

IOWA COUNCILOR

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YOUR PRESIDENT'S LETTER

Boone Junior College
Boone, Iowa
January 11, 1952

Greetings to all ICSS Members:

Early in January your officers and Executive Board met in the first formal meeting of this year. The keynotes of that meeting were an assessment of the progress made by ICSS in projects undertaken in the past, and much wishful and purposeful thinking with regard to the future.

ICSS committees and members are hard at work on projects already begun. The membership Committee has a well-planned campaign underway and is hoping to set a new high in membership totals for 1951-52. (Your district chairman will be happy to have your renewal.)

It has long been the ambition of ICSS to see local councils organized throughout the state. Some success has been achieved and my congratulations go to those groups. However, in only two I.S.E.A. districts are social studies teachers organized. Won't you, as members of ICSS assume responsibility and form your own local organization? For in organization there is strength, and from the strength of the professionally-minded teachers of the state will come better social studies teachers and teaching.

Realizing the necessity for the improvement of professional standards, ICSS, some months ago, assumed leadership in sponsoring a survey of the qualification of social studies teachers in Iowa. That survey is being made this year, and the

findings will be used as a basis for further efforts to be directed toward raising teacher's standards. You will be hearing more of this.

As you read your Councilor, can you imagine it as a printed and not as a mimeographed publication? That is another goal we are looking toward. The spade work is being done for the conversion and we hope it can be accomplished before too long. Meanwhile the editors have their own private visions of a membership willing and anxious to exchange ideas, clamoring to be heard through the pages of the Councilor.

Another ambition to be achieved involves the holding of one-day meetings at central points throughout the state. These might, perhaps, be of a workshop nature or some topic of current interest might be presented and discussed. If you think it a good idea and have some suggestions, please write in. In the meantime members of the Executive Board have formed as a committee to work out a pilot plan for such a meeting. With the active support of some local council, a meeting might be held this spring. Questions or ideas on this subject might be addressed to me or to the office of the Iowa Council in Iowa City,

In this first letter, I have tried to report to you some of the hopes and plans for the future of ICSS. May we all work together to accomplish our plans and fulfill our common goals.

Very sincerely,

Marguerite Skilling
Marguerite Skilling

THE EXPANDING ROLE OF THE TEACHER

CHILDREN IN TROUBLE

by

Mary E. Reistroffer

Today the teacher can no longer consider her province to be concern for the child's intellectual growth alone. She is rapidly becoming custodian of his total personality as well. Many things have occurred to create this new responsibility, but perhaps the most significant has been the disorganization of the family unit. Many families no longer assume even a token part of the responsibility for the happy, healthy adjustments of their most important members, the children. It is the purpose of this article to briefly point up some of the ways the teacher may use her own talents in compensating the child for this deficit, and the use she may make of local community resources to that end.

The teacher is usually well-equipped to meet new demands on her energy. She is alert and aware to changes of mood, behavior, and physical condition by reason of her intuitiveness and knowledge of the child whom she has in her care several hours each day. She is usually qualified by personality and perceptiveness to distinguish between the happy and the unhappy children in her group. She is generally fair in that she is cognizant of her own subjectivity and its influence on the teacher-child relationship. Totalling these attributes, we have the teacher who can capably help the child beyond development of his intellectual ability alone.

Awareness of changes of mood, behavior, and physical condition is important because these alterations are often symptomatic of later and more profound difficulty for the child. For example,

the change of an average child from one who relates cooperatively in a group to one who is apathetic and withdrawn could be indicative of neglect -- inadequate sleep, insufficient food, or illness. More important, it could also mean personality change indicating a need for psychiatric treatment. Through the aid of school health authorities she could evaluate the probable causes and determine a course of action. Importantly though, she is watchful for change, a duty formerly relegated entirely to the parents.

The teacher's knowledge of the child as an individual then qualifies her to distinguish between the child who is a school problem and the child who is a problem because of his social environment. This distinction is important so as to effect the most favorable adjustment possible. The pupil who is having difficulty because he is uninterested or exceptional is quite different from the pupil who brings to the classroom the results of an unsatisfactory home situation. The former would fall entirely within the province of the teacher and principal who would go beyond the defined responsibility of the school or teacher and would probably necessitate the use of some local community resource such as child welfare service, child guidance center, or family service agency. The teacher would have met her new and demanding responsibility to the child by recognizing the need and arranging for such service as might be available to help him.

Sometimes the teacher notes changes which are the forerunners of verbal requests for help. This seems particularly true of the adolescent. The teacher may find herself approached by the adolescent after she has noted alterations in the habits and manners of the adolescent. It is no easy task for the teacher to distinguish these changes as important since change and flux is typical of the ad-

olescent personality. The adolescent making such a plea for help is usually desperate and unable to share this confidence with anyone but the teacher with whom he or she is identified. An example might serve to clarify this point. Perhaps an adolescent girl has changed from an enthusiastic happy youngster to a withdrawn, forgetful and preoccupied individual. In a moment of confidence, she shares with the teacher the knowledge that she is pregnant and does not know where to turn for help. It is very important that the teacher meet this disclosure with the sympathy and understanding it demands, but it is equally important that the teacher relieve the panic with helpful information because the intimacy of the confidence will not be regained. Perhaps typical of immature and unsure personalities, the girl will withdraw and resent having shared this intimate knowledge. If the teacher suggests discussing the matter again after ascertaining available services, the moment will be gone. The teacher will find that the adolescent avoids her feeling shamed and lowered in the eyes of the teacher whom she admires. It is therefore important for the teacher to have immediate knowledge of all of the services available in the community which might help this girl as well as other children in difficulty. The teacher's reaction to the confidential information and her ability to offer concrete help, can profoundly affect the girl's entire development. We can readily appreciate the need for all persons to share burdens as well as happinesses. Karl de Schweinitz has put this well in his statement:

"The task even of approximating a knowledge of other people would be impossible were it not for the fundamental need which every human being has for self-revelation. If this is true when the course of life is clear and undisturbed

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DEVELOPMENT OF SUFFRAGE IN AMERICA

WHITE MANHOOD SUFFRAGE

by

James E. Hayes

The advent of universal white manhood suffrage can be said to have been accomplished by the 1840's. However, in this accomplishment there was no victory, nor was opportunity for a review of a successful campaign possible. It seems apparent that there was never any spirit or design approaching a movement in behalf of universal white manhood suffrage. A number of reasons are obvious; but are, none-the-less, worth reviewing.

From the beginnings of American governments some form of representative government had existed. The electorates for these governments faced new conditions with values and systems delivered by custom as well as practical reasoning expedient to the time and place. Thus during the 1600's and the 1700's custom and reason dictated that the holding of property, particularly real property, was a primary consideration for the rights of franchise. Indeed, property became doubly important in America, for these early governments were limited to local affairs and were thus excluded from the participation of aristocratically determined electorates. The situation called for an electorate body newly composed, which could expand at the vigor and fortune of those seeking to hold property in their own right.

While universal white manhood suffrage was accomplished most notably between the dates 1776 to 1850, it can be seen only as part of a much larger development. The ideas for non-white suffrage or female suffrage are not different than those advanced for white males. The difference that does exist is in the fever and pitch which went into their ex-

pression. Further of course is the fact that they, non-white and female suffrage, were accomplished in a shorter time and at a time in the development extension when property, citizenship, and religious qualifications had been largely determined.

A starting point for the consideration of ideas promoting manhood suffrage may be with the brief statement in the United States Constitution. The convention at no time contemplated the establishment of provisions which would regulate the franchise for offices beyond those for the federal government. However, the provision which was written was merely a compromise among the several views which were expressed.

To say that several views were expressed is misleading until the vigor with which these were forwarded is understood. As in other matters, the delegates were not only conservative in their aims, they were unwilling to submit provisions which would be in conflict with policies determined by the states where such provisions were not deemed essential to the success of a federal structure of government. Thus no prolonged debate occurred at the proposal which allowed state requirements to serve as the requirements for the house of representatives.

Col. Mason, who took part in the convention though he did not sign the constitution as drafted, was the sole voice advocating a constitutional provision for the positive advancement of the extension of suffrage. Madison makes this report of his reasoning.

"We all feel too strongly the remains of ancient prejudices, and view things too much through a British medium. A Free hold is the qualification in England, & hence it is imagined to be the only proper one. The true idea in his opinion was that every man having evidence of attachment to & permanent common interest with the Society ought to share in all its rights & privileges."

With all of this, Mason was not a champion for universal white manhood suffrage for, it should be noted, it was he who first suggested to the convention that the senate be elected from an electorate composed of property holders. His suggestion here was not used though the provision drafted was hardly more excluding.

Speaking against Mason in the matter of the electorate for the House were Morris, Elseworth, Franklin, and Madison. Since there was no real conflict over an extension of suffrage rights, the views of Madison as expressed during the discussion have the most significant meaning.

"Viewing the subject in its merits alone, the freeholders of the Country would be the safest depositories of Republican liberty. In future times a great majority of the people will not only be without landed, but any other sort of, property. These will combine under the influence of their common situation; in which case, the rights of property & the public liberty, will not be secure in their hands; or which is more probable, they will become the tools of opulence & ambition, in which case there will be equal danger from another side."

The views of Madison, by his own admission, were very strongly colored by his very recent experience with the same question in drafting the constitution for Virginia in 1776. In This case he had been supporting the draft prepared by Jefferson which called for a franchise determined by a freehold. Madison's views, then, underwent revision before he had completed his presentation of the U. S. Constitutional debates. He says in notes subsequent to his speech of August 7, 1787:

"The most difficult of all political arrangements is that of so adjusting the claims of the two classes(property and non-property holding citizens) as to give security to each, and to promote the

welfare of all. The federal principle -- which enlarges the sphere of power with out departing from the elective bases and controuls in various ways the propensity in small republics to rash measures & the facility of forming & executing them, will be found the best expedient yet tried for solving the problem."

With this statement as a starting point, several matters of concern to Madison may be enumerated. He felt that what was proper for his own period would not be best fitted after the growht and change of national character which was to come. He makes the point clearly that the franchise would be broadened in later periods; he is willing conclude his remarks on the problem with the paragraph which follows.

"Under every view of the subject, it seems indispensable that the Mass of Citizens should not be without a voice, in making the laws which they are to obey, & in chusing the Magistrates, who are to administer them, and if the only alternative be between an equal and & universal right of suffrage for each branch of the Gov. and a confinement of the entire right to a part of the Citizens, it is better that those having the greater interest at stake namely that of property and person both, should be deprived of holf their share in the Gov.; than, that those having the lesser interest, that of personal right only, should be deprived of the whole."

The ideas here reflect the conservative view except that most were unwilling to concede that any set of circumstances would allow that the property holders would be "put at the mercy" of the common citizen. Madison to the contrary feels that for representative government to exist, the majority in such a structure must have the vote. What he echoes here is the idea of "consent of the Governed" rather than a rights of man idea.

(Continued page 19)

THE PAST CAN COME TO LIFE

by

Richard D. Palmer

Educators have long recognized that a picture may, indeed, be worth a thousand words. It is not at all unusual for a science class to take a field trip, a government class to visit a courtroom or an English class to visit the local library. But what of American History? How can the past come to life in communities which do not have ready access to exhibits or locations of historical interest?

Any survey of community resources (and one should always be made) should contain a list of those citizens whose hobbies and special interests can be utilized in the instruction of social studies. And it is well to note that the individual teacher and the school can build an inexpensive collection of Americana which will greatly facilitate the effective teaching of history.

If you have a unit on American finance and banking, the local coin collector can assist in bringing such terms as "Continental currency, state bank notes, fractional currency, encased postage stamps, Confederate currency, and gold coins" to life. Such odd coins as the $\frac{1}{2}$, 2, 3, and 20 cent values as well as the large bills of the 1920's invariably create a welcomed display of student interest. Satisfactory examples of old coins and paper money may be purchased for as low as twenty five cents. With the exception of gold, none of the above need cost more than \$1.50 provided that you do not insist on premium specimens. Nor should our current bills be forgotten. Let the students examine our money under a microscope. Call their attention to the detailed engraving, the various colored seals and the errors made by even the most skillful counterfeiters.

Your course may also be made more meaningful by

TEACHERS OF HISTORY AND THE SOCIAL STUDIES

Thirtieth Annual Conference

March 28-29, 1952

at

The State University of Iowa

FRIDAY'S PROGRAM

The Friday General Sessions will be held in Old Capitol at 2 p.m. and at 8 p.m. A Banquet will be held at 6 p.m. in the River Room of the Iowa Memorial Union.

SPEAKERS FOR FRIDAY:

Dr. George L. Mosse
Associate Professor of History
State University of Iowa

"THE PRESENT SITUATION IN GERMANY"

(Dr. Mosse has just returned from a six months leave of absence during which time he studied and traveled in Great Britain, France, Germany, Yougoslavia, Turkey and Isreal)

Dr. Hajo Holborn
Professor of History
Yale University
(topic to be announced)

(Dr. Holborn has written widely on the history of the Reformation and on 19th Century European history. His most recent book is Political Collapse of Europe.)

SATURDAY'S PROGRAM

in cooperation with

THE IOWA COUNCIL FOR SOCIAL STUDIES

The Saturday Session will be held in Old Capitol at 10 a.m.

SPEAKERS FOR SATURDAY:

Dr. Fred A. Shannon
Professor of History
University of Illinois

"CONCERNING THE REWRITING OF HISTORY"

(Prof. Shannon is the author of many books and articles in the field of American History)

Dr. Burr W. Phillips
Professor of History and Education
University of Wisconsin
(topic to be announced)

(Prof. Phillips is a past president of the National Council for the Social Studies and since the war has spent several periods of time in Germany aiding in the reestablishment of the German educational program in social studies. He is known for his work as editor of the NCSS 10th yearbook, "In Service Growth of Social Studies Teachers.")

FRIDAY BANQUET

Tickets are available now by writing Dean B. E. Mahan, Extension Division, East Hall, Iowa City. They will also be available at registration time. In either case tickets are two dollars each.

SATURDAY LUNCHEON

Luncheon will be held in the north end of the Union cafeteria following the morning session. No tickets are needed. Following the luncheon, Prof. Phillips will address the group on a current problem of teaching in the social studies. A business meeting of ICSS will follow this program.

March 27, 1952

PRIZE

NATIONAL

First Prize -- Trip to Europe or \$500. The trips to Europe will be planned in cooperation with the American Youth Hostel or the Experiment in International Living, depending on whether the winner is a girl or boy.

Second Prize -- \$100.

Scholarship Awards -- Top 14 contestants

CONTEST RULES AND PROCEDURE

1. Official registration must be made by one teacher of each participating school
2. Two sets of contest examination questions will be mailed to each school before March 27.
3. Answers must be written legibly in ink on large size ruled paper. Student's name and school must not appear on the paper.
4. There must be a blank sealed envelope clipped to each set of answers, containing the name and home address of the student who wrote the paper.
5. Only two papers from each school may be sent to contest headquarters. Local teachers or a local committee may do the first judging.
6. The two best papers from each school must be forwarded to: Chairman, National Committee of Judges, American Association for the United Nations, 45 East 65th Street, New York 21, N.Y. no later than April 4, 1952.

SPONSOR

American Association

Iowa Council for the Social Studies and

Annual

ONAL STUDENT CONTEST

ZES

March 27, 1952

IOWA

First Prize -- \$30.

Second Prize -- \$20.

Third Prize -- \$10.

Bonus Prizes -- \$15. and \$10. to the teachers of the first and second prize winners

\$15. and \$10. to the first and second prize winners if they are taking part in the Des Moines Register and Tribune "World Affairs Program"

CONTEST INFORMATION

This contest is sponsored by the Education Committee for School and College Activities, American Association for the United Nations, Inc. The Iowa sponsors are the Des Moines Register and Tribune Co. and the Iowa Council for the Social Studies. For the official registration blank and one sample kit of materials write by card or letter to:

The Iowa Council for the Social Studies
University High School
Iowa City, Iowa

or

American Association for the United Nations
National Headquarters
45 East 65th Street
New York, 21, New York

ONSORS

ation for the United Nations
and The Des Moines Register and Tribune Co.

THE PAST CAN COME TO LIFE--from page 11

the utilization of old newspapers and literary magazines. At prices from twenty five cents to one dollar, you may obtain original copies dating as far back as 1800. The advertisements are of special interest. One paper published in 1800 offers "A stout, healthy, active Negro wench" and contains a second notice to the effect that Matty Van Steenbergh's wife, Hannah, has run away.

Prior to 1897, all letters were the stampless cover type. Since the letter was usually folded to form its own envelope, collections of these contain a wealth of source material providing that you can read the writing. One young man enclosed a letter to his father for remailing to President Taylor as he had "no faith in the fidelity of the Clay Postmaster". Two letters present an interesting contrast in the attitude of labor. One, written in the 1837 panic year, is a humble petition for employment. The more prosperous year of 1848 produced a letter such as this:

"Dear Sir:

Understanding that you are still without a Journeyman Coppersmith and as I think of leaving Phil. I thought I would right you a few lines to sea weather you are in want of one. And if you are what you will give me a week. And should allso like to know weather your hands work the ten hour system or not. Should you require a tour you will please right me by the next mail. And if I think well of your offer I may be there in about two weeks.

Yours truly"

The above examples are only a few of the many that can be used to bring the past to life within the classroom. By building throughout the years a collection of Americana, you and your school will make a valuable contribution to the effective teaching of social studies.

SOCIAL STUDIES TEACHING AIDS

by

Vladimar Gjerde

Teaching aids in the social studies field are numerous, and new materials are being produced constantly. It is hoped that this page will be a means of informing the readers of aids that will make classes more interesting and more meaningful. A variety of aids will be included. Comments, suggestions, and criticisms from the readers will help to make this page of greater value.

Write to Harding College, Motion Picture Division, Searcy, Arkansas, for free loan of any of a series of four motion pictures dealing with the American way of life. They deal with free enterprise, democracy, and the factors that make our American democracy possible. Each is about ten minutes in length, color, and uses the animated cartoon type of picture. They are both informative and entertaining. Titles in the series are:
(1) Meet King Joe, (2) Make Mine Freedom, (3) Going Places, (4) Why Play Leapfrog.

A filmstrip each month on current affairs can be purchased from The New York Times, Times Square, New York. Annual subscriptions are \$12.00. The teaching guides that are supplied with the filmstrips are especially helpful. The titles of the last four strips are: Oct., 1951--How Strong is Russia? Nov., 1951--To Promote Better Life Dec., 1951--Near East Puzzle Jan., 1952--Germany Divided.

If you are interested in curriculum development for grades K-6, one of the best curriculum guides to come to our attention is one produced by the Curriculum Office, Philadelphia Public Schools, Philadelphia, Pa. The title is Toward Social Competence, and it was completed in 1950. It will cost \$1.50, but is well worth it for anyone who is doing curriculum work.

A new series of twenty-six half-hour broad-acts is being presented this spring and summer by the TV-Radio Workshop. This series was established by the Ford Foundation as the National Committee for "The People Act". The programs are aired at 11:05 central standard time over the Columbia Broadcasting system (Time varies with some local stations). The next three programs are :

In New Sharon, Maine -- Feb. 24, 1952
When the school house burns down for the third time 761 townspeople finance and re-build their own modern fireproof grade and high school.

In Tin Top, Texas -- March 2, 1952
Thirty-three widely scattered farm families, living with poor roads and eroded soil, become a community by facing and acting upon their mutual needs.

In the Mt. Adams Area, Washington--March 9
The citizens of a wasteful lumber region survey their communities and organize to avert the "ghost town" future that threatens their livelihood.

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COUNCILOR BUSINESS M.NAGER

Recently the ICSS Executive Board voted to accept the recommendation of the Editorial Board to print the Iowa Councilor. This will be done with the first issue of 1953. It is necessary to find a member to serve as BUSINESS MANAGER before that time. Interested members may write Miss Skilling or may write Miss Alice Riter, Mason City High School Mason City.

A knowledge of printing and the ability to work with advertisers will be helpful in the job.

Most noteworthy in Madison's views and in the overwhelming majority concerned with the suffrage question during this period is that the question of franchise is merely an aspect of the theory of the function of government. If government has as a chief function the protection of property and those customs and laws related to the holding of property (primogeniture) and the theory that property may include the services of human beings (slaves, bondservants, and apprentices), it is natural that the controlling electorate be determined along the line of such interests. The question, then, of an extension of suffrage is secondary to evolving ideas of the function of government.

The United States Constitution, however, is a meager source either for franchise provision or for related ideas. It may be a starting point for the discussion of these ideas, for very possibly the neglect of the issue permitted local government to act. This becomes doubly important when it is remembered that as new states joined the Union, franchise for white males was easily extended. Further it may be pointed out that the new states were very conscious of the federal Constitution as a model.

The thirteen original states present the primary arena for viewing the conflict of ideas and of interest in the suffrage question. This is the result of established legislation previous to 1776 as well as social and economic conditions which had a determining effect on the social structure. Any number of examples showing the complexity of overall rights of franchise in these governments previous to 1800 may be pointed out. However the general trends show the continuity which did exist. Property, both real and personal, was universally a requirement, though the representation for this holding took the forms of specific amounts of tax payments, value of land holding, or

amount of landholding. This right to franchise was complicated in a few states by allowing the eldest son of the freeholder to suffrage. Property rights were in constant state of flux because, as new land areas were opened and the ability to own the necessary acreage became easier, statutes had to be amended to maintain the controlling electorate.

The religious qualification has had much attention, but was actually much less important than that of property. During the early period it may be said that it did not provide for exclusion to a great number of persons. Moreover it never existed without a property provision. In the period 1740 to 1776 the religious qualification was generally reduced to exclude Jews, catholics, and non-believers.

This weakening and loss of the religious test once more reflects the idea of an electorate based on the ideas of the function of government. With such general statements must go the admission that exceptions were numerous. The exceptions became interesting miscellany in the light of the minor impediment which they provided.

Many of these exceptions were the results of a wording in statute which did not keep up with the advance of custom and of idea. One striking example is that of New Jersey in the eighteen year period following 1776. The suffrage requirement was exclusively in property, and the word was loose and thus dependent on the custom that only white males voted. As a result during the next eighteen years a few women, holders of considerable property, and a few free negroes voted.

It was usual for the suffrage statement to be somewhat vague. This can be demonstrated again with the case of Vermont. Entering in 1791 with her

constitution of 1777, she became the first to provide for complete white manhood suffrage. The requirement was for one year's residence in the state and "quiet and peaceable behavior." The vagary is pointed up by the fact that no legislation existed then or later to define the behavior.

While no problems occurred to force a further definition in Vermont, Kentucky, which entered in 1792 under a similarly liberal provision, was soon forced to more complete definition. In 1799 the Kentucky Constitution as amended to exclude Negroes, Mulattoes, and Indians. In most of these conventions following 1790 there is little to report on ideas of suffrage. The arguments centered around the exclusion of race groups, foreigners, and military personnel. The problem of the unfit also came to be recognized during the 1820's so that criminals and the insane were specifically excluded from this period on.

Turning once more to the original thirteen states for the most active conflict of ideas, the case of Massachusetts offers arguments which are note worthy. The Massachusetts convention of 1780 resulted in suffrage requirements which included property, religious, moral, and residence tests. This result was over the vigorous work and protest of Major Joseph Hawley. Hawley it may be remembered was active in writing and acting in the cause of the Revolution.

Not only are Hawley's suggestion and protests vigorous in the cause of white manhood suffrage, they reflect well the ideas of this period. More important they are indicative of the manner of logic and the sense of idealistic values of the time. Following are comments from Hawley. Though out of the context of the argument they do not belie his fundamental tenets.

"We also humbly conceive that the exclusion which we complain of, directly militates and is absolutely repugnant to the genuine sense, of the first

article of the declaration of Rights, unless it be true that a majority of any state have a right, without any forfeiture of the minority to deprive them of what the said first article declares, are the essential, and unalienable rights, of all men. By that article all men are declared "To be born free and equal"; This is true only with respect to the right of dominion, and jurisdiction over one another. The right of enjoying that equality, freedom and liberty, is in the same article, declared unalienable; Very strange it would be, if others should have a right by their superior strength, to take away from any individual, which he himself could not alienate, by his own consent and agreement, but this will truly be the case, or the exclusion, which we except to, is directly repugnant to the first article...

"But Pray Gentlemen shall not the polls, the persons of the State, have some weight also, who will also always be the subjects of legislation and taxation? ... Shall these poor adult persons who are always to be taxed as high as our men of property, shall prevail to have them set (sic) and their low pittances of day wages, be taken to lighten the burden on property. Shall these poor polls who have gone for us into the greatest perils, and undergone infinite fatigues in the present war to rescue us from slavery, and had a great hand, under God, in working the great salvation in our Land, which is, in a great degree wrought out, some of them leaving at home their poor families, to endure the sufferings of hunger & nakedness, shall they now be treated, by us like villains of African slaves? God Forbid!"

A departure from the usual suggestions for extended suffrage in Hawley's recommendations is his insistence that the Governor be elected popularly. In practically all constitutions until the 1830's this office with the senate was based on

a restricted electorate. In the matter of the senate even Hawley did not desire qualifications not based on property tests. Because so many states carried this idea even when the broad electorate was easily established for the lower house, a theory may be advanced.

The idea grew that the two houses balanced each other in representing elements which were thought to be in conflict. This of course is merely an adaptation of the idea of the two houses in English custom. Two forces, however, seemed to converge to mitigate this tendency before it could become custom. One was the idea of the contribution of each fit member of society to the welfare of the community regardless of his property or lack thereof. This argument was totally overlooked, or inconceivable, to the most staunch supporter of extended suffrage in the early eighteenth hundreds. The other seems to be a shift in general conception of the functions of government. This last is not idealistic, but hinged on the growing complexities of society and its government as the machine age opened new directions.

Popular opinion in the early West is difficult to obtain on the specific subject of suffrage. Even the reported debates of constitutional conventions do not point to conflict. In general provisions were extended to embrace a constantly wider electorate body. Probably the concerns of the more settled East were not practical in the areas as yet undeveloped and low in population.

An example of the conservatism bred in the more established pattern of the East can be cited in the New York Constitutional Convention of 1821. Here James (Chancellor) Kent held out in passionate appeal to check the spread of liberal franchise tests.

Several remarks of his show his personal attitude and indicate what the twentieth century American

mind would consider paradox. Namely, this is the use of terms endeared to us as democratic American heritage in a manner which now seems most undemocratic. It should also be pointed out that Kent's reputation did not suffer as a result of these remarks. This must be indicative of the popular mind during the early eighteen hundreds.

"I cannot but think that the considerate men who have studied the history of republics or are read in the lessons of experience, must look with concern upon our apparent disposition to vibrate from a well-balanced government to the extremes of the democratic doctrines.

"That extreme democratic principle when applied to the legislative and executive departments of government, has been regarded with terror by the wise men of every age, because in every European republic, ancient and modern, in which it has been tried, it has terminated disastrously, and been productive of corruption, injustice, violence and tyranny. And dare we flatter ourselves that we are a peculiar people who can run the career of history, exempted from the passions which have disturbed and corrupted the rest of mankind? If we are like other races of men, with similar follies and vices, then I greatly fear that our posterity will have reason to deplore in sack-cloth and ashes the delusion of the day.

"The notion that every man that works a day on the road, or serves an idle hour in the militia, is entitled as of right to an equal participation in the whole power of the government is most unreasonable, and has no foundation in justice"

In the convention in which Kent spoke, the majority carried far wider suffrage and Kent left rather than continue to be a part of such "dangerous procedure." However, the entire convention joined to pay him public honor for his long public service and for his part in the convention.

By far the most interesting struggle in the establishment of white manhood suffrage is that surrounding Thomas Dorr. It is interesting rather than important to the history of ideas for it was a battle fought and lost after the war had been won.

The Dorr War occurred in Rhode Island in 1842-44 over the refusal of a constitutional drafting committee to broaden the franchise. As was often the case with previous leaders, the Rhode Islanders who began the campaign wanted wider franchise, but not universal suffrage. They were the property holders who had position but, still, did not qualify as voters. In Rhode Island these were joined by many men of considerable wealth from the city areas. Once more the reason was practical. Under the old constitution the number of representatives were divided unequally so far as population was concerned. Thus property holders in rural areas controlled more representatives than did the more popular city areas.

Coming to lead this assembly of varied interest was Thomas Dorr, a lawyer, land owner, and idealist. He rallied the popular support with his ideas of extended suffrage. These ideas and the popular backing were learned from neighboring states, for during this time Rhode Island had the most stringent franchise qualifications in the nation.

Dorr and his followers chose not to be bound by the legislative procedure then established. They took up the cry of the "Declaration of Independence" and proposed to establish a new government based on a "People's Convention".

This convention produced a Constitution very similar to the legally established one, differing in the suffrage qualifications and eliminating the unequal apportionment of representatives. Countering this convention was that known as the Landholder's Convention

which attempted to offer suffrage to the proper holding element of the "suffrage party".

While Dorr's group claimed acceptance by the people with their constitution, many of his followers drifted into passiveness in being satisfied with the offerings of the Landholder's Convention. Thus when Dorr was elected Governor under his Constitution he was left without strong backing. At this point a Mr. Atwell, member of the legal legislature and a participant in the People's Convention attempted to pass an act dissolving the then present government so that the new could take over. Needless-to-say he was refuted.

Dorr attempted to take office and to seize the state arsenal. The result was the battle of Acotes Hill in which Dorr's crew stuffed their own cannon and fled. Dorr himself left the state under the pursuit of both the state militia and the federal government.

The story ends with the voluntary return of Dorr for trial. Despite wide spread sympathy for his case, Dorr was sentenced to life imprisonment. However, he was released after one year through the efforts of what had been his suffrage party. The interesting turn of events at this juncture is that the most ardent workers were now women.

It is unrealistic to consider the ideas expressed on behalf of or opposing suffrage during this period without reference to the actions of the men expressing them. This is easily done by considering the debates of the various conventions where the record is clear. However, in attempting to establish popular opinions from references to suffrage by writers and speakers of the period, the use of terms often defies any establishment of actual intent. As can be seen from the men quoted, both sides used terms like:

"Rights of Man". "Consent of the governed", "representative democratic government", and "liberty and freedom."

Many sentences taken from the context of the words and actions of Kent, Dorr, Jefferson, or Hawley sound remarkably similar. The matter becomes serious when an attempt is made to establish positions based upon remarks or generalizations which cannot be related to a concrete proposal or incident.

Repeating two assumptions central to this study may serve to justify the consideration of the property test as the last impediment to universal white manhood suffrage. The first is that the ideas of the function of government underwent change which provided for satisfactory extension of suffrage. The second is that the growing complexity of society made the property test a poor determinate of the leadership and stability needed in representative government.

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CHILDREN IN TROUBLE from page 6

it most assuredly is true when a man is in difficulty".

In conclusion we might state that unhappy children and children in trouble are not uncommon. Teachers should be aware of indications of unhappiness and trouble because many parents are not meeting this responsibility, and, the child's intellectual growth is impaired until the problem situation is resolved. Teachers should not accept this obligation lightly. By entering the profession, they have committed themselves to concern for the total wellbeing of the children charged to their care.

EDITOR'S PAGE

The work of the Editorial Board has, in part, had to do with examining the content of the Iowa Councilor. Some of the possible answers to How can we put out a better magazine? must come from our readers. However, much can also be done by careful suggestion from the Editorial Board. One suggestion had to do with the Editor's Page. It was suggested that this become a "Sound Off" page for members on which they might express individual opinions. We invite each member to use the page and in the meantime we present Miss Alice Riter with the first

SOUND OFF

What will you do to be a better social studies teacher in 1952 than you were in 1951? Has your imagination been fired by the gay and noisy parties as you greeted the New Year so that you will strive to reach heights never before attained? Or was the emphasis of the watch party conversation on bigger production of material goods, bigger incomes, and bigger economic prosperity? Did you silently hope and pray that the New Year will bring peace through the world?

If you did, what part will you play in achieving this peace? What can we teachers of the social studies do to meet the challenge so often offered by laymen.

A radio news survey and commentary as 1951 was making way for the New Year posed several questions. Should we subdize Europe indefinitely so that her economic progress will be assured? If we accept the popular belief that this, the 20th, is the American Century, how shall we use our power and influence?

As teachers, are we content to build attitudes for or against government and their practices, conduct, and principle, or are we willing to take the positive approach?