

Date Printed: 06/16/2009

JTS Box Number: IFES_75
Tab Number: 11
Document Title: Kids Voting
Document Date: 1994
Document Country: United States -- Arizona
Document Language: English
IFES ID: CE02039



* D F 0 D 9 1 9 F - 0 0 E C - 4 3 F D - A 3 3 5 - 6 3 C 0 1 7 2 4 E 9 1 F *

WINTER 1994

KIDS VOTING USA

THE QUARTERLY NEWSLETTER OF
KIDS VOTING USA

AZ Computer Balloting Yields 26 Precinct Results in 12 Minutes

KIDS MATCH MAJORITY OF ADULT TALLIES... ALSO, THEY SAID, 'TAX TOBACCO, SPARE SOFT DRINKS & FOOD, FUND EDUCATION!'

With adults in tote, more than 500,000 kids went to the polls across the country to participate in the 1994 Kids Voting USA election program, Nov. 8. Students in kindergarten to high school cast their ballots just as adults do.

Kids matched the way of adults in four of six Senate races across the country, showing a differing view in only two races: where adults voted for Republican candidates (in Minnesota and Washington), the kids elected Democrats.

In 15 gubernatorial races throughout the country, kids also followed the adults' path, except in five states (California, Maryland, Michigan, Minnesota and South Carolina) where they voted for a Republican

(Maryland) and four Democrats.

Throughout the country, kids who went to the polls favored a tobacco tax (in Arizona and Colorado), were against a soft drink and food tax (Arkansas and Ohio) and put a halt to any potential decrease in education funding (South Carolina and South Dakota).



Students from Kids Voting Minnesota clamor around President Clinton during his recent visit. Amazingly, the president launched his day's speech acknowledging Kids Voting, and noted that if more students were involved with Kids Voting, the USA would see a 100 percent voter turnout in the not-too-distant-future.

Continued on page 2

News From the Front

1994 Election Day Anecdotes

In **South Carolina**, when a Kids Voting volunteer explained the ballot question (school bond) to a second grader, the child looked squarely at the volunteer and said, "What if I don't have 60 million dollars?" In **Maryland**, a family of seven came to a Harford County Kids Voting site with video and 35 mm cameras to record their children voting for the first time. A Kids Voting volunteer was impressed with this enthusiasm and spoke to the parents. The parents mentioned that they were not yet naturalized citizens of America, that they could not yet vote in this election. However, they were so proud their children could vote that they wanted to record this very special event. In **Colorado**, Dustin, 6 years old, and a first grader at Sanchez

Continued on page 2

National Kids Voting Day - Every State With A Wish...

National Kids Voting Day, September 28, was a terrific success with thousands of students participating across the country. All but two (Kentucky and Mississippi) of the 20 Kids Voting states, plus Washington, D.C., celebrated the day by planting WishTrees — real trees on which students placed "star cards" which contained their wishes for the country. Their hopes and desires demonstrated disarming wisdom and caring attitudes.

Planting Seeds for Democracy was the day's theme. Trees were planted at schools, in public parks, at county courthouses, state capitols and city halls. The day celebrated the achievements of Kids Voting and raised the level of awareness of the program.

The representative wishes here are

those selected by each participating state.

Alaska *I wish we could find all the lost children.*

Arizona *I wish for good people in congress.*

Arkansas *My wish for the country is for everyone to become somebody instead of a nobody.*

California *My wish for the country is that all children are safe and loved.*

Colorado *I wish for people to stop tearing down our forests to make cities.*

District of Columbia *Thomas Jefferson said that if a nation expects to be ignorant and free, it expects what never was and never will be. Since we believe that education is the key to ending violence, and finding a cure for AIDS and cancer, for an*

Continued on page 5

More Election Highlights . . .

Continued from page 1

In **Washington D.C.**, students voted overwhelmingly for former Washington, D.C. mayor, Ward 8 city councilman and Democratic candidate Marion Barry (2,385 votes) over his Republican opponent Carol Schwartz (220 votes). This, in contrast to the adult tally which saw Barry narrowly win by about 3,000 votes. (More than 1,200 kids' votes were cast for "other" mayoral candidates.) Of the almost 8,000 students participating in the Kids Voting DC pilot program, 3,751 cast ballots at official polling sites, accompanied by parents or guardian. The students attend DC Public Schools and live in the Capitol Hill neighborhood.

Kids in **California** voted in contrast to the adult vote in the governor's race and Proposition 187. Students "elected" Kathleen Brown; Pete Wilson trailed by 6,698 votes. Proposition 187 went down with the kids by a margin of 3,367 votes. In the California senate race, students followed the adult vote, narrowly favoring incumbent Diane Feinstein; Michael Huffington trailed by 1,529 votes.

Students participating in Kids Voting California live in San Jose and Sacramento; 26,682 students went to official polling sites to vote.

In **Florida**, students voted as the adults did and re-elected Gov. Lawton Chiles with 57,684 votes. Republican candidate Jeb Bush was defeated with 47,595 votes. More than 100,000 students voted in Kids Voting Florida.

In **Texas**, the small Kids Voting Texas program in Plainview gave a thumbs up, as the adults did, to Republican gubernatorial challenger George W. Bush with 999 votes versus the 651 votes cast for Democratic Gov. Ann Richards.

In **Tennessee**, kids matched the adults, voting for Republican candidates in both the governor and senate races. With 27,500 students casting ballots, 13,758 voted for Republican Don Sundquist for governor; 12,255 votes were cast for Democrat Phil Bredesen. In the senate race, Democratic incumbent Sen. Jim Sasser was soundly defeated with 9,791; Republican senate

candidate Bill Frist won with 14,271 votes.

Minnesota kids voted differently than adults, and would have elected Democratic senate candidate Ann Wynia with 3,140 votes versus Rod Grams with 2,451 votes. In the Minnesota governor's race, the kids showed an independent streak again, narrowly "electing" Democrat John Marty with 2,800 votes versus 2,727 votes for Republican Arne Carlson whom the adults elected.

In **Arizona**, with 133,345 ballots counted, kids mirrored the adults and re-elected Republican Gov. Fife Symington over strong Democratic challenger Eddie Basha. Arizona also experimented with computer balloting in 26 precincts, sponsored by the Intel Corporation. Results were available in 12 minutes! Arizona kids also passed a tobacco tax 42,024 to 37,446.

Colorado students overwhelmingly "re-elected" Democratic Gov. Roy Romer (6,024) over Bruce Benson (1,559). They also voted for the tobacco tax by a wide margin: 4,705 to 2,722.

Kids Voting USA Presents Its Message

Kids Voting USA has shared its message in recent months with major organizations throughout the country addressing groups such as: ❖ National Council for the Social Studies ❖ National Association of Business PACs ❖ Elections Committee of the American Bar Association ❖ Pacific Northwest Newspaper Association.



The Kids Voting USA Network takes time for a well-deserved moment of celebration at the recent "1994-In-Review" Conference, December 2 & 3, in Phoenix. 1994 was a long, arduous year for these program "pioneers" who saw to the accomplishments and successes that are moving the organization into the future. The group, representing 20 states, the District of Columbia and the USA staff, reflects America's grassroots. They closed the year at the conference by sharing critiques and ideas for the 1995 and 1996 project years. These trailblazers already are preparing for state expansion and many local elections in 1995.

Anecdotes

Continued from page 1

Elementary School, was so excited to cast his first ballot that he couldn't sleep at all the night before. In **Alaska**, a second grader said to a volunteer poll worker, "Thank you for the pleasure of voting today!" In **Arkansas**, a student voter queried: "Can we do this everyday?" And, a volunteer offered, "To be able to see voting through the eyes of a child was a great experience." In **Minnesota**, a high school girl brought her mother to the polls to register and vote for the first time and admonished, "Forty-six years old and she's never voted!"

Watch for the next issue of the Kids Voting USA newsletter for highlights of post-1994 election research!

National Kids Voting Day 1994



Dikembe Mutombo, NBA Denver Nuggets Star and the day's honored guest, returns to Washington, D.C., the city of his Georgetown University basketball days, and addresses the crowd of more than 500 students.



Kids from Kids Voting California in San Jose dig in with shovels almost bigger than they are and celebrate the day by pitching in!



A Colorado student from Aurora 7 Elementary School in Boulder places her wish on the WishTree.



Hang that wish for the world to see! A young boy hangs his wish on the WishTree after reciting it to the crowd of 500 onlookers.



The scene at the podium on National Kids Voting Day in Washington, D.C. Assistant Superintendent Marilyn Brown addresses the crowd. Seated from left: honored guest Dikembe Mutombo, Kids Voting USA President and CEO Marilyn Evans; Kids Voting DC Chairman Al Gallmon.



Celebration and song taken seriously on National Kids Voting Day in Washington, D.C.



Kids Voting USA Leadership

Honorary Board

Walter Cronkite, *CBS, Inc.*
William Friday, *University of North Carolina*
Senator Barry M. Goldwater
Rev. Theodore Hesburgh, *Notre Dame*
Barbara Jordan, *LBJ School of Public Affairs*
Madeleine Kunin, *U.S. Dept. of Education*
Bill Moyers, *Public Affairs Television, Inc.*
J.W. Peltason, *University of California*
Roberto Suarez, *Miami Herald*

Advisory Committee

Larry Charles, Senior Vice President
Hill and Knowlton
Lee Guittar, Vice President
Hearst Corporation
Barbara Morris-Lent, Vice President
Federal Relations, NYNEX
Carleton Rosenburgh, Sr. Vice President
Newspaper Division, Gannett Company
James Schwaninger, Vice President & Dir.,
Government Relations, JC Penney Co.
Richard Snell, President & CEO,
Pinnacle West Capital Corporation
James Spaniolo, Vice President & Secretary
John S. and James L. Knight Foundation
Jay Suber, Vice President News Features
CNN
Louis "Chip" Weil III, Publisher & CEO
Phoenix Newspapers Incorporated

Ron Williams, General Manager
Military Division, Intel Corporation

Founders

R.R. "Bob" Evans
Max Jennings
Charles A. Wahlheim

Board of Directors

Officers:

Dr. Thomas R. Horton, Chair
Marilyn Evans, President & CEO
Jinx Patterson, Vice Chair
Max Jennings, Secretary/Treasurer

Members:

Dr. Eddie Brown, Director
Tohono O'dham Social Services
Susan S. Clark, Director
The Center for Civic Literacy
Dr. Lattie Coor, President
Arizona State University
O. Mark DeMichele, CEO
Arizona Public Service Co.
Honorable Lee Ann Elliott
Washington, D.C.
R.R. "Bob" Evans, Owner
Evans Management Co.
Dr. Kathleen Jamieson, Dean
Annenberg School of Communication
Dr. Agustin Orci, Superintendent
Northside Independent School District
Mike Peters, Editorial Cartoonist
Dayton Daily News

Trabian Shorters
National Urban Coalition
Richard Snell, President and CEO
Pinnacle West Capital Corporation
Jay Suber, Vice President News Features
CNN
Jo Uehara, Assoc. National Executive Director
YWCA of the USA
Charles A. Wahlheim, President
Joe Woods Development

State Chairpersons

Keith Burke, *Kids Voting Alaska*
Nick Balich, *Kids Voting Arizona*
Shelly Moran, *Kids Voting Arkansas*
Steve Trolinger, *Kids Voting Arkansas*
Estelle Saltzman, *Kids Voting California*
Miller Hudson, *Kids Voting Colorado*
Rev. Al Gallmon, *Kids Voting District of Columbia*
Dante Fascell, *Kids Voting Florida*
Charles E. Richardson, *Kids Voting Georgia*
Jim Maag, *Kids Voting Kansas*
Lewis Owens, *Kids Voting Kentucky*
Edward Crooke, *Kids Voting Maryland*
S. Martin Taylor, *Kids Voting Michigan*
Don Bye, *Kids Voting Minnesota*
Roland Weeks, *Kids Voting Mississippi*
Carla DuPuy, *Kids Voting North Carolina*
Dudley P. Kircher, *Kids Voting Ohio*
Doris Ponitz, *Kids Voting Ohio*
Vernie Dove, *Kids Voting South Carolina*
Craig Wells, *Kids Voting South Dakota*
Bruce Anderson, *Kids Voting Tennessee*
Rollie Hyde, *Kids Voting Texas*
Wes Phillips, *Kids Voting Washington*



398 South Mill Avenue
Suite 304
Tempe, AZ 85281

Kids Voting USA Thanks Its 1994 Sponsors

Major Sponsor

John S. and James L. Knight Foundation

Sponsors

Alamo Rent A Car, Inc.	JC Penney Company
America West Airlines	The Joyce Foundation
Audio Visual Magic	KPNX Broadcasting Company
Benton Properties	Knight-Ridder, Inc.
Communication Skills	Luce Press Clippings
The Cox Foundation	The National Diffusion Network
Deloitte & Touche	O'Connor Cavanagh
Ford Motor Company Fund	Pointe Hilton Resorts
Henry & Horne	The Public Welfare Foundation
William Randolph Hearst Foundation	Rosenbaum & Associates
Intel Foundation	Salt River Project
International Business Machines (IBM)	Turner Broadcasting System, Inc.

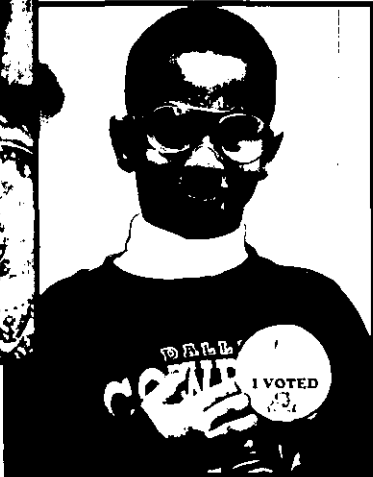
JEFF FISCHER
CHIEF OF STAFF
INTERNATIONAL FOUNDATION FOR
ELECTORAL SYSTEMS
1620 I STREET NW
SUITE #611
WASHINGTON DC 20006

Election Day 1994



A Kids Voting Colorado participant at Eisenhower Elementary School shows off her ballot.

Phillip Watkins shows off the button he received after voting at the polls at Johnson Elementary School in Kentucky.



Michael Palchesko, Detroit Edison regional manager and volunteer Kids Voting precinct captain, looks over the little ones as they complete their balloting in Inkster, Michigan



Claudia Kitchens, Kids Voting Florida executive director, assists Soraya Molina and Erick Rodriques, kindergarten students at Kensington Park Elementary School, Miami, as they cast their ballots for governor.



Ah, the secret ballot! And in South Carolina, Kids Voting participants took this quite seriously.



Young and old participate at the Kids Voting area of an official voter precinct in the town of Enumclaw.

San Jose Sharks hockey team mascot S.J. Sharkie "revs up" thousands of students at "KidsVention," a major political rally for youth.



Kids Voting USA Travels to Alaska

A remote eskimo village immersed in Kids Voting...A seminar to expose Russians to experiential and cooperative learning. Fresh discoveries and new lessons were learned during a trip to observe Kids Voting Alaska in action.

The Trip to Minto. It was a once-in-a-lifetime experience, eventful and fulfilling, said Marlene Tolman, Kids Voting USA programs director. The eskimo village of Minto in the Alaskan bush is a one-schoolhouse town. Marlene traveled there with Sandy McClintock, executive director, Kids Voting Alaska.

"Here we are, out in a very remote area, and this tiny school had displayed Kids Voting materials all over the walls," Tolman said. "Pictures of candidates were displayed as well as those of bush leaders from the past. Painted scenes of the surrounding countryside were intermingled with other Kids Voting materials, too.

"It was a testament to the relevance of Kids Voting — the curriculum and the program itself. Minto had absorbed Kids Voting. How rewarding that Kids Voting transcended the culture. It had become so recognizable in the community."

In fact, while visiting the nearby lodge which served as the village's community center where the elders spend much of their day,

the locals already knew about Kids Voting and talked about how students would be at the village's one polling site on election day.

Astonishing, too, was the discovery that the Minto school's Kids Voting coordinator had done his student teaching in Scottsdale, Arizona, where he had learned about the program years before!

Seminar for Russians. Back in Fairbanks, 11 Russian educators awaited Marlene who led a seminar on cooperative and experiential learning methods discovered by the Russians through their exposure to the Kids Voting USA® Curriculum. The group had traveled from Siberia to observe democ-



atic elections in nearby Alaska and to learn more about Kids Voting. Among the group were teachers, administrators, a teachers' union representative and a Moscow-based editor of a teachers' publication.

The program was funded by the American Russian Center at the University of Alaska, Anchorage, through a grant to Alice Eichelberger, who is spearheading the Yakutsk [Siberia] Student Voter Training Project.

The group was overwhelmed and elated to hear the philosophy of Kids Voting, a program strongly rooted in democracy, with the message that each individual's participation is vital. It challenged them culturally and socially.

As one Russian participant said, the democratic Kids Voting message and method would challenge the Russian system for years to come. He likened it to a broken car. You replace one piece, yet it doesn't mean you've fixed the car.

They agreed Kids Voting would have a promising affect on Russian youth, their country's future leaders.

Kids Voting is Hot News

Kids Voting USA has worked for a tremendous level of recognition in 1994, an off-year election effort. It is a high priority and an important accomplishment to support ongoing fundraising efforts.

The Kids Voting USA office leads this vast effort on a national level. The Kids Voting state projects carry the banner message to state and local news media.

More Than 154 Million Consumer Impressions!* This figure represents print news media only.

National Print Highlights: *Parade* magazine, *USA Today*, *Kids Today*, *Parents* magazine, *Parenting* magazine, and *Family Fun*.

National Television Highlights: The *Today* show (Willard Scott mentioned Kids Voting USA), CNN's *Inside Politics*, (with premier news anchors Bernard Shaw and Judy Woodruff), *NBA Inside Stuff* (with National Kids Voting Day's honored guest, Denver Nuggets superstar Dikembe Mutombo), and *Not Just News*, FOX-TV's popular children's show.

National Radio Highlights: *CBS Radio Network*, *Mutual Broadcasting System*, *UPI Radio*, *BBC Broadcasting*, and *Independent Broadcasters Network*.

*This figure represents print news only. Television programs such as NBC's *Today* and CNN's *Inside Politics* have viewers of more than 5 million. Radio program listeners also would boost this figure considerably.

*Based on a total circulation of 90,722,678.

National Kids Voting Day — Every State With A Wish

Continued from page 1

informed, educated and caring nation.

Florida *My wish for America is to stop the violence that is going on in America such as rapes, child abuse and murders. America used to be a clean and peaceful place.*

Georgia *My wish for the country is to only have peace and never wars; to have jobs for everybody and to have rules against hurting the environment.*

Kansas *I wish that people would stop fighting and all be friends.*

Kentucky *I wish that kids could vote for the president because I think that our opinion is just as important as everyone else's.*

Maryland *I wish that the President and Congress would remember that it is still "We, the People."*

Michigan *I wish the street people could get an education so that they could get jobs.*

Minnesota *I wish that there would be a cure for cancer.*

Mississippi *I wish that Congress would stop spending money that they don't have so we can decrease the national debt. We can't do that, so why can they?*

North Carolina *I wish all the bad people in the country would turn to good; I wish I could leave my door unlocked; I wish that everyone in our country could feel safe in their homes.*

Ohio *My wish for the country is that all children would have a mom and dad who loves and cares for them. I do, and I know how much it means to me.*

South Carolina *My wish is that there would not be any killing and no more stealing because my friend got kidnapped. She was 10 years old. When I heard she got killed, I cried.*

South Dakota *My wish is for no more violence on TV and to shut down all casinos in the world.*

Tennessee *My wish for the country is to stop all the violence all across the United States of America from the east coast to the west coast. I love my country.*

Texas *I wish this country would find out a way to stop disrespecting the United States with violence and instead think about things that are really important to us.*

Washington *I wish there would be no more prejudice and that people would not mess with other people.*

**NEW
DOCUMENT**



398 South Mill Avenue - Suite 304
Tempe, Arizona 85281
(602) 921-3727

KIDS VOTING USA FACT SHEET

Honorary Board

Daniel B. Burke
President
Capital Cities/ABC, Inc.

Walter Cronkite
CBS Television
New York, New York

William Friday
President Emeritus
University of North Carolina

Barry M. Goldwater
United States Senator
Paradise Valley, Arizona

Reverend Theodore Hesburgh
President Emeritus
Notre Dame University

Madeleine M. Kunin
Former Governor
State of Vermont

Jack W. Peltason
Chancellor
University of California, Irvine

Bill Moyers
Public Affairs Television Inc.
New York, New York

Officers and Board

R. R. Evans, Chairman & Co-Founder
Owner, Evans Management Co.
Mesa, Arizona

Barbara McConnell Barrett, Vice-Chairperson
Attorney at Law
Paradise Valley, Arizona

Marilyn Evans, President/Executive Director
Owner, Marilyn Evans & Associates
Tempe, Arizona

Dr. Sanford Kravitz, Secretary/Treasurer
Florida International University
Miami Beach, Florida

Jina Patterson
Curriculum Chairperson
Chandler, Arizona

Nick Balich, Vice President
Phelps Dodge Corp.
Chairman Kids Voting Arizona

Richard Baumgartner
Attorney at Law
Chairman Kids Voting Tennessee

Kendall Coffey
Attorney at Law
Chairman Kids Voting Florida

Lattie Coor, Ph. D.
President, Arizona State University

O. Mark DeMichele, CEO
Arizona Public Service Co.
Phoenix, Arizona

Lee Ann Elliot
Washington D. C.

Dr. Thomas R. Horton, Chairman
American Management Association
New York, New York

Max Jennings, Co-Founder
Editor, Dayton Daily News
Dayton, Ohio

Dudley Kircher, Vice President
Mead Co.
Co-Chairman Kids Voting Ohio

Mike Peters
Editorial Cartoonist
Dayton Daily News

Doris Pottiz
Co Chairperson

KIDS VOTING is a program, piloted statewide in Arizona in 1990, designed to boost voter participation among adults and instill lifelong voting habits in school-age children. Because of its success in Arizona and the interest across the country, **KIDS VOTING** projects are being implemented in 11 states for the 1992 Presidential Election.

The program features specially designed curriculum tailored to grades Kindergarten through 12 and culminates with children accompanying their parents to the polls on election day and voting alongside them.

I. GOALS

- A. **Teach school-age children the meaning of democracy and its corresponding responsibilities.**
- B. **Stimulate political awareness among school-age children and their parents.**
- C. **Increase the likelihood that today's children will vote when they become adults.**
- D. **Increase voter turnout among adult voters, immediately.**
- E. **Implement KIDS VOTING programs in every state by the turn of the century.**

II. ACCOMPLISHMENTS

- A. **The 1990 KIDS VOTING statewide project successfully involved through the use of the curriculum more than 700,000 students and 17,500 teachers from nearly every community in Arizona.**
- B. **State and county election officials have indicated that KIDS VOTING increased registration statewide, e.g. 21,000 adults registered on KIDS VOTING REGISTRATION DAY at McDonald's restaurants throughout Arizona.**
- C. **On November 6, 1990, more than 131,000 students, the majority accompanied by their parents, "voted" on a special ballot in their neighborhood polling place.**

- D. Corporate sponsors provided more than \$800,000 in grants and in-kind services. Arizona Public Service was the major sponsor; Valley National Bank, East Valley Partnership and Cox Arizona Publications were the charter sponsors.
- E. More than 10,000 volunteers contributed to the implementation of the project, the majority assisting students in the polls on election day.
- F. Arizona's registered voters overwhelmingly accept the program: 92% feel favorably about **KIDS VOTING**, 96% of those with children want the program at their schools, 77% indicated that the program encouraged political discussion at home, 6% state that they voted because of the project, and 3% state **KIDS VOTING** was the only reason they voted.
- G. Of 116 school district superintendents surveyed, 92% had an overall favorable impression of the program, 100% believed the program increased student knowledge of elections, 69% indicated **KIDS VOTING** increased parental involvement in the schools, 94% thought the program should be expanded to other schools, and 98% rated the K-8 curriculum as excellent or good.
- H. U.S. and state legislators, the Governor and Secretary of State of Arizona, and local officials gave **KIDS VOTING** bipartisan support.
- I. Congressmen, senators, state legislators, secretaries of state and many others from every state have requested information about starting a **KIDS VOTING** project in their home states.

III. KIDS VOTING USA IN 1992 AND BEYOND

- A. **KIDS VOTING USA** will assist eleven projects for the 1992 Presidential Election. The states with projects in 1992 are : Alaska, Arizona, California, Colorado, Florida, Georgia, Kansas, North Carolina, Ohio, South Dakota, and Tennessee. These projects will involve 1.3 million students, more than 33,000 teachers and 20,000 volunteers.
- B. **KIDS VOTING USA** will assist these projects in expanding statewide in 1994 as well as adding more pilot projects. It is the goal of **KIDS VOTING USA** to have projects in every state by the turn of the century.
- C. **KIDS VOTING USA** plans to assist projects in New York City, Lexington, Kentucky and other communities in 1993.
- D. **KIDS VOTING USA** is supported by the Knight Foundation, Knight-Ridder, Inc., America West Airlines, Nelson-Ralston-Robb Communications, and several other corporations.

KIDS VOTING USA needs your support and enthusiasm. For more information call the **KIDS VOTING USA HEADQUARTERS--(602)-921-3727**. Remember to vote on November 3rd.



398 South Mill Avenue - Suite 304
Tucson, Arizona 85781
(602) 921-3727

Honorary Board

Daniel B. Burke
President
Capital Cities/ABC, Inc.

Walter Cronkite
CBS Television
New York, New York

William Folsby
President Emeritus
University of North Carolina

Berry M. Goldwater
United States Senator
Paradise Valley, Arizona

Reverend Theodor H. Gebhart
President Emeritus
Notre Dame University

Madeline M. Kamin
Former Governor
State of Vermont

Jack W. Peltason
Chancellor
University of California, Irvine

Bill Moyers
Public Affairs Television Inc.
New York, New York

Officers and Board

R. R. Evans, Chairman & Co-Founder
Owner, Evans Management Co.
Mesa, Arizona

Barbara McConnell Barrett, Vice-Chairman
Attorney at Law
Paradise Valley, Arizona

Marilyn Evans, President/Executive Director
Owner, Marilyn Evans & Associates
Tampa, Arizona

Dr. Sanford Kravitz, Secretary/Treasurer
Florida International University
Miami Beach, Florida

Jim Peterson
Curriculum Chairperson
Chandler, Arizona

Nick Rafick, Vice President
Phelps Dodge Corp.
Chairman Kids Voting Arizona

Richard Baumgartner
Attorney at Law
Chairman Kids Voting Tennessee

Kendall Coffey
Attorney at Law
Chairman Kids Voting Florida

Lettie Coar, Ph. D.
President, Arizona State University

O. Mark DeMichele, CEO
Arizona Public Service Co.
Phoenix, Arizona

Lee Ann Elliot
Washington D. C.

Dr. Thomas R. Horvath, Chairman
American Management Association
New York, New York

Ma & Jennings, Co-Founders
Editor, Dayton Daily News
Dayton, Ohio

Dudley Kircher, Vice President
Med Co.
Co-Chairman Kids Voting Ohio

Mike Pines
Editorial Commentator
Dayton Daily News

Doris Pines
Co-Chairperson
Kids Voting Ohio

Charles A. Waldman, Co-Founder

CRITERIA FOR IMPLEMENTATION OF KIDS VOTING

Accepted by Executive Committee - May 15, 1991

The two objectives will be followed:

- A. Educate students regarding the rights and responsibilities of voting, and stimulate critical thinking skills necessary for making good judgments as voters.
- B. Stimulate additional adult participation in voting.

2. Grades K-12 must be included.

3. The Kids Voting curriculum will be utilized as core curriculum, including the information sections, teacher background and objectives. Regional changes will need to occur to conform to state and local laws. Other alterations may occur but must be approved by the Kids Voting U.S.A. board. Additional activities may be utilized.

4. Elementary and middle or junior high school students must be accompanied to the polls by the parent or guardian; high school students may vote at the polls unaccompanied by an adult.

5. Votes must be tabulated per candidate and issue, and per each region, as possible.

6. Students must be notified of the outcome, preferably within 24 hours.

7. Community involvement through volunteerism for development and implementation is mandatory.

8. Kids Voting name and logo must be used on all materials.

9. Research will occur after program implementation, incorporating the following standards:

The licensee will be required to provide the following research. The methodologies and questionnaires for the research must be approved by Kids Voting U. S. A.

1. A statistically reliable random sample of all people eligible to vote in the geopolitical areas served by the licensing program. A pre test is desirable but a post-test, within two weeks after the election is required. All research is to be conducted at the .05 level of significance.

2. A statistically reliable random sample of children with parents in the licensing program to be conducted within two weeks after the election.

3. A statistically valid sample of teachers and students in each grade level.

The data files granted by the research are to be available on ASCII Discs for compatibility with other Kids Voting jurisdictions.

* Initiating a Kids Voting Project *

Kids Voting in 1992 will occur in eleven states only, including Alaska, Arizona, California, Colorado, Florida, Georgia, Kansas, North Carolina, Ohio, South Dakota and Tennessee. For 1993 and 1994, other communities and states will be included. The following information relates the general sequence of events for initiating a project in a new area.

1. Form a steering committee of civic activists, including representatives of business, media organizations, education (public, private and higher education), elected officials (with partisan balance) and election professionals.

2. If the steering committee agrees to pursue planning of a Kids Voting project, review the Criteria for Implementation, the standard aspects of the Kids Voting USA program, related to the licensing agreement.

3. If the steering committee agrees to the Kids Voting criteria for implementation, contact Kids Voting USA for further information about the potential of a program for 1993 or 1994. A licensed program receives implementation manuals, curriculum for all grades (1300 pages), and on-site consulting; the licensed organization becomes a member of Kids Voting USA, a national association of all licensed programs. (A licensing fee is associated.)

4. Steps after licensure:

A. Decide size of program, the number of children to be included. The current pilot projects range from 10,000 to 150,000 students. Considerations:

1. Cost will be about \$1.50 per child, about 35% raised in cash and the remainder in-kind (e.g. printing).
2. It will be much easier to include an entire school district for political and logistical reasons. If only a portion of a district will be involved, the schools must have contiguous boundaries due to the complication of election day logistics.
3. Choosing an area or areas that are representative of the community, county or state will facilitate the project's ability to expand to a larger area or statewide.

B. Meet with school district administrators and elected board members to stimulate interest and support.

C. Form a fund raising committee.

D. Consider hiring a part-time or full time staff member to develop plans for implementation and begin coordination with individuals and groups in the community.

E. Gain support from media organizations to notify the community of the possibility of a Kids Voting project.



Honorary Board

Daniel B. Burke, President
Capital Cities/ABC, Inc.

Walter Cronkite
CBS Television

William Friday
University of North Carolina

Barry M. Goldwater
United States Senator

Reverend Theodore Hesburgh
University of Notre Dame

Barbara Jordan, Professor
L. B. J. School of Public Affairs

Madeleine M. Kunin, Former Governor
State of Vermont

Jack W. Peltason, Chancellor
University of California, Irvine

Bill Moyers
Public Affairs Television Inc.

Officers and Board

R. R. Evans, Chairman & Co-Founder
Evans Management Co., Arizona

Barbara McConnell Barrett, Vice-Chairperson
Attorney at Law, Arizona

Marilyn Evans, President/Executive Director

Dr. Thomas R. Horton, Past-Chairman
American Management Association, Florida

Dr. Sanford Kravitz, Secretary/Treasurer
Florida International University

Jina Paterson
Curriculum Chairperson, Arizona

Eddie Brown, Director
Bureau of Indian Affairs

Lettie Coor, Ph. D.
President, Arizona State University

O. Mark DeMichele, CEO
Arizona Public Service Co.

Lee Ann Elliot
Washington D. C.

Max Jennings, Co-Founder
Editor, Dayton Daily News

Mike Peters
Editorial Cartoonist, Ohio

Charles A. Wahlheim, Co-Founder
President, Joe Woods Development, Arizona

State Chairpersons
Keith Burke, Alaska

Nick Balich, Arizona

Estelle Saltzman, California

John Haack, Colorado

Kendall Coffey, Florida

Rick Thomas, Georgia

Jim Maag, Kansas

Melissa Petigrow, Kansas

Rolf Neill, North Carolina

Dudley Kircher, Ohio

Doris Ponz, Ohio

Hillar Neumann, South Dakota

Richard Baumgartner, Tennessee

Courtney Pearre, Tennessee

MEMORANDUM

August 4, 1992

TO: Attendees of the Council on State Governments Conference

FROM: Marilyn Evans, President & Executive Director
Kids Voting USA

SUBJ: KIDS VOTING USA

Kids Voting USA regrets our inability to attend you conference. We are, however, anxious to let you know about Kids Voting USA. Enclosed please find a fact sheet, criteria for implementation, guidelines for initiating a program, a brochure and a recent newsletter for Kids Voting USA.

Kids Voting USA will be assisting eleven states with projects for the 1992 Presidential election. These projects include 1.3 million students, 38,000 teachers and 25,000 volunteers. Overall, Kids Voting projects will raise \$2 million from the private sector for the 1992 election.

We are currently planning for 1993 and 1994 and hope to have projects in every state by the turn of the century. If you would like information on starting a Kids Voting program in your community, please call our office (602) 921-3727.

On behalf of Kids Voting USA, good luck with your election responsibilities in 1992.

**NEW
DOCUMENT**

Consider these statistics:

- 50% of eligible citizens do not vote in presidential elections.
- 60% do not vote in congressional elections.
- 70% do not participate in local elections.
- 85% of eligible young adults between ages 18 and 24 did not vote in the 1988 elections.

Only about half of all eligible voters cast a ballot in 1988, compared to a 63% voter turnout in 1960.

In Arizona, voter apathy is even greater. The state ranked 36th in the nation in voter turnout in the 1988 election. Mayors, city council and school board members are elected by a "mandate" of 8% or less.

These statistics are disturbing. But something is being done about it.

That something is KIDS VOTING.

The Prize Catch

While fishing in Costa Rica, three Arizona businessmen caught more than they expected. They learned that Costa Rica, a stable democracy in Central America, has a voter turnout of 80-90 percent, the highest of any democratic country.

The reason: For more than 40 years, the children of Costa Rica have gone with their parents to the voting booths. Costa Ricans feel their democracy is safe because their children are exposed to the election process at an early age.

The Arizona fishermen became convinced that Arizona's youth and citizens would benefit from a program that encourages children and parents to go to the election polls together. KIDS VOTING became the "prize catch."

Since then, a program has developed. The first KIDS VOTING pilot project took place in 1988. It now meets these objectives:

- Educate children about the rights and responsibilities of citizens.
- Create lifetime voters for tomorrow.
- Increase voter turnout among parents in elections today.



A plan for 1990 and beyond

The 1990 project will be bigger and better. With the help of Arizona Public Service Co., a major contributor in the 1990 project, KIDS VOTING will go statewide.

State and county boards for KIDS VOTING are spearheading the project on local and statewide levels. Their efforts are helping 15,000 teachers bring the KIDS VOTING project to more than 500,000 students in grades K-12. These students are among the thousands who will go to the polls with their parents on election day, November 6. To help them cast simulated ballots, more than 12,000 volunteers will be working in 1,900 precincts across the state.

The program is catching on in other states as well. Congressmen, senators and state legislators, from many states, have requested information about piloting a KIDS VOTING project in their areas. Implementing KIDS VOTING nationwide is our next major goal.

The outstanding corporate sponsorship of Arizona Public Service Co., and many community volunteers and educators create a special enthusiasm for this project. KIDS VOTING is an opportunity to reverse the cycle of decreasing voter turnout and voter apathy. Arizona's children are tomorrow's responsible voters. And KIDS VOTING is encouraging parents to vote in elections today.

We need the enthusiastic support of interested citizens to continue to make KIDS VOTING a success. Please join us in our efforts. It's for the sake of democracy.

A tested program

More than 30,000 students, grades 3-12, living in 65 precincts and six school districts in the Metro Phoenix area, took part in the 1988 pilot project. It was the beginning of KIDS VOTING.

Educators designed classroom materials to suit various grade levels. Then teachers taught children about American politics, candidates and issues. The fun included "registering" to vote.

In the 1988 general election, 6,755 children went with their parents to the polls. State legislation had allowed children to enter the polling place, so they too could cast their "ballots" in a simulated election. Voting became a family affair.

Corporate sponsors and more than 550 volunteers made all of this possible. Valley National Bank, Cox Arizona Publications and East Valley Partnership became the charter sponsors.

A documented success

KIDS VOTING was a success in 1988. Voter turnout in the 65 KIDS VOTING precincts was 3% higher than state and county election turnouts.

"A 3 percent increase in voter turnout is significant," said Dr. Bruce Merrill, director of the Media Research Program at the Walter Cronkite School of Journalism and Telecommunications, Arizona State University. "Had the program been county wide, almost 20,000 additional voters would have participated. Statewide, it would have been over 32,000."

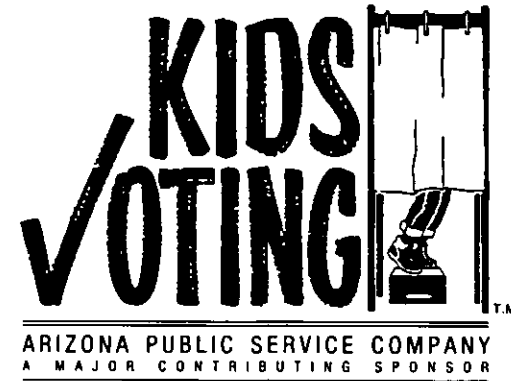
Dr. Merrill conducted an evaluation survey after the 1988 general election. Here are the results:

- About 1,300 to 1,500 more voters went to the polls in the targeted area;
- 8% of the parents who voted said they voted because of KIDS VOTING;
- 93% of parents said their children became more informed about politics and 86% said the program stimulated political discussions at home;
- 82% of children said they were more informed about political issues and 78% said the program would help them become lifelong voters;
- Nearly all of the parents, teachers and children said KIDS VOTING was a worthwhile project and should be expanded statewide.

Is 5 percent important?

President Kennedy in 1960, President Nixon in 1968, and President Carter in 1976 were all elected with less than a 3 percent margin. A 5 percent increase in state and local elections can make a significant difference. And children who take part in KIDS VOTING and who are tomorrow's voters, may increase turnout by many more percentage points.

KIDS VOTING
604 West McKellips Road
Mesa, Arizona 85201
969-5046
Marilyn Hawker
Executive Director



**Protecting Our
Democracy Today
& Tomorrow**

**NEW
DOCUMENT**

KIDS VOTING

TRIBUNE NEWSPAPERS • EAST VALLEY PARTNERSHIP
VALLEY NATIONAL BANK

SAMPLE CURRICULUM GRADES SEVEN-EIGHT



Dear Educator,

Attached are goals, objectives, suggested activities and background information for a project called Kids Voting™.

The Kids Voting™ project goals are:

- 1) Teach school age children the rights and responsibilities of being informed voters.
- 2) Teach school age children the mechanics of the election process.
- 3) Increase the likelihood that today's children will become lifetime voters.
- 4) Increase adult voter turnout.

After completing this unit of study on elections and voting, students will be encouraged to vote with their parents on November 6, 1990. Special Arizona legislation has been passed to allow students in the polling places for simulated elections. The results of the Kids Voting™ will be tabulated and published by the media.

Because of the sensitivity attached to the discussion of politics in the schools, we encourage you to strive to maintain political balance in your classroom when using this curriculum.

We hope you and your students enjoy being a part of Kids Voting™. Your support and cooperation are appreciated.

Sincerely,



The Kids Voting™ Curriculum Committee

Credit for the curriculum is extended to the following persons:



Jinx Patterson • Curriculum Coordinator



Chandler Unified School District:

**Dr. James Perry, Superintendent
Susan Eissinger, Elementary School Chairperson
Barbara Gudis, Elementary School Chairperson
Bernadine Lester, K through 2
Carla Cantrell, Teacher
Diane Johnson, Teacher
Terry Williams, Teacher**



Gilbert Unified School District:

**Dr. Walter Delecki, Superintendent
Connie Honaker, Junior High Chairperson
Wendy Arrington, Teacher
Brian Burke, Teacher
Vicky Skousen, Teacher**



Kyreen Elementary School District:

**Dr. Carolyn Downey, Superintendent
Rick Moffet, Elementary School Chairperson**



Mesa Unified School District:

**Dr. James Zaharis, Superintendent
Jean Hamlin, Senior High Chairperson
Rozann Beatty, Teacher
Craig Cummins, Teacher
Melissa Gambill, Teacher
Joyce Godfrey, Teacher
Laurie Hoffman, Teacher
Jesse Parker, Teacher
Buck Pope, Teacher
Carol Sammans, Teacher
Dutch Schedler, Teacher
Terry Tarkoff, Teacher
Kathleen Victorian • Technical Assistance**



Tempe Elementary School District:

Dr. Ralph Goitia, Superintendent
Bob Cleckner, Junior High Chairperson
Patricia Cuendet, Teacher
Cindy Johnson, Teacher
Janet Martin, Teacher
Vicki McGaw, Teacher
Michelle Munoz, Teacher
Ellen Salveson, Teacher
Gary Wactuch, Teacher



Tempe Union High School:

Dr. Thomas Parker, Superintendent
Dr. Richard Riley, Senior High Chairperson

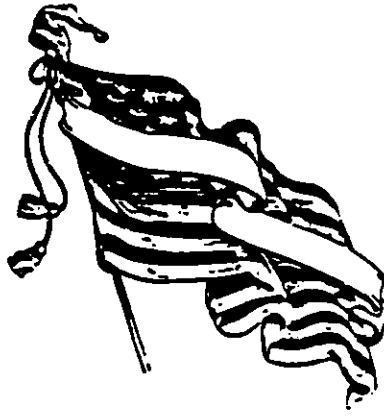


League of Women Voters Education Fund



Arizona Department of Education

Marilyn Hawker, President & Executive Director
Dana Hunton, Administrator
(602) 969-5046

A large, stylized banner with a black and white star-and-stripe pattern. The banner is divided into two main sections. The top section is a white rectangle with the words "KIDS VOTING" in bold, black, sans-serif capital letters. The bottom section is a white rectangle with the word "INFORMATION" in bold, black, sans-serif capital letters. The banner has a ribbon-like appearance with folds and a decorative border of stars and stripes.

KIDS VOTING

INFORMATION

CHAIRPERSON:

**JEAN HAMLIN
MESA UNIFIED DISTRICT**

DEVELOPERS:

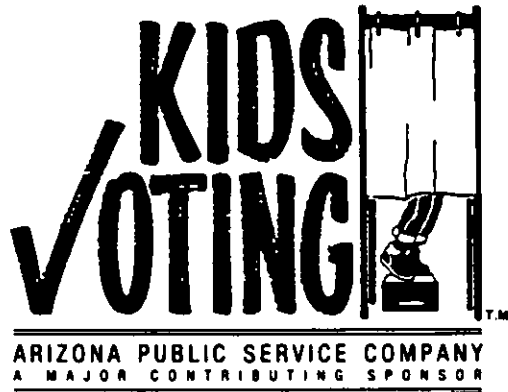
**Rozann Beatty - Mesa High School
Craig Cummins - Westwood High School
Melissa Gambill - Red Mountain High School
Joyce Godfrey - Dobson High School
Laurie Hoffman - Hendrix Junior High School**

TECHNICAL ASSISTANCE:

Darlene McCall

©1990 by Kids Voting, Inc.

All rights reserved. No part of this book may be reproduced in any form or by any means, without permission in writing from the publisher.



In 1988 the idea for Kids Voting™ came from Board Chairman R. R. "Bob" Evans, Charles Wahlheim both of the East Valley Partnership, and Max Jennings of the Tribune Newspapers of Chandler, Mesa and Tempe. During a fishing trip to Costa Rica, they observed the exceptional involvement of Costa Ricans in the election process. They learned about the factors contributing to the very high voter turnout in that fine democratic country. The trio returned to Arizona and created a similar program, Kids Voting™. Donna Green, past president of the Mesa Unified School District, was named general coordinator for the successful 1988 Pilot Project.

The objectives of Kids Voting™ are to develop the habit of voting in today's generation of students and encourage their parents to vote in current elections.

Kids Voting™ gives students in grades Kindergarten through 12th grades the opportunity to study an enriched curriculum about the rights and responsibilities of voting.

On general election day every two years the students experience political expression firsthand: they are allowed to go to the neighborhood polling place with their parents or guardians on election day and vote on a Kids Voting™ ballot.

In 1990 Arizona Public Service became the major sponsor, allowing Kids Voting™ to become a statewide project. Marilyn Hawker, President and Executive Director, leads the effort for Kids Voting™ for Arizona and potentially for the nation.

With the very able leadership of Board Member Jinx Patterson, a committee of educators from the six school districts used their professional talents to write the curriculum in 1988 and provide revisions for 1990.

©1990 by Kids Voting, Inc.

All rights reserved. No part of this book may be reproduced in any form or by any means, without permission in writing from the publisher.

PART ONE

GOAL I

9.1 - Factors that influence citizens to differ from one another in terms of their political beliefs and behaviors.

There are four major influences on voter decisions. They are: 1) the personal background of the voter, 2) the degree of voter loyalty to one of the political parties, 3) the issues of the campaign and, finally, 4) the voter's image of the candidates.

1. Personal background includes:

- a. voter's age.
- b. voter's background: education level , religious beliefs, ethnicity, social/economic status.

2. Loyalty to political parties:

- a. strong versus weak party voters.
- b. independent voters — These are neither registered Republicans or registered Democrats who vote according to party platform, issues and the nominees of the parties.

3. Issues in election campaigns influence voters via:

- a. television presents issues to wider audience.
- b. the percentage of voters who completed college is increasing. This means education plays a larger role in voting trends. Education is the most important factor in the high-voter profile.
- c. personal lives of voters are more directly and immediately impacted by issues addressed in campaigns. Examples include pollution, energy crisis, inflation, school busing, gun control, crime, unemployment, women's rights.

4. Candidate's image:

How the official (President) is perceived by the voters is extremely important in an election.

- a. is he/she a leader?
- b. does he/she handle problems well?
- c. is he/she a trustworthy person?

9.2 - Factors that affect voter turn-out and conclusions about voter turn-out rate.

Typically, in congressional and gubernatorial races, 50-60 percent do not vote. In presidential primaries, where candidates are chosen, 70-80 percent often do not vote. In local elections, turn-out of voters may fall to a low of 16 percent of voters. Under our political system, the voter, if he or she is to play a decisive role, must vote and must see that vote as being important.

1. Non-voter Profile:

- a. age 18 – 25 or over 65.
- b. from a rural area.
- c. poorly educated.
- d. non-white.
- e. from lowest socio-economic group.

2. Voter Profile:

- a. middle aged.
- b. white, male.
- c. suburban or urban area.
- d. educated.
- e. moderate to affluent in income.
- f. belongs to a major political party.

The high percentage of non-voters also ties in with the low levels of political activity in other respects. In addition to being apathetic and passive, many adults in our society remain glaringly ignorant about the basics of the political system itself.

- a. less than 50% of the adult population knows the length of the term of a member of Congress.
- b. less than 50% can tell the number of Supreme Court Justices or what the Bill of Rights includes.
- c. 45% of adults cannot recall the number of senators from a state, let alone who their senators are.

Voter apathy is largely due to lack of confidence in government. The efforts of a single individual seem futile considering the millions who could vote. Those for whom the system has done little economically or socially fail to vote as a protest against the political system.

9.3 The links between the institutions of government and the effects voting has on that government.

1. Party Platform - The document that delineates the party's stand on specific issues.
2. The party in power determines the amount of spending on various programs as well as the direction of foreign policy.

Voters do have an impact in these areas by voting for the candidates whose opinions on issues most closely reflect their own.

9.4 - Suffrage is the right to vote.

This is not quite the same as the right to free speech, to a fair trial, or to any of the other civil rights. The right to vote is not a civil right, one belonging to all persons. Rather, it is a political right, one belonging to all those who can meet certain requirements set by law.

9.5 - The Constitution originally granted the right to vote to those persons who were free, white males over the age of 21. Various amendments have expanded suffrage.

1870: The 15th amendment guaranteed the right to vote to black males. This, of course, was a change resulting from the Civil War.

1913: The 17th amendment allowed popular election of U.S. Senators. No new group received the right to vote, but the voting power was expanded.

1920: The 19th amendment guaranteed suffrage for women and indirectly established the right of women to hold public office.

1961: The 23rd amendment allowed residents of the District of Columbia to vote for President and Vice-President. Until this amendment, residents were unable to vote since the District is not a state.

1964: The 24th amendment did not expand suffrage but guaranteed that no person could be denied the right to vote due to his/her inability to pay a tax prior to voting. The "poll" tax is now considered unconstitutional.

1971: The 26th amendment lowered the voting age to 18. Resulting from the political activism of the Vietnam era, this amendment expanded suffrage to citizens between 18-21 years of age.

PART ONE

GOAL II

9.6 - Qualifications for voting.

Qualifications for voting require U.S. citizenship, 18 years of age, state residency, and ability to write his/her name or mark unless physical disability prevents this. A person convicted of treason or other felony cannot vote unless he/she has had civil rights restored. A person under legal guardianship or found to be insane cannot vote.

9.7 - Explain the registration process.

1. A person may register to vote when applying for an Arizona driver's license if he/she is qualified to register.
2. In order to change political parties once one has already registered, one must appear before the county recorder, deputy registrar, or a justice of the peace, and re-register.
3. If one's name has been changed by marriage or court order, one must appear before the county recorder, deputy registrar, or a justice of the peace and re-register.
4. Causes for cancellation of a voter's registration:
 - a. voter requests cancellation.
 - b. voter dies.
 - c. person is declared legally insane.
 - d. voter is convicted of a felony.
 - e. voter moves to another state.

9.8 - Polling place procedures.

Judges are appointed for each polling place and verify the condition and registration of the voting machines before polls open. The polling area must be arranged so that voting booths and ballot boxes are not hidden from view. This prevents tampering. Sample ballots and voting instructions must be posted for reference. In Arizona, polling places are open from 6:00 a.m. to 7:00 p.m.

9.9 - Election precincts.

The board of supervisors for each county is responsible for establishing a "convenient" number of voting precincts. New precincts may be established by the board as necessary. The county recorder is responsible for advising voters of any change in their precincts. Special districts (school districts, utilities, etc.) may be established and polling places designated for each precinct.

10.1 - Election board and tally boards.

Election inspectors, marshalls, judges and clerks representing the two major parties are appointed for each precinct. To be appointed, a person must be a qualified voter of the precinct. State employees associated with the election procedure are prohibited from being appointed as representatives of political parties. Lists of alternates are available if vacancies occur on the morning of an election.

10.2 - Election rules.

1. Ballots are printed on material of a different color for each party represented.

2. When there are two or more candidates for a nomination, the names are to be rotated in top, bottom, and middle positions. In primary elections where voting machines are used elector's names shall appear in alphabetical order.
3. The fifty-foot limit requires a sign marking the boundary be posted and that only those voting and those working in the polls be allowed within the fifty-foot limit.
4. United States flags will be displayed at polling places.

10.3 - Voting equipment.

Arizona law requires a sufficient number of voting devices for the registered voters in each precinct. The board of supervisors in each county is responsible for financing voting equipment and supplies. Write-in votes (votes cast for candidates other than those listed on the ballot) will be accepted as long as the instructions of the voting officials are followed.

10.4 - Absentee voting process.

A voter may use an absentee ballot if he/she will be absent from the precinct on election day, is physically unable to go to the polls, is over 65 years of age, lives more than 15 miles from the polling place, is prohibited by religion to travel to the polls on election day, or has a serious vision problem. Under any of these circumstances a voter may request in writing an absentee ballot within 90 days prior to the election. The situation also applies to those in the military and their dependents.

10.5 - Election dates.

1. Primary elections — held the eighth Tuesday before a general or special election.
2. General election — held the first Tuesday after the first Monday in November of every even-numbered year.
3. Recall Elections — cannot be held until petitions circulated acquire 25% of number of votes cast in last general election. The person being recalled must have served six months in office before process can begin.
4. Special elections - to fill a vacancy in legislature or congress are held at governor's request.

10.6 - Recounts.

An automatic recount of votes is required when the margin is less than 1/10 of 1 percent. The expense of the recount will be borne by the state or county, depending on the office or measure involved.

10.7 - General elections.

According to federal law, general elections will be held on the first Tuesday after the first Monday in November on even numbered years for Congressional, Senatorial and Presidential elections. These elections are held every four years for President, every six years for each Senate seat and every two years for every Congressional seat.

The State of Arizona has, for convenience, scheduled its major election on the same date as the Presidential election with the stipulation that the state's five executives are elected at the mid-point of Presidential elections so that more attention is focused on these elections. State executive officers are elected for four years and members of the state legislature are elected for two years.

County officials are elected for a four year term on the same year as presidential elections. All counties must have at least three members on the Board of Supervisors, but several have five.

Also on the general election ballot may be several issues concerning the state that will be decided by the voters.

1. Initiatives are laws proposed by citizens of the state. In order to place the issue on the ballot, the sponsoring group must submit valid petitions to the Secretary of State equaling 10% of the registered voters.
2. Referendums are put on the ballot in one of two ways. First, the legislature may want to have the voters make the ultimate decision about whether a law is desirable or not. In that case, the legislature can by law place it on the general election ballot. Second, the public may pass petitions and get signatures equal to 5% of the voters in the last governor's race, to force a on a law passed by the legislature. This may only happen if there was no "emergency" clause attached to the law. The public must then pass petitions within 90 days after the end of the legislative session to force the issue to be placed on the ballot. (Emergency measures must pass the legislature by a 2/3 vote of both houses and will become immediately.)
3. Amendments to the State Constitution may be placed on the ballot by either the legislature or citizens through the petition process, with 15% of qualified electors signing the petition.

In order for these issues to be accepted, they must be approved by a majority of the voters in that election.

State law provides for the election of judges to the Superior courts in all counties with a population of under 150,000. Pima and Maricopa counties have instead a system known as Merit Selection in which the judges are appointed by the governor from a list submitted by the Arizona Commission on Judicial Qualifications. Voters will be asked to approve the judge's continued service. If a majority of the voters vote "no" on a specific judge, then that judge will be replaced by a new appointee. Justices of the Peace are elected in all counties.

Judges for the Arizona Court of Appeals and the Arizona State Supreme Court are also appointed by the Merit Selection process and voters, again, show their approval of that appointment at general election time through a "yes" or "no" vote.

10.8 - Primary elections.

State law has provided for primary elections in September proceeding the general election. The primary is a tool of the political parties to let them determine who their candidate will be in the November elections in case there are several persons who would like to run for the same office.

Arizona's two major political parties, the Democrats and Republicans, have decided to have closed primaries. That simply means that only members of their political party may vote in their primary. Membership is determined by being registered in that party 50 days before the primary election.

10.9 - Local elections.

Local elections are set by the individual city councils or school boards. They tend to be in spring rather than fall when the primaries and general election are held. The length of the term of office and the frequency of election is also set individually.

Bond elections are held to get voter approval to spend money for construction projects. It may be that a particular school district would like to build more schools or a city may need to build a new sewer plant.

Override elections allow the voters to exceed the legal limit placed on the governing entity as to how much it may collect in taxes and then spend. According to the state constitution, a school board, for example, may only spend 7% more this year than it did last year. In some cases, the board may ask the voters to exceed this amount so they can offer better pay increases for their teachers.

All elected officials in the state of Arizona, including judges, are subject to recall by the voters. To recall, petitions must be circulated and a number of signatures obtained equaling 25% of the number of people who voted in the last election.

11.1 - Presidential election.

Presidential electors are chosen by the voters in the General election. Each political party nominates a number of electors equal to the number of Senators and Representatives to Congress that the state has. In Arizona, that means seven electors (1980 census).

The Presidential candidate with the highest number of votes in the state general election will get to send his/her electors to the state capitol in Phoenix where they will cast their votes for that person to be President of the United States and for another person (his running mate) to be Vice President. The electors from the other states will do the same thing at their capitol. This election takes place in December. The votes are then sent by the Secretary of State to Washington, D.C. The votes from all of the states will be opened in front of a joint session of Congress in early January. If one candidate receives at least 270 votes out of 538, that person will be named President and take office on January 20.

11.2 - Appointed officials.

All governmental entities have appointed officials, such as the city managers and school superintendents, who generally serve at the pleasure of their top elected officials. In most cases, these appointees actually run the day to day business while the elected officials set the governing policies. The elected officials often rely on the professional opinions of the appointed officials.

In many cases, governing entities have created volunteer citizen panels to help in the oversight of the governmental process. Cities and counties, for instance, have a planning and zoning board to approve location of shopping centers and to insure that liquor stores are not right next to churches. The people on these boards are interested individuals who, in most cases, serve without pay.

11.3 - Effects of local decisions.

School Boards greatly influence students lives. School schedules, whether ski trips will be sponsored by the schools, and whether there will be a "closed" campus are some issues decided by school boards.

City decisions that may affect students will be things such as curfew, whether there will be a summer recreation program, shall a crosswalk be placed in a certain location near the school.

County decisions that may effect students are such issues as whether a cattle feedlot will be built next to a school in a rural area and whether conditions in the school cafeteria are sanitary.

11.4 - Effects of the state legislature and agencies.

The State Legislature has by law required students to take a "free enterprise" course or its equivalent in order to graduate. They have also decided that all students must attend school until they complete 10th grade or reach 16 years of age.

Agencies of the state also set up regulations such as how many years of math will be needed for entrance to the state universities, what facilities will be provided to separate juveniles from adult law breakers and whether or not there will be an investigation of a complaint of child abuse.

11.5 - Effects of the national government.

Some of the effects Congress has on the lives of students are in the areas of the draft, government loans to college students, and additional money to purchase equipment for science and computer programs.

Agencies of the national government which might affect students might be the Justice Department, which would ensure that racial minorities are not denied the right to an education, and the Department of Health and Human Services, which has launched a major education campaign on AIDS.

11.6 - Political parties.

Arizona has two major parties, the Democrats and Republicans. Generally speaking, Democrats tend to be oriented toward programs that aid the working man and disadvantaged. There is less emphasis on military power and more emphasis on the rights of the individual versus the rights of the country. Republicans on the other hand, tend to be oriented toward the business community and economic policies that support American business interests. There is more support for military preparedness and an emphasis on the rights of the community over the individual.

Political parties are limited in that they cannot "kick" a member out. People identify which political party they are a member of when they register to vote and the parties have no control over that. Parties can assert some influence on the candidate by helping to raise money for elections, but if the candidate can raise the funds on his own, the party may not be effective in limiting the individual. The party may also encourage people to run by helping with manpower in the collection of signatures and running the campaign.

Third parties in Arizona are very weak. In recent years, Libertarians have polled up to 5% in state elections but have never won a seat in the Legislature or a major elected office. Libertarians believe in keeping the government involvement in life to an absolute minimum...only those who want services should pay for them; like parks, roads, retirement.

Voters may register as Independent in the state, but in doing so they have disqualified themselves from voting in the party primaries. They may vote in all other elections.

11.7 - Interest group.

In recent years, interest groups have formed PACs (Political Action Committees) to help elect candidates that favor their interests. While the amount of money the PACs give to federal candidates is limited, there are no similar limits on state candidates and the regulation and enforcement are relatively weak. Some PACs give funds to candidates of both parties so that whomever is elected will be more willing to listen to their problems. In that way, special interest groups also try to influence legislation by providing information to elected officials.

11.8 - Media.

The role of the media in the selection of candidates cannot be overlooked. For good or bad, it is there. In 1928, Al Smith's chances for election as President were greatly reduced by his obvious nasal sounding voice, which was a disaster on the radio. In the 1960 Presidential debates of Nixon and Kennedy, television viewers gave the edge to Kennedy while radio listeners gave it to Nixon. The reason, Nixon blended into the background on TV, appeared to be sweating and had nervous habits while Kennedy appeared cool and collected.

While broadcast news may be more constrained because they are licensed by the government, the printed media is less inhibited and frequently supports candidates and issues of local, state and national importance. For that reason, the impact of the media on elections cannot be ignored.

PART TWO

GOAL I

11.9 - Each party has a national committee headed by a chairperson and a vice-chairperson. In addition, there are state party organizations and local organizations.

Each candidate also selects a campaign chairperson, treasurer, media expert, etc. There are party leaders and campaign organizations for each candidate in the different states as well.

It costs hundreds of millions of dollars to conduct a nationwide campaign. Money is needed for travel, advertisements, rent on office space, accommodations, etc. Candidates who receive a certain percentage of primary votes and caucus support are eligible to receive financial assistance from the government, which matches money the candidates receive from private sources. This government support is made possible when citizens agree to contribute \$1.00 when filing yearly income tax returns. This method was originated following the Watergate campaign scandal.

In addition, nominees of the two major parties receive financial support from the parties following the conventions.

Candidates receive contributions from citizens provided the amounts do not exceed the legal limits and are reported properly.

Parties are crucially important throughout the election process. They offer choices and clarify issues. They play the key role in the selection of candidates for the presidency. They help to administer the state conventions, caucuses, and primaries, and they run the national conventions, from which the presidential and vice-presidential candidates eventually emerge. At the conventions, the nominees and influential party members create a platform that reconciles the elements of the party that competed in the primaries. The platform is also designed to appeal to the widest possible spectrum of voters.

Parties are also very active in the November general elections. They raise money for their candidates, mobilize volunteers, encourage voter registration and participation, provide poll watchers, and create campaign materials.

Once a party wins an election, it is expected to develop policies and to govern, while the party out of power is expected to provide constructive criticism of the party in power.

Thus, the political party - an institution that many of those who wrote the Constitution hoped would never arise in America - is important in the election of the president, in the functioning of the presidency after the election is over, and in the general operation of our political system.

Conventions:

The delegates chosen at the primaries, caucuses, and state conventions attend the national convention of their party during the summer of the election year. The number of delegates from each state is approximately proportional to the population of the state. Thus, in both the Democratic and Republican conventions, California, which has the largest population of any state in the union, has the most delegate votes, and New York has the second most.

At the convention, the candidate who receives a majority of the delegate votes becomes the nominee of the party. In recent years, as a result of the primaries and caucuses, the nominees of the two major parties have had a majority of the delegates committed to their candidacies before the opening gavel. In 1988, however, some political analysts thought that the sheer number of Democratic candidates would prevent

any of them from collecting a majority of delegate votes by convention time. Thus, the nomination of a "dark horse" (someone who had not been a candidate until the convention) was considered a possibility.

According to convention rules, if no candidate receives a majority of votes on the first ballot (the first time the state delegates vote), subsequent ballots are held until someone wins. When this happens, candidates with little support are expected to release their votes to another candidate. No convention, however, has gone over one ballot since 1952.

At the convention, the vice-presidential candidate is also chosen. This person is usually picked by the presidential nominee and is often chosen to "balance" the ticket. For example, in 1960, Democrat John Kennedy, a northern liberal, chose Lyndon Johnson, a southern conservative, as his running mate. Johnson helped Kennedy carry Texas, which was crucial to a Democratic victory.

Finally, the convention delegates vote on a "platform," the issues and proposals that the national party will highlight and promote during the general campaign. The platform indicates to the voters the policies the party will try to implement once in power.

Image Creation:

Every political candidate knows that issues are not all there is to a campaign. It is also necessary to "sell" the voters on the candidate's personality, values, character, and individual worthiness to hold office.

Today's candidate usually wishes to be seen as warm, decent, and likable. Certainly it remains important to be intelligent, calm, well-informed, strong, and decisive — the traditional values of leadership — but voters also respond positively to an attractive personality and negatively to a cold or distant one. An industry has sprung up over the need to make candidates "human," to stress personal qualities to which voters can respond emotionally, as well as intellectually. Given two candidates of approximately equal ability, people will vote for the one they like.

In the elections of 1952 and 1956, the Republicans backing General Dwight D. Eisenhower hired a New York advertising firm to help with the campaign. The voters already knew that Eisenhower, a famous war hero, was tough and capable. The advertising firm focused its efforts on Eisenhower's infectious grin and personal likability. Even his name was analyzed; it seemed long and foreign-sounding. Eisenhower had a nickname, however, and that nickname became the tag of one of this century's most effective election slogans: "I Like Ike."

"I Like Ike" worked for several reasons. It was simple, it was memorable, it stressed affection rather than admiration or respect — attitudes Eisenhower already inspired — and it appealed to voters who were unfamiliar with, or did not care about, his war record. His Democratic opponent in both 1952 and 1956, Illinois Governor Adlai E. Stevenson, was an accomplished politician and, in private, a witty man, but he never achieved Eisenhower's broad popular appeal. And Stevenson's slogan could not compare with "Ike's"; how memorable is "Madly for Adlai"? Names can be an important part of a politician's image. In the 1988 primary campaigns, Democratic Massachusetts Governor Michael Dukakis, whose friends called him "Michael," campaigned as "Mike," and Republican Delaware Governor Pierre Du Pont became "Pete." Vice President Lyndon Baines Johnson, elevated to the presidency when John F. Kennedy was assassinated, campaigned under his initials, using the slogan "All the Way with LBJ." Governor James Earl Carter of Georgia, who won the presidency in 1976, stressed his southern roots and lack of pretension by calling himself "Jimmy" throughout his political career.

Candidates traditionally emphasize their families. America has had only one bachelor president, James Buchanan, and a candidate's spouse and children are usually active in a campaign. They appear at most of the important public functions and are invariably on hand at national conventions. The spirited part played by a candidate's family is a public affirmation of family values, and family values are important to the American electorate.

In support of most campaigns, the political parties and the candidates' advisors create an array of buttons, posters, slogans, cheers, and, more recently, television and radio advertisements. All these tools seek to encapsulate a candidate's appeal, to make it attractive to the largest number of voters. "Tippecanoe and Tyler Too" (William Henry Harrison), "Honest Abe" (Abraham Lincoln), "Speak Softly and Carry a Big Stick" (Theodore Roosevelt), "The New Deal" (Franklin Delano Roosevelt), "The New Frontier" (John F. Kennedy), "The Great Society" (Lyndon Baines Johnson) — were all marketing devices that summarized a candidate's appeal and attempted, on the simplest level, to clarify the issues involved. As issues have become more complex and the media (especially television) have made candidates more visible, marketing will probably become an even more important factor in political campaigns. One of the voter's challenges is to differentiate between a candidate's image and the substance of the campaign.

Use of Polls:

"A 1987 Los Angeles Times poll finds that 41% of Americans prefer a Democrat for President."
"Survey finds Americans favor genetic engineering."

Almost daily the mass media report the results of a public opinion poll or survey. But just what is a poll? Why do we have them? How are they used?

Polls and surveys can be used to:

1. measure public opinion at the time the poll is conducted;
2. assess and analyze data;
3. focus attention on public questions, and;
4. stimulate discussion on these questions.

In the political arena, polls and surveys are very important because they can influence a candidate's decision concerning a specific issue. Polls can be used by candidates to shape their campaigns, tailoring both image and issues to voters' concerns. Recently, though, some critics have suggested that polls and pollsters can actually shape the opinions they are supposed to measure.

In this exercise you will experience firsthand the world of polls and surveys. You will develop skills in questioning, interpretation, analysis, decision-making, and communication — valuable skills for making humane and effective choices in a complex society.

Constructing a Poll

To develop a reliable poll, you will need to answer three questions:

1. Who is to be interviewed?
2. What kind of interview is to be conducted?
3. What is to be asked of the respondents?

Sampling

Since in most cases it is nearly impossible to poll every single person on a given topic, pollsters use what is called a **random sample**. A **random sample** is a portion of a selected population surveyed in a systematic way, for example choosing every second or fourth person from a list such as the telephone book. This can be done because the law of mathematical probability states that if the sample is large enough and chosen at random the result will be quite accurate — with a very small margin of error. National polls typically select 1,500 households at random as their sample.

One reason polls are sometimes flawed is that the sample is **skewed** - that is, not sufficiently random. A poll on farm issues that included in its sample a much higher percentage of farmers than is found in the American population, would be inaccurate because its sampling was **skewed**. Of course, sometimes a sampling should not be random; a candidate who wants to know what farmers think will commission a poll of farmers only.

Interviewing

The basic polling tool is the questionnaire. Interviewees may respond to questionnaires in three ways: in person, by telephone, or by mail. For an accurate, objective poll, it is important that the pollsters get demographic information about each respondent and that the respondents know that all the information obtained will be kept confidential.

Questioning

A poll is only as good as the questions it asks. Questions, therefore, should be simple, clear, and above all, neutral. For example, instead of "Don't you think that funding social programs is more important than spending on defense?" a more neutral question would be "Which do you feel is more crucial, spending on social programs or on defense?"

The two basic types of polling questions are **open questions**, questions that pose a problem and ask respondents for their opinions, as in "What do you feel is the most serious problem facing the United States?" and **closed questions**, questions in which the responses must be from among the choices offered, as in "Which of the following candidates do you favor at this time? a) Gephardt b) Simon c) Hart d) None of the above."

Platforms and Vice-Presidential Candidates:

The drafting of a party platform is one of the major functions of a national convention. A platform is not only a written declaration of party principles and policy positions; it is also a campaign statement aimed at winning broad voter support. Usually, the drafters of a platform try to avoid taking positions that might anger a major voting bloc. Only when certain issues are of particular importance to a large group that the party is trying to win over will a party's platform take a specific stance on a controversial issue. (In the past, controversial platform planks have included prohibition, social security, the Taft-Hartley law and opposition to the Vietnam War.)

A major party might incorporate certain planks of minor parties in the hope of attracting new voters into its coalition. Because they are created to have broad appeal, platforms have been criticized as evasive, ambiguous and, in the words of 1964 presidential nominee Barry Goldwater: "like Jello...there is usually little substance and nothing you can get your teeth into."

Preparation of the platform:

Each major party has a committee on resolutions, composed of two people from each state and territorial delegation. This group assigns a platform committee to prepare the platform weeks before the convention begins. This is to ensure that as many views as possible are expressed at pre-convention hearings by interest groups, state and local organizations, and the presidential candidates. These hearings are crucial in identifying areas of agreement and disagreement among the party's factions. Compromises and accommodations are made, and major provisions are agreed upon before the resolutions in the platform go to the floor of the convention. The presidential nominee exerts considerable influence on the content of the platform. At the convention, the platform is usually adopted overwhelmingly.

Role of the platform:

In addition to praising the principles and candidates of the party, platforms criticize those of the opposing party. The record of an incumbent administration is especially open to attack by the writers of the opposition platform. The platform can be taken as an outline of what a party hopes to accomplish in office. Despite the criticism that platforms do not bind candidates and are basically designed to attract votes, many party pledges have been carried out as policy or have been turned into legislation.

Balancing the ticket:

The considerations of building harmony and voter appeal that go into shaping the platform also go into shaping the selection of the vice president. This is called "balancing the ticket". A vice-presidential candidate is chosen by the presidential nominee on the basis of how likely he or she is to help the party achieve the presidency. One of the factors considered is regional appeal: where does the presidential candidate need the most voter support? In recent elections, most successful Democratic tickets have established a north-south balance, while winning Republican slates have largely comprised candidates from the east and west. In 1952, on the winning Republican ticket, Dwight D. Eisenhower was president of Columbia University in New York and chose California Senator Richard M. Nixon as his running mate. Nixon, in turn, chose Maryland Governor Spiro T. Agnew. The two winning Democratic tickets in the last forty years were John F. Kennedy (Massachusetts) with Lyndon B. Johnson (Texas) and Jimmy Carter (Georgia) with Walter F. Mondale (Minnesota).

Political philosophy, ethnicity, congressional relationships and, more recently, gender, have also been factors in choosing the vice-presidential candidate. In 1968 the liberal Hubert Humphrey balanced his ticket by choosing Senator Edmund Muskie, a Polish-American moderate, to gain votes on the Eastern Seaboard and to balance his own midwestern liberal background. And in 1984 Walter Mondale chose a woman, Geraldine Ferraro, for his running mate.

In conclusion, if a major party wishes to make a successful bid for the presidency, it must develop both a platform and a ticket that appeal to a broad popular coalition.

12.1 - Use of television.

Television has come to shape the presidential campaign as well as report it. Here are a few examples:

— **Primaries** are now much more national in character. Before television, candidates in the primaries concentrated on local issues: farm problems in agricultural states, industry problems in industrial states. The primaries today, however, are covered by national television and offer candidates an early arena for national exposure. As a result, primaries today are fought largely on the grounds of national, as opposed to local, issues, and candidates are often hesitant to take strong stands on controversial questions.

— **Speechwriting** has changed substantially. In 1858 the Lincoln-Douglas debates went on for hours and were reported in depth by the newspapers. In electronic journalism, though, time is expensive. The candidate may get one or two minutes on the evening news, but usually no more. Speechwriters now construct speeches to contain "sound bites," as the networks call them — 20- and 30-second highlights that can be dropped directly into television and radio newscasts.

— **Television schedules** dictate that most major campaign speeches are given early in the day, to give the networks time to locate the "sound bites" and edit them for use on the evening news.

Television is an enormously persuasive medium, but the telegenic candidate may not always be the best qualified. Nor is the campaign that is best designed for television necessarily the one with the most substance. It is the voter's duty to analyze the issues, to learn about the candidates, and to make an informed and responsible decision.

Also see resource information for section 11.9 to gain further information on strategies of campaigning, "selling candidates", and funding.

12.2 - Candidates and issues.

This section deals with the individual candidates and their views on the major issues. Please use the suggestions provided in the *Activities Packet* to guide students in recognizing and understanding the candidates and their views on the economy, foreign affairs, and social issues.

12.3 - The electoral college.

To be elected president a candidate must successfully win three different kinds of contests. First, the candidate must win delegate support at the state level. Second, the candidate must be nominated at the party's national convention. Finally, the candidate must win a majority of the nation's electoral votes in the nationwide election held every fourth year on the Tuesday following the first Monday in November.

Following the selection of candidates at the party conventions in the summer, the country witnesses a nationwide campaign for the presidency, with two major candidates. The campaign usually heats up in early September and continues until Election Day in early November.

Voters who participate in the national election, however, are not actually voting directly for a presidential candidate. They are, rather, voting for electors, members of the Electoral College. The Electoral College actually chooses the president and vice president. Each state is assigned a number of electors equal to its total United States representatives (435) and senators (100). In addition, the District of Columbia has three electoral votes, making the total number of electors for the entire country 538. A presidential hopeful who wins the majority of electoral votes wins the election.

Currently, the candidate who wins the greatest number of popular votes (not necessarily a majority) in a state receives all of that state's electoral votes, and the candidate who wins a majority of the electoral vote is elected president. On a few occasions in our history, the candidate with the plurality of popular votes has actually lost the election in the Electoral College. But this has not happened in the twentieth century and, despite suggestions for changing the system, Congress does not seem interested in doing so.

It is important that students understand the difference between popular votes and electoral college votes. Because this can be a confusing topic, we recommend that you make use of the maps and information in the *Activities Packet* to mathematically illustrate the power of the Electoral College.

The actual selection of the president and vice president every four years is not made by the direct vote of the people on election day in November. The "real" election takes place on the first Monday after the second Wednesday in December, and only 538 people vote. These people are called electors and make up what is known as the Electoral College. The Electoral College was created by the framers of the Constitution. It provides for an indirect voting procedure for choosing the leaders of the executive branch.

Before election day in November, each party with a candidate running for the presidency selects a slate of potential electors. Each state is given a number of electors equal to its total number of United States Representatives and Senators. (The District of Columbia was given three electoral votes by the 23rd Amendment, which was ratified in 1961.) Thus, on election day in November, voters actually are choosing which slate of electors will be sent to the state capital to vote in December.

The current practice in all states is that the candidate who wins the largest number of a state's popular votes (not necessarily a majority) in the November general election receives all that state's electoral votes. Therefore, if a candidate wins by one percent in your state, that candidate will receive every one of your state's electoral votes. The electoral votes are counted before a joint session of congress, and the candidate who receives a majority is certified as the winner of the election.

You might also want to provide background information on problems associated with the electoral college.

In the event that no candidate receives a majority of the electoral vote, the selection for president is made by the House of Representatives. In the 1824 election, with four major candidates running, Andrew Jackson, the candidate with the most electoral votes (99) and the greatest number of popular votes (153,544), lost the presidency to John Quincy Adams, who had only 84 electoral votes and 108,740 popular votes. With three opponents, Jackson failed to win a majority of the total electoral votes. When the House voted to choose the president, as provided in the Constitution, Jackson's opponents united against him, and a majority of the states' representatives voted for Adams. There have been two other occasions, in 1876 and 1888, when the elected president received fewer popular votes than his opponent.

In 1876, Rutherford B. Hayes (Republican) received 300,000 fewer popular votes than his opponent, Samuel Tilden (Democrat). However, he received one more vote in the electoral college (185 to 184). Since this was not the required majority, the House of Representatives selected Hayes as president. This election illustrates how it is possible for a candidate to receive more electoral votes while losing in the popular election.

In the 1888 contest, Benjamin Harrison won the electoral college vote over Grover Cleveland (233 votes to 168 votes) and was therefore elected president. However, Cleveland actually won more popular votes. The 1888 election was the last time that a candidate won the presidency despite losing the popular election.

The 1960 election was extremely close. John F. Kennedy won the popular vote by the very slim margin of less than 120,000 votes, though he received 84 more electoral votes than Richard Nixon. Given the problems experienced with the Electoral College system, the confusion its complexity has created in the minds of voters, and its apparent undemocratic tendencies, why does this country still rely on it? Although there have been numerous proposals for reform, there has not been a clear consensus as to what would be a better system. Critics of a direct national popular election to choose the president and vice president have warned of ominous side-effects: a weakening of the two-party system, a decline in the power of the states, and a greater danger of disputed vote counts and the consequent need for costly, time-consuming recounts. The supporters of the current system believe that it has worked satisfactorily for two hundred years and warn that to change the election system in a fundamental way might do more harm than good. What do you think?

(Some information provided by General Motors.)

PART TWO GOAL II

12.4 - Qualifications for holding office.

The President and Vice President are required by the Constitution to be at least 35 years of age, reside in the country for the last 14 years and be a natural born citizen. Senators are required to be at least 30 years of age, reside in the state they represent and have been a citizen for at least 9 years.

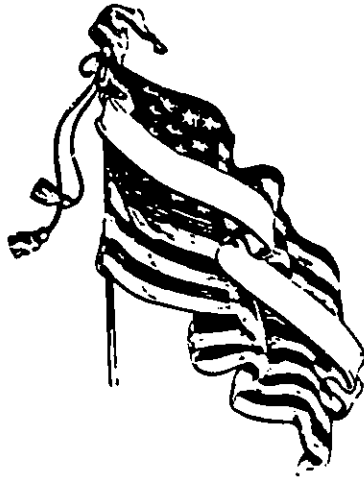
Representatives are required to be at least 25 years of age, reside in the state they represent and have been a citizen for at least 7 years.

All state officers, executive and legislative, must be at least 25 years of age. An executive officer must also be a U.S. citizen for 10 years and a resident of Arizona for 5 years. In addition, the attorney general must have practiced law for 5 years before the state Supreme Court and the treasurer may only serve two consecutive four year terms. A member of the legislature must be a U.S. citizen, a resident of the state for 3 years and a county resident for 1 year.

All county officers must be 18 years of age, a qualified voter of the county and be able to read and write English. The county attorney must be a lawyer and the school superintendent must hold a valid teacher's certificate.

All state judges must be of good moral character. Supreme Court judges must be certified to practice law in Arizona and must have been a resident of the state for 10 years. Appellate and Superior Court judges must be a resident for 5 years and certified to practice law in Arizona.

Justices of the Peace must be a registered voter, a resident of the state and live in the precinct to which he/she is elected. He/she must be able to read and write English. No legal training is required.

A large, stylized banner with a black and white star-and-stripe pattern. The banner is divided into three horizontal sections. The top section contains the text "KIDS VOTING", the middle section contains "ACTIVITIES", and the bottom section is empty. The banner has a 3D effect with shadows on the sides.

KIDS VOTING

ACTIVITIES

CHAIRPERSON:

**JEAN HAMLIN
MESA UNIFIED DISTRICT**

DESIGNERS:

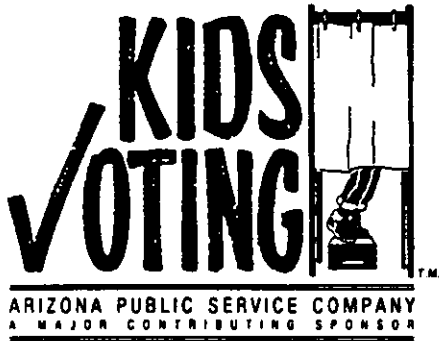
**Melissa Gambill - Red Mountain High School
Laurie Hoffman - Hendrix Junior High School**

TECHNICAL ASSISTANCE:

Darlene McCall

©1990 by Kids Voting, Inc.

All rights reserved. No part of this book may be reproduced in any form or by any means, without permission in writing from the publisher.



Dear Teachers,

Following this letter you will find a host of activities and class discussion topics which correlate to the sections of the Kids Voting curriculum. We envision this activity booklet to be a supplement to the Kids Voting curriculum material you provide your students. We suggest that you preview all material carefully before you begin the Kids Voting program. There are many activities which deal specifically with candidates, parties and issues and these can be used at any point during the fall campaign.

Here are some suggestions for use of these activities. Feel free to use all or some of these suggestions, or create your own ideas.

1. Select some activities for use as pre- and post-tests.
2. Establish teams for competition or cooperative learning activities.
3. Encourage students to involve parents in activities to spark interest in the program and in voting. This may be accomplished by having parents take pre-tests or assist their children in completing some of the work.
4. Several activities lend themselves to several days' work. This can be done in groups or at home. You may choose to provide extra credit or assign the activities as a class requirement.
5. Encourage your students to maintain a Kids Voting packet. They will be able to save any handouts or completed work. This will be valuable since many activities refer back to previous information. You might want to consider grading their packets when the project is completed.
6. You may copy these activities for individual students, groups, or as class sets. You might find that an overhead transparency is sufficient for certain items.

The success of this program depends largely on your enthusiasm and flexibility. The results of these activities will be evident years from now as your students become competent and knowledgeable voters. Good luck - Kids Voting education can be fun!

Sincerely,

Kids Voting Committee

Voter Statistics

GROUPS	PERCENT REPORTING THEY VOTED				
	1976	1980	1984	1988	1990
TOTAL	59.2	59.2	59.9	57.4	
WHITE	60.9	60.9	61.4	59.1	
BLACK	48.7	50.5	55.8	51.5	
HISPANIC	31.8	29.9	32.6	28.8	
NORTH / WEST	61.2	61.0	61.6	58.9	
SOUTH	54.9	55.6	56.8	54.5	
18-20 YRS.	38.0	35.7	36.7	33.2	
21-24 YRS.	45.6	53.1	43.5	38.3	
25-44 YRS.	58.7	58.7	58.4	54.0	
45-64 YRS.	68.7	69.3	69.8	67.9	
65 / OLDER	62.2	65.1	67.7	68.8	

Chart Interpretation Activities

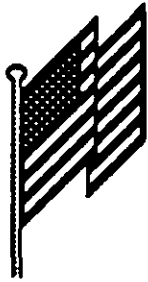
1. Research and complete the data for 1990.
2. Compare the recent voting history of the different ethnic groups.
3. Compare the recent voting history of geographic sections.
4. Compare the recent voting history of the different age groups.
5. How would you explain the decrease of voter turn-out among 18- to 24-year-olds?
6. Which group has the poorest voting record?
7. Which age group has the best voting record?
8. What reasons can you think of to account for this difference?
9. How would all of this information affect campaign techniques?
10. Make some predictions about this election year.

*"South" encompasses: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, Texas, S. Carolina, Tennessee, West Virginia, and Virginia.

**"North/West" encompasses all states excluding above list.

Answers For "Voter Statistics"

1. White: remain constant
Black: steady increase in voter turn-out through 1984, decrease in 1988
Hispanic: fluctuation in voter turn-out
2. North/West: slight decrease after being constant since 1976
South: decreased voter participation (perhaps tied to the decreased black vote).
3. 18-20 years: decreased participation, obviously an area of concern since it appears that first-time voters are not choosing to exercise their right to vote.
21-24 years: constant decrease after 1980.
25-44 years: decreased participation
45-64 years: decreased participation
65/older: highest percentage of voter participation . As a result, candidates and officials are recognizing "gray power".
4. Answers will vary.
5. Answers will vary
6. 18-20 years
7. Answers will vary.
8. Candidates must target issues to ethnicity, geographic areas, and age of voters. They will select campaign stops and message themes to appeal to those people most apt to vote.
9. Answers will vary.



THE FORCE OF THE VOICE

The Expansion of Voting Rights Since 1789

"Old Enough to Fight, Old Enough to Vote" is the slogan America's youth shouted as they were drafted into World War II and yet they were denied the right to the election booth. In fact, 18- to 21-year-old voters have had the voting privilege only since 1971 after waging a 30 year battle that culminated during the Vietnam War in the 1960s and 70s.

The United States Congress, pressured by the voice of the American electorate reduced the voting age to 18 in all elections, federal and local. However, the U.S. Supreme Court found that congress could only alter the age in federal elections of non-state and local elections. Congress then proposed the 26th Amendment to the Constitution, reducing the voting age in all elections, which the states ratified in 1971.

This victory for the people's voice is one of many triumphs our nation has witnessed as the voting rights have expanded.

★ ★ ★ ★ ★ **1789** ★ ★ ★ ★ ★

The framers of the Constitution left voting rights up to the states. Voting was granted only for adult, white males who owned property or belonged to a certain religious faith or both. Thus, the first elected officials of the United States had been chosen by a restrictive few. However, it was still less restrictive than European countries.

★ ★ ★ ★ ★ **1791** ★ ★ ★ ★ ★

Vermont, the 14th state, moved the country along with a pioneering spirit as they declared all adult, white males, irrespective of property ownership or religious preference, could vote.

Twenty-five years later, Indiana, Illinois and Alabama joined the Union and established voting rules similar to Vermont's. By 1821, Connecticut, Massachusetts and New York followed suit. Thus, between 1820 and 1830, the voting electorate doubled. This voter population increase was an impetus to the development of political parties.

★ ★ ★ ★ ★ **1842** ★ ★ ★ ★ ★

Rhode Island did not join other states with reformed voting rights and continued to require property ownership to qualify to vote. This issue caused much controversy and rival state governments were elected in Providence and Newport. Thomas W. Dorr began a movement known as the Door Rebellion which was victorious and forced Rhode Island to adopt a new constitution in 1843. This provided broader suffrage provisions.

★ ★ ★ ★ ★ 1848 ★ ★ ★ ★ ★

Black Americans and women still suffered discrimination at the polls and no significant advancement for their cause had occurred, even though since 1830 reformers had voiced opposition to the vote only for white males. Women of the 19th Century were in a world controlled by white men. Women could not vote, could not own property after marriage, and were paid much less in wages for the same work done by white males. The women's plight was voiced by Elizabeth Cady Stanton at a gathering of 100 women's rights advocates in Seneca Falls, New York, in 1848. She read a proclamation that "all men *and women* are created equal" and the convention passed several resolutions which resulted in giving women the vote. Women's suffrage had begun.

★ ★ ★ ★ ★ 1868 ★ ★ ★ ★ ★

Black people endured slavery in the United States for more than 70 years. Slave states allowed no black person a political voice. The Civil War of 1865 was fought to ensure more equality for blacks. After the war in 1860, lawmakers quickly enacted the 14th Amendment granting citizenship to blacks and permitting them to vote. However, state officials still attempted to deny them this right. The 15th Amendment, ratified in 1870, was designed to alienate this injustice. Some states, however, still abused the voting right through poll taxes.

★ ★ ★ ★ ★ 1920 ★ ★ ★ ★ ★

Women continued to organize and demand to be treated as equal citizens, a struggle which had continued more than 70 years since Elizabeth Cady Stanton claimed a women's right to vote. Now, Susan B. Anthony led the cause and staged continued public demonstrations. Western states were the first to recognize women's suffrage. Finally, in 1920, the 19th Amendment became part of the Constitution granting women the right to vote.

★ ★ ★ ★ ★ 1924 ★ ★ ★ ★ ★

Native Americans pursued their right to the voting booth. In 1831, the United States Supreme Court had described Native American tribes as "domestic dependent nations," unsuitable for citizenship. Some tribal nations did gain citizenship on a piecemeal basis, while others pursued a more consistent policy. Finally in 1924 Congress gave citizenship to all American Indians, including their right to vote.

★ ★ ★ ★ ★ 1961 ★ ★ ★ ★ ★

The District of Columbia's position as the center of the federal government restricted its recognition in the electoral college which selected the President of the United States. Thus effectively denied several hundred Washington, D.C. citizens a voice in presidential elections. The Washington public's voice was opposed to such a restriction and the 23rd Amendment, ratified in 1961, allowed a method to include the District of Columbia to be counted in the electoral college.

★ ★ ★ ★ ★ 1964 ★ ★ ★ ★ ★

The 14th and 15th Amendments secured the right to vote for black Americans, yet, in the 1960s, they were still excluded due to poll taxes, literacy tests, and other forms of racial discrimination. They organized and demanded equality with leaders such as Martin Luther King. They organized boycotts, sit-ins, and freedom rides. In 1964 the states ratified the 24th Amendment outlawing poll taxes. In 1966 congress ended literacy tests and other forms of discrimination against black voters. Federal supervision of voting registration was practiced in some states.

Conservative Versus Liberal

Discussions of politics almost always involve labels—Democrat, Republican, conservative, liberal, right-wing, left-wing, etc. Sometimes such discussions degenerate to name calling. Emotions sometimes carry more influence than ideas and principles. To speak intelligently about politics you need to understand the terms involved and apply them correctly. The following list shows some typical liberal and conservative viewpoints. These categories are not absolute by any means. Parties and people may espouse viewpoints from both sides. Few people are completely "liberal" or "conservative." Citizens should be careful not to pigeonhole others. A careful examination of a person's views is always necessary, especially when forming opinions about political candidates.

	<u>Conservative</u>	<u>Liberal</u>
Purpose of Gov't.	Ensure basic rights; allow individual freedom	Protect and assist the individual, by intervention if needed
The Individual	Protect, but don't interfere	Gov't and individuals are partners
Economics	Trickle-down	Trickle-Up
Foreign Relations	Pursue our country's best interest	Cooperate closely with other countries
Aid to the Poor	Provide opportunity, not a dole	Directly help the poor and disadvantaged
National Defense	Strongly emphasized	Not as strongly emphasized
Taxes	The less the better; allow the individual to use the money	Private funds should be used to help all
Criminal Punishment	Punish offenders; emphasize victim rights	Rehabilitate offenders; protect their rights

Note: Please keep in mind that political parties will shift back and forth on the above issues depending in great part on public opinion. It is usually inaccurate to label any party or single individual as strictly of either philosophy.

Are You Liberal or Conservative

INSTRUCTIONS: Beside each number put a "C" if you think the statement is most typical of a conservative outlook, or an "L" if most typical of a liberal.

1. The death penalty is suitable punishment for certain crimes.
2. The United States should trade with the Communist countries.
3. We need more federal laws to solve our pollution problems.
4. Abortion should be a private matter between a woman and a doctor during the first three months of pregnancy and the states should not prohibit abortions during this period.
5. The United States should make an effort to improve its relations with Communist China.
6. Forced busing should be used in some cities to achieve racial balance in their public schools.
7. Government civilian workers should be allowed to strike.
8. The main function of prison should be to rehabilitate criminals, not to punish them.
9. The United States should withdraw from the United Nations.
10. The states should approve the ERA (Equal Rights Amendment).
11. The President should have the authority to control prices and wages during periods of high inflation.
12. The states should abolish criminal penalties for gambling, prostitution, and other victimless crimes.
13. It would help the causes of world peace if the United States and Russia would reduce their stockpiles of nuclear weapons.
14. The federal government should establish a national health insurance program.
15. Congress should abolish its price controls on domestic oil in order to encourage exploration and increased production and reduce the demand for imported oil.
16. Criminal penalties for smoking marijuana should be reduced or abolished.
17. The FBI and CIA should wiretap the phones and read the mail of known radicals.
18. Federal aid to public schools is the most effective means to improve education in this country.
19. Food stamps should be made available to workers on strike and certain college students.
20. Those who evaded the draft or deserted their units during the Vietnam War should be punished.
21. Federal minimum wage laws should be repealed by Congress.
22. Obscene books should be banned from all school libraries.
23. The United States spends too much of its national wealth on its military forces.

Opinions Lead To Parties

INSTRUCTIONS: Put an "A" in the blank by those statements you agree with. Put a "D" if you disagree. Put a "U" if you have no opinion or are undecided.

- _____ 1. Band and orchestra are as important in the schools as other programs.
- _____ 2. It is acceptable to hold chess tournaments during school hours.
- _____ 3. Homework should be minimal.
- _____ 4. Students shouldn't be burdened with knowledge they won't use later in life.
- _____ 5. Students should help decide classroom rules.
- _____ 6. Teachers have the responsibility to make school fun.
- _____ 7. Students should be given choices about what they want to learn.
- _____ 8. Vacation time should not be shortened.
- _____ 9. Students who do poorly should be promoted to avoid being older than other classmates.
- _____ 10. High school graduates should be prepared for a specific career.

TOTAL # "Agree"

TOTAL # "Disagree"

TOTAL # "Undecided"

If the majority of your answers are "agree", then you might classify yourself a school "liberal". If the majority were "disagree" then you might classify yourself a school "conservative". The formation of political parties on the national level is made by grouping people by their opinions on national issues as you have classified yourself on school issues.

Presidential Primaries

Presidential primaries consist of two basic types; the presidential preference primary in which voters vote directly for the candidate they wish to nominate, and the delegate selection primary, in which voters elect delegates to the national conventions. Some states hold presidential preference primaries in which the actual delegates are chosen by another method, such as conventions. In this case, the delegates are expected to support the preference primary winner. In most states that hold delegate selection primaries, the presidential preference of the delegates is indicated on the ballot, so voters can express their presidential choice by voting only for delegates pledged to a particular candidate. There are a number of ways in which delegates from primary states are allocated to candidates, the two most common being the winner-take-all method and the proportion method. In a winner-take-all primary, the presidential candidate receiving the most votes wins all the delegates. In a proportion primary, the delegates are divided up among the candidates in proportion to the percentage of votes each candidate receives. For example, a candidate who gets 50 percent of the vote gets 50 percent of the delegates, while a candidate who gets 15 percent of the vote gets 15 percent of the delegates. But 15 percent is the minimum because under Democratic Party rules, a candidate must receive at least 15 percent of the vote to win any delegates at all.

Questions about Primaries

1. In which type of primary elections do the voters have the opportunity to express their choice of presidential candidate?
2. If a state holds a presidential preference primary, how are delegates from that state expected to vote at the national convention?
3. In states which hold delegate selection primaries, how do voters know which delegates to select?
4. What is the difference between the winner-take-all method of delegate selection and the proportion method? Using a state with 315 delegate slots available as an example, explain each method.

Answers To "Presidential Primaries" Questions

1. Presidential preference primary
2. Delegates are expected to vote for the candidate who won the preference primary.
3. The name of the candidate supported by the potential delegate is indicated on the ballot so voters can select only those delegates pledged to a particular candidate.
4. In a winner-take-all primary, the candidate winning the primary will receive all 315 delegate slots. In a proportion primary a candidate receiving 55% of the vote would receive 55% of the delegates.

History of Primaries

Primaries did not become a dominant factor in presidential nominations until the 1960's. Until then, candidates were typically selected by party activists who attended the national conventions. The party then presented the candidates to the electorate. The rise of primaries involved voters more directly in the selection process, and in so doing it diminished the power of the major parties.

About the turn of the century, reformers interested in making the nominating process more democratic began to press the state governments to provide more direct voter participation. The primary was the technique most of them favored. In 1901, Florida enacted the first presidential primary law. This gave party officials the option of holding a primary to choose delegates to the national presidential convention. Within a few years, a number of states took the next important step by establishing the "preferential" presidential primary. Oregon pioneered this new system, by which voters would cast a ballot for their preferred candidate and the delegates would be legally bound to that candidate at the national convention.

In 1912, preferential primaries were held in one quarter of the states, and former President Theodore Roosevelt won the Republican vote in most of them. However, the Republican national convention nominated incumbent William Howard Taft. Indeed, until 1968 party leaders remained firmly in control of the nominating process.

In 1960, John Kennedy concentrated on two primaries — Wisconsin and West Virginia — and by winning them convinced party leaders to support him at the convention. In 1964 and 1968 there were dramatic primary competitions among the major candidates. Barry Goldwater's victory over Nelson Rockefeller in the California Republican primary in 1964 assured him the nomination, and the emotional Democratic primaries of 1968 pitted Eugene McCarthy, Robert Kennedy, and Hubert Humphrey against each other. Robert Kennedy's death at the hand of an assassin, following his dramatic victory in the California primary, clouded the meaning of the primary vote that year. Humphrey went on to win the nomination at the strife-torn national convention in Chicago.

Before the 1972 convention some Democrats, led by South Dakota Senator George McGovern, began to exert pressure aimed at changing the complex nominating rules to allow broader voter participation. The first beneficiary of the changed rules was McGovern himself, who used the expanded primary process to win the nomination. In 1976 the little-known Jimmy Carter won the nomination by pursuing a skillful primary campaign, and in 1980 Carter and Ronald Reagan earned their parties' nominations by winning majority votes in more than 35 primaries. This was the high water mark for primaries.

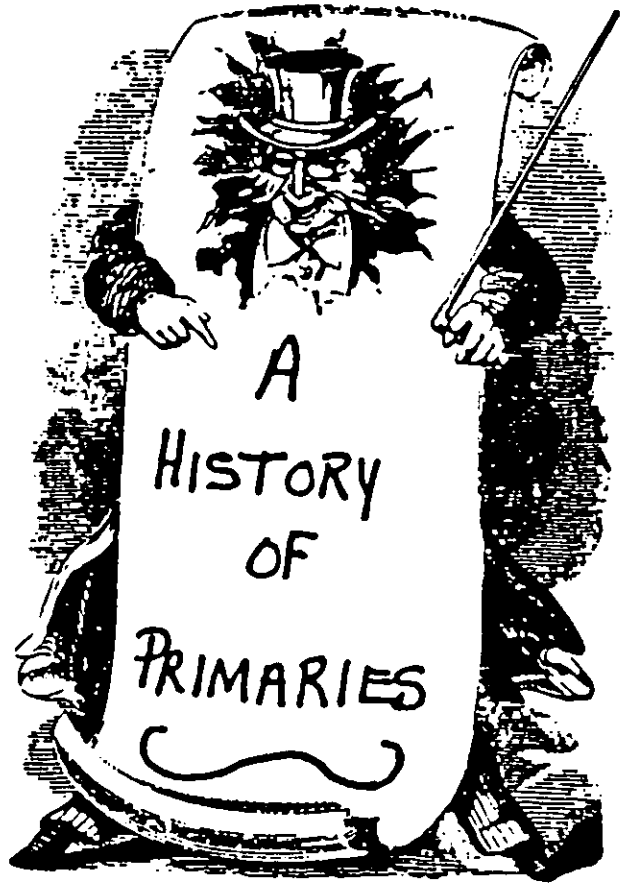
After their defeat in the 1980 election, the Democrats began to wonder at the wisdom of a system that absorbed so much time (candidates began running the year before the election and had to campaign in primaries from March through June and seemed to discourage major figures in the party from running. By 1984 the number of primaries was reduced to 27. In 1988 the number was 25 for the Democrats and 28 for the Republicans, and nearly half of these were scheduled on the same date, March 8, "Super Tuesday."

Even so, as of 1988 the primary remains the most important method of determining the major candidates for president. One of the consequences has been to diminish the role and influence of the political party in such matters. As a rule, party leaders, interested in winning general election, seek moderate candidates who will appeal to coalitions of diverse voters. The primary process often demands that a candidate commit to groups with very specific political goals — the advocates, women's rights organizations, gay activists, ethnic minority groups — before these groups will grant their vote in a primary. By the time of the general election these candidates may be seen as tools of special interests. Finally, the primary system is so cumbersome and so long that some major candidates simply cannot find the time, energy or money to run.

Some scholars now argue that reforms that would strengthen the party system, shorten the campaign, diminish the influence of special interest groups, and control the spiraling expenditures necessary to run for the presidency, would benefit the country. But we should keep in mind that the expansion of the primary method was also intended to benefit the country.

Do you think primaries should be expanded, giving more power to the electorate, or cut back, making the parties stronger?

Primaries

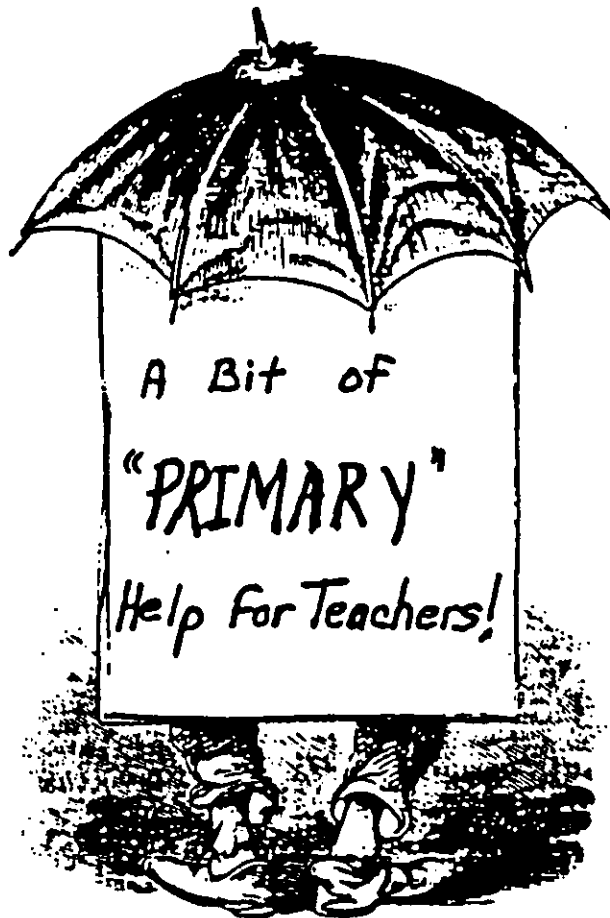


Questions:

1. How were the candidates chosen before the primary system was developed?
2. In states where there are no primaries, what method is used to nominate a candidate?
3. Explain how the power of political parties was affected by the wide spread use of the primary method of nominating candidates?
4. Explain the "preferential" presidential primary. Which state used this nominating method first?
5. In 1980 there were more primaries than ever before or since. How many Democratic primaries were held in 1988? How many Republican primaries?
6. Is the primary system more time consuming for those running?
7. Discuss: Should primaries be expanded, giving more power to the electorate, or cut back, making the parties stronger?

Answers For "Primary" Questions:

1. Candidates were selected by party activists who attended the national conventions. The parties then presented the candidates to the electorate.
2. Caucus method.
3. The power of political parties was diminished by more direct involvement of the voting public.
4. Voters cast a ballot for their preferred candidate. The delegates representing their party are legally bound to support that candidate at the party convention.
5. 25 primaries - Democratic
28 primaries - Republican
6. More time consuming.
7. Discussion.



Republican Delegate Chart

Number of Republican Delegates from Each State
(Listed in the order in which the primaries are held)

Republican Nominations - 1,139 needed

New Hampshire	23	Illinois	92
South Dakota	18	Puerto Rico	14
Vermont	17	Connecticut	35
South Carolina	37	Wisconsin	47
Alabama	38	New York	136
Arkansas	27	Pennsylvania	96
Florida	82	District of Columbia	14
Georgia	48	Indiana	51
Kentucky	38	Ohio	88
Louisiana	41	Nebraska	25
Maryland	41	West Virginia	28
Massachusetts	52	Oregon	32
Mississippi	31	Idaho	22
Missouri	47	California	175
North Carolina	54	Montana	20
Oklahoma	36	New Mexico	26
Rhode Island	21	New Jersey	64
Tennessee	45	North Dakota	16
Texas	111		
Virginia	50		

Democratic Delegate Chart

Number of Democratic Delegates from Each State
(Listed in the order in which the primaries are held)

Democratic Nominations - 1,759 needed

New Hampshire	18	Democrats abroad	7
Alabama	56	Connecticut	52
Arkansas	38	Wisconsin	81
Florida	136	New York	255
Georgia	77	Pennsylvania	178
Kentucky	55	District of Columbia	16
Louisiana	63	Indiana	79
Maryland	67	Ohio	159
Massachusetts	98	Nebraska	25
Mississippi	40	West Virginia	37
Missouri	77	Oregon	45
North Carolina	82	California	314
Oklahoma	46	Montana	19
Rhode Island	22	New Jersey	109
Tennessee	70	New Mexico	24
Texas	183		
Virginia	75		
South Dakota	15		
Illinois	173		
Puerto Rico	51		

Questions:

1. As a candidate, in which states would you concentrate your time and money?
2. Why can Puerto Rico hold a primary election? The District of Columbia?
3. Why do the delegate counts and the number needed to win a nomination differ from party to party?

Answers To "Republican And Democratic Delegate" Questions

1. A candidate will concentrate on those states which yield the largest number of delegates: New York, California, Illinois, Texas, etc. It is also important to do well in New Hampshire since it is the first primary and will therefore receive important media coverage.
2. Residents of Puerto Rico are U.S. citizens even though Puerto Rico is not a state. The 23rd Amendment, ratified in 1961, allowed residents of our nation's capital to vote for president, even though the District of Columbia is not a state.
3. Delegate counts are based on the number of voters registered as members of the particular parties.

Presidential Caucuses

The caucus system is a more complex and lengthy delegate selection method than primaries. Instead of presenting voters with a single primary election ballot, the caucus is a multi-level system spread out over a number of months. Turnout in caucus states is usually much lower than in primary states, and caucus participants are usually committed party members.

The first step of the process begins when party members meet in grassroots local precinct meetings to select delegates to the next stage of the process, usually county conventions. The precinct caucuses are open to all party members and take place in meeting halls and homes all across the caucus state (in Iowa there were about 2,800 such meetings in 1988).

The participants, most of whom openly declare their candidate preference, elect delegates to county conventions. The county conventions then elect delegates to a state convention, where national convention delegates are chosen. In Iowa, the county conventions are usually held in April and the state convention in mid-June.

Under Democratic party rules, at each point in the process, the presidential preferences of the delegates chosen to advance must proportionally reflect the presidential preferences of the people attending the caucus or convention. The presidential candidates openly campaign for votes exclusively during the first stage of this process—the mass precinct level caucuses.

1. Indicate the steps of the caucus system:

- A. _____
- B. _____
- C. _____

2. Why is Iowa mentioned frequently in a discussion of the caucus system?

3. Why do presidential candidates campaign only during the weeks before the grassroots level caucuses?

Answers To "Presidential Caucuses" Questions

1. "Grassroots" local precinct caucuses
County conventions
State convention
2. Iowa traditionally is the first state to hold caucuses and therefore receives major media coverage. The candidate to win the early caucuses is often referred to as the "front-runner."
3. The preferences of the delegates chosen to go advance in the caucus process must proportionally reflect the preferences of the people attending the meeting. If a candidate wins at the grassroots level, he/she is assured of a proportional number of pledged delegates at each step.

Caucus: Starting It All In Iowa (1988 Presidential Election)

The Iowa caucus process begins Feb. 8 in schools and community centers. It ends more than five months later, when Iowa's delegates to the national conventions cast their ballots for a presidential nominee

The Iowa caucus is important because it offers the first major test for those who would be president. The national focus on Iowa ends after February, but the complicated process continues beyond that:

Feb. 8 — Gathering of 200,000

- Democrats and Republicans meet separately in political meetings in each of Iowa's 2,492 precincts. In some precincts 200 persons show up, in others less than 25 (depending on the size of the precinct).
- Throughout Iowa, about 200,000 people — or about one of every five Democrats and Republicans — will attend the caucus which can last several hours.
- People are asked for the name of their party's choice for president. After some short speeches, the Republicans use a secret ballot. The Democrats vote publicly by gathering in groups in corners of the meeting place. Each caucus votes for delegates to send to the national conventions.

March — Delegates convene

- Each party holds a convention in each of Iowa's 99 counties. The Republicans meet March 5, the Democrats March 26. Here, the delegates who have been selected earlier at the precinct caucuses vote on delegates to send to the six district conventions.
- The number of delegates depends on how many people voted in that county in the last statewide election.

Spring — Gathering steam in the districts

- The delegates elected at the county conventions gather at six district conventions. The districts are the six congressional districts in Iowa- each with about 600,000 residents.
- The Republicans meet June 24 to select 18 delegates to send to the national convention and nominate 12 others to be considered at the state convention.
- The Democrats meet May 14 to select five to seven delegates from each of the districts.

June — Adopting a platform

- Each party holds a state convention — Republicans June 24, Democrats June 25. Here they adopt a state platform — their stand on issues and make the final selections of delegates to the national conventions. Iowa Democrats will send 58 delegates to their national convention in July in Atlanta. Iowa Republicans will send 37 delegates to their national convention in August in New Orleans.

Source: USA TODAY

Party Caucus: Starting It All In Iowa



"PARTY MEMBERS MEET, DISCUSS CANDIDATES"

1. What is a presidential caucus?
2. How is a caucus different than a primary?
3. How are caucus sites determined?
4. How many people are needed for a caucus?
5. What state held the first caucus for the '88 nominee?

Answers To "Party Members Meet"

1. A caucus is a meeting of party members, at which candidates are discussed and convention delegates are chosen.
2. Several differences exist between caucuses and primaries. A primary is held in one day but the caucus system is complex and takes several weeks to complete all stages. Primary elections are more popular and more voters are actively involved. Caucuses tend to attract only party leaders and activists. Primaries are a direct system of expressing presidential preference in a voting booth, whereas caucuses lend themselves to debate and deal-making.
3. Caucuses are usually held in public places such as schools and city buildings. Some states hold caucuses in homes, but Iowa has outlawed this practice since the host could unduly influence the selection process.
4. The number of people required for a caucus depends upon the number of convention delegates allotted to the state.
5. Iowa traditionally holds the first Democratic and Republican caucuses. However, Hawaii held the first caucus of 1988 for Republicans only.

Democratic Party Platform

ECONOMIC POLICY

Democrats: Would reduce federal budget deficits by reassessing defense expenditures, creating a tax system that is "both adequate and fair," and controlling health costs. Oppose the "artificial and rigid restraint" of a constitutional amendment requiring a balanced budget

Would cap the effect of Reagan tax cuts for the wealthy, limiting benefits of third-year reduction to individuals with incomes below \$60,000 a year.

Would partially defer tax indexation. Would impose a minimum corporate tax of 15 percent.

Would support tax reform aimed at "broadening the tax base, simplifying the tax code, lowering rates, and eliminating unnecessary, unfair and unproductive deductions." This "fair tax," unlike the GOP "flat tax," would retain some progressivity in the tax code.

EDUCATION

Democrats: Call for restoration of Reagan cuts in federal education spending. Promise incentives to schools that focus on science, math, communications and computer literacy. Would strengthen support for programs targeted at disadvantaged children and would expand bilingual education.

SCHOOL PRAYER

Democrats: Do not mention school prayer but affirm party's belief in separation of church and state.

CIVIL RIGHTS

Democrats: Call for affirmative action goals, timetables and "other verifiable measurements" to make up for past discrimination, but do not specifically endorse or oppose the use of quotas.

Accuse Reagan administration of eroding "constitutionally mandated and

court-sanctioned remedies for longstanding patterns of discriminatory conduct." Promise an independent Civil Rights Commission with increased funding; strengthened civil rights enforcement and equal educational opportunity.

WOMEN'S RIGHTS

Democrats: Endorse adoption of the Equal Rights Amendment. Support equal pay for work of comparable worth.

ABORTION

Democrats: Take a pro-choice position on abortion, recognizing "reproductive freedom as a fundamental human right." Oppose constitutional amendment banning abortion.

ENERGY

Democrats: Support increased coal production and promotion of coal exports. Endorse research and development of solar energy. Oppose offshore oil and gas exploration that would harm fisheries and coastal resources.



ENVIRONMENT

Democrats: Would increase budget of Environmental Protection Agency and would increase "superfund" financing to clean up toxic waste dumps. Would renew and strengthen Clean Air Act.

On acid rain, would mandate a 50 percent reduction (from 1980 levels) in sulfur dioxide omissions within the next decade.

LABOR

Democrats: Would repeal the section of federal labor law that permits adoption of right-to-work laws.

Call for more job training for youth. Would examine new training

and retraining programs that could be financed by government, labor and management or by tax-free contributions, such as individual Training Accounts.

GUN CONTROL

Democrats: Support "tough restraints on the manufacture, transportation and sale of snub-nosed handguns, which have no legitimate sporting use and are used in a high proportion of violent crimes.

CAMPAIGN FINANCE

Democrats: Would end political action committee funding of federal election campaigns and enact a system of public financing of congressional as well as presidential campaigns.

DEFENSE

Democrats: Would reduce the rate of increase in defense spending. Support "military reform" that would produce more cost-effective military policies.

Would terminate production of the MX missile and B-1 bomber, and would prohibit production of nerve gas.

ARMS CONTROL

Democrats: Would initiate immediately a "temporary, verifiable and mutual" freeze on testing of anti-satellite weapons and of underground nuclear weapons; on testing and deployment of all weapons in space, and of new strategic ballistic weapons now under development. Support negotiation of

a "comprehensive, mutual and verifiable freeze on the testing, production and deployment of all nuclear weapons." Would pursue other arms negotiations with the Soviet Union, including updating and resubmitting SALT II treaty to the Senate.

FOREIGN POLICY

Democrats: Oppose Mr. Reagan's emphasis on military assistance in Central America, calling instead for a negotiated political solution in the region. Call for end to U.S. support for "Contras" and other paramilitary groups fighting in Nicaragua. Pledge not to use U.S. troops "in or over" El Salvador and Nicaragua unless Congress has so authorized or such troop use is necessary to "meet a clear and present

danger of attack upon the United States" or its citizens.

Affirm support for Israel and call for peace negotiations among Israel, Jordan, Saudi Arabia and other Arab states. Oppose sales of advanced weaponry to avowed enemies of Israel, such as sales of AWACS aircraft and Slinger missiles to Saudi Arabia. Support moving U.S. Embassy from Tel Aviv to Jerusalem

Republican Party Platform

ECONOMIC POLICY

Republicans: Oppose any attempts to increase taxes. Instead, favor reducing deficits by continuing the economic recovery, cutting governmental spending and providing incentives for more personal savings. Defend three-year cut in income tax rates enacted in 1981 and oppose repeal of tax indexing. Say a "modified flat tax — with specific exemptions for such items as mortgage interest — is a most

promising approach" for tax reform.

Support constitutional amendments requiring a balanced budget and a line-item veto so the President can reject individual items in appropriations bills.

Suggest the gold standard "may be a useful mechanism" for achieving stable prices. Call for reduced federal regulation.

EDUCATION

Republicans: Would limit the federal role in education, restoring power to state and local governments. Support merit pay for teachers. Oppose mandatory busing of students to achieve racial desegregation. Advocate tuition tax credits and vouchers to give parents more choice in where their children are educated.

SCHOOL PRAYER

Republicans: Say students are entitled to engage in voluntary school prayer.

CIVIL RIGHTS

Republicans: Assert that Reagan administration has vigorously enforced civil rights laws. Reject use of quotas to remedy discrimination in employment, education and housing.

WOMEN'S RIGHTS

Republicans: Make no mention of proposed Equal Rights Amendment to the Constitution, but say all Republicans "are free to work individually for women's progress" and

demand that there be "no inhibition" of women's rights to "full opportunity and advancement within this society."

Oppose concept of equal pay for jobs of "comparable worth."

ABORTION

Republicans: Support a constitutional amendment banning abortion. Oppose public financing for abortion. Support appointment of federal judges who oppose abortion.

ENERGY

Republicans: Would remove all remaining controls on natural gas prices to stimulate exploration and production. Would permit more coal mining and consumption, and development of oil and natural gas on federal properties.

Would abolish windfall profits tax on oil and shut down federal Department of Energy.

Urge elimination of unnecessary regulations so nuclear power plants can be brought on line quickly, and safely.



ENVIRONMENT

Republicans: Would apply cost-benefit tests to environmental protection. Endorse strong efforts to clean up toxic wastes, and would focus on acid rain research rather than controls.

LABOR

Republicans: Support right of states to enact "right-to-work" laws that would outlaw mandatory union membership.

Support sub-minimum wage for youth to encourage employers to hire inexperienced workers.

GUN CONTROL

Republicans: Oppose any gun controls, defending "the constitutional right to keep and bear arms."

CAMPAIGN FINANCE

Republicans: Oppose mandatory taxpayer financing of political campaigns and recommend abolishing the Federal Election Commission.

In platform section aimed at Democratic vice presidential nominee Geraldine A. Ferraro, vow support for

"fair and consistent application" of financial disclosure laws and support for "full disclosure" by all high officials and candidates of their own finances and the holdings of "spouses or dependents."

DEFENSE

Republicans: Support Reagan administration's increase in defense spending and would make military spending an even larger share of the federal budget.

Endorse development and deployment of the MX missile. Support deployment of Pershing II and cruise missiles in Western Europe.

ARMS CONTROL

Republicans: Would seek substantial mutual reductions in nuclear weapons. Would negotiate for verifiable arms control agreements while modernizing U.S. "deterrence capability." Oppose freeze on nuclear weapons, contending such a step would simply maintain Soviet superiority.

FOREIGN POLICY

Republicans: On Central America, endorse Reagan administration's policies, specifically its support for the government in El Salvador and its support for rebels fighting the Marxist Sandanista government in Nicaragua.

In Middle East, affirm support for Israel and promise the United States will walk out of the United Nations if Israel is forced out of that organization. Pledge continued support to Egypt and other moderate Arab states.

Issues Information (1988 Election)

CENTRAL AMERICA

The debate over Central American policy focuses on how to achieve an end to warfare and poverty while encouraging democratic rule. The stated goal of the "Reagan Doctrine" is to curb Soviet influence in the region.

To do so, the administration supports the Nicaraguan "Contras," guerrillas who are trying to overthrow the current Sandanista regime.

In El Salvador, the U.S. currently supports the government against a guerrilla movement.

FACTS: In an unprecedented effort, the presidents of Nicaragua, El Salvador, Costa Rica, Guatemala and Honduras have met to work out a Central American peace plan for the troubled area. Although Congress once restricted U.S. aid to the Contras, it approved \$189 million in open and secret assistance to the Nicaraguan rebels from 1981 to 1986. The Iran-contra hearings detailed the Reagan administration's attempts at covert assistance to the Contras. El Salvador is the fifth largest recipient of U.S. foreign aid, receiving \$471 million in fiscal 1987.

POSSIBLE SOLUTIONS: If the Central American peace plan sticks, it would likely require support from the United States. Much campaign debate is expected over our role in aiding the Contras, and the propriety of the military, financial and humanitarian actions taken by the U.S.-backed rebels. Some are pushing for more congressional involvement and oversight following the Iran-contra hearings.

AIDS

Acquired Immune Deficiency Syndrome is a fatal disease rapidly spreading in the USA. AIDS is spread by sexual contact, blood and intravenous needle exchanges. Although not everyone who has the AIDS virus develops the disease, there have been more than 22,000 deaths from the disease in the USA.

FACTS: The toll-free national AIDS hotline for questions about the disease: 800-342-2437. The health care costs from treatment will range from \$8 billion to \$16 billion by 1991, with a U.S. Public Health Service prediction of 270,000 fully developed AIDS cases and 179,000 deaths by then. The government plans to spend more than \$1 billion on the disease in fiscal 1988. Health authorities predict five million people in the USA will carry the AIDS virus by 1991. The USA has not had any nationwide distribution of educational material on AIDS. The use of condoms, the presence of AIDS victims in classrooms and workplaces, and school curriculum on AIDS are hotly debated subjects due to moral implications.

POSSIBLE SOLUTIONS: Some civic leaders have called for a "Manhattan-type" project, the same costly crash effort that was used to develop the atomic bomb to end World War II. Candidates are expected to call for mandatory or voluntary AIDS testing for hospital patients, marriage license applications, jail inmates and numerous other testable groups.

ARMS CONTROL

By far the most heavily debated arms issue is the Strategic Defense Initiative (SDI) or "star wars", a high-tech defense system designed to protect USA citizens with a nuclear umbrella in case of attack. Critics charge that even a small number of missiles likely to penetrate the umbrella would cause devastation. Another "star wars" type weapon is the Stealth bomber, a super-secret aircraft supposedly invisible to detection. Future nuclear testing and alleged violations by both the U.S. and the Soviet Union of the Strategic Arms Limitation Talks II treaty are leading issues on the arms control agenda.

FACTS: By mid-1987, the U.S. had committed more than \$8 billion to SDI research. Critics estimate the total cost of the controversial SDI system could run as high as \$120 billion. The 132 Stealth bombers are expected to cost a total of \$37 billion when production begins in 1991. The U.S. and Russia each have 12,000 nuclear warheads and are discussing reductions of 50 percent, to 6,000. The current U.S.-Soviet arms control talks began in March 1985.

POSSIBLE SOLUTIONS: As the 1988 presidential election grows near, there is increasing pressure for both sides to conclude negotiations before a change of leadership. Soviet leader Mikhail Gorbachev also appears to have invested substantial political capital in an arms agreement. A proposal for single warheads on missiles rather than multiple warheads (MIRVs) may reduce first-strike danger. SDI is the hot campaign issue and will generally break down along party lines: Republicans are in favor of it and Democrats are skeptical.

EDUCATION

Public school prayer and the teaching of secular humanism (the belief that mortals can exist without depending on God) in schools have been ruled unconstitutional by federal courts. But they're both hot issues in education today. Other big issues of debate include bilingual education, a lack of religious instruction, and the skyrocketing cost of college tuition.

Tuition tax credits for religious schools is another inflammatory issue. Best-selling books such as *The Closing Of The American Mind* and *Cultural Literacy* examine weaknesses in the American educational system.

FACTS: Half of the science doctorate degrees in the USA are awarded to foreign students. USA citizens are still the best-educated people in the world, according to a Census Bureau survey. In 1940, 38 percent of young adults had a high school diploma and only 6 percent possessed a college degree. Now, 86 percent of the USA's young adults finish high school and 22 percent have college degrees. The Reagan administration has tried to abolish the Department of Education, which had a 1987 budget of \$19.5 billion.

POSSIBLE SOLUTIONS: Bringing retired scientists back into the classroom and higher teacher salaries may help the brain drain in the nation's classrooms. Teacher and student competency examinations also have been proposed.

DEFENSE

The USA has sought to maintain full defense capabilities for nuclear weapons and conventional forces, NATO ground forces in Europe and ultra-modern airplanes. Between 1980 and 1987, there was a 40 percent increase in the defense budget. Reagan administration plans call for a 3 percent annual increase above inflation. Priorities for conventional warfare vs. nuclear capability, the contribution of U.S. allies, reduced Soviet defense spending, budget-balancing restrictions, plus reducing waste and fraud in military purchasing are all part of the complicated equation. Wasteful military spending has become a standard election issue.

FACTS: By 1988, the defense budget will top \$300 billion. Out of every budget dollar, 29 cents goes to defense. Defense outlays total 6 percent of the entire gross national product. In August 1987, there were 2,158,486 men and women in the USA's armed forces.

POSSIBLE SOLUTIONS: Proposals have been advanced to spend more on training and preparedness than military hardware. Special attention to counter-terrorism forces will be on the agenda in light of a growing number of international incidents. Non-defense budget cuts and a greater awareness of Soviet capabilities may spur moves to reduce spending.

DEFICIT

The federal government spends more money than it takes in every year, leaving a deficit of borrowed money. This unbalanced budget soared to a record \$220 billion in fiscal 1986.

In order to reduce the deficit, painful choices must be made to either reduce government spending and/or raise taxes.

FACTS: The entire U.S. budget will be one trillion dollars during the 1988 fiscal year. The 1987 budget deficit equaled more than \$700 per person in the USA. The Gramm-Rudman-Hollings law requires a \$108 billion deficit in fiscal 1988 and a balanced budget by 1991.

POSSIBLE SOLUTIONS: Increased or special taxes and reduced defense spending are the two cornerstones of the deficit debate. Special taxes could be proposed on everything from cigarettes to fuel oil. Lower unemployment also could help.

Party Platform: Where Do You Stand?

Party Name: _____

THE PLATFORM

	<u>ISSUE</u>	<u>POSITION</u>	<u>YOUR OPINION</u>
1-			
2-			
3-			
4-			
5-			
6-			
7-			
8-			
9-			
10-			
11-			
12-			
13-			
14-			
15-			



Conventions

The national conventions of the two major parties are characterized by hoopla, splash, and fanfare: deafening noise, an appearance of mass confusion, excited delegates, waving banners, and pictures of party luminaries. Surprisingly, all this symbolism serves extremely functional purposes.

For more than 100 years, the function of conventions was to nominate the presidential and vice-presidential candidates. More recently, primaries and the advent of television have altered the role of the convention. Today, when the primaries have usually already determined who the presidential nominee will be, the convention is often an attempt to convince voters that the party they are watching is best suited to run the government, is strong and vigorous, and is unified in purpose and goals. Presenting a picture of unity is not always easy; the primary campaigns leading up to the conventions are often bitter.

The symbolism of a political convention often begins with the choice of the city in which it will be held. In 1976 the Republicans chose Kansas City because the party wanted to project a conservative, farm-belt image. The Democrats went to New York City, which they felt would represent a liberal urban orientation. Conventions are often held in states with large numbers of electoral votes.

The **keynote speaker** is also chosen carefully. This person typically represents one of the stronger factions in the party. At the same time, he or she is expected to promote unity among the factions, and to serve as a "cheerleader" who urges the party on to victory.

Following the keynote address, which is given on the evening of the opening day, the convention elects the four standing committees. These are the committees on **rules and order of business, permanent organization, credentials, and platform and resolutions.**

The **rules committee** recommends the rules for convention procedure and determines the order of business. Although the activities of this committee are seldom controversial, there have been occasions when real battles have occurred over the committee's decision. In 1980, President Carter had won support of a majority of the delegates in the primaries. Senator Edward Kennedy tried to strike down a rule that bound delegates to vote for the candidates who had won in the state primaries. This would have allowed delegates to vote for whomever they wished, and Kennedy believed many Carter delegates would switch their votes to him. Kennedy lost the rules vote and whatever chance he might have had for the nomination.

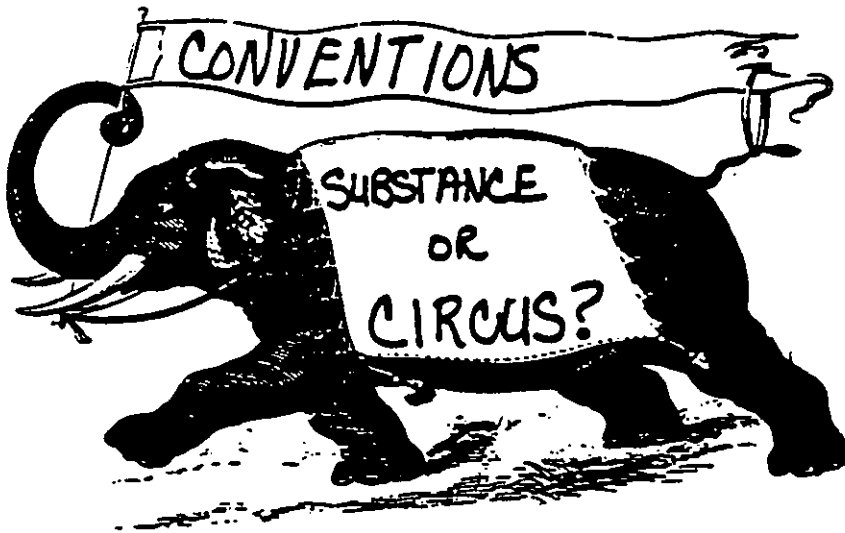
The **committee on permanent organization** selects the permanent chairperson and other permanent officials for the convention. It is the least controversial of the committees.

The **credentials committee** approves and certifies the delegates from each state. In the past there have been disputes over who the proper delegates are. In both 1964 and 1968, blacks from Mississippi arrived at the Democratic convention declaring that they had been improperly excluded from the all-white Mississippi delegation. The credentials committee determined in both instances that some of the blacks should be included.

Decisions about the content of the party platform are made by the **platform committee** in consultation with party strategists. Although candidates struggle to have their proposals included in the platform content, the platform tends to be more of a statement of philosophies supported by the party as a whole. This is because each of the parties is essentially an umbrella organization — a confederation of the state and local parties and of various interest groups. Thus the platform typically will reflect considerable compromise on broad issues of public policy.

Even though one candidate may have won a majority of the delegates at the state conventions, the names of many candidates will be placed in nomination. Among these may be favorite sons (people popular in certain states). In addition to a lavishly complimentary nominating speech, there may be as many as ten or twelve seconding speeches, representing symbolic support from diverse groups of people.

After nominations are concluded, the balloting begins. While first-ballot victories have become commonplace, some conventions have produced high drama during the balloting process. It took 103 ballots over a period of nine days before John W. Davis was named Democratic candidate in 1924. It was not until the fourth ballot that Franklin Roosevelt won in 1932, and until the sixth that Wendell Wilkie triumphed in 1940.



1. What was the purpose of conventions in the past?
2. How has the convention's role changed?
3. What factors determine the location of a political convention?
4. Name and give the functions of the four standing committees.
5. What is the role of the keynote speaker?
6. Define the term "favorite son."
7. Why are there so many seconding speeches given?
8. When the balloting is being conducted at conventions - who actually votes?

Conventions

"It's easy once you figure it out."

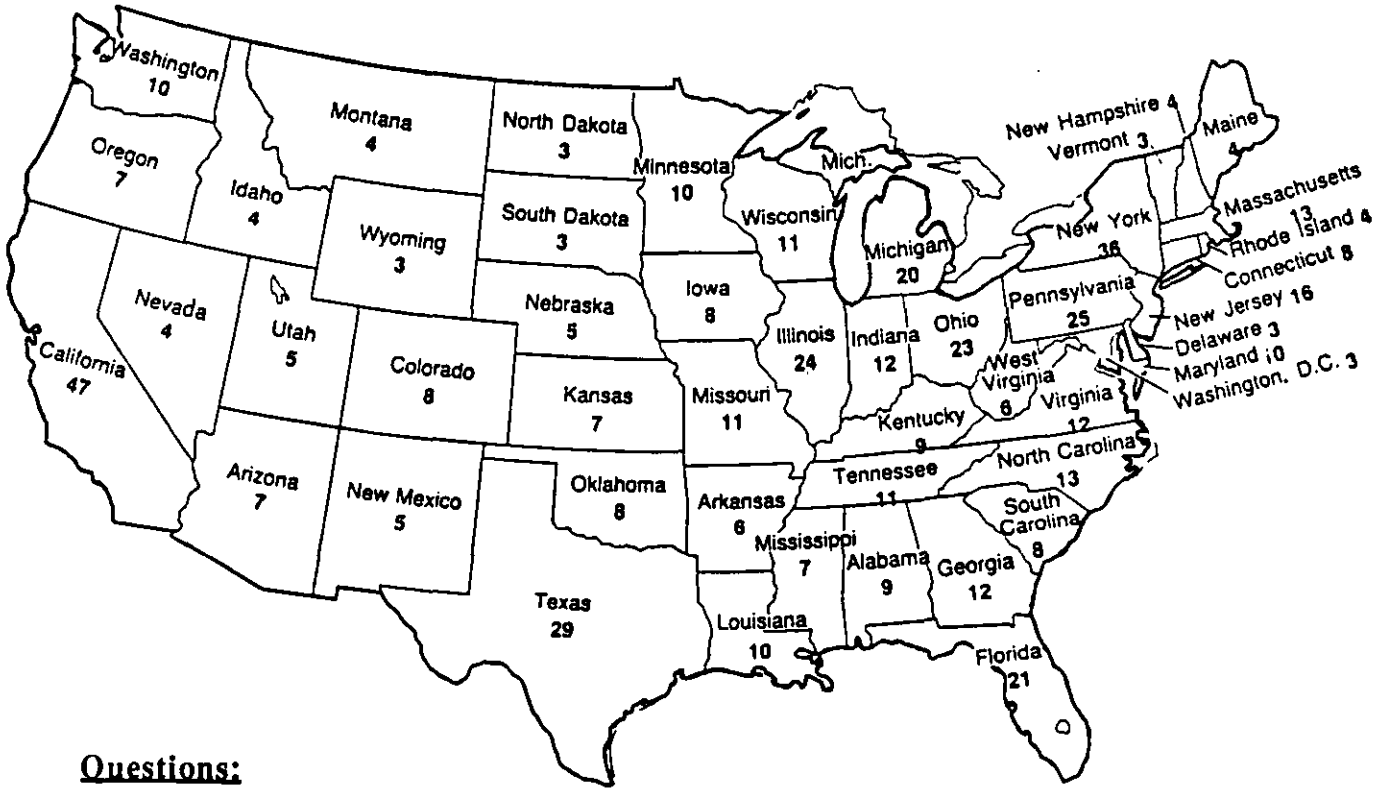
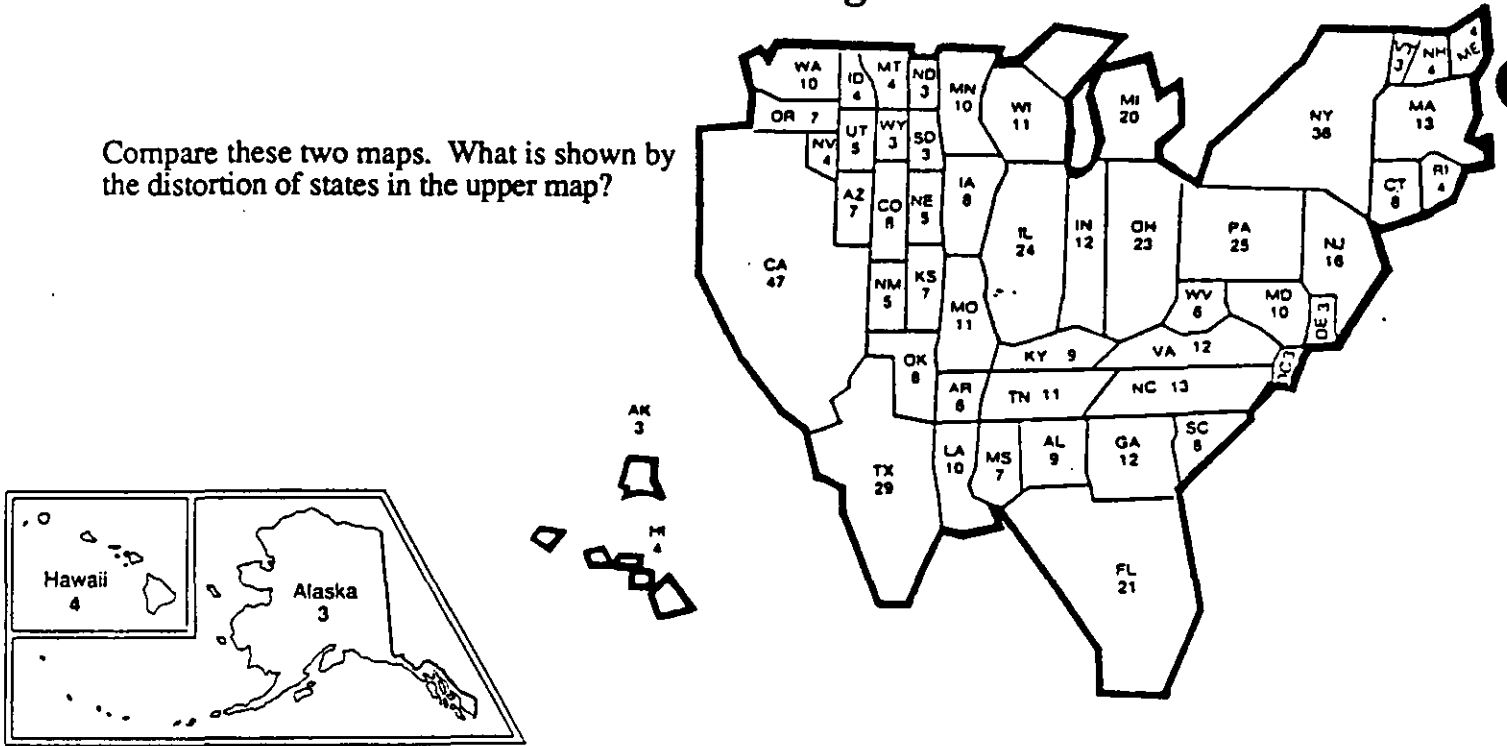
ANSWERS:

1. Nominate presidential and vice-presidential candidates.
2. Today conventions are a media event created to gain voters.
3. The choice of a convention city reflects the image that each party wants to give the voters.
4.
 - a. Rules committee
 - b. Committee on permanent organization
 - c. Credentials committee
 - d. Platform committee
5.
 - a. To promote unity among factions
 - b. To serve as a party cheerleader
6. Favorite son — a person who is popular in certain states. A state may nominate its governor, for example.
7. Seconding speeches represent symbolic support from diverse groups of people.
8. The delegates to the convention vote.



Electoral College Votes

Compare these two maps. What is shown by the distortion of states in the upper map?



Questions:

1. There are 538 members of the electoral college. A candidate must have a majority of these to win the election. How many are required?
2. Calculate the smallest number of states needed by a candidate to win the presidency.

Answers To "Maps"

1. 270
2. 12 states: California, New York, Texas, Pennsylvania, Illinois, Ohio, Florida, Michigan, New Jersey, North Carolina, Massachusetts and any other state.

Create Your Own Poll

"Polls help parties prepare their platforms."

"A 1987 Los Angeles Times poll finds that 41% of Americans prefer a Democrat for president."

"Survey finds Americans favor genetic engineering."

Almost daily the mass media report the results of a public opinion poll or survey. But just what is a poll? Why do we have them? How are they used?

Polls and surveys can be used to:

- 1) measure public opinion at the time the poll is conducted,
- 2) assess and analyze data,
- 3) focus attention on public questions, and
- 4) stimulate discussion on these questions.

In the political arena, polls and surveys are very important because they can influence a candidate's decision concerning a specific issue. Polls can be used by candidates to shape their campaigns, tailoring both image and issues to voters' concerns. Recently, some critics have suggested that polls and pollsters can actually shape the opinions they are supposed to measure.

In this exercise you will experience firsthand the world of polls and surveys. You will develop skills in questioning, interpretation, analysis, decision-making, and communication—valuable skills for making humane and effective choices in a complex society.

Constructing a Poll:

To develop a reliable poll, you will need to answer three questions:

- 1) Who is to be interviewed?
- 2) What kind of interview is to be conducted?
- 3) What is to be asked of the respondents?

Sampling:

Since in most cases it is nearly impossible to poll every single person on a given topic, pollsters use what is called a random sample. A random sample is a portion of a

selected population surveyed in a systematic way, for example choosing every second or fourth person from a list such as the telephone book. This can be done because the law of mathematical probability states that if the sample is large enough and chosen at random the result will be quite accurate—with a very small margin of error. National polls typically select 1,500 households at random as their sample.

One reason polls are sometimes flawed is that the sample is skewed—that is, not sufficiently random. A poll on farm issues that included in its sample a much higher percentage of farmers than is found in the American population would be inaccurate because its sampling was skewed. Of course, sometimes a sampling should not be random; a candidate who wants to know what farmers think will commission a poll of farmers only.

Interviewing:

The basic polling tool is the questionnaire. Interviewees may respond to questionnaires in three ways: in person, by telephone, or by mail. For an accurate, objective poll, it is important that the pollsters get demographic information about each respondent and that the respondents know that all the information obtained will be kept confidential.

Questioning:

A poll is only as good as the questions it asks. Questions, therefore, should be simple, clear, and above all, neutral. For example, instead of "Don't you think that funding social programs is more important than spending on defense?" a more neutral question would be "Which do you feel is more crucial, spending on social programs or on defense?"

The two basic types of polling questions are open questions, questions that pose a problem and ask respondents for their opinions, as in

"What do you feel is the most serious problem facing the United States?" and closed questions, questions in which the responses must be from among the choices offered, as in "Which of the following candidates do you favor at this time? a) Gephardt b) Simon c) Hart d) None of the above."

Student Poll:

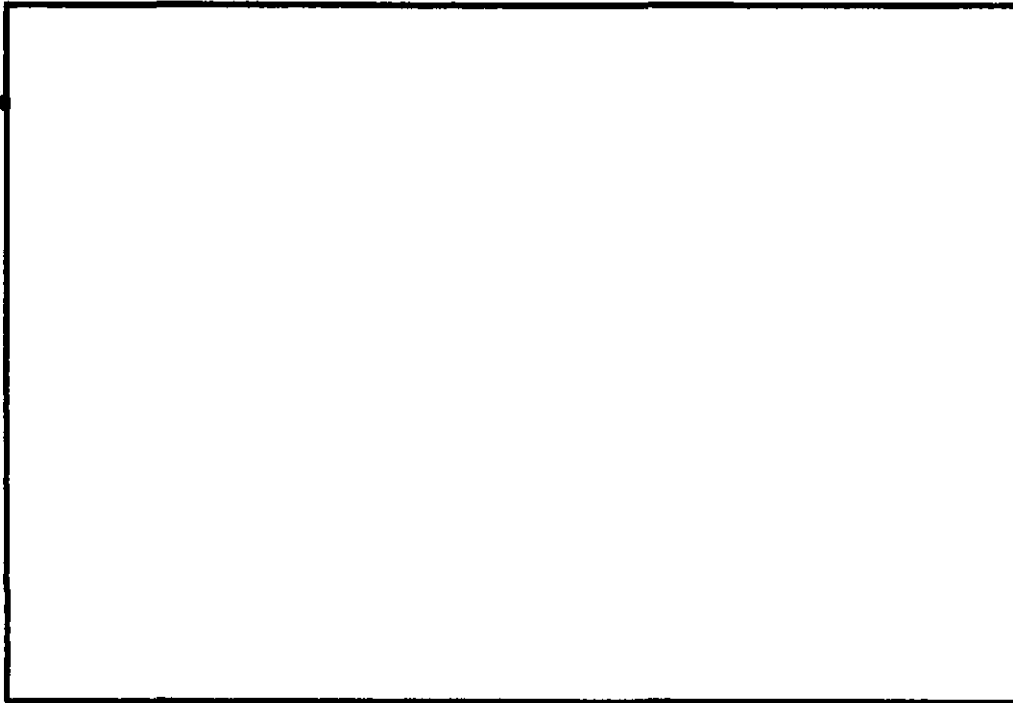
- 1) Choose five issues that are of concern to teenagers today.
- 2) Pose each of these concerns in the form of a neutral question, remembering the rules above.
- 3) Describe the target population and how you will go about obtaining a random sample of that group.
- 4) Conduct your poll.
- 5) Record all questions and responses on another sheet of paper.
- 6) Be prepared to share your results and analysis with the class.

Analyzing Results:

Once you have developed and conducted your poll, you will need to assess the results. Here are some questions to help you with this.

- 1) Look at your results. What are some impressions that you have? Are they what you expected?
- 2) Analyze each of the following and tell how it might have affected the results of your survey: a) randomness of sample, b) neutrality of questions, c) body language or tone of pollster while asking questions.
- 3) What have you learned about polling and surveying that could help you detect biased (not neutral) questions?
- 4) What kinds of decisions can be based on the information obtained by this survey?

Analyze A Political Cartoon



(attach cartoon here)

Date cartoon appeared _____

Newspaper/Magazine _____

1. Which party/candidate is pictured? _____
2. Is the party/candidate seen favorably or negatively? _____
Why? _____
3. Explain recent events which make this a timely cartoon. _____

Analyze Campaign Advertisements

CANDIDATE _____

PARTY _____

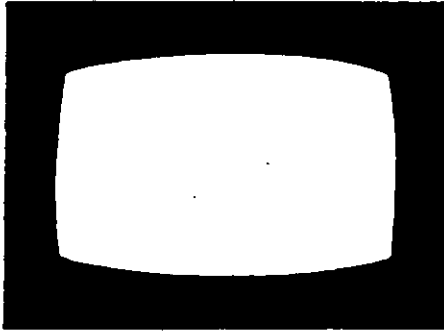
BRIEF DESCRIPTION OF ADVERTISEMENT _____

-
1. Does the ad help voters understand the candidate's stand on the issues? If yes, which issues?
 2. Does the ad talk about the candidate's record? What is covered?
 3. Does the ad cover leadership qualities or family life? How?
 4. Did the ad change your attitude toward the candidate positively or negatively?
 5. Who sponsored (paid for) the ad? Does that affect the message of the ad?
 6. Does the ad criticize the opposing party and/or candidate? How?

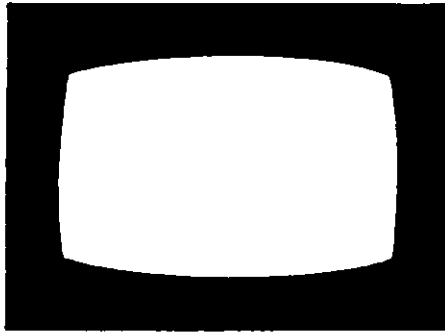
Create-An-Ad

Advertising advisors for a presidential candidate use a storyboard to plan television commercials.

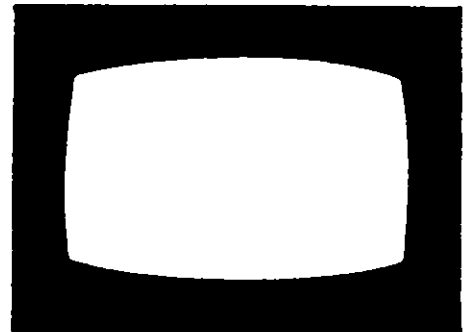
Choose a candidate. Select nine facts or qualities about the candidate that you think should be included in a commercial. Explain them in the storyboard provided.



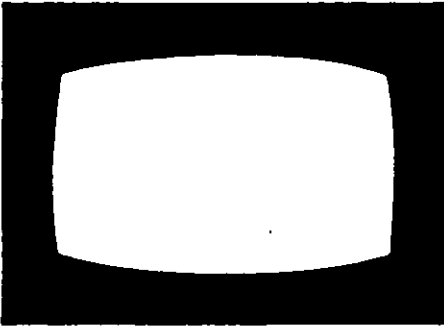
1. _____



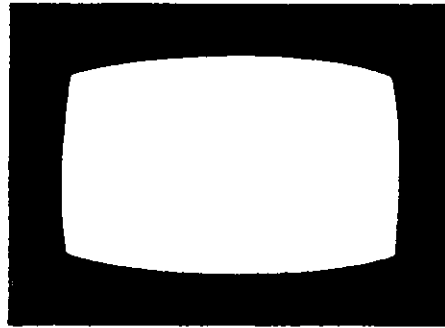
2. _____



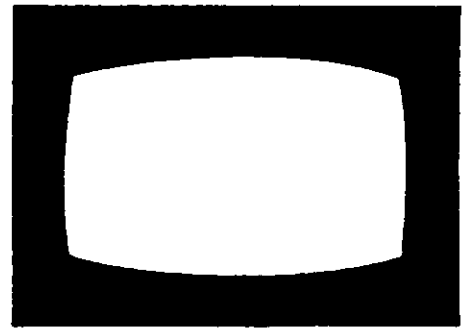
3. _____



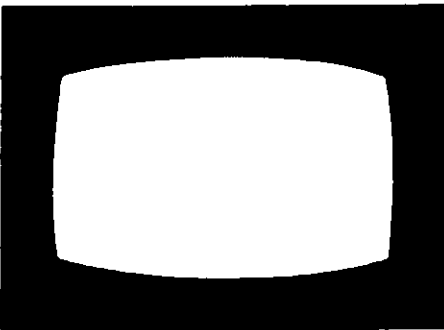
4. _____



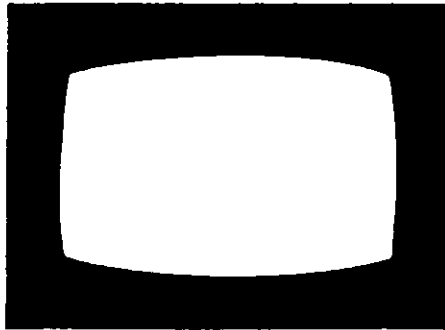
5. _____



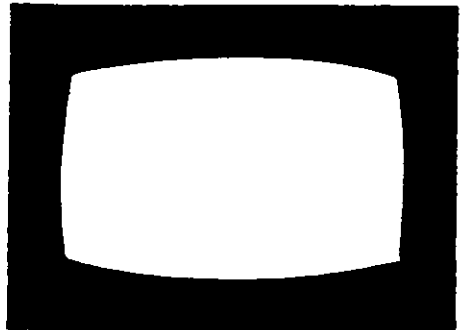
6. _____



7. _____



8. _____



9. _____

How Do You Evaluate A Candidate?

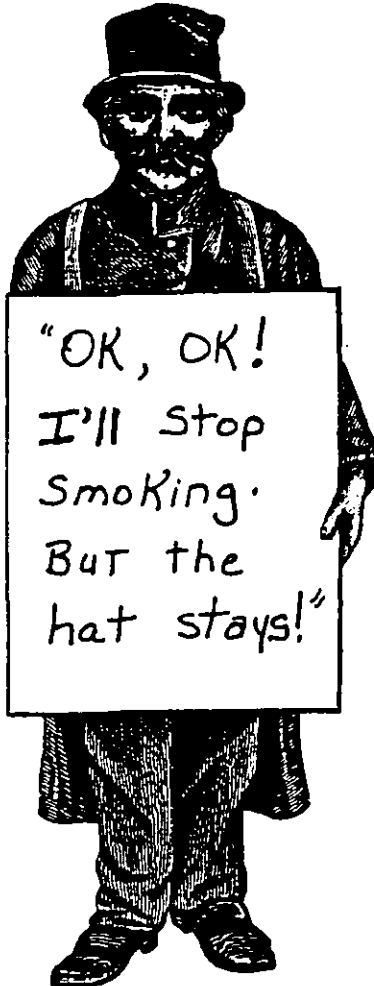
HONESTY: Can this candidate be trusted?

COMMUNICATION: Can this candidate express his ideas clearly? Is he a good speaker?

COMPASSION: Is this candidate concerned for the poor, elderly, ill, less fortunate? Does he have a plan to help them?

PERSONALITY: Could you like this candidate as a friend?

STAND ON THE ISSUES: What does this candidate see as the major problems facing our country? How does he plan to solve them?



KNOWLEDGE: Is this candidate informed about the issues and the role of the President?

JUDGEMENT: Does this candidate use good judgement in choosing advisors and in making decisions?

APPEARANCE: Does this candidate make a good impression on TV, posters, and in person?

DEDICATION: Does this candidate work hard to get the job done?

FAMILY: Does this candidate have a good family life? Does he have a good moral character?

HEALTH: Is this candidate in good physical and mental health?

EXPERIENCE: What government or leadership positions has this candidate held? Are those positions sufficient experience for the White House?

1. How would you rank these qualities?
2. Are there other qualities you think are important when evaluating a candidate?

George Bush — Republican (1988 Election)

Age: 63

Residence: TX

Employment:

1981- U.S. Vice President
1976-77 Director of the Central Intelligence Agency
1974-75 Chief of U.S. Liaison Office in the People's Republic of China
1973-74 Chairman of the Republican National Committee
1967-71 U.S. House of Representatives
1954-66 President & co-founder, Zapata Offshore Company

Education:

Yale University, Bachelor of Arts Degree in Economics, 1948

Why do you want to be President?

In the years ahead, I want to help Americans become known as the nation that's first—first in creating jobs, first in education, first in standing up for freedom and democracy around the world.

In areas where America is already the world's leader, I want to keep America first. And in those areas where we might be lagging behind, I want to make America first.

I have a vision of America. It's an America where every man and woman who wants a job can have one; an America where our educational system is second to none; an America that stands for peace through strength. We must always be willing to talk to our adversaries, but with our eyes wide open.

The United States is the freest, the fairest, and the most generous nation on earth. We are a great nation. But I think we can be even better. Our best days are still ahead.

The American people are looking for a President with both top-level national experience and foreign policy experience. They're looking for an active President who has shown integrity and compassion. The American people want a President who is a good manager and whose leadership has been tested and proven.

For these reasons, I am prepared to lead the United States into the 1990s.

What qualities would you bring to the presidency?

I offer experience and a proven record of leadership.

What are the three most important challenges facing the next president?

To sustain America's economic growth so that every man and woman who wants to work has a job with dignity, to maintain peace through strength, and to provide better education for our children.

What impressed you about this candidate?

Do you see any weak points about this candidate in this information?

Quotes provided by candidate to Newsweek, Inc.

*This information can be used as a format for further Gubernatorial and/or Presidential elections.

Michael Dukakis — Democrat (1988 Election)

Age: 54

Residence: MA

Employment:

1982- Governor of Massachusetts

1978-82 Director, Intergovernmental Studies, John F. Kennedy School of Government, Harvard University, Cambridge, Massachusetts

1974-78 Governor of Massachusetts

1970-74 Attorney, Hill & Barlow, Boston, Massachusetts

1962-70 State Representative, Massachusetts Legislature

Education:

Harvard Law School, L.L.B., 1960

Swarthmore College, Bachelor of Arts degree in Science, 1955

University of San Marcos, Lima, Peru, 1954

American University (Washington Semester Program), 1954

Why do you want to be President?

I'm the son of Greek immigrants who came to America with the dream of better life. The dream came true for my parents, as it has for Kitty and me and our three children. I am running for President because I believe all Americans have a right to share in that dream. I believe I have the strength to run this country, the experience to manage our government, and the values to lead our people. And I am committed to the kind of vibrant and sustained economic growth that will create opportunity for every citizen in every part of this land.

What qualities would you bring to the presidency?

I want Americans to study my record as Governor—I'm proud of it, and I look forward to building a new record as President.

What are the three most important challenges facing the next president?

To create economic opportunity for all Americans, to carry out a foreign policy that reflects American values, and to preserve an America that is caring and compassionate and concerned about all its citizens.

What impressed you about this candidate?

Do you see any weak points about this candidate in this information?

Quotes provided by candidate to Newsweek, Inc.

*This information can be used as a format for further Gubernatorial and/or Presidential elections.

A Voter's Guide To Campaign '88

After eight years under President Reagan, Americans this year will choose a new leader and perhaps new direction for our national government. To make an informed choice, voters must study the candidates closely and carefully weigh the issues. Use this sheet to begin making your choice now.

RATE THE CANDIDATES Informed voters pay attention to a candidate's campaign tactics. During the next week, follow campaign coverage on TV and in the press. List the candidates you learn about in the spaces provided. How do they rate on the campaign practices listed here? (1 = poor, 5= excellent)

CANDIDATES

--	--	--	--	--	--	--	--

1. CONSTRUCTIVE CAMPAIGNING Explains his/her own position instead of simply attacking his/her opponents.							
2. FACING THE ISSUES Answers questions fully and directly.							
3. STATING A CASE Presents ideas and gives reasons instead of relying on slogans and promises.							
4. REACHING THE PEOPLE Speaks and listens to voters rather than appearing mainly at supporter rallies and media events.							

EXPLORE THE ISSUES. Informed voters find out where the candidates stand on important issues. But they also decide where they stand on the issues themselves. What are your views on the issues listed here? Use the blank space to raise any issues especially important to you, then state your position. Indicate which candidates share your views.

ISSUES	YOUR POSITION	SUPPORTING CANDIDATES
1. U.S./Soviet relations 2. Nuclear arms control 3. U.S. support for Nicaraguan Contras 4. Trade relations with other nations 5. Special help for the needy 6. Environmental safety 7. Combatting AIDS 8. (Your own issue)		

RESEARCH THE REPUBLICAN BIOGRAPHY

Candidate's name: _____ Party: _____ Age: _____
Family economic background (check one): Upper _____ Middle _____ Lower _____
Ancestry: _____ Religion: _____
Previous occupation(s): _____ Military Service: _____
College(s) attended: _____ Major: _____
Highest Degree: _____ Personal monetary worth: _____ Married? _____
Spouse's occupation: _____ # of children: _____

POLITICAL PHILOSOPHY:

Does candidate consider self liberal, moderate, or conservative? _____

POSITIONS ON ISSUES:

Economy:

Trade deficit _____

Government spending _____

National debt _____

Agriculture _____

Foreign Policy:

Arms policy _____

Central America _____

Middle East _____

U.S.-U.S.S.R. relations _____

Social:

Women's rights _____

Minority rights _____

Aid to education _____

Environment _____

Immigration _____

Poverty and welfare _____

Other Issues: _____

YOUR CONCLUSIONS AND OPINIONS:

What are the candidate's strongest points? _____

What are the candidate's weakest points? _____

RESEARCH THE DEMOCRAT BIOGRAPHY

Candidate's name: _____ Party: _____ Age: _____
Family economic background (check one): Upper _____ Middle _____ Lower _____
Ancestry: _____ Religion: _____
Previous occupation(s): _____ Military Service: _____
College(s) attended: _____ Major: _____
Highest Degree: _____ Personal monetary worth: _____ Married? _____
Spouse's occupation: _____ # of children: _____

POLITICAL PHILOSOPHY:

Does candidate consider self liberal, moderate, or conservative? _____

POSITIONS ON ISSUES:

Economy:

Trade deficit _____

Government spending _____

National debt _____

Agriculture _____

Foreign Policy:

Arms policy _____

Central America _____

Middle East _____

U.S.-U.S.S.R. relations _____

Social:

Women's rights _____

Minority rights _____

Aid to education _____

Environment _____

Immigration _____

Poverty and welfare _____

Other Issues: _____

YOUR CONCLUSIONS AND OPINIONS:

What are the candidate's strongest points? _____

What are the candidate's weakest points? _____

RESEARCH THE "OTHER" CANDIDATE BIOGRAPHY (FOR LIBERTARIAN, INDEPENDANT ETC.)

Candidate's name: _____ Party: _____ Age: _____
Family economic background (check one): Upper ___ Middle ___ Lower ___ Ancestry: _____
Religion: _____ College(s) attended: _____ Highest degree: _____ Major: _____
Previous occupation(s): _____ Military Service: _____
Personal monetary worth: _____ Married? _____ Spouse's occupation: _____ Number of children: _____

POLITICAL PHILOSOPHY:

Does candidate consider self liberal, moderate, or conservative? _____

POSITIONS ON ISSUES:

Economy:

Trade deficit _____

Government spending _____

National debt _____

Agriculture _____

Foreign Policy:

Arms policy _____

Central America _____

Middle East _____

U.S.-U.S.S.R. relations _____

Social:

Women's rights _____

Minority rights _____

Aid to education _____

Environment _____

Immigration _____

Poverty and welfare _____

Other Issues: _____

YOUR CONCLUSIONS AND OPINIONS:

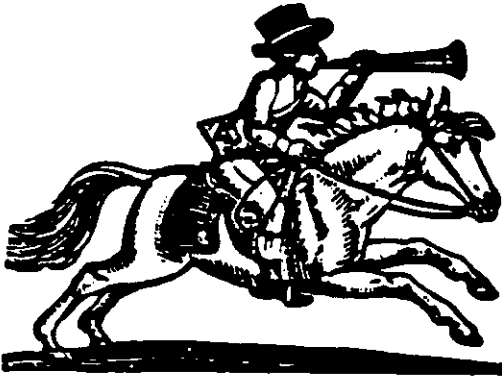
What are the candidate's strongest points? _____

What are the candidate's weakest points? _____

DISCUSS OR DEBATE

1. Several qualified candidates refuse to run each year. They say they don't want their families exposed to the rigors of the campaign and media. Do you think the election process needs to be changed?
2. To run for president you must be at least 35 and a U.S. citizen. Obviously it takes more than that. What qualities do you think should be added, if any?
3. Sen. Gary Hart, D-Colo., dropped out of the presidential race after news reports stated that he spent a weekend with model Donna Rice. Did the press go too far in writing about his personal life? Should a candidate have "personal privacy" from the press?
4. In 1984 a presidential campaign cost \$325 million. How could the country be better served by candidates spending less money? How might these huge debts interfere with the democracy we claim?
5. The 1988 defense budget is expected to top the \$300 billion mark. Are we spending too much on defense?
6. More than 22,000 people have died from AIDS. Should the government provide housing and financial aid to AIDS victims?





Hint, Hint !!

On discuss or debate —

1. These might be assigned as essay topics, **REQUIRING OPINIONS SUPPORTED WITH FACTS.**
2. The topics might also be the basis for team competition —or cooperative learning group work.
3. If debate topics are to be used in debate, students should be given topics ahead of time in order to prepare for factual discussion.

How To Watch A Debate

In 1984, an estimated 85 million Americans watched the televised debates between presidential candidates Ronald Reagan and Walter Mondale. Nine out of every ten American voters say they have watched a candidate debate some time in the past. These include debates among candidates for all levels of public office, from city council to the U.S. Senate to the presidency. No other political events — in fact, few other television programs — produce such large audiences. Why do people watch debates?

Clearly, there is a horse-race quality to a candidate debate; people want to know who will "win." But there is more. Before voters go to the polls, they want to know where candidates stand on the issues, what leadership qualities the candidates possess, how they react under pressure, even what they look like. Voters want to comparison shop and to see the candidates meet head-on and face-to-face.

Think of other ways we learn about candidates. The 60-second spot on TV is produced by a media advisor, the letter seeking contributions is written by a professional fundraiser, and news reports are filtered through the eyes of reporters. Compared to these, the candidate debate provides a direct opportunity to hear candidates speak for themselves, unrehearsed, without a prepared speech.

Still, viewers need to watch debates with a careful eye. Television can emphasize image over substance. Good debaters are not necessarily better leaders.

Candidate debates: A behind the scenes look

At first glance, the purpose of a debate seems obvious — to provide voters with the information they need to make an intelligent choice at the polls. Debates also help to get the public interested in an election and to educate voters about the issues.

But those directly involved in debates may have other goals. For candidates, it is to get elected. Candidates weigh every debate decision — whether to debate, what format is best, even what curtain colors and camera angles they want — with one question: "Will it help me win?" Television broadcasters who air the debate want to attract an audience with a lively show and a hot race. The debate that gets on the air is the result of delicate juggling of all these goals.

The juggling takes place in negotiating sessions between the debate sponsor, the candidates, and, in some cases, the broadcaster. Negotiations focus on such issues as the number, date, site and format for the debate. These negotiations often are long and difficult and they may involve what seem to be small details. The negotiations for the presidential and vice-presidential debates in 1984, for example, went on for an intense three-week period before the debate schedule finally was set. Weeks later, conflicts arose over such issues as the color of the backdrop curtain and the placement of furniture on stage. Though minor, each dispute could have led one candidate or the other to back out of the debate at the last minute.

Format

The negotiations about format — the actual structure of the debate — are usually the most intense. A candidate debate can use any format that puts candidates face-to-face stating their views and responding to their opponents. Using this definition, what methods can you think of to structure debates?

Candidates tend to prefer safe formats that protect them from direct confrontation. The "modified press conference," used in the 1984 Reagan-Mondale debates, is an example of this format in which a journalist poses a question, a candidate has several minutes to respond, the journalist poses a follow-up question; and the same candidate responds. The next candidate goes through the same questioning process and then each has a chance to rebut, or refute, the opponent. This format guarantees each candidate equal time and takes advantage of the knowledge of a number of journalists. However, it provides little opportunity to challenge a candidate who is dodging a question and often allows the press to set the agenda for the debate; sometimes issues of most concern to the public and to the candidates are missed in the process.

Contrast the above format with the much less structured "single moderator format" used in the 1984 Democratic primary debates. A single moderator posed questions to the candidates and was free to follow up immediately if a candidate ducked the question or responded with an answer that was too general. Candidates were given time to ask questions of each other. This format usually results in a much livelier interaction between candidates and tends to highlight differences in the candidates' stands on the issues. However, it requires a skilled, well-informed moderator who is able to make sure all candidates get equal opportunity to present their views.

In some debates, audience questions are used, either live or prescreened. Formal opening and/or closing statements by the candidates often are included. Sometimes, several formats are combined in one debate. As you watch debates, consider the strengths and weaknesses of the format, and keep in mind that the format selected probably reflects a compromise reached by the candidates, the debate sponsor and possibly the broadcaster.

Candidate participation

As you watch a debate, note who is and who is not included. Are minor party and/or independent candidates involved? Deciding whom to include in a debate is not always easy or obvious for debate sponsors. Some debate sponsors choose to include only major candidates in order to use the brief time available to give voters an opportunity to compare candidates with a realistic chance of winning. Other sponsors prefer to open the platform to all legally qualified candidates, providing voters with an opportunity to hear all candidates' points of view. Which position do you think is most informative to voters? Either way poses potential problems. In 1980, for example, the League of Women Voters Education Fund announced it would include in its presidential debates all candidates receiving more than 15 percent support in national nonpartisan public opinion polls. Independent candidate John Anderson met that criterion, and the League invited him to participate in the first presidential debate. The Democratic contender, President Jimmy Carter, promptly pulled out. Later, when Anderson's support dipped below the League-established 15 percent criterion, he was not invited for the second debate. Carter then agreed to take the stage opposite Republican candidate Ronald Reagan.

Impact of debates

Most scholars agree that debates rarely cause a dramatic change in the course of an election. They seldom make a winner out of a long-shot nor can they destroy a candidate who is far ahead in the polls. In fact, studies of the impact of presidential debates show that debates tend to confirm the choices people have already made. According to these studies, even if a candidate makes a major mistake or says something supporters do not like during a debate, most supporters adjust their views in order to remain loyal to the original candidate.

This is not to say that debates do not shape voters' opinions. In fact, they have the greatest impact on undecided voters. Watching a debate helps an uncommitted voter decide how to cast a ballot on election day.

In addition, studies show that debates influence voters in other important ways. Debates stimulate interest in the election and inform the public about the issues involved in the campaign as well as the candidates' positions on those issues. They put candidates on the record, so they can be held accountable once in office. They help rally a candidate's supporters to get involved in the campaign and to vote. And finally, they provide a great deal of information about the personalities of the candidates.

In sum, candidate debates can play a vital role in our democracy. In a country in which only about half of all eligible voters cast their ballots in the 1984 presidential elections, the role that televised debates play in stimulating and educating voters is especially important.

Debates, though, will remain only as good as the public wants them to be. Because many candidates want safe debates — or all too often, no debates at all — it is up to the public to persuade candidates to debate and to accept better, more challenging formats. And then, it is up to the debate audience to evaluate the candidates — to differentiate between style and substance — and to make informed choices at the polls.

Rate the debate

You will get more out of watching a debate if you are well prepared. Get ready by following press reports on the candidates. Knowing their campaign positions ahead of time and knowing something about the issues that are likely to come up in the debate will help you to understand the questions and answers and to evaluate the candidates' performance. It also is helpful to get some background on the debate sponsor and follow any campaign conflicts over the debate itself.

Rate the debate format

A good format should be interesting and fair, should provide information about the candidates' views on the issues and should help you judge the candidates' leadership qualities. In evaluating the debate format, consider:

1. Does it give all candidates equal opportunity to speak and to respond to opponents?
2. Does it hold your interest? Does it allow the differences between the candidates to surface?
3. Does it make it easy for the candidates to talk about the issues? Does it allow the candidates to state their view clearly? Does it allow the candidates to be pinned down?
4. Does it give you insight into the candidates' personalities and leadership qualities?

Rate the moderator/panelists

1. Is the moderator in control of the debate?
2. Are the questions fair? Are they equally tough on all candidates?
3. Are the questions clear? Is there enough information so that viewers understand the meaning of the answers? Are follow-up questions used to help pin down the candidates?
4. Do the questions cover the important issues? Are there any major issues that are not mentioned?
5. Does the moderator or do any of the panelists talk too much?
6. Does the moderator allow each candidate the same amount of time to talk?

Gubernatorial Debate Activity

Debates will be televised as gubernatorial candidates compete for votes. These debates are tentatively scheduled for _____ Watch at least one of the debates. Use this score sheet to analyze the candidates' performances and to decide who "won" or "lost" the debate.

Date/Place of Debate _____

1. For each issue debated, rate each candidate from 1 (poor) to 5 (excellent) on his/her performance. Keep in mind clarity, logic, factual knowledge, consistency, etc. Possible topics are: nuclear weapons, foreign relations, the economy, the environment, education trade, minority rights. Listen for other topics as well.
2. Rate each candidate on his/her television impression. Consider appearance, delivery, warmth, positive or negative mannerisms.
3. Total each candidates' points. Answer the analysis questions. Decide on the debate winner and loser.

Candidate:	1	2	3	4	5
Issue:					
1. _____	_____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____	_____

TV Impression:

Total Score:

Questions for analysis:

1. Did the candidates' relative scores match your expectations? Why or why not?
2. What factors might have contributed either positively or negatively to the candidates' performances?
3. What impressed you most about each candidate? What disappointed you most about each?
4. Compare your results with those of media analysts. Are they similar? Different? Why?
5. Compare your assessment with those of your classmates. Evaluate the similarities or differences.
6. If you were to vote today for the governor, which candidate would you choose and why?
7. How did the debate alter or reinforce your views?
8. Did the candidate(s) who scored highest on issues also score highest on television impression?

Winner _____ Loser _____

Rate the Candidates

Rate the candidates

Most of your attention during a debate centers on the candidates' performance, and rightly so. But as you watch, be aware of your reactions both to the substance of the candidates' remarks and to the visual images they convey. Those images can be powerful. For example, two revealing polls were taken after the 1960 debates between John Kennedy, who came across as youthful and energetic, and Richard Nixon, who looked tired and older. A majority of television viewers judged Kennedy the debate winner, but a poll of radio listeners gave the victory to Nixon. Clearly, the power of image can cause voters to overlook the substance of a debate. Therefore, as you evaluate candidates, consider:

Image

1. Are you influenced by the age, sex, clothes, posture or other physical characteristics of the candidates? How?
2. What impressions do the candidates convey as the debate progresses? Who appears more relaxed? more sincere? more confident?
3. Who knows how to use television better? Do the candidates look directly at you (into the camera) or elsewhere (at the panelists, live audience, etc.)? Does this affect your overall impression of the candidates?

Substance

1. Do the candidates answer or evade the questions?
2. Do the candidates tell you their stands on issues or do they respond with emotional appeals and campaign slogans?
3. Do the candidates give their own views, or do they mostly attack the opponent? Are the attacks personal or directed at the opponent's policies?
4. Are the answers consistent with the candidates' previous positions?
5. Is the candidate well informed? Do the candidates use facts and figures to help you understand or to confuse you?
6. Are the answers realistic or are they just campaign promises?

You may want to read a transcript or view a videotape of the debate to help answer these questions.

Rate the impact of the debate

Political debates are but one event in a long campaign season. How has the debate influenced the campaign? In evaluating the impact of a debate, consider the following:

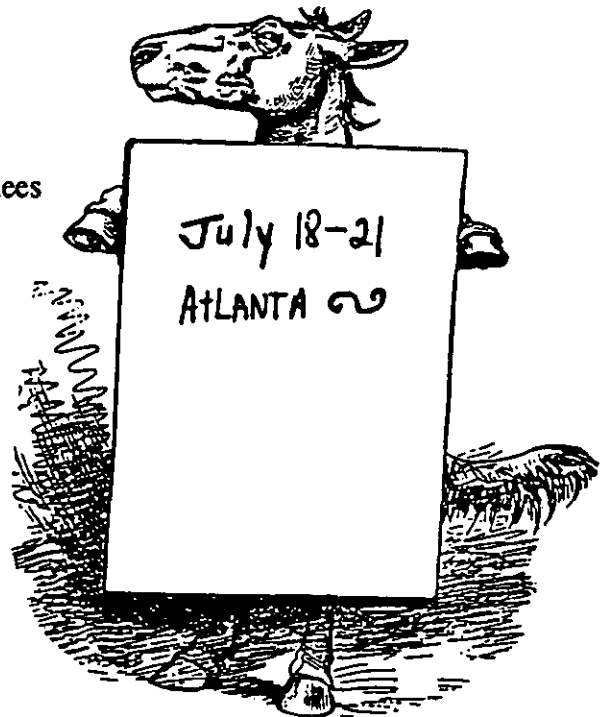
1. At what stage in the campaign is the debate taking place?
2. What press coverage, if any, is there of the debate? Does it cover important issues or focus on attention-getting details (mistakes, slogans, etc.)?
3. Did the debate change press coverage of the campaign? Are different issues emphasized?
4. Did the candidates' ratings in the polls change after the debate?
5. Has interest in the campaign changed? How?
6. Have the behavior, policy positions or campaign strategy of either candidate changed? How?

In Order!!?

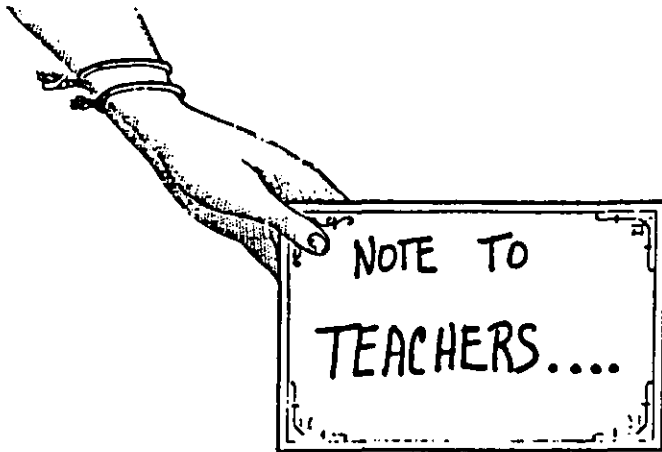


Arrange the following political events in proper chronological order. Remember — these apply to the 1988 Presidential Election.

1. Iowa Caucus (first caucus)
2. Formal announcement of candidacy
3. Super Tuesday — southern primaries
4. First Primary (New Hampshire)
5. Federal funds given to candidates
6. California and New Jersey Primaries (last primaries)
7. Conventions (Democratic and Republican)
8. Election Day
9. Labor Day Kick-Off — first big public showing
10. TV debates between Republican and Democratic nominees



Previous Timeline Used For 1988 Presidential Election



Correct order for "IN ORDER" events.

1. Formal announcement of candidacy - September 1986
2. Federal funds - January 1, 1988
3. Iowa - First Caucus - February 8, 1988
4. First Primary - New Hampshire - February 16, 1988
5. Super Tuesday - March 8, 1988
6. Last Primaries (California and New Jersey) - June 7, 1988
7. Conventions — Democrat - July 18-21, 1988
— Republican - August 15-18, 1988
8. Labor Day Kick-Off -
9. TV Debates - September 14 and 25, October 11 and 27, 1988
10. Election Day - November 8, 1988

Complete a timeline for the 1990 Gubernatorial election.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

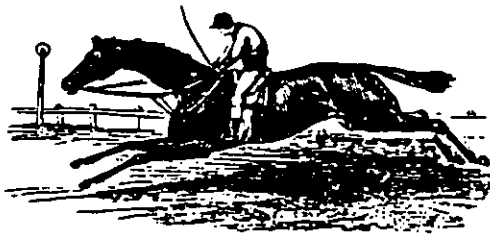
Glossary

Absentee Voting Ballot	A means to vote other than on election day. The cards, papers, booklet, pages or other material containing the names of offices and candidates and the statements of measures to be voted on.
Bloc	A group of persons, parties, or nations united for common action.
Caucus	A meeting of the active members of a political party to decide upon policies or the selection of candidates.
Charisma	Leadership qualities that attract the following of large numbers of people.
Clerks	Precinct election board worker responsible for recording those who have voted in a booklet called a poll list and performs other duties assigned by the Inspector.
Coalition	A combination of several interest groups or factions for the purpose of achieving some political goal. Successful candidates for the presidency must attract a large coalition of diverse voters in order to win the election.
Conservative	A person favoring political and social policies that preserve the existing order.
Constituent	A person represented by an elected official.
Dark Horse	A person receiving unexpected support for the nomination at a party convention; from the race track term for a little known horse who did well in a race.
Demography	The study of the characteristics of human populations, such as size, density, distribution, and growth.
Ethnicity	The racial, national, religious, or cultural characteristic particular to a group of people.
Faction	A group of persons forming a cohesive part of an interest group.
Fairness Doctrine	A requirement of the Federal Communications Commission (FCC) that broadcasters and telecasters make every effort to ensure that differing points of view are heard.
Favorite Son	A person nominated at a party convention, often as an honorary gesture, by the delegates from that candidate's home state.
"GOP"	Grand Old Party, the Republican Party.
Grass Roots	People at a distance from the major political center. A grass-roots candidate usually has little official party support.
Incumbent	The person currently holding a public office.
Interest Group	A group that comes together because of a strong common goal or interest and tries to influence government.
Keynote Address	The opening speech at a political convention.
Lame Duck	A public official serving out a term after having been defeated for re-election, or being ineligible to run for reelection.
Liberal	A person favoring political and social policies of change, progress, and reform.
Majority	A number one more than half of the total. A majority vote is 50% of those casting ballots plus one.
Partisan	A strong supporter of a party, cause, person, or idea.
Plank	An article of a political platform, just as a plank is a piece of wood that is part of the foundation of a building.
Platform	The formal declaration of the principles and policies of a group like a political party.
Plurality	A number of votes cast for a candidate in a contest of more than two candidates that is greater than the number cast for any other candidate.
Political Action Committee (PAC)	A committee representing a special interest group, corporation, or labor union that raises money and provides campaign contributions to friendly candidates.
Political Party	An entity organized nationally or locally for gaining support of registered electors who prefer to be aligned with the philosophies of such an organization.
Pundit	A popular term used to describe a political expert.
Rank and File	Those who form the common and major portion of any group, like a political party.
Telegenic	Presenting a pleasing appearance on television.

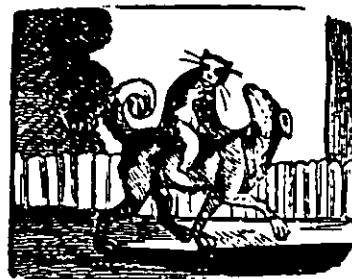
Glossary Activity

Use the glossary to complete each of the following:

1. Would you consider the Republican nominee to be a conservative or liberal? Why?
2. Would you consider the Democratic nominee to be a conservative or liberal? Why?
3. Why and how would campaign advisors use demographic information in preparing the campaign?
4. How does ethnicity play an important part in this or any campaign?
5. Watch a network news broadcast. Evaluate how well it adheres to the fairness doctrine.
6. Who is the GOP nominee?
7. Is there an incumbent as a presidential nominee this year? Why or why not?
8. Name three interest groups or factions to which candidates must appeal.
9. Which amendment is known as the Lame Duck amendment? Why is Ronald Reagan a lame duck?
10. Must a nominee win a majority or plurality of electoral college votes in order to win the presidency?
11. What do you think is a benefit and a drawback of a PAC?
12. On a scale of one to ten, how would you rate the charisma and telegenic quality of the two presidential nominees?



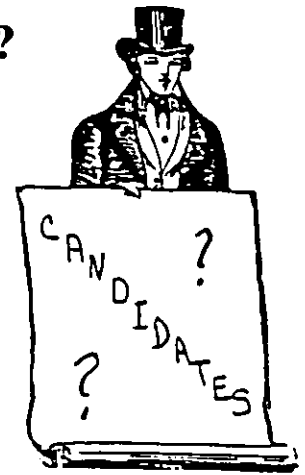
Dark Horse



Coalition

How Much Do You Know About...?

1. Which candidate is the younger?
2. Which candidate has been in politics longer?
3. Which primary candidate dropped out of the race?
4. Which was a navy bomber pilot at 19?
5. Which served in China as United Nations Emissary?
6. Which candidate ran for governor in 1982 and lost?



1. How many states hold primaries? Caucuses?
2. Where and when was the first presidential primary?
3. Which state has the most convention delegates.
4. In the first televised presidential debates, who was the winner?
5. What state has the first presidential caucus?
The first primary?



Primaries

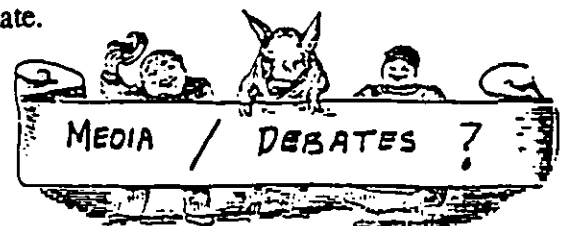
1. In Nicaragua, whom does the U.S. support?
2. What is treatment for AIDS patients expected to cost by 1991?
3. What is Star Wars?
4. What percent of young adults finish high school in the U.S.?
5. How much out of every budget dollar goes for defense?
6. Our trade deficit will reach \$400 per U.S. citizen by 1990.
What does this all mean?



Issues

1. Which presidential candidate in history ran the first TV ads?
2. Which president became known as the great communicator?
3. In the first televised debates, who was considered the loser?
4. How much of presidential campaign budgets are spent on TV commercials?

You may wish to develop information on the Gubernatorial candidate.



Answers To "How Much Do You Know"

Candidates:

1. Dukakis
2. Bush
3. Dole, Du Pont, Kemp, Robertson (Republicans) Babbitt, Gephardt, Gore, Simon (Democrats)
4. Bush
5. Bush
6. Dukakis

Primary:

1. 36, 15 (three states have both primaries and caucuses, one for each party)
2. Wisconsin, 1905
3. California with 150 Republican delegates and 336 Democratic delegates
4. John F. Kennedy
5. (c) Hawaii - January 27 (for Republicans only) (p) New Hampshire

Issues:

1. Nicaraguan Contras
2. \$8-\$16 Billion
3. A high-tech defense system designed to protect U.S. citizens with a nuclear umbrella in case of attack.
4. 86%
5. \$0.29
6. It means that the U.S. buys more goods from other countries than it sells to other countries. We spend \$400 more per person than we sell.

Media/Debates:

1. Eisenhower - 1952
2. Ronald Reagan
3. Richard Nixon
4. More than half

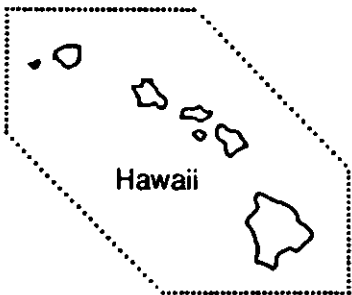
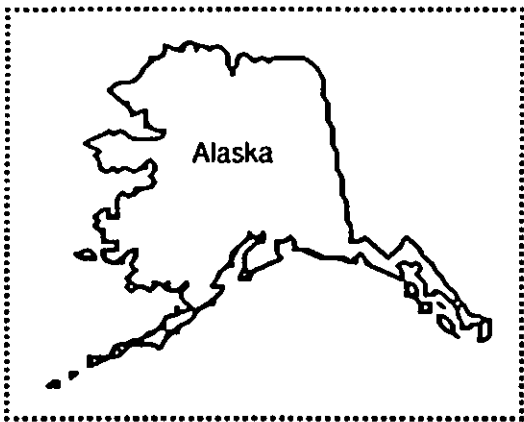
Election Night Record

1. As wins are announced, place a check in the appropriate column. Also, color code the map as candidates win states.

2. What states would be considered major wins due to electoral college votes?

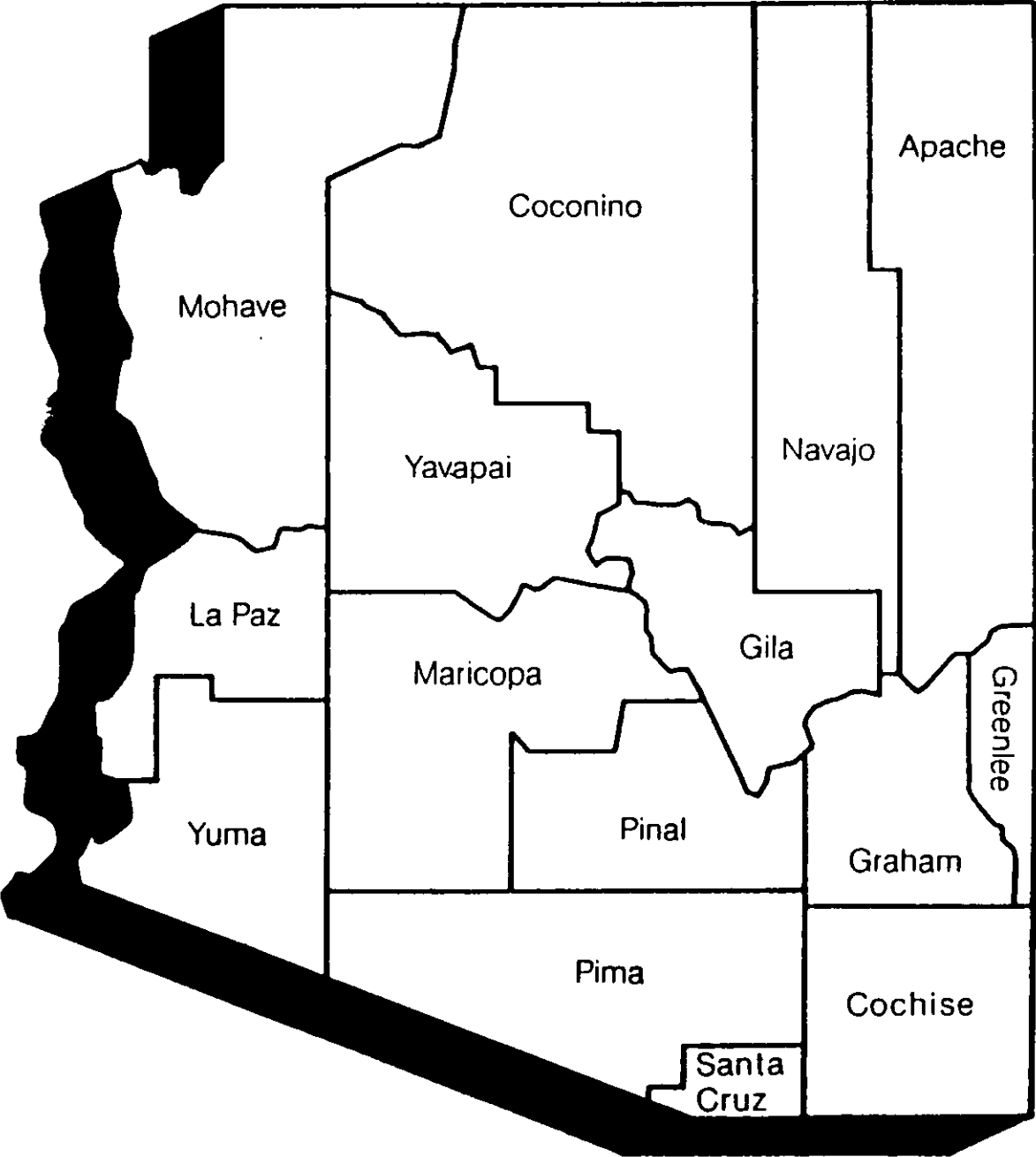
State & Electoral College Votes	Rep Cand	Dem Cand
Alabama, 9		
Alaska, 3		
Arizona, 7		
Arkansas, 6		
California, 47		
Colorado, 8		
Connecticut, 8		
Delaware, 3		
D.C., 3		
Florida, 21		
Georgia, 12		
Hawaii, 4		
Idaho, 4		
Illinois, 24		
Indiana, 12		
Iowa, 8		
Kansas, 7		
Kentucky, 9		
Louisiana, 10		
Maine, 4		
Maryland, 10		
Massachusetts, 13		
Michigan, 20		
Minnesota, 10		
Mississippi, 7		
Missouri, 11		
Montana, 4		
Nebraska, 5		
Nevada, 4		
New Hampshire, 4		
New Jersey, 16		
New York, 36		
North Carolina, 13		
North Dakota, 3		
Ohio, 23		
Oklahoma, 8		
Oregon, 7		
Pennsylvania, 25		
Phode Island, 4		
South Carolina, 8		
South Dakota, 3		
Tennessee, 11		
Texas, 29		
Utah, 5		
Vermont, 3		
Virginia, 12		
Washington, 10		
West Virginia, 6		
Wisconsin, 11		
Wyoming, 3		
TOTAL:		

United States Map



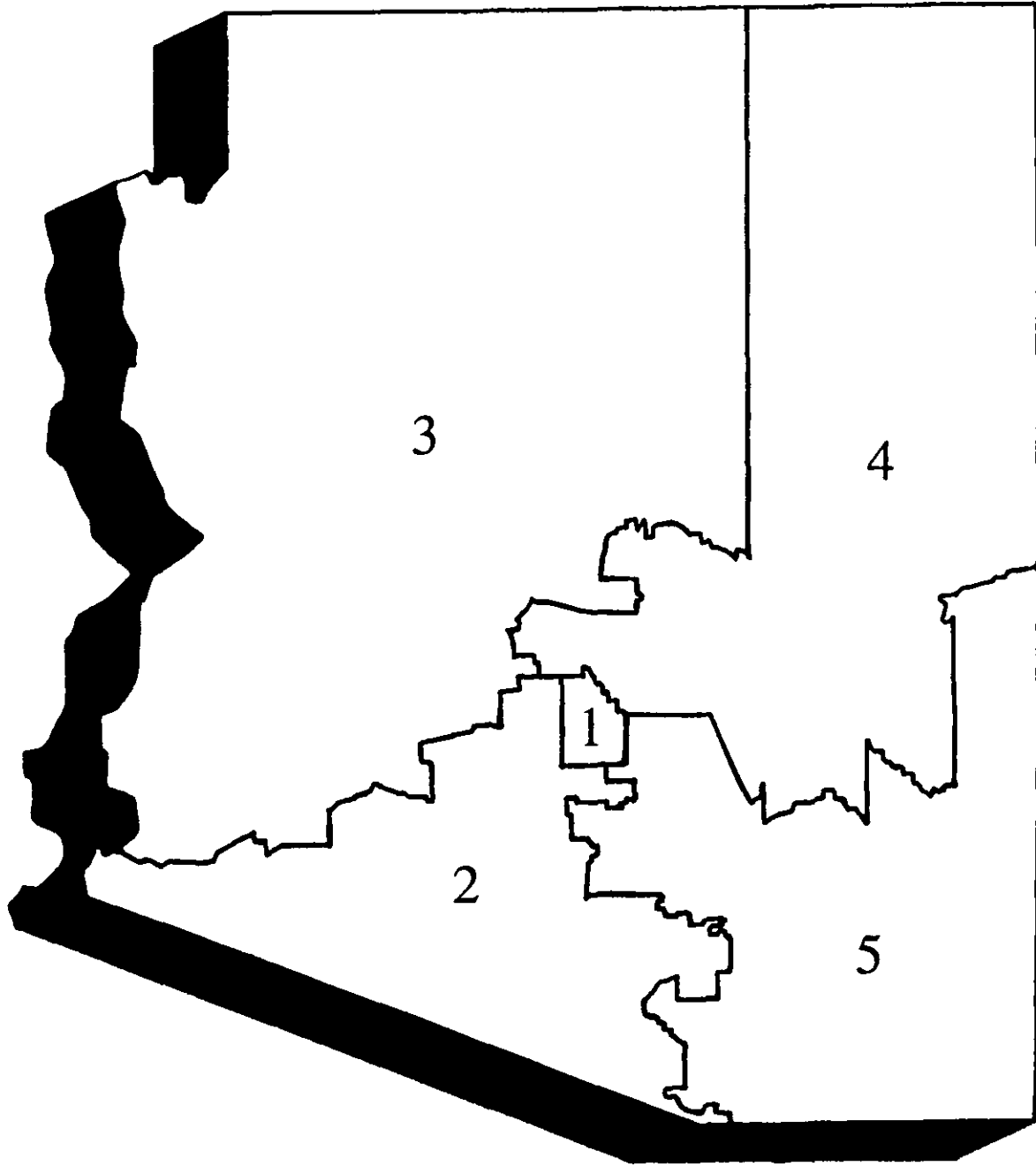
State of Arizona

County Map



State of Arizona

Congressional Districts



**NEW
DOCUMENT**

KIDS VOTING CURRICULUM

GRADE

7

CHAIRPERSONS:

**ROBERT CLECKNER -
TEMPE ELEMENTARY SCHOOL DISTRICT**

**CONNIE J. HONAKER -
GILBERT PUBLIC SCHOOLS**

TEACHER COMMITTEE:

Wendy Arrington - Patterson Elementary
Brian Burke - Mesquite Junior High School
Patricia Cuendet - Fees Junior High School
Cindy Johnson - Fees Junior High School
Janet Martin - Aguilar Elementary School
Vicki McGaw - Fuller Elementary School
Michelle Munoz - Fees Elementary School
Ellen Salvesen - Fees Elementary School
Vicky Skousen - Gilbert Junior High School
Gary Wactuch - Fees Junior High School

TECHNICAL ASSISTANCE :

Nancy Devore - Gilbert Junior High School
Annette Tucker - Fees Junior High School

KIDS VOTING™ PROGRAM

PART ONE

RIGHTS AND RESPONSIBILITIES OF VOTERS

GOALS AND OBJECTIVES FOR GRADE 7

GOAL I: Rights and Responsibilities of Voters.

Objectives for Grade 7

LEARNERS WILL BE ABLE TO:

- 7.1 Recognize voting as a responsibility of citizenship
 - 7.1.1 understand the importance of voting
 - 7.1.2 learn about influences on voters

- 7.2 Understand mechanics of the election process in the U.S.
 - 7.2.1 list the qualifications to vote
 - 7.2.2 know how, when and where to register
 - 7.2.3 identify own polling place and rules of behavior at polls
 - 7.2.4 identify election board

- 7.3 Become aware of voter rights in the U.S.
 - 7.3.1 understand the expansion of suffrage in the U.S.
 - 7.3.2 learn about recent changes in civil rights as they apply to voting

- 7.4 Understand the election process as it relates to the levels of government
 - 7.4.1 differentiate between primary and general elections
 - 7.4.2 differentiate between local, state and federal elections
 - 7.4.3 comprehend how the electoral college determines the presidential winner
 - 7.4.4 know the difference between elected and appointed positions at the federal level

GOAL II: Know your candidates.

7.5 Know the candidates and the offices for which they are running

7.5.1 know the legal qualifications for each office

7.5.2 become familiar with the candidates' personal background

7.6 Become aware of the campaign process

7.6.1 know how the candidates get their names on the ballot

7.6.2 learn the role of national conventions in the nominating of presidential candidates

7.7 Recognize the role of the media in the election process

7.7.1 know how the candidates use the media in their campaigns

7.7.2 learn how the candidates use propaganda techniques in their campaigns

7.8 Understand major campaign issues

7.8.1 learn about the issues

7.8.2 learn about the candidates' positions on the issues

Learners will:

OBJECTIVE: 7.1 Recognize voting as a responsibility of citizenship.

SUGGESTED ACTIVITIES:

- 1) Group discussions on one of these topics (chosen by the teacher).
 - a) changing starting and ending times of the students' school day
 - b) pros and cons of school uniforms
 - c) changing starting and ending dates of school year
- 2) Break into small groups and appoint group spokesman and secretary. Provide 3-5 rationales (in writing) for group decision, then present decision to the class.
- 3) Class vote (primary election).
- 4) Top two plans voted on in class general election (after 5 minutes for campaigning).

Learners will:

OBJECTIVE: 7.2 Understand the mechanics of the election process in the U.S.

SUGGESTED ACTIVITIES:

- 1) Narrative or teacher instructions on voter qualification — "Who can vote?"
- 2) Teacher instruction on voter registration — "When do you register?" and "Where do you register?"
- 3) "How do you get an absentee ballot?"
- 4) Students will identify the location of polling places in their community.
- 5) Students will identify the polling location in their precinct using their home address.
- 6) Brainstorm: tell the students to imagine and think of some problems that could occur if there were a presidential election in which anyone could vote and that no one would be watching or supervising the election.

-list on blackboard their responses (e.g., cheating, little children, foreigners, stuffing ballot box).

-state an imaginary situation in which this has happened. Next, ask the students why these problems are wrong, why rules in an election are important. Write the term "Election Board" on the blackboard and tell the students it is the job of the election board to make sure rules are followed so the election is fair.

-have students return to their seats and explain they are going to find out more about election boards, rules and the absentee ballot and use a guidebook to locate information on a worksheet.
WORKSHEET ATTACHED

- 7) Using registration form, have student fill out registration.
- 8) Have students locate their polling place on city map.

- 9) Display sample ballot in classroom for demonstration.
- 10) Brainstorm: tell the students they are going to think of their favorite "star" (e.g., singer, movie star), who would make a good president, write ten names on the board.

-explain to the students that not anybody can run for a political office and that minimum qualifications are established in the Constitution, have the students divide into small groups and allow a set amount of time for them to locate the minimum qualifications a candidate would need to run for President — one student will act as secretary.

-have the students choose those names on the board whom they believe would make the best president, let them know that the people they choose must meet minimum qualifications, not just popularity.

-as each group completes a list, take a count of which name was chosen and list on the board by name; next, have a spokesperson from each group justify why they believe their choices meet requirements.

- 11) On Suggested Activity (1), include a sample profile that could be used in class.
- 12) Homework activity: students will contract with their parents for a time set aside for a discussion on when and where parents will be voting in future elections. Contract will require a trip to the polling location with parent.

RESOURCES:

- 1) List of voter qualifications
- 2) List of rules on registering
- 3) List of permanent places to register
- 4) Sample ballots and absentee ballots
- 5) Maps of the city where students reside for each student with polling places and precincts marked
- 6) Secretary of State's Office
- 7) County Registrar's Office
- 8) Maps - Chamber of Commerce
- 9) Contact state registrar or Secretary of State's office for information on polling areas
- 10) Maricopa County Elections Department

Learners will:

OBJECTIVE: 7.3 Become aware of Voter Rights in the U.S.

SUGGESTED ACTIVITIES:

Students will make a time line on the expansion of voter's rights and civil rights changes in the U.S.

- 1) Briefly discuss with students the rights of voters in the beginning of our country's formation.
- 2) Give students a list of civil rights and voter suffrage events.
- 3) Place students in small groups, assign each group a topic from the list of events.
- 4) Have each group go to a reference area and write a two minute presentation to each event.
- 5) Each group presents their topic before the class.
- 6) Each student will make a time line on voter's suffrage and civil rights events while listening to reports.

RESOURCES:

- 1) Teacher will provide time line handout
- 2) Reference materials (e.g., library, department resources)

Learners will:

OBJECTIVE: 7.4 Understand the election process as it relates to the levels of government.

SUGGESTED ACTIVITIES:

- 1) Students will refer to U.S. political map with the electoral college votes on it (or refer to a map from a text resource).
- 2) Teacher will assign students into small groups.
- 3) Students in each group will elect a spokesperson and secretary.
- 4) Students will list the ten states a candidate will most likely want to campaign in for the next presidential election and explain their reasons for their selections of those states in writing.
- 5) Students will present their states and explanations to the class.
- 6) Students will listen to instruction by the teacher on how the electoral college works to elect our presidents.
- 7) Students will be given a political map of the U.S.
- 8) Students will be given a list of the 50 states and District of Columbia and their electoral votes.
- 9) Students will place the electoral votes for each state on the U.S. political map.

- 10) Students will explain the difference between primary and general elections.
- 11) Students will identify types of elections that are local, state and federal.
- 12) Students will list the positions on the federal level that are appointed and elected positions.

RESOURCES:

- 1) Political maps of U.S.
- 2) List of electoral votes for each state and the District of Columbia
- 3) Print media
- 4) Textbooks
- 5) Scholastic magazines

Learners will:

OBJECTIVE: 7.5 Know the candidates and the offices for which they are running.

SUGGESTED ACTIVITIES:

Divide class into groups and assign each group a candidate. Create a chart with each group bringing in pictures of the candidate, personal background information, political affiliation and issues.

- 1) Write or go over orally each elective office.
- 2) Write or go over orally the names of the candidates for each office.
- 3) Write or go over orally the political party of each candidate.

RESOURCES:

- 1) Poster board, butcher paper, felt pens, newspapers, magazines, etc.
- 2) Classroom set of sample ballots
- 3) Secretary of State's Office
- 4) County Registrar's Office

Learners will:

OBJECTIVE: 7.6 Become aware of the campaign process.

SUGGESTED ACTIVITIES:

- 1) Students will study a presidential candidate's steps to get his/her party's nomination.
- 2) Each student will produce a flow chart on the steps taken by each candidate to get his/her party nomination (e.g. name on state primary ballot, campaign funding, nomination in party convention).

RESOURCES:

- 1) Print media
- 2) Flow chart paper
- 3) Print media

Learners will:

OBJECTIVE: 7.7 Recognize the role of the media in the election process.

SUGGESTED ACTIVITIES:

- 1) Each student or group will make a campaign poster on buttons or a commercial for a candidate.
- 2) Each student will bring in a sample campaign advertisement or button, etc.
- 3) Each student will receive information defining the various propaganda techniques.
- 4) Each student or group will either bring in an example of an advertisement using a propaganda technique or create their own advertisement using a propaganda technique.

RESOURCES:

- 1) Textual and/or dictionary materials
- 2) Poster materials
- 3) Electronic or print media
- 4) Local print media

Learners will:

OBJECTIVE: 7.8 Understand major campaign issues.

SUGGESTED ACTIVITIES:

The teacher will discuss with the class the major issues of the day (e.g., economy, education, defense, foreign affairs, social issues, etc.). The students will use research using campaign literature, print and/or electronic media, etc. on how the candidate(s) stands on the issues. Each student will keep a chart on his candidate (or could add it to chart under objective 1, part II).

RESOURCES:

- 1) Newspapers, magazines, radio, TV, campaign literature, etc.
- 2) Local and national publications
- 3) Electronic media
- 4) Contacts to the various candidates' campaign headquarters

PARENT CONTRACT

Today's Date _____

I, (name) _____, will be voting on (date) _____
(time) _____ (polling place) _____
with my child, _____.

Parent's Signature _____

Student's Signature _____

Date _____

Today's

I, (name) _____, will be discussing the importance
of voting on (date) _____ with my child, _____

We will be voting at the following location: _____

Parent's Signature _____

Student's Signature _____

KIDS VOTING™ PROGRAM

The Election Board and Its Rules and Responsibilities

- 1) List and describe the duties of Election Board members before the polls open.
- 2) Why wouldn't a voter be allowed to vote?
- 3) Identify four board member positions.
- 4) Describe the duties of the inspector.
- 5) How many judges are assigned to each polling place? List four responsibilities.
- 6) What are "absentee" voters?
- 7) List the responsibilities of the Marshal.
- 8) Who directs and supervises the polling place?
- 9) Is electioneering permitted inside the polling place?
- 10) Can the ballot box be opened before the polls are closed? Why or why not?

**NEW
DOCUMENT**

KIDS VOTING CURRICULUM

GRADE

8

CHAIRPERSONS:

**ROBERT CLECKNER -
TEMPE ELEMENTARY SCHOOL DISTRICT**

**CONNIE J. HONAKER -
GILBERT PUBLIC SCHOOLS**

TEACHER COMMITTEE:

**Wendy Arrington - Patterson Elementary
Brian Burke - Mesquite Junior High School
Patricia Cuendet - Fees Junior High School
Cindy Johnson - Fees Junior High School
Janet Martin - Aguilar Elementary School
Vicki McGaw - Fuller Elementary School
Michelle Munoz - Fees Elementary School
Ellen Salvesen - Fees Elementary School
Vicky Skousen - Gilbert Junior High School
Gary Wactuch - Fees Junior High School**

TECHNICAL ASSISTANCE :

**Nancy Devore - Gilbert Junior High School
Annette Tucker - Fees Junior High School**

KIDS VOTING™ PROGRAM

PART ONE

RIGHTS AND RESPONSIBILITIES OF VOTERS

GOALS AND OBJECTIVES FOR GRADE 8

GOAL I: Rights and Responsibilities of Voters.

Objectives for Grade 8

LEARNERS WILL BE ABLE TO:

8.1 Recognize voting as a responsibility of citizenship

- 8.1.1 list influences on voters
- 8.1.2 become aware of voter turn-out rate
- 8.1.3 understand the importance of voting

8.2 Understand the mechanics of the election process in the U.S.

- 8.2.1 list and identify candidate qualification
- 8.2.2 describe the registration process
- 8.2.3 identify polling places
- 8.2.4 identify election board
- 8.2.5 recognize rules as directed by board
- 8.2.6 become familiar with ballot format and language
- 8.2.7 identify absentee ballot process

8.3 Understand the election process as it relates to the levels of government

- 8.3.1 differentiate types of elections
- 8.3.2 identify and locate Congressional and legislative districts
- 8.3.3 differentiate between elected and appointed officials

8.4 Recognize the political influences in our democratic system

- 8.4.1 describe major political parties and their beliefs
- 8.4.2 recognize the influences of lobbies and special interest groups

GOAL II: Know Your Candidates.

8.5 Know the candidates and the offices for which they are running

- 8.5.1 become aware of the candidates' personal background
- 8.5.2 state the candidates' political party and philosophy
- 8.5.3 list legal qualifications of the office being sought

8.6 Understand the major campaign issues

- 8.6.1 research issues**
- 8.6.2 make contact with candidates and officials**

8.7 Recognize the role of the media in election process

- 8.7.1 list types of media used in campaign process**
- 8.7.2 understand the use of propaganda techniques in campaigns**

8.8 Describe the campaign process

- 8.8.1 list the steps used to place a candidate's name on a ballot**
- 8.8.2 recognize goals of political conventions**
- 8.8.3 understand the steps of a campaign trail**
- 8.8.4 identify the importance of voters as volunteers and contributors**

Learners will:

OBJECTIVE: 8.1 Recognize voting as a responsibility of citizenship.

SUGGESTED ACTIVITIES:

- 1) Homework day before — think about influences in your life: Bring in a list of influences, also a picture indicating influences or attitudes toward something. (You will need to identify the issue.)
- 2) Brainstorm lists, put pictures, articles on butcher paper like a collage.
- 3) Ask about a school rule, law (e.g. time of day, days in school a year, academic requirements — you can ask or dictate). Write down the rule/task at hand — have students debate rule in groups. Have leaders bring forth arguments — vote. See if any "change" was made and what would have happened if the issue wasn't addressed at all.

RESOURCES:

- 1) Refer to percentage of voter turnout in last state/national elections. Print out.
- 2) Statistics reference to number of voters registered, age and percentage that vote.
- 3) League of Women Voters address and telephone number
- 4) Voter registration address and number

Supplemental Activities: (If time allows)

- 1) Discuss recall elections and problems associated with them.
- 2) Compare USSR's communist party electoral system with the U.S.
- 3) Investigate different electoral systems in other countries (e.g., Australia, England, Costa Rica).
- 4) List influences that help to form our opinions, attitudes (e.g., places you've lived, religion, parents, peers). How did they influence you? How do the changes in your attitudes/opinions occur?
- 5) Discuss a school rule or a law (e.g., time of school day, number of days in a school year) that could actually be altered because of influences and voter turn out.
- 6) Allow students to bring into class an issue that they would like to change, pursue. (e.g., drivers license pending grade average). Have them build arguments for or against it.
- 7) Have a mock vote on any of the above. Indicate no vote or no opinion — no change or even a change not wanted.
- 8) Pick issues to discuss the relationship between the interest level and voter turn out (e.g., renters on real estate property tax increases - senior citizens with regard to school elections or bond issues; also winter visitors on summer program initiatives).

Learners will:

OBJECTIVE: 8.2 Understand the mechanics of the election process in the U.S.

SUGGESTED ACTIVITIES:

- 1) **Brainstorm:** Tell the students that they are going to imagine and think of some problems that could occur if there were a presidential election in which anyone could vote and that no one would be watching or supervising the election.

-list on the blackboard their responses (e.g., cheating, little children, foreigners, parties stuffing ballot box).

-state an imaginary situation in which this has happened. Next, ask the students why these problems are wrong, why rules in an election are important. Write the term "Election Board" on the blackboard and tell the students it is the job of the election board to make sure rules are followed so the election is fair.

-have students return to their seats and explain they are going to find out more about election boards, rules and the absentee ballot and use a guidebook to locate information on a worksheet.
WORKSHEET ATTACHED

-pass out guidebooks and direct them to read page 4 to 19 to find out more.

-as students read, pass out worksheet and have them complete.

-allow most students to complete worksheet and correct/discuss answers. Permit students to correct their own for immediate feedback.

-ask students to think of an election board rule or duty they consider to be the most important.

- 2) Using registration form, have students fill out registration.
- 3) Have students locate their polling place on city map.
- 4) Display sample ballot in classroom for demonstration.
- 5) **Brainstorm:** Tell the students they are going to think of their favorite "star" (e.g., singer, movie star), who would make a good president. Write ten names on the board.

-explain to the students that not anybody can run for a political office and that minimum qualifications are established in the Constitution. Have the students divide into small groups and allow a set amount of time for them to locate the minimum qualifications a candidate would need to run for President. One student will act as secretary.

-have the students choose those names on the board who they believe would make the best president. Let them know that the people they choose must meet minimum qualifications, not just popularity.

-as each group completes a list, take a count of which name was chosen and list on the board by the name. Next, have a spokesperson from each group justify why they believe their choices meet requirements.

RESOURCES:

- 1) Guidebooks for precinct board officials general election
- 2) Pinal County Board of Supervisors Elections Department 868-5001
- 3) U.S. Constitution, copies for each student (modern form)
- 4) Blackboard/chalk
- 5) Paper/pencil
- 6) Map of city
- 7) Registration form (attached)
- 8) Sample ballot
- 9) Registrar's Office - list of polling places
- 10) U.S. Constitution (modern form)

Learner will:

OBJECTIVE: 8.3 Understand the election process as it relates to the levels of government.

SUGGESTED ACTIVITIES:

- 1) Have students write down major cross-streets for their home. Go up to the chart and actually find location — identify congressional district number and legislative district number.
- 2) Discuss gerrymandering, also district boundaries are determined by population.
- 3) Discuss the difference between elected and appointed.
- 4) Give students a handout listing state and national positions, both elected and appointed.
- 5) Discuss why some positions are elected and others are appointed.

RESOURCES:

- 1) Wall charts indicating districts.
- 2) List of elected and appointed officials (possible officials included in list: U.S. Attorney General, Director of CIA, Director of FBI, cabinet members, Supreme Court Justices, president, senators, representatives, governors, etc.).
- 3) Congressional district wall chart (Secretary of State Office).
- 4) Legislative district wall chart (Secretary of State Office).

Learners will:

OBJECTIVE: 8.4 Recognize the political influences in our democratic system.

SUGGESTED ACTIVITIES:

- 1) Make a list of at least 10 major issues which the Democratic party and the Republican party have addressed in their platforms.
- 2) Read the stands on each issue without explaining which stand is the Democratic or Republican platform.
- 3) Have students stand up if they agree or disagree with the stand on the issue. Write numbers of people standing on a chart on the board under each issue.
- 4) Discuss the differences between the platforms with the students.
- 5) Discuss with students any different views they may have on the issues not presented in the major party platforms.

RESOURCES:

- 1) Newspapers/magazines
- 2) Democratic Party
- 3) Republican Party
- 4) League of Women Voters

Learners will:

OBJECTIVE: 8.5 Know the candidates and the offices for which they are running.

SUGGESTED ACTIVITIES:

- 1) Several weeks before this unit begins:
 - a. Divide students into groups.
 - b. Give each group a folder that contains chart showing candidate and issues (see attached chart — Form A)
 - c. For the next several weeks, students will collect articles about candidates/issues to place in their group's folder. Student must attach form (see attached Form B) to each article, highlight important information and check off appropriate place on group's chart. News articles will be stored in group's folder.
- 2) Have groups pull out all background/personal information, philosophy, etc. for each candidate. Using resume form (see attached) have students fill out resumes for each major candidate. Resumes can be displayed in classroom.
- 3) Have each student fill out "information" and "my views" section of "Campaign Issues" chart (see attached). "Information" means anything student knows about the issue. Then have students get in their groups to sort articles in their folders according to candidates and issues. Have students fill out rest of "Campaign Issues" chart. Then for each issue, have students circle the candidates' views which most closely agree with the student's. Have students discuss, in their groups, how their views agree/disagree with the candidate they support.

Learners will:

OBJECTIVE: 8.6 Understand the major campaign issues.

SUGGESTED ACTIVITIES:

- 1) Several weeks before this unit begins:
 - a) Divide students into groups.
 - b) Give each group a folder that contains chart showing candidate and issues (see attached chart — Form A)
 - c) For the next several weeks, students will collect articles about candidates/issues to place in their group's folder. Students must attach form (see attached B) to each article, highlight important information and check off appropriate place on group's chart. News articles will be stored in group's folder.
- 2) Have groups pull out all background/personal information, philosophy, etc. for each candidate. Using resume for, (see attached), have students fill out resumes for each major candidate. Resumes can be displayed in classroom.
- 3) Have each student fill out "information" and "my views" section of "Campaign Issues" chart (see attached). "Information" means anything students know about the issue. Then have students get in their groups to sort articles in their folders according to candidates and issues. Have students fill out rest of "Campaign Issues" chart. Then for each issue have students circle the candidates' views which most closely agree with the students. Have students discuss, in their groups, how their views agree/disagree with the candidate they support.

RESOURCES:

- 1) Newspapers
- 2) News magazines

Suggestion: to stimulate interest, articles may be turned in for extra credit or regular assignment grades.

Learners will:

OBJECTIVE: 8.7 Recognize the role of the media in the election process.

SUGGESTED ACTIVITIES:

- 1) After viewing, discussing and identifying different propaganda techniques, students will prepare a political advertisement for a candidate. The ad should utilize one form of propaganda. The ads can be designed for different types of media (TV, radio, print, posters). The student will present the ads to the class and students will try to guess which propaganda technique is being used.
- 2) Video taping political advertisements for class discussion and critique.
- 3) Clipping newspaper/magazine ads for class discussion and critique.
- 4) Collecting printed campaign pamphlets from candidate for class discussion and critique.

RESOURCES:

- 1) Different materials used for constructing ads.
- 2) List of different types of propaganda.
- 3) Resources: Film "TV Political Advertising — Campaign and Elections" — 60 minutes Intermediate and Junior High — Tempe Elementary Film Library.

*Propaganda Techniques: plain folks
 band wagon
 glittering generalities
 name calling
 testimonial
 transfer
 card stacking

*See attached handout, for teacher background, not for distribution to students

Learners will:

OBJECTIVE: 8.8 Describe the campaign.

Supplemental Activities: Flow Chart Activity

- 1) Given a list of steps a candidate must take in running for office, steps would include:
 - a) announcing candidacy
 - b) circulate petitions
 - c) file petition and financial statements
 - d) campaign appearances during primaries
 - e) party conventions
 - f) campaigning for state or national elections
 - g) general election
 - h) planning period prior to assumption of office
- 2) Mix up the 1-10 steps on a handout. Break students into a group and have groups put the ten steps in order of appropriate procedure. Discuss the correct steps after they have placed them in order.
- 3) Have students place ordered steps on a flow chart prepared by teacher.

RESOURCES:

- 1) Secretary of State's Office
- 2) League of Women Voters
- 3) County Registrar Office
- 4) Prepare handout with steps in order
- 5) Prepare flow chart for students to fill in after placing steps in the correct order

WORKSHEET

Name _____

KIDS VOTING™ PROGRAM

The Election Board and Its Rules and Responsibilities

- 1) List and describe the duties of Election Board members before the polls open.
- 2) Why wouldn't a voter be allowed to vote?
- 3) Identify four board member positions.
- 4 Describe the duties of the inspector.
- 5 How many judges are assigned to each polling place? List four responsibilities.
- 6) What are "absentee" voters?
- 7) List the responsibilities of the Marshal.
- 8) Who directs and supervises the polling place?
- 9) Is electioneering permitted inside the polling place?
- 10) Can the ballot box be opened before the polls are closed? Why or why not?

PROPAGANDA TECHNIQUES

Plain folks: pretend to be one of the common people. "I'm the workingman/friend."

Bandwagon: follow the crowd, be with the majority. "A is voting for X, so are B, C and D. Why not you too?"

Glittering generalities: broad and vague statements. "In the interest of Peace and Prosperity."

Name calling: do not discuss facts; just give the opposition a bad name. "Un-American."

Testimonial: endorsements by a celebrity. "Mr. Big says 'Vote for X, he's my choice'."

Transfer: use symbols to accomplish purposes for which they were not intended. "Uncle Sam."

Card stacking: introducing only the good points, which creates distortion of the whole situation.

Name _____

Date _____

CANDIDATE RESUME

Fill in resume. List most recent items first.

CANDIDATE: _____

POSITION DESIRED _____

EMPLOYMENT HISTORY _____

EDUCATION _____

PERSONAL

Date of birth _____

Place of birth _____

State of residence _____

Family _____

Hobbies _____

CANDIDATE INFORMATION & CAMPAIGN ISSUES

Date of article _____

Student initials _____

BACKGROUND

Past government offices													
Education													
Family													
State													
Age													
Former occupations													

ISSUES

Education													
Central America													
Middle East													
Defense Arms control Military spending "Star Wars"													
Health Care													
Economy													

Form B

Name _____

Date _____

NEWS ARTICLE

Directions: Fill out this form and attach to news article. Highlight important information.
Put article in group folder.

Newspaper _____

Date _____

Candidate(s) _____

Issue _____

Name _____

Date _____

CAMPAIGN ISSUES

ISSUES	INFORMATION	CANIDATE A	CANIDATE B	MY VIEWS
Education				
Central America				
Middle East				
Health Care				
Economy				
Defense (arms control, military spending "Star Wars")				

Table Of Contents

Introduction.....	ii		
I. Voting Patterns are Changing	1	VIII. Political Conventions	
II. "The Force Of The Voice"		1. Conventions Article	35
1. Facts about Voting Amendments	3	2. Convention Questions and Answers ...	36
2. Activities	5	IX. Electoral College	
III. Voting Procedures		1. Maps and Questions.....	38
1. Voter Registration Form	6	X. Political Publicity	
2. The Voting Process	7	1. Create your own poll.....	40
3. Sample Ballot	9	2. Analyze Political Cartoon.....	41
IV. The Political Spectrum: Liberal		3. Analyze Campaign Ads.....	42
to Conservative		4. Create-an-Ad.....	43
1. Spectrum Balance	10	5. Evaluate Candidate	44
2. Conservative vs. Liberal	11	XI. Presidential Candidates	
3. Are You Liberal or Conservative?	12	1. George Bush Fact Sheet.....	45
4. Opinions Lead to Parties	13	2. Michael Dukakis Fact Sheet.....	46
V. Presidential Primaries		3. Rate the Candidates	47
1. Presidential Primaries and Questions...14		4. Research the Candidates.....	48
2. Histories of Primaries	16	XII. Critical Thinking Activities	
3. Questions and Answers	17	1. Campaigning for President (Hints).....	50
4. Republican and Democratic Delegate		2. How to Watch a Debate.....	53
Charts and Questions	19	3. Presidential Debate Activity	54
VI. Presidential Caucuses		4. Rate the Candidate.....	57
1. Presidential Caucuses and Questions...22		5. Events in Order and Answers.....	59
2. Starting It All in Iowa	24	6. Glossary and Questions	61
3. Questions and Answers on Caucus		7. How Much Do You Know.....	63
Article	25	8. Election Night Record and Map	65
VII. Party Platforms '88			
1. Democratic Party Platform.....27			
2. Republican Party Platform.....29			
3. Issues Information.....31			
4. Party Platform:Where Do You Stand?...34			



ACTIVITIES FOR AMENDMENTS: "The Force Of The Voice"

DISCUSS: Throughout the history of the United States, the legal definition of the right to vote has been expanded to include more and more citizens.

DEFINE: Suffrage — the right to vote — making it clear that this "right" of voting is not quite the same as the right to free speech, to a fair trial, or to any of the other civil rights. The right to vote is not a civil right, one belonging to all persons. Rather it's a political right, one belonging to all those who can meet certain requirements set by law. During the expansion of suffrage, each of the following barriers to voting was removed: race (after the Civil War by the 15th Amendment); sex (in 1920 by the 19th Amendment); and the poll tax (in the early 1960's by the 24th Amendment). The 26th Amendment, approved in 1971, lowered the minimum voting age to eighteen.

DISCUSS: Misuse of literacy requirement - Congress banned this requirement in 1975. Until 1970 some form of literacy regulation was found in eighteen states. These requirements usually included the ability to read, write, and "understand" a piece of printed material- usually a passage from the Constitution. The original use of such a requirement was to make sure that a qualified voter had at least some capacity to cast an informed ballot. In some places, though, it was used to unfairly prevent or discourage certain groups from voting, mainly blacks or, as in Massachusetts, the Irish Catholics.

TIME LINE: Today almost all American citizens over the age of eighteen have the right to vote. However, this was not the case in 1789, when the Constitution was ratified. To illustrate the changes that have taken place, have students use the Constitution or other materials to develop a voting rights time line.

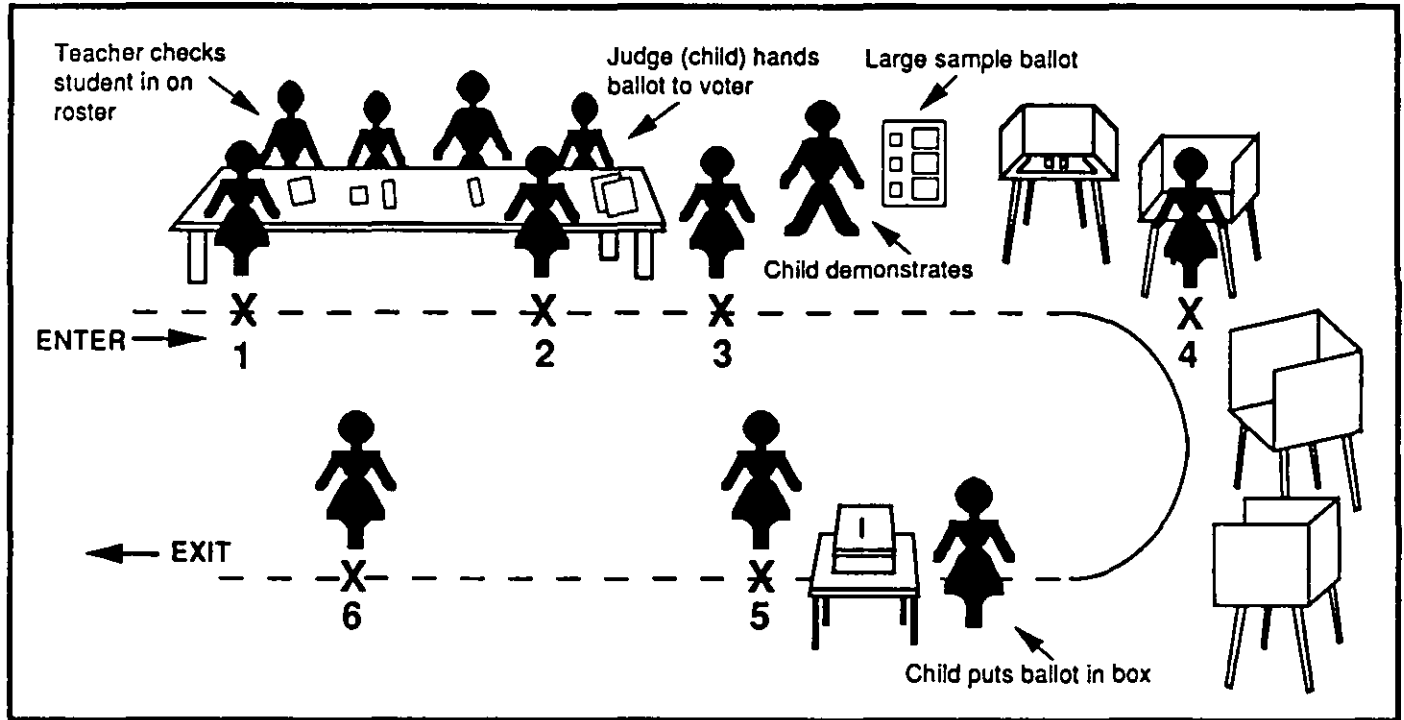
This could be done as a class activity. When the time line is complete, discuss with the students the historical events which influenced the change in suffrage: Civil War, Populist movement, Civil Rights movement, the Vietnam Conflict.

INTERVIEWING: Have students interview people concerning their memories of the Civil Rights movement of the 1950's and 1960's. Questions they should ask include: How did the person first become aware of the movement? Was he or she personally involved? What does the person remember about the media coverage of the events? Have the class select three interviews that best represent the era and compile them into a feature article for the school newspaper. Be sure to send copies of the article to each of the people interviewed.

FOR REVIEW: 1) Identify political rights, suffrage, poll tax, and 2) What four groups of people have been affected by amendments to the Constitution concerning voting?

The Voting Process

1. Arrange the table and chairs so that the voting area is clearly defined. The voting booths should be isolated to ensure the secrecy of the vote, but should be visible to all election board members.
2. The ballot box also should be clearly visible.
3. A suggested layout is included for your convenience.



5. Voter signs by printed name on signature roster.
A judge issues official ballot.
A second judge gives demonstration on the use of the voting device, then directs voter to unoccupied booth.
Voter returns the voted ballot to the inspector at the ballot box, who removes the stub and deposits ballot in ballot box.

ELECTION SUPPLIES

You will need the following supplies in conducting the student election:

- "Polling Place" and "Vote Here" signs.
(These signs may be prepared by the students in advance of the election or may be duplicated from the sample).
- Sample ballots.
- A flag of the United States.
- Pens or pencils, at least one for each voting booth.
- Pens, at least one for each judge and clerk of election, and at least one red pen.
- Badges for election board.
- Copies of the "Oath of Office of the Election Board."
- Adhesive tape or masking tape.
- Poll lists (2).
- Large envelopes (3).
- Tally sheets (2).
- Ballots, at least one per student plus two percent. (Extras to replace spoiled ballots or in case of emergency.)
- Envelopes for questioned ballots.

VOTING ON THE VOTE RECORDER

Discuss:

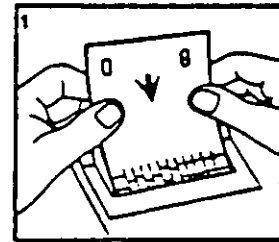
1. Why would someone want to learn how another person voted?
2. What steps are taken to ensure a safe, secret ballot?

Punch out ballot card only with punching instrument attached to voting device, never with pen or pencil.

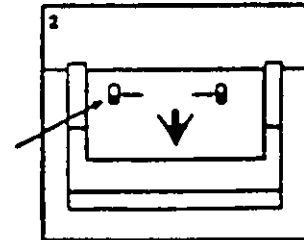
INSTRUCTIONS TO VOTERS: To vote for a candidate of your selection punch the ballot card in the hole next to the right of the name of that candidate. Where two or more candidates for the same office are to be elected, punch the ballot card in the hole next to the right of the names of all the candidates for that office for whom you desire to vote, not to exceed, however, the number of candidates who are to be elected. To vote for a person not on the ballot, write the title of the office and his name in the blank space left for that purpose on the write-in ballot.

All distinguishing marks or erasures are forbidden and make the ballot void. If you wrongly punch, tear or deface the ballot card, or tear or deface the write-in ballot, return it to the inspector of the election and obtain another

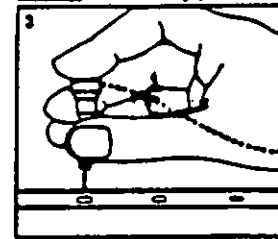
No. 1 Using both hands, insert the ballot card all the way into the voting device.



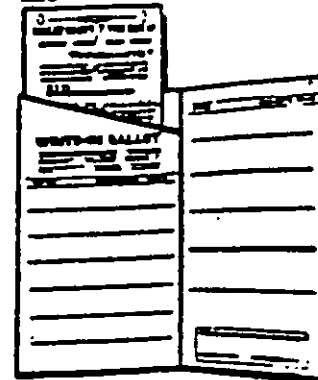
No. 2 Be sure the two slots in the end of your card fit down over the two red pins.



No. 3 To vote, hold the voting instrument straight up. Punch straight down through the ballot card for the candidates of your choice. Vote all pages. Do not use pen or pencil



No. 4 After voting, remove the ballot card from the voting device. Open flap, insert card in inner pocket of envelope with stub exposed, close flap and return to precinct official.



Note: If you make a mistake return your ballot card and obtain another.

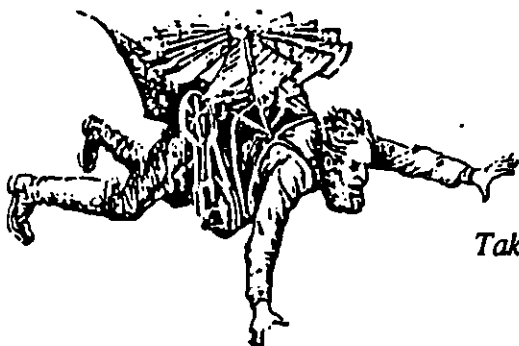
Sample Ballot

(Page for punch card voting)

1	GENERAL ELECTION BALLOT— COUNTY, STATE OF ARIZONA, 19		
GOVERNOR			
Vote for not more than 1	Doe, John	(DEM)	2 →
	Smith, Mary	(REP)	3 →
	Jones, James	(LBT)	4 →
	Smith, Allen	(SW)	5 →
SECRETARY OF STATE			
Vote for not more than 1	Smith, Robert	(DEM)	8 →
	Jones, Susan	(REP)	9 →
	Doe, Thomas	(LBT)	10 →

(DEM) = DEMOCRAT
 (REP) = REPUBLICAN
 (LBT) = LIBERTARIAN
 (SW) = SOCIALIST WORKER

The Political Spectrum: Liberal To Conservative



Take a Chance!

LEFT

RADICAL: Favors extreme change, possibly willing to use violence. Change comes through a new society or system.

MODERATE: Favors a peaceful, practical approach to solving problems. May be "liberal" or "conservative" depending upon the issue.

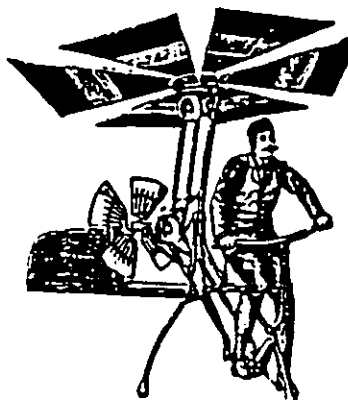
LIBERAL: Favors reform, works within the existing system. Looks for an improved society in the future.

RIGHT

REACTIONARY: Favors extreme change possibly willing to use violence. Change comes through restoring society to what it once was.

CONSERVATIVE: Favors society as it is or favors a return to what it was in the past. Is opposed to abrupt change. Values traditions.

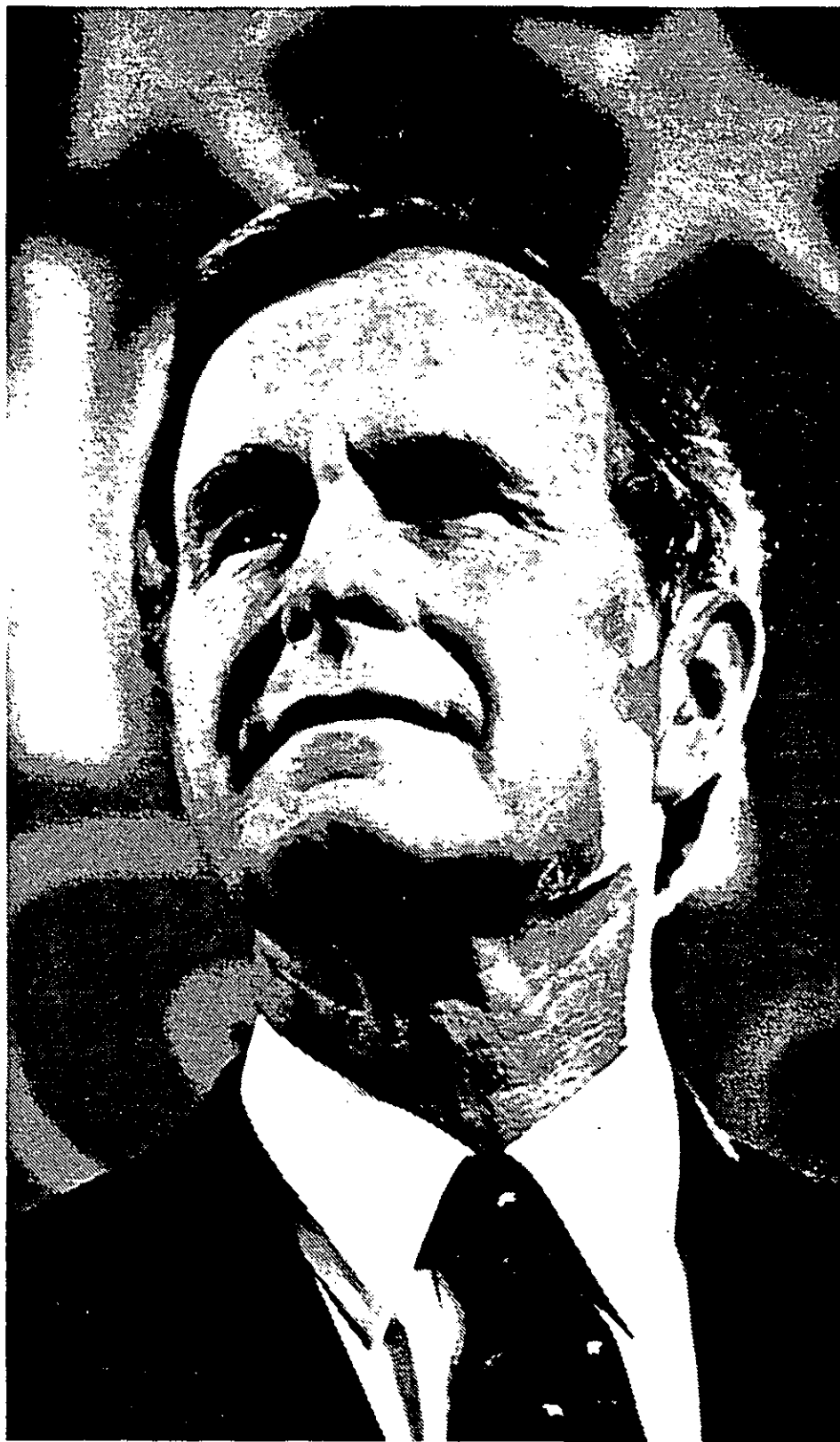
What is the difference between radicals and reactionaries?



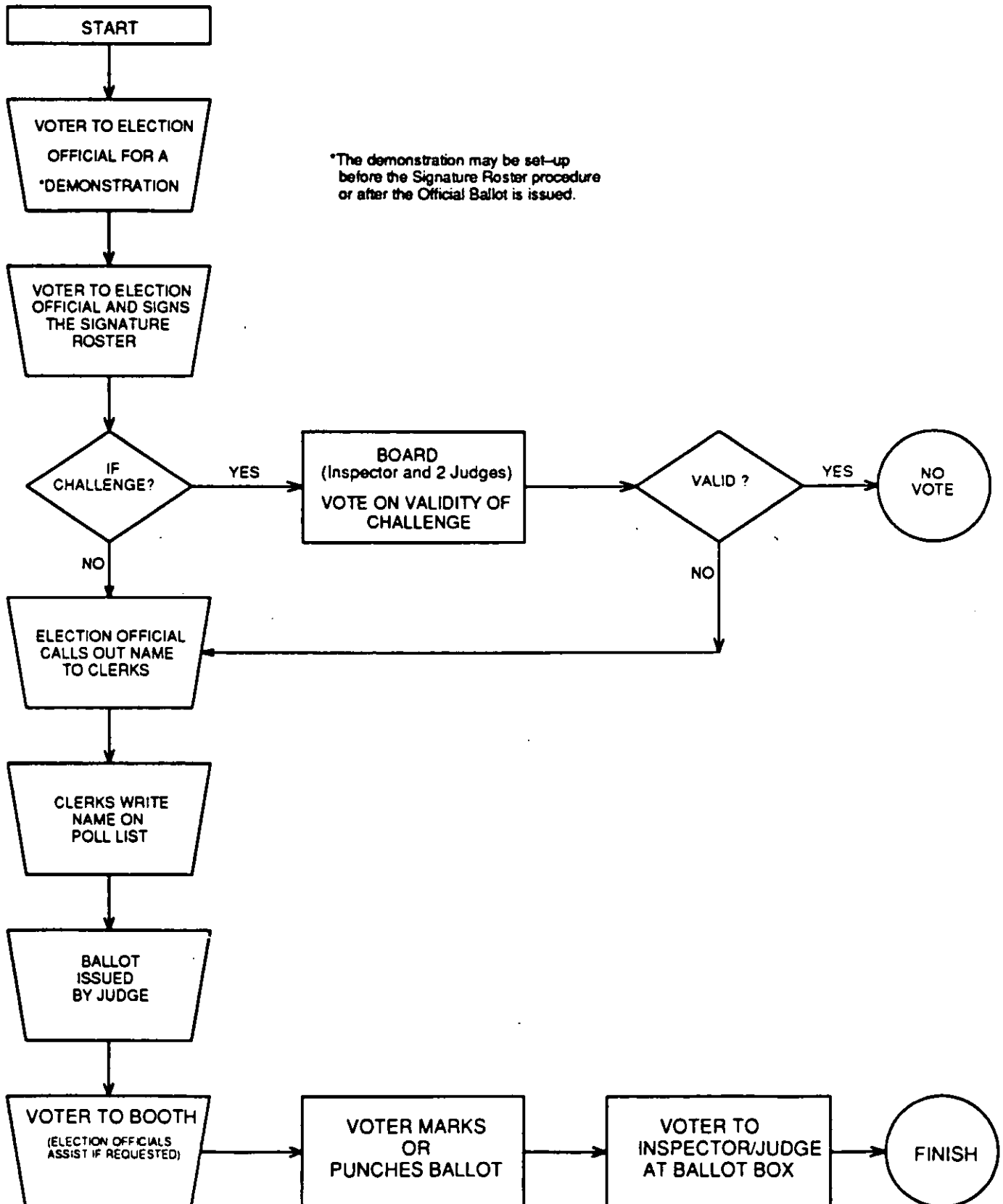
Governor Rose Mofford



President George Bush



PROCEDURE FLOW OF VOTER ON ELECTION DAY



SAMPLE BALLOT

(PAPER BALLOT)

STRING
STUB
HERE



REGISTER NUMBER _____

CONSECUTIVE NUMBER _____

VOTER: AFTER VOTING, FOLD BALLOT TO LINE BELOW

TO BE TORN OFF BY ELECTION OFFICER

OFFICIAL BALLOT

_____ ELECTION

COUNTY OF _____

STATE OF ARIZONA

_____, 19____

GOVERNOR

Vote for not
more than 1

Doe, John (DEM)

Smith, Mary (REP)

Jones, James (LBT)



SECRETARY OF STATE

Vote for not
more than 1

Smith, Robert (DEM)

Jones, Susan (REP)



CHALLENGER/PARTY REPRESENTATIVE CREDENTIALS

TO THE INSPECTOR

In accordance with the provisions of the Election Code, the undersigned hereby appoints _____
(Name)

who resides at _____
(Address)

in the county of _____ City of _____

State of Arizona, and who is qualified to vote from this address, to act as a Party Representative at the Student Election to be held on _____
(Date)

in the _____ School.

(Signature of Representative)

(Signature of Appointing Authority)

(Class)

(Title of Appointing Authority—
Candidate, Organization President)

(Election Authority)

POLL LIST

Consecutive Number and Names of Electors Voting

Consecutive Number	Register Number	Name of Elector	Consecutive Number	Register Number	Name of Elector
01			21		
02			22		
03			23		
04			24		
05			25		
06			26		
07			27		
08			28		
09			29		
10			30		
11			31		
12			32		
13			33		
14			34		
15			35		
16			36		
17			37		
18			38		
19			39		
20			40		

OFFICIAL BALLOT STATEMENT

(PAPER BALLOT ELECTIONS)

- A. NUMBER OF OFFICIAL BALLOTS ON HAND BEFORE POLLS OPEN _____
1. NUMBER OF QUESTIONED BALLOT ENVELOPES FOUND IN THE BALLOT BOX: (1) _____
2. NUMBER OF REGULAR BALLOTS FOUND IN THE BALLOT BOX: (2) _____
3. TOTAL NUMBER OF ALL BALLOTS FOUND IN THE BALLOT BOX: (3) _____
(Add Lines 1 and 2.)
4. TOTAL NUMBER OF NAMES ENTERED ON THE POLL LISTS: (4) _____
5. IF ANY DIFFERENCE BETWEEN TOTALS FOUND ON LINES 3 and 4 (5) _____
ABOVE, EXPLAIN REASONS FOR SUCH DIFFERENCE:
- _____
- _____

- B. NUMBER OF OFFICIAL BALLOTS NOT USED _____
- C. NUMBER OF OFFICIAL BALLOTS SPOILED _____

Inspector	Clerk
Judge	Clerk
Judge	Marshal

BOARD OF ELECTION

APPENDIX

Registrar's Oath

I do solemnly swear (or affirm) that I will support the Constitution of the United States, and the Constitution and the laws of the State of Arizona, and that I will faithfully discharge the duties of the office of registration officer to the best of my ability, and that I will register no person nor cause the registration of any person except upon his personal application before me.

Registrar's Printed Name	Registrar's Signature
Date	Election Authority

FOR USE IN STUDENT ELECTIONS ONLY
 FOR STUDENT ELECTIONS, COMPLETE
 LINES (1), (2), (4), (6) and (10 if
 applicable for class elections), and OATH

STATE OF ARIZONA AFFIDAVIT OF REGISTRATION

				Date of Registration					
				Mo	Day	Year			
Full MR. MRS. (1) Name MS. MISS. _____				Last Name	First	Middle Jr/Sr/III			
Residence (2) Address _____				House Number	Direction	Street Name			
				Type	Suff	Apt/Sp			
				Res. City	Zip Code				
Mailing Address (3) If Different _____				House Number	Direction	Street Name or Rural Rt. or "P.O."			
				Type	Suff	Apt/Sp/Bx			
				Mail City	Zip Code				
(4) PARTY PREFERENCE _____				(10) Precinct					
(5) Telephone Number (Unless unlisted) _____									
Place (6) of Birth _____		State	Country				Birth Date	Mo	Day
							Year		
(7) Occupation _____				Indian Census Number (optional) _____					
(8) Father's Name _____				Last	First	Middle			
(9) Currently registered in _____				County	State	Prec.			
State of Arizona } County of _____		I, the undersigned registrant swear (or affirm) that I am a citizen of the United States, and a resident of the State of Arizona and the County of _____; that before the next General Election, I will be eighteen years of age or more; that I have not been convicted of treason or a felony (or if so, my civil rights have been restored); and that all of the statements on both sides of this card are true to the best of my knowledge and belief.							
Subscribed and Sworn To before me on this _____ day of _____, 19_____.									
Signature of Registration Officer				Title		Signature of Registrant			

Loyalty Oath

STATE OF ARIZONA, COUNTY OF _____, I DO SOLEMNLY SWEAR (OR AFFIRM) THAT I WILL SUPPORT THE CONSTITUTION OF THE UNITED STATES AND THE CONSTITUTION AND LAWS OF THE STATE OF ARIZONA; THAT I WILL BEAR TRUE FAITH AND ALLEGIANCE TO THE SAME, AND DEFEND THEM AGAINST ALL ENEMIES, FOREIGN AND DOMESTIC, AND THAT I WILL FAITHFULLY AND IMPARTIALLY DISCHARGE THE DUTIES OF THE OFFICE OF THE ELECTION BOARD ACCORDING TO THE BEST OF MY ABILITY, SO HELP ME GOD (OR SO I DO AFFIRM).

SIGNATURE OF OFFICER

SIGNATURE OF OFFICER

SIGNATURE OF OFFICER

SIGNATURE OF OFFICER

SIGNATURE OF OFFICER

SIGNATURE OF OFFICER

SIGNATURE OF OFFICER

SIGNATURE OF OFFICER

(ANY QUALIFIED ELECTOR MAY WITNESS)

NAME BADGE

ELECTION OFFICIAL	
_____ NAME	
_____ PRECINCT	

CERTIFICATE OF QUALIFICATION

This Is To Certify
THAT _____ AN ELECTION OFFICER FOR THE _____ PRECINCT HAS ATTENDED THE INSTRUCTION SCHOOL AND IS FULLY QUALIFIED TO PERFORM HIS DUTIES.
_____ Election Official
Date _____



● GET REGISTERED
TO VOTE!



● CALL _____

KIDS
VOTING



CLIP ART



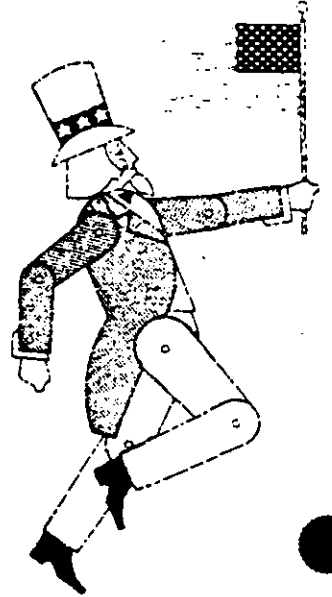
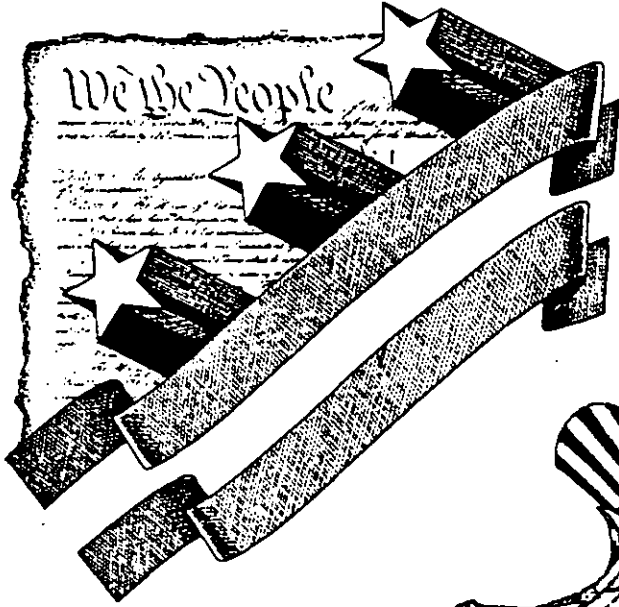
KIDS
VOTING

CLIP ART

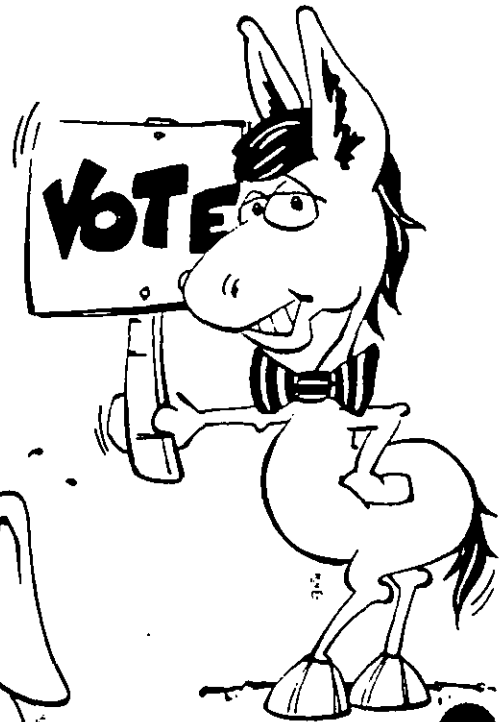


KIDS
VOTING

CLIP ART



N8875160

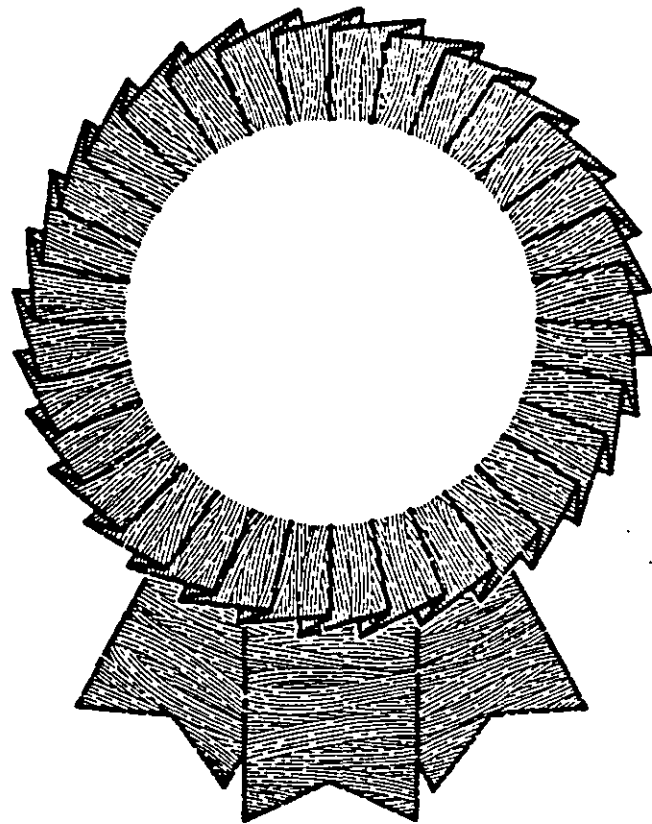
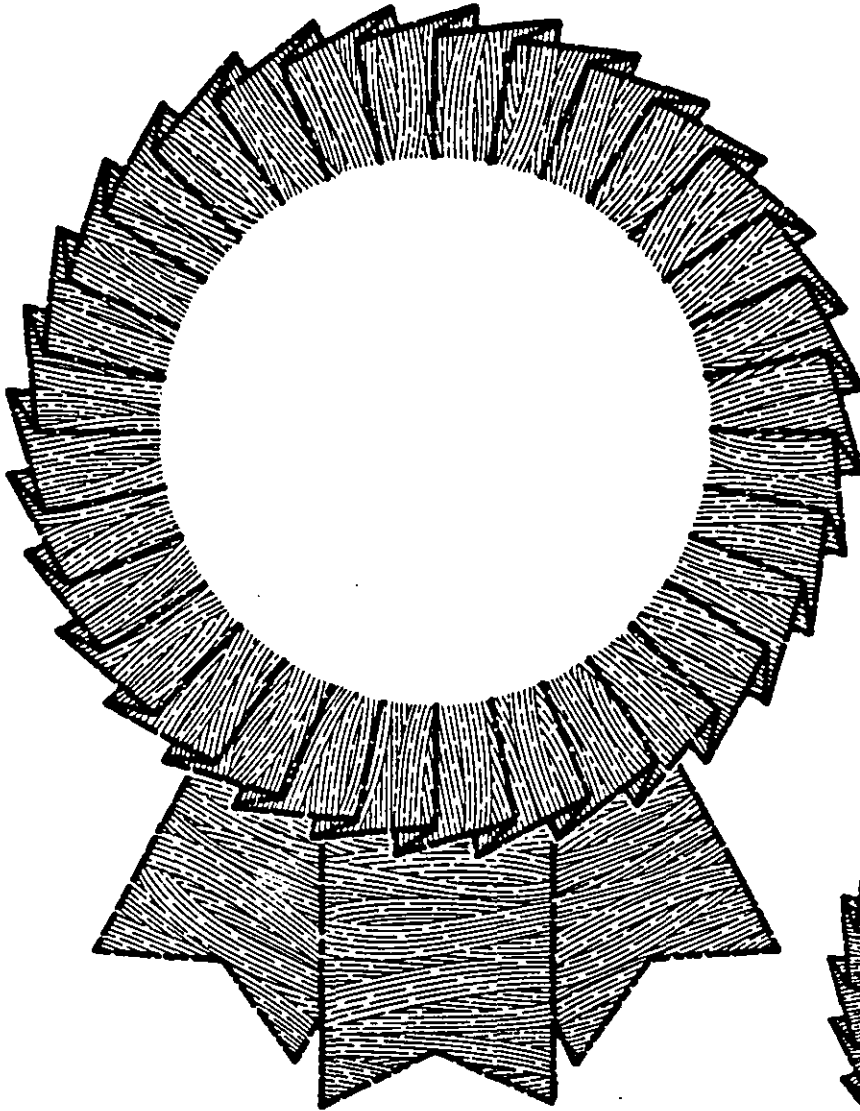


N8875150

KIDS
VOTING

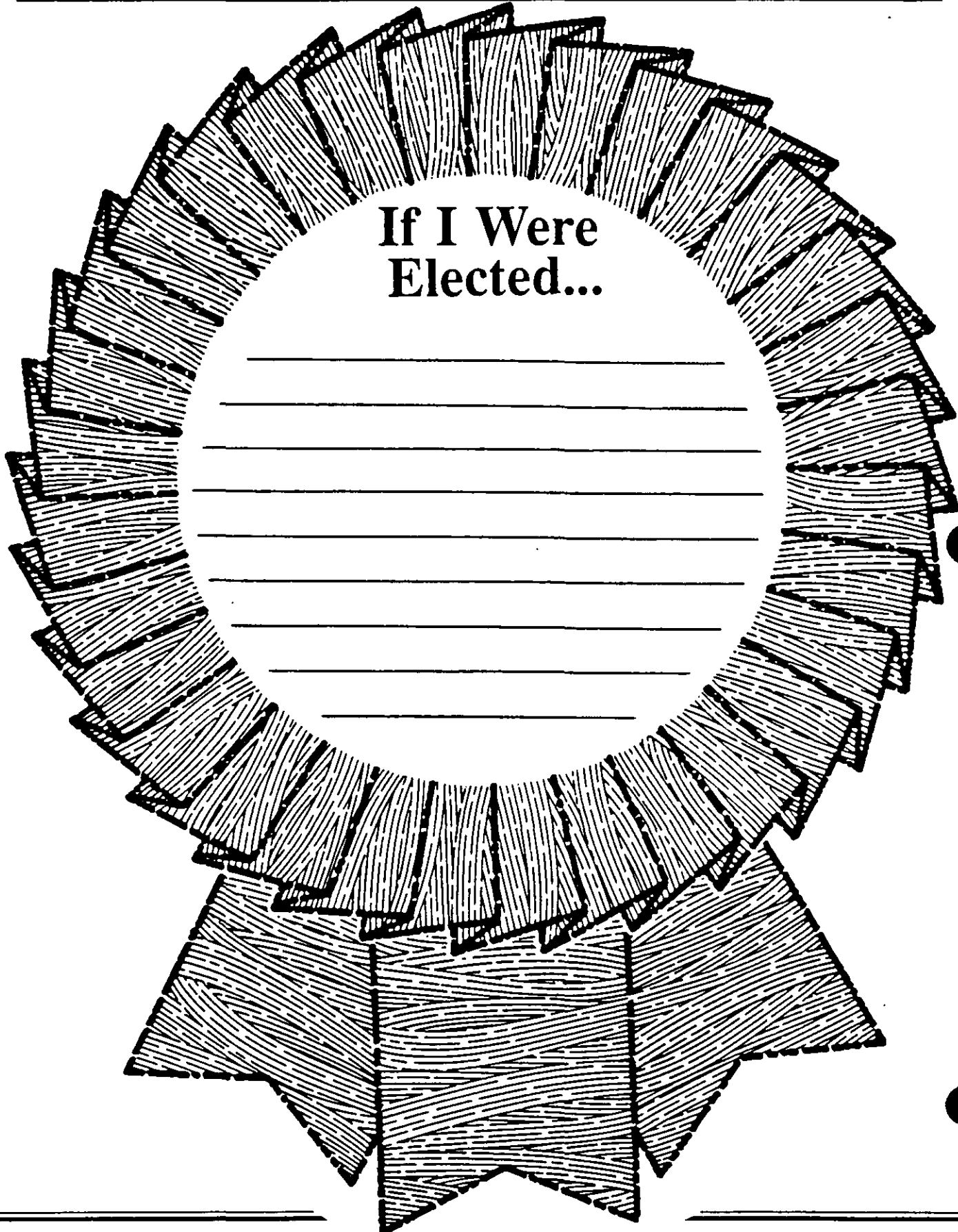


CLIP ART



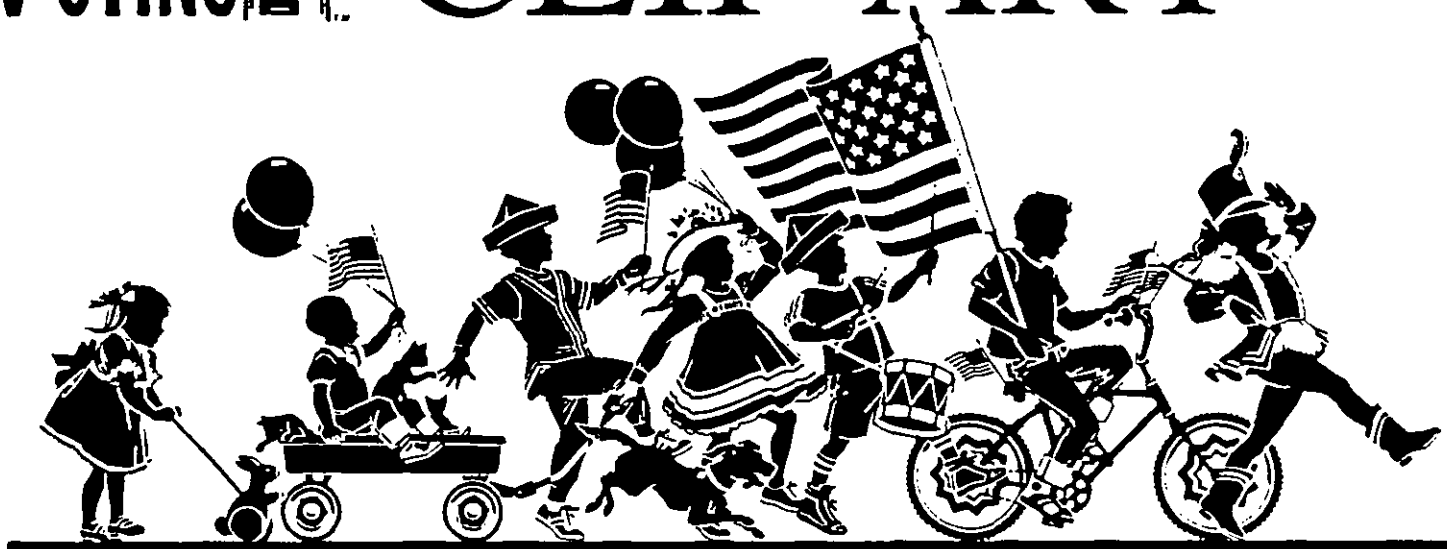
Campaign Button

If I Were
Elected...



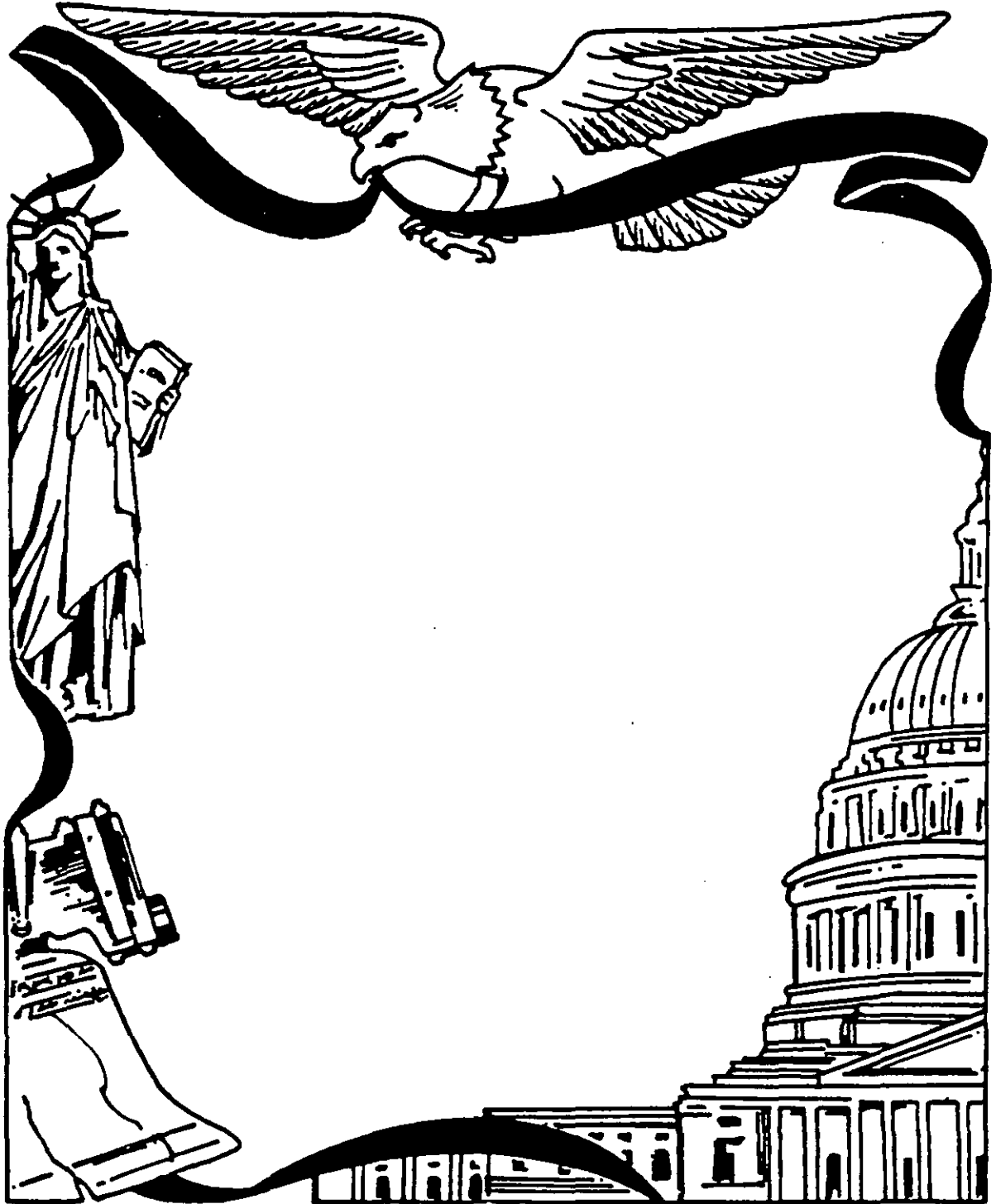
KIDS
VOTING

CLIP ART



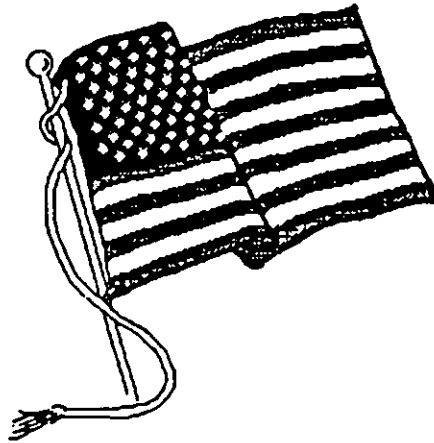
KIDS
VOTING

CLIP ART



Our Pledge of Allegiance

**I PLEDGE
ALLEGIANCE**



TO THE FLAG

OF THE UNITED STATES OF AMERICA

**AND TO THE REPUBLIC FOR WHICH
IT STANDS**

ONE NATION UNDER GOD

INDIVISIBLE

WITH LIBERTY

AND JUSTICE FOR ALL.

I PROMISE

TO BE LOYAL
(It means we will respect our flag
and be loyal or true to our country.)

TO OUR COUNTRY'S SYMBOL
(the flag always reminds us of our
country.)

OF OUR COUNTRY
(The United States of America is
the name of our country.)

**AND TO THE GOVERNMENT
OF OUR COUNTRY**
(A republic is a government in
which the people elect their
leaders.)

**OUR COUNTRY WHICH
BELIEVES IN GOD**
(The term "nation" is another word
for "country.")

CANNOT BE DIVIDED
(Our country is one which cannot be
separated or divided.)

WITH FREEDOM
(In America, we believe that all
people should have the same rights.
We have many freedoms including
freedom of speech, religion and
peaceable assembly.)

AND FAIRNESS TO EVERYONE.
(Each person is to follow the laws of
our country. If someone breaks the
law, they will be given time to show
that he or she did no wrong.)

STATE OF ARIZONA

COUNTY OF _____

SCHOOL _____

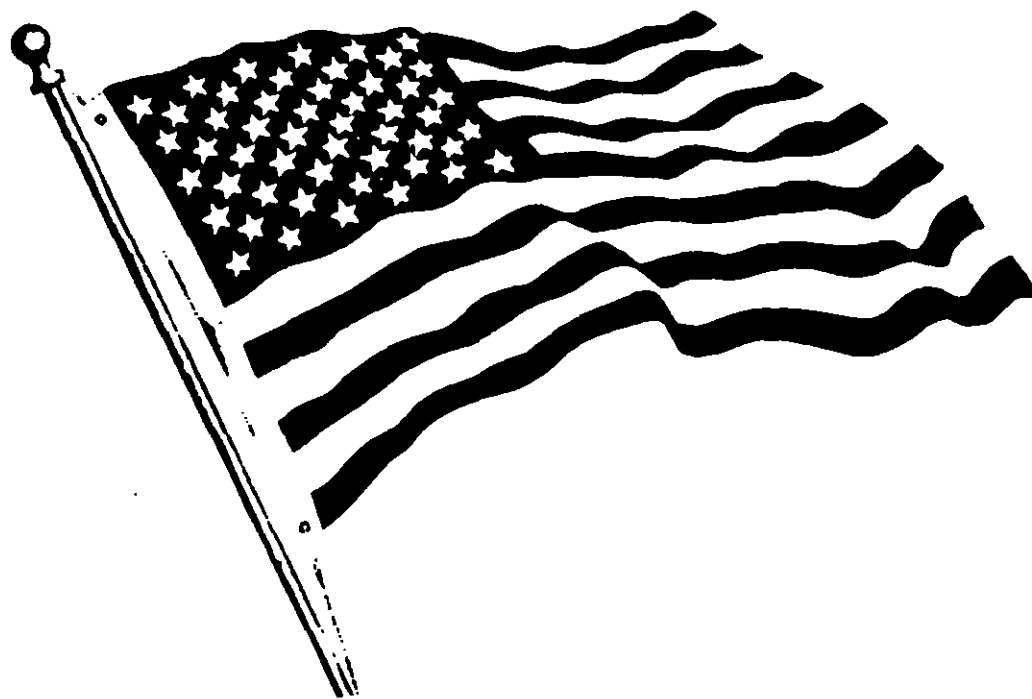
The undersigned, each being first duly sworn upon oath individually, deposes and says that affiant is desirous of voting in an election held under the provisions of the Student Election on _____, 19____ and represents the following to be true.

- (1) My signature below hereon designates my correct name and the address opposite my signature is my correct address.
- (2) I am a student at _____
- (3) I am a qualified voter for this Election.
- (4) I have not voted before at this election

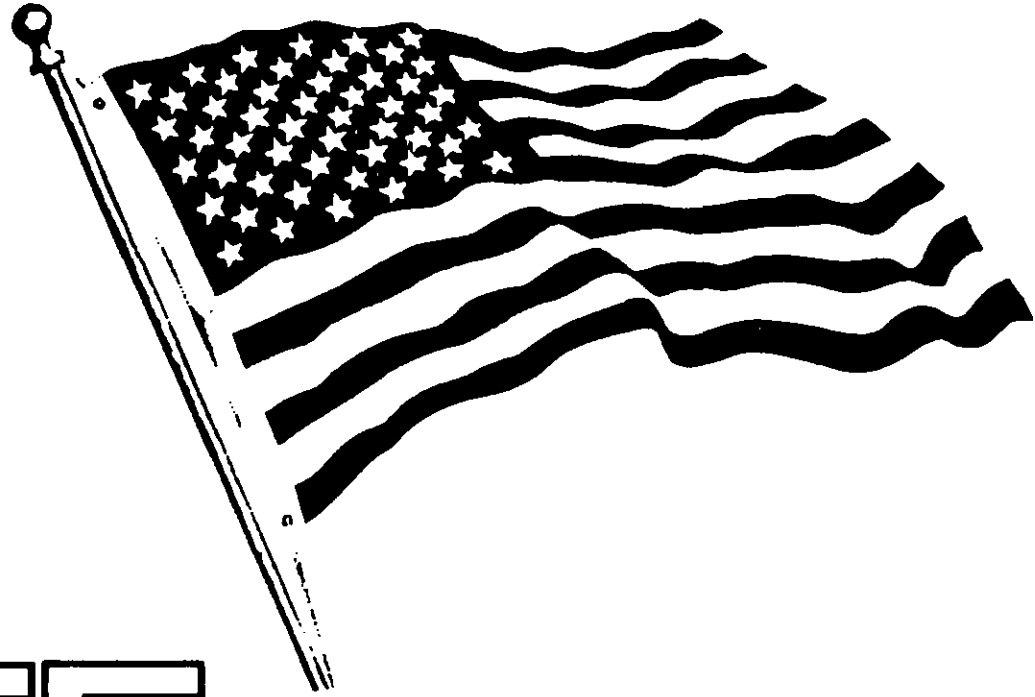
	PRINTED NAME	SIGNATURE	ADDRESS
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			

Subscribed and sworn to before me by each of the above affiants individually, this _____ day of _____, 19____

Judge of Election



POLLING
PLACE



VOTE
HERE



Kids Voting™ Ballot - Side One

Legislative District 18

Governor

1. Terry Goddard
Democrat



5. Fife Symington
Republican



Superintendent of Public Instruction

10. Robert Miller
Republican



15. C. Diane Bishop
Democrat



Proposition 202:20. Yes



Relating to the creating of a
waste reduction, recycling
and management plan



25. No



Secretary of State:

26. Richard Mahoney (Dem.)

27. Ray Rottas (Rep.)

Congressional Representative: - Vote for Candidate in Your District

District 1 28. No Candidate (Dem.)

29. John Rhodes (Rep.)

District 2 30. Joseph Sweeney (Rep.)

31. Morris Udall (Dem.)

District 3 32. Roger Hartstone (Dem.)

33. Bob Stump (Rep.)

District 4 34. Jon Kyl (Rep.)

35. Mark Ivey (Dem.)

District 5 36. Chuck Phillips (Dem.)

37. Jim Kolbe (Rep.)

State Senator:

38. Leo Corbet (Rep.)

39. Nancy Hill (Dem.)

State Representative: - Vote for Two

40. No Candidate (Dem.)

41. Susan Gerard (Rep.)

42. Jane Hull (Rep.)

43. No Candidate (Dem.)

Proposition 104:44. Yes

45. No

Enacting a Victims' Bill of Rights

Proposition 200:46. Yes

47. No

Providing state lottery funding for the State Parks Board and Game
and Fish Commission

Proposition 302:48. Yes

49. No

Creating a paid holiday for Martin Luther King, Jr./Civil Rights Day

Note: K-3rd graders will vote only above bold line. 4th-8th graders will complete the entire front side of ballot only. 9th-12th graders will complete both sides of the ballot.

Numbers correspond to marking area on left side of form.

INSTRUCTIONS
• MATCH YOUR CANDIDATE'S NUMBER WITH
CORRESPONDING NUMBERED BOX.
• MARK YOUR CHOICE WITH #2 PENCIL.
• SEE EXAMPLE AT RIGHT.

**DO NOT MARK OR WRITE
IN SHADED AREA**

BALLOT

1 5 10 15 20 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49

SCANTRON FORM NO. 24930-KV-18
FEED THIS DIRECTION

SCANTRON CORPORATION 1972
ALL RIGHTS RESERVED. U.S. PAT. NOS. 3,703,471 & 3,624,581

51
53
55
57
59
61
63
65
67
69
71
72
73
74
75
76
77
78
79
80
81
82
83
84
85
86
87
88
89
90
94
96
100

SEE REVERSE SIDE FOR INSTRUCTIONS

DO NOT MARK OR WRITE
IN SHADED AREA
BALLOT

Kids Voting™ Ballot - Side Two

Attorney General
51. Georgia Staton (Dem.) 53. Grant Woods (Rep.)

State Treasurer
55. Tony West (Rep.) 57. George Stragalas (Dem.)

Mine Inspector
59. No Candidate (Dem.) 61. Douglas Martin (Rep.)

Corporation Commissioner
63. Joe Castillo (Rep.) 65. Marcia Weeks (Dem.)

Shall the following Supreme Court Judges be kept in office? If "yes", mark the candidates number; if "no", do not mark anything.

67. Frank X. Gordon, Jr. 69. Stanley G. Feldman 71. James Moeller

Proposition 100 72. Yes 73. No
Authorizing the state to exchange state trust land for public or private land

Proposition 101 74. Yes 75. No
Prescribing purposes for which a city or town may incur additional, voter approved debt

Proposition 102 76. Yes 77. No
Increasing the jurisdiction of justice of the peace courts and other lower courts

Proposition 103 78. Yes 79. No
Creating the Arizona Classroom Improvement Program

Proposition 105 80. Yes 81. No
Allowing enactment of a voluntary auto insurance system limiting recovery of damages

Proposition 201 82. Yes 83. No
Creating an Insurance Consumer Office; prescribing a 20% auto insurance rate reduction

Proposition 203 84. Yes 85. No
Providing a choice between modified "no-fault" auto insurance and traditional coverage

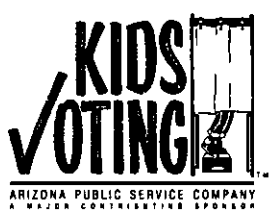
Proposition 300 86. Yes 87. No
Recommendation to increase the salaries of Legislators

Proposition 301 88. Yes 89. No
Creating a paid holiday for Martin Luther King, Jr. and an unpaid holiday for Columbus Day

Kids Voting™ Issue: 90. Yes 94. No
No Attendance, No Drive

Issue of My High School 96. Yes 100. No

Print the name of your high school for tabulation purposes:



KIDS VOTING™ — Voter Registration

1. Last Name First Initial	PARTY PREFERENCE <input type="checkbox"/> Republican <input type="checkbox"/> Democrat <input type="checkbox"/> Other _____ Name of party
2. This is a New Registration <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. Address City State ZIP County Precinct #	
4. Grade School School District	
5. Date of Birth	_____ Signature (not printed) _____ Printed name of applicant

Kids Voting™ Ballot - Side One

Legislative District 28

Governor

1. Terry Goddard
Democrat



5. Fife Symington
Republican



Superintendent of Public Instruction

10. Robert Miller
Republican



15. C. Diane Bishop
Democrat



Proposition 202:20. Yes 25. No



Relating to the creating of a
waste reduction, recycling
and management plan



Secretary of State:

26. Richard Mahoney (Dem.) 27. Ray Rottas (Rep.)

Congressional Representative: - Vote for Candidate in Your District

District 1	28. No Candidate (Dem.)	29. John Rhodes (Rep.)
District 2	30. Joseph Sweeney (Rep.)	31. Morris Udall (Dem.)
District 3	32. Roger Hartstone (Dem.)	33. Bob Stump (Rep.)
District 4	34. Jon Kyl (Rep.)	35. Mark Ivey (Dem.)
District 5	36. Chuck Phillips (Dem.)	37. Jim Kolbe (Rep.)

State Senator:

38. Ed Phillips (Rep.) 39. Barbara Morgenstern (Dem.)

State Representative: - Vote for Two

40. Bill Searle (Dem.)	41. Lisa Graham (Rep.)
42. David Schweikert (Rep.)	43. No Candidate (Dem.)

Proposition 104:44. Yes 45. No
Enacting a Victims' Bill of Rights

Proposition 200:46. Yes 47. No
Providing state lottery funding for the State Parks Board and Game
and Fish Commission

Proposition 302:48. Yes 49. No
Creating a paid holiday for Martin Luther King, Jr./Civil Rights Day

Note: K-3rd graders will vote only above bold line. 4th-8th graders will complete the entire front side of ballot only. 9th-12th graders will complete both sides of the ballot.

Numbers correspond to marking area on left side of form.

DO NOT MARK OR WRITE
IN SHADED AREA

BALLOT

INSTRUCTIONS

- MATCH YOUR CANDIDATE'S NUMBER WITH CORRESPONDING NUMBERED BOX.
- MARK YOUR CHOICE WITH #2 PENCIL.
- SEE EXAMPLE AT RIGHT.

1 5 10 15 20 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49

SCANTRON FORM NO. 24930-KV-28 FEED THIS DIRECTION

SCANTRON CORPORATION 1972 ALL RIGHTS RESERVED U.S. PAT. 3,620,424 & 3,902,611

=51▷
=53▷
=55▷
=57▷
=59▷
=61▷
=63▷
=65▷
=67▷
=69▷
=71▷
=72▷
=73▷
=74▷
=75▷
=76▷
=77▷
=78▷
=79▷
=80▷
=81▷
=82▷
=83▷
=84▷
=85▷
=86▷
=87▷
=88▷
=89▷
=90▷
=94▷
=96▷
=100▷

SEE REVERSE SIDE FOR INSTRUCTIONS

DO NOT MARK OR WRITE
IN SHADED AREA
BALLOT

Kids Voting™ Ballot - Side Two

Attorney General

51. Georgia Staton (Dem.)

53. Grant Woods (Rep.)

State Treasurer

55. Tony West (Rep.)

57. George Stragalas (Dem.)

Mine Inspector

59. No Candidate (Dem.)

61. Douglas Martin (Rep.)

Corporation Commissioner

63. Joe Castillo (Rep.)

65. Marcia Weeks (Dem.)

Shall the following Supreme Court Judges be kept in office? If "yes", mark the candidates number; if "no", do not mark anything.

67. Frank X. Gordon, Jr.

69. Stanley G. Feldman

71. James Moeller

Proposition 100 72. Yes 73. No
Authorizing the state to exchange state trust land for public or private land

Proposition 101 74. Yes 75. No
Prescribing purposes for which a city or town may incur additional, voter approved debt

Proposition 102 76. Yes 77. No
Increasing the jurisdiction of justice of the peace courts and other lower courts

Proposition 103 78. Yes 79. No
Creating the Arizona Classroom Improvement Program

Proposition 105 80. Yes 81. No
Allowing enactment of a voluntary auto insurance system limiting recovery of damages

Proposition 201 82. Yes 83. No
Creating an Insurance Consumer Office; prescribing a 20% auto insurance rate reduction

Proposition 203 84. Yes 85. No
Providing a choice between modified "no-fault" auto insurance and traditional coverage

Proposition 300 86. Yes 87. No
Recommendation to increase the salaries of Legislators

Proposition 301 88. Yes 89. No
Creating a paid holiday for Martin Luther King, Jr. and an unpaid holiday for Columbus Day

Kids Voting™ Issue: 90. Yes 94. No
No Attendance, No Drive

Issue of My High School 96. Yes 100. No

Print the name of your high school for tabulation purposes:

