

# Champions by Choice: The Long Climb to the Top

The Legacy of Woman Suffrage in Washington State

## TEACHER'S GUIDE



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The Legacy of Woman Suffrage in Washington State

## Teacher's Guide

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2010–2011 School Year

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# Introduction:

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The centennial of woman suffrage in Washington state is a great opportunity to teach your students about voting rights. Many students will be surprised to know that 18-year-olds have not always had the automatic right to vote. Women did not earn the right to vote in Washington state until 1910. Men and women of color and other nationalities did not gain voting privileges until many more years had passed.

This year, many thought-provoking exhibits, events and lesson plans have been developed by local and statewide educational and historical groups to help students analyze why this is such a noteworthy event in our state history and what impact it has had on them personally. Women like Susan B. Anthony and Emma DeVoe, who made major contributions to the Suffrage Movement, play a prominent role in these educational experiences.

Over the next several weeks, this NIE series will look at the women who came next – determined ordinary women who worked tirelessly to make sure that women's equal right to vote was matched with equal opportunity in other important, but less conspicuous, aspects of daily life. These women orchestrated changes that ensured that young women today have the opportunity to realize their dreams and accomplish their life goals.

## Background

This year, Washington state celebrates the 100th anniversary of woman suffrage. While women played an important role in the settling and development of the West, they could not vote in government elections for many years. Washington Territory women won the right to vote in 1910 – nearly 80 years after the first Euro-Americans began to make their homes here.

Events celebrating this centennial will continue throughout the year, identifying and honoring a

century of champions whose determination and leadership provided today's young women with voices in government, equal rights and opportunities to pursue their dreams. The Seattle Times Newspapers In Education program has partnered with HistoryLink.org and Heritage 4Culture to produce the six-week series "Champions by Choice: The Long Climb to the Top."

## Owning Land

With the exception of scattered groups of missionaries and fur traders, non-natives did not settle in Washington until the mid-1800s. In an incentive to bring new settlers to the wilds of the Oregon Territory, Congress passed the Donation Land Claim Act in 1850. This act granted each adult U.S. citizen 320 acres of land if he arrived before December of 1850 and resided on the claim for four years. A married couple was entitled to double the amount of land, with the second 320 acres awarded in the wife's name. Savvy women realized that becoming landowners and establishing legal partnerships with their husbands was an important first step toward obtaining equal rights.

The western migration was on – spurred by the lure of free land. The Donation Land Claim Act was soon extended to accommodate the thousands of men and women who arrived in the Oregon Territory over the next few years. Although land was no longer free, it could be purchased for \$1.25 an acre. The first settlements in Puget Sound's King County region were established with the arrival of the Collins and Denny parties in 1851 – and soon, major development and expansion began. Reported claims under the Donation Land Claim Act in King County numbered 58. When Washington Territory was created only two years later, the official census counted 3,965 residents, 1,682 of whom were listed as eligible male voters. Women, even the landowners who came West to be equal partners

# Introduction continued

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with their husbands, were not allowed to vote. It was time for change.

## Early Suffrage Legislation

In 1848, at the first women's rights convention in the nation, women's desire for political reform was summarized in a list of rights that women should be entitled to as U.S. citizens. This document, called the Declaration of Sentiments, outlined a concrete foundation of women's rights to be used by the territorial governments forming across the nation. Women who championed their right to vote were known as suffragists.



Catharine Paine Blaine (1829–1908). Courtesy of MOHAI.

Catharine Paine Blaine, an early supporter of women's rights, was just 18 years old when she signed the Declaration of Sentiments. Catharine and her new husband moved to Seattle in 1853, where he had been assigned to a pastorate. Within a year, she had established the first school

in Seattle – while continuing to champion woman suffrage.

Influenced by the Declaration of Sentiments, Seattle pioneer Arthur Denny, who was now a senator, proposed to amend a pending bill to give all adult white women the right to vote. This legislation was proposed at the first Washington Territorial Legislature in 1854, but failed by one vote. Legislation that same year did allow certain women to vote in school elections.

Over the next 12 years, territorial voting qualifications and requirements were reworded and amended to accommodate changes in the growing population. By 1867, the territorial voting law clearly stated that all adult white American citizens had the right to vote. Based on the wording of this law, women suffragists encouraged their peers to finally exercise their votes.

## Early Ballots

Two years after the 1867 Washington Territory Voting Law was enacted, White River resident Mary Olney Brown announced she would vote in her town's local election. Although many in her community tried to discourage her, Brown became the first woman in Washington to cast her vote as a U.S. citizen. However, her ballot was rejected by election judges who felt it might affect the integrity of the rest of the precinct's votes. Three years later, it was Brown again who led a small group of women to cast their ballots at Grand Mound in southern Thurston County – and this time, their votes were counted.

## Setbacks for Suffrage

Permanent suffrage for Washington women, however, was short-lived. Suffrage laws were approved and repealed several times throughout the next few decades. The U.S. Constitution did not provide for equal voting rights and even though Washington was a territory with its own legislation until 1889, this loophole influenced many votes. In 1883, the Washington Territorial Women's Suffrage Act passed both houses of the legislature. This act allowed women to serve as jurors – but it was again repealed. And so it went: Women won and lost the right to vote several times over the next 40 years. Through it all, however, the suffragists remained determined.

## Right to Vote Passed

In 1910, the Fifth Amendment to the Washington State Constitution made Washington women the first in the 20th century to have the right to vote in all local and state elections. Official voting records reveal that the movement met with statewide approval – every county in the state voted affirmatively for woman suffrage. As only the fifth state to pass this kind of law, Washington served



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as a working example for other Western states to award women the right to vote. Even though it would be 10 more years until the 19th Amendment to the Constitution of the United States gave women nationwide the right to vote, Washington suffragists continued to champion the national movement.

It is important to understand that although women gained the right to vote, they were not automatically treated as equals in all aspects of life. Women have worked steadfastly for the past 100 years to ensure that their voices in government – earned through the right to vote – continue to implement change and promote opportunities for their peers and for future generations.

## Curriculum at a Glance

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**Primary Objectives:** Students will learn about the history of woman suffrage and why it is important. Students will learn how gaining the right to vote provided opportunities for women to enter work fields and make decisions that had not been possible before suffrage. Students will learn about women in Washington state history whose contributions have had a significant impact on their lives today.

**Student Activities:** Students will identify women who have made a significant impact on their daily lives, interests and goals. Students will research the lives of these women and their contributions by using newspapers, books, magazines and online resources. Students will prepare a written paper

or oral presentation that describes how certain women's contributions have made it possible for them or other important people in their lives to fulfill personal goals or dreams. Students will present their findings and interpretations to the class.

**Materials Included:** Woman Suffrage Research Project Worksheet; Resource List; Background Information; Suggested Activities.

**Materials/Equipment Needed:** Copies of worksheets; library access for research materials; computer for online research.

**Grade/Subject Recommended:** Grades 4–11

# Essential Questions

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- What is suffrage and why is it important to celebrate woman suffrage?
- Who are some of the important women in Washington state history who helped to win the right to vote?
- Who are some of the women in Washington state history whose goals and dreams were made possible by having the right to vote?
- How has each student's life been impacted by woman suffrage?

## Content and Performance Objectives

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### Concept Objectives

*Students will ...*

- learn the meaning of the word "suffrage" and review the importance of the right to vote.
- trace the important components of the history of woman suffrage in Washington state.
- interpret the effects of having the right to vote on future opportunities for certain groups of people.
- learn how the contributions and determination of special women have had lasting influence on opportunities and equal rights for people today.

### Performance Objectives

*Students will...*

- participate in class discussions relating to each week's NIE content.
- learn the definition of words important to the woman suffrage movement.
- identify a woman from Washington state history who made a significant contribution to current opportunities for young women.
- identify and utilize appropriate primary and secondary sources about the woman they select for this project by using newspapers, books, magazines and online resources.
- prepare a presentation or written paper about the woman they select using the suggestions outlined in this Teacher's Guide.

# Time Management

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**Weeks 1–5:** 1 class session per week (30–45 minutes): Read NIE article aloud in class and participate in class discussion.

**Week 6:** 1 class session (30–45 minutes): Read NIE article aloud in class and participate in class discussion. Students should follow directions to write an essay about a woman who has influenced their lives. Essays may be gathered along with family recipes to create a cookbook. Cookbooks

can be submitted to an NIE contest by e-mailing a digital copy to [nie@seattletimes.com](mailto:nie@seattletimes.com) by 1/15/11. Please use the subject line “Cookbook contest.”

**Week 7:** 3–5 class sessions: Students select women significant to their lives (interests, goals, etc.) and conduct research either individually or in small groups, then prepare either a written report or an oral presentation and present it to the class.

## Washington State EALRs: (Essential Academic Learning Requirements)

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The activities outlined in the “Champions by Choice: The Long Climb to the Top” project have been designed to complement the following Essential Academic Learning Requirements (EALRs) for Washington state social studies:

### **Social Studies EALR 1: CIVICS**

**Component 1.1:** Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution and other fundamental documents.

**Component 1.2:** Understands the purposes, organization and function of governments, laws and political systems.

**Component 1.4** Understands civic involvement.

### **Social Studies EALR 4: HISTORY**

**Component 4.1:** Understands historical chronology.

**Component 4.2:** Understands and analyzes causal factors that have shaped major events in history.

**Component 4.3:** Understands that there are multiple perspectives and interpretations of historical events.

**Component 4.4:** Uses history to understand the present and plan for the future.

### **Social Studies EALR 5: SOCIAL STUDIES SKILLS**

**Component 5.1:** Uses critical reasoning skills to analyze and evaluate positions.

**Component 5.2:** Uses inquiry-based research.

**Component 5.3:** Deliberates public issues.

**Component 5.4:** Creates a product that uses social studies content to support a thesis and present the product in an appropriate manner to a meaningful audience.



# Classroom-Based Assessment (CBA) Alignment

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The activities outlined in the “Champions by Choice” project have been designed to allow teachers to create individual classroom activities that could align with the following Classroom-Based Assessments (CBAs) for Washington state social studies.

## **Whose Rules: 4th Grade Civics**

Citizens in a democracy have the right and responsibility to make informed decisions. Students are asked to make an informed decision on a public issue after researching and discussing different perspectives on this issue.

## **You Decide: 5th Grade Civics**

Citizens in a democracy have the right and responsibility to make informed decisions. Students are asked to make an informed decision on a public issue after researching and discussing different perspectives on this issue.

## **Constitutional Issues: 8th and 11th Grade Civics**

Citizens in a democracy have the right and responsibility to make informed decisions. Students are asked to make an informed decision on a public issue after researching and discussing different perspectives on this issue.

# Key Vocabulary

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**Adult Citizen:** anyone over 18 years of age  
(in 1850)

**Advocate:** to speak or write in support of

**Affirmatively:** an expression in support of

**Amendment:** a revision or change proposed or  
made in a bill or law

**Anniversary:** the marking of a certain number of  
years since an event has occurred

**Ballot:** a sheet of paper or a card used to cast or  
register a vote

**Bill:** a proposed law that has not been ratified  
or adopted

**Centennial:** the marking of 100 years since an  
event has occurred

**Champion:** the winner or someone who actively  
supports a cause

**Confirm:** to give formal approval to

**Constitution:** the system of basic laws and  
principles of a government

**Election:** chosen by vote

**Eligible:** fit or qualified to be chosen

**Equality:** having the same quantity, size, value

**Gender:** a person's sex

**Guarantee:** an assurance that something will be  
done as specified

**Incentive:** a stimulus or motive

**Immigrant:** someone who has settled in one area  
from another country

**Integrity:** honesty, sincerity

**Legislation:** the making of laws

**Mandate:** the will of constituents expressed to  
their representatives

**Migration:** to settle in another country or region

**Oregon Territory:** area of land that included  
Oregon, Washington, Idaho  
and parts of Wyoming and  
Montana before they became  
states

**Opportunity:** a good chance

**Platform:** a statement of policy

**Ratify:** approve or give official consent

**Recruit:** to enlist new members for an organization

**Sentiments:** opinions or feelings

**Suffrage:** the right to vote

# Suggested Teaching Procedures

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## Week 1:

### Pre-Class Preparation (60 minutes)

1. (45 minutes) Review voting rights, prepare for discussions.
2. (15 minutes) Prepare NIE handouts and run off needed worksheets.

### Suggested Teaching Procedure (45 minutes)

1. (15 minutes) Read NIE weekly section aloud in class and review new vocabulary words.
2. (30 minutes) Discuss voting rights and other "Time to Think" questions.

## Weeks 2 – 5:

### Pre-Class Preparation (15 minutes)

1. (15 minutes) Review NIE weekly sections, prepare for discussions.

### Suggested Teaching Procedure (45 minutes)

1. (15 minutes) Read NIE weekly sections aloud in class and review new vocabulary words.
2. (30 minutes) Discuss "Time to Think" questions.

## Week 6:

### Pre-Class Preparation (15 minutes)

1. (15 minutes) Review NIE weekly section and prepare for discussion.

### Suggested Teaching Procedure (45 minutes)

1. (15 minutes) Read NIE weekly section aloud in class and review new vocabulary words.

2. (20 minutes) Discuss "Time to Think" questions.
3. (10 minutes) Discuss assignment in "Measure Your Knowledge of Washington Suffrage" or choose another project from the Suggested Projects list. For any of the projects selected, students will identify a woman significant to their lives (interests, goals, etc.) and conduct research either individually or in small groups, then prepare either a written report or an oral presentation (see Week 7).

## Week 7:

### Suggested Teaching Procedure (one week of 45-minute classes)

#### Day 1 (45 minutes)

Introduce students to research resources available online.\* Then, distribute the Woman Suffrage Research Project Worksheet (page 12) to each student.

\*For assistance identifying resources, see the Resources section of this guide or download a helpful PDF or PowerPoint presentation from HistoryLink.org at <http://www.historylink.org/Index.cfm?DisplayPage=education/Edu-Tips-Teachers.cfm>

#### Days 2–3 (45 minutes each)

Assist students in project research.

#### Day 4 (45 minutes)

Use class time to have students write papers, prepare oral presentations or work on other selected projects.

#### Day 5 (45 minutes)

Have students present oral or written projects to the class. Extend into following week if necessary.

# Time to Think! Weekly Discussion Topics

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## WEEK 1:

- Why is it important to have the right to vote?
- Why do you think being able to own land was so important?

## WEEK 2:

- How would things be different if women did not have the right to vote?
- Who do you know who would not have influenced your life if she had not had the right to vote?
- How have techniques to share and distribute information about political issues changed and improved?

## WEEK 3:

- Identify a female athlete who you admire. What obstacles might she have encountered if she had not been permitted to compete at this level?

## WEEK 4:

- Why do you think that women were not considered to be as effective as male police officers or firefighters?
- How would their jobs be different if they did not have the same expectations as their male partners?

- How do you feel about women serving in those professions and why?
- What other groups of public servants have only recently added women to their ranks?

## WEEK 5:

- What differences do you think there might be in our government if women were not allowed to be elected to public office?

## WEEK 6:

- In what other occupations do you think women have had to prove themselves as equals before they were hired or considered for the job?
- Name a woman who has influenced your life in a positive way. Why is she special to you?
- What would you like to be when you grow up? (For girls) If women were not able to participate in this career choice or activity, what would you do instead? (For boys) How do you think your job would be different if you only worked with other men?

# Did You Know?

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## Fact, Week 1:

The official colors for the suffragist movement were purple (representing loyalty), white (representing purity) and green (representing hope). Most suffragists dressed in white, but Washington suffragists wore orange ribbons in honor of Judge Orange Jacobs, a prominent supporter of women's rights who served on the Washington Territorial Supreme Court from 1869–1875.

## Fact, Week 2:

**A Day of Jubilation:** A full day of events, exhibits, performances, activities and celebrations commemorating the 100th anniversary of woman suffrage in Washington will be held Monday, November 8, 2010, at the Capitol in Olympia. Join the Washington State Historical Society and the Women's History Consortium from 9 a.m. to 4 p.m. For more information, contact the event coordinator at (360) 586-0171.

## Fact, Week 3:

The Women's National Basketball Association (WNBA) team Seattle Storm is owned by four local businesswomen. The Storm was purchased in 2008 for \$10 million and became the second franchise in the 14-team WNBA to be owned exclusively by women.

## Fact, Week 4:

Women experienced prejudice in the fire department, too. Many people assumed that they were not physically strong enough to handle the job. When the Seattle Fire Department was ordered to hire women in 1975, Barbara (Bonnie) Beers, a member of the University of Washington basketball team, took a year off to train for the entrance test. She became Seattle's first female firefighter when she completed her recruit training in 1977. In 1996, Beers was promoted to Battalion Chief.

## Fact, Week 5:

In 1893, Washington was invited to participate in the Chicago World's Fair floral exhibit, which would display each state's official flower. Washington did not have an official flower at the time, so the Washington State Fair Committee left the decision to its female members. The rhododendron was named the winner, beating out other contenders including the four-leaf clover, wild rose and dogwood. This was the only time in Washington state history that females were the only ones allowed to vote on an official issue. The choice was confirmed by the Washington State Senate in 1893, but the rhododendron did not officially become the state flower until 1949, when it was confirmed by both houses of the legislature.

## Fact, Week 6:

The primary fundraiser for the suffragist movement in Washington was the "Washington Women's Cookbook." It included favorite family recipes along with information about why it was important to gain the right to vote. The cookbook sold for \$1 and featured the official slogan, "Votes for Women," on the cover.

# Suggested Projects

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## Project One

Select a Washington state woman you admire. She can be a historic figure or someone who influences you today. Write a one-page paper that explains the importance of her contributions or achievements to what you wish to accomplish in your life. You must include how her ability to vote and earn equal rights contributed to her success in her given career field or life path. You must cite at least two online resources in your research. Use at least two new vocabulary words in your paper, presentation, poster, or other project selected.

## Project Two

Bring a favorite recipe from home along with a short explanation of why it is important to your family. Gather all the essays and recipes to create your own cookbook. Classes are encouraged to submit copies of their cookbooks to The Seattle Times NIE program, where one class winner at each grade level will win a prize. E-mail your digital copy of the cookbook to [nie@seattletimes.com](mailto:nie@seattletimes.com) with the subject line "Cookbook contest." Cookbooks must be received by 1/15/10.

## Project Three

Create a poster or small exhibit that features photos and information about the woman that you have selected for your project. Incorporate the colors associated with woman suffrage in the design and construction of your project. Use photos to show how her success has allowed you and other young people to follow your dreams. You must cite at least two online resources in your project.

## Project Four

Develop a timeline of important milestones in woman suffrage in Washington state. You must cite at least two online resources in your research. (Teachers can create variations by asking students to create timelines of suffrage for other races, cultures and nationalities.)

## Project Five

Conduct an oral history of a woman you admire. Ask her what she feels about having the right to vote. Does she feel her career path was influenced by women having the right to vote? Does she think she would have been able to pursue this life path if women had not gained equal rights? Has she ever felt that being a woman was a disadvantage in her career? Share with your class some of the most important things you learn from your interview.

## Project Six

Choose one side of a suffrage scenario (for instance, should you be able to vote for U.S. president at age 16 if you successfully pass specific school classes?) and conduct a town-meeting debate. Work with other students in small groups to conduct research based on suffrage history and create a strong presentation for or against securing the right to vote.



# Woman Suffrage Research Project Worksheet

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*You will probably need additional space to answer most of these questions. Please use separate paper if necessary.*

Student Name and Class:

Date:

Name of woman selected for my research project:

Why I chose this woman for my project:

What important contributions has this woman made that have influenced my life, my dreams and my goals?

If this woman had not had the right to vote or earn equal rights, how might her life have been different?

If this woman had not had the right to vote or earn equal rights, how might my life have been different?

Qualities and achievements that this woman has or has made that I most admire:

What I would most like to know about this woman if she were alive now:

What advice this woman might give me to encourage me to follow my dreams:

What I think this woman would say to women today in regards to voting in each election:

Two vocabulary words that I learned in these woman suffrage lessons that apply to this woman:

*Remember to list at least two resources used in this research project and cite them correctly. If using images, be sure to identify where they were found and credit them correctly.*

# Resources

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Thousands of excellent resources on national and local woman suffrage can be accessed online and in local libraries or other historical repositories. The following resources were used to write this series.

## Websites

### City of Seattle

<http://www.seattle.gov/CityArchives/Exhibits/Women/default.htm>

This website highlights the accomplishments and achievements of women in Seattle city government.

### Community Stories: Women Firefighters

<http://www.seattlechannel.org/videos/video.asp?ID=3170917>

This video features women firefighters discussing their careers, how the perceptions of women firefighters have changed and what the next generation can do to reach their goals.

### HistoryLink.org

<http://www.historylink.org>

HistoryLink.org is the free online encyclopedia of Washington state history. The site features nearly 6,000 essays covering the history of this state. Each essay is researched, written, sourced, and edited by professional staff historians. HistoryLink.org essays and timelines offer additional information about the history of woman suffrage in Washington state and the women featured in the "Champions by Choice" series. Teachers, parents and students can also visit the new Education Resource at HistoryLink.org for additional resources on Washington state heritage. This section is an evolving compilation of the curricula, professional opportunities and heritage materials and programs currently available online.

### Museum of History & Industry

[www.seattlehistory.org](http://www.seattlehistory.org)

MOHAI's newest feature is called MOHAI Minutes. These short videos take the viewer into the community (and into MOHAI) to learn about interesting historical facts, artifacts and landmarks.

One video that is particularly relevant to this series focuses on a rivet gun and one of Seattle's own "Rosie the Riveters."

<http://www.youtube.com/mohaiprograms#p/a/u/0/8cBA1wTvBI>

### National Records and Archives Administration

<http://www.archives.gov/education>

The National Archives and Records Administration (NARA) is the nation's record keeper. Of all documents and materials created in the course of business conducted by the United States government, only 1–3% are considered so important for legal or historical reasons that they are kept forever. These valuable records are available to all. The Digital Classroom on NARA's website is a gateway for resources about primary sources, activities and training for educators and students. This site also features a relevant video, "Big Strides, Diverse Paths: Women's Journeys to Political Leadership."

### Seattle Public Library

<http://www.spl.org>

This website provides access to many online databases and collections, allowing you to do a lot of your research from home or school. (To see a list of available databases, click the "Databases & Web Sites" link on the home page.) Note that you must have a Seattle Public Library card and a PIN code to access these resources.

### Timeline of Woman Suffrage

<http://stories.washingtonhistory.org/suffrage/Times/Default.aspx>

This page features a complete timeline of events leading up to and resulting from woman suffrage in Washington state.

### Washington State Historical Society

<http://www.wshs.org/wshm/>

An advanced search on the Research Washington section of the WSHS website reveals online collections, articles in COLUMBIA magazine, curricula, Washington stories and many more resources

# Resources continued

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relevant to woman suffrage. See <http://research.washingtonhistory.org/Results.aspx?q=suffrage> for search results.

## **Women's Votes, Women's Voices** [www.washingtonwomenshistory.org](http://www.washingtonwomenshistory.org)

This comprehensive website was created by the Washington Women's Consortium in celebration of the 100th anniversary of woman suffrage in the state and is an invaluable guide to the subject. A well-written curriculum is featured on the site, as well as many resources and activities. This website is a must-visit!

## **Books**

Andrews, Mildred. "Woman's Place: A Guide to Seattle and King County History." Gemil Press, Seattle, 1994. This book provides fresh insights into King County cultural history by exploring more than 250 historic sites that have significance to local women.

Eisenberg, Adam. "Different Shade of Blue: How Women Changed the Face of Police Work." Behler Publications, LLC, Lake Forest, California, 2009. This book includes more than 50 interviews with female Seattle police officers who describe their struggles to obtain equal rights.

Stevenson, Shanna. "Women's Votes, Women's Voices: The Campaign for Equal Rights in Washington." Washington State Historical Society, Tacoma, 2009. This comprehensive summary of woman suffrage in Washington state is filled with historical photographs and other relevant imagery.

## **The Seattle Times**

### **Archives at [seattletimes.com](http://seattletimes.com)**

The Seattle Times online historical archive provides access to newspaper pages from 1900 to 1984 for your personal use. Several pricing options make it possible to conduct limited or extensive research. Learn more by visiting <http://seattletimes.com/historicalarchive>.

### **Archives at the library**

The downtown branch of the Seattle Public Library has the most complete Seattle Times archives of all the libraries, though the University branch also has an extensive collection of Seattle Times newspapers. The newspaper archives are located in the magazine department on the 6th floor of the Central Library building. They keep hard copies of recent newspapers for three to four months, then convert them to microfilm. The library has Seattle Times newspapers dating back to the late 1800s on either microfilm or microfiche. Some of the older newspapers are even available on paper, though they are very fragile.

The downtown branch is located at 1000 4th Avenue. You can reach a librarian in this department by calling 206-386-4636 or access information online at <http://www.spl.org>.

### **Back issues**

The Seattle Times has a back issues department serving those who wish to purchase newspapers dating back approximately two years from the present. This is helpful if you need extra copies of a specific article or newspaper for a class or family project. You'll need to provide the issue date of the newspaper that you want — so be sure to research that information before calling them. The department is open daily from 9–5 and can be reached at 206-464-2001. It takes approximately two weeks to receive the back issues after you have placed an order. You can also place an order by e-mailing [backissues@seattletimes.com](mailto:backissues@seattletimes.com).

# Exhibits and Events

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## EXHIBITS:

**Women's Votes, Women's Voices** (October 30, 2010–June 26, 2011, at the Northwest Museum of Arts and Culture in Spokane, Washington) A century ago, women were not allowed to vote, but were required to pay taxes and abide by laws their male counterparts voted into place. Women from all economic and ethnic groups banded together to persuade the men of Washington to give them the right to vote. This exhibition, created by the Washington State Historical Museum, is the state's lead activity celebrating the centennial of women obtaining the right to vote in Washington.

**Chasing Horizons: Women in Aerospace** (now through 1/2/11 at The Museum of Flight in Seattle, Washington) Portraying the history of women in the aerospace industry, this exhibit begins with the pioneer French aeronaut Elizabeth Thible, who in 1784 became the first woman to fly in a balloon, and continues through the 1920s and 1930s (aviation's "Golden Age") and World War II to today's fighter pilots, aerobatic pilots, engineers and astronauts. The Chasing Horizons exhibit features artifacts including uniforms from women in industrial, military, commercial and sport aviation, as well as historical images and videos and interactive activities.

## EVENTS:

### Day of Jubilation

Mark your calendars for November 8, 2010, from 9 a.m. to 4 p.m. at the Capitol in Olympia for a "Day of Jubilation" commemorating the 100th anniversary of the vote to amend the Washington constitution, permitting women to vote. The Washington State Historical Society and Women's History Consortium worked with the Office of the Washington Secretary of State to prepare a full day of events, exhibits, performances, activities and celebrations. For more information, contact WHC coordinator Shanna Stevenson (360-586-0171 or

[sstevenson@wshs.wa.gov](mailto:sstevenson@wshs.wa.gov)) or Ingrid Pharris at the Office of the Secretary of State (360-902-4142 or [ingrid.pharris@sos.wa.gov](mailto:ingrid.pharris@sos.wa.gov)).

### Seattle's Herstory – Walking Tours

Join MOHAI and the Seattle Architecture Foundation as they explore Seattle's role in Washington's equal suffrage campaign – a movement as old as the city itself. Walk through the streets of Pioneer Square and become acquainted with early Seattleites and their efforts to give women a political voice: efforts that culminated in the passage of female suffrage in Washington state in November 1910. Meet at Seattle Justice Center, 600 5th Avenue, Seattle. Cost: MOHAI and SAF members \$10, general \$15. Presented third Thursdays (6–8 p.m.) and third Sundays (10 a.m.–noon), July through September. For more information, visit [www.seattlehistory.org](http://www.seattlehistory.org).

### Hispanic Heritage Month Program – Women Fly! at The Museum of Flight

The Museum pays tribute to the rich legacy of Latin American women pilots with a special program featuring Chilean Air Force pilot Lt. Karina Miranda, the first woman to fly fighter jets for the Chilean Air Force, and pilot Ruth Morlas, an Ecuadorian immigrant and Boeing Company engineer. In the William M. Allen Theater at The Museum of Flight, located at 9404 E Marginal Way S, on Boeing Field, halfway between downtown Seattle and Sea-Tac Airport. The Museum is open daily from 10 a.m.–5 p.m. Admission is \$15 for adults, \$13 for seniors 65 and older, \$10 for active military, \$8 for youth 5 to 17 and free for children under 5. For general Museum information, please call 206-764-5720 or visit [www.museumofflight.org](http://www.museumofflight.org).

# Exhibits and Events continued

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## **The Lives of Women in Our Valley – Issaquah History Museum talk**

Museum director Erica Maniez looks at the lives of Issaquah women from 1860–1930. At the Issaquah Depot, 50 Rainier Boulevard N in Issaquah. October 9, 2010, at 11 a.m.

## **Pacific Northwest History Conference**

The Washington State Historical Society (WSHS) and the Northwest Museum of Arts & Culture (NWMAC) are jointly planning a women's-history-themed Pacific Northwest History Conference November 3–5, 2010, in Spokane. The conference, part of the commemoration of the centennial of women's right to vote in Washington, will highlight all aspects of women's history in the region. For more information, contact program chairs Shanna Stevenson, Coordinator, Washington Women's History Consortium, at [sstevenson@wshs.wa.gov](mailto:ssstevenson@wshs.wa.gov) or 360-586-0171, or Marsha Rooney, Senior Curator of History, NWMAC, at [marshar@northwestmuseum.org](mailto:marshar@northwestmuseum.org) or 509-363-5309. Information on the program and registration is available at <http://www.washingtonhistory.org/heritageServices/conferences.aspx>.

## **Women's Votes, Women's Voices: The Campaign for Equal Rights in Washington**

To commemorate the centennial of women's suffrage in Washington state, 4Culture and Book-It Repertory Theatre have joined forces to produce a staged reading adapted from Shanna Stevenson's book *Women's Votes, Women's Voices*. This year's staged reading is slated for travel to local schools, but is available to other local venues as well. You can find more information about these performances at <http://book-it.org/>.

This is a golden opportunity for an organization to incorporate a professionally produced non-fiction theatrical performance into its public programming. Book-It is offering "Women's Votes" for a special booking fee of \$475, but venues may charge admission to make the performance into a fundraiser if desired. If you would like more information or are interested in scheduling a performance of this unique presentation, contact Eric Taylor at 206-296-8688 or [eric.taylor@4culture.org](mailto:eric.taylor@4culture.org).

The Museum of History & Industry (MOHAI) will partner with Book-It to present a special performance of "Women's Votes, Women's Voices" at 6:30 p.m. on Thursday, November 4, 2010, at MOHAI. For more information, contact Helen Divjak at 206-324-1126 or [helen.divjak@seattlehistory.org](mailto:helen.divjak@seattlehistory.org).