

The Election of 1912

A re-creation of the 1912 presidential campaign involving William Taft, Woodrow Wilson, Theodore Roosevelt, and Eugene Debs with some of the era's most significant individuals

Purpose

The two-party system, as the American method of electing candidates to national office has come to be called, is not a requirement of the United States Constitution. The system has evolved because it is convenient and orderly. In other democracies, particularly in Europe, many parties compete. The result has often been that no party has enough power to exert clear leadership and authority. Governing sometimes becomes a matter of forming endless coalitions and making uneasy compromises.

The American system offers voters fewer choices, but it does produce orderly government. Citizens of all political views are told, "You'd better find a home in one of these two major political parties if you want your vote to count." However, certain concerned citizens are not always willing to do this in every election. In such elections we have, as we had in 1912, more than two parties competing. As you participate in this re-creation, try to assess the effect third and fourth parties have on the discussion of issues and the outcome of elections.

Before you begin this re-creation, you should also be aware of another tendency in American politics: the *pendulum effect*. Political and social views tend to shift every decade or so from liberal to conservative, from reform to reaction. In 1912 the electorate was ready for reform. Hence, even the most conservative candidate was committed to passing social legislation and broadening democracy.

Another important aspect of this election is the splitting in two of the Republican Party (Some Republicans supported the incumbent, President William Howard Taft; others defected to Theodore Roosevelt and the Progressive Party). Therefore, the election of Woodrow Wilson, the Democratic Party candidate, was virtually assured from the beginning of the campaign. This re-creation of the 1912 election, however, is not decided in advance. You will be able to consider the candidates and issues on their merits and then vote your own conscience. The Socialist candidate, Eugene Debs, who polled almost 900,000 votes in 1912, will stand as much of a chance as Wilson, who polled six million.

Background Essay

The Progressive Era In 1800, the United States was a fledgling nation embarking on a brand-new experiment in republican government. Seventeen states hugged the eastern seaboard as explorers and settlers established territories in the west. A mere handful of manufactories in New England experimented with new machines and methods for textile production. The vast majority of people lived and worked on farms. The total population was less than six million. One hundred years later, seventy-six million people lived in the United States. The country spanned the continent and railroads linked the East and West Coasts. Almost half of all Americans living in the Northeast dwelt and worked in cities of more than 8,000 people. The same would be true for the nation by 1920. Millions of Americans migrated west or to urban centers. Hundreds of thousands of African Americans migrated to northern cities. Thousands of Native Americans experienced forced migration and relocation. Always a nation of immigrants, the United States experienced unprecedented immigration in this period. These newcomers flooded into cities and rural communities. They struggled to adapt to a new country while preserving their own distinct cultures, languages, and belief systems. Rapid advances in technology and industrialization changed and continued to change the way in which Americans lived and worked. Mass manufacturing made available cloth and ready-made clothing to consumers. Electric lighting and running water became more common, especially in urban areas.

These developments had a darker side, however. Men, women and children worked long hours in unsafe factories to meet the insatiable American appetite for cheap, mass-produced goods. Jacob Riis shocked viewers with his photographs of the living conditions among the urban poor. Lincoln Steffens' exposé on the political corruption in the nation's cities scandalized the country. Meanwhile, rural farmers struggled to keep their farms in the face of increased competition, costly machinery, and falling prices. The failure of post-Civil War Reconstruction to secure the rights and liberties of African Americans bore bitter fruit, especially in the southern states. The social and economic stresses that accompanied rapid industrialization took its toll on Americans in this period. American culture promoted the family circle as a haven from the pressures of urban and industrial life. Parents were urged to protect the innocence of their children from the harsh reality of the outside world for as long as possible. Men and women struggled with newly emerging gender roles and responsibilities as more and more women entered the work force through choice or necessity. Many Americans looked back with nostalgia to the country's pre-industrial past even as they celebrated the accomplishments of the twentieth-century. Clearly, the nation was progressing and in need of reforms. To counteract the unregulated excesses of the growth of businesses and cities, the Progressive movement took root and spread. While all progressives believed that the federal government could protect the public interest, they differed widely in their views and actions. Some progressives analyzed the causes of poor living conditions, crime, and corruption. Writers, known as muckrakers, wrote articles and novels to spread information about injustices. Other progressives worked as activists, winning reforms on specific issues. Progressives worked to disarm political machines and make government more responsive to its citizens. A Progressive Wisconsin governor led an effort to restore power to the states' citizens, and other states followed. On the national level, progressives pushed for government regulation of big business and for protection of workers. Women's rights expanded, but they still didn't win suffrage. African Americans, however, received little support from the Progressive reformers. Thus, in 1912 many ideas came together along with a sense of a need for consolidation of reforms and their completion.

The 1912 election took place during a period of about 16 years—1900 through 1916—that historians label “the Progressive Era.” By 1900 many concerned Americans – politicians, teachers, social workers, and labor/religious leaders—were worried about their country. They felt reforms were long overdue. They believed too much of the country's wealth was in too few hands. They stressed that child labor should be abolished and that laborers and farmers should be treated more fairly. They wanted all Americans to participate more directly in democracy so that they could control the excesses of big business and corrupt politicians. Some progress had been made by early 1912, but when the Grand Old Party, the Republican Party, split apart that summer, Americans knew a fascinating presidential campaign was about to happen, one with strong issues and interesting candidates.

Issue 1: Why did the Republican Party split, and what are the characteristics of the campaign's four candidates?

The story of the split in the Republican Party, which made the election of Democrat Woodrow Wilson inevitable, is also the story of the breakup of a friendship. Theodore Roosevelt had completed seven years as president in 1908, having succeeded to office in 1901 when William McKinley, the president under whom Roosevelt served as vice president, was shot. In 1908, Roosevelt pledged he would not run for a third term; he selected as his successor his friend William Howard Taft.

Taft, although he had never served in an elective office, was an experienced governmental figure. He had been a judge, the U.S. governor to the Philippines, and Roosevelt's secretary of the army. With the endorsement of the popular Roosevelt, Taft won easily in 1908. Roosevelt, who was only 51, went off on a tour of Europe and Africa. From these outposts he observed Taft at work. As it turned out, Taft was not Roosevelt's style of president. Taft was placid and conservative; Roosevelt was energetic and increasingly radical. Roosevelt took issue with Taft's handling of a number of specific issues. For instance, Roosevelt stood by his friend Chief Forester Gifford Pinchot when Taft fired Pinchot for insubordination. Pinchot had criticized Secretary of the Interior Richard A. Ballinger for not properly protecting waterpower and mineral sites. Taft stood by Ballinger and removed Pinchot.

T.R. (T.R. and Teddy were the public's affectionate names for Roosevelt) returned to the United States and discussed politics with progressive Republicans such as Robert La Follette and George Norris. All three were upset with Taft because they believed he had done nothing to control the "stand-pat" conservative Republicans who managed the Senate and the House of Representatives.

Believing he had support to wrest the Republican nomination from Taft in 1912. Roosevelt announced, "My hat is in the ring." Teddy knew he was popular with the people, but because, ten as now, an incumbent president controls the machinery of his own party—that is, local county, and city chairpersons—Roosevelt knew he would have an uphill fight against the incumbent Taft. Roosevelt was able to win most of the primary elections in those states, which had primaries, but many states did not, and Taft was able to manage the Republican state conventions so as to come out a winner at these meetings. Political analyses say that Roosevelt had the amateur politician working for him while Taft controlled the professionals. Taft went to the national convention with enough delegates to win. Roosevelt now had to choose whether to call off his challenge or to carry on his fight outside the Republican Party. He chose the latter, organizing his campaign under the banner of the Progressive Party. However, the press was to dub this party the "Bull Moose" Party after Roosevelt exclaimed on the eve of the Progressive convention, "I feel like a bull moose!"

The Democrats, who held their convention after the Republican Party had split, smelled victory, but their convention required 46 ballots before Wilson was chosen. Wilson was a unique candidate. He was a Southerner, the first nominated from that region since the Civil War, and the son of a family not long in this country. A brilliant man, Wilson was also a trained scholar with a Ph.D. degree. He had been a college government professor who had become president of Princeton University. New Jersey political bosses, looking for someone they believed to be a harmless front man, drafted Wilson to run for governor of New Jersey. When Wilson won but surprised them by becoming a reform governor, he lost the support of the New Jersey bosses; however, he gained national stature.

The fourth candidate was Eugene V. Debs, the Socialist Party candidate for president. As a Socialist, Debs was motivated by American themes of humanitarianism, reform, nonconformity, and utopian hope for a better world. Debs' party did not like what it called the excesses of capitalism; it had one clear aim: governmental ownership and control of utilities and key business corporations. But most American Socialist Party members wanted the socialist revolution to come about through ballots, not

bullets—that is, they wanted America to become socialistic, peacefully, by being voted in rather than by a violent overthrow of the government, as advocated by the communists, with whom the socialists were often linked in the public mind.

Debs himself was an open- hearted, warm, caring man who attracted some opinion makers as well as many workingmen to his cause. He was a sort of prophet; an intense, eloquent, and sincere orator who traveled widely across the country speaking to any crowd, however small, that was willing to listen. His charisma caused thousands to believe him and to follow him.

During the early years of the 20th century, Debs pulled in more and more votes when he ran for president as a Socialist. In 1900 he drew 94,000 votes; in 1904, 402,000 votes; and in 1908, 420,000 votes. (He was to startle the world in 1921 by receiving 897,000.) The growth of Debs' Socialist Party sentiment enabled Progressive candidates such as Roosevelt to exert leverage on more conservative politicians; he warned them to pass reform legislation if they didn't want to face the socialists' economic and social revolution. T.R. could readily point to the impact of Debs and his Socialist Party. Under Debs' leadership the party elected 160 city councilmen, 145 alderman, one congressman, and 56 mayors. The party beliefs were also published in 300 newspapers. One, the *Appeal to Reason*, had 700,000 subscribers.

During the discussion of the remaining issues in this Background Essay, Debs' name will not appear again. No attention will be given to his views on these issues since this man did not speak about them that much. (He was more concerned with fighting for his *general goal*-a socialist revolution- than he was in speaking to *specific issues*.) But to give fair treatment to this fourth candidate in this election re-creation, we are including the following quotation from one of Debs' political addresses:

I am an opponent to capitalism because I love my fellowmen... I know that no matter what administration is in power there will be no material change in the condition of the people until we have a new social system based upon the mutual economic interests of the whole people; until you and I all of us collectively own those things that we collectively need and use.

That is a basic economic proposition. As long as a relatively few men own the railroads, the telegraph, the telephone, own the oil fields and the gas fields and the steel mills and the sugar refineries and the leather tanneries-own, in short, the sources and means of life-they will corrupt our politics, they will enslave the working class, they will impoverish and debase society, they will do all things that are needful to perpetuate their power as the economic masters and the political rulers of the people. Not until these great agencies are owned and operated by the people can the people hope for any material improvement in their social condition.

Your material interest and mind in the society of the future will be the same. Instead of having to fight each other like animals, as we do today, and seeking to glorify the brute struggle for existence—of which every civilized human being ought to be ashamed—instead of this, our material interests are going to be mutual. We are going to jointly own these mammoth machines, and we are going to operate them as joint partners, and we are going to divide all the products among ourselves.

We are not going to send our surplus to the Goulds and Vanderbilts of New York. We are not going to pile up a billion of dollars in John D. Rockefeller's hands—a vast pyramid from the height of which he can look down with scorn and contempt upon the “common herd.” John D. Rockefeller's great fortune is built upon your ignorance. When you know enough to know what your interest is, you will support the great party that is organized upon the principle of collective ownership of the means of life. This party will sweep into power upon the issue of emancipation just as Republicanism swept into power upon the Abolition question half a century ago.... The Socialist Party stands today where the Republican Party stood fifty years ago. It is an alliance with the forces of evolution, the one party that has a clear-cut, overmastering, overshadowing issue; the party that stands for all the people. In this system we have one set who are called capitalists and another set who are called workers; and they are at war with each other... I know that capitalism can be abolished and

the people put in possession. Now, when we have taken possession and we jointly own the means of production, we will no longer have to fight each other to live; our interests, instead of being competitive, will be cooperative. We will work side by side. Your interest will be mine and mine will be yours. That is the economic condition from which spring the humane social relation of the future.

When we are in partnership and have stopped clutching each other's throats, when we have stopped enslaving each other, we will stand together, hands clasped, and be friends. We will be comrades, we will be brothers, and we will begin the march to the grandest civilization the human race has ever known.

The strong words above reveal a “true believe” who stood up for what he believed. In 1894, Debs was imprisoned for violating a court injunction ordering workers to end a strike he was leading for railway workers. And because of his pacifistic stand against the war during World War I, he was sent to jail again. Debs, like Roosevelt, was a passionate man who was loved by many Americans, but, unlike Roosevelt, was feared by many more who thought him to be a radical revolutionary.

Issue 2: How much democracy do we want?

Prior to 1912, democracy was extended to the average man, if not woman. The 17th amendment to the Constitution allowed voters, not state legislators, to elect U.S. senators, it was passed with the support of President Taft in 1912, though it was not ratified by the states until 1913.

Many states, particularly western states, were adding to their constitutions' provisions which extended democracy. The *recall* allowed voters to vote out of office any officeholder during his term —if he wasn't doing his job. The *initiative* gave voters the opportunity to initiate (i.e., to take the first step in passing legislation) rather than wait for legislators who seemed inactive. The *referendum* allowed voters to accept or reject legislation referred to them by their state legislatures. Roosevelt's 1912 campaign went beyond even these sweeping reforms. He believed the American people ought to determine fundamental constitutional policies. Therefore, he favored allowing referendums on the decisions of state courts.

An experienced jurist, Taft considered any such change “dangerous to our representative form of government and our independent judiciary.” Taft remained opposed to initiative, referendum, and recall; he had vetoed statehood for Arizona because of a recall feature in that territory's constitution. This veto was, in fact, one of the factors, which led Roosevelt to seek the nomination.

While on a philosophical level Wilson seemed to approve these methods of making government more democratic, he avoided discussing any specific proposals. (Wilson's not commenting on making democracy more direct points up one way in which elections of an earlier era differed from those in our own time. Candidates were able to take stands on only those issues they wished to discuss since there were no TV or radio reporters to ask them embarrassing questions in public. Also, the press did not generally hound candidates to take a stand on every issue.)

Issue 3: How much power should the government have?

An issue on which Roosevelt and Wilson clearly differed was the abstract question of just how powerful government should be. Roosevelt had no objection to government power in the service of “right.” He said that the Progressives were for liberty ... “for the liberty of the oppressed and not for the liberty of the oppressor to oppress the weak and to bind burdens on the shoulders of the heavy-laden. It is idle to ask us not to exercise the power of the government when only by that power can we curb the greed that sits in high places, when only by the exercise of the government can we exalt the lowly and give heart to the humble and down-trodden.”

Wilson, on the other hand, disagreed: “The history of liberty is the limitation of government power, not the increase of it.” He feared that many of Roosevelt’s proposals would lead to “government by experts instead of one of full, open discussions.”

Issue 4: How should business be regulated?

In theory the American economic system thrives on competition. Economic freedom is supposed to bring consumers the best quality and most varied products at the lowest prices. But what should be done when a single company or a group of companies controls the market so that other firms cannot really compete? Government attempted to answer this question of what to do about *monopolies* and *trusts* after 1890. Theodore Roosevelt was the first president to take an interest in getting the monopolies and trusts under control. He became known as “the great trust buster,” but, in fact, his administration did not “bust” many trusts.

On the other hand, the less flamboyant Taft achieved an excellent record as a trust buster. Never were the differences between Taft and T.R. on the trust issue more evident than when the Taft administration brought suit against the U.S. Steel Company for its monopolistic practices. Taft administration officials charged, among other things, that U.S. Steel should not have acquired the Tennessee Coal and Iron Company. This acquisition had occurred during the Roosevelt administration, and Teddy had offered no objection. Roosevelt took this change in government policy as personal criticism, and it gave him one more reason to contest Taft’s nomination in 1912.

In fact, by the 1912 Roosevelt had altered his views on trust. He had come to agree with the banker J.P. Morgan that “once the eggs are in the omelet, they cannot be unscrambled.” That is, the government cannot really “break up” a trust. But Roosevelt did believe the government could *regulate* bigness. Monopolies are not necessarily bad, he thought, if they are required by the government to perform in interest while allowing the efficiency that comes with bigness.

Wilson, on the other hand, did not want to regulate monopoly; instead he wanted to stimulate competition. If two firms or a group of firms were acting together to set an artificially high price, the government should step in and force them to compete. He was no friend of bigness. His basic desire was to make existing anti-trust laws stronger and more effective.

Issue 5: What role should the government play in protecting workers and labor unions?

On issues related to labor the Republican party was silent in 1912. But on labor relations Roosevelt and Wilson differed once again. Roosevelt wanted to curb *injunctions* against labor unions (injunctions required a union to call off a strike when a court ordered its workers back to work). He supported workmen’s compensation legislation which guaranteed payments to workers injured on the job; he urged that labor’s right to organize, be protected, and that working conditions for women and children be regulated.

Wilson did not specifically discuss labor unions during the campaign, but he did express a general distrust of what government could do for workers. He believed, for instance, that if minimum wage laws were enacted, most wages would fall to the minimum level. Generally, he believed that if government began looking out too much for workers’ welfare, then the workers would become “wards of the state, not free men.”

Issue 6: What kind of tariff does America need?

For about 100 years the tariff had been an issue in American national politics. The tariff was a tax on imports sometimes used as a method of raising revenue to operate the government, but also used to protect American industries that did not have to pay this tax. Which American industries were to be

protected and how high this tax was to be were subjects of continuing debate. In good times, high tariffs were credited with producing prosperity; in bad times, high tariffs (or low tariffs) were blamed for contributing recession.

In 1908 Taft was elected on a platform of tariff revision. What the Congress gave him was the Payne Aldrich Tariff, which was not the general downward revision of the tariff that had been anticipated. Rather it was a hodge-podge in which the tariff on some items was raised and the tariff on others was lowered. Whether a tariff was raised or lowered seemed to depend on how much clout a particular industry wielded with Congress. Nevertheless, as the years following the passage of Payne Aldrich Tariff were prosperous ones, Taft supported the tariff, and, in fact, credited it with bringing on the prosperity

Roosevelt was ambivalent on the tariff issue. He had ignored tariff revision during his seven years in office. When Taft acted to achieve a reciprocal arrangement with Canada (both the U.S. and Canada would lower their tariffs), Roosevelt objected. Canada would be exporting farm products to the U.S., and such exports could hurt American farmers, who were an essential segment of Teddy's supporters. Basically, Roosevelt favored a high tariff, believing such a tariff distributed prosperity more equitably around the nation.

Wilson opposed protective tariffs because he believed they aided only the special interests. The only good he saw in tariffs was that they did produce revenue. In theory, he supported the concept of free trade; each national economy should be free to produce what it can produce best, without governmental restriction.

Issue 7: Should the U.S. have an income tax?

During the Progressive Era's early years reformers began pointing out that one percent of the people had 80 percent of the nation's wealth. While laborers earned about \$400 a year, Andrew Carnegie, the steel magnate, had a yearly income in the millions of dollars—with no income tax to pay. Reformers began demanding a *graduated, progressive income tax* so that those who made more money would be required to pay heavier taxes. In this way more governmental services would be available for all the people. This idea was a radical one, but during the Taft administration a constitutional amendment setting up an income tax was proposed. (the 16th amendment was finally passed in 1913).

Wilson didn't comment on this issue, but the Republicans generally opposed the income tax. Taft certainly had no great liking for it, feeling it would rob successful persons of their incentive to work hard.

T.R. on the other hand, supported an income tax; he even came out for a heavier tax than the one percent tax on incomes over \$5000 that the first income tax law proposed. Roosevelt definitely believed an income tax must be graduated (i.e., the more a person earns, the higher % the person must pay). Furthermore, he even proposed an inheritance tax on the estates of the rich.

Issue 8: What role should gender and race play in society?

Though blacks have been guaranteed the right to vote by the 15th Amendment, the continuance of the Jim Crow laws, in effect, regulated blacks to second-class citizenship status. Lynching of blacks resulted in hundreds of deaths during the early 1900's. To protest the lynchings and bring attention to the issue the NAACP tried to publicize the need for black rights, but most voters gave little attention to the issue. Despite this, both Debs and Roosevelt supported equality for blacks, while Taft was less inclined to support "Negro Rights" and Wilson was for forced inequality and planned to bring segregation to Washington D.C. if elected.

For several years women have been denied equal rights in many aspects of American life. A women's right convention had been held as early as 1848 to publicize, many of the inequalities. During the next 50 years some progress was made in giving women equal rights, especially the passing of laws and the decisions of courts regarding the personal property rights of women. Before this time, the legal rights of married women were very limited as they could not sue in courts, make contracts, own property from marriage, or even have any legal claim to their children.

Most states had corrected these legal inequalities of married women by 1900, however, the leaders of the women's rights movement strongly felt that if women could achieve the right to vote many of the other inequalities could be corrected. They felt that if women could vote, they could influence laws by their direct control over who go elected for public office.

In 1900 there were a few states such as Wyoming that had begun to grant women the right to vote. However most states denied them the right to vote. In addition, women were not allowed to serve on juries. While a great deal of progress has been made by 1900 in giving women the opportunity to obtain a free public education, few women were in such professional fields in medicine, law, and science. Many women entered the teaching profession and eventually became the majority in this field. However the level of pay was very low compared to most male teachers as well as to other professions.

The position of the candidates on women's rights is fairly clear. Debs supported a woman's right to vote and government enforced equal pay in the workplace. Though Roosevelt sometimes made chauvinistic statements such as "every healthy American woman should bear three children" he also supported equality for woman before the law and woman's suffrage. While Taft's views on the issue were murky, Wilson was against the immediate granting of women's suffrage.

Issue 9: Plight of the Farmer

Until the late 1800's American farmers were considered the backbone of American society. Farmers still represented approximately 50% of the population in 1900. With the growth of industry farmers began to use the new machinery available to specialize in certain crops such as wheat, corn, etc. As railroads became nationwide, more and more farmers began to sell these "specialty crops" to faraway markets. Thus, they became increasingly dependent on business to provide the machinery and the railroads for transportation.

As farmers began to specialize more and more they began to overproduce their crops and the market became overloaded. Thus farm prices began to overproduce their crops and the market became overloaded. Thus farm prices began to fall and as they did more farmers began to experience debt. They began to borrow increasingly to meet their debts. Unfortunately, interest rates for borrowing money were very high as lenders took advantage of the situation. More and more farms became mortgaged to the bank.

Some of the farmers' problems were caused by the increasing cost of transportation, middle men who stored and later sold the goods, and express companies that delivered packages and farm equipment. At that time all packages had to be sent through private companies, as the Post Office only carried letters. Transportation costs were the most serious problems as the railroads favored large customers (oil companies, etc) over small ones. Railroads granted rebates (refunds) to certain large companies in order to gain business. They made up for this by charging higher rates to small customers. In addition, railroads often charged more for short hauls than for long ones. This was because in areas where railroads were competing with each other, they had to keep their rates reasonably low. To make up for this, however, they charged higher rates in farm areas where they were the only railroad

operating, even though they were hauling for shorter distances. Thus the railroads in many states began to have an enormous influence over the income of farmers.

Farmers formed their own organizations, such as the “Grange”, and farmers cooperatives. Finally, they began to elect representatives to state legislatures and even the U.S. Congress. In some states they were able to get laws passed to help them. Commissions were created to investigate railroad practices and to control some of their activities. Some of these commissions were even given the power to set maximum freight rates. However after a series of decisions the U.S. Supreme Court finally ruled in 1886 that states could not regulate railroads, this was a power reserved only for the Federal Government. Due to this ruling, farmers worked for and got the Interstate Commerce Act passed by Congress, which outlawed many of the unfair practices, mentioned above. This act also created a commission known as the Interstate Commerce Commission, which was given the power to investigate the practices and financial records of railroads. However, the Commission was not very powerful in that it could not set railroad rates. Unfortunately, the railroads got around this act, and continued to use unfair practices. Finally, the efforts led to the election of 1896, which they lost. In this election they concentrated on another issue, the money supply, which they blamed for their falling farm prices.

Research each candidate’s viewpoints on this issue.

Procedure:

Introduction

1. Your teacher will assign you a role as a member of a political party, as a key individual in the Progressive Era, or as a muckraking reporter.
2. Your teacher will also choose four students to play the presidential candidates, four others to act as their campaign managers. These individuals will receive a special handout.
3. You will read the Background Essay (this document) for a) specific detail to record under the appropriate campaign issue in the Party Position outline on page 8 in this Student Guide; and b) ideas your party may use for posters, slogans, and songs supporting your candidate.
4. There will be time at the end of the first day for party members to meet with your campaign manager, who will assign the tasks necessary to produce campaign materials.

Day 1

Progressive Players

1. Each of the characters introduces themselves to the class, recalls the key events which have shaped his/her life and their main accomplishments. Finally, the speech should conclude with the individual players arguing for the one or two issues which are most important for the 4 candidates to address in the campaign.
2. Progressive Players also need grade the 4 candidates throughout the election.

Candidates

3. The four candidates will each speak on one or more of the issues, their speeches will follow the party Position Outline and give other specific details not included in the Background Essay.

Partisan Factions (members supporting a candidate)

4. Should be preparing campaign media on a daily basis and asking tough questions of their opponents when the opportunity presents itself. These individuals should also be preparing for the 2-minute advertisement on Day 3.

Muckrakers

5. Work on the creation of your newspaper and expose (of one election issue),

Day 2

Candidates and Partisan Factions

1. This day begins as each party stages a brief rally (2 minutes of commercials either video, audio, or staged in front of class. Commercials should be shown in segments of 30 seconds or one minute bytes) off his campaign materials, and attacking his opponents where appropriate.
2. Candidate Newspapers are given to the Progressive Players.

Candidates and Partisan Factions

3. Read the candidate newspapers, muckraking journalism papers, and the commercials.

Muckrakers

4. Give muckraking newspapers to the Progressive Players

Day 3

Muckrakers

1. Air the expose
2. Lead the debate

Candidates

3. Candidate Debate

Partisan Factions

4. Provide Questions for the debate

5. Campaign manager will provide “post debate spin.”

Progressive Players

6 Dress their roles and ask questions based on the designated issues.

7. Grade the debate

8. Use voting forms to vote: Turn in paragraph stating why they voted as they did.

Campaign Simulation Roles

1. Debs

2. Debs VP

3. Debs Campaign Manager

4. Taft

5. Taft VP

6. Taft Campaign Manager

7. Taft tStaff Aide

8. Roosevelt

9. Roosevelt VP

10. Roosevelt Campaign Manager

11. Roosevelt Staff Aide

12. Wilson

13. Wilson VP

14. Wilson Campaign Manager

15. Wilson Staff Aide **X2**

RESPONSIBILITIES OF THE Societal PLAYERS

A.) The following are the Progressive Players voters will be assigned one of the following roles:

1. William Du Bois

2. Mother Jones

3. Andrew Carnegie

4. Alice Paul

5. John D, Rockefeller

6. George Washington Plunkitt

7. Ida Tarbell

8. Josie Washburn

9. Mary E. Lease

10. Coal Miner

11. Upton Sinclair

12. Muckraker

13. Muckraker

14. Muckraker

15. Muckraker

B.) Create a 90 second speech to introduce your character (ON Day #2 of the stimulation after the candidate introductions). You should state your character’s background, your main achievements, the key issues what factors you will consider when voting, and what states you represent.

C.) Present a bibliography on day 2 of where you got additional information on your character.

D) Dress up as your character and write questions for the candidates in the debate (day #4 of the simulation) You should write a minimum of three questions on the issues and at least one question should reflect the concerns of your character.

RESPONSIBILITIES OF THE CAMPAIGN PARTISAN FACTIONS

A. Actively campaign for your candidate by handing out buttons, flyers, candy etc.

B. Along with the rest of your group, create a candidate friendly newspaper which illustrates your candidates' views and attacks his opponents. *Debs Dealer, Wilson Wailer, TR Tribune, or the Taft Times.*

C. Create two minutes of commercials. They should be split up into sections of 15 seconds, 30 seconds, or 1 minute. Timing should be close to exact.

D. Develop questions for the debate and ask them when the Muckrakers allow you.

RESPONSIBILITIES OF THE MUCKRAKERS

A. Along with the rest of your group, create a newspaper which investigates (and attacks) the candidates for the things they have done wrong

B. Create an expose focusing on the ills of society on one issue. It can be on video or in print and be one of the key issues of the campaign. It should be like a Dateline NBC segment. (3 minutes)