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Gentlemen from Indiana— The Vice Presidents

In the election of 1916, three Hoosiers ran for national office. Charles Fairbanks and Thomas Marshall ran for vice president on the Republican and Democratic tickets. Former Indiana governor, J. Frank Hanly, ran for president on the Prohibition party ticket. According to the cartoon, who "can't lose" and why? What did the Prohibition party stand for? What was the result of the election? An essay on Hanly is included in Gray, Gentlemen from Indiana.

Thomas R. Marshall Scrapbooks, 12 volumes, Vol. 8, p. 181. Indiana Division, Indiana State Library.



FOCUS

When Dan Quayle was elected vice president in 1988, it was a reminder that Indiana had four previous vice presidents. With Vice President Quayle running for reelection in 1992, it seemed appropriate to focus on the "gentlemen from Indiana."

The chart "Meet Indiana's Vice Presidents" provides some basic biographical and political information. Activities encourage exploration of the men, political process, and issues of the campaigns.

The next two pages introduce Indiana's early political stature and civic responsibility. The "swing state" concept, in conjunction with Indiana's large population, provide an explanation for why Indiana's four early vice presidents were elected.

"Hoosiers and the Vote" presents evidence about Indiana's voting record in 25 presidential elections. Indiana's citizens have always been more loyal voters than the nation; are they still?

"Indiana's Vice Presidents in Cartoons" provides some evidence that vice presidents—along with most people in the public arena—have been subject to comment and ridicule by the media. After you examine and explain the cartoons and the art of cartooning, become a cartoonist yourself. Portray an issue in your school or community

and see how your classmates react to it.

On pages 8 and 9, materials provide a brief look at campaigning today and in the early twentieth century. There should be a wealth of primary sources in your local museum or library to further illustrate how campaigning took place throughout Indiana's history.

This issue provides an opportunity for you to compare and contrast Indiana and

the nation today and in the past. How has Indiana changed? How has the nation changed? Was Dan Quayle elected for the same reasons as Indiana's early vice presidents?

Regardless, one thing that will remain for every Hoosier is the pride in the fact that Indiana has contributed significantly to the nation with its five vice presidents.

Activities for "Meet Indiana's Vice Presidents"

Investigate the men and issues in the chart on page 3. Activities could be assigned to small groups and reported to the entire class.

- Research and write a brief biography of each of the five Indiana vice presidents.
- Make a biography box for each vice president. See page 10 for directions.
- Make a timeline listing the important events from each vice president's term. Use a history timeline book and resources in the "Apple for Everyone" to help you with this project.
- Research political parties. What is a political party? What are the two major political parties in the United States now? Have they always been the major parties? What are some historical and modern differences between them?

What is the role of a third party in an election? What are some third parties that have been prominent in Indiana and U.S. history? Why are they called third parties? What third parties were

on the ballot in the 1992 election? Why do political parties form?

Write an essay or chart your information to compare and contrast the major parties and other parties.

Each Indiana vice president held at least one prior elected office before being elected to the vice presidency. Research and briefly describe the duties and responsibilities of those offices. Why do you think it is important to have such experience?

Investigate the presidents under whom Indiana's vice presidents served. What duties and roles did the vice president have under each? How has the vice president's role changed over time?

What is a party platform? Determine the meaning of the issues listed. Compare the issues for each of the elections. What similarities are there?

List and discuss issues that you think will be important in the future based on the 1992 election.

Meet Indiana's Vice Presidents



Indiana Historical Society Library



Indiana Historical Bureau



Indiana Historical Society Library



Ivan Photo Co. Collection, 1951



Indiana State Republican Headquarters

Schuyler Colfax

Thomas A. Hendricks

Charles W. Fairbanks

Thomas R. Marshall

J. Danforth Quayle

Birth Place	New York, New York	Zanesville, Ohio	Union Co., Ohio	North Manchester, Indiana	Huntington, Indiana
Born/Died	1823 - 1885	1819 - 1885	1852 - 1918	1854 - 1925	1947 -
Came to Indiana	1836 New Carlisle, IN	1820 Madison, IN	1874 Indianapolis, IN		
Primary Profession	Newspaperman	Attorney	Attorney	Attorney	Attorney
Political Party	Republican	Democrat	Republican	Democrat	Republican
Indiana Elected Office	1850, Indiana Constitutional Convention	1848, Indiana House 1850, Indiana Constitutional Convention 1873-1877, Governor	none	1909-1913, Governor	none to date
Prior National Elected Office	1855-1869, U.S. House 1863-1869, Speaker, U.S. House	1851-1855, U.S. House 1863-1869, U.S. Senate	1897-1905, U.S. Senate	none	1977-1981, U.S. House 1981-1989, U.S. Senate
In Office/ President	1869-1873 Ulysses S. Grant	1885 (8 months) Grover Cleveland	1905-1909 Theodore Roosevelt	1913-1921 Woodrow Wilson	1989-1993 George Bush
Selected National Party Platform Issues	reconstruction; impeachment of Andrew Johnson; national debt	tariff; Chinese immigration; civil service reform	merchant marine; monopolies	presidential term & presidential primaries; judicial reform; states' rights; national unity; military preparedness; tariff; women's suffrage	jobs creation; taxes; business competition; government waste; rights of disabled; gun control; immigration; education

Indiana Was an Important Swing State

In Indiana, after 1860, no one could be certain of the winners in a national election until after the last votes were counted. Since voters were very evenly divided between the Republican and Democratic parties, the very few independent voters could swing the election to one party or the other. Thus, Indiana was a "swing" state.

Indiana was also important for another reason. In close elections, states with large populations are still important for a party to win because they have large numbers of electoral votes.¹ By 1880 Indiana was the sixth most populous state with 1,978,301 people.² National political leaders needed to get

Indiana's votes.

One way to get a state's votes is to nominate a candidate from that state for president or vice president. Between 1860 and 1916, men from Indiana were nominated eleven times for president or vice president.³ Four men were elected vice president.

Historians' opinions vary as to why Indiana was so successful in the national arena during this period. Research continues.

Indiana was known as "the mother of vice presidents,"⁴ and Hoosiers, for a time, were extraordinarily powerful in national politics.

Notes

¹Read in your textbook about the Electoral College and how a

president wins an election.

²Phillips, *Indiana in Transition*, p. 363. In 1990, Indiana ranked fourteenth in population with 5,544,159. *Indiana Factbook 1992*, p. 49; Census of Population and Housing, P.L. 94-171 Release 1990, Table 5.

³*Presidential Elections Since 1789*, 3rd ed. (Washington, D.C.: Congressional Quarterly Inc., 1983), pp. 72-78.

⁴Gray, *Gentlemen from Indiana*, p. ix.

Activities

- Examine the maps on this page. How many states were there in 1860? When did the 48th state join the Union? Judging by the 1936-1992 map, do national candidates still tend to come from populous states?
- Why is Indiana no longer a swing state? Hint: look at the numbers of registered voters by party in the state.
- Using Gray's *Gentlemen from Indiana*, locate information about the other Hoosiers who ran for national office.

National Elections, 1860-1916



National Elections, 1936-1992



These maps show the Republican and Democratic presidential and vice-presidential candidates during two 56 year periods. Other party candidates have not been included.

There is a star for each time a person was nominated. For example, Indiana's two stars in the later map both represent Dan Quayle.

Hoosiers and the Vote

Hoosiers have traditionally exercised the right to vote more than other Americans. For example, between the years 1868 and 1916, an average of 72.7 percent of the eligible voters in the United States voted; in the same period, Hoosiers voting averaged 87.5 percent.¹

Why did so many Hoosiers vote? Historians have studied Indiana's early elections to determine why voter turnout was higher here than in the rest of the country.

Several reasons have been identified as possibilities. Hoosiers had a long tradition of voting. The major political parties were very competitive, and most Hoosiers felt a strong loyalty for their party.

Most early Indiana voters cast their ballots for the same political parties as did their fathers and grandfathers.²

In addition, politics was a major form of entertainment. Voters spent much time talking and reading about politics and political issues.

As the chart indicates, Hoosiers continued to vote above the national average. The gap is closing, however.

Notes

¹U.S. Bureau of Census, *Historical Statistics of the U.S.* (Washington, D.C.: U.S. Department of Commerce, 1975), pp.1071-72.

For years, only white men over the age of 21 who were residents of Indiana could vote. Charles Kettleborough, *Constitution Making in Indiana* (Indianapolis: Indiana Historical Bureau, reprint, 1971) Vol. 1, p. 107.

By amendment to the U.S. Constitution, African-American men were given the right to vote in 1870, but women did not win the right to vote until 1920.

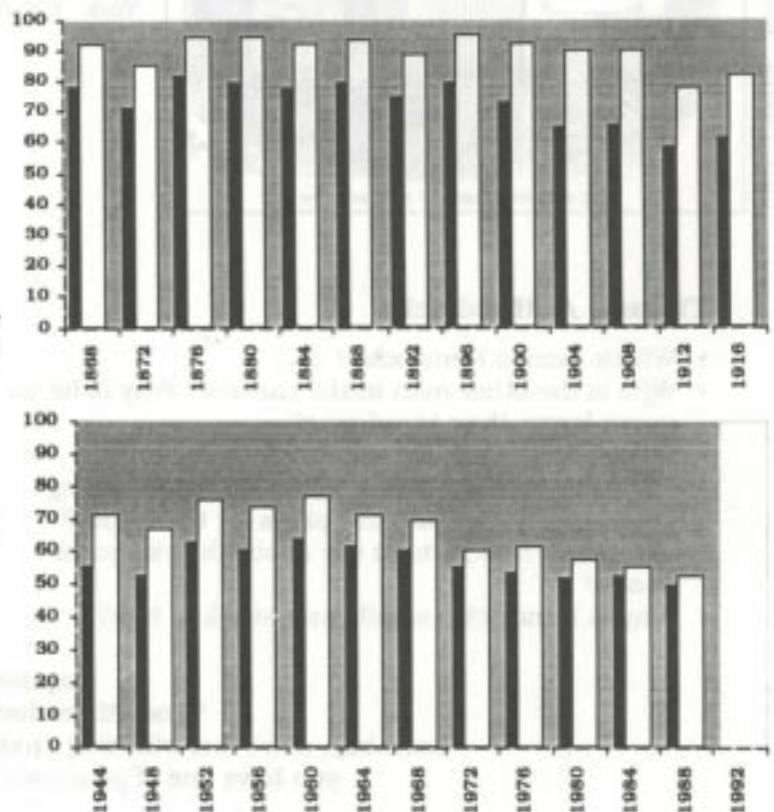
²Richard Jensen, *The Winning of the Midwest*, pp. xi-xiii.

Percentage of Voters,
U.S. and Indiana, in Presidential Elections

Key:

- = Percent of U.S. voters
- = Percent of Indiana voters

Note: The graphs each cover 13 elections. The early graph begins with the election of Colfax. The later graph ends with the second candidacy of Quayle.



Sources: The graphs were compiled using U.S. Bureau of Census, *Historical Statistics of the U.S.*, (1975) and U.S. Bureau of Census, *Statistical Abstract of the U.S.*, 1991.

Activities

- Complete the graph for the 1992 election. What was the national percentage of voter participation and what was the Indiana percentage? Use information found in the November 1992 newspapers. Place these figures on the bar graph.
- Study the two graphs. When did the greatest Indiana voter turnout occur? Who ran for president that year? Can you suggest any reasons why the turnout was so high?
- Interview members of your family about how they and their families have voted. Did they vote in 1992? Have they always voted for that party? If their party loyalty has changed, why has it changed?

Indiana's Vice Presidents

Most cartoons are drawn to make people laugh and think. Cartoons generally convey impressions of artists about their societies and the people in them. Cartoons use symbols, exaggeration, sarcasm—in both words and drawings—to make fun of human vice or foolishness. Cartoons can be gentle or vicious.

Work in groups and present your findings to the rest of the class. Use the information in the

chart on page 3 and the questions that follow to help you analyze these cartoons:

- What is the date of each cartoon?
- What is the message of the artist of each cartoon?
- How do words help convey that message?
- How does the drawing help convey that message?
- Does the cartoon make you laugh? Does it make you think?

Harper's Weekly, March 15, 1873, Vol. 17, No. 846, p. 216.



Schuyler Colfax

- What does the term "impeachment" mean?
- Why does the cartoonist describe Mr. Wood¹ as honorable and pure?
- What is the meaning of the caption?
- Colfax's involvement in the Credit Mobilier scandal is key to full understanding of this cartoon. Do some further research on Colfax and the scandal.

¹Fernando Wood was mayor of New York from 1854-1858. During his terms as mayor the city government was corrupt. *Concise Dictionary of American Biography*, 2nd Edition (New York: Charles Scribner's Sons, 1977), p. 1202.

Thomas A. Hendricks

- Which man is Hendricks?
- Who is the other man in the cartoon? Why is he so much larger than Hendricks?
- What do the chairs stand for?
- Read the caption. What is the cartoonist saying about Hendricks' political plans for the future?
- What does this cartoon say about the vice presidency?
- Why is Hendricks' small chair stuck to him?

Caption:

"Too Office-ious

'Little boy, don't fool with that chair; you have one of your own' "



Harper's Weekly, May 2, 1885, Vol. 29, No. 1490, p. 288.

in Cartoons

Indianapolis Sentinel, May 10, 1904.



Charles W. Fairbanks

- Why do you think that Mr. Fairbanks is dressed in woman's clothing? What do his position and expression suggest?
- What does the pig represent (note the initials GOP)? What animal other than a pig could have been used?
- What does the piano stand for? What is the significance of the piano?
- The sheet music on the floor is entitled "Thou Art So Near and Yet So Far." What is the cartoonist trying to say?

J. Danforth Quayle

- What bird is being represented in this cartoon?
- What is the message of the cartoonist? Does the cartoonist give a positive or negative message?



Thomas Riley Marshall

- Which figure is Marshall? Look closely at the way the artist has drawn his physical appearance and clothing. What opinion do you think the cartoonist has of Mr. Marshall?
- What is the cartoonist saying about the office of vice president?
- What is the main message the cartoonist is trying to tell the viewer?
- Why has the cartoonist used circus tents?



Courtesy Indianapolis Chamber of Commerce. Indianapolis Magazine. January 1981. Vol. 18, No. 1, p. 55.

Thomas R. Marshall Scrapbooks, 12 volumes, Vol. 12, p. 110. Indiana Division, Indiana State Library.

Campaigning in 1912

Mr. Marshall Goes To Washington



Indiana governor Thomas Marshall sent his delegates to the Democratic Convention in Baltimore, Maryland in June 1912. He wanted the presidential nomination. Instead, Woodrow Wilson received it, and Marshall got the nomination for vice president.

Disappointed, he at first refused the nomination saying the salary of \$12,000 was too small. Mrs. Marshall, who wanted to live in the exciting city, strongly urged her husband to accept. He finally agreed.

Unlike most politicians of the day, Marshall refused any campaign contributions,

paying all expenses himself. He felt that it was unethical to accept money from anyone. Marshall was sure that those donating money would want favors in return once he took office.

Mrs. Marshall accompanied her husband during his campaign trips in the summer of 1912. Festivities were first held in Indianapolis, where he officially accepted his nomination. Then the Marshalls headed to Maine to kick off his campaign. During September, they went to the Midwest. By October, they had traveled to the Far West. Each stop they made was full of political

gatherings, parties, and speeches—all in an effort to get votes.

When the campaign was over, the Marshalls returned to Indiana to wait for the returns. Before the night was over, the Marshalls learned that they would be going to Washington.

Source: Charles M. Thomas, Thomas Riley Marshall: Hoosier Statesman. Oxford, Ohio: The Mississippi Valley Press, 1939, Chapter 6.

Marshall's Description of His Campaign for Governor in 1908

... The last Saturday of the campaign Mrs. Marshall and I got up at five o'clock, in the city of South Bend, ... and took the train for Goshen, where I talked for an hour. At twelve o'clock I was talking again in Middlebury; at two o'clock, in Shipshewana; at four o'clock, in LaGrange; at six o'clock, in Kendallville; at eight o'clock, in the Princess Rink, in Fort Wayne, and as the midnight bells announced the ushering in of Sunday I quit talking, on the steps of the court-house, in the city of Fort Wayne. We took the train at four o'clock for home. I went to bed and knew nothing until Monday morning.

Source: Thomas R. Marshall, Recollections of Thomas R. Marshall. Indianapolis: Bobbs-Merrill Company, 1925, pp. 168-69.

On The Campaign Trail



Move the candidate to Washington, D.C. using the shortest route possible and passing through an even number of cities.

Adapted from: Michael Holt and Ronald Ridout, The Big Book of Puzzles. New York: Alfred Knopf, 1972, p. 17.

Campaigning in 1988

A Wild Day in Huntington!

On August 19, 1988 a crowd of 12,000 to 20,000 people cheered wildly as George Bush and Dan Quayle kicked off their national campaign in Huntington, Indiana (population 17,000). Quayle, who was born there, was the hometown hero.

People had arrived at the courthouse early that morning. Buses, packed with excited Quayle supporters, ran continuously from the high school.

The crowd gave the two Republicans a warm, wildly enthusiastic welcome. People bought and sold political buttons, t-shirts, and hats. Others held signs declaring their support. Almost everyone carried a sign or American

flag. As balloons were released, the Huntington High School Band performed "This Could Be the Start of Something Big." Hoosier recording artist Sandi Patti sang the national anthem.

The many reporters who had followed Bush and Quayle to Huntington were not as warmly greeted. During a press conference, the crowd booed the reporters as they asked Quayle questions. Quayle's responses drew cheers.

George Bush and Dan Quayle went on to win in 1988. Their campaign visits



Bush-Quayle campaign materials.

covered thousands of miles by road, railroad track, and airplane. Their campaign message was spread through the media—in print, on radio, and on television.

Source: *Indianapolis Star*, August 20, 1988.



Wilson-Marshall campaign materials.

Courtesy Indiana State Museum

Activities on Campaigning

- Prepare a chart to illustrate the differences and similarities between the campaigns of Marshall and Quayle. Look at such topics as transportation and media coverage, for example.
- Imagine that you are a reporter for *The Indiana Junior Historian* covering the campaigns of 1912 or 1916 and 1988 or 1992. What questions would you ask Mr. Marshall and Mr. Quayle?
- Discuss the 1992 national campaign: What role did television play? What is negative campaigning? Do you think it is effective?

Do you think it is fair?

- What role did the third party candidate, Ross Perot, play in the campaign?
- Discuss the 1992 state election or your local election. Ask some of the same questions. Ask local candidates to talk with your class about campaigning for public office.
- Read Chapter 4 in Sullivan, *Campaigns and Elections*. How does early twentieth century campaigning compare to the campaigning style of 1992?

Decode the message. Using each two-figure number determine the letter from the checkerboard. For example: number 43 is really the letter R. Write coded messages based on this issue of *The Indiana Junior Historian* for your friends to decode.

24 34 14 24 11 34 11 53 11 44

24 33 41 35 43 45 11 34 45 24 34

34 11 45 24 35 34 11 32

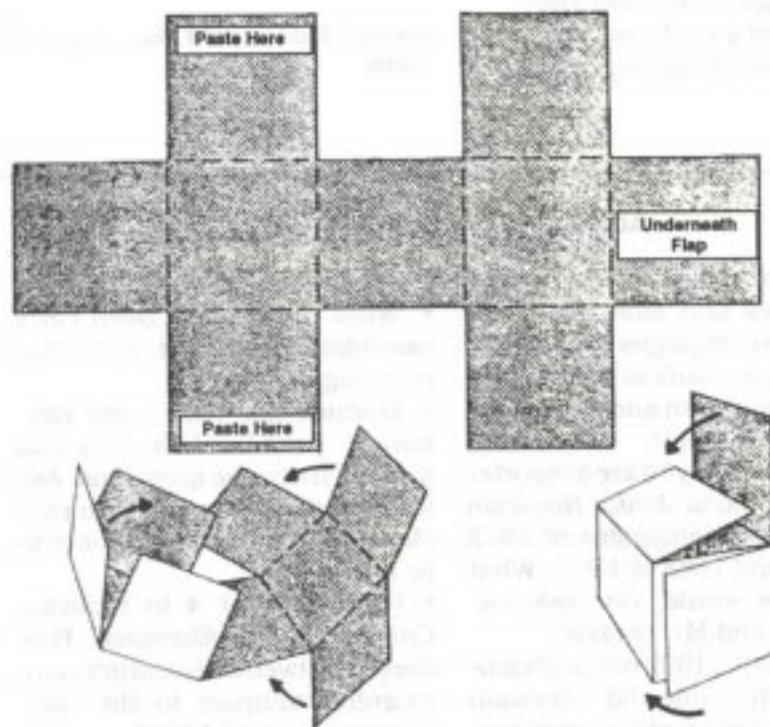
41 35 32 24 45 24 13 44

Adapted from: Burton Albert, Jr., Secret Codes for Kids. Chicago: Albert Whitman & Co., 1976, p. 27.

Checkerboard Codes

	Column 1	Column 2	Column 3	Column 4	Column 5
Row 1	A	B	C	D	E
Row 2	F	G	H	I	J
Row 3	K	L	M	N	O
Row 4	P	Q	R	S	T
Row 5	U	V	W	X	Yz

Making a Biography Box

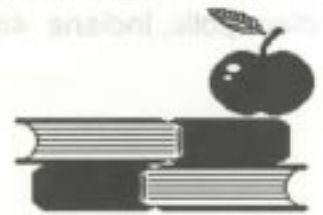


Directions

1. Enlarge the diagram to the left making each square 3 inches; draw onto stiff paper.
2. Cut out the pattern.
3. Use a ruler and ballpoint pen to score the dotted fold-line.
4. Write "paste here" and "underneath flap" in the exact same squares as shown. Do not draw on these three squares.
5. On the six remaining blocks, draw scenes from the life and career of one of the Indiana vice presidents.
6. Make a biography box for each vice president or make **one** box and include a scene for each vice president.

Adapted from: Learning 90, February, 1990, p. 47.

An Apple for Everyone



Selected Sources

Student Reading

- Hargrove, Jim. *The Story of Presidential Elections*. Chicago: Childrens Press, 1988.

An easy to read source with some historical information.

- Pious, Richard M. *The Presidency*. Englewood Cliffs: Silver Burdett Press, Inc., 1991.

This is an excellent student source and part of a three book series, *Ballots and Bandwagons*, that includes interesting historical facts and current information. Each volume includes a glossary with terms such as "sound bite" and "Super Tuesday."

- Sullivan, George. *Campaigns and Elections*. Englewood Cliffs: Silver Burdett Press, Inc., 1991.

Part of the excellent series *Ballots and Bandwagons*.

- Sullivan, George. *Choosing the Candidates*. Englewood Cliffs: Silver Burdett Press, Inc., 1991.

The third volume of this highly recommended series.

Advanced Reading

- Gray, Ralph D., ed. *Gentlemen from Indiana: National Party Candidates, 1836-1940*. Indianapolis: Indiana Historical Bureau, 1977.

This excellent collection of essays gives great detail about

the men from Indiana who ran for national public office.

Gray's book is an important source of information on this subject. This book was distributed to secondary school libraries in 1977 and 1985.

- Hammarberg, Melvyn. *The Indiana Voter: The Historical Dynamics of Party Allegiance During the 1870's*. Chicago: University of Chicago Press, 1977.

A good source which contains very detailed information on the social and political issues of late nineteenth-century midwestern politics.

- Jensen, Richard. *The Winning of the Midwest: Social and Political Conflict, 1888-1896*. Chicago: University of Chicago Press, 1971.

An excellent source for adult reading dealing with the critical years in American electoral history. Jensen analyzes voting patterns and behaviors using a large body of statistical evidence.

- Madison, James H., *The Indiana Way*. Bloomington: Indiana University Press, 1986.

Madison's chapter 9, including "Politics, Indiana Style," provides a wonderful overview of this subject.

- *National Party Conventions, 1831-1988*. Washington, D.C.: Congressional Quarterly

Inc., 1991.

This very interesting book lists political party candidates and selected party platforms for presidential elections from 1831-1988. A good resource for secondary school students and adults.

- Phillips, Clifton J. *Indiana in Transition: The Emergence of an Industrial Commonwealth, 1880-1920*. Indianapolis: Indiana Historical Bureau and Indiana Historical Society, 1968.

An excellent source for Indiana information in this time period. Phillips provides good background information about the vice presidents and their times.

Additional Resources

- Gray, Ralph D. *Indiana's Favorite Sons: 1840-1940*. Indianapolis: Indiana Historical Society, 1988.

This booklet gives a brief but engaging account of the men from Indiana who ran for national office. It was produced as a catalog to accompany a traveling exhibit of the same name.

The exhibit is available to schools, libraries, museums, and other institutions from the Indiana Historical Society, call John Harris, 317/232-1882 for more information.

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The Indiana Historical Bureau was created in 1915 to celebrate the centennial of statehood. It is the duty of the Historical Bureau to edit and publish documentary and other material relating to the history of the state of Indiana, to promote the study of Indiana history, and to work with others engaged in such pursuits. The Historical Bureau provides books, educational resources, and programs for students and teachers. Several are listed below. The Bureau also directs the Historical Marker Program and the care of the Governors' Portraits Collection.

• **BROADSIDES** produces supplemental educational materials based on primary sources for teaching Indiana history. Student packets encourage active participation and skills development with possible integration in various grades and subjects. An extensive teacher guide provides ready information and teaching resources.

• **Indiana Close Up** is a high school local government program affiliated with the national Close Up Foundation. This participatory annual event encourages study and discussion through the Jefferson Meeting on the Indiana Constitution.

• **Indiana History Day** encourages students grades 4 - 12 to research and prepare papers, exhibits, performances and media presentations on an annual historical theme. An emphasis on original research and interpretation allows students to experience the excitement of discovering or developing skills and interests that enrich their education and their lives. It is part of the National History Day network.

• **REACH**—Resources Educating in the Arts, Culture, and History—is a dynamic program that utilizes art and objects to stimulate dialogue and provide hands-on experiences, exploring not only the arts but also the culture and history of Indiana. Its arts-in-education basis encourages on-going planning for involving community resources in the school.

The Indiana Junior Historical Society is a network of history clubs for students in grades 4 - 12. Locally sponsored clubs initiate and participate in activities which encourage the study of Indiana history, often outside the classroom. The Indiana Junior Historical Society program is administered by the Indiana Historical Society, 315 West Ohio Street, Indianapolis, IN 46202; 317-232-1882.

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The publication is provided free to school media centers and public libraries throughout the state. Individual subscriptions are available for \$7.50 per year.

This material is available to visually impaired patrons in audio format courtesy of the Indiana History Project of the Indiana Historical Society. Tapes are available through the Talking Books Program of the Indiana State Library; contact the Talking Books Program, 317-232-3702.

Single copies are available for 85¢ each plus shipping and handling. Classroom sets (a minimum of 20 copies of an issue) of back issues beginning with the September 1991 issue are available for 20¢ per copy plus shipping and handling. Prices valid through December 31, 1992.

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