3. Religion is needed to teach virtue, and virtue is required for the liberty of republican society.

4. Citizens must actively participate in republican government, which is not the case in monarchies.

5. History, commerce, and economics should be taught.

6. In addition to regular female education subjects, women should learn about government. As wives and mothers, they are men’s support systems, and they mold young children into republican citizens.

7. Religion, liberty, and learning are inseparable, and have immeasurable positive effects on the happiness of society.

Handout D—Analysis: Contrasting Ideas of Education

Suggested answers for goals of education in Rush’s time: a homogeneous society; creating citizens who can participate in republican government; instilling virtue; teaching history, commerce, and economics; preparing girls for the roles as wives and mothers; mixing religion and learning; creating a happy society.

Handout A—George Washington (1732–1799)

1. Washington’s great character was respected by all. He looked the part of a warrior, standing well over six feet tall and possessing a martial demeanor. He was a Virginian, and his appointment to command an army made up largely of New Englanders rallied southerners to the Patriot cause. Also, as a legislator, he had the confidence of the Congress, who knew that he would ensure military obedience to civilian authority.

2. Washington admired Cato and Cincinnatus. Cato was a Roman who died resisting the tyranny of Julius Caesar. Washington also emulated the legendary Cincinnatus. He was a Roman farmer who was called upon to take command of the republic’s armies and repel Rome’s enemies. After helping to secure victory, Cincinnatus put down his sword and became a farmer once more.

3. Mount Vernon was a crossroads for political discussion during the 1780s. Prominent guests, such as James Madison and Gouverneur Morris, spent hours in conversation with Washington about the state of the young nation. During these talks, Washington became convinced that the Articles of Confederation needed revision.

4. Students might mention the following events: the Newburgh Conspiracy, Washington’s leadership of the Continental Army, his attendance at the Constitutional Convention, his acceptance of the presidency.

5. Lee meant that Washington was always a leader. Washington commanded the Continental Army during the Revolutionary War and was primarily responsible for the success of the cause. He also led Americans in peace, presiding at the Constitutional Convention and serving as the nation’s first president. Washington was certainly “first in the hearts of his countrymen,” beloved by nearly all Americans.
2. Context
   a. This document was written in 1796, near the end of Washington's second term as President.
   b. George Washington wrote this document with Alexander Hamilton and James Madison.
   c. This is a speech—though it was never delivered aloud. Rather, it was printed in newspapers across the country.
   d. The purpose of this document was for Washington to advise the new country on how best to sustain its new government.

JAMES WILSON
Handout A—James Wilson (1742–1798)
1. James Wilson asserted that the Constitution was as close to perfection as such a document could be. He and other Federalists did not believe a separate bill of rights was needed. If only certain rights were spelled out in a bill of rights, it would be too easy to assume rights not listed were relinquished.
2. James Wilson is credited with the compromise of the Electoral College. This system of presidential election blended state authority with popular sovereignty and made sure that states did not have complete power over choosing the president.
3. President Washington appointed James Wilson as Associate Justice of the Supreme Court. Wilson had lobbied for the office of Chief Justice. Washington, however, felt Wilson's reputation was too tainted to serve in that high position.
4. Wilson's idea that, with the Declaration of Independence, states gave up their power to the people, was radical because it meant that the citizens of the various states were ultimately all citizens of the United States. Wilson's position that the new national government should be seen as based on popular sovereignty and not state sovereignty represented a significant shift from the situation that existed under the Articles of Confederation. Some, such as Patrick Henry and Thomas Jefferson, disagreed with Wilson and continued to argue long after the Convention that substantial power should be reserved to the individual states.
5. Students should explain why they do or do not feel like citizens of their specific state. Some students will be interested in their state's chief industries, some students will enjoy the common pastimes of their state: going to the beach in Florida, going skiing in Colorado, and so on. Others will feel that the values that unite Americans outweigh the specific interests of their state.

Handout B—Vocabulary and Context Questions
1. Vocabulary
   a. justice system
   b. approve
   c. deterrents
   d. restraint
   e. lessened
   f. baseless
   g. contrary
   h. discovering
   i. cowardly
   j. hateful
   k. well-being
2. Context
   a. James Wilson wrote this document.
   b. This document was written in 1791.
   c. This is a set of instructions to a grand jury, explaining Wilson's views on punishment.
   d. The purpose of this document was to explain Wilson's view on the importance of mild and moderate punishment.