for the Massachusetts Constitution (1780) that sought to develop a mixed infrastructure of ‘private societies and public institutions’—including the university, seminaries, schools, and other agencies—all with the ultimate objective of assuring that ‘the body of the people’ would be informed and instructed. In the 1780s the United States Congress, itself, moved hesitantly in the same direction, not by revamping or expanding the post office or by creating a national university, but by using its vast landholdings in the Northwest to subsidize local public schools in the region. (p. 47)

Chandler and Cortada were discussing how education had been instrumental in being a tool for providing citizens with a means of gathering information in the United States. This quote mentioned both Jefferson and Adams work in the area of providing education. Both of their viewpoints would be in alignment with Chandler and Cortada’s presumption that information transformed this nation and

that was a large portion of the reason that Jefferson wanted a universal education in the first place-to have an informed citizenry.

Drinan (1963) referred to religion and the concept of Separation of Church and State. The author was discussing the historical aspect of how religion has played into the formation of politics through both our politicians and judges. The reference to Jefferson was in regards to his philosophy of this concept in regards to schools. He felt that it was a natural extension for the Separation of Church and State to include public schools as they were being (or would be) run by a state government entity. Since they would be run with such an agency from a state government level the school needed to be free to operate without interference from religious influences that might be prejudicial towards one religion over another. Jefferson did support that position.

Eby and Arrowwood (1934) wrote:

Jefferson influenced in various ways the development of public education in the United States. He was the founder of the University of Virginia; he urged and worked for the establishment in Virginia of a system of popular schools supported and controlled by the state and local governments. The great motives which dominated his life were: faith in the ability and goodness of the ordinary man; belief in the possibility of improvement in human life by reform in law... As a member of a committee to revise the legal code of Virginia, Jefferson drew up a group of bills which indirectly affected the course of education. He was the author of a bill separating church and state in Virginia. He drew up three bills for the establishment of a state system of public schools, which was to include elementary schools in every locality, secondary schools distributed in every section, and a state university. The elementary schools were to be locally controlled and supported, and were to be open without charge to all children. The secondary schools and the university were to be built out of state funds, and principally supported by tuition fees. A system of state scholarships was intended to provide for the secondary and higher education of poor boys of exceptional talent. A section of one of these

bills providing for the establishment of elementary schools was passed in 1796-1797, but the time of establishing schools in each county was left to the court of the county. No county set up schools under the law. (pp. 545-546)

The authors went on to discuss Jefferson's opinion that public education was something that the State needed to be involved in as having an educated populace made for a better informed citizenry and a better chance at a richer pool of an intellectual aristocracy that would be better suited to step into the role of leadership for the country. These authors were a very rich source of information for the study of Jefferson's influence on the Early American Educational System. They pointed out how and described the systems for which Jefferson pushed most of his public life in regards to education and the legislation that influenced it.

Emerson & Haber (1952) wrote:

Mr. Jefferson, as one of the founders of the University of Virginia, a school which from its establishment in 1819 has been wholly governed, managed and controlled by the State of Virginia, was faced with the same problem that is before this Court today: the question of the constitutional limitation upon religious education in public schools. In his annual report as Rector, to the President and Directors of the Literary Fund, dated October 7, 1822, approved by the Visitors of the University of whom Mr. Madison was one, Mr. Jefferson set forth his views at some length. (p. 962)

The authors went on to list Jefferson's address. Jefferson wrote in the address how he felt that freedom of religion and receiving an education could be usefully combined and provides great benefit to all involved. A college, for example, could provide instruction to students in whatever religious sect that was important

to them and at the same time they could learn the sciences and other areas of study so that they could be well-rounded Theologians. Other students attending the college would benefit from the religious courses as well and keep them maintained in whatever religious sect that was set up at the college.

Farber (1950) collected a series of essays and listed an interesting historical piece of writing:

Any suggestion that there is anything wrong with the diverse racial or national stocks which compose the American population is held not only unscientific but also invidious and un-American. Evidence is accumulating that intelligence and practical aptitudes are largely functions of education and training. There is no question that this country has the raw materials, technology, and human resources to cope with all its problems. The bottleneck of progress is now the human organizations which suppress or fail to utilize, the vast resources with which this country is endowed. Here Veblen's criticism of our pecuniary culture, if it did not go to the heart of the matter, was immensely clarifying. A host of writers, such as Mitchell, Hamilton, and Brady, whom we have mentioned, have supplied documentation. But the revamping of human organizations to realize our physical and human resources, in practice, requires obtrusive propaganda and uncustomary coercion. In the New Deal era, consequently, there were many complaints of bureaucracy and regimentation. Individualism in American thought, whether derivative from Locke in the seventeenth century, or from Thomas Jefferson in the eighteenth century, or from Proudhon in the nineteenth century, has rightly insisted upon public participation, and the individual consent of the governed. (p. 701)

This essay was written in a time when racism was more active and prevalent. It was interesting to see how the editor felt compelled at that time to use Jefferson's ideas that the country should depend on the publicly educated individual (regardless of race, gender or nationality) to be our nation's leaders. As the researcher reviewed books about Jefferson and education, the researcher found it

interesting how he was widely quoted by many authors, from all walks of life to make many points and how, in this instance, he might not have agreed with this editor in his own life time, but that his theories (and not necessarily him) do agree.

Editor B. Fine wrote:

In a letter dated December 7, 1820, Jefferson wrote: 'This institution [University of Virginia] will be based on the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error, so long as reason is left free to combat it.' Jefferson permitted each student absolute freedom to study what he wanted to study. Moreover, each professor was the sole judge of how he should teach--an unheard-of practice in that day. The plan of operating the University of Virginia as a nonsectarian university founded and supported by the state was the inspiration for the establishment of the University of Michigan, even before Jefferson succeeded in his own Virginia. As President of the United States, Jefferson signed bills providing that in each of the new states certain townships or large tracts of land were to be set aside to provide the location and income for the establishment and support of seminaries of learning. This pattern has been followed in the development of the entire West and Far West.

Jefferson wholeheartedly believed in financial support from the federal government for the education of the people. Because he feared that strict constructionists might doubt whether the federal government had the power to appropriate moneys, he urged in one of his annual messages to Congress that the Constitution be amended so as expressly to provide that the federal government expend funds for the support of education. As he once said: 'If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.' (p. 36)

The writings that this editor brought together showed that Jefferson's grasp on American Education was and is far-reaching. From the University of Michigan following the University of Virginia's college format to his insisting that new states provide land and funding for education, which was then followed in

countless formats throughout the new states in the Western United States. Again, it was apparent that the level of his influence in this country is extremely immense.

Editors Fitzpatrick, Jones, Knellwolf, and Mccalman (2004) collected writings and analyzed them about the many significant influences of enlightenment thinkers and writers throughout the years. While talking about the architectural piece of the enlightenment, they discussed Jefferson's influence on the structure of educational institutions and his design choices. Once again, they discussed his work with the University of Virginia. "The design for the domed library (1822-6) of his final work, the University of Virginia, Charlottesville - based on the Pantheon, Rome - placed the primary forms of cylinder and sphere at its heart" (p. 298). This showed, in the researcher's opinion, that not only did Jefferson have an influence on the philosophies of the American Education System and the involvement and formation of education in each state, but that even down to the actual structural design of educational institutions he was working and influencing them for generations to come.

Editors Gabbard and Ross (2004) wrote:

Grounded in the study of history, Jefferson's model of education would 'apprise people of the past to enable them to judge the future.' It will, Jefferson asserted, Avail them of the experience of other times and other nations; it will qualify them as the judges of the actions and designs of men; it will enable them to know ambition under every disguise it may assume; and knowing it, to defeat its views. In every government on earth is some trace of corruption and degeneracy, which cunning will discover, and wickedness insensibly open, cultivate and improve. Every government degenerates when trusted to the rulers of the people alone. The people themselves therefore are its only safe depositories. (p. 38)

Jefferson's ideas offered inspiration to many future democratic educational theorists; these elements of his educational thought scarcely influenced the actual practice of schooling in the post-Revolutionary period. Compulsory schooling was not widely spread during that time and the Constitution granted no power to the federal government to establish schools. Perhaps the framers of the Constitution did not concern themselves with controlling the public mind because the Constitution, as originally adopted, did not give the public any voice in governing the new republic. The original Constitution only extended the franchise to those “permanent interests—white, property-owning males.” These editors, while recognizing Jefferson’s ideas about education, stressed the reality of the actual implementations of his ideas, which they say was not much during his time. Education, they argued, was only for white male property owners and family, in reality. This being a reality because they were the ones with the voting power to enact Jefferson’s ideas about education and choose not to do so on a consistent basis. They would argue that he had minimal influence on the Early American Educational System.

Haarlow (2003) wrote:

Jefferson's proposal for a pyramidal-and elitist-structure of public education in Virginia from elementary education up to a capstone university was not realized during his lifetime, saves for the university. Of it, Jefferson had written: ‘We wish to establish...a university on a plan so broad and liberal and *modern* as to be worth patronizing with the public support, and be a temptation to the youth of other states to come and drink of the cup of knowledge, and fraternize with us.’ These conditions were achieved, albeit largely for Southern young men of ‘artificial’ aristocratic lineage. When the University of Virginia opened for classes in 1825, Jefferson's curriculum was primarily elective in approach and broad in

content. Letting the student choose what courses to take-the elective system-was a radical idea and Virginia was the sole institution in the country to employ electivism as the modus operandi; other colleges had prescribed curricula. (p. 41)

In this piece of writing, Haarlow discussed Jefferson's many different thoughts and viewpoints about his philosophies about education in America. He pointed out that though Jefferson's Virginia Plan for Education was never adopted, at least his plan for the University of Virginia was. He pointed out that Jefferson chose to have the 'Founder of the University of Virginia' placed on his gravestone, this being an obviously important theme in Jefferson's life. He pointed out that the elective system of the University of Virginia was the first of its kind and definitely influenced the university system of the United States.

Howe (1970) wrote:

Boston's wealthy classes might prove a convenient breeding-ground for 'talents . . . correct morals, and good manners.' These criteria of Norton's invite comparison with those of Thomas Jefferson's 'natural aristocracy.' Not only talent and virtue, but also good manners, characterize the Harvard aristocrat. Now, while talent and virtue might be found anywhere, manners are a cultural advantage likely to accrue to the children of good families. The Unitarian natural aristocrat, then, was not only a person with a potential for leadership, he was also a person whose upbringing and education had realized that potential. (p. 140)

Howe was to make an upgrade from Jefferson's philosophy that a natural aristocracy should arise to lead the nation. His upgrade included a natural aristocracy with a good upbringing. In this case he was talking about someone with a Unitarian background that would epitomize a Harvard aristocrat, someone who Howe would think would be the "right" type of person to lead our nation.

Jefferson (1821) wrote:

He placed me at the English school at five years of age; and at the Latin at nine, where I continued until his death. My teacher, Mr. Douglas, a clergyman from Scotland, with the rudiments of the Latin and Greek languages, taught me the French; and on the death of my father, I went to the Reverend Mr. Maury, a correct classical scholar, with whom I continued two years; and then, to wit, in the spring of 1760, went to William and Mary college, where I continued two years. It was my great good fortune, and what probably fixed the destinies of my life, that Dr. William Small of Scotland, was then Professor of Mathematics, a man profound in most of the useful branches of science, with a happy talent of communication, correct and gentlemanly manners, and an enlarged and liberal mind. He, most happily for me, became soon attached to me, and made me his daily companion when not engaged in the school; and from his conversation I got my first views of the expansion of science, and of the system of things in which we are placed. Fortunately, the philosophical chair became vacant soon after my arrival at college, and he was appointed to fill it *per interim*: and he was the first who ever gave, in that college, regular lectures in Ethics, Rhetoric and Belles Lettres. He returned to Europe in 1762, having previously filled up the measure of his goodness to me, by procuring for me, from his most intimate friend, George Wythe, a reception as a student of law, under his direction, and introduced me to the acquaintance and familiar table of Governor Fauquier, the ablest man who had ever filled that office. (vol. 13, p. 20)

This reflection by Jefferson gave a good deal of insight into how education affected him and gave him guiding principles about the matter at an early age. The fact that Jefferson was still talking about his education, while writing his autobiography at the age of 77, shows that education was very important to him and was an issue that never really left his ‘to-do list’.

Kaminsky (1993) wrote that:

America's new intellectual class was also part of the history of educational philosophy. The new class allied their interests with those of the common people and consolidated, among other things, a program for universal education... In the period before the Civil War American philosophy of education explicitly referred to Enlightenment contract theorists such as John Locke, Jeremy Bentham, and James and John Stuart Mill, just as it

had reference to great republican revolutionaries such as Thomas Jefferson, Benjamin Franklin, and James Madison. (p. xv)

In this discussion Kaminsky was pulling together all of the theorists that had contributed to the development of educational ideas and theories in the foundation of our nation and the philosophers who influenced them and their thoughts. Once again, the reader was able to pick out a common theme between writers about Thomas Jefferson, which was that of wanting a universal educational system. Kaminsky picked up and wrote about that theme.

Keener (1962) wrote, “In 1803 Thomas Jefferson expressed his belief that a professorship of agriculture in every college and university, with social recognition for agricultural students, would ‘replenish and invigorate a calling’” (p. 33). Keener wrote of the importance of agricultural education in the university field and how he felt the university level of education would most benefit farmers with theory to back up their practice. His reference to Jefferson’s individual example of wanting to provide a Professor of Agriculture at the University of Virginia showed, yet again, how Jefferson made a lasting influence on a large portion of the American Educational field and, in this instance, agriculture.

Kelley and Lewis (2000) were editors and wrote:

Two further adjustments assured that this system of race-based exploitation would endure across North America for generations—and in some regions for more than 150 years. The first shift involved the creation of strict legal codes in one colony after another, spelling out the organized practice of discrimination and giving it the full force of the law. Wealthy white assemblymen, representing the landowning gentry who would benefit the most financially from these changes, enacted statutes that

destroyed the legal standing of African Americans. The laws of the land they had entered viewed them not as humans with rights but as property to be controlled by others. Specific statutes prohibited enslaved blacks from earning wages, moving about freely, congregating in groups, seeking education, marrying whites, carrying firearms, resisting punishment, or testifying in court. (p. 72)

The editors went on to discuss Jefferson's own bias towards African-Americans by writing about the vast amount of slaves that he owned, talking about his discounting of African-American poets, and of the implied flaw in Jefferson's plans for a limited universal educational system for America (which did not include African-Americans). This book showed another type of influence that Jefferson had on the Early American Educational System, unfortunately, it showed a negative influence in that he continued the bias of the time towards African-Americans.

Knight (1952) wrote:

Another advocate of what has come to be called adult education was Thomas Jefferson. He would have come to convenient classes in late afternoon or in the evening, when they had finished their daily work, 'the mariner, the builder, the metallurgist, druggist, tanner, soap maker, and others to learn as much as shall be necessary to pursue their art understandingly.' The ideas of university extension and of adult education seem to have been transplanted to this country from England in the latter part of the nineteenth century. And the words 'university extension' seems to have had their origin in England... (p. 211)

This was an interesting passage referring to Jefferson's interest in education of the common worker. It would have seemed to be a natural extension of his interest in the universal educational theme for all free male children. By further educating men in their crafts he was encouraging men to become experts and geniuses in their crafts. Again, this was a logical extension of his education argument in

Virginia and showed yet another level of influence on the American Educational System, that of adult education.

Lawler and McConkey (1998) edited writings and listed:

Also worthy of praise was Jefferson's love of equality. Bellah glowingly reports that 'the ideal of a self-governing society of relative equals in which all participate is what guided Jefferson all his life.' Of course one could not establish perfect equality given the prejudices of the time, and Bellah notes Jefferson's moral dilemma as a slave-holder. But the ideal of equality was a great symbol to which Jefferson and all who followed him might aspire. (p. 75)

Lawler & McConkey were pointing out Jefferson's viewpoint on a self-governing populace with an implied message of an educated populace to achieve the ability to participate successfully in this government. They went on to discuss the differences in Jefferson's vision of how the population would participate in his time to how they behave in today's world.

Magnaghi (1998) wrote:

While in Paris between 1785 and 1788, Thomas Jefferson wrote a series of letters stressing the importance of the Spanish language and the role Spain played in the Americas. He emphasized the importance of knowing the Spanish language because Americans already had close connections with Spain, which Jefferson believed would grow as the years passed and new relations with Spanish America developed. Furthermore, Jefferson noted that the early history of America was a Spanish story, and in the eighteenth century most of the history of America was written in Spanish. Jefferson concluded his argument for a sound knowledge of the Spanish language by noting that such knowledge would be invaluable for a political candidate seeking public office and that it 'should be known to every inhabitant who means to look beyond the limits of his farm.' (p. 10)

This passage was meant to bring to light Jefferson's embracing of the Spanish language and his recommendation that it be used and learned in American Education, as those roots were closely tied to the English roots in North America.

So this passage highlights another reference towards another slice of education and Jefferson's encouragement of its advancement and usage, learning a foreign language.

Mayer (1960) wrote:

Colonial leaders, like Washington and Jefferson, were concerned with the problem of education, for they realized that the future of democracy depended upon a rational citizenry. Thomas Jefferson (1743-1826), especially, was influential in the development of the American public school system. While serving in the Virginia legislature, Jefferson introduced a measure which would have established free public education for that state. This bill, however, was defeated, for most members of the legislature regarded this as a radical measure. Jefferson played a great role in the establishment of the University of Virginia, which tried to combine the classics and humanities with scientific instruction. Throughout his career he agitated for the separation of state and church, and for freedom of expression on the part of teachers. Jefferson envisioned a new type of administrative setup of the local schools which were to be guided by a superintendent. The superintendent of schools was to exemplify profound scholarship, high moral ideals, and loyalty to the State. Also, he was to be in charge of teachers, and he was responsible for maintaining adequate standards for the schools. Jefferson tried to establish the objectives of primary education:

1. To give to every citizen the information he needs to transact his own business.
2. To enable him to calculate for himself and to express and preserve his ideas, contracts and accounts in writing.
3. To improve, by reading, his faculties and morals.
4. To understand his duties to his neighbors and his country, and to discharge with competence the functions confided to him by either.
5. To know his rights; to exercise with order and justice those he retains; to choose with discretion, candor, and judgment the fiduciary of those he delegates.
6. And, in general, to observe with intelligence and faithfulness all the social relations under which he shall be placed. (pp. 343-344)

Mayer was pointing out the main influence of Jefferson, his thoughts and writings on the educational themes that were laid out and thought out by our nation's first leaders in the area of educational systems that were being contemplated to be

used. Mayer was effective in listing specific thoughts of Jefferson in this area and goes into great analyzes of his influence in this area. Mayer would have been a strong support of a positive influence on the Early Educational System of America by Jefferson.

McCluskey (1959) wrote:

This extreme view found temporary support in the definition of "establishment" given by the U.S. Supreme Court in the *Everson* case (1947), in which it was stated that "establishment" meant at least this: 'Neither a State nor the Federal Government can set up a church. Neither can pass laws which aid one religion, aid all religions or prefer one religion over another.' Certain passages in the writings of Jefferson and Madison have been appealed to as historical support for this interpretation. It is true that the attitude of both men, who were deists, toward institutionalized religion was not friendly. In their uncompromising opposition to church establishment, especially as it existed in their native Virginia, they made some strong statements, which have been put forward to prove their conviction that religion itself has no place in public life. (p. 143)

This author was arguing for more involvement from the federal government in the form of financial aid for catholic schools. He was arguing that Jefferson definitely would not have wanted funding for schools of this nature and cited a Supreme Court case sighting Jefferson to support its argument that there should be a Separation of Church and State and that that was Jefferson language and not the writers of the Constitution's voice. Therefore, since Jefferson was not an original writer of the Constitution, his viewpoints should not be used to support constitutional arguments, according to this author. From this author's perspective, Jefferson's influence on the American Education System would be a negative one

in regards to school funding for the parochial schools area of our system and philosophies in regards to Separation of Church and State.

Meyer (1957) wrote, “Although government failed to give more than a sliver of support to education, the idea of a wider diffusion of knowledge had plenty of advocates... It colored the talk of plain people, and it found expression in the writings of such men as Jefferson, Franklin, and Madison” (p. 100). Meyer was referencing Jefferson’s beliefs and on-going efforts to create some form of national system for education. As reviewed in earlier articles Jefferson had a profound influence in the Northwest Ordinance’s creation and on its influence on states in the Northwest, but also beyond that. Meyer also addresses this issue on another page:

The first state to be demarcated from the national domain was Ohio, and when it was taken into the Union in 1803 it was allotted the sixteenth section of every township to support the schools therein. In return the state consented to abstain from levying taxes on the national grounds within its confines. The precedent of this act was emulated by all but three states-- Texas, Maine, and West Virginia. The custom, moreover, of tapping land for school revenue was presently adopted by several of the senior states. (p. 99)

This, again, showed that the system of education that Jefferson helped to create influenced well over 35 states’ educational structures-long after Jefferson was gone.

Michaelsen (1970) wrote, “Thomas Jefferson's bold plans for a common school system in Virginia were finally affected, after much modification, by an essentially Protestant coalition” (p. 69). The writer of this book had varying

opinions about the pros and cons of Jefferson's influence on our national educational system. In the above quote he liked the idea that Jefferson and other contemporaries of his time wrote about a Universal educational system in America. The quote above references the eventual adoption of a statewide system of education in Virginia. This writer's lean was towards having religion being involved in a universal education system and later referenced Jefferson's wall of separation statement between education and church as being used as a reference point by the Supreme Court to make a ruling on that point and of the fact that Jefferson did not write any part of the constitution. A similar view point to what McKluskey wrote about earlier.

Mungazi (1993) was again writing:

The last of the examples of thinkers of the Age of Reason...whose influence on the evolution of educational theory was profoundly felt in America--is Thomas Jefferson (1743-1826). Born into a prosperous plantation family in Albemarle County, Virginia, Jefferson had an opportunity for formal education early in his life. He attended both English Grammar and Latin Grammar schools when he was nine years old. In 1760, when he was sixteen years old Jefferson entered the College of William and Mary in Williamsburg, which had a population of about 1,000. There Jefferson met two men who would have a profound influence on his mind. The first man was William Small (1734-1775), a professor at the school, and the second man was George Wythe (1726-1806), one of the most learned judges in the community... Jefferson left his greatest mark on the theory of education. In 1779 he introduced into the Virginia legislature a 'Bill for the More General Diffusion of Knowledge,' which he based on three theoretical considerations. (1) Democracy demanded educated citizens to function efficiently. He argued that without education it would be difficult to sustain democracy. (2) The best form of education was secular and political, rather than religious. Jefferson did not discount the importance of religion, but, as a product and spokesman of the Age of Reason, when there was more emphasis on application of reason to the human condition, he saw society evolving around secular principles guided by reason. He concluded that education was critically important to

strengthen that reason so that it would continue to serve the needs of society. (3) Control of education should be placed under the authority of the state government because it was in a position to understand the needs of the people better than any other agency. (p. 75)

This extensive quote by Mungazi, referred to Jefferson's thoughts about education as his greatest contributions to history and having shaped greatly the educational theory here in the United States and eventually the rest of the world. These authors were all emphasizing the fact that Jefferson had an influence on the Early American Educational System.

Nelson (2000) wrote, "The Jeffersonian idea is to develop an elite class of educated citizens based on talent and skill rather than on birthright. Education, then, is critical to the success of democracy through creation of a meritocracy, rather than through perpetuation of an aristocracy" (p. 112). Nelson wrote of other thinkers discussing the point after Jefferson, and referred to Jefferson as one of the original thinkers in this area for the United States, and references these other writers as building off of Jefferson's original ideas and expanding them.

Palmer (1993), editor, wrote, "Jefferson did receive, however, a copy of the *Sketch of a Work on Comparative Education*, which he acknowledged in a letter of July 1818. Jefferson of course fully agreed with Jullien on the importance, necessity, and beneficent influences of education for social improvement. He described Jullien's work on comparative education as 'an additional proof of his useful assiduities on this interesting subject'" (p. 174). Palmer pointed out Jefferson's belief in education as a benefit for all society and showed this belief as something that was in line with contemporaries of his age.

In this writing Palmer was discussing the political beliefs of Marc-Antoine Jullien, a Frenchman and also a believer (eventually), in Universal Education. The two authors did write each other, but it would seem without much realization that the other was receiving their writings and without the ability to reflect on their correspondence.

Petraglia (1998) wrote:

In Rush's enumeration of benefits, we can simultaneously detect both the revolutionary ideals of mass education and the traditional, elite-idealist ideals of service to society and moral betterment, of *noblesse oblige*, and spiritual aristocracy. Nowhere are these two aspects illustrated more clearly than in the writing of Thomas Jefferson. In his essay 'To Diffuse Knowledge More Generally', Jefferson (cited in Ford, 1904) proposes a system by which the financially disadvantaged could participate more fully in public affairs. (p. 23)

Petraglia was discussing in this quote, and went on to discuss in the rest of his writings, Jefferson's belief of educating the masses so that elite intellectuals can be brought forth and educated so that the nation can benefit from their genius both in industry and in government. He was pointing out that Rush, an author in 1798, was writing of his shared belief with Jefferson of a Universal Education and cited Jefferson as a heavy influence on his thought process.

Schubert, Schubert, Thomas, and Carroll (2002) wrote, "A new variation on the experientialist theme was advanced by Lorenzen (1940), advancing a core curriculum that integrated subject areas to serve the study of social problems... experientialist thought, however, became increasingly integrated with the universal education thrust often promoted as America's great educational contributions stemming from the legacy of Horace Mann and Thomas Jefferson"

(p. 88). These authors were discussing the evolution of curriculum in American education and in this particular quote were pointing out how experiential learning, and indeed many ideas in education, became morphed with Jefferson's idea of Universal Education and just expanded the idea of every one receiving an experiential type of education in this theme of universal education. This showed how writers from different eras were influenced by Jefferson's writings in the education field.

Smith and Smith (1994) wrote:

A supportive home environment prepared a strong foundation for young Thomas. Peter Jefferson, though he had little formal schooling himself, was well read and one of his son's greatest teachers. By the age of five Thomas was enrolled in an English school, and at nine he attended a Latin grammar school under the instruction of Scottish clergyman William Douglas. After the death of his father in 1758, Thomas spent three years at the classical school of Rev. James Maury, an Anglican linguist. He studied Latin, Greek, French, the classics, and the violin. He learned to dance a minuet, and display the character and moral attitudes required for community respect.

In 1760, Jefferson entered the College of William and Mary. Although his educational formation had been that of a gentleman, he had absorbed the spirit of freedom and independence prevalent on the frontier. (p. 231)

These authors did a great job of quickly summarizing Jefferson's personal interest in lifelong education and pointing out his eclectic views (eclectic for the times he lived in) that all people should receive an education. They show that he was heavily influenced by living on the frontier in his earlier years, which influenced his views on education for all (to include the Native Americans) by contact with the poor and Native Americans.

Smith (1996) wrote, “The neoclassical art that followed the Rococo at least had the virtue of trying to deal with serious if narrow themes. Neoclassicism could be associated with the birth of democracy in ancient Greece and republican Rome and was, therefore, suited to American social and political notions. In architecture, designers, such as Thomas Jefferson and Benjamin Latrobe, used its forms effectively” (p. 15). Smith’s book was referring to the backgrounds and themes of Architectural Education History. In this quote we see that Thomas Jefferson, who was an amateur architect, is cited as being one of the early leading Americans in this genera and obviously influenced artists in America that were interested in neoclassical art and this therefore could be said to be yet another influence on the Early American Educational System, in this particular portion Architectural History education.

Spring (2001) wrote:

Western traditions support educational systems that foster inequality. From the time of Plato's *Republic* to today's reliance on high-stakes tests, schools are considered a means for identifying talents and educating for unequal occupations. Plato thought education could select future philosopher-kings; Thomas Jefferson thought schools could educate a ‘natural aristocracy’ for political leadership. In today’s learning society high-stakes tests are supposed to differentiate the talented from the dull. Many Westerners believe that colonialism was justified by the superiority of the West over the rest of the world. In the minds of many, the West was born to lead and civilize the world. (p. 90)

This author was arguing of Jefferson and his contemporaries’ negative influence on the educational systems of United States and the world. He mentioned that by

Jefferson selecting the naturally intellectual to lead that he was supporting an inequity in education. Later in the book he discussed Jefferson's racial bias towards African-Americans and has a lengthy discussion of comparing Jefferson to Nazi's in that they both rationalized why they were superior to another race and subjected that race-to include Jefferson, not including African-Americans in his education plans.

Tyack and Hansot (1982) wrote:

A public philosophy of education as Thomas Jefferson or Mann or Dewey or Covello might have understood the phrase has declined in recent years, a casualty of the same phenomenon of fragmentation that has splintered governance and program in public schooling. When we urge the reformulation of a community of commitment to public education we are not simply advocating that old ideas be warmed over and served up as a new consensus. (pp. 258-259)

What these authors were talking about was that there appeared to be a splintering of Jefferson's and his contemporaries' original idea on a universal education and what that looks like. In today's modern world, that has many avenues for public education, it was hard to imagine what a typical 'universal' education was anymore and the authors were making that point.

Christ (1997) wrote an article "A Wake-Up Call about Education" that appeared in the *Washington Times*:

Mr. Hirsch traces traditional education to The Age of Enlightenment and our Founding Fathers, most notably Thomas Jefferson who was the most significant early thinker about public education in America. Traditional education philosophy is leery of instinctive human nature and, therefore, emphasizes instilling knowledge and virtue at an early age. In Mr. Hirsch's enlightened opinion, this 'knowledge-based' approach to early education is what we need in public schools. (p. 1)

In this article this author discussed several writers of American Education. In this instance she was discussing E.D. Hirsch Jr.'s opinion that traditional education in the United States can be followed back to Jefferson and further back to the enlightenment area of which he was well read. The author, Christ, would definitely believe that Jefferson had an influence on the Early American Educational system.

Willis (1981) wrote:

For Lawrence Cremin, whose *Transformation of the School* provided the most articulate account of the history of American education until the late 1960s; schools were the major mechanisms for the creation of a democratic and egalitarian society. Since public education was held, following Thomas Jefferson, to be the hallmark of a democratic country, the advent of compulsory, tuition-free schooling in the late 19th century provided those born into social classes lacking in wealth with the opportunity to achieve social mobility and full participation in political and economic institutions. According to Cremin, universal education was the key to the long-held dream of equality. (p. ix)

This author was writing from the premise that Jefferson did affect society on the education issue. As a result of that, Jefferson's dream was a reality and that students from lower income families were having the chance to succeed based off of their talents. This author made a strong argument for Jefferson's influence as he used the influence as an implied fact that it had occurred for sure and is not in debate.

## Chapter III

### *Research Design*

In designing the research method, the historical research study method was elected and followed using the methods listed and discussed in Shafer, Robert J.'s book *A Guide to Historical Method* (1969) and *Educational Research: An Introduction* (2003) by Gall, Meredith D., Gall, Joyce P. & Borg, Walter R. Within this method one important figure in history was studied, Thomas Jefferson, and his influence on the Early American Educational System. Thomas Jefferson was selected as he was known as a central figure in the founding of the United States and in many aspects of its development. It is probable that there could be further study of the various different types of influence that his writings had on our American Education System during his time. In this historical research study it was intended to show that the educational philosophy of the United States was influenced by his thoughts, actions, and writings. This design was grounded in the academic discipline of Educational Philosophy. The collection of information on Thomas Jefferson was accomplished in the following methods, which were generally considered to be the format for collecting historical information:

1. The recognition of an historical problem or the identification of a need for certain historical knowledge. In this instance the problem or question that is attempted is to answer whether or not Thomas Jefferson had an influence on the American Educational System.
2. The gathering of as much relevant information about the problem or topic as possible. Adequate information was gathered for this study in referencing over eighty sources and authors, which relate to Thomas Jefferson and the field of education.
3. If appropriate, the forming of hypothesis that tentatively explains relationships between historical factors. There is the presentation of relationships between Jefferson's thoughts and actions and the influences in the field of American education. There is an exploration of this through the numerous different areas in education that Jefferson influenced and by organizing those areas into themes that Jefferson influenced.
4. The rigorous collection and organization of evidence, and the verification of the authenticity and veracity of information and its sources. An effective job was accomplished by collecting a large amount of writings that deal with Jefferson and education, having organized that information into themes and having written initial reactions to the information in an organized format.

5. The selection, organization, and analysis of the most pertinent collected evidence, and the drawing of conclusions, which is accomplished in Chapter IV in a more thorough and efficient method.
6. The recording of conclusions in a meaningful narrative. A meaningful narrative is created with the results and findings of the information that was researched and analyzed.

#### *Research Method/Data Collection/Analysis Plans*

The procedure that was used was *internal criticism* (which involved evaluating the accuracy and worth of the statements contained in a historical document) and the information was reviewed from the various different authors. It was decided that the authors the researcher reviewed met the requirements for use. Next, *causal inference* is the process of reaching the conclusion that a set of events brought about, directly or indirectly, a subsequent set of events of historical data through *preliminary, primary, and secondary sources*. Various different sources and authors were reviewed and it was decided how Jefferson's different ideas influenced the different areas in American education. Internal criticism was applied throughout on the historical data that was collected and *presentism* was avoided in interpreting events from Thomas Jefferson's era. *Presentism* is when a conclusion is drawn about historical data based on present day viewpoints and not from the historical figure's point of view from his or her timeframe. Though the historical phenomenon of Jefferson's influence on the Early American Educational System was evaluated, other information from that

time period was considered that might have added to it. The data imposed on the research remained within the limits in regards to the generalizations that were made about the historical influence of Jefferson's influence. Once the data had been compiled it was evaluated as to whether personal values and interests influenced selection and interpretation of historical data.

### *Presentism*

Both Barry Wellman (2001) and David Hackett Fischer (1970) contributed to the definition of *Presentism*:

Presentism is a mode of historical analysis in which present-day ideas and perspectives are anachronistically introduced into depictions or interpretations of the past. Some modern historians seek to avoid presentism in their work because they believe it creates a distorted understanding of their subject matter...

Presentism is also related to the problematic question of history and moral judgments. Among historians, the orthodox view may be that reading modern notions of morality into the past is to commit the error of presentism. To avoid this, some historians restrict themselves to describing what happened, and attempt to refrain from using language that passes judgment. For example, when writing history about slavery in an era when the practice was widely accepted, some believe that using language that condemns slavery as "wrong" or "evil" would be presentist, and should be avoided."

This discussion of presentism was pertinent in the discussion of this paper as the material that Jefferson dealt with and his actions would bring out a different set of emotions to readers in today's world versus how Jefferson's contemporaries might have viewed the same information. Presentism teaches the reader that it is a false assumption to assume that morals and viewpoints of modern society should be the standard to view past decisions by historical figures. Having this

understanding will enable a more analytical approach towards regarding and processing information from that which is sifted from the past.

Historical facts and interpretations were organized into a meaningful, chronological and thematic pattern. While collecting data research continued to seek sources of historical data and summarize and evaluate historical sources.

### *Data Analysis of the Research Questions*

The Data Analysis plan sought to find answers for the following five Research Questions:

1. How did Thomas Jefferson's writings, thoughts and actions in his various governmental positions give him the ability to affect, both positively and negatively, the Early American Educational System?

Looking at the information that was used and the literature that was reviewed there was sufficient information to support both Jefferson's negative and positive influence on the Early American Educational System and the researcher believed that he was able to write to those points.

2. How did Thomas Jefferson's writings on educational purposes and practices get placed into educational practice and/or beliefs?

Having reviewed the literature there are several areas and mountains of information in regards to Jefferson's writings and how the various different entities through time have incorporated his ideas into practice.

3. How did Thomas Jefferson's contemporaries and predecessors shape his thoughts and writings?

This is an area where there is quite a bit of evidence that Jefferson was heavily shaped by his predecessors and to a lesser extent his peers on his thoughts and writings in regards to education. Thomas Jefferson's thoughts on education were influenced by his predecessors in a major way. As a boy growing up he listened to his father Peter's advice on receiving an education and of the paramount importance of having a strong foundation and how that impacts the rest of your life. That was enhanced by receiving the finest education that money could buy at that time in Virginia via a tutor. Jefferson had a strong personal background in receiving and finding the benefits of an education and that definitely can be attributed to his father. In addition to his father, Jefferson was influenced by those authors that his education allowed him to read such as Montesquieu, Locke, and Rousseau. These authors are well known for their theories and opinions on the values of education and their philosophies surrounding that topic. Jefferson being a well-read man of these and other authors undoubtedly had his early opinions shaped and molded by their thoughts in this field and helped to set up his personal beliefs and later agendas in regards to education. The researcher felt that there was more than enough information to cover this question in a thorough manner.

4. How did Thomas Jefferson's upbringing, background and personal life affect his philosophies?

It was judged that there was enough information in the reviewed writing that showed that Jefferson was influenced by his upbringing, background, and personal life to influence his philosophies towards education.

5. What were the lasting influences of Thomas Jefferson's efforts towards education on the United States?

There was more than ample evidence to show and demonstrate the numerous lasting influences of Jefferson's efforts in the educational world of America and which did provide for ample resources for reflection and conclusions.

The data that was necessary to successfully answer the question and its sub-questions was information that Thomas Jefferson wrote, what contemporaries of Jefferson's time wrote, and what writers since his time had written. It was anticipated that when the presented data was analyzed it would then yield significant results in displaying Jefferson's influence on the Early American Education System and it did so. Again, the method that was used to analyze the data was the historical research study method.

## Chapter IV

The purpose of this historical research study (historical method) is to explore the influence of Thomas Jefferson on the American Educational System. The focus of this study is concentrated on Jefferson's writings and those authors that wrote about his works and contributed to the literature in this field. Method of inquiry is archival research with historical criticism, external criticism, internal criticism and causal inference.

The purpose of this chapter is to report the findings of the research that was conducted. Methods for gathering and analyzing data are also explained. A brief summary of the data is presented, but the focus of the findings is on the results from the research questions and Jefferson's three themes.

The historical research study method was used in the studying of one important figure in history, Thomas Jefferson, and his influence on the Early American Educational System.

Archival research was employed as the means to find the necessary data to do this study. Preliminary, primary, and secondary sources were researched and studied as the major means of gathering information. Documents were analyzed and summarized for most of the sources used and were the area from which these findings were based off of.

### *Expected Findings*

For Research Question One, it was expected that Thomas Jefferson's writings, thoughts, and actions in his various governmental positions did give him influence either positively and/or negatively. Through works such as his *Notes of the State of Virginia*, *A Bill for the More General Diffusion of Knowledge*, his 1806 Address to Congress, and *The Writings of Thomas Jefferson*, Jefferson, being a prominent Virginian and eventually well-known on the American scene, would have a significant influence. It was anticipated that Jefferson was aware that he was making such an influence on society and that he recognized the opportunity to make such an influence. For example, as already mentioned, Peterson (1975) wrote, "It was axiomatic with Jefferson that the people were the only safe depository of their rights and liberties, always provided, however, that they were adequately informed and instructed. Education was too important a matter to be left to chance. It must be planned and carried out as a paramount responsibility of republican government" (p. 145). This quote discusses Jefferson's obvious effort to influence the future of his nation's education by actively making sure that education was not left to chance, by making sure that it was on the public docket and awareness levels. Another author who helped show this attempted influence by Jefferson was Berube (1991), who wrote that in Jefferson's 1806 sixth annual address to Congress, Jefferson proposed to have a national education system funded by the Federal Government. The issue of Jefferson's attempting to influence the nation's educational system is no longer in

question, as one cannot be more explicit than a public address to Congress about his desire for education. In another example, by proposing *A Bill for the More General Diffusion of Knowledge*, Jefferson had to have thought that there was a significant chance for legislators in Virginia to make an influential decision in regards to education in their state. One could argue that by writing this document he was fully aware that he was attempting to make just such an influence.

For Research Question Two, there was an expectation of finding out what Thomas Jefferson's writings on educational purposes and practices were and to find out how those purposes and practices were put into place. It was planned that this would be accomplished by researching all the necessary literature by reading about the structures of the various aspects of the educational field, and attempting to reflect on those and be able to properly explain them. For example, Wiltse (1935) wrote, "He accordingly proposes in one of his presidential messages to Congress that education should be assumed as an object of public care, and that a national establishment for that purpose be endowed. At a later date he prepared in minute detail an *Act for Establishing Elementary Schools*, the provisions of which encompass a complete system of universal public education" (pp. 139-140). Wiltse does a good job of highlighting two of Jefferson's public attempts to get education in the forefront of the American conscience. Cassel (2003), in his article, wrote, "Jefferson's bill in the Virginia House of Delegates on education was grounded on his firm belief that republican government depends on an informed citizenry; that education is a duty of the state; and that while all should

be given learning sufficient to enable them to understand the rights and duties as a citizen” (vol 37, p. 163). This is evidence of another piece of work that Jefferson did publicly in Virginia in regards to education.

Research Question Three sought to discover how Thomas Jefferson’s contemporaries and predecessors shaped his thoughts and writings. First, it was presumed Jefferson’s mind was greatly shaped by his predecessors such as Locke, Rousseau, and Sterne. An example of this would be from Halliburton (1997), “But contributions to moral education come from a more elite quarter as well: ‘In this branch therefore read good books because they will encourage as well as direct your feelings. The writings of Sterne particularly, form the best course of morality that ever was written’” (p. 102). Halliburton quotes Jefferson’s statement in regard to an author that Jefferson felt was a good influence for character education and thus shows how Jefferson was influenced by other authors. Second, it was expected to be discovered that he was moderately influenced by his contemporaries, such as Adams, on the field of education. Jefferson had extensive written conversations with a large amount of his contemporaries and that undoubtedly influenced him to some degree as much as he influenced them. For example, Moon, Ben-Peretz, and Brown (2000) wrote in their book, “To them, only well-educated citizens and not passive subjects could be trusted to protect the rights proclaimed in the Declaration of Independence. Alexander Hamilton, John Adams, James Madison, Thomas Jefferson and Benjamin Franklin, among others, all felt that the education of citizens should not be left to chance or individual

initiative, but taught and nurtured in the educational institutions of the new nation” (p. 880). This statement meant that all of these founding fathers that were listed were influencing each other’s thoughts and speeches, in the same way politicians today influence topics of conversation that others are having. This shows that Jefferson was being influenced by his peers of the day.

In Research Question Four, it was expected that Thomas Jefferson’s upbringing, background and personal life influenced his philosophies. This was in part due to his father’s meager education. His father desired for Thomas to have a superior education and his belief in a good education and the benefits derived therein were greatly influenced during this time period. Again, it seemed that due to the advancements that Jefferson experienced in his own personal life, mostly due to his superior skills in all things academic, it would seem that he held a deep and passionate value for education. Considering his experience with a tutor while living at William Randolph’s house and the small teacher to student ratio, it is understandable as to why he thought that was beneficial. For instance, Jefferson (1821) wrote:

He placed me at the English school at five years of age; and at the Latin at nine, where I continued until his death. My teacher, Mr. Douglas, a clergyman from Scotland, with the rudiments of the Latin and Greek languages, taught me the French; and on the death of my father, I went to the Reverend Mr. Maury, a correct classical scholar, with whom I continued two years; and then, to wit, in the spring of 1760, went to William and Mary college, where I continued two years. It was my great good fortune, and what probably fixed the destinies of my life, that Dr. William Small of Scotland, was then Professor of Mathematics, a man profound in most of the useful branches of science, with a happy talent of communication, correct and gentlemanly manners, and an enlarged and liberal mind. He, most happily for me, became soon attached to me, and

made me his daily companion when not engaged in the school; and from his conversation I got my first views of the expansion of science, and of the system of things in which we are placed. Fortunately, the philosophical chair became vacant soon after my arrival at college, and he was appointed to fill it *per interim*: and he was the first who ever gave, in that college, regular lectures in Ethics, Rhetoric and Belles Lettres. He returned to Europe in 1762, having previously filled up the measure of his goodness to me, by procuring for me, from his most intimate friend, George Wythe, a reception as a student of law, under his direction, and introduced me to the acquaintance and familiar table of Governor Fauquier, the ablest man who had ever filled that office. (p. 20)

Jefferson shows us that his past education was very much on his mind and was evidenced by his hatred of the British due to his personal indebtedness to British and Scottish bankers. This must have influenced his feelings on education and the nation. What was personal to Jefferson often became issues that he championed in public and, indeed, his deep held passion on these personal matters was often the fuel for driving issues at the public levels. Smith and Smith (1994) both wrote in their book, “A supportive home environment prepared a strong foundation for young Thomas. Peter Jefferson, though he had little formal schooling himself, was well read and one of his son's greatest teachers. By the age of five Thomas was enrolled in an English school, and at nine he attended a Latin grammar school under the instruction of Scottish clergyman William Douglas. After the death of his father in 1758, Thomas spent three years at the classical school of Rev. James Maury, an Anglican linguist. He studied Latin, Greek, French, the classics, and the violin. He learned to dance a minuet, and display the character and moral attitudes required for community respect” (p. 231). This reemphasizes the point that education was important in the Jefferson household growing up and displays

why it became such an important theme to Jefferson later on, obviously this was something that Peter Jefferson instilled in his son.

In Research Question Five, it was expected to discover that Thomas Jefferson's efforts on influencing education in the United States were lasting and influenced the educational institutes of his time. Editor Fine (1945) wrote:

In a letter dated December 7, 1820, Jefferson wrote: 'This institution [University of Virginia] will be based on the illimitable freedom of the human mind. For here we are not afraid to follow truth wherever it may lead, nor to tolerate any error, so long as reason is left free to combat it.' Jefferson permitted each student absolute freedom to study what he wanted to study. Moreover, each professor was the sole judge of how he should teach--an unheard-of practice in that day. The plan of operating the University of Virginia as a nonsectarian university founded and supported by the state was the inspiration for the establishment of the University of Michigan, even before Jefferson succeeded in his own Virginia. As President of the United States, Jefferson signed bills providing that in each of the new states certain townships or large tracts of land were to be set aside to provide the location and income for the establishment and support of seminaries of learning. This pattern has been followed in the development of the entire West and Far West. Jefferson wholeheartedly believed in financial support from the federal government for the education of the people. Because he feared that strict constructionists might doubt whether the federal government had the power to appropriate moneys, he urged in one of his annual messages to Congress that the Constitution be amended so as expressly to provide that the federal government expend funds for the support of education. As he once said: 'If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.' He expected to find that the following fields in education were influenced by Jefferson: Adult Education, the University System, Universal Education, State-funded education, segregated education for races and boys and girls, structure of school administration and educational architectural designing and trade schools. The researcher believed that he would be able to show through research that Jefferson's writings and political stances affected each of these fields in a variety of ways. (p. 36)

This is a good example of illustrating Jefferson's long term impact on University systems such as the University of Virginia and the University of Michigan, and displays his lasting influence on the education systems that are in place in the United States.

Another area of lasting influence is the effects of the Northwest Ordinance Currie wrote "It did note that a 1785 ordinance had already reserved the same sections for school purposes and added that intercourse between East and West was crucial 'to the stability and permanence of the union.'" The education portion of the Ordinance was later followed by other Western states and thus had a long term influence on the United States of America's Early Educational System.

### *Jefferson's Influence on Education*

It was an expectation that the following six areas would be discovered as areas influenced by Jefferson:

#### *Adult Education*

Denton (1993) wrote, "...even Thomas Jefferson, unsure in his own mind about the Negro's intellect, and could support a cessation of the African slave trade. He also admonished slave owners to prepare their slaves for social responsibility, self-government, and suitable industry by instruction and habit. Jefferson's plan for public schools advocated the training of slaves in industrial and agricultural fields to prepare them for freedom" (p. 38). This type of

reasoning by Jefferson helped to open the door for some type of education for African-Americans (through both adult education and trade schools).

Knight (1952) wrote:

Another advocate of what has come to be called adult education was Thomas Jefferson. He would have come to convenient classes in late afternoon or in the evening, when they had finished their daily work, 'the mariner, the builder, the metallurgist, druggist, tanner, soap maker, and others to learn as much as shall be necessary to pursue their art understandingly.' The ideas of university extension and of adult education seem to have been transplanted to this country from England in the latter part of the nineteenth century. And the words 'university extension' seems to have had their origin in England... (p. 211)

This shows that Jefferson helped to pass along the idea of Adult Education and borrowed the idea from England where that idea was already in the mindset.

#### *University System*

One of Jefferson's conversations in a letter with Peter Carr was collected by the editor T. R. Crane (1787-1862). He discussed that letter, "Jefferson's well-known letter to Peter Carr indicates the practical bent of his broad intellectual interests and his belief that higher education should be provided for a qualified minority, democratically selected. It refers to his earlier proposals for educational reform in 1779 and marks the beginning of the strenuous efforts which culminated in the opening the University of Virginia in 1825" (p. 37). Yet another influence in this area was shown by Boudreau. Boudreau (1998):

...the University of Virginia (UVA), which was founded by Thomas Jefferson, the main author of the Declaration of Independence and the

third president of the United States. Jefferson regarded the creation of the university as one of his most important achievements, especially since he believed that education provided the firm foundation for enduring freedom and democracy in the new republic. His unique vision of education continues to survive and flourish in the hallways and classrooms at UVA today. (p. 185)

Boudreau's quote is a strong representation of how Jefferson's influence is still felt in the University System. Ohles (1978 edited and wrote, on page 703:

"...rejecting the elementary and secondary schooling recommendations, the legislature accepted the plan for a public university. Jefferson designed buildings, planned the curriculum, founded the library, recruited the faculty, and served as first rector of the University of Virginia" (p. 703), showing some thoughts on the structure of the University System. Fitzpatrick, Jones, Knellwolf, and Mccalman (2004) wrote about, "The design for the domed library (1822-6) of his final work, the University of Virginia, Charlottesville - based on the Pantheon, Rome - placed the primary forms of cylinder and sphere at its heart" pg 298. This is a good instance of Jefferson's influence in the design of schools.

#### *Universal Education*

Honeywell (1931) wrote:

'By this means twenty of the best geniuses will be raked from the rubbish annually.' In alternate years half the districts of the state were to select each it's senior of best ability that should go to William and Mary to be educated, boarded and clothed for three years at public expense. In this manner half of the 'best geniuses' would be discontinued at the end of six years with the training appropriate for grammar school masters. The other half, chosen for their superiority, should go forward to additional training for still higher forms of service. The ultimate result, as Jefferson saw it would be to teach all children reading, writing and arithmetic; to select annually ten boys of superior genius, well taught in Greek, Latin, geography and higher arithmetic; to select ten of still higher ability who

should add to these branches such sciences as their genius might lead them to and to furnish schools where children of the wealthy might be educated at their own expense thus providing educational opportunities adapted to everyone's needs. (p. 11)

Honeywell was the first of many authors that discussed Jefferson's influence in the Universal Education area. Another was Bowles (1959), who discussed, "As in so many other matters, the tradition of democratic education in America began with Thomas Jefferson, who placed universal education in a direct relationship with the principles of human freedom and equality that he set forth in the Declaration of Independence" (p. 40). There were many authors who echoed these two's sentiments.

#### *State-Funded education*

Jefferson had a clear influence in the area of state-funded education through his work on the Northwest Ordinance. As, once again, L. H. Butterfield, M. R. Bryan, and J. P. Boyd (1950) stated "...Similarly the Bills for Establishing a Land Office and for Adjusting and Settling Titles and the various bills in which Jefferson presented his far-reaching program of education naturally belong with his most active legislative years. All of these and many more are the subject of discussion in the letters to and from Jefferson printed in the present and preceding volumes" (p. ix). As stated before, Jefferson's legacy was apparent while taking a look at education in the west and its history of state-funded education. Again, Currie wrote about the Northwest Ordinance and discussed the constitutionality of the Ordinance. As the Ordinance was put into place it set the precedence that the Federal government could set up and require new territories to fund the

educational systems in their areas if they wanted to become states. Another set of authors, that have already been discussed, talked about his influence on education through the Northwest Ordinance. Chandler and Cortada (2000) wrote:

Thomas Jefferson drafted a "Bill for the More General Diffusion of Knowledge" for Virginia (introduced in 1779), and John Adams wrote a provision for the Massachusetts Constitution (1780) that sought to develop a mixed infrastructure of 'private societies and public institutions'—including the university, seminaries, schools, and other agencies—all with the ultimate objective of assuring that 'the body of the people' would be informed and instructed. In the 1780s the United States Congress, itself, moved hesitantly in the same direction, not by revamping or expanding the post office or by creating a national university, but by using its vast landholdings in the Northwest to subsidize local public schools in the region. (p. 47)

It was the outside the box thinking about using the land as a trust for setting up schools that solidified Jefferson's lasting influence in education.

### *Segregated education for races, and boys and girls*

Kelley and Lewis (2000) were editors and wrote:

Two further adjustments assured that this system of race-based exploitation would endure across North America for generations—and in some regions for more than 150 years. The first shift involved the creation of strict legal codes in one colony after another, spelling out the organized practice of discrimination and giving it the full force of the law. Wealthy white assemblymen, representing the landowning gentry who would benefit the most financially from these changes, enacted statutes that destroyed the legal standing of African Americans. The laws of the land they had entered viewed them not as humans with rights but as property to be controlled by others. Specific statutes prohibited enslaved blacks from earning wages, moving about freely, congregating in groups, seeking education, marrying whites, carrying firearms, resisting punishment, or testifying in court. (p. 72)

This quote highlights Jefferson's influence in this matter. The influence that Jefferson's scheme for dividing up who would get this education set the pattern for a lot of years following Jefferson's efforts.

### *Trade Schools*

Schachner (1957) discussed Jefferson's initial take on trade schools for Native Americans:

Jefferson's ideas of the normal progression of education were perhaps equally curious; as he expounded them to Benjamin Barton on hearing that many of the Iroquois Indians were able to read. This, he thought. 'Is beginning at the wrong end:' they ought first to be taught the care of domestic animals, agriculture, useful household arts. The acquisition of property and the use of money, with enough arithmetic to manage it and enough writing to note it down. Then, and then only, ought they to be taught to read from books, and last of all, those books which contain 'religion as distinguished from morality.' (p. 933)

This fit with Jefferson's thought process and perfectly reflected where he thought Native American education should fall, in that of a trade school format. This idea about trade schools, of course, moved to all races and was somewhat tied into the adult education movement.

### *Findings from the Research Questions*

*Research question One* - How did Thomas Jefferson's writings, thoughts and actions in his various governmental positions give him influence, either positively and/or negatively, on the American Educational system?

His writings had an influence on the American Educational system in several ways. His writings, for example, *A Bill for the More General Diffusion of*

*Knowledge*, had an influence on the past and present national goal of desiring an education for every citizen of the United States. Jefferson's goal of education for all white males in Virginia, with a scaled back effort the further those males citizens progressed up the educational ladder though having failed in Virginia, continued to be a goal of Jefferson's and was an agenda item he pushed for the rest of his public and private career. However, universal education is an area where the Jefferson idea spread to other parts of the country and is today included in every state and is in the national psyche as a right of every citizen. Between Jefferson and Adams, the thought process for the nation, as a whole, continued to be molded into an idea of universal education for all white male students. Without Jefferson writing various documents in reference to education, and without being in a position to shape and mold public thought in this area, it would be an easy argument to make that universal education would not have been such a national concern as early as it did in the founding of our nation. Jefferson was fully aware of the fact that he was attempting to influence and change the public mindset towards a universal education and was taking full advantage of that knowledge by working with and contacting as many people as possible. Jefferson was a person who represented a paradox; in that one written piece of material he could have discussed freedom of mankind and universal education for all and then in the next discussed the different formats for education for white females, Native Americans, and African-Americans. What made Jefferson unique was that he seemed to be unaware of the irony of those very contradictory ideas.

Jefferson was also adept at making his message fit for which ever audience about which he was writing. For instance, when he was ambassador to France from 1784-89, he was quite capable of being the perceived champion of emancipation for slaves. He was very good at alluding to the idea that he believed in a gradual emancipation of slaves as the audience in France was a very much a believer in freedom. At the same time, he had his black slaves with him in France. Jefferson was so good at changing his message for his intended readers that a fellow slave holder coming to France asked his advice on bringing slaves to France and whether or not they would then be free once they stepped off the boat. Jefferson gave the following advice “I have made enquiries on the subject of the negro boy that you brought, and find that the laws of France give him freedom if he claims it, and that it will be difficult, if not impossible, to interrupt the course of the law. I have known of an instance where a person bringing in a slave, and saying nothing about it, has not been disturbed in his possession...the young negro will not probably...think of claiming his freedom” (Freeman, 1995, pp. 25-59).

Jefferson was providing a veritable practical guide to keeping slaves in France. Historians are split on this duplicitous style and approach that Jefferson took towards the issues and indeed most every major topic of his life. Some are of the mindset that he purposely said what he felt needed to be said in order to appease whatever audience to which he was talking. And if one were to believe this line of reasoning, it would be easy to do, as Jefferson was known to be afraid of open confrontation and avoided any possibility of such an event. For example,

Secretary of State Jefferson hired James Calender as a State Translator. While working for the Washington administration Jefferson avoided all conversations about and denied any knowledge of Calender's anti-Hamilton paper being attached with him and his philosophies. Anytime someone would ask him about the wrongness of the situation he would leave the room. Additionally, he genuinely failed to see how this might be a conflict of interest even though he was working for the government at the time and his sponsorship of Calender lead directly to the slandering of Washington's government. The historians on another side of this debate would suggest that Jefferson had the unique ability to separate ideas in his head and compartmentalize them so that they did not have interconnecting passageways. That mental arrangement allowed him to take a unique stance on each new situation and issue as it arose and allow his thoughts of the day to not be infringed by judgments he might have made before. This mental partitioning allowed him the liberty of not having a guilty conscience when making decisions that might normally be considered paradoxical by outside observers. It would have made these seemingly incompatible streams of thoughts, written statements, and speeches workable on a case by case basis. This line of reasoning helped when looking at Jefferson's approach to universal education and exactly to whom that universal title applied. Taking this train of thought, it would have been perfectly normal for Jefferson to have had an idea about universal education for white males as one thought and goal, and then to think about education for the other groups as a separate thought process. This fit into to the

attitude of the time for the white male Virginian planter class of the time in which they lived. In that context, white males were the only one's getting the education at that time and it was logical that he thought of them as the one group that needed universal education. Jefferson's thoughts on education for other groups made more sense as creating a stronger sense of efficiency for the society that Jefferson envisioned. Groups that were better trained in their perspective areas; such as Native Americans with farming, women with household skills, and African-American slaves with learning skills that made them useful on the plantation, made for a better functioning society. For example, Jefferson's male slaves from the age of 10-16 learned how to make nails for Jefferson's nailery.

Another thought process on Jefferson's ability to deal with the glaring differences borrows from both previous alignments. Jefferson recognized the differences for what they were and acknowledged them as differences due to public opinion and practices of the day. He acknowledged the inability to change certain practices of the day, such as slavery, and felt some situations required a contradictory solution because of his strong sense of conspiratorial enemies at work. Moreover, Jefferson was so gifted that, regardless of his original thoughts on any subject, if he continued to argue a different point than his original argument, he could convince himself of the opposite if the situation required it of him. This was particularly effective if it helped him avoid open confrontation.

Another method that Jefferson used to avoid having to answer for inconsistencies in his statements and practices was to use front men to do his

arguing for him and give him the ability to claim plausible deniability, though that term was not in use during his day, for any and all actions that he initiated or encouraged. Madison, and Monroe, as well as Calender for a while until he turned on Jefferson with the Sally Hemings story, were all very able and capable protégées of Jefferson. Men such as these easily fielded the difficult and often unanswerable questions that often arose from Jefferson's varied stances on topics, including education. Jefferson benefited immensely from the Virginian culture of the elder statesmen being supported by the younger class. The differential method allowed for Jefferson to have very able supporters who helped him to get out of many difficult situations and to help him to avoid many pitfalls that might have otherwise ruined his political career.

It appeared that Jefferson was more like the third definition in that he was able to compartmentalize as needed. He did this in order to avoid guilt that might arise when situations were tough. He was fortunate to be able to retreat when challenges occurred and let others do his fighting for him. Being able to retreat and compartmentalize allowed Jefferson the freedom to make decisions free of excessive controversy and allowed him to make decisions that might otherwise contradict each other without too many repercussions. This thought process provided a tool with which to understand Jefferson and decisions he made. This applies to his thought process on universal education for white males only and to even filter that process more to separate the geniuses from the rabble as means to narrow down that universal education definition even further. Jefferson did

struggle with this issue his whole life from his critics but it was not a barrier to getting done what he wanted to accomplish on an international, national, state, and personal level.

An obvious point that was necessary to address was that whether or not it was a product of the times or was all he could do at the time, Jefferson's policy on different education for different groups did have a lasting negative influence on education for those varied collections of people in the United States of America. Setting the precedent that different groups received different education was something that influenced and set up the negative tradition that education looked different for ethnic and gender groups. Once tradition is established it is difficult, though not impossible, to change the course of a nation's educational policy. To Jefferson this was the most natural course of action and he did believe that there was a difference between the races and genders. This deliberation method permitted him and encouraged these different types of approaches towards education for the various groups.

Jefferson was involved in the passing of the Northwest Ordinance through his *Report of Government for Western Lands*. The writings dealt with the procedure for setting up education in the northwest. The way that those institutions would be funded was a ground level involvement that clearly showed that Jefferson influenced the structures of newly created states in the Northwest in education. It helps to establish the idea and precedent that Jefferson's writings and his positions of authority in the government gave him the ability to influence the

structure, funding, and universal education systems. This was true at least in the Northwest area of the United States. From there it spread to other parts of the United States, in particular the West. Following this thought process, it could then be argued that these new territories and states took their respective shapes, educationally, from Jefferson's original lay out plan for the Northwest. This passion by a prominent figure helped influence education in several areas.

*Research Question Two* - How did Thomas Jefferson's writings on educational purposes and practices get placed into educational practice and/or beliefs?

They were placed in practice and beliefs in the following ways: Examples include the current state university systems in place, across the nation, which resemble the original structure that Jefferson set up for the University of Virginia. In that institution Jefferson created a liberal arts style of education that allowed for the student to select the courses he would choose as opposed to a prescribed selection of courses pre-chosen for the student. Additionally, Jefferson set up an administrative structure that allowed for a skeletal blueprint for how professors, deans, and presidents should be set up. Jefferson influenced the structure and design of the University of Virginia and the structural layout of that school was Jefferson's vision.

The next area that he influenced and that his ideas and writings have been placed in is Universal Education for all students. This practice is wide spread and is the status quo in the United States. PK-12 public education is a given in states

and territories in the United States. The current systems that are in place are a modified version of Jefferson's plan, in his era he was advocating for universal white male education with a weeding out process to *rake the geniuses from the rabble*, but he was one of the first to advocate universal education for any group of people as a general rule. Again, this being a novel idea at the time, a lot of credit does need to be granted Jefferson for pushing this issue into public awareness. It would appear that, had Jefferson not been an advocate for this version of universal education, it might have taken more time for the United States to be in the position that it is in at this moment. Our educational system might not be where it is currently if not for being brought to the forefront by Jefferson. If at least one group or classification of people had not been able to receive an education there might not have been as many educated and socially aware individuals in that group that contributed to helping other ethnic and gender groups to be able to organize and eventually achieve the equality that is being achieved today. One could argue successfully that Jefferson's initial idea of universal education did eventually have an influence on all Americans. The idea has continued to be refined, but can be traced back to Jefferson and Adams.

Another area his writings and ideas influenced would be the types of funding systems for setting up and maintaining educational systems. Through his work on the Northwest Ordinance he provided a system for funding the locally run education systems. He set the precedent for counties and states throughout the United States on how to set up and fund education. Additionally, this established

the strongly held national belief in the locally controlled educational system which is prevalent in school districts and states across America. This is an area where Jefferson was a capable opportunist and took advantage of the fact that these were new territories eager to sign up to the Union. Therefore, Jefferson was able to contribute to making sure that there was an education component. The timing was not as excellent as it took the Jay Treaty to clear British troops off of the frontier that were blocking the main routes to colonizing the Northwest Territories. One of the main reasons the British were holding on to these posts post-war was so that that British and Scottish creditors would be able to collect on debt that was owed to them by American debt holders, such as Jefferson himself. A large portion of those debtors felt that with war's end they were no longer under any obligation to pay that nation's creditors back. Therefore they did not make payments. The British decided they did not like this practice. Holding on to the frontier posts was one way of ensuring that the debts were paid.

Other areas would include his influence in establishing adult education for those interested in returning to school after being out for a while. He was one of the first advocates for adults going back and finishing their education and for trade schools. Jefferson's writings and influence in encouraging students to refine their skills in a particular area have also helped to shape and put into practice a national system of trade schools as a viable alternate to going to a traditional college environment. Again, his writings in this area gave a philosophical foundation to the trade school industry. Again, looking at his interest in this area

from the previously mentioned historical perspective it would seem that Jefferson strongly advocated this particular form of education to make sure that this population of adults were productive and contributed to society. He was not a believer in having groups of citizens that were not productive to society and therefore placing a drag on the society in which they lived. Making sure that people had a skill with which to have a trade and thus earn a living was a wonderful goal in our society. One could argue that the benefit for society is a great outcome regardless of Jefferson's intent of having this type of education provided to particular groups of people. Jefferson had a genuine interest in people feeling fulfilled through being educated, at whatever level. It would seem that he definitely saw education as the key to achieving fulfillment.

*Research Question Three - How did Thomas Jefferson's contemporaries and predecessors shape his thoughts and writings?*

Jefferson was an admirer of philosophers, in what was considered a classical education and European Enlightenment. Writers such as Locke, Montesquieu, Cicero, Bacon and Newton heavily influenced his thought process and understanding of the political world in which he lived. He read Tacitus and Homer and was very gifted at learning and reading other languages such as Latin, Greek and French, though he was not as gifted in speaking those languages.

Many historians have noted that Locke in his *Two Treatises of Government* sounds very similar to Jefferson in the Declaration of Independence. Jefferson's life, liberty, and the pursuit of happiness sounded very similar to

Locke's life, liberty, and possessions, with Jefferson's work being edited by both himself and congress. This is not a secret and is very sensible as Jefferson himself mentioned on several occasions that his works and thoughts were a melding of the different authors that he had read. The ideas were merged in his mind to create a new understanding and interpretation of the combined philosophies that were at work in his writings. Sometimes his writings looked less like new, combined philosophies and more like resurfaced ideas such as the Declaration of Independence. This is true, in particular for the Declaration of Independence document. However, some historians argue that it was simply practical that he so freely lifted Locke's and other's works. He was attempting to put into practice the philosophies that had just been theory up to this point and apply them.

Writers such as Cicero, influenced Jefferson's thoughts in regards to shaping of the federal government. While being an ambassador in France Jefferson had the unique opportunity to sway Madison, a key contributor and author of the Constitution as to its shaping and structure. Jefferson's education and that of his contemporaries of the day made them all well-versed in reading the classical roman literature to include Cicero. Cicero's thought on the failure of the Roman Senate dealt with his beliefs that it was easy for Roman Senators to become corrupted. They were aristocrats and enjoyed having the money that was associated with those positions. Caesar, being aware of this greed took full advantage of it by corrupting and bribing those senators to the point where he made himself emperor. Had they not been accustomed to wealth they might not

have been so corruptible and therefore, Cicero argued, the empire might not have formed. Jefferson was very aware of this, as well as his contemporaries, such as Madison. It was a reason why he argued to make the Senate less aristocratic. Jefferson viewed his education as the fuel, himself as the tool, and the new republic as the mechanism to putting into action ideas of the philosophers from the ages in various different forms. From government, social structure and universal education he viewed the time he lived in as a one of a kind chance to make change happen and positively influence future generations. It appeared that he assumed once structures were in place it would be more difficult to change and redirect governmental actions towards all things, including education. In conclusion for this question, it would seem that Jefferson was heavily influenced by both predecessors and contemporaries and that he made no major statements to the contrary.

*Research Question Four* - How did Thomas Jefferson's upbringing, background and personal life affect his philosophies?

Thomas Jefferson's father, Peter, always felt a sense of inadequacy about his own education and made sure that his children and, in particular Thomas, received the best education that was available in rural Virginia. This was usually in the form of tutors. The family lore is that Thomas had read all of Peter's books by the age of five and that Peter taught Thomas how to read, write, and use arithmetic. It would seem that this was the foundation for Jefferson's lifelong love

of reading and learning new items of information. Jefferson once mentioned to Adams that life would not be worth living without his books.

This passion influenced his thinking in the field of universal education. When the subject of education would come up in political arenas and when his attempts at getting a universal education were thwarted, even thwarted by his friends at times, Jefferson maintained the lifelong commitment to provide systematic education across the United States. This occurred to the point where sometimes Jefferson would retreat from some issues and reforms in an effort to maintain his political prowess. In the arena of education he stayed firm and consistent, though he would step back when necessary. Most often he did this in the interest of other issues that he might have been championing.

The benefits that education brought to his own life were a clear driving force in his psyche and something that he wished to share with all people he met. A clear example of this was bringing his daughters to Paris with him during his ambassadorship. He placed them both in the finest nunnery educational institutions that France had to offer. His thought process on this was that they would be versed on everything that it took to be a proper lady and would have an excellent advantage over the other young women of Virginia. His philosophy for them was different than had they been sons. But the very fact that he put his daughters in school suggests that he held the belief rigidly to his core that different ethnic groups and, in this, case gender groups required different formats of education, but that all needed some format of education nonetheless.

*Research Question Five* - What were the lasting influences of Thomas Jefferson's efforts towards education on the United States?

Jefferson influenced the educational institutions of his time from both the College of William and Mary to his founding of the University of Virginia. What was significant is that in his time he affected: the layout and the architectural design for Universities grounds that has been used again and again across the nation; the physical structure and the architectural design for buildings; the school administration format; the system for a course of study at a liberal college or university, which has become the format for numerous colleges across the country and the world; the selection method for that university and what types of professors that are required to be at such an institution to bring that course of instruction to success in the form of flourishing and productive students.

He had a lasting influence in creating the educational funding system, format and structural methods for setting up education in the Northwest Territories. This had not only created an immediate influence in the states that formed out of those territories but also had fortunate benefit of being copied later in the settling of the western territories and eventual states that formed there as well. This type of influence was on a grand scale and is incalculable as countless generations have received their education, improved the quality of their lives, and their children's lives through an education format that was established as a precedent by Thomas Jefferson's original writings that influenced the writings of

the Northwest Ordinance. A good discussion of the influence was written by Carpenter (2005):

To avail themselves of the land grants, many leaders crafted constitutions that provided for education and specified the purposes of schooling in their respective states. Of the 40 states that wrote constitutions during the 19<sup>th</sup> century (White 1950), 22 articulated purposes for education. In these statements one consensus was clear-the writers saw an ideological connection between an educated citizenry and the success of republican government. (69(3), pp. 278-290)

This clearly, was the largest influence that his work in education had on the Early American Educational System.

Other influences would be the idea of state-funded education that he first introduced as an idea through the unsuccessful *A Bill For the More General Diffusion of Knowledge*. This idea, though novel for the time, had a creeping influence and an established precedent to govern its growth in the format of the New England schools of the time. Education was a critical element of the time in New England and was mainly there as a tool to support the religions that were prevalent in New England. However, it was apparently a somewhat successful educational program as a large portion of New Englanders were well-read and contributed greatly to the origins of the American Revolution because of the higher education that they received.

The next influence would be the contribution of his ideas for various different schooling systems for white males, white females, African-Americans, and Native Americans. The ideas for schooling for these groups were a boost in the education for these groups and had not previously been suggested by a person

in possession of so much national influence. But they were still a format for maintaining segregation between the different groups and setting a precedent for such segregation for the future generations. Keep in mind that Jefferson was a man of his times, and was considered radical for the ideas that he presented in this field, and indeed all fields in which he worked throughout in his life. One could argue that Jefferson did not really advance segregation that was present in his society as much as he worked within it and did his best to improve it with the only tool he knew how to improve everything, that being education.

Yet another area of his influence was in trade schools and adult education. His trade school ideas and influence mainly came from his goals of educating both Native-Americans and African-Americans, mostly slaves. He felt that given the proper tools and skills that both of these groups could be successful in his America. This helped to establish schools for trades and set the system format for this type of school. Ironically, this system eventually benefited all groups to include white males.

Finally, for adult education, Jefferson's influence and thoughts in this field helped to establish the pattern for adults that had not finished their education earlier for going back and finishing their education. This established the value of doing so for the quality of their lives and the impact that education had on the future generations of their children. His work in this area helped set the example that not finishing one's education at the beginning of one's school years was not an end to future educational opportunities, but could be just a temporary setback

until the opportunity to return to education was provided for at a later time. Night schools are a prevalent system that is in place throughout the country and provides an effective way to reach out to those who need a second shot at completing their education. Those numerous Americans who have taken that route and been successful owe a measure of gratitude towards Jefferson who helped put that idea into the forefront of education thoughts in the United States.

## Chapter V

The purpose of this chapter is to present a summary and conclusion of the study, to have a general discussion of the topic, to discuss important findings, to discuss implications of the study, to discuss lessons learned from Jefferson's writings, to make recommendations for Historical Educators, to make recommendations for future research and to reflect on the study.

### *Summary and Conclusion*

The purpose of this study is to take a deeper look at the influence of a top American historical figure, Thomas Jefferson, on the institution of the American Educational System. Thomas Jefferson was involved in many decisions involving the traditions, practices and institutions of many educational establishments of his time period. His writings have had a lasting influence on our society and the world. His words have been incorporated into many different countries' constitutions across the world. It was important to study decisions of the past in order to understand how to make well-educated decisions in the future. Thomas Jefferson's ideas, his involvement in government, his personal morals and his involvement in writing documents have helped in founding our current way of life. They are all major contributing factors to how he made decisions which

influenced the American Educational System. Therefore it made a study of that influence relevant. Jefferson and his contemporaries had many thoughts and contributed many ideas towards the founding of our Early American Educational System. Jefferson had a wide base of ideas about various levels and aspects of education. Jefferson's diverse interests in different aspects of education had an influence on various facets of the American educational world. That interest therefore deserved a study to show Jefferson's influence, both positive and negative, on the founding of the American Educational System. The influence of the American thought process on the topic of education is a meaningful addition to the body of work on Jefferson.

In conclusion, it can be stated that, whatever one's stance on Jefferson as a paradoxical person, it can be concluded that Jefferson was a man of his times. His ideas for education had far reaching weight that influenced the practices and systems in the Early American Educational System and that he did influence education in the United States of America.

### *General Discussion*

The world in which Thomas Jefferson came to age was very unique and quite different than the one we live in today. There were no TVs, computers, internet, cable, telephones, telegrams, air conditioning, refrigerators, cars, airplanes, or any of the modern conveniences that we take for granted. His world was a world with long distances from other cities, people and travel.

Communication was even more critical in Jefferson's day as the ability to retract a misunderstood statement could take weeks or months as opposed to a quick and efficient phone call today. When copies of letters or other writings needed to be produced it often had to be done by writing another document by hand. When writing or rewriting documents the author had to be very careful with what was being written so that rewrites did not have to occur that often. Jefferson has survived in American History as one of our country's premier writers, so one needs to fully comprehend how incredibly gifted Thomas Jefferson was and most likely why he was chosen to write the *Declaration of Independence*. Jefferson had honed this craft while attending school, practicing law, and in the countless letters that he wrote in his lifetime. His ability to be persuasive with his writing skill was what put him over the edge as being an exceptional politician. The long distances between him and the recipients of his writings allowed him to not have to face the uncomfortable feelings speaking or facing confrontation. This helped him to be able to maintain disagreements with his peers from a distance so that he could write in isolation and avoid face to face confrontation. In today's modern political scene Jefferson might not have been as successful as the current breed of politician. He was historically known for not making public speeches and when he did they were very hard to hear. He was considered to be very shy and awkward in public. He actually had a dislike for those politicians of his day who were good orators, such as Patrick Henry and, at times, John Adams. He took pleasure in refuting them from afar with his pen.

It can be said that Jefferson was a man of his times and his times helped him to become the man that he was. If Jefferson had the modern conveniences of today he might not have had the time to create the exquisite writings that he produced and there might not be a good record of his thoughts. It would be unlikely in the fast-paced world in which we live, that a politician would write as prolifically as Jefferson and his peers. Jefferson was able to work his magic of the pen by being able to have time to contemplate his theories on items such as education and the various aspects of that field.

In the long, lonely days at Monticello it would be easy to understand how Jefferson could spend time developing each thought and idea to its detailed and ultimate conclusion. Jefferson was, after all, a trained lawyer and would have been taught to follow just such a method. If one takes that idea, and removes any TV or radio to distract him it is easy to see how he was able to come up with numerous thoughts on boundless topics, including education. With life on a plantation, with slaves and servants to accomplish the work, one has time to read books, letters and newspapers. His writing reflects the time he had time to create and formulate thoughts. Our country benefited, overall, from Jefferson having this time to contemplate the universe and, for this study's sake, education. Without his thoughts on this matter it would be interesting to see where the country's education structure would be today.

### *Important Findings*

After researching Jefferson in this area it was evident that Jefferson did, in fact, have an influence on a mixture of educational initiatives of the Early American Educational System. His writings influenced education in adult education, the university system, universal education, state-funded education, segregated education for races and boys and girls, structure of school administration, educational institutions architectural designing and trade schools.

In the adult education area his writings influenced the formation of night schools and GED prep programs to help students that did not originally finish their schooling go back and finish that level of education. As one of the first people to discuss this topic, and nationally influential, he helped to develop and move forward that field of education. The important finding for this area is that Jefferson opened up the conversation about this topic and made it acceptable for future generations to talk about the need and value for adult education.

Jefferson's work in creating the university system, the administrative formats of those schools and educational institutions architectural designing through the creation of the University of Virginia had an influence on other post-secondary school formats. It influenced the style of education that different generations of Americans have experienced in the United States through those universities that they attended, which followed Jefferson's format. This is an important finding for this field.

Another important finding was one of his premier works in education, that of universal education. It allowed the idea of education for all to be planted in the American psyche and allowed for germination of that idea to blossom. Similar to the way Jefferson's work in writing the *Declaration of Independence* declared that all men were created equal. It took a civil war, civil rights movements, and affirmative action over generations to make that happen, so it was with the idea of universal education. He was able to push this very important idea to the front of the American agenda on numerous occasions. This allowed it to become a topic for debate and conversation. Opening the door for education to be a common place conversation was a major way that Jefferson influenced the Early American Educational System.

Another important finding, if not the most practical finding, was that of helping to get the state-funded education passed in the Northwest Ordinance. This became a common way for schools to be created, funded, and staffed throughout the rest of the forming nation. This finding, alone, would constitute a wonderful influence for Jefferson in the field of Early American Educational System and, the researcher believes, is the most lasting influence.

Still another important finding was that Jefferson's classification systems for different types of students receiving different types of education definitely lead to racial and gender inequities in education that created traditions along those lines that are still felt today. Jefferson would argue that, at least they were getting an education based off of his classification system whereas they were not

receiving anything before that, which is also a valid point. However, there has been the precedent of a negative tradition of segregation that was set up. This is an important finding of Jefferson's works and their influences.

The last major important finding was that, similar to the adult education field, Jefferson made the topic of trade schools an important area of conversation in the education field. He saw trade schools as a valuable tool to helping the average man, Native Americans, and freed slaves becoming productive citizens in his version of America. This interest level influenced thinkers and politicians of his day. It allowed him to set these types of schools up in the various trades that were available then and that tradition has affected the modern world with trade schools being a strong and thriving industry today, available to anyone who is interested in the opportunity.

### *Implications*

The implications from this research are that Jefferson was in a very exclusive position to be able to sway and influence early American thoughts on many fields, to include education. His work, efforts, thoughts, and actions provided sparks for educational ideas, actions, and accomplishments in the various areas of education that have been mentioned. These sparks helped to set in motion a national thought process towards education and put it as a center-piece of the often mentioned American dream of an ideal life and citizenry. Undeniably, education is at the front of politics and candidates use education as

part of their party platform. Looking back, one can see how Jefferson's ability to place education on the national awareness level helped to make this a common conversation and something to which every American feels entitled.

His position of influence allowed him the ability to participate in many fields and have an influence on all of them. Jefferson's strong drive to help shape and format his country's current and future educational formats have influenced the way Americans think of education in their country.

#### *Lessons Learned from Jefferson's Writings*

Lessons that can be derived from Jefferson's writings are that Jefferson was able to influence American political topics on a wide array of topics to include education. Jefferson was fully aware of his unique ability to influence the United States in such a way and used his position and that influence to the utmost. It can be argued that not since the founding of our country has a group of politicians been able to place various topics on the national stage for debate and with such a historically long reaching effect as that of the politicians of Jefferson's era, to include Jefferson himself. Jefferson, fully aware of the unique position in American history, presented his ideas on the national stage, believing that he was doing his best to help the citizens of the United States.

In the crucial position that Jefferson was in, it would be a challenge to have such a defined vision for the future. It is amazing that he provided so many positive influences and so few negative influences. Given the times, the situation

Jefferson was in, his upbringing, his own education and his personal brand of politics, that was unexpectedly successful. Politicians today would be fortunate to influence and rightly guide so many future events and topics for his/her country.

### *Recommendations for Historical Educators*

Jefferson's role in influencing the various areas in the Early American Educational System was an interesting field of study. The knowledge of his influence is helpful to educators and historians in order to fully analyze educational institutions practices, traditions and formats for how their education is delivered and the manner in which students receive their education at these institutes. A recommendation could be made that when looking at reasons for past practices of educational institutes, one should seek to look at practices and formats to discover if Jefferson's works and writings can be traced to those practices.

Another recommendation would be when continuing current formats and traditions at educational institutions and/or looking to implement change a person should research to find out where the current system comes from, trace its roots, make an informed decision as to whether or not to continue that practice once it is discovered what the original goal of that practice was and where it comes from. If it also meets the current goals then that person will have the comfort of knowing the background on why that educational practice is in use and feel contented in

continuing and/or starting the practice. In this country it is likely that Jefferson's works, actions, thoughts and writings, most likely, had an influence on that practice.

### *Recommendations for Future Research*

A deeper look into Jefferson's influence on the American University System would be an interesting field to research and to look at how many of the institutions follow the University of Virginia's format and on what levels. There are many current universities, making for an extensive study, but the value of the data would be well-worth the effort.

Another study that could enhance this research would be a stronger look into adult education and how those institutions have been enhanced and furthered from Jefferson's initial ideas. This could be done by attempting to find out how many adult schools, night programs and GED prep programs are in the United States, analyzing their mission statements, cross comparing the age of the students that are attending, what their graduation rates are, further education after completion of that school, and financial success after they have completed that program.

Lastly, a continuation and enhancement of this study could be done by looking at each element in education that Jefferson influenced and breaking those study's down into separate elements. Then do a formal study of each element,

such as state-funding systems, universal education, and breaking it down thoroughly and precisely.

### *Reflections on the Study*

Working on this study has been valuable in numerous ways. Getting to know Thomas Jefferson on a deeper level has provided a tremendous understanding as to what it was that drove him in his desire to work on making education part of the forefront of the American psyche. Jefferson was a flawed character from a flawed and imperfect world. He was not the political superhero that was taught about in elementary school. But one could and would classify him as a genius and great American. His thoughts towards education were visionary for the time he lived in and as a result allowed him a greater role in the reflection of history than others of his generation. His main influence in education is in the area of universal education, regardless of who his universal education is applied to. It is a lasting work in its form of influence on educational institutions across America and the world and is his best legacy in the educational field. Additionally, his involvement in the Northwest Ordinance allowed education to spread throughout the rest of the United States as it was carved out of the West, with a defined format. This is one of many immeasurable influences that can be contributed to Thomas Jefferson.

## References

- Appleby, Joyce, Ball, Terance. (Eds.), & Jefferson, T. (1999). *Thomas Jefferson, Political writings* (pp. 233-243). Cambridge, England: Cambridge University Press.
- Axtell, James. (1998). *The pleasures of academe: A celebration & defense of higher education* (p. 85). Lincoln, NE: University of Nebraska Press.
- Bassey, Magness O. (1999). *Western education and political domination in Africa: A study in critical and dialogical pedagogy* (p. 113). Westport, CT: Bergin & Garvey.
- Berube, Maurice R. (1991). *American presidents and education* (p. 16). New York: Greenwood Press.
- Bestor, Arthur. (1955). *The restoration of learning: A program for redeeming the unfulfilled promise of American education* (1<sup>st</sup> ed., p. 24). New York: Knopf.
- Boudreau, Thomas E. (1998). *Universitas: The social restructuring of American undergraduate education* (p. 185). Westport, CT: Praeger Publishers.
- Bowles, Chester (1959). *The coming political breakthrough* (1<sup>st</sup> ed., p. 40). New York: Harper & Brothers.
- Boyd, Julian P. (Ed.). (1958). *The papers of Thomas Jefferson* (Vol. 14). Princeton University Press. Princeton, NJ.
- Brameld, Theodore. (1955). *Philosophies of education in cultural perspective* (p. 387). New York: Holt, Rinehart & Winston.
- Brandt, Deborah. (2001). *Literacy in American lives* (p. 205). Cambridge, England: Cambridge University Press.
- Brown, Richard D. (1996). *The strength of a people: The idea of an informed citizenry in America, 1650-1870* (p. 75). Chapel Hill, NC: University of North Carolina Press.

- Brown, Stuart G. (1954). *The first Republicans: Political philosophy and public policy in the party of Jefferson and Madison* (p. 2). Syracuse, NY: Syracuse University Press.
- Bruce, Phillip A. (1920) *History of the University of Virginia*. Macmillan, New York: The Macmillan Company Press.
- Buetow, Harold A. (1991). *Religion in personal development: An analysis and a prescription* (p. 203). New York: Peter Lang.
- Butterfield, Lyman H., Bryan, Mina. R., & Boyd, Julian. P. (Eds.). (1950). *Papers* (p. ix). Princeton, NJ: Princeton University Press.
- Butts, R. Freeman. (1947). *A cultural history of education: Reassessing our educational traditions* (1<sup>st</sup> ed., p. 365). New York: McGraw-Hill.
- Butts, R. Freeman. (1950). *The American tradition in religion and education* (p. 119). Boston: Beacon Press.
- Carpenter, Dick M. (2005). Presidential rhetoric and the purpose of American education. *Educational Forum*, 69(3), 278-290.
- Cassel, Russell N. (2003). Critical incidents in the evolutionary history of personal freedom. *College Student Journal*, 37(2), 163+.
- Chandler, Alfred D. & Cortada, James. W. (Eds.). (2000). *A Nation Transformed by Information: How Information Has Shaped the United States from Colonial Times to the Present* (pp. 47). New York: Oxford University Press.
- Christ, S. (1997, November 30). *A wake-up call about education*. *The Washington Times* (pp. 1&5).
- Cohen, Louis, Manion, Lawrence., & Morrison, Keith. (2000). *Research methods in education*. London: Routledge Falmer.
- Conant, James B. (1963) *The education of American teachers* (p. 39). New York, NY: McGraw-Hill Press.
- Crane, Theodore R. (Ed.). (1963). *The colleges and the public, 1787-1862* (p. 37). New York: Bureau of Publications Teachers College.

- Currie, David P. (1998). The Constitution in Congress: Jefferson and the west, 1801-1809. *William and Mary Law Review*, 39(5), 1441-1503.
- Denton, Virginia L. (1993). *Booker T. Washington and the adult education movement* (p. 38). Gainesville, FL: University Press of Florida.
- Drinan, Robert F. (1963). *Religion, the courts, and public policy* (1<sup>st</sup> ed., p. 98). New York: McGraw-Hill.
- Eby, Fredrick, & Arrowood, Charles F. (1934). *The development of modern education: In theory, organization, and practice* (pp. 545-546). New York: Prentice Hall.
- Edwards, Newton, & Richey, Herman G. (1963). *The school in the American social order* (2<sup>nd</sup> ed., p. 217). Boston: Houghton Mifflin.
- Elkin, Stephen L. (1999). *Citizen competence and democratic institutions* (p. 389) (Karol. E. Soltan, Ed.). University Park, PA: Pennsylvania State University Press.
- Ellis, Joseph J. (1996) *The American sphinx* (pp. 335-336). New York, NY: Vintage Books, Division of Random House, Inc.
- Emerson, Thomas I., & Haber, David. (1952). *Political and civil rights in the United States* (p. 962). Buffalo, NY: Dennis.
- Farber, Marvin. (Ed.). (1950). *Philosophic thought in France and the United States: Essays representing major trends in contemporary French and American philosophy* (p. 701). Buffalo, NY.
- Fine, Benjamin. (Ed.). (1945). *Democratic education* (p. 36). New York: T. Y. Crowell Co.
- Fischer, David Hackett (1970). *Historians' fallacies: Toward a logic of historical thought*. New York: Harper Torchbooks.
- Fitzpatrick, Martin, Jones, Peter., Knellwolf, Christa., & Mccalman, Iain. (Eds.). (2004). *The enlightenment world* (p. 298). New York: Routledge.
- Flaherty, Martin S. (1996). The most dangerous branch. *Yale Law Journal*, 105(7), 1725-1839.
- Freeman, Joanne (1995), Slander, poison, whispers and fame: Jefferson's 'anas'

and political gossip in the early republic. JER, XV (1995), 25-59

Gabbard, David A. & Ross, E., Wayne. (Eds.). (2004). *Defending public schools* (p. 38) (Vol. 1). Westport, CT: Praeger.

Gall, Meredith D., Gall, Joyce P. & Borg, Walter R. (2003). *Educational Research: An Introduction*. Boston, MA: Allyn and Bacon.

Garrod, Andrew. (Ed.). (1992). *Learning for life: Moral education theory and practice* (p. 25). Westport, CT: Praeger Publishers.

Haarlow, William N. (2003). *Great books, honors programs, and hidden origins: The Virginia plan and the University of Virginia in the liberal arts movement* (p. 41). New York: Routledge Falmer.

Halliburton, David. (1997). *The fateful discourse of worldly things* (p. 102). Stanford, CA: Stanford University.

Henry, Nelson B. (Ed.). (1952). *Education in rural communities*. Chicago: University of Chicago Press.

Honderich, Ted. (Ed.). (1995). *The Oxford companion to philosophy* (p. 428). Oxford: Oxford University Press.

Honeywell, Roy J. (1931) *The educational work of Thomas Jefferson* (p. 11). Cambridge, MA. Harvard University Press.

Howe, Daniel W. (1970). *The Unitarian conscience: Harvard moral philosophy, 1805-1861* (p. 140). Cambridge, MA: Harvard University.

Jefferson, Thomas (1776-1820) *A bill for the more general diffusion of knowledge, notes on the state of Virginia, The writings of Thomas Jefferson* (Vol. 13, pp. 20, 399-400). Washington, DC: Thomas Jefferson Memorial Association of the United States.

Kaminsky, James S. (1993). *A new history of educational philosophy* (p. xv). Westport, CT: Greenwood Press.

Keener, Orrin L. (1962). *Struggle for equal opportunity: Dirt farmers and the American country life association* (1<sup>st</sup> ed., p. 52). New York: Vantage Press.

Kelley, Robin D. & Lewis (Eds.). (2000). *To make our world anew: A history of African Americans* (p. 72). New York: Oxford University Press.

- Koch, Adrienne, Peden, William. (Eds.). & Jefferson, T. (1944). *The life and selected writings of Thomas Jefferson*. Published by The Modern library.
- Knight, Edgar W. (1952). *Fifty years of American education: A historical review and critical appraisal* (p. 211). New York: Ronald Press.
- Lawler, P. Augustine & McConkey, Dale. (Eds.). (1998). *Community and political thought today* (p. 75). Westport, CT: Praeger Publishers.
- Lee Gordon, ed. (1961). *Crusade against ignorance: Papers of Thomas Jefferson on education*. New York: Columbia Teachers College Press.
- Levy, Leonard W. (1963). *Jefferson & civil liberties: The darker side*. Belknap. Boston, MA: Press of Harvard University Press.
- Locke, John (1689). *Two Treatises of Government: In the Former, The False Principles and Foundation of Sir Robert Filmer, And His Followers, are Detected and Overthrown. The Latter is an Essay concerning The True Original, Extent, and End of Civil-Governmen*.
- Magnaghi, Russell M. (1998). *Herbert E. Bolton and the historiography of the Americas* (p. 10). Westport, CT: Greenwood Press.
- Malone, Dumas. (1948-1982). *Jefferson and his time* (Vols. 1-6). Charlottesville, VA: The University of Virginia Press.
- Mayer, Fredrick. (1960). *A history of educational thought* (pp. 343-344). Columbus, OH: Charles E. Merrill Books.
- McCluskey, Neil G. (1959). *Catholic viewpoint on education* (1<sup>st</sup> ed., p. 143). Garden City, NY: Hanover House.
- Meyer, Adolphe E. (1957). *An educational history of the American people* (p. 100). New York: McGraw-Hill.
- Meyer, Heinz-Dieter & Boyd, William L. (Eds.). (2001). *Education between states, markets, and civil society: Comparative perspectives* (p. 19). Mahwah, NJ: Lawrence Erlbaum Associates.
- Michaelsen, Robert. (1970). *Piety in the public school: Trends and issues in the relationship between religion and the public school in the United States* (p. 69). New York: Macmillan.
- Middlekauff, Robert. (1985). *The glorious cause: The American revolution, 1763-*

- 1789 (p. 613). New York: Oxford University Press.
- Moon, Bob, Ben-Peretz, Miriam, & Brown, Sally. (Eds.). (2000). *Routledge international companion to education* (p. 880). London: Routledge.
- Morrison, Henry C. (1943). *American schools: A critical study of our school system* (p. 8). Chicago: The University of Chicago Press.
- Mungazi, Dickson A. (1993). *Educational policy and national character: Africa, Japan, the United States, and the Soviet Union* (p. 7). Westport, CT: Praeger Publishers.
- Mungazi, Dickson A. (1999). *The evolution of educational theory in the United States* (p. 75). Westport, CT: Praeger Publishers.
- Nelson, Stephan J. (2000). *Leaders in the crucible: The moral voice of college presidents* (p. 112). Westport, CT: Bergin & Garvey.
- Ohles, John E. (Ed.). (1978). *Biographical dictionary of American educators* (Vol. 2, p. 703). Westport, CT: Greenwood Press.
- O'Neill, James M. (1972). *Religion and education under the Constitution* (pp. 76-77). New York, NY: De Capo Press.
- Palmer, Robert R. (Ed.). (1993). *From jacobin to liberal: Marc-Antoine Jullien, 1775-1848* (p. 174). Princeton, NJ: Princeton University Press.
- Peterson, Merrill D. (1975). *Thomas Jefferson and the new nation: A biography* (1<sup>st</sup> ed., p. 145). London: Oxford University Press.
- Petraglia, Joseph. (1998). *Reality by design: The rhetoric and technology of authenticity in education* (p. 23). Mahwah, NJ: Lawrence Erlbaum Associates.
- Robson, David W. (1985). *Educating republicans: The college in the era of the American Revolution, 1750-1800* (pp. 106-107). Westport, CT: Greenwood Press.
- Schachner, Nathan. (1957). *Thomas Jefferson A biography* (p. 933). New York: T. Yoseloff.
- Schubert, William H, Schubert, Ann. L, Thomas, Thomas P., Carroll, Wayne. M. & Lang, Peter (2002). *Curriculum books: The first hundred years* (2<sup>nd</sup> ed., p. 88). New York: Peter Lang.

- Shafer, Robert J. (1969). *A Guide to Historical Method*. Homewood, IL: The Dorsey Press.
- Smith, L. Glen & Smith, Joan. K. (1994). *Lives in education: A narrative of people and ideas* (2<sup>nd</sup> ed., p. 231). Mahwah, NJ: Lawrence Erlbaum Associates.
- Smith, Peter. (1996). *The history of American art education: Learning about art in American schools* (p. 15). Westport, CT: Greenwood Press.
- Spring, Joel. (2001). *Globalization and educational rights: An intercivilizational analysis* (p. 90). Mahwah, NJ: Lawrence Erlbaum Associates.
- Tyack, David, & Hansot, Elizabeth. (1982). *Managers of virtue: Public school leadership in America, 1820-1980* (pp. 258-259). New York: Basic Books.
- Von Eckardt, Ursula M. (1959). *The pursuit of happiness in the democratic creed: An Analysis of political ethics* (p. 99). New York: Praeger.
- Ward, Harry M. (1999). *The war for independence and the transformation of American society* (p. 169). London: UCL Press.
- Wellman, Barry (2001, June). Physical place and cyber place: The rise of networked individualism. *International Journal of Urban and Regional Research*, 25(2), 227-52.
- White, Flynn S. (1950). *Constitutional provisions for differentiated education*. Fairmont, WV: Scholl.
- Willis, Paul. (1981). *Learning to labor: How working class kids get working class jobs* (p. ix). New York: Columbia University Press.
- Wiltse, Charles M. (1935). *The Jeffersonian tradition in American democracy* (pp. 139-140). Chapel Hill, NC: University of North Carolina Press.
- Zuckert, Michael P. (1996). *The natural rights republic: Studies in the foundation of the American political tradition* (Revised ed., pp. 54-55). Notre Dame, IN: University of Notre Dame Press.
- Zvesper, John. (1977). *Political philosophy and rhetoric: A study of the origins of American party politics*. Published by CUP Archive.